

Rockford Public Schools, District 205
Facilities Master Plan 2025 – 2030
Meeting Minutes

Steering Committee
Wednesday, March 20, 2024

Ms. Vansant, DLR Group opened the meeting at 5:03 p.m.

DLR Group Members Present:

Korey White, AIA, pK-12 Planning Leader/Senior Associate
Keri Vansant, AIA, Project Manager/Senior Associate

Committee Members Present:

Board:

Paul Carpenter

Principals/Teachers:

Dawn Myelle-Watson – Science, Jefferson HS
Joshua Tatman – Science, Auburn HS
John Schmelzer – Principal Ellis ES

Students:

None

External:

Ron Clewer – Gorman & Company
Antonio Ramirez – Alignment Rockford

Internal:

Bridget French – ED College and Career Readiness
Melissa Wolf – Director of Fine Arts
Heather Psaltis - ED of Schools, Southeast Quadrant

Committee Members Absent:

Board:

Tiana McCall

Principals/Teachers:

None

Students:

Jessica Garcia – Auburn Superintendent Student Advisory Committee
Emmanuel Edwards – Roosevelt

Internal:

Misael Nascimento – ED Bilingual and Multicultural Department
Dawn Williamson – Director of Athletics, Activities, and Program Development
Susan Uram – Director of Education Technology
Tessa Huftalin – Director of SPED
Jason Pope – Director of Recruitment

External:

Angela Hite-Carter – Former RPS 205 teacher, principal, administrator
Brent Pentenburg – YMCA

Administration Present:

Michael Phillips – Chief Operating Officer
Greg Brown, Ed. D – Chief Financial Officer
Scott Jenson – Director of Design and Construction
Dr. Ehren Jarrett – Superintendent
Heidi Dettman – Chief Academic Officer

Agenda:

1. Review updated prioritization method
2. Review district-wide project suggestions
3. Prioritization of district-wide project
4. Reconfirm above the line

Ms. Vansant reviewed the Agenda.

Ms. Vansant: Again, this is just the process of getting to the scenarios. (Refer to Presentation below minutes on District website.) All this information has either been captured by the District and fed into . . . along the way. Getting community input and program needs and visioning throughout building these scenarios. We'll get to the recommendations as you're moving through the process.

The proposed prioritization approach – what we have seen for a while are that these are the four items: 4-2-1 College and Career Education Center; Newcomer Center; Early Childhood; Functional Building Requirements which included buildings that have all the classrooms that are open without walls and doors, feeling they have less security and acoustical separation, the school with modulars, and the elementary schools needing spaces for student services. Last meeting there was a lot of discussion around the needs for K-8 facilities and special programs at those schools and how do we accommodate them in a K-8 manner.

Priorities below the line still, within that layering of facility condition, capacity, and student and neighborhood equity index. When we look at the above the line projects, this map starts to highlight by quadrant, that was the scenario out of the two that we reviewed at the last meeting

that the group seemed to gravitate to. It was a desire that we're focusing on all quadrants with this program, you see, it's kind of hard to tell here . . .

Ms. White: You have a printout, there's two maps and this is the one that has all the one through five numbers on it.

Ms. Vansant: So the colors here associated with the projects are for the schools in their quadrants and then the one through five are associated with the above the line buckets. So if you see a 4b by chance, that's what is referred to.

So similar to the last meeting, we had discussed the overall strategy for these above the line projects, and then what we heard along the way in discussing this strategy were gaps that were identified in special programs in making buildings that need to adapt into a K-8 model. Some of them were elementary school buildings and some of them lack the spaces for shared and support spaces. We heard several things, from programming meetings, you all at the Steering Committee meetings, teacher surveys and district communications, that they really need to align. Those buildings need to align with their grade structure, more space for special services, whether it's related to resource, social work, etcetera. Barbour, specifically, is not equipped to be a middle school and then there were some general discussions about some shared spaces, the athletic spaces, things like that. I wanted to make sure there were extra-curricular and special spaces that were able to be provided at this K-8 school rather than sharing at their specific quadrant middle school.

Ms. White: Okay, so that was part one of what we have been doing. Part two is related to the prioritization. You have a lot of print outs over there. As you will remember, we've been talking about this in three layers. Last week we presented to you a spreadsheet with a lot of data, we had a lot of good dialogue on what we were starting to see there. So using these nine criteria to help us prioritize, we took a look at it, and we got a lot of feedback that we felt certain criteria were maybe leaning some things in more of a direction than others. Also, there should be some weighting applied, that is prioritizing certain schools based on some of those criteria. Those being based on these factors: those schools that have high percentage of immediate repair needs, those that were over-utilized, schools that have been identified as intensive, and as a reminder those are the schools that are performing in the bottom five percent of the state, and then those schools that have a census tract that has tracked very high on the NNEI vulnerability index.

What you are seeing then on the 11x17 is a reweighting or a reorganization based on our conversations from last week. What we heard from you is that those should be weighted. So we updated a weighted factor, if you think about it, it's going to get into some math if we have any math fans out there, some more complicated equations in here, but essentially every factor started as a one last week, and now we elevated some to 1.5. You'll see across the top what that weight is. We're only using two weights; it's either one or 1.5, and you can see how that has reconfigured the order of the schools that we're looking at for prioritization. The first column is the new weighted scores, the one that goes in gradient order, and then the second one is what it would have been last week when we looked at them. We wanted to give you that

as a frame of reference so you could see where it was when everything was being called equal versus what it is now with some of those factors at a higher weighting.

I know there are some folks who were not here last week. Some additional discussion items were that Special Program schools, or schools that are solely dedicated for special programs, should not be factored in when we're looking at an NNEI or the percent of students for special programs, bilingual or SPED because they are coming from all over the District and it's not necessarily representative of a neighborhood in the same way that the neighborhood schools would be. And the same, it's not fair to say that because the school is 100% special program school, that they are going to get more weight. We show where we've highlighted, sort of zeroing out those, it's not really detracting from it, but it's not adding anything artificially.

So with that, we have a new map for you. The second map you have doesn't have any numbers on it, but it is basically showing you the top two schools for each quadrant that are identified by using this prioritization approach with We have multiple spreadsheets here, we have gone ahead and broken them down by quadrant, so you don't have to search through that long list of them. Does anybody need any help orienting some of the materials?

My first question is, how is the adjustment feeling on the weighting? Is this spreadsheet better? Ok? I personally noticed that Special Program schools that were at the top last time fell lower, which I think was some people's concerns. I will say that at this point, and you will see it on this map, there are some schools that are both at the top using the prioritization criteria and receiving above the line projects. So if it looks darker and has a number on the first map, that's what's happening. Just for an example, high schools that were up here at the top for the prioritization, are also being counted as part of the 4-2-1 strategy. That's why you're seeing some overlap there. Are there any questions or comments on what we're seeing?

Board Member Carpenter: I'm in favor of the special program schools not getting bumped up just because they are special program schools, but then we also talked about some special program schools that did have needs based on their special programs.

Ms. White: Yes. So I think now that conversation has become above the line. This was the conversation about the K-8 schools for special programs, we moved that to above the line projects. I think, at least from a lot of the conversations we had last week, that Barbour was a big topic, we talked about the idea of Conklin fairly regularly, and then also about Montessori . . . a K-8 still has some needs. So we talked to the administrative committee as well, so that is what you're seeing above the line when we say K-8 for Special Program schools.

Board Member Carpenter: I was also thinking about Early Childhood being in buildings

Ms. White: Do any of the Special Program Schools have Early Childhood?

Multiple members answered: Yes – Montessori and Roosevelt.

Board Member Carpenter: And I meant Early Childhood in general. I think

Ms. White: True, and I think conversations that we have had is that, right now, the above the line conversation around an Early Childhood center is that that new approach to early childhood would then set the standards of items for others to receive in the future, probably outside of this five-year plan. Just because we can't do it all. Any other general comments, questions, everyone feeling ok?

The second part of what we're going to do tonight is get into the what. This is really about the where. We have a lot of threads coming together to build us up to those recommendations. I realize that this may feel a bit piecemeal at times because we don't know exactly what it is that we're applying to some of these things, but we're going to start thinking about that tonight. Ready? Let's move on, and if you do develop a question as you're going through and prioritizing things, feel free to ask and we can always circle back.

Ms. Vansant: You have post-it notes too, to jot down questions on.

Ms. White: As I just mentioned, that prioritization approach and a lot of the discussion we have had has been about the where. We know there are a lot of things that go into improving the facilities. It's more than just what the individual needs are; it's based on our students, it's based on the programs, it's based on the neighborhoods, etcetera.

So the next thing we're going to do is start to get into the what. So that is what you are seeing up here; you have lists as well, but I wanted to pull you back to one of the very first meetings we had with you all where we had brought all of what we had started to hear from your community, from the teachers, from some of the survey's we did around what the themes were for a District vision. If you'll remember, we showed you these two buckets: Program and Access, and Building Function and Investment. These were the major themes that were coming up. As you can see, a lot of these have developed into those above the line, but there are still some that we want to make sure that we understand where that priority lies as it relates to the below the line items. Once we've tallied up those for the above the line, what do we have left over? Where are we going to invest it, and what are we going to invest it in?

As a reminder, we set Guiding Principles as well. I want you to be thinking about these tonight as we're thinking about these district-wide projects. But the question we are faced with is, which of these district level projects should be a priority for the five-year plan? We've heard a lot of things, and this is where it really gets challenging. We have to say what is really critical to do in the next five years versus what might be an item that we address in five to eight years. So nothing you are seeing is getting taken off the list, they are all important, they are all things we know need to be addressed. But this is really about getting your input and feedback on what's the most critical things to address in this five-year plan. If we're going to allocate funding, what does it need to be?

So a quick overview of the process. You have a list of things; this is your individual list. These are the same projects that are up here on the board. We want you to spend just a little bit of time, we're here to help answer any questions around what those mean, or what they are, or why they're at certain . . . for certain school buildings. But generally these are intended to be across the District, almost every building could benefit from these improvements. So the first

part of this is we're going to do some dot voting. We have some stickers as well. I know there are four colors, but I really want you to only use the green and the yellow. You have two sheets of this, and I would love for you to use as many greens and yellows as you can to come up here, once you've taken a little bit of study and then put your dots on whether you feel that's a *Now*, or a *Future Project*. Again, the *Now* is within five years and the *Future* is beyond the five years.

Once we've done that, then we'll take a look together. If there are some clearly falling into the *Now* bucket, we'll move those off and move the ones that are very clearly for the *Future* and then we'll have some discussion on the ones that are on the line and are not as clear with some of the dots moving. Then after that, we have some stars and we'll give each of you three of these and we want you to pick, these are the ones that I absolutely feel must happen. So we're doing some prioritization within the prioritization.

Again, if you have comments or questions, or even *I wonder's* about, I don't know, cafeteria, kitchens and serving lines, for instance. Let's just say, I wonder if the nature of cafeteria functions is going to change in the next five years. Maybe we should think about this ten years out because we feel like there's a new food innovation coming, I don't know. That's a pretty extreme example, but feel free to write those out, we'll even take those into consideration as we're processing everything after this meeting. Again, we have the Guiding Principles there, this is the shortened list of what you're seeing, just to help guide you, and then you'll get three stars. We just want to make sure that what you're choosing is responding to those Guiding Principles that we set based on the themes that we heard from your community. Any questions?

Committee Ron Clewer: I have a question, and I don't know the school real estate law enough, but did the Governor's commitment to becoming much more energy efficient in the housing world, there's a significant amount of resources being driven to housing to reduce utility usage. Is there something similar in the school world? Because if there is, I might be inclined to not weigh as much because there could be a different bucket of money that could come along.

Ms. White: That's a great question.

Ms. Vansant: We did discuss funding and sources and how important that is. Right now we're trying to understand project side of funding. Because depending on what the top of the line items come in at, there may or may not be . . . for those below the line. So it's something to contemplate, but it's a methodology that the District can then work through for the five, eight or ten years following that approach.

Ms. White: And as another example of one that's actually up here, as far as this Gymnasium, field house, stadium scoreboard replacements, different from the energy efficiency example, but a similar train of thought, we had talked about is that something you could partners in the community to help fund? So yes, that is on the table, but tonight we're just going to work on what is really important, and then let this team worry about, is it coming from the funding for the five-year plan or is it something we could find other means to do that.

Ms. Vansant: So one dot per sheet.

Ms. White: Yes, so don't discount your vote by putting one in both. We have extra sheets if you need more dots. However, I will caution you that not everything can be now. So put your difficult thinking hats on and look through the lens of knowing there are limited resources, unfortunately, so we really need to know we're not putting all of them into the now bucket.

Mr. Phillips: Ron, I do want to add to your point. Although right now I'm not aware of any state funding, we do leverage ComEd and/or Nicor rebates or programs. Let's just say we were looking at ceiling replacements and lighting replacements, there are definitely rebates through ComEd that we can leverage and have leveraged. In our HVAC project we've leveraged rebates through ComEd and Nicor both. Definitely any time we're doing something like that we have that in mind, and we will try to leverage those dollars available.

Ms. White: Scott just shared that this is, I chose this as sort of an egregious example, but this is actually responding to changes in menus and the different ways that cafeterias malfunction due to what the menu items are versus what they used to be.

Mr. Phillips: And I can add a little bit more to that too. That's definitely something that has come through building capital project requests in the past at the middle and high schools. But this is something that has come through at our community meeting at Patriot's Gateway that we heard a lot from parents about cafeteria serving lines and just the cafeterias in general. During our last Facilities Master Plan, we moved away at the elementary schools from the gymcafetorium, and we were building gyms and cafeterias, but really didn't invest in the middle and high school cafeterias.

Ms. Dettman: I have a question, because I've seen several, but certainly not all, and Melissa can probably have a good answer to this question, but when we see art and music classroom upgrades, how dire is that situation from your standpoint?

Committee Member Wolf: I think it depends on the capacity at each school. Some of them are being really under-utilized and others we can't get enough. Such as Barbour who has really small music classrooms for the number of children they have; Welsh has a beautiful classroom that could be utilized more. Which is kind of like . . .

Ms. White: Great question, great answer, but also if there is a really strong inclination between Science labs, auditoriums, art and music classrooms and we walk away tonight, that's where all of your stickers have landed and you feel those are really important to be now, that doesn't necessarily mean that all of the schools will get all three of those things. The next step in the process is to understand as part of the implementation, what are the needs at that campus? But right now that's helping us understand a little bit more about, in the next five years, what are we prioritizing.

Board Member Carpenter: One of the things you talked about was the walls

Ms. White: So the walls that don't exist, or lack in acoustics efficiency are above the line. So they're not on this list because they are addressed above the line.

Committee Member French: What's the difference between parking lot security and parking lot replacement?

Mr. Phillips: So the security issues were identified during our security audit by the third-party Tru North. That could be traffic flow; so if you think about some of the things we temporarily did at Auburn. Looking for a more permanent solution at our high schools for sure, but also there were recommendations at our middle and elementary schools. And sight logistics, I'll bring up two specifically: it's our student drop off at Lincoln with the Charles Street there; West with North Rockton Avenue, we've had students and parents hit on Rockton Avenue; near misses at Cherry Valley; Spring Creek, we know how busy Spring Creek is, that's a two-way in and out and what we'd like to do there, potentially, is create more of a three lane where you can have a left and right lane outbound, widen that out, and there's just some traffic flow issues there also; Bloom, there's not enough parking so we have a lot of parking on the streets around the school; we have the same issue at Marshall Montessori, so that's what that bucket is.

Ms. White: There is no rush, you have plenty of time. But as you get through your list and you feel confident, feel free to come and put your dots up.

Committee Member French: Mike, where do the vestibules fall in? Like Guilford didn't have a secure vestibule . . .

Mr. Phillips: All of our vestibules will be done at the end of this summer. The one we're adding is the East vestibule since we implemented the Evolv Weapons Detection system, the student entrance to the east of the high school did not lend to that unit to be installed, so we're actually putting a vestibule there to be able to move that from what used to be the main entrance at East, back over closer to the student parking lot. Then every school will have a secure vestibule.

Committee members worked on prioritizing the list and placing their dots on the projects at the board. Ms. White and Ms. Vansant then sorted the projects into groupings of *Now*, *Future*, and on the line.

Ms. White: There are some pretty distinct ones on either end. At the front of the heap for the *Nows* are parking lot security, restroom renovations, science lab renovations/upgrades, window replacements not completed in the last plan, site logistics, art/music rooms, auditorium renovations, classrooms, ceiling and lighting and fire sprinklers.

We're going to the other end before we get to the middle. Over here we have running tracks, football/softball fields, baseball and softball field upgrades, gymnasium bleacher replacements, cafeteria, kitchen and serving line renovations, removal of classroom casework, replace with new or add replacement furniture, locker replacement, and then gymnasium, field house, scoreboard replacements. Is there anyone who feels, no way, the sticker I put on there must be . . . , or do we generally feel that those feel appropriate?

Ok, the middle ones. We have some that are pretty split, some that are just barely. Elevator lift replacements, student study lounge spaces, sidewalk replacement, roof replacements, locker room renovations, parking lot replacements, and interior doors/hardware replacements.

Committee Member Wolf: Speaking from someone who was in a school for a very long time, I definitely think that the interior door and hardware replacement is vital. We do lock down drills a lot and we have a lot of very scared students, and sometimes they're not drills. That is integral, that is the first part of our safety, and if we can't even have a locked door, what are we going to do?

Committee Member Psaltis: I just have a question about both the locker rooms and the lifts, because there are ADA requirements and issues that some of them must do and not . . . I know that at one school I work with, if they do something in the locker room, the locker room has to be brought up because it is not ADA accessible. I'm just not sure how many of these we have a choice on

Mr. Phillips: Heather, there is nothing that has been decided. The elevator lifts, that came from our facilities condition assessment and those are our lifts that are at the end of their life cycle that we're seeing a lot of repairs to, and yes, they do become an ADA, an accessibility issue. What happens at the high school level and the middle school level, at times when they have issues with the lift, they will relocate the class until something happens and that is not an ideal situation.

Committee Member Myelle-Watson: Ours is broken a lot and we don't have classrooms to go to. And we have teachers and Para's who need a lift and they can't get to . . .

Committee Member Tatman: As a high school teacher whose room often gets used as the girl's locker room, I find that highly inappropriate. We just don't have a locker room for a girls' basketball team to do that. I do know there's a room in the field house at Auburn that they are going to be changing into a locker room this coming year. But a locker room, I don't know if it's girls, if it's boys, if you go in and it splits, I don't know. I don't know what the plans are. I've been in the room, it's huge, and if they can do something really cool with it, but that's something that has to be addressed. It's a science room; the other day they used it for hospitality, and you really shouldn't be eating on my tables.

Mr. Phillips: Joshua, we are actually at 95% design on the fieldhouse and locker rooms at Auburn. It will be a boys and girls, but we're also doing some things within the locker room with changing compartments, not only at the showers, but some changing compartments near the locker spaces.

Committee Member Tatman: And I know that was one of the big things why Ryan put me on this committee is because he wants a science room that he can put any science class in, and he wants locker rooms renovated.

Board Member Carpenter: I think they use a classroom for a locker room at East during games.

Mr. Phillips: Joshua does this happen more when it's field house events when they have large . . . because our main gyms have boys' and girls' locker rooms. So if we're holding a girls basketball game, the away team typically uses the boys' locker room and the home team uses the girls' locker room. But when we're doing large wrestling events or they're just doing outdoor basketball events using multiple courts, that is where I would see them potentially using classrooms.

Committee Member Tatman: This is during the regular basketball season that the girls use my classroom. I remember my first year in the District, five years ago, I was sitting in my office until about 4:00 working and I didn't hear anybody, and I opened up the door to go into my classroom to go out and they freaked out, "girls are getting changed in here", and I said, "what are you doing in my classroom in the first place? Sorry, nobody told me, and I was in here with the door closed and I didn't hear you guys."

Mr. Phillips: I'm glad I'm here, that's the first I've heard of that.

Ms. White: Are there any others that anyone wanted to speak to?

Committee Member Clewer: Roof replacement, I would assume if it were a leaking roof that location

Mr. Phillips: So we have addressed, and we've been continuing to replace roofs. Once again, these aren't necessarily ones with major leaks. It's just the next up in our life cycle of roofs.

Committee Member Myelle-Watson: Could the same be said for parking lots then? They're not ones in dire need of repair, but ones that are on the cycle and are starting to fill a lot of potholes?

Mr. Phillips: Yes, and yes. We have a lot of square feet of parking lots.

Board Member Carpenter: I thought the sidewalk replacements were important with the Guiding Principle of community and how we had talked about that.

Ms. White: Welcoming and flexible?

Board Member Carpenter: Yes.

Ms. White: So we've heard from you all about advocating for interior door hardware replacement as being really important, locker room renovations being really important, elevator lifts and accessibility, and sidewalk replacements. I guess the question is, and we didn't come into this with we've got to leave with six or three or anything like that, but having heard some of this dialog, do we move all of them over there? Having heard a little bit more from your peers

here, are there any that you would say, “oh that’s more important than something that’s over here”? Or if it’s equally as important? I know it’s hard, they are different types of projects.

Committee Member Clewer: One of the things we heard early, besides the locker room conversation just now, was the need for locker rooms or places for different identifying youth, or nonbinary individuals, so it would seem like that might take a precedence because it seemed like it was a pretty big deal.

Ms. White: I don’t know if these were your notes.

Committee Member French: I wrote that. I hear from counselors and nurses often that students come to their offices to change who are nonbinary or transgender because they are not comfortable changing in the locker rooms.

Ms. White: Thank you for those notes on both restrooms and locker room situations.

Committee Member French: Yes, same for restrooms. They just don’t go to the bathroom all day unfortunately, or they try going during class.

Ms. White: Okay, so I went ahead and moved everything over that we just spent some time talking about. When we look at this, do we feel that everything generally does address the Guiding Principles that we have? We’ll just quickly run through and jot that down because I think it is going to be important when we share this with the broader community; how we came to these conclusions, how it comes back to the vision that helped you all formulate through these Guiding Principles.

The group spent time going through each of the *Now* projects and deciding which Guiding Principles they addressed.

Guiding Principles:

Guiding Principle 1: Our schools will reflect and promote inquiry and innovation to support each unique learners’ experience in faculties that are welcoming, inspiring, and flexible to support staff and students in reaching their full potential.

Guiding Principle 2: Our schools will reflect the community to promote a sense of belonging.

Guiding Principle 3: Our schools will create an environment where staff and students can express themselves freely, collaborate and communicate creatively, allowing their passion for learning to flourish.

Guiding Principle 4: Our District will balance the needs of all our students, staff, and programs and how the various learning models (Academy, Career Education, Early Childhood, Project-based Learning, etc.) work with the school facilities we have, maximizing the well-being of all stakeholders.

Projects – Guiding Principles they address

Parking Lot security (security audit) **Guiding Principle 1**

Restrooms renovations - **Guiding Principle 1**

Science lab renovations/upgrades **Guiding Principles 3, 4**

Window replacements not completed during last Facilities Master Plan - **Guiding Principle 1**

Site logistics (safety) – **Guiding Principles 1, 2, 4**

Art and music classroom upgrades - **Guiding Principles 1, 2, 3, 4**

Auditorium renovations

(accessibility, seating, sound, lighting, flooring, acoustics) - **Guiding Principles 1, 2, 3, 4**

Classroom ceiling and lighting (LED) replacement, add fire

Protection (sprinkler systems) to buildings - **Guiding Principles 1, 4**

Locker room renovations - **Guiding Principle 1**

Interior door and hardware replacements - **Guiding Principles 1, 2, 4**

Elevator/lift replacements - **Guiding Principles 1, 2, 4**

Cafeteria, kitchen and serving line renovations - **Guiding Principles 1, 2**

Ms. White: Any other comments or thoughts before we move to the next portion? Are we all feeling okay to move these to the future timeline?

Board Member Carpenter: Can I just ask really quick, the cafeteria, how much community input? You said there was a lot of community input on that one.

Mr. Phillips: There was just feedback at our community session, specifically the one I attended at Patriot's Gateway. But Paul, I believe that came up in our building level surveys also. We can probably pull that information and bring that back to the next Steering Committee, as far as how many times we heard that.

Board Member Carpenter: Okay. If that's what we're hearing from the community, I don't want to . . . that even though we didn't think too much of it, I guess.

Committee Member: Or even the students, not sure if we heard that when the students were polled, they're the ones . . .

Committee Member: Is it the facilities or the offering of food?

Mr. Phillips: It's yes, and yes. It's facilities, it's kitchen, it's serving line, I don't know how many people have been in the East cafeteria, but it's a terrible serving line. At Auburn we had the opportunity because it's more wide open, to do some self-serve bars. Whether it's self-serve nachos, self-serve wings, those types of things, and we have limitations at some of the schools.

Ms. Dettman: I was one of the green dots on that one and my rationale for putting a green dot on that one was the same as the art and music rooms, is that in some schools it's been done during renovations over the last ten years and it's good and smooth for students, and it's a part of their daily lives in school and if it's not optimal, then we should address that right away. I kind of put that the same as art/music room, ceiling, lighting, the basic daily environment for the kids, assuming we would only fix the ones that really need it.

Ms. White: Okay, I moved it over, so which Guiding Principles do you think? (1, 2) Alright, great. Just so you all know, we are also having some conversations with the administrative committee tomorrow about how we might get input from the individual schools, as well, on these things. Now that we've had some discussions, we want to make sure they are getting to provide some insight into what might be most valuable for the campuses as well. The thought that just occurred to me, it would be interesting to see the student's input.

We do have a decent amount of *Nows*, but I am proud of you all for at least getting some out into the *Future*. There are a lot of really good things over there. So now I'm going to hand out, there's no difference in these colors, they're all star shaped. You get three, and I want you to think about, on the *Nows*, if you can pick only three, which would be your top three. And if you want to write an argument for why you feel that way, feel free to do it on your star.

Group spent time thinking about their choices and putting their stars on their choices on the board.

Ms. White: Okay, did everybody use their stars? So we do have some with no stars, which is interesting. There is not a scientific factoring here, obviously. This is just giving us some insight into where you all are at because you have been doing this work with us over the past few months, but we are looking at informing where these priorities are. This is really helpful in guiding that because I think there is some obvious support and understanding around restroom renovations, which has been a huge thing we've heard from the community and students as well. Then the other one, site logistics and safety, a lot of support. It also addresses a lot of our guiding principles, which is interesting, the ones that do, I'm seeing more stars on those. So there is obviously some alignment with that vision we set and some of these strategies that are supporting that. So auditorium renovations as well, science lab renovations has four (stars), and interior doors and hardware replacement has four. Feel pretty good . . . ? Any last comments or thoughts on any of this?

Ms. Dettman: I had a hard time putting a star on ceilings and lights, and interior doors and handles, because I just felt like those are things that we should do, and I had a hard time prioritizing that over some of the more student facing things like restrooms. Because I felt like those things are just givens that we should be doing. Just speaking that out loud. I had a hard time then having to cut out the things that I know are really good for students and their daily interactions.

Ms. White: That is really valid, that sort of balance between those functional things and knowing the things that are going to enhance and make the learning environment better for the students. Very helpful comments, again, it will help inform our discussion as we really start

doing some of the costing to understand how much we really have when we look at those above the line and come back to see how this might filter back to prioritize schools.

I think we've talked about this in the past, the next thing you will see from us will start to be around costing. We're talking about the schedule and sequence of things with the admin team tomorrow. There are going to be some community sessions. Michael, do you just want to talk about the community events you're going to be doing?

Mr. Phillips: Yes, on Wednesday, April 3rd we're going to host a community event here. We sent a blast through our communication channels out yesterday. We're working with bilingual and multi-cultural departments on flyers that will be going out. Actually working with Antonio to get those out to some specific groups. BPAC which is a group that our bilingual and multi-cultural department works with, and then our Latino Coalition. But it is open to everybody, community members, staff members, students. That will be here in the Boardroom and it's just walking through our process, what we've done to-date, some of the things we're working on right now, and then leaving a space for people to give us feedback still. Are they agreeing with some of the things they're seeing; what aren't they seeing that should be on the list. I will compile all that information and send it to Korey, and we'll have that for the April 10th Steering Committee meeting to review too. My sense is we're going to see a lot of the same stuff we're already talking about, but every time we do one of these, some new things bubble to the surface.

Ms. White: And it may just start to be yes, but this is really what it needs to be in order to meet the needs. So that is what is happening at the next meeting. In the meanwhile we will be in the background taking all of this, what we've learned from you all. Again, I mentioned to you all that we are going to figure out a way to engage at the school level and understand where those priorities might be. But also looking at what is left once we hit that target. So the target that was set before this process started, really knowing where those needs were, was around \$180 million. We've shown you this diagram before we started the prioritization process, but we have all of those items that we've been considering and talking about above the line. (Refer to PowerPoint presentation beneath minutes on website.) We're going to see where that is and then we will see what else needs to be prioritized across the schools. That's going to be looking at these items. That's how the pie of money, so to speak, will break out. Do you want to add anything?

Mr. Phillips: I do. I actually want to point something out. It's really just a response to what Heidi just brought up. We have a bunch of above the line items that we've looked at and now we have this group of projects, and you see we have a finite budget. So the fun part is envisioning what could be all these great projects, but in the end, we have a limited budget. We have an infinite amount of needs, but a limited amount of dollars. So I think the question begs, is there something above that line that we would consider, we really need to start thinking about bringing that down. Our students should have good ceilings, good restrooms, good lighting, but those are the tough decisions we need to make because we do have a budget. What I want to say is, whatever we do is going to be win for the District. I am just so excited to see what you guys have done tonight because when Korey asked me, "Mike, what would be your top?," I do have some tops, but I said that the District is going to win if we do any of these things. Our students and our staff are going to win regardless, but in the end, people have their things that

they're passionate about, and we know that in the end, it's not that they weren't heard, it's just that those projects didn't necessarily rise to the top. That's the challenge we now have is we've got some great projects here, we see our budget, how do we start prioritizing?

Ms. Dettman: In some of the ones, like interior doors, we'll use that as an example, do we have sort of an inventory of how many buildings we're really talking about? Is this a 20% problem, or is this an 80% problem?

Mr. Phillips: 80%

Ms. Dettman: Maybe ask us as a committee, should some of these safety items be replacing something else above the line? Is that sort of what you're challenging us to do?

Mr. Phillips: Well, to your point, you've brought up some things that this is what we should do. As a school we should have these things. I'm just bringing that forward; those are the decisions we have to make.

Ms. Dettman: I appreciate that a lot. And I appreciate that framing, and I think the missing piece of information for me, and I know I'm a little bit newer coming to these meetings, and if you've already done this, I'm so sorry, but just that concept that if 80% of our schools are in this interior door thing, I don't feel bad at all now about putting my star there.

Mr. Phillips: If you think about all of our original high schools, all of our original elementary schools, all of our original middle schools, they all need interior door replacements. There's no doubt.

Committee Member Tatman: My question about that is, I'm at Auburn, which is a really old school, well maybe not really old, but one of you mentioned that the doors aren't locking or don't have locks on them. My door, earlier this year had a vent on it that was old, and somebody had fixed it with a piece of red and white striped tape and it had been like that for years, at least since I started here, and somebody got their backpack caught on a little piece of wood that was sticking out and it ripped that part out and all I did was put a work request in. Within a couple of days it was replaced with a new metal vent. So I guess I'm wondering, for these doors that aren't locking, are they submitting work requests?

Mr. Phillips: There again, we get work requests all the time, and whether we're repairing doors and repairing locks. I'm not saying that there is not an interior door out there that is not working correctly, there could be. But we do rely on people to submit the work orders.

Committee Member Tatman: When I hear something like that, that we have doors that don't even lock, and we were running drills . . .

Mr. Phillips: But I think to your point Josh, I think a lot of it isn't so much that they aren't functioning, but they're laminate and they're original to the building. They have wire mesh glass, which is no longer standard code, so as you start replacing those you would address that.

Ms. Dettman: I appreciate the perspective on the scale of that. I wasn't thinking it would be that high.

Mr. Phillips: And that's the same with our bathrooms. If you think about all of our original elementary schools, middle schools, and high schools, while they may have had some aesthetic paint, the tile is the original ceramic tile and the sinks.

Committee Member Psaltis: So we're talking like \$25 million here for all that's left.

Mr. Phillips: We haven't gotten down to the money . . .

Committee Member Psaltis: But that's the ratio, \$100 million . . . Not a lot of money.

Ms. Dettman: Would you say the same Mike for like ceilings and lighting? Only but our brand-new schools are in need?

Mr. Phillips: 100% correct. And the one context I want to add to that, I had put sprinklers, and the reason I put that is, per code, once we take down over 50% of the ceiling, then we have to go back if the building isn't sprinkled and add fire sprinklers. So that adds costs and that is why some of that wasn't addressed during the last Facilities Master Plan. It's just not as simple as taking the ceiling down and putting up new LED lighting.

Ms. Dettman: I appreciate that.

Ms. White: I also think that as part of this discussion, something like adding fire protection sprinkler systems to 80% of the buildings is going to have a much different cost impact than just addressing windows at these few schools. So I also think there is a scale to cost that wasn't necessarily a part of the equation today, but as we get further into understanding what some of the priority items costs are coming in at approximately, we'll be able to better understand, where is our line is shifting?

Committee Member Psaltis: I'm hung up on the dollars still. I know it's not accurate, but if it's even close to accurate, we're talking about . . . so that is not realistic . . .

Mr. Phillips: Yes, so that's what I'm saying, we have \$180 million. Are the above the line items the proper items?

Ms. Vansant: Yes, part of this exercise is, does it make sense to rethink? Do any of these, or some of these go to that functional building and . . .

Mr. Phillips: And all the above the line items are great projects.

Committee Members: They're all great. Yes, it's hard.

Board Member Carpenter: But we don't know any numbers, right?

Ms. White: Not yet.

Mr. Phillips: They're working on the estimates.

Ms. White: It was just an illustration. We know we have some dedicated for what's here, we know we'll have some left over that we will have to look across all the buildings. How do we break it out? So yes, it's forthcoming information. Any other questions or comments?

Really quickly, so just to sort of prime that conversation, we wanted to share some of the definitions of how we'll be thinking about some of those costs. You will get these again when we start getting costing information, but I just wanted to, you know they say it takes three times to really let something sink in, so we wanted this to be the first.

The way we look at doing this is sort of a high-level cost per square foot. To understand how we're determining those costs, we look at, okay, if we are going to add walls and doors, what's the square footage of the area in the buildings that need to have walls and doors addressed? Okay, let's add that up. Let's apply a dollar per square foot cost to it to understand. We know that when we get into the projects and are actually doing the drawings and going through the construction process to understand the nuances of the structure, the mechanical and all that, that can change the ebbs and flows, but for the purposes of the plan, this is how we're thinking about it. What that means is that we have these different types of projects.

Additions would be anything that is going on as a new addition to an existing building.

Major renovation is where you start to see major modifications, electrical mechanical systems, major wall demolitions in the building, looking at potential exterior renovations that might be needed.

Moderate renovation is a bit lighter. That might be new wall partitions, new lighting systems, mechanical, electrical, plumbing modifications, but not to the degree of the major. Then these each build over each other.

Minor renovation is assumed into moderate and major, but then the minor really is just what we call light and bright. Some new finishes, maybe new lighting fixtures, new doors, glazing, that sort of thing.

New construction is what it sounds like. The building and associated site work, their demolition is looking at partial or whole. I don't think we're talking about any whole demolitions here, but if we need to demolish a portion of a school to put in a new walls and doors, that sort of thing that would be a separate cost.

Site improvements is the category and costs associated with safety, security, traffic separation etcetera for the site functions.

Deferred/Anticipated maintenance terminology may come up, but then there's, on the other side of this, some of those variable and soft costs, so we usually assume a percentage. That would be on top of what these dollars per square foot costs are, but that's taking into consideration that some of these things are just really hard to quantify at this stage in the game. But we know as we've gotten into projects, these come up on every single project, so we need to account for them in some way.

Just to give you a preview of how you'll start to see that information come through, and we'll give you these definitions again, so you understand what we're looking at. Summarizing those next steps, as Mike mentioned, the District is hosting some community sessions to get some feedback on the above the line and start to get some input on these items too. We are going to work through understanding how to get some of the priorities around some of these items from the schools as well. We're working on finalizing what our understanding of above the line is as far as costs so we can come back to you and say; here's where we're sitting, here's the portion of the pie that's being taken out; are we feeling right about this or do we need to make some changes because we've seen, "oh, we can now maybe address a lot of this", or "oh, man, we don't have anything leftover". So we don't quite know where we are in that yet. Appreciate your patience as we get there, but you'll see that in April.

Mr. Phillips: The only thing I want to add here, and I do appreciate this work that we're doing because in the end, like you said, there are going to be some projects left over that we're not doing. I think it's very important to prioritize these as a group and include those in the Facilities Master Plan for a couple of different reasons. Because one, as I experienced the last Facilities Master Plan, and as Greg can attest to, over time there's times where we see more money come into funding sources. I'll just use corporate personal property replacement tax, where that came in higher than we were projecting. So that may provide us with some additional funds to then start addressing some of these projects that didn't make the initial cut, but we've spent the time prioritizing and that we can continue to tackle. It also gives us, when we get done with this Facilities Master Plan and if we're lucky enough to start another master plan, that these are the top projects that that next administrative committee, next steering committee should be looking at and evaluating, are these still relevant? Are they still in need, or can we just remove those from the list? But documenting these as part of the Facilities Master Plan, I think is essential because it will help us make some decisions as we move forward throughout the plan.

Ms. White: That's all we have for you. Thank you very much for your participation and thoughtfulness on this, I know it was not an easy exercise to make you choose between some of these things, but we got what we were hoping to get from you.

Meeting adjourned at 6:27 p.m.

Next Steering Committee meeting is Wednesday, April 10, 2024, at 5:00 p.m. in the Administration Building, Room 208.