

The Criteria

The Facilities Planning Steering Committee is evaluating all scenario options using the following rubric. The rubric is aligned to the guiding principles defined by the Board of Education. The charge of the committee is to put together two to three recommendations, and its members have expressed a desire to have scenarios align with the rubric criteria as closely as possible. However, our community should be prepared that not all scenarios will meet all criteria as there are many competing interests the committee is charged with considering.

Facilities Planning Steering Committee Rubric
Budget, Utilization and Size Factor Adjustment
Meets districtwide optimal enrollment for elementary (400)
Meets districtwide optimal enrollment for middle school (700)
Reduces the total budget size factor applied to school budgets
Improves financial sustainability of alternative high schools (Centennial and PCA)
All choice schools (Traut, Kinard, Harris, Polaris, PGA) follow student-based budgeting financial model
<i>*Currently (Traut, Kinard, and Harris follow the SBB model; Polaris and PGA do not)</i>
Programming
Maintains educational program continuity K-12 by level and geography
Distributes geographic access to diverse educational programs
Maintains or improves access to educational programs for at risk and/or marginalized groups
Maintains or improves facilities and programming for alternative high schools
Optimizes options and access for students receiving supports through Integrated Services
Facilities & Operations
Optimizes opportunities for current and future air conditioning (pending future funding)
Optimizes for future maintenance and capital improvement costs
Minimizes transportation needs
Balances building utilization across the district to increase utilization on the west side and address growing enrollment on the east side of the district
Equity
Anticipates and mitigates possible negative impacts for at-risk and/or marginalized groups
Identifies and prioritizes positive outcomes for at-risk and/or marginalized groups
Additional criteria
Minimizes use of modulars
Targets NSC utilization, does not exceed RIC utilization

Equity Guidelines for School Consolidations

The following equity guidelines have been compiled by reviewing articles provided by the Facilities Planning Steering Committee members regarding other school districts' approaches to equity during school consolidation processes.

Equity Measure	Description	Additional Information
Equitable Access to Engagement	Ensure equitable access to and participation in community engagement process so all community members can contribute to and affect outcomes, provide ample time for engagement and access to events.	<p>Host listening sessions in Spanish and Arabic</p> <p>Make interpretation devices available to committee members for student engagement events, as needed</p> <p>Seven listening sessions hosted at locations across the district at varying times; working to coordinate childcare (not confirmed as of 2/21/24); one virtual session</p> <p>Opportunities for anyone in the community to speak at community comment at public Board of Education meetings</p> <p>Language, Culture & Equity Department staff working on other possible opportunities for engagement</p>
Equity impact analysis	Develop "equity impact analysis" using input from displaced students and their families to map out potential equity impacts (positive and negative) for switching schools and develop mitigation tactics for negative impacts.	Committee members' work in listening sessions and student engagement will address this to some extent
Not based on school performance	There should be no inequities due to different student populations and community needs; therefore, school performance should not be a factor under consideration for consolidation.	The state is currently assessing other districts' consolidation work through this lens

Establish transparent criteria	Establish clear, transparent, and value-based criteria for school closures (that is clearly independent of student demographics)	Board of Education approved Guiding Principles Committee will use rubric based upon principles, with some additions based on committee feedback
Make demographics explicit	Make enrollment demographics explicit for all schools.	Data are available on the PSD Long-Range Planning web section
Minimize disruption to at-risk students	Minimize disruption to communities already impacted by poverty, transiency, language needs, or special education needs. So long as condition of facilities are similar, the less impacted school should be the one to consolidate. If facility conditions are similar, schools that serve the largest FRL student population should house the newly consolidated school.	
English language development education	Protect and continue to provide English language development to those students who need it.	
Special education	Protect and continue to provide Free and Appropriate Public Education (FAPE).	