

## ROCHESTER SCHOOLS MODERNIZATION PROGRAM Phase 2 Summary Observations – FINAL DRAFT (V1.1)

**SUBJECT:** School 1 Public Forum

**DATE:** 17 August 2016

**LOCATION:** School 1 Gym-atorium

**ATTENDEES: Board of Education (BoE):**

Van Henri White, Pres.  
Mary Adams, Commissioner  
Jose Cruz, Commissioner  
Malik Evans, Commissioner  
Willa Powell, Commissioner

**Savin- Phase 2 Program Managers:**

Roland A. Coleman, II, Deputy Director  
Travis Miller, BOP Manager  
(i.e., Business Opportunity Program outreach)  
Richard Stoffel, Project Engineer  
Darlene Augustine, PhD., Research Ass't  
Shaunta Collier – Santos, BOP Communications

**Rochester City School District (RCSD):**

Barbara Deane-Williams, Supt.  
Dr. Christiana Otuwa, Deputy Supt.  
Dr. Beverly Burrell-Moore, School Chief  
Michael Schmidt, Chief of Operations  
Christopher Suriano, Exec. Dir. Special Education  
Dr. Kimberly Harris-Pappin, Principal- School 1  
J. Cappezuto, Facilitator  
K. Morgan, Facilitator  
M. Ortiz, Facilitator  
R. Turner, Facilitator

**SWBR- District Master Planners:**

Allison Shannon, Architect



**BACKGROUND:**

The RCSD has planned a series of meetings regarding the future ‘options’ for the Martin B. Anderson School 1. The meetings consist of a Public Forum scheduled for Wednesday, 17 August 2016; a BoE Committee Meeting on Tuesday, 6 September 2016, for the options and recommendations; and possibly the BoE Monthly Meeting on Tuesday, 22 September 2016, for a final decision. The District intended the Public Forum as a venue where parents and other interested stakeholders could provide their comments in small break-out groups facilitated by the District, which would allow the BoE representatives to ‘listen’ as each group reported back to everyone in attendance at the Forum. The District was most interested in stakeholder feedback to the following key strategic concerns:

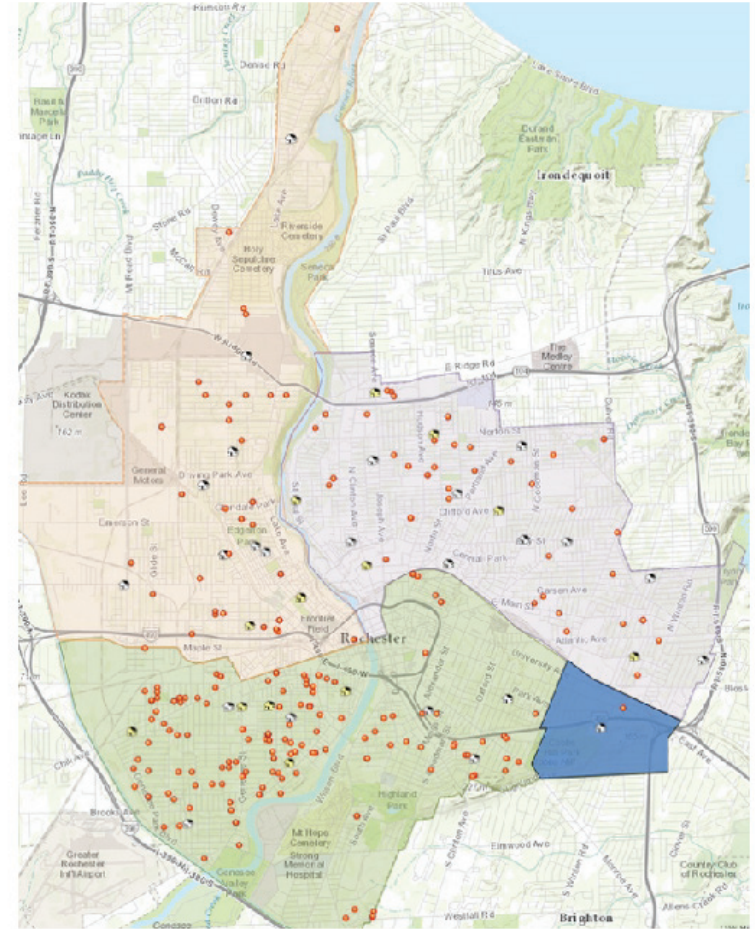
1. What are the strengths and assets of School 1?
2. What programmatic recommendations, suggestions, or additions would you like to see if School 1 is renovated?
3. Please, include recommendations on the Autism Program?

The clear preference of the parent stakeholders, however, was to keep the meeting of the entire attendees with an ‘open microphone’ format where individuals could comment freely, and/or pose any question(s). The District agreed to proceed in that manner, and the summary observations and questions are paraphrased in the balance of this document.

The diagram to the right illustrates the actual locations of where the students resided that were enrolled at School 1 for the 2014 – 2015 school year (the last time the data was available in this format). The School 1 attendance zone is shown in blue.



**School No. 01 Martin B. Anderson**



February 2015 Student Enterprise Applications 2



**SUMMARY OBSERVATIONS:**

**Speaker 1.** School No. 1 has a community atmosphere, very comforting. The staff at School 1 helped my son to get diagnosed with ADHD and to receive needed services.

**Speaker 2.** I understand the need for renovation, but logistics should have been worked out by now. There should have been a better way of explaining the process to the public. Full disclosure and transparency are required. I am concerned about not having appropriate levels of resources available where schools are moving to ‘Swing Spaces’. Parents and staff should have a plan available with 2 or 3 options from which to choose, and allow parents to decide which option is best for the School 1 and the community... My older son has gone on to another school and is doing well. The parents and staff at School 1 are united to raise our children. The culture of School 1’s parents and staff is unique, and there is a concern that the needs of our students cannot be met in other schools.

I am not concerned with the rest of the schools; I am only concerned about School 1. Children are qualified and capable ... may not be meeting the District’s requirements but our students at School 1 are succeeding.

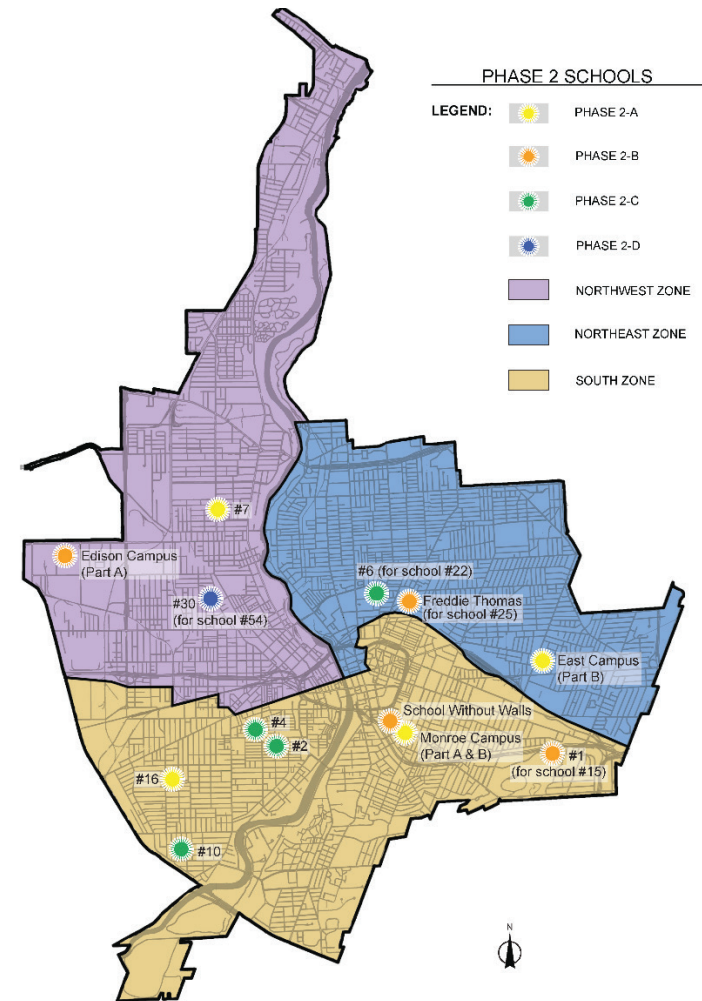
Following the proposed renovation, it will be over my dead body before our children will not return to School 1.

**Speaker 3.** I have not been in the dark this much since I was dropped in Saudi Arabia! I do not understand the information being provided by the District... I would like a synopsis of the plan, including start dates.

**Speaker 4.** I found out about the possible closing of School 1 from the newspaper. I have contacted the BoE on several occasions by emails and calls, but have never heard a response. I am uncomfortable with the plan as it stands... Eviction is not an option. There are children with special needs in the school that the staff are addressing, and would not function well if displaced like ADHD, OCD, deaf and blind.

**RESPONSE / CLARIFICATIONS:**

*Approved Strategic Plan: Phase 2-A, Phase 2-B, Phase 2-C & Phase 2-D.*



My son had trouble with transitions and the School 1 staff worked with him and he is now attending the Leadership Academy and that is the result of School 1 addressing his ADHD, OCD and anxieties. I have a master’s degree in psychology with a private practice every day, but I could not see the needs of my own child. You have to be in it (i.e., School 1) to know it!

It is important that the children be allowed to return to School 1 after being in Swing Space, but no communication was sent home. The School 1 Principal was not aware of the plan, we are all in the dark... The Board (of Educ.) isn’t involved unless it’s election time. I need the details of the plan—will not sit back and let this occur.

**Speaker 5.** School 1 needs renovation, and School 15 needs a home, we get that. We are not in agreement with School 15 moving into the renovated School 1. I feel that moving another school into a renovated School 1 would be unprecedented in the District. I charge the Board (of Educ.) and Supt. with researching this condition and other options.

**Speaker 6.** I am not a parent of a school-age child but am here to support. I am angry that parents do not have a voice. (The District) should be celebrating what is done well at School 1. My son graduated from SOTA, and I support the teachers and the District should support them as well, rather than “evict” them. When you “evict” students, parents, and teachers, they are traumatized. This demands that their voices be heard and I believe that it is an “us against them” situation instead of one where people are working together.

**Speaker 7.** I have two children in School 1: a first-grade daughter and a 4th grader who is autistic. We have (District) people here who don’t care about the children, the parents, or the staff. The only consistency that some children have in their lives is school. Tired of elected officials not caring about the people; trying to determine what to do about School 15. I expect that our children will remain at School 1.

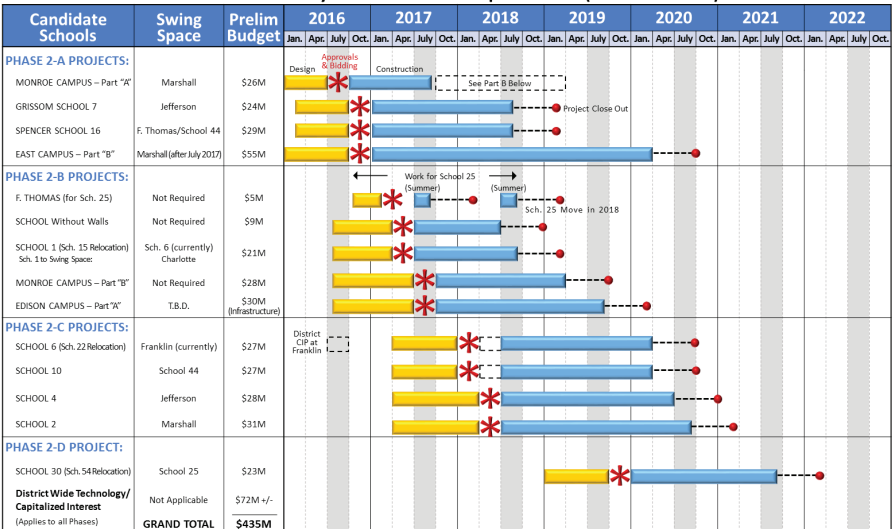
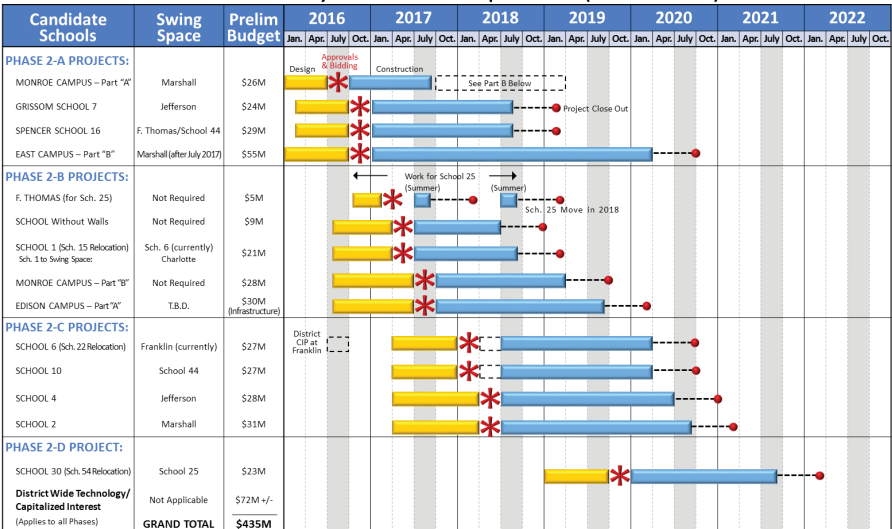
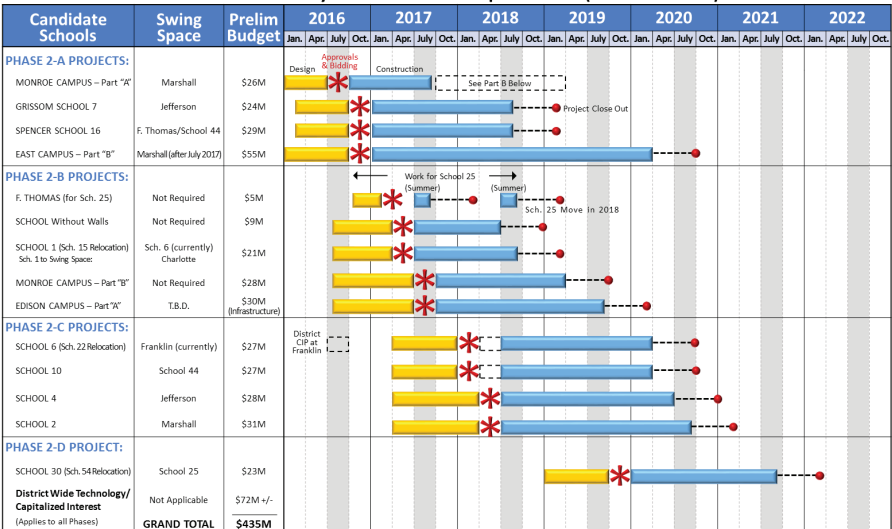
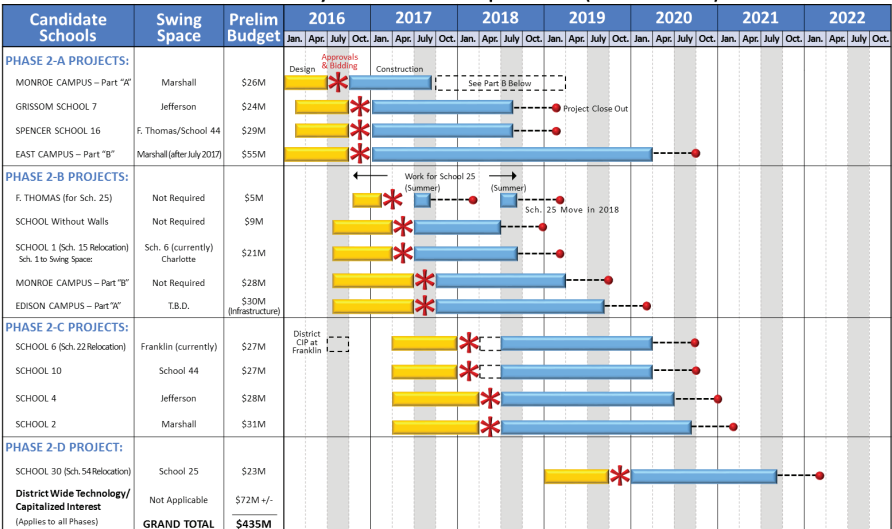
**RESPONSE / CLARIFICATIONS:**

A ‘Master plan’ to most people implies a specific solution to all of the issues and problems. Phase 2 by contrast is a ‘Strategic Plan’ as stated in its Executive Summary seeking to, “...optimize real opportunity and resources, compared to the ‘wish list’ of traditional Master Plans”. The plan approved by the BoE consists of four documents namely Vol. 1 -Strategic Plan; Vol. 2 -Financial Plan; Vol. 3 - Diversity Plan; and Vol. 4 – Supplementary Appendix.

The preliminary Master Schedule (below), along with the Phasing Map (prior page) show that the School 1 Project is slated to begin soon in Phase 2-B.

Rochester Schools Phase 2: Preliminary Master Schedule Option “C.1” (Extended MCA)

Date: 2 Feb 2016  
Rev: 22 Mar 2016

Candidate Schools	Swing Space	Prelim Budget	2016		2017			2018			2019			2020			2021			2022						
			Jan.	Apr.	July	Oct.	Jan.	Apr.	July	Oct.	Jan.	Apr.	July	Oct.	Jan.	Apr.	July	Oct.	Jan.	Apr.	July	Oct.	Jan.	Apr.	July	Oct.
<b>PHASE 2-A PROJECTS:</b>																										
MONROE CAMPUS – Part “A”	Marshall	\$26M	Design (2016) * Construction (2017-2018) * See Part B Below																							
GRISSOM SCHOOL 7	Jefferson	\$24M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
SPENCER SCHOOL 16	F. Thomas/School 44	\$29M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
EAST CAMPUS – Part “B”	Marshall (after July 2017)	\$55M	Design (2016) * Construction (2017-2020) * Project Close Out (2021)																							
<b>PHASE 2-B PROJECTS:</b>																										
F. THOMAS (for Sch. 25)	Not Required	\$5M	Work for School 25 (Summer 2016) * Sch. 25 Move In 2018																							
SCHOOL Without Walls	Not Required	\$9M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
SCHOOL 1 (Sch. 15 Relocation) Sch. 1 to Swing Space	Sch. 6 (currently) Charlotte	\$21M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
MONROE CAMPUS – Part “B”	Not Required	\$28M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
EDISON CAMPUS – Part “A”	T.B.D. (Infrastructure)	\$30M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
<b>PHASE 2-C PROJECTS:</b>																										
SCHOOL 6 (Sch. 22 Relocation)	Franklin (currently)	\$27M	District CIP at Franklin (2017-2018) * Construction (2019-2020) * Project Close Out (2021)																							
SCHOOL 10	School 44	\$27M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
SCHOOL 4	Jefferson	\$28M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
SCHOOL 2	Marshall	\$31M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
<b>PHASE 2-D PROJECT:</b>																										
SCHOOL 30 (Sch. 54 Relocation)	School 25	\$23M	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
District Wide Technology/ Capitalized Interest (Applies to all Phases)	Not Applicable	\$72M +/-	Design (2016) * Construction (2017-2018) * Project Close Out (2019)																							
<b>GRAND TOTAL</b>		<b>\$435M</b>																								

Savin Engineers, P.C.



**Speaker 8.** I have been teaching for 23 years, all but two of those years at School 1. The (School 1) staff models the behavior they expect from students. The School 1 (teaching) community is a family, sharing phone numbers and attending professional development; volunteering time to the District and community. They are feeling disillusioned. Please reconsider the closing of School 1.

**Speaker 9.** I am a graduate of RCSD, work for the District, am on the PTO, and my daughter has been at School 1 since Kindergarten. I am a City resident for over 30 years. I received news about my daughter being displaced from School 1 in the newspaper. The School 1 principal knows each student by name and the location is the best in the District. To answer the District’s questions: Love and location are strengths of School 1, but “What is my child’s trajectory in the future?”

**Speaker 10.** I am a teacher at School 1 for 19 years—this is my home. Left students in June without knowing what was going to happen. Counselor held “peace circles” with fourth graders. Students are concerned about what will happen to their school and their younger siblings who are attending. School 1 has lacrosse, basketball club, and many partnerships, such as with St. John Fisher, Xerox, etc. The District has not given any answers to the staff and parents to communicate to the students. Refuses to walk out. “Answers would be great if we could have some.”

**Speaker 11.** Did not learn of this meeting until last evening. There is no transparency.

**Speaker 12.** A letter was sent out to parents earlier by the District. Not sure why each parent did not get letter.

**RESPONSE / CLARIFICATIONS:**

*Like most of the over 700 school districts across NY state, Rochester has experienced a major decline in student enrollment. The Phase 2 Strategic Plan seeks to ‘right-size’ the number of schools in the District to align with the 10-year enrollment projections. Further, each school reconstructed under Phase 2 will be ‘right-sized’ with comprehensive facilities ranging from PreK and self-contained class rooms (for special education), to computer/STEM project rooms, as well as art, music, and cafeterias with kitchens.*

*Projects with proposed building additions like School 1 must fit onto the existing School site, which in many cases is also a challenge.*



Proposed New Construction

SITE CONTEXT & STRATEGY



*Note, the existing School 1 PlayField is actually in a city park, which limits any proposed building additions unless special legislative approvals are secured.*



City of Rochester, NY  
 Lovely A. Warren, Mayor  
 Rochester City Council

“Every child is a work of art. Create a masterpiece.”

T: (585) 512-3820 <http://www.rcsdk12.org/rsmg>



**Speaker 13.** My children attended School 12, and the project suffered from the same type of communication problems. Figure out how to communicate! Simply involve parents early on - it took six months to tell School 12 parents they would need another year. Hard choices have to be made.

**Speaker 14.** My daughter is a School 1 student, and she has something to say: “Save our school, please!”

**Speaker 15.** If the decision can be reversed, the School 1 community would like to be involved in the renovation process. So much bad publicity; spirits are in despair. We want to come back to this building.

**Speaker 16.** I am confused about what this meeting is about. My cousin’s child is starting Kindergarten at School 1 this fall, but it may not be a good idea if the school is closing in the near future.

**Speaker 17.** Leadership needs to be consistent. Parents were put into a lottery process and chose a school for child’s Kindergarten, and now, they are moving in a year. School 1 was our second choice and now we are going through all of this plus additional frustration... I was a logistics officer for the US Army. Deployed 30,000 people in Saudi Arabia, Africa and Zambia. Leadership needs to be consistent, and process needs to be consistent. No consistency in leadership, no consistency in education or location. Your process does not give me faith. I have lived here 18 years, contributed more than \$480,000 in taxes to the City in that time. People at Central Office do not even understand the process. “I learned about the meeting tonight from a vague letter.”

**Speaker 18.** A scenario is being presented which promotes making plans for transitions. Parents are adamant that eviction is not an option. They do not want to hear that they will have enough time to make a transition.

**RESPONSE / CLARIFICATIONS:**

*Each proposed school project for Phase 2 has undergone a ‘Test Fit’ concept study. The objective was to ‘test’ and assure that the core Model Program for the comprehensive facility spaces can be achieved, and, at what probable cost. The District is obligated by the state’s special legislation funding for this Phase to not exceed the Maximum Cost Allowance (MCA) as calculated by the State. The difference between the MCA and the actual project total cost is the Local Share that Rochester taxpayers must pay. The floor plan below depicts the School 1 Test Fit where a new Addition is proposed, and shown to the left in darker colors.*





### SUMMARY QUESTIONS:

**Question 1.** School 1 has worked well with my son, so why are the students and staff being permanently displaced?

**Q.2-** What is the master plan, and why are the students and staff being forced out of our building?

**Q.3-** How come the students aren't being phased out? Why is School 1 taking in Kindergarteners this school year? School 1 should be part of Phase 3; can you graduate the current students and then renovate?

**Q.4-** Will School 1 be open in September? When will School 1's renovation start?

**Q.5-** Who should our questions be posed to: Mr. Schmidt, or the School Board?

**Q.6-** What sets School 15 students apart from School 1 students? Where is the swing space (location)? How long will the renovation take? What is the master plan for School 1?

**Q.7-** My request is for the RCSD Board to fill in the blanks: (1) School 15 is coming to School 1 because \_\_\_\_\_; and (2) this was approved by \_\_\_\_\_. Copy the responses to the Superintendent, School 1 principal, and head of RCSD Board. Also, wondering what will happen (to School 1?) when two-years are up at the swing space.

**Q.8-** School 15's building was given away, so why should they get ours (i.e., School 1)?”

**Q.9-** Is the meeting on Sept. 6th between the FMP and the Board of Education? What is the role of the FMP?

### RESPONSE / CLARIFICATIONS:

**Answer 1.** *The ‘right-sizing’ of the District facilities to align with the declining enrollment projections inevitably requires retiring some schools, which requires a decision by the BOE. In simple terms, the goal of the Phase 2 Strategic Plan is to place the most students in fully reconstructed schools in the shortest time practical.*

**A.2-** *The term ‘Master Plan’ is clarified in the prior response to Speakers 1-9.*

**A.3-** *To allow the School 1 construction to proceed, a BOE decision is required on where to place the current students. Phasing out, relocation, or closing School 1 are among the options.*

**A.4-** *School 1 will continue its current operations for the 2016-17 school year, and the Project could begin in 2017, pending the BoE decisions.*

**A.5-** *All stakeholder questions should be directed to the attention of the Board Clerk of the Board of Education.*

**A.6-** *No schools’ students are better than others, however, the School 15 students have already been in swing space for over two years (see the Preliminary Master Schedule).*

**A.7-** *It remains a BOE decision on Schools 1 and 15, pending a review of all of the information to date, which may revise the Preliminary Master Schedule.*

**A.8-** *School 15 was not given away, but displaced to allow the development of a comprehensive Monroe Campus (i.e., a Phase 2-B project, see also A.11).*

**A.9-** *The BOE Committee meeting on 6 September 2016, is to allow ‘revisiting’ all of the work to date concerning the options for Schools 1 and 15.*



#### RESPONSE / CLARIFICATIONS:

**Q.10-** What is the problem with communication? “Don’t pretend we’re having a conversation after the fact.”

**Q.11-** Has the decision been made to close School 1 and put Number 15 here? If so, why did you choose Number 15 over Number 1? If this is not a done deal, how do we reverse it? I wonder if sharing space with School 15 was possible? We want to know what’s really going to happen with School No. 1?

**Q.12-** What is the problem with the School 1? If there is a problem, why recommend School 1 (for admittance?) to anyone right now, for the new school year?”

**Q.13-** I was told School 1 doesn’t do transfers but has a waiting list--confusing. What is the process?

**Q.14-** Why even put Kindergarteners in a school that would move?

**Q.15-** What is the timeframe for a School 1 decision?

**A.10-** *The intent is and remains to provide the BOE and interested stakeholders with the best information available to allow informed decision-making on the difficult challenges facing the District.*

**A.11-** *The BOE has agreed to ‘revisit’ the options for Schools 1 and 15 (see A.9). The future of School 6 (see Test Fit Concept on following page), and perhaps other school projects already approved for Phase 2 could be impacted. (See Preliminary Master Schedule.)*

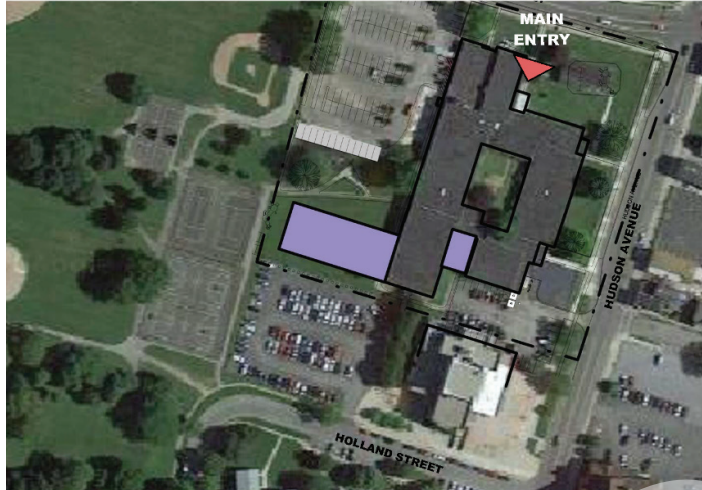
**A.12-** *All of the Rochester schools that were not completely reconstructed in Phase 1 had major existing facility needs, as well as programmatic short-comings. It is obvious that all of the work cannot be accomplished at the same time, thus Phase 2 continues the reconstruction process with 13 schools having an approved budget of \$435 million. To complete all of the work to right-size the District in an equitable manner will require over \$1 Billion, and future phases yet to be determined.*

**A.13-** *Applications for voluntary transfers to School 1 have been accepted since June as part of the standard process, which ended 8/15. The District also began accepting applications for new placements at School 1 in August. Placements are dependent on seats being available with preference for students who make School 1 a first choice or have siblings at the school. In both cases the District explained to families offered placements this summer that the school is expected to be relocated.*

**A.14-** *The determination to potentially relocate School 1 was made after the lottery. The District honored placements for those families who were assigned School 1 for their kindergartner.*

**A.15-** *The BOE process involves the further review of options and recommendations, which will be deliberated by the Commissioners. A final BOE decision will occur in the near future, otherwise the Phase 2B Schedule will be delayed, and the Financial Plan accordingly revised.*



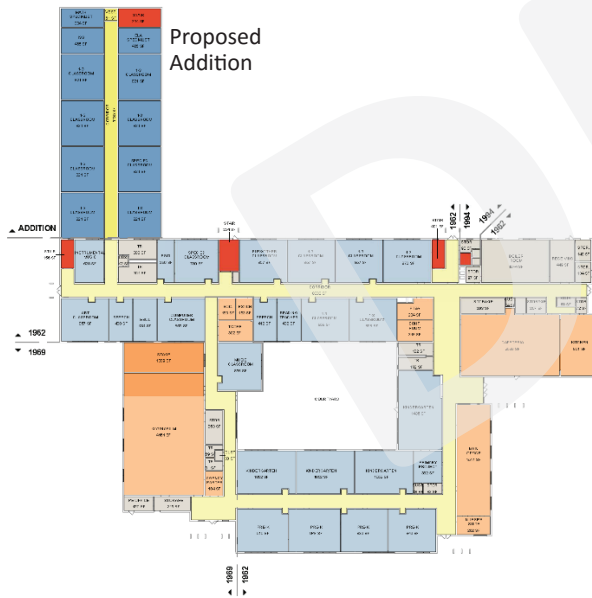


Proposed New Construction

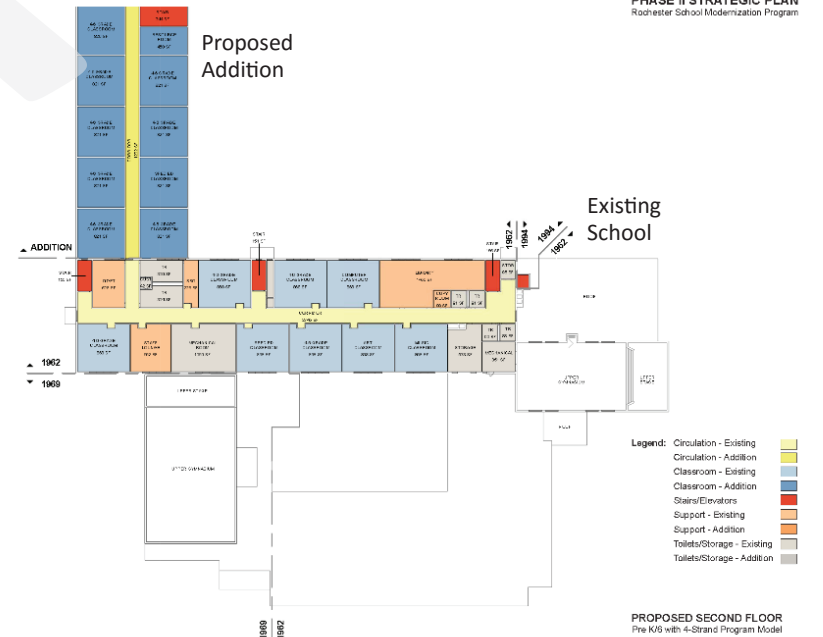
SITE CONTEXT & STRATEGY

**RESPONSE / CLARIFICATIONS:**

The BoE has agreed to ‘revisit’ the options studied to date regarding the proposed Phase 2 projects for School 1 and School 15. The School 15 must be relocated to make way for the new Gym Addition and all weather multi-sport varsity play field at the Monroe Campus Phase 2-B project. The School 15 is currently in Swing Space at School 6, and needs to be placed in a permanent home to allow the reconstruction/addition at School 6 to proceed in Phase 2-C. The Test Fit for School 6 is shown in the plans on this page.



PROPOSED FIRST FLOOR  
Pre K6 with 4-Strand Program Model



PROPOSED SECOND FLOOR  
Pre K6 with 4-Strand Program Model

PHASE II STRATEGIC PLAN  
Rochester School Modernization Program