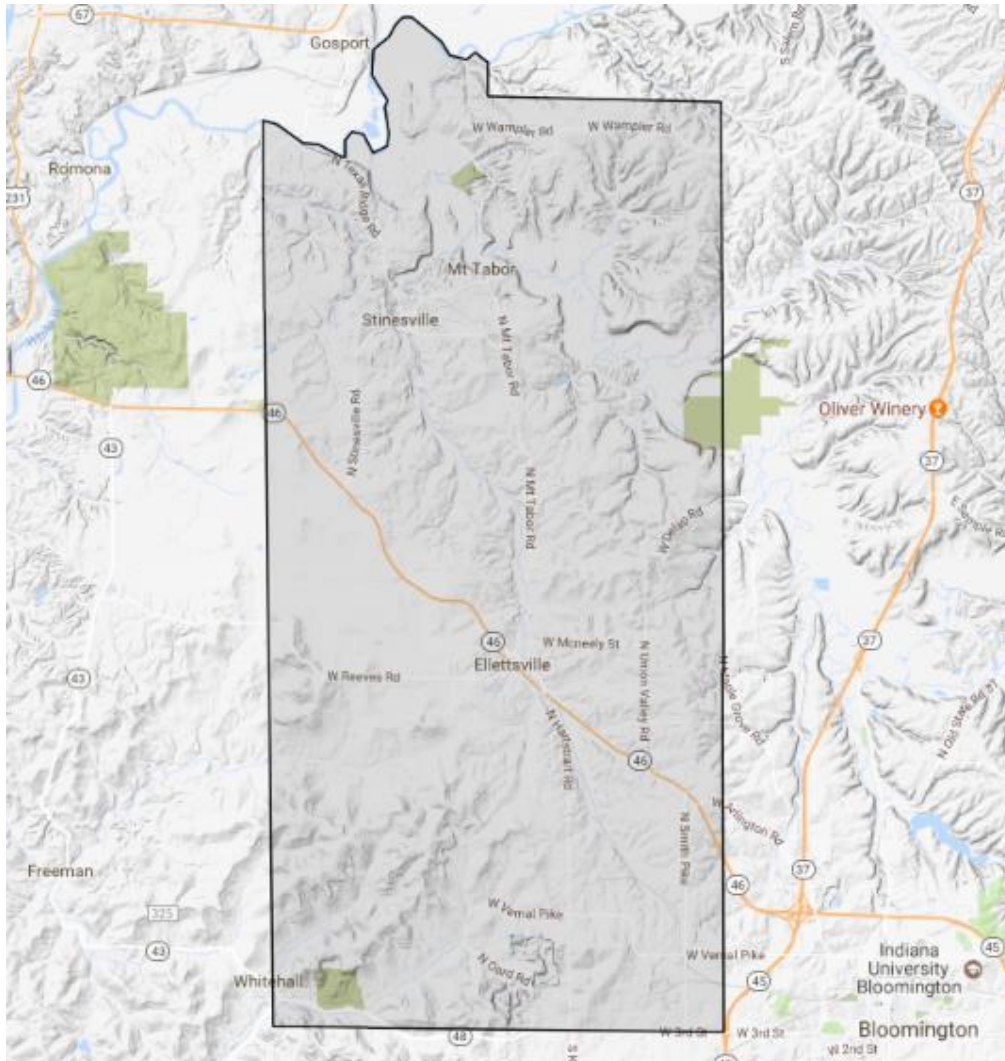


**Richland-Bean Blossom Community School Corporation
Educational Specifications Visioning Study
Executive Summary
June 19, 2017**



<https://www.maptechnica.com/school-district-map/IN/RichlanBean+Blossom+Community+School+Corporation/unsd/1809480>

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Disclaimers:

- This study was focused on “instruction” not “construction.” The purpose of the committee was to focus and develop options (not recommendations) to be considered by the Board of School Trustees in the following areas (instruction being the main focus aligned with all other areas)
- This study and report does not contain any personal opinions or editorial comments from the facilitator, Dr. James M. Halik, regarding the issues presented and outlined. It should be noted that all contents and comments reflect the feelings from individual unidentified committee members.

Purpose and Process

Dr. Mike Wilcox, Superintendent of Schools, assembled a 32-member broad-based study committee that included parents, patrons, and administrators representing the school district. For over 140 years, education has been a civic priority in Ellettsville, Indiana. Richland-Bean Blossom Community School Corporation continues to receive widespread community support for the many academic and extracurricular programs that prepare their young people for lives in a rapidly changing world. The district serves approximately 2,800 students pre-kindergarten through grade twelve with one high school, one middle school, one intermediate school, one primary school, and one early education school.

This study was focused on “instruction” not construction.” Stephen Covey reminds us “to begin with the end in mind.” Remember, process is as important as the outcome; and the purpose of the committee was to process, focus, and develop options (**not recommendations**) to be considered by the Board of School Trustees in the following areas (instruction being the main focus aligned with all other areas).

Primary Focus:

- Instruction (equality, facilities, performance)
- Brand (what do people think and/or say about you)
 - Appearance of buildings
 - Needs vs. wants
- Absolutes (HVAC, roofs, spaces)

Committee members were strongly encouraged to serve the community as a “think tank” and brainstorm ways to improve facilities as they relate to instruction and to identify inequities, detractors, and areas needing improvement throughout the school district. The committee would have been remiss had they not discussed all of the areas listed above. Members were asked to set aside politics, remain open-minded, and cautioned about their personal psychological contracts. All ideas were encouraged regardless of their popularity or political correctness. Committee members were encouraged to engage in open conversation that was not stymied by the status quo, past practice, and/or tradition.

Purpose and Process Continued

Dr. James Halik, President, Compass-Keynote Consulting, LLC facilitated a workshop regarding the “study process” for the Board of School Trustees on April 5, 2017. Also, a similar workshop was facilitated for all of the Administrators on April 13, 2017. As a result of the first two meetings, a Richmond Community Schools community broad-based educational specifications visioning committee was formed.

The committee met from 4:00 p.m. – 7:30 p.m. on June 1, 2017, June 8, 2017, June 9, 2017, and 8:00 a.m. – 12:00 p.m. on June 17, 2017. The first committee meeting began with PowerPoint presentations on the current state of education and condition of schools in Richland-Bean Blossom Community School Corporation by each Principal. These presentations provided an overview of programs in all school buildings and served as a foundation for the educational discussion that took place. Participants were given a tour of each school and the Transportation Center, Edgewood Early Childhood Center, and the Central Administration building at the beginning of the second and third committee meetings.

During the committee meetings on June 9, 2017 and June 17, 2017, committee members were divided into three subgroups, each with equal representation from the community and administration. The task assigned to each group was to discuss the three Primary Focus areas (Instruction, Brand, and Absolutes) and identify solutions to the detractors discovered during the previous meetings.

As a reminder, this study and report does not contain any personal opinions or editorial comments from the facilitator Dr. James M. Halik, regarding the issues presented and outlined. It should be noted that all contents and comments reflect the feelings from individual unidentified committee members.

Committee Members

<u>Last Name</u>	<u>First Name</u>
Atkinson	Donna
Bland	Jerry
Caldwell	Arnold
Cravens	Jerry
Dunham	Stacey
Francis	Theresa
Gilliland	Tina
Gonzalez	Oscar
Graham	Don
Hite	Rod
Hopkins	Glen
Jackson	Christopher
Jacobs	Angie
Kerr	Dana
Lancaster	Melissa
Lee	Jennifer
Mobley	Brian
Muncie	Ben
Neill	J.B.
Norris	Tom
Pittsford	Jerry
Riggleman	Michael
Turner	Paul
Veerumba	Steve
Vice	Anthony
Whitaker	Brenda
Wilcox	Michael
Zelhof	Andrew

Executive Summary Subcommittee Members

Stacey Dunham	Parent
Theresa Francis	Parent
Oscar Gonzalez	Unit Director Boys and Girls Club
Don Graham	Retired Patron
Rod Hite	Assistant Superintendent
Glen Hopkins	Principal
Ben Muncie	Parent
Michael Wilcox	Superintendent
Andrew Zelhof	Parent

Executive Summary

The Richland-Bean Blossom Community School Corporation broad-based committee members were divided randomly and equally into three subgroups. Each subcommittee was given the identical assignment: To discuss the following areas (instruction being the primary focus aligned with other areas):

Primary Focus:

- Instruction (e.g. equality, facilities, performance)
- Brand (what do people think and/or say about you)
 - Appearance of buildings
 - Needs vs. wants
- Absolutes (e.g. HVAC, roofs, spaces)

The committee's responsibility was to identify potential options that the Board of School Trustees might want to consider during the master planning process as a means to improve and strengthen the school corporation. The administrators remained present throughout the process to answer questions and provide clarification for committee members. The following pages summarize the conclusions and options for the Board to consider.

Instruction

Edgewood Early Childhood Center

- Playground renovation (concrete area unnecessary)
- New facility for pre-kindergarten/kindergarten
- Storage is insufficient
- Overcrowding due to space and growth
- Technology device charging stations
- Interactive television
- STEAM Maker Spaces

Edgewood Primary School

- A playground renovation (drainage, surfacing, and shade)
- Overcrowding due to space and growth
- STEAM Maker Space
- Technology device charging stations and interactive televisions
- Fluid grade reconfiguration based on enrollment

Edgewood Intermediate School

- A playground renovation (drainage, surfacing, shade, equipment and fence)
- Overcrowding due to space and growth
- STEAM Maker Space
- Temporary space for Boys and Girls Club
- Technology device charging stations and interactive television
- Space for enhanced “specials” offerings (ex: music, art, foreign language)
- Fluid grade reconfiguration based on enrollment

Instruction Continued

Stinesville Elementary School

- STEAM Maker Space
- Technology device charging stations and interactive television
- Air quality improvements are necessary (HVAC)
- American Disabilities Act (ADA) improvements are needed
- Construction of more than just a new office and entrance
- Relocate playground
- What is the viability of keeping this school open in the long term
- Classroom renovations are needed (storage, carpet, and paint)
- Consider identifying the school for a special programs; leave current enrollment and add music and fine arts focus programs and high ability program

Edgewood Junior High School

- Storage
- Overcrowding due to space and growth
- STEAM Maker Space
- Technology charging stations and interactive television
- Remove wall dividing the two areas in the Art Room
- Modernize the science lab classrooms

Instruction Continued

Edgewood High School

- Overcrowding due to space and growth
- STEAM Maker Space
- Technology charging stations and interactive television
- Additional science classroom(s)
- Update old classrooms
- Music classroom space upgrades
- Instructional space for agricultural education (greenhouse, classrooms, and pole barn)

Brand

Edgewood Early Childhood Center

- A new building is necessary (build next to primary and intermediate schools)
- Appropriate space for the after-school care program provided by the Boys and Girls Club

Edgewood Primary School

- Fluid grade reconfiguration based on enrollment and new pre-k/k school
- Improved sidewalks
- Playground improvements: shading, equipment, surface, and drainage
- Security (indoor and outdoor)
- Outdoor signage is needed

Edgewood Intermediate School

- Fluid grade reconfiguration based on enrollment and new pre-k/k school
- Playground improvements: shading, equipment, surface, and drainage
- Security (indoor and outdoor)
- Outdoor signage is needed

Stinesville Elementary School

- Security (indoor and outdoor)
- Curb appeal

Edgewood Junior High School

- Fluid grade reconfiguration based on enrollment and new pre-k/k school
- Security (indoor and outdoor)

Brand Continued

Edgewood High School

- Athletic facility improvements
 - Concession and restroom facilities
 - Artificial turf (band, football, soccer, baseball, and softball)
 - Swimming pool deck, pump, seating, lighting, heating, and ultraviolet filter
 - Football tower
 - Outdoor locker rooms
 - Dugouts and backstop(s)
 - Bleachers
- Performing Arts: music room renovations (remove concrete risers, flooring, and instrument storage)
- A new sports complex (Fieldhouse and community facilities)
- Space for an Agriculture Program is desirable

Central Administration Building

- Move the administration building to the existing Early Education Childhood Center
- New Transportation center constructed on the Early Education Childhood Center site
- Maintenance, nutrition, and information technology remain in the existing administration building

Absolutes

Edgewood Early Childhood Center

If this facility remains as the EECC or utilized as the Central Administration Office

- Heating Ventilation and Air Conditioning
- New roofing on the building
- Security (indoor and outdoor)

Edgewood Primary School

- Parking lot traffic pattern (restructure parking and pick-up/drop-off)
- Sidewalks
- New public address system in the gymnasium
- Playground improvements
- Security (indoor and outdoor)

Edgewood Intermediate School

- Parking lot traffic pattern
- Parking lot traffic pattern (restructure parking and pick-up/drop-off)
- Sidewalks
- Playground improvements
- Fire panel repair or replacement
- Security (indoor and outdoor)

Absolutes Continued

Stinesville Elementary School

- HVAC
- Security (indoor and outdoor)
- ADA compliant
- Updated classrooms
- The long-term viability

Edgewood Junior High School

- Cafeteria is too small
- Security (indoor and outdoor)
- Sidewalks (connecting the campuses)
- Canopy and front entrance pillars need replaced, updated, or repaired

Edgewood High School

- HVAC in the gymnasium
- Auxiliary gymnasium
- Swimming pool deck tiling, ultraviolet lighting to kill bacteria, and hidden infrastructure
- Main entryway walls and space
- Security (indoor and outdoor)
- Greenhouse
- Replace original gymnasium floor
- Athletic Sports Complex upgrades

Absolutes Continued

Central Administration Building

- A new building on a different location
- Consider repurposing the current Edgewood Early Childhood Center

Transportation Center

- A new facility on the EECC site

Conclusion

It should be noted that every attempt was made to keep this study and report nonbiased and extra effort was given to assure that what is presented is pure in content. The author and process facilitator, Dr. James Halik deliberately refrained from offering a personal opinion and refrained from adding any editorial comments. It should be noted that all contents and comments reflect the feelings from individual, unidentified committee members.

The committee discussed many valuable thoughts for the Board of School Trustees to consider. Please keep in mind, **it was not the mission of this committee to create and present “recommendations” to the Board.** The focus of this committee was to generate discussion so that a strategic long-range facility master plan could be established regarding instructional equality as it relates to school facilities.

The study committee was divided into three sub-groups. Each group was asked to evaluate three “Primary Focus” areas of concern for this district:

- Instruction
- Brand, and
- Absolutes

As each relates to the school districts:

- Culture (traditions and past practice)
- Core Values
- Vision
- Mission, and
- Goals

It would be fair to say that the consensus of the study committee was to plan for the future now in order to avoid coming back to this process again in a few years. It was said many times by a number of committee members that we need to do this right the first time and that there is a sense of urgency for a number of reasons as outlined in this report.

Committee members toured all school facilities as part of this study process in order to visualize and identify immediate needs outlined specifically on pages 8-15.

Conclusion continued

Though there was not absolute consensus on all options among the committee, there was a lot of agreement about:

- Safety and Security
- Instruction (with regard to facilities as related to teaching and learning)
- Facilities (classroom space, size, and storage)
- Brand
- HVAC
- Technology (STEAM classroom upgrades)
- Grade level reconfiguration
- New facilities (One Campus - One Mission)

When one committee member suggested the “one campus – one mission” idea it resonated well with many others and became a viable option for the Board to consider. The idea of one campus – one mission would necessitate closing Stinesville Elementary School and build a new school on land that the school corporation owns adjacent to the existing primary and intermediate schools. This would also include relocating the Edgewood Early Childhood Center to this same site, which would require reconfiguring the grade levels equally among the three schools to accommodate grade-level sizes, class sizes, and future growth.

The topic of “competition and brand” was discussed at length during this study process. The committee emphasized the need to focus on the brand of the school district and that every effort should be made to retain all current students and attract students who might choose to receive their education from an alternative to public school. Parents have many choices now that include home school, private school, catholic school, parochial school, virtual school, and other public schools. In order to retain and attract students to the Richland-Bean Blossom Community School Corporation there was a consensus among committee members that the Board needs a long-range continuous improvement plan that includes a focus on facilities.

It was the belief of many members of the committee that some spaces are too small; one example is the cafeteria at Edgewood Junior High School. Also, the band room at the high school needs to be redesigned and more space added. A question of concern raised during the full-committee discussion was what do we do with Stinesville Elementary School. The current enrollment is 150 children and continues to decline each year. Therefore, some were of the belief that the Board should not invest money for major improvements into the school if it may be closed in the future.

Conclusion continued

Many were concerned that the heating and cooling system at Stinesville Elementary School was inefficient and almost nonexistent. It was noted that most classrooms are either cold or hot without a way to regulate the temperature appropriately. The lack of proper overall air quality at Stinesville Elementary School was noted. The primary question from committee members remains to be about the investment and the schools future.

A topic of lengthy discussion was what to do about the high schools athletic complex. Many needs were identified. Some were related to safety, others to function, and some merely needing upgrades. Restrooms, locker rooms, concessions, dugouts, fencing, field resurfacing, and general upgrades were determined to be options the Board should definitely consider.

Finally, a topic that consumed much of the committee's time was what to do about the Central Administration Offices and Transportation. The consensus is to relocate both from the current site. It was believed that the technology, maintenance, and food services departments would be the best utilization for the building.

It was believed by the majority of the steering committee members that the Board of School Trustees should consider the many options presented and prioritize prior to entering into any school renovation or new construction. The committee appreciates the gravity of the board's need to balance fiscal responsibility with the needs of the district. It was discussed that thriving schools foster thriving communities and that schools are a reflection in numerous ways of their community.