

IF WE CAN'T BUILD QUITE ENOUGH OR FAST ENOUGH

The Task Force recognized that capital funding may not be available to implement all their recommendations in the timeframe needed to meet forecasted growth. To plan for this case, the Task Force identified strategies that could help bridge the gap.

5, i. Use Temporary Strategies

5, i-1. If the district faces an unexpected or accelerated increase in enrollment and needs to temporarily implement capacity strategies to meet this immediate need, the Task Force recommends the district implement the following strategies, prioritized in order based on feedback from the community:

- Move district-wide non-school community-based programs (such as Quest, Special Education Learning Centers and Preschool) within the district as possible to take advantage of available capacity
- Add teacher planning rooms in middle and high schools where needed so classrooms can be used all periods of the day
- Temporarily increase portable classrooms
- Change school attendance boundaries in order to use any available capacity
- Limit (or eliminate) all-day kindergarten classes (if allowable under state guidelines)
- Temporarily reduce the allocation of specialized spaces, i.e., art/science and music rooms
- Temporarily increase class size

5, i-2. If the district cannot raise the full amount of funding to implement the Task Force's new school recommendations, it should pull from the same suite of strategies as in Recommendation 5, i-1 to address unmet capacity needs.

IF WE CAN'T BUILD AT ALL

The Task Force recognized capacity needs must still be met even if no capital funding is available and the predicted growth occurs. While not generally desired by the Task Force or the community, after a careful examination of alternatives, the Task Force determined that year-round multi-track school was the only viable solution to meet the capacity needs in the case of no capital

funding. This strategy would increase available classroom capacity by 25 percent, district-wide. The Task Force also recognized that this solution does not address the aging facility needs.

5, j. Capacity Needs Must Still Be Met

If the district is unable to raise capital funds for these proposed recommendations, the Task Force recommends, based on current conditions, that the district implement a year-round multi-track schedule to address system wide lack of classroom capacity.

While not preferred, this is the only viable strategy that would completely meet the need, over the planning period, without capital funding. This strategy should be used when it has been determined capital funds will not likely be secured and other available strategies do not adequately meet capacity needs.

ONGOING COORDINATION AND ENGAGEMENT

The Task Force learned a great deal throughout its deliberations about planning for long-term facility challenges and the complexity of planning and managing a capital program. The group strongly believes the broader community should be kept informed and consulted as the district continues to make difficult choices about facility needs.

5, k. Engage the Community

5, k-1. The district should provide transparency and opportunities for additional feedback from the community on the two long-term facility challenges – lack of classroom capacity and aging facilities.

5, k-2. The district should consider establishing a small expert advisory group to review design and construction of funded projects.

5, k-3. The district should consider developing an ongoing means to continue to engage the community in long-term facilities planning issues. This could include reconvening a Long-Term Facilities Task Force periodically to check in on progress on the long-term facilities plan or having an ongoing advisory committee. To stimulate broader interest and solicit additional feedback on its draft recommendations, the Task Force pursued active engagement, presentations at individual school events (Curriculum Nights, PTSA meetings, Parent Association Meetings, etc.) to augment the online and print communications and informational forums held in each learning community in the district. This active, multi-method engagement with the community increased participation in the final in-person town hall meeting and the online open house, leading to the following recommendation.