

00:00:10 [Speaker 1]

Session.

00:00:12 [Speaker 1]

And the first item is announcements, doctor Cash.

00:00:16 [Speaker 2]

The, there aren't really any new announcements.

00:00:21 [Speaker 2]

I do think that, today is about what I request the board members to review,

00:01:39 [Speaker 3]

Thank you.

00:01:41 [Speaker 3]

I think, most everybody in the room has seen this at some point in time, and so this is really just an update on things.

00:01:50 [Speaker 3]

The Bradley Central High School baseball field house is well well underway.

00:01:55 [Speaker 3]

The front facade is actually already on, and they're framing up interior walls, plumbing, electrical, and, they're making new progress.

00:02:02 [Speaker 3]

His target is complete and, turned over by January 1.

00:02:07 [Speaker 3]

So

00:02:09 [Speaker 4]

those are not in bad baseball systems.

00:02:10 [Speaker 4]

Okay.

00:02:13 [Speaker 3]

The Bradley Central High School secure vest secure entry vestibule, is substantially complete.

00:02:20 [Speaker 3]

We've got our c out.

00:02:22 [Speaker 3]

We're working through, a handful of items on our punch list, and, and then we can close that out completely.

00:02:37 [Speaker 3]

We're thinking within the next couple of months.

00:02:40 [Speaker 3]

There are couple of mitigating circumstances that we're gonna have to go through.

00:02:49 [Speaker 4]

So, long story short, we we had a contractor that take all the panels off and track back to why the water was entering.

00:03:35 [Speaker 4]

While that those panels were taken off, they were not adequately stored and they were scratched in some cases.

00:03:42 [Speaker 4]

And so

00:04:04 [Speaker 1]

I think you've pretty much covered.

00:04:06 [Speaker 1]

It's mostly just some cosmetic exterior work.

00:04:08 [Speaker 1]

And then the roof is is watertight, but we just wanna make sure that warranty wise, everything is per per manufacturer's installation details.

00:05:23 [Speaker 3]

You know, the the the awning from the vestibule to to the, to the drop off, has been repainted by, by maintenance.

00:05:31 [Speaker 3]

Well, as as as a capital outlet.

00:05:35 [Speaker 3]

Hey.

00:06:10 [Speaker 3]

Okay.

00:06:10 [Speaker 3]

The next item is, Bradley Central High School side swing.

00:06:15 [Speaker 3]

We, we, have teed up, the the if you recall the original design, we got through design development.

00:06:24 [Speaker 3]

That design development has to be redone to upgrade the facility to storm shelter to qualify for the FEMA grant.

00:06:32 [Speaker 3]

So we have rereleased, and their, code of architects is compiling their engineering team and and and kinda remobilizing everyone around, that design revision in anticipation of, of a FEMA check kind of any time.

00:06:49 [Speaker 3]

As of this morning, the last hiccup was, archaeological survey.

00:06:53 [Speaker 3]

Nothing was found.

00:06:54 [Speaker 3]

And, so there's been communication, with Melissa Crestwood on rent

00:06:59 [Speaker 4]

side of things, with Kate at the state level.

00:07:02 [Speaker 4]

And as of this morning, everything has passed through FEMA, and so it's now kicked back to the state.

00:07:10 [Speaker 4]

And the state is giving they have a window of time to allow the, figures at the state level to make an announcement.

00:07:19 [Speaker 4]

If they choose not to make that announcement, they'll go ahead and release.

00:07:22 [Speaker 4]

But if they so choose to make their announcement, it's something to do with representatives.

00:07:26 [Speaker 4]

But that timeline is ticking at this point, and so we should be having to check-in the next soon, is what Katie said.

00:07:34 [Speaker 4]

She didn't give an exact value, but she said we are very aware that money has been released.

00:07:38 [Speaker 2]

I think the biggest thing is that it's clear of all hurdles.

00:07:43 [Speaker 2]

The money is there, and it's it's now a technicalities of, the legislatures, choosing when to make an announcement.

00:07:54 [Speaker 3]

How long have you paid for a bill?

00:07:56 [Speaker 3]

So we're anticipating, I think you've you've talked about expediting the design process.

00:08:01 [Speaker 3]

I think we're originally talking about six to eight months of design.

00:08:05 [Speaker 3]

We may be able to crash some of that, two to three months of permitting, and I think we're accounted for No, sir.

00:08:17 [Speaker 3]

It's gonna change it's mostly gonna change the structure.

00:08:20 [Speaker 3]

So not the not the aesthetics of it, not the layout.

00:08:23 [Speaker 3]

We're still we're we're taking the the opportunity of of draw revision.

00:08:27 [Speaker 3]

We're taking the opportunity to revisit with, with the the the staff that's gonna be the faculty that's gonna be, working in this building to to see if there's any some minor tweaks that they want to the facility, and we're incorporating those as part of the redesign.

00:08:42 [Speaker 3]

But, but no.

00:08:43 [Speaker 3]

So we're looking at about six to eight months.

00:08:45 [Speaker 3]

I think the six months.

00:08:47 [Speaker 5]

That's about right.

00:08:48 [Speaker 5]

I mean, we're That's about right.

00:08:50 [Speaker 5]

I mean, we are we're there are a few tweaks.

00:08:52 [Speaker 5]

Ultimately, how the overall building is gonna look hard as just the square footage.

00:08:56 [Speaker 3]

We have to party and print up what we have.

00:08:58 [Speaker 3]

We want to use up the more

00:09:01 [Speaker 5]

And that's and this car.

00:09:02 [Speaker 5]

Yeah.

00:09:02 [Speaker 5]

This this right this right here is is represented kind of bringing that scale to that something that's more appropriate for this this size building that's gonna better match what you've got on the side there.

00:09:13 [Speaker 5]

And that's what we're trying to do.

00:09:14 [Speaker 5]

So there's there are a few tweaks since you've seen it last.

00:09:16 [Speaker 5]

We did some really quick kind of renditions last time, but we've had more time to really get our head around what the new layout looks like and how this can all get integrated.

00:09:27 [Speaker 2]

So mister Patton, when when I look at this, it has a estimated completion date of July 27, and are we still on target for now?

00:09:35 [Speaker 2]

That's what we're pushing.

00:09:37 [Speaker 2]

Okay.

00:09:37 [Speaker 2]

Thank you.

00:09:38 [Speaker 2]

Yes.

00:09:46 [Speaker 3]

The next one is Hopewell Elementary.

00:09:49 [Speaker 3]

The expansion there, we started phase one, which is a 12 classroom addition.

00:09:55 [Speaker 3]

Those 12 classrooms will then be occupied by the upper class, of their student body starting next fall and will abandon what is affectionately referred to as the dungeon.

00:10:07 [Speaker 3]

That dungeon will be demolished, and the gymnasium will be built as part of phase two.

00:10:12 [Speaker 3]

And then the the gymnasium will be relocated from its existing location into the new gym, and the library will be built out in the existing gymnasium as part of phase three.

00:10:24 [Speaker 3]

So those are the three phases.

00:10:26 [Speaker 3]

We are, we are well into phase one.

00:10:29 [Speaker 3]

They put the Second Floor slab on there last week, and they've they've got basins on-site, and the Second Floor walls are going up, starting yesterday.

00:10:37 [Speaker 3]

So super exciting and There's a little bit of an amenity, happening outside of the building, and we're working through some elevation differences, and, and and trying to get those tweaks modified.

00:11:01 [Speaker 3]

But there'll be a a small turf area outside that's like a an accessible courtyard, and an available outdoor green space, for these students.

00:11:12 [Speaker 3]

That's the only remaining piece.

00:11:13 [Speaker 3]

All the interior work is complete at this point.

00:11:16 [Speaker 2]

So -So if you are, looking at a the new building sit here to the right of that there, you know, where the retaining wall is, that would be the green space right there.

00:11:26 [Speaker 2]

So the sidewalk comes around and the green space is on that side of it.

00:11:31 [Speaker 2]

And that's what they're working on now.

00:11:34 [Speaker 2]

But they're using in between the five the yes.

00:11:38 [Speaker 3]

They're using between the next AC classrooms and the cafeteria.

00:12:08 [Speaker 3]

Conference room.

00:12:08 [Speaker 3]

That was the CDC classroom initially.

00:12:11 [Speaker 3]

Now it's a conference room, secretary's Office, and gang restrooms.

00:12:14 [Speaker 3]

And then this is the IEP conference room now.

00:12:17 [Speaker 3]

But all of those renovations and the cosmetic upgrades inside that building up are all complete.

00:12:23 [Speaker 2]

So we'll have, ribbon cutting when that when they finished with the outdoor section of it.

00:12:30 [Speaker 2]

And the teachers at one of the administration and asked if we would hold until everything was complete.

00:12:36 [Speaker 2]

So

00:13:17 [Speaker 3]

playground.

00:13:18 [Speaker 3]

The first step is relocating the playgrounds so that we can clear the path for the new buildings.

00:13:24 [Speaker 3]

And, the first playground is being installed in the second stage, and, and we're working through a permitting issue and then, should have, foundations going in.

00:13:35 [Speaker 3]

The goal is to get out of the ground before the November.

00:13:38 [Speaker 3]

So have foundations in before the November.

00:13:41 [Speaker 2]

And, with this, I do wanna give a shout out to Mike Bell and the state fire Marshall because we had run into a problem, with, permitting and at the at the Fire Marshall's office.

00:13:55 [Speaker 2]

And, they, in reaching out, they worked wonderfully bumped everything so that we could get that out

00:14:15 [Speaker 3]

So those are that's kind of an update on projects that are in process already, funded and underway.

00:14:19 [Speaker 3]

Projects that are in process already, funded and underway.

00:14:23 [Speaker 3]

The the next portion, we wanna talk about growth in the county and city.

00:14:28 [Speaker 3]

We wanna talk about, new rooftops that are coming and then talk about the next, projects that are not yet funded, that are proposed but not yet funded.

00:14:39 [Speaker 3]

So the school districts, you can see the different zones on there, and we've attempted to overlay hopefully, this didn't get too cluttered, but we've attempted to overlay new residential developments.

00:14:52 [Speaker 3]

We threw some photographs on here because a lot of these are well underway.

00:14:56 [Speaker 3]

They're not the time in the sky at some point in the future.

00:14:59 [Speaker 3]

They're well underway.

00:15:00 [Speaker 3]

And, and so this kinda gives you an idea.

00:15:03 [Speaker 3]

A lot of growth on the Northwest, but a tremendous amount of growth on the Northeast quadrant.

00:15:09 [Speaker 3]

Okay.

00:15:11 [Speaker 3]

Tremendous amount of growth on the Northeast quadrant.

00:15:14 [Speaker 3]

Growth all over the county, really.

00:15:16 [Speaker 3]

But these are now what we attempted to do here was, was focused on the these particular districts and how many new residences are proposed within those specific school districts.

00:15:46 [Speaker 3]

And then this is really the telling one.

00:15:49 [Speaker 3]

When you look at the Northeast quadrant, there's a 100 units of residential proposed in the city of Cleveland, 652 in the county.

00:15:57 [Speaker 3]

The Northwest, it's 150 in the in the city, 101 in the county.

00:16:02 [Speaker 3]

Southwest, none in the city, 100 from the county, Southeast, two hundred and six hundred, respectively.

00:16:09 [Speaker 3]

So you're you're talking about seven and fifty units, of residential on the Northeast quadrant, and 250 on the Northwest quadrant and almost 800 in that South.

00:16:22 [Speaker 3]

To say Southeast, it's really the East side.

00:16:24 [Speaker 3]

And and so the, the thought was to alleviate to alleviate the congestion and accommodate the the growth that is really happening within this quadrant of the the county.

00:16:40 [Speaker 3]

The notion was to identify and acquire the Dry Valley site, which in the inset here, you can see is on that Northeast quadrant.

00:16:49 [Speaker 3]

And that will allow some some modest rezoning that will alleviate.

00:16:54 [Speaker 3]

We're expanding Parkview as it sits.

But, even with the expansion in Parkview, a classroom expansion in Parkview, We're assuming that one's gonna fill, and Michigan Avenue is already full, and that will shift things around.

North Lee is near full, and a new school in that Northeast quadrant will alleviate everything in the north and the East side, the the the the the the the the the the the the

the the the the the

[illegible]

It's about a mile and a half past the Jetport.

As you drive out there, it it crests in the road, and you can see it.

You'll see us, a graphic alley school's sign up there starting tomorrow.

They're gonna install the sign tomorrow, so you can find the site.

We've got a long entry road.

We set the the school back up on a hilltop.

That hilltop is gonna allow us to to balance the site and and alleviate some of the earthwork, significant earthwork.

But it'll also give us a a longer entry road, which you find over and over logistical problems of stacking cars.

And this should get we we have a 120 feet of right away coming up here.

We should be able to put enough of an entry road up there that we that we can get all the cars stacking for drop off and pick up off of Dry Valley to alleviate traffic.

We do not come

in the lane in front of it to road move.

We we you see a yellow outline on this.

We we we sent the survey and negotiated with the lands land the original land under the seller to, to purchase.

You see a a turn lane here, an exit there, a pond location here, a 100 a 120 foot wide, a little over 1,200 feet long, I think, roadway right away through there, and then a 40 acre site.

00:18:50 [Speaker 3]

Paul told us right at 40 acres, acres, but it's the entry road and it's the the path for

00:18:55 [Speaker 4]

the And then how many acres do you need to know if you can?

00:18:57 [Speaker 3]

40 acres, gives us gives us what we need.

00:19:00 [Speaker 3]

Yeah.

00:19:01 [Speaker 3]

Yes, sir.

00:19:01 [Speaker 2]

Anything less than 40 acres, you're you're relieve traffic.

00:19:21 [Speaker 2]

There's no way so if you're looking in that acreage that kind of acreage, you're you're also looking at how do the how do you get the cars in there?

00:19:28 [Speaker 2]

How do you get buses in there?

00:19:29 [Speaker 2]

All of those.

00:19:30 [Speaker 2]

So the repetition and, Pete and Susan may wanna speak to this.

00:19:34 [Speaker 2]

What they're looking for in, specifically acreage for elementary schools now.

00:19:42 [Speaker 3]

What's the difference and how many

00:19:43 [Speaker 5]

do they badge with males go to hospitals?

00:19:45 [Speaker 5]

Well, typically, you have more athletic fields with the high schools or

00:20:01 [Speaker 3]

52 acres.

00:20:01 [Speaker 3]

52 acres.

00:20:01 [Speaker 3]

52 acres.

00:20:02 [Speaker 5]

52 acres.

00:20:02 [Speaker 5]

52 acres.

00:20:02 [Speaker 5]

52.

00:20:02 [Speaker 5]

52.

00:20:03 [Speaker 5]

52.

00:20:04 [Speaker 5]

52.

00:20:05 [Speaker 5]

52.

00:20:05 [Speaker 5]

52.

00:20:05 [Speaker 5]

52.

00:20:05 [Speaker 5]

52.

00:20:06 [Speaker 5]

52.

00:20:06 [Speaker 5]

52.

00:20:06 [Speaker 5]

52.

00:20:06 [Speaker 5]

52.

00:20:06 [Speaker 5]

52 that 40 is you've got enough topography to contend with.

00:20:16 [Speaker 5]

Then that all of them is not fully fully uniformed.

00:20:20 [Speaker 5]

Correct.

00:20:20 [Speaker 5]

So you're getting yeah.

00:20:22 [Speaker 5]

And buildable wise, if you're at 25, you know, to 30, I think that's if if you have a perfect site,

00:21:10 [Speaker 1]

Okay.

00:21:10 [Speaker 1]

That was part of his footprint that we laid in on

00:21:11 [Speaker 2]

dry the Dry Valley site to

00:21:13 [Speaker 1]

get an idea of how much room we would need.

00:21:15 [Speaker 1]

Okay.

00:21:15 [Speaker 2]

It seems very common.

00:21:18 [Speaker 2]

But now and when we look at the capacity, the the adding the classrooms is will give us have to Now, their their gym and their cafeteria are the lights off.

00:21:39 [Speaker 3]

-Yeah.

00:21:40 [Speaker 3]

-For the addition.

00:21:41 [Speaker 2]

That's why it was so economically because you don't have to touch the gym.

00:21:45 [Speaker 2]

You're not touching the cafeteria.

00:21:47 [Speaker 2]

So you can add those classrooms.

00:21:49 [Speaker 2]

But the core area, which is or just the classrooms, she doesn't have the did not, before we're having classrooms, have much capacity beyond that four to four fifty.

00:22:08 [Speaker 3]

So with with the, with the hilltop running this way, the ridge of the hilltop running this way, you're in two drainage basins.

00:22:16 [Speaker 3]

So the road will need its own pond, and then all the impervious areas out here will drain to the second pond.

00:22:22 [Speaker 4]

So required by permitting, you have you have to have ponds with so much land disturbance.

00:22:29 [Speaker 4]

And so a lot

00:22:30 [Speaker 3]

of those existing ponds

00:22:31 [Speaker 4]

being in place, it drives down our cost of having to go in and dig out ponds.

00:22:35 [Speaker 4]

We already have those things that are with the lay of the land on-site.

00:22:38 [Speaker 4]

So that really was part of the selection of this, this, just in this effort to keep cost out of

00:22:43 [Speaker 3]

the You want that?

00:22:46 [Speaker 3]

Correct.

00:22:46 [Speaker 3]

Did are you as

00:22:47 [Speaker 1]

a part of the team and that

00:22:48 [Speaker 4]

was to be Yes.

00:22:51 [Speaker 4]

So it'll be Yes.

00:23:16 [Speaker 2]

I'm gonna I'll defer to, Pete.

00:23:18 [Speaker 2]

So if but if you're building for a classroom, depending on the size of the, whether it's elementary or, intermediate, you are, maximum, 20 20 to 25 extra kids per class.

00:24:42 [Speaker 3]

So four of those classrooms are CDC.

00:24:44 [Speaker 3]

Okay.

00:24:45 [Speaker 3]

And eight of those classrooms are, upper class, so fourth and fifth grade.

00:24:56 [Speaker 3]

Some some are replacing the fourth and fifth grade classrooms that we're demolishing.

00:25:01 [Speaker 3]

So, the net add, touching English.

00:25:04 [Speaker 5]

Yeah.

00:25:04 [Speaker 5]

You're you're going upwards

00:25:52 [Speaker 2]

And there again, you're at she's at that four thirty five, four fifty capacity.

00:26:00 [Speaker 2]

Right.

00:26:02 [Speaker 2]

Yeah.

00:26:02 [Speaker 2]

He won't need to do much with that.

00:26:51 [Speaker 3]

I think Michigan Avenue, our our thought process is that it would it would reallocate and alleviate a lot of some redistribution, really, from North Lee, Michigan Avenue, and park.

00:27:06 [Speaker 3]

And potentially.

00:27:07 [Speaker 7]

So that would be the Northeast

00:27:09 [Speaker 3]

Well, but Northeast Park.

00:27:10 [Speaker 3]

Yes.

00:27:12 [Speaker 3]

From Charleston.

00:27:14 [Speaker 6]

So

00:27:43 [Speaker 7]

the the the the the

00:27:57 [Speaker 3]

is an expansion of Waterville, and eight classroom expansion of Waterville.

00:28:01 [Speaker 3]

Sure.

00:28:02 [Speaker 3]

To expand Waterville, recall, we just put the portables in there to buy ourselves some time.

00:28:06 [Speaker 3]

But to expand Waterville, to add eight classrooms

00:28:10 [Speaker 6]

is gonna require an an expansion of the cafeteria and an expansion of

00:28:10 [Speaker 3]

the gymnasium.

00:28:10 [Speaker 3]

So So it's gonna be

00:28:14 [Speaker 4]

of the gymnasium facility.

00:28:16 [Speaker 2]

So so I'm gonna come back around.

00:28:18 [Speaker 2]

So I I don't want Waterworld to expand much more, but what I what I have now is, I'm I'm I'm at capacity, and I've got two classrooms in the portfolios that held us off.

00:28:31 [Speaker 2]

So when you're looking at that, you're those additional classrooms would be you've got is it three ks?

00:28:39 [Speaker 2]

So you see this outside?

00:28:41 [Speaker 2]

Two fourth graduates outside, and then you have your pre k outside.

00:28:44 [Speaker 2]

So when you start adding that, I'm not looking to add more students.

00:28:48 [Speaker 2]

I'm looking at more to accommodate what we already not able to I get I get We're over the moon.

00:28:55 [Speaker 7]

We're at six thirty students right now.

00:28:58 [Speaker 7]

Yeah.

00:28:59 [Speaker 7]

So if so I get building to accommodate and get rid of the portables, but that So if so

00:29:04 [Speaker 2]

I get building to accommodate and get rid of the

00:29:05 [Speaker 3]

portables, but that still doesn't alleviate the problem.

00:29:07 [Speaker 3]

So the next, the next item in the projector.

00:29:10 [Speaker 2]

So when I'm also looking at, some of the interior classes that I've taken with special ed, you know, we've got multiple we would also be able to accommodate them.

00:29:21 [Speaker 2]

So then they would be able to get some room back.

00:29:24 [Speaker 2]

But that is for existing and some growth that may come in.

00:29:29 [Speaker 2]

But we I don't want to get over over \$6.50, 700.

00:29:33 [Speaker 2]

700 right there is about to you don't need to go any higher than that.

00:29:37 [Speaker 2]

I prefer because that's about what they're right.

00:29:39 [Speaker 2]

Yeah.

00:29:39 [Speaker 2]

So that yeah.

00:29:40 [Speaker 3]

So in the plastic, we're all upset.

00:29:43 [Speaker 3]

And that's what I'm saying.

00:29:45 [Speaker 3]

And is there

00:29:46 [Speaker 4]

this 653?

00:29:47 [Speaker 2]

Yeah.

00:30:06 [Speaker 2]

Yeah.

00:30:07 [Speaker 2]

Yeah.

00:30:08 [Speaker 2]

Yeah.

00:30:09 [Speaker 2]

Yeah.

00:30:10 [Speaker 2]

Now, we moved a special ed class.

00:30:13 [Speaker 2]

We relocated a special ed class there.

00:30:16 [Speaker 2]

So that helps them in one room.

00:30:18 [Speaker 2]

But what's happening now is I can still students now will trickle in.

00:30:25 [Speaker 2]

And so it's great for the libraries alone.

00:30:28 [Speaker 2]

And I will tell all of y'all, my kindergarten across the board this year So instead of we I mean, we didn't I didn't lose any teachers.

00:30:41 [Speaker 2]

I just didn't have to grow my kindergarten.

00:30:44 [Speaker 2]

And that typically does not happen.

00:30:46 [Speaker 2]

So when I tracked it across maybe the Southeast and started asking questions across the state of Tennessee, kindergarten seems to be lower.

00:30:55 [Speaker 2]

And when you track it back, it looks like it's that COVID year.

00:30:59 [Speaker 2]

And so I predict and I and it's a prediction on how do you date that it's gonna shoot up in the next two years.

00:31:08 [Speaker 2]

So, can you start looking at that?

00:31:11 [Speaker 2]

Because your kindergartens actually feed, if that's what you look to feed.

00:31:16 [Speaker 2]

But this year, it seemed to be that my upper grade levels started I had more students enrolled new students enrolling in the upper grades than I did that that k one, which is not my typical.

00:31:28 [Speaker 2]

It's usually the flip.

00:31:43 [Speaker 3]

So this would be to accommodate what's what we would propose to be a new elementary school on the South Side of the county.

00:32:03 [Speaker 3]

A location to be determined, whether it's, Blue Springs, whether Blue Springs is large enough, or whether we look for another site, it's at the board's discretion.

00:32:14 [Speaker 3]

But, but growth on the South Side seems to be trailing a little bit behind growth on the North Side.

00:32:22 [Speaker 3]

And, and so there hasn't been as much urgency

00:33:27 [Speaker 2]

it's it's always that one decision.

00:33:29 [Speaker 2]

But when I look at the growth patterns and I continue to watch the Blue Springs area, I'm not seeing growth.

00:33:36 [Speaker 2]

And, several people remind me that Blue Springs was one of the the, smallest schools we had in the district, barely hitting 200 even when it was here.

00:33:48 [Speaker 2]

So I would not without with the growth not being targeted there, my recommendation would be to look at a different property, So so by the time remember and, Pete and Susan may want to correct me.

00:37:20 [Speaker 2]

But from the time that you say we got a bill to the time we have school is two two years at least.

00:38:23 [Speaker 2]

So so that's, your areas.

00:38:28 [Speaker 2]

And I

00:38:28 [Speaker 7]

I think now would be

00:38:29 [Speaker 2]

a good time to stop.

00:38:31 [Speaker 2]

And what questions do you have?

00:38:32 [Speaker 2]

What do you yes, sir.

00:38:34 [Speaker 6]

Could you

00:38:34 [Speaker 3]

not be able to

00:38:35 [Speaker 6]

elevate the good for close-up what you have done on the oral like we did?

00:38:35 [Speaker 3]

Now, hopefully, I'm not We've got Where's the guy in?

00:38:49 [Speaker 3]

Like, Cope Cope has Cope has provided some recent, school bills, and I don't know, Pete, if you wanna speak to this.

00:38:56 [Speaker 3]

But, we're looking at the capital project being about we've been budgeted forecast about \$32,000,000 for each of the new proposed elementary schools.

00:39:07 [Speaker 3]

New projects.

00:39:08 [Speaker 2]

Is that

00:39:09 [Speaker 7]

in addition to the land cost?

00:39:10 [Speaker 3]

It is.

00:39:11 [Speaker 3]

Okay.

00:39:11 [Speaker 3]

And so so that would be hard costs, which are running around, you know, 26 to 28,000,000 for the physical construction of soft costs, all the design, engineering, permitting, all of that.

00:39:23 [Speaker 3]

And and because these are new schools, all the furniture, fixtures, and equipment would be capitalized into that as well.

00:39:29 [Speaker 3]

Why are you calling how much that what's your comment in the market?

00:41:06 [Speaker 2]

That we see coming in is going to feed those on Parkview.

00:41:13 [Speaker 2]

In the past, I think I've shifted kids just to keep Taylor up to their numbers.

00:41:18 [Speaker 2]

I've shifted kids from Parkview to Taylor, to try to keep those numbers, and then to give Parkview a little more room.

00:41:26 [Speaker 2]

And, so you don't I don't have a whole lot of room to shift kids to Taylor because of where it sits.

00:41:33 [Speaker 2]

But if and I've heard this too, property owners out there are continue to look at selling their land, which would cause an explosion in that area.

00:41:43 [Speaker 2]

I'll just take this from trans scheme that's part of that.

00:42:26 [Speaker 1]

If you go in any of these services and

00:42:28 [Speaker 2]

you have that costume.

00:42:29 [Speaker 2]

-That's true.

00:42:30 [Speaker 2]

-Moving kids that reflect reflected far, Taylor would be where you would really want to look.

00:42:41 [Speaker 2]

That could you know, I've got Belevin coming up there.

00:42:43 [Speaker 2]

That would be where instead of no, but this is not gonna be popular.

00:42:48 [Speaker 2]

You're more you're more likely to be able to expand Taylor than you are to find because you can't So right now, I don't have any big indication that there are new subdivisions going up in there right now.

00:43:29 [Speaker 2]

But eventually, they will go that way.

00:43:31 [Speaker 2]

Because

00:43:36 [Speaker 4]

Can we go back to that slide right there real quickly?

00:43:38 [Speaker 4]

I wanna make sure I understand kind of the the the growth and the, you know, we talked about the utility district and all that kind of business.

00:43:46 [Speaker 4]

What I wanna get some visibility That assumes That's the one that that, you know, we kinda have to toss that out because we really don't know.

00:44:10 [Speaker 4]

We don't We

00:44:11 [Speaker 3]

don't know what that That falls in the Southeast category.

00:44:14 [Speaker 4]

Yeah.

00:44:15 [Speaker 4]

So of of those numbers, I'm looking at county 801.

00:44:32 [Speaker 3]

And I would say that

00:45:03 [Speaker 4]

twelve months.

00:45:05 [Speaker 4]

What does that look like to y'all?

00:45:09 [Speaker 3]

In that zone, I think it can

00:45:10 [Speaker 4]

be around 600.

00:45:11 [Speaker 4]

Within twelve months?

00:45:13 [Speaker 4]

Okay.

00:45:13 [Speaker 4]

The next question is, do you think all of those from home would be sold?

00:45:35 [Speaker 4]

You've got Mission Avenue.

00:45:37 [Speaker 4]

You've also got the cross that we drove when you turned in

00:45:40 [Speaker 3]

the Fish Creek Market.

00:45:41 [Speaker 3]

Yeah.

00:45:42 [Speaker 3]

They had a large advantage.

00:45:43 [Speaker 3]

So

00:45:44 [Speaker 4]

you're thinking 600 within twelve months would be sold.

00:45:48 [Speaker 4]

And then how do you all think about children per household?

00:45:53 [Speaker 4]

There's been there's been a lot of conversation about that.

00:45:56 [Speaker 4]

Nationally, it's like \$1.07 \$1.08 per household.

00:45:59 [Speaker 4]

Yeah.

00:45:59 [Speaker 4]

Yeah.

00:46:00 [Speaker 4]

Previously, we did

00:46:00 [Speaker 1]

a capacity study in-depth about what we projected growth to be and did a lot of historic research as to, like, recent developments of how many of those households did have kids.

00:46:11 [Speaker 1]

It was like 80% of households had 1.88 kids.

00:46:14 [Speaker 1]

So we we have used 80%

00:46:16 [Speaker 4]

of households.

00:46:18 [Speaker 4]

1.4,

00:46:19 [Speaker 2]

1.5 per household.

00:46:20 [Speaker 2]

Yes, sir.

00:46:21 [Speaker 3]

And you also you also skewed that a little bit because these are not retiring homes.

00:46:26 [Speaker 3]

These are not retiring communities.

00:46:27 [Speaker 3]

These are

00:47:38 [Speaker 4]

to school.

00:47:39 [Speaker 4]

Right.

00:47:39 [Speaker 4]

And so the only kids that end up on buses are parents that can't afford to take them.

00:47:44 [Speaker 4]

So we've got a lot of kids that are being driven from city residences.

00:47:49 [Speaker 4]

By our county schools are being dropped off there as fast as that.

00:49:18 [Speaker 2]

Yeah.

00:49:18 [Speaker 2]

And that that's

00:49:18 [Speaker 4]

where the I wanna make sure I understand that from that because you said the city for 600, county two.

00:49:24 [Speaker 4]

So that number up here we've got from the Northeast, that would go from a 100 to 600?

00:49:28 [Speaker 4]

That

00:49:29 [Speaker 3]

this number, well, this is crap, does not include the Harbor Fault, which is an additional 600 proposed residents of 600.

00:49:36 [Speaker 3]

600 single family and state proposed property

00:50:01 [Speaker 2]

But when that if if that's the area that a three elementary school goes in and the proposed subdivisions and housing that goes in there, that school would absorb

00:50:24 [Speaker 4]

that

00:50:55 [Speaker 2]

It will add some new it's gonna get you to about 700 instead of the six thirty five instead of the I think my concern with water polo, mister, Bryson, is that I already have two classes in Horrible's that are for freight right now.

00:51:18 [Speaker 2]

I have a class of, preschool special ed students that are now I know that the pre k of there that sits in the other two oracles are, technically

00:51:29 [Speaker 4]

No.

00:51:29 [Speaker 4]

That'd be more like for instance, and that wouldn't have that Right.

00:51:32 [Speaker 4]

Have that Right.

00:52:30 [Speaker 2]

There except teachers.

00:52:36 [Speaker 2]

You you have concentrated schools that house special ed, and the reason behind that is because I can provide more quality services and more services and and transportation.

00:55:06 [Speaker 2]

It.

00:55:07 [Speaker 2]

That's your biggest thing.

00:55:08 [Speaker 2]

My Mr.

00:55:10 [Speaker 2]

But if we, if we build out for school, not build a new school, then the city doesn't get any of that money, right?

00:56:29 [Speaker 2]

-It is a lot of money.

00:56:30 [Speaker 2]

-Mm -But you're also looking at serving families and students.

00:56:34 [Speaker 2]

So at some point in time, you need to look at that whole concept, that whole thing here.

00:56:39 [Speaker 4]

-But if we build a school, so I'm just saying I didn't say Okay.

00:59:27 [Speaker 4]

And I noticed we talked about city schools or city students that are in

00:59:31 [Speaker 2]

the county that are out

00:59:32 [Speaker 4]

of zone and really about the only school that has a significant portion of that snowflake.

00:59:38 [Speaker 6]

Is that right, roughly?

00:59:39 [Speaker 4]

Now there's there's numbers that have more But what's -If we took our kids that were sealed back in the city, we could do that.

01:00:04 [Speaker 4]

We'd lose all that money and then the city could send our kids back to us

01:01:03 [Speaker 2]

I'm sorry.

01:01:06 [Speaker 2]

Here's my, my, my honest philosophy on that.

01:01:12 [Speaker 2]

I don't know, for how many years, but I've been here.

01:01:15 [Speaker 2]

I'm on my eleventh year.

01:01:17 [Speaker 2]

Long before I ever got got here.

01:01:20 [Speaker 2]

All of that was taking place.

01:01:21 [Speaker 2]

Kids can go from the county to the city.

01:01:24 [Speaker 2]

You have legacies of students doing that.

01:01:27 [Speaker 2]

I think that, that it would be a mistake.

01:01:30 [Speaker 2]

And the reason being that is you're in a world of parent choice, right?

01:01:35 [Speaker 2]

And so if a parent who is paying county taxes and we we we can't accommodate those, then I believe it is the right thing to do to take those.

01:01:46 [Speaker 2]

The same thing with the city.

01:01:48 [Speaker 2]

If we have families that want to go to the city, but they live in the county, and they they the city does charge, but if that's their choice, then that that's where we are.

01:02:00 [Speaker 2]

So I think if you if you start saying, Oh, we're sorry.

01:02:04 [Speaker 2]

You know, we're not gonna take you.

01:02:06 [Speaker 2]

Then you're you've got to set a precedent.

01:02:07 [Speaker 2]

You are or you're not.

01:02:09 [Speaker 2]

And I said, No.

01:02:10 [Speaker 2]

No.
01:02:10 [Speaker 2]
No.

01:02:10 [Speaker 2]
No.
01:02:10 [Speaker 2]
No.
01:02:10 [Speaker 2]
No.
01:02:10 [Speaker 2]
No.
01:02:10 [Speaker 2]
No.

01:02:11 [Speaker 6]
No.
01:02:11 [Speaker 6]
No.
01:02:11 [Speaker 6]
No.
01:02:11 [Speaker 6]
No.
01:02:11 [Speaker 6]
No.

01:02:11 [Speaker 2]
No.
01:02:11 [Speaker 2]
No.
01:02:11 [Speaker 2]
No.
01:02:11 [Speaker 2]
No.
01:02:11 [Speaker 2]
No.

01:02:12 [Speaker 2]
No.
01:02:12 [Speaker 2]
No Christopher Cash, we live in the city.

01:02:18 [Speaker 2]
He was a he was a private high school resident.

01:02:22 [Speaker 2]
And and I had to jump through some hoops with with some things not with with residency, but with others.

01:02:27 [Speaker 2]
So I think that when you start saying you can't come, but you can't come because you live in the city and you live in the county, I think you're creating something that's in our community that is not positive.

01:02:39 [Speaker 2]
And that that is my down cut, honest opinion.

01:02:42 [Speaker 3]

I know.

01:02:43 [Speaker 3]

But

01:02:58 [Speaker 2]

money follows the student, that is honest to goodness.

01:03:01 [Speaker 2]

So if you've got a seat that is vacant and I can feel that classroom, then that is exactly what I should do.

01:03:09 [Speaker 2]

The only reason that I can see not doing that

01:03:13 [Speaker 3]

-Like a larval, you wouldn't want to do that.

01:03:15 [Speaker 2]

-No.

01:03:15 [Speaker 2]

But larval, you wouldn't want to do that.

01:03:18 [Speaker 2]

-Because you can't.

01:03:19 [Speaker 2]

But I'm just going to take Rutherford County for instance.

01:03:22 [Speaker 2]

Rutherford County is growing so fast, they can't build the schools fast enough to get the kids in.

01:03:26 [Speaker 2]

They They cannot do it.

01:03:28 [Speaker 2]

So what they're doing is they are, taking kids and putting them in an elementary school that might have room.

01:03:35 [Speaker 2]

And those kids in that one neighborhood may be in several different schools because they're just trying to fit them in and move them in.

01:03:41 [Speaker 2]

-What?

01:03:42 [Speaker 2]

-My fear is that the growth is coming.

01:03:46 [Speaker 2]

The home developments are coming.

01:03:48 [Speaker 2]

It takes you twenty four to thirty months to build the school.

01:03:52 [Speaker 2]

If you wait and you say, Well, it may may or may not happen, then you're you're gonna be behind the ball.

01:03:59 [Speaker 3]

Okay.

01:04:00 [Speaker 3]

But after that, you're the director.

01:04:04 [Speaker 3]

You've heard all this.

01:04:06 [Speaker 4]

And you know it before we can be there.

01:04:26 [Speaker 3]

Well, the eight classroom expansion with the cafeteria and gym was 7.3.

01:04:31 [Speaker 3]

Me?

01:04:31 [Speaker 3]

If we no.

01:04:32 [Speaker 3]

If we if we drop that if we drop that, it would be classroom.

01:04:35 [Speaker 3]

Would be classroom.

01:04:36 [Speaker 3]

Would be classroom.

01:04:36 [Speaker 3]

Would be

01:05:07 [Speaker 2]

are out there is you need to focus on a new elementary school that will become -You have the

01:05:40 [Speaker 3]

drop down.

01:05:43 [Speaker 3]

-You

01:05:45 [Speaker 6]

have the drop down.

01:05:45 [Speaker 6]

-You have the drop down.

01:05:45 [Speaker 6]

-You have

01:05:45 [Speaker 2]

the drop down.

01:05:46 [Speaker 2]

-Correct.

01:05:48 [Speaker 2]

You're gonna have to shift you can shift some.

01:05:51 [Speaker 2]

You're gonna have to rezone so that you can and when you rezone, hopefully, you're giving capacity back to some of the other schools so that they can absorb some kicks.

01:06:01 [Speaker 2]

So when you're going in that direction, you're making a full

01:06:11 [Speaker 3]

switch.

01:07:01 [Speaker 2]

-I think you have to look at the data that's in front of you and what the data is telling you.

01:07:06 [Speaker 3]
-And you're telling us that says we need to

01:07:09 [Speaker 4]
be able to go to the

01:07:10 [Speaker 2]
-I think -More than anything.

01:07:11 [Speaker 6]
-They're telling us they're telling us

01:07:11 [Speaker 4]
and the data with respect to your conviction of the houses.

01:08:11 [Speaker 4]
Is that coach's position as well?

01:08:16 [Speaker 4]
With respect to the growth of the time frame.

01:08:20 [Speaker 1]
We've checked with the building

01:09:03 [Speaker 4]
take in another substantial amount of jobs.

01:09:06 [Speaker 4]
So the job market here is gonna be extremely hot, and the growth in this direction

01:09:11 [Speaker 3]
is not gonna slow down at this point.

01:09:13 [Speaker 3]
You can talk to Zadberry

01:09:14 [Speaker 4]
at the chamber if details would be different, but we're

01:12:01 [Speaker 8]
was 1,030,000.

01:12:04 [Speaker 8]
-Okay.

01:12:05 [Speaker 8]
-One.

01:12:05 [Speaker 8]
-One point zero three million.

01:12:40 [Speaker 1]
Okay.

01:12:41 [Speaker 1]
Are you guys still finished?

01:12:44 [Speaker 1]
How will you give this a lot to think about, uncertainly, and to prioritize?

01:12:49 [Speaker 1]
And this work will have to decide within the next

01:12:53 [Speaker 2]

few months.

01:12:53 [Speaker 2]

Do you have something else?

01:13:08 [Speaker 3]

Are there are there other capital projects that you want to include in the priority discussion?

01:13:15 [Speaker 4]

I like what where my kids go and I'll I'll whatever.

01:13:20 [Speaker 4]

But I did not used to believe it, but I believe

01:14:06 [Speaker 2]

I know that miss Lee kept tested it.

01:14:09 [Speaker 2]

Students at work for us are coming in 6AM to practice to get everybody.

01:14:14 [Speaker 4]

-They're the

01:14:17 [Speaker 7]

only help there

01:14:18 [Speaker 6]

in the

01:14:18 [Speaker 7]

secondary school.

01:14:57 [Speaker 2]

-So one of the things about, and this is, just an idea.

01:15:04 [Speaker 2]

There's nothing But I did ask I asked Pete Stuvelong that I think he rolls a sausiak.

01:15:10 [Speaker 2]

-That's good.

01:15:13 [Speaker 2]

-Um, so the if you build a, sports facility at the the the Lauderdale property before you could build a new school, I think Pete looked at I don't know if that's there or not, Pete, but, you're looking at about 10,000,000 No.

01:16:25 [Speaker 2]

Actually, like, Morris, facility wise, they do have the students that that show you need a second.

01:16:32 [Speaker 4]

They they're I think I didn't use the thing about it.

01:16:35 [Speaker 1]

Okay.

01:16:35 [Speaker 1]

A sports facility at the

01:17:49 [Speaker 4]

So we would have led you to the track at one point in time, and we actually, put some minimal design effort in, more of a kind of a schematic and a the site plan and then a preliminary budget.

01:18:07 [Speaker 4]

The budget for just the track, the site work, the grade work, and then just a track.

01:18:14 [Speaker 4]

Nothing else in addition to that.

01:18:16 [Speaker 4]

An eight point track came at the two point 2.3 It's

01:19:22 [Speaker 3]

with respect to the track of Maryland, it's gonna be basically 2.8.

01:19:24 [Speaker 3]

She said to expand the track to eight lanes, you have to shift it within the site plan, which means some additional grading and drainage.

01:19:30 [Speaker 3]

And so the additional grading and drainage to retrofit some some of the existing problems and to fix some of the existing problems and to accommodate, a reconfiguration there is about a million dollars of prep and site work, and then the actual expansion of the tract is is about 1.5.

01:19:48 [Speaker 3]

That does not include soft cost and does

01:19:50 [Speaker 4]

not include lighting in those currents.

01:19:52 [Speaker 4]

I think

01:19:53 [Speaker 2]

it does not.

01:19:54 [Speaker 2]

You can see that.

01:19:57 [Speaker 2]

The the Blaiktters,

01:20:08 [Speaker 3]

And it would reconfigure in a way that would allow for all of these other amenities to be added later.

01:20:14 [Speaker 3]

Yeah.

01:20:15 [Speaker 3]

Yep.

01:20:15 [Speaker 3]

If that makes sense.

01:20:16 [Speaker 3]

So they could we would configure the track.

01:20:19 [Speaker 3]

We would re reorient the track within the site and and leave a path for a future field.

01:20:25 [Speaker 3]

Answer right now.

01:20:27 [Speaker 3]

Yes.

01:20:28 [Speaker 3]

Yes.

01:20:30 [Speaker 4]

So so they could fundraise or down the road, the board could choose to fund

01:20:34 [Speaker 3]

a different product, but it would be left so that it's expandable based on the needs that they have.

01:20:38 [Speaker 4]

I gotcha.

01:20:38 [Speaker 4]

Okay.

01:20:40 [Speaker 4]

Alright.

01:20:40 [Speaker 3]

If we what you're talking about,

01:24:08 [Speaker 1]

Okay.

01:24:10 [Speaker 2]

Just just for clarification while, miss Smith is, showing the other stuff that, that it is on the dropout.

01:24:37 [Speaker 2]

-Didn't ask.

01:24:39 [Speaker 2]

-I just want to clarify that for for y'all.

01:24:41 [Speaker 2]

It and it's -For for yes, sir.

01:24:46 [Speaker 2]

But I don't think that you I I think you have to be very careful about, you know, there's lots and lots of things that we need and we want.

01:24:55 [Speaker 2]

But when your data starts to say, this is coming.

01:25:00 [Speaker 2]

And knowing how long it takes to build anything, thing.

01:25:04 [Speaker 2]

You've got to be more proactive than you do react.

01:25:06 [Speaker 4]

But I'd say and they're sitting here and where we're saying it.

01:25:10 [Speaker 4]

If we they took the money to commission you.

01:25:13 [Speaker 4]

If we could convince them

01:25:14 [Speaker 3]

to put a billboard with it.

01:25:58 [Speaker 8]

Okay.

01:26:00 [Speaker 8]

So this is actually just an update from the chart that was, proposed or provided in the April and May budget meeting to update what really happened at June 30 rolling into July 1.

01:26:12 [Speaker 8]

This does highlight that there is 52,000, left for the Bradley vestibule.

01:26:18 [Speaker 8]

That is not new funds.

01:26:19 [Speaker 8]

That is funds that were left at June 30 to remedy the specialist items that we're still working through.

01:26:24 [Speaker 8]

Everything else, with the exception of Hopewell, is funded by local and state dollars.

01:26:29 [Speaker 8]

It's not money that we are asking the commission for.

01:26:33 [Speaker 8]

And Hopewell, that is a low number.

01:26:35 [Speaker 8]

The full resolution's, about 15,000,000.

01:26:38 [Speaker 8]

That is what we estimate for this year.

01:26:40 [Speaker 8]

They've got about 7,000,000 budgeted.

01:26:42 [Speaker 8]

So I would anticipate a budget amendment at a later point in the year as expenses feed in for that.

01:26:48 [Speaker 8]

So that number will grow.

01:26:50 [Speaker 8]

But that is where we stand on all of the projects.

01:26:53 [Speaker 8]

We would I would anticipate that

01:28:21 [Speaker 2]

keep up with that and

01:28:22 [Speaker 1]

maybe keep us posted in a few months about the progress for BizTown.

01:28:28 [Speaker 1]

Any other questions about things?

01:28:30 [Speaker 7]

I have a question on our own Ocoye Middle.

01:28:33 [Speaker 7]

If it says 1.26.

01:28:36 [Speaker 7]

So is that what's left?

01:28:37 [Speaker 7]

Because I know that we mentioned that we came in 1,700,000.0 under budget.

01:28:41 [Speaker 8]

Yes.

01:28:42 [Speaker 8]

So that is representative of what is technically left for the project, but we do not anticipate spending that for the project.

01:28:49 [Speaker 8]

I don't remember where we were, but I know on this last pay pay app that we got, we owe them about 350,000 left.

01:28:57 [Speaker 8]

So, we will have about \$8.07 to 800,000 left in in that budget to then reappropriate to another project.

01:29:06 [Speaker 2]

Where did we about twenty one point seven.

01:29:09 [Speaker 2]

So at the

01:29:11 [Speaker 8]

point before we purchased Dry Valley, we needed 500,000 additional funds.

01:29:15 [Speaker 8]

So we transferred 500,000 in a budget amendment at not mid year last fiscal year from 500,000 of that from a point middle back into January to purchase the lambs.

01:30:02 [Speaker 1]

We have.

01:30:02 [Speaker 1]

We're very early

01:30:03 [Speaker 8]

in the project, so things

01:30:04 [Speaker 2]

could change.

01:30:05 [Speaker 2]

Right?

01:30:05 [Speaker 2]

But that would be the only one

01:30:07 [Speaker 1]

at this point that we

01:30:08 [Speaker 8]

would possibly know for sure that they're having these projects.

01:30:11 [Speaker 8]

Savings.

01:30:12 [Speaker 8]

Okay.

01:30:12 [Speaker 4]

Are we talking about does both know some of this stuff?

01:30:29 [Speaker 1]

And have a discussion and then vote.

01:30:34 [Speaker 1]

So come to a consensus.

01:30:39 [Speaker 2]

Okay.

01:30:40 [Speaker 2]

Anything else you won't have anything on Thursdays?

01:31:00 [Speaker 1]

Okay.

01:31:01 [Speaker 1]

Are there any questions or comments about any of the items or is there something additional you want to discuss?

01:32:09 [Speaker 1]

Okay.

01:32:10 [Speaker 1]

And, that's the end.

01:32:12 [Speaker 1]

And I just have notes from Rachel.

01:32:14 [Speaker 1]

Okay.

01:32:15 [Speaker 1]

These had come in earlier, but I wasn't learning about them.

01:32:18 [Speaker 1]

She just wanted to know about the growth on

01:32:59 [Speaker 6]

Okay.

01:34:28 [Speaker 1]

So you're into the week of the seventeenth?

01:34:40 [Speaker 2]

-Now you could do something badly, and then the

01:34:43 [Speaker 1]

next week, of course, is Thanksgiving.

01:34:48 [Speaker 2]

It looks like if you were looking at November, eighteenth.