

GUIDING PRINCIPLES FOR DETERMINING FACILITY NEEDS

The school district has a responsibility to community stakeholders to provide appropriate facilities that...

- will accommodate board-approved programs and services that will meet the teaching/learning needs of:
 - Early childhood, K-12, and adult populations
 - Collaborative programs (e.g., hospital, Children's Home, VA, etc.)
 - Community and adult programs and services
- are operated at a high level of efficiency within the financial parameters of the district's various funds
- meet local, state, and federal requirements for health, safety, and accessibility

To the extent possible, facilities planning will...

1. align with a district and community vision of educational excellence
2. best utilize existing facilities
 - a. make maximum use of existing facilities
 - b. close facilities when appropriate and useful life as a school facility has ended
 - c. consider on-going capital and deferred maintenance
 - d. Consider additions when appropriate
3. utilize current and projected data to develop plan components for:
 - a. evaluation
 - b. compliance
 - c. rolling forecast with a 10-15 year renewal plan
 - d. marketing, including bond/operational levy(ies)
 - e. land purchase(s)
4. create efficiencies by:
 - a. locating schools in areas where families with children reside
 - b. creating campus-style complexes (perhaps in partnership with city/county facility needs)
 - c. weighing transportation expenses against new facility costs
 - a. minimizing district-wide operational expenses
 - b. considering grade configurations that are compatible with the community needs/desires
5. provide optimal flexibility in order to:
 - a. meet current and future program needs and instructional delivery requirements, including the unique needs of talent development, special education, alternative programs, and extra-curricular activities
 - b. define current and future building capacity by considering (1) program and delivery requirements, (2) students per square feet" and (3) grade configurations
 - c. accommodate community needs
 - d. account for both rural and urban needs
 - e. respond to growing, steady, or declining student enrollment
6. respond to a sense of neighborhood by including family, community stakeholders in the process
7. identify "triggers" that influence demographics and population change (growth or decline)
 - a. land use changes (e.g., annexation, land use designated for residential development)
 - b. extension of utilities
 - c. extension of collector roads and other transportation routes

STRATEGIC FILTERS

1. Does the plan align with a district and community vision of educational excellence?
2. Does this plan best utilize existing facilities?
 - a. Does this plan achieve optimal occupancy for each building?
 - b. Is the building well-suited for its current or proposed use?
 - c. Have buildings surpassed their useful life?
 - d. Have additions been considered to increase the useful life of the building?
3. Does this plan utilize current and projected data to develop plan components...
 - a. That comply with local, state, and federal mandates?
 - b. That align with city comprehensive plans and APO regional comprehensive plans?
 - c. That are marketable for district-wide bonding levies?
 - d. That point out best possible land purchases?
4. Does this plan create efficiencies by...
 - a. Locating schools where families with children reside?
 - b. Creating a campus-style complex where appropriate?
 - c. Minimizing transportation expenses?
 - d. Increasing district-wide operating efficiencies?
 - e. Determining grade configurations that are compatible with the community needs/desires?
5. Does this plan provide optimal flexibility in order to...
 - a. Meet current and future program needs and instructional delivery requirements?
 - b. Define current and future building capacities by considering (1) program and delivery requirements; (2) students per square feet; and (3) grade configurations
 - c. Accommodate community needs
 - d. Account for both rural and urban needs?
 - e. Respond to growing, declining or steady enrollment?
6. Does this plan respond to a sense of neighborhood by including family and community stakeholders in the process?
7. Does this plan identify "triggers" that will influence demographics and population change?
 - a. Are land use changes noted (e.g., annexation, land use designated for residential development)?
 - b. Are there sufficient utilities available or planned to handle residential growth?
 - a. Are sufficient collector roads and transportation routes available or planned to accommodate future growth?