

REUSE STRATEGY AND ACTION PLAN

DOUGLASS SCHOOL SITE

2640 Belleview, Kansas City, Missouri 64108



KANSAS CITY, MISSOURI SCHOOL DISTRICT

June 22, 2011

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The following serves as a guide for the reuse/redevelopment of the Douglass school site. The reuse recommendations/information found herein are supported by the building and market assessments that have been conducted for the site (see Appendix B), reflect the feedback and priorities of the Kansas City, Missouri School District (district) community (see Appendix C), and are consistent with the Board adopted Repurposing Guidelines (see Appendix D). This repurposing strategy also includes an action plan to effectively move the site toward productive reuse that both supports the goals of the district and benefits the district's neighborhoods and residents. The document has been designed to both assist the district administration and policy-makers in the solicitation and evaluation of reuse proposals for the site, while also serving as a valuable resource for entities interested in acquisition/reuse of the site.

1.0 BACKGROUND INFORMATION

Douglass served as an early childhood center when it closed in 2010, and has a capacity for 330 students. Originally constructed in 1952, the building is in good condition (4 out of 5 condition rating). The building illustrates mid-20th century school architecture. Few alterations have left the original design substantially intact. The most notable change is the installation of modern insulated glass sashes within the historic curtain wall system. The building appears eligible for listing in the National Register of Historic Places.

Douglass is 36,466 ft² on 3 floors, sitting on a 1.87-acre site in the Westside neighborhood. While the school site and surrounding parcels are zoned R-6, the area is quite dense with a mix of uses immediately surrounding the site, including single-family homes, several neighborhood-serving retail buildings, and a pocket park. Additional building/site information can be found in the Site Profile – Appendix A.



2.0 REUSE ASSESSMENT

The condition and location of Douglass present several reuse opportunities for the building/site as outlined below:

Educational Use: As the building is in good condition, it could be reopened as an elementary school with minimal improvements/renovations. The building's plan is not as well-suited for the specialized functions required for a middle or high school, although this could be accommodated with additional renovation. Community members have expressed a strong desire to have neighborhood public schools on the Westside – from elementary through high school. Garcia serves as the neighborhood's elementary school, which has been feeding into the middle and high schools of a local charter school, Alta Vista. Community members have indicated that Alta Vista has outgrown its current facilities, and as such there is significant support for educational reuse (public middle/high school) of the site to accommodate these needs.

Community Use: While the building also lends itself to community reuse, this is more viable as a secondary or complimentary use that would work in conjunction with a school, as the neighborhood is already served by a city-run community center, as well as large non-profits with community facilities. Feedback during public meetings has indicated that there is interest in community access/use of Douglass (as a secondary use of the site) for such things as community meetings, gym access, playground access, night school (GED, ESL, adult literacy), etc; however, there was not consensus in discussions with the community on whether accommodating these activities should be a requirement for an educational entity.

Residential/Commercial Use: While Douglass is better suited for educational use (especially in the current market conditions), it could be adapted for residential or commercial use. The area is seeing other reinvestment/expansion of commercial facilities which indicates a market for such a reuse; however, community members were not supportive of housing or commercial use (for either the building or a cleared site). They cited that commercial reuse would not be compatible with the adjacent residential neighborhood (note: the neighborhood worked with the city to downzone the area to protect it from commercial encroachment). In addition, while there is a need for additional residential supply (specifically senior housing), community members felt this was more appropriate at another location. Community members have stressed that the site would better serve the community as it was originally intended -- as a school.

Demolition: The building is not a strong candidate for demolition for several reasons: a) the building is in good condition; b) the community's highest priority for reuse, educational use, can be accommodated using the existing structure; and c) there is at least one entity that is interested in the site (also has strong community backing). Community members voiced that demolition of the building would be a terrible waste of resources when the site can be reused by an entity that has community support.

REUSE POTENTIAL RATING

High

- Education (Public)

Med

- Commercial

Low

- Residential
- Demolition

Complimentary/Secondary Use

- Community (Use of Grounds, Building)

3.0 REUSE RECOMMENDATION

Reuse Recommendation: Public education with complimentary community access/use of the site

Based on the technical assessment, feedback from the community and interest expressed in the building/site, the strongest reuse potential for the Douglass school site is as an educational facility. Particularly, community members have expressed strong support for the facility to be used as a public high school serving the Westside, which would allow an existing charter school to expand to serve more neighborhood children. While the building was not designed for the specialized functions required for a middle or high school, this could be accommodated with additional renovation. Conversely, while the site could most easily accommodate an early childhood/elementary education facility, the community was not supportive of this as it would compete with the local KCMSD school – Garcia Elementary. While community members have endorsed a particular educational entity for the site, they have indicated that whomever occupies the building needs to be able to effectively serve migrant populations and be compatible with the neighborhood and Westside community (see evaluation criteria below for additional considerations).

While the recommended primary use of the site is educational, it could also accommodate other defined community needs, including: playground and gym access, community meeting space, evening classes, etc. While there was not consensus on whether accommodating these activities should be a requirement for an educational entity, any entity interested in the Douglass site should work with the community to identify where opportunities can be accommodated.

The building could be adapted for other uses, including residential/commercial; however, both would require a rezoning¹ and do not have strong community support at this time (note: community members were successful in obtaining a down-zoning for this area to prevent further commercial encroachment). From the community's perspective, educational reuse is the preferred and most beneficial reuse of the site for the community.

4.0 ACTION PLAN

Step 1: Evaluate responses to RFI 11-14 to determine if educational entities meet the district's eligibility requirements.

The district has received inquiries from entities interested in immediately acquiring Douglass as a charter school. While the community has strongly endorsed Alta Vista specifically, the intent of this Reuse Strategy is not to endorse a particular entity, but to establish appropriate reuses, evaluation criteria and an action plan for soliciting/evaluating reuse proposals. In order to facilitate the evaluation of entities interested in Douglass, the Repurposing Initiative office issued a Request for Expressions of Interest (RFI) in May 2011, which will enable the district, upon board adoption of this Repurposing Strategy, to determine if any interested parties meet the requirements outlined in the adopted Repurposing Guidelines and this Reuse Strategy and to evaluate their financial/educational plans.

¹ If the building was listed on the National Register, it could be used for commercial use without a rezoning

Evaluation Criteria: In evaluating proposals/interest in the reuse of the Douglass site by educational or other entities, the district should consider the following criteria:

- 1) Academic performance/standards as outlined/adopted by the district
- 2) Financial strength/accountability
- 3) Additional community expectations:
 - a. Effectively serve migrant populations
 - b. Preference to organizations currently serving the area/community
 - c. Entity that has support of the community
 - d. Ability to act immediately – do not want the building to deteriorate due to vacancy/neglect
 - e. Reuse that contributes to the community goal of retaining/attracting residents (while being sensitive to the gentrification and commercial encroachment issues that are facing the neighborhood)
- 4) Community involvement/participation – any entity interested in the Douglass site should meet with the neighborhood (Latino Civic Cooperation, Sacred Heart Church, Neighborhood associations) in order to establish a community relationship and identify partnership opportunities
- 5) Community use of/access to the site – which may include: access to the playground, gym, community meeting space, etc.

Step 2: Enter into lease negotiations for SY 2011/2012 or 2012/2013.

If an entity(s) is/are found to meet the district's requirements/standards, the district should consider entering into lease negotiations for the 2011/2012 or 2012/2013 school year. Lease terms should be at market rates and enable the district to recoup all transaction costs. Note: the district should not subsidize the operation of the building in the consideration of any lease agreement for the Douglass site.

Step 3: Evaluate the district's long-term disposition policy re: unaffiliated educational entities.

If, upon completion of the master facility plan, it is determined that Douglass is not a strategic site for future district use, the district should consider the sale of the site. As such, the district will need to evaluate what is most advantageous for the district: 1) selling sites to other educational entities and releasing the district of the financial/property management obligations; or 2) only making sites available to other educational entities via a lease arrangement so that the district can monitor/ensure academic performance.

Step 4: Consider alternative re-use solutions if necessary.

In the event the site is not/cannot be reused by an educational entity, and/or an agreement cannot be reached with an educational entity for use of the site for the SY2011/2012 or SY2012/2013, the district will need to work with the community to identify alternative solutions to ensure that the site, which is currently in very good condition, can be redeveloped/reused and does not fall into disrepair.

Zoning Compatibility/Code Requirements: The current R-6 zoning classification supports the recommended reuse of the site: school with complimentary community access. The existing Certificate of Occupancy will still be valid for a new educational institution (PreK-12). The district may also consider obtaining a formal zoning clearance letter (no charge), although this would not be required.

APPENDIX A: SITE PROFILE

Douglass

2640 Bellevue Avenue

Kansas City, Missouri 64108

Historical Brief

Architect:

Kivett & Myers Architects

Architectural Style:

Modern

Year Built:

1952

Designation:

Eligible

Site Overview

Acreage:

1.87 acres

Square Footage:

36,466 square feet

Number of Floors:

3 floors

Neighborhood:

Westside

Zoning:

R-6

Deed Restrictions:

TBD



Site Details

Closed in 2010

21 classrooms/ 330 seats

Partial A/C

2 steam heat boilers

Gymnasium

Cafeteria

Cost Management

Utility Costs (as an Open Facility):

\$3,600/month

Reuse Assessment

Condition Rating: 4 out of 5



Historic Rating: 4 out of 5



Reuse Potential Rating:

High

- Education (Public)

Med

- Commercial

Low

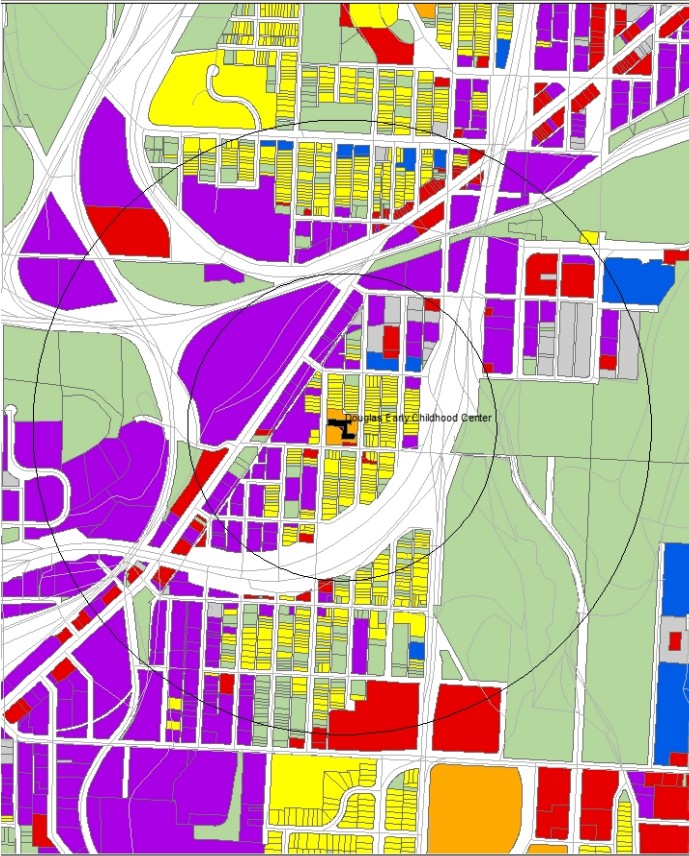
- Residential
- Demolition

Complimentary/Secondary Uses

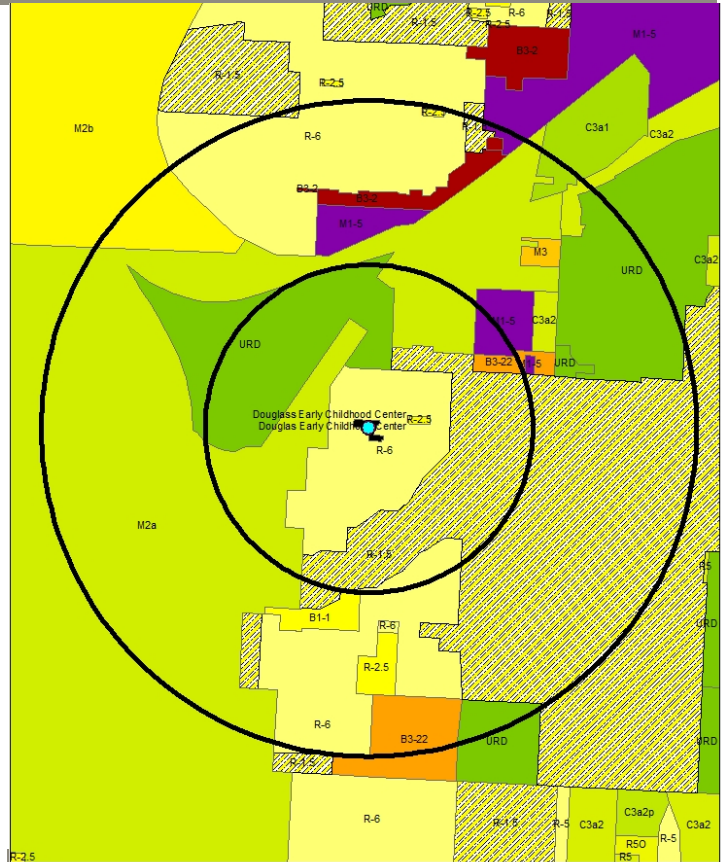
- Community (Use of Grounds, Building)

2640 Bellevue Avenue

Kansas City, Missouri 64108



Current Land Use Map

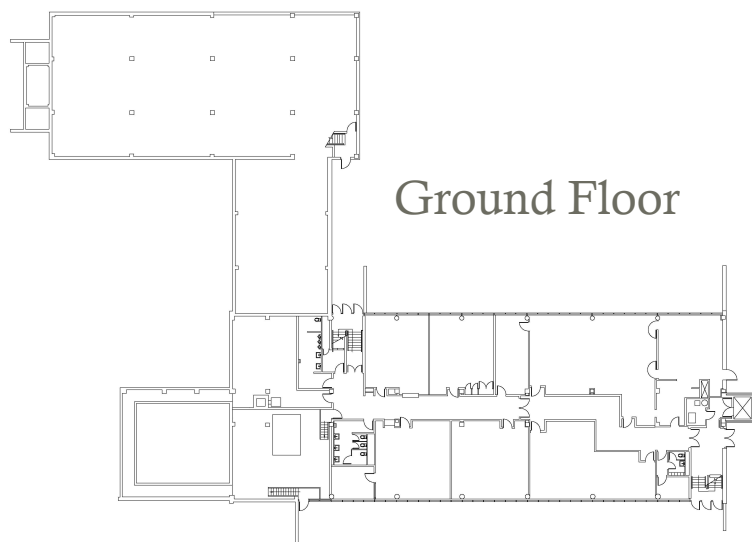


Zoning Map

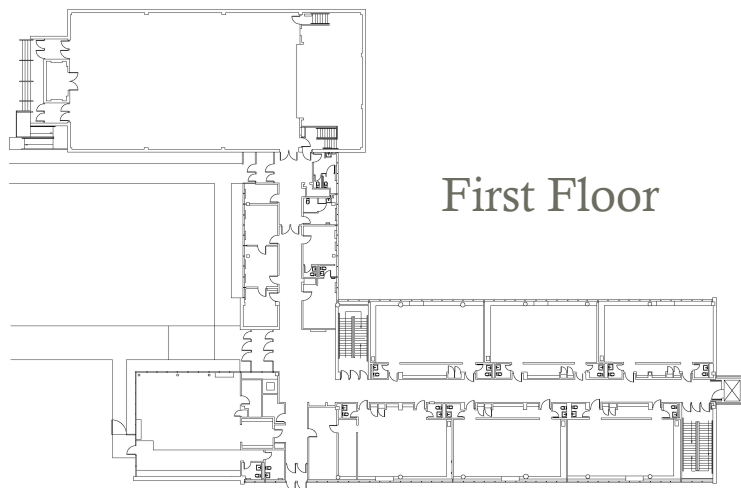
Aerial View: Douglass



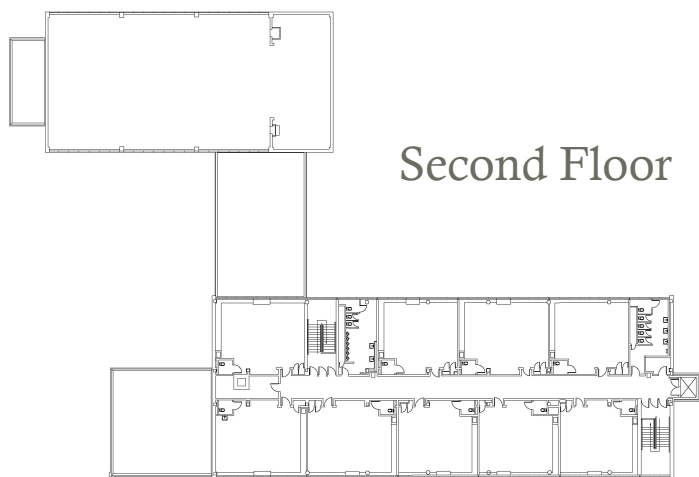
Floor Plans:



Ground Floor



First Floor



Second Floor



Roof Plan

North

Final Recommendations & Community Priorities

Douglass is in good condition and could be reopened as a school with minimal improvements/renovations.

Community members strongly support reuse of the site as a public high school. While the building was not designed for the specialized functions required for a middle or high school, this could be accommodated with additional renovation.

Feedback during public meetings also indicated that there is interest in community access/use of Douglass (as a secondary use of the site) for such things as community meetings, gym access, playground access, night school (GED, ESL, adult literacy), etc.

Although community members identified a need for additional residential supply (specifically senior housing), they have stressed that the site would better serve the community as it was originally intended -- as a school.

The building is not a good candidate for demolition: it is in good condition, could be reopened with minimal improvements for a use that has strong community support.

2640 Bellevue Avenue

Kansas City, Missouri 64108



Exterior Photograph



Interior Photograph



Interior Photograph

APPENDIX B: TECHNICAL ASSESSMENT

Reuse Summary

Site Assessment

Market Assessment

Douglass

2640 Belleview

Kansas City, Missouri

REUSE ASSESSMENT

REUSE POTENTIAL MATRIX

	SITE ASSESSMENT	MARKET ASSESSMENT	COMMUNITY FEEDBACK	OVERALL APPROPRIATENESS	DISPOSITION ALTERNATIVES (L)EASE) / (S)ALE
EDUCATION	5	5	5	5	L or S
Elementary					
Middle/High					
Day Care/ Early Childhood					
RESIDENTIAL	4	1	1	2	S
Market Rate					
Affordable					
Senior					
Mixed-Income					
New Construction					
COMMERCIAL	3	2	2	2.5	L or S
Office					
Retail					
COMMUNITY USE	5	4	4	4.5	L or S
Community Center					
Open Space					
Community Garden					
MIXED USE	5	5	5	5	
OTHER					
DEMOLISH/REDEVELOP	1	1	1	1	S



BUILDING/SITE ASSESSMENT: Building is in excellent condition and could be reopened as a school with minimal effort. Building size and layout could be readily adapted for a variety of other uses, including residential, community uses, business incubator, or an arts center.

HISTORIC ASSESSMENT: Building illustrates mid-20th century school architecture. Few alterations have left the original design substantially intact. The most notable change is the replacement of windows. Building appears eligible for listing in the National Register.

MARKET ASSESSMENT: Located just west of Interstate 35 (I-35), the site has good access and sits in a dense mixed-use neighborhood, both providing some beneficial reuse alternatives. Area charter schools are outgrowing their current facilities, indicating a market for educational reuse. While the building condition/layout may be a good fit for a community center/services, the Westside neighborhood already has a city-sponsored community center as well as large non-profit organizations that serve these functions.

LAND-USE AND ZONING ASSESSMENT: Land-use surrounding Douglass is primarily single-family residential with scattered neighborhood commercial. The current R-6 zoning classification supports a variety of potential reuses, including education, community center, and certain residential uses. Commercial reuses would also be supported if the building is designated as a national or local historic. High density residential reuse is not supported by the current zoning and would require zoning modification.

COMMUNITY FEEDBACK (Site visit 30 April 2011): Attendees strongly support reuse as a charter school, specifically for Alta Vista, which is out growing its current facilities.

Douglass

2640 Bellview

Kansas City, Missouri

PHYSICAL BUILDING ASSESSMENT

ASSESSMENT METHODOLOGY:

Rosin Preservation and SWD conducted a site visit to the building on April 30, 2011. The site visit examined the school site and the exterior and interior of the building. The team visited the ground floor, first floor and second floor. The roof was not accessible for review, and mechanical and electrical systems were not reviewed. No invasive or destructive review techniques were employed.



The team also reviewed written information provided by the owner. These documents included:

- 2006 Building Dialogue dated 11/20/2006. Dialogue was incomplete. Building conditions are still similar to those noted in the 2006 dialogue.
- CADD floor plans. Basically accurate, missing structural items including columns.
-

CONDITION RATING: ****

The building is structurally sound. The exterior envelop is in good condition with remaining usable life of the envelop components. Building envelop requires only minor repairs. Interior finishes are in fair condition with typical wear from use. The mechanical and electrical systems appear to be sufficient and in good condition for immediate building use. The exterior site requires repairs of damaged areas, including parking and playground areas and stone retaining walls.

HISTORIC RATING: ****

Very interesting school design by noted Modernist architecture firm Kivett & Myers. Building retains all of the features and fabric that define its functional property type, its architectural style, and its period of construction. The only change of note is the installation of modern insulated glass sashes within the historic curtain wall system. This does not significantly impact its historical significance and the building appears eligible for listing in the National Register of Historic Places.

PHYSICAL OBSTACLES TO REUSE: None

DESCRIPTION OF EXISTING BUILDING ELEMENTS/FEATURES AND VISIBLE ISSUES

Building Structure

- Foundation: Concrete, generally in good condition.
- Floor Framing: Concrete, generally in good condition.
- Roof Framing: Undetermined, believed to be concrete.

Note: No items were noted for further in-depth review by structural consultant.

Exterior Envelope

- Exterior Wall Construction: Combinations of brick masonry and steel curtain wall. Brick masonry is in good condition. Steel curtain wall system has multiple areas of surface rust but generally appears to be in fair condition

Douglass

2640 Bellview

Kansas City, Missouri

- Exterior Windows: Curtain wall windows have alternating rows of opaque enameled metal panels and hopper sashes with insulated glazing. High hopper windows in gym. Operable windows do not appear to be original, but complement historic curtain wall design. Windows are generally in fair condition. Only the upper floor windows appear to have insulated glazing.
- Exterior Entrances: Aluminum framed doors; windows in doors have wire glass. Interior vestibule at main entrance is metal storefront system. Entrances appear to be in good condition with minor deterioration of finish.
- Roof: flat roof, condition unknown.

Building Interior

- Corridors: Corridors have brick walls, acoustical tile ceilings, and VCT; high windows at classrooms; glazed wall at office. Materials are generally in good to fair condition.
- Classroom Entries: Classroom doors and metal jambs are original. They have 3 panels with upper two glazed and lower with vents. Materials are generally in good to fair condition.
- Classrooms: Plaster walls with a sand finish; acoustical tile ceilings; carpeted or VCT floors. Materials are generally in fair condition.
- Trim: Partitions on metal posts screen coat area in upper floor classrooms; next to coat area are two small closets; metal shelves and sinks built in to one short wall and metal shelving on long wall below windows. Materials are generally in good to fair condition.
- Stairwells/Egress: Stairs have rubber treads, dual pipe railings, brick and plaster walls, and lay-in grid ceiling; narrow, solid wall with plaster finish and blond wood cap separates stair runs; full-height wall of windows illuminates stairwell. Materials are generally in good to fair condition.
- Restrooms: each upper level classroom has two individual toilet rooms; upper and lower floors have common toilet rooms; all have modern finishes and fixtures. Materials and fixtures are generally in good to fair condition with normal evidence of use and wear.

Conveying System

- The building has an elevator. It was not operational for review during the site visit.

Fire Protection Systems

- Fire Alarm system information was not included in the 2006 Building Dialog. Fire Alarm system appears to be a simple manual system with horns, strobes and pulls located in corridors. No smoke detectors. The number of pull stations seems to be insufficient.
- Fire sprinkler system is provided. Piping is exposed below ceiling.

Mechanical / Electrical Systems (Information from the 2006 Building Dialog)

- Two low pressure steam boilers provide heat for the building. Unit ventilators with both heating and ventilation capabilities are located in the classrooms providing heating, along with fin-tube radiators in the hallways.
- Air-conditioning is provided in the administrative office by wall mounted split units with DX-cooling. Window type units provide air-condition in a couple of ground floor classrooms and a first floor classroom. Ceiling hung AHUs with DX-cooling provide air-conditioning for the cafeteria, an office, storage room and teacher's resource center.
- Electrical system consists of an out of date combination of 3 phase 240 and single phase 240/120v.

Site

- Retaining Walls: Cast in place concrete along north side of parking lot and at area wells. Generally noted in good conditions with a few minor areas of damage. Stone retaining walls along the south and west sides of the site are generally in fair to poor condition with multiple areas noted requiring repointing and some stone replacement.

Douglass

2640 Bellview

Kansas City, Missouri

- Sidewalks: Concrete, generally in fair conditions. City owned sidewalks surrounding the site generally in fair condition.
- Parking Lots: Asphalt is in poor condition. Milling, overlay, sealing and restriping is recommended.
- Playground: Asphalt is in poor condition. Milling, overlay, and sealing is recommended.
- Playground Equipment: Equipment is in fair condition. The finish has become chalky in appearance.
- Lawn and Landscaping: Fair condition, with a significant amount of weeds in the lawn areas. Landscaping is minimal mostly located along the east side of the building and in fair condition.
- Fencing: Chain link is in good condition with some areas of damage noted.
- Exterior railings: Typical steel pipe, fair condition with some damaged areas. Repainting recommended.

Key Public Spaces (gymnasium, auditorium, cafeteria)

- Cafeteria: in basement has typical finishes
- Gymnasium: high windows have operable sashes; wood floor, acoustical tile ceiling; raised state at west end has wood floor.
- Library: carpeted floor and dropped ceiling
- Office: has typical finishes and entry

Other Special/Distinct Features (include significant historic elements)

Curtain wall glazing is most distinct feature of building; metal shelving below windows in each classroom; wood-framed display case in lower floor corridor

BUILDING ASSESSMENT METHODOLOGY

Rosin Preservation and SWD conducted a site visit to each building. The site visit examined the school grounds and the exterior and interior of the building. The roof was generally not accessible, although at some buildings lower roof surfaces were visible from upper floor windows. Mechanical and electrical systems were not inspected. No invasive or destructive review techniques were employed.

The team also examined written information provided by the owner. These documents included:

- 2006 Building Dialogue. This study described and assessed the condition of the school buildings with particular attention to roof, doors and windows, exterior walls, site, and MEP systems.
- CADD floor plans, also c. 2006.
- Historic Inventory Forms and Kansas City Public Schools Survey Final Report (pre 1940), both 1989.

CONDITION RATING

Based on the physical inspection and document review, SWD gave each building a Condition Rating of 1 – 5 stars (low – high). The rating evaluated the physical integrity of the building and the degree to which the building is currently operational for its designed use or for an adaptive reuse. The following criteria describe typical building conditions for each rating level:

5 STARS (Excellent Condition):

- The building is structurally sound and requires no structural repair;
- The building envelop, including the roof, exterior walls and exterior windows and doors, are sound with significant remaining usable life; they require no repairs;
- The interior finishes and spaces are in good to excellent condition and do not require repair or replacement;
- The mechanical and electrical systems are sufficient for the current building use; they are operational and have significant remaining usable life; and
- The building site requires only typical maintenance.

4 STARS (Good Condition):

- The building is structurally sound and requires no structural repairs;
- The building envelop, including the roof, exterior walls and exterior windows and doors, are sound with some remaining usable life; they require only minor repairs;
- The interior finishes and spaces are in good to fair condition and do not require extensive repair or complete replacement;
- The mechanical and electrical systems are sufficient for the current building use; they are operational and have some remaining usable life; and
- The building site requires typical maintenance and minor repairs.

3 STARS (Fair Condition):

- The building is structurally sound, but may require minor structural repairs;
- The building envelop, including the roof, exterior walls and exterior windows and doors, are sound with some remaining usable life; these elements require limited repairs;
- Interior finishes and spaces are in fair to poor condition and will require extensive repairs or replacement;

- The mechanical and electrical systems are generally sufficient for the current building use; systems may require minor repairs to become operational; remaining usable life may be limited; and
- The building site requires some major or minor repairs.

2 STARS (Poor Condition):

- The building has structural deterioration and requires major structural repairs;
- The building envelop, including the roof, exterior walls and exterior windows and doors, are deteriorated with no remaining usable life; they require major repairs or complete replacement;
- The interior finishes and spaces are in poor condition and require major repair or complete replacement;
- The mechanical and electrical systems are insufficient for the current building use and may not be operational; major repairs or complete replacement will be required for systems to become operational; and
- The building site requires major repairs;

1 STAR (Technically unfeasible for repurposing):

- The building is structurally unsound and unsafe for occupancy;
- The building envelop, including the roof, exterior walls and exterior windows and doors, are damaged beyond repair requiring total replacement;
- The interior finishes and spaces are damaged beyond repair requiring total replacement;
- The mechanical and electrical systems are inoperable or nonexistent and require total replacement; and
- The building site requires extensive repairs or reconstruction.

To develop the Condition Rating of each building, SWD ranked the major building components using the following ranking designations.

Excellent: New and operating properly, without any obvious defects or visual imperfections;

Good: Visually, near new appearance. Equipment is nearly new or in above average condition based upon the expected useful life of components. Generally, only normal maintenance is required.

Fair: Visually, components exhibit moderate wear or are outdated with regard to style, but function properly. For equipment, components or systems appear to function properly, but are near the end of their expected useful life. Repairs or replacement are predicted in the near future.

Poor: Excessive damage or marring is visually apparent. Equipment requires repair or replacement.

HISTORIC RATING

Based on the physical inspection and document review, Rosin Preservation gave each building a Historic Rating of 1 – 5 stars (low – high). The rating evaluated the historic integrity of the building – the degree to which it retains the fabric and features that communicate its original design, workmanship, function, and overall feeling of a past period of time. This evaluation considered both the exterior and interior of the building, the nature and impact of alterations to original fabric, and the age and placement of additions. The following criteria serve as the basis for the Historic Rating:

FIVE STARS

- The majority of the building's openings are unaltered or were altered in a sensitive and appropriate manner, using materials, profiles and sizes similar to the original building elements;
- The exterior materials have not been altered;
- Significant decorative elements are intact, including design elements intrinsic to the building's style;
- The overall feeling or character of the building for the time period in which it was erected is intact. Changes over a period of time are sympathetic and compatible to the original design in color, size, scale, massing and materials;

4 STARS

- Some alteration of original building openings or spaces has occurred using new materials and profiles but not causing irreversible damage to the original configuration of openings and spaces;
- Significant portions of original exterior cladding material remain;
- Significant decorative elements remain intact;
- Alterations to the building are reversible and the historic character of the property could be easily restored;
- Additions to a secondary elevation are in an appropriate manner, respecting the materials, scale and character of the original building design;
- The historic feeling or character of the building is slightly weakened by change or lack of maintenance;
- One or more ancillary buildings in a rural complex have been demolished, slightly impacting the ability of the property to convey its historic functions and associations; and
- The building would be a contributing element to a historic district and/or it might be independently eligible for register listing if restored in conformance with the *Secretary of the Interior's Standards for Rehabilitation*.

3 STARS

- The majority of the building's openings were altered in an inappropriate manner using new materials, profiles and sizes;
- Additions were made in a manner respecting the materials, scale and character of the original building design and, if removed, the essential form of the building remained intact;
- Historic feeling or character of the building is compromised, but the property could be restored although reversal of alteration and removal of inappropriate materials could be costly;

2 STARS

- The majority of the building's openings, such as windows and doors, were altered in an inappropriate manner that altered the size of the openings;
- Exterior materials were altered;
- Alterations are irreversible or would be extremely difficult, costly and possibly physically damaging to the building to reverse;
- Later additions do not respect the materials, scale or character of the original building design;
- Alterations are constructed on a primary façade;
- The overall historic feeling and character of the building is significantly compromised.

1 STAR

- The building has been demolished or is damaged beyond repair.

BUILDING CLASSIFICATION TIERS

Rosin Preservation reviewed studies from around the country to understand the evolution of school architecture as it reflects evolving educational philosophy. Based on the layout, building materials, and functional spaces in each building, Rosin Preservation devised a tiered classification system that reflects the types of public school buildings erected in Kansas City during the twentieth century and included in the Repurposing evaluation.

GRADED SCHOOL: late 19th century; compact plan; wood or masonry construction; many large windows; central corridor/hall; traditional architecture; no specialized functional spaces

PROGRESSIVE ERA SCHOOL: early 20th century; "fire proof" masonry construction; traditional architecture; specialized functional spaces – auditorium, gym, kindergarten

- ELEMENTARY
- HIGH/JR. HIGH SCHOOL (similar to Elementary but with more specialized functions, such as vocational training, industrial arts, fine arts, home economics, science labs, one or more gymnasiums, pool, cafeteria, etc.)
- ADDITION (separate buildings housing classrooms for specialized instruction – often gymnasium, auditorium, industrial arts – physical addition to an existing school or an adjacent structure)

FINGER PLAN: post-World War II; sprawling plan; Modern architecture with minimal ornament

OPEN PLAN: c. late 1960s; flexible interior layout; minimal interior walls; minimal windows/exterior openings

APPENDIX C: COMMUNITY FEEDBACK

Site Tour

Phase II Meeting

Douglass, Switzer Annex, West-Switzer Complex

Saturday, April 30, 2011

9:00am-12:00pm

33+ attendees

BREAKOUT SESSION (SB, FB)

Site Significance

- Buildings became an eyesore after closing
- Exiting of community members- fracturing of community
- Strain on families whose kids were bussed out of area after school closed
- Feeling was that the school district didn't care about the west side and the Latino community
- Community felt hurt and betrayed by the district
- Nothing happened after immediate closing
- Community pride – locals barricaded themselves in the building. Viewed as heroes for standing up to school board
- Strong social capital throughout past decades, even if low-income
- Area never suffered a loss of population/families like other areas of the city – may demonstrate residential reuse potential
- Neighborhood desirability for long term use of the buildings
- Excited new school was being built in their neighborhood. Garcia turned out to be a magnet school. Selectivity into Garcia forces families to give up heritage to be accepted into school. (Forced to deny Latino background and designate kids as “white” to get into local school)
- Douglass had no after school programming
- Youth have place to hang out after school
- The wall at West was a WPA project that put the community back to work during the Depression
- 30-40 years too long not to address community

Strengths

- Douglass – district didn't completely abandon. Building is in good shape.
- Douglass – turnkey
- Douglass – installed cameras and lights for security
- Douglass and West – foundations appear to be in good shape
- West-Switzer Complex – historically significant and should be protected
- West-Switzer Complex – large building – may require partnerships which is good
- West-Switzer Complex – ideally situated for housing
- West-Switzer Complex – two gyms
- West-Switzer Complex – could be used for multiple uses to support existing charter schools
- West-Switzer Complex – plenty of space for arts (auditorium, rehearsal space)

Challenges (Interim solutions in blue)

- Douglass – Drug transactions (Partner with police (already exists). Increase patrol (routine patrols). Provide other choices for teens. District patrol team comes by every so often but could coordinate District patrol and KCPD)
- Douglass – Boys/young men hang out after school on Douglass gym steps (noise, possible illegal activity)
- Douglass – Graffiti potential on playground of Douglass if gate to playground opens (When gates open designate a neighborhood monitor to close at certain time)
- Douglass – Not time to fuss over which charter to allow in
- Douglass and West – Unoccupied building
- Douglass and West – Graffiti
- West-Switzer Complex – Frequent break-ins, fire and vandalism potential
- West-Switzer Complex – Longer we wait the history of community evaporates
- West-Switzer Complex – Repair roof and prevent further loss (Could include hiring area youth)
- West-Switzer Complex – May be too expensive to bring back
- District abandonment of buildings has proven to be costly and unfair to neighborhood
- Leasing of building terms
- Build relation with organizations
- Westside is geographically separated/destination neighborhood – makes some reuses infeasible

Community Needs

- Douglass –Access to playground (community previously asked to have it fenced off so that it wouldn't be vandalized)
- System of schools - unity with Alta Vista and Garcia
- After school programs
- Neighborhood high school
- Higher grad rates/ higher test scores
- Place where Latino immigrant students and existing community feel more comfortable
- Local charter middle school needs more space
- Attracting/retaining new residents
- Keep families together and provide stability and consistency for kids/family
- Increase social relationships with neighbors
- Increase safety and familiarity between regions
- Residential growth
- Gentrification has forced out some low/mod income families. Need to provide additional housing to these groups
- Special events center for community
- Additional community garden space
- Art studio space that has water, light
- Jobs/job training for youth

- Neighborhood services:
 - Drug stores
 - Laundromat
 - Dry cleaning
 - Grocery store

Reuse Options (that could address community needs)

- Douglass – Expansion for Alta Vista
- Switzer Annex – Art Center: high number of working artists in Westside that need affordable space. Possibly divide building to include art studio
- West-Switzer Complex – Housing. Senior housing, may need more. Support for a mixed income project. Local townhomes show that mixed income can work.
- West-Switzer Complex – Use of some facilities (gym, auditorium, workshops) that could be used by the local charter school/community use
- Space for small businesses (concern that based on neighborhood location/cut-off from other areas of the city, local retail/services won't risk coming in and/or survive)
- Retail shops
- Small business incubator
- Art/performance center

Parking Lot (Technical or other questions to address at the next meeting)

- Concern about lease structure for buildings and short term leasing

Douglass – Phase II Meeting

Tuesday, June 9, 2011

5:30 -7:30pm

54+ attendees between Douglass/Switzer-West sites

The following is a summary of the discussion/feedback from the Phase II meeting for the Douglass school site:

Education Use:

- We heard at the site tour that reuse as a school is a high priority for the community. What type of school is needed in the community and would have your support as a reuse of Douglass: early childhood, elementary school, middle school, high school?
 - High School- out growing Alta Vista
 - Compatible with neighborhood
 - Latino males have high dropout rate, therefore need High School
 - Promised High school years ago
 - Charter schools are public
 - Need building to expand Alta Vista
 - Prefer public school
 - Alta Vista or nothing
 - Nothing sponsored by the District
- Would you agree or disagree that a public school (KCMSD, charter, contract school) is preferred over a parochial or private school?
 - No to private or parochial
 - Lots of low income families couldn't afford
 - Night not last, no feeder school
 - Lack of experience with migrant population
- If a public school is not an option, would a parochial or private school be acceptable?
 - no
- If the district enters into negotiations with an educational entity for use of the site as an educational facility, should the negotiations give some consideration to an after school program? Should it be a requirement?
 - After school programs are important, but not requirement
 - Not condition by District
 - Too much for a start up
 - Optional depending on funding

Community Use:

- Is there an interest in a community use of the facility? If so, what types?
 - Yes to community access: meetings, big space, gym, easy to get in
 - Both community and school use
 - No parks nearby- recreational use
 - Baby showers/receptions

- Access to playground
 - Night School: ESL, GED, adult literacy
 - Comfort with building, well lit, classrooms, bus line, walkable
- If the district enters into negotiations with an educational entity for use of the site, should community access to the facility/site for these types of activities be a consideration? A requirement?
 - Note: there was not group consensus
 - Any group getting building should provide community access
 - Not encumber user restrictions
 - Alta Vista will provide community access
 - Another group should be required to provide community access (groups other than AV)
 - If an elementary school reuse does not happen (for whatever reason), would any of these community uses be acceptable as the primary use of the site? Why or why not?
 - Not needed in community. Change in community ("trendy", artist studios) raising proper taxes for long time residents
 - "Trendy" not compatible with neighbors
 - Is the community use sustainable? What would be the frequency of use?

Commercial Use:

- If an elementary school reuse does not happen (for whatever reason), would commercial use be acceptable? What kinds – office, retail, combination? Why or why not?
 - No, building is surrounded by houses. No trucks or factory
 - No, enough in general area. Spot zoning all over area. No size big enough
 - Crossroads good, but want to grow this way. Artist community not good for this neighborhood.

Residential Use:

- If school reuse does not happen (for whatever reason), would residential use be acceptable? What kinds – apartments, condos, senior housing, affordable, etc.? Why or why not?
 - No, use West Jr. High
 - Need for senior housing, but not here
 - School is what was built for- no need to alter
 - Building + grounds below what senior housing requires

Evaluation Criteria

- The Repurposing Office plans to include the list of identified community needs as part of the overall consideration. Is there anything else you'd like to add to that list?
 - Fallout shelter for community
 - Most beneficial to sell without conditions

- Preference to organizations currently servicing the area/community
 - Looking at record of entity wanting property
 - Financial stability
 - Recommendations of community members: letter, calls
 - School district to give/sell for (\$1) in good condition
 - Building intact, operable: boiler, operations as when closed, nothing taken out, nothing torn out
 - Would like desks, tables
 - Concrete documents and support from neighborhood
- Are there organizations/neighborhood groups that interested parties should consult with as part of the proposal evaluation process? Do you have a preference for how that would be done
 - Guadalupe Center
 - Survey to Westside residents with proposals: bilingual
 - Neighborhood associations
 - Sacred Heart Church
 - Latino Civic Cooperation

Demolition

- 1) What if a viable proposal comes in that is consistent with community feedback, but would require demolition of the building?
 - Would dismantle board building if this happens
 - Terrible waste of resources
 - Just renovated 2-3 years
 - No
 - Inspect/Concrete evidence that part of building is faulty- entity should be able to fix or demolish that section to renovate
 - Empty building over vacant lot
- 2) What if several years go by, and the building still hasn't been reused. Or a school comes in, doesn't meet performance standards or decides to relocate and now the building is vacant again? What should the district do?
 - No, Will only fail if don't listen to community
 - Community support crucial for any reuse going in

*** Note: People want a school. Community wants Alta Vista High School. Can get started right away. Let this opinion be enough.

Parking lot

- Was Douglass a storm shelter at one point?
- How would conditions of school be enforced or addressed by the District

APPENDIX D: REPURPOSING GUIDELINES

Policy Category: *Appendix C*
Policy Name: **Repurposing Guidelines**

1. Repurposing will not impair or impede the District's ability to achieve Global Ends Policy 1.0.
2. Repurposing will promote the financial strength and integrity of the District.
3. Repurposing will promote the well being of the community and neighborhoods surrounding District facilities.
4. Repurposing will be comprehensive. Reuse strategies will be developed for individual sites, however those reuse strategies must be consistent with the reuse solutions for all the District's surplus facilities.
5. Repurposing reuses will be driven by a comprehensive community engagement process however final decisions will be determined by the Board as guided by this policy.
6. The Board, guided by applicable Missouri statutes, may consider proposals from educational service providers on a case-by-case basis, provided:
 - a. Preference will first be given to schools sponsored by the KCMSD.
 - b. The educational service provider has a proven academic track record and an effective educational program that compliments District schools and programs.
 - i. For the purposes of these guidelines, "proven academic track record" is preferably defined as making progress at a pace similar to or exceeding the KCMSD towards "deep understanding" as measured through authentic assessment school-wide.
 - ii. For the purposes of these guidelines, "proven academic track record" may be defined as exceeding the KCMSD average MAP performance in both Mathematics and Communication Arts as a whole as well as for at least 80% of applicable subgroups in at least two of the preceding three academic years and exceeding the KCMSD average for such End-of-Course Exams as may be required by DESE.
 - iii. For education service providers without a "proven academic track record" the Board may consider proposals only if the education service provider's sponsoring organization commits to annual academic growth requirements.
 - c. Preference, in the form of more favorable lease terms, will be given to providers that seek buildings in high-needs geographies (The Paseo to I-435, 63rd St. to Independence Ave.) and programs that target specific high-needs populations; guidelines 6bi-iii remain applicable.

- d. The Board will not approve any proposal from an education service provider without soliciting and strongly considering the Superintendent's opinion and guidance.
- 7. The District will maintain ownership of some closed school sites based on strategic considerations, including but not limited to future enrollment growth. The District will consider lease proposals for these sites.
 - a. The District will consider both lease and sale proposals for properties it identifies as surplus and not needed for strategic purposes.
 - b. All proposals will be evaluated based on alignment with District goals and impact on District finances as well as the technical and financial capacity of the proposing entity.
 - c. Lease/sale agreements will include claw backs and/or other necessary provisions to mitigate risk to the District and ensure performance, including academic performance where applicable.

Revision Dates: March 9, 2011- Adopted

May 18, 2011