



COLUMBUS CITY SCHOOLS
2018 FACILITIES TASK FORCE

Internal School Work Group Screening Criteria

Presented April 27, 2018

REMEMBERING OUR ROLES

FACILITIES TASK FORCE

Review data and make recommendations on schools and administrative buildings for closing or changing attendance boundaries and/or grade configurations.

Provide recommendations that have a statement of rationale.

Recommendations will be based on overall balance and objectivity of factors listed in Board Policy 7105.

Issue draft report to the Board of Education by the end of August. Final report by October.

INTERNAL WORK GROUPS

Provide the Facilities Task Force with understanding of current District environment.

Recommend process for screening based on national best-practice, local historical work, and District subject-matter expertise.

Provide qualitative and quantitative data based on criteria listed by Board Policy and requested by Task Force.

Offer opportunities for public input and provide community access to information reviewed by Task Force.

TODAY'S AGENDA

- **PRESENTATION:** Internal School Work Group will present the criteria and screening process that can be used to determine potential recommendations by the Facilities Task Force.
- **DISCUSSION:** Facilities Task Force will discuss the initial set of criteria to be used in first phase of screening.
- **DIRECTION:** Facilities Task Force will vote on the initial set of criteria, which the Internal School Work Group will gather data on, for initial consideration.

PROPOSED TIMELINE

APRIL 12	2018 Facilities Task Force Organizational Meeting	X
APRIL 27	School Work Group proposes and Task Force approves recommended criteria for initial screening of schools.	
MAY 10	Administrative Site Work Group proposes and Task Force approves recommended criteria for initial screening of administrative sites.	
MAY 25	School Work Group shares school-specific data on initial screening of all schools. Task Force has first opportunity to review Phase 1 data.	
JUNE 14	Administrative Site Work Group shares site-specific data on initial screening of all administrative buildings. School Work Group gives an update on Phases 2 and 3.	
JUNE 29	Continue discussion on the administrative site recommendations and follow up outstanding questions on data for schools.	

VOCABULARY LISTS

Frequently-used Academic Vocabulary Words provided by Internal School Work Group:

- Alphabetical listing of common terms
- Broken up by Categories/Programmatic Uses



SCREENING FACTORS BY PHASES

BREAKING DOWN FACTORS LISTED IN BOARD POLICY 7105

PHASE 1 QUANTITATIVE DATA

- B. Capacity
- H. Age and Condition
- K. Student Enrollment Trends

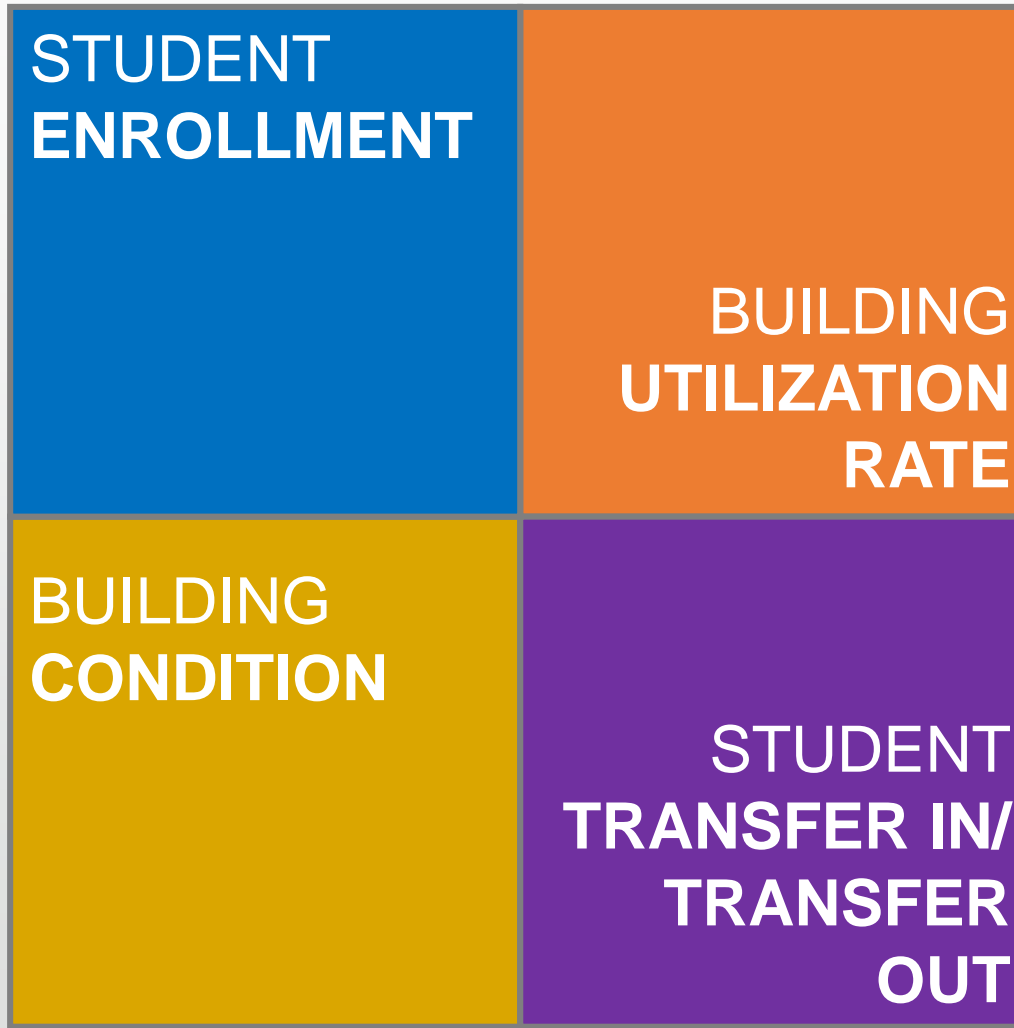
PHASE 2 QUALITATIVE DATA

- A. Educational Program
- C. Safety and Access
- F. Diversity
- G. Accessibility
- I. Future Use
- J. Circumstance
- M. Location and Site
Characteristics
- O. Other Variables

PHASE 3 IMPACT DATA

- D. Relocation
- E. Burden
- L. Space to Accommodate
Choice of
Community Schools
- N. Ability to Maintain
Feeder Patterns
- O. Other Variables

PHASE 1 SCREENING CRITERIA



IMPORTANT NOTE:
ALL BUILDINGS
WILL BE
SCREENED
THROUGH
ALL CRITERIA

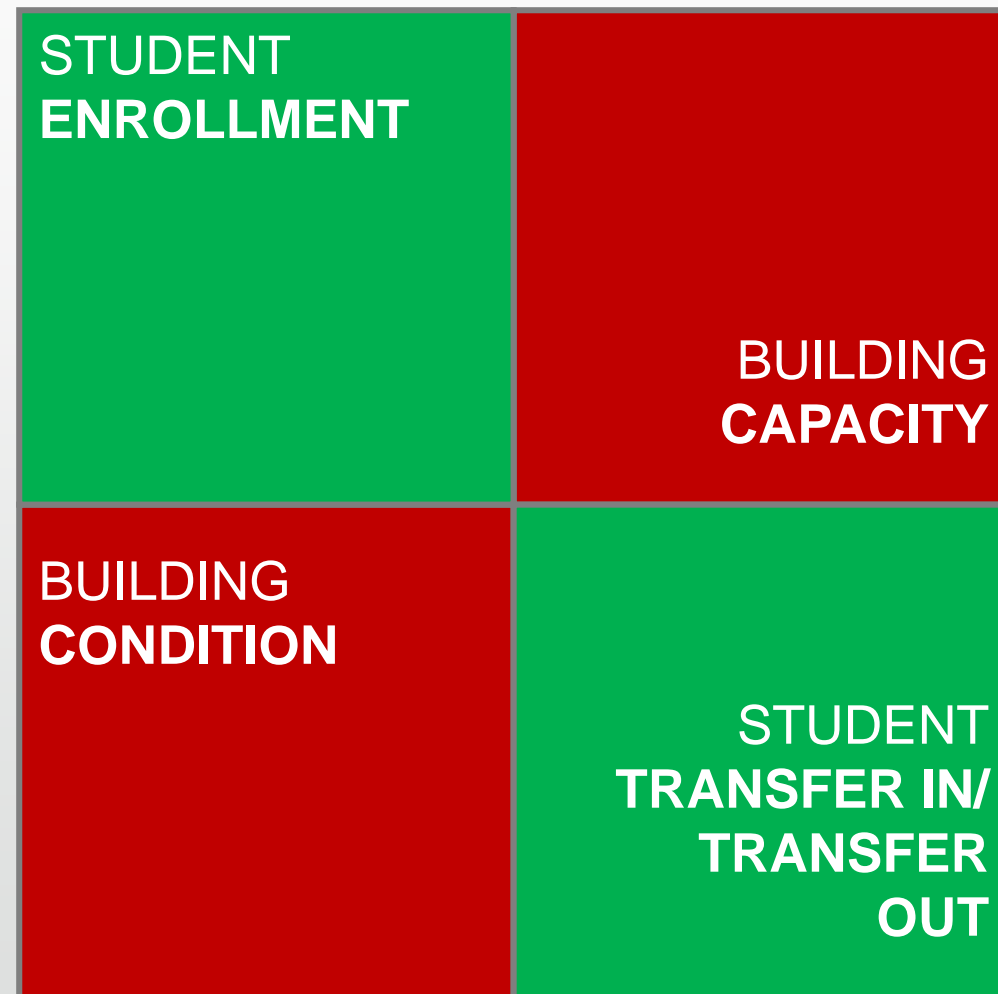
PHASE 1 SCREENING CRITERIA

Each screening has a set threshold.

**Threshold Not Met:
CONSIDERED**

**Threshold Met:
NOT CONSIDERED**

At the end of Phase 1, each building will have a **DATA COMPOSITE** which will be used by the School Work Group to recommend the need for additional screening before action by the Facilities Task Force.



ENROLLMENT THRESHOLD

Recommended thresholds of total student enrollment:
(numbers based on historic screenings)

ELEMENTARY:	400
MIDDLE SCHOOL:	600
HIGH SCHOOL:	800

Schools that do not meet the minimum threshold on enrollment would be **CONSIDERED**.

STUDENT
ENROLLMENT

MOCK ELEMENTARY ENROLLMENT

Elementary Example	Grade Range	2014 October Count	2015 October Count	2016 October Count	2017 October Count	4-Year Average Enrollment (2014-2017)
Elementary School A	K-5	425	400	399	375	399.75
Elementary School B	K-5	325	350	375	400	362.5
Elementary School C	PS-5	390	375	350	375	372.5
Elementary School D	PS-5	420	425	415	401	415.25
Elementary School E	PS-6	380	385	390	403	389.5
Ele. School Recommended Minimum	400					

**STUDENT
ENROLLMENT**

BUILDING UTILIZATION RATE

CAPACITY:

the space available for students to be reasonably accommodated by a school building.
(How many students can fit in the building?)

UTILIZATION RATE:

the rate by which the school's enrollment uses the building's total capacity
(How full is the building?)

*Council of Educational Facility Planners International (CEFPI):
Calculating School Capacity: Local, State & National Perspectives.

BUILDING
UTILIZATION
RATE

CAPACITY IN ELEMENTARY SCHOOLS

CAPACITY FORMULA



**TEACHING
STATIONS**

**STUDENT:
TEACHER
RATIO**

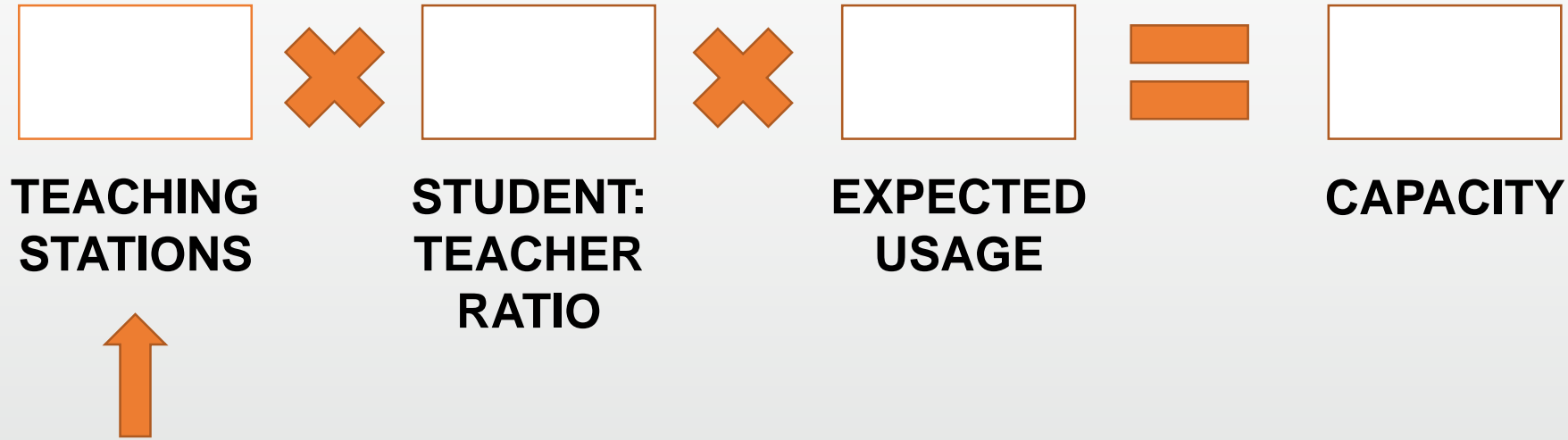
**EXPECTED
USAGE**

CAPACITY

**BUILDING
UTILIZATION
RATE**

CAPACITY IN ELEMENTARY SCHOOLS

CAPACITY FORMULA



SCHOOL TYPE	WHAT COUNTS?	WHAT DOESN'T COUNT?
Elementary	Classrooms	<div>Multipurpose Room</div> <div>Art/Music Rooms</div> <div>Special Education</div> <div>Cafeteria</div> <div>Media Center</div>

**BUILDING
UTILIZATION
RATE**

CAPACITY IN ELEMENTARY SCHOOLS

CAPACITY FORMULA



TEACHING
STATIONS

STUDENT:
TEACHER
RATIO

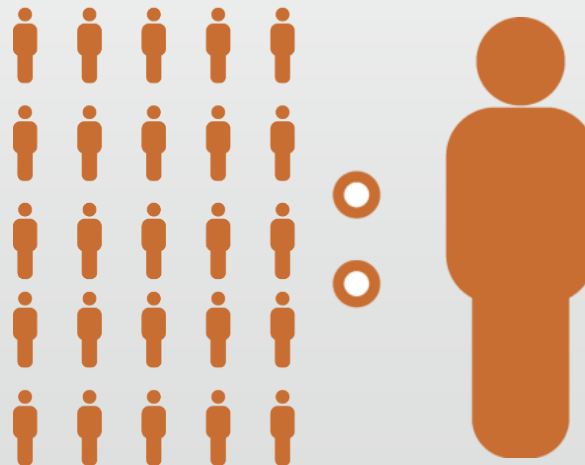
EXPECTED
USAGE

CAPACITY



25:1

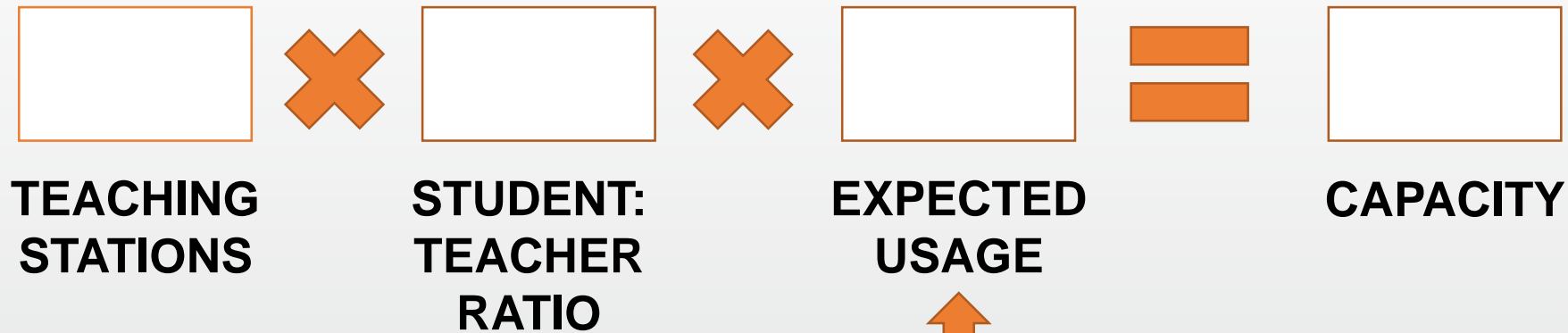
(25 students per 1 teacher) used for
ALL grade levels and buildings.



BUILDING
UTILIZATION
RATE

CAPACITY IN ELEMENTARY SCHOOLS

CAPACITY FORMULA



100%

At the Elementary level, it's expected that Teaching Stations are in use 100% of the school day for teaching students who typically remain in one classroom.

**BUILDING
UTILIZATION
RATE**

CAPACITY IN ELEMENTARY SCHOOLS

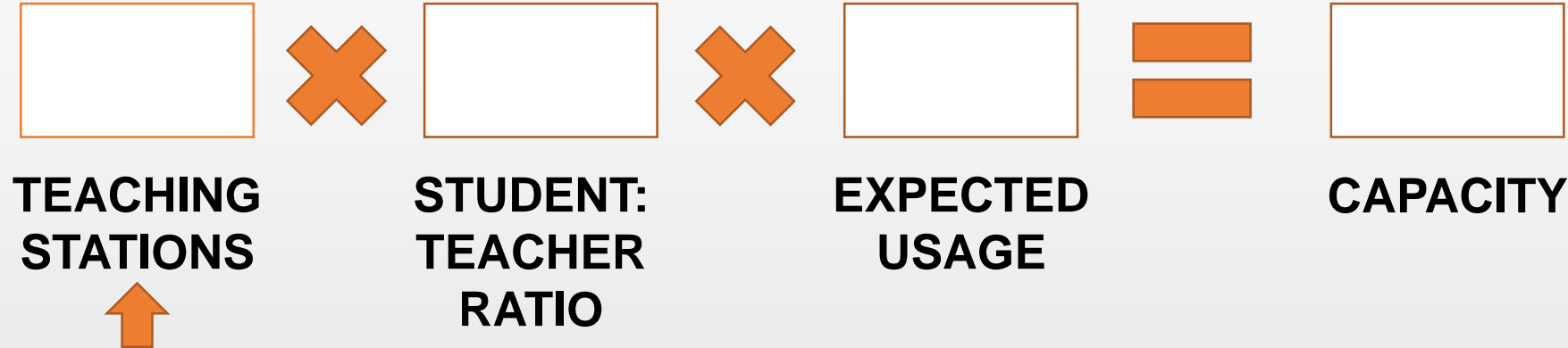
CAPACITY FORMULA

$$\begin{array}{ccccccc} \boxed{21} & \times & \boxed{25} & \times & \boxed{100\%} & = & \boxed{525} \\ \text{TEACHING} & & \text{STUDENT:} & & \text{EXPECTED} & & \text{CAPACITY} \\ \text{STATIONS} & & \text{TEACHER} & & \text{USAGE} & & \\ & & \text{RATIO} & & & & \end{array}$$

BUILDING
UTILIZATION
RATE

CAPACITY IN MIDDLE/HIGH SCHOOLS

CAPACITY FORMULA

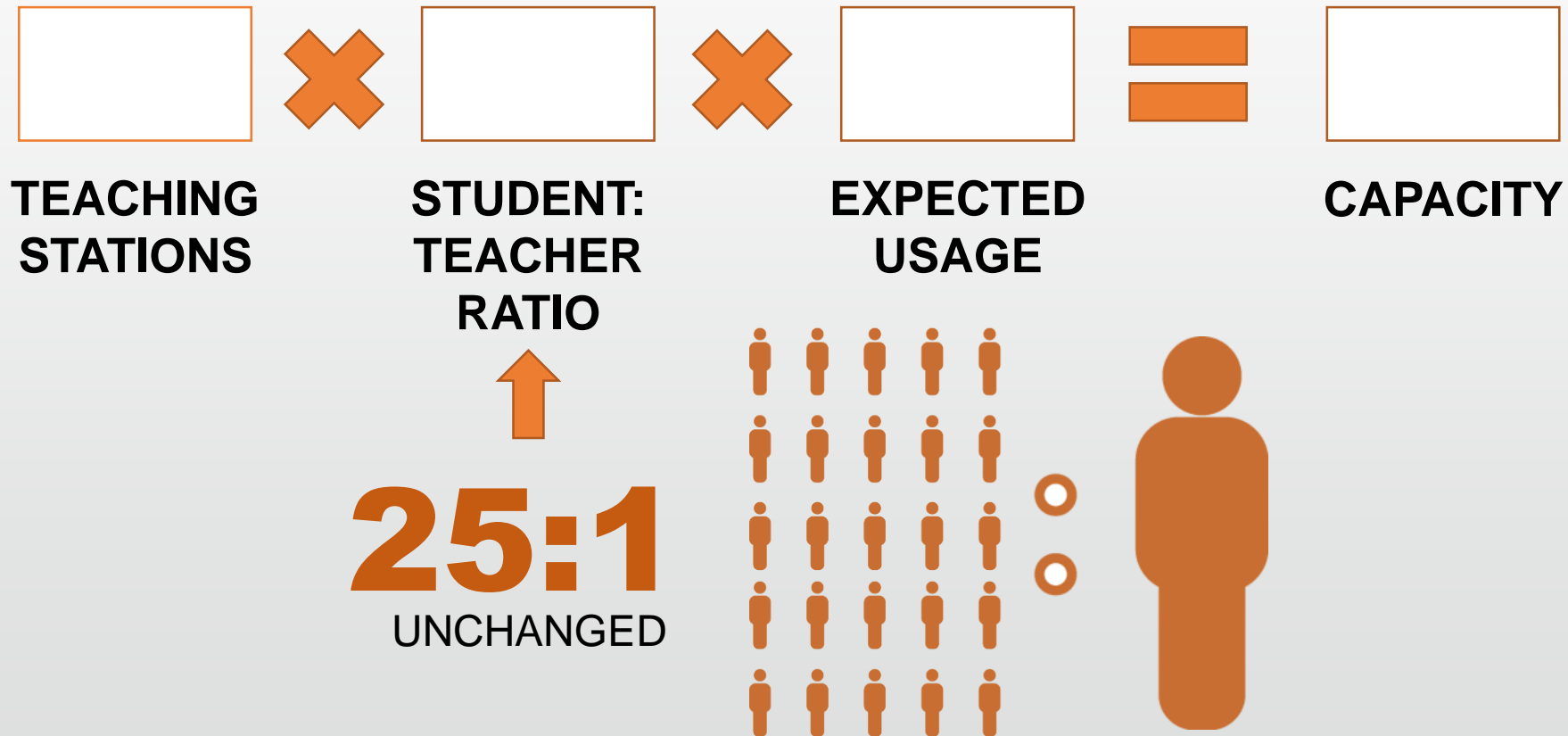


SCHOOL TYPE	WHAT COUNTS?	WHAT DOESN'T COUNT?
Middle School High School	Classrooms Science Rooms Gymnasium(s) Art & Music Computer Labs	Cafeteria Media Center Special Education Auditorium/Stage

**BUILDING
UTILIZATION
RATE**

CAPACITY IN MIDDLE/HIGH SCHOOLS

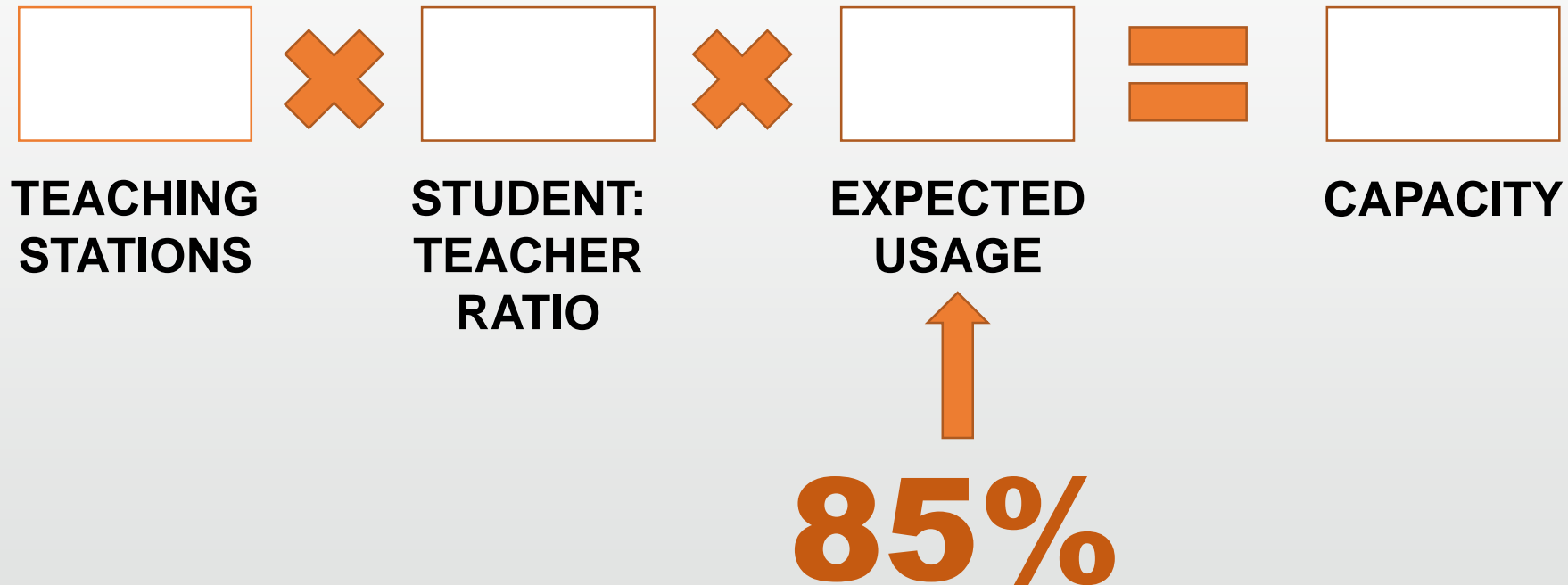
CAPACITY FORMULA



BUILDING
UTILIZATION
RATE

CAPACITY IN MIDDLE/HIGH SCHOOLS

CAPACITY FORMULA



At Middle and High Schools, it's expected that Teaching Stations are in use 85% of the time during a school day, as students move to different classroom spaces.

BUILDING
UTILIZATION
RATE

CAPACITY IN MIDDLE/HIGH SCHOOLS

CAPACITY FORMULA

$$\begin{array}{ccccccc} \boxed{32} & \times & \boxed{25} & \times & \boxed{85\%} & = & \boxed{680} \\ \text{TEACHING} & & \text{STUDENT:} & & \text{EXPECTED} & & \text{CAPACITY} \\ \text{STATIONS} & & \text{TEACHER} & & \text{USAGE} & & \\ & & \text{RATIO} & & & & \end{array}$$

BUILDING
UTILIZATION
RATE

UTILIZATION RATE/THRESHOLD

UTILIZATION RATE FORMULA

$$\boxed{\text{ENROLLMENT}} \div \boxed{\text{CAPACITY}} = \boxed{\text{UTILIZATION RATE}} \%$$

WHAT WE WANT TO KNOW: How full is the building?

What percentage does a school's student enrollment fill the building's capacity?

Schools that have a Utilization Rate **LESS THAN 90%** will be **CONSIDERED** for action.

BUILDING
UTILIZATION
RATE

MOCK UTILIZATION RATE

UTILIZATION RATE FORMULA

$$\begin{array}{ccccc} \boxed{500} & \div & \boxed{525} & = & \boxed{95} \% \\ \text{ENROLLMENT} & & \text{CAPACITY} & & \text{UTILIZATION RATE} \end{array}$$

$$\begin{array}{ccccc} \boxed{600} & \div & \boxed{525} & = & \boxed{114} \% \end{array}$$

$$\begin{array}{ccccc} \boxed{400} & \div & \boxed{525} & = & \boxed{76} \% \end{array}$$

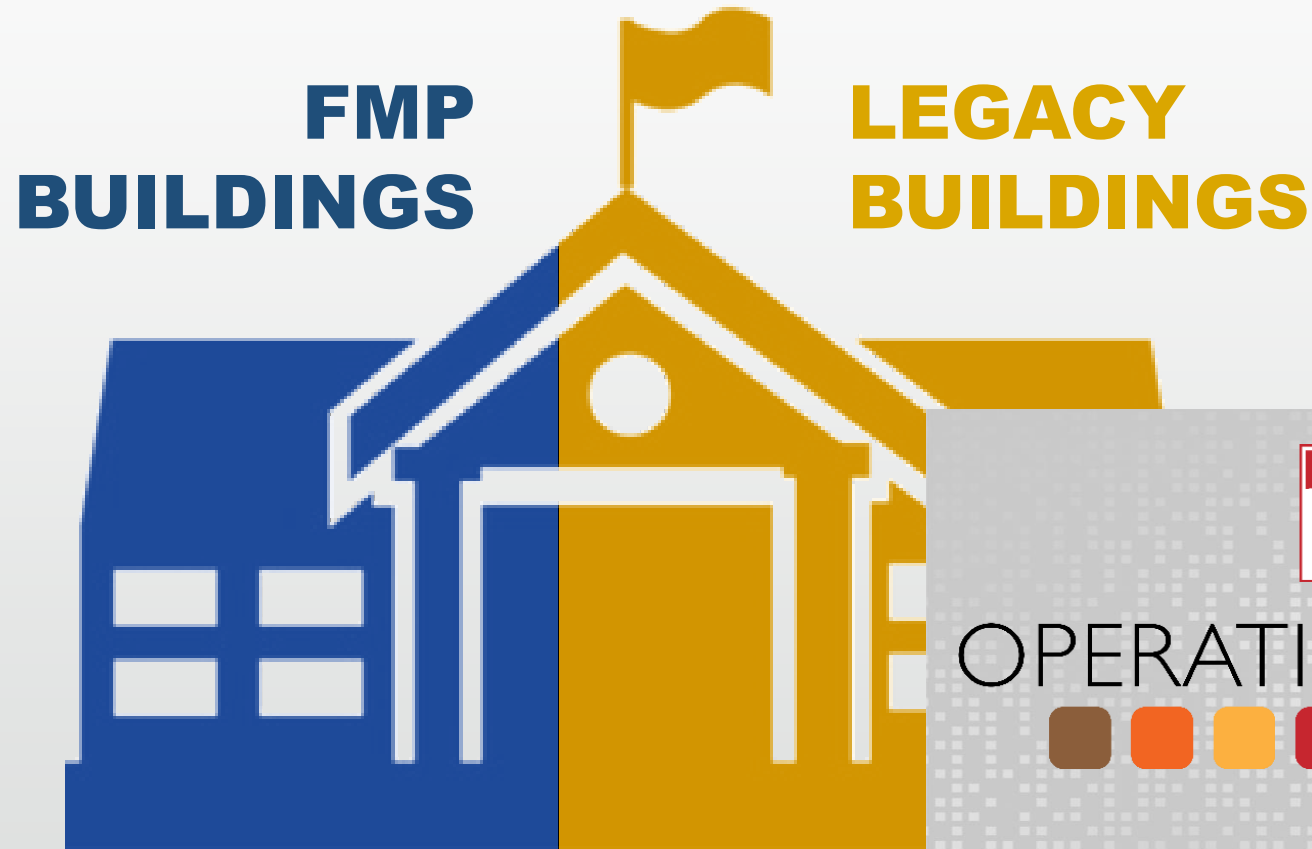
BUILDING
UTILIZATION
RATE

BUILDING CONDITION

- 46 school buildings have been completely renovated or replaced since 2000 through our **Facilities Master Plan** and serve approximately 40% of total students.
- 64 **Legacy Buildings**, with an average age of more than 65 years old, serve the remaining 60% of students.

BUILDING
CONDITION

BUILDING CONDITION



Five-year, \$125 million initiative to target deferred maintenance needs across all Legacy Buildings



**BUILDING
CONDITION**

BUILDING CONDITION THRESHOLD

FMP BUILDINGS: Schools that have been renovated or replaced will be **NOT CONSIDERED** for this screening.

LEGACY BUILDINGS: For the most part, schools that have yet to be replaced or renovated will be **CONSIDERED** for this screening.

OPERATION: FIX IT: Legacy Buildings which have received or are soon scheduled to receive major deferred maintenance projects will be **NOT CONSIDERED** for this screen.

BUILDING
CONDITION

MOCK BUILDING CONDITION

FMP	Operation: Fix It Complete or Under Contr.	School
X		High School A
		High School B
	X	High School C

BUILDING
CONDITION

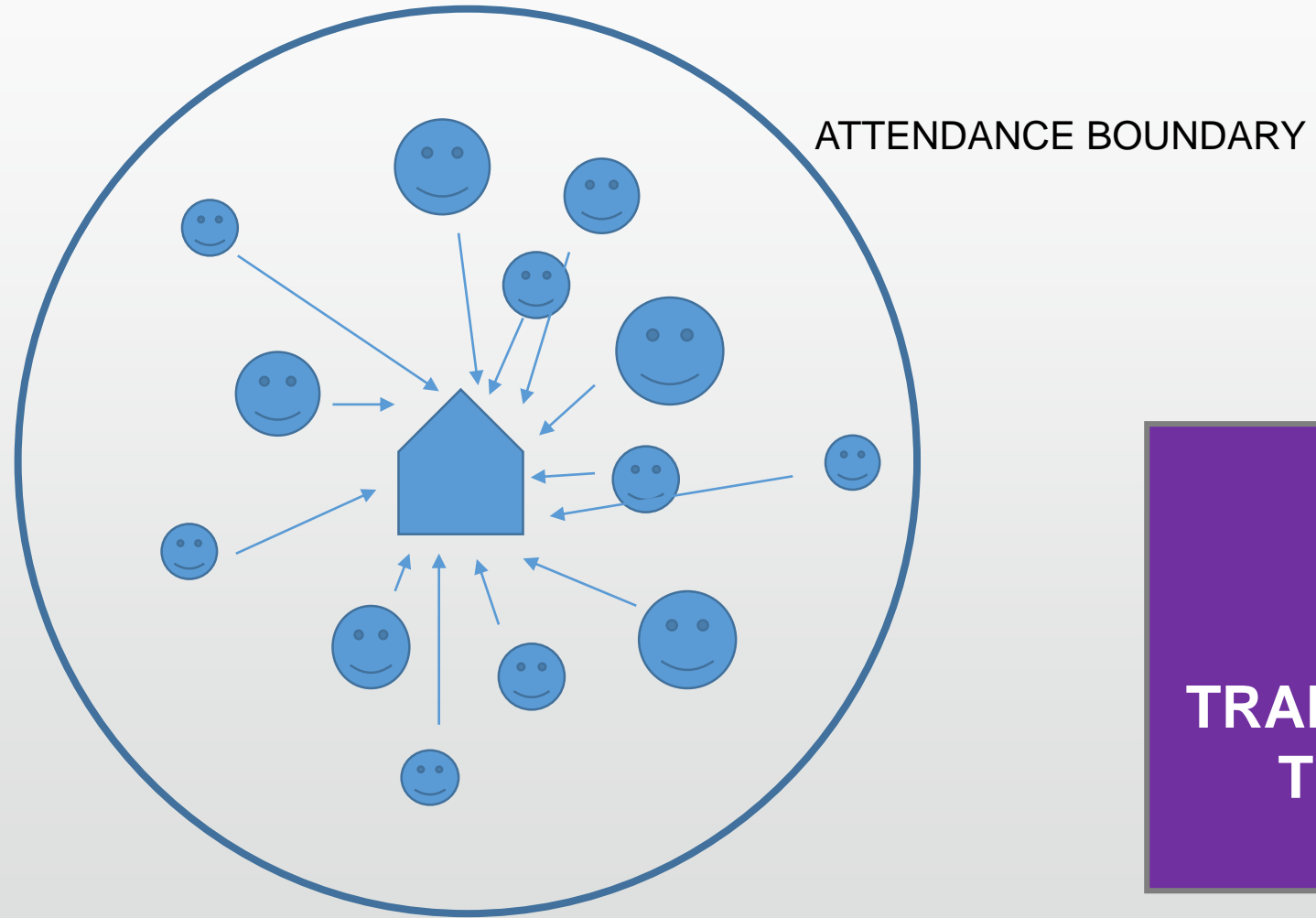
TRANSFER IN/TRANSFER OUT

- Majority of Columbus schools have a designated geographic attendance boundary and feeder pattern.
- The School Choice Lottery gives Columbus students throughout the city the opportunity to attend buildings that are not in their neighborhood.

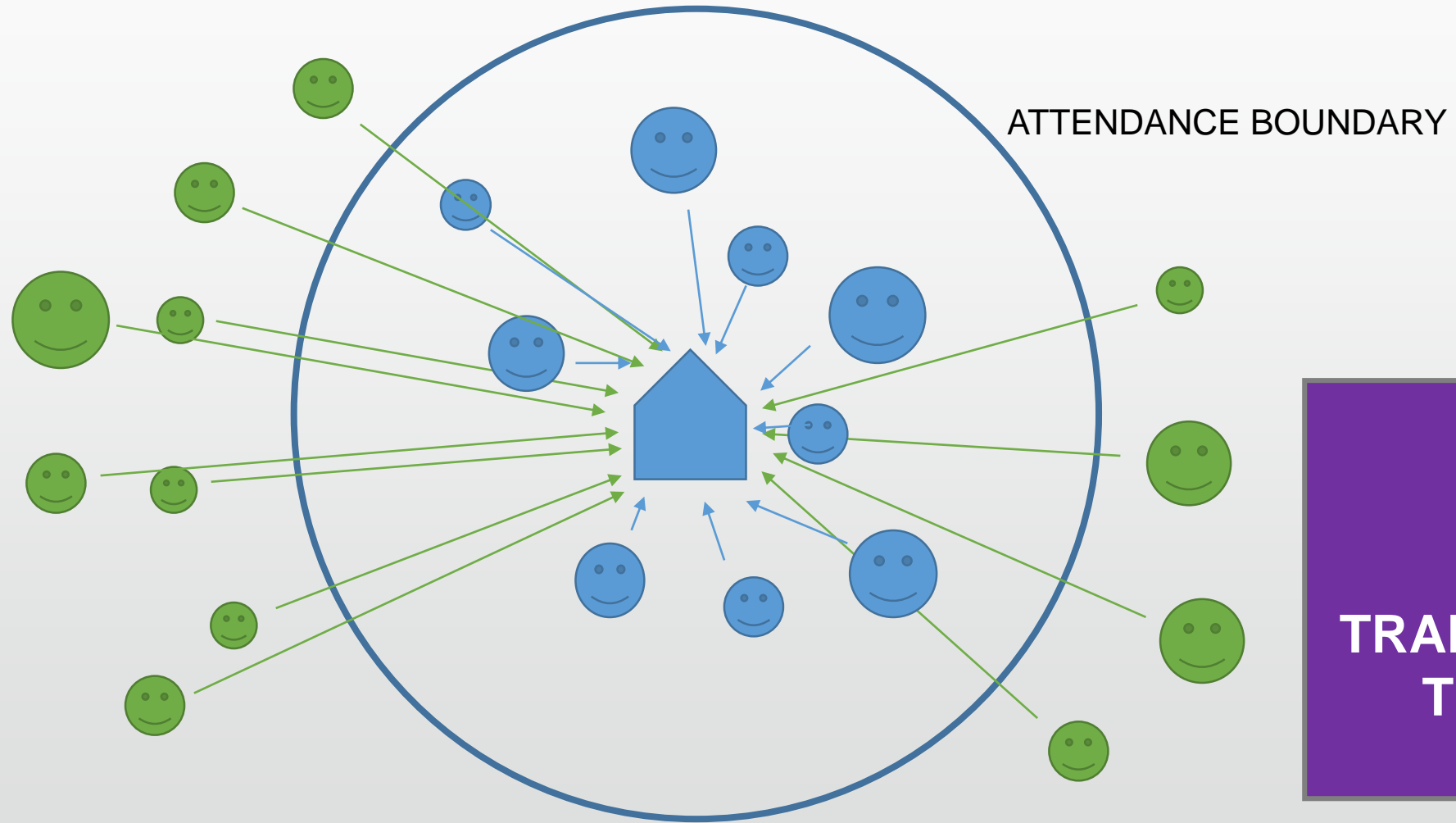
NOTE: All high schools are choice schools.

STUDENT
TRANSFER IN/
TRANSFER
OUT

NEIGHBORHOOD SCHOOL

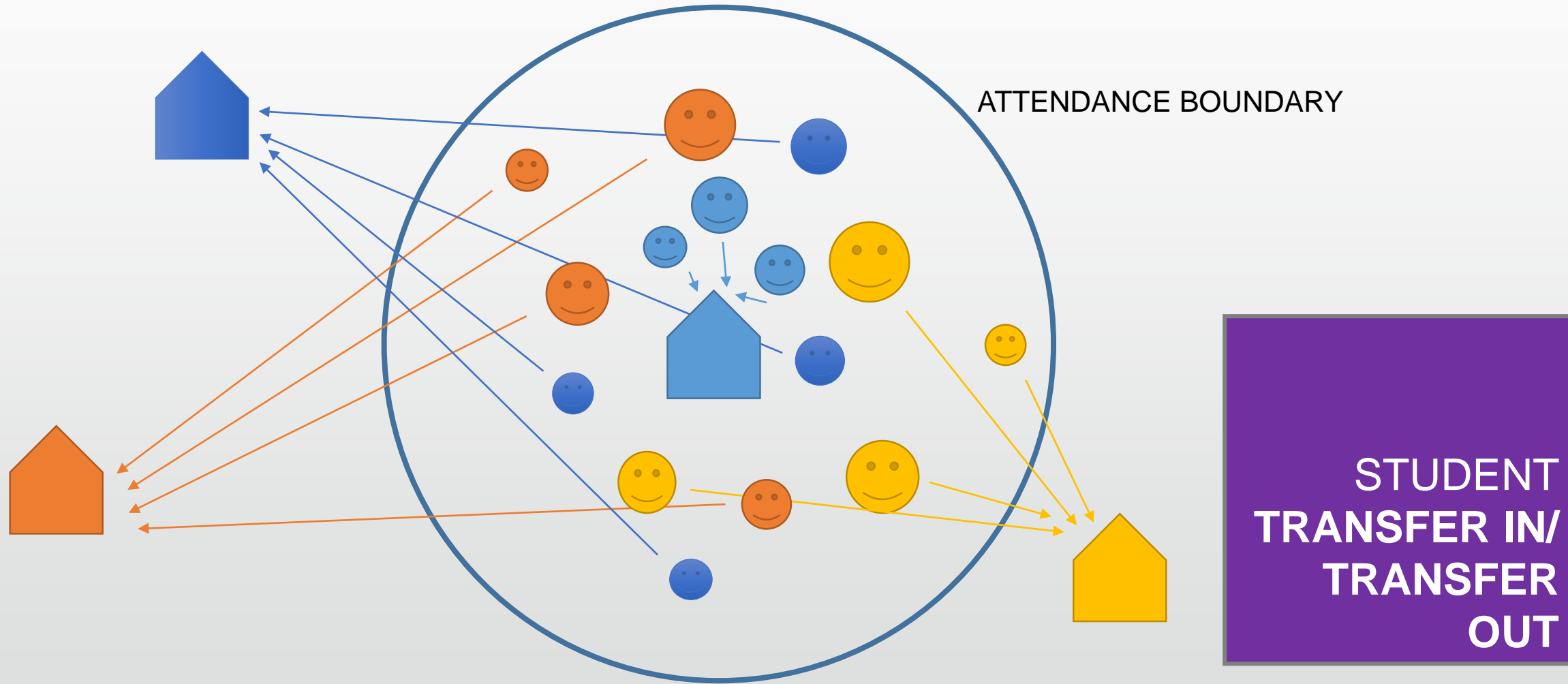


TRANSFER IN



**STUDENT
TRANSFER IN/
TRANSFER
OUT**

TRANSFER OUT



TRANSFER THRESHOLDS

Our recommendation is to consider buildings relative to the grade band in which they service.

- Elementary: less than **45% transferring in** and/or greater than **45% transferring out** would be **CONSIDERED**.
- Middle School: less than **35% transferring in** and/or greater than **50% transferring out** would be **CONSIDERED**.
- High School: less than **30% transferring in** and/or greater than **50% transferring out** would be **CONSIDERED**.

STUDENT
TRANSFER IN/
TRANSFER
OUT

MOCK TRANSFER IN/TRANSFER OUT

	Live In	Attend	Live and Attend	Transfer In	% Transfer In	Transfer Out	% Transfer Out
Elementary School A	300	350	200	150	43%	100	33%
Elementary School B	300	400	200	200	50%	100	33%
Elementary School C	300	150	100	50	33%	200	67%
Elementary School D	300	500	275	225	45%	25	8%
Elementary School E	300	200	100	100	50%	200	67%
Transferring In	45%	<	>=				
Transferring Out	45%	>	<=				

STUDENT
TRANSFER IN/
TRANSFER
OUT

PHASE 1 DATA COMPOSITE

All buildings will be screened through all criteria, with data provided on each of the four criteria, to create a **DATA COMPOSITE**.

CONSIDERED: Data Composite supports the need for additional screening before action by the Facilities Task Force.

NOT CONSIDERED: Data Composite does not support any action by the Facilities Task Force at this time.

STUDENT ENROLLMENT	BUILDING CAPACITY
BUILDING CONDITION	STUDENT TRANSFER IN/ TRANSFER OUT

STUDENT ENROLLMENT	BUILDING CAPACITY
BUILDING CONDITION	STUDENT TRANSFER IN/ TRANSFER OUT

STUDENT ENROLLMENT	BUILDING CAPACITY
BUILDING CONDITION	STUDENT TRANSFER IN/ TRANSFER OUT

STUDENT ENROLLMENT	BUILDING CAPACITY
BUILDING CONDITION	STUDENT TRANSFER IN/ TRANSFER OUT

TASK FORCE DISCUSSION

Potential questions to consider:

- Do you need more information about any of the criteria?
- Are you clear on how the Internal School Work Group will use the Data Composite to provide the Task Force with buildings to **CONSIDER** and **NOT CONSIDER** (at this time)?
- Other thoughts?

STUDENT
ENROLLMENT

BUILDING
UTILIZATION
RATE

BUILDING
CONDITION

STUDENT
TRANSFER IN/
TRANSFER
OUT



MORE INFORMATION AVAILABLE ON
SHAREPOINT AND WEBSITE:

www.ccsch.us

**REMINDER:
NEXT MEETING ON MAY 10**



COLUMBUS CITY SCHOOLS
2018 FACILITIES TASK FORCE

School Work Group

Initial Screening

Presentation

Presented May 25, 2018

REMEMBERING OUR ROLES

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School Work Group
Presentation Part I

Phase 2 and Phase 3 Screening Simulation

SCREENING FACTORS BY PHASES

BREAKING DOWN FACTORS LISTED IN BOARD POLICY 7105

- Qualitative Data is no longer measured in simple numbers or yes/no answers.
- Qualitative and Impact Data requires experience or expertise to gauge its measure.
- Focus is on identifying significant values and determining how extreme.

PHASE 2 QUALITATIVE DATA

- A. Educational Program
- C. Safety and Access
- F. Diversity
- G. Accessibility
 - I. Future Use
- J. Circumstance
- M. Location and Site Characteristics
- O. Other Variables

PHASE 3 IMPACT DATA

- D. Relocation
- E. Burden
- L. Space to Accommodate
 - Choice of Community Schools
- N. Ability to Maintain Feeder Patterns
- O. Other Variables

CRITERIA CLARIFICATION



A. EDUCATIONAL PROGRAM (PHASE 2)

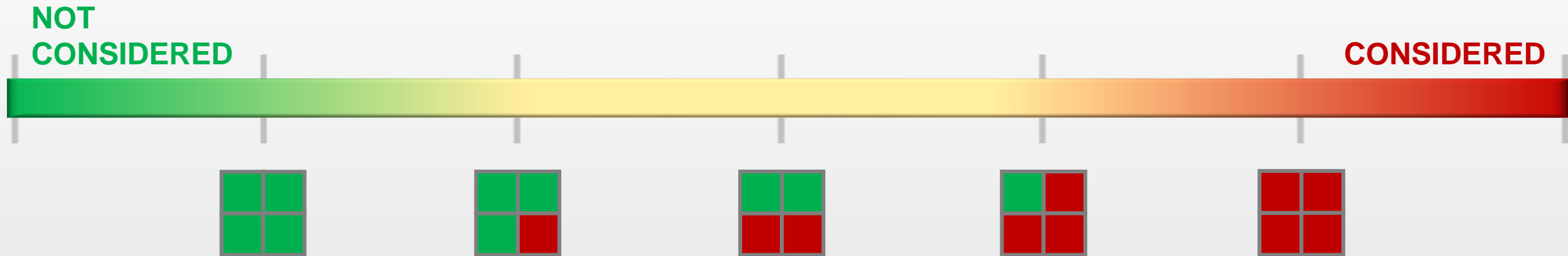
- “Efficacy of educational programing at a building, accommodation of the planned educational program in the schools remaining open.”
- Factor examines specialized educational programming at building and ability of specific school or other schools in the District to effectively continue such programming.
- Efficacy: whether the building is being utilized for its intended program and the extent to which the program is being implemented with fidelity throughout the building.
- Possible Questions:
 - Is building currently utilized for special programming properly equipped to deliver program with integrity?
 - Does specialized program impact enrollment or capacity/utilization within building in way not considered during Phase I?
 - Is program being implemented as planned?
 - Are other buildings able to deliver program in similar or more effective manner?

CRITERIA CLARIFICATION

F. DIVERSITY (PHASE 2)

- “Impact on socioeconomic status and race and ethnicity in the schools.”
- Factor examines any shifts in diversity profile that may occur by closing a building.
- Possible Questions:
 - What impact does this closure or consolidation have on receiving schools’ demographics, including racial diversity, socioeconomic diversity, and need for specialized services?
 - Would school closure result in receiving schools exceeding 25% cap for specialized services?
- **RECOMMENDATION:** Move to PHASE 3 Impact Analysis

PHASE 2 / PHASE 3 SIMULATION

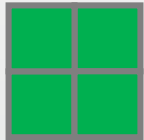


PHASE 1 RESULTS DETERMINE STARTING PLACE ON THE
“AMBER SCALE”

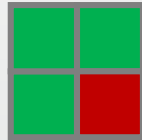
PHASE 2 / PHASE 3 SIMULATION

NOT
CONSIDERED

CONSIDERED



Elementary A
Elementary D
Elementary R
Elementary J
Elementary L
Elementary W



Elementary G
Elementary H
Elementary K
Elementary Y



Elementary B
Elementary I
Elementary M
Elementary N
Elementary Q
Elementary V
Elementary X



Elementary C
Elementary O
Elementary E
Elementary U



Elementary F
Elementary P
Elementary S
Elementary T
Elementary L
Elementary Z

PHASE 2 / PHASE 3 SIMULATION

NOT
CONSIDERED

CONSIDERED

Elementary A
Elementary D
Elementary R
Elementary J
Elementary L
Elementary W

Elementary G
Elementary H
Elementary K
Elementary Y

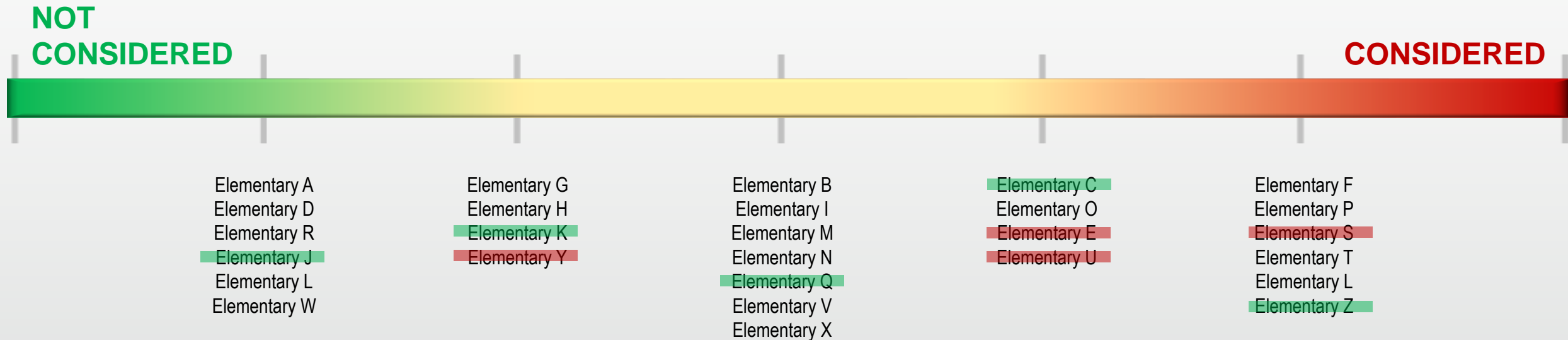
Elementary B
Elementary I
Elementary M
Elementary N
Elementary Q
Elementary V
Elementary X

Elementary C
Elementary O
Elementary E
Elementary U

Elementary F
Elementary P
Elementary S
Elementary T
Elementary L
Elementary Z

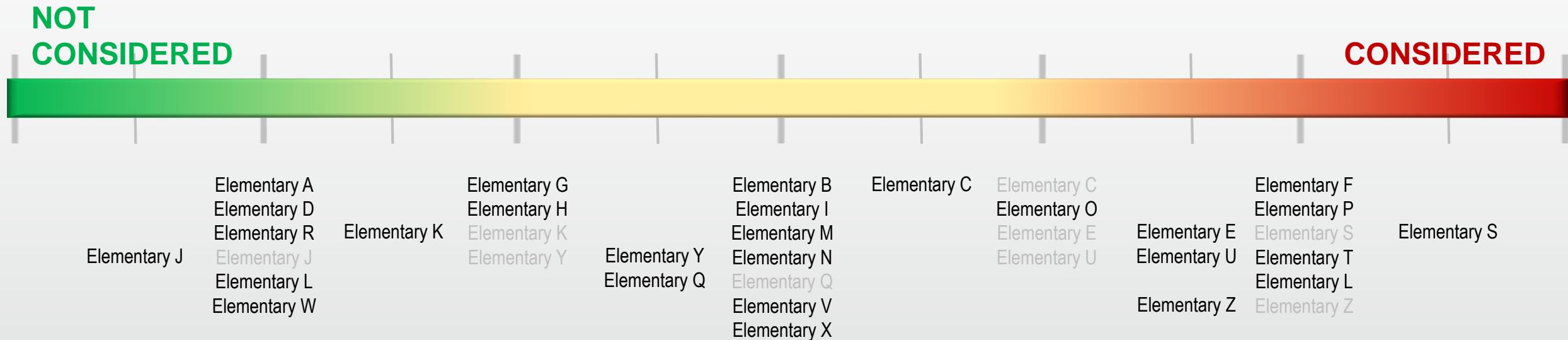
PHASE 2 BEGINS BY LOOKING FOR **EXTREME SITUATIONS** DESERVING
OF RECOGNITION BASED ON CRITERIA.

PHASE 2 / PHASE 3 SIMULATION



ARE THERE ANY SCHOOLS IN WHICH THE “**EDUCATIONAL PROGRAM**”
WEIGHS **SIGNIFICANTLY** ON THE BUILDING’S SITUATION.

PHASE 2 / PHASE 3 SIMULATION



BASED UPON SIGNIFICANT “**EDUCATIONAL PROGRAM**” MEASURES,
SOME SCHOOLS HAVE MOVED ON THE AMBER SCALE.

THE PROCESS THEN REPEATS FOR EACH CRITERIA IN PHASE 2.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

	ENROLLMENT	UTILIZATION	CONDITION	TRANSFER IN/OUT
Elementary C	305	96%	Legacy	39%41%
Elementary O	331	120%	Legacy	92%/51%
Elementary E	350	81%	FMP	45%/63%

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

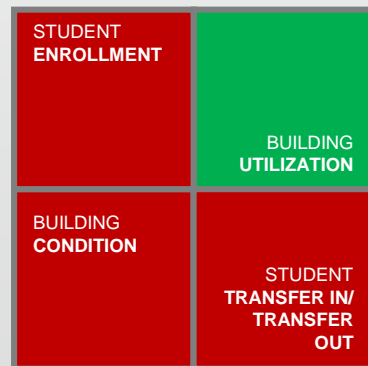
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PHASE 2 / PHASE 3 SIMULATION

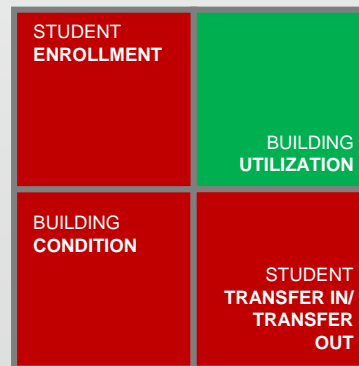
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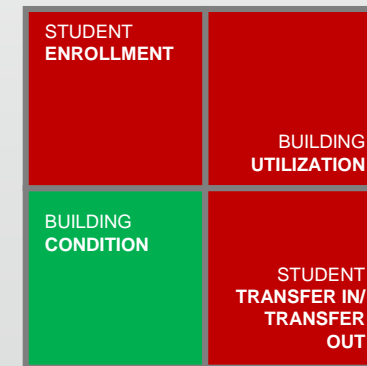
Elementary C



Elementary O

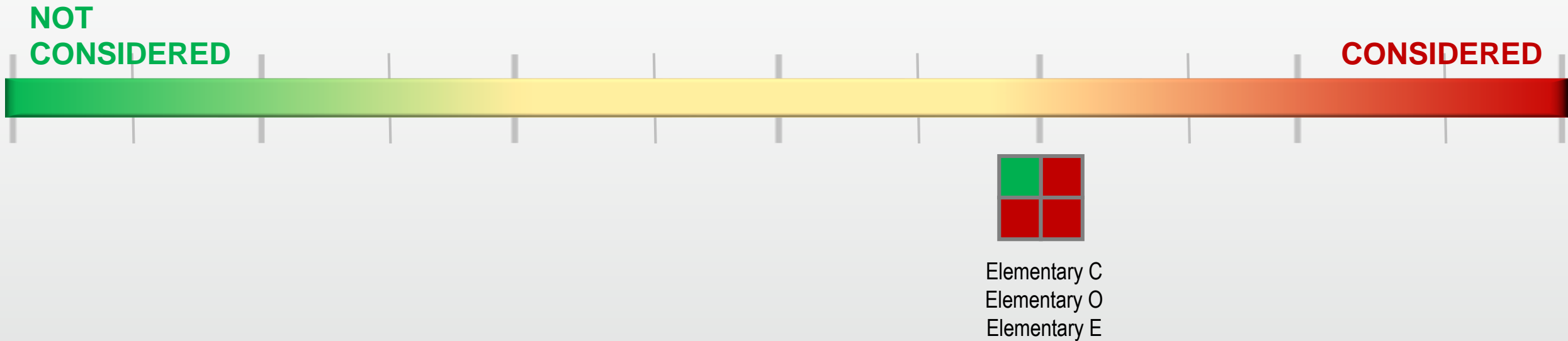


Elementary E



PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



BASED ON THE **PHASE 1 COMPOSITE**, ALL THREE SCHOOLS START IN SAME POSITION.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT
CONSIDERED

CONSIDERED

Elementary C

Elementary C is one of our older neighborhood elementary schools at which generations of students have enjoyed typical elementary programming. It's not a very large building, with only one story. The layout of the parking lot makes it difficult for buses to maneuver and difficult for staff to park. The neighborhood has limited sidewalks. While there is a new playground, there is no green space or even a park nearby. To serve the surrounding neighborhood, a local non-profit uses a space near the gym to distribute food.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT
CONSIDERED

CONSIDERED

Elementary C is one of our older neighborhood elementary schools at which generations of students have enjoyed typical elementary programming. It's not a very large building, with only one story. The layout of the parking lot makes it **difficult for buses** to maneuver and **difficult for staff** to park. The neighborhood has **limited sidewalks**. While there is a new playground, there is **no green space** or even a park nearby. To serve the surrounding neighborhood, **a local non-profit uses a space** near the gym to distribute food.

Elementary C

Educ. Program

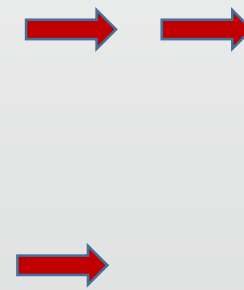
Safety/Access

Accessibility

Future Use

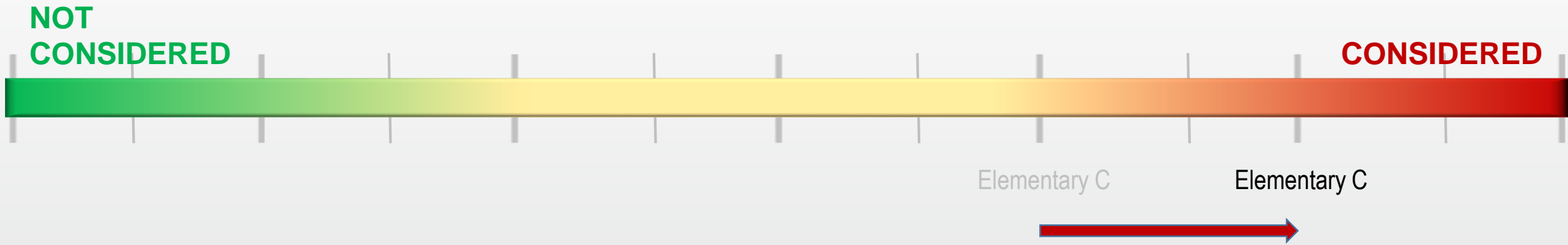
Circumstance

Location/Site



PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



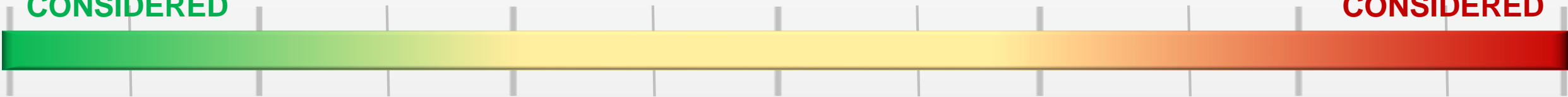
BASED ON INITIAL **PHASE 2 CRITERIA** (“OTHER” NOT INCLUDED), ELEMENTARY C MOVED ALONG THE AMBER SCALE AND DESERVES MORE CONSIDERATION AT THIS TIME.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT
CONSIDERED

CONSIDERED



Elementary O

Elementary O is also one of our alternative elementary schools that was re-envisioned to be a STEM school. Because of the age of the building and lower enrollment, the STEM component has waned. The building is a little bigger and has classroom space on the second floor - which is not easily accessible to students with physical disabilities. There is a revitalization effort in the neighborhood which has increased development (and property values), but it's also caused increased traffic which has made the roadway in front of the building dangerous for students who walk to school.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT
CONSIDERED

CONSIDERED

Elementary O is also one of our alternative elementary schools that was re-envisioned to be a STEM school. Because of the age of the building and lower enrollment, the **STEM component has waned**. The building is a little bigger and has classroom space on the second floor - which is not easily **accessible to students** with physical disabilities. There is a revitalization effort in the neighborhood which has **increased development** (and property values), but it's also caused increased traffic which has made the roadway in front of the building **dangerous for students who walk** to school.

Elementary O

Educ. Program →

Safety/Access →

Accessibility →

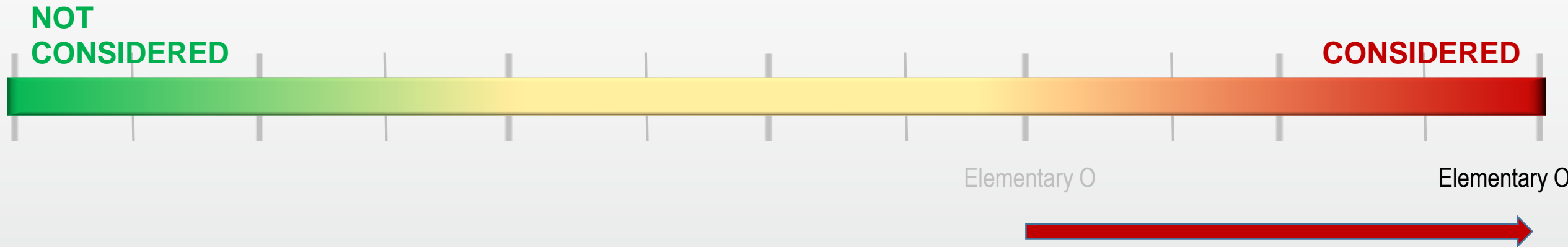
Future Use →

Circumstance

Location/Site

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



BASED ON INITIAL **PHASE 2 CRITERIA** (“OTHER” NOT INCLUDED), ELEMENTARY O SIGNIFICANTLY MOVED ALONG THE AMBER SCALE AND DESERVES MORE CONSIDERATION AT THIS TIME.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT
CONSIDERED

CONSIDERED

Elementary E

Elementary E has been an older, traditional neighborhood school, but it was rebuilt thanks to a voter-approved bond package. The school reopened in 2013, which means the building meets all ADA requirements to accommodate students with disabilities. Before the reopening, the school lost many neighborhood students to the School Choice Lottery, but enrollment is trending up. Recognizing some of the challenges in the neighborhood, the principal has partnered with several community organizations to offer social and emotional support to students and their families.

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...

NOT
CONSIDERED

CONSIDERED

Elementary E has been an older, traditional neighborhood school, but it was rebuilt thanks to a voter-approved bond package. The school reopened in 2013, which means the building meets all ADA requirements to accommodate students with disabilities. Before the reopening, the school lost many neighborhood students to the School Choice Lottery, but enrollment is trending up. Recognizing some of the challenges in the neighborhood, the principal has partnered with several community organizations to offer social and emotional support to students and their families.

Elementary E

Educ. Program

Safety/Access

Accessibility ←

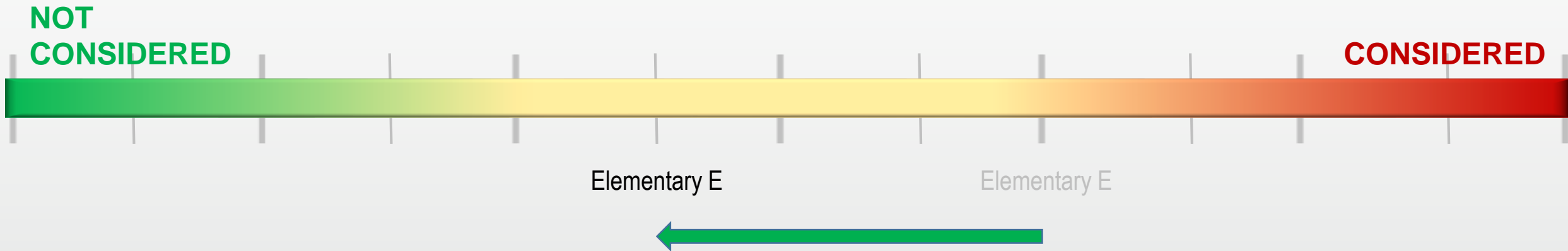
Future Use ←

Circumstance ←

Location/Site

PHASE 2 / PHASE 3 SIMULATION

LET'S RUN THREE SCHOOLS THROUGH PHASE 2...



BASED ON INITIAL **PHASE 2 CRITERIA** (“OTHER” NOT INCLUDED), ELEMENTARY E MOVED ALONG THE AMBER SCALE AND IS LESS LIKELY TO NEED MORE CONSIDERATION AT THIS TIME.

PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT
CONSIDERED

CONSIDERED

SCHOOL WORK GROUP WILL IDENTIFY WHICH PHASE 3 MODIFIERS ARE APPLIED AND INTENSITY OF THE MODIFICATION, BASED ON EXPERIENCE AND EXPERTISE, TO **THOSE SCHOOLS CLOSEST TO OR WITHIN THE “RECOMMENDED ZONE.”**

PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT
CONSIDERED

CONSIDERED

Elementary C

Elementary O

PHASE 3 IMPACT CRITERIA

RELOCATION

BURDEN

DIVERSITY

SPACE TO ACCOMMODATE

CHOICE

MAINTAIN FEEDER PATTERNS

PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT
CONSIDERED

CONSIDERED

Elementary O

PHASE 3 IMPACT CRITERIA

RELOCATION

BURDEN

DIVERSITY

SPACE TO ACCOMMODATE
CHOICE

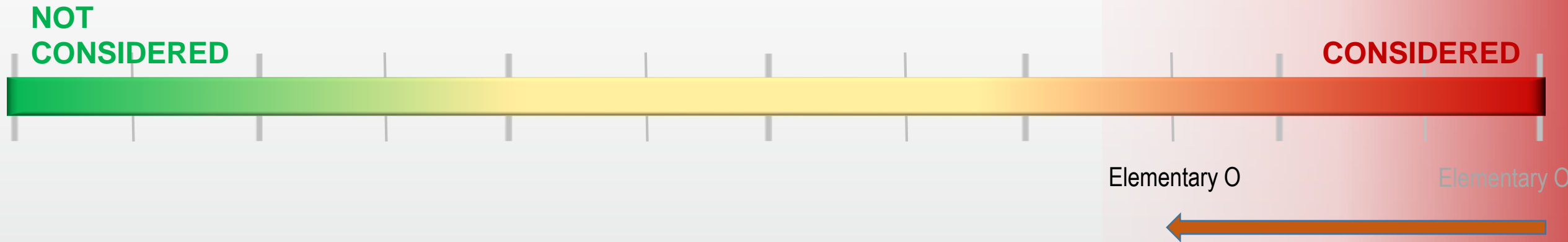
MAINTAIN FEEDER PATTERNS

IMPACT ALERT:

If Elementary O is closed and its enrollment is relocated and divided across the two other schools in this area of town, there is not enough classroom space at the two remaining schools to place all of Elementary O's student population.

PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...



BASED ON **PHASE 3 CRITERIA** (“OTHER” NOT INCLUDED),
ELEMENTARY O IS NOW LESS LIKELY TO BE
CONSIDERED FOR CLOSURE **BECAUSE OF THE IMPACT
OF RELOCATION.**

PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...

NOT
CONSIDERED

CONSIDERED

Elementary C

PHASE 3 IMPACT CRITERIA

RELOCATION

BURDEN

DIVERSITY

SPACE TO ACCOMMODATE
CHOICE

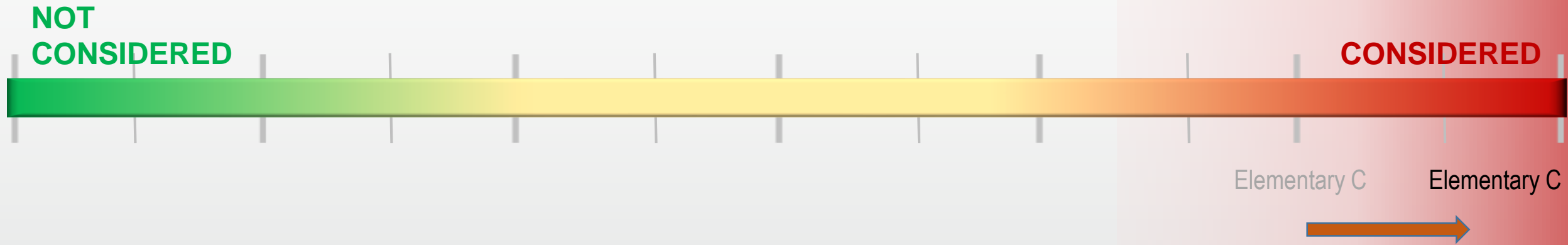
MAINTAIN FEEDER PATTERNS

NO IMPACT ALERT:

If Elementary C is closed, there is room to relocate enrollment without significant burden to neighboring schools or to options of educational programming in the region. Nearby schools are also willing to offer space to Elementary C's community partners.

PHASE 2 / PHASE 3 SIMULATION

SO WHAT ABOUT PHASE 3...



BASED ON **PHASE 3 CRITERIA** (“OTHER” NOT INCLUDED),
ELEMENTARY O SHOULD BE CONSIDERED AS A POSSIBLE
RECOMMENDATION FOR **CLOSURE OR CHANGE**.

PHASE 2 / PHASE 3 SIMULATION

REMINDER:

- Not all 110 buildings will move on the Amber Scale in Phase 2.
- Not all criteria will be applied in Phase 2 - only those with significant values/situations.
- A building that finishes Phase 1 closer to “Not Considered” might still be Considered or Recommended at end of Phase 2.
- Phase 3 Impact criteria will only be examined for buildings most likely to be Recommended for change/closure (close to or within the “Recommended Zone”).