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Minutes Board of Education January 19,2004

Anda Poole

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MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Monday, January 19, 2004, at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

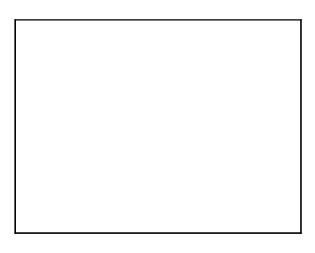
Public Comments on agenda items - <u>This is the proper time for public questions and comments</u> on agenda items only. Please make sure a request form is given to the Board Vice-<u>President before the meeting begins.</u>

AGENDA

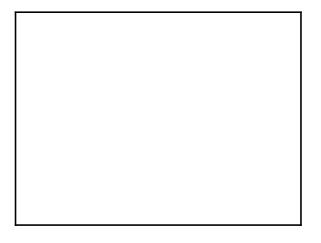
- 1. Summer Projects
- 2. Summer School
- **3.** Master Plan Update (Strategy 2)

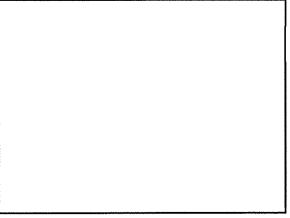
SUMMER PROJECTS 2004

Board of Education Committee Meeting January









Civil **Projects:**

C1 CMS	Replace Running Track	125,000
C2 Rockwell	Replace/Improve Parking	110,000
C3 Ezra	Replace Asphalt Parking	90,000
C4 SHS	Repair/Overlay South Parking	65,000
C5 SHS	Re-build Running Track	60.000
	Sub-total Civil Projects	\$450,000

SUMMER PROJECTS 2004

C2: Rockwell Parking Lot

SUMMER PROJECTS 2004 C2: Rockwell Parking Lot

SUMMER PROJECTS 2004

C2: Rockwell Parking Lot

SUMMER PROJECTS 2004

SUMMER PROJECTS 2004

C3: Ezra Parking Lot

C3: Ezra Parking Lot

SUMMER PROJECTS 2004

C3: Ezra Parking Lot

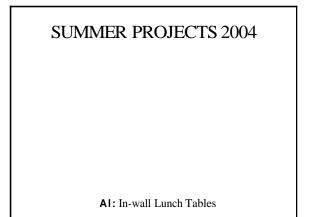
SUMMER PROJECTS 2004

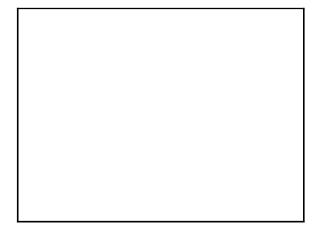
C4: SHS South Parking Lot

SUMMER PROJECTS 2004

Architectural Projects:

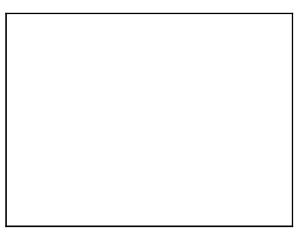
- A1 6 Elem Replace In-wall Lunch Tables 225,000
- A2 Cottonwood Roof Phase II of II 275,000
- A3 Rockwell

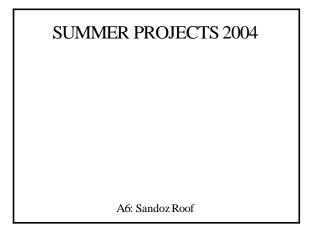


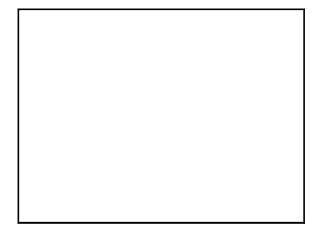


SUMMER PROJECTS 2004

Al: In-wall Lunch Tables



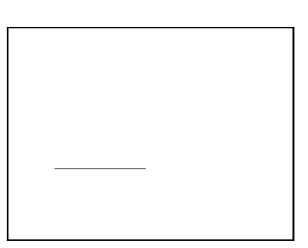




SUMMER PROJECTS 2004 A6: Sandoz Roof

SUMMER PROJECTS 2004

- Replacement Portables
 - 8 Classrooms
 - 8 Single Units
 - \$ 55,000 each
 - <u>\$ 35,000 installation</u>
 - \$ 90,000 ******************



SUMMER PROJECTS 2004

Cost Summary - All Requests

- Civil Projects: 450,000
- Architectural Projects: 1,646,500
- Fire Marshall Issues: 150,000
- Portable Classrooms (4 dbl) 430,000
 Total All Requests \$2,676,500

AGENDA SUMMARY SHEET

AGENDA ITEM: K-12 Summer School

MEETING DATE: January 19,2004

DEPARTMENT: Education Services

TITLE AND BRIEF DESCRIPTION: Adjustments in the summer school program are recommended in order to better meet the needs of students transitioning to the next grade level.

ACTION DESIRED: APPROVAL __ DISCUSSION X INFORMATION ONLY

BACKGROUND: We are proposing some changes to provide better services to students in all grade levels. In the past, there have been some inconsistencies from one level to the next regarding free and reduced scholarships. The impact of the number of free and reduced students doubling each year has been carefully considered. Students transitioning into Kindergarten, Sixth Grade, and Ninth Grade were not being served as frequently as hoped. Prekindergartuers, 5th graders, and 8th graders were at the lowest levels of enrollment in summer school. Middle level summer classes were not provided by individual grade level. Sixth and Eighth graders did not like to return to elementary school or middle school respectively for summer school.

OPTIONS AND ALTERNATIVES CONSIDERED: No longer offer free or reduced tuition or plan for other funding sources to cover tuition of free and reduced students. Develop a class for incoming kindergartners who have not been enrolled in preschool. Develop seperate classes for incoming 6^{th} graders as well as 7^{th} and 8^{th} graders to be held at one middle school. Offer classes for incoming 9^{th} graders at the high school summer program.

RECOMMENDATIONS: Receive information and provide feedback.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE: N/A

PERSON(S) RESPONSIBLE: Dr. Linda Horton

ASSOCIATE SUPERINTENDEN

SUPERINTENDENT'S APPROVA

BOARD ACTION:

COURSE SELECTIONS

Select classes based on interest or areas of weakness. Students will gain experience in academic areas in preparation for the coming school year. Kindergartners will gain experience in school routine, following directions, working with others, taking turns, etc. in activities that do not require academic skills. Students entering 6th grade should register for Middle Level Summer School.

ATTENDANCE

Parents are asked to call the school office if their child will be absent or tardy. There is no district or parent pay transportation available for summer school.

TUITION ASSISTANCE

Limited tuition assistance is available to students qualifying for the Federal free or reduced lunch program during the regular school year. Students not currently



MILLARD PUBLIC SCHOOLS

SUMMER SCHOOL

GRADES K-6

REGISTRATION FORM

ddress		
City	State	Zip
<u>ircle</u> selected site	Montclair Elem. or N	eihardt Elem.
ourse – 8:30		
_		

COURSE SELECTIONS

Students are strongly encouraged to speak with their teacher and/or guidance counselor about summer school course selections. Students and parents are responsible for ensuring that their registration form accurately reflects the courses needed.

ATTENDANCE

Daily attendance during summer school is very important. Substantial work is completed during the one and three-quarter hours of class each day. Following a student's fourth absence, he or she may be dropped from the program. *Absences* from



REGISTRATION FORM

Student N	lame						
Address_							
	City		S	tate		Zip	
Phone				II	D#		
Course –	8:00						
Course –							
	-						
		-					
		_					
		_					

COURSE OFFERINGS

Grade 6

TUITION ASSISTANCE

Limited tuition assistance is available to students qualifying for the Federal free or reduced lunch program during the regular school year. Students not currently participating in the Federal lunch program, but needing information about qualifying, should call 691-1434. Letters from parents requesting tuition assistance should be mailed with the registration form.

REFUNDS

Once registration is received, any refunds for cancellations will be charged a 35% processing charge (\$43.75 for residents or \$65.63 for non-residents) for each course canceled before the first day of class. Refund requests must be received by 4:00 p.m., Monday, June 7 (first day of summer school). <u>No</u> refunds will be made after the first day of class.

COURSE SELECTIONS

Students are strongly encouraged to speak with their advisor and/or guidance counselor about summer school course selections. Students and parents are responsible for ensuring that their registration form accurately reflects the courses needed.

REGISTRATIONFORM

Student N	ame			
Address _				
	City	State	Zip	
Phone		ID#		
If above co Altern Course – If above co	ourse full or car ative Course 10:15 ourse full or car	ncelled		
Circle gra	de for school	year <u>04-05:</u> 9	10 11	12 13
School to	Receive Grad	le Report		
N	Aother's Stude	ntTuition		

AGENDA SUMMARY SHEET

AGENDA ITEM: Proposed Elementary Literacy Summer Program

MEETING DATE: January 19,2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Proposed Elementary Literacy Summer Program No Child Left Behind expects that all students are reading at grade level by third grade. The district collects data during grades K-5 that can be used to identify students whom are at-risk of not reading at grade level by grade 3 and those in grades 3-5 who are not currently reading at grade level. The effects of summer vacation on reading achievement (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996) found students lose the equivalent of at least one month of instruction over the summer if they do not continue to read on a regular basis. Teachers and administrators also share concerns about the reading achievement of these students as school resumes in August. This proposal would provide a district 16 session program across eight weeks to help maintain and increase reading skills for invited students. Also included in this plan would be to have all elementary media centers open one half-day per week throughout the summer for any student to checkout books and continue reading.

ACTION DESIRED:

And Set

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Media Centers Open - All Buildinas

The elementary media center, an untapped literacy resource, can provide a wealth of reading material for all elementary students throughout the summer. This component would provide one morning per week, June 7 through August 2, that all elementary media centers would be open to checkout books. Reading session sites would have 1 person for book check out. Buildings with book check-out only would have 2 people on duty per session. The media center would be open 3 hours + 1 hour for shelving per week. A building media center would be open from 8:30 - 11:30 a.m. for check-out, staff present from 8 - noon.

Summer Literacv - Desianated Sites

Summer Literacy Sessions would be offered at sites where larger numbers of below grade level students attend. Parents would be responsible for providing transportation. Class size recommendations would be 10 students for grades K-2 and 12 students for grades 3-5. Each of the 16 sessions will be 1.5 hours long. Students will receive materials to work on at home, with information for additional parent support. Pre and post assessments completed by each

	1	

Staff/Cost if 1.5 hour sessions

109 sessions/2 per day = 54.5 staff \$23518 hour day - \$118/4 hour day 54.5 staff x 16 days x \$118 = **\$102,896**

If 70% students attend = 106 sessions 76.3/2 = 38 staff x16 days x \$118 = **\$72,027**

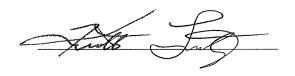
2 Leadership Students x 2 days/week x 8 wks x \$124 session = \$3,968

Have \$50,000 from SPED Flex

24

AGENDA SUMMARY SHEET

AGENDA ITEM:	Master Plan Update (Strategy 2)
Meeting Date:	1/19/04
Department:	superintendent's Office
Title and Brief Description:	The Master Plan committee served as the action team for the facilities strategy (#2). This committee had a majority of its members from the community (i.e., not Millard employees). The team leader was Dr. Dennis Harding. The action plan development process ran from September to December, 2003.
Action Desired:	Approval Discussion x Information Only
Background:	The attached report contains: 1)



Master Plan Report, January, 2004

This year the Master Plan report development was integrated with the district's strategic planning process. Strategy 2 stated "We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services."

There are 7 sets of action plans and cost-benefit sheets attached to this report which will be submitted to the district planning team in

Strategy #2 Committee Members

Dennis Harding John Crawford Kirby Eltiste **Rick Kolowski** Nick Meysenburg Susan Anglemyer Mark Feldhausen Phil Koch Rose Barta **David Anderson** Paula Ebert Larry Johnson **Bonnie York** Sheila Thomas Lorrie Kurfman Kent E. Holm Mark Araujo Tom Wilkinson **Dave Bruce**

Team Leader Exec. Dir. For Planning, Evaluation & Inf. Services Asst.

Concept Elements (As revised, 10128103)

1. Space should be made available for current educational programs and those programs that are specifically called for in the district's strategic plan.

2. Community needs and interests will drive the placement and implementation of programs that are in the strategic plan.

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HIGH SCHOOL

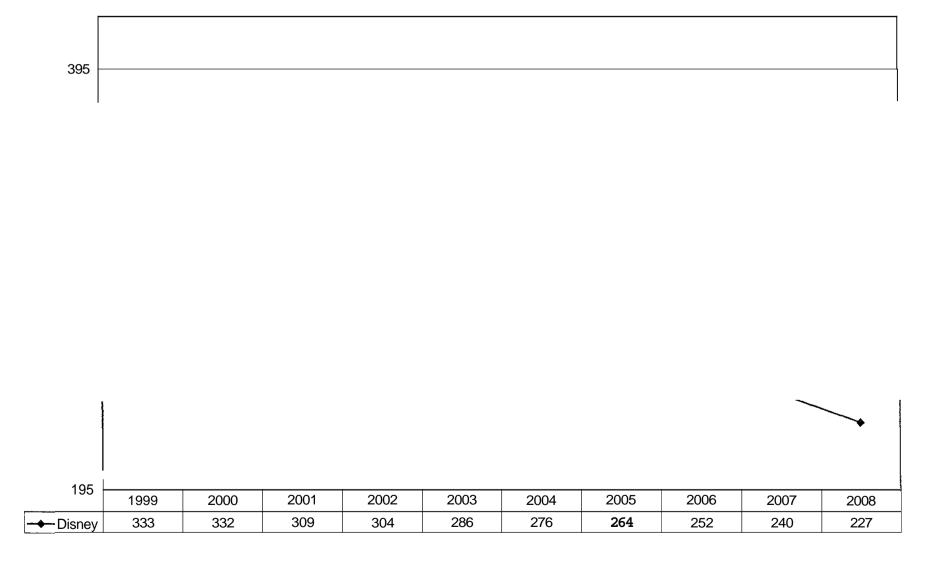
SCHOOLS AND SUBDIVISIONS	AVAIL	CONST	SALE	Total	Growth
West High					
Quail Hollow					
Autumn Grove					
Millard Park So of 💱					
					l

Schools With Declining Enrollments



Cottonwood





Disney

Hitchcock



32.

Holling Heights

Sandoz

Schools With Growing Enrollments

Preliminary Projections for September, 2004 and Beyond

Ackerman	596	612	627	642	657
Black Elk	586	594	602	61	

2004 2005 2006 2007 2008

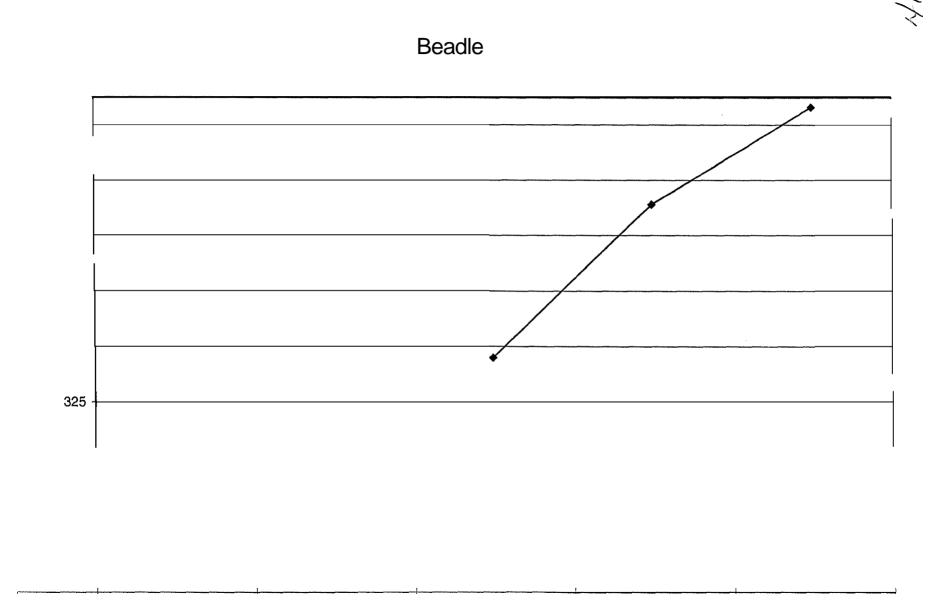
Ackerman

Rohwer



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Wheeler



High School Enro ents, Since 1994-95

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		(4	(1	1	1	l	1	x=· -,)
West		1244	1514	1659	1721	1679	1713	1692	1738	1776	1917
	2304	1921	1899	1952	2036	2080	2155	2266	2293	2282	2308
– <u></u> ∆–South	2504	1871	1880	1970	1998	2005	1960	1928	1932	1913	1994

	Potential	1					
Elementary School			 				,
Alternative School							
Tech Center			0.6	0.6	0.6	0.6	
(Plus							
			I				1

STRATEGY NUMBER: 2 PLAN NUMBER: 1 DATE: November, 2003

STRATEGY: We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

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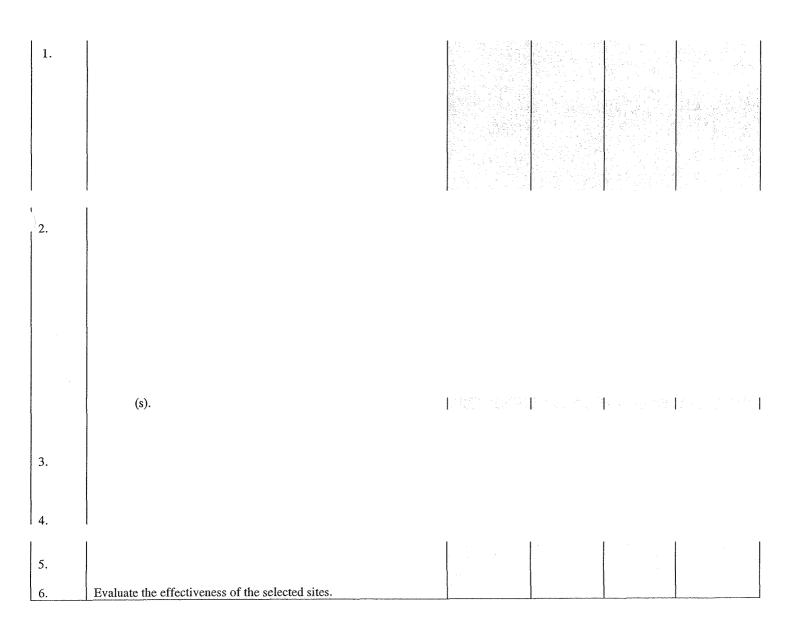
Strategy #: 2 Plan #: **1** Date: November, **2003**

COSTS	DENICEITS
COSTS	BENEFITS
Tangible:	Tangible:
No direct, out-of-pocket costs.	Creates focus for long range plans.
Time on board agenda.	Provides direction, creates parameters or guiding principles.
Intangible:	Intangible:
Subtle constraints, create political costs.	Guidance to operate building/facilities program.

STRATEGY NUMBER: 2 PLAN NUMBER: 2 DATE: November, 2003

STRATEGY: We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

SPECIFIC RESULT: Acquire appropriate facilities for the alternative middle school and high school at-riskt



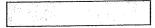
COSTS	
Tangible:	
Cost of	
	19

PLAN NUMBER: 3 DATE: November, 2003

STRATEGY: We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

SPECIFIC RESULT: Build schools and/or additions to meet the growth

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Strategy #: 2 Plan #. 3 Date: November, 2003

COSTS	BENEFITS
Tangible:	Tangible:
 \$ to design building. Acquire additional land, if necessary. \$ for building and equipment. Startup \$, including staff. Move staff. 	
 Per estimates from Schemmer*: 1. \$1.26 million to convert Rohwer & Wheeler to 4 unit buildings. 2. \$1.23 million to convert Black Elk to a 4 unit building. 3. \$6.34 million for new 3-unit building. Costs associated with moving boundaries (notification, etc.) 	
Intangible:	
Community unrest regarding	

STRATEGY NUMBER: 2 PLAN NUMBER: 4

Strategy #. 2 Plan #. 4 Date: November, 2003

COSTS	BENEFITS
Tangible:	Tangible:
 Possible increase of \$100,000 to \$150,000 in busing costs. Time for town-hall meetings, interaction with community. Increased time from Planning/Evaluation office. Costs associated with moving boundaries (notification, etc.) 	More efficient buildings (fewer schools with small enrollments). Better balanced enrollments. Relieve overcrowding in
Intangible:	
Community unrest, lack of agreement with assignments. Lack of support for MPS.	schools.

STRATEGY NUMBER: 2 PLAN NUMBER: 5 DATE: November, 2003

STRATEGY: We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

SPECIFIC RESULT: Acquire space to meet the needs

Strategy #. 2 Plan #. 5 Date: November, **2003**

Tangible:	
To move into a wing of a low enrollment elementary	
school and	

STRATEGY NUMBER: 2 PLAN NUMBER: 6 DATE: November, 2003

STRATEGY: We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

PECIFICS

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COST BENEFIT <u>ANAL VSIS</u>

Strategy #: 2 Plan #: 6 Date: November, 2003

COSTS	BENEFITS
Tangible:	Tangible:
Potential remodeling costs. Costs for moving staff. Costs for survey (\$5,000 to \$10,000). Start-up costs, if magnet is initiated.	Adequate office space, long-term placement for staff. Better utilize buildings, including low enrollment schools.
Intangible: Difficulties inherent in any move. If alternative schedules are employed, community support may suffer.	Intangible: More efficient buildings (drives down per pupil costs). Improved morale Potential for increased support.

56.

STRATEGY NUMBER: 2 PLAN NUMBER: 7 DATE: November, 2003

STRATEGY: We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

SPECIFIC RESULT: Acquire space to accommodate the warehouse, distribution center and related support services to meet the district's immediate and future needs.

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#	ACTION STEP (Number each one)				
1.	Review required facility needs to accommodate warehouse, distribution center, and related services including food services, maintenance and operations, media services, and projects and purchasing.				
2.	Identify available space/sites that will address needs. These may include: a. Leased space b. Leased to Own space c. Purchased land and/or space d. Existing MPS owned property Engage architect to design facility based upon needs and site				
	options. Review architectural options and associated costs to determine most cost effective solutions.				
	Implement best solution to address facility and District needs.				
	Repurpose or liquidate existing Support Services Center depending on District needs.				
	Evaluate adequacy of solution.				

Responsible

51.

COSTS	
Tangible:	
Facility 🏙	

Current (F	all 2003) F	Enrollments		Simulatio	n of Possible	Assianmer	nts to New	School (us	ing Fall 2	003 studen	its)
 ourient (i			# lots assigne	Omalatio		# students	# lots assia	ned			
	Rohwer	484	3,0901		Rohwer	358					
	Wheeter	564	493		Wheeler	468	374				
					New School	222	2,454				
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