COLUMBUS SCHOOL DISTRICT

Learning Today, Leading Tomorrow

COMMUNITY FACILITY ADVISORY COMMITTEE

bray architects

COMMITTEE MEMBER INTRODUCTIONS

TAB 1

COMMUNITY FACILITY ADVISORY COMMITTEE MEMBERS CONTACT LIST

District Administration

NAME	EMAIL
Annette Deuman | *Superintendent*	adeuman@columbus.k12.wi.us
Janel DeZarn-Vertz | *Director of Business Services*	jdezarn@columbus.k12.wi.us
Chet Bembenek | *Technology Manager*	cbembenek@columbus.k12.wi.us
Loren Glasbrenner | *Principal*	lglasbrenner@columbus.k12.wi.us
Lisa Blochwitz | *Student Services Director*	lblochwitz@columbus.k12.wi.us
Becky Schmidt | *Director of Curriculum & Instruction*	bschmidt@columbus.k12.wi.us
Troy Marshall | *Facilities Manager*	tmarshall@columbus.k12.wi.us
Cori Denk | *Assistant Principal*	cdenk@columbus.k12.wi.us

Community Representatives

JD Milburn | *Safety, Security and Wellbeing Committee*	jdmilburn50@gmail.com
Linda Parpart | *Communications Committee*	parpartlinda@yahoo.com
Henry St. Maurice | *Curriculum and Instruction Committee*	hstmaurice@me.com
Marlin Hensler | *Athletics and Activities Committee*	mhensler@columbus.k12.wi.us
Ronelle Jordan | *Performing Arts Committee*	jordanr@mcfsd.org
Kelly Disch | *Facilities, Infrastructure and Efficiency Committee*	kdisch@amfam.com
Bill O'Donnell | *Facilities, Infrastructure and Efficiency Committee*	blodonnell@netwurx.net
John Pearson | *Facilities, Infrastructure and Efficiency Committee*	john_pearson707@yahoo.com
Karin Westlake | *Facilities, Infrastructure and Efficiency Committee*	kwestlake@columbus.k12.wi.us
Lori Galston | *Community Partnerships Committee*	lori.galston@bakertilly.com
Kasey Baker | *Columbus Employer*	kasey.baker@landmark.coop
Kayla Yankaitis | *Columbus Elementary School Parent*	kyankaitis@gmail.com
Teri Weiland | *Columbus Intermediate or Middle School Parent*	tweilandmft@yahoo.com
Karen Smith | *Discovery Charter School Parent*	karenasmith206@gmail.com
Jane Sydow | *Columbus High School Parent*	jssy@sbcglobal.net
Beth Hellpap | *Columbus Elementary School Teacher/Staff*	bhellpap@columbus.k12.wi.us
Sara Sample | *Columbus Intermediate or Middle School Teacher/Staff*	sarasample76@gmail.com
Peggy First | *Discovery Charter School Teacher/Staff*	pfirs@columbus.k12.wi.us
Tim Meinholtz | *Columbus High School Teacher/Staff*	tmeinholz@columbus.k12.wi.us

Community Representatives – Continued

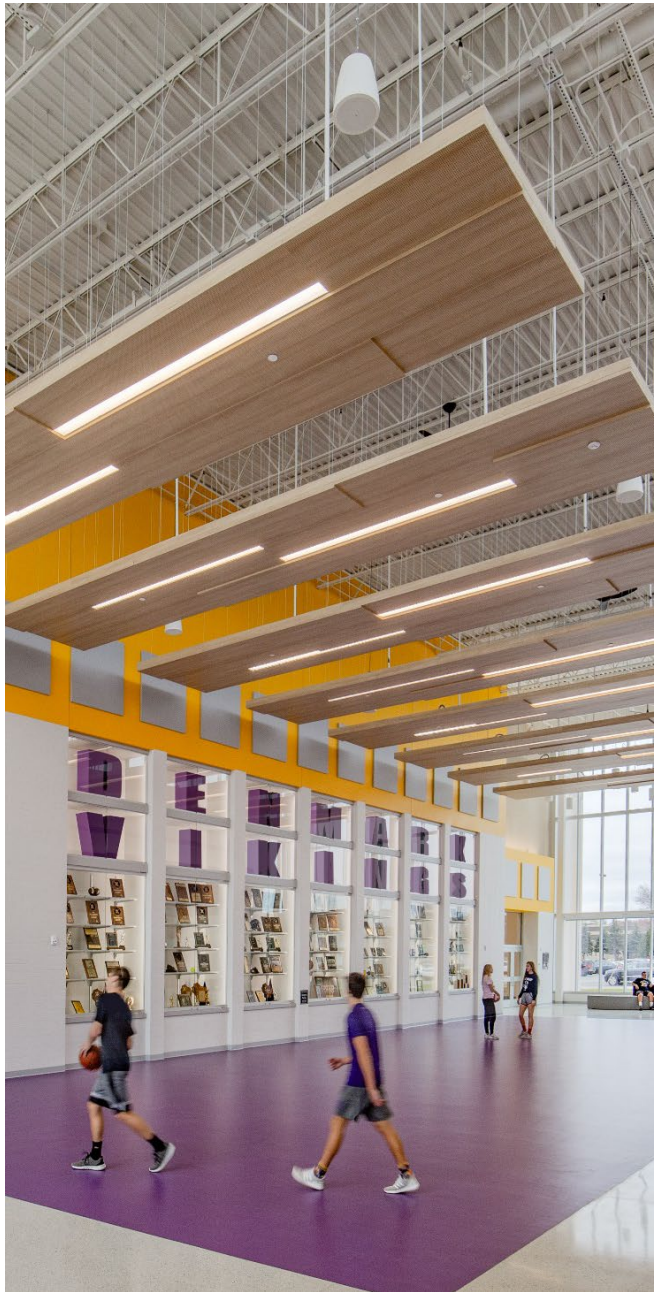
NAME	EMAIL
Jim First | *Columbus Retiree/No Child in School*	firstj11900@gmail.com
Patrick Crombie | *Columbus Retiree/No Child in School*	patc@demco.com
Paula Steiner | *Parochial School Parent*	paula.steiner@yahoo.com
Patrick Vander Sanden | *City of Columbus*	

Bray Staff

Matt Wolfert | *Principal-in-Charge*	mwolfert@brayarch.com
Michael Hacker | *Architect*	mhacker@brayarch.com
Nathan Derks | *Architectural Intern*	nderks@brayarch.com

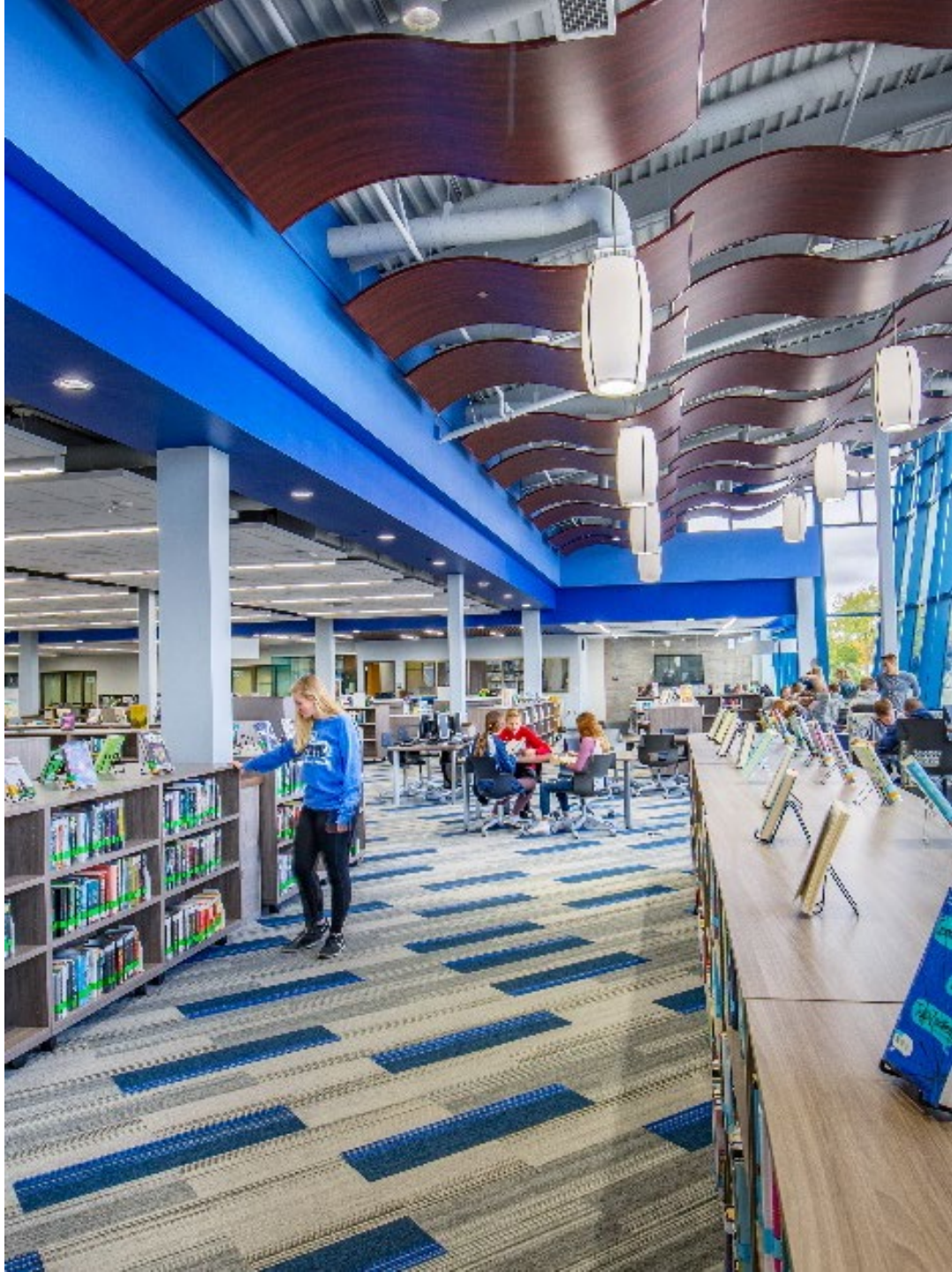
ARCHITECT INTRODUCTIONS

TAB 11



WHO WE ARE

YOUR TEAM.



WHO WE ARE

BRAY TEAM.

Matt Wolfert, Principal-in-Charge | Community Engagement
Mike Hacker, Associate | Architect

Nathan Derks, Architectural Intern
Stephanie Vierling, Interior Designer

Kyle Clark, Architect | Quality Control
Ali Nolan, Referendum Support | Communications Specialist






WHO WE ARE

CONSULTANT TEAM.

Point of Beginning, Inc.

Civil Engineering
Landscape Architecture

Fredericksen Engineering, Inc.

HVAC Design/Engineering

Muermann Engineering, LLC

Plumbing Design
Fire Protection Design
Electrical Engineering
Technology Wiring Design
Security System Design

Point of Beginning

FREDERICKSEN Engineering

MUERMANN ENGINEERING

Solid planning, superior solutions

EXPERIENCE

BRAY EXPERIENCE.

EXPERIENCE

MAYVILLE.

Engagement

Multiple Citizens Committees

Referenda History

1 Unsuccessful Prior to Community Support

Successful Projects

Major High School Addition/Renovation
Minor Primary & Middle School Upgrades

Bray Role

Community Engagement
Citizens Committee Support
Survey Support
Referendum Communications
Architecture
Interior Design
Educational Furniture Selection

EXPERIENCE

EAST TROY.

Engagement

Citizen Committee

Referenda History

3 Unsuccessful Prior to Community Support

Successful Projects

New PreK-2 Elementary School
Minor Middle School Upgrades
High School Addition/Renovation

Bray Role

Community Engagement
Citizens Committee Support
Referendum Communications
Architecture
Interior Design
Educational Furniture Selection

EXPERIENCE

BLACK RIVER FALLS.

Engagement

Citizen Committee

Referenda History

7 Unsuccessful Prior to Community Support

Successful Projects

New 2-5 Elementary School
Minor Primary School Upgrades
High School Addition/Renovation

Bray Role

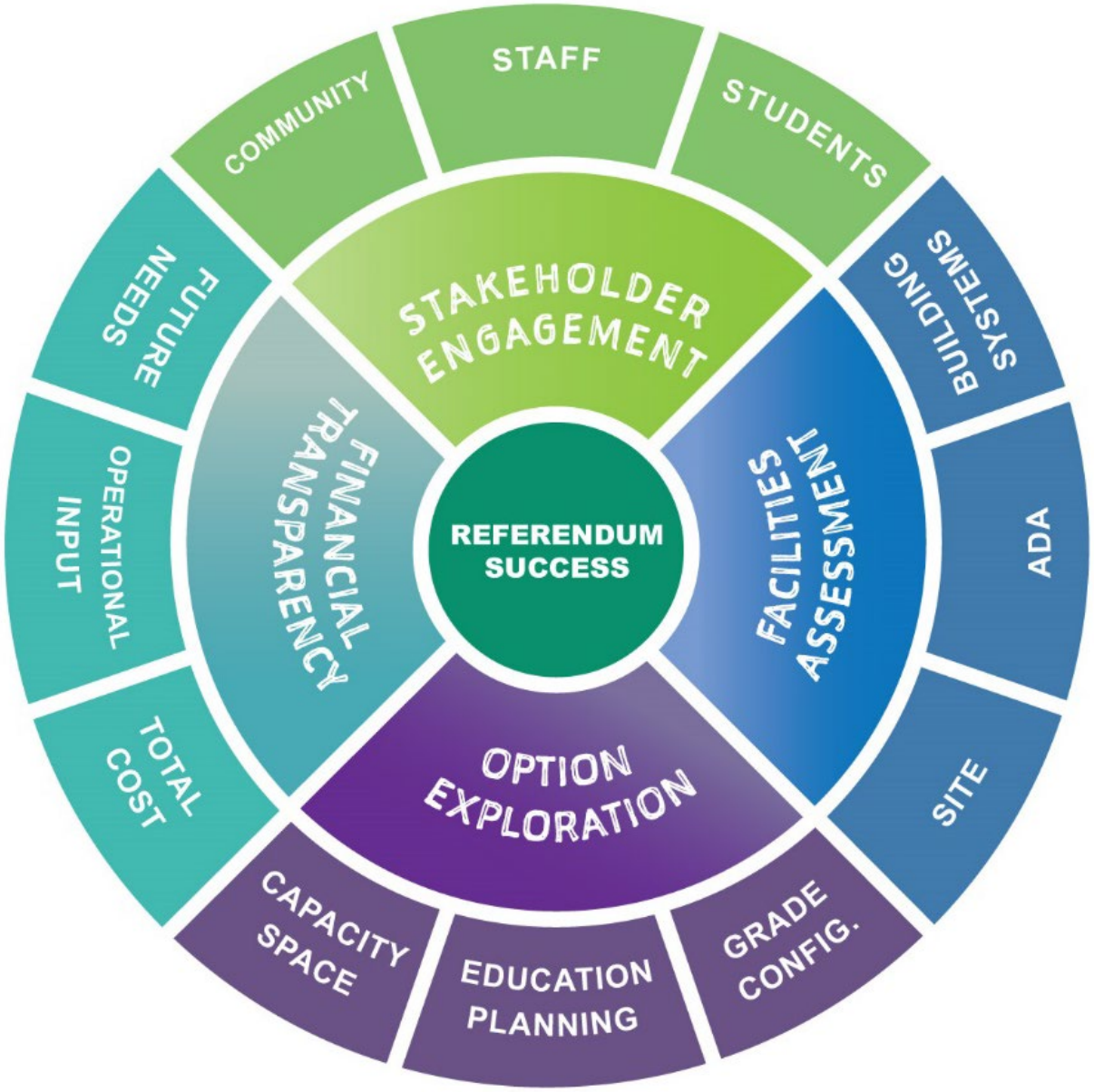
Community Engagement
Citizens Committee Support
Referendum Communications
Architecture
Interior Design

PROCESS

OUR PROCESS.

PROCESS

COMPONENTS OF SUCCESSFUL PROCESS.

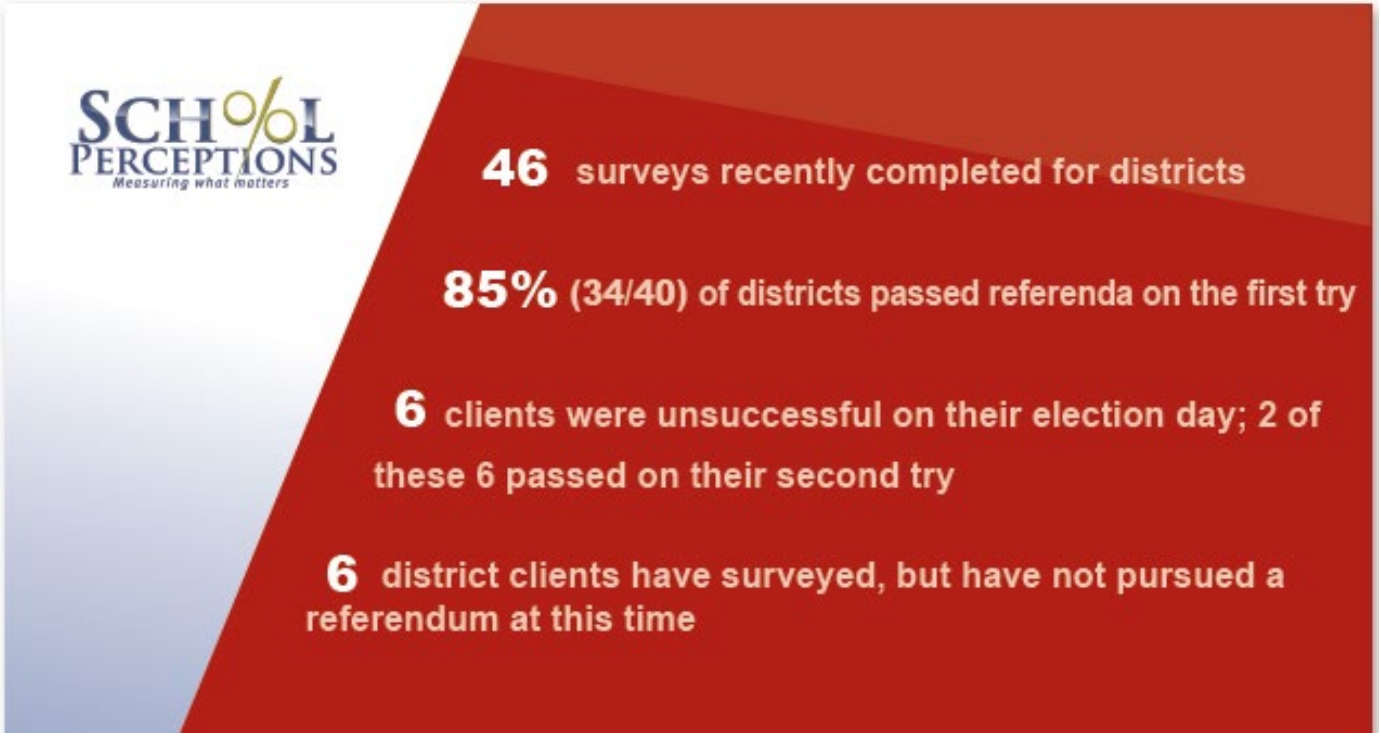


PROCESS

COMMUNITY SURVEYING.

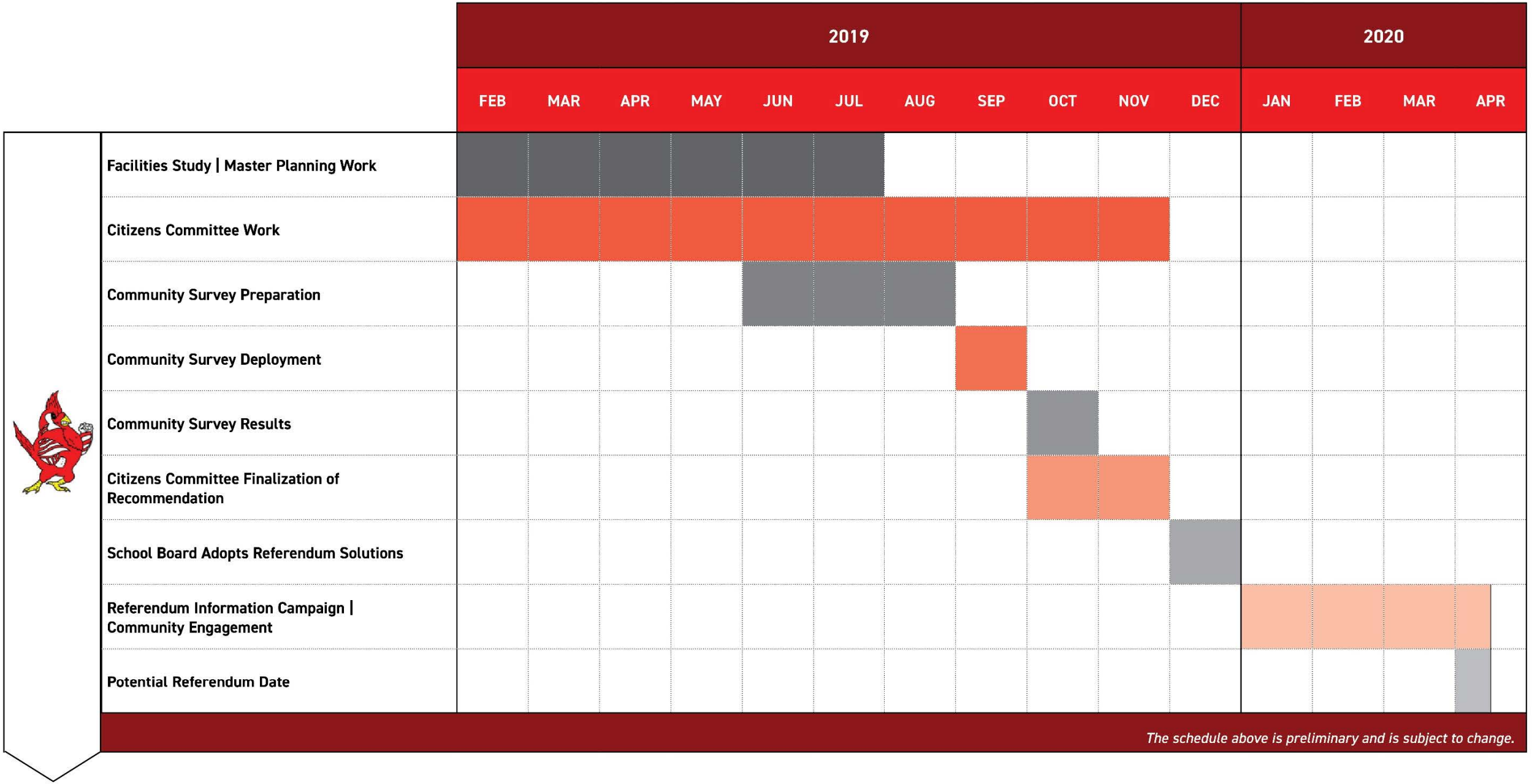
SURVEY DETERMINES ARCHITECTURAL DIRECTION.

ARCHITECTURAL DIRECTION DOES NOT DETERMINE SURVEY STRATEGY



TIMELINE

PRELIMINARY TIMELINE.


2019
2020
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
MAR
APR
Facilities Study | Master Planning Work
Citizens Committee Work
Community Survey Preparation
Community Survey Deployment
Community Survey Results
Citizens Committee Finalization of Recommendation
School Board Adopts Referendum Solutions
Referendum Information Campaign | Community Engagement
Potential Referendum Date
The schedule above is preliminary and is subject to change.

QUESTIONS + ANSWERS.

REVIEW CHARGE & EXPECTATIONS

TAB 2 & TAB 3

COMMITTEE CHARGE

The Columbus School District Board of Education has authorized the creation of an advisory committee, to be known as the Community Facilities Advisory Committee (CFAC). The Board issues the following charge to the CFAC:

The Community Facilities Advisory Committee will review information regarding our facility needs and financial data to make a recommendation to the Board of Education for the formulation and implementation of a plan to address these needs.

The CFAC will consist of District residents and staff representing all areas of our school district. District administration, staff, and representatives from Bray Architects will serve as resources to the taskforce.

The CFAC will convene on Monday, April 1st at 6:00 p.m. at the Columbus High School Library. The first meeting is expected to last two hours and thirty minutes. A schedule with all future meeting dates will be shared at this meeting. The CFAC will present its findings and recommendations to the Board of Education in July 2019.

COMMUNITY FACILITY ADVISORY COMMITTEE (CFAC)
COLUMBUS SCHOOL DISTRICT
COLUMBUS, WISCONSIN

Monday | April 1, 2019

Date	Time	Location	Preliminary Meeting Topics
Monday March 11, 2019	7:00 PM	City Hall	▪ FAC Welcome & Charge from School Board
Monday April 1, 2019	6:30-9:00 PM	High School Library	▪ Committee Member & Architect Introductions ▪ Review Charge & Expectations ▪ Review History of Past Studies & Referenda ▪ School Perceptions Presentation | Past Community Survey ▪ Review Launching a New Legacy Priorities ▪ Review Launching Forward Study Recommendations & Solutions
Monday April 8, 2019	7:00 PM	City Hall	▪ Bray Presentation of Facility Assessment Update to School Board
Monday April 15, 2019	6:30-8:30 PM	Elementary School Library	▪ Review Applied Population Lab Enrollment Projections ▪ Review Existing School Capacities ▪ Review Elementary School Needs ▪ Tour Elementary School ▪ Small Group Discussion – Elementary Needs & Priorities
Monday April 29, 2019	6:30-8:30 PM	Intermediate/Middle School Library	▪ Presentation | Spaces that Enhance Teaching & Learning ▪ Review Intermediate/Middle School Needs ▪ Tour Intermediate/Middle School ▪ Small Group Discussion – Intermediate/Middle Needs & Priorities
Monday May 6, 2019	6:30-8:30 PM	High School Library	▪ Presentation | School Finance 101 by Financial Advisor ▪ Review High School Needs ▪ Tour High School ▪ Small Group Discussion – High School Needs & Priorities ▪ Introduction of Next Step – Option Identification/ Exploration
Monday May 20, 2019	6:30-8:30 PM	High School Library	▪ Construction/Project Manager Introduction (Could move to June 3) ▪ Review Summary of Staff Feedback/Educational Visioning Sessions ▪ Review Draft Needs Summary – All Buildings ▪ Small Group Work – Option Identification ▪ Initial Reactions to Options Identified ▪ Small Group Discussion – Pros/Cons of Options ▪ Finalize Options to Be Explored Further
Monday June 3, 2019	6:30-8:30 PM	High School Library	▪ Review Initial Responses to Options Identified at Prior Meeting ▪ Small Group Discussion ▪ Narrow Options Being Considered ▪ Finalize Options for Further Exploration & Budgeting
Monday June 17, 2019	6:30-8:30 PM	High School Library	▪ Review Initial Responses to Options Identified at Prior Meeting ▪ Small Group Discussion ▪ Narrow Options Being Considered ▪ Finalize Options for Further Exploration & Budgeting
Monday July 1, 2019	6:30-8:30 PM	High School Library	▪ Review Updated Responses to Options Identified at Prior Meeting ▪ Review Preliminary Budgets ▪ Small Group Discussion ▪ Narrow Options Being Considered ▪ Finalize Options for Further Exploration & Budgeting ▪ Review Draft Survey
Monday July 15, 2019	6:30-8:30 PM	High School Library	▪ Review Updated Options & Budgets ▪ Small Group Discussion ▪ Narrow Options Being Considered ▪ Finalize Option(s) to be Surveyed ▪ Finalize Presentation for July 22 Update to School Board
Monday July 22, 2019	7:00 PM	City Hall	▪ FAC Update to School Board – Process, Solutions, Prioritization, Near-Final Survey, etc.
Mid-August – Sept. 2019	Printing/Distribution of Survey + Approximate 16-day Survey Window		
Monday | October 14, 2019	Survey Firm Presentation of Preliminary Survey Results to Joint Meeting of FAC and School Board		
Monday October 21, 2019	6:30-8:30 PM	To be determined	▪ Discuss Survey Results ▪ Formulate Draft Recommendation to School Board
Monday November 4, 2019	6:30-8:30 PM	To be determined	▪ Finalize Recommendation to School Board
Monday November 18, 2019	6:30-8:30 PM	To be determined	▪ Only if Recommendation not Finalized at November 11 Meeting
Monday December 9, 2019	6:30 PM (to be verified)	City Hall	▪ Committee Presentation of Recommendation to School Board

HISTORY OF PAST STUDIES

TAB 6

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COLUMBUS SCHOOL DISTRICT
2011 FACILITIES AND USE REPORT

EXECUTIVE SUMMARY

This report is prepared to provide an objective analysis of the present condition and capabilities at all three schools in the Columbus School District (CSD). The information presented in this report was gathered through on-site inspections of the sites and buildings, interviews with the building Administration, Teachers, Aides and Maintenance staff. Included in this report is an analysis of the existing building capacities, ADA facility assessments, building systems assessments with reference floor plans, and an overview of the sites owned by the District.

This school district is made up of three facilities: (1) elementary school which is K – 3rd grade, (1) middle school which is 4th – 8th grade, and a high school which is 9th -12th grade. The district also serves a 4K population, off-site, which was not reviewed as part of this study. Rural schools are often the central focus of pride because they serve as community center, school, voting local, and neighborhood assembly space. This central focus can also lead to conflicts when areas need remodeling because residents resist change to spaces they are familiar with.

Addressing student capacity is always an urgent need in facility development, however providing the optimum combination of adaptable and appropriate spaces to educate is foremost in making sure the jobs of teaching and learning are done to their maximum potential. Student enrollment has fluctuated by approximately 5% since 2001 in the Columbus School District. This steady enrollment allows the district to make 21st century improvements to the facilities without having to worry about costly new construction to create additional educational spaces. The Facilities and Use Report has determined that portions of the existing buildings are out-dated, but have been maintained at a minimum level to provide adequate learning environments for students. Building systems are at or approaching the end of their expected service life and a cost-benefit analysis of maintaining or replacing these systems is advised for future planning purposes.

The following paragraphs provide an introductory description of the specific issues reviewed in each report section:

EXISTING BUILDING AND ENROLLMENT DATA

The enrollment capacity of the School District's existing facility was reviewed and evaluated against DPI (Wisconsin Department of Public Instruction), CEFPI (The Council of Educational Facilities Planners, International), Wisconsin Association of School Boards, and Minnesota Department of Children, Families & Learning: - Guide for Planning Construction Projects in Minnesota recommendations.

The space analyses included looking at building capacity in two ways:

- Capacity based on the existing school's square footage and the square foot per student based on best practices.
- Capacities based on the maximum number of students recommended per square feet for each grade classroom.

Over the past decade recommended space provided per student has increased. There are some obvious reasons for these increases. The three major reasons are:

- Space to accommodate technology (both in the form of computer labs and increased classroom size).
- Space to house children with special needs and office / workspace for a variety of services provided by professionals and volunteers. These include reading, speech, OT/PT, Title I programs and the like.
- Another factor particularly found in elementary and middle schools, is the move to have classrooms surrounding an open space that can be used for a variety of special programs from individual help to classroom projects to team meetings.

When evaluating a school building, systems and square foot construction costs may appear to provide a consistent measure of comparison against similar facilities, but comparing the amount of space being planned per student with other schools in the regional area may be more important. As this study indicates, the total building square footage for each school is easily appropriate for the current enrollment but would not necessarily allow for large amounts of future growth based on building area.

The current enrollment of the Elementary school is 349 students. Based on the total square footage of classroom space, the design capacity is 407 students. This additional capacity would certainly accommodate a growth bubble at one or two grade levels, but would not sustain a long-term overall growth of students. At the Middle School, there would be room for a larger influx of students – currently at an enrollment of 382 students; the design capacity is 544 students. The difference in these two numbers has to do with the 4th and 5th grade classrooms acting as an elementary curriculum in a Middle School format. When based on academic square footage, the High School's design capacity would allow for 277 students more than the current 377(total of 654 students). However when looking at the building's capacity based on overall square footage, the design capacity would only accommodate 487. The differences in these two design capacity numbers is a function of the current lack of auxiliary spaces, such as Auditoriums, Natatoriums, etc. The 654 design capacity compared to the 487 design capacity means that the high school has a larger amount of classroom spaces, but very few auxiliary spaces to serve the typical need.

All three of the Columbus' school sites are smaller than the recommended site size. An Elementary school with 349 students is recommended to have a 13 acre site; Columbus' site is 5.82. The Middle school should be located on a 24 acre site; currently it is only on 3.16 acres, and the High School is 9 acres shy of the recommended 34 acres for a school its size.

ADA ASSESSMENT

The review for Americans with Disabilities Act (ADA) compliance involved reviewing the accessible routes to and through the building and site, as well as accessible features and accommodations inside the building as defined by ADA design guidelines and the International Building Code.

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COLUMBUS SCHOOL DISTRICT
ANALYSIS OF BUILDING CAPACITIES

There are several ways to evaluate a school's maximum capacity.

1. Functional Design Capacity: Determine the maximum population for instructional spaces based on Best Practice square feet per student.
2. Gross Building Square Footage: Take the existing building overall square footage and divide it by the recommended square footage per student based on Best Practice.
3. Follow Board of Education policy, if such a policy exists.

As enrollment fluctuations affect school districts nation wide, the physical capability of each building will determine whether or not enrollment should increase beyond its present level, or if it will be necessary to move students to other buildings more capable of accommodating such enrollment shifts. This analysis should provide a guide to measure each building's capability to handle a student population and provide a measuring stick to keep up with the changing needs of the Columbus School District.

Historical Perspective of School Capacity

It is worthwhile to briefly cover why buildings are not able to contain the same number of students as when they were originally constructed. America's public schools can be traced back to 1640 when founders assumed families bore the responsibility of raising a child. Gradually, programs were added by Federal and State mandates that have dramatically affected the educational environment. The trend of increasing responsibilities for public schools has accelerated ever since.

1900-1910
- Health Instruction added

1910-1930
- Physical Education
- Vocational Education (Home Economics & Agriculture)

1940's
- Business Education
- Art & Music
- Speech & Drama
- Half Day Kindergarten
- Lunch provided

1950's
- Expanded Science & Math
- Expanded Art & Music
- Foreign Language

1960's
- Advanced Placement
- Head Start
- Title I (Reading)
- Consumer & Career Education

1970's
- Special Education
- Title IX (equality for girl's athletics)
- Behavior Adjustment
- Breakfast provided

1980's
- Computer Education
- English as a Second Language
- Early Childhood
- Full Day Kindergarten
- At-Risk
- After School Programs

1990's
- Expanded Computer / Internet
- Inclusion
- School to Work Programs

Early 2000's
- Standardized Tests

Many of the spaces that were once used as standard classrooms are now transformed into multiple educational environments that have to act as offices, teaching space for 4-6 students, and reference libraries for several different areas associated with Special Education. One of the most dramatic program requirements of the past 30 years may become obsolete in the near future. Computers first made their presence in schools around 1983 when a single Apple II was assigned to one building in may national schools. Now, many elementary schools assign a single lab to each grade, and the future may reverse these spaces back into classrooms as hand held tablets become the norm for student production and research. The bottom line is the demand on educational space is always changing, and it should be expected that the buildings need to change along with those programs.

TYPES OF CAPACITY CALCULATIONS

1. Functional Design Capacity

Best Practice design for a new school typically suggests that a standard sized classroom be around 900 SF (Square Feet) for grades 1-12 and 1200 SF for Kindergarten rooms. Using this philosophy, this allows around 30 SF per student at the high school and middle school level while elementary students are allowed 35-40 SF.

> *Each academic classroom (core subjects) has a calculated square footage. Then the room square footage is divided by the recommended SF/student. Other academic spaces throughout the building have their own "Best Practice" square footage allowances per student. The total population is then calculated by adding the student population of each academic space.*

Historically, building capacity has been determined by counting the number of classrooms and multiplying by the average number of students. This method of capacity calculation would be considered the **"Design Capacity".** At the elementary level, only standard classrooms are included in the capacity analysis because students remain in their assigned classroom most of the day. At the Middle and High School, all instructional spaces are used in the calculation because students are encouraged to participate in exploratory programs.

Several areas are not included in this calculation:

- Special Education rooms are not included because it is unlikely that other students would fill their classroom seats while they are getting the additional instruction elsewhere in the building.
- Labs are also not factored into this calculation because the intent of these spaces is to serve as resource areas for classes that would otherwise be located somewhere else in the school. For example, a computer lab dedicated to an English Department is not included because the students are physically leaving one space to use the other as a resource.

However, this Design Capacity method alone becomes flawed because it is unlikely a single room is used 100% of the day. The capacity calculation needs to account for teacher prep time, bell schedule, and tutoring which would drop the total utilization of any one space. When taking a typical school schedule and program issues into consideration, the method is called **"Functional Design Capacity".**

It's important to note that as a rule:

- **90% utilization** is considered to be the **Functional Design Capacity** targeted at the **elementary school level** (grades K-4 for the Columbus School District).
- **80% utilization** is considered to be the **Functional Design Capacity** targeted at the **middle and high school levels** (grades 5-12 for the Columbus School District).

For example, the targeted utilization at a middle or high school level represents scheduled use of a core subject room 6 to 7 periods out of an 8 period day, or between 75% and 88% of the time available for use. Since Columbus High School is set up as a "block schedule" of 4 periods per day, we are including an additional calculation of **75%** utilization because the building capacity drops as the periods per day decreases.

2. Capacity Based on Gross Building Square Footage

Information for determining recommended school capacity based on a gross square foot per student is typically used for initial analysis of building enrollment capacity. Building area standards are derived from historic data compilation, optimal planning models for space utilization, and are found through regional and national educational research and planning organizations. There is not a recognized national standard for use in such reviews, and available data most current and determined to be most relevant to the School District's locality is utilized. The following ranges shown in the standards consulted indicate regional and program differences between the school districts reviewed. The lower end square foot per student numbers may indicate that few auxiliary type spaces are provided. The higher end square foot per student numbers may indicate that more auxiliary type spaces are provided, i.e. Auditorium, Field House, Natatorium, etc.

Typical school building size recommendations based on student occupancy:

Gross square footage for school planning based on school building projects built in Wisconsin over the last 10 years.

- *Elementary School*: 125 – 140 sq.ft. per student (average of 133 sq.ft.)
- *Middle School*: 150 – 170 sq.ft per student (average of 160 sq.ft.)
- *High School*: 200 – 220 sq.ft. per student (average of 210 sq.ft.) – No auditorium or commons areas in sq. footage. NO FCS labs

Gross square footage for school planning recommended by the *Minnesota Department of Children, Families & Learning - Guide for Planning Construction Projects*. This is one of the few State sponsored publications that actually lists size recommendations for educational environments. These area ranges were established to plan for the space needs of technology and new forms of instruction (Published 2002).

- *Elementary School*: 125 – 155 sq. ft. per student (average of 140 sq. ft.)
- *Middle School*: 170 – 200 sq. ft per student (average of 185 sq. ft.)
- *High School*: 200 – 320 sq. ft. per student (average of 260 sq. ft.)

In order to keep the evaluation current and account for the present and future space needs of technology and new forms of instruction, the Wisconsin data and Minnesota DCFL information has been approximately averaged to create the unit of measure used in this report.

For this particular study, we are using:

- 137 SF per student for the Elementary Schools and Intermediate School
- 170 SF per student for the Middle School
- 220 SF per student for the High School

The gross square foot per student recommendations should be considered as a **baseline guide** for planning and analysis, and remain flexible in order to reflect the immediate needs and long term goals of the School District.

The maximum capacity is based on the existing building SF divided by the average recommended SF per student listed. The resulting data for each building can then be used as an indicator to how the schools compare with National and State recommendations.

3. Capacity Based on Columbus School Board Recommendations

For this particular task, the Columbus School Board does not have any formal standards for class sizes. They use the maximum guidelines of approximately 25 students K-5, and approximately 30 students 6-12. The guideline that they use for a minimum class size is 14 students.

These guidelines were not accounted for in the following table.

INDIVIDUAL CAPACITY CALCULATIONS

The chart on the following page indicates the current enrollment and the various methods to determine maximum potential enrollments for the existing facilities. The maximum enrollment listed below is broken up into two categories.

1. The first column lists the school analyzed.
2. The second column lists the current enrollment.
3. The third column shows the Design Capacity and the Functional Design Capacity calculation. *Note, due to some classrooms being exceptionally large, a teaching aid may be required in order to functionally have 30 students per classroom.*
4. The fourth column shows the capacity based on the gross square footage of the building and the grade structure of the school.

The current enrollment numbers listed are from the September 2011 Third Friday Enrollment Report.

COLUMBUS SCHOOL DISTRICT – SUMMARY OF CAPACITY ANALYSIS

* As of 9/14/18 Families still registering.

School	Current Enrollment 2011	[a] Design Capacity *Functional Design Capacity* 2011	Capacity based on building area	Enrollment 2018-19	Design * Capacity 2018-19	Proj. Enrollment 2019
Elementary *90% utilization*	349 (K-3)	[b] 452 *407**	327	(4K-2+DCS) 356	385	323
	(4-8)			(3-8)		
Middle School *80% utilization*	382	[c] 680 *544*	570	529	544	528
High School *80% utilization* or *75% utilization*	377	[d] 872 *697* *654*	487	411	654	408
District Total *80% utiliz. at HS*	1108	2003 *1648*	1384	? 1296 + 4K sites	1648	

* Not official

a *Based on 35 sq. ft. per student for all academic classrooms (grades 1-5), 40 sq. ft. per student for Kindergarten, 30 sq. ft. per student for MS & HS*

b *Elementary School Classrooms range in size from 822 sq. ft. – 1240 sq. ft.*

c *Middle School General Classrooms range in size from 446 sq. ft. – 1160 sq. ft.*

d *High School General Classrooms are approximately 780 sq. ft*

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COLUMBUS SCHOOL DISTRICT
SITE SIZE ANALYSIS

Building size is one factor when determining the maximum enrollment of a building. Another factor is site size. The information below analyzes the existing site area against the recommended site area for programs of that type.

The following school site information comes from the State of Wisconsin Department of Public Instruction and the Council of Educational Facility Planners International (CEFPI) Planning Guide.

Typical school site area recommendations:

- *Elementary School* sites should be a minimum of 10 acres plus an additional acre for each 100 students.
- *Middle School* sites should be a minimum of 20 acres plus an additional acre for each 100 students.
- *High School* sites should be a minimum of 30 acres plus an additional acre for each 100 students.

In order to quantify adequacies, inadequacies, and inequities at the various schools relative to current practice and future trends, the area information presented has been averaged in the following table. The recommended site size is based on the current enrollment factored into the standard site recommendations previously listed. The resulting data for each building can then be used as an indicator to how the schools and sites compare with National and State recommendations.

Building and Site Analysis

School	[a] Existing site size	[a] Recommended site size	Existing building size
Columbus Elementary School	5.82 acres	13 acres	44,866 sq. ft.
Columbus Middle School	3.16 acres	24 acres	95,845 sq. ft.
Columbus High School	24.9 acres	34 acres	107,260 sq. ft.

a *Site area includes building, parking and outdoor activity areas.*

The baseline data from planning resources assumes that the building in review is of typical efficiency. Efficiency is measured by circulation through the building, number of floor levels, and the building layout.

Columbus Elementary is considered to be of medium efficiency with a double-loaded corridor circulation in a long linear layout. There were concerns about the youngest students having to walk the entire length of the building for specials and lunch activities. The building, a single level, was originally built in 1952 and had additions completed in 1995 and 2000.

Columbus Middle School is considered to be of low efficiency as there have been several additions added into the initial 1910 building. The building has two main levels, and an additional basement level. The circulation path on the first floor essentially creates a loop; however you must pass through the Cafeteria. Many classrooms are on the interior, without natural light. Corridors are very wide. An elevator connects all two floors.

Columbus High School is considered to be of medium-low efficiency. The original building was a T-shape built in 1957. Additions in 1964 and 1980 did not add any efficiency to the layout. The building is a single story, typically configured as a double-loaded corridor. Corridors in the Tech Ed and Gym area can be confusing – locked doors lead to dead end corridors. There seems to be an excessive amount of corridors leading to exterior doors.

FACILITIES SUMMARY

The Educational Adequacy Assessment reviews the actual program activities, use of the building, and physical space required for each activity. It should be noted that, regardless of the facility's physical limitations, the Elementary and High Schools meet the curricular objectives of the District's educational programs. However, much of that is due to teachers working around challenging conditions and making due with what's available, which can affect the quantity of quality instructional time delivered during the school day. The Middle School does not provide a Tech Ed program, which is one of the district's curricular objectives.

Below is a condensed Education Adequacy Assessment summary of positives and negatives found at each building:

Columbus Elementary School

Positives:

1. Age-appropriate spaces.
2. Large Art Room – good storage.
3. Good Music Room for Elementary students.
4. Adequate storage in classrooms.
5. Building is not over capacity.

Negatives:

1. The Gym and Cafeteria are a shared space, which creates scheduling conflicts and limited time to eat lunch.
2. Parent pick-up in the parking lot can be a concern for safety with children that are shorter than the vehicles and have to cross traffic.
3. Kindergarten rooms do not have private bathrooms.
4. ~~Lack of separate, independent Computer Lab.~~ One to One computers for all students
5. Building is long. The youngest children have to walk the entire length of the building to get from their classroom to the Office or Gym.
6. Kitchen is too small and lacks basic equipment needed.
7. Main entrance is not secure.
8. Parking lot is shared with MS.
9. ~~Playground equipment is deteriorating.~~ New equipment 2017-18.
10. ~~Some classroom computers are not operational.~~ New equipment 15/16 project
11. ~~Oldest portion of the building lacks enough plumbing fixtures.~~ 15/16 project.
12. Students have to walk to the MS for before and after school functions. – Club House?
13. Building generally lacks furniture that allows for flexible learning environments.

Columbus Middle School

Positives:

1. Comfortably sized classrooms.
2. Wide corridors for student circulation.
3. Building is not over capacity.

Negatives:

1. ~~Main entrance and District Office entrance are not secure.~~ 15/16 project.
2. Science rooms lack lab stations and access to hot water.
3. Site is very small.
4. Limited on site parking; some w/parking lot addition.
5. Main office is very small.
6. Lack of direct adjacency to sick room for Office personnel.
7. Lack of privacy for staff mailboxes.
8. Lack of conference areas for small group meetings.
9. ~~Outdated A/V equipment is taking up storage and instructional space.~~
10. Classroom casework is well worn.
11. Lack of Special Ed bathroom for students that need changing.
12. No Tech Ed or FaCE programs.
13. Several classrooms are interior - without natural daylight.
14. Gymnasium is very tight for contemporary athletic events.
15. Building generally lacks furniture that allows for flexible learning environments.
16. Building lacks a properly equipped staff workroom.
17. ~~Kitchen layout is outdated and lacks proper storage.~~ Upgrades w/ 15/16 project.

The Building Inspection Report for the sites and schools reviews core facility elements and systems, assessing each element as being in Good, Fair, or Poor condition relative to accepted industry standards. Below is a condensed condition summary of positives and negatives found at each building:

Columbus Elementary School

Positives:

1. One-story building, minimal ADA issues.
2. Overall exterior wall and roof systems are in good condition, with minor maintenance items needing attention as noted in inspection report.
3. A majority of the building interiors are from 1995 or later and in good condition.
4. Building has a lot of character.
5. Electrical service is in good condition.
6. Interior light fixtures are energy efficient.

Negatives:

1. ~~Bathrooms in 1952 building are original.~~ 15/16 project
2. ~~Visitor parking is done on the street, not enough staff parking.~~ Parking lot project.
3. ~~Boilers, while well-maintained are only 80% efficient compared to a high-efficient model at 93%.~~ 15/16 project.
4. ~~Lack of individual classroom temperature control (rooftop system).~~ 15/16 project
5. Rooftop units will need to be replaced in 5-10 years; 15/16 balanced & shived units.
6. ~~Pneumatic devices remain in the building.~~ 15/16 project.
7. Fire alarm system does not meet current code.
8. Not enough site lighting; 15/16 project; new fixtures.
9. ~~Data equipment is hard to service; additional data drops are desired.~~ Wireless access points added.
10. ~~Water heaters are not energy efficient and past their warranty.~~ 15/16 project.
11. No grease interceptor for Kitchen.
12. ~~Plumbing fixtures in 1952 building are in need of replacement.~~ 15/16 project.
13. Building faucets are non-ADA compliant and low efficiency; some are now compliant – 15/16 project.
14. Galvanized domestic water piping in 1952 building needs replacement

Columbus Middle School

Positives:

1. All areas of the roof have been replaced recently.
2. Building is well maintained.
3. Door hardware has been upgraded.
4. Interior light fixtures are energy efficient.
5. Boilers are in good condition – halfway through service life.

Negatives:

1. In general, interiors are simply old and worn.
2. Original building built in 1910. Portions of brick on the 1941 building are deteriorating.
3. Small site; ~~lack of staff parking~~; parking lot project.
4. ~~Lack of electrical/data in classrooms.~~ 15/16 project, wireless access points added.
5. Ceiling Tile in need of replacement, some replaced.
6. Windows in the 1964 building are single pane and need replacement.
7. ~~Lack of individual classroom temperature control (rooftop system).~~ 15/16 project.
8. ~~York rooftop units have exceeded their operational life expectancy. Trane rooftop units will need to be replaced in 5-10 years.~~ 15/16 project.
9. Main electrical service and distribution has exceeded their operational life expectancy; some updates were completed.
10. ~~Capacity of electrical panels does not allow for future expanded load.~~ Availability is there for expansion.
11. Fire alarm system does not meet current code.
12. ~~Additional security cameras are needed.~~ 15/16 project and DOJ grant.
13. ~~Additional data drops are desired.~~ Completed w/ wireless access points.
14. ~~Intercom system in need of replacement.~~ Updated, now use phone system.
15. ~~Water heaters are in need of replacement.~~ Classrooms supply only cold water.
    ↳ 15/16 project.

Columbus High School

Positives:

1. Large Tech Ed spaces.
2. Centrally located PE spaces.
3. Building is not over capacity.

Negatives:

1. Classrooms are small for class sizes. – some 15/16 project.
2. Classrooms generally lack daylight.
3. ~~Main entrance is not secure.~~ 15/16 project.
4. ~~Science rooms are small and outdated.~~ 15/16 project.
5. ~~Lack of parking at main entrance.~~ 15/16 project.
6. Building lacks pre-function space.
7. Lack of Auditorium or large-scale performance space.
8. Narrow corridors.
9. Media center is large enough but lacks appropriate furniture for 21st century learners.
10. Cafeteria may be underutilized due to the lack of daylight and flexible seating.
11. Building generally lacks furniture that allows for flexible learning environments.
12. ~~Main office layout is dated and inefficient.~~ 15/16 project.
13. ~~Guidance area is inefficient.~~ 15/16 project.
14. ~~Very small FaCE classroom with dated curriculum.~~ Now AG classroom space.
15. Music rooms lack flexibility due to the concrete risers.
16. ~~Printing press and darkroom curriculum could offer space for 21st century curriculum.~~ Digital curriculum.
17. Art casework is dated and well worn.
18. ~~Business classroom lacks group work space.~~ One to one computers.
19. Competition court lacks proper safety clearances around the Basketball Court.
20. Group showers are seldom used by high school students.
21. ~~Outdated A/V equipment is taking up storage and instructional space.~~
22. Football and baseball fields are on shared field.
23. Soccer field slope needs to be verified with WIAA recommendations (clears referee safety inspection)
24. No onsite parking available for field events. (Track/soccer)

16. Remaining galvanized domestic water piping needs replacement.
17. Plumbing fixtures and faucets in entire building are in need of replacement.

Columbus High School

Positives:

1. A majority of the roof membranes are new and in good condition.
2. Exterior brick is in good condition.
3. Lighting upgrades were made recently.
4. Clocks are new.
5. Boilers are in good condition – halfway through service life.

Negatives:

1. Restrooms are provided at the North and Central areas of the building, but not in the Southern classroom wing.
2. Building is fairly old – most recent addition was 1980.
3. ~~Exterior fascia and canopy need painting.~~ Requires continued maintenance.
4. ~~Hollow metal frames and doors (interior and exterior) need painting.~~ Requires continued maintenance.
5. ~~Main electrical service and distribution has exceeded their operational life expectancy.~~ 15/16 project.
6. Generator should be replaced soon. Code requires separate generator for life-safety power and non life-safety power.
7. Fire alarm system does not meet current code.
8. ~~Intercom system in need of replacement.~~ Use phone system now.
9. ~~Lack of individual classroom temperature control (rooftop system).~~ 15/16 project.
10. ~~Trane rooftop units will need to be replaced in 5-10 years;~~ 15/16 project
11. ~~Roof leaking at rooftop units.~~ 15/16 project – continued maintenance.
12. ~~Several roof drains are cracked or damaged. Areas of vegetation growing on roofs.~~ 15/16 project - continued maint
13. ~~Pneumatic devices remain in the building.~~ 15/16 project.
14. ~~Capacity of electrical panels does not allow for future expanded load.~~ 15/16 project
15. ~~Additional data drops are desired.~~ Wireless access points.
16. Remaining galvanized domestic water piping needs replacement; some w/ 15/16 project
17. ~~Older water heaters are in need of replacement.~~ 15/16 project
18. ~~Replace the acid waste piping and acid neutralization basin.~~ 15/16 project
19. ~~Provide additional drinking fountains.~~ Water bottle fillers 16/17.
20. Locker room fixtures are in poor to fair condition.
21. ~~Parking lots require resealing.~~ 13/14 maintenance.

As of July 2002 the building code in the State of Wisconsin changed to the IBC (International Building Code). Some major differences with the current IBC building code that effect school projects are that schools are required to be protected by a fire sprinkler system if the facility is over 20,000 sq.ft. There are additional fire separations required through the use of rated walls and travel distance to exits has increased. It is therefore assumed that when a building was built, it met the building code requirements at the time it was constructed. Older sections of buildings with multiple additions have been kept in service by providing occupant safety and exiting accommodations with the approval of local building and fire inspectors. As new building codes come into affect, an existing building doesn't need to be renovated to meet the new building code as long as the primary life safety protection requirements were met and the specific components aren't identified for corrective compliance.

The findings presented in this report will provide CSD with up-to-date tangible information to assess its existing site and building conditions relative to providing optimal learning environments for successful curriculum delivery. The report identifies the positive aspects of the facility as well as deficient conditions that hinder building operation and positive learning activities.

RECOMMENDED NEXT STEPS

At the conclusion of a Facility Study, many school districts ask how to proceed. It is the recommendation of Eppstein Uhen Architects that the administration, school board, and citizens committee review the document for content and understand the observations. The next step should be prioritizing the items identified in this report into two different categories; items that can be budgeted for with yearly maintenance funds and those items which would require significant capital expenditure. From this priority list the district will be able to review estimates for resolution and then further prioritize the extent of the capital expenditure. It is important to include the citizens committee in this process.

This facilities and use report is a work in progress and should be updated frequently. It will serve as a reference to the District and its constituents in making informed decisions for effective planning to support community development.

Thank you for the opportunity to participate in this endeavor. If you have any questions or concerns regarding this summary, please feel free to contact the EUA team.

Sincerely,

Eppstein Uhen Architects, Inc.
Eric Dufek, RA, LEED AP
K-12 Market Leader : Senior Design Architect

Eppstein Uhen Architects, Inc.
Teresa Wadzinski, RA
Project Architect

C·E·S·A 10

Statewide Facilities Management

Detailed Progress Report
Columbus School District
Elementary and Middle Schools



C·E·S·A 10
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Introduction

The following is a progress report for Columbus School District on Phase I and II Elementary, Middle and High School Projects. CESA 10 is providing the following report with information about the project. Before and after pictures of the project Facility Improvement Measures (FIMs) demonstrate what has been completed per building. There is a table included for each building that indicates the status of each FIM.

PHASE I included an HVAC upgrade to the Elementary School. New boilers, miscellaneous energy saving heating and cooling components along with new digital temperature controls were components of the HVAC upgrade. New doors were installed in the gymnasium to improve energy efficiency and eliminate problems with egress from the gym. A new secure entrance was added to the Middle School that reduced energy by providing improved doors and air sealing of the entrance.

PHASE II includes many FIMs as described in your detailed report furnished previously. Progress has been made on a portion of FIMs.

The HVAC system in the Middle School has been upgraded. A new high efficiency boiler, new high efficiency pumping systems for building heat, new high efficiency rooftop units were installed in the 1992 addition, miscellaneous heating and cooling components and updated temperature controls have been completed. New windows were installed in the Middle and Administrative Offices. Doors, windows and other inactive openings to the building were sealed and insulated. Roofs were replaced on three small sections of the building with added insulation.

The IT upgrades have been completed in all schools.

The rest of the FIMs in the three schools are in various stages of completion. The summer of 2015 will include significant progress on many projects. Construction activity will be taking place in all buildings. The summary tables in the report will provide detail information on the status of each FIM.

Budget Update Combining Phase One and Two

	Budgeted Amount	Actual Amount	Difference
FIMs Completed	$2,519,185	$2,279,699	$239,486
FIMs Bid	$915,690	$575,698	$339,992
FIMs Planned	$4,921,106	$4,921,106	$0
Contingency	$44,019	$44,019	$0
Total	$8,400,000	$7,820,522	$579,478

This is a snap shot of the budget to date. As you can see by the table above we are below the budget by $239,486 on completed FIMs and below budget by $339,992 on bid FIMs. Planned FIMs and the contingency are forecast to be on budget for the purpose of this report. Bids will be completed in the next 60 days for all FIMs which will provide a better view of the final outcome. We do have some expectation that the High School HVAC project may be above budget so the extra amount will help if that occurs. There are alternate components in the HVAC bid so we will have some flexibility if needed. The chiller is a definite component of the project. We will continue to work toward completion of all FIMs including those that are identified as lower priority.

Columbus Elementary School

PHASE I Energy Project

FIM 1 – Mechanical Measures

FIM ES.1.1 Boiler Room Upgrade

Scope of Work

- Remove the existing boilers
- Remove any unused piping
- Remove the combustion air intake except a small opening for the domestic water heater
- Remove the laundry equipment
- Remove domestic water heater
- Pipe the new boilers into the existing piping system
- Vent the new boilers
- Install new concrete housekeeping pads to support and keep the new boilers dry
- Install new domestic water heater
- Replace windows with solid wall

Estimated Annual Savings

Energy Savings: $1,311

Operations & Maintenance Savings: $4,072

The picture below shows the original boilers on the left and the new boilers on the right. The new boilers are approximately 15% more efficient than the original boilers.

Before Photo

After Photo

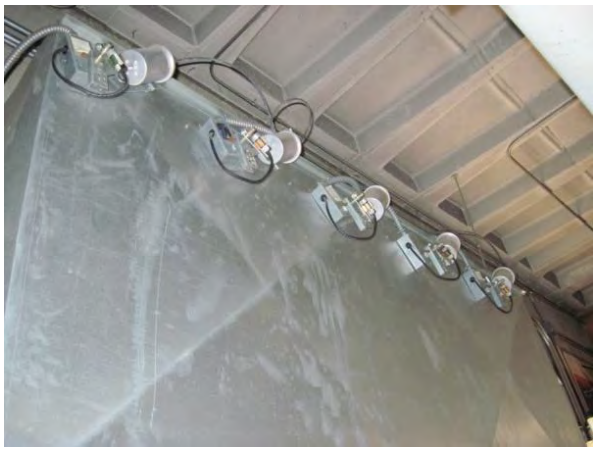
The picture below shows the original hot water heater which was replaced. The new hot water heater is approximately 20% more efficient than the original heater.

Before Photo

After Photo

The picture below shows the original combustion air intake to the old boilers and water heater. The old boiler room was very cold and needed heat added to prevent freezing in the boiler room. The new system only allows air to enter the boilers when combustion is taking place.

Before Photo



After Photo

PHASE I Energy Project

FIM 1 – Mechanical Measures

FIM ES.1.2 - HVAC Reconfiguration

Scope of Work

- Install duct coils in 19 classrooms which are supplied by hot water piping from the boiler room
- In the 1994 addition the piping will be connected from piping that presently supplies the unit ventilators
- Install new piping above the ceiling in the original building to supply the new duct coils
- Add digital controls to the new coils to provide individual room temperature control
- Extend the new piping to heating units in the entries and toilet rooms of the original building
- Abandon all piping in the tunnels
- A stepped approach to this project can be to include eliminating the unit ventilators in the 1994 addition and install book cases to finish the walls and floor
- Commission the new system and place in service

Estimated Annual Savings

Energy Savings: $406
Operations & Maintenance Savings: $4,072

The HVAC reconfiguration in the Elementary School included adding heating coils to the ductwork. The picture below shows the music room before and after the installation of the coils. Similar coils were added to all classrooms along the street side of the school. This provides individual control of classrooms.

Before Photo

After Photo

PHASE I Energy Project

FIM 1 – Mechanical Measures

FIM ES.1.4 – Variable Speed Drives (VSD) on Pumps

Scope of Work

- Add variable speed drives to hot water pump loop
- Commission the new system and place in service

Estimated Annual Savings

Energy Savings: $1,108
Operation & Maintenance Savings: $0

The heating system included 4 hot water pumps. Two 2 HP pumps were eliminated and two remain. The picture to the left shows 2 horsepower pumps that were operating 24-7 during the heating season to serve 3 small heating units which have now been removed.

Before Photo

After Photo

The picture to the left is of the 2 remaining pumps that serve the entire Elementary school. Speed drives were added and pictured to the right. These components vary the pump speed to supply just enough water to meet the needs of the heating system at any one moment in time.

Before Photo

After Photo

PHASE I Energy Project

FIM 2 – HVAC Control Measures

FIM ES.2.1 Controls Upgrade

Scope of Work

- Remove all pneumatic thermostats, control panels and actuators
- Remove air compressor
- Install thermostats, control panels and actuators that are compatible with digital controls
- Integrate the new controls components with the existing digital controls system
- Program energy efficient sequences to operate system efficiently

Estimated Annual savings

Energy Savings: $367
Operations & Maintenance Savings: $1,357

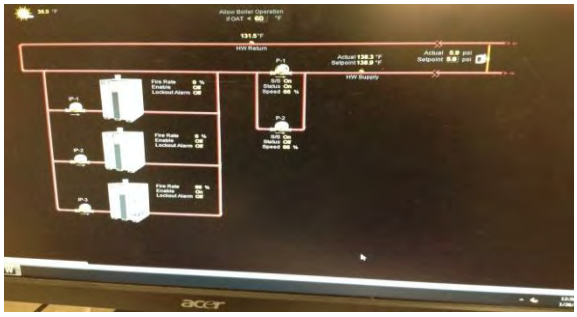
The pictures below show the original pneumatic temperature control components on the left. The new temperature control system is a direct digital control system. This upgrade provides one source of control for all spaces. In the past the system was part digital and part pneumatic. With this mix of controllers the spaces could be heating and cooling at the same time.

Before Photo

After Photo

Before Photo

After Photo



PHASE I Energy Project

FIM 4 – Building Envelope Measures

FIM ES.4.3 - Gym Doors

Scope of Work

- Install new doors and frames

Estimated Annual Savings

Energy Savings: $85
Operations & Maintenance Savings: $100

The original doors pictured to the left had deteriorated significantly. They did not open to provide egress and were very energy inefficient. The new doors pictured to the right have fiberglass frames and are much more energy efficient. This change not only improves improved efficiency but also eliminates a safety concern for students and staff.

Before Photo

After Photo

Phase II FIM identified that could be completed in phase two of the project if funds are available:

FIM # **This is not an identified FIM for the Elementary School:**
Timbers that are intended to support the rooftop units should be replaced with a roof curb. The ductwork should be repaired and sealed to prevent water from entering the insulation on the inside of the ductwork. There are two units in similar condition. If the budget in phase two can support the repairs this project should be completed. Phase one project did not support the funds needed to make the repairs.

Before Photo

After Photo NA

FIM progress Table for Elementary School

FIM #	Description	Current Phase	Implementation Date	Notes
ES.1.1	Boiler Room Upgrade	Complete		See above
ES.1.2	HVAC Reconfiguration	Complete		See above
ES.1.3	Motor Removal	Complete		
ES.1.4	VFD on Pumps	Complete		See above
ES.2.1	Controls Upgrade	Complete		See above
ES.3.1	Interior Lighting Upgrade	Contracted	Summer 2015	Dauman Electric
ES.3.2	Occupancy Sensors for Lighting	Contracted	Summer 2015	Dauman Electric
ES.3.3	Exterior Lighting	Contracted	Summer 2015	Dauman Electric
ES.4.1	Roof Replacement	Contracted	Summer 2015	Commercial Roofing, Inc.
ES.4.2	Building Infiltration	Complete		See above
ES.4.3	Gym Doors	Complete		See above
ES.5.1	Rest Room Upgrade	Bidding	Summer 2015	Lower Priority Completion Pending Final Budget

Columbus Middle School

PHASE I Energy Project

FIM 5 – Miscellaneous Measures

FIM MS.5.7 - Vestibule Doors

Scope of Work

- Install entryway modifications including any necessary heating equipment

Estimated Annual Savings

Energy Savings: $117
Operations & Maintenance Savings: $75

A secure entry was added to the Middle School. In addition to the secure entrance the fire doors were activated based on fire alarm interlocks. There are other doors leading from first to second floor that should be interlocked but are not part of this energy related project.

Before Photo

After Photo

PHASE II Energy Project

FIM 1 – Mechanical Measures

FIM MS.1.1 Hybrid Boiler Plant

Scope of Work

- Remove one of the existing boilers
- Install a condensing style boiler and integrate into the existing hot water heating plant
- Program controls to take advantage of new boiler technology
- Commission the new system and place in service

Estimated Annual savings

Energy Savings: $979
Operations & Maintenance Savings: $6,804

The existing boilers are moderately efficient. Two of the existing boilers were removed and placed in storage. The new boiler has the highest efficiency available and will be the lead boiler at all times.

Before Photo

After Photo

PHASE II Energy Project

FIM 1 – Mechanical Measures

FIM MS.1.2 – Boiler Room Hot Water Piping Insulation

Scope of Work

- Insulate hot water piping

Estimated Annual Savings

Energy Savings: $175
Operations & Maintenance Savings: $100

The insulation on piping pictured on the left photo below is in poor condition and transfers a lot of heat to the surrounding space. A large amount of pipe was eliminated as part of the pumping upgrades and new piping was insulated to prevent heat loss from the hot water piping.

PHASE II Energy Project

FIM 1 – Mechanical Measures

FIM MS.1.3 – Variable Speed Drives (VSDs) and Modified Pump System

Scope of Work

- Remove existing pumps
- Modify pumping system to accommodate two (2) 7.5 hp pumps
- Add variable speed drives to new pumps
- Commission the new system and place in service

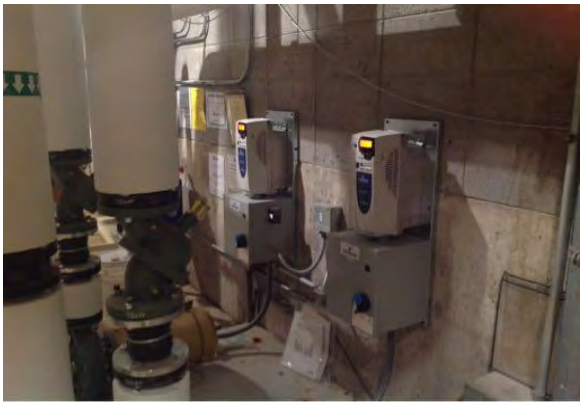
Estimated Annual Savings

Energy Savings: $1,528
Operation & Maintenance Savings: $3,402

Multiple pumps were removed to decrease the horsepower and maintenance of the hot water circulating system. The old and new pumps are pictured below. The speed drives were added to control the power to the pump in proportion to the requirement at any one point in time.

Before Photo

After Photo



PHASE II Energy Project

FIM 1 – Mechanical Measures

FIM MS.1.4 – Classroom HVAC Reconfiguration

Scope of Work

- Remove the existing unit ventilators
- Upgrade the roof top units (RTUs) to provide heat, cooling, and necessary ventilation
- Commission the new system and place in service

Estimated Annual Savings

Energy Savings: $880
Operations & Maintenance Savings: $10,206

Part of the reconfiguration of the HVAC system was to eliminate all uncontrolled outside openings to the building. The old ventilators were removed and the openings were covered with sheet metal that is insulated below the roof line. Approximately 15 openings were sealed and insulated.

Before Photo

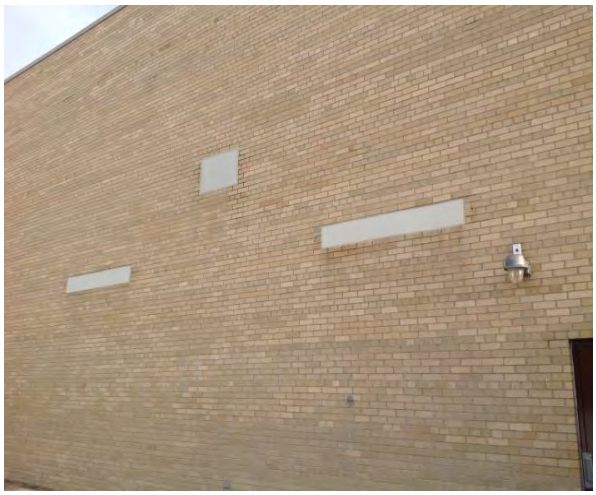
After Photo

Part of the HVAC reconfiguration was to eliminate the classroom unit ventilators. Past upgrades provided heat from rooftop units and heat from the classroom unit ventilators which were controlled by separate thermostats. With this scenario the rooftop units could be discharging cold air while the classroom units were heating the air or vice versa. The classroom units were abandoned in place based on the project budget with new tops installed so they can be used as shelves. The outside air intakes were sealed and insulated on the outside.

The pictures below show the original outside air intakes to unit ventilators which were sealed and insulated on the outside of the building.

Before Photo

After Photo

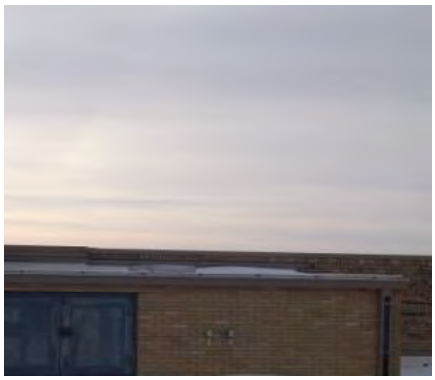


The HVAC reconfiguration included replacing a number of non-operating fan coil units. The picture below is an example of one that was replaced.

Before Photo

After Photo

The HVAC reconfiguration included removal of the non-functioning heat reclaim unit in the gym. The unit was completely non-functional when we surveyed the building. Upon further evaluation the reclaim unit did not serve an energy conservation purpose since the unit did not reclaim heat from the locker room exhaust air stream. The unit was removed from the building. Fresh air supplied to the locker rooms passes through the gym and then to the locker rooms and finally exhausted from the building. The gym rooftop unit varies its speed and outside air intake based on temperature and ventilation requirements. Eliminating the heat reclaim unit reduces the horsepower to operate the system.



PHASE II Energy Project

FIM 1 – Mechanical Measures

FIM MS.1.5 – York Rooftop Unit (RTU) Replacement

Scope of Work

- Replace RTUs
- Commission the new units and place in service

Estimated Annual Savings

Energy Savings: $2,997
Operations & Maintenance Savings: $6,804

The picture on the left shows some of the original York brand rooftop units. 5 new high efficiency rooftop units were installed to replace the units that were installed in the 1992 addition. 2 of the new units are pictured in the photo on the right.

Before Photo

After Photo

PHASE II Energy Project

FIM 1 – Mechanical Measures – FIMS MS.1.6 and MS.1.7

FIM MS.1.6 – Gymnasium & Locker Room HVAC Reconfiguration

Scope of Work

- Remove the existing radiators
- Install a heating coil in existing RTU
- Install new fan coil system in locker rooms

Estimated Annual Savings

Energy Savings: $109
Operations & Maintenance Savings: $6,804

The picture to the right demonstrates part of the HVAC reconfiguration. This is a new air handling unit that transfers air from the gym to the boy's locker room. The air is heated as needed to maintain the space temperature in the locker room. The original unit was missing its fan and motor. This fan is started based on motion sensors in the boy's locker room. The gym rooftop unit provides outside air for the exhaust system when the fan is in operation. A similar system was added to the girl's locker room and is located below the gym floor in a mechanical space.

The picture to the left shows uncontrolled radiators that are located under the Middle School Gym balcony. These radiators heated 24-7 during the heating season while the rooftop unit serving this space added heat or cooling based on the thermostat controlling the unit. These radiators and piping were abandoned in place based on project budget but have been disconnected from the heating system. The gym heating is accomplished by a heating coil installed in the ductwork and controlled in sequence with the rooftop unit heating and cooling sources.

The picture to the right shows the new hot water coil that heats the gym with hot water sourced from the new high efficiency boilers. This increased the heating efficiency by approximately 15% over heating the space with the rooftop unit gas heater.

Similar coils were added to classrooms to accomplish the same energy savings and also provide individual space heating and cooling control.

FIM MS.1.7 – Variable Speed Drive (VSD) on Gymnasium Fan

Scope of Work

- Add a variable speed drive to fan motor
- Commission the new system and place in service

Estimated Annual Savings

Energy Savings: $426
Operations & Maintenance Savings: $100

The variable speed drive for this gym unit is installed within the existing rooftop unit but is not pictured. This device will vary the air flow to the gym depending on occupancy as scheduled through the new building automation system.

PHASE II Energy Project

FIM 2 – HVAC Control Measures

FIM MS.2.1 Digital Controls Upgrade

Scope of Work

- Remove all pneumatic thermostats, control panels and actuators
- Remove air compressor
- Install thermostats, control panels and actuators that are compatible with digital controls
- Integrate the new controls components with the existing digital controls system
- Program energy efficient sequences to operate system efficiently

Estimated Annual savings

Energy Savings: $5,883
Operations & Maintenance Savings: $3,000

The picture on the left below shows the original pneumatic temperature control components. The new temperature control system is a direct digital control system. This upgrade provides one source of control for all spaces. In the past the system was part digital and part pneumatic. With this mix of controllers the spaces could be heating and cooling at the same time. New room thermostats are installed with adjustment at ADA mounting height.

Before Photo

After Photo

PHASE II Energy Project

FIM 4 – Building Envelope Measures

FIM MS.4.1 – Building Infiltration

Scope of Work

Doors and windows:

- Install new seals on the thresholds of each door
- Replace boys locker room emergency exit door
- Evaluate all windows and seal windows to prevent infiltration

Ceilings:

- Add insulation in wall and ceiling to meet current code requirements
- A vapor barrier will be added to seal the wall to prevent air infiltration into or out of the school building

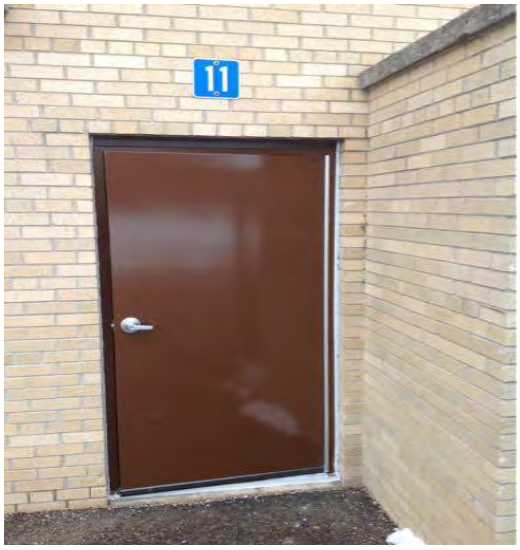
Estimated Annual Savings

Energy Savings: $237
Operation & Maintenance Savings: $500

One of the building infiltration improvements was to replace the original badly deteriorated door that provides an exit from the boy's locker room. This door was replaced with a new fiberglass door and frame. The threshold was raised to prevent water from entering the building under the door. In addition to the energy savings from a higher quality door this solution resolved a security problem caused by the original door not closing properly.

Before Photo

After Photo



The picture to the left shows the large openings above the ceiling where the vestibules are attached to the building. This created a path for outside air to enter the building through this unheated space. Insulation was added to these spaces in the Middle School and Administrative Offices. Further improvements will be experienced when the temperature controls system is completed and the building is air balanced. This is included in the energy project.

Part of the building infiltration project was to repair the stone work on the two small vestibules at the Middle School and Administrative entrances to the Middle School. The stone work had deteriorated from weather and in particular from roof leaks. This deterioration was a safety concern since the stone supports were not holding the stones in place. The stone was removed from one pillar and reinstalled and the other stone work was tuck pointed. The roofs are being repaired above these entrances. The work was delayed due to the early cold weather this past fall.

Before Photo

After Photo

PHASE II Energy Project

FIM 4 – Building Envelope Measures

FIM MS.4.2 - Window Replacement

Scope of Work

- Install new high performance thermal windows in middle school office and district office (U-0.56)
- Install double pane windows with low E glass treatment

Estimated Annual Savings

Energy Savings: $187
Operations & Maintenance Savings: $240

Windows in the Middle School and Administration Offices have been replaced. The pictures below demonstrate the before and after window installation. Past winters required installing a barrier on the window to keep warm.

Before Photo

After Photo

PHASE II Energy Project

FIM 5 – Miscellaneous Measures

FIM MS.5.3 – Cooking Hood Upgrade

Scope of Work

- Install demand-based exhaust control

Estimated Annual Savings

Energy Savings: $330
Operations & Maintenance Savings: $100

The kitchen cooking hood was not controlled in the past. An electrical switch was added to the fan to correctly operate the cooking hood exhaust fan. The fan operates manually as defined by the cooking staff. If the staff does not turn the fan off the building automation system will create an alarm after more than 8 hours of continuous operation.

FIM progress Table for Middle School

FIM #	Description	Current Phase	Implementation Date	Notes
MS.1.1	Hybrid Boiler Plant	Complete		See above
MS.1.2	Boiler Room Hot Water Piping Insulation	Complete		See above
MS.1.3	VS on HW Pumps and Modified Pump System	Complete		See above
MS.1.4	Classroom HVAC Reconfiguration	Complete		See above
MS.1.5	York Rooftop Unit Replacement	Complete		See above
MS.1.6	Gym and Locker Room HVAC Reconfiguration	Complete		See above
MS.1.7	VSD on Gymnasium Fan	Complete		See above
MS.2.1	Controls Upgrade	Complete		See above
MS.3.1	Interior Lighting Upgrade	Contracted	Summer 2015	Dauman Electric
MS.3.2	Motion Detection	Contracted	Summer 2015	Dauman Electric
MS.3.3	Exterior Lighting	Contracted	Summer 2015	Dauman Electric
MS.4.1	Building Infiltration	Complete		See above
MS.4.2	Window Replacement	Complete		See above
MS.4.3	Roof Replacement	Contracted	Spring 2015	Early Cold Winter Prevented Fall Completion
MS.5.1	ECM on Freezer	Engineering	Summer 2015	
MS.5.2	New Walk-in-Cooler Dual Temp	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget
MS.5.3	Cooking Hood Upgrades	Complete		See above
MS.5.4	Kitchen Equipment Upgrades	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget
MS.5.5	Water Heater Replacement	Engineering	Spring 2015	Two of three heaters are leaking
MS.5.6	Vending Misers	Engineering	Summer 2015	

Columbus High School

FIM progress Table for High School

FIM #	Description	Current Phase	Implementation Date	Notes
HS.1.1	Hybrid Boiler Plant	Engineering	Summer 2015 with Fall Final Completion	
HS.1.2	Hot Water Piping Insulation	Engineering	Summer 2015 with Fall Final Completion	
HS.1.3	VSD and Modified Pump System	Engineering	Summer 2015 with Fall Final Completion	
HS.1.4	Full Chilled Water System	Engineering	Summer 2015 with Fall Final Completion	
HS.1.5	Classroom Unit Ventilator Upgrade	Engineering	Summer 2015 with Fall Final Completion	
HS.1.6	Replace Rooftop Units with Air Handling Units – Old Gym	Engineering	Summer 2015 with Fall Final Completion	
HS.1.7	VSD on Gymnasium Fan	Engineering	Summer 2015 with Fall Final Completion	
HS.2.1	Controls Upgrade	Engineering	Summer 2015 with Fall Final Completion	
HS.3.1	Interior Lighting Layout Upgrade	Bidding	Summer 2015	
HS.3.2	Motion Detection	Bidding	Summer 2015	
HS.3.3	Exterior Lighting	Bidding	Summer 2015	
HS.4.1	Roof Replacement	Contracted	Summer 2015	Commercial Roofing, Inc.
HS.4.2	Building Infiltration	Engineering	Summer 2015	
HS.5.1	Science Room Upgrades	Bidding	Summer 2015	
HS.5.2	Office Upgrades	Bidding	Summer 2015	
HS.5.3	IT Upgrades	Complete		
HS.5.4	ECMs on Cooler and Freezer	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget

HS.5.5	KE2 Controls	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget
HS.5.6	Kitchen Equipment Upgrades	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget
HS.5.7	Cooking Hood Upgrade	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget
HS.5.8	Water Heater Replacement	Engineering	Summer 2015	
HS.5.9	Vending Misers	Engineering	Summer 2015	Lower Priority Completion Pending Final Budget

HISTORY OF REFERENDA

TAB 11 (LAST PAGE)

COLUMBUS REFERENDUM HISTORY

VOTE DATES: 06/07/1994 — 04/02/2019

VOTE DATE	BRIEF DESCRIPTION	AMOUNT	YES	NO	RESULT
05/20/2014	Issue Debt - Paying the costs of acquiring approximately 88 acres of land located south of Maple Avenue and east of Highway 151 as a school site	$1,315,000	878	905	FAILED
04/02/2013	Issue Debt - Secured entries; technology equipment and infrastructure; restroom facility at the high school; acquisition of land for a new high school, site development, and athletic fields; acquiring property between the elementary school and the middle school; and refunding a State Trust Fund Loan.	$9,315,000	1,219	1,748	FAILED
	Issue Debt - New High School; renovations and improvements to existing high school to convert it to a middle school and demolishing the existing middle school.	$30,590,000	1,090	1,891	FAILED
06/12/2007	Issue Debt - $700,000 General Obligation School Improvement Bonds (roof replacements, safety upgrades, capital maintenance and improvement projects). Repay over 10 years.	$700,000	781	422	**PASSED**
	Non-Recurring 2007 - Implementation and maintenance of a kindergarten program for 4 year old children. $200,000 each year for three years.	$600,000	387	815	FAILED
	Non-Recurring 2007 - To exceed revenue limit by $300,000 per year for 5 years for computer technology and information literacy programs. (Upgrade and replace computers and other forms of technology.) Non recurring.	$1,200,000	524	675	FAILED
11/04/2003	Issue Debt - refinance debt, acquire heating/ air conditioning equipment, improvements including roofing, mold remediation, and heating and ventilation systems	$3,300,000	782	718	**PASSED**
04/01/2003	Issue Debt - maintenance, renovations and refinancing	$3,280,000	1,125	1,514	FAILED
	Issue Debt - acquire land, construct new High School	$28,325,000	453	2,147	FAILED
	Recurring 2005 - recurring purposes	$700,000	474	2,116	FAILED
06/07/1994	Issue Debt - elementary gym, library, music art administration & 7 classrooms	$2,800,000	655	325	**PASSED**

PAST COMMUNITY SURVEY

TAB 10

Columbus School District
200 West School Street
Columbus, WI 53925

IMPORTANT SURVEY ENCLOSED. PLEASE RESPOND BY MAY 13TH.

There are several ways to get engaged and learn more about what's happening in the District.

COMPLETE THIS SURVEY Go to www.survey2000.com and enter the access number found on the front page.

TOUR OUR FACILITIES Stop in to see the schools first-hand. Open Houses will be held at the Elementary, Middle and High School. Tours will be given and Administrators will be available for questions.
Tuesday, May 8 | 6:00 PM - 9:00 PM
Wednesday, May 30 | 6:00 PM - 9:00 PM

CALL OR EMAIL We welcome you to contact Dr. Bryan Davis, Superintendent of Schools, at (920) 623-5950 or bdavis@columbus.k12.wi.us if you have specific questions.

VISIT OUR WEBSITE Visit www.columbus.k12.wi.us for full details on the work of the District Facilities Committee.

Columbus School District

Dear Columbus Parents and Community Members:

Over the past few years, the School Board has searched for a more comprehensive solution to address our aging and outdated schools. Last fall, a District Facilities Committee, made up of more than 40 community members, was formed to review our needs and develop recommendations for our School Board.

During this time, we've also been exploring different partnership ideas to better prepare our students for college, careers and life after school. This could include working closely with local businesses, as well as coordinating efforts with Madison Area Technical College (MATC) and the City of Columbus on workforce development.

Ultimately, our plans going forward must reflect the priorities of taxpayers as well as our students and families. Before any decisions are made on finalizing our plans, the Board needs to understand your priorities. Therefore, we urge all residents to take this important survey and provide honest feedback.

To assist us with our data gathering efforts, we are working with School Perceptions LLC, a Wisconsin-based independent firm, with expertise in conducting community surveys. All survey data is returned to School Perceptions. Your identity will remain confidential.

To complete this survey online before May 13, simply follow these steps:

1) Go to the website: **www.survey2000.com**
2) Enter the survey access number:

The survey access number simply links you to the District's survey. To obtain a second access number for another adult in your household, please call Pam Zander at the District (920) 623-5950 ext. 3150.

To save the district expense, we encourage you to take the survey online. If you prefer to complete the enclosed paper survey, please drop it off at the District Office 200 West School Street or mail it to:

School Perceptions
319 East Washington Street, Slinger, WI 53086

Please join us to hear final survey results on Monday, May 21st at 6pm during a special Board of Education meeting in the High School Library. Results will also be available on the District website at **www.columbus.k12.wi.us/facilities.cfm**.

We value your comments and suggestions. Together, we will continue to shape the future of the Columbus community.

Sincerely,

Liz O'Donnell
School Board President

Dr. Bryan Davis
Superintendent of Schools

Columbus School District Community Survey

RESPONDENT INFORMATION

What is your age?

❒ 18-25 ❒ 26-35 ❒ 36-45 ❒ 46-55 ❒ 56-64 ❒ 65+

In which municipality do you reside?

❒ City of Columbus ❒ Town of Columbus ❒ Town of Hampden ❒ Town of Otsego
❒ Town of Fountain Prairie ❒ Town of Elba ❒ Town of Calamus ❒ Town of Portland
❒ Town of Lowell ❒ Town of Bristol ❒ Town of York ❒ Do not live in the District

Are you an employee in the District?

❒ Yes ❒ No

Do you have children attending school in the District?

❒ Yes ❒ No

Please describe any other relationship you have with the Columbus School District: (Mark all that apply)

❒ Parent of child younger than elementary school age
❒ Grandparent of Columbus student(s)
❒ Volunteer at Columbus School District
❒ Community Member
❒ Parent of Columbus graduate(s)
❒ Graduate of Columbus School District
❒ Business Partner at Columbus School District

If you have school-aged children, what school(s) do they attend? (Mark all that apply)

❒ Columbus Elementary ❒ Columbus Middle School ❒ Columbus High School
❒ Private school ❒ Public school outside of District ❒ Home-schooled
❒ Other:

How would you like to receive information regarding Columbus School District? (Mark all that apply)

❒ District Mailings ❒ District Website ❒ School Newsletter ❒ Attend meetings
❒ WBEV ❒ Attend School Board meetings ❒ Daily Citizen ❒ Columbus Journal
❒ Automated phone system ❒ Email ❒ Facebook ❒ Other:_____

OVERALL SATISFACTION

I believe the Columbus School District does a good job of preparing students to be successful.

❒ Strongly Agree ❒ Agree ❒ Disagree ❒ Strongly Disagree ❒ Don't Know

I am satisfied with the communications that comes from the Columbus School District.

❒ Strongly Agree ❒ Agree ❒ Disagree ❒ Strongly Disagree ❒ Don't Know

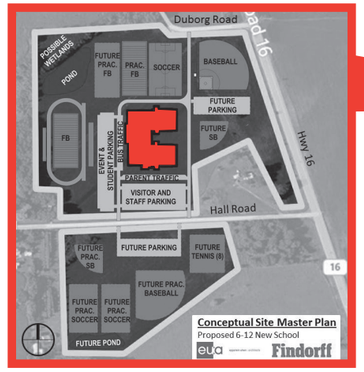
Overall, how satisfied are you with the Columbus School District?

❒ Very Satisfied ❒ Satisfied ❒ Not Satisfied ❒ Very Unsatisfied ❒ No Opinion

Comments/suggestions to improve communication/satisfaction: _____

NEW MIDDLE/HIGH SCHOOL SITE

Based on the DFC recommendation, which would require purchasing land for a new middle/high school, the District negotiated the ability to purchase 68 acres of land at the intersection of Hall Road and Hwy 16 which is between Columbus and Fall River for $1,020,000. The diagram on the right provides a conceptual master plan layout of how the site could be configured to accommodate a 6-12 middle/high school and athletic fields.



Would you support the District purchasing the 68 acre parcel of land described above for $1,020,000? ❒ Yes ❒ No ❒ Not sure

FUNDING SUPPORT

In 2013, the District will pay off a loan resulting in a reduction in property taxes. This reduction of loan payments could give the community the ability to address a portion of our facility needs while minimizing the property tax increase over the current level.

PROJECT COST	$15 million	$30 million	$45 million	$52 million
Estimated annual impact per $100,000 property value	**$99**	**$198**	**$296**	**$342**

Would you likely support a referendum to help the District update facilities and improve operational efficiencies?

❒ Definitely yes ❒ Probably yes ❒ Undecided ❒ Probably not ❒ Definitely no

If you would likely support a referendum, how much of a tax increase would you be willing to support, assuming the projects included were acceptable to you?

❒ $99 annually ❒ $198 annually ❒ $296 annually ❒ $342 annually ❒ Not sure

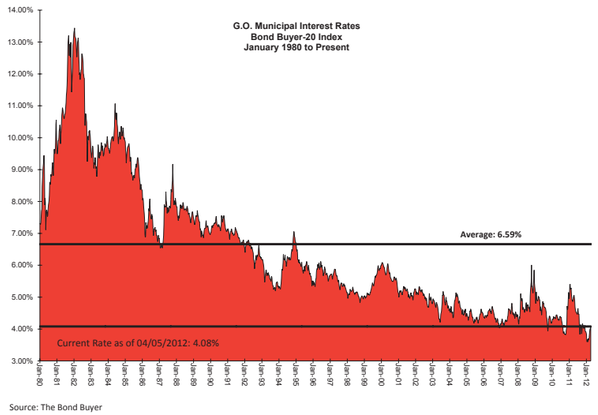
Comments/suggestions: _____

Columbus School District Community Survey

PROJECT TIMING

Right now, there is a window of opportunity to help offset the cost of construction projects due to a highly competitive contractor market and historically low interest rates.

This low interest financing could significantly reduce the tax impact associated with any facility project.



Source: The Bond Buyer

How important is it to seize this opportunity and move forward in 2012?

❒ Very important ❒ Somewhat important

❒ Not important ❒ Undecided need more info

SCHOOL DISTRICT CONSOLIDATION

Over the past 30 years, the communities of Columbus and Fall River have explored the idea of consolidating school operations into one District. While there are typically savings that come with school consolidation, there are other factors that must be considered; factors that relate to the changes in school size, tax impact, class offerings, school culture and changes to school governance.

If Columbus were to build a new middle/high school at some point in the future, the new building could be located between both communities. Spreading out the cost of a new middle/high school over more households, assuming the Districts agree to merge, could also reduce the tax impact.

Important note! Based on current state law, School District consolidation can only occur after a majority of voters from both communities support the idea through a referendum.

Should the Columbus School District explore consolidating with the Fall River School District? ❒ Yes ❒ No ❒ Not sure

COMMUNITY PARTNERSHIP

The District could partner with MATC/Moraine Park Tech College to develop a regional workforce development training center in a new or updated middle/high school facility that targets the skills needed in our local industries.

Do you support the District partnering with MATC/Moraine Park to provide workforce workforce training for our community? ❒ Yes ❒ No ❒ Not sure

Do you support the District partnering with local businesses to provide workforce training and create job shadow/internship opportunities for students? ❒ Yes ❒ No ❒ Not sure

In collaboration with community partners, do you support improving Science, Technology, Engineering, and Mathematics (STEM) training facilities for high school students? ❒ Yes ❒ No ❒ Not sure

Comments/suggestions: _____

_____

_____

In the fall of 2011, Eppstein Uhen Architects completed a Facility and Use Report. Key findings included:

Facilities and Use Report Findings	Columbus Elementary	Columbus Middle	Columbus High
Year built	1952	1910	1957
Grades served	K-3	4-8	9-12
Number of students served	349	382	377
POSITIVES			
Building has a lot of “character”	✓		
Building is not over capacity	✓	✓	✓
Roof in good condition	✓	✓	✓
Comfortably-sized classrooms		✓	
Wide corridors for student circulation		✓	
Boilers in good condition		✓	
Electrical system in good condition	✓		
Interior light fixtures have been updated in the past 10 years	✓	✓	✓
NEGATIVES			
Site is small and lacks area necessary for safety/athletics	✓	✓	✓
Athletic fields owned/operated by City and need improvement	N/A	N/A	✓
Poor ADA site accessibility	✓	✓	✓
Student pick up/drop off area causes safety concerns	✓	✓	✓
Main entrances are not secure/buildings lack enough cameras	✓	✓	✓
Inefficient windows and/or small windows in classrooms		✓	✓
Some classrooms do not have windows/natural daylight		✓	✓
Kitchen is small/outdated and lacks equipment/storage	✓	✓	
Outdated science rooms	N/A	✓	✓
Lacks auditorium/large group performance space	✓	✓	✓
Dated and worn interior storage cabinets		✓	✓
Gym is undersized or overused for the ages in the building	✓	✓	✓
Technology is outdated	✓	✓	✓
Building lacks flexible environment for changes in education	✓	✓	✓
Lack of spaces to properly serve special education needs	✓	✓	✓
Lack of technical education program space	N/A	✓	✓
Building lacks properly located restrooms	✓		✓
Plumbing fixtures need replacement	✓	✓	✓
Inefficient water heaters	✓		
Fire alarm system does not meet current code	✓	✓	✓
Electrical system has exceeded useful life/hard to expand		✓	✓
Lack of electrical/data access in classrooms		✓	✓
Inefficient boilers	✓		✓
Mechanical system controls are outdated	✓	✓	✓

Columbus School District Community Survey

FACILITY PLANNING HISTORY

Since November, more than 40 residents volunteered to serve on the *District Facilities Committee (DFC)*. The group has reviewed operational costs, overall District finances, enrollment projections, as well as changes in how students are learning. Using this background information, the group prioritized more than 120 facility needs and brainstormed "big picture" options based on different grade level configurations.

At the February 15th meeting, the *DFC* reviewed nine options ranging from renovating and expanding all three schools, reducing down to two schools and building a new Kindergarten through 12th grade (K-12) school. Preliminary estimates (based on square footage only) provided by the construction manager, J.H. Findorff and Son Inc., for all of the options ranged from approximately $38 -$51 million.

DFC RECOMMENDED OPTION

At the March 21st meeting, the DFC unanimously (100%) voted to further explore the following option estimated at $42.5 to $46.3 million. This option would do the following:

1) Renovate and expand the elementary school to serve students in Kindergarten through 5th grade
   a. LOCATION CONCEPT 1: Current Elementary School site (lower cost option)
   b. LOCATION CONCEPT 2: Current High School site (higher cost option)

2) Build a middle/high school at a new site to serve grades 6-12

With this option, the District would have one less building to maintain and could reduce annual operating expenses by nearly $250,000. This savings would be accomplished by reducing staff, improving energy efficiency and reducing utility costs. This plan could also:

- Create a safe drop off/pick up area at the elementary school
- Create secure entrances and improve accessibility at each building
- Provide an auditorium and improved athletic fields
- Improve ADA (Americans with Disabilities Act) accessibility at buildings and athletic fields
- Improve vocational and technology spaces to make those programs available to middle school students
- Create space for community workforce job retraining and workforce development

Do you support the DFC recommended option? ❒ Yes ❒ No ❒ Not sure

ALTERNATE BUILDING OPTIONS

Several options (not shown below) received little to no support, while the four options below received up to 28% support.

ALTERNATIVE 1

Consolidate operations to one campus and build a new K-12 school on a new site. This option would close all current buildings and projects annual savings of $180,000 in personnel and $74,250 in utilities. Estimated cost: $51.2 million

ALTERNATIVE 2

Renovate and expand Columbus Elementary to include grades 4-5, demolish Columbus Middle School and renovate Columbus High School to include grades 6-12. This option would close the middle school and projects annual personnel saving of $180,000 and $37,200 in utilities. Estimated cost: $38.3 million

ALTERNATIVE 3

Renovate and expand Columbus Elementary to include grades 4-5, demolish Columbus Middle School, renovate Columbus High School to serve grades 6-8 and build a new high school to serve grades 9-12. This option would not reduce personnel costs and is projected to cost $5,865 more each year in utilities. Estimated cost: $40.9 million

ALTERNATIVE 4

The District currently budgets $50,000 per year for maintenance. If the District did not upgrade or expand any facilities, an estimated $4.8 million would be needed over the next 10 years to address basic maintenance projects. This option would not reduce personnel costs nor utilities expenses, forgoing savings of nearly $250,000 annually, and would not improve educational opportunities.

Please select ANY of the alternatives you feel justify further investigation:

❒ ALTERNATIVE 1: Consolidate all grades/schools into a newly built K-12 facility

❒ ALTERNATIVE 2: Renovate/expand Columbus Elementary and renovate the High School

❒ ALTERNATIVE 3: Renovate/expand Columbus Elementary, renovate the Columbus High School into a 6-8 middle school and build a new 9-12 high school

❒ ALTERNATIVE 4: Address maintenance only

Do you support a plan that would expand Columbus Elementary to serve students in grades K-5? ❒ Yes ❒ No ❒ Not sure

Do you support a plan to move the elementary school to the current high school site to serve students in grades K-5? ❒ Yes ❒ No ❒ Not sure

Do you support any plan to further invest in/repair Columbus Middle School? ❒ Yes ❒ No ❒ Not sure

Do you support a plan to combine students in grades 6-12 to provide more class offerings for middle school students? ❒ Yes ❒ No ❒ Not sure

Do you support a plan to consolidate operations from three buildings down to two buildings to improve efficiency and reduce cost? ❒ Yes ❒ No ❒ Not sure

Overall, what advice would you provide the Board in terms of facility planning priorities?

❒ Implement the DFC Recommend Option that addresses all needs
❒ Address elementary school needs first
❒ Address middle/high school needs first
❒ Address maintenance only
❒ Do nothing at this time

Comments/suggestions:

Columbus School District

Learning Today, Leading Tomorrow

Community Survey Results

Spring 2012

SCHOOL PERCEPTIONS

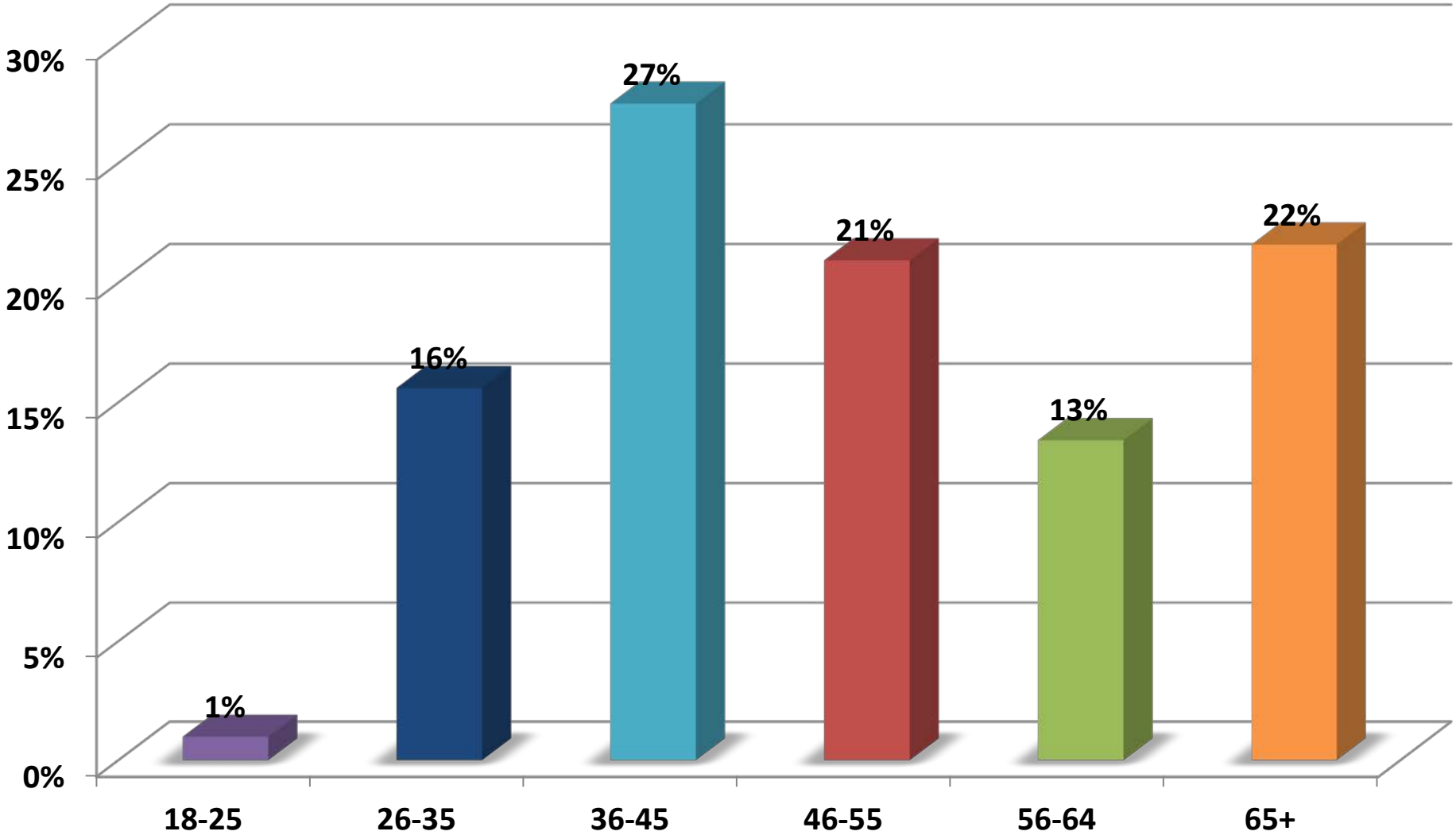
Measuring what matters.

Survey Summary

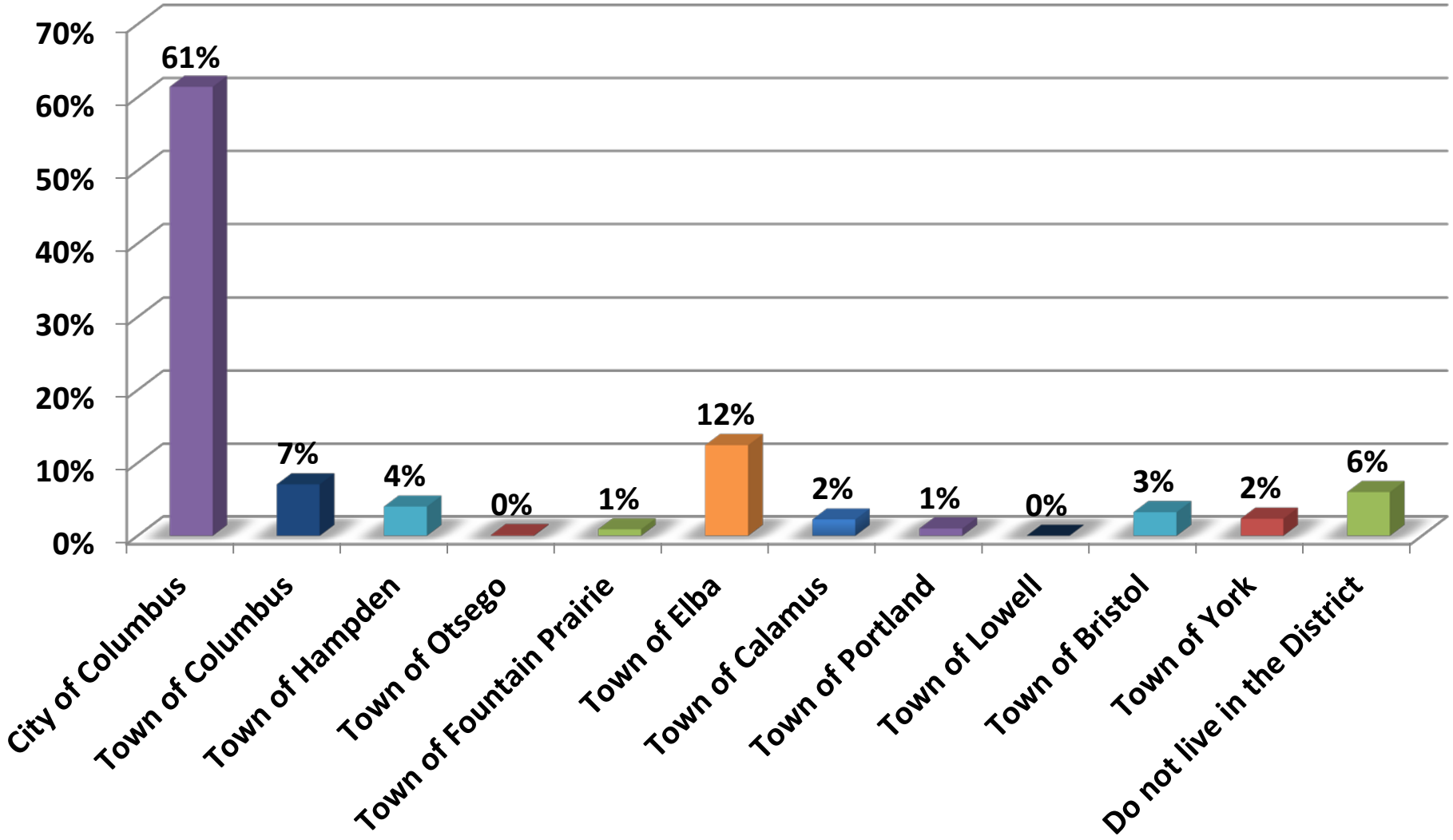
- Survey conducted in the spring of 2012
- Total responses = 978
  - 593 Online
  - 385 Paper
- Response rate = 27%
- Margin of error for the full sample +/- 3.2%

Section I:
Respondent Information

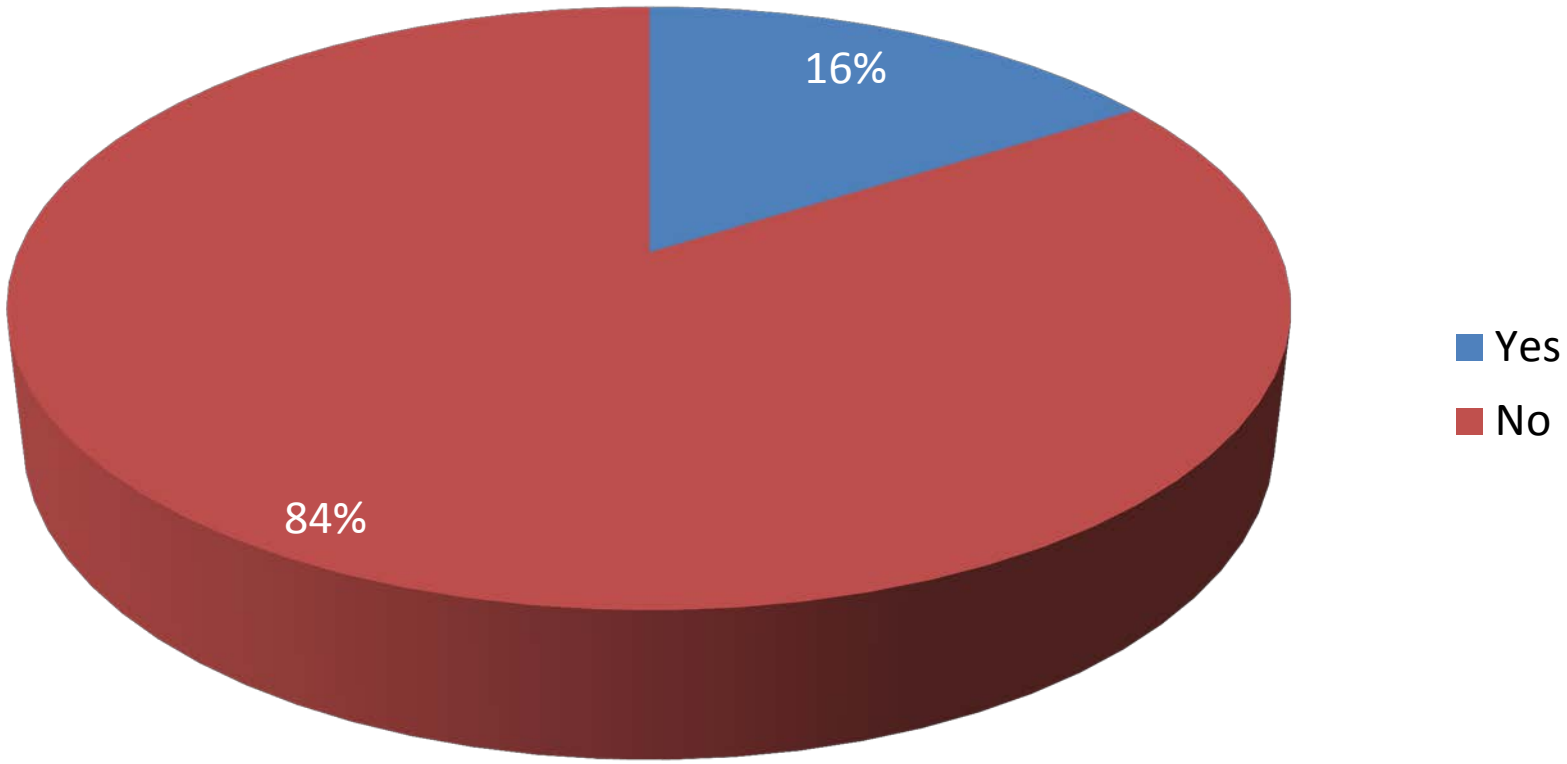
What is your age?



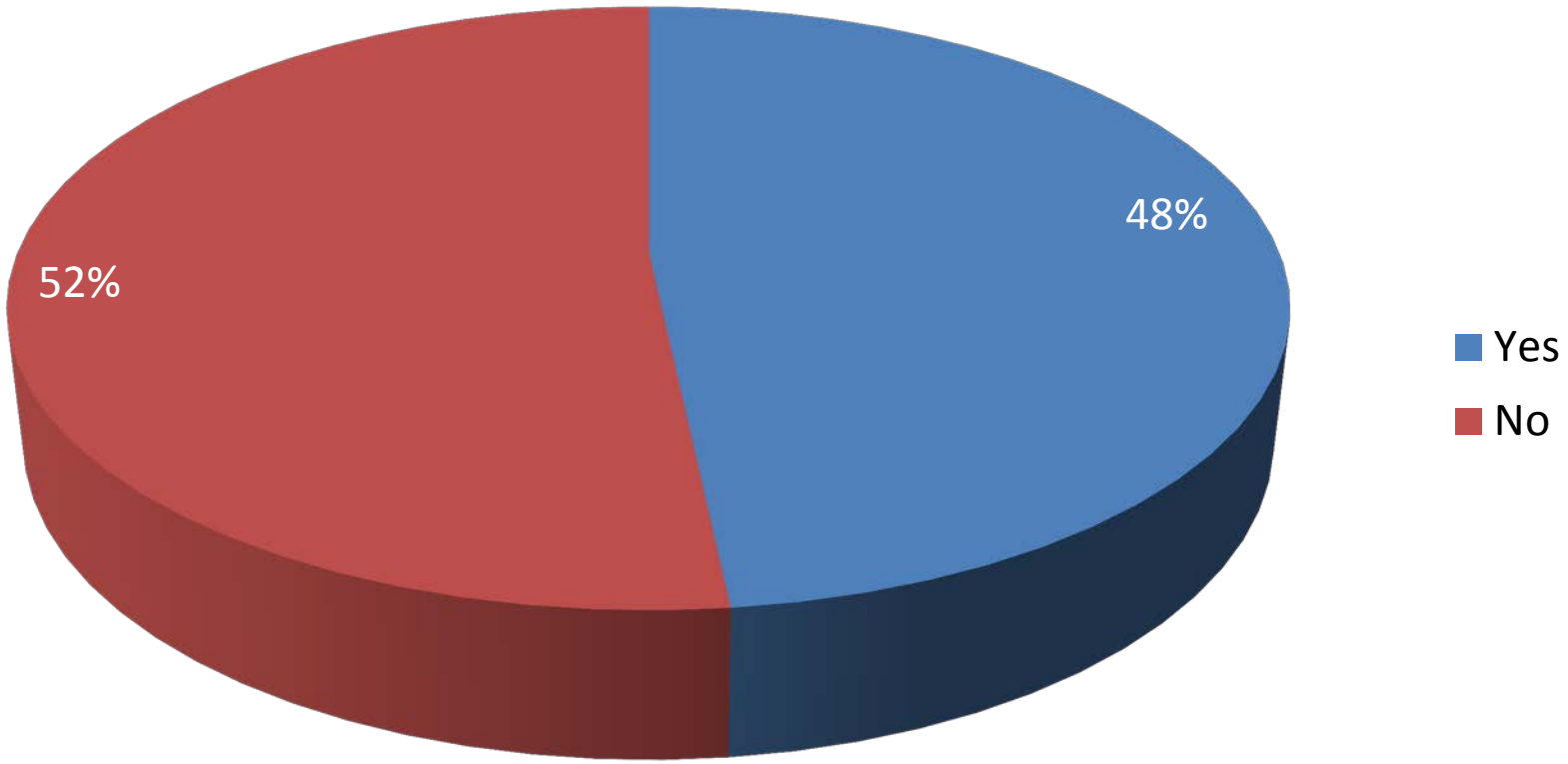
In which municipality do you reside?



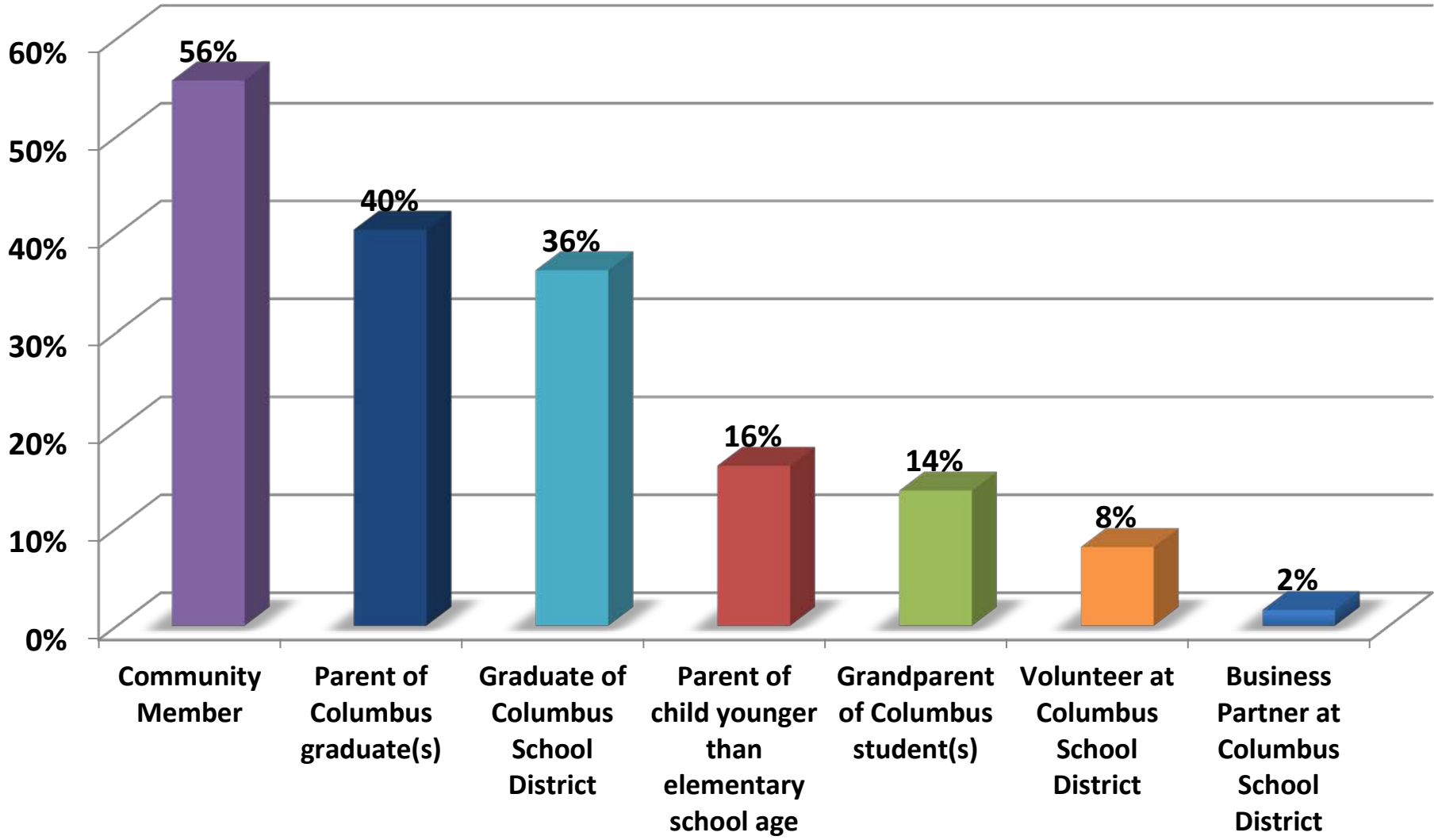
Are you an employee in the District?



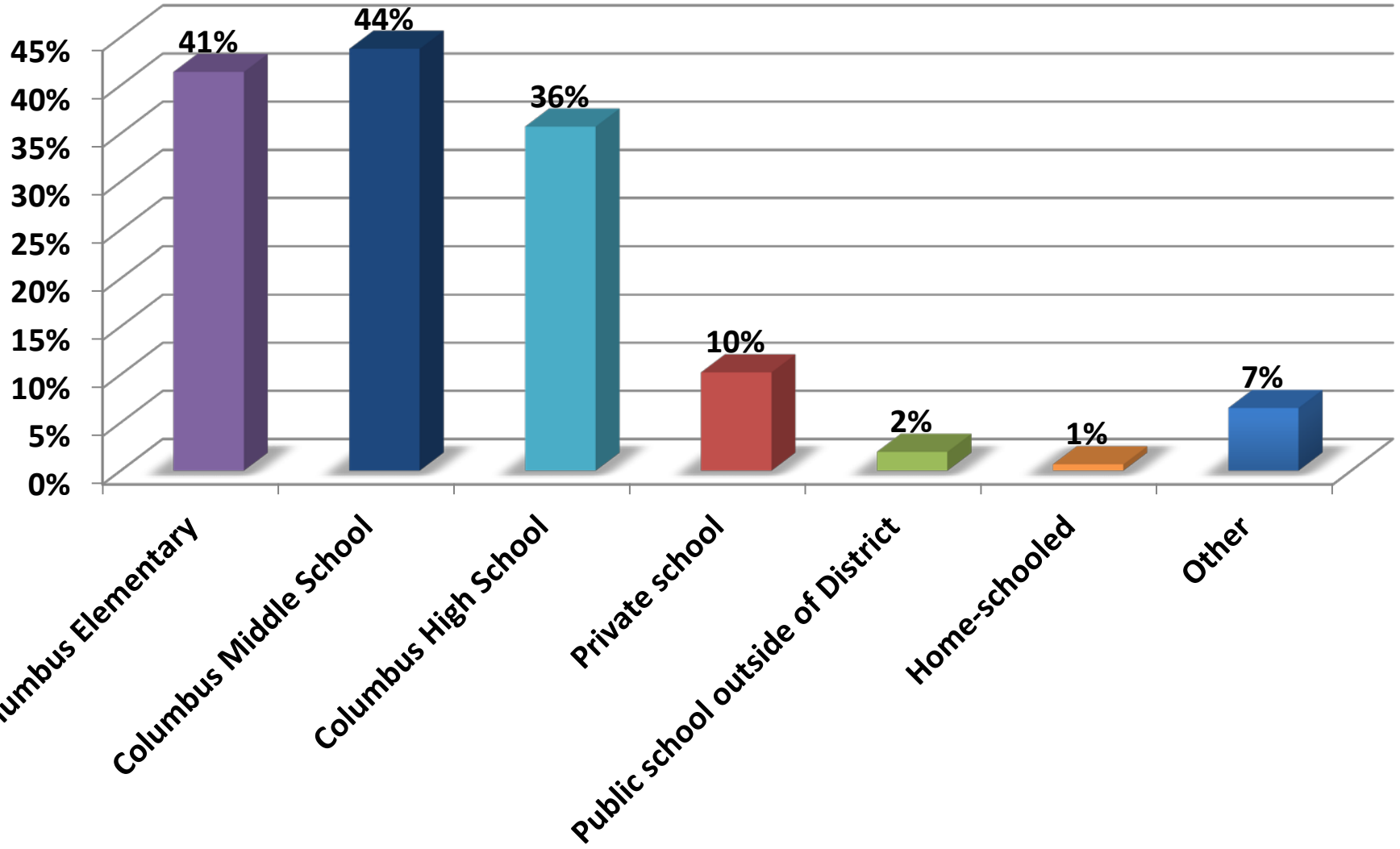
Do you have children attending school in the District?



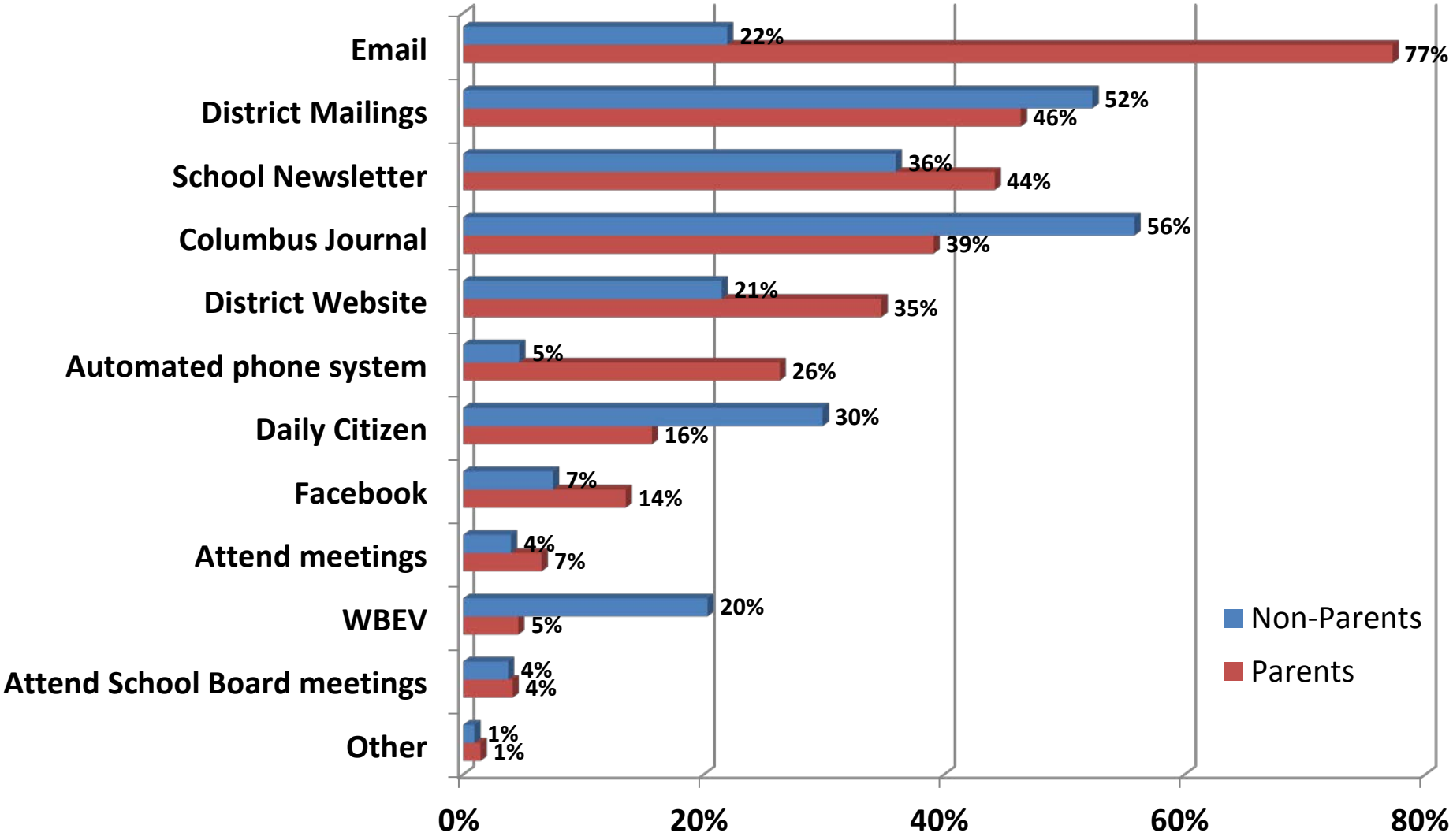
Please describe any other relationship you have with the Columbus School District:



If you have school-aged children, what school(s) do they attend?

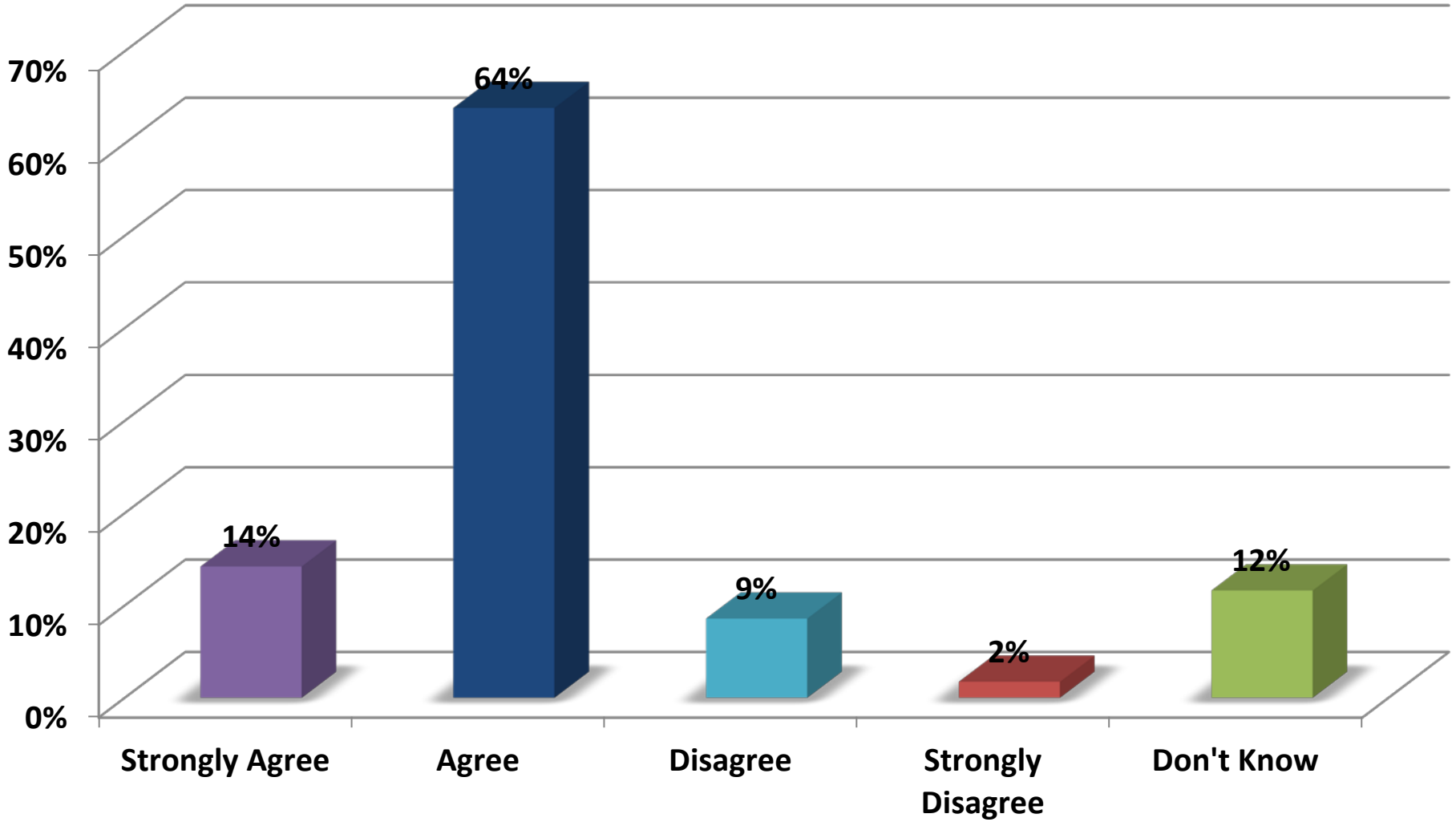


How would you like to receive information regarding Columbus School District?

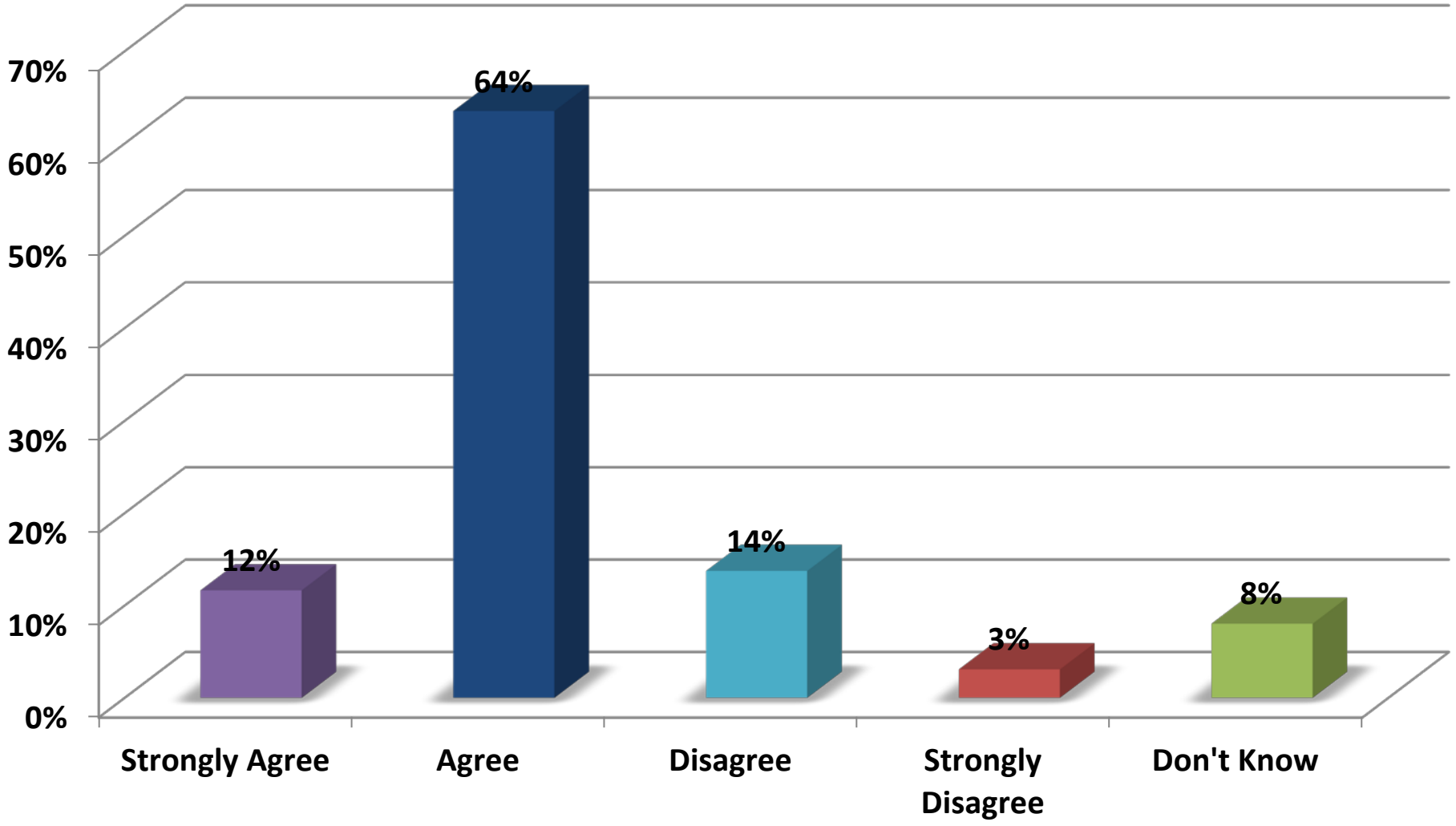


Section II:
Overall Satisfaction

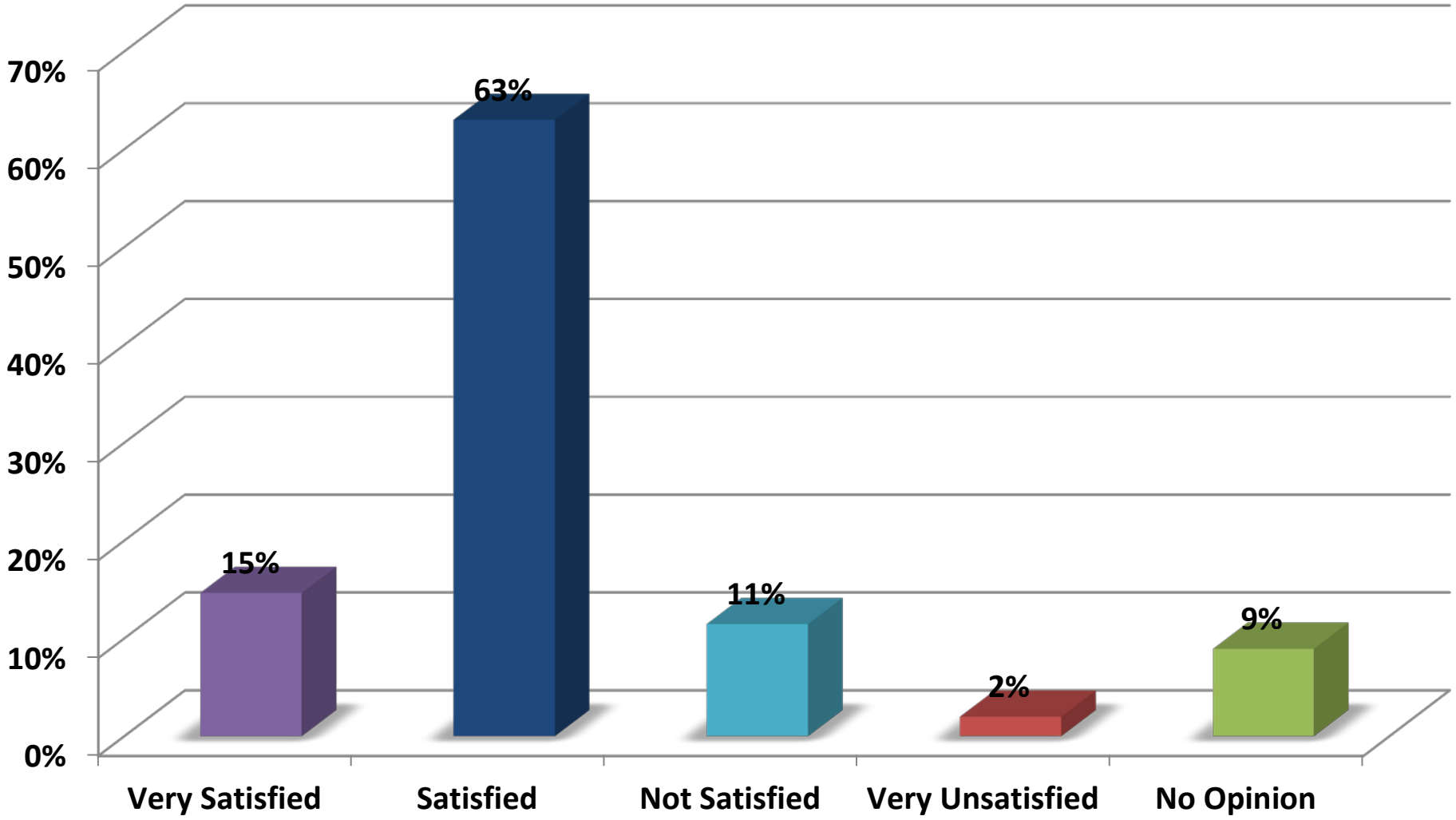
I believe the Columbus School District does a good job of preparing students to be successful.



I am satisfied with the communications that come from the Columbus School District.

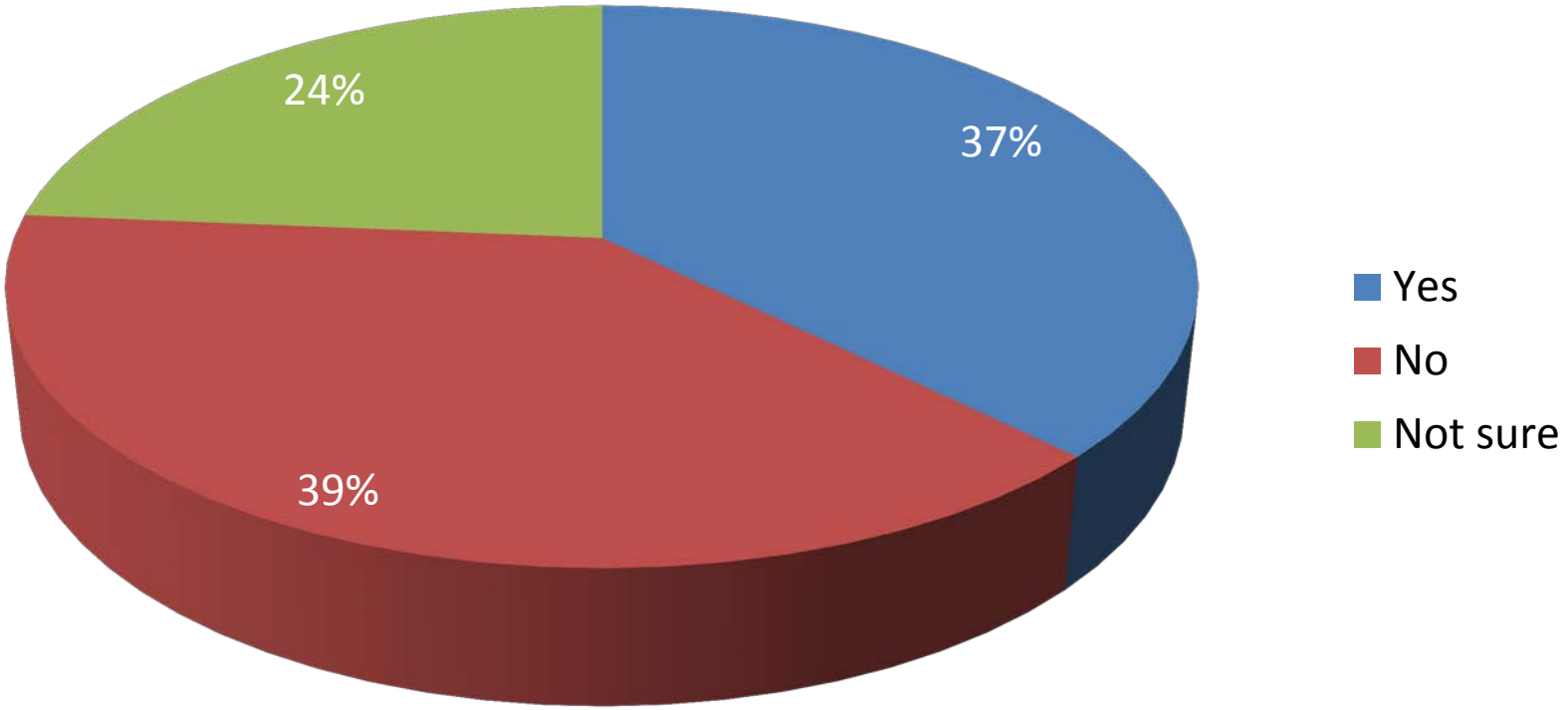


Overall, how satisfied are you with the Columbus School District?



Section III:
Facility Planning History

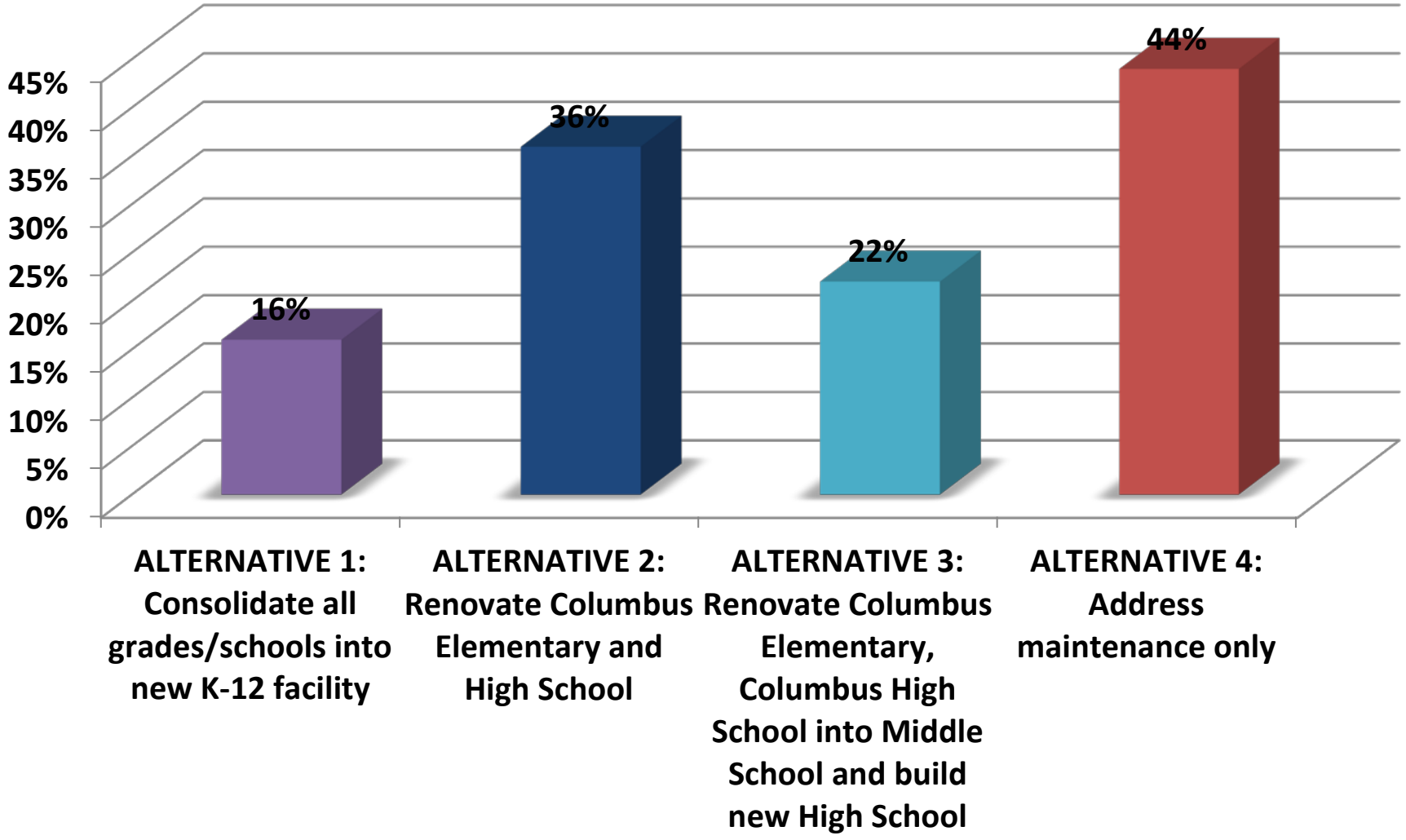
Do you support the DFC recommended option? (All residents)



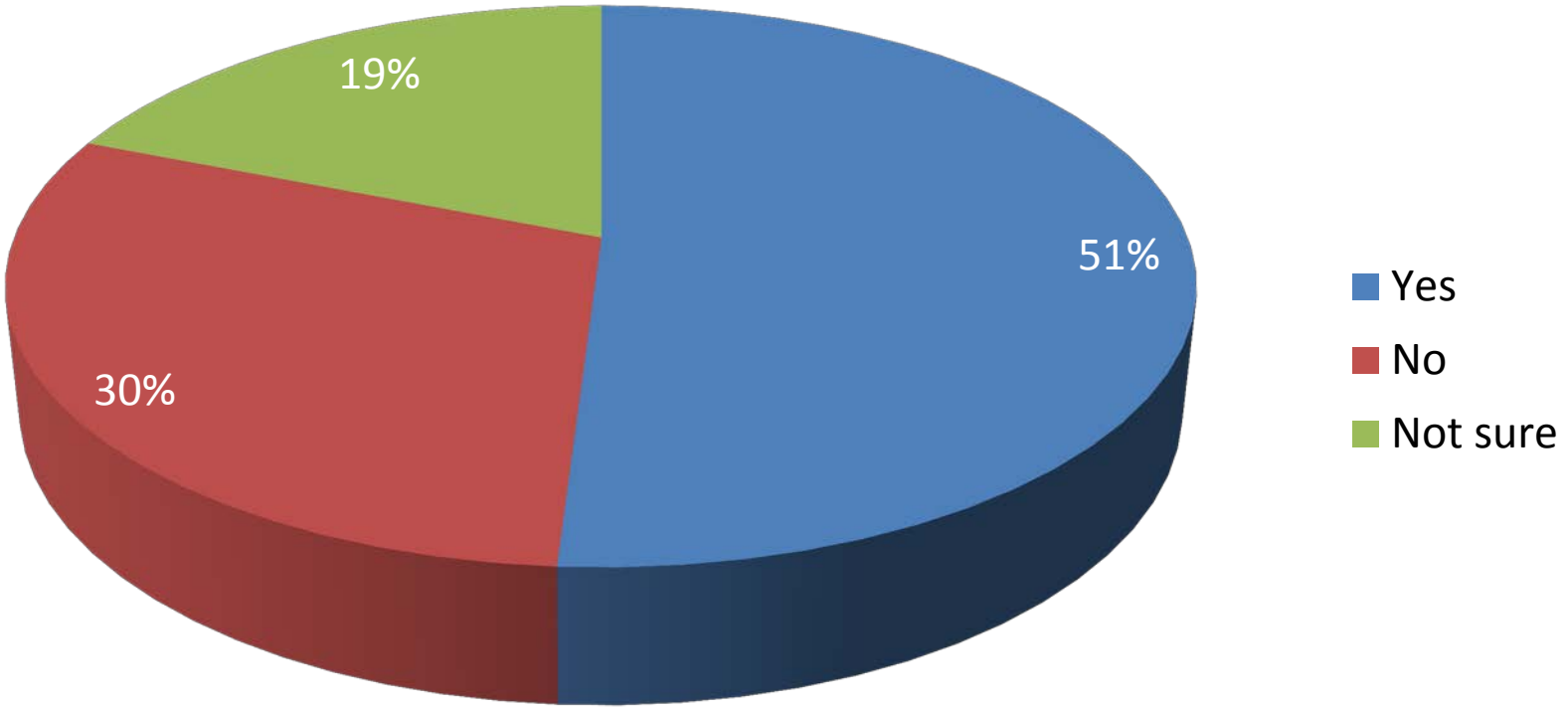
Section IV:
Alternative Building Options

Please select ANY of the alternatives you feel justify further investigation:

(All residents)

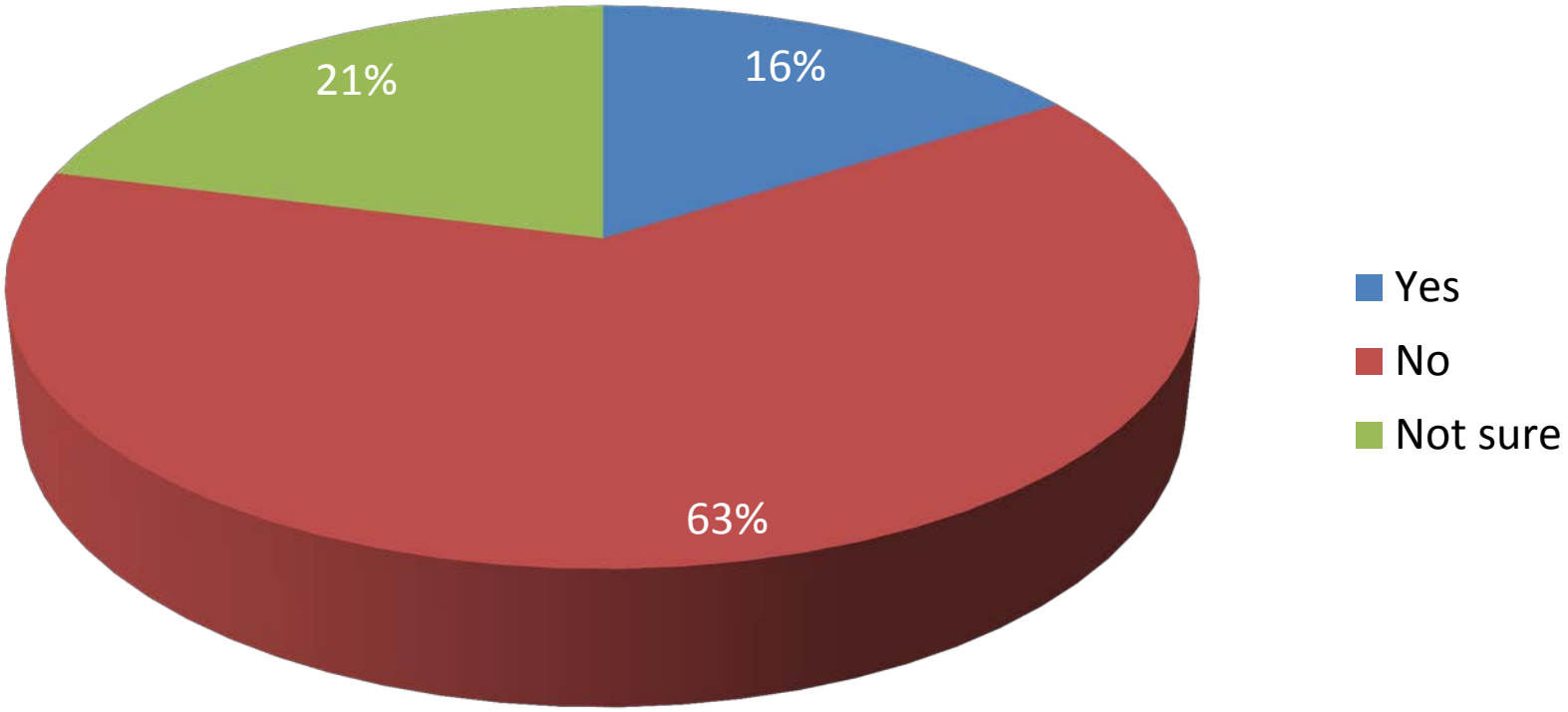


Do you support a plan that would expand Columbus Elementary to serve students in grades K-5? (All residents)



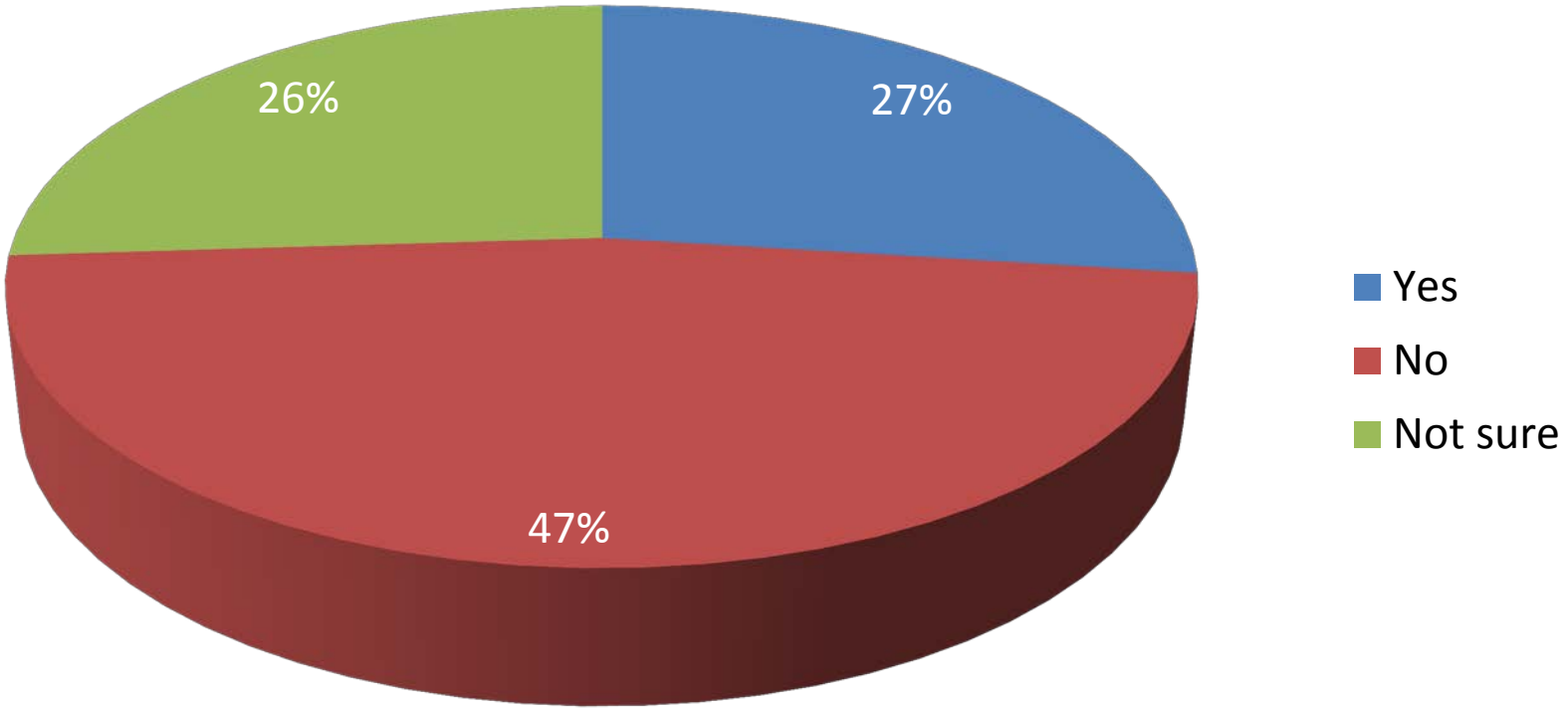
Do you support a plan to move the elementary school to the current high school site to serve students in grades K-5?

(All residents)



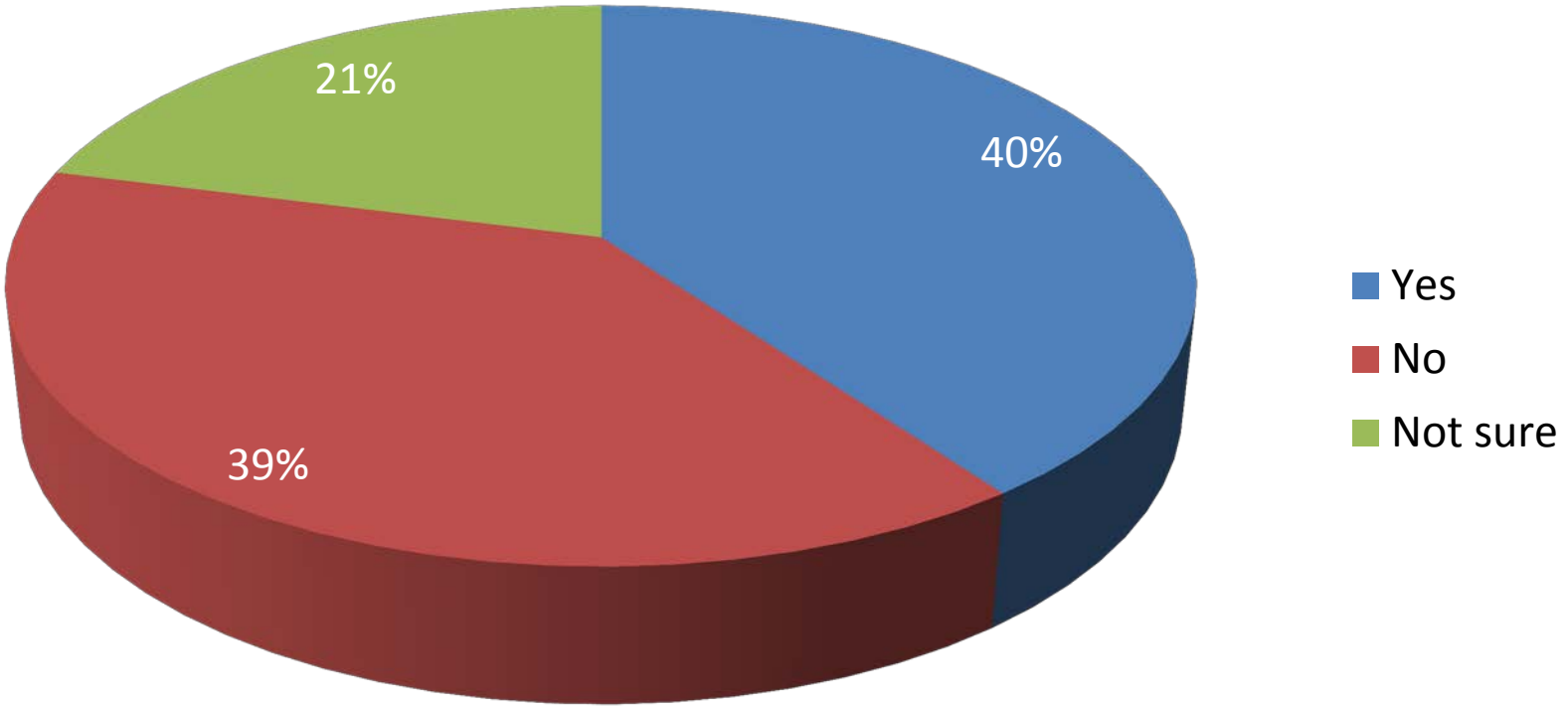
Do you support any plan to further invest in/repair Columbus Middle School ?

(All residents)

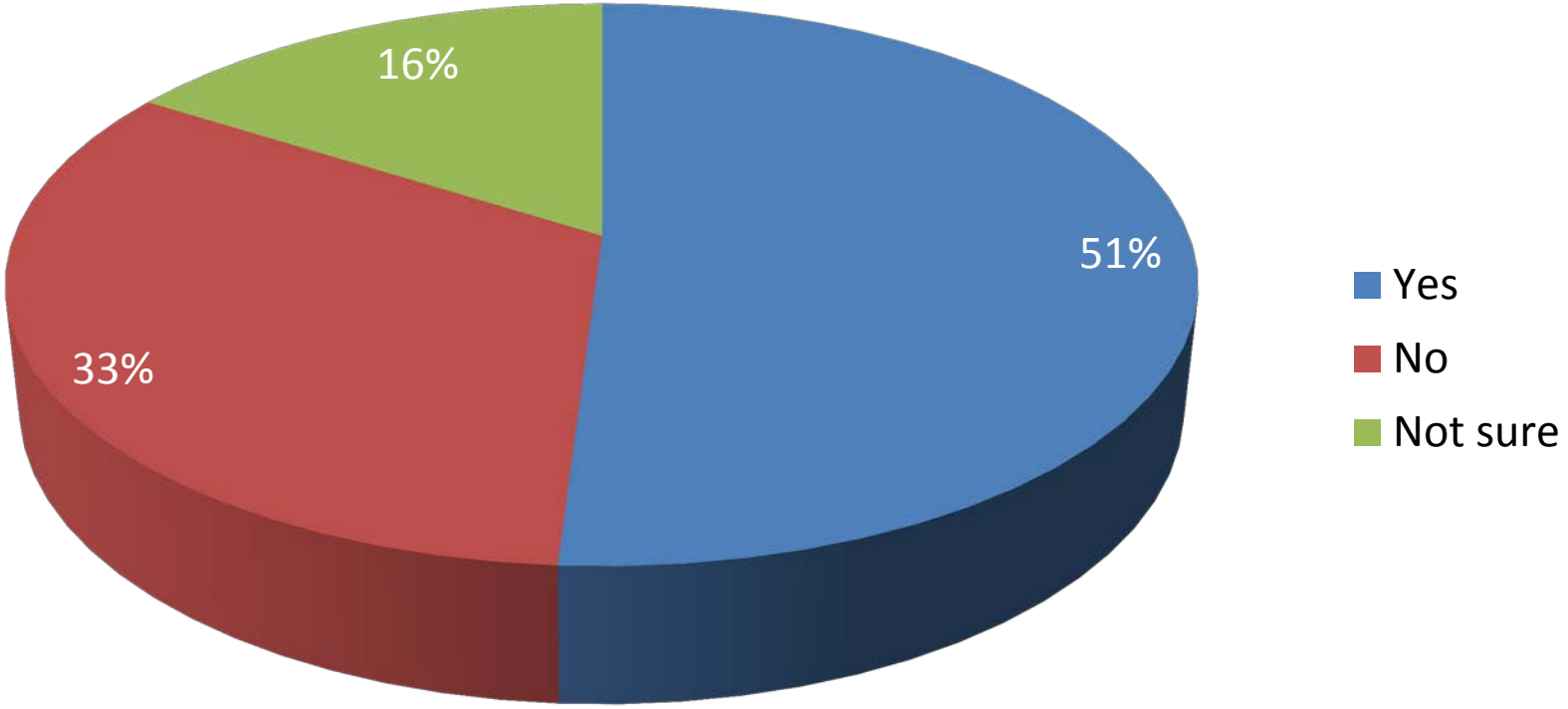


Do you support a plan to combine students in grades 6-12 to provide more class offerings for middle school students?

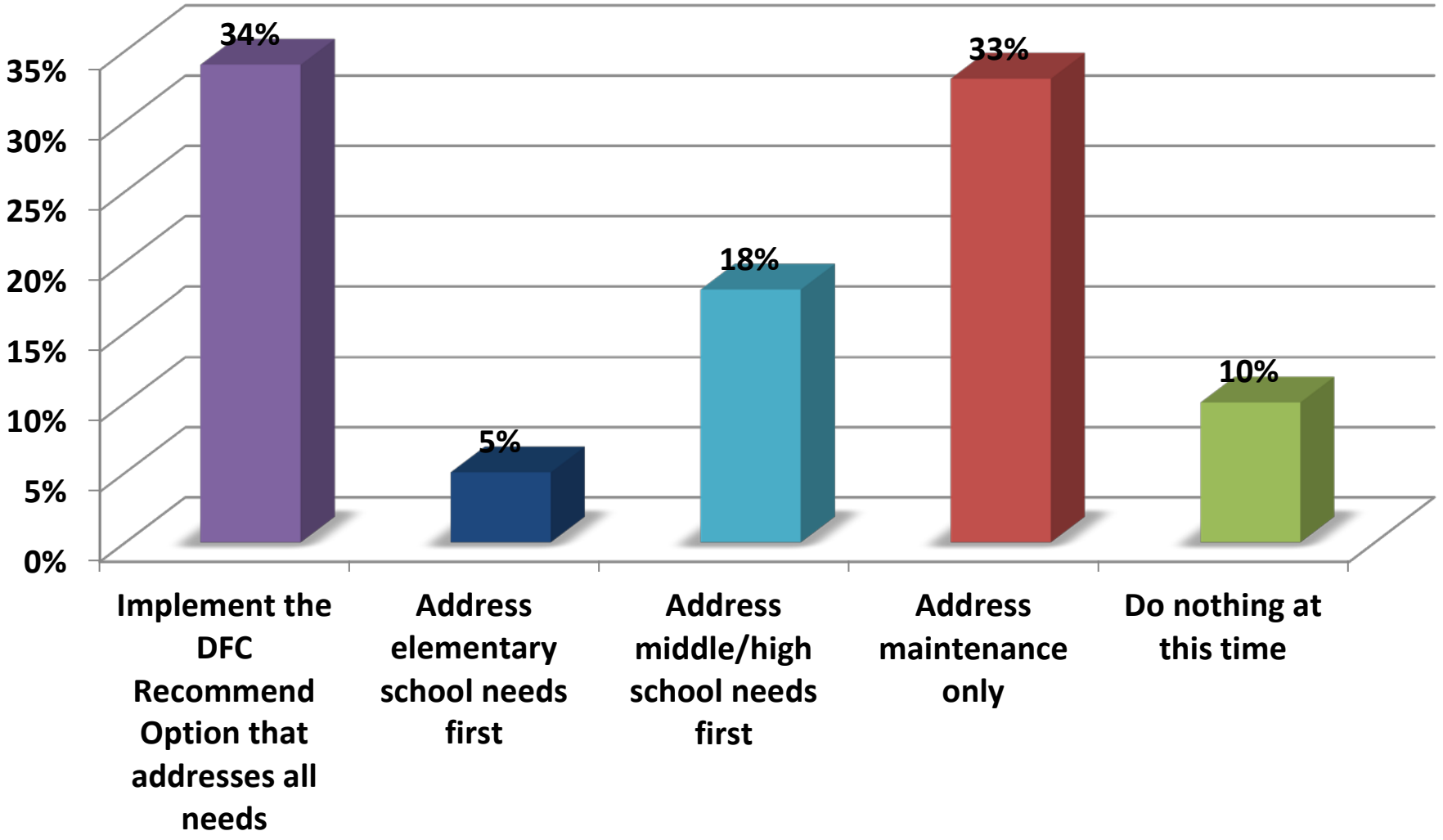
(All residents)



Do you support a plan to consolidate operations from three buildings down to two buildings to improve efficiency and reduce cost? (All residents)



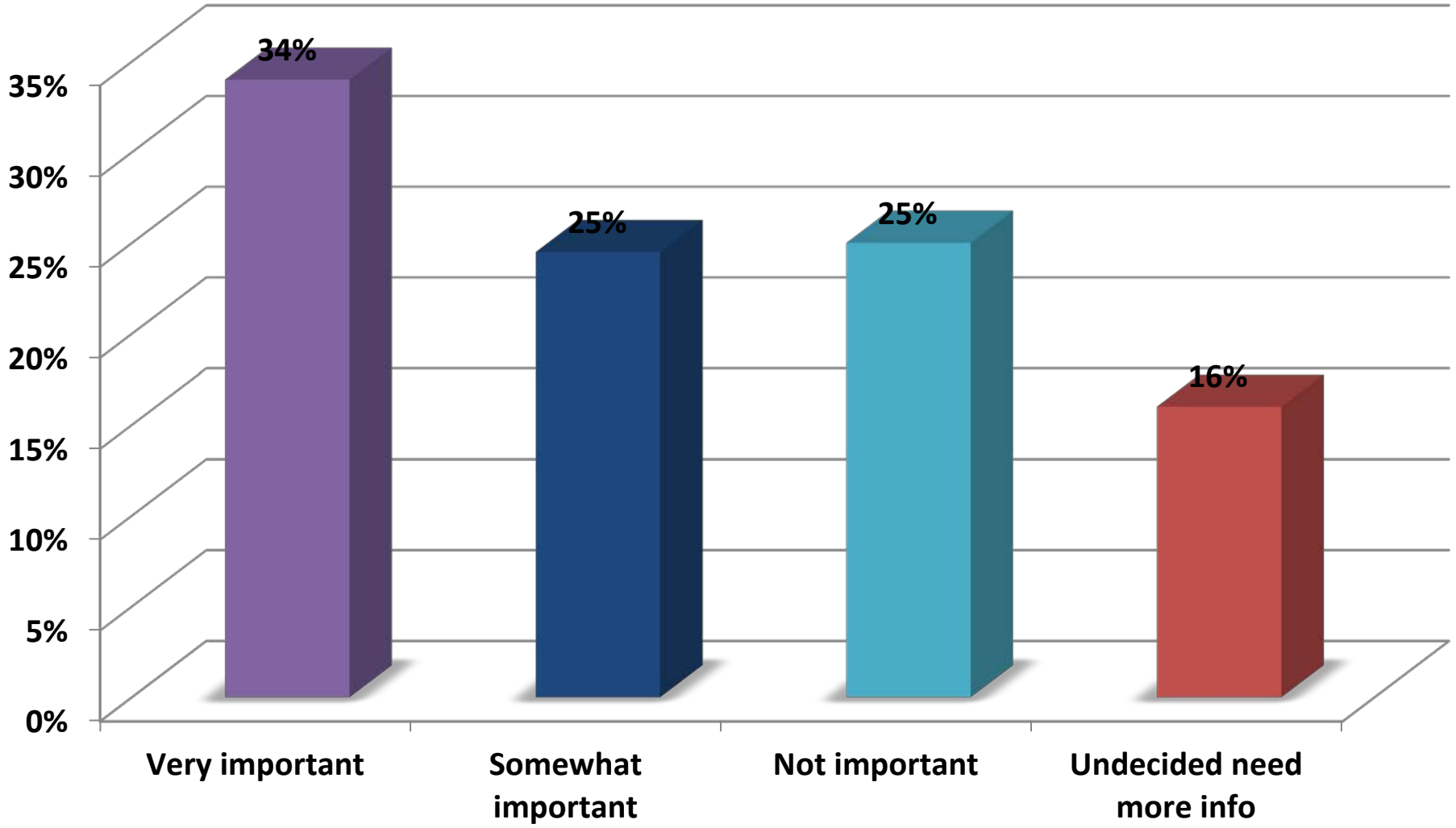
Overall, what advice would you provide the Board in terms of facility planning priorities? (All residents)



Section V:
Project Timing

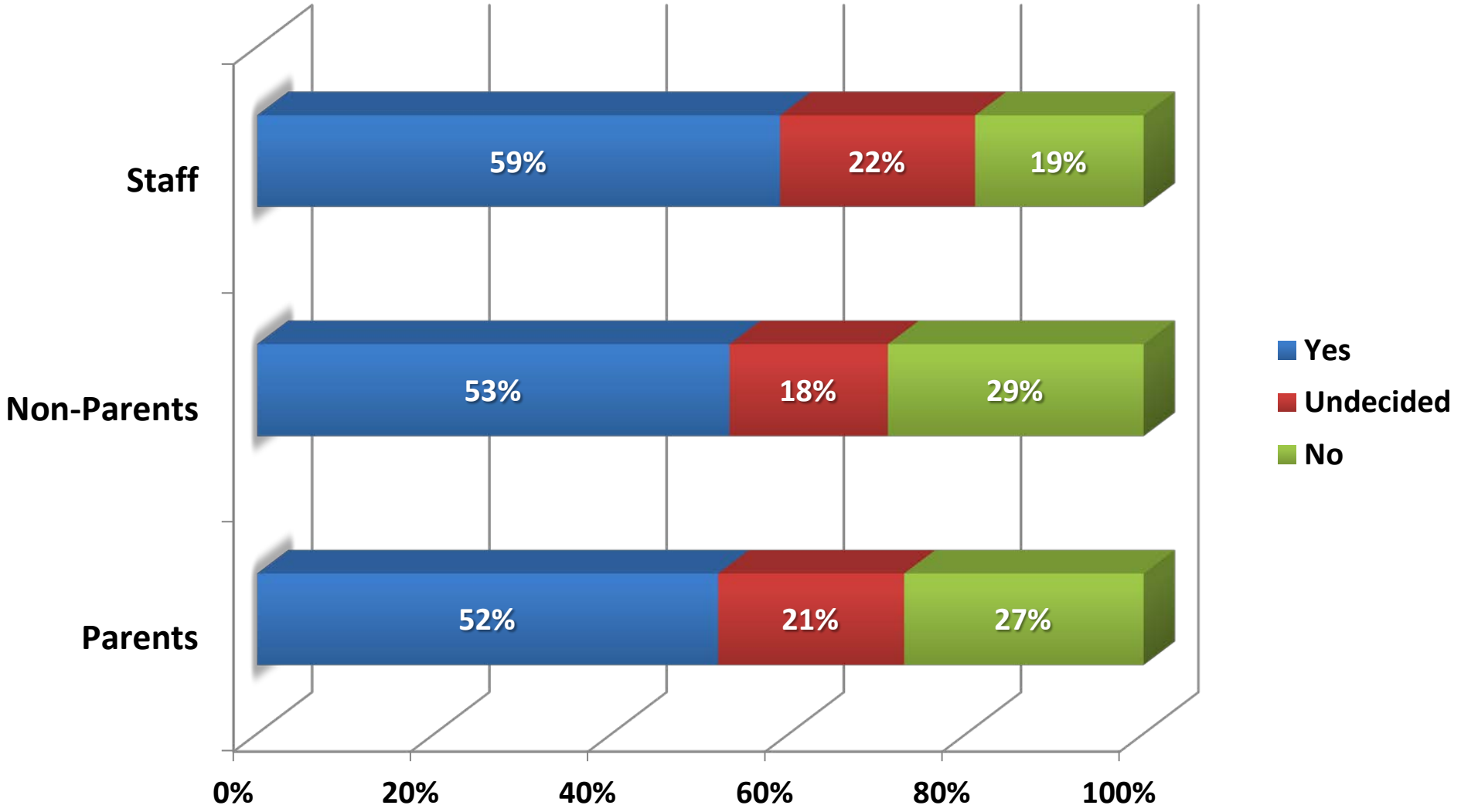
How important is it to seize this opportunity and move forward in 2012?

(All residents)



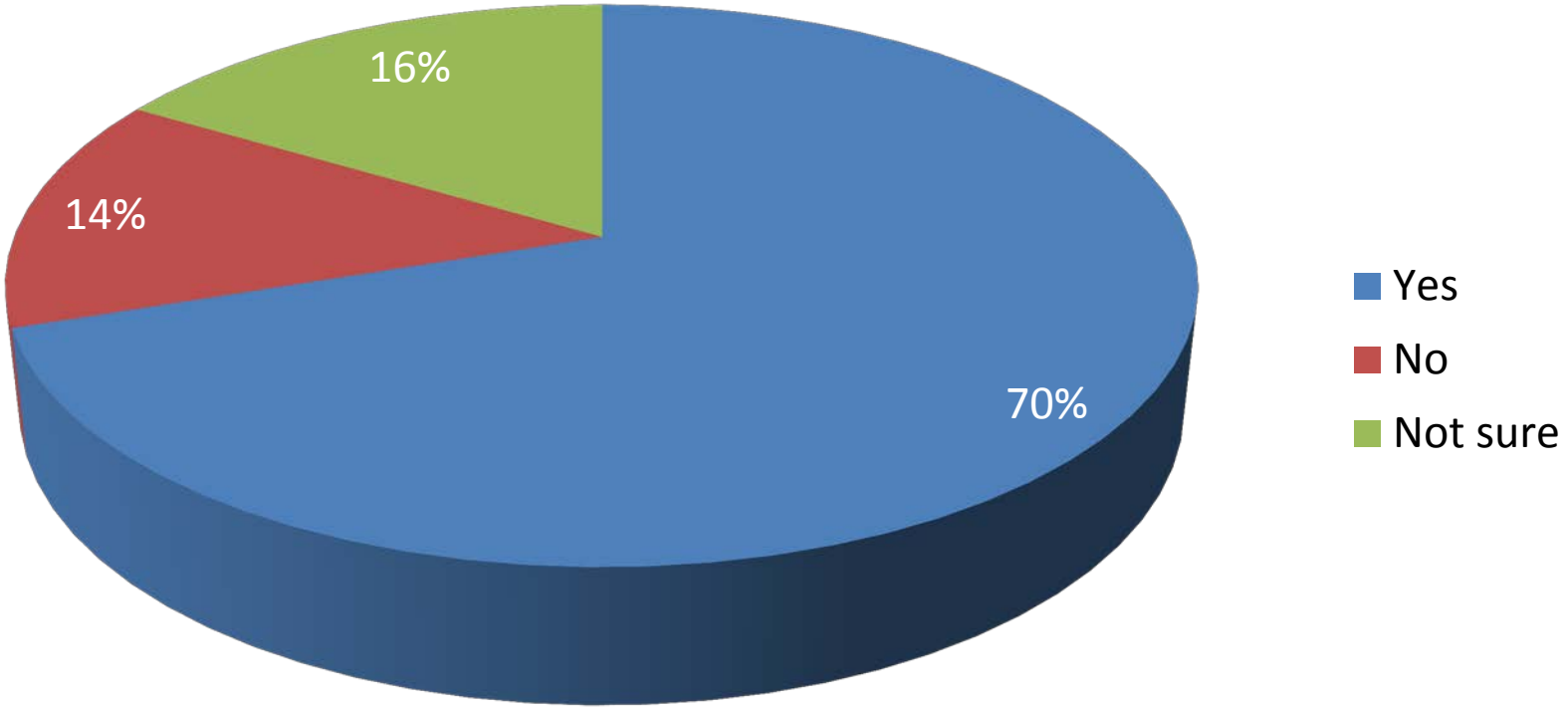
Section VI:
School District Consolidation

Should the Columbus School District explore consolidating with the Fall River School District? (Residents)

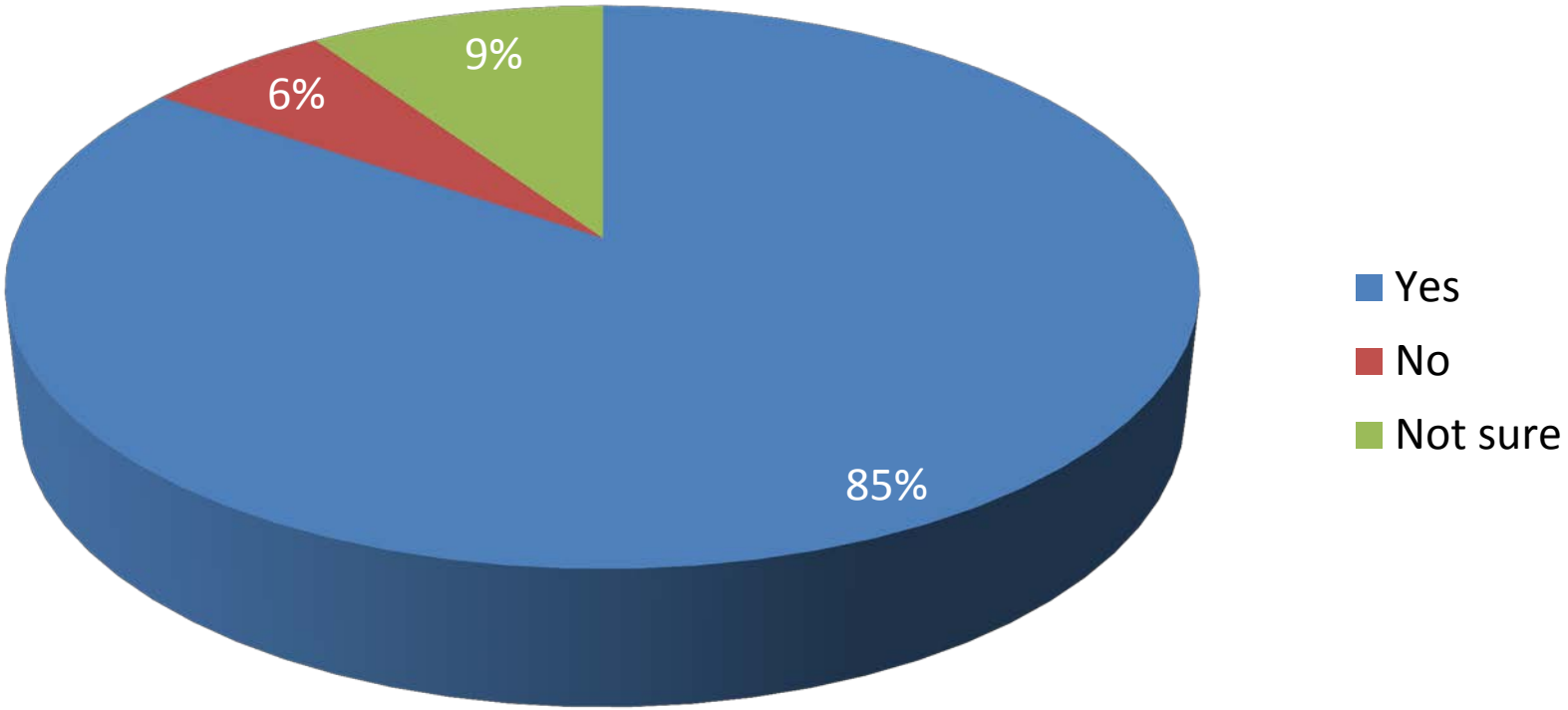


Section VI:
Community Partnership

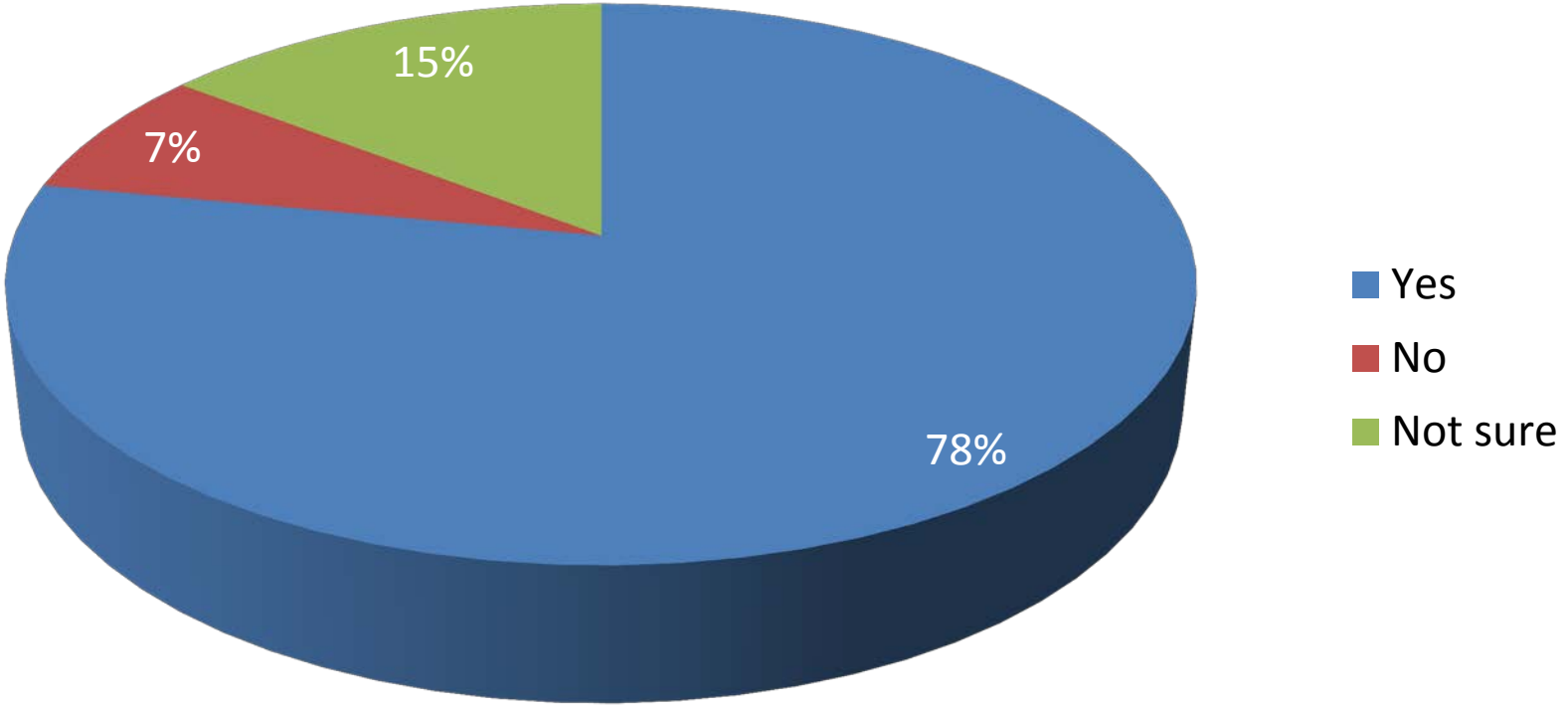
Do you support the District partnering with MATC/Moraine Park to provide workforce training for our community?



Do you support the District partnering with local businesses to provide workforce training and create job shadow/internship opportunities for students?

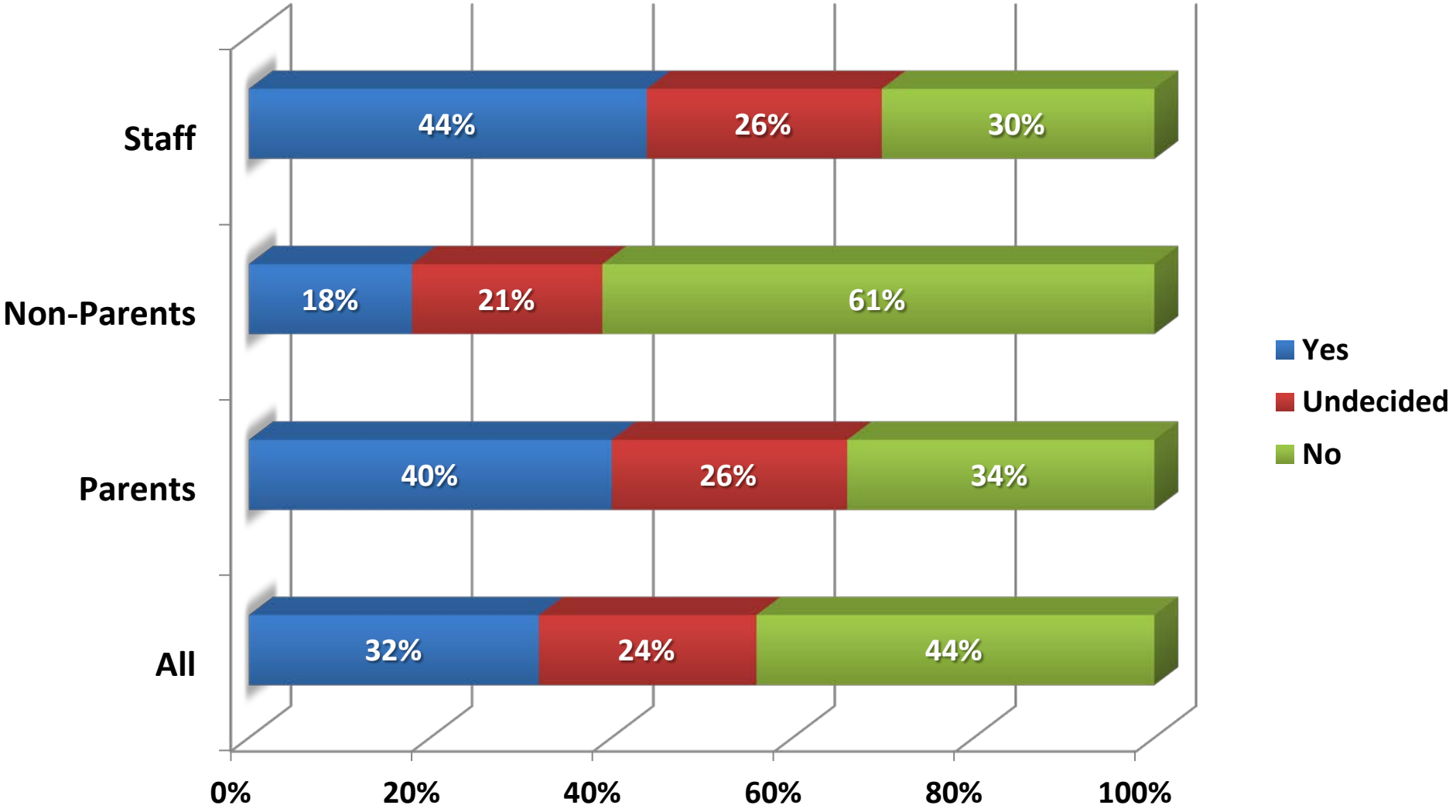


In collaboration with community partners, do you support improving Science, Technology, Engineering, and Mathematics (STEM) training facilities for high school students?



Section VII:
New Middle/High School Site

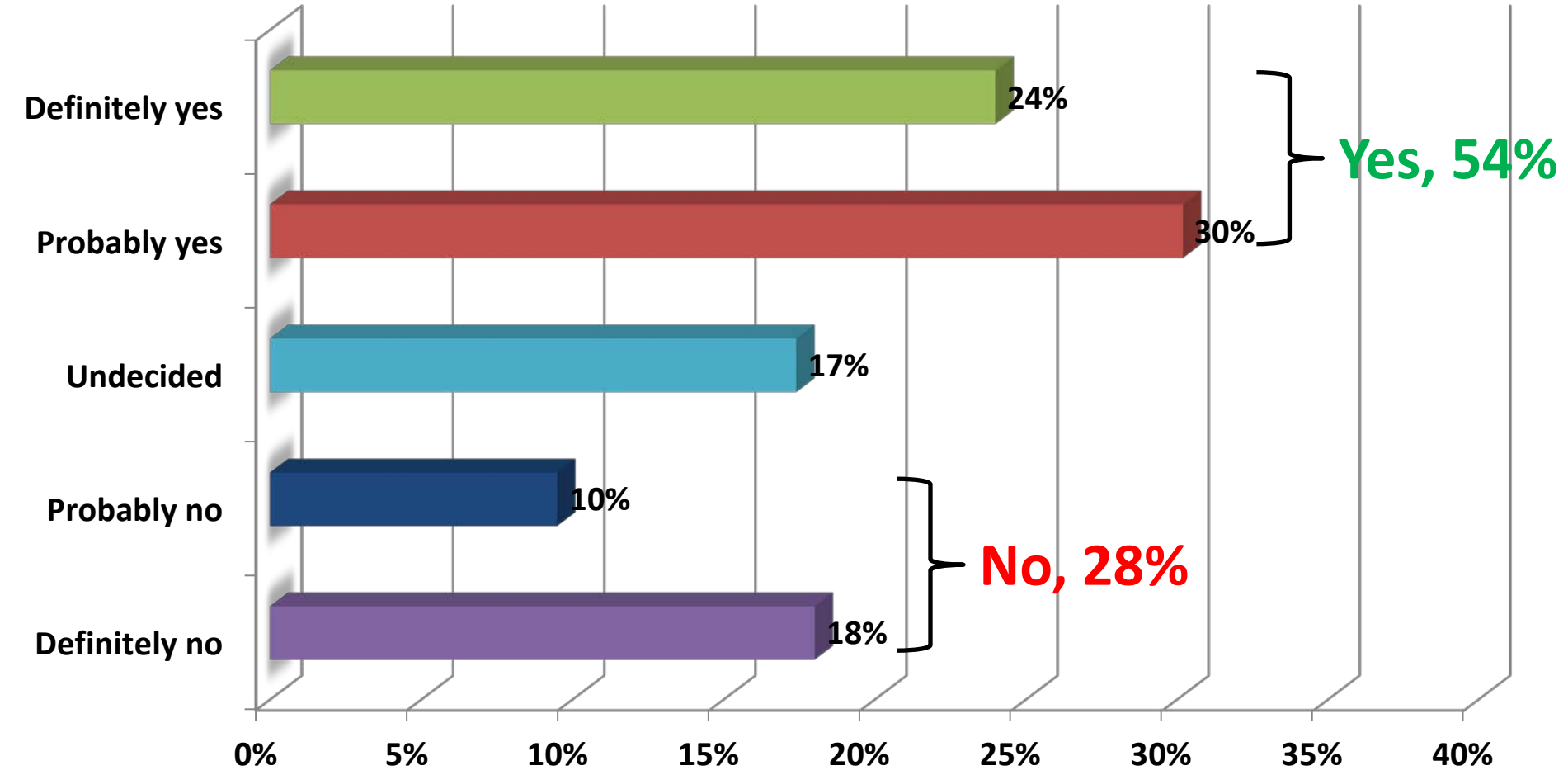
Would you support the District purchasing the 68 acre parcel of land described above for $1,020,000? (Residents)



Section VII:
Funding Support

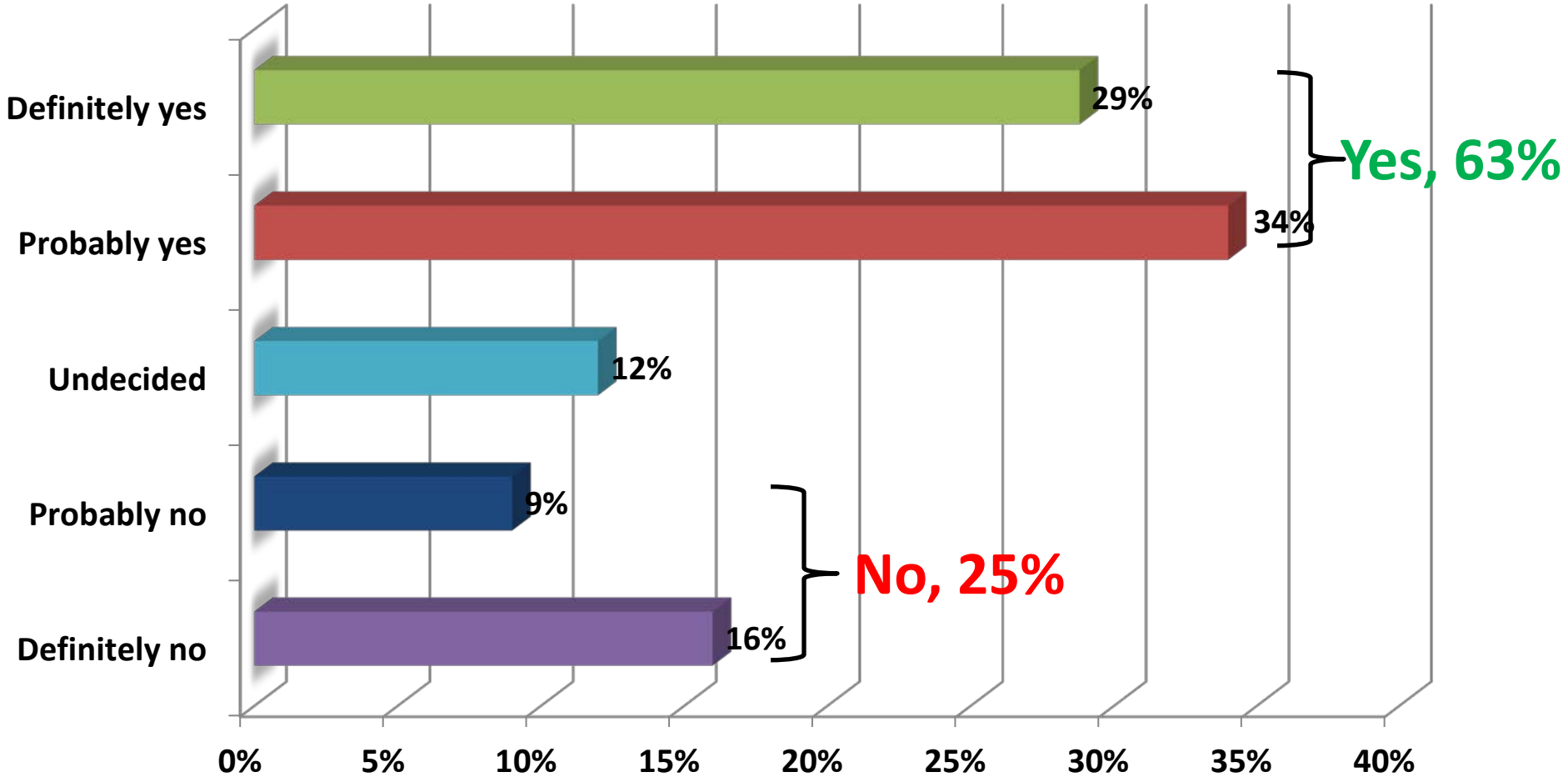
Would you likely support a referendum to help the District update facilities and improve operational efficiencies?

(All residents)



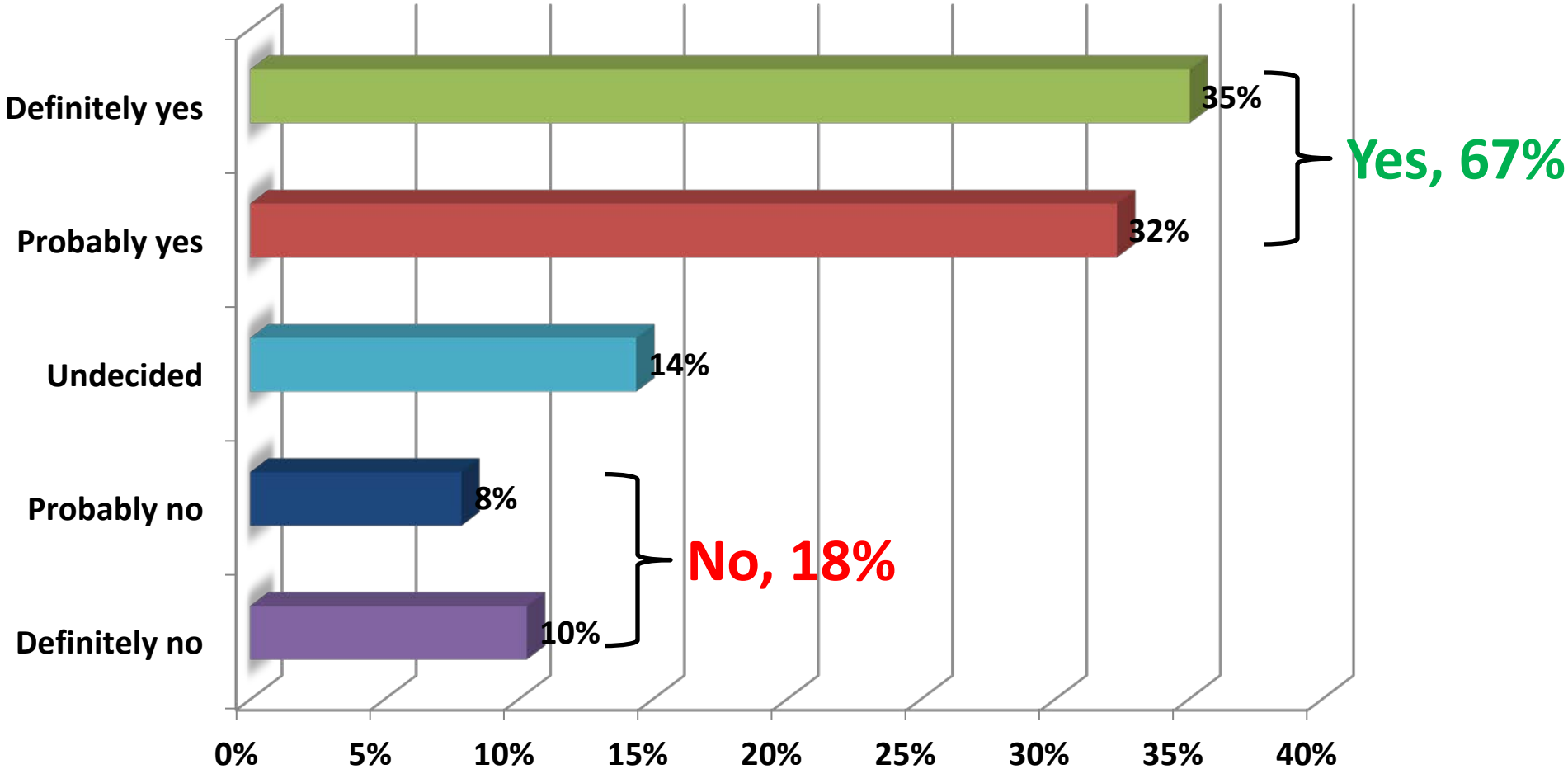
Would you likely support a referendum to help the District update facilities and improve operational efficiencies?

(All resident staff)



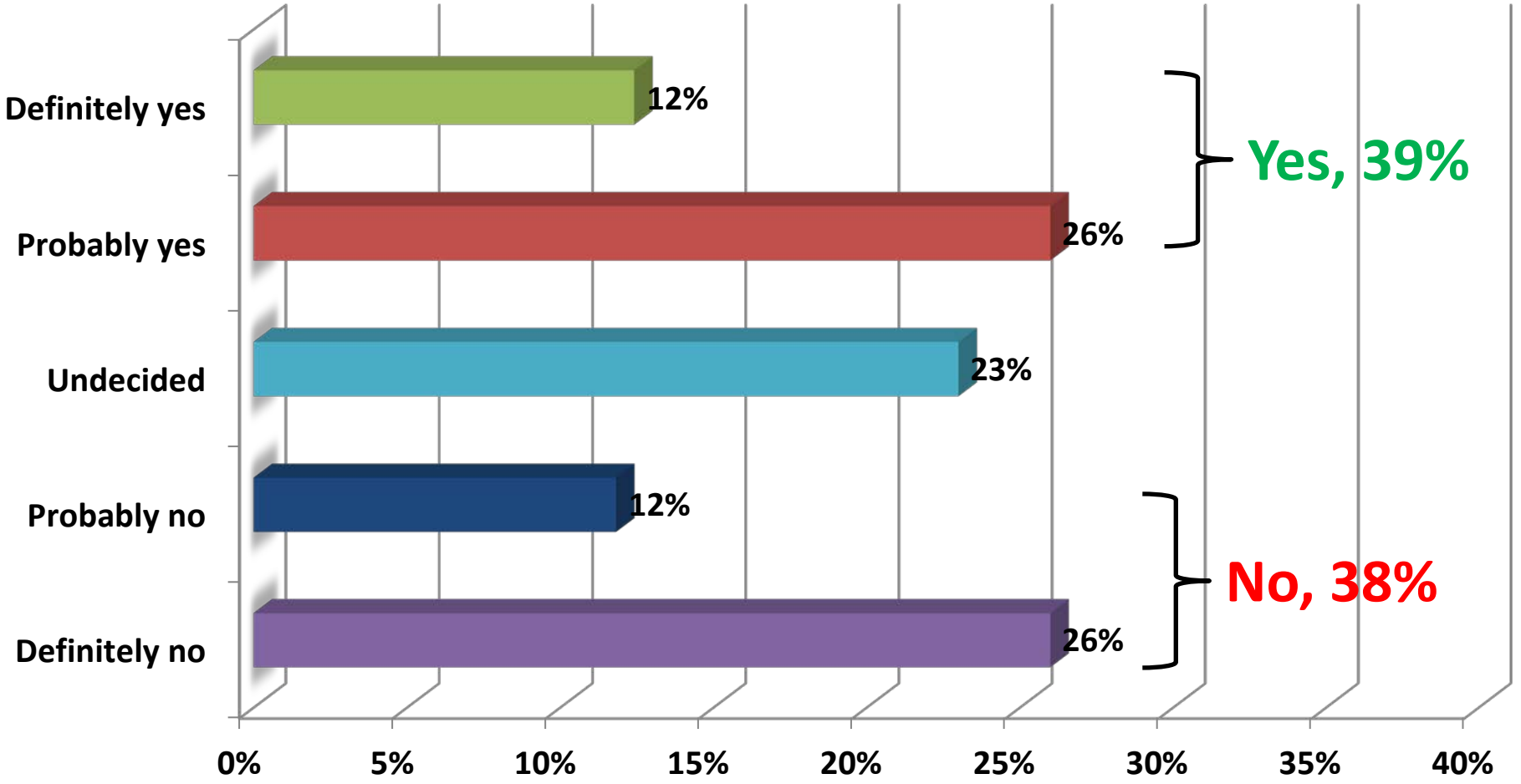
Would you likely support a referendum to help the District update facilities and improve operational efficiencies?

(All resident parents)



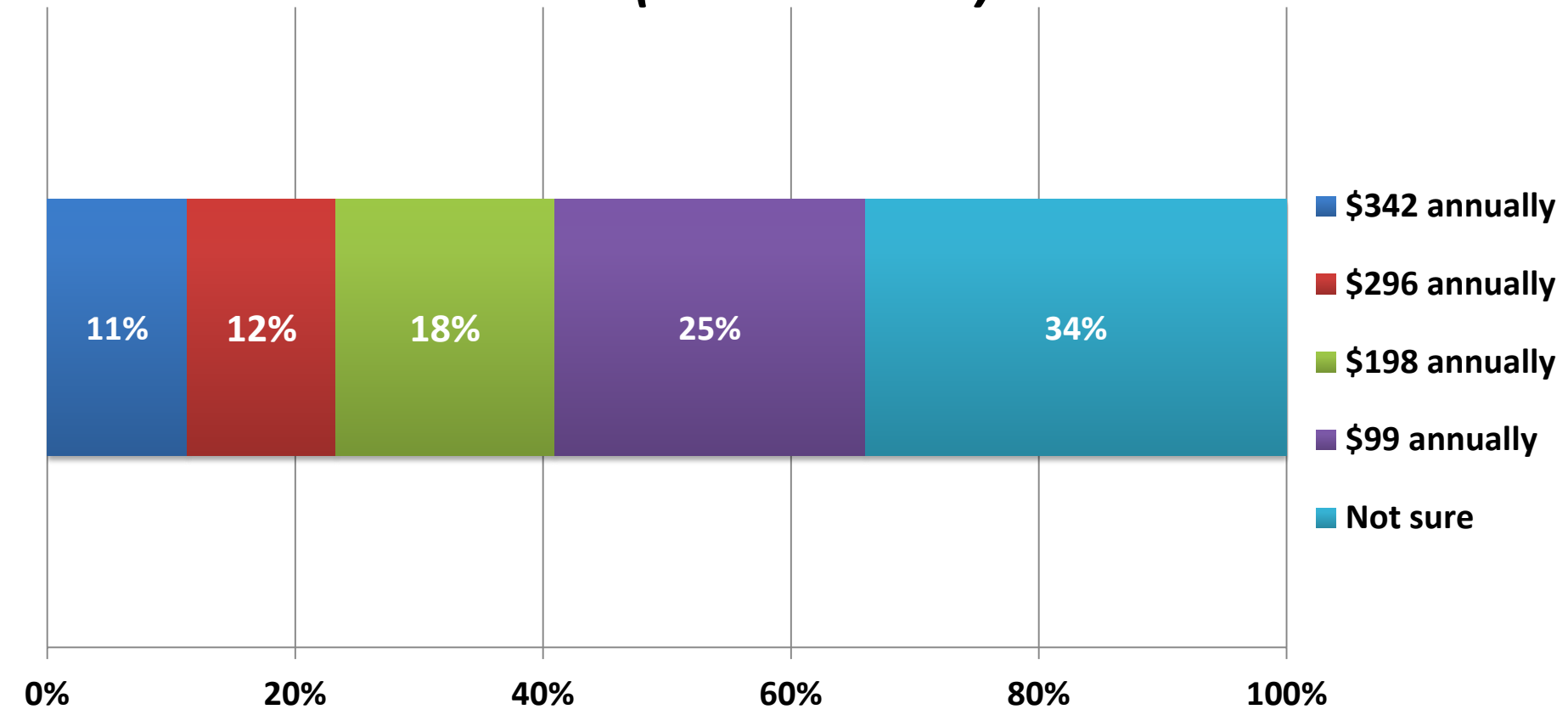
Would you likely support a referendum to help the District update facilities and improve operational efficiencies?

(All resident non-parents)



If you would likely support a referendum, how much of a tax increase would you be willing to support, assuming the projects included were acceptable to you?

(All residents)



Thank you!

SCHOOL PERCEPTIONS

Measuring what matters.

LAUNCHING A NEW LEGACY & LAUNCHING FORWARD

TAB 7

Issue #28

May, 2018

Launching A New Legacy Priorities
The Year In Review

Launching A New Legacy was a community event that was held in October of 2016. Over 110 community members, staff, parents, and other stakeholders attended the event that spanned over three days.

Through the process of many activities, the Legacy group identified 24 priorities for the District. Six of these priorities were identified as significant and those are the priorities the Columbus School District Administration and Board of Education were directed to work on from 2017 to 2030.

In October of 2017, the community was again invited to participated in the one-year anniversary of the Launch. An update was provided to the attendees, and participants completed additional activities to provide further direction to the administration and Board.

Six significant priorities were chosen by Community to work on from 2017 - 2020

Last month, a community engagement survey was distributed to District residents. Over 530 responses were received. A report of the results will be presented on the evening of **Monday, June 18th** in the **Columbus High School** multi-purpose room beginning at **6:30 P.M.** The public is encouraged to attend. Please RSVP to Tania Black at 920.623.5950 or tblack@columbus.k12.wi.us

This newsletter provides an update to the Columbus School District residents about the work that has been completed so far and goals for the future. If you have questions about the work that is being done, please contact Superintendent Annette Deuman at 920.623.5950.

PRIORITY 5
Develop and expand community partnerships.

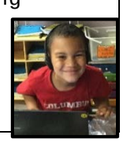
ACTION STEPS	STATUS
Define current community partnerships within our District.	Accomplished
Determine gaps in opportunities.	Accomplished
Create a definition for community partnerships: *"A mutually beneficial partnership to anchor the district's mission, vision, and beliefs."*	Accomplished
Create a survey for staff to identify community partnerships and their purpose within classrooms and building.	Accomplished
Analyze and distribute staff survey regarding community partnerships.	Accomplished
Continue to build community relationships and expand on current partnerships.	Ongoing

NEXT STEPS	STATUS
Follow curriculum review cycle to identify community partnership needs.	Pending
Present to businesses/ organizations the mutual benefits of working together	Pending
Review current agreements and create new agreements with local businesses/organizations to work together.	Pending.

PRIORITY 6
Implement and sustain up-to-date technology within the schools.

ACTION STEPS	STATUS
Define current technology use within District.	Accomplished
Determine gaps, absences, and opportunities (BrightBytes Survey; meet with building leadership teams)	Accomplished
Review data and make recommendations for technology to close gaps and increase opportunities.	Accomplished
Hire Instruction Technology Coach to enhance use of technology in classrooms.	Accomplished
Work with business office on purchase requisition process and determine how to fund projects.	Ongoing
Develop a curricular integration plan for technology.	Ongoing

NEXT STEPS	STATUS
Distribute survey results and building leadership observations to Committee.	Pending
Implement Make Spaces into all school buildings to enhance STEAM opportunities.	Pending
Purchase 1100 student devices as part of 3-year hardware replacement cycle.	Pending



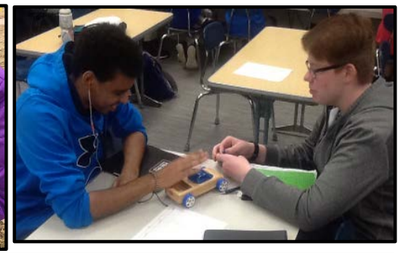

PRIORITY 1

Create a community campus by building needed facilities and amenities.

ACTION STEPS	STATUS
Hire Facilities Manager	Accomplished
Review current use of all buildings by community	Accomplished
Define current facility limitations based on the needs	Accomplished
Determine instructional, program, extra-curricular, community-based needs of District Facilities.	Ongoing
Explore opportunities for community campus options.	Ongoing
Improve fiscal stability so the District may leverage resources for short- and long-term capital improvement.	Ongoing
NEXT STEPS	**STATUS**
Review and distribute results of engagement survey at Launch event on June 18th	Pending
Establish community/district needs committee.	Pending
Develop plan based on analysis of engagement survey.	Pending



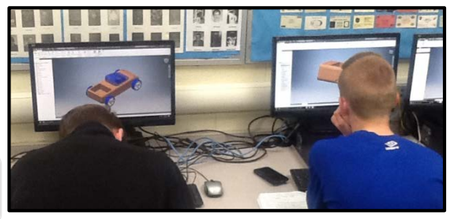

To see the entire Priorities Plan, go to the **Launch Page** at **www.columbus.k12.wi.us**

PRIORITY 2

Expand hands-on STEAM opportunities for all students.

ACTION STEPS	STATUS
Define what STEAM is for the District	Accomplished
Define current STEAM opportunities and gaps for students	Accomplished
Create STEAM Committee made up of staff, community members and local employers	Accomplished
STEAM Committee meet regularly to streamline STEAM opportunities to college, community, and career readiness.	Accomplished
Explore options for expansion of STEAM opportunities for all students into curriculum/ programming	Ongoing
Define standards that integrate across content areas in science, technology, engineering, ag, art, and math.	Ongoing
NEXT STEPS	**STATUS**
Review results of engagement survey and explore expansion opportunities in curriculum and programming.	Ongoing
Phase expansion opportunities into all content areas and grade levels.	Pending
Collaborate with Ag/ Manufacturing business partners in writing of Fab Lab Grant	Pending

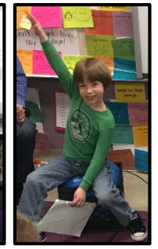
PRIORITY 3

Address students' social needs (i.e. poverty, mental health) with community collaboration.

ACTION STEPS	STATUS
Determine social needs of students in the district through family and community surveys.	Accomplished
Define current resources and gaps to address social needs.	Accomplished
Implement Blessings in a Backpack with community and grant support.	Accomplished
Apply for grant funding for staff development and training.	Accomplished
Provide staff training in Trauma Informed Care and Mental Health First Aid.	Accomplished
Explore resource opportunities with community.	Ongoing
NEXT STEPS	**STATUS**
Continually identify and address student needs through 2017 Youth Risk Behavior Survey analysis	Pending
Apply for staff training/student screening to address student needs.	Pending
Collaborate with county and private community organizations for support of student needs.	Pending





PRIORITY 4

Offer a wide variety of course offerings and co-curricular activities to address student needs.

ACTION STEPS	STATUS
Develop curriculum renewal and design cycle.	Accomplished
Review data to determine if course offerings are sufficient to meet students' needs.	Accomplished
Draft curriculum renewal and design plan with team of teachers, administration, and instructional support.	Accomplished
Review academic standards in content areas of music, science, math, art, ag.	Accomplished
Implement new curricular and co-curricular offerings following appropriate district procedures.	Ongoing
Establish a regular community-wide needs assessment for curriculum.	Ongoing
NEXT STEPS	**STATUS**
Revise curriculum renewal and design cycle draft for Board adoption.	Pending
Revise instruction based on curriculum work completed in content areas of music, science, math, art, and ag.	Pending
Adopt curriculum renewal design cycle.	Pending


Mission: COMMUNITY, CAREER & COLLEGE READY.

Columbus School District Commitments

Launching A New Legacy Priorities

Initial Steps Toward Priorities (2017-2020)

1. Create a community campus by building needed facilities and amenities.
   - Determine instructional program, extra-curricular, community-based needs of District and District facilities.
   - Hire Facilities Manager.
   - Review current use of all buildings by community.
   - Define current facility limitations based on the needs.
   - Explore opportunities for community campus options with current facilities.

2. Expand hands-on STEAM opportunities for all students.
   - Define current STEAM opportunities for students in K-8.
   - Determine gaps in opportunity within grade bands.
   - Explore options for expansion of opportunities for all students.

3. Address students' social needs (i.e. poverty, mental health) with community collaboration.
   - Determine social needs of our students.
   - Define current resources to address social needs within our District.
   - Determine gaps in resources.
   - Explore resource opportunities with community.
   - Implement resources addressing gap areas.

4. Offer a wide variety of course offerings and co-curricular activities to address students' needs.
   - Follow curriculum review cycle to determine if course offerings appropriately address student needs.
   - Review data to determine if course offerings are sufficient to meet student needs.
   - Establish a data-driven process for review of co-curriculars.
   - Establish a regular community-wide needs assessment for curriculum.
   - Follow appropriate district procedures to approve any curricular or co-curricular updates.

5. Develop and expand Community partnerships.
   - Define current community partnerships within our District.
   - Determine gaps or absences in opportunities.
   - Explore partnership opportunities with community.
   - Expand on current partnerships.

6. Implement and sustain up-to-date technology within the schools.
   - Define current technology use (how & what) within our District.
   - Determine gaps or absences and opportunities.
   - Develop a curricular integration plan.
   - Implement technology to fill gaps and enhance opportunities.
   - Follow hardware replacement cycle.

Study Group Presentation to the School Board – December 10, 2018

RECOMMENDATIONS BY EACH STUDY GROUP

Study Group	Recommendation(s)
Athletics & Co-Curricular	○ Allocation of more resources towards the facilitation of our athletics & co-curriculars. ○ Facility study ○ Facility Committee
Communications & Outreach	○ Hire Communications Director ○ Provide consistent positive communications
Community Campus & Partnerships	○ Gather information on other community campuses ○ Convene focus groups for input to define community campus for Columbus
Curriculum & Instruction	○ Develop individual learning plans and process to monitor progress
Facility Infrastructure, Efficiency & Maintenance	○ Complete facilities assessment/study ○ Create a community facilities committee.
Performing Arts	○ Provide additional opportunities ○ Conduct district wide space needs study.
Safety, Security & Wellbeing	○ Implement character developing guidance curriculum ○ Hire full-time social worker

A copy of December 10th presentation slides, including summary, key learnings from data, statement of need, possible solutions, and recommendations/rationale are available here:

https://docs.google.com/presentation/d/1xzWnrjjogJOMIICK0qI1TP2DMYg5rk2V4miO3PNQL7s/edit#slide=id.g45eef3e5d6_0_376

Board Charge

7 Study Teams

Timeline -

Athletics & Co-Curriculars

Summary of …

Key Learnings from the Data

Statement of Need

Possible Solutions

Our Recommendation & Rationale

Communications & Outreach

Summary of ...

Key Learnings from the Data

Statement of Need

Possible Solutions Identified

Our Recommendation & Rationale

Community Campus & Partnerships

Summary of ...

Key Learnings from the Data

Statement of Need

Possible Solutions Identified

Our Recommendation & Rationale

Curriculum

Summary of …

Key Learnings from the Data

Statement of Need

Possible Solutions Identified

Our Recommendation & Rationale

Facilities, Energy Efficiency, & Maintenance

Summary of …

Key Learnings from the Data

Key Learnings from the Data

Statement of Need

Possible Solutions Identified

Our Recommendation & Rationale

Performing Arts

Summary of ...

Key Learnings from the Data

Statement of Need

Our Recommendation & Rationale

Safety, Security & Well-being

Summary of ...

Key Learnings from the Data

Statement of Need

Possible Solutions Identified

Possible Solutions Identified

Our Recommendation & Rationale

Thank You to the Board

Board Retreat – December 12, 2018 – Received from the School Board

ADMINISTRATIVE PLAN FOR BOARD RESPONSE TO STUDY TEAM RECOMMENDATIONS

1. **Comprehensive Facilities Study**
   A number of study groups (4) identified a full-scale comprehensive facilities study. *These groups included Athletics & Co-Curriculars, Community Campus & Partnerships, Facility Infrastructure/Energy Efficiency/Maintenance, and Performing Arts.*

   Action to Be Taken:
   Create a timeline/plan to meet the Board Charge for Facilities Audit and Community Facilities Advisory Committee

2. **Opportunities for Students & Community**
   A number of study groups (3) identified continuing to look for more opportunities for students and the community *(Athletics & Co-Curriculars, Community Campus & Partnerships, Performing Arts)*. These expectations are established under the 6 community Launch priorities.

   Action to Be Taken:
   Continue Action Plans within Priority #3 – Addressing Student Social Needs, #4 – Offer a Wide Variety of Course Offerings and Co-curricular Activities to Address Student Needs, #5 – Develop and Expand Community Partnerships to incorporate the recommendations of the Study Teams

3. **Communications**

   Action to Be Taken:
   Analyze/review the district's communication plan and identify options to improve communications across all community demographics.

4. **Curriculum & Instruction**
   Individual Learning Plans proposed by Curriculum & Instruction are not reasonable at this time. Would involve the efforts of Student Services & Curriculum. The Statement of Need is met through Board Expectations in E-2, E-3, E-4 policies.

   Action to Be Taken:
   Continue to address curriculum and instruction needs based on analysis of the assessment data, formative and summative, focusing on the Ends Goals established by the Board.

5. **Safety/Security/Well-Being**
   Guidance curriculum indicated by Safety/Security/Well-being study group is already work-in-progress as reported recently by Student Services Department.

   Action to Be Taken:
   Continue development of Multi-Tiered Systems of Support programming, while analyzing data, personnel and programs to meet the needs of students' mental and social wellness

Action Plans for 1 – 5 above will be provided to the Board in June as well as for Launch Priorities 1 – 6 for the 2019-2021 school years.

THANK YOU

NEXT MEETING

MONDAY APRIL 15 - 6:30-8:30

ELEMENTARY SCHOOL LIBRARY