

District Advisory Committee for Program and Operations

Comments about potential facilities evaluation criteria, 4 Dec 2006

Number Of Students Impacted

- Minimize transitions by doing this thoroughly and keeping us from having to do it again in near future
- Is the impact temporary or long term? Every family will have impact in short-term
- Do not tell public it is okay because of numbers – each number is a kid and family to re-adjust
- This is a little tough for me. Is the # of students impacted by closing a particular site? Or that # plus the # impacted by incoming students at other sites?

- Title should be MINIMIZE DISRUPTION; object criteria: # of students impacted and only contiguous schools affected
- Not necessary to disrupt all school populations; least disruptions the better
- How much further will students travel?
- Impact as few students as possible, BUT as many as are necessary to do it correctly

- Demographic trends and projected enrollment to be considered
- Enrollment trends (help us in making long term decisions) objective criteria: demographic data
- Should we have a criteria that looks at demographics of current and future students?
- (Other) Site Demographic Profile Information
- Where's the demographic/enrollment data here?

- Projected enrollment by service area
- Current # of students vs student population after consolidation

- Need to think at TYPES of student affected, not just #
- This criteria must include assessing student sub-group data, e.g. # of students of color impacted, # of student w/disabilities impacted

- Try to balance East/West numbers is boundary decision
- Balance District
- East/West balance

- # of current boundary exceptions

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Classroom Capacity Without Portables

- During the recent bond we passed, we promised this district we would get rid of portable classrooms
- I would like to see portables gone away
- Good criteria – maximize building functions, keep 5-10 year student population in mind
- I think this should be considered. I think if a building is under utilized, if possible and considering uniqueness and amenities, we should consider relocation

- Avoid using portables for regular classroom instruction, ok for daycare, band, etc.
- Use of portables if necessary – should be limited to childcare and instrumental uses. Avoid regular classroom use
- Go with existing buildings, bring in portables if necessary
- If a building needs portables, the first couple of years to accommodate “peak” enrollment – that is not a terrible thing, if it is overall sound to use facility

- Good learning can happen in a portable classroom
- Portables serve a purpose – we should only discount them if they are substandard
- Keep in mind future needs, if can reduce class size – have at least some marginal capacity for that to happen

- Maximize space at buildings - # of rooms at each building should be considered
- Look at consolidation of programs – optimal use of all spaces
- Maintain overall maximum capacity buildings for max flexibility

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Utility Costs

- We must have efficient physical plants
- Energy efficiency and general maintenance cost important factors in choosing school costs
- Important item, also consider along with renovation – Does renovation equal a decrease in utility costs? (appears to be a response to above statement)
- This is important criteria because it is tangible and is direct operating cost
- Important to populate buildings that have most efficient structures
- Can these be changed through equipment upgrades to reduce overall cost of facility?
- High utility costs should be a factor unless building can be upgraded to mitigate the condition

- We must work toward energy efficiency and healthy buildings

- Good criteria, but data needs more analysis
- Not all factors are the same because service is provided by different companies using different # amounts as fees.

- If we can use capitol funds to upgrade heating systems in a building, should transportation with continuous costs be more important?
- (appears to be a response to above statement) Yes, especially since it is measurable.

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Transportation Costs W/O Special Programs

- Don't promise transportation – just because a school is closing, evaluate walking routes
- Want the lowest transportation costs with safety for students
- Schools should be in the most populated areas, reduce bussing
- Transport as few students to neighborhood schools as possible, very expensive ongoing cost
- Number of buses transporting students from the attendance area (not special program buses)

- Closing schools implies that school boundaries will be re-set. This should really be about percentage of students who walk to school.

- At times busing to school is a positive safety issue to walking long distances in our neighborhoods

- Review one-mile radius – safe walking access

- Transportation costs are a huge unknown until decisions are made – what they are now is irrelevant to what they will be with some number of schools closed

- Along with (transportation) cost, I think we should consider (transportation) time as well.
- How long would it take student X to get to home Y?

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Renovation Needs (costs) / Meng Analysis

Building Condition / Meng Analysis

- Renovation needs – building condition – least costs for bring building to capacity – important criteria for decision
- Important piece of the puzzle – cost to bring any facility up to a 80+ needs to be considered.
- Costly improvements need to be reviewed carefully and should be considered.
- Very important - ditto
- #1 for me
- Important item to be considered

- Change title to “Current building condition/Meng Analysis”
- Retitle: Facility Condition obj criteria – age, Meng, renovation needs, special features
- Rename to Facility Conditions

- Will renovations lower operational costs of this facility enough to positively impact our budget crisis?
- Maintenance costs

- If a building functions well as per design, don't let renovation costs alone decide a decision
- Existing very expensive renovation issues should be a factor in deciding if facility is viable option.

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~~Student Safety/Liability Factors~~

Student Safety/Liability Factors + Access/Traffic Patterns

- Not sure what this means, does the structure need work to be safe? Renovation needs? Is traffic an issue? = access/traffic factors
- This seems redundant with "Access/Traffic Pattern" and Renovation Needs"
- Student safety: does this relate to student safety at a building that currently needs upgrading? Or does this relate to student safety in getting from home to various sites (home or relocated)?

- At elementary staffs' ability to secure building during the work day – not in lockdown, just in day-to-day business
- Lock down capability (or not)

- Is a particular building (by design) difficult to supervise from a safety perspective?

- Safe walking access within 1 mile of school
- How do students get to the school – walk, bus, parents?

- (Access/traffic patterns) Add or change to include Location of a site as criteria
- Agree

- Percentage of students who use bus vs. walking to school
- High percentage of "walkers" very desirable
- Keep schools open that encourage walkers

- Ease of access to building by buses – Left hand turns vs. right hand turns – entering vs. leaving bus lanes
- Consider impact of 100-200 more students as parents opt to drive them

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School Functions/Configurations

School Functions/Configurations + Unique Facility Amenities

- What does this mean?
- Who cares? (re: unique facility amenities)
- I am struggling with how a facility's "amenities" would or could, influence our recommendations.

- School functions should be given one of the highest priorities – it is better to put \$ into a building that provides good teaching access
- This is one that I think would be on my criteria. Not only how buildings are used now, but how might they be used and impacts on programs
- Is the building adaptable to multiple uses? Separate programs? Rental?
- (in response to above statement) Good
- Consider the adaptability of the facility as our technology needs increase

- Site size (2)
- Site land and potential for expansion

- Ability to support multiple programs
- (in response to above statement) Good criteria
- This should include the ability to serve programs with special facility requirements like special ed, Room Nine, early childhood, etc.
- Ability to have self contained programs as needed is desirable
- Include....unique site programs (that can't necessarily be relocated)

- Does this facility have a feature that no other school can provide? If so, how important is it to the district to preserve it?

- Specialty spaces need to be considered - # of rooms not available for regular classroom due to configuration – can add to other program use.
- How does a unique facility at a bldg affect its usefulness?
- How do these functions effect the cost of this facilities operation and is it beneficial to our students' education?

- Unique Facilities "Educational" Amenities
- B.D. programs need time-out rooms
- Middle schools will need time-out rooms
- We must balance the needs of all Spec. Ed. rooms, taking them especially into consideration. Renovations are time and money.

- Investments in current unique accommodations should be utilized as much as possible.
- Ridgecrest hearing booth – very expensive has to be dismantled to be moved.
- Maintaining "special programs" should not be more important than bringing our lowest students to standard
- New playground on site (dismantle and move them?)

- Access of elementary school to high schools for students who volunteer, community service hours
- (appears to be in response to above statement) YES (and again) YES

- If a school is at max capacity, do not take it apart

- Put this stuff like new playgrounds, special rooms under Bldg. condition/renovate

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Other potential evaluation indicators

1. "High Market Value" would the property serve school district better if sold as surplus
2. Community (neighborhood) involvement, measured input by PTA membership/ participation.
Probably not a top criteria, but something to consider.
 - o Community involvement and PTA's numbers infused
 - o Community /PTA's parents involvement
3. WASL scores (as indication of relative health of education programs and strength of success)

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Other factors to be considered when discussing which facilities to consolidate (committee discussion points; not evaluation criteria)

- Proximity to other schools where students could attend
- Location – we would probably not want to close 2 schools next to each other if they both met majority criteria
- Maintain schools which are centrally located for boundary flexibility
- Geographic balance (4)
- Socio-economic balance

Miscellaneous “Chalk Talk” comments, not directly related to facilities evaluation

- Is it possible to build a district facility to include all the folks centrally then re-create Shorewood HS at the center, then sell the SW property?
- School size – determine ideal elementary size (+/- 500); choose schools with capacity
- Efficiency in costs + resource allocation should be achieved in retained buildings
- When is the Ameresco audit complete and presented?
- Maybe use Meridian Park as building with all special programs
- While minimizing overhead keep program intact that provide academic growth and options
- Look at the student usage/interest of all programs, determine if we should still offer them