

## Short Term Options Committee – 2 Year Interim Capacity Ideas

= Refer to Criteria Evaluation Chart for Decisions



#	Idea	Pros	Cons	Consequences	Committee Consensus
1	Move Mystic Forest and Brookland Farms students back to Thornton Creek. (13 kids Brookland Farms, 76 Mystic Forest)	<ul style="list-style-type: none"> <li>• Easier on Thornton Creek to absorb additional students across the grades than it is to find classrooms.</li> <li>• Families more willing to move back to a school they were at previously.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't want to redraw boundaries, especially having just done it 2 years ago.</li> <li>• Only relieves one bldg, transfers problem to another building.</li> <li>• Families may already be acclimated to their new school.</li> <li>• Could affect property values</li> </ul>	<ul style="list-style-type: none"> <li>• Repercussions by residents 2 years ago about moving to Amerman.</li> <li>• Sound reasons then, why now must move back to Thornton Creek ?</li> </ul>	Could combine with other solution
2	"45/15" year round school. 3 groups of kids in session, 1 on vacation.	<ul style="list-style-type: none"> <li>• Increases capacity by 25%: K to 476 =&gt; 06-07 1~5 to 2,629 =&gt; 06-07</li> <li>• Day care issues for parents reduced.</li> <li>• Transportation could be reduced if groups were scheduled by neighborhoods and family.</li> <li>• 'Year round' education keeps learning skills up.</li> <li>• Could enhance participation in Northville Parks and Rec programs when kids are 'on</li> </ul>	<ul style="list-style-type: none"> <li>• Working families could find schedules tough on child care during downtime.</li> <li>• Families with kids at different levels with different schedule.</li> <li>• Teacher contract issue. 'Friends' are on different schedule.</li> <li>• ECC uses empty classrooms, not available with 45/15.</li> <li>• Some trouble to get college student staff.</li> <li>• Summertime cleaning and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Unlikely to get endorsed by Fall '05.</li> <li>• Launch complexities are daunting.</li> <li>• Would this be a permanent change ?</li> <li>• Farmington district did it in one school (Gill Road) and offered to entire district as 'open enrollment'.</li> </ul>	Rejected for Short Term.  Refer to Long Term Options Committee

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		vacation'.	schedules interrupted. • Utilities costs increased.		
3	Move Ridge Wood Kindergarten to Thornton Creek for first year, allows time to roll out 45/15 for the second year.				Rejected for Short Term.  Refer to Long Term Options Committee
4	Consider a grade 5-6 building and a 7-8 building. Make this a district wide implementation. '05-'06 adds 506 students, '06-'07 adds 594 students.	<ul style="list-style-type: none"> <li>• Some capacity exists today at the middle school buildings.</li> <li>• Can alleviate the elementary school crowding.</li> </ul>	<ul style="list-style-type: none"> <li>• The first year would already be at capacity in the middle school buildings.</li> <li>• Just shifts the problem from elementary to middle.</li> <li>• What becomes of 5<sup>th</sup> grade program ? Move to middle school format ?</li> <li>• District resources challenged in short term to implement.</li> </ul>		Rejected for Short Term.  Refer to Long Term Options Committee
5	Consider moving ALPS to Thornton Creek.	• Makes space at Amerman.	<ul style="list-style-type: none"> <li>• Shifts the capacity problem elsewhere</li> <li>• No solution for Ridgewood</li> <li>• Could affect property values</li> </ul>		On –Hold pending

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6	Move the ALPS program to Hillside. (3 <sup>rd</sup> through 5 <sup>th</sup> grade) In part or all 5 classrooms.	<ul style="list-style-type: none"> <li>• Free up classrooms at Amerman.</li> <li>• Create a school within a school.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to free up Hillside classroom space.</li> <li>• Tough to support the Humanities program.</li> <li>• Parental concerns of 3<sup>rd</sup> graders mixing with 8<sup>th</sup> graders.</li> <li>• Eliminates capacity at Hillside for Middle School students</li> <li>• No playground</li> </ul>		Rejected
7	Move 5 <sup>th</sup> grade ALPS to Hillside, hold specials at Amerman in AM and academics at Hillside in the PM.	<ul style="list-style-type: none"> <li>• Frees up capacity at Amerman.</li> <li>• 5<sup>th</sup> graders closer in age</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> kids and staff are split apart physically</li> <li>• Can't deliver the curriculum</li> <li>• Instructional time lost when kids get bussed across 8 mile</li> </ul>		Rejected
9	Open Enrollment – market more aggressively; emphasize smaller class sizes at lower capacity schools.	<ul style="list-style-type: none"> <li>• Marketed correctly, could pull students away from over capacity schools like Ridge Wood and Amerman.</li> </ul>	<ul style="list-style-type: none"> <li>• Unpredictable on how many will 'sign up'</li> <li>• No Ridgewood kids are open enrolled at present</li> <li>• Experience shows kids stay in neighborhood school</li> <li>• If buses are provided, costs and logistics are high</li> <li>• Could affect property</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation must be considered.</li> <li>• If the Board approves, makes it more enticing.</li> </ul>	Could combine with other solution

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			values		
10	Move significant numbers of kindergarten students from a geographic location (subdivision) to a school where there is capacity. Move students back to their neighborhood school for 1 <sup>st</sup> grade. Needs additional detail study.	<ul style="list-style-type: none"> <li>• This age group not yet socialized to a specific school.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Parents may be upset their youngest are sent off on long bus rides.</li> <li>• Some K students bused off one year, could return to RW for one year (1<sup>st</sup> grade), and then be redistricted to a new school for 2<sup>nd</sup> grade.</li> <li>• Could affect property values</li> </ul>		Could combine with other solution
12	Institute combination classes (ex: grade 2~3, 4~5) and keep class size at existing levels.	<ul style="list-style-type: none"> <li>• Could get closer to Board target for class size. Small capacity gain.</li> </ul>	<ul style="list-style-type: none"> <li>• Won't help overcapacity schools.</li> </ul>		Rejected.
13	Move all Ridge Wood kindergarten classes to Thornton Creek, reactivate one of portables and add one back at TC. Needs additional detail study.	<ul style="list-style-type: none"> <li>• Relieves RW overcapacity by adding back 3 classrooms (2 Reg, 1 ECC)</li> <li>• Year 1 most of the specials would come back to their rooms. ECC gets their room back.</li> </ul>	<ul style="list-style-type: none"> <li>• Gym and lunchroom get overcrowded.</li> <li>• Specials are overloaded.</li> <li>• Expense incurred to install.</li> <li>• Year 2 some specials get displaced and ECC loses their room.</li> <li>• One 1<sup>st</sup> grade moved into an ECC classroom.</li> <li>• Collegial planning affected.</li> <li>• Could affect property values</li> </ul>		Could combine with other solution

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13A	Move 4 sections of Kindergarten from Amerman to Silver Springs.	Tied in with #13 above	Tied in with #13 above		Could combine with other solution
13B	At Ridgewood, use Extended Learning Area rooms and enclose them to become classrooms or use portables for ECC.	<ul style="list-style-type: none"> <li>• Adds space.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional classrooms keep straining the gym, lunchroom and specials.</li> <li>• Adds 500 sq ft classroom versus 900 sq ft standard (smaller class size reqd.)</li> <li>• Compromises the current usage of the ELA</li> <li>• Could affect property values</li> </ul>		Hold – Fire Marshall to visit
14	Increase class sizes at the elementary level to create capacity. Needs to be combined with another option. (ie: redistribution of students to other schools)	<ul style="list-style-type: none"> <li>• Immediate relief from overcapacity problems.</li> <li>• Could ease budget with fewer teachers needed.</li> <li>• Easy to implement</li> </ul>	<ul style="list-style-type: none"> <li>• Very undesirable by most parents.</li> <li>• Against School Board objectives. Ridgewood already has increasing class sizes.</li> <li>• Some schools would have empty classrooms.</li> <li>• Could have negative impact on behavior and learning.</li> <li>• Would lose experienced staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Would need to be a district wide targeted class size to be equitable.</li> <li>• Could we add para pro support for classes at 29~30 students ?</li> <li>• How high do we boost the target to get what we need ? (Dave to analyze)</li> </ul>	Reject

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#	Idea	Pros	Cons	Consequences	Committee Consensus
15	Move some 5 <sup>th</sup> grade classes to the middle schools.	<ul style="list-style-type: none"> <li>• Free up classrooms (4 at Ridgewood, 3 Amerman) at the schools they come from.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to free up Hillside classrooms. (OVS and Parks n Rec must move out - community use)</li> <li>• Lack of playground space</li> <li>• Hard to support Humanities.</li> <li>• 5<sup>th</sup> graders miss 'top dog' status.</li> <li>• Concern on keeping grades separate. (bathrooms an issue)</li> <li>• More bussing needed (hours different than middle school)</li> <li>• Could affect property values</li> </ul>		Could combine with other solution
16	Regrouping: Move Ridge Wood 5 <sup>th</sup> graders to Hillside, combine the move with the long term solution.		<ul style="list-style-type: none"> <li>• Could affect property values</li> </ul>		Could combine with other solution
17	Utilize more portable classrooms at sites other than Ridgewood. (District currently has equivalent of 7) [3 singles, 4 double] (Could be combined with 15, 16 or 32)	<ul style="list-style-type: none"> <li>• Quick easy solution.</li> <li>• Allows for Humanities program to be intact</li> <li>• Maintains elementary environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive to connect.</li> <li>• Difficult to position them on each school site.</li> <li>• Some re-districting still necessary</li> <li>• Transportation costs increase</li> </ul>		Could combine with other solution Possible

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			<ul style="list-style-type: none"> <li>• Could affect property values</li> </ul>		
18	Using ECC classrooms for regular class rooms.	<ul style="list-style-type: none"> <li>• Creates capacity. There are 5 preschool rooms and 3 child care rooms that could be available district wide.</li> <li>• Rooms need to be re-configured.</li> </ul>	<ul style="list-style-type: none"> <li>• At Thornton Creek, need Kids Club space for 60 kids.</li> <li>• Staff morale hurt by constant moves.</li> <li>• Need to create the capacity somewhere else.</li> <li>• \$15k needed to add a bathroom to a portable (necessary for grades 1~5)</li> <li>• Must be 30 feet from a building structure. There are licensing issues (cost and timing)</li> <li>• Could affect property values</li> </ul>	<ul style="list-style-type: none"> <li>• Portable capacity is 15 students (single).</li> <li>• Does this really solve the 2 year dilemma at the cost of disrupting the program ?</li> <li>• Can voter bond issues be used to build an ECC building ?</li> </ul>	Possible, Could combine with other solution.
19	Redraw boundaries for elementary schools.	<ul style="list-style-type: none"> <li>• Balances the over capacity across all the schools.</li> <li>• District has done this before. (residents expected)</li> <li>• Introduces kids across wider cross section of the district</li> <li>• Could be a cost effective plan.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Very unpopular with parents.</li> <li>• Tough to keep large subdivisions together.</li> <li>• Provides short term relief.</li> <li>• Community less confident in the leadership</li> <li>• No promise that future changes won't happen.</li> <li>• District has done this before. (residents resisted)</li> </ul>	<ul style="list-style-type: none"> <li>• Could impact passage of the Bond Issue. (negatively)</li> <li>• Many of the students affected may have to move again in the future</li> <li>• Public Relations challenge to sell the program in a positive light.</li> </ul>	Could combine with other solution

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#	Idea	Pros	Cons	Consequences	Committee Consensus
			<ul style="list-style-type: none"> <li>• Potentially could cause a Ridgewood student to move multiple times</li> <li>• Northville Ridge students would need bussing, don't use today</li> <li>• Jennifer's analysis addresses first year only</li> <li>• Could affect property values</li> </ul>		
20	Look into purchasing/leasing property. (ex: Millennium Park area, Optical Imaging Systems Building)	<ul style="list-style-type: none"> <li>• Can't be done quickly</li> </ul>			Rejected for Short Term. Refer to Long Term
21	Convert Cooke to an all 5 <sup>th</sup> grade building. Tie in with option # 27.	<ul style="list-style-type: none"> <li>• Cooke is an existing building owned by the district.</li> <li>• Central location in the district.</li> <li>• Solves RW and Amerman capacity problems.</li> <li>• Livonia district has building by Laurel Park potentially available for lease.</li> <li>• Costs already covered by Act 18 (county money)</li> <li>• Creates capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial expense to convert from special ed accommodations back to regular ed (4 months).</li> <li>• Special ed program would need a new home, last building in Livonia was destroyed.</li> <li>• Moving time would be a challenge during a summer to a different facility (Cooke program is year round)</li> <li>• Location is not optimal to the new growth areas in</li> </ul>	<ul style="list-style-type: none"> <li>• Library materials would need to be procured.</li> <li>• Concern about instructional and age transitional effects from one grade level in one building. (2 new buildings in 2 years for kids)</li> <li>• All district students come together for 5<sup>th</sup>, then split for 6 &amp; 7<sup>th</sup> grade middle school.</li> </ul>	Could combine with other solution

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#	Idea	Pros	Cons	Consequences	Committee Consensus
		Quickest building to put 'on-line'. • Short term solution with potential as a long term.	the district. • Countertops/facilities must be redone to lower heights. • Redistricting will be needed. • How to handle ALPS 5 <sup>th</sup> graders ? (2 sections) • Transportation efficiency is a challenge (longer bus routes, later start ?) • Parent dissatisfaction with longer bus rides. • Additional expense and complexity for Specials Teachers. • Increased operational and administrative costs for starting up another building. • Other elementary buildings would be underutilized. • Moving Special Ed program is a credibility issue, ie: they are viewed as expendable.		
22	Have some middle school students attend Cooke to maximize available capacity.				Rejected

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#	Idea	Pros	Cons	Consequences	Committee Consensus
23	Convert Old Village School back to Elementary use.	<ul style="list-style-type: none"> <li>Existing building is available.</li> </ul>	<ul style="list-style-type: none"> <li>Substantial expense for renovation due to age of the building.</li> <li>Special ed program would need a new home.</li> </ul>		Rejected
24	Rent / buy space at William Allen Academy.	<ul style="list-style-type: none"> <li>Readily available.</li> <li>Potential to approach the State Park to buy additional land. (DNR permits could take many years)</li> </ul>	<ul style="list-style-type: none"> <li>Busy site too close to 8 mile road.</li> <li>Condition/ desirability of buildings not known, not at district standards.</li> <li>No gymnasium, no specials classrooms.</li> </ul>		Rejected
25	Recommend building new elementary school(s) based on enrollment and capacity needs.				Long Term Committee
26	Consider leasing the empty shopping plaza on 7 mile west of the State Police and turn it into classroom space.	<ul style="list-style-type: none"> <li>Good location; easy access and parking lot for busses. (convert to classroom use)</li> </ul>	<ul style="list-style-type: none"> <li>Expenses to erect classroom walls, plumbing and electrical can't be recovered.</li> </ul>		Rejected
27	Consider surplus facilities in neighboring school districts. ex Dickinson Middle. All 5 <sup>th</sup> grade program.	<ul style="list-style-type: none"> <li>Creates capacity</li> <li>Already constructed</li> <li>Keeps class sizes within targets</li> <li>No need to move Cooke</li> <li>Keeps subdivisions together (not house by house split)</li> <li>Class size can be closer controlled to Board</li> </ul>	<ul style="list-style-type: none"> <li>Transportation costs</li> <li>Major effort to start a 'new school' (staff, moving, set-up)</li> <li>Remote location</li> <li>Could affect property values</li> </ul>		Possible

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		approved level.			
28	Putting specials (not Art, Music or Computers) on carts in most of the schools as required.	<ul style="list-style-type: none"> <li>• Creates classroom space (potentially 2 rooms per school, 1 extra Moraine and Silver Springs)</li> <li>• No cost</li> <li>• Implemented immediately</li> <li>• Needs to work in conjunction with adding portables</li> <li>• Already being done in other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Depends on the special, some are difficult (music, art). Computers on carts doesn't work well.</li> <li>• Only works as part of another option.</li> <li>• Doesn't create common area capacity.</li> <li>• Keeps kids "homebound" in their classroom, teachers lack planning/prep time.</li> <li>• Could affect property values</li> </ul>		Could combine with other solution
29	Revisit the idea of splitting subdivisions as a boundary change criteria.	<ul style="list-style-type: none"> <li>• Some subs are large and already 'segregated'. Could make the boundary change more palatable.</li> <li>• Better than splitting subs "house by house"</li> </ul>	<ul style="list-style-type: none"> <li>• Very unpopular with residents.</li> <li>• Transportation costs increase.</li> <li>• More future moves for children</li> <li>• Could affect property values</li> </ul>		Could combine with other solution

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30	<p>“Overflow Solution”: Consider newcomers to the Ridgewood boundaries being sent to specific schools where there is space, not their boundary dictated school. It is based solely on ‘seat’ availability at different schools. (exception for newcoming siblings of kids already enrolled at RW)</p>	<ul style="list-style-type: none"> <li>• No effect on current students. Holds Amerman and Ridge Wood to their current level of acceptable overcapacity.</li> <li>• Allows RW to stay within 29 sections of specials.</li> <li>• Distributes population out to the buildings with capacity.</li> <li>• Has been done in other districts.</li> <li>• Does not move families that have been moved before</li> <li>• Does indicate the district is addressing the overcrowding issue with an obvious short term plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation could be challenging and increase costs.</li> <li>• Could involve staggered starts at some schools due to bus capacity.</li> <li>• Could split neighborhoods “house by house” for incoming families.</li> <li>• Does not relieve overcapacity today at Ridge Wood and Amerman.</li> <li>• Significantly impacts families in a neighborhood (activities; soccer, Cub Scouts, etc).</li> <li>• Treats newcomers as the ‘problem’</li> <li>• Disproportionately impacts the families directly affected.</li> <li>• Could affect property values</li> </ul>	<ul style="list-style-type: none"> <li>• All subdivision sales offices need to be officially notified.</li> <li>• How to handle existing home sale buyers ?</li> <li>• District needs to be in control of assignments, ie: no open enrollment.</li> <li>• Specials in the target schools (ie: Winchester and Silver Springs) would go onto carts.</li> </ul>	<p>Could combine with other solution</p>
31	<p>Make all elementary schools 1<sup>st</sup> ~ 6<sup>th</sup> grade. Build 2 new schools. 1 school dedicated to all district Kindergarten</p>	<ul style="list-style-type: none"> <li>• ECC and Kindergarten is centered and dedicated.</li> <li>• Middle school interscholastic sports</li> </ul>	<ul style="list-style-type: none"> <li>• Not a short term solution</li> </ul>		<p>Rejected</p>

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	and ECC, the other an additional 1 <sup>st</sup> ~ 6 <sup>th</sup> .	available only to 7 & 8 <sup>th</sup> . • Easier adjustment for K students to 1 <sup>st</sup> grade.			
32	Consider use of the Hillside lower level storage area. Renovate to new classrooms.	• Could obtain 6 classrooms. • Possible use for OVS special ed. • Possible use for ALPS.	• Would need to find money. • Need to add an elevator, restrooms, ventilation wiring etc. • Could be hard to provide specials. • Difficult to be ready by August '05. • Traffic issues with tight corner, hill and middle school traffic. • No playground. • Can't be achieved in year one.		Rejected
33	Move Ridgewood Kindergarten to Main Street School. Move District offices to the vacant offices space owned by Northville Township.	• Relieve overcapacity at Ridgewood. • 8 rooms could be made available.	• Need to hire additional staff (specials and admin). 1936 building heating system needs constant repair. • Board has already targeted Main Street School long term as district offices. • Street and parking lot traffic problems with many buses serving Old		Rejected

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			Village School and moms driving Kindergarteners to school. • Humanities would be a problem (no gym) • Classrooms have no plumbing facilities.		
34	Move Ridgewood Kindergarten to Main Street School. Move District offices to recently closed MacDonald Ford dealer.	Same as #33 above	Same as #33 above		Rejected
35	“Selected Sub Overflow Solution”: Send newcomers to the district in the selected subs in the Ridge Wood boundary to specific schools where there is space, not their boundary dictated school. Includes: a) adding portables at all elementaries to create capacity. b) Suspend ‘Open Enrollment’ for 2 years	<ul style="list-style-type: none"> <li>• Increase capacity at RW.</li> <li>• Reduces class sizes at RW</li> <li>• Targets just the growth area for remediation</li> <li>• Least disruptive to the entire community</li> <li>• Efficient way to use capacity at other schools</li> <li>• Doesn’t impact students who have moved before</li> <li>• No staggered start times at other schools with direct bus routing</li> <li>• Only 1 move (potentially more) for new families instead of 2 or more.</li> <li>• ECC stays in place, may gain back 1 Wondergarten</li> </ul>	<ul style="list-style-type: none"> <li>• Splits neighborhoods house by house for 2 years</li> <li>• Families affected know another move is in their future</li> <li>• Increased bus transportation costs</li> <li>• Long term resident in these subs who has a child just entering Kindergarten can’t attend Ridge Wood. (although most homes &lt; 5 years old)</li> <li>• Amplifies most Cons on #30.</li> <li>• Does not solve problems for Amerman</li> <li>• Could affect property</li> </ul>	<ul style="list-style-type: none"> <li>• Public Relations challenge to sell the program in a positive light.</li> <li>• Lively community discussion when presented to residents</li> <li>• Surprise to Builders and Real Estate agents</li> </ul>	Could combine with other solution

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		classroom.	values		
36	Create new attendance boundaries now that match the proposed new elementary school. Consider leasing a building in a neighboring district. Dickinson Middle, Need a K-5 building.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	On - Hold