

Elementary Task Force Criteria

- 1.) Utilization: Utilization of all schools for each scenario (2011/2012 and 2016/2017). Goal is 90%.
 - a. **Information provided with scenario.**
- 2.) 300 Enrollments: Which schools would be at projected 300+ enrollment (450+ enrollment for 3+section schools); Impact on long-term plan to provide classrooms to meet minimum enrollment goals.
 - a. **Enrollment information provided with scenario spreadsheet.**
 - b. **Number of schools less than 300 for 2016-17:**

Scenario 1: 8	Scenario 6: 7
Scenario 2: 6	Scenario 7: 6
Scenario 3: 7	Scenario 8: 5
Scenario 4: 7	Scenario 9: 6
Scenario 5: 6	Scenario 10: 5
- 3.) Equity in Learning Environments: Impact to students/sf (before and after consolidation); Impact to long-term plan to address equity issues with facilities other than classrooms.
 - a. **The size of the classrooms spaces was included in the capacity calculations. This would also be considered as part of any proposed bond issue.**
- 4.) All day Kindergarten: Impact on implementation of Full Day Kindergarten
 - a. **Information provided with scenario.**
- 5.) Eliminate Portables: Does any given scenario require additional portables? Does any given scenario delay getting rid of existing portables?
 - a. **None of the stated scenarios impacts the ability to eliminate portables. This would also be considered as part of any proposed bond issue.**
- 6.) Program Flexibility:
 - a. **Flexibility was left for Task Force review.**
- 7.) Capital Investment of Aging Facilities:

Rough cost to add/renovate schools in future provide capacity for enrollment of minimum 300 students, address equity of other spaces within school, and to address deficiencies. What is district's plan to address these concerns?
Any impact on school's infrastructure with increased enrollment (HVAC, Electrical, O&M, Custodial, etc.)

 - a. **Information provided with update sent 2/14/2011.**
- 8.) Needs-based use of resources:

Impact on SES – decrease/increase what can be offered, impact on teachers/staff, facilities capable of handling, % of free and reduced lunch (before and after consolidation)
Impact on SPED, autism, ESL, Early Childhood and other programs – what impact on number of students served, impact on quality of the service/program offered, impact on space available for these programs, impact on goal of moving towards neighborhood sites.
Recommendation by task force?

 - a. **Information provided with scenario.**

- 9.) Community Schools: Impacts on Transportation/Travel. Impacts on Social Networks – Parental Involvement, Integration of Students, PTO/PTA, Site Councils, LEAP partners, etc...
 - a. **With Scenario 6 – Wakarusa Valley Closure, the longest current bus ride for WV is 52 minutes. If this student was then transported to BA it would add 15 minutes for a total of 1 hour and 7 minutes. Without a stop at WV and redrawing the routes, the bus ride could be less than 1 hour. There would be no need to add additional routes so there would not be an increase in transportation costs.**
 - b. **Maps provided with scenarios to show impact on Transportation/Travel.**
 - c. **Other impacts were left for Task Force review.**
- 10.) Walkability: Impact on Walkability/Bikability
 - a. **Maps provided with scenarios to show impact on Walkability/Bikability.**
- 11.) Support Research-based best practices: Impact on class size (before and after consolidation); Impact on education programs – Do any of the scenarios increase risk of losing educational programs? Do any of the scenarios impact the district’s ability to add or enhance educational programs?
 - a. **Class size information provided on scenario spreadsheet.**
 - b. **None of the scenarios would require the elimination of any educational programs, details of needed changes provided with each scenario.**
 - c. **Cost savings provided with scenario, these saving could be used to add or not cut other educational programs.**
- 12.) Small Classrooms: Estimate costs to replace/convert small classrooms.
 - a. **Information provided with update sent 2/14/2011.**
- 13.) Other Goals/Values: Impacts on Local Economy
 How many teachers, staff, administration are impacted by consolidation?
 Impact on long-term ability to attract families to community? Impact to KU?
 - a. **Information regarding the number of teaching positions impacted is provided with scenario. Other staff that would be impacted was provided with the update sent 2/14/2011.**
 - b. **If the student to teacher ratio is raised by one, there would be a reduction of approximately 20 teachers. Other staff reductions would be contingent on more specific cuts but could include increased sharing of positions.**
 - c. **Other impacts were left for Task Force review.**