

Model Taskforce: Themes & FAQs

In October 2017, the Model Taskforce engaged administrators, parents, students, faculty, staff, alumni, and community members through interviews, town hall meetings, emails, and an online survey. This document summarizes the overall themes and frequently asked questions from those interactions.

Themes:

Sense of Community

Model students, parents, alumni, and faculty greatly value the sense of community they feel in relation to Model Laboratory School (MLS). The parents know the friends of their children as well as the parents of those friends. Alumni maintain close and lasting relationships with their MLS peers and teachers. Faculty and staff know the families and rely on their relationships to help students succeed. This community is foundational to the success of MLS and preservation is essential.

Parental Engagement

Model parents are highly engaged in academic and non-academic activities at MLS. The Model Parent Organization (MPO) plays an essential role in supporting all school activities and supporting the faculty in many ways. Without this high level of engagement, the environment and student outcomes would suffer.

Academic Excellence

Students at model excel in the classroom, surpass local peers on statewide testing, and graduate with millions of dollars in scholarship offers. These academic successes are a result of highly qualified teachers, engaged parents, and positive peer pressure. Continued academic excellence requires continued focus on these factors of student success.

Growth and Size

Finding the “right” size for MLS in terms of student population will be key to maintaining the sense of community, parental engagement, and academic excellence. Some have indicated that maintaining the current size is necessary, while others feel that growing would benefit students in terms of activities, athletics, and diversity. Future visioning must include a determination of a size that preserves the closeness and security in the current environment, while also addressing the benefits of strategic growth.

Frequently Asked Questions:

- [Taskforce & Timeline](#)
- [Facility](#)
- [Options for Funding](#)
- [Charter Designation](#)

TASKFORCE & TIMELINE

1. What is the purpose of the taskforce?
 - To engage and work with stakeholders to build a shared vision and strategy to move Model forward. The key priorities for the task force include ideas concerning facilities improvements, sustainable funding, innovative practices, and leveraging all of EKU’s

core strengths for the betterment of Model, as well as service to Madison County and beyond.

2. Who will participate and when?

| DATE | ACTIVITY |
|---------------------------------------|---|
| September 20 | Model Administration Interviews |
| September 21-Oct 12th | Feedback Survey Open (276 Responses as of 10/9/17) |
| September 27 | Model Faculty and Staff Town Hall |
| October 3rd | Current Model Parents Town Hall |
| October 5th | Alumni, Former Parents, Community, & Government Town Hall |
| October 6-12th | Small Group Interviews |
| October 13-25th | Data Analysis and Draft Recommendations |
| October 26th- November 3rd | Share Recommendations with Stakeholder Groups |
| November 4th-10th | Revise Recommendations Based on Feedback |
| November 15th | Present Recommendations to Board of Regents |

3. What does the November 15th recommendation mean and what happens afterward?

- The Taskforce will present recommendations to the Board of Regents on November 15th. The Board of Regents will provide feedback as to which option(s) they would like to pursue. The Taskforce will use that feedback to develop a plan and timeline for implementing the approved recommendation(s). That plan will include mechanisms for further engaging the Model stakeholders in the process.

FACILITY

4. Can the current facility be renovated?

- Currently, no money exists to remodel the existing facility. The maintenance team is trying to stay ahead of impending issues but no renovation plans exist.
- Barriers to renovation include asbestos abatement, which would require vacating the building for an extended period of time. No alternative structure is available to house Model during that time.
- Costs to renovate the existing building are likely higher than the cost to build a new facility due to the age and disrepair of the current structure.

5. How much will a new facility cost?

- No specific plans have been developed for a Model only facility.
- The plans for a combined Model Lab School and College of Education facility were estimated to cost just over \$83 Million.
- Based on that estimate, a new Model only facility will likely be in the \$40-45 Million range.

6. Will it include the College of Education?

- No, the new facility will be for Model Lab School only. There may be some collaborative space included to facilitate collaboration with the academic programs at ECU.

7. Do the current plans include room for growth?

- Plans for the combined facility included space for four classrooms per grade, whereas the current capacity is two classrooms per grade.
- No decision has been made at this point about size. That will be a part of the discussion going forward.

OPTIONS FOR FUNDING

8. Can we renegotiate the contract with Madison County?

- The current contract with Madison County allows MLS to obtain SEEK funds from the state, with an administrative fee for Madison County.
- Conversations indicate that renegotiation of this contract to the extent that building a new facility would be possible is unlikely.
- The Taskforce will engage Madison County representatives in discussion regarding the contract.

9. Is it possible to raise funding for a new facility through a campaign with alumni and the community?

- This has been a key theme in feedback from parents and alumni.
- The Taskforce has asked the ECU Office of Development and Alumni Relations to conduct a prospectus for a capital campaign.
- In order to fund the facility using philanthropic giving, a substantial portion would need to be collected before building could begin.

10. What if we wait for state funding to be allocated to the new building?

- Given current pressures on the state budget, it is unlikely that the state will issue funds for capital projects for the foreseeable future.

CHARTER DESIGNATION

11. How would pursuing charter designation lead to a new building?

- The charter designation would provide access to local property tax revenues. Model's share of those revenues would decrease the current funding deficit and serve as the basis for issuing debt for a new facility.

12. Would tuition be the same?

- No, public charters cannot charge tuition.

13. Would waitlists still be used for admission?

- No, if a charter has more requests than spaces available, a transparent lottery system must be used.
- It is important to remember that HB 520 requires that parents/students be permitted to choose to attend charter schools; charter schools do not choose or select students. Also,

local school districts are prohibited from assigning students or staff to a charter school unless that student or staff member chose to attend/work in that charter school.

HB 520 requires enrollment preferences for students that attended the school the previous year and for siblings. HB 520 permits enrollment preferences for children of the charter school's board of directors and for children of full-time employees of the charter school. Enrollment preferences may also be given to students who meet federal free/reduced priced meal criteria or who attend a non-charter persistently low-achieving school (also referred to as a comprehensive support school in SB 1/ESSA).

If capacity is insufficient to enroll all students wishing to attend, a transparent and random lottery must be conducted. Returning students are enrolled first and are not required to participate in the lottery. (Section 2)

14. Would currently enrolled students be included in the lottery system? Would they lose their spot?

- As stated above, HB 520 requires enrollment preferences for students that attended the school the previous year and for siblings.

15. What would remain the same?

- Governance by Board of Regents
- Relationship with College of Education and other academic programs
- Faculty and staff would still be EKU employees
- Teachers would continue to be certified

16. What happens if the charter is not approved by Madison County?

- Kentucky Board of Education (KBE) reviews authorizer's decision to approve, deny, renew, not renew, revoke or impose unilateral conditions.
- Appeal by charter board filed with KBE within 30 days of authorizer's action(s).
- KBE to utilize "best interest of students or community" standard.
- If after appeal, an authorizer still denies, refuses to renew, revoke or impose unilateral conditions, second appeal may be filed with the KBE.
- Applications approved as result of second appeal results in joint oversight of the charter school by the authorizer and the KBE.

NOTE: Additional questions and answers about the charter designation are available on the [KBE website](#).