



TOWN OF FAIRFAX

STAFF REPORT

December 4, 2013

TO: Mayor and Town Council

FROM: Garrett Toy, Town Manager *GT*

SUBJECT: Discussion/consideration of the proposed relocation of the Multi-Age Program (MAP) to the Red Hill school site by the Ross Valley School District (RVSD)

RECOMMENDATION

Discuss issues regarding the proposed relocation of the MAP program to the Red Hill School site and consider options for responding.

DISCUSSION

Councilmember Goddard and Mayor Reed requested this item be agendaized for discussion to provide the Council and community an opportunity to comment on the proposal to move the MAP program. The Multi-Age Program is a district-wide program of choice that has been located on the Manor campus since its inception.

This item is scheduled for discussion at the December 2, 2013 Ross Valley School Board meeting. As background, attached is the staff report for the RVSD meeting. All the attachments to the RVSD staff report are available on the RVSD website (www.rossvalleyschools.org). The RVSD staff is aware that the Council is planning to discuss this issue.

After receiving public comment, the Council may want to consider the following options: 1) take no action and continue to monitor the situation, 2) pass any public comments received at the meeting to the RVSD, 3) take a position on the matter and send a letter to the RVSD or direct the Council's school liaison to share the Council's comments with the RVSD board at a meeting, and/or 4) a combination of the above.

FISCAL IMPACT

None

ATTACHMENTS

RVSD staff report
Information on the MAP program



History of MAP

MAP is a K – 5 program of choice in the Ross Valley School District with voluntary enrollment. MAP holds a lottery in March to determine enrollment for the following fall.

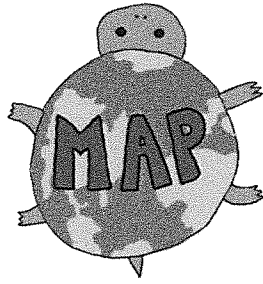
MAP was founded in 1996 by a group of parents who saw a need for more educational choice in the district. Parents were deeply involved in forming the approach to the curriculum, establishing the structure, and hiring the initial teaching staff.

Parents, teachers, and administrators continue to work together to strengthen the program and respond to the needs of the students, staff, and community.

MAP has been located at the Manor campus since its inception. MAP parents, teachers, and students actively participate in and benefit from the Manor community activities and programs including enrichment classes, assemblies, Site Council, PTA, YES Foundation, and Manor social events.

The principles and practices given here represent the collective position of the MAP teaching staff and community. The MAP Fundamentals serves three purposes:

- ❖ To educate the parents of prospective and current students about the basic principles upon which the program is based
- ❖ To guide the MAP staff and Advisory Board in solving problems and making decisions
- ❖ To clarify the distinctive aspects of the MAP program for the school district community



MAP Fundamentals

Why MAP?

The Multi-Age Program (MAP) strives to help each child acquire the tools of learning in a way that fosters a love of learning.

- ❖ MAP focuses not only on the academic, but also the emotional, social, and physical development of each student.
- ❖ Classes have two grade levels in each classroom working from a common curriculum. Students typically stay with the same teacher for two years.
- ❖ The curriculum in a multi-age classroom is flexible and open-ended enough to address the wide range of developmental abilities, learning styles, and interests of students while meeting state grade-level standards.
- ❖ Basic skills in language arts and math are taught and reinforced using work that has inherent interest to the children whenever possible.
- ❖ Peer tutoring, cross-age tutoring, and cooperative and independent learning are all emphasized.
- ❖ Teachers function as highly motivated guides, facilitators, and coaches.
- ❖ Teachers strive to provide an engaging, creative, informal atmosphere that nurtures community and a spirit of collaboration.
- ❖ MAP values quality time spent at home. Homework is rarely given in K/1 and becomes more frequent as students progress through the program. Reading and/or being read to on a daily basis is always encouraged.
- ❖ MAP encourages students to make their own choices and take responsibility for the consequences of those choices. Competition is deemphasized and cooperation is emphasized.
- ❖ Parents are partners in the development of MAP. Through the MAP Advisory Board and its subcommittees, parents participate in philosophy and policy development, program promotion, program evaluation, and hiring.

Ross Valley School District

Created : November 26, 2013 at 05:17 PM

Meeting: Special Board of Trustees Meeting Open Session
Starts at 7:00 : VI. DISTRICT PROGRAMS

a. Discussion/Action: Implications for the Bond School Construction Program of Moving the Multi-Age Program (MAP) to the Red Hill Site (D) (V)

December 02, 2013
Status: Approved by Exec. Asst.
Discussion Item

Quick Summary / Abstract

- Background:

The Multi-Age Program, also known as MAP, is a district-wide program of choice that has been located on the Manor campus since its inception.

A proposal to relocate this program to the Red Hill site was presented to the Board last spring. District staff will present an overview of information presented at public Board meetings over the last 5 months.

In addition to the November district-wide parent survey and previous public comments the Board is seeking additional community input as it considers taking action on relocating the MAP program

- Formal Action/Vote: Voting is Allowed
- Presenter(s):
 1. Eileen Rohan, Superintendent
 2. Marci Trahan, Assistant Superintendent
 3. Jim Cerreta, Business Manager
 4. George Baranoff, Bond Project Manager
 5. Bret Joyner, Director of Maintenance & Operations
- Facilitator: Annelise Bauer, Board President
- Allotted Time: 120 Minutes

Name and Contact Number

- Office of the Superintendent
- Tel: 415.454.2162









Associated File Attachments



RED HILL FACILITY NARRATIVE (June 18, 2013) (Files)

SIGNIFICANT POINTS FOR DISCUSSION (Files)

Cost Impact of MAP at Red Hill on Elementary Facilities (Files)

-  [MAP PROGRAM: Assumptions for Red Hill - 10 Year Plan \(Files\)](#)
-  [REVISED: Unfunded List Ongoing Board Priorities - MAP Forum 12.2.13 \(Files\)](#)
-  [REVISED: Unfunded List One Time Expenditures Board Priorities MAP Forum 12.2.13 \(Files\)](#)
-  [MAP: Operational & Facility Costs at Red Hill \(Files\)](#)
-  [TRAFFIC REPORT-NOV 2009: Summary of Traffic Issues-Red Hill Site \(Files\)](#)
-  [CIRCULATION/ACCESS FEASIBILITY ASSESSMENT - OCTOBER 2009 \(Files\)](#)
-  [MAP Survey Results \(Files\)](#)
-  [MAP Survey Summary Data \(Files\)](#)

RED HILL SCHOOL FACILITY NARRATIVE

GENERAL

The site was developed in 1965. Three non-conforming portables have been placed here in the past and an additional 2 were moved here in 1996. Both main buildings are slab-on-grade, wood-framed, single story structures with large overhangs. The portables are steel and wood framed buildings with wood pad foundations. The exterior finishes are stucco with pebble aggregate finish, wood and transite infill panels and wood trim. The typical roof assembly is built-up roofing with smooth surface at the flat areas and wood shingles at the steeply sloped mansard roof sections. The roofs typically have adequate slope except for the overhang sections which are flat and do not meet industry standards. The library(dance studio), and the non-conforming portables interiors were not inspected. Some interior alterations were not made to state standards.

ARCHITECTURAL

The covered walkway between the main buildings has partially collapsed. There are several areas where door glazing and glazing adjacent to doorways is not identified as safety glazing. Water damaged rigid insulation board is apparent at the central skylight areas. ADA deficiencies at the schools include inaccessible doors and restrooms. Although the original flooring is vinyl asbestos tile, it is generally in good shape. The majority of toilet partitions are rusted and loose in their brackets.

Recommendations: The covered walkway should be either repaired or removed. The overhang sections of the upper buildings should be retrofitted with new slope and the exposed beam ends should be protected to stop the deterioration that is currently underway. ADA deficiencies should be prioritized and corrected in a systematic and continuous program. If a construction project requires ORS approval, the Access Compliance Section will require that the high priority items be corrected immediately. Several windows require re-puttying the existing sash and replacing the plastic glazing. Damaged rigid insulation at the ceiling should be replaced.

SITE

A retaining wall at the amphitheater is partially failing. This site has a significant slope to the lower playground area. However, between the buildings and the parking lot, the site is basically accessible. The asphalt paving on the driveway and the play area at the west side of the site is in poor condition.

Recommendations: The retaining wall should be braced or replaced. Several parts of the site should be regraded to create accessible pathways. The paving at the playground should be replaced. A 2" thick asphalt overlay should be installed over a reinforcing fabric at the driveway.

ROOFS

The roofs are in very poor condition with active leaks at the skylight and flat overhang areas. The drain area for these roofs is severely undersized and subject to repeated clogging.

Recommendations: The skylights need to be repaired and roof membrane replaced immediately. The overhang areas should be resloped. The roof drains and rain water leaders should be altered to improve drainage.

MECHANICAL

All of the rooms in the permanent buildings are heated by gas unit furnaces which are remotely installed. The supply air is delivered to the classrooms via underground ductwork. There is abnormally high humidity in the classrooms attributed to water in the subgrade ducts.

Recommendations: The underfloor ducts should be checked for standing water and possible microbial growth. Exhaust fans should be added to the restrooms.

PLUMBING

There are several leaking/broken faucets and a broken toilet.

Recommendations: Replace faucets and water closet with new, low water usage fixtures.

ELECTRICAL

Service: The 600A main electrical service is adequate for the existing loads and has space for additional circuits. The classrooms are underserved with only 1-2 receptacles per room.

Additional circuits should be run to provide additional receptacles in the office and classroom areas.

Exterior Lighting: Most of the exterior fixtures are incandescent controlled by a time switch. Our recommendation is to replace all exterior lighting with new energy efficient PL type fixtures. Intercept all exterior lighting circuits and run through intermediate photocell control.

Interior Lighting: Most of the interior spaces are illuminated with fluorescent lamps. Replacing the remaining ballasts, light fixtures, and lamps with electronic ballasts and T8 lamps under an energy management system is recommended.

Intercom/Clock System: We were not able to verify an active intercom system. The clock system is an original Simplex 2350 system.

Fire Alarm System: The fire alarm system is a single zone Simplex system without battery back-up. This system would have to be replaced if any upgrades are needed such as the addition of strobes in the restrooms.

EXPANSION POTENTIAL

If this site was opened as a school the fire alarm, intercom and clock systems would need to be replaced. From a remodeling perspective, the use of large spans without structural walls would allow buildings b & c to be modified with minimal structural alterations.

MAP at Red Hill

Significant Points for Discussion

What are the benefits of operating MAP at Red Hill?

- May solve concerns that exist as a result of operating both MAP and a K-5 program at a school site
- Relieve overcrowding at Manor and other elementary schools
- Provide a more cost effective solution for expanding classroom capacity in the District
- Red Hill facilities would be modernized, reversing their slowly deteriorating condition

What factors could disrupt the decision to relocate MAP to Red Hill?

- CEQA study may create mandates that are outside the control of the District , or are prohibitively expensive
- Financial impact of operations or facility modernization/expansion may be deemed unaffordable

Larger Planning Questions

Planning and Implementation

- Do we conduct a CEQA study without committing to using the site for the program
- When would the program begin operations at the site
- Have all alternatives to moving to Red Hill been identified and explored

Program Size

- What number of classes would we create to open the program
- What maximum number of classes would we operate over time

Phasing

- Over what timeframe would we phase in the program to achieve its maximum size

Staffing Allocations

- What class sizes would we utilize for teacher staffing allocations
- What support staff would be provided, and on what basis

Existing Use

- What are the impacts to existing use of Red Hill:
 - Leased and vacant facilities
 - Bond program office
 - YES Foundation
 - “Blue Room” meeting facility
- Would we lease any space that is not currently generating revenue, should space be available after the program occupies Red Hill
- Would we lease any space that is not currently generating revenue, should the program not relocate to Red Hill

Expansion

- Can site accommodate facilities to be added at a later date, should they be determined necessary (e.g. multipurpose, art, music, daycare rooms)

Over or Under Enrollment

- How do we respond and/or adjust our plans if:
 - More students apply than we planned
 - Fewer students apply than we planned
- If program is under-enrolled, would we consider relocating again?

Collective Bargaining

- Are there any articles of our written agreements with our bargaining units that have implications for the move
- Are there any implications for collective bargaining of how the program is to be operated

Instructional Program Structure

- How will instructional services be provided:
 - Instructional Aides
 - Library
 - Music
 - Art
 - Physical Education
 - Special Education
 - English Language Learner
 - Assemblies
- Can we provide services without transferring existing staff from Manor School

Support Service Structure

- How will support services be provided:
 - Administration
 - Nursing
 - Counseling
 - Campus Supervision
 - Security
 - Printing
 - Food Services
 - Custodial
 - Maintenance, Grounds
- Can we provide services without transferring existing staff from other assignments at other schools or the District Office

Financial Implications

- What maximum incremental cost increase can the school district afford:
 - Recurring (year after year)
 - Year 1
 - Thereafter
 - Phase in over multiple years?
 - One-Time (Start-up)
- Will the program have access to YES Foundation funding
- Will the program operate a Parent Club and generate funds consistent with the Round Table agreement

Facility Implications

- What reduction of classroom construction needs at other schools will occur if the program moves to Red Hill
- Are there sufficient funds in the Measure A program budget to implement the facility modernization of Red Hill to accommodate the MAP program
- Will support facilities be provided:
 - Multi-Purpose Room
 - Library
 - Music and Art
 - Child Care
 - Playing fields