

August
October 30, 2010

Defining Neighborhood Schools

Bessie, Rich, Brad, Lori, Val, Boog

—Lori Tapahonso-values of how we define neighborhood schools: Lori's girls were at Pinckney School, and she feels that they wouldn't feel good at a Westside School and wants children to feel safe in their home school- no matter what it is. What do our teachers need to understand all cultures- social, religious, all of them.

Bessie wants a to look at current boundaries. Brad- We would like to see the transfers for every school. Then we also looked at zoning of future development. Boog- And the walkability map.
We also want a half a mile radius and major arterial roads
Residential Project sites page with school District boundaries

We analyzed the growth model and Brad explained the color coding-for immediate growth/future growth

Boog and Rich point out that our committee may want to encourage better coordination of planning for schools and growth. We need to decide what is "walkable" and what size school does that require. Then can that site that exists come up to the size it needs to be to be "walkable". -Current and potential future mass.

We are not an exclusively "neighborhood school district but we should guide the District should do in how to handle our District's way to handle and envision our growth. We could also envision what makes a school community vs a neighborhood school. We need to define what our neighborhood is by what we want for our kids. Also looking at green spaces and other "draws" to the neighborhood.

When we want to ask another group who are looking at what size is optimal-physical conditions – ask them capacity and transportation routes to schools, walking paths, do we know the % of kids who "walk" and where are the kids coming from in conjunction with these. Also how did Gould Evans decide potential capacity of schools-did it take en effect ELL, SPED, Title services. : "While the average population density of the city of Lawrence has stayed relatively constant since 1970, the ratio of the population of Lawrence to the number of schools in the district has more than doubled, and so has the ratio of the area of the city to the number of schools."

Is there something that we can look at for potential child growth in "older" communities. Realistically where do we think we are going If our school populations hasn't changed it is likely to change in the next 10 years? If we did good planning what would it take to make it a "good capacity" school in the neighborhoods that exist- operating costs/efficiency. Also what is the census data for what our city will do population wise. Could we get most recent update- Brad will.

We could also look at how we serve low SES schools and work at meeting students needs with more equity instead of our current system which only allows for a difference of 1 child per class for low SES.

How do other places define community schools?

If we build a school it would be important that the growth reflect the values of the community and school district. In some areas the developers donate land for schools, etc.

All schools feel they are a community school and your school is a different part of your local community but it is an equal community. Can we create schools that make ALL of our schools feel they receive the services and programs they need to be successful. Also if we look at urban design that helps preserve relationships when boundaries are changed.

Magnet schools? Can it be part of our discussion? We need to look at our ELL schools as something like that? Like think about a school where we have land and pull in some of the people who are interested would transfer. Or some transfer option that would allow for people to go where they want to.

Schools may have a range of "best practices" at schools and we should look at how we improve what we do and how we do it then create a **theory of action** to create **systemic coherence**. Resources are deployed in variable ways so that each student can live up to their potential. Go into the process with the idea that everything is going to be different. We need to decide what are the resources that different children need to succeed.

Ve continue to go back to needing to coordinate with the City better – but we don't have the same goal as each other. It is a barrier for us right now. Resources deployed – meaning build on demand- families and children have what they need and work with the city where we build what works for both.

We also need to look at existing schools before we build.

- "Community Schools" may be a more useful concept than "neighborhood schools".
- Community schools are characterized by relationships among teachers, students, parents, administrators, etc.
- Some change in these relationships is tolerable but too much destroys "community" defined as a sense by the individual that they can discern a meaningful place within the collective.
- Geographic proximity as well as intentionality go into the making of "community" in schools.
- Intentionality and geographic proximity become key urban planning concepts, if the task is to preserve relationships and enhance "community" in schools.

Choice, in the form of magnet schools can become a means to capture intentionality and channel it toward other goals and values such as economic efficiency (by leveling out enrollment), and creation and enhancement of cross cultural experiences.

- "Community Schools" may be a more useful concept than "neighborhood schools".
- Community schools are characterized by relationships among teachers, students, parents, administrators, etc.
- We must deploy our resources in a differentiated manner such that all of our schools receive the services and programs they need to be successful (i.e. some schools may need different class size ratios or specialized programs to be successful)
- Some change in these relationships is tolerable but too much destroys "community" defined as a sense by the individual that they can discern a meaningful place within the collective.
- Geographic proximity as well as intentionality go into the making of "community" in schools.
- Intentionality and geographic proximity become key urban planning concepts, if the task is to preserve relationships and enhance "community" in schools.
- Committing to expanding our current school locations rather than building at new locations will allow the City and School District to coordinate urban planning goals such as walkable neighborhoods, infill development or redevelopment, and traditional neighborhood design.
- If in the future a new school site is required because all existing sites are at capacity, such a site should be coordinated with the City and incorporate the above mentioned urban planning goals.

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	population	acres	schools	pop./acre	acres/school	pop./school
1940	14,390	2,611	5	5.51	522	2878
1950	23,351	3,025	6	7.72	504	3891
1960	32,858	5,197	13	6.32	400	2527
1970	45,698	10,837	17	4.21	637	2688
1980	52,738	12,485	17	4.22	734	3102
1990	65,608	14,642	18	4.48	813	3645
2000	80,098	17,933	19	4.47	944	4216
2010	91,464*	20,883	15	4.37	1392	6098

*2009 planning dept. estimate