

FACILITIES USE TASK FORCE

INTERIM REPORT

APRIL 2008

This report is the interim report of the Littleton Public Schools' (LPS) Facility Use Task Force (FUTF). It is intended to provide an update on all FUTF work to date and also offers insight into the remainder of the group's proposed work.

The FUTF was created by the Littleton Board of Education in December 2007. The task force was charged by the board with the following responsibilities:

- *Review all data concerning district facility use and academic programs including academic performance, demographic trends, school demand, facility condition and capital investments/needs, and financial considerations*
- *Review available data for estimating future enrollment growth*
- *Develop principles, filters, and criteria to guide decisions when considering potential program and facility changes. Factors to consider include:*
 - *Academic achievement trends*
 - *Long range enrollment forecasts*
 - *Impacts to students*
 - *Parent choice/community preferences*
 - *Demographic shifts*
 - *District resources utilization*
 - *Financial implications*
 - *Marketing potential for enrollment growth*
- *Recommend minimum and maximum school enrollment size*
- *Make recommendations to the Board of Education on how best to address underutilized school facilities.*

The charge falls under the Board of Education's Strategic Plan Focus Area 6:

- "Optimize the use of district resources and facilities to meet student learning needs while operating the District efficiently"

After receiving this charge from the board of education, the district retained the services of Augenblick, Palaich and Associates, Inc. (APA) to provide research support and expertise to the task force. APA is a nationally known private firm with 25 years of expertise on a wide range of education policy issues.

FUTF began its work on February 5th, 2008. Made up of 19 members from throughout the LPS community, the task force includes teachers, principals, parents, and community members. A full list of the members is available in Appendix A.

To date, the FUTF has held three data review meetings, two working meetings, and one meeting to review this interim report. Tracie Rainey and Pat Wojahn serve as task force co-chairs, as agreed upon by the membership. Through these first meetings, the FUTF has focused on two key areas:

1. Reviewing pertinent data in a variety of areas.
2. Brainstorming ideas

Each of these key areas will be discussed in further detail later in this report. It is important to note that no decisions or recommendations have been made to date.

First, however, it is important to put the FUTF's work into the context of past LPS committees focused on similar issues.

BACKGROUND INFORMATION & HISTORY

Over the past 25 years, there have been a number of LPS committees and studies addressing changes in the district including demographics, enrollment changes, and student population distribution.

1984-1987

The Retirement of Educational Facilities Advisory Committee was created in October 1984 with the following charge:

- *Hold at least one public forum to: inform the community about the need to consider retirement of facilities; discuss the process and criteria used by the Advisory Committee; and ascertain community thinking and attitudes toward retiring facilities.*
- *Prepare a report for the Board of Education containing a rank ordering of the sixteen elementary school facilities to be considered for retirement based upon specific criteria.*
- *Consider educational programs, enrollment, displacement of students, transportation, future use of facility, building safety, physical condition of building and site, financial factors, and unique factors.*

The advisory committee provided its final report to the Littleton Board of Education in February 1985. Following extensive public comment and deliberation which lasted into 1987, the board approved a reduction from 16 elementary schools to 15. North Elementary was "repurposed" to an alternative use.

1994-1996

The Educational Capacity Committee (ECC) was created in April 1994 with the following charge:

- *To review the demographic patterns and projected student growth of LPS and develop short-term and long range plans for accommodating demographic changes in the district, considering such matters as:*
 - Optimum building enrollment
 - Enrollment patterns and projections
 - School boundaries
 - School calendar
 - Future building additions.

Recognizing that there was a student distribution problem and not a lack of building capacity, the ECC recommended the following actions:

- Short-term plan: Boundary changes were recommended for the 1995-96 school year for Elementary, Middle, and High school levels.
- Long-term plan: Establish a citizen and staff planning team to operate during the 1995 calendar year to study options developed by the ECC and develop recommendations for the board of education. Such options included:
 - Examine the option of “choice” and its implications for LPS
 - Examine “variables of time” such as scheduling of the school day, and year-round schools
 - Further study of long-term boundary changes
 - Consider future building modifications.

The short term plan was implemented with attendance boundary changes occurring at all three levels.

In response to the long term plan recommendations, a staff planning team was assembled to develop options on “schools of choice” for Board of Education discussion and consideration in February 1996.

1997

The District retained the services of a planning consultant, Western Education and Public Planning, Inc. to complete a Building Capacity Study that identified optimum and maximum building capacities. This study served as the base report that is revised annually by the district to reflect program changes over time.

2001-2002

The 21st Century Task Force was created in September 2001 with the following charge:

- *To identify the issues involved and develop recommended alternatives for how Littleton Public Schools could respond to changing community “demographics,” declining enrollment at selected educational “levels,” limited “resources,” and increasing student “needs” in order that the highest quality of education be delivered to children within the core values of the community at large.*

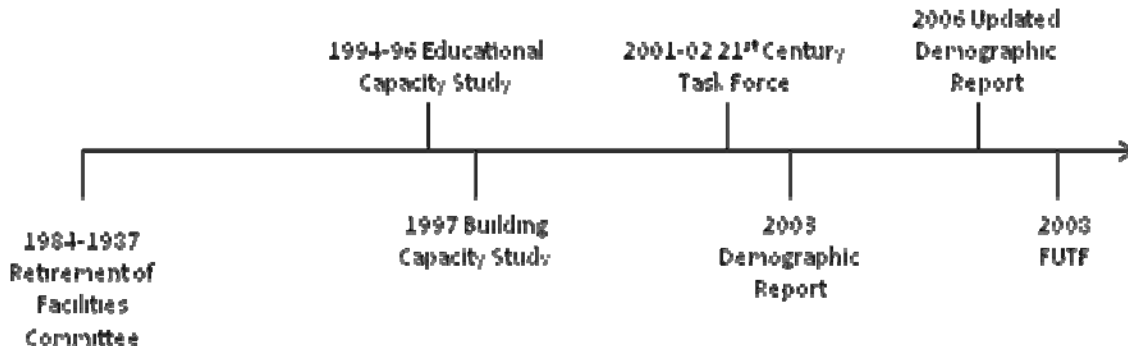
The Task Force provided its final report to the Littleton Board of Education in June 2002. A major outcome from the work was recognition that “changing community demographics” is a significant issue that needs further study and should be given a high priority.

2003

In response to the 21st Century Task Force report, the district retained the services of Strategic Resources West, Inc. to develop a comprehensive demographic report for completion in the spring of 2003. This effort assisted the district when revising its strategic plan.

2006

The district retained the services of Strategic Resources West, Inc. to update the comprehensive demographic report completed in 2003. The demographic report, building capacity update, and the 2006 enrollment numbers led to the creation of the Facility Use Task Force.



The amount of previous work and length of time that the questions have been asked, shown in the timeline above, demonstrates how important and complex these issues are. The FUTF hopes to build on the previous work and make progress on this key district issue.

FUTF DATA COLLECTION AND PRESENTATIONS

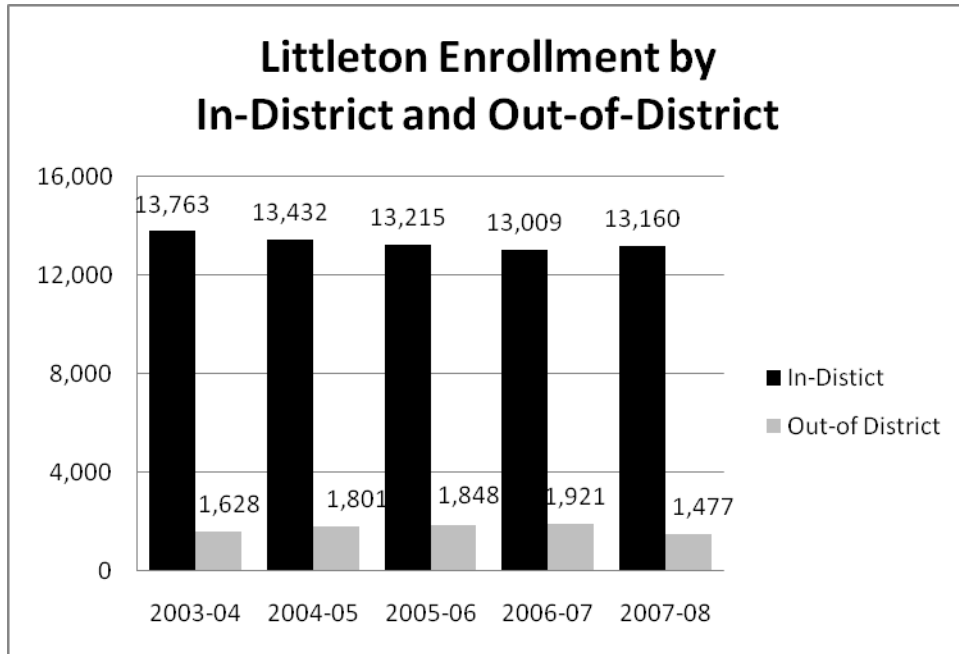
The first step in the FUTF process was to familiarize each task force member with an extensive amount of district information. Since each FUTF member began the process with a different level of familiarity and knowledge of the district, the first three meetings were used to present a variety of data and background information. District and APA staff presented data through both presentations and reports. Some data was simply given to task force members with the understanding that it would need to be reviewed between meetings.

The following examines and highlights specific data presented to the task force thus far. The data that was reviewed focused on all LPS schools excluding charter schools, the exclusion of charters will continue throughout the report. Charter schools are not included in this study because their facilities are not the property of LPS.

Enrollment: The committee was shown a variety of enrollment data. Enrollment data was presented for the district and for each individual LPS school.

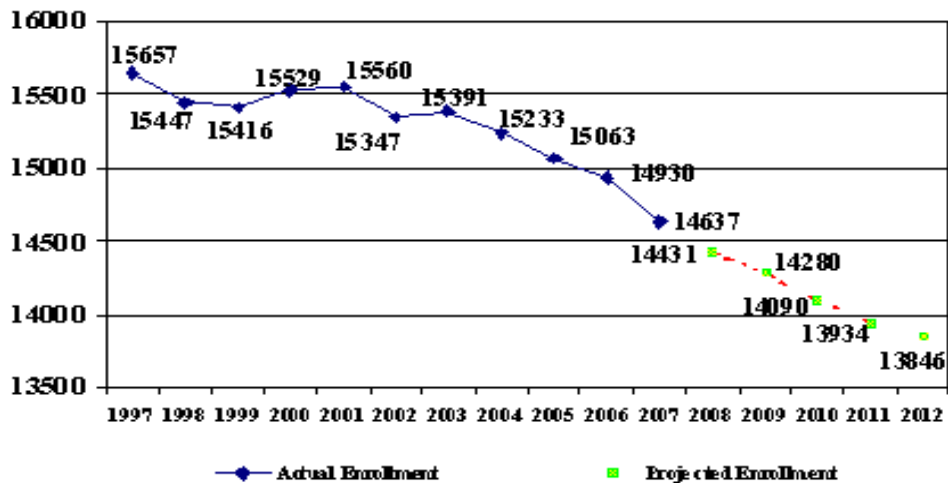
The committee began by looking at the 2007-08 district enrollment and how it is affected by current community demographic trends. The 2007-08 district enrollment is 14,637 students, excluding charter schools; 13,160 are in-district students and 1,477 are out-of-district students. The 2007-08 enrollment is 293 students less than 2006-07 enrollment. Interestingly, while in-district enrollment is up 151 students, out-of-district enrollment is down 444 students. The overall decline of students continues a recent trend of yearly declines in enrollment. The district will continue to face declining enrollment if

demographics stay the same, including an older population that has a low birth rate. The table below shows district enrollment for the past five school years broken out by in-district and out-of-district students.



LPS's projected enrollment decline is shown in the following graph. It shows that enrollment has fallen from approximately 15,500 students in the early 2000s down to 14,637 in 2007- 08. The district projects the decline to continue to below 14,000 students by 2010- 2011.

LPS Enrollment Projections



School level enrollment information was provided to the committee for every non-charter school in the district. For each school, the committee reviewed 2007-08 enrollment information and projected 2008-09 enrollment. In addition, individual school charts with enrollment data from 1996-97 through 2012-13 projected were given to committee members.

Choice: The FUTF was provided with information on the number of choice students moving into and out of each school in the district, excluding charters. The data was presented in two ways, one looking at total movement and one that excludes students changing schools to go to special district programs such as PACE, SCIL, TAB or ESL. When optional enrollment is examined without special programs, 2,045 students are choice enrolled in schools other than their home schools in the 2007-08 school year. The choice data also showed the number of out of district students enrolled in every school.

The task force also asked about the number of students who choose not to attend any of the LPS schools, including those switching districts, being home schooled or going to private schools. LPS staff informed the committee that firm numbers are not currently available on the number of homeschooled and private school children, but the staff is looking into this question. The number of students from LPS who attend schools in other districts was provided: A total of 706 students that reside in LPS attend one of 21 other districts in the state. The majority of these students attend a neighboring district. In total, LPS has a net gain of nearly 800 students when district-to-district enrollment movement is examined.

Building Capacity: FUTF was presented with information on building capacity for all schools in the district. LPS uses two different measures of individual building capacity. The first, “gross available capacity” of the school, is the least conservative measure and is either equal to or greater than the second capacity figure. The second capacity figure, known as “current available capacity,” identifies space that is being used for specific purposes and removes this space from the gross available capacity. The removed space is referred to as flexible space and includes space used for district programs, fee based programs, and local school programs. Both capacity figures include space available in portable classrooms for the seven schools with these types of facilities.

The 22 non charter and non alternative program schools have gross available capacity usage ranging from a low of 39% to a high of 110%. Once flexible space is removed from the calculation, the usage ranges from 69% to 110%. When looking at gross available capacity only one school is operating above its enrollment space and 21 schools have available enrollment space. Looking at current available capacity figures changes those numbers, so that three schools are operating above enrollment space and 19 schools below.

Facility Data: District staff presented the task force with facility data for every school building in the district. This data included general information such as addresses, date built, size of land, air conditioning status and ADA accessibility. Enrollment, gross available capacity and current available capacity were also listed. In addition, data was provided showing each elementary school’s proximity to each other using three different distance measures: 1) a half mile radius; 2) a three quarter mile radius; and 3) a one mile radius. Recent and needed capital expenditures are listed for every school along with

a measure of the school building's current condition. Finally, the district's annual utility and maintenance costs for each school are listed in gross dollars along with various measures of utility and maintenance supply costs.

Boundary Maps: Two sets of boundary maps were provided to the FUTF. One was a large color map that shows elementary boundaries on one side and middle school and high school boundaries on the other. The other set of maps were smaller black and white maps that focused on each individual grade span. District personnel also explained the history of how some of boundaries were set by the district. A number of boundaries were set based on available space in schools rather than student proximity to the schools. Discussions also mentioned that boundaries have less influence on where students go to school today than they did in the past since school choice is now allowed at all levels.

Staffing: The task force received a presentation on how staffing was determined for schools in LPS. District staff explained the positions included in LPS' "weighted staffing allocations" which differ by grade span but include positions such as classroom teachers, other teachers, school administrators, department chairs, switchboard operators, and campus supervisor. The weighted staffing allocation for each school is based on the school's projected enrollment times a predetermined factor. The factor is a fixed ratio of 24.5 students for every staffing allocation at the elementary level. For middle schools and high schools, the staffing allocation is determined by multiplying enrollment by a specific multiplier: .05321 for middle schools, and .05808 for high school. Additional staffing is provided to elementary schools through "support program points". Schools receive a minimum of five points if they have 300 students or less and a maximum of 7.25 points for 500 students or more.

The committee also received the October 30th, 2007 "weighted staffing" spreadsheet. This sheet allowed committee members to see how the general allocation worked and to view the additional staffing that is provided to schools. This additional staffing includes instructional coaches, literacy specialists, and at-risk support personnel, along with other areas.

Programs: District staff made a presentation examining the programs currently available in LPS. Current district programs include:

- Preschool
- Full-day kindergarten
- School age child care
- International Baccalaureate and other magnet programs
- Special education programs
- The Center for Online Learning

Future programming options were also discussed, including:

- Dual language programming
- An early childhood center
- A sports academy

- A K-12 online academy
- A Learning Styles School.

APA and district staff also examined and provided information regarding the number of district programs that currently have waiting lists:

- Lenski Elementary – Technology program
- Wilder general enrollment
- Field – IB program
- Pre-Schools for 2008-09
 - Highland
 - Moody
 - Wilder

Efficiency: APA made a presentation regarding optimal school size. National research was examined to see if evidence suggests a school size that is both efficient and effective, where effectiveness is measured by student performance. The research suggested that elementary schools should be between 300-500 students and secondary schools between 600-900 students. Currently, nine of 15 LPS elementary schools are within this range. Four are below the range and two elementary schools are above the range. Only one of the four LPS middle schools is above the 600-900 student range, though by only a few students, with the other three falling within the range. No LPS high school fits into the suggested research ranges. Based on the research data alone the student population of the 15 elementary schools could be combined into 12 schools and still fit in the efficiency size range. Also, the total middle school population would fit into three schools, based on current capacity figures, but the three schools would not be in the efficiency size range.

Student Achievement: LPS staff gave a presentation to the task force on student achievement that explained what is measured, how it is measured, presented results for schools, and showed trend data. The district uses testing to measure performance in the core content areas of reading, writing, mathematics, and science. The other content areas are measured by teacher determined assessments. A number of assessment tools are used including CSAP tests, a criterion referenced test, MAP tests, and a norm referenced test.

The school level results were presented in several ways. For each grade span, the results by school were compared to the other schools in the same grade span. The absolute score for each school was also compared to the predicted score for each school when available. Previous year's data was shown for both the CSAP and MAP scores, allowing the FUTF to see the trends for each school individually. Finally, LPS staff showed how the CSAP scores are compared to the Student Achievement Index (SAI) for each school. The SAI gives the district an additional measure outside of pure test results. The district hopes that the SAI for each school will be within plus or minus 10 points of the school's CSAP score.

Financial: LPS staff made two separate presentations concerning financial information. The first presentation focused on school level costs and the impact of school choice from outside the district. The staff explained that much of the cost associated with schools is derived from the staffing ratios and that the resources allocated for an individual student would not change dramatically regardless of what school they attend. Still, some costs are fixed costs associated with a school and if that school is closed some costs would be eliminated. The staff presented a best case scenario for cost savings if either an elementary or middle school were to be closed. The best case cost savings for an elementary school would be \$559,120 and for a middle school the savings would be \$729,422. These costs include some staff reduction and the elimination or reduction of costs for utilities and some supplies. Again, these figures are best case scenario for district savings and new costs could offset the full savings.

As mentioned earlier in this report, there are a number of students who reside outside the district but attend LPS schools. LPS staff discussed the financial impact of those students on the LPS budget. A reduction of just 10 students (either out of district or in district students) means a loss of revenue to the district of \$64,300. This reflects the loss LPS's per pupil revenue of \$6,430. Currently, the average LPS elementary school has 37 students from outside the district and the average middle school has 67 such students. It was stressed that, as the task force moved forward, changes that might cause district enrollment to decrease should be considered due to their important potential impact on district finances.

The second presentation on finance focused more on the state of the LPS general fund. The outlook for the general fund is one that is very quickly moving from surplus dollars in recent years to deficits. For the 2008-09 fiscal year, the district projects revenues of around \$125.9 million dollars, with expenditures of about \$128.9 million – resulting in an expected shortfall of around \$3 million. The district expects this trend to continue in the short term due to a number of factors, including: a downturn in enrollment, increasing PERA contribution requirements, rapidly rising health care costs, the need to maintain salaries to be competitive with surrounding districts, falling interest rates, rising fuel and utility costs, and unfunded mandates, such as NCLB. District staff noted that the current mill levy stabilization will not help the situation but will simply change the share of revenues coming from state and local sources.

INITIAL BRAINSTORMING

Once the task force was presented with the data discussed above, the next task was to synthesize the data and start brainstorming options for how the district might respond. The next two FUTF meetings were used for this purpose. The task force began this brainstorming work by establishing a set of norms to guide all of its future dialogue, communications, and work.

Norms were established so that all members would have an understanding of expected behavior and appropriate interactions, and to ensure that members were as comfortable as possible with offering input. The norms were divided into three areas.

1. A “meetings” section discusses the need for being prompt and coming to the meetings prepared.

2. A “discussion” section focuses on parameters for task force discussions, including listening fully to all ideas, respecting all ideas, encouraging participation, and keeping student interests as the top priority.
3. A “public interaction” section focuses on communication outside of meetings. It was agreed that official FUTF communications will come from the co-chairs and that task force members will be provided with common language to help with public communication.

A full list of the norms can be viewed in Appendix B.

After the norms were established, the task force commenced a brainstorming session centered on the data that was presented to them. At this stage of work, task force members were asked not to respond to the comments or initial suggestions of fellow members. Instead, each participant’s ideas were simply recorded. The reason for this request was to focus the task force solely on generating ideas and to minimize the chances of being sidetracked by extensive discussions that might develop around any one particular suggestion. The fourth FUTF meeting was spent on such brainstorming. The resulting ideas were sent to all of members for review before the next meeting. The fifth meeting was then spent discussing these ideas and on additional brainstorming. The list of all brainstorming ideas follows; the list is in no particular priority:

1. Expand alternative education opportunities.
2. Create a K-8 school in the district.
3. Technology center - teacher training/student coursework
4. Partner elementary schools
5. Redeploy or shutter a middle school.
6. Examine the charter school programming and see if waitlists exist.
7. Examine demand for IB programs
8. Adjustable schedule campus for students with special interests.
9. Work with the cities and other groups to promote growth in the district.
10. Expand Early Childhood education.
 - a. Staffing
 - b. Construction
11. Increase the marketing efforts of the district.
12. Expand and/or promote programs that serve populations of special learners.

13. Create summer magnet school programs.
14. Eliminate all portable classrooms.
15. Implement full day kindergarten across the district
 - a. Staffing
 - b. Construction
16. Reconfiguration of grades: Ex. P-2, 3-5, 6-12, etc.
17. Budget Savings
 - a. Reduce work days for classified employees
 - b. Top down evaluation of district personnel
18. Set minimum and maximum capacity guidelines for all schools.
19. Reconfigure enrollment to ensure a utilized building is at 75% of capacity. Redeploy or shutter excess facilities.
20. Examine school boundaries with every idea
21. Examine transportation with every idea

The ideas that were generated touched upon a wide range of topics for further discussion. To better understand these ideas, the task force worked to create a framework for them. A brainstorming grid was therefore created to help organize the impact of each idea around four key questions: 1) Does the idea keep the status quo?; 2) Does the idea enhance efficiency?; 3) Does the idea push LPS towards 21st Century Skills?; and 4) Does the idea create individualized learning opportunities? The FUTF discussed the fact that, while keeping the status quo might appear to mean minimal change, in reality the district's current financial situation indicates that each student would lose resources as available dollars per pupil are projected to decrease over time. This resource loss will, by itself, therefore necessitate some degree of change.

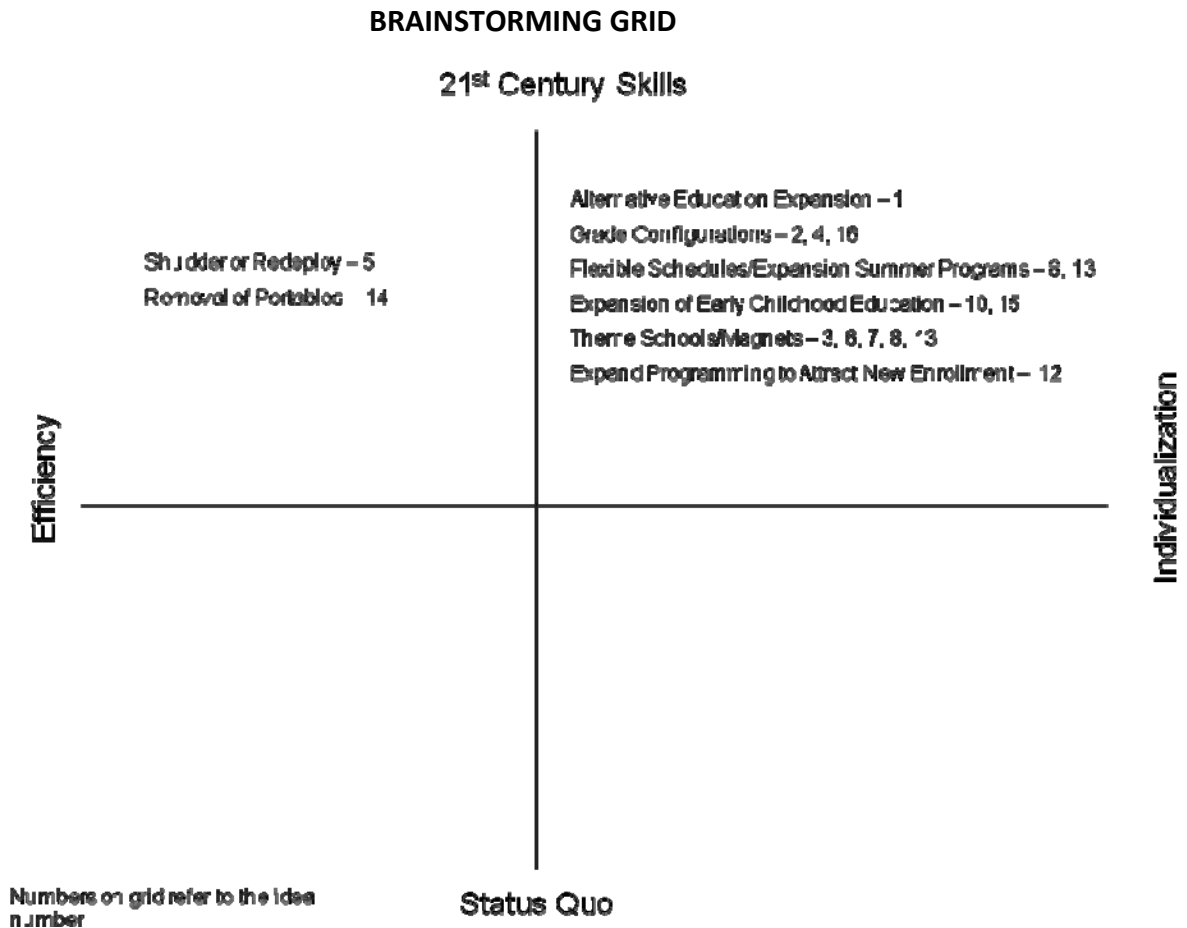
The four key questions listed above were designed to help the task force think about the potential benefits and implications of each idea, and how these might relate to the other ideas that are presented. For instance, the question targeting enhanced efficiency is meant to help focus the task force on those ideas that might free up current dollars within LPS. Ideas that push LPS towards 21st Century skills prepare students for an ever changing global economy. Creating individualization within LPS, maximizing the course offerings, expands learning in the district but might also increase costs, at least in the short term.

The brainstorming grid places the key questions into a visual framework for the task force to consider. Status Quo is located at the bottom, Efficiency on the left, 21st Century Skills on the top and Individualization on the right. So, for example, an idea located in the upper right side of the grid means

it is more closely tied to promoting 21st Century Skills and greater individualized learning opportunities. It might therefore cost the district more resources but will expand learning opportunities. The brainstorming ideas of examining boundaries, evaluating transportation and increasing the marketing efforts are not listed on the grid. Boundaries and transportation impact would be examined for any idea and the marketing idea does not fit on the grid.

Each of the ideas, represented by the numbers on the grid, is placed onto the grid within a broader category. The categories are:

- Shutter or Redeploy a School
- Remove Portables
- Alternative Education Expansion
- Grade Configuration
- Flexible Schedules/Expansion of Summer Programs
- Expansion of Early Childhood Education
- Theme Schools/Magnet Schools
- Expand Programming to Attract New Enrollment.



As the task force revisits the ideas and the broader categories, projected consequences, costs, and benefits will need to be addressed. In order to examine the consequences properly, the task force felt it needed a set of reliable baseline information. This includes, among other items, district and school enrollments, current program information, and school capacity information. With regard to school capacity, the task force decided to use a single capacity figure for all future work. The capacity figure they selected, "proposed available capacity," uses the current available capacity for any school with portable classrooms and the average of gross available capacity and current available capacity for all other schools. Appendix C shows the enrollment, gross available capacity current available capacity and the proposed available capacity figure. Schools with portables are denoted by an asterisk.

Once the baseline data was set, the FUTF discussed potential consequences for two of the brainstorming ideas mentioned above. The first idea addressed was early childhood education and a consensus grew that this was a key area for consideration. The task force therefore decided to look at space considerations for all elementary schools if they were to all move to full day kindergarten classrooms with at least one preschool classroom. The first step in examining this issue was to determine the current classroom usage for such programs. Some schools currently have full day kindergarten programs, all have at least half day kindergarten, and some have preschool programs. LPS staff provided current information and the number of new classrooms that would be needed was determined for each school. It was assumed that each new classroom needed for full day kindergarten or preschool would mean a reduction in available capacity of 24.5 students – the assumed class size in LPS calculations. This loss of building capacity was subtracted from the proposed available capacity data to show the space impacts for each school of providing full day kindergarten and preschool. The first table on the following page shows the data and impact of this idea.

The second idea that was evaluated looked at removing portables from all schools in LPS. Again, the focus of the evaluation was on the impact on building capacity for the affected schools. Seven schools in LPS currently have portable classrooms as part of their overall capacity. To evaluate the impact of removing portable classrooms from the district, the available capacity from portables for each school was subtracted from their proposed available capacity. The second table on the following page shows the results for the seven schools with portable classrooms. In the final column of the table, the available enrollment space without portables is shown. Six of the seven schools with portables would have more students than enrollment space if portables were eliminated.

EXAMINATION OF CAPACITY WORKING TOWARDS FULL DAY KINDERGARTEN AND PRESCHOOL					
Name	(A) 2007-08 Enrollment	(B) Proposed Available Capacity	(C) Additional Classrooms Needed	(D) Reduction of Capacity Based (C) X 24.5	(B) - (D) Proposed Potential Building Capacity
Ames	202	405	0	-	405
Centennial	435	539	0	-	539
East	308	405	0	-	405
Field	420	466	1	24.5	442
Franklin	403	515	1	24.5	490
Highland	340	392	1	24.5	368
Hopkins	298	380	0	-	380
Lenski	594	539	3	73.5	466
Moody	297	417	0	-	417
Peabody	342	429	1	24.5	405
Runyon	399	417	2	49.0	368
Sandburg	443	490	0	-	490
Twain	359	417	1	24.5	392
Whitman	273	368	0	-	368
Wilder	609	588	2	49.0	539

EXAMINATION OF PORTABLE CAPACITY						
Name	(A) 2007-08 Enrollment	(B) Proposed Available Capacity	(C) Number of Portable Classrooms	(D) Portable Capacity	(E) Proposed Capacity less Portables	(E) - (A) Proposed Potential Available Enrollment
Field	420	466	6	147	319	(101)
Highland	340	392	3	74	319	(22)
Lenski	594	539	2	49	490	(104)
Runyon	399	417	1	25	392	(7)
Sandburg	443	490	1	25	465	22
Wilder	609	588	3	74	515	(95)
Arapahoe HS	2123	2,063	2	54	2,009	(114)

Evaluation of more brainstorming ideas will be undertaken as the FUTF moves forward with its work. The committee only has only had time to look at these two ideas thus far. Different ideas may be combined and may need to be evaluated in conjunction with one another. An example would be combining the expansion of early childhood education with the elimination of portables. Both of these issues have possible impacts on school capacity. Together they could have a compounding effect on any given school. A school could need additional space for early childhood education at the same time that they might lose space with the proposed elimination of portables. As different concepts get teamed together, the complexity of issues will therefore inevitably grow.

NEXT STEPS

In early May, the first public forum will be held for the FUTF. Members of the public will be asked to offer comments on the task force’s work thus far. Input from both this public forum and the school board will be incorporated into FUTF work as it continues to meet throughout the summer. Time will be spent evaluating the consequences of each of the presented ideas. It is anticipated that the task force will then put forth a slate of fleshed out ideas for the district and public to consider. When this is accomplished, the task force will then host two additional public forums in the Fall to receive feedback. A final report will then be prepared, including a series of FUTF suggestions to the Littleton Board of Education.

The FUTF continues work through October of this year as indicated on the following timeline:

Tuesday, February 4	Facility Use Task Force regular meeting – 7-9 pm
Tuesday, February 19	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Monday, March 3	Facility Use Task Force regular meeting – 7-9 pm ESC Cafeteria
Monday, March 17	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Monday, March 31	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Monday, April 21	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Thursday, April 24	Facility Use Task Force interim report completed - Board of Education meeting
Monday, April 28	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Monday, May 5	Public Forum – Boardroom 6:30 pm
Monday, May 19	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Monday, July 21*	Facility Use Task Force regular meeting – 7-9 pm Boardroom
Thursday, September 11*	Presentation of final Facility Use Task Force report to Board of Education
Monday, September 22*	Public Forum - Boardroom
Monday October 6*	Public Forum - Boardroom
Thursday, October 23*	Presentation of final recommendations to Board of Education
Thursday, November 13*	Board of Education discussion

Thursday, December 11* Board of Education action
August 2009* Implementation of Facility Use Task Force plan as approved

*dates tentative

Updates for the task force, meeting notes and other task force-related materials, will be posted on the FUTF website, which can be found on www.littletonpublicschools.net.

**APPENDIX A
TASK FORCE MEMBERS**

Amber Prescott	Classified staff	Littleton HS
Andrea Rasizer	Parent	Runyon Elem./Village 2
Angela Clark	Teacher	Heritage HS
Becky Friend	Principal	Powell MS
Carrie Warren-Gully	Parent	Sandburg/Newton MS
David Hilliard	Principal	Runyon Elem.
Debra Shiflet	Teacher	Ames Elementary
Derek Richardson	Teacher	Euclid MS
Holly Biggers	Parent	Hopkins/Euclid MS
Jennifer Arzberger	Teacher	Twain Elementary
John Moran	Parent	Powell MS
John Ostermiller	Community Member	
Kristin Ryan	Principal	Peabody Elementary
Mary Gottlieb	Asst Principal	Arapahoe HS
Mary Anne Kunsman	Community Member	
Michelle Lucero	Parent	Runyon Elem/LHS/PMS
Pat Wojahn	Parent	Arapahoe HS
Stuart Schwartz	Parent	Whitman Elementary
Tracie Rainey	Community Member	

APPENDIX B
FACILITES USE TASK FORCE NORMS

Meetings

1. We will start and end meeting on time, 7pm – 9pm.
2. Please come to meetings prepared. Please review packets and e-mails sent to you prior to the meeting. These will include the agenda and materials for the upcoming meeting.
3. A summary of key points will be made at the end of each meeting.

Discussion

1. Respect confidentiality of individual's ideas. Meeting notes will summarize discussions without identifying specific remarks to participants; the same is expected of committee members outside the meeting.
2. Please focus on the person who has the floor, as designated by one of the co-chairs. Please no sidebar discussions.
3. Listen fully before reacting to another committee member's comments. Keep in mind that everyone has different levels of experience on these topics and different experience in public speaking.
4. Be respectful of all ideas and questions.
5. Presume positive intent.
6. Everyone is encouraged to participate.
7. No such thing as a dumb idea or comment.
8. Try to be clear when the group is brainstorming ideas vs. evaluating ideas.
9. Lay down all personal interests and keep the interests of all students first.

Public Interaction

1. Respect other committee members' confidentiality.
2. The two chair people will be responsible for "official" committee communications to the public and press.
3. The committee will provide members with common language in which to respond to public questions.
4. Materials related to proposed alternatives should be utilized and given in full context of the committee discussion; and the same is expected of committee members outside the meeting.
5. Outside discussions should focus on the fact the group is coming up with ideas and recommendations.

**APPENDIX C
PROPOSED CAPACITY FIGURE FOR COMMITTEE USE**

Name	2007-08 Enrollment	Gross Building Capacity (GBC)	Available Building Capacity (ABC)	Proposed Capacity Figure
Ames	202	515	294	405
Centennial	435	588	490	539
East	308	441	368	405
Field*	420	637	466	466
Franklin	403	539	490	515
Highland*	340	613	392	392
Hopkins	298	441	319	380
Lenski*	594	539	539	539
Moody	297	490	343	417
Peabody	342	490	368	429
Runyon*	399	490	417	417
Sandburg*	443	539	490	490
Twain	359	441	392	417
Whitman	273	441	294	368
Wilder*	609	613	588	588
Euclid MS	781	1215	1067	1,141
Goddard MS	768	1134	886	1,010
Newton MS	695	1161	964	1,063
Powell MS	907	1161	1018	1,090
Arapahoe HS*	2123	2322	2063	2,063
Heritage HS	1601	2160	1890	2,025
Littleton HS	1526	1890	1674	1,782
Options	169	180	180	180
Pathways	75	75	75	75
Redirections	50	25	25	25

* denotes a school with portable classrooms

