

BOARD ITC GROWTH OPTIONS ANALYSIS

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3 JUNE 2014

I. Student Growth and Building Capacity

A. Student Growth

Student enrollment for K-5 and 6-8 is projected using NESDEC and Cohort calculations.

NESDEC REPORT

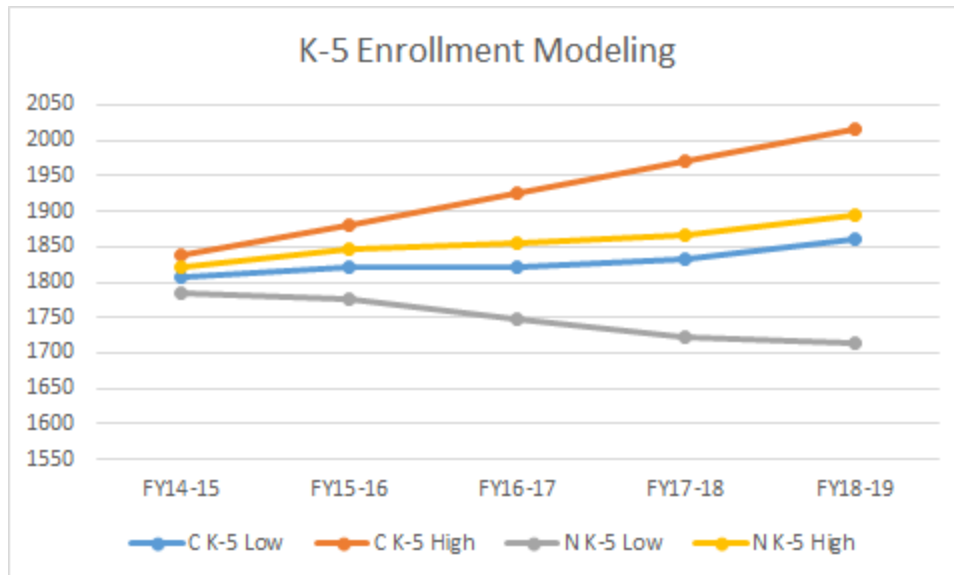
See February 5 Board ITC meeting for full [NESDEC Report](#). Results were used with additional variance of +/- 1% per additional year as per NESDEC discussion.

COHORT FY14-19

Originally computed from student enrollment, [partial report](#) available from Oct. 1, 2013 Board ITC meeting. Data from student enrollment, moving students up a grade each year as a cohort. Results are included for low variance (enrollment increase applied only to K) to high (each grade increases at the 7-year average growth for that grade).

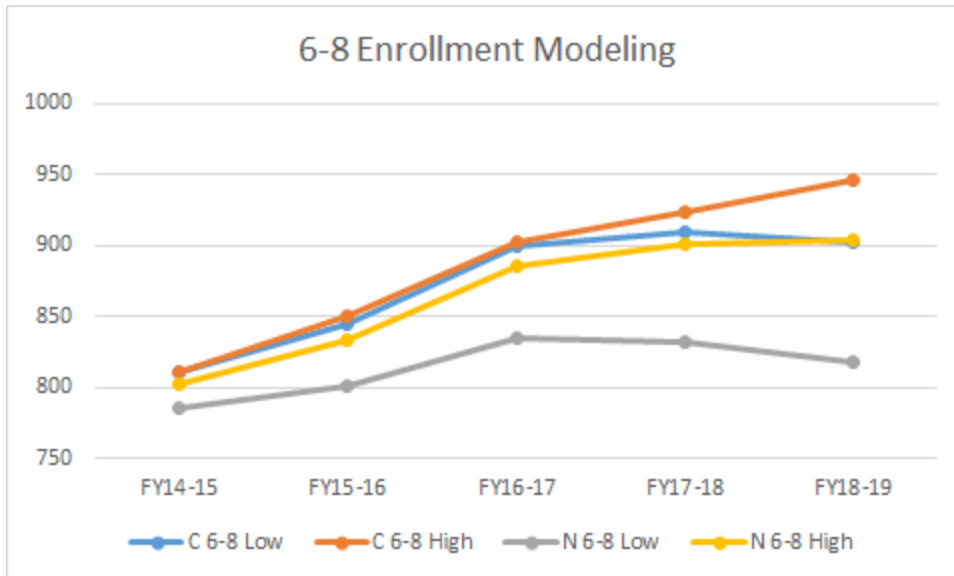
Totals Grades K-5

METHOD	Cohort		NESDEC	
	Low*	High*	Low*	High*
	C K-5 Low	C K-5 High	N K-5 Low	N K-5 High
FY14-15	1807	1837	1784	1820
FY15-16	1821	1880	1775	1847
FY16-17	1821	1925	1748	1856
FY17-18	1832	1970	1722	1866
FY18-19	1861	2016	1715	1895



Totals Grades 6-8

Method	Cohort		NESDEC	
	Low	High	Low	High
	C 6-8 Low	C 6-8 High	N 6-8 Low	N 6-8 High
FY14-15	811	811	786	802
FY15-16	844	850	801	833
FY16-17	900	903	834	886
FY17-18	909	924	831	901
FY18-19	903	946	818	904



B. Classrooms Needed

The number of students per classroom depends on Grade Level and Policy. See [Board ITC School Capacity Information](#) from November ITC meeting.

K-2: Maximum 22 Policy, Average 23 BEA Contract

3-5: Maximum 25 Policy, Average 25.33 BEA Contract

6-8 Maximum 25 Policy, Average 26 BEA Contract

Total Classrooms needed K-5 at Policy Maximum

TOTALS	Policy Max			
Rooms	NK-5Low	NK-5High	CK-5 Low	CK-5 High
FY14-15	82	84	83	84
FY15-16	82	84	84	86
FY16-17	81	85	84	88
FY17-18	79	87	84	90
FY18-19	79	88	85	92

Total K-5 Classrooms Currently In Use FY14 = 90 (not including PK), including STEP at IAA. Capacity not reached with current projections until **FY19**.

Total Classrooms needed 6-8 at Policy Maximum

	Policy Max			
Class Size	25			
Rooms	N 6-8 Low	N 6-8 High	C 6-8 Low	C 6-8 High
FY14-15	32	33	33	33
FY15-16	33	34	34	34
FY16-17	34	36	36	37
FY17-18	34	37	37	37
FY18-19	33	37	37	38

Total Middle School Core Teachers Currently FY14 = 36, each assigned classroom.

Capacity potentially reached **FY17**. Will require some shifting of rooms and teaming configurations to maximize capacity, e.g., Quest Program currently split between two rooms at EMS.

Definite need for options FY18. Additional capacity need is two classrooms per grade, 6, 7, 8 phased over three years, which would result in 42 total classrooms.

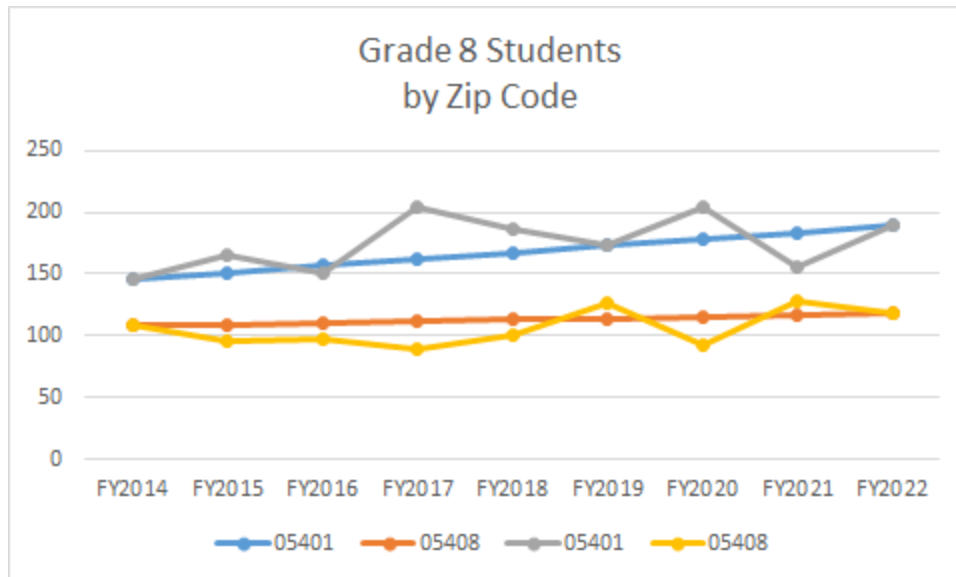
The primary financial impact will be the cost of the additional teachers. There may be additional impact on unified arts or other programs, due to increased numbers of students and scheduling limitations. For example, if all grade 7-8 students need music, then additional sections may need to be added.

C. Additional Considerations

1. Location of Student Population Growth

The growth in enrollment was reviewed for the region north of BHS (Zip Code 05408) and south of BHS (Zip Code 05401). A cohort growth model was used. The following chart shows students by grade clusters and zip code. The graph shows the trend of 8th grade students.

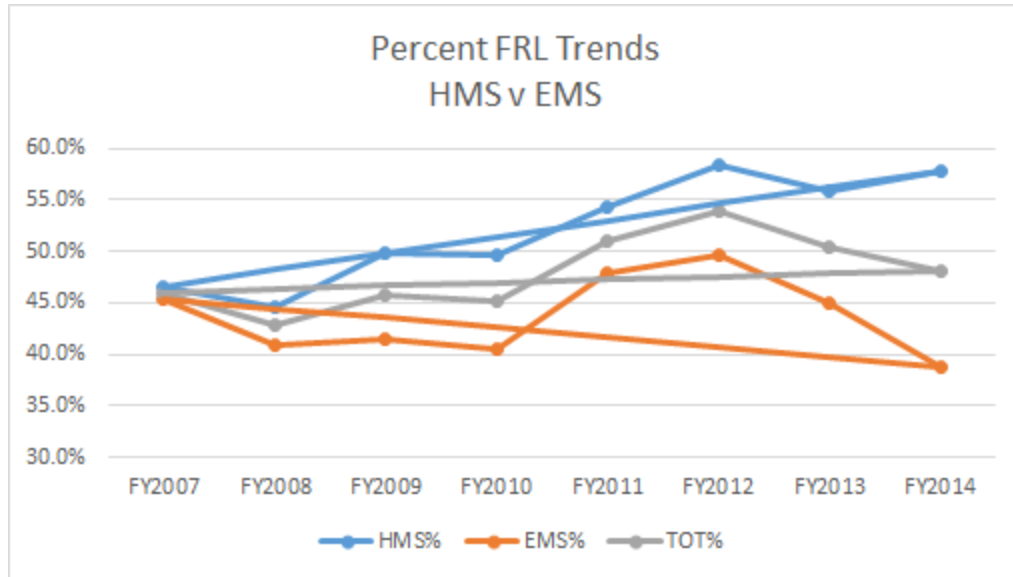
ZIP CODE	FY2014 Current 6-8	FY2014 Current 3-5	FY2014 Current K-2
05408	302	320	332
05401	461	560	556



The majority of growth is in city south of BHS. By 2014 approximately 63% of the students will be in the south end. If we continue the current enrollment model, we will be busing more and more students to HMS. There will also be an impact on parents, with respect to communications, ability to attend conferences, etc.

2. Growth and SocioEconomic Balance of Middle Schools

This growth has resulted in a shift on SocioEconomic Integration. This is measured by the percent of Free or Reduced Lunch (FRL) students in a school. The graph below shows the percent of FRL students in HMS, EMS, and the district over the last 8 years.



Over the last 8 years, the district average in middle school has risen from 46% to 48% FRL. As the graph shows, the trend at HMS is an increase of 1.6% per year, while the trend at EMS is a decrease of almost 1% per year. This is resulting in socioeconomic segregation, and is already beginning to manifest itself with the same concerns that led to the creation of the magnet schools.

3. Growth due to City Housing Development

Information on potential impacts to the schools from current and planned housing projects were requested from CEDO. To date, no information has been received.

II. Options to Meet Growth Projections for Middle School
 A. Options Using Current Facilities

1. Room Configuration with Minor Construction

There are possible changes to room configurations at EMS, which would allow the addition of 3 rooms. This would require minor construction and reconfiguration of rooms, including the current spaces adjacent to the library on the ground floor, and the central spaces on the second and third floor. It is not clear how much additional room space could be recovered by work at HMS, although there is a room currently used as a computer lab.

2. Use of Slack Space

Slack space is when a room is not occupied for an instructional block. For example, a room may be used for class for blocks 1-4, but not for blocks 5 and 6. It may be possible to have unified arts programs use slack space instead of having a dedicated classroom space. This is not an ideal educational setting, as the teacher spends time moving from space to space, and this could amount to 10% of the total time in an 8 hour day.

B. Options Using Construction or Purchasing New Facilities

1. Add on to Hunt Middle School - Temporary Classrooms for 3 - 6 classes.(\$150K - \$300K)
2. Add on to Hunt Middle School - Permanent Addition of ~2500-5000 sf (\$750K - \$2,500K)
3. Add on to Champlain Elementary School - Temps for 3 grade six classrooms (\$150K)
4. Add on to Champlain Elementary School - Permanent Addition of ~2500 sf(\$750K - \$1,250K)
5. Convert all of Edmunds to Middle School - Move EES students to new space at Champlain, Flynn, Smith.
6. Purchase St. Joseph's to provide additional space.
7. Use current facilities as described in part A.

Option Review

(-) negative impact (0) neutral impact (+) positive impact

Options	1	2	3	4	5	6	7
Meet Growth Potential	(+)	(+)	(0)	(0)	(0)	(+)	(0)
Cost Total	(+)	(-)	(+)	(-)	(-)	(-)	(+)
Cost/Lifespan	(-)	(+)	(-)	(+)	(0)	(+)	(0)
Cost/sf	(+)	(0)	(+)	(0)	(0)	(0)	(+)
Busing	(-)	(-)	(-)	(-)	(-)	(+)	(0)
Impact on MTSS Space	(0)	(0)	(0)	(0)	(-)	(0)	(-)
Access/Parking	(0)	(0)	(0)	(0)	(-)	(0)	(-)
SEI Impact	(-)	(-)	(-)	(-)	(-)	(+)	(-)
Parent Access	(-)	(-)	(-)	(-)	(-)	(+)	(-)

FINANCE PLAN

If growth projections continue to rise, St. Joseph's may provide the most flexibility for meeting any contingencies in the future. However, it will not be clear for a year or two if the enrollment trends will continue to rise or will level off. In the interim, it would be my recommendation to maintain our option.

IF the Board is interested in purchasing St. Joseph's, here is my recommendation for how to finance the purchase and estimated improvements over the first five years.

- Purchase: Do a long-term purchase, at \$200K per year, for approximately 11-12 years. This will need to be included in the regular budget for FY17.
- Improvements: Minimum required improvements for accessibility, based on previous estimates are in table below. These are highlighted in yellow. Total approx. \$2.3 Million to occupy including 20% contingency.
- Funding -- use \$1.6 million from Taft lease for initial work, combined with funding from capital improvements bond and preventive maintenance for minor items, total \$2.3 million.
- Continue to include other items in long term capital planning as needed or prioritized.

Capital Costs within 5 years

Estimates +/- 20%, all numbers in \$K

Item Costs (\$K)	St. Joseph's
Elevator	\$260 ⁴
Bathroom ADA	\$368 ⁴
Boiler (including asbestos with old boiler) ¹	\$500 ^{1,4}
Kitchen Safety	\$131
Fire Alarm Systems	\$2 ⁴
Sound Abatement	\$30
Room Re-config	\$100 ⁴
Movers	\$25 ⁴
Window Treatments	\$16 ⁴
Public Address System	\$10
Exterior Doors/Locks	\$60 ⁴
Classroom Lighting	\$240
Classroom Furnishings	\$100 ^{2,4}
Entry Front Door Security	\$6
Storm Drains	\$29
Contingency and Eng. ⁴ @20%	\$375
TOTAL \$K estimated to Occupy ⁴	\$2252

There has been information cited about the total costs, based on misreading the information provided in prior reports, related to the total cost to occupy and maintain St. Joseph's. In particular, the following

costs are not required, but were listed as an alternative separate option that would bring the quality of the heating system up to that of Flynn, SA, or CPSmith by using heat pumps instead of the existing system.

Heat Pumps for AC, ventilation, inc boilers	\$2,886,000
electrical upgrade	\$915,200

TIMELINE for Moves/Occupancy

A phased approach to the overall space needs of the district could allow some flexibility to meet potential future needs (in elementary school space) as well. Here is the fastest potential timeline that demonstrates the concept:

FY15 - Status Quo

June 30, 2015 -- ONTOP and HORIZON move from TAFT and rent Space from St. Joseph's or another tenant for FY16. UVM payment for TAFT lease held in escrow.

FY16 - Purchase Preparations

Oct 2015 - Jan 2016: Include in budget funding for purchase of St. Joseph's (initial \$200K). Include capital construction bond.

FY17 - Construction

Summer 2016 construction to occupy. Use funds from lease of Taft plus capital construction bond to complete this work.

- Move IAA program from H.O. Wheeler, add two additional 6th grade classrooms to program.
- Move ONTOP and HORIZON to H.O. Wheeler or another space (e.g., Burlington College).
- Prepare remainder of H.O. Wheeler for occupancy of EEE and PK programs.

FY18 - Add additional two 7th grade classrooms at IAA program.

- Move all PK programs and EEE to H.O. Wheeler, together with potential community partners. (This will free up space in several elementary school buildings).
- Move Central Office to leased space.
- Begin sale of IRA ALLEN building.

FY19 - Add additional two 8th grade classrooms at IAA program.

- Use funds from IRA ALLEN sale to best advantage.

Community Engagement Timeline (Victor Prussack)

May 2014 Draft St. Joe's Communications Plan Timeline:

Purpose: To present to the community the need for increasing our capacity, particularly at the middle school level as well as for the programs presently at Taft (Horizons and On-Top).

Timeline: **Mid-September** begin seven community conversations 1-2 per week 6:00-7:00 at each of the elementary schools and the final one at St. Joe's.

Begin with each of the magnet schools as the word on the street is that IAA or SA would move to St. Joe's, so the anxiety in those two schools are heightened.

Final meeting at St. Joe's on **October 14, 2014**, would be from 5:30-7:00 and would include a tour of the facility.

Basic Structure: Present rationale for considering St. Joe's. Present in writing and orally related details including the St. Joe's site and facility, costs, potential uses. Also present potential uses of any facility should it have programs moving from it's building (eg if IAA moved to St. Joe's what could potentially move into the Wheeler building).

Open up for clarifying questions, then more probing questions, imagining the possibilities, unresolved concerns or questions needing future feedback.

Preliminary Communications

Jane Feinberg

Here's what I'll be interested in knowing, for starters:

1. How did this idea (of purchasing the building) originate?
 - a.
 - b.
2. Why is it important?
 - a. Space for increasing enrollment
 - b. long-term cost savings ("selling" Taft and IRA Allen)
3. What problem(s) might it solve?
 - a. Space for increasing enrollment
 - b. long-term cost savings ("selling" Taft and IRA Allen)
4. What opportunities might it present?
 - a. Moves students at On-Top and Horizons closer to downtown with better access to resources.
 - b. Moves district level personnel downtown closer to students and families
 - c. Allows potential K-8 option for families

- d. Allows potential expansion of SA or IAA from K-5 to K-8 allowing this approach to learning and teaching to continue through middle school.
5. How is it connected to the shift in direction of the district toward student-centered approaches to learning?
 - a. Allows potential expansion of SA or IAA from K-5 to K-8 allowing this approach to learning and teaching to continue through middle school.
 - b. More students attending school in or near the downtown area provides greater accesses to the resources located there (Sailing Center, BCA, Flynn Center, Pine St. studios, YMCA, City Hall, ...)
6. If you're successful in moving this forward, what would you like for the community to be saying about the project?
 - a. We have another option for students and families (K-8).
 - b. The ONE is a vibrant, dynamic part of our city with so much going on.
 - c. The collaboration between the two magnets is a powerful opportunity for our students.
 - d. The ONE, with the largest concentration of students in poverty, is where we have incredibly “strong” schools
7. What's the potential timeline?
 - a. Summer 2015 move into St. Joe’s.

Lindsey and Daniel and Victor

(Communications Plan for Community Convos around the use of St. Joe’s)

November 11, 2013

Open about the knowns and open about the possibilities with these knowns. Do not share the possibilities that we as the BSD have discussed. **Victor, what does this mean? Being open in the first sentence and then do not share in the second sentence? (This is Julie) Please just unpack this further.**

As there is a clear end game **(is there? what do you mean by this? do you mean buying St. Joe’s or the K-8 magnet or something else?)** we can create a process that helps people have their views be truly valued and heard.

Need multiple entry points:

1. Community Centers
2. Homes of community members
3. District sites
4. Cafe’s
5. Slide show and give input
- 6.
- 7.

Danger of having a really inclusive process is the tension between inviting multiple perspectives and having the decision rest with a different group. **We just need to be clear up front that we are gathering input to give to the decision-making body -- not unlike what we did for the magnet schools. I think a survey**

monkey might be a good idea too. If we have funding, I bet Fifth Element would be happy to help design this process.

Who is impacted?

How to deal with those being put-out of St. Joe's (VNA, ALinVT, Robin's Nest)

Input into the decision that is true and transparent to help the board and the BSD make a decision.

Need a carefully crafted tool to gather and organize the information.

I think having those impacted be part of the overall conversation will help to demonstrate that there are many different needs and wants to be considered, effectively diluting their advocacy so that it is one of many voices that is being listened to.

Stages

- A. Initial visioning, and then
- B. Refined list of options

Think Tank

Who? Reps from potentially impacted groups-- families, schools, departments. Not hand picked.

Community knows that these are the point people in these initial stages.

What's role?

What is the board's thinking around both uses and processes

I'm really glad you are getting this conversation started, Victor! Thank you!