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ABSTRACT

This paper provides a description of facilities master plans and the process of creating one. According to the paper, the purpose of the plan is to develop and communicate an efficient process to change a district's school facilities to better accommodate and support its current and future educational programs on a regularly updated basis. The plan serves as a guide for assessing the need for facility improvements and capital investments to implement them, including justification for developer fees. The facilities master plan determines the scope of repairs, modernization, upgrades, and new construction needed to serve the current and future school facilities needs of the community. It also assesses the variety of federal, state, and local funding sources and financing options available to the district and provides a prudent view of the scope of projects that may reasonably be accomplished with available funds. The paper addresses how the planning process begins; forming the teams and committees; setting the vision, mission, and goals; sample vision and mission statements and goals; initial planning activities; activities of the architect, educational planner, and demographer; and a master plan outline. (EV)

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An Overview of the Facilities Master Plan Process Purpose

A Facilities Master Plan is an ongoing process that results in the creation of an evolving document. Both the process and document are designed to ensure that school and community based plan is created through consensus of participants in the Facilities Master Plan process. The purpose of the plan is to develop and communicate an efficient process to change the District's School Facilities to better accommodate and support its current and future educational programs on a regularly updated basis. It will serve as a guide for assessing the need for facility improvements and capital investments to implement them, including justification for developer fees. This Facilities Master Plan will determine the scope of repairs, modernization, upgrades, and/or new construction needed to serve the current and future school facilities needs of the community. It will also assess the variety of Federal, State, and local funding sources and financing options available to the District and will import a prudent view of the scope of projects that may reasonably be accomplished with available funds.

If the purpose is to help resolve politically sensitive issues such as; school openings or closings and voter approval funding measure will be involved it may be necessary to involve key community members, Demographic Planners, and Political Consultants early on in the process. If the Administration is limited in time or resources to define the future educational needs or financial resources, Educational Planners and Financial Advisers may also be helpful to involve in the process as well.

If the purpose is to uncover possible joint use or site acquisition, the importance of City and County Planning Agencies to be involved in plans if the purpose is to uncover possible joint use or site acquisition is essential. With the increasing emphasis on joint use it is always helpful to include them as well for possible construction or operational funding assistance.

With the increasing need for local Districts to general locate matching funds for facility improvements at 50% or greater and the fact that many District Administrators are already over burdened by day-to-day operational issues the purpose of this Master Plan overview will be to spotlight Districts who may be pursuing a local voter approved funding measure and need the assistance of a broad range of strategic, political educational financial and technical support.

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1

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2

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The Process

The planning process is facilitated and supported by the Leadership Team. The Leadership Team consists of the Superintendent, Assistant Superintendents of Business and Education. School Principals. Strategic Planning Staff, Architect, Educational Planners, Demographers, and possibly outside Consultants. The Team should also include a Finance Advisor whose activities will start after the initial phases of planning.
The Leadership Team is designed specifically to accomplish data gathering, data analysis, and to interpret and communicate information. Initially, the Leadership Team will focus on activities that define the current and future educational programs and facilities and equipment needed to accommodate and support them. As the plan progresses beyond the data gathering and analysis phase, the Superintendent and the Team's strategic planning members will focus on communicating the needs to the District's constituency and building support for financing needed school facilities improvements.

How the Process Begins

To begin the Facilities Master Plan process a sequence of activities and decisions are made. The Superintendent and Governing Board decide that a need to improve current school facilities and/or build new schools exists. The next step is to build the Leadership Team. This Team guides the process and ensures integration of the Facilities Master Plan with the District's educational mission and day-to-day operations. Once the Leadership Team is formed, they empower a Steering Committee. The Steering Committee guides the public portion of the Facilities Master Plan process. The Steering Committee will empower School Site Committees. These school site committees are the foundation for developing consensus about the specific improvements that are needed and for communicating these needs to the community.

The Leadership Team begins by establishing a vision, mission, and goals for the Facilities Master Plan process. The vision, mission, and goals establish a framework for the plan and process. Sample vision, mission and goal statements are provided **as** examples. After the teams and committees are formed and the vision, mission, and goals are established, the process may begin.

Forming the Teams and Committees

The first activity of the Facilities Master Plan process is to form the Leadership Team. The Superintendent, working with the Governing Board. Assistant Superintendents of Business and Education, and School Principals, selects a strategic planning Consultant, an Architect, an Educational Planner, a Demographer and possible an outside Consultant. A Financial Advisor may also be included on the team.

The Leadership Team meets and develops a methodology and timeline for completing the Facilities Master Plan and for estimating implementation of the financing program. Not all components of the timeline may be set at the first meeting, but initial planning activities are defined and scheduled.

The Leadership Team forms and empowers a Steering Committee to guide the public portions of the planning process. The Steering Committee consists of the Superintendent, one or two Governing Board Members, Assistant Superintendents of Business and Education. School Principals and an elected person from each school site Facilitates Master Plan Committee. The Steering Committee has as advisors the Architect. Strategic Planning Consultant. Educational Planner, Demographer, outside Consultant, and a Financial Advisor. Each School Principal forms a school site Facilities Master Plan Committee. This school-based committee may consists of teachers, custodial, maintenance and/or operations staff, parents, members of the school advisory counsel, PTA, student (at high school), locate business supporters, and representatives of groups that use the grounds and/or facilities when the school is not in session. These teams evaluate school needs and develop priorities that are incorporated into the Facilities Master Plan Process.

Setting the Vision, Mission, and Goals

> The process of leadership has been defined as "influencing the activities of an organized group toward goal achievement". (Rauch & Behling, Quote from "Functionalism: Basis for and alternate approach to the study of leadership." Yukl. Gary, *Leadership in Organizations,* Prentice Hall, 1989. p.3)

The Leadership Team must set the overall vision, mission and goals for the facilities master plan effort. The Superintendent, working with the Leadership Team Members, establishes vision and mission statement for the process. These vision and mission statements define the desired future state of school facilities and the purpose and guiding principle that shape the direction of the planning process.

After the vision and mission statements are established, the Leadership Team defines specific goals of the facilities master plan process. The goals have associated objectives and action plans that provide a basis for evaluating progress. These goals help to define activities for participants in the process.

A sample of a vision and mission statement and goals follow to facilitate development of these for the District.

Sample Vision Statement

The sample District will be a state-of-the-art education institution. It will have modern school faculties with current technology that will support the community's educational needs. Its schools will be safe and secure places for students to develop the knowledge and skills needed for becoming future citizens.

Its schools will have programs for all student, regardless of need, and modern, efficient facilities to support these programs.

Sample Mission Statement

The District is undertaking the preparation of a facilities master plan to guide the upgrading, modernization, and management of its school facilities for the next ten (10) years. The development of the Facilities Master Plan is a public process designed to ensure that planning efforts are community-based, built upon consensus, and meets the current and future educational needs of both students and the community. The public process is designed to serve as a vehicle for receiving input from, and facilitating involvement of, community leaders in the District. This process:

1. Reviews goals and objective for preparing facilities to serve the current and future educational needs of the community for the next ten (10) years.
2. Provides a public forum for presentation and discussion of the particular needs of the wide variety of community groups who use or have an interest in school facilities in the District.
3. Establishes priorities amongst the various facility improvements called for in the Facilities Master Plan
4. Facilitated integration of other improvement efforts, such as educational technology. into the Facilities Master Plan process.
5. Determines the most appropriate funding sources for implementing improvement described in Facilities Master Plan.

Sample Goal

The Facility Master Plan process is designed to provide input on educational and facilities issues specific to each school site. including the following areas of concern:
1. Facilities improvements at each site to better support current and future educational programs.
2. Capabilities and support systems to be included in the improvement program for the typical classroom.
3. Define the desired configuration of the various supporting spaces, including small group/seminar rooms, storage rooms, multipurpose rooms, and special purpose classrooms to best support anticipated educational programs.

Initial Planning Activities

After the Leadership Team. Steering Committee, and School Site Facilities Master Plan Committees are formed, the planning process begins. The Strategic Planner, the Architect, Educational Planner. Demographer, and outside Consultant develop and communicate the initial assessments of educational programs, facilities, and demographics for use throughout the planning process. These assessments become the foundation for establishing existing conditions of the District's School Facilities, their improvement needs to house and support the current and future education programs.

The work of the Steering Committee can be carried out in a series of seven to ten meeting. The process concludes with a report prepared by the team to the Board of Education that consists of a review and recommendation for approval of the Facilities Master Plan. The Plan is not only designed to assess and meet the District's current and future facility needs. It also provides a financing plan that deliver resources in a an efficient manner to ensure its successful implementation, and establish a framework and foundation for future facilities improvements.

The work of each School Site Facilities Master Plan Committee may require four to eight meetings. The Committee may choose to meet with the Architect. Educational Planner, and Demographer, and outside Consultant to receive data and to better understand the educational programs, current and future demographics and the need for specific facility improvements. The committee may choose to interview residents that live near the school to understand how the school affects them and improvements that would make the school a better neighbor. The School Site Facilities Master Plan Committees may choose to stay active throughout the planning, implementation and construction phases to ensure that their goals are met.

Activities of the Architect, Educational Planner, and Demographer

The Architect, Educational Planner, and Demographer begin their work with collection of data about the educational program needs, the condition of facilities and the demographics of the District. The following sections define the approach that is used to provide the Steering and School Site Committees with information and tools that aid the completion of their work.

1. Defining Educational Program Needs

The primary planning focus of the Facilities Master Plan is to identify the current and future educational programs that are being and will be delivered to the District's clients. This process identifies teaching methodologies, enrichment programs in-room versus pullout programs, Class Size Reduction Program, computer and related technologies, and other useful criteria. These factors form the basis for facility improvements, including equipment, and systems that are needed to support and enhance the education processes.

As current programs change or as new programs are developed, instructional methods and the facilities that best support them need redefining. These spaces may vary from small group room to large group lectures. It is important to analyze the full range of spaces and equipment needed to facility current and future educational programs.

2. Condition of Facilities

a. Overall Approach

Schools are initially designed to house elementary, middle, junior high or intermediate, and high school grade configurations. Over time, enrollment and/or program definition at a campus may change. These changes may cause existing facilities to become less suited to support the ongoing activities of the new programs. When preparing a Master Facilities Plans, it is important to understand:
1) the grade configuration to be served in the future.
2) the enrollment levels expected, and
3) the maximum capacity the campus could be expected to house if expansion were necessary.

b. Assessment of Physical Condition

A methodology for evaluation each school facility is presented and a program of evaluation is undertaken to provide a diagrammatic plat plan and summary list of improvements required. The process used to assess the physical condition of the school sites is:
1) *Methodology:* Each School site diagram is input into the computer system develop a site map of grounds, buildings and rooms.
2) *Facility Evaluation:* an initial evaluation of each facility is prepared that has been developed by visiting each school.
3) *Utilization/Capacity:* A summary of the present utilization and capacity for each facility in tabular format is prepared.

c. Assessment of Code Compliance/Life Safety

Older school buildings were designed using codes and ordinances that are unsophisticated compared to current codes. Currently, codes are considerably more advanced in their establishment of construction regulations to assure life safety and to provide equal access. Structural design regulations for earthquake resistance have become more rigorous. Fire codes have also changed and new regulations exist for the Americans with Disabilities Act (ADA).

The facilities improvement process includes upgrading older structure to meeting current codes. Improvement of facilities will likely include; new Fire Alarm System, structural bracing, new ADA access ramps and hardware, and accessible toilet room design.

Assessment of Public Use

Most schools not only house educational program, but also serve the public in other ways. The playfields and playcourts serve the community as supplemental parks and recreational facilities. Community organization, both public and private, use the buildings for meeting and other activities. As public resources, school are the center for a variety of community-based activities. School buildings may become outdated when they fail to accommodate community use.

The Facilities Master Plan will enhance the community use of the District's school facilities by determining how to best accommodate current uses.

3. Demographics of the District and its Clients

Demographic analysis are designed to provide a District with detailed descriptions of its resident populations and housing stock. The basis for demographic analysis is the historical trends of population growth, employment, language and ethnic composition of the District. Detailed descriptions of residential housing tenure and unit types along with major geographical an topographical features of the City and County in which the District is located provided valuable planning information to decision-makers.

Modern demographic analysis begin with a computerized map of the District's territory. This computerized map provides a basis for analyzing study areas and/or attendance boundaries, projecting enrollments, and forecasting future development. Additionally, it is used to extract US Census data. and California Department of Finance data. It helps to define areas of population and housing from which students are generated for school enrollment proposed, and identify the District voting constituency. Information of other surrounding cities and Districts included when relevant.

Demographic studies present data and information in simple, easy-to-read tables and charts. Comparisons are easily made to determine when school capacities wilt be exhausted by future enrollment growth or when enrollment decline may permit the reorganization of facilities to save costs. Charts are printed in color to facilitate comparisons.

4. Developing the Implementation Plan

After the School Site Facilities Master Plan Committees has determined the needs of their school facilities and the Steering Committee has received these needs lists, the implementation phase of the planning process begins. At this point, the services of the finance advisor are need. The Strategic Planning Consultant, Architect, Education Planner, and Demographer have developed a comprehensive list of existing school improvements that are needed and an estimate of new school facilities that are forecast to serve future residential development. Federal. State, and local funding sources have been identified. If available funds are sufficient to pay for all needed improvements and future schools then the District may proceed. Most likely these financial resources are insufficient, and other local resources, such as a general obligation bond may be needed.

The strategic planning consultant and the financial advisor recommend the timing and scope of the implementation process for local financing. They assist the Superintendent and Board to move through the process of gaining community support for financing local school improvements. The Architect and Financial Advisor continue to assist District staff to obtain Federal and State funds where possible, including applications to the Office of Public School Construction and State Allocation Board.

Master Plan Outline

The following are major topic areas which are important to the Master Planning Process and should be included in all Master Plans.

1. DESCRIPTION OF COMMUNITY

- Economic Trends
- Employment Base
- Residential Base
- Social Economic Make

2. EXISTING POLICIES/ASSUMPTIONS USED IN PLANNING PROCESS

- Board Policies in existence (i.e., size of schools, grade configuration, location of schools, etc.)
- Assumptions used in preparation of plan (i.e., expand existing school sites due to growth, collection and use of City/County demographic data. future land use assumptions - unification, etc.)
- Educational goals, policies and specifications

3. COMMUNITY INPUT INTO PLAN

- Master Plan Review Committee - Make-up of membership, responsibilities
- Participation in Plan Development
- Findings and Recommendations - Acceptance by committee members
- Clear committee responsibility

4. BOARD REVIEW AND ADOPTION PROCESS

- Recommendations from Master Plan Review Committee
- Public Hearings
- Adoptions
- Annual Review and Up-Date Process

5. ANALYSIS OF EXISTING FACILITIES

- Existing school facilities (i.e.. existing level of service, capacity of school, future capacity of school, grade configuration, availability of land for expansion, etc.)
- Vacant School Properties
- Student Support (i.e., District Office, Warehouse. Buses/Transportation. Storage and Repair, Maintenance, Computers, etc.)

- Existing Level of Service - Expansion needs and capabilities
- Findings Report of each area studies
- Listing of All Needs (Major) - Cost of implementation, funding source
- Recommendations - Priorities of need; District/School
- Educational Specifications - How do they relate to existing schools

6. DEMOGRAPHIC SECTION

- Housing Development History
- State Department of Finance Housing Projections
- City and County land use and zoning holding capacities and policies
- Student Yield Rate Study - New areas (0-5 years), mature areas (10-15 years), and old areas (20 ± years)
- Study Areas - By neighborhoods; tracking housing numbers and types, enrollments by grade levels. Track Study Areas yearly in order to establish trends
- Birth Rate Studies - Area. County, State
- In Migration/Out Migration

7. ENROLLMENT PROJECTIONS

- Historical Enrollments - 5, 10 and 15 years
- State Enrollment Projections – 411, 411A
- City/County Land Use - Residential Development Estimates
- Existing Residential Dwelling Units
- Residential Dwelling Units
- Residential Dwelling Units under construction
- Approved projects/dwelling units
- Projects considered for approval
- District Holding Capacity
- Apply District Yield Rates to Residential Development Categories - Estimate development/student yield over next 15 years

8. PROJECTING FUTURE SCHOOL NEEDS

- Relate school sizes to estimated future student yields
- Cost of Schools - Land/Utilities/Buildings
- Relate school site location to locations of future student yields based upon land use

9. DESIRED GRADE CONFIGURATION

- Pros and Cons of Each and Recommendations

10. DESIRED SIZE OF SCHOOLS/SITES

- State Standards vs. District Standards

11. IMPACTED SIZE OF SCHOOLS

- Existing Schools
- Future Schools

12. COORDINATION WITH OTHER PUBLIC AGENCIES FOR JOINT FACILITY DEVELOPMENT

- Ownership of Property - Reduced School District responsibilities for property purchase
- Agreements for use
- Joint funding of improvements, facilities

13. EDUCATIONAL SPECIFICATIONS FOR DESIGN OF NEW SCHOOLS AND REMODEL OF EXISTING SCHOOLS - (Major items, i.e.. Gyms, Multipurpose Rooms, Music, Stage, Computer Labs, Storage. Departmental, etc.)

- Educational specifications must be completed prior to the design of all new schools and major remodeling of existing schools
- District Education Program Philosophy Types of Program - Facility needs to carry out program

14. FINANCING SITES/SCHOOLS

- Will serve Letter Policy
- Mutual Benefit Agreements
- Financing Plans - (Examples of other Districts)
- Site Acquisition
- Development of District Financing Plan Process
- Participation in State Program

15. PARTICIPATION IN CITY/COUNTY GENERAL PLAN PROCESS

- Wording requiring funding of schools when development occurs
- Designation of School Sites
- Policies of Land Acquisition

16. USE OF PORTABLE CLASSROOMS

- Trailers vs. Portables

17. ALTERNATIVE STUDENT HOUSING DUE TO OVERCROWDING

- Double Sessions
- Portable Schools
- Extended Day
- Recommendations

18. YEAR AROUND SCHOOL

- Pros
- Cons
- Year-round Feasibility Study completed
- Recommendations

19. FINDINGS, POLICIES, ACTION PLANS

- Each major area/topic should consist of findings summarizing the major issues and policies to establish a certain level of service desired for each,
  including an action plan to achieve the established policies.

The Final Product

Because of this process, and upon completion of the research and analysis described above, the Leadership Team will have developed Facilities Master Plan document that contains:

1. an evaluation of the current educational program as implemented in the District's schools,
2. an analysis of existing school facilities and needs and budgets including current classroom capacity, and deferred maintenance and modernization needs.
3. an evaluation of existing demographics and future population trends that will impact facilities in future years,
4. a prioritization of current and futures needs
5. an analysis of financing options available to the District,
6. a detailed financing plans for implementation.

This Facilities Master Plan serves as a basis for communicating the need for school facility improvement and new school facilities that assists the Superintendent and Board move through the process of gaining community support for financing local school improvements.

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