

Facilities Master Planning Policy

In support of excellence in stewardship of public funds and maximizing the investment of district resources in our instructional programs and services for students, the Board directs the Superintendent to implement a regular process to provide a written evaluation report regarding District facilities based upon the following criteria, no less frequently than every five (5) years beginning in the 2018-19 school year. To the extent possible, final decisions impacting school boundaries should be made by the regular Board meeting in the Spring for the following school year to provide ample time to communicate changes to families.

The criteria the superintendent shall use to evaluate district facilities shall include the following:

CRITERIA TO BE MEASURED FOR EVALUATING SCHOOLS FOR MASTER PLANNING

- A. **Demographics:** Current enrollment vs. enrollment changes over the past 5–10 years and the projected student-aged population and resulting enrollment over the next 5 –10 years. Demographic study will also include:
 - a. The impact of non-traditional learning (for example: distance learning, home schooling)
 - b. The number of transfers in and out of schools and the associated cost of transfers
 - c. Membership as of the end of the (1st) quarter.
- B. **Facility Utilization Rate:** Enrollment trends vs. the capacity of the school. This review will also look at the percentage of the building that is used for educational programming vs. other uses, if any, and will take into account any special programming (e.g. special education).
- C. **Academic Performance:** Current and historical trends of state test data and graduation rates. This review will also look at how each school compares to the state’s target numbers.
- D. **Physical Plant:** A comparison of each building’s age, condition, amenities and associated expense, outdoor space and operational efficiency. The physical plant review will also include an analysis of any payoff of bond money, if applicable.
- E. **Location:** An analysis of the proximity of schools (e.g. where might we have schools that are “clustered together” than the average distance). The location review will

take into account any natural barriers, such as highways, and how they impact the student population.

- F. **Program Considerations:** A review of the current and potential offerings available at different schools, including curriculum and co-curriculum enrichments, access to a full slate of curriculum and enrichments, cost to operate a building per student, after school programming, out-of-school learning, alternative school models, and extra-curricular activities such as athletics, physical education, voice and band.
- G. **Other Community Services:** A discussion of what role the school currently plays in the neighborhood beyond the basic educational processes as well as any additional expenses associated with those activities. This will also include a notation of the culture and leadership within the schools.
- H. **Safety:** A review of cases of actual or threatened physical harm, (e.g. police calls, severe disciplinary actions, gang territory and activity) as well as any unsafe conditions associated with the physical structures themselves.
- I. **Legal Obligations or Restrictions:** A review of any relevant consent decrees, bond restrictions or reversionary interests.
- J. **Bottom-Line Impact of Recommendations:** Based on the recommendations put forward, an analysis of the estimated annual savings and how those savings and possible revenue generation could be re-invested into the classrooms.