

Long-Range Facility Master Plan



Planning Committee Meeting #4
August 12, 2020

Welcome

Christopher Nesmith
Director of Innovation and Futures

Purpose

Develop and agree on the core elements of a Long-Range Facilities Master Plan to Recommend to the School Board for future Capital Projects

- Driven by the District's Educational Programming needs and the focus on student success
- Supported by Data and a shared understanding of that Data
- Prioritize projects to propose best "next bite" to support the District's needs
- 10-Year Plan (maybe more)
- Timeline for future bond initiatives and prioritization

APPROACH TO PLAN & TIMELINE

FIRST program information and need is defined and recommendations developed



THEN space determinations are made and included in the recommendations



THESE COME TOGETHER into a 10-year Long Range Facility Master Plan with priorities and timelines for future projects and financing options

PROGRAMS

Program Elements

- ✓ Grade configurations: K-5, 6-8, 9-12
- ✓ Elementary boundary revisions: These are underway through another district committee
- ✓ Innovation school definition

Athletic Fields (✓ High School / Middle School)

Clarification on Preschool, EPIC and Head Start program placements

Athletic Fields – Updated Cost per Concept

	Concept 1 Reconstruct Track	Concept 2 Track + Relocate FE	Concept 3 New Stadium
PROJECT TOTAL	\$914,516	\$2,344,946	\$7,130,362
With Cork Infill	n/a	\$2,464,946	\$7,280,362

Sandpoint's War Memorial Field utilized a Hellas Matrix Field with cork infill.

Field temperature tests indicate that the new cork field is roughly 40 degrees cooler than the SBR fill field on a hot sunny day. SBR was priced for the infill because SBR is the industry standard and baseline for all other alternative infills.

The cork infill will increase the project cost approximately \$120K to concept 2 and \$150K to concept 3.

MIDDLE SCHOOL / JUNIOR HIGH PROGRAM AND SITE NEEDS

CHALLENGES

The Middle School is not yet eligible for state support on a capital project. When it is eligible would be a good time to consider athletic fields and track updates or replacements.

Potential to run a bond in 2025 for the Junior High, but right now it is not over capacity while the elementary levels are nearing or at capacity.

MIDDLE SCHOOL / JUNIOR HIGH PROGRAM AND SITE NEEDS

RECOMMENDED APPROACH

As part of this planning effort, though, we should do an analysis of support needs that can be addressed prior to a bond effort.

Rather than just focus on the Performing Arts building – focus on the broader Junior High building, including site-caused program deficits, physical deficits, as well as the fields and track.

Committee will then have the detailed information and can prioritize within the plan as they determine best for the district's overall goals and outcomes.

Focus Areas by Meeting

8/12 Pre-K & Early Learning

8/19 Central Office

9/9 Middle Level Campus / Perf. Arts (tent.)

10/7 In-School Health Centers / Clinics (tent.)

11/4 Financial Options (tent.)

12/2 Draft Plan Review (tent.)

EARLY LEARNING / PRE-K

Dr. Peter Finch

Assistant Superintendent
Teaching & Learning

EARLY LEARNING / PRE-K

Three Main Areas of Early Learning / Pre-K

- HeadStart
- ECEAP
- District

HEADSTART - Federally-funded program for students from economically disadvantaged families

ECEAP - State-funded program for students from economically disadvantaged families

DISTRICT - District-funded program for Special Needs students and students from economically disadvantaged families that do not qualify for ECEAP or HEADSTART. Also Learning Together Cooperative program.

EARLY LEARNING / PRE-K

Locations

- 1 HeadStart classroom at Wide Hollow Elementary
 - Operated by the ESD and resides in an ESD-owned portable building on the campus
 - This creates a disconnect with the Kindergarten teachers in the building
- 1 ECEAP classroom at Ahtanum in the building
- 1 Learning Together Program at MountainView Elementary
 - This utilizes parents instead of para-pros alongside teachers

EARLY LEARNING / PRE-K

Program Placement

For all qualifying students, attempt to place geographically regardless of specific program

Following the substantial research showing that less transitions are better for students, so having PreK at the same school as Kindergarten removes one potential transition

Some students go to District programs one-half of a day, and HeadStart or ECEAP the other half of the day for full-day PreK.

EARLY LEARNING / PRE-K

Engage with Community / Private Pre-K providers (see Case Study)

- Monthly meetings with private preschools
 - P-3 continuum
- Quarterly trainings for private providers (e.g. Yakama Nation Head Start)
 - Align instructional practices so PreK activities and learning aligns vertically with the district's Kindergarten programming
- Three times per year official partner meetings with 18 partners
 - Meet with district Kindergarten teachers and discuss teaching and learning solutions

EARLY LEARNING / PRE-K

PROGRAM NEEDS

Need at least one preschool classroom at each school

Most, if not all, students could be served at their upcoming Kindergarten school

- Reduces transitions
- Improves student, parent and staff relationships

There will be classrooms for PreK programming at the new Apple Valley and Summitview Elementary schools

Cottonwood and Mountainview Elementary do not have available preschool space

Current elementary utilization (without portables) is 98%, projected to increase to 103% by 2025 school year.

Discussion

Questions and/or discussion related to the Pre-K & Early Learning Program needs?

Is there a preferred approach to PreK needs for planning purposes?

Upcoming Meetings

August 19

September 9

October 7 (tent.)

November 4 (tent.)

December 2 (tent.)

All Meetings 5:30-7:00 pm

Thank you!