

A RESOLUTION OF THE MANOR ISD BOARD OF TRUSTEES TO ESTABLISH A FORMAL SET OF CRITERIA FOR CONSIDERING THE MERGER OF SCHOOL CAMPUSES.

WHEREAS,

1. The Manor ISD Board of Trustees recognizes that certain campuses within the district are experiencing significant enrollment disparities, with some facilities over capacity and others under capacity.
2. The Board is committed to ensuring the efficient use of district resources while maintaining high-quality educational opportunities for all students.
3. The Board desires to adopt clear and transparent criteria by which campus mergers may be proposed and evaluated.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. **Adoption of Merger Criteria**
The Board hereby adopts the Merger Criteria (the “Criteria”), attached hereto as Exhibit A, as the guiding framework for identifying and evaluating potential school mergers.
2. **Authorization of Studies and Assessments**
The Superintendent, or designee, is authorized and directed to conduct studies and collect data necessary to evaluate potential mergers under these Criteria, including but not limited to enrollment projections, facilities condition assessments, transportation impact studies, and financial analyses.
3. **Community Engagement**
The Board directs that community engagement, including stakeholder meetings and public hearings, be conducted before any final decisions on mergers are brought to the Board for approval.
4. **Reporting Requirements**
The Superintendent, or designee, shall provide periodic updates to the Board on the implementation of the Merger Criteria, including preliminary findings, recommendations, and a timeline for next steps.
5. **Implementation and Procedure**
The Superintendent, or designee, shall develop and promulgate administrative regulations and procedures consistent with the Merger Criteria to ensure a transparent and equitable evaluation process.
6. **Effective Date**
This Resolution shall become effective immediately upon its adoption by the Board of Trustees of Manor ISD.

PASSED AND APPROVED this [Day] of [Month], [Year], by the Board of Trustees of [District Name].

Board President

Board Secretary

Merger Criteria User Manual

Purpose:

This User Manual serves as a comprehensive guide to the Merger Criteria adopted by the Board of Trustees. It explains each criterion in detail and provides measurable indicators to ensure a transparent, data-driven approach to campus merger decisions.

I. Capacity and Enrollment

Description:

Capacity and enrollment data are crucial to understanding whether a campus is effectively utilized or overburdened.

□ Under-Enrollment Threshold

- **Definition:** A building with student enrollment at or below 85% of its designed capacity.

- **Measurable Indicator:**

- $\text{Enrollment} \div \text{Design Capacity} \leq 0.85$

□ Over-Enrollment Threshold

- **Definition:** A building with student enrollment consistently exceeding its capacity by at least 10%.

- **Measurable Indicator:**

- $\text{Enrollment} \div \text{Design Capacity} \geq 1.10$ (over multiple consecutive semesters/years)

□ Enrollment Trends

- **Definition:** Long-term analysis (e.g., five-year historical and five-year projected) to determine if over/under-enrollment is temporary or persistent.

- **Measurable Indicator:**

- Year-over-year enrollment change and official demographic projections from recognized sources.

II. Financial Efficiency

Description:

Sound financial decisions require evaluating both short-term operating costs and long-term investments for each campus.

□ Renovation vs. Rebuild Cost

- **Definition:** Determines whether the cost to renovate an existing campus exceeds 65% of the cost to rebuild or merge facilities.
 - **Measurable Indicator:**
 - $\text{Total Renovation Cost} \geq 65\% \text{ of New Construction Cost}$ (threshold can be set by district policy, if needed)
 - **Per-Student Cost of Operations**
 - **Definition:** Compare each campus's operational cost per student to the district-wide average.
 - **Measurable Indicator:**
 - $\text{Campus Operating Cost} \div \text{Campus Enrollment} \geq 1.10 \times \text{District Average Per-Student Cost}$
 - **Budgetary Economy of Scale**
 - **Definition:** The potential for cost savings through shared resources and consolidated services if two or more campuses merge.
 - **Measurable Indicator:**
 - $\text{Estimated Combined Annual Operating Cost (merged)} < \text{Sum of Individual Campuses' Operating Costs}$
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III. Facilities Condition

Description:

Buildings in poor physical condition or lacking critical modern resources may benefit more from consolidation rather than continued maintenance.

- **Physical Condition Assessment**
 - **Definition:** A standard facility condition index or equivalent evaluation of structural integrity, code compliance, and long-term maintenance needs.
 - **Measurable Indicator:**
 - A Facility Condition Index (FCI) score above a certain threshold (e.g., 30%) may indicate the need for major renovation or replacement.
- **Educational Adequacy**
 - **Definition:** The extent to which the building supports modern teaching methods, technology integration, and specialized programs.
 - **Measurable Indicator:**

$$\square \text{ Gap Analysis: Required Program Space} \div \text{Actual Available Space}$$

IV. Transportation and Accessibility

Description:

Transportation logistics are a key consideration. Merging campuses can affect bus routes, travel times, and costs, as well as student safety.

□ Travel Time and Bus Routes

- **Definition:** Potential increase or decrease in commute times for students, including changes to bus routing.
- **Measurable Indicator:**
 - Average Commute Time (pre-merger vs. post-merger), Transportation Cost per Student Mile

□ Distance Between Sites

- **Definition:** The physical proximity of campuses under consideration for merger.
 - **Measurable Indicator:**
 - Geographic distance and estimated travel time (maps or district's transportation software). Potential merger campuses should be within 4 miles.
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V. Enrollment Demographics and Equity

Description:

Mergers should support equitable access to educational programs and maintain diversity across the district.

□ Student Demographics

- **Definition:** Potential impact of a merger on the socioeconomic, ethnic, and special program composition of the new campus.
- **Measurable Indicator:**
 - Comparison of demographic breakdown (Free and Reduced Lunch rates, ELL, SPED) before and after merger

□ Special Education and Language Programs

- **Definition:** Assures that merging facilities still meet or exceed requirements for special education and ESL/ELL students.
- **Measurable Indicator:**

- Capacity and availability of specialized classrooms and qualified staff
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VI. Community and Stakeholder Input

Description:

Community engagement fosters transparency and ensures that the affected stakeholders have a voice in significant decisions.

□ Community Impact

- **Definition:** Potential effects on neighborhood identity, property values, and local perception of the district.
- **Measurable Indicator:**
 - Survey results, public hearing feedback, written comments from community members

□ Public Hearings and Surveys

- **Definition:** Formal opportunities for parents, staff, and community members to share concerns or support.
 - **Measurable Indicator:**
 - Documented number of participants, summary of feedback themes
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VII. Educational Program Offerings

Description:

Mergers can affect class sizes, electives, advanced academics, and career/technical programs.

□ Unique Program Considerations

- **Definition:** Specialized programs requiring dedicated facilities or staff (e.g., STEM labs, magnet academies).
- **Measurable Indicator:**
 - Quantity/Quality of specialized resources before and after the merger

□ Class Sizes

- **Definition:** Analyze student-teacher ratios before and after merger
 - **Measurable Indicator:**
 - Projected Class Size \leq District Standard (e.g., 25:1)
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VIII. Operational Feasibility

Description:

Assess how a merger impacts district staffing, technology, and schedules.

□ Staffing and Personnel

- **Definition:** Potential redundancies or shortages in teaching and support positions.
- **Measurable Indicator:**
 - Estimated FTE (full-time equivalent) impact of merging schools vs. individual staffing levels calculated as estimated cost savings.

□ Technology Infrastructure

- **Definition:** Ability of existing networks, hardware, and software to handle combined enrollment.
- **Measurable Indicator:**
 - Bandwidth capacity, device/student ratio, IT support structure

□ Implementation Timeline and Costs

- **Definition:** Evaluates project scope, construction/remodel timelines, and associated costs.
- **Measurable Indicator:**
 - Estimated cost vs. budget allocation; Gantt chart timelines

IX. Facilities Utilization Beyond K–12

Description:

Some buildings may have value or potential use beyond standard K–12 operations.

□ Alternative Uses

- **Definition:** Leasing or repurposing vacated spaces for community or commercial use.
- **Measurable Indicator:**
 - Potential lease revenues

□ Municipal Partnerships

- **Definition:** Opportunities to partner with local government agencies (e.g., libraries, parks).
- **Measurable Indicator:**

- Formalized agreements or MOUs that reduce district overhead
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Implementation Recommendations

1. Data Collection and Analysis

- Gather updated enrollment figures, facility condition reports, and financial records each year.

2. Stakeholder Collaboration

- Form a steering committee of district officials, campus leaders, and community representatives to review data and make recommendations.
- Use public hearings and online surveys to foster transparency and gather broader input.

3. Regular Review

- Revisit these Merger Criteria every 3 years to ensure they remain current with changing demographics, educational standards, and district goals.

4. Decision-Making Framework

- Use the Criteria as a preliminary screening tool.
 - Once a campus is flagged, initiate a deeper feasibility study to confirm whether merging is in the best interest of the district.
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Conclusion

The Merger Criteria serve as a roadmap for the Manor ISD to address capacity imbalances, optimize resources, and maintain high-quality educational environments. By adhering to clear, data-driven indicators and engaging community stakeholders, the district can make informed decisions that balance fiscal responsibility with the diverse needs of students and families.