

Report For The

Epping School District

Subject:

Assessment of Educational Facility Needs

K – 5

Prepared by:

New Hampshire School Administrators Association

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July 2018

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I. Introduction

Purpose of Study

New Hampshire School Administrators Association (NHSAA) is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in New Hampshire, to offer high quality services to its members, and to support and promote public education in New Hampshire. As part of our ongoing service to schools, NHSAA periodically provides specialized services directly to individual public-school districts in N.H. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

The Epping School District contracted to perform an independent investigation and analysis of the demographic needs for the district's K – 5 student population and educational spaces for the elementary school. The study will focus on understanding local educational programs, their compliance with state expectations, and their adaptability to 21st century learning expectations. This is our response to your invitation to complete a study, and a definition of our intended scope of work and methodology.

Scope of Work and Timeline

NHSAA completed a demographic analysis of current and future student enrollments (K – 5). In addition, NHSAA created a profile of how existing space (building and land) is utilized in all of the district's school buildings, with an analysis of educational efficiency, and developed suggestions for improvement in the use of the current spaces. In addition, all the previous studies and initiatives related to educational space or program were reviewed. In identifying educational program needs, we developed a "dynamic space analysis" (100% utilization analysis of how space is and may be utilized). This led to the creation of a functional educational analysis that will accommodate changes in expected enrollments, suggest adjustments necessary because of state guidelines, and create a listing of potential alternatives for the K – 5 school's housing and usage.

Throughout the project NHSAA maintained informal communication with the Superintendent of Schools and we are prepared to make an oral report to the Superintendent (or a Board subcommittee) in August 2018.

NHSAA agreed to complete the study as defined and to submit ten (10) copies of the final report to the School Board through Superintendent Valerie McKenney on or before July 20, 2018.

II. Consultants' Backgrounds

A. Lead Contact and Co-Investigator: Dr. Carl M. Ladd

Education and Professional Experience:

Dr. Ladd earned his Bachelor of Science and teaching certification from Lyndon State College, a Master of Education with honors from Norwich University and a Certificate of Advanced Graduate Studies from Plymouth State University, both specializing in Educational Leadership. In 2010, he earned his Doctorate in Education, with highest distinction, from Argosy University with a specialization in Educational Leadership. In 1996, Dr. Ladd was named a Harry S. Truman National Scholar Finalist.

Dr. Ladd has been a teacher of students in Grades 5 – 12 and at the graduate school level. He has served as an assistant principal and principal at the elementary and middle school levels and as a Superintendent of Schools in both New Hampshire and Massachusetts. In addition, Dr. Ladd served as a school board member for eight years, of which seven were as chairperson. He was honored as the 2014 NH Superintendent of the Year and is currently the Executive Director of the New Hampshire School Administrators Association. Carl resides in Groveton, New Hampshire.

B. Co-Investigator: Dr. Richard W. Ayers

Education and Professional Experience:

Dr. Ayers graduated from Norwich University with a BS in Mathematics Education, received his Masters in Educational Administration from the University of Colorado. He also received his Doctorate in Education from the University of Colorado with specialization in curriculum, instruction and educational administration.

Dr. Ayers was a teacher at the middle and high school level before entering into secondary school administration in Colorado and New Hampshire. After 16 years of serving as a middle/high school principal, he served as assistant superintendent and superintendent of schools in New Hampshire. Dr. Ayers has also taught graduate courses in educational leadership and philosophy and ethics of education at the University of New Hampshire and Plymouth State University and currently is an adjunct professor in the doctoral program in educational leadership at Southern New Hampshire University. Dick served as the acting director of SERESC where he directed consultation and program development in many New Hampshire schools and school districts. Dick now conducts independent studies/projects and resides in Sanbornton, New Hampshire.

C. Co-investigator: Keith R. Burke

Education and Professional Experience:

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1. Mr. Burke has also served as a consultant to the New Hampshire department of education in the areas of special education, assessment, accountability, school standards, and data analysis.

During his career Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Mr. Burke received his Bachelor of Science degree from Norwich University, and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Education Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in statewide and regional educational leadership initiatives and organizations. Keith is a resident of Hancock, New Hampshire.

In addition to their extensive educational experience, the consultants have been directly involved in completing dozens of major construction projects totaling millions of dollars in construction costs. Furthermore, over the last ten years, NHSAA has completed more than fifty (50) different educational facility studies for New Hampshire school districts.

The contents of this report represent the best professional judgment of the consultants, not necessarily the ideas of NHSAA or its members. Any questions about the report should be directed to Dr. Carl Ladd, who may be contacted by calling the NHSAA office at (603) 225-3230, faxing to (603) 225-3225, or emailing him at carl@nhsaa.org. The NHSAA office is located at 46 Donovan Street, Suite 3, Concord, NH 03301.

III. Overview of the Epping School District

The Epping School District

The Epping School District is a single town New Hampshire school district that is coterminous with the Town of Epping. The school district is governed by a five-member school board and operates under New Hampshire's statutes. The district's legislative body is the Epping School District Meeting.

The Superintendent of Schools Office (N.H. School Administrative Unit #14) provides the system administrative and leadership services for the school district. The services include a full range of leadership and administrative services including acting as the school district's executive officer, business operations center and providing all central system leadership.

History of School Facility Studies

The consultants were presented with a variety of data about the school district from the Superintendent's Office, from the principals within the Epping School District, and from interviews with district administrators and employees. In addition, extensive materials were shared that were developed by the Epping School District. These materials included floor plans, programs of study, and demographic data.

It is in the context of the above materials that this study was commissioned with the goal of detailing the adequacy of the current facilities in effectively accommodating the anticipated infrastructure and programmatic needs of what is anticipated to be characteristic of 21st century learning communities.

IV. Process and Timeline

Process/Steps Completed

As part of our investigation we accomplished the following major activities:

1. *Demographic Trend Analysis:*

- Analyzed and interpreted enrollment projections that included a review of six (6) to ten (10) years of history for Grades K – 5 and projections for the next ten (10) years of the student population for Grades K – 5.

As part of our analysis, we investigated local conditions as reported by town and school agents and analyzed the data in comparison to historic data including: births, building permits, census information, overall population trends, regional trends and more.

2. *Review documents:*

- Reviewed and analyzed local planning documents, state requirements and local educational materials that define policy, programs and short and long-range plans

3. *Program/Use Analysis:*

- Toured Epping school during the school year
- Conducted a complete review of written information including reports, prior studies, and other significant artifacts

- Conducted interviews with administrators, teachers, and staff as necessary, and provided opportunities for informal input
 - Created a detailed study of the current educational program expectations and requirements of Epping Elementary, and analyzed how students are scheduled into identified programs for Grades K – 5 in the Epping School District
 - Reviewed the district’s capital improvement plan with particular attention to future programmatic and facility needs
4. ***Building/Room Utilization Analysis:***
- Completed building/room utilization analysis for Grades K – 5 by creating a profile of how existing space (buildings and land) are utilized in all of the district’s schools and assessed educational efficiency with suggestions for improvement in the use of current facilities
5. ***Visioning For the Future, We:***
- Surveyed the Epping School District’s staff members and the school principals to collect feedback and ideas about the educational programs and future facility needs
 - Compiled information gained and present findings to the Epping School Board for review and use as a planning tool
6. ***Future Space Needs:***
*Following steps 1 – 5, we:
- Developed a list of the number and type of rooms or spaces needed (if any) to accommodate projected enrollment and program needs for the district’s students in Grades K – 5
7. ***Solution Evaluation:***
*In light of the above, we:
- Investigated possible solutions to the identified needs and defined “feasible options/alternatives” for the Epping School Board to consider in meeting the identified educational program needs, particularly as related to the characteristic of 21st century learning environments

This final report provides a clear statement of Epping Elementary School’s educational program and its projected facility needs for the next five to ten (5– 10) years, as well as a projected vision of what the school’s facilities may be like over this period of time. Architectural assessments or designs are not provided as a component of this study.

Timeline

The following is a listing of major steps that were completed in and the approximate date of completion.

<u>Process Steps</u>	<u>Date of Completion</u>
a. Received authorization to proceed	May 4, 2018
b. Met with central office staff members <ul style="list-style-type: none">- defined and secured data for research- secured and reviewed enrollment research and other data	May 31, 2018
c. Reviewed prior facility and/or program studies	May 2018
d. Initial tours of school buildings and grounds <ul style="list-style-type: none">- met with building principals- toured all facilities- analyzed use of all spaces- created detailed utilization analysis of building and site	June 2018
e. Complete demographic analysis <ul style="list-style-type: none">- analyze historic data- review planning and local data and patterns- develop and check all projections	June 2018
f. Continued tour of school building	June 2018
g. Defined program needs <ul style="list-style-type: none">- considered previous enrollment projections, state standards, priorities and good educational practice in developing educational specifications- outlined possible solutions/alternatives- provided oral update to School Superintendent	July 2018
h. Compared desired program to existing facility and site <ul style="list-style-type: none">- determined needs for future	July 2018
i. Created statement of findings and drafted report <ul style="list-style-type: none">- detailed all feasible options/alternatives and listed strengths and weaknesses of each	July 20, 2018
j. Share final report <ul style="list-style-type: none">- submit final report to the Superintendent of Schools and schedule school board meeting to review final report- detail all enrollment patterns and develop report- create mapping of student residencies to schools	July 27, 2018

Overview of Process

The Epping Elementary School was initially toured in the timeframe noted above and additional visits and discussions as necessary to clarify specific information and to see the school with students present. All visits were scheduled when students and teachers were present so that the school could be observed under operational conditions. Extensive discussions were held with the principal of the school and other staff members, as requested or possible.

The consultants reviewed a variety of written materials and documents including floor plans, time schedules, room utilization data, and program of study. A facility data form was used as a guide for collecting and recording needed information. Class size data and building utilization data were prepared, examined and analyzed.

During the final process of the study, the consultants reviewed enrollment projections and analyze local and regional demographic conditions. From the information provided by state officials, it appeared that the **five-year average method** is the most appropriate projection.

The consultants also conferred on occasion with the superintendent of schools and other school administrators. These contacts enabled the investigators to obtain information, seek clarification, and better understand the background shaping current conditions.

The consultants express their gratitude to Superintendent Valerie McKenney, Principal Justin Benna, staff, and school board members, for sharing information, impressions and future visions. People within the Epping School District are sincerely interested in improving educational opportunities for children as well as the greater community of Epping.

V. Demographic Data and Enrollment Projections

Overview

New Hampshire's student enrollments on average have shown a decline over the past 10 years from 198,645 in the 2006-07 school year to 174,015 in the 2015-16 school year, a decrease of 24,630 students.

According to the NH Economic and Labor Market Information Bureau:

The New Hampshire economy has been working through the difficult economic times like all states and in fact countries during the last decade. However, indicators suggest that as the economy does grow slowly, so will New Hampshire:

- The unemployment rate remains below the national average.
- Resident labor force growth in the state has nearly kept pace with growth of the U.S. labor force.

- Non-farm jobs in New Hampshire have accrued at about the same rate as the nation.
- Housing permits in New Hampshire have declined and are now stabilized as a symptom of the recovering real estate market.

Many of the forces that determine the success of the New Hampshire economy are external. World events and, closer to home, a slow growth New England economy may moderate growth in New Hampshire. As the national economy stabilizes and grows, it is expected that New Hampshire will respond with positive growth, particularly in higher wage jobs. These jobs signal the continued growth of the service sector, requiring education and training.

The State of New Hampshire's overall population has grown significantly over the past 40 years, with the state growing by an average of 14,000 people per year. This trend is expected to continue with the New Hampshire Office of Energy and Planning forecasting a growth of nearly 10% from 2000 to 2015. While this growth has been high, it has not been uniform for all N.H. communities. Clearly, communities in the south central and southeastern counties have seen significantly higher growth with some northern and western counties witnessing a decline, especially Coös and Grafton. While regions that border Massachusetts have experienced historic growth, there is also a trend for expanded development for communities that border our cities and major thoroughfares.

Profile of Epping School District

The Epping Community

The Town of Epping is a historic rural-suburban community located in eastern Rockingham County, New Hampshire. Epping is within a 23-mile drive to Manchester, N.H., and a 54-mile drive to Boston, Massachusetts. The community is located along NH Routes 27, 101, and 125, and a short distance from US Interstate 95.

The town's 2016 population was estimated to be 6,871 by the US Census Bureau; growing by 460 people (7 %) since 2010. This growing community offers a rural-suburban atmosphere marked by beautiful historic homes and farms, a mix of housing types from a town center to new suburban development, a growing commercial area along NH Route 125, and the relatively centrally located educational facilities. The area's geographic location offers easy access to commuter routes (NH Route 101, 125 and 95) and access to large cities. These unique characteristics mark the community of Epping as a desirable location to live, raise a family and commute to work.

The town's 2016 population included a fairly even mixture of ages with the largest age group of 1,939 between ages thirty-five to fifty-four (28.8%), about 1,643 ages nineteen or younger (24.4%), and 1,113 age sixty-five or older (16.6%). The 2009 US median age was 42.2 years of age.

The Town of Epping’s 2010 property tax rate was \$25.94 with 2016 Equalization ratio 85.2 and 2016 Full Value Tax Rate (per 1000 of value) of \$22.06. The total Percent of Assessed Value by Property Type was: Residential Land and Buildings (78.1%), Commercial Land and Buildings (19.7%), and Public Utilities, Current Use, and Other (2.2%). The 2016 median household income was \$71,599.

The Epping School District

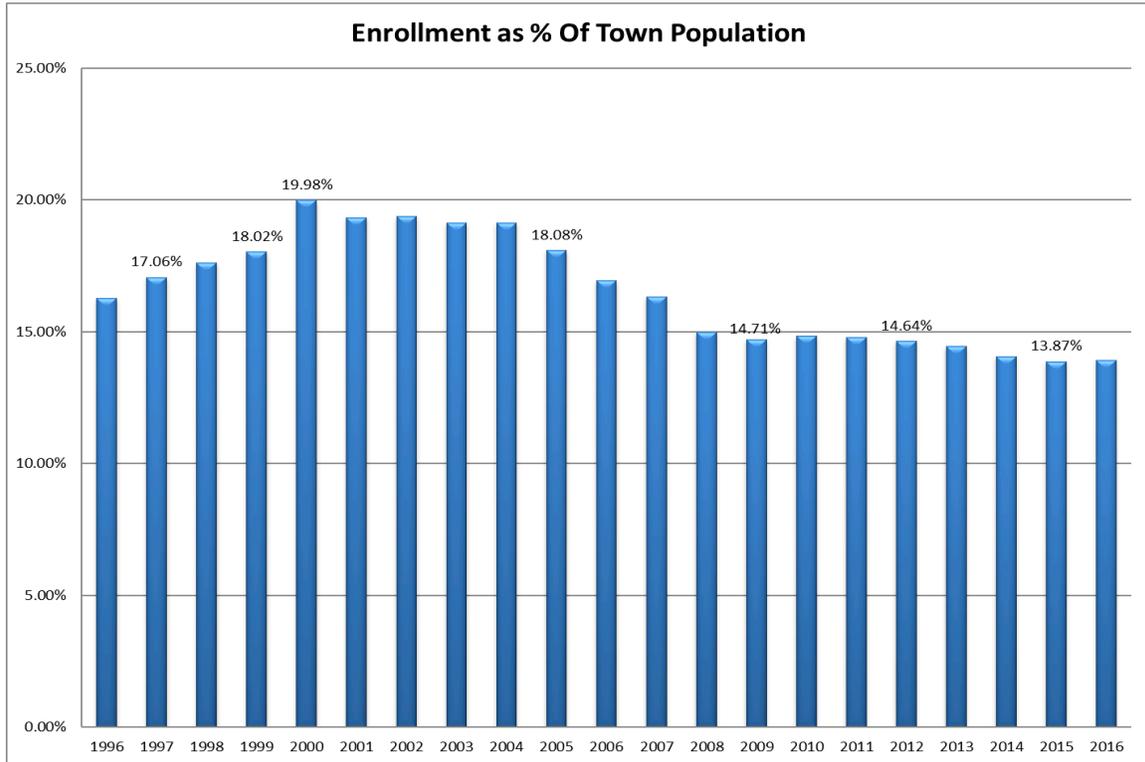
The Epping K – 12 School District is a single town school district that is coterminous with the Town of Epping. The system maintains three school divisions located within the community to service the K – 12 population of students. The Epping Elementary School serving grades K – 5 housed 447 students, the Epping Middle/Junior High School serving grades 6 – 8 housed 219 students, and the Epping High School serving grades 9 – 12 housed 279 students during the 2017-18 school year.

The Superintendent of Schools Office (NH School Administrative Unit #14) provides the system administrative and leadership services for the School District. The services include a full range of leadership and administrative services including acting as the school district’s executive officer, business operations center and providing all central system leadership.

**TABLE 1
Comparison of Epping Enrollment
and Town Populations**

Year	School Enrollment	Town Population	Student Enrollment (K –12) as a % of Town Population
2009	945	6,425	14.71%
2010	951	6,411	14.83%
2011	961	6,498	14.79%
2012	962	6,570	14.64%
2013	961	6,658	14.43%
2014	953	6,782	14.05%
2015	947	6,828	13.87%
2016	956	6,871	13.91%

GRAPH 1



The school district's K – 12 student enrollment has seen an increase (see table 1) over the last seven (8) years (2009-2016). However, the 2018 October 1 enrollment of 945 brings the district back to the 2009 level. During the same seven-year period, the district's overall population in the town has increased by 446 people. The percent of the population that was of school age in grades K – 12 ranged from a high of 14.83% in 2010, to a low of 13.87% in 2015, showing an overall decline. It is important to note that an increase or decrease in a community's total population does not always lead to a corresponding change in student enrollment. In particular, this is true when certain other demographic, economic and growth characteristics of the community appear to cause a lowering of student enrollment.

The following table shows the pattern of births to residents of the district, which is an important indicator of student population.

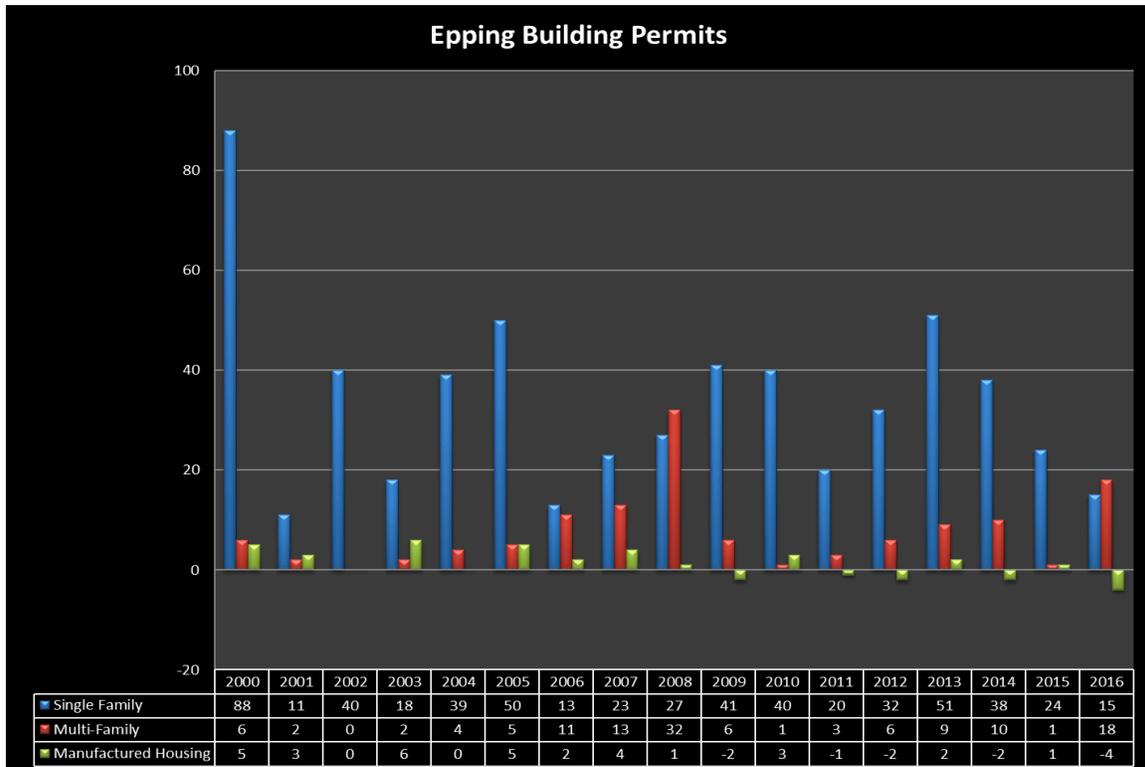
TABLE 2
Population and Births
from 2006 – 2016

Year	Births (Bureau of Vital Records)	Town Population	Births as a % of District Population
2006	96	6,165	1.56%
2007	98	6,196	1.58%
2008	85	6,297	1.35%
2009	77	6,425	1.20%
2010	85	6,411	1.33%
2011	107	6,498	1.65%
2012	78	6,570	1.19%
2013	92	6,658	1.38%
2014	65	6,782	0.96%
2015	75	6,828	1.10%
2016	83	6,871	1.21%

The number of births in relation to the number of residents in the district has fluctuated but shown an overall declined since 2006. The number reached a high of 107 in 2011 and a low of 65 in 2014. It will be important to continue to monitor the number of births to residents in order to identify any significant changes in this pattern. When the above data points are considered, it would appear to forecast a slowly declining elementary student population for the foreseeable future.

Another feature illustrating the potential for student growth within the district is the history of building permits issued. The following Graph depicts the number of building permits issued during the last 16 years in the school district.

GRAPH 2



It is estimated by one NH study that each residential new house, on average may add .45 school age students to the school enrollments (Thibeault, 2006). Based upon US Census data (Census 2000 Summary File 1 (SF 1) 100-Percent Data) and household data from the NH Office of Energy and Planning, it is estimated that there are .5 students (ages 6 – 17) per household in the town. The fact that the school population has slightly declined over the past few years while some new homes have been constructed and the town’s population has also remained relatively stable would seem to indicate that the percent of school age children per household may also be stable for the Epping district from the 2000 data point.

Cohort Survival Enrollment Projections

Accurate enrollment forecasting is particularly important to school boards and administrators. Enrollment estimates have an obvious impact on the budget, facility planning, and staffing.

Projecting future student enrollments is a difficult task at best. The cohort survival method is generally the most reliable measure used as a short-range (one to

five years) forecasting tool. It is based on the calculation of a series of survival rates that indicate the fraction of students in one grade, in a given year, who “survive” to the next grade in the next year. First grade enrollments are calculated independently on the basis of past (six year prior) birth data, i.e. the birth to first grade ratio is always the result of comparing grade one enrollments to the number of births six years prior. Projections are then made using a grade progression ratio multiplied by the enrollment for a previous grade in a prior year. Kindergarten estimates are based on the first grade projection for the next year divided by the kindergarten to first grade ratio. Thus, kindergarten projections are an inverse operation since they are based on the first grade estimate for the following year.

The basic idea behind this technique is that what has happened historically can be used to project trends for the future. It is important to note that the technique does not predict, but rather it is a process by which trends can be identified. It is good practice to keep this information updated on an annual basis, and for the district to keep abreast of demographic and economic changes in the area, which could potentially affect the local school population and the resources needed to support it.

The enrollment projections contained in this report are presented in three formats. The first is a five-year average, which briefly defined, is an average of the grade-to-grade progressions over the past five-years (shown as 5 yr. avg.). The second format takes into account some of the trends of the most recent years as well as, considering some of the historical trends. This procedure is identified as a three-year weighted average, in which greater weight is given to the most recent year and correspondingly less weight for those years further back in history (shown as 3 yr. wav). The third simply compares the last two years and uses that data as a basis for a projection (shown as 1 yr. avg.). The one-year average may fluctuate more because it is looking at only the last two years of data, and it does not reflect the longer-term data. It is, though, a good means for spotting trends, which may indicate some change in the normal patterns experienced by the district. Some examples of this may be a major business opening or closing, significant housing changes or changes in employment opportunities.

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School’s Office to the NH Department of Education.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the public school system, then depending upon the numbers, some adjustments may be necessary.

Appendix A contains detailed, grade-by-grade enrollment projections for the Epping district. The data is presented in chart and graph form. The charts include historic enrollment data, resident live births, and projections using the three methods described herein. Graphs include (1) line graphs depicting historical and projected trends; and (2) bar graphs showing actual resident live births for the past ten years.

Summary

The cohort survival method relies on historical birth and enrollment data to calculate the various grade progression ratios. It is a common method used by demographers to estimate future school enrollments. It has proven to be accurate in most situations; however, it is a historical approach and assumes that all conditions will remain substantially unchanged. There is, however, no built-in consideration for an extraneous factor's impact, such as new industry, a significant change in economic conditions or a significant change in land availability or use. Grade by grade projections require counts for each grade and therefore any out-of-district special education, home schooled or private school students have not been included.

The Epping's K – 12 student population has fluctuated slightly since 2009. When the overall change over this period is examined, it shows no change, but the trend is slowing slightly. During that same period (2009-2016) the average number of building permits for single family homes was almost identical (32.6) to the town's 16 year average of 33.5. There has been an increase in multi-family housing, but for the period of 2009-2016 the average (6.75) is slightly below the 16-year average of 7.59. Town building permits have remained consistently stable and flat. In addition, the town's population has grown slightly while the number of births to residents has declined.

Based on an examination of the cohort models, the number of births, the history of building permits and the population change, it is our belief that enrollments projected by the *five year average model* are the most reliable and that the district should adopt the model as the "reasonable" basis for assessing future student populations and facility needs.

A word of caution is important when predicting future changes based on a very small sample enrollment. For example, a slight change in the number of births may have a significant relative impact on a grade/school enrollment; however the gross changes would still be minor. While the impact of the low 2010 birth data may be seen in the projections, the projections are assuming that those annual numbers will increase slightly.

TABLE 3

**Projected K – 12 Enrollments
2018–2028 Using Five Year Average Method**

School Year	Grades K – 12	Difference from Previous Year	Percent Change
2018-2019	958	13	1.38%
2019-2020	943	-15	-1.57%
2020-2021	955	12	1.27%
2021-2022	952	-3	-0.31%
2022-2023	955	3	0.32%
2023-2024	958	3	0.31%
2024-2025	963	5	0.52%
2025-2026	962	-1	-0.10%
2026-2027	972	10	1.04%
2027-2028	985	13	1.34%

*Complete data set included in Appendix A

The confidence level of any enrollment projection drops as we extend further into the future and as birth data becomes projected information. As a result, it is recommended that the district continue its practice of revising projections annually based on the most current information.

VI. Description of Epping Elementary School

Introduction

Epping Elementary School houses students in grades K – 5, and the total school enrollment on May 31, 2018, was 460 students.

Students transition to Epping Middle School from the Epping Elementary School. The school was originally constructed in 1985 and is situated on approximately 28.773 acres of land (as part of the entire K-12 campus) located near the center of the community.

Program Description

The 2017-18 school day for the students at the Epping Elementary School extends from 8:25 a.m. to 3:10 p.m. Students are grouped heterogeneously and generally receive instruction in all core subjects in self-contained classrooms for Grades K – 5. In the 2017-18 school year, there were four divisions of full-day Kindergarten, four divisions

for each Grade 1, five divisions for Grade 2 and four divisions each for Grade 3, 4 and 5, making a school total of 25 class divisions. (Note: for the 2018-19 school year there will be five divisions for Kindergarten and four divisions each for grades 1-5, but the class division total will remain the same).

The curriculum is guided by a comprehensive and integrated program-driven curriculum, which defines the expectations for all grade levels and curriculum topics. The Language Arts curriculum focuses upon Calkins Workshop and the Mathematics curriculum utilizes the Math in Focus curriculum. The continuum of integrated student support services, as well as the complete component of support personnel for intervention services, available to students include: occupational therapy, physical therapy, speech services, two (2) Guidance Counselors, three (3) Title I reading specialists, one (1) Title I math specialist, six (6) special education teachers/ case managers with (1) building coordinator, as well as a full-time Nurse and health office assistant.

Students are also exposed to a Unified Arts program on a rotating basis, including Library/Media, Art, Music, PE and Technology. Technology classes are held in the individual classrooms, while Library/Media classes are held in the Library, which shares space with the Music program and Technology Director. Additional opportunities are offered for band and chorus that are held in the Art classroom.

There are a variety of community groups that use the facility before and after school hours, including the Epping Recreation Department, Youth Basketball, etc.

The Facility and Site

The Epping Elementary School was originally built in 1985 with one addition in 1999 with ten (10) classrooms and four (4) bathrooms, focused on four (4) classrooms in a new Kindergarten wing, two (2) classrooms for grades three and four, and four (4) classrooms for grade 5. The district's maintenance department estimates the total square footage of the structure to be 57,763 square feet. The structure is located adjacent to the Epping Middle School on approximately 27.8 acres. Among the facility's greatest strengths is its location and availability to the community of Epping.

The facility's limitations are primarily related to increase of programs and services within the school that have been implemented without adding the necessary appropriately designed spaces (e.g. special education, Unified Arts programs, storage and adequate office space).

The storage areas for employees (e.g. classroom, general supplies, unified arts and custodial) are insufficient and compromising to hallways and instructional space.

While the school's site offers many advantages due to its proximity to the center of the community and in a campus setting with the Middle and High School, the structure has some significant challenges.

Facility and Site Strengths

- School is located close to the center of the community and offers a community resource and strong sense of community for the staff and students

- Most classrooms are of relative good size
- The building is well maintained and clean
- Small school environment
- Windows allow ample light
- Playground fields and equipment are expansive, well maintained and accessible
- Technology upgrades allow for improved access in most classrooms

Facility and Site Limitations

- Cafeteria/Multi-Purpose area is too small to house large performances
- Lack of available classrooms to accommodate future enrollment or programs, including Early Childhood programs or anticipated increase in enrollment at the elementary level
- Music Room appears small and location next to cafeteria is problematic for instructional purposes as is the space in the library area used for instrumental music practice
- Insufficient number of appropriate classrooms and small work spaces for specialists
- Lack of small group instructional or intervention spaces
- Insufficient Library/Media space due to instrumental music lessons and space converted to office space for technology director, etc.
- Limited and inconvenient parking space for functions
- Limited space for confidential conferences with parents or faculty and staff
- HVAC systems – poor air circulation in some areas and uneven heating throughout the building; inconsistent ventilation system; need off-site monitoring capability (Note: A major HVAC upgrade is to be completed by Fall 18)
- Insufficient storage throughout the school
- Insufficient office space for administration, support staff, faculty mail and materials, special education personnel, guidance and physical education
- Security concerns with entrance to school and exposed window space in some classrooms

Determining Functional Capacity of Epping Elementary School

Class size guidelines, the scope of the educational program, and the size and type of the existing spaces are key factors in determining functional capacity at an existing school. It should be emphasized that capacity is not necessarily fixed and will likely change over a period of time due to a variety of program or policy changes. For example, a policy change affecting class size or the number of teams will either increase or lower capacity. Similarly, adding or reducing the number of regular classrooms through reallocation of space will have an upward or downward impact on capacity.

Beyond regular classrooms, in order to meet the learning needs of a diverse student population, the school needs appropriate and flexible spaces for programs such as art, music, physical education, special education, as well as areas for a variety of support services. Included under support services are necessary spaces for guidance,

health services, administration, food services, and custodial support. Critical areas of need include appropriate spaces for small group instruction.

Epping Elementary School, in its current configuration, has twenty-five (25) regular or core classrooms. These are the rooms that form the basis of analysis of the functional educational capacity for core subjects. Specialized programs such as Health and Technology Integration are delivered in regular classrooms. At the present time, all classrooms are utilized on a daily basis.

TABLE 4
Epping Elementary School Capacity
Using Epping Class Size Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten (Full Day)	4	20	80
Grades 1-2	9	20	180
Grades 3-5	12	25	300
Total	25		560

Functional Capacity = 95% of 560 ($.95 \times 560 = 532$)

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., K – 1, 3 – 4, etc.), and to make allowances for assigning fewer students to undersized classrooms. The school's overall capacity in its current configuration is 560 students. Using the 95 percent factor, it is 532 students.

TABLE 5
Epping Elementary School Capacity
Using State of NH Class Size Guidelines

Grade Level	# of Rooms	Maximum Number of Students/Rooms	Mathematical Capacity
Kindergarten (Full Day)	4	20 (x4)	80
Grades 1-5	21	25	525
Total	25		605

Functional Capacity = 95% of 605 ($.95 \times 605 = 575$)

The 95 percent factor takes into account variables such as assigning fewer pupils to some classes, accommodating combination classes (e.g., K – 1, 3 – 4, etc.), and to make allowances for assigning fewer students to undersized classrooms. Using class size guidelines consistent with guidelines established by the New Hampshire Department of Education, the school's overall capacity in its current configuration is 605 students. Using the 95 percent factor, it is 575 students.

TABLE 6
Inventory of Current Program Spaces at Epping Elementary School

Function	Quantity	Comments
Kindergarten Classrooms	4	Rooms 110,111,112,113, @ approx. 960 sf
Grades 1 Classrooms	4	Rooms 104,105 @ approx. 860sf; Rooms 106,107 @ approx. 896sf
Grades 2 Classrooms	5	Room 116 @ approx. 900sf; Rooms 117,118 @approx. 860sf; Rooms 119, 120 @approx. 896 sf
Grade 3 Classrooms	4	Rooms 121, 122, 125, 126 @ 900 sf
Grade 4 Classrooms	4	Rooms 144, 145, 148, 149 @ 900sf
Grade 5 Classrooms	4	Rooms 141, 142, 143 @ approx. 860sf; Room 140 @ approx. 780sf
Library/Media Center	1	Room 152 – lost instructional and storage in rm. 152B due to daily Instrumental Music. Total space approx. 2160sf
Gymnasium	1	Combined gym/cafeteria/stage with limited storage for PE and musical instruments, etc. Adjacent kitchen is adequate for student population
Guidance	2	Room 101 (converted space at approx. 190sf for each office)
Art	1	Room 127 @ approx. 860sf. Space also used for Music
Health Suite	2	Room 101 (converted space at approx. 396-1 bed, nurse office, assistant desk, handicapped bathroom, no shower
Special Education		Learning Lab Rooms 128 @ approx..860sf, Rooms 109, 108 (small space); Rooms 131 A-131-E (offices, storage, conference room, testing room)
Main Office	1	Room 100 main office with reception area, mailboxes, one work station; Room 101A Principal, Room 101B; Assist. Principal, Room 100D; Conference Room (max. 6 people)
OT/PT	1	Room 102@ approx. 860sf
Title 1	1	Room 129@ approx. 900sf
Conference Room	1	Room 131B – sufficient space for 8 people
Mail Room/Copy Center/Storage	1	Rooms 149 & 150 – located off main office suite
Teachers' Room	1	Room 135 – small lounge area with table, copier
Kitchen	1	Adequate kitchen area – connected to gymnasium/cafeteria
Storage	Various	Limited storage causing materials to be stored in hallways, stage and small closet areas
Boiler/electrical and custodial rooms	Various	Located throughout the facility; several custodial closets converted to educational use

Note: The inventory of current program space represents usage during the 2017-18 school year.

VII. Future Facility Needs

A. Assumptions That Guide Development of Findings and Alternatives

The following assumptions were used in analyzing facilities and in projecting future program space needs:

1. Student enrollments that approximate the projected number of students using a determined methodology may impact the assumptions and the final report
2. Curriculum changes can be expected and technology will continue to advance in regard to program availability and integration with a breadth of options for delivery evolving gradually over the next 5 years
3. Significant changes in the length of the school day are not anticipated; however, it is anticipated that school districts will be providing a greater expanse of learning options for students in the summer months and after traditional school hours such as is evident in the Epping School District
4. Class size guidelines will be sustained at current level however blended and on-line courses will be more prevalent and elected by students
5. The school will continue to serve as a valuable community resource and will be used for community education and by community groups during non-school hours

Our purpose in outlining these assumptions is merely to identify conditions and practices which impact facility and space needs. We do not advance these as judgments about what necessarily should be. A few of these assumptions may be changed over a period of years through policy and operational decisions made by officials of the Epping School District.

Consideration for the Future of Epping School District

As part of this study, the investigators considered potential future trends and implications for the conditions for learning in general and translated to Alternatives for the Epping School District. While the authors do not profess to have a secret “window into the future,” we did give considerable attention to the concept of future needs and trends in our overall report.

In particular, we addressed this expectation in affirming the recent study of enrollment trends and gave special consideration to the options for consolidation of educational programs and services to realize greater efficiencies in operations. Additionally, the following observations are offered for consideration in the planning for the transformation of schools in the foreseeable future. At a minimum, a school district that strives to meet the needs of its community for the next decade will need to insure facilities are Community Friendly, Technology Sophisticated, Secure, Flexible and Adaptable to Potential Change and efficient in all aspects of the infrastructure.

1. Be Community Friendly

As is noted in several recent studies New Hampshire, and in fact, communities nationally, are realizing the effects of an aging population. With the advent of the graying of the Baby Boom generation, we not only have a diminishing natural political constituency (fewer parents as voters); we are experiencing increased competition for public resources by the other governmental services (community senior centers, health costs, etc.) designed to meet the needs of this ever increasing segment of the population.

In response, schools and all public service agencies must transform and extend programs and services to directly engage and serve this non-traditional group. Programs like senior centers in the schools, offering access to unique services like technology access and education, adult learning, and enrichment programs would be beneficial. The benefits would likely include a much stronger connection between the school and its community.

2. Be Safe and Secure

Over the past two decades, incidents involving the safety and security of students, staff, and community members have placed an ever-increasing importance on the security and safety of school buildings. This impacts a wide scope of considerations in the renovation or construction of facilities to include traffic patterns in and around schools to external and internal security measures. Accordingly, communities expect their school officials will examine and anticipate possible security and safety concerns that could impact children, staff and community members within the school setting.

Steps have been taken at the state and local levels to ensure that emergency response plans are developed, practiced, and maintained in coordination with local emergency personnel. Schools must take a proactive stance in addressing weaknesses in their ability to provide a safe and secure learning environment.

3. Be Technology Smart

The growth and impact of new technologies in all aspects of society suggest that these effects will expand and become integral to all forms of work and leisure activities. Schools will logically be the host for these activities. We easily envision this will impact the delivery system (e.g., one-on-one learning, research techniques, writing, etc.) Futurists tell us that the amount of “known information (knowledge)” expands two-fold in less than six months. Consider the impact upon the available resources available to students and the public, for which the public schools will be the point of access!

As noted, the impact of this apparently escalating change will be profound on the field of education causing in part potentially drastic changes in the delivery system of learning. Students and parents will expect an ever-increasing use of the current and emerging technologies in the day-to-day delivery of instruction. As examples, they will expect greater use of the web, wireless access, use and access of data in all forms in the learning and evaluation process and progress reporting in real time.

As schools plan for the future, at a minimum, they must include allowances for all of the known technologies (e.g., web-based learning, technology labs, technical services, fiber optic pathways and built-in flexibility to allow for the inexpensive integration of new dimensions for learning (e.g., open conduits, flexible spaces, access to a wide expanse of research materials, and extended day opportunities for individual and group learning).

4. Be Flexible and Adaptable

Over the last fifty years, public education has seen many changes and the physical structure of schools has not always been friendly to the new additions and/or changes. Schools built in the 1950s were built to educate larger class sizes of relatively pre-selected students and designed to deliver a similar education to all students. In the 1970s, schools were built to suit a new philosophy of open education (e.g., schools with out walls) and since the 1990s, we have struggled to find small group instructional spaces to meet the demand of a more specialized educational program for all students.

In addition, improvements in utility systems, safety knowledge, changed governmental standards and technologies have caused a major overhaul of school buildings to accommodate a variety of new rules, laws and practices. These include the allowances for Internet access, new communications systems, energy-efficient heating and cooling systems, efficient HVAC systems, handicap accessibility and more.

If there is a lesson from our past, it may be that we must build in flexibility and adaptability into all school structures. Since school buildings are the largest public investments in most communities, it is essential that they be adaptable to yet to be known purposes. Architects and engineers are increasingly aware of this need and have developed techniques and strategies that meet this need. As examples, they encourage the creation of flexible multi-use spaces (e.g., a few rooms with portable walls), avoid overly specialized areas (e.g., rooms with fixed furniture or fixtures), and allow for easily accessible overhead areas.

There is no question that the future will pose new challenges for education and school structures must be built or transformed in a way that allows for the economical transformation of space and inclusion of all foreseen changes. It is clearly more economical to build this capacity during a time of construction or alteration than it is to alter after the fact. In many ways the old adage of “penny wise and pound foolish” applies to new public construction. The need to create a careful and informed plan is perhaps the greatest lesson learned.

5. Be Open to Change in the Scope and/or Purpose of Education

Educational historians have noted a significant change in the scope and purposes of education throughout history. As an example of this changing role we can consider that the percent of students who entered kindergarten together and reasonably expected to graduate together roughly mirrors the decade markers of the 20th Century. In the 1950s only about 50% of the students graduated together. Many left school for a variety of reasons often accepted by society (e.g., work, war, to raise a family, and more). In the 1960s about 60% of the students graduated, in the 80s, about 80% and so

on. Beginning at about the turn of this century, we justifiably now expect that ALL children will be in school through at least graduation.

The inclusion of all students in public education has, by action, significantly changed schools. Public educational institutions must now be equipped to meet the learning needs of all children. These include the children who want to be in school and those that do not, the disabled (physically, emotionally and mentally), as well as the highly able, the medically fragile and the physically strong. We need only look at the impact of federal laws like “No Child Left Behind” (NCLB), “Every Student Succeeds Act (ESSA), the “Individuals with Disability Act” (IDEA), or state initiatives like “Follow the Child”, Competency-Based Education, and Personalized Learning as evidence of this changed expectation. While these laws and society’s expectations have changed the needs for space and facilities in our schools and are addressed in this report, we need to consider the potential changes on the horizon.

While there will no doubt be many unexpected new responsibilities for public education in response to the needs of society, it is clear that there appears to be an emerging movement towards greater individual choice in the education system. There is clear evidence when one considers the increase in the number of families that choose to home educate children, and the increasing pressure to allow for open choice for parents among schools. This movement towards an individualized or personalized education for each child is supported by recent changes in the State of New Hampshire’s new School Approval Standards, as well as in some aspects of the federal ESEA Act and the recent emphasis upon competency-based learning continuum, and the national common core standards initiative. This movement also gains some momentum from the advances in technology that now allows remote access to graduation credit for an expansive variety of courses through school programs and services from home.

With the convenient access to traditional school programs and services in non-traditional ways, schools have modified policies, practices and delivery system to meet the corresponding demand from students, parents, citizens and taxpayers. These changes may offer additional support to the notations above and, at a minimum, require educators and policy makers to be vigilant in assessing public interest and needs, and reevaluating and changing past practices.

Twenty-First Century Learning

The elements above represent many of the preliminary conditions that are the preamble to what is commonly regarded as 21st Century Learning (for lack of a more convenient term). As noted, the dynamics of schooling will be altered dramatically over the next 5 – 10 years requiring the adaptation to a more expansive set of options for teaching, learning and educational leadership and, accordingly, facilities that will be adaptive to the refined adaptations for learning.

The conditions for learning, teaching and educational leadership include:

- Personalized learning plans for each student
- Focus upon specialized skills in teaching rather than predominance of generalist in each level of learning

- Application of project-based learning inclusive of small group projects requiring flexibility in adaptable space and staffing
- Recognition that major concepts in curricular can be best represented in web-based learning connections, leaving the teaching specialist to facilitate the application and supports for application as well as remediation
- Recognition that age-based grouping will transform to levels of readiness as determined by an elevated system for measuring competencies matched with personal academic and persona; maturity to advance
- Recognition that investments in early childhood learning will greatly impact the necessity of expansive intervention and remediation provisions for students particularly at the middle and high school levels
- The investment in schooling will include a commitment to educating parents and the communities at large in the intricacies of learning and engaging their assistance in insuring students meet their potential
- The calendar for schooling will expand upon the current limitations and expand to avail instructional and support programs in an expanded school day and year

The adaptation of educational facilities to best accommodate these dimensions for learning include:

- Adaptive learning classrooms that are designed for both personalized learning supports as well as group project-based learning initiatives
- Widespread web-based learning capabilities that require dependable access to high demand sites
- Adaptable school environments that are available to students and the greater public up to 18 hours per day, year round
- Availability of community-based support programs that include parent/ community services, wraparound interventions and alternative learning environments
- Formal connected learning options with on-line credit bearing entities as well as community colleges and higher education institutions
- Serving as a focal point for community resources that include supportive services to families as well as disadvantaged students and families

Summary of Facility Needs at Epping Elementary School

The need for realigned or expanded facilities can be determined by comparing existing facilities with the facilities that will be needed at select future dates. By determining potential discrepancies, school officials may then choose one or more solutions to close the gap between what will be needed and what is currently available.

In general, educational facility needs may be caused by a wide variety of reasons. These needs may be organized into four major categories: capacity, structural/compliance, program crowding and future considerations.

- **Capacity** issues relate to those needs caused by the building's ability to house those students (known and projected) in appropriate spaces/ classrooms. (Is there enough appropriate space for the students within the building or in the case of declining enrollment, is there more feasible ways to consolidate programs and services

without compromising the delivery of programs and services to students, faculty and staff and families?)

- **Structural and compliance** needs often relate largely to the age of the structure, it's adaptability to modifications for varied learning programs and systems. Primary is the measure of building safety and compliance with current standards/codes/guidelines.
- **Program crowding** issues center on whether or not there are appropriate spaces for programs currently offered (or expected to be offered) within either the prescribed or required educational program
- **Consideration of future** needs as addressed in the prior section of this report. What will be the most economically and educationally sound decisions for facility use and modification to meet future needs?

Within the Epping School District there are clear needs for remodeled educational spaces and realigned use of other spaces in relation to the notations above, specifically focusing on expanded community use.

B. Summary of Functional Educational Capacity

The Epping School District facility needs are complex. In this K – 5 facility, the needs center on efficiency and effectiveness of programmatic infrastructure and, in turn, space utilization. The current structure, while attractive in its design and location, was designed for an age of limited educational scope. It has a limited number of spaces that are simply too small. Every inch of available space in the building has been converted to instructional spaces, with no ability for growth of programming (i.e. project based learning or performing arts). Additional instructional spaces and support facilities are needed in order to meet the growing learning needs of a diverse community.

The following table shows the total functional educational capacity of the current K – 5 School facilities and compares that capacity to the June 2017 student enrollment.

TABLE 12
Summary of K – 5 Functional Educational Capacity using
Epping Guidelines in Relation to 2018 Enrollment

School	2018 Enrollment	Functional Educational Capacity	Difference
Epping Elementary	460	532	+72

TABLE 13
Summary of K – 5 Functional Educational Capacity using
State of New Hampshire Guidelines in Relation to 2018 Enrollment

School	2018 Enrollment	Functional Educational Capacity	Difference
Epping Elementary	460	575	+115

Currently, the school district would have an excess of capacity when using both Epping and New Hampshire class size guidelines for Grades K – 5. It is important to note that this projected capacity assumes the continued use of spaces, already quite limited, that are less than ideal for instruction of students as noted in the individual school description.

C. Findings and Observations

Many factors influence the future facility use and planning for Epping School District. Among the most important are recognizing the implications of the projected school enrollments, enrollments by grade levels, department/program area, class size goals, requirements for support program spaces, and allowance for community use of the school and site.

D. Summary of Findings and Observations

- a.) The building and grounds are well maintained and clean.
- b.) The faculty, staff and administration are adaptable and constructive in the delivery of educational and student support services in a setting that has several challenges and shortcomings
- c.) There appears to be a slight excess in capacity in the school, however those figures somewhat misleading. Although Epping Elementary shows a mathematical excess capacity, there is a shortage of core educational space to meet the growing needs of an anticipated growth in student population, as well as a shortage of office space for administrative services, along with special education programs and services.
- d.) Wireless network access and Internet availability and function speak to the district's commitment to meet the growing technology needs of a progressive educational program.
- e.) Most spaces appear to be fully occupied by the current programs and services, with limited ability for additional programming considerations.
- f.) Security measures have been taken to insure all entrances are secure and monitored, although the main entrance to the building lacks a clear view from the main office as well as a means of holding visitors prior to gaining access to the building
- g.) Parking adjacent to the building is limited and parking space for any event during the school day can be difficult given the fact that the major parking lots serves all three schools.
- f.) It is evident that the facility has undergone a series of transformations in location of core programs and services resulting in a disbursement of programs and services that compromise program integration, innovation and delivery. Examples are the utilization of designed classroom space for special education, Title I and OT/PT while the music program utilizes the Art room for instruction and library area for instrumental lessons.

In brief, the educational space utilization plan for the Epping School District should center on the need to decide on the appropriate class size and grade-level configuration guidelines, availability of functional space for Integrated Arts programming and integrated delivery of student services it wishes to promote, and the resultant development of a plan to improve building systems.

It is our judgment that the school district should develop a comprehensive plan to address the needs identified in this report. Some of the potential solutions are complex because of the reasons noted earlier and require the expert assistance of chosen architects and engineers. While this report is a logical and required first step in the process (analyzing your demographic and programmatic needs and proposing possible alternatives), the next step would provide a visual presentation of feasible solutions and accurate cost estimates.

With the above in mind, the school is faced with a predominant situation in the constructive use of the area (Rooms 130-131) that was originally a two-story library/media center that is now utilized for a series of offices and small suites for individualized student support. In its current configuration, the space is awkward, cumbersome and unsuitable for reconfiguration. The consultants estimate that the total area is in the vicinity of 4000sf that is comparable to elements of additional space in the forthcoming recommendations. The district may benefit from an in-depth study by architectural and engineer firms on the feasibility of transforming the space to accommodate projected needs.

We noted in earlier sections and emphasize again that the building systems (e.g. heating and ventilation, etc.) and infrastructure (e.g. parking areas, storage space, security, etc.) in the school are in clear need of upgrades as part of the district's renovation plan and/or as part of the district's capital/facilities plan.

VIII. Alternatives for Addressing Facility Needs

The following are 2 Alternatives that emerge as potential considerations to the identified educational and program needs facing Grades K – 6 in the Epping School District.

Alternative 1:

Reconfigure the current library area to serve as the main office with sufficient space for administrative and student services. Construct addition for a comprehensive library/learning center

Alternative 2:

Construct an addition onto the Epping Elementary School to include four (4) new classrooms, alter parts of current building, and renovate all spaces/systems as necessary.

Alternative 1:

Relocate current main offices to library area, construct addition for library/learning center

Alternative 1 has four (4) essential elements:

- Relocation of main offices to more suitable location
- Reconfiguration of current main office space
- Construction of Library/Learning Center as extension of current building
- Secure approval of community

This alternative represents a portion of the reconfiguration of the facility to meet expected long-term needs

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none">• Provides greater security at main school entrance, greater efficiency in space utilization, incorporation of space for technology oversight, student services coordinator, guidance services and adequate conference space• Allows for construction of updated library/student learning center characteristic of 21st learning characteristics, year-round access with separate entrance and parking• Allows for space in current main office area for faculty/staff work room, storage, upgraded health services and professional development center• Aesthetically and functionally inviting to families and community for extended learning opportunities	<ul style="list-style-type: none">• Solves only portion of concerns with consolidation of services and classroom space• Does not address instructional or operational storage concerns

Alternative 2:

Build an addition onto the Epping Elementary School, alter parts of current building, and renovate all spaces/systems as necessary.

Alternative 2 has four (4) essential elements:

- Construct the equivalent of four (4) classroom addition to current building
- Consider options for addition to provide appropriate space for music and student services
- Consider relocation of main office services as described in Alternative 1

- Secure architectural and engineering services to determine necessary instructional and auxiliary spaces required and to design an addition/renovation
- Secure voter approval for bonding of the project

This alternative represents a recommendation designed to accommodate the anticipated enrollment for grades Pre-K – 5 for the foreseeable future and to perform necessary renovations to continue to move the school toward a 21st Century Learning environment. Options include dedicated space for the expanse of student services and dedicated space for music and related programs

Advantages (+)	Disadvantages (-)
<ul style="list-style-type: none"> • Provides needed classrooms to accommodate current programs and future expansion for the next ten (10) years • Construction of dedicated space for student services would allow for four (4) additional classrooms (Rooms 128,129,102,101) * • Each grade level will have sufficient space for current and future enrollments • Consolidates student services allowing for integration of programs and staff • Allows instruction and student support services to occur in appropriate and productive learning environments • Allows current space for small group instruction/support to be used for storage and grade-level projects • Allows for adaptability to needs of 21st Century Learning • Attractive to young families moving into community 	<ul style="list-style-type: none"> • Additional expense to Alternative 1 • Renovation and construction on an occupied building will require careful planning in order to minimize disruption to the educational process • There will be difficulty in convincing the community of the need • Transitions during construction period may be disruptive to the normal learning environment • There may be a need to arrange for portable classrooms to be placed on the site while demolition and construction of new space occurs

- Comparable space could be gained if architectural and engineering study determines feasibility of conversion of area of rooms in 130/131 series

IX. Closing Comments

After carefully considering the information gained throughout our research and from our tours, the consultants would like to share the following general findings, summary observations and suggested next steps:

1. All employees and citizens we met in our meetings were cooperative, full of ideas, and deeply committed to making the Epping School District a high quality public school district. We would like to extend our special appreciation to Superintendent

Valerie McKenney, Principal Justin Benna, all school employees, municipal officials and citizens of the Epping School District for their careful preparation of materials and generous allowance of time.

2. The buildings and grounds of the Epping School District were well cared for and reflected a high regard for district resources by employees and students.

3. Suggested Next Steps:

This report is but the first step in preparing for what could be an important comprehensive solution for the Epping School District. We offer for your consideration a few ideas about follow-up steps that may be pursued.

a.) Continue to update demographic data points and enrollment projections annually to verify accuracy of projections and determine future need.

b.) Decide what additional information you may need to choose the appropriate solution for your communities (e.g., secure adequate resources to develop more detailed cost estimates of alternatives 1 – 3 and assess viability of options from an architectural and engineering viewpoint).

c.) Storage Needs - Additional storage may be found by adopting and enforcing a strict policy that requires the clearing out of all current storage areas of unnecessary materials. The consultants saw numerous examples of extensive storage that limits instructional space and creates real safety concerns for both students and staff. ***It is strongly suggested that the school board adopt a strict policy that limits storage in classrooms to appropriate spaces and monitor its strict enforcement.***

d.) Develop a written maintenance plan. In the event that School Building Aid is available, New Hampshire school districts are now required by state law to submit a written maintenance plan and Form A24M which includes an analysis of the project's impact on the district's maintenance program and a statement of assurance signed by the school board chair that the district intends to maintain new equipment according to the manufacturer's instructions. A sample maintenance plan is available from the NH Department of Education and on their website at www.ed.state.nh.us/buildingaid.

e.) Land acquisition – As a general policy it is recommended that the school district give careful consideration to acquiring any new parcels of land that may become available in close proximity to existing schools sites. Whether by purchasing the property outright or by being open to receiving the property as a gift or bequeath, the school district and taxpayers would benefit from larger school sites.

In closing, the consultants look forward to attending an upcoming meeting of the Epping School Board to answer questions and discuss all aspects of the final report.

Appendix A

Enrollment Projections

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A-1

ENROLLMENT PROJECTIONS - 5 Year Average Method										
EPPING SCHOOL DISTRICT										
2018 - 2019 to 2027 - 2028										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
K	82	69	88	80	79	80	79	81	80	80
1	77	83	70	89	81	80	81	80	82	81
2	66	78	84	71	90	82	81	82	81	83
3	83	65	77	83	70	89	81	80	81	80
4	68	82	64	76	82	69	87	80	79	80
5	69	67	81	63	75	81	68	86	79	78
6	81	69	67	81	63	75	81	68	86	79
7	71	79	67	65	79	61	73	79	66	84
8	72	69	77	66	64	77	60	71	77	65
9	72	72	69	77	66	64	77	60	71	77
10	79	71	71	68	76	65	63	76	60	70
11	64	72	65	65	62	70	59	58	70	55
12	74	67	75	68	68	65	73	61	60	73
TOTAL	958	943	955	952	955	958	963	962	972	985
K-5	445	444	464	462	477	481	477	489	482	482
6-8	224	217	211	212	206	213	214	218	229	228
9-12	289	282	280	278	272	264	272	255	261	275

A-2

ENROLLMENT PROJECTIONS - 3 Year Weighted Method										
EPPING SCHOOL DISTRICT										
2018 - 2019 to 2027 - 2028										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
K	77	65	82	75	74	75	74	76	75	75
1	73	79	67	84	77	76	77	76	78	77
2	66	75	81	68	86	79	78	79	78	80
3	83	65	74	80	67	85	78	77	78	77
4	67	80	63	72	77	65	82	75	75	75
5	69	66	79	62	71	76	64	81	74	74
6	82	70	67	80	63	72	77	65	82	75
7	69	77	66	63	75	59	68	73	61	77
8	73	68	76	65	62	74	58	67	72	60
9	74	75	70	78	67	64	76	60	69	74
10	79	73	74	69	77	66	63	75	59	68
11	64	73	67	68	63	71	61	58	69	54
12	74	67	77	70	71	66	74	64	61	72
TOTAL	950	933	943	934	930	928	930	926	931	938
K-5	435	430	446	441	452	456	453	464	458	458
6-8	224	215	209	208	200	205	203	205	215	212
9-12	291	288	288	285	278	267	274	257	258	268

A-3

ENROLLMENT PROJECTIONS - 1 Year Cohort Method										
EPPING SCHOOL DISTRICT										
2018 - 2019 to 2027 - 2028										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
K	63	53	67	61	61	61	61	62	61	61
1	58	63	53	67	61	61	61	61	62	61
2	63	56	61	51	65	59	59	59	59	60
3	82	61	54	59	50	63	57	57	57	57
4	69	82	61	54	59	50	63	57	57	57
5	70	69	82	61	54	59	50	63	57	57
6	80	69	68	81	60	53	58	49	62	56
7	68	74	64	63	75	56	49	54	45	57
8	73	67	73	63	62	74	55	48	53	44
9	74	75	69	75	65	64	76	56	49	54
10	82	76	77	71	77	67	66	78	58	50
11	64	75	69	70	65	70	61	60	71	53
12	72	65	76	70	71	66	71	62	61	72
TOTAL	918	885	874	846	825	803	787	766	752	739
K-5	405	384	378	353	350	353	351	359	353	353
6-8	221	210	205	207	197	183	162	151	160	157
9-12	292	291	291	286	278	267	274	256	239	229

A-4

ENROLLMENT HISTORY										
EPPING SCHOOL DISTRICT										
October 1, 2008 To October 1, 2017										
Grade	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	82	70	79	83	76	74	68	80	65	78
1	63	84	77	80	86	86	65	64	87	65
2	82	62	85	80	78	83	85	70	71	84
3	59	85	68	82	76	78	79	87	70	69
4	75	64	84	64	83	77	79	76	81	70
5	75	77	63	85	63	83	78	75	74	81
6	69	75	78	65	86	62	82	76	80	73
7	70	71	72	76	65	84	65	79	73	74
8	68	64	69	71	77	60	84	64	78	72
9	74	63	59	68	76	70	63	83	68	80
10	73	77	63	61	66	74	74	61	78	70
11	79	74	74	64	65	66	61	68	57	71
12	74	79	80	82	65	64	70	64	74	58
TOTAL	943	945	951	961	962	961	953	947	956	945
K-5	436	442	456	474	462	481	454	452	448	447
6-8	207	210	219	212	228	206	231	219	231	219
9-12	300	293	276	275	272	274	268	276	277	279

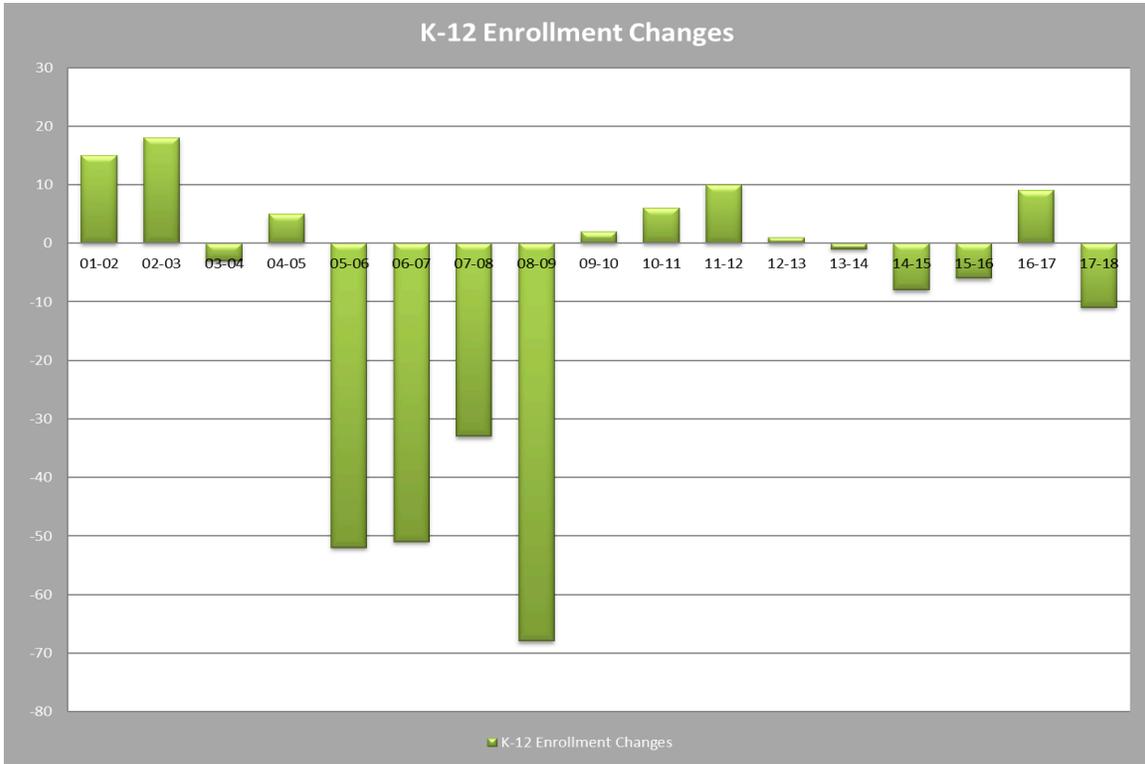
A-5

ENROLLMENT HISTORY PROJECTIONS - Model Comparisons										
EPPING SCHOOL DISTRICT										
2018 - 2019 to 2027 - 2028										
Model	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
5 Year Average	958	943	955	952	955	958	963	962	972	985
3 Year Weighted	950	933	943	934	930	928	930	926	931	938
1 Year Cohort	918	885	874	846	825	803	787	766	752	739

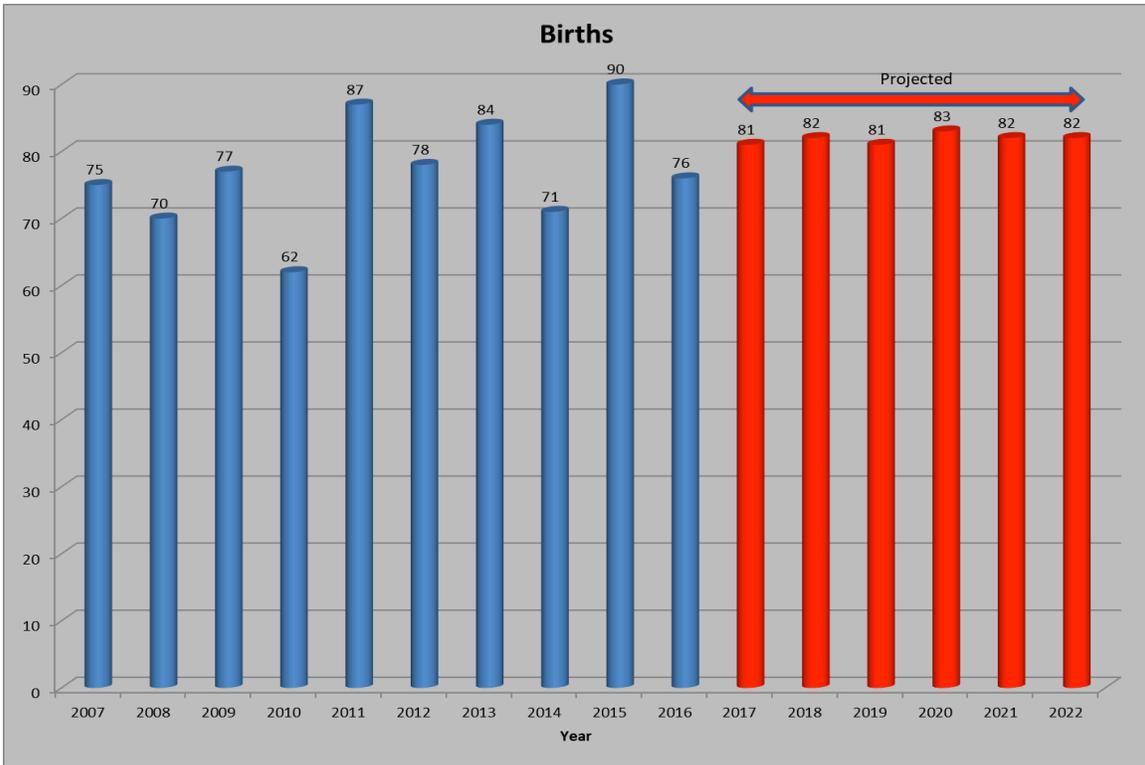
Model Comparisons Using Retrospective Data										
EPPING SCHOOL DISTRICT										
Model	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
5 Year Average										
Difference	38	32	23	21	10	8	14	13	-1	13
% Difference	4.03%	3.39%	2.42%	2.19%	1.04%	0.83%	1.47%	1.37%	-0.10%	1.38%
3 Year Weighted										
Difference	18	-8	-26	-46	-56	-56	-49	-49	-62	-55
% Difference	1.91%	-0.85%	-2.73%	-4.79%	-5.82%	-5.83%	-5.14%	-5.17%	-6.49%	-5.82%
1 Year Cohort										
Difference	22	-8	-24	-47	-61	-64	-59	-59	-72	-63
% Difference	2.33%	-0.85%	-2.52%	-4.89%	-6.34%	-6.66%	-6.19%	-6.23%	-7.53%	-6.67%

Model	1st 5 Years	2nd 5 years	10 Years
5 Year Average			
Difference	25	9	17
% Difference	2.61%	0.99%	1.80%
3 Year Weighted			
Difference	-24	-54	-39
% Difference	-2.46%	-5.69%	-4.07%
1 Year Cohort			
Difference	-24	-63	-44
% Difference	-2.45%	-6.66%	-4.55%

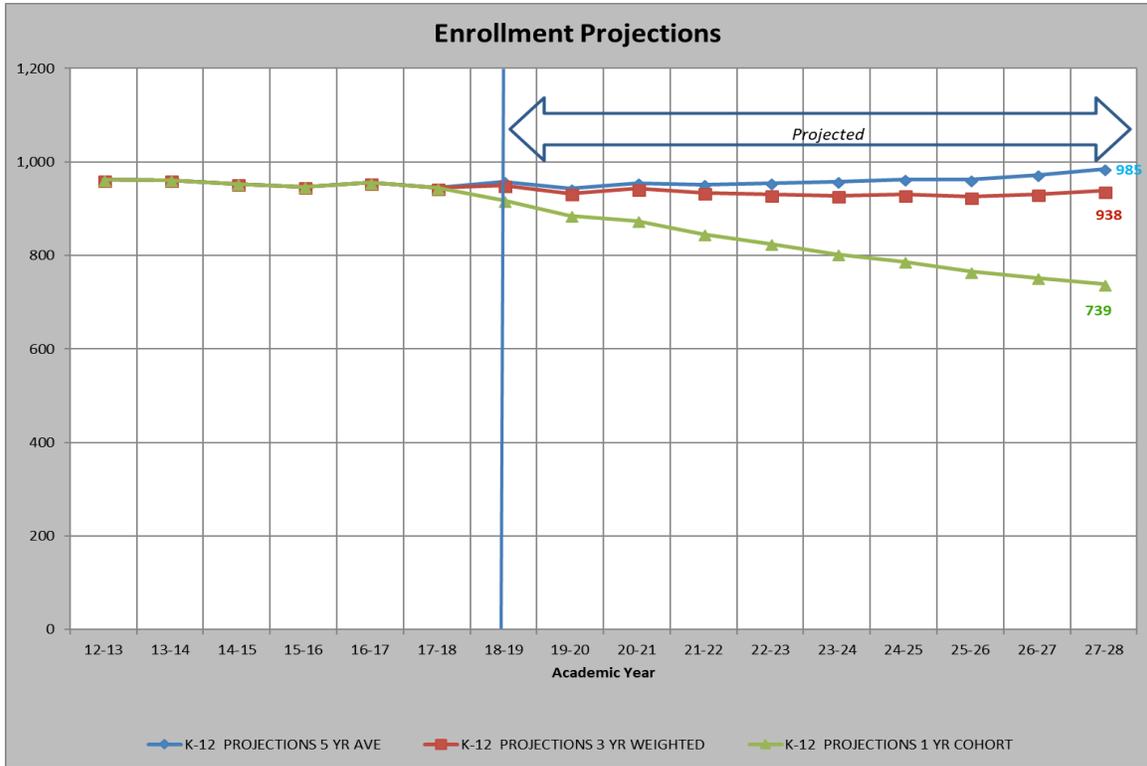
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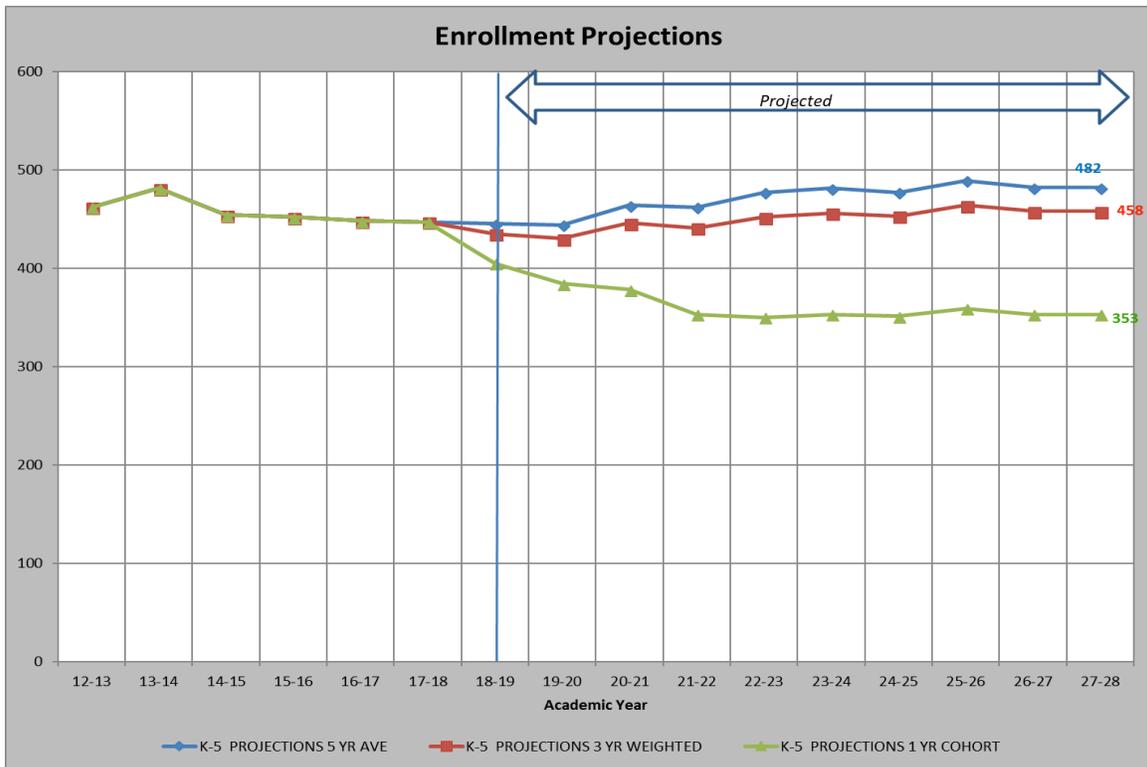
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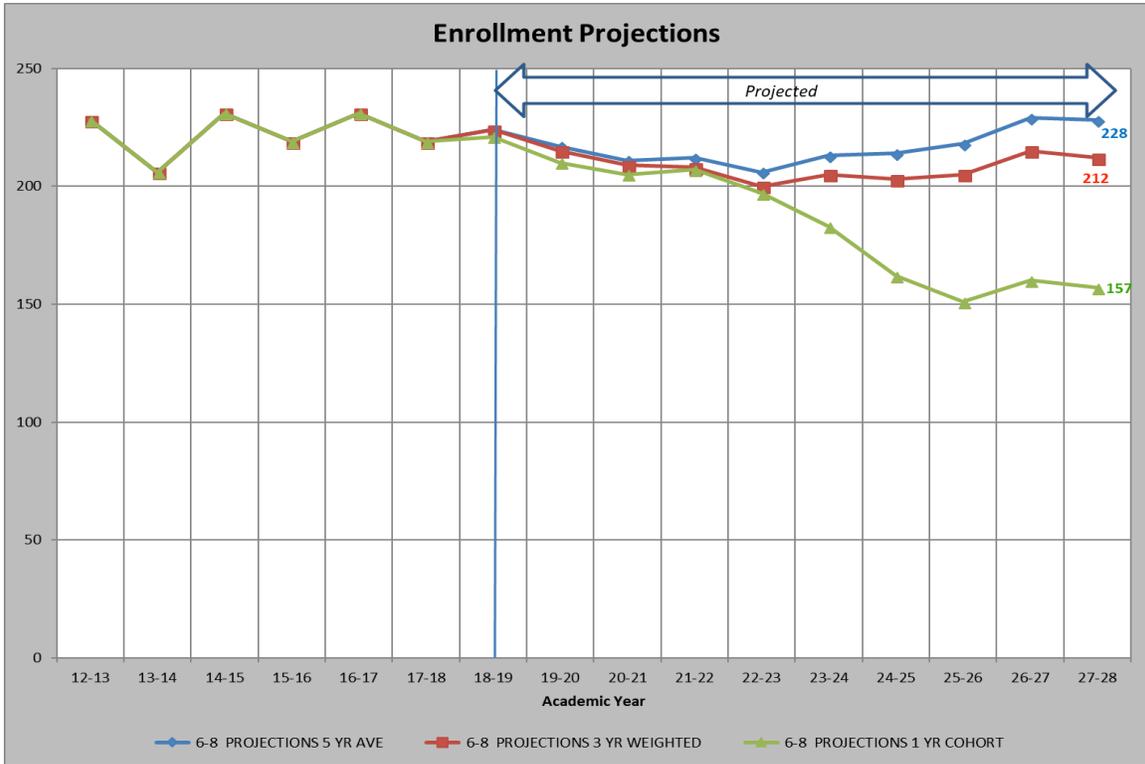
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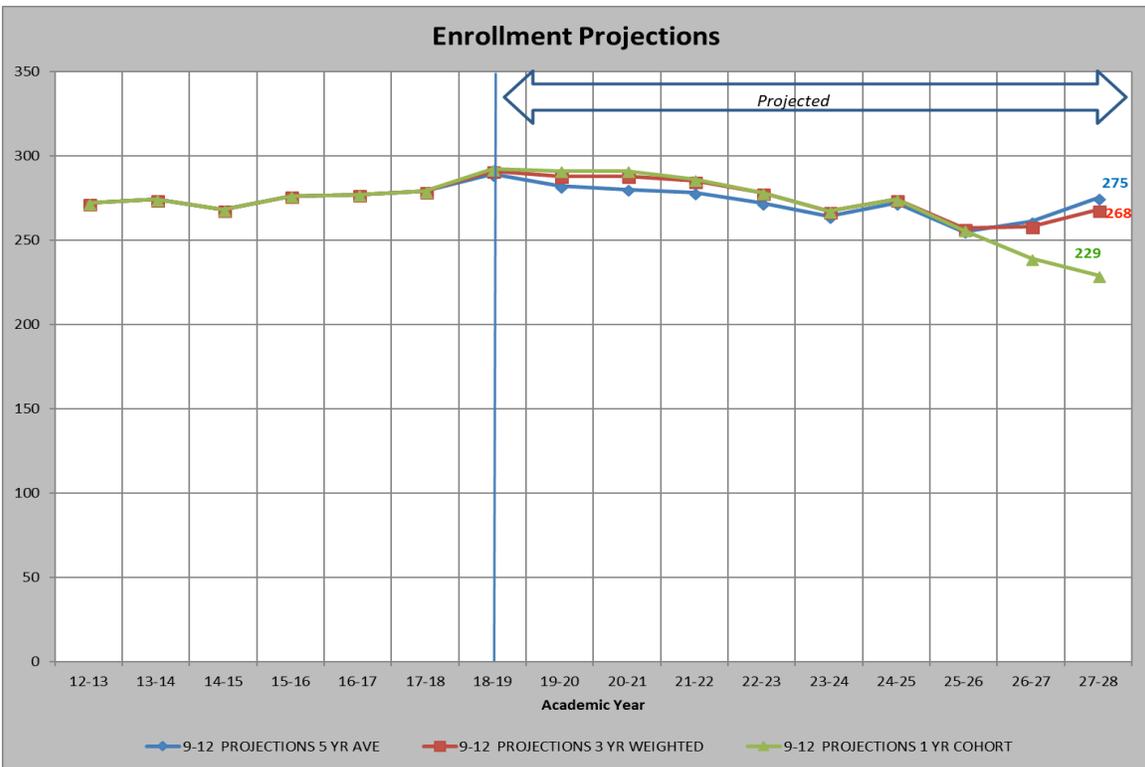
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A-10

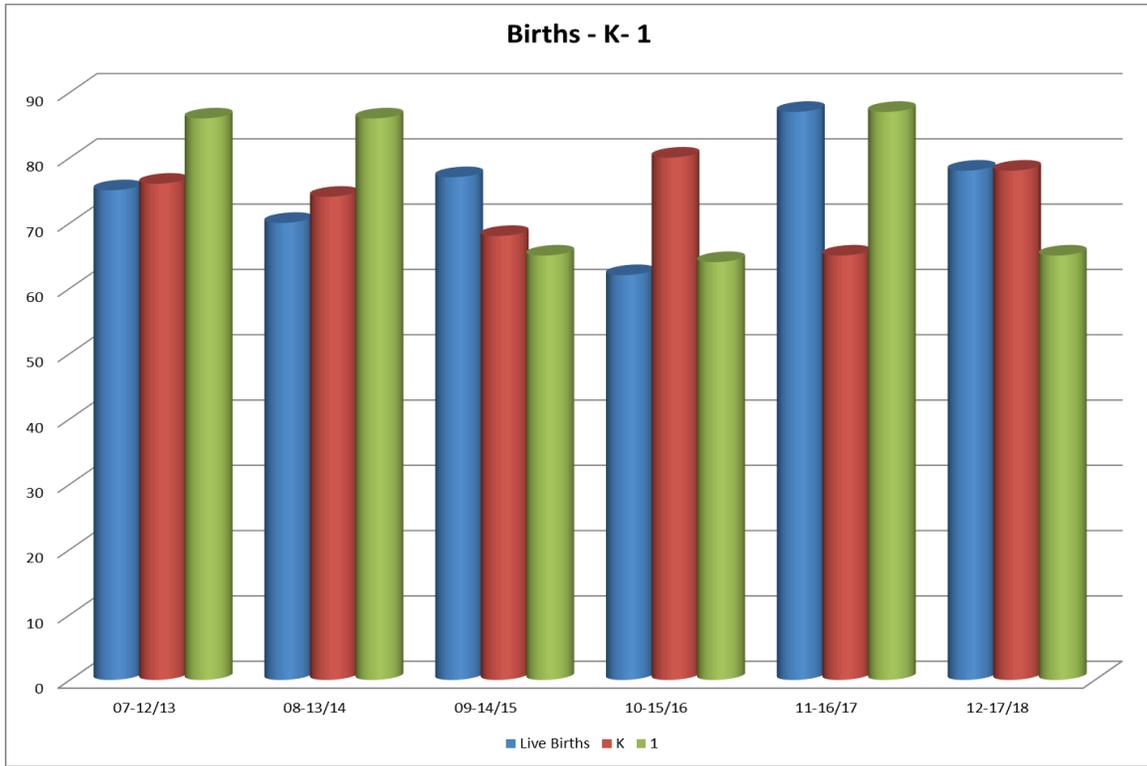


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A-12

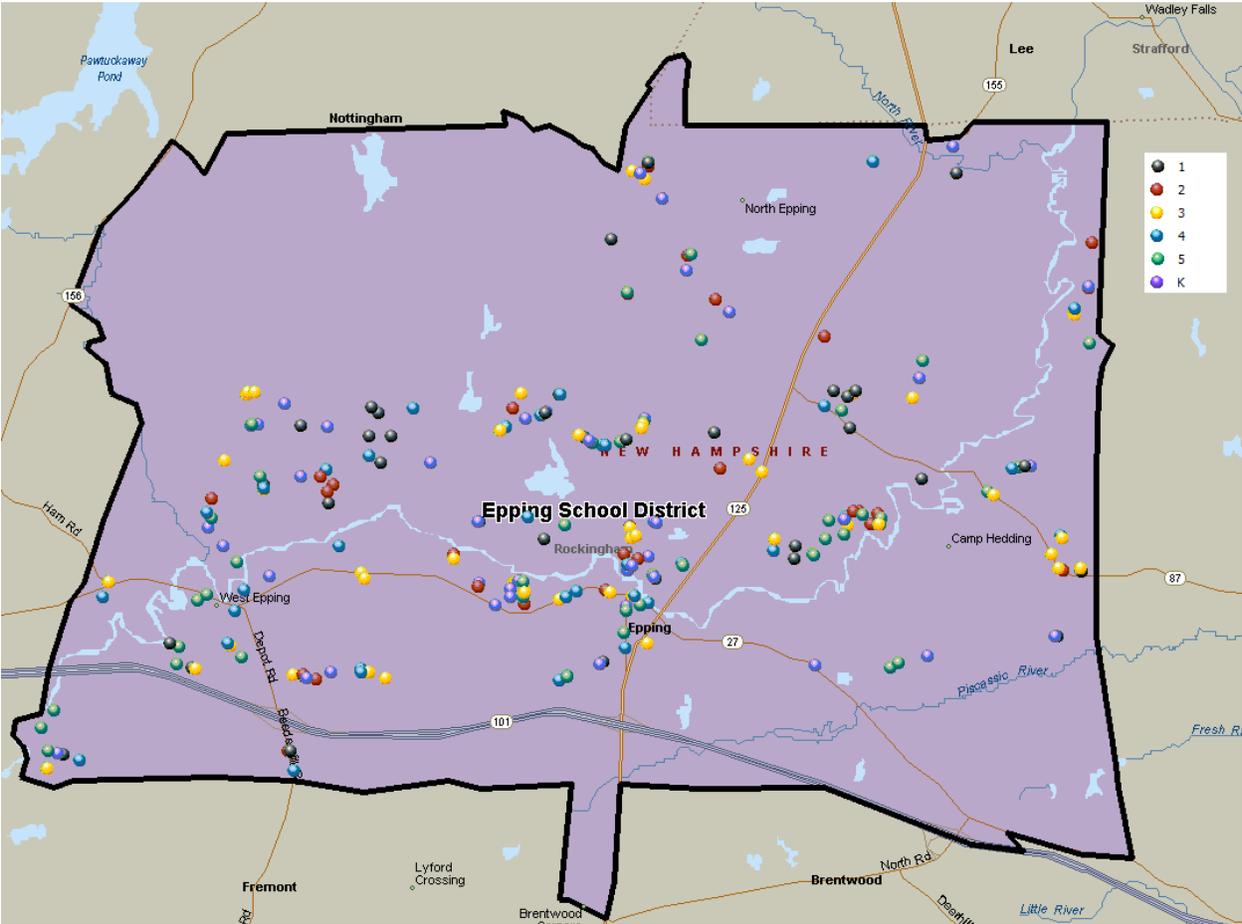
Births - K- 1



Appendix B
Student Distribution Data and Maps

B-1	Epping K – 5 Student Distribution	43
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B-1



Appendix C

Epping Elementary School Staff Survey Results

As you assess your current school facility (building and site), what do you believe are its overall strengths?

- The site allows for collaboration with other buildings easily.
- Shelving for storage.
- Proximity to Middle/High School.
- Our strengths are a welcoming entrance, a great elementary playground, large open spaces outside and designated wings for grade levels.
- Library, Cafe, and most classrooms.
- I believe it's strengths are having rooms for behavioral students to go to when they need to have a few minutes away from the classroom so that they can go through the CPI stages without being watched by their peers. I also believe that the OT room is a great asset for these students.
- Location.
- The elementary school has a lot of "character" with the loft and asymmetrical classrooms. I also like all the natural light.
- The strengths of the building are the handicap ramp inside, bathrooms in the classrooms and having multiple conference rooms.
- It has a great playground. It is nice to be so close to the high / middle school. I like the way the younger grades are on one side and the 4th and 5th are on the other side.
- Library and office are located at the front of the building, bathrooms in each classroom.
- We have our own media center/library. Each grade level is housed in the building NO PORTABLES.
- Rooms are big. Bathrooms in the rooms.
- Playgrounds, fields, grade level classrooms clustered together.
- Having an equal amount of space for teachers to use. Have the upper and lower grades separated. Having bathroom and sinks in the classrooms. Having connecting rooms.
- Accessibility from room to room.
- Lots of fields to play on.
- The office, guidance, and nurse being centrally located.
- Grade 1-5 playground, older students in different wings from the younger students, bathrooms in the classrooms, poor sound system in our current gym, small music room, no science lab.
- New nurses office. Large conference room. Grades together in wings.
- Classroom bathrooms and sinks, room size.
- The elementary school playground gives students a space to work on their agility and balance! Upper elementary students enjoy the playground as well as the younger students.
- Most classrooms are larger than many in other schools.
- I like how each grade level is clustered together.
- The classrooms for each grade are pretty large. There are opportunities for new spaces to be created.
- Easy to find rooms and grade levels are separated nicely.

- Our playground and recess area are very good. Gives plenty of opportunity to play on a playground, or to play some kickball, etc.
- The outdoor space, most of the classroom sizes are adequate.
- Handicap ramps.
- Office is centrally located. Playground and field area are sufficient for recess. Bathrooms, water fountains and sinks in the classroom are strength.
- The building is overall kid friendly.
- Playground, outdoor classroom, gardens, wish house, nurse office, main office, ramp.
- The classrooms are set up in blocks by grade level.
- The school is kid friendly and the rooms connect which is helpful.
- The playground and outside gardens.
- Good space outside for movement, play, and learning. A/C in the gym. Easy to navigate.
- Easy to get around and students are grouped in grade levels.
- Lots of restrooms, central cafeteria and gym.
- Handicapped accessible, good Library space.
- It is easy to navigate.
- Grades in distinctive hallways.
- Rooms' flow into one other so that connecting with others is easier and welcomed.
- The bathrooms etc. are kid friendly. The rooms connect so that you can have a colleague beside you.
- Cleanliness.

As you assess your current school facility (building and site), what do you believe are its overall limitations?

- The space that I utilize is too small and will not allow for growth or continued change in the meals program.
- Room shapes especially the triangular shaped rooms. Student coat areas and lockers in some rooms.
- Spread out, difficult to collaborate with teachers outside of grade level, little common space, limited storage inside some classrooms, little room for growth/expansion, inconsistent classroom size.
- I wonder how we improve the use of space (quality and quantity of time in use) as an MTSS model is introduced. I wonder how we can create multi-functional spaces to better address students' needs.
- Not enough classrooms for band, preschool, more space for Special ed. The main office size wise is fine but the design of the space is not great.
- I believe that we have more students that need the extra rooms/space for CPI stages as well as out of the classroom academics when necessary. I also believe that as silly as it may sound, the teacher's lounge area is not a relaxing place. It needs updating. When you only have half an hour to eat your lunch and you are required to wear a walkie so you are never completely away from your job, you need a room that is not extremely small with the only 2 copiers used by all staff stuffed into it, often hot because of this, it doesn't give the staff the letdown/recharge time they need to go back into the "trenches".

- Driveway, parking, bus route on campus as well as parent drop off. Kindergarten playground is in poor condition, outdated and does not accommodate quantity of students. The playground was established when we had 4 half day classes.
- Lack of storage, lack of classroom for science unified arts class, no flexible workspace in hallways, small “teachers’ lounge” in 4/5 wing.
- Handicap accessibility outside, smaller classroom spaces, staff restrooms, gym/cafeteria space, band space.
- It is too small. There are not enough classrooms. There are not enough spaces for specialists / interventionists. The gym and cafeteria share a space.
- There is no room for the preschool.
- We do not have a separate room for P.E., auditorium and lunchroom. There are no bathrooms in the school for just for adults. Teacher lounge separate from copiers.
- Lunchroom, stage and gym are a shared space. Title I and Sped support is tight. Our teacher room/copy room is small therefore teachers eat in their own room. All exits are not handicap accessible.
- Grade levels are isolated from each other. No auditorium, need music room, science room, more rooms.
- No bathroom for students in the main hallway, no band room, no technology room, *** the doors do not all lock from the inside***
- Oddly shaped classroom. Noise travel. Unused space. Gym, cafeteria, music room all share a space.
- Students need room to move around and spread out, depending on class size this is not always possible.
- Kindergarten playground is not big enough for all the students and not always safe.
- Waste of space due to the slanted ceilings. Safety of the rooms being connected because you can't lock them so if one teacher isn't in their room to lock their door, then there is access to many other rooms.
- Lack of ventilation, inadequate grade K playground, lack of separate gym & lunch room, lack of extra classrooms when a grade level needs 5 rooms, lack of space for Sp. Ed., wooden doors for lack of safety.
- Available staff bathrooms. Not enough quiet testing space. No room for preschool. No dedicated cafeteria. No auditorium. Not enough classrooms. Not enough classrooms with bathrooms.
- One small window per classroom, no real faculty room, tiny faculty bathroom with 2 stalls.
- There are some oddly shaped classrooms. Some of the classrooms are much smaller than others. There is no stage space that can be used for assemblies, choral/band concerts, etc.
- Leaky roof.
- I feel like we do not have enough classrooms for everyone or for growth of the populations.
- Space for students that work in special education, with school counselors, Title 1, and speech and language is tricky. Science and technology classes are held in the grade level classrooms, they don't have their own space.
- Not enough space for all teachers to have space or classroom. Walls allow for sound to come through. Not enough storage space.
- The limitations at the elementary school are oddly shaped classrooms. The gym/lunchroom/auditorium are a shared space.
- Not enough rooms oddly shaped rooms with lots of doors make it difficult to set up safely.

- Low ceilings in classrooms, no space for band.
- Staff bathrooms are far away and not very nice, one half of the building is cut off from the other, making it so that we never see each other, the use of the "multi-purpose room" is too much - need a separate gym and auditorium. Classrooms are oddly shaped and there is not storage space for kids' belongings, especially in winter. We need a designated staff room where staff can all fit for meetings, staff can have lunch, and can use it for storing lunch and copying, etc. Some grade levels are not next to each other because we don't have enough classrooms.
- Space.
- I am not sure how safe the room-to-room connecting door is depending on the emergency but it is great for a second escape as well as for a peer to help you. I feel for the growing number of students the classrooms are small. The room is always super hot making me use the air conditioner all year round.
- No music room (this room is smaller than the grade level classroom space), no science room, missing separate teaching space for Technology class, guidance offices are very small. Not enough classrooms situated together for a grade level team to be next to each other. Classroom shape is odd and makes it difficult to create best use of teaching space.
- There is not enough space. The band has to practice in a small conference room off of the library, while library classes are taking place. There is no computer lab. Although the chromebook carts are mobile, it would be nice to have some desktops and some chromebooks set up for students to use in the library or another space. There is very little storage. Our science teacher doesn't have a classroom.
- The air quality.
- The windows and lack of sound dampening in the cafeteria, the lack of quiet areas for students to work outside the classroom, the lack of a confidential meeting room, the size of the school counseling areas-which limit the size and scope of groups, the lack of a space for students to have a safe movement break other than the gym or hallways.
- Space. No storage for PE equipment. No band room that is sound-proof (limits distractions to others), no room for science. Others constantly being moved to make room for new classrooms, etc.
- Some spaces are small and over crowded.
- Small, no room for growth as the town grows.
- Band should not be in the library. Lack of adequate meeting spaces. Special Ed students being taught in an open area with lots of distractions. Pit area is wasted space. Lack of double doors for delivering pallets- only single doors- lack of air conditioning in parts of the building, No handicapped access if students have to be removed during fire drill from 3rd grade wing and evacuated to middle school, undesirable teachers room- always stuffy- old outdated appliances- having to store lunch in one old and gross refrigerator.
- Classroom room sizes are on the small side.
- Not much flexibility.
- Space to grow and accommodate the varying programs/ classroom sizes/ number of classrooms/ etc.
- Heat regulation, not enough space, no Music room per se, gym and lunch are the same. My room is consistently upper 80s even in the dead of winter.
- Better water fountains.

As you look more specifically at the facilities available to your program area or grade level, what do you see as strengths?

- Compact with easy access to trash containers.
- The shape of the room is adequate.
- Easy access to outdoor spaces, all grade level classrooms in same area.
- I work with ESOL students and consider myself fortunate to have a designated space to work with students.
- Main office space wise is fine just needs to be redesigned.
- The rooms in the k-1 wing like LL1 and LL2 are utilized every day and are important to special ed.
- Close proximity of classrooms in the grade level and connecting doorways. Close access to outdoor playground and exit. Bathroom in the classroom.
- We have a good amount of space in the classrooms (especially the end rooms).
- Built in cabinets are helpful.
- My bathroom is out of the classroom. It allows students to use the bathroom without disrupting the class. My particular room has several cabinets and counter tops, but that is not the case with all of the classes. All of the classrooms are in the same area.
- Grade classrooms are close to each other and have connecting doors.
- Grade level classrooms are in close proximity to one another. Student bathroom in the classroom rather than outside the hall.
- Grade level classrooms are together classrooms are close to the playground.
- Large space, bathroom.
- Classrooms are all in same general area.
- The access from the grade level wing to outside. No need to go through the building.
- My room is a good size and there is a bathroom for the kids.
- Easy access to classrooms that are close in grade level to you.
- Bathrooms in the classrooms, separate playground from older students, rooms connect to another.
- Good working space for office and treatment.
- Cafeteria, main office and nurses office are nice.
- Our hallway is separate from the other offices and workspaces in the building, which makes it quieter/less distractions.
- Connecting doors to another classroom. Bathrooms in the classroom to know where young children are & that they are safe.
- I am happy to have a classroom to teach in.
- Access to communicating with the health office and school counselors.
- I love how there is a big field for our students to organize different games in. They are able to work together, cooperate, and come to a common goal for their recess.
- Close access to outside areas, large rooms.
- Bathrooms and water fountains in classrooms, doors to adjoining rooms.
- There are many cabinets and a counter top in my classroom. We have easy access to outside via the hallway. It's great having a bathroom and sink/water fountain in the classroom.
- At the preschool we have lots of space for our students.
- The rooms connect to a team teacher welcoming collaboration. Kid friendly sinks and bathroom facilities.
- Closet.

- Being near team members.
- The playground and gardens.
- I have a gym for all my classes.
- Program personnel are easily available, as we are close in proximity.
- Copier near the conference room, close together.
- This year classroom has decent space some don't.
- There are a lot of resources.
- Adequate square footage.
- We have gymnasium to hold town events.
- Proximity to team members.
- Cleanliness.
- As you look more specifically at the facilities available to your program area or grade level, what do you see as limitations?
- The face of school nutrition has changed as we offer many more choices and look to incorporate more local fresh foods.
- Hard to divide into individual areas.
- No space large enough to accommodate entire grade level efficiently, far from media center and other resources.
- The room is shared with 2 other teachers so it can get distracting for students at times. I have used this model with newcomers (no English skills) in the past and found it challenging for my students to feel comfortable to try speaking English as they were self-conscious.
- We need space for band, and preschool.
- There isn't any room down in the 4-5 grade wing for students to work out of the classroom or to go through CPI stages. The teacher's lounge in this wing is extremely small and often there is a student working in it.
- Lack of Storage, shelving. Limited electrical outlets. Outdated and poor condition of playground equipment.
- Lack of storage and lack of outlets.
- Not having bathrooms in each room.
- There are no common areas for students in different classes to interact.
- There is no room for the preschool.
- Most sinks do not have hot water or even warm water) Not even enough people to clean the rooms at night, products are of poor quality.
- Bathroom door open in rather than out. Odd shaped layout makes room set up tricky at times.
- The kindergarten playground needs updating more storage space needed.
- Band room located in library, lack of movable furniture for flexible learning.
- Usable wall space.
- There is only one bathroom available per classroom.
- There is no science room.
- Usable wall space.
- More space for larger class sizes, more storage, lack of ventilation,
- No room for preschool. Not enough quiet testing space.
- Music room is on the stage, which is attached to the cafeteria/gym.

- We have a large and a smaller sized bathroom in the hallway as well as bathrooms in two of the classrooms. There are sinks in all 4 classrooms. The two classrooms on the end of the hallway have hallway space to store wet winter boots while the two neighboring classrooms are smaller, but the hallways are not wide enough for wet winter boots.
- Dust & air quality.
- Only 4 out of 6 of the Unified arts have classrooms. This is disruptive to teaching and planning for both the classroom teachers and the U.A teachers who are teaching. Plus we have band trying to find a place to practice.
- The office space itself it not large enough to have multiple students for group work. Once students are sitting around the table, you cannot maneuver around the office.
- I do not have a classroom. I travel to each classroom with a cart, which does not allow me much space to carry materials needed for my program and limits what I can provide my students. Classrooms are small and crowded with furniture. My office does not have any walls and provides no privacy for me to work.
- I would like to have a bathroom for my students in all classrooms. Some classrooms have them, others do not.
- Multi use room is used for too many things.
- Low ceilings, 1 staff bathroom.
- There is not enough space for kids' belongings in the classroom. The whiteboard in my classroom is not centered on the wall, which makes it difficult to set up the desks in the classroom. There is unusable space in my classroom because of the layout (whiteboard, windows, etc.).
- Having an old building allows wild animals to enter. It also does not have an outside inside airflow. It also has mold in areas that effect students and staff.
- See question 2.
- Music room- too compartmentalized... no need for an office, entry space, and all those closets. The only use for a closet would be for the risers. My students and instruments barely fit in the space, there is no sound proofing walls so we I have to battle students attention from PE, lunch, and assemblies. I have no walls to use for teaching space...its practically all doors.
- Air quality.
- The lack of space for the school counseling program, the number of windows (safety concerns) in the cafeteria, the lack of sound dampening in the cafeteria, the lack of space to work with individual students, the lack of "quiet areas" for students to work outside the classroom, the lack of a room for students to have a movement break, the number of stinkbugs that invade the building and specific classrooms, the number of yellow jackets and wasps, the lack of a washer/dryer unit.
- I have very limited storage and this affects my ability to expand the curriculum and purchase new equipment.
- Again, overcrowded spaces to work with students.
- Not enough space.
- Lack of space for special ed students who are taught in an open area, band in the library- please build a room behind the cafeteria for music and band- constant drumming or musical instruments for months on end- lack of available meeting spaces/adequate conference rooms.
- Multiple teachers are currently sharing small spaces, not a lot of room.
- Difficult floor plan to make more user friendly.

- Amount of rooms available to accommodate necessary growth and additional programs.
- Too hot, dust, air quality, room space too many to mention.
- Too small.

What do you envision as emerging facility needs over the next decade?

- Our kitchen space is filled to capacity. If our meals program is to continue to grow and change with progress more space will be needed.
- More space to move in all areas.
- Updated facilities, more teaching/learning space, more spaces for collaborative work.
- I think that as we move more towards competency-based education, the traditional self-contained grade level classroom will need to be rethought. I envision flexible grouping based on students' abilities and needs, not defined by age or grade level. I also hope this involves maximizing the instructional capacity of teachers.
- More classrooms, a gym not in the cafe, more storage space.
- I think we need more space for staff to go to on their lunch break that is not filled with copiers and constant traffic. I believe this is true for special ed students as well. I also think a perfect world that a resources area/library that special ed could set up with all of the visuals, iPads, extra worksheets, etc. would be extremely helpful throughout the year. If available and organized we could easily access supplies needed without wasting valuable time searching or duplicating.
- Additional classrooms including space for unified arts ...science and meeting area for guidance. Separate gymnasium space from cafeteria. A more fluid Drive thru system for buses and parents.
- More rooms so preschool can be a part of the school and so specialists can have bigger spaces that aren't out in the open or in tiny rooms.
- More built in storage spaces. Bigger classrooms and more classrooms. Rooms for science and computer class.
- The population is growing. We are going to need more classrooms as the class sizes increase.
- A building that has enough room for all students including the preschool.
- Music/ band room.
- Its own gymnasium, cafeteria, and auditorium.
- More classrooms.
- Room for collaborative/project based learning.
- More space because class sizes are increasing.
- With the increase in students in the classroom, the greater need for space.
- More classrooms to accommodate the growing number of students per grade.
- More space as class size is increasing.
- More space & rooms, separate gym and lunch room, auditorium, more adequate K playground, good ventilation, safer rooms e.g. metal doors, better & safer arrival and dismissal area.
- More classrooms more bathrooms. More testing space.
- More windows, faculty room, more classrooms.
- An auditorium for elementary school events/assemblies, etc.
- Air conditioning, safe, locked doors due to recent shootings.

- I imagine we will need more classrooms. It would be amazing to have a room dedicated to special events, I feel like some classrooms may need more storage for materials as class sizes rise and more tables and chairs to accommodate the class sizes.
- A better space for school counselors, special education, Title, speech and language services. A classroom for technology and science.
- More private spaces to hold meetings or for teachers other than classroom teachers to have privacy to work. The facility needs to provide more rooms for all staff to accommodate the needs of our students.
- Central air would be beneficial. Make the rooms flow better (not such oddly shaped).
- More wall space in classrooms, more technology capability, access to outdoors from classrooms.
- Needs to be more amenable to technology, need to think about storage, an auditorium, a gymnasium, a staff room.
- We need to move to the elementary school.
- Growing number of students Potential for handicapped student bathrooms Separate Gym and Cafeteria Potential increase in town emergency shelter space.
- A real music room, one that mirrors the one in the Middle/High School.
- Project based learning areas! Maker spaces, areas for students and teachers to work collaboratively across grade levels.
- What will happen if the population continues to grow? Will there be space available for additional classrooms?
- As the population of younger students increase, there is a need for increased space for them (classroom and movement as well as places for students to work) there needs to be an area devoted to covering the basic needs of students(food, clothing school supplies etc.) that can be easily accessed. There needs to be a place for confidential parent meetings (not the office conference room), and a place for students to have a "cooling down" area that can be supervised and supported.
- New classrooms (wing), band/music room, additional storage for PE.
- More classrooms.
- More classrooms, larger classrooms, more service space.
- More consistent technology- if I move from one end of the building to another sometimes I get kicked off the internet and can't access agendas or needed documents on Google. Space for a band and music program so students don't have to hear it all day long and can get work done
- More space for more students.
- Washer/dryer.
- More room and a better flow to connect us all.
- New building!!!!!!!!!!
- An addition.