

MEMORANDUM

To:	Ed Frenette	Date:	6/4/2015
From:	Ed Bourget	Project No.:	15024
Project:	Warwick Public Schools Comprehensive Master Plan		
Re:	Public Outreach Presentation- Pilgrim		
Distribution:	(MF)		

Below is a list of questions that were asked at the first public outreach presentation at Pilgrim High School Auditorium along with a brief answer to each. Unless otherwise noted, all questions were answered by Ed Frenette.

Warwick Public Schools
 Public Outreach Presentation II
 June 4, 2015

Ed Frenette presented a power point presentation that began with these points:

- Overview of previous Workshops; the need for Trust in the decision process
- Hope we’ve established the idea that we’re trying to get to an answer that will work best for Warwick
- Workshop I: Understanding Warwick’s demographics
- Workshop II: Understanding the capacity analysis
- Workshop III: Status of Facility Assessments; Demographics study; Capacity analysis and Cost Estimate
- Workshop IV: Narrowing Down the Master Plans
- With decreasing enrollment, Warwick’s over-capacity gets worse every year and subtracts from the dollars you have to send on education.
- The full power point presentation is available on-line.

1. Could you explain what a 9th grade academy would look like within our schools?

A 9th grade academy creates communities within a school. It creates social groups; you can deliver the same education within a more comfortable student situation. It is a transitional tool. You also create a policy where the educators do their planning together; less departmental based approach. This helps create better communication between departments. Neighborhoods within schools will be created.

2. When I went to junior high in Warwick, the classes were segregated. Why are things getting so complicated now?

All things become more sophisticated over time; automobiles are a good example of this. A more nuanced approach separates out the 9th graders; they are not lumped in with all the other grades. This has been proven to be beneficial to the development of 9th graders.

3. **What is the 3rd possible plan and why can't we hear about it tonight?**

We want to discuss it (possible additional Master Plan option) first with the School Committee before we make any statements or recommendations. We need to follow protocol.

4. **3 campus 2 school model; what is the criteria to create this approach? What would need to be done to make this work?**

*You want to separate the children; separate busses, entrances, cafeterias, media centers, gyms, etc. There would be two separate schools with a possible connection. **Would this all happen at the same time?** Not necessarily. We are trying to make this as simple as possible. We have the skills to plan the implementation over different schedules. It can also be built-out while occupied.*

5. **The 2 high school model; how would these schools be equal?**

We are suggesting options that provide parity across the system (hi-tech at one school and arts/humanities at the other is one example).

6. **What is the time frame for these different approaches? How can we prepare for a transition?**

Start by identifying the implications of the decision (cost, time, etc.). There can be a phased approach for example; if speed becomes a factor in a decision, then a burden is associated with moving forward quickly. Normal pressure would involve a gearing-up this year with a focus of starting a transition next year. If a transition is too far out, focus may be lost.

7. **Has your staff created budgets for the different options?**

There are estimates associated with the different approaches.

8. **If the school committee ask for advice, what would you recommend for an implementation time frame?**

*There are different implications with different approaches. It is not that one approach is more right or wrong; different schedules come with different implications. **Have you thought about the effect on students and families on a fast implication?** Yes, those aspects are very important and the school committee shares these concerns.*

9. **You previously indicated that the proposed Master Plan options fit with the City's Master Plan; have you had any discussions with the City about these plans?**

I met with the Mayor and she confirmed that the proposed approaches fit into the Master Plan.

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Date: 6/4/15

10. **I do not think that we will get buy-in with a September decision, it should be taken off the table. I think that the two proposals should boil down to cost, while providing the best opportunities for students.**

I believe in the intelligence of crowd. None of the proposed solutions are bad or wrong; it is more about an appropriate fit. Our job is to express your culture and values; we do that by putting alternatives in front of you and allowing for decisions.