



Community Conversations: Grimes Elementary School April 5, 2011

The following ideas, suggestions and requests were captured in a League of Women Voters Community Conversation on the Tulsa Public Schools' Project Schoolhouse proposals.

- Why is there no mention of academic overhaul in plans?
- Closing Grimes would mean a downgrade of the curriculum.
- Not enough space for additional grades at existing schools.
- Do not mix Pre-K and Kindergarten with higher grades (Pre-K thru 6th is enough).
- Model other schools after those that are working.
- Do not close high schools.
- Concern for historical and architectural preservation of old schools being closed.
- Keep numbers of class size and school size "manageable" (288 students in Grimes).
- Why were schools with high numbers of incoming transfers targeted for closure?
- Appears decisions made in the proposals don't match actual data.
- Want information concerning the cost or savings associated with each of propositions A, B & C, including cost of busing students and remodeling buildings.
- What data was used for the cost savings?
- Don't start school in August – too hot with a/c costs. Consider overall schedule.
- Recommendation: use Grimes as the trade-up model.
- Want numbers for students in the boundaries being drawn – NO classes should be housed in trailers.
- Concern for over-population of classrooms and schools.
- Suggestion: put Mayo and Thoreau at Nimitz.
- Allow transfers into schools that have available space.
- Implementation of plans should be done incrementally.
- Must have after-school care.
- Don't move demonstration school formats into traditional schools – concern about cost of retrofitting.
- Use public transportation (MTTA) as alternative to school buses
- Concern for building restructuring/remodeling to accommodate new age groups (larger desks, higher toilets and wash basins, etc.).
- Raise the teaching requirements.
- Post changes – form task forces of the teachers to determine what works and what doesn't to ensure success.
- Ensure that teachers maintain their credentials with all the changes proposed.
- Concern for special education children in the process – maintain the inclusion process.