

# Closing Schools Materials Distribution Plan

## Guiding Principles for Distributing Materials:

- Hold student needs at the center
- Release resources and increase program quality district-wide
- Respect for staff and teachers
- Equity
- Materials follow students/teachers where it makes programmatic sense to do so
- Materials and supplies go to schools with demonstrated need
- Efficiency—move materials in a way that makes sense (not over-complicate the process, thus creating excessive man-hours to implement the plan)

## Affected Closing School Sites:

- Lakeview
- Lazeur
- Marshall
- Maxwell Park
- Santa Fe

## **STEP ONE: Rationale for materials to be moved *from* a school site**

<p><b>Purpose:</b> Determine the use of closing schools in the upcoming school year and use this information to determine what materials and supplies are available for distribution.</p>		
<p><b>Process:</b> Analysis will be conducted BOTH of the needs of closing school students in their new schools <b>and</b> the needs of the incoming program to determine how to provide for the needs of closing school students while also addressing the needs of an incoming district school or to comply with the statutory requirements of an incoming charter school.</p>		
<p><b>Important:</b> Instructional Materials and Supplies (including Technology, Books, Supplies, and Consumables) that will be used by a teacher in his/her new school assignment will be sent to the new school.</p>		
<p><b>OPTION ONE</b>  <b>Closing school will become the site of another OUSD school:</b>                      Give receiving schools first priority to instructional materials, furniture, office supplies and technology, and kitchen/cafeteria equipment and furniture.</p>	<p><b>OPTION TWO</b>  <b>Closing school will become the site of a charter school:</b>                      Statute requires that incoming charter schools have a fully-furnished space equivalent to a District school. Nonetheless, the District will engage with receiving schools and incoming charter schools to negotiate needs.</p>	<p><b>OPTION THREE</b>  <b>Closing school will become the site of an OUSD department or other services:</b>                      Office materials to stay on site on a case-by-case basis.</p>
<p><b>Materials available for distribution:</b>                      Remaining materials will be available for incoming school use or distributed if not needed.</p>	<p><b>Materials available for distribution:</b>                      Some office materials, all instructional materials.</p>	<p><b>Materials available for distribution:</b>                      All classroom and instructional materials according to DEMAND.</p>

**Note:** The Textbook Services, under the supervision of Wayne Garvin, will be responsible for the cataloging, collection, and redistribution of all textbooks and Teacher’s Editions.

## A Special Note on Teacher Instructional Materials:

- ❖ Instructional Materials and Supplies (including Technology, Books, Supplies, and Consumables) that will be used by a teacher in his/her new school assignment will be packed up and sent to the new school.
- ❖ If a teacher is changing his/her grade level assignment, all materials that support instruction (but that are not reflective of a particular grade level) will follow the teacher to his/her new assignment, but all grade-specific Instructional Materials will follow the students to their receiving school and/or follow the ranking criteria. For example, a current 2<sup>nd</sup> grade teacher trained to use a Smart Board will be able to use this technology at his/her new school even if he/she will now be a 5<sup>th</sup> grade teacher. The teacher’s current curriculum, Teacher’s Editions, and other related 2<sup>nd</sup> grade materials will follow incoming 2<sup>nd</sup> grade students at their new school.
- ❖ Teachers can request that personal supplies and materials be packed and shipped to their new school, or he/she can take these supplies home at the end of the school year.
- ❖ In most cases, furniture will not be considered an Instructional Material and will not follow teachers to their new sites. Consideration will be given to Special Education classrooms.

## STEP TWO: Distribute materials according to DEMAND

The primary goal is to distribute materials to make classroom programs whole, the secondary goal is to improve current programs.

Evaluation of DEMAND will define where materials will go, following the priorities listed:

### Tier One: Expanding Schools

\*Schools receiving closing school students and/or expanding grade levels.

Follow students to new schools in order to create a new classroom/accommodate additional students (i.e., 2<sup>nd</sup> grade materials follow 2<sup>nd</sup> grade class to a new site that is not currently equipped to house an additional 2<sup>nd</sup> grade class).

### Tier Two: Schools NOT Expanding

\*Schools whose program will not be gaining new classroom(s) of students.

Priority will be based on: **1) Corridor schools, 2) Structural deficit sites, 3) Free/Reduced Price Lunch, 4) API score**

\*Materials distribution will be in compliance with Title One guidelines.

## TIMELINE:

April	May	June	July and August
<b>Complete Site Inventories</b> <ul style="list-style-type: none"> <li>• Take a picture of supply rooms, classrooms, cafeterias, computer labs, and general use rooms</li> <li>• Monitor End-of-Year purchases and inventory all assets</li> </ul>	<b>Complete Inventory</b> <ul style="list-style-type: none"> <li>• Inventory all Leased items and coordinate movement of leased items (to begin in the summer)</li> <li>• Determine where materials will be distributed based on the Tiered Distribution guidelines</li> </ul>	<b>Establish Final Location for Moved Items</b> <ul style="list-style-type: none"> <li>• Engage with receiving schools to determine location where materials will be moved it (taking into account cleaning, construction, and summer school plans at the site)</li> <li>• Pack and label all materials</li> <li>• Begin moves</li> </ul>	<b>Complete all Moves to New Locations</b>

# Closing Schools Materials Distribution Plan



Sample Site Inventory		
Category	Examples	Distribution Plan
<b>Technology—Equipment</b>		
Classroom	Elmo's, LCD players, Smart Boards, teacher computer	Follow teachers to new classroom (packed up and shipped to new school)
Whole Classroom	Computers, calculators, etc	Follow Tiers, according to DEMAND
General Office	Computers, printers, copy machine (if owned), fax machine, scanner	Follow Tiers, according to DEMAND
Principal Office	Computer, printer	Follow principals to new location, if staying in OUSD
Common Areas	Tech from teacher's workroom, computer lab, laptop cart, library computers and related tech	Follow Tiers, according to DEMAND
<b>Technology—Software</b>		
Academic	License for programs (Rosetta Stone, Reading programs, etc.)	Work with Tech services to understand the contract constraints
Programs	Word, Excel, etc	Work with Tech services to understand the contract constraints
<b>Furniture</b>		
Classroom	Desks, chairs, tables, bookcases	Follow Tiers, according to DEMAND
Common Spaces	Couches, bookcases, carts, tables	Follow Tiers, according to DEMAND
Auditorium	Chairs, tables	Follow Tiers, according to DEMAND
<b>Books and Supplies</b>		
Teacher's personal materials	Books, art supplies, etc	Follow teachers to new classroom (packed up and shipped to new school or sent home with teacher)
Instructional Materials	Construction paper, scissors, glue, paint	Follow teachers to new classroom (packed up and shipped to new school)
<b>Books and Supplies, Continued</b>		
Consumables, instructional supplies	Flashcards, workbooks, Open Court readers, big books, Teacher's manual, etc.	Follow teachers to new classroom (packed up and shipped to new school) IF teacher is teaching same grade level, if not, create classroom grade level kit, and distribute following Tiers, according to DEMAND
Classroom library	Level books, reading books	Follow teachers to new classroom (packed up and shipped to new school) IF teacher is teaching same grade level, if not, follow Tiers, according to DEMAND
Textbooks	Open Court, Harcourt, etc	Packed and redistributed by the textbook department
School Library	Book collection, furniture	Follow Tiers, according to DEMAND
<b>Office and Program-Specific Supplies</b>		
Office	Copy paper, in-boxes, white boards, toner, paper clips	Follow Tiers, according to DEMAND
Program Specific	Art elective, science room, PE	Follow Tiers, according to DEMAND
<b>Kitchen and Cafeteria</b>		
Kitchen	Warming ovens, refrigerators	Food Services to assess and redistribute
Dining room furniture	Tables, chairs	Food Services to assess and redistribute following Tiers, according to DEMAND
<b>School artifacts</b>		
Denise Saddler to assess and to distribute as appropriate		