

# Sachem Facilities Study Committee 2013

October 10, 2013

Michael Keany

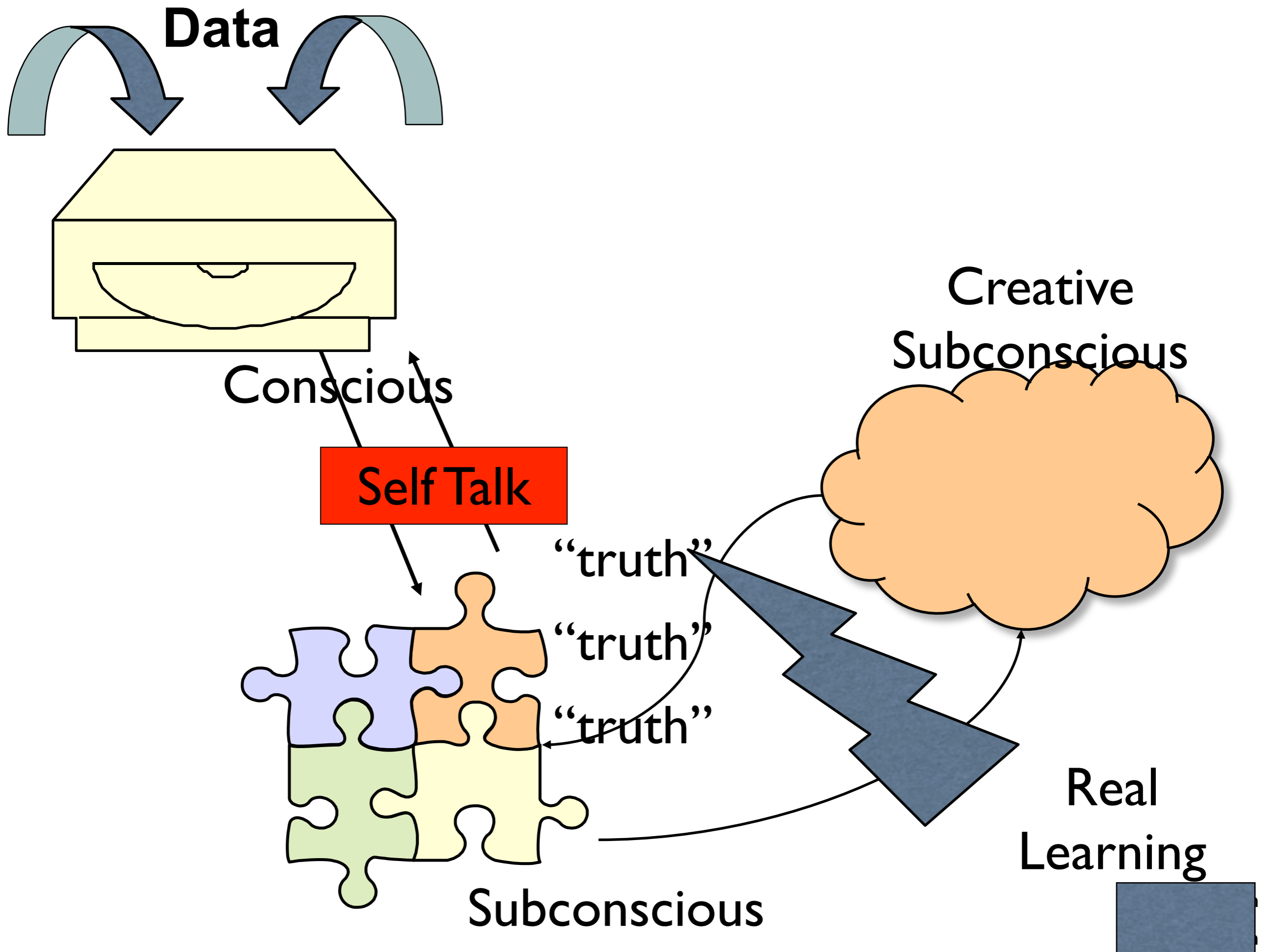
Welcome and Thank You!

# Which Job Did I *Not* Have?

- HS Principal
- Girl Scout Leader
- Dance escort for single women on a cruise ship
- MS Principal
- School Board Member
- Clown magician at children's parties
- Department Chair
- Assistant Principal
- Butcher
- Movie theater usher

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# Tonight we will...

Work with the three **T**s

- Get to know our **T**eam
- Understand the **T**ask
- Learn some **T**ools

# The Team

## FACILITES STUDY COMMITTEE MEMBERS

Scott Anderson  
Jeremy Bigler  
Jean Caulfield  
Michael Conrad  
Dana DeMeo  
Kevin Guilfoyle  
Anthony Horber  
Stephen Huffman Jr.  
Anthony Joseph  
Gregory Kelley  
Wendy Levine  
Bevin Llanes  
Larry Manganello  
Denise McKay  
Debra Mills  
Brian Reilly  
Vincent Reynolds  
Laura Slattery  
Richard Stilwagen  
Daniel Vallance  
Allen Wone

# The T Team

- Find someone in the room with the same value card (Jack, King, 10, etc.)
- Person A: Tell that person three “facts” about yourself. One should be a lie.
- Person B: Ask questions to learn which is one is the lie. (Note: Person A can continue lying!)
- Reverse roles.

# The **T**eam Rules

- Ask questions to try to understand.
- Keep an open mind.
- Recognize when your experience is clouding your thinking.
- Do the “heavy lifting.”
- Be prepared for each meeting.

# The Task

- What it is
  - “Study of school building usage options to address declining enrollment in a fiscally responsible manner”
  - “Develop a variety of possible actions that will enable Sachem to provide quality education in a fiscally responsible manner.”

# The Task

- What it is not
  - Making specific recommendations
  - Advocating for particular interests

# Details of Our Work

- Schedule of meetings

October 10, 2013 - Guidelines, Charge, Overview  
October 17, 2013 - Presentation by Demographer, Wayne Verderber  
October 24, 2013 - Presentation by Realtor  
October 31, 2013 - Working Meeting  
November 7, 2013 - Working Meeting  
November 14, 2013 - Working Meeting  
November 21, 2013 - Working Meeting  
December 4, 2013 (Note: Change of Date from December 5) - Working Meeting  
December 12, 2013 - Possible Public Forum  
December 19, 2013 - Finalization of Report and Presentation  
January 22, 2014 - Report to the Board of Education

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## Products to Be Delivered

Written Report to the Board of Education  
PowerPoint Presentation to the Board of Education

# Details of Our Work

- **Communication Protocols**
  - May we have permission to utilize your email addresses for group announcements and communication between and among other group members?
  - From time to time, we may have community visitors present who are permitted to observe our work. They are observers, not study group members.
  - You may receive questions from community members regarding the Study Group's work. You are certainly free to respond but I suggest a preamble to your response. "We are examining all options and are trying to do what's best for all the children and residents of the community. Our charge is to study, not recommend. The Board of Education will make any final decisions."

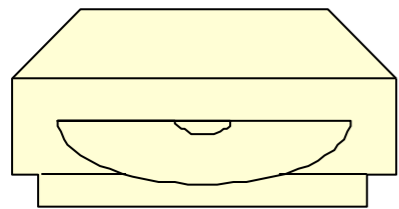
# Details of Our Work

- **Assistance in Our Work**

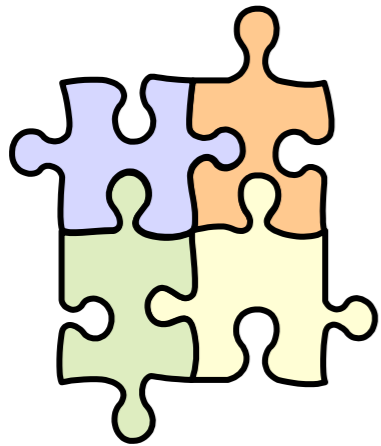
- The District's Central Administration stands ready to provide any data which the Study Group might find helpful. To ease that process, any requests should be as specific as possible.
- Applied Data Services located in New Jersey has been retained by the District to provide a demographic study of present and future enrollment and also to provide information on any "what-if" scenarios. Wayne J. Verderber is the President. I have tentatively arranged for Mr. Verderber to be with us on October 17.
- Kevin Guilfoyle, member of our Team, and realtor, will graciously provide expertise on possible alternative uses of District facilities and market information on possible leasing or sale of District facilities. I have schedule this for October 24.

# The Task

Always, what is best for  
the children of Sachem!



What did you hear?



What does it mean  
to you?

# Some **T**ools

- Dialogue not discuss
- SWOT

# Charge and Guiding Principles

## **Charge to the Committee**

The Facilities Study Committee is charged by the Board of Education to study all options involving District owned facilities to meet projected future budget requirements.

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## **Guiding Principles**

Draft - October 10, 2013

To be Reviewed by Study Group Members

1. We seek to do what is best for all of the children of Sachem.
2. We plan for the future of our schools and for the future in which our young people will live and work.
3. We are conscious of the need to plan with an eye toward flexibility to adapt to possible unforeseen future factors impacting enrollment.
4. We explore options that are consistent with our District's values.
5. We seek to explore changes with the awareness of the emotion and upsetment we know comes about with change.
6. We recognize the need to seek alternative uses of buildings that may no longer be used as schools.
7. We value diversity, keeping it in mind in any options we study.
8. We recognize that our goal is to investigate all plausible options while seeking to maintain the quality of our educational offerings in a fiscally sound manner. We understand our role to be study and investigation, not recommendation. We see our role as a resource to the Board of Education.
9. We recognize the strengths and limitations of demographic planning and enrollment predictions. Specifically we understand that five year predictions can be made with reasonable accuracy but more longterm predictions are prone to greater error.
10. Recognizing the decrease of enrollment we are guided by the need to look at the population as a whole rather than the present population of any given school.

## Factors/Issues to Be Considered in Each Option

Declining enrollment projections; demographics – also, what are the reasons for decline, what is likelihood of a reversal?

Look at declining enrollment on a school-by-school basis and also on a district-wide basis; need to account for the impact of potentially outdated districting decisions on a particular school

Optimal capacity of each school; optimal student:teacher ratios

Capacity of a school to accommodate additional students – ability to expand (through portables or permanent additions); also, ability of core facilities (library, gym, cafeteria, auditorium, playground, etc.) to accommodate additional students

Age and condition of each school; ability to achieve energy and technological efficiencies; recent upgrades/renovations and need for additional upgrades/renovations

Operating cost of each school – energy costs, maintenance, etc.

Transportation costs – what costs will be saved, what new costs will be incurred by closing a school?

Student proximity to other schools

May we be able to achieve significant cost savings through redistricting or updating/ shortening bus routes without school closing

Neighborhood value of school – impact on surrounding neighborhood. The impact to a neighborhood in which a closed building is used for an alternative purpose or remains unused

Ability to maximize revenues from school – what are options? Also need to consider legal and zoning restrictions on use of property

What are costs associated with vacant school building (upkeep, maintenance, security, insurance, etc.)

One-time costs involved in closing a school

Considerations regarding minority constituency of each school

Traffic study - impact of any reorganization

# Discussion vs. Dialogue

- Trying to convince
- Planning your response
- More statements than questions
- More speaking than listening
- Trying to “win”
- Listening to understand
- More questions than statements

# SWOT

A Way of Analyzing a Proposal or Idea

- Strengths
- Weaknesses
- Opportunities
- Threats

A technique that enables a group or individual to move from everyday problems and traditional strategies to a fresh perspective.

**S** – Strengths

**W** – Weaknesses

**O** – Opportunities

**T** – Threats

Internal Environment

External Environment

# Strength

Any existing or potential resources or capability within the organization that provides an advantage.

## ***Example:***

- *Strong music and athletic programs*
- *Intense staff commitment*
- *Supportive education minded community*

# Weakness

Any existing or potential force which could serve as a barrier to maintaining or achieving your goal.

## *Example:*

- *Lack of a clear strategy*
- *Increased demands on budget*

# Opportunity

Any existing or potential force in the external environment that, if properly used, could provide a positive gain.

## ***Example:***

- *Fresh way of looking at district structure in keeping with child development*
- *New technologies*
- *Increased efficiency of transportation*

# Threat

Any existing or potential force in the external environment that could erode an advantage.

## *Example:*

- *Decreased State aid*
- *A slow recovery from the recession*

1. Take advantage of strengths and opportunities.
2. Minimize weaknesses and eliminate threats

**Remember:**  
**You are planning for the  
future; not the present!**

# Sachem's Children

- Will be global citizens
- Will have increased ambiguity
- Will need creativity to solve problems, invent, and explain
- Will need to be able to tell stories
- Will need to be empathetic
- Will need to find, verify and use information
- Will need to learn continuously

**What is the vision  
statement for our  
work?**

SWOT analysis will be useful if:

- You are thinking outside the box
- Availability of varied perspectives – group discussion
- Liberty to say your mind
- Willingness to break away from traditional methods

**Everyone must participate**



**No idea is stupid, everyone's contribution is valid and important**



**You don't have to agree with anyone else**



**Build on the ideas of others- use initial ideas as a jumping-off point for more ideas**



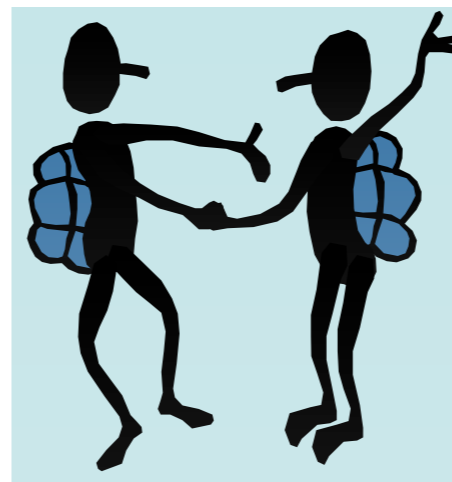
**Be open-minded**



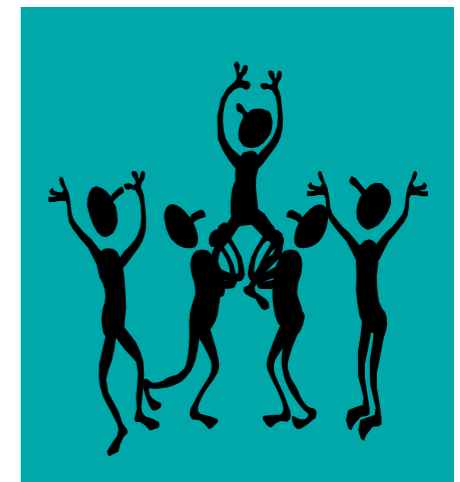
**Always ask questions**



**Seek first to understand before being understood**



**Have fun!!!**



Strengths	Weaknesses

Opportunities	Threats

# Our Next Meeting

# October 17

Our Homework?