

**MENDOCINO UNIFIED SCHOOL DISTRICT
7-11 COMMITTEE
AGENDA**

MONDAY APRIL 20TH, 2009

Mendocino High School Library 10700 Ford St. Mendocino CA 95460
4:00 PM – 6:00 PM

1. 4:00 PM CALL TO ORDER

The meeting was called to order at 4:00 pm.

Present: Harold Hauck, Gail Dickenson, Sam Waldman, Gail Daly, Janet Self, Elise Boyle, John Bones Newstead, Ken Matheson, and Elaine Hillesland (who arrived a little late).

2. APPROVE MINUTES OF MARCH 23RD, 2009

MSA Newstead/Daly (8/0) to approve the minutes of March 23rd, 2009

3. CORRESPONDENCE

There was no correspondence received. Later in the meeting, Janet Self presented a letter of resignation. She was thanked by the committee for the energy and time she contributed.

4. COMMITTEE REPORTS

4.1. Surplus Property language

This committee consisted of members Waldman, Hauck, and Hillesland. They presented some draft language regarding the determination of the 7-11 committee to recommend that the Old Historic Grammar property be declared surplus. It was suggested that the language should include a footnote acknowledging that there are three distinct areas of the property (the Old Historic Grammar School, the field/playgrounds, and the undeveloped land). It was also suggested that the education code information (17745) be footnoted rather than included in the text of the recommendation. After discussion, the group felt this statement would be included in the final report to the Board and not necessarily as a separate piece of information. Harold Hauck will email the language, with the suggested changes, to all of the committee members.

MSA Matheson/Waldman (9/0) that the committee accept the description of declaring the property surplus with a footnote about the Ed code and the three distinct attributes of the property.

4.2. Community outreach plan

This committee consisted of Hillesland, Daly, and Self. They passed out a summary providing alternative approaches dealing with the questionnaire and vision session(s). There was some question regarding the possible need for funds to hire either a facilitator or "questionnaire specialist" in order to end up with a good product: would the District be willing to support this funding? It was thought that it might be important to get one or two examples of what this process involves so the committee would have an idea of how to even go about hiring someone. This was followed by a

discussion about not making this process any more complicated than necessary – this committee was not charged to become involved in a community planning process, but rather determine through community input, what the best use of the property might be. There was consensus that it might be advantageous to have a facilitator run the vision meeting, and it was agreed it shouldn't be someone on the committee. It was also agreed that since the committee will be involved on some level with the questionnaire, it might be worth taking a stab at it and then find someone with some expertise in the area to review the work. The committee discussed the difficulty developing a timeline what with the end of school activities and summer vacation coming soon. It also spent time weighing whether to conduct the questionnaire first or the vision session first.

MSA Hauck/Matheson (9/0) that in order to move the process forward the committee would develop a questionnaire first (the the help of the sub-committee), synthesize and review the results, and follow up with a vision meeting.

A committee was formed (Daly/Matheson/Newstead) to begin work on the questionnaire using Gail Dickenson's draft as a starting point. Other 7-11 members will email their suggestions to those on the committee, who will synthesize everything and bring back a draft to the next meeting. Some other thoughts about the Questionnaire:

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- *Still believe it would be valuable to have an “expert(s)” review it – hopefully gratis (several folks were mentioned who might be willing to help, and some committee members will begin talking to these folks)*
- *Should use a 1-5 range of approve/disapprove*
- *Allow for open ended question/statement*
- *Specify deadline to get materials back.*
- *Include the date of the vision meeting so the questionnaire acts as a catalyst to get folks involved*

5. TIMED ITEM 5:00 PM: PARENT/COMMUNITY COMMENT

It was suggested that the committee make it clear to the community that the building cannot be used by the school district for school district classrooms (Field Act).

6. DEVELOP A TIMELINE

6.1. Setting dates for community workshops

The questionnaire must be ready by May 14th

Return date for questionnaire should probably be prior to the end school (there was not a specific date determined)

Schedule a vision meeting for June 28th at the Rec Center; tour at 2 pm for those interested, and meeting running from 3-5 pm.

Possibly another vision meeting when school starts up.

6.2. Plan for public notification

As mentioned earlier in the meeting, there must be broad circulation of the questionnaire and vision session: mailer to parents, rec center, web site, MUSE fun fair, paper, radio, public TV. A “booth” at the fun fair possibly including tours of the

site could be very helpful.

7. FUTURE AGENDA ITEMS AND MEETING DATES

The next meeting was set for May 4th from 4-6 pm, possibly to be held at the Rec Center building.

Next agenda: Report from Questionnaire committee; continue to work on the questionnaire and timeline; identify an experienced facilitator for the June 28th community input session.

The meeting was adjourned at 5:50 pm

The duties of the 7-11 Committee include reviewing projected school enrollment, district facility needs, and other data to determine the amount of surplus space and property, taking community input on acceptable uses, establishing a priority list of use of surplus space and real property that will be acceptable to the community, circulating the list throughout the community, and forwarding an advisory report recommending the appropriate future use of the property to the Board.