



# **New School Task Force Recommendation**

*Phase I: Evaluation of the Need for a New Facility*

Presented to  
Glenview School District 34  
Board of Education

Prepared by the  
New School Task Force

May 4, 2009

## Table of Contents

I. Executive Summary	Pages 3-4
II. Background	Pages 5-7
III. Current Facility Usage	Pages 7-10
IV. Enrollment Projection	Pages 11-12
V. Total Classrooms Needed (TCN) Model	Pages 13-15
VI. Enrollment Accommodations	Pages 16-20
VII. Middle School Overview	Page 21
VIII. Enrollment Accommodation Ratings	Pages 22-28
IX. Recommendation	Pages 29

## I. Executive Summary

In response to the Facilities Committee report in January of 2008 and projected growing enrollment, the Board of Education created a **New School Task Force (NSTF)**. This group's charge was to recommend what changes might be required in order to accommodate District 34's growing student population and whether there is a current need to build an additional school in District 34.

After extensive analysis of District enrollment projections through the year 2014-15 from District 34's Executive Director of Business Services, K-12 Advanced Analytics, and Ehlers and Associates, the NSTF came to consensus on a range of enrollment scenarios. With the assumption that military housing will not be ready until at least the 2010-11 school year, the NSTF agreed the *expected* enrollment range is between 4,750 and 4,850 students (dependent upon cohort survival methodology variables) but modeled our *Scenario B/Expected Case* at 4,839 to provide a more conservative picture of the enrollment future. The NSTF strongly recommends the District continue to monitor enrollment projections and forecasts annually as well as stay informed on development of the military housing.

An analysis model was developed to determine the difference between currently assigned homerooms in each building and the number of homerooms that would be needed in each of three enrollment scenarios, A, B and C (described below), until the 2014-15 school year. The model assumes dedicated and static allocation of space assigned to most student services programs (e.g., English language learners (ELL), special education, art, music) and the continued availability of recently placed mobile classrooms at Westbrook and Henking schools.

Based on the modeling for the low-end enrollment Scenario A (no additional military students, 4,700 student enrollment peak in the 2013-14 school year or an additional 300 students), it is anticipated the District will exceed capacity by ***just one classroom at Hoffman*** over four of the six years.

In the *Expected Case* scenario Scenario B (additional military students in 2010-11, 4,839 student enrollment peak in 2013-14 or an additional 439 students), the District will experience the same shortfall as in Scenario A (***one classroom at Hoffman plus one additional classroom at Glen Grove***). It is important to note, per projections, that this one additional classroom at Glen Grove is needed only during the 2010-11 school year.

In high-end Scenario C (5,000 student enrollment peak in 2013-14 or an additional 600 students), three schools will exceed capacity by one classroom for the year 2010-11. In this scenario, at our peak year of capacity constraint, we project demand for ***5 additional classrooms spread across Hoffman, Glen Grove and Lyon***. Also, ***one additional classroom at Attea*** is projected to be needed for one of the next six years based upon a class cap of 28 students.

While the scope of the NSTF charge excluded middle schools, it became evident based on enrollment projections that there would be space constraints at the middle school level beginning



in year 2011-12 as a result of District 34's five-teacher team model. The NSTF recommends further analysis and monitoring of this situation by the administration and the Board of Education.

To determine how the schools might operate at each level of additional enrollment, the NSTF analyzed how the buildings are currently utilized and developed an extensive list of enrollment accommodations that might be utilized at the varying enrollment levels. After briefly researching, evaluating, and rating each option, the NSTF (comprised of administrators, teachers, staff, parents and community members) agreed as a group that there are satisfactory accommodation options available to responsibly address the projected enrollment increases over the next six years.

***Based upon the NSTF assumptions, enrollment projections, and noted enrollment accommodation options, NSTF recommends that District 34 does not need to build a new school at this time, and, therefore does not need to move to Phase II of the Board's charge.***

The NSTF strongly recommends annual monitoring of actual enrollment, enrollment forecasts and any change in stated assumptions.

Enrollment accommodation options rated in this report should not be misinterpreted as a specific recommended course of action, but a full group consensus that some combination of these accommodations are acceptable and preferable to the building of a new school at this time. The NSTF strongly recommends that the accommodations be more carefully evaluated by the Board and other relevant stakeholders, including the administration and the Education Committee, before implementation.

## II. Background

### **Facilities Committee Report: Findings for 2008-09 and Beyond**

The January 28, 2008 Facilities Committee report to the Board of Education *included the following key elements* prompting the formation of the NSTF.

Key facility and enrollment factors prompting recommended action:

- For 2008-2012, there is every indication that student enrollment growth will average 2% per year.
- New Navy housing is projected to be available to families in 2009-10. (150+ additional students)
- Caution should be taken if lowering class size at the intermediate school level. Additional space will need to be allocated for increased staff as well as students.
- The D34 Administration building is at capacity and cannot support any additional staff due to lack of office and warehouse space.
- Food services will be pushed to maximum 4 periods in some schools in 2008.
- If the Board wishes to continue offering a quality Early Childhood program for all children, expanding availability to 0-5 year olds, along with all day kindergarten, a new school facility will be required by 2012.

Key recommendations leading to creation of NSTF and Facilities Committee work to be done in conjunction with NSTF:

- The Board should continue to study and adjust boundaries.
- The Board should begin a study towards building a new school facility. This new school should be ready by 2012. Budget Cost: \$15 million (building referendum required.)

### **School Board Direction for NSTF**

At the May 5, 2008 Board Meeting, the Board approved the formation, charge, and composition for the NSTF. The group was charged with determining viable options to support Pre-K through 5<sup>th</sup> grade programs given the projections of increasing student enrollment. The task force was also asked to consider how the District will accommodate increasing enrollment if it is determined that a new school is not needed. In addition, the task force was directed to update and revalidate the information provided from fall 2007 from the Facilities Committee.

The NSTF roster was filled between May and September 2008. Co-Chairs were named: Brett Clark, Director of Community Relations and Grants, Glenview School District 34, and Chris Northwick, resident and District parent. The group was invited to attend a June 3<sup>rd</sup> meeting to review the group charge and begin a brainstorming process of what ways our schools might accommodate the increased enrollment without building a new facility.

## NSTF Composition/Roster

### D34 Administrative Staff

- ◆ Brett Clark (Co-Chair)
- ◆ Kathleen Hart
- ◆ Gerald Hill
- ◆ Lori Hinton (WB)
- ◆ John O'Connor
- ◆ Matt Rich (Facilities Rep)
- ◆ Neal Siegellak (HE)

### D34 Staff

- ◆ Madeline Collins (HE)
- ◆ Megan Hennessy (HO)
- ◆ Nancy Morell (LY)
- ◆ Kathy Peterson (WB)
- ◆ Jenny Pruess (PR)
- ◆ Sharon Tierney (LY)
- ◆ Beth Tsoumas (GG)
- ◆ Gary Wendt (GEA Rep)

### D34 Parents

- ◆ Sam Ach
- ◆ Kathy Cameranesi
- ◆ Cathy Cunningham
- ◆ Lindy Hood
- ◆ Kandy Houser
- ◆ Stewart Jester
- ◆ Chris Northwick (Co-Chair)
- ◆ Richard Oldshue (CFAC Rep)
- ◆ Cheryl Rigney
- ◆ Cathe Russe

### D34 Community Members

- ◆ Barb Coughlin\*
- ◆ Janis Duncan
- ◆ Glenn Kelly
- ◆ Katie Siegel

### D34 Board of Education

- ◆ John Hinkamp
- ◆ Beth Primer

\* - This community member was unable to participate for the duration of the committee work.

A number of the Task Force members spent time in July and August researching other districts' experiences and/or best practices for forecasting of community population and student enrollment, analyzing new school needs, and identifying creative options to accommodate increasing enrollment.

The benefits of this research were to stress the importance of:

- Rigorous testing and validation of the enrollment forecast(s);
- Identifying current school facility configuration, capacity and usage in detail;
- Identifying options (accommodations) to handle the enrollment forecast without constructing a permanent new building;
- Identifying what options exist to expand each of the District's schools;
- Involving "the community" in whatever decisions would be pursued.

The full group convened its first official meeting on September 9, 2008. Based upon discussion surrounding the group charge and timeline, the co-chairs presented to the Board of Education on September 15, 2008 a suggested phased revision to the group's final recommendation. The Board accepted the proposed revised phased charge. Key elements are summarized below.

***NSTF Charge for Phase I (Evaluate Degree of Need for a New Facility):***

1. Update and revalidate the population forecasts and facilities usage information.
2. Consider how the District might accommodate increasing enrollment without a new facility.
3. Make a recommendation as to whether a new facility should be pursued.

If District 34 Board of Education determines a Phase II is necessary:

***NSTF Charge for Phase II (New School Facility Planning and Recommendation)***

1. Determine viable facility options to support current Pre-K through 5<sup>th</sup> grade given projected enrollment.
2. Make a recommendation as to land requirements, boundary shifts, size, and needs based upon current and future District programs, philosophies, and space needs.

**Task Force Plan of Action**

The group began the steps necessary to provide a recommendation to Phase I in Spring 2009.

The following steps were outlined for project completion:

1. Educate committee on past facilities work.
2. Research/become educated on best practices for student forecasting, new facility evaluation, and enrollment accommodation ideas in other districts.
3. Reach consensus on enrollment projection range.
4. Understand current uses of District 34 facilities through sub group work.
5. Understand capacity at each building.
6. Determine what viable solutions are available to handle projected enrollment through sub group work.
7. Reach consensus on possible enrollment accommodation options based upon various enrollment scenarios.
8. Reach consensus on recommendation for next steps with regard to a new District facility.

**III. Current Facility Usage**

An important initial step for the NSTF was to understand just how our facilities are currently being used. To accomplish this, the group split into sub-groups by K-5 cluster, middle school, and administration building to collect data, walk through, and better understand each building's current uses with the help of the principal or Director of Facilities. To assist with this information gathering, a small group of task force members worked to create a consistent space utilization data collection template.

Below you will find a brief summary of findings directly from the sub-group reports for each building.



**Henking:** Available space seems to be used fairly well. Emphasis should be on supporting ELL service, rather than diminishing it with non-ideal physical space. *From Neal Siegellak, principal:* Currently at 100% capacity and using 2 of 4 mobile classrooms for homerooms. One third of Henking's student population is English Language Learners. Consideration might be given to moving some District programs to another building. This might include bi-lingual classrooms, NSED and/or Educational Life Skills. The NSTF should develop a long-term solution for over-crowding at Henking School.

**Hoffman School:** Available space seems to be used fairly well. *From Mark Walther, principal:* We are using the entire building at its maximum and are at the threshold where other accommodations would be necessary.

**Westbrook:** Very effectively utilizes limited space. There is space to add additional classrooms in the mobile units, but would necessitate movement of drama and life skills back onto carts and finding other space for two District administrative offices (EC and Facilities).

**Glen Grove:** Space is well-utilized but not overcrowded.

**Lyon:** Well configured, but quirky. Lyon has a more cramped feel than Pleasant Ridge. There is currently one kindergarten room going unused in the afternoon.

**Pleasant Ridge:** Space is well configured, with a currently unused classroom. The gifted classroom could also be reassigned to a homeroom if needed. Three other District program classrooms are also located in this building.

**Springman:** The building is being fully utilized effectively and efficiently, given constraints of a few teachers being required to share rooms and previous conference space now used for classrooms. A current need today is for more common space to bring the student teams together in one place. *Space recommendations from Dr. Heather Hopkins, principal:* Possible reconfiguration of the Commicore would allow more team and classroom space, research possible replacement of cafeteria tables to allow more open space, increase wireless access in the building. Assess possible building additions. [Noted is the fact that in 2001 Springman had 950 students/nine teams in this same facility (with mobile classrooms.)] (Map 2<sup>nd</sup> Floor)

**Attea:** Fully utilized based upon current program requirements. Two areas currently experience constraints: PE and the cafeteria. Core classrooms are not in use three 42 minute periods per day x6 teams x4 core classes. Administrators report an inverse relationship between class size and instructional quality when classes exceed the current class average of 25 students. (Map 2<sup>nd</sup> Floor, Map 3<sup>rd</sup> Floor)

**Administration:** Building is in need of repairs in the near future. Space is being maximized with District staff, some offices being shared by two or three staff members. John O'Connor discussed the possibility of changing the District policy on warehousing and the ability to

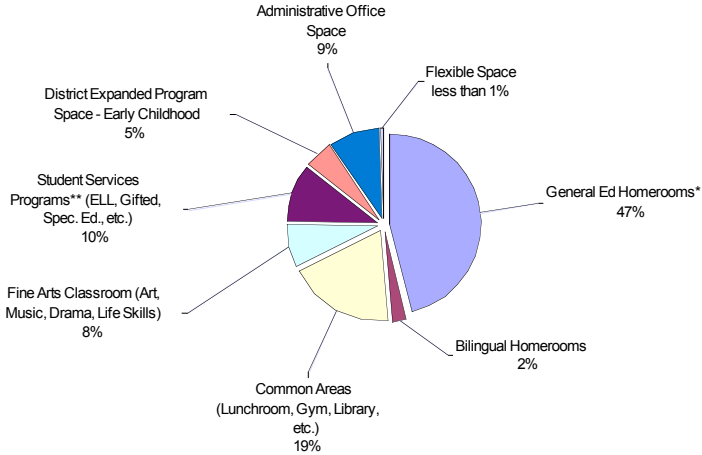
convert the warehouse to office space. Currently food services staff is located off-site and the facility staff offices are located in the Westbrook mobiles.

Principals also shared their opinions on the various ways to look at capacity of their buildings and thoughts regarding the full sized classrooms they felt could be made “readily available” should the need arise for accommodating additional students.

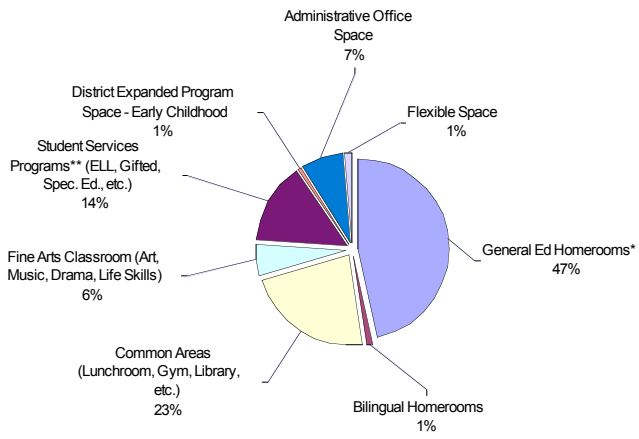
Due to our District’s complex educational programming, which requires dedicated staff as well as small and large group space, Executive Director of Student Services Kathleen Hart, provided an overview of the District programs utilizing non-homeroom classroom space.

A general overview of space utilization at each level of District buildings demonstrates the space needs of these programs. This space utilization percentage is based upon usable student/staff space. It excludes hallways, basements, locker rooms, mechanical closets, etc.

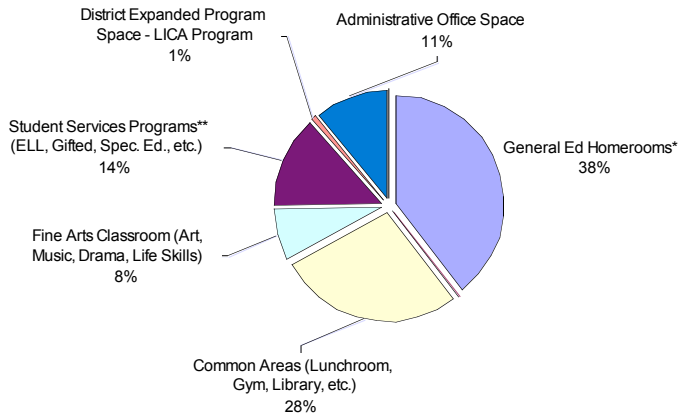
**Primary Schools K-2<sup>nd</sup> grade (Lyon, Henking & Westbrook)**



**Intermediate Schools Grades 3-5 (Pleasant Ridge, Hoffman & Glen Grove)**



**Middle Schools Grades 6-8 (Springman & Attea)**



\* - for middle school this includes classrooms for subjects that serve all students. By definition it excludes gifted, special education, etc.  
 \*\* - student service programs include any classroom space dedicated to a sub-group of the full student population. By definition this includes instrumental music. Common areas and fine arts classrooms serve the entire student population

**Mobile Classrooms**

With the Fall 2008 addition of two mobile units per school (2 classrooms per mobile unit) at Henking and Westbrook schools, *the NSTF assumed this as available space for the duration of our evaluation timeline*. However, it is worth noting that there were several discussions at the NSTF table about their short- and long-term continued use. District principals and staff familiar with their use relayed the following benefits and drawbacks.

On the positive side:

- mobile classroom space is effective and well laid out,
- students like being in the "club house",
- mobiles are tested for safety and air quality,
- mobiles work particularly well for self-contained programs (example: Wesley).

On the negative side:

- since students need to go outside to transition, it can take much longer and weather is a factor on transition time required and is a greater negative for younger grades,
- parents have been dissatisfied with the concept of mobile classrooms,
- mobiles can inhibit Professional Learning Community (PLC) activities or grouping with other classrooms logistically.

While the District has a long-standing practice of using mobile classrooms over the years (Springman, Hoffman, Pleasant Ridge, Henking, Westbrook), there are varying views of their role as an equitable learning environment across the buildings. This may warrant additional District discussion and review.

## IV. Enrollment Projection

A critical next step of the NSTF's work was to scrutinize the District 34 student enrollment projections for coming years in order to better understand the following:

1. whether there is likely to be classroom and other facility space constraints over the next six years;
2. the estimated magnitude of any identified constraints assuming no major changes to the existing physical facility profile, existing classroom caps, current instructional delivery models, or current cluster boundaries; and
3. the estimated timing and duration of any identified classroom space constraints.

One very key component impacting future enrollment is the military housing being planned by Forest City Enterprises. This project is currently on hold and is now not expected to bring new students to the District for the 2009-10 school year as anticipated last spring. However, with very little additional information being available, the Task Force recommends the District continue to reach out on a regular basis to the developer, Forest City, The Village of Glenview, and/or the Navy to stay close to any changes in status related to this project.

To understand future enrollment, the NSTF relied heavily upon the historical data provided by the District, as well as on future enrollment projections prepared by Bob Vincenti, District 34's Executive Director of Business Services. NSTF also heard and analyzed forecasts prepared by Ehlers Associates and by K-12 Advanced Analytics. Ehlers is a population forecasting firm that works with the Village of Glenview to provide population forecasts and student population estimates for The Glen for purposes of TIF revenue sharing. K-12 Advanced Analytics is a consulting firm that has worked with the District for many years.

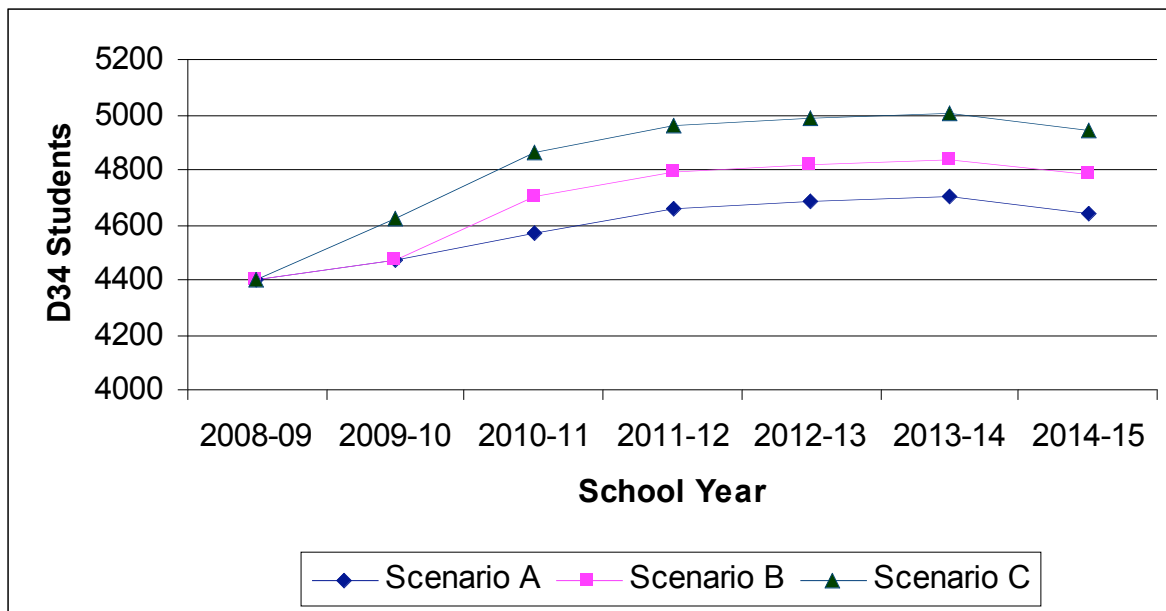
To establish a common understanding of the student forecast, the NSTF agreed that enrollment forecasts should not include Wesley students or District students that receive services outside the District. The group agreed upon the following forecast assumptions:

1. No change in the number of K-8 private/parochial schools in Glenview.
2. Any new military housing will not bring students to D34 before fall 2010.
3. Approximately the same percent of Glenview students will continue to be enrolled in private schools.
4. Approximately 20 District 34 students each year will remain in non-District facilities.
5. All current District programs will remain the same, including continued half day kindergarten and current pre-kindergarten and early childhood program caps.
6. The primary, intermediate, middle school structure (i.e. cluster system) will remain in place.

Based on this information and with an enrollment baseline for the current year (2008-09) of 4,400 students, the NSTF agreed upon three possible student enrollment scenarios for the period 2009-10 through 2014-15. The three enrollment scenarios can be summarized as follows:

- **Scenario A: 4,700 students during the peak year (+300 students).** This low-end forecast assumes that the Forest City military housing project will not be completed within the next six years. It begins with the Expected Case (Scenario B) and backs out the projected growth in military housing students by grade and by school for school years 2010-11 through 2014-15.
- **Scenario B (Expected Case): 4,839 students during the peak year (+439 students).** *This is our Expected Case year-by-year forecast* and is built “ground-up” by each grade for each school and select areas of the community (Navy housing and The Glen), using actual historical enrollment data and assuming full redevelopment and population of contemplated Navy housing beginning in 2010-11.
- **Scenario C: 5,000 students during the peak year (+600 students).** This is a high-end student forecast which begins with the Expected Case (Scenario B) forecast and increases those figures at each grade and school by 3.5% to yield what NSTF believes to be a probable maximum enrollment.

**Student Enrollment Scenario A, B & C.**



The Expected Case, and by extension Scenarios A and C, is based on Mr. Vincenti’s April 13, 2009 forecast. In working with task force members and establishing guiding assumptions, several variables of the cohort survival methodology were discussed and modified, thus the NSTF reviewed a range of expected enrollment of 4,750 - 4,850 students. Based upon the analysis done and the preferred variable set identified by Mr. Vincenti and reviewed by task force members, the NSTF is comfortable that the expected case enrollment forecast of 4839 (Scenario B) yields a very responsible set of student figures for space planning purposes (i.e. the figures are more likely to overestimate than they are to underestimate future enrollment levels).

## V. Total Classrooms Needed (TCN) Model

With the objective of translating the expected student enrollment growth into what that might mean for each school and its space needs, a “Total Classroom Needed” (TCN) model was developed by task force member and District parent, Sam Ach. This model, by taking the number of students by school, by grade, and dividing it by the established class caps, allowed the NSTF to more specifically identify whether the District is likely to experience significant space constraints during the planning horizon, where and when those potential space constraints are likely to manifest themselves, and how significant those constraints are likely to be in terms of classroom shortfall and duration.

Key to this model was the identification of the number of **“classrooms currently in use”** at each school, developed through previous sub-group activities. For purposes of these classroom counts and calculations, rooms currently dedicated to specialized instruction (e.g., Special Ed, Gifted/Enrichment, ELL, Fine Arts, etc.) were not included as part of the currently available classrooms based on the expectation that these distinct student populations will continue to need dedicated space for at least some portions of their differentiated instruction. In calculating the number of classrooms necessary to deliver our Kindergarten program, each room was assumed to be available for use with one full set of students in the morning and one full set of students in the afternoon. The TCN treats bi-lingual instruction classrooms the same as other general instruction classrooms for purposes of determining the number of students who can be assigned there (i.e., the model does not adjust for potentially lower classroom caps for those particular classes).

**“Classrooms readily available”** counts were determined after consulting with each principal about existing space not presently used for general classroom instruction that could be repurposed with minimal (if any) expense or disruption to the delivery of existing educational programs. In some cases, there is no difference between the number of classrooms currently in use and the number readily available (e.g. at Hoffman), and in other cases the readily available count exceeds those currently in use (e.g. at Lyon).

**Total Classrooms Needed (TCN) Model - Summary of Findings**

The colored/shaded cells below reflect the number of “homerooms” required at each building for each grade at currently established class caps. (Primary K-2: 20 students), (Intermediate 3-5: 24 students), (Middle School 6-8: 28 students) Student numbers are based on Mr. Vincenti’s April 13, 2009 forecast.

**KEY:**

Green cell	means total number of general instruction classrooms needed is less than or equal to number of general instruction classrooms currently in use at that location during school year 2008-09.
Blue cell	means total number of general instruction classrooms needed exceeds total number of general instruction classrooms currently in use, but remains below or equal to the number of general purpose classrooms considered readily available (minimal disruption/reconfiguring of space) at that school location.
Red Cell	means total number of general instruction classrooms needed exceeds total number of general instruction classrooms readily available - some meaningful accommodation will be necessary.

**Important to note:** All general classroom figures assume that 2008-09 mobile units (2 at Henking, 2 at Westbrook) continue to remain at those locations. The TCN model does not fully account for classroom needs based on current middle school team size and flexible block practices.

**Scenario A: (Lower Bound - No Additional Military) 4,700 student peak in 2013-14**

School Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Classrooms in use in 2008-09 <sup>1</sup>	Classrooms Readily Available <sup>2</sup>
Students*:	4399	4473	4567	4655	4683	4700	4639		
<b>Henking</b>	24	23	23	23	23	24	24	25	26
<b>Lyon</b>	19	20	20	20	20	20	20	18	20
<b>Westbrook</b>	22	20	19	20	18	18	18	22	24
<b>Glen Grove</b>	22	24	24	21	21	20	20	23	24
<b>Hoffman</b>	25	25	26	25	26	26	26	25	25
<b>Pleasant Ridge</b>	20	21	21	21	21	22	21	21	24
<b>Attea<sup>3</sup></b>	26	24	27	30	33	34	32	36	36
<b>Springman<sup>3</sup></b>	26	28	28	31	30	30	29	35	35

\* Total forecasted students, less students receiving all services in non-District 34 facilities.

1 - "Classrooms in use" identifies any full-sized (900 sq ft. +) general education or bi-lingual homeroom classrooms at K-5, as well as all general education full-sized classrooms at the middle schools. If used for general education homerooms, the total will include the temporary mobile classrooms at both Westbrook and Henking Schools. Classrooms in use **does not include** classroom space currently allocated to discrete student programs or populations – e.g., ELL, gifted, special ed, music, art, etc.

2 - “Classrooms readily available” identifies all “Classrooms in use” plus principal-specified full-sized classrooms identified as available for homeroom class space with minimal program disruption.

3 - This model calculates classroom needs for the middle schools strictly by a class cap of 28 students and does not directly take into account the team teaching and block scheduling practices currently utilized in our middle schools. Implications of these instructional factors are explored later in the report.

**Enrollment Scenario B:**

**(Expected Case – Additional Military in 11/12) 4,836 student peak in 2013-14**

School Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Classrooms in use in 2008-9 <sup>1</sup>	Classrooms Readily Available <sup>2</sup>
Students*:	4399	4473	4706	4794	4822	4839	4778		
<b>Henking</b>	24	23	23	23	23	24	24	25	26
<b>Lyon</b>	19	20	20	20	20	20	20	18	20
<b>Westbrook</b>	22	20	22	22	21	20	20	22	24
<b>Glen Grove</b>	22	24	25	24	23	21	21	23	24
<b>Hoffman</b>	25	25	26	25	26	26	26	25	25
<b>Pleasant Ridge</b>	20	21	21	21	21	22	21	21	24
<b>Attea<sup>3</sup></b>	26	24	28	31	34	35	33	36	36
<b>Springman<sup>3</sup></b>	26	28	28	31	30	30	29	35	35

\* Total forecasted students, less students receiving all services in non-District 34 facilities.

1, 2, 3 - Same notes as Scenario A apply.

**Enrollment Scenario C:**

**(Upper Bound - Increase of 3.5% Over Expected) 5,002 student peak in 2013-14**

School Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Classrooms in use in 2008-9 <sup>1</sup>	Classrooms Readily Available <sup>2</sup>
Students*:	4399	4624	4865	4956	4984	5002	4939		
<b>Henking</b>	24	25	24	24	25	25	25	25	26
<b>Lyon</b>	19	20	21	20	20	20	20	18	20
<b>Westbrook</b>	22	21	22	22	22	21	21	22	24
<b>Glen Grove</b>	22	24	25	25	23	21	23	23	24
<b>Hoffman</b>	25	25	27	27	28	27	27	25	25
<b>Pleasant Ridge</b>	20	21	22	21	22	22	21	21	24
<b>Attea<sup>3</sup></b>	26	26	28	32	35	37	34	36	36
<b>Springman<sup>3</sup></b>	26	28	30	32	30	30	31	35	35

\* Total forecasted students, less students receiving all services in non-District 34 facilities.

1, 2, 3 - Same notes as Scenario A apply.

## VI. Enrollment Accommodations

To answer the Board's question, "What would our schools look like without an additional school?", the NSTF brainstormed, researched, and asked about ways the District could accommodate growing student enrollment if we do not build a new facility. With an understanding of how our current buildings are being used today, the group divided into three sub-groups to research and evaluate our growing list of accommodation options. The groups were divided by three categories of student accommodations.

1. **Alternate ways to use our current facilities.** This group looked at District programs that might be offered via alternative delivery options within the same facility without significant impact to curricular goals.
2. **Alternate delivery of current programs across facilities.** This group looked at possible changes in location of programs across the District. The attendance boundary shifting research was assigned by the Board to the Facilities Committee. A report was then made to the NSTF by the Facilities Committee and is incorporated into this report.
3. **New space options.** This group identified, evaluated, and compared various enrollment accommodations that could use currently un-identified space options, short of a new building.

Each group's objective was to *briefly* research each option to gain a general understanding of its possible impacts on classroom space, programming, District philosophy, as well as time to implement and the costs involved. To enable these groups to evaluate options against the same criteria, a small group of task force members developed an evaluation and rating tool. Those options deemed most viable were then evaluated through this consistent rating system and assigned an overall sub-group rating.

A limitation to the evaluation/rating tool is that it weights all criteria with equal importance. For example a rating for the impact to storage is held at an equal weight as an impact to the student/teacher ratio. Therefore, while the rating was a useful discussion tool, it *should not be misinterpreted as a sole representative measure of desirability*. A second rating tool was used later in the process to gather additional NSTF members' perspectives on the various enrollment accommodation options.

Groups presented their findings and evaluations to the full group in March 2009. Noted below is a brief list of accommodations reviewed by each sub-group, along with their sub-group rating.

**1. Alternate ways to use our current facilities**

<b>Enrollment Accommodation</b>	<b>Sub-Group Rating</b>
Reconfigure computer labs to gain more permanent classroom or small group space.	49
Increase class size by no more than 2 students per classroom and increase use of associates to help mitigate the impact of the increase (0.5 associates per classroom).	48
Increase class size by no more than 2 students per classroom and increase use of computers to help mitigate the impact of the increase.	46
Increase class size by no more than 2 students per classroom.	45
Reconfigure LRC space to gain more permanent classroom space.	41
Provide drama and life skills on a cart.	41
Team-teach students at the intermediate level where homeroom groupings are utilized; for example, 6 teachers share 5 classrooms with all 5 classrooms utilized 100% of the day.	35
Provide art and music on a cart.	34

Due to the aforementioned rating system limitations, this sub group discussed that while the ranking did not illustrate this, they believed class size increases would be better mitigated by technology than by staff due to both cost and implementation requirements.

**2. Alternate delivery of current programs across facilities**

This sub-group considered 16 potential program changes. Two guiding questions focused the work:

- Does the program require a permanent dedicated space within each building?
- Does the program require a permanent dedicated space within District 34?

Programs were organized into four categories. One program option – moving the Low Incidence Cooperative Agreement (LICA) Program for the hearing impaired from Springman – was not considered, as this program will not have a dedicated space next school year (2009-10).

In summary, the group recommended first considering the movement (between buildings) of programs that require permanent dedicated space within the District. This could possibly relieve short-term space issues at specific buildings. If additional space is required and the movement of programs between buildings will not accommodate this, the group recommends reviewing the programs that could potentially be relocated outside of District 34.

The following programs were deemed unmovable from their current building locations. Each requires a dedicated space within the school to maintain programming due to number of children served.

- English Language Learner Program (ELL)
- Reading Support
- Bilingual Program (1 first grade classroom at HE, 2 half-day PM kindergarten classes at HE, and 1 third grade class at HO). This is based upon the current classroom make-up, but may change over time as student populations continue to change.

<b>Enrollment Accommodation</b>	<b>Sub-Group Rating</b>
Move Wesley Childcare to space outside current District facilities.	52
Move Early Intervention Kindergarten (EIK) from one District building to alternate District building.	51
Move Early Childhood Special Education to space outside current District facilities.	50
Move State Pre-K for All Half Day Program.	50
Move NSSED Classrooms from one District building to alternate District building.	49
Move ELP Classrooms from one District building to alternate District building.	49
Move Section(s) at Specific Grade Levels (e.g., 2 <sup>nd</sup> to Intermediate) from one building to another.	27

There were several programs evaluated that are either sharing space with other programs or using a space that is smaller than a standard classroom. When full-size classroom space is not re-captured if the program is moved, this solution becomes less desirable and is not recommended in these cases for the following programs: Gifted, Instrumental Music, and Special Education Resource.

### **2.5 Facilities Committee: Attendance Boundary Shift Evaluation**

The 2008-2009 Facilities Committee was assigned the task from the Board of Education to determine if the student populations from each of the three elementary school clusters (Westbrook/Glen Grove, Henking/Hoffman, and Lyon/Pleasant Ridge) could be more balanced in the number of students in order to take advantage of the open classroom space at Pleasant Ridge School. Based on six scenarios studied, each of the three elementary school clusters could become more balanced through changes in the geographic boundaries of the District.

In studying the models, the committee would recommend that should the District choose to change boundaries, it should further analyze one of the selected models. During this investigation, the District should consider the following questions:

- What will be the impacts to each cluster’s socio-economics, limited English proficient population, and special education population?
- What type of additional space is appropriate, would this be in the form of mobile classrooms or permanent additions at the primary level?
- Should we be moving students from current enrollment clusters only to put them in mobiles in their new location or should we add the mobile classrooms to the current locations of need?

Attendance boundary shifts were also evaluated from a new space perspective in the New Space Options sub-group.

### **3. New space options**

This sub-group was charged with considering enrollment accommodations that involved acquiring new space with the notable exception of building a new facility from the ground up. The group identified, evaluated, and compared 20 new space options in and around Glenview.

These included renting/leasing space in public buildings, commercial facilities, other educational facilities; as well as building additions on existing schools and purchasing temporary structures (mobile units).

All viable options that could provide a minimum addition of four classrooms were screened using the NSTF standardized evaluation tool.

Enrollment Accommodation	Sub-Group Rating
Expand / add space (bricks and mortar) to schools	57
Convert Administration Building to Early Childhood educational space	55
Place two mobile units at Lyon School and shift attendance boundaries	53

Possible building additions were explored with long time District architect RuckPate. Preliminary impressions are noted below for each District building.

School	Grade*	Possible Classrooms Added	Cost Estimate @ \$250 sq/ft cost	Preliminary comments per RuckPate
Henking	B-	8 classrooms, possible gym extension	\$3 million	Two viable locations for possible expansion, gym may be structurally ok to expand. Additional 12,000 sq ft.
Springman	B-	6-8 classrooms	\$1.35 - \$1.8 million	Could build two story addition, but site size is sub-optimal.
Westbrook II	C+	EC 10 classrooms, 2nd story Admin facility	\$10 million	Possible integration of admin and early childhood on north side of school. Current admin space would need to accommodate additional parking. Early Childhood includes 10 classrooms plus gross motor skills room. (each floor would be approximately 18,000 sq.ft.
Glen Grove	C	gym + 6 classrooms	\$3.75 million	Common areas maxed on space, not set up to expand, would re-task current gym and build new one
Lyon	C	6 classrooms	\$1.35 million	Due to age of original school structure, additions would be recommended only off of the newer 1st grade wing. Recommended to be done in context of plan for full new building in future. Site location is not optimal for K-2 building. If rebuilt, admin could be factored into plan.
Pleasant Ridge	C-	6-8 classrooms	\$1.35 - \$1.8 million	Could add classrooms via a link with a Pod. Lose back play area. Requires moving the storm flow.
Westbrook I	C-	6 classrooms only	\$1.35 million	Additions of 6 classrooms.

School	Grade*	Possible Classrooms Added	Cost Estimate @ \$250 sq/ft cost	Preliminary comments per RuckPate
Hoffman	D			Proximity to neighboring houses is not optimal for further build out
Attea	F			Not designed to be added on to. Inter-governmental agreements are in place making any mobiles or additions contingent upon renegotiation.

\* Grade assigned by Steve Pate of RuckPate to help assess preliminary viability of options available.

The NSTF completed a high-level evaluation of these enrollment accommodations to assess what District 34's schools might look like without an additional building. These evaluations are neither exhaustive nor are they intended to become a recommendation for implementation. Rather, the goal was to gather enough data to evaluate how dramatically any or all of these accommodations, should they be required, would change the look and feel of our school system. Any of these accommodations that the Board or Administration might pursue will require additional assessment and research.

## VII. Middle School Overview

While the NSTF's charge excluded middle schools, it became evident through the group's work that anticipated enrollment patterns, even in Scenario A, would have an impact on current educational models. Under the current middle school delivery model, a team is made up of five teachers with each teacher teaching one core subject area (math, science, social studies, reading or language arts). At each grade level there are two teams, for a total of 10 teachers per grade level per school. Since the class size cap at the middle school level is 28, the maximum number of students per grade level that this delivery model can handle without accommodations is 280 students.

Beginning in 2011-12 in Scenarios A & B (and a year earlier in Scenario C), enrollment in selected grades will exceed the 280 student maximum for the current five-teacher teams at both Springman and Attea. These enrollment pressures, especially at Attea, are caused primarily by a bulge of students now in grades 1-3 that will continue to move through the system in coming years. The problem continues through the 2014-15 horizon of the enrollment projections, although the magnitude of the problem is by then diminishing.

The TCN Model, which divides student enrollment strictly by the current class cap of 28, identifies a shortage of just a single classroom in Scenario C at Attea in 2014-15. Nevertheless, other accommodations will be necessary to manage the excess of students over the 280 class size cap given the District's current philosophy.

The NSTF felt it prudent to understand this issue a bit further and met with Dr. Heather Hopkins and Assistant Superintendent Phil Collins in April to better understand the likely implications of these enrollment increases. From this meeting the NSTF identified several additional enrollment accommodations specific to the middle schools. These included:

- Repurpose Global Language classroom(s) – provide in alternate method (e.g., on a cart).
- Have teachers share classrooms at the middle school level.
- Create multi-age classrooms.

While a full sub-group evaluation was not developed for these new accommodations, they were discussed and eventually rated by the full task force (See Section VII below). Please note that the accommodation of teachers sharing classrooms could be implemented, however, it would require a standard class block time rather than the current flexible class block time.

It is the recommendation of the NSTF that the District proactively make decisions on appropriate middle school accommodations prior to the grade levels above 280 students arriving at both Springman and Attea.

## VIII. Enrollment Accommodation Ratings

With a knowledge of how our facilities are used today, how many new students we can expect, how that student growth will likely impact classroom needs, and a list of options available to accommodate those needs, the NSTF needed to determine if the proposed enrollment accommodation options were acceptable to our school community's expectations, philosophies and standards - or was it instead time to build a 9<sup>th</sup> school.

Since our objective was to demonstrate what the schools might look like with expected student growth, not make a specific recommendation as to what solutions to implement, we developed a method to give each task force member an individualized way to rate how acceptable one or any combination of identified enrollment accommodations would be from not only their perspective, but the perspective of the group they represented on the committee. An Internet survey was created and distributed to accomplish this.

Each task force member was given the opportunity to rate each proposed enrollment accommodation from 4 to 1 using the following scale:

- **Good Solution (4- highest ranking)**
- **Not Optimal, but Manageable Solution (3)**
- **Would Carry Significant Impacts to Educational Programming (2)**
- **Should Not be Considered (1- lowest ranking)**

To better understand if the rating of each option was impacted by the level of accommodation required, the survey asked for ratings of each accommodation relevant to each scenario. Each enrollment accommodation that might work to alleviate a particular scenario was listed and a rating was requested.

Below are the aggregated group ratings for each enrollment accommodation, in order of most acceptable to least acceptable for the entire group aggregated. These ratings represent the average of individual ratings by 28 of the 31 task force members. (Superintendent Hill, District 34 Board Member Beth Primer and Community Member Barb Coughlin did not participate.)

### **Accommodations evaluated and rated for Scenario A**

*Survey Question:* Scenario A: 4,700 students in peak year of 2013-14 over next 6 years. Growth of 300 students, without military housing re-population. Using the "Total Classrooms Needed (TCN) Model" it is likely this scenario would require using one of the following enrollment accommodation solutions at Hoffman School. One additional classroom will be needed for 4 of the next 6 years.

Based upon the perspective of the group you represent in the NSTF, please rate the following possible solutions for implementation in this scenario.

Enrollment Accommodation Option	Affected Buildings	Range of Full Classrooms Made Available	Range of Estimated Students Accommodated	Cost Estimate	Report Reference	Average Group Rating
Increase class size by 1 at Kindergarten - 5th Grade (Possible increase use of associates and/or computers to mitigate impact)	HE, HO, WB, GG, PR	6 in peak year. At least one classroom per grade for ea. bldg noted.	~138	Savings - \$\$ (extent depends upon implementation)	Attach. O, S, N	3.32
Move District programs from one District building to another (includes EIK, NSSED, ELP)	All	.5 - 11.5	15-138	\$	Attach. P, S	3.00
Repurpose Gifted/Reading Services Classroom space and provide in alternate setting (tbd.)	GG, HO, SP	1-3	24-72	\$	Attach. P, S	2.79
Add one - two mobiles units at a building	LY, PR, WB, GG, HE, HO, SP	2-28	40-672	\$\$-\$\$\$	Attach. Q, S	2.75
Increase class size by 2 at Kindergarten - 5th Grade (Possible increase use of associates and/or computers to mitigate impact)	HE, HO, WB, GG, LY, PR	15 in peak year. At least two classrooms in ea. bldg.	~345	Savings - \$\$\$ (extent depends upon implementation)	Attach. O, S, N	2.68
Create multi-age classroom	All	1+	20+	0	None	2.61
Repurpose Art and/or Music classroom, provide in alternate method (ex. on a cart)	All (HE music only to gain full classroom)	1-15	20-360	\$	Attach. O, S	2.39
Repurpose Special Education Resource including reading support and provide in alternate setting (tbd.)	GG, PR, HO, LY	1-4	20-96	\$	Attach. P, S	2.32
Reconfigure LRC space to gain permanent classroom space	All	1-8	20-192	\$\$\$	Attach. O, S	2.25
Move section(s) at specific grade levels (ex. 2 <sup>nd</sup> to intermediate)	All	2+	48+	\$-\$\$\$	Attach. P, S	2.14
Teachers share classrooms at intermediate level	PR, HO, GG	1-9	24-216	0	Attach. O, S	2.04

**Accommodations evaluated and rated for Scenario B**

*Survey Question:* Scenario B: 4,839 – Growth of 439 students, with military housing re-populating in 2010-11. Using the "Total Classrooms Needed (TCN) Model", this scenario will require using one or more of the following enrollment accommodation solutions to create one additional homeroom at Hoffman School for 4 of the next 6 years and 1 additional homeroom at Glen Grove for 1 of the next 6 years. ***The group agreed that Scenario B was the most likely-to-occur scenario.***

Based upon the perspective of the group you represent in the NSTF, please rate the following possible solutions for implementation in this scenario.

Enrollment Accommodation Option	Affected Buildings	Range of Classrooms Made Available or Affected	Range of Students Accommodated	Cost Estimate	Report Reference	Group Avg. Rating
NEW - Repurpose Drama and/or Life Skills classroom, provide in alternate method (ex. on a cart)	SP, AT, GG, WB, LY	1-5	20-120	\$	Attach O, S	3.46
Increase class size by 1 at Kindergarten - 5th Grade (Possible increase use of associates and/or computers to mitigate impact)	HE, HO, WB, GG, LY, PR	6 in peak year.	155	Savings - \$\$ (extent depends upon implementation)	Attach O, S, N	3.36
Add one - two mobiles units	LY, PR, WB, GG, HE, HO, SP	2-28	40-672	\$\$-\$\$\$	Attach Q, S	3.07
Increase class size by 2 at Kindergarten - 5th Grade (Possible increase use of associates and/or computers to mitigate impact)	HE, HO, WB, GG, LY, PR	12 in peak year.	335	Savings - \$\$\$ (extent depends upon implementation)	Attach O, S, N	2.93
Move District Programs from one District building to another (includes EIK, NSSD, ELP)	All	.5 - 11.5	15-138	\$	Attach P, S	2.93
NEW - Change attendance boundaries to equalize projected enrollment across clusters. Will require adding two mobiles at Lyon.	LY, PR, WB, GG, HE, HO	4 at Lyon; 0-3 classes at each of the following schools WB, GG, HE, HO depending upon the enrollment each year	80+	\$\$\$	Attach Q, T, S	2.93
Repurpose Gifted/Reading Services Classroom space and provide in alternate setting (tbd.)	GG, HO, PR	1-3	24-72	\$	Attach P, S	2.75
Create multi-age classroom	All	1+	20+	0	None	2.50
Repurpose Art and/or Music classroom, provide in alternate method (ex. on a cart)	All (HE music only to gain full classroom)	1-15	20-360	\$	Attach O, S	2.43

Enrollment Accommodation Option	Affected Buildings	Range of Classrooms Made Available or Affected	Range of Students Accommodated	Cost Estimate	Report Reference	Group Avg. Rating
Repurpose Special Education Resource including reading support and provide in alternate setting (tbd.)	GG, PR, HO, LY	1-4	20-96	\$	Attach P, S	2.36
Reconfigure LRC space to gain permanent classroom space	All	1-8	20-192	\$\$\$	Attach O, S	2.25
NEW - Building additions (brick and mortar)	HE, SP, GG, LY, PR, WB	1-42	20-1,008	\$\$\$\$\$	Attach Q, S	2.18
Move section(s) at specific grade levels (ex. 2 <sup>nd</sup> to intermediate)	All	2+	48+	\$-\$\$\$	Attach P, S	2.15
Teachers share classrooms at intermediate level	PR, HO, GG	1-9	24-216	0	Attach O, S	2.04

**Accommodations evaluated and rated for Scenario C**

*Survey Question:* Scenario C: 5,000 – Growth of 600 students, with military housing repopulating in 2010-11. Using the "Total Classrooms Needed (TCN) Model, it is likely this scenario would require using at least one of the following enrollment accommodation solutions to accommodate students beyond currently readily available classrooms to create 1 additional homeroom at Lyon, Glen Grove, and Hoffman School for 1 or more years.

Based upon the perspective of the group you represent in the NSTF, please rate the following possible solutions for implementation in this scenario.

Enrollment Accommodation Option	Affected Buildings	Range of Classrooms Made Available or Affected	Range of Students Accommodated	Cost Estimate	Report Reference	Group Avg. Rating
Increase class size by 1 at Kindergarten - 5th Grade (Possible increase use of associates and/or computers to mitigate impact)	HE, HO, WB, GG, LY, PR	6 in peak year.	155	Savings - \$\$ (extent depends upon implementation)	Attach O, S, N	3.46
Repurpose Drama and/or Life Skills classroom, provide in alternate method (ex. on a cart)	SP, AT, GG, WB, LY	1-5	20-120	\$	Attach O, S	3.36
Add one / two mobiles units	LY, PR, WB, GG, HE, HO, SP	2-28	40-672	\$\$-\$\$\$	Attach Q, S	3.25
NEW - Repurpose Global Language classroom(s), provide in alternate method (ex. on a cart)	SP, AT	2-4	56-112	\$	Attach U	3.14
NEW - Find New Facility Space (rent/buy/renovate) for self-contained Early Childhood program and Wesley.	WB, PR, LY, HE	7.5	15-150	\$\$\$\$	Attach Q, S	3.14

<b>Enrollment Accommodation Option</b>	<b>Affected Buildings</b>	<b>Range of Classrooms Made Available or Affected</b>	<b>Range of Students Accommodated</b>	<b>Cost Estimate</b>	<b>Report Reference</b>	<b>Group Avg. Rating</b>
Increase class size by 2 at Kindergarten - 5th Grade (Possible increase use of associates and/or computers to mitigate impact)	HE, HO, WB, GG, LY, PR	12 in peak year.	335	Savings - \$\$\$ (extent depends upon implementation)	Attach O, S, N	3.07
Move District Programs from one District building to another (includes EIK, NSSED, ELP)	All	.5 - 11.5	15-138	\$	Attach P, S	3.04
Change attendance boundaries to equalize projected enrollment across clusters. Will require adding two mobiles at Lyon.	LY, PR, WB, GG, HE, HO	4 at Lyon; 0-3 classes at each of the following schools WB, GG, HE, HO depending upon the enrollment each year	80+	\$\$\$	Attach Q, T, S	2.93
Repurpose Gifted/Reading Services Classroom space and provide in alternate setting (tbd.)	GG, HO, PR	1-3	24-72	\$	Attach P, S	2.89
NEW - Teachers share classrooms at Middle School level	AT, SP	1+	28+	\$	Attach U	2.71
Create multi-age classroom	All	1+	20+	0	None	2.61
Repurpose Art and/or Music classroom, provide in alternate method (ex. on a cart)	All (HE music only to gain full classroom)	1-15	20-360	\$	Attach O, S	2.54
Repurpose Special Education Resource including reading support and provide in alternate setting (tbd.)	GG, PR, HO, LY	1-4	20-96	\$	Attach O, S	2.46
Reconfigure LRC space to gain permanent classroom space	All	1-8	20-192	\$\$\$	Attach O, S	2.30
Building additions (brick and mortar)	HE, SP, GG, LY, PR, WB	1-42	20-1,008	\$\$\$\$\$	Attach Q, S	2.26
Move section(s) at specific grade levels (ex. 2 <sup>nd</sup> to intermediate)	All	2+	48+	\$-\$\$\$	Attach P, S	2.15
Teachers share classrooms at intermediate level	PR, HO, GG	1-9	24-216	0	Attach O, S	2.04

**Additional group input about enrollment at the Middle Schools**

Below are rating averages from the group relative to our middle schools.

*Survey Question:* While basing middle school classroom needs strictly on classrooms available and current class caps, the TCN model projects only one year (2013-14) in Scenario C, where classrooms not readily available will be needed – one additional classroom at Attea. However, due to our middle school team model, classroom assignments currently fall at 5 per team, with 2 teams per grade. (30 classrooms utilized across the core subjects, plus Global Language and Gifted classrooms).

Therefore, when middle school enrollment is between 140 and 280 per each grade, 10 classrooms are assigned, 5 per team, based upon class caps of 28. When enrollment exceeds 280 students at any grade level, the current model would dictate the addition of another team and require additional classroom space be dedicated to the new team. Enrollment forecasts project exceeding 280 students at one or more grades in all scenarios beginning in 2011-12 (Scenarios A and B) or 2010-11(Scenario C).

Scenario A – Springman exceeds in 3 of 6 years; Attea exceeds in 4 of 6 years.

Scenario B - Springman exceeds in 3 of 6 years; Attea exceeds in 4 of 6 years.

Scenario C – Springman exceeds in 5 of 6 years; Attea exceeds in 4 of 6 years.

Based upon the perspective of the group you represent in the NSTF, please rate the following possible solutions for implementation in this scenario.

Enrollment Accommodation Option	Affected Buildings	Range of Classrooms Made Available or Affected	Range of Students Accommodated	Cost Estimate \$=least costly	Report Reference	Group Avg. Rating
NEW - Reconfigure Computer Labs to Classroom Space (Communicore)	SP	3	84	\$\$	Attach O, S	3.50
Repurpose Global Language classroom(s), provide in alternate method (ex. on a cart)	SP, AT	2-4	56-112	\$	Attach U	3.43
Repurpose Drama and/or Life Skills classroom, provide in alternate method (ex. on a cart)	SP, AT, GG, WB, LY	1-5	20-120	\$	Attach O, S	3.36
Teachers share classrooms at Middle School level	AT, SP	1+	28+	\$	Attach U	3.07
Add one - two mobiles units	LY, PR, WB, GG, HE, HO, SP	2-28	40-672	\$\$-\$\$\$	Attach Q, S	3.00

Enrollment Accommodation Option	Affected Buildings	Range of Classrooms Made Available or Affected	Range of Students Accommodated	Cost Estimate \$=least costly	Report Reference	Group Avg. Rating
Move District Programs from one District building to another (includes EIK, NSSED, ELP)	All	.5 - 11.5	15-138	\$	Attach P, S	2.96
Create multi-age classroom	All	1+	20+	0	None	2.57
Repurpose Art and/or Music classroom, provide in alternate method (ex. on a cart)	All (HE music only)	1-15	20-360	\$	Attach O, S	2.46
Reconfigure LRC space to gain permanent classroom space	All	1-8	20-192	\$\$\$	Attach O, S	2.36
Building additions (brick and mortar)	HE, SP, GG, LY, PR, WB	1-42	20-1,008	\$\$\$\$\$	Attach Q, S	2.14
Move section(s) at specific grade levels (ex. 2nd to intermediate)	All	2+	48+	\$-\$\$\$	Attach P, S	2.04

Having assessed all accommodations for each enrollment scenario, each member was then asked if there were sufficient accommodations for our schools to handle the various levels of projected student enrollment.

*Survey Question:* “Do you believe that the enrollment accommodations researched and discussed by our groups (and noted in this survey) are sufficient for our schools to handle projected student enrollment for...”

Answer Options	Yes	No	Responses
Scenario A: 4,700 student peak in 2013-14. Growth of 300 students, without military housing re-population.	27	1	28
Scenario B: 4,839 student peak in 2013-14. Growth of 439 students, with military housing re-populating in 2010-11.	24	4	28
Scenario C: 5,000 student peak in 2013-14. Growth of 600 students, with military housing re-populating in 2010-11.	18	7	25

As the level of accommodations grew, the level of task force members comfortable with what the schools might look and feel like, diminished. However, the majority in all instances believed that the available options were sufficient.

**IX. Recommendation**

At the heart of the survey was the final question posed by the Board of Education.

*Final Survey Question:* “Based upon your answer above and the same assumptions, should the NSTF recommend that a new school facility be built now?”

<b>Answer Options</b>	<b>Response Frequency</b>	<b>Response Count</b>
No, we should not recommend a new school be built right now.	100.0%	28
I am undecided.	0	0
Yes, we should recommend a new school be built.	0	0

While initial survey results included one vote for a new school and one undecided vote, a final meeting was held and viewpoints shared. Upon conclusion of that final group meeting there was unanimous agreement. ***The NSTF does not recommend that a new school should be built now, and by that fact, does not require that the NSTF move to Phase II of the established charge.***

With that recommendation, the NSTF stresses the following additional statements:

- Even with the ***Expected Case*** enrollment, accommodations to our current facilities or programs will need to be made to handle the additional students. It is important to point out that the enrollment accommodations listed in this report and the ratings associated with them, should not be misinterpreted as a recommended course of action. ***The NSTF strongly recommends that the accommodations be more carefully evaluated by the Board and other relevant stakeholders, including the Administration and the Education Committee, before implementation.***
- The NSTF believes our building administrators and staff members have been, and will continue to be, resourceful and creative, and can continue to help guide the District as to how any space changes or enrollment accommodations will impact their students and staff.
- While the group has developed a confidence in the short-term enrollment numbers, due to many environmental factors there is a fair degree of uncertainty beyond that as to whether enrollment will level off, see modest continued growth, or possibly even begin a slow decline. ***Therefore the NSTF can not stress enough the importance that the District be vigilant in continuing to monitor and scrutinize changing enrollment and enrollment projections. Continued District monitoring of any change to the expected Navy housing is critical.***
- While the TCN model was evaluated by District staff as well as task force members, it is a new tool. It is the hope that it will continue to be used and adapted as necessary to help provide additional analysis of future enrollment projections.

The NSTF thanks the District and the Board of Education for the opportunity to offer these recommendations as a collaboration of the many stakeholders in our school community.