



# **BUILDING** Excellence

MADISON METROPOLITAN SCHOOL DISTRICT 

Operations Work Group Update

July 16, 2018

- Building Referendum Accomplishments:  
Thank you!
- Policies and Guidelines
- Critical Questions to Guide Facility Decisions
- Early Direction
- Planning Sequence

# Spring 2015 Building Referendum Accomplishments

## Referendum Goal: Facility Improvements

- **Immediate actions** to address chronic cases of overcrowding, lack of accessibility, and long outdated instructional spaces
- **Create time and conditions** for thorough long-range facility planning
- Achieved solid financial performance, positive outcomes for schools, **delivered as promised**

# Referendum Projects Summary

**Sandburg:** Added eight classrooms and gymnasium to address overcrowding

**Hawthorne:** Added four classrooms and gymnasium to address overcrowding

**Allis and Spring Harbor:** Added elevator(s), renovated offices, and secure entrances



# Referendum Projects Summary

**Mendota:** Added elevator and remodeled interiors with new lighting, ceilings, flooring, and finishes

**East Theater:** Remodel included new 600+ seating area, technical lighting, sound, rigging, and finishes

**Randall, Shorewood, and Lowell:** Added elevator(s) to historic elementary schools to improve accessibility

**Midvale:** Added elevator, new cafeteria, remodeled old café into five classrooms





# Referendum Projects Summary

**Hamilton/Van Hise:** Added a centrally located library, remodeled old libraries into seven additional classrooms

**Huegel:** Interior remodel, including library upgrade, and new mechanicals

**Kennedy:** Added elevator, secure entrance, and four classrooms

**Jefferson:** Remodeled interiors to provide defined classroom spaces, better acoustics, HVAC, lighting, and gain capacity



# Building Referendum Project Wrap up

[Video Link](#)

# Thank You!!

Construction Planning Teams  
School-based Staff  
Building Services  
&  
Our Community!!!



*“We will align MMSD’s school facilities with our strategic vision, beginning with a long-term blueprint to meet the changing facility needs of the District.”*



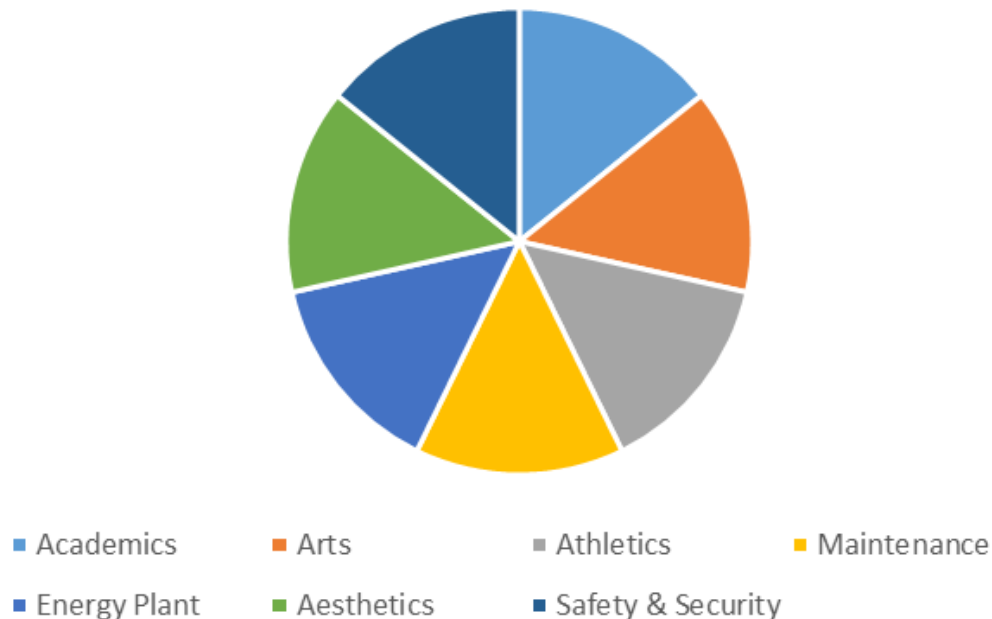
# Policies & Guidelines

- MMSD has relied on **several policies and guidelines** relevant to facilities, boundaries, and new construction
  - Policy 1535: School Buildings
  - Attendance Area “Six Considerations”
  - Educational Equity Policy
  - Building Excellence community feedback
- We have the opportunity to ensure our policies and guidelines align to our goals and values and drive our decision making

# Early Direction: High Schools

The four comprehensive high schools have an *average* age of plant of approximately 80 years each and require substantial reinvestment to remain viable:

High School Reinvestment Categories



## Steps needed to define and develop this concept:

- Input from each school community and staff
- Instructional program input
- Architectural and engineering reviews
- Financial parameters
- Prioritization of needs
- Scoping and sequencing

# Early Direction: Alternative Program Sites

Need for **alternative program sites** are increasing in number and cost

These tend to be leased commercial space, with limited remodeling to meet student needs

**\$300,000:** *The annual lease costs for Olin and Gammon alternative program sites; Lapham 3<sup>rd</sup> Floor is not ideal*

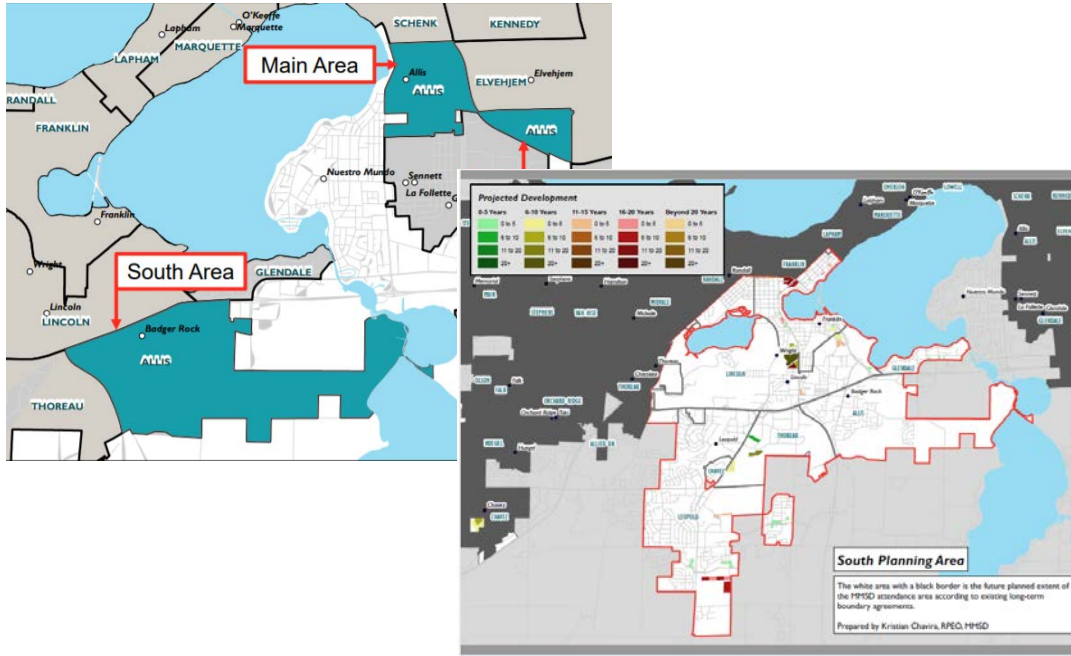
**Steps needed to define and develop this concept:**

- Input from community and staff; program input
- Site selection(s)
- Financial parameters
- Prioritization of needs
- Scoping and sequencing
- **Can we accelerate this?**

# Early Direction: Elementary Level

Elementary needs are best thought of **in strands**, not in isolation:

- The Sprecher-Nuestro Mundo-Allis Strand
- The Leopold-Allied South Strand



Steps needed to define and develop these strands:

- Critically examine the existing **south-of-Beltline** school facilities, attendance zone arrangements, MMSD boundary
- Critically examine the existing **east** side school facilities, attendance zone arrangements, projected growth
- Develop facility and non-facility based ideas
- High level site and attendance zone planning

# Early Direction: Middle Level

## Middle School Needs:

Significant deferred maintenance – several schools look tired and outdated

Desire for smaller learning communities within the middle schools

Need for more flexible shared/common spaces

New approaches to elective/exploratory programs, more hands-on learning, with related facility accommodations

## Steps needed to define and develop these ideas:

- Input from community and staff;
- Instructional design, program input
- Financial parameters
- Prioritization of needs
- Scoping and sequencing

# Planning Calendar

## Key Milestones:

- Dec 2017 started a **3-year planning** process
- **Refine** Dec 2017 recommendations
  - Funding in 2018-19 for professional services
- **Public input** and reaction to draft proposals **in 2018-19**
- Refresh of **20-year projections** in Summer 2019
- Solid **proposals in Dec 2019**
- Determine **need for a referendum by May 2020**
- **Possible referendum vote in Nov 2020**



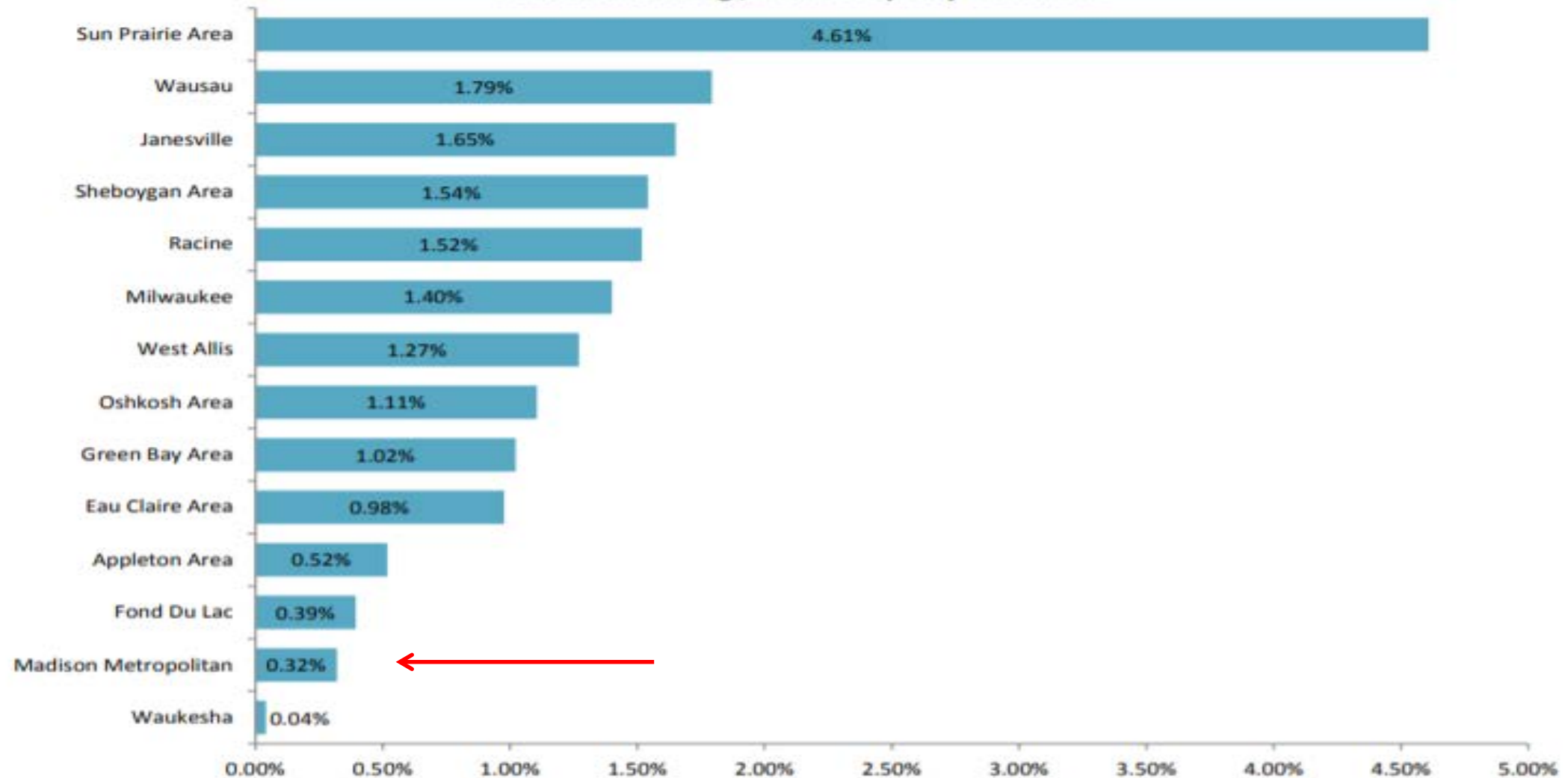
# Financial Capacity

Three factors help position the district well for a facility reinvestment plan:

- Low level of existing bonded debt
- Strong tax base growth due to real construction
- Level enrollment allows us to focus primarily on reinvesting in existing assets and meeting existing needs, while adding capacity only when needed

## Debt Outstanding as a % of Property Valuation

Debt outstanding / 2017 Property Valuation



Source: Department of Public Instruction, MSRB EMMA website

Note: Debt outstanding is as of 7/1/2018, and includes principal due in 2018.

What do we need?

Support to start foundational planning work.

What questions does the Board have?



# Policy 1535: School Buildings

- [Policy 1535](#) dates to March 2000 and needs revision
- It promotes **“efficient use of existing buildings”**
- “New schools will not be constructed **until existing classroom space in the District has been utilized.**”
- Other statements in the policy are **redundant or better addressed elsewhere**



Book	Policies & Procedures
Section	01000 Board of Education
Title	School Buildings
Number	1535
Status	Active
Last Revised	March 6, 2000
Last Reviewed	May 21, 2018

MMSD Policies and Procedures: 1535

## School Buildings

The BOARD will promote the efficient use of existing school buildings.

1. New schools will not be constructed until existing classroom space in the District has been utilized.
2. Attendance areas served by certain elementary schools will be enlarged in order to maintain or improve the quality of instruction and to lower the per pupil cost of operating a school or combination of schools.
3. Available classroom space may be utilized for community purposes at no additional cost to the BOARD. (Refer to Board Policy [6491](#)).
4. The BOARD is aware of the role it can assume in the development and improvement of the Madison metropolitan community in cooperation with other local governments.
5. The Madison Metropolitan School District special education programs and related services are incorporated within the instructional program to ensure the integration of students with disabilities.

BOARD OF EDUCATION

03/06/00



# Appendix



**BUILDING**  
Excellence



# "Six Considerations"

- Board adopted six considerations for **boundary changes** in Feb 2007:
  - Short bus routes
  - Infrequent changes
  - Grandfathering
  - School size
  - Low income
  - Walkable Neighborhoods
- All of these **remain relevant**
- All likely apply as considerations for **construction of any new schools**

MADISON METROPOLITAN SCHOOL DISTRICT

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Art Rainwater, Superintendent

MADISON METROPOLITAN SCHOOL DISTRICT

Long Range Planning

Considerations when Redrawing Boundary Lines

*These items are not in any priority.*

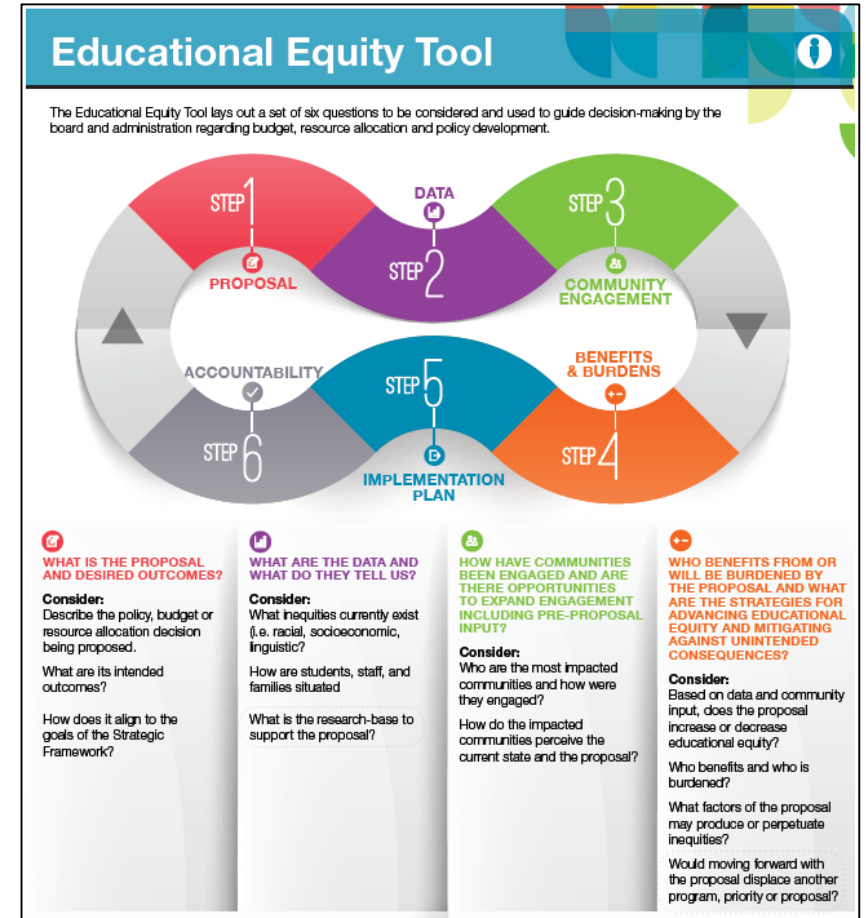
In the process of redrawing elementary school attendance area boundary lines, the following issues will be considered:

1. Every attempt will be made to keep bus routes no more than 45 minutes in duration one way.
2. No area will be required to change schools, as a result of boundary line changes, more than once during a five-year span.
3. Grandfathering 4<sup>th</sup>- and 5<sup>th</sup>-grade students will be considered when boundary lines are redrawn, and every effort will be made to allow 5<sup>th</sup> graders to remain at their school.
4. School size of two sections per grade level to a maximum of 650 students is desirable. However, whenever possible, school sizes of approximately 450 students will be created.
5. Every attempt will be made to avoid creating schools with high concentrations of low-income families. Creating large schools (over 500 students) with high densities of students from low income households will be avoided whenever possible.
6. Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to a school when redrawing boundary lines. Every effort will be made to protect the ability of students to walk to school, rather than needing to be transported.

February 5, 2007

# Educational Equity Policy & Tool

- In **July 2017**, the Board passed a new Educational Equity Policy
- In **Oct 2017**, the Board reviewed the draft Equity Tool - agreed to try it
  - The purpose of the Equity Tool is **to guide resource allocation and policy decisions** by the Board and administration in alignment with the Equity Policy





# Guiding Principles - Draft

## Community feedback led to a set of draft Guiding Principles for Building Excellence

1. Prioritize **health, safety, and accessibility**
2. Promote **academic and co-curricular excellence**
3. Adequately and **consistently invest in the MMSD facilities**
4. Ensure facilities can **support vibrant programming and community needs**
5. Keep **equity** at the forefront of decision-making
6. Demonstrate a **strategic approach** to facility investments



### Guiding Principles for Building Excellence July 2017

The guiding principles are the community voice of *Building Excellence*. We generated these principles from focus groups about facilities with approximately 170 students, staff, and community members throughout the Fall 2016. Research & Program Evaluation Office staff used qualitative methods to analyze this focus group data and determine the values and principles most important to the MMSD community. We then took the draft principles to the community again in Spring 2017, getting feedback to further refine the concepts and create the final set of principles listed here. The district will use these guiding principles over the next 20 years to help prioritize facility-related planning and ensure that facility investments and planning align with the values of the MMSD community.

#### Prioritize health, safety and accessibility

All facility-related decisions will prioritize the health, safety, and accessibility of MMSD students, staff and community members. The district will incorporate best practices into facility maintenance, planning and construction to ensure these spaces are comfortable and available to all. Facility investments will prioritize critical maintenance and restoration of facilities, so that all facilities meet a minimum building condition index grade.

#### Promote academic and co-curricular excellence

All MMSD facility-related decisions will ensure that learning spaces support great teaching and help prepare students to graduate from high school ready for college, career and community. To this end, academic and co-curricular facilities should provide teachers and students flexible and effective spaces for teaching centered on innovative, complex and high-level learning.

#### Adequately and consistently invest in the MMSD facilities

MMSD decision-makers will ensure the district's budget reflects a sustained and adequate investment in facilities. Over the next 20 years, decision-makers will allocate sufficient funding to address routine maintenance in order to prevent critical issues from being deferred and partner with community organizations when appropriate to make upgrades possible. MMSD facilities should outwardly project the district's high expectations for thriving schools in order to promote the retention and attraction of students and staff.

#### Treat MMSD buildings as community hubs, not just schools

Decision-makers should recognize that MMSD facilities are important centers for the greater-Madison community and ensure facilities can support vibrant programming and community needs. Planning should ensure that facilities can sufficiently support community use so that shared spaces do not interfere with MMSD needs.

#### Keep equity at the forefront of decision-making

MMSD facility planning and investments should analyze how facility investments will disrupt inequities across the district by ensuring that all students have access to safe, clean, and supportive learning environments. Decision-makers will recognize facility improvements as a key resource and tool to ensure equitable teaching and learning across the district.

#### Demonstrate a strategic approach to facility investments

MMSD facility-related decisions will draw on the ever-growing database of information and ways of working created during the development of *Building Excellence*. MMSD decision-makers will make financially sound facility investments using Capital Maintenance Plans to prioritize short-term projects and Capital Improvement Plans to address major renovations and new construction. This planning will effectively weigh the costs and benefits of renovations to existing facilities with new construction to ensure that tax-dollars are spent responsibly and will include processes to track and measure progress over time. Input from the facility's users will play a key role in decision-making.

# Guiding Questions

How will the greater Madison community **grow and change** over the long-term? How will it impact MMSD enrollment and what are the implications for school facilities?

How is the **legal/financial/market framework** for K-12 Wisconsin public schools changing? How might it impact MMSD enrollment and what are the implications for school facilities?

Are we serving all neighborhoods and all student sub-groups **equitably**? What gaps exist in the current arrangement of school/program locations and attendance areas?

Are we making the **best use of existing** school facilities and attendance zones? Where do we have excess capacity and how will we address it? Can we operate more equitably and efficiently?

# Guiding Questions

What is the **Facility Condition Index** (FCI Grade) for each school building? What deficiencies need to be addressed? How are the needs prioritized? How urgent is the need to upgrade the FCI at each school?

What **standards** have we articulated across school levels to support teaching and learning, including instructional spaces, arts, athletics, etc.?

What is the **financial capacity** of the school district to support the cost? How much existing debt does the district carry? What is the ratio of debt to tax base?