



**REPORT OF THE
COMMUNITY MEMBER
FOCUS GROUP MEETING
HELD ON SATURDAY,
June 16, 2018**

**PERCEPTIONS ABOUT THE OPPORTUNITIES AND CHALLENGES
REPORTED IN THE
PRE-KINDERGARTEN THROUGH GRADE TWELVE PROGRAM
DELIVERY STUDY:**

*Are there options that might provide more
cost-effective ways or patterns to organize how the
Pre-K-12 Program is implemented/delivered over
the next three years?*

June 20, 2018

*"Custom tools and research to aid a school district in defining a vision and
decision options for serving students in the future."*

LANCASTER CENTRAL SCHOOL DISTRICT JUNE 16 COMMUNITY FOCUS GROUP RESIDENT TAXPAYER PARTICIPANTS	PRIMARY STAKEHOLDER GROUP REPRESENTED
“RED DOT” Discussion Group	
Bona, Lorraine	“Empty-Nester”
Dwan, Kathleen	Nurse Support Staff
Edwards, Becky	K-3 Faculty
Lima, Sara	K-3 Faculty
Potozniak, Bethany	Pre-K Parent
Schlager, Georgia	“Empty-Nester”
Sepe, Karen	K-3 Faculty
Sroka, April	Parent K-3
Wrotny, Susan	Parent 9-12
Zolnowski, Shannon	9-12 Faculty
GREEN DOT” Discussion Group	
Anstett, Megan	9-12 Faculty
Barsi, Andrea	Teacher Aide Support Staff
Burger, Cindy	Parent K-3
Conlon, Mary Beth	7-8 Faculty
MacKay, Marie	“Empty Nester”
Marchioli, Karen	Central Administration
McKernan, Beth	K-3 Faculty
Nowicki, Alan	Parent 9-12
Osika, Danyelle	Pre-K Parent
Potempa, Kevin	Parent K-3
Salge, Tara	Parent K-3
“BLUE DOT” Discussion Group	
Cognion, Season	Parent 9-12
Greene, Carrie	K-3 Principal
Longhouse, Kristin	K-3 Faculty
Silverblatt, Tyler	Pre-K Parent
Wieand, Jacquie	Secretarial Support Staff
Zalenski, David	“Empty-Nester”
“YELLOW DOT” Discussion Group	
Caldarelli, Lucy	Teacher Aide Support Staff
Greenawalt, Cori	K-3 Faculty
Kerwin, Mariah	Parent K-3
Martin, Melissa	Parent 9-12
Meetze, Wendy	Parent K-3
Payne, Jud	Retired
Thurnherr, Kathy	Parent 9-12
Waters, Dottie	K-3 Faculty
Wolanin, Judy	Nurse Support Staff
Yearley, Cynthia	“Empty-Nester”

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

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Preface

In the fall of 2017, the Lancaster Central School District Board of Education commissioned a study to research data to help the school district answer the following district planning question:

Are there options that might provide more cost-effective ways or patterns to organize how the Pre-K-12 Program is implemented/delivered over the next three years?

On November 27, 2017 in a public meeting, the Board of Education and the Superintendent created a written tool to help guide the *Program Implementation Study*. This guide lists the values expressed by the leadership of the school district which helped focus the development of the study. The list may help community discussion of a very important public policy decision the Board of Education is facing over the coming months. The results of the Planning for the Future Workshop were posted to the District website in December of 2017.

Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Lancaster School District Board of Education and Superintendent on November 27, 2017
1	Communication and transparency of information with all stakeholders.
2	Options that will allow flexibility for Lancaster to provide current and possibly future programs (like: STEM approaches, career tech academies.....)
3	What are the current pupil capacities of our school buildings?
4	Are there options that can help reduce time on the bus by K-3 pupils?
5	Options that focus on supporting student performance and program offerings.
6	Options that will address social-economic diversity among the elementary school attendance zones. Are there special needs programs that now are served outside of the district that could be served in a program and cost-effectively manner within the Lancaster schools?
7	Is a 'North-South' configuration for pre-K-3 a viable option?
8	If 4, 5, 6 were delivered in a different way, what program elements might be lost or gained?
9	Are we using the school buildings as best as possible to serve the grade levels?
10	What are up-to-date enrollment projection data, staff/FTE costs, transportation costs? What might be the estimated cost impact of the various options?
11	How might the various options influence staffing?
12	Sensitivity to how the options might influence family 'habits' and culture.
13	How options address 'school culture' with such items as class size, condition of the school buildings, home location of students served at respective elementary schools.
14	Involvement of staff in reviewing of option ideas.

The *Program Implementation Study* was posted to the district website in June of 2018 and copies of the study were distributed. The findings of the study were presented to the community at an evening meeting and to the school district staff at an afternoon meeting on May 29, 2018. Two baseline studies were prepared and published to the community. They are:

- ◇ *February 27, 2018: Pupil Capacity Analysis of Each School Building of the Lancaster Central School District: Pre-Kindergarten Through Grade 12.* This tool inventories every instructional and instructional support space in the school buildings and compares the resulting *pupil capacity* now available with the enrollment of the 2017-2018 school year.
- ◇ *January 31, 2018: Enrollment Projection/Demographic Study.* This tool provides demographic information about the school district and three enrollment projection estimates are discussed and presented.

The *Program Implementation Study* identifies various options that the Board of Education, senior administration, and the community may want to give further focus and consideration as they identify efficiencies to ensure the most support of pre-K through grade twelve pupils in the delivery of the instructional program with the resources available, and will accommodate long-term an increasing elementary enrollment. The ideas and options include different elementary grade level configurations and uses of the existing school buildings. The ideas and options documented in the study may also ‘spark’ locally developed adapted options to deliver the program. The study is a “roadmap” and not a ‘recipe’. The *Program Implementation Study* **also** identifies ideas and options *to re-deploy current resources* to achieve additional program and learning opportunities for young people and/or to reduce the general fund expenses of the district.

In May, the Board of Education encouraged the community to review the findings of the study. They announced that an opportunity would be held in June for community members to help refine the *opportunities and challenges* listed for each grade configuration option identified in the study and to suggest a rank-ordered set of prime options for further discussion and consideration by the Board.

The Board of Education publicly invited resident community members to volunteer and apply to be members of a Community Focus Group to meet on June 16 to discuss and analyze the four scenario options identified by the study presented to the community on May 29. The goal of creating a Community Focus Group is to provide representation for all residents, taxpayers, and stakeholders of the school district by bringing together a cross-section of individuals of the school district. The Focus Group is a working meeting of community members in public hosted by a ‘guest outsider’.

Thirty-seven resident community members worked together at the Focus Group Meeting on June 16. Forty-eight community volunteers who applied were appointed by the Board.

The purpose of the Community Focus Group was to listen and record the information and data-driven perceptions of the community members as they reviewed, discussed, and listed additional *opportunities and challenges* suggested by the various option scenarios identified in the study.

This report documents the work of the Community Focus Group on June 16. The results of the work of the Focus Group becomes one more valuable tool for the Board in its deliberation about how best to implement the program at what grade level configurations and in what school buildings.

Appendix A includes the agenda of the Focus Group held on June 16. ***Appendix B*** includes example baseline data from the study used as a resource by the members of the Community Focus Group.

We sincerely thank the members of the Community Focus Group for the hospitality given to ‘guest outsiders’ and for their time, diligent analysis, and discussion with each other.

Dr. Paul M. Seversky and Mr. Douglas Exley
SES Study Team, LLC
June 2018

The Scenario Options listed in the study:

- ✓ Adhere and reflect the ‘functional’ class size goals currently followed by the Lancaster Central School District.
- ✓ Reflect the low to high future enrollment projections for 2020-2021 and 2022-2023.
- ✓ Reflect the pupil capacities of the current school buildings without renovations/changes (unless specifically noted, and the current programs provided.
- ✓ Include the construction of classrooms to accommodate the high range enrollment projection five years from now for K-3.

Please note that the scenario options do not address the construction of additional classrooms to replace existing grade level classrooms that may be reassigned to serve instructional support services now in sub-standard size spaces. The evaluation of the types of instructional support rooms and the appropriate size of those support spaces is a program decision of the School District. For example, not included in the estimates of the number of new classrooms to be built takes into account instructional support space decisions that the District may want to address. For example, there is an inequity of music and art instructional support space among the four K-3 elementary schools. In one school there is not designated art room and art is delivered ‘on a cart’ from room to room. In another school, music instruction is delivered on the stage instead of a designated classroom.

SCENARIOS FOR CONSIDERATION BY THE LANCASTER CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION: <i>Are there options that might provide more cost-effective ways or patterns to organize how the Pre-K-12 Program is implemented/delivered over the next three years?</i>	Como Elementary	Court Elementary	John A. Sciole Elementary	Hillview Elementary	Central Avenue Building	William Street	Middle School	High School	Central Administration Services
SCENARIO OPTION A: The ‘sister schools’ of Como and Court serve in concert grades K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally. Central Administration is housed at Central Avenue.	K-3		K-3		Pre-K	4-6	7-8	9-12	Space in the Central Ave. Building
SCENARIO OPTION B: Como serves all of the grades K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally and Central Administration. The 1924 Admin. Building is closed and sold.	K-1	2-3	K-1	2-3	Pre-K	4-6	7-8	9-12	Space in the Central Avenue Building

SCENARIOS FOR CONSIDERATION BY THE LANCASTER CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION: <i>Are there options that might provide more cost-effective ways or patterns to organize how the Pre-K-12 Program is implemented/delivered over the next three years?</i>	Como Elementary	Court Elementary	John A. Sciole Elementary	Hillview Elementary	Central Avenue Building	William Street	Middle School	High School	Central Administration Services
SCENARIO OPTION C: The ‘sister schools’ of Como and Court serve in concert grades Pre-K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades Pre-K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.	Pre-K - 3	Pre-K - 3				4-6	7-8	9-12	Renovated space in one of the school buildings
SCENARIO OPTION D: Como serves all of the grades Pre-K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades Pre-K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.	Pre-K-1	2-3	Pre-K-1	2-3		4-6	7-8	9-12	Renovated space in one of the school buildings

Rank Ordering of the Scenarios by the Community Focus Group as to *What Might be “Best for Pupils”*

After about five hours of discussion and analysis by the Community Focus Group, each Focus Group Member rank-ordered **the four scenario options to implement and deliver the program differently** by comparing each option in turn to the other three. Each Focus Group member privately compared Scenario A in turn with each of the Scenarios B-D noting which of the two compared scenario options might be “best for pupils”. Similarly, Scenario B was compared in turn with each of the Scenarios C-D; and Scenario C with D. The Focus Group compiled the number of times that each scenario was recorded as “What might be Best for Pupils” by individual Focus Group Members as each member compared the scenarios two at a time.

The results of the rank ordering of the four scenario options A – D by the June 16 Community Focus Group are:

RANK ORDER	SCENARIOS FOR CONSIDERATION BY THE LANCASTER CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION: <i>Are there options that might provide more cost-effective ways or patterns to organize how the Pre-K-12 Program is implemented/delivered over the next three years?</i>
1	SCENARIO OPTION A: The ‘sister schools’ of Como and Court serve in concert grades K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally. Central Administration is housed at Central Avenue.
2	SCENARIO OPTION C: The ‘sister schools’ of Como and Court serve in concert grades Pre-K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades Pre-K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.
3	SCENARIO OPTION D Como serves all of the grades Pre-K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades Pre-K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.
4	SCENARIO OPTION B: Como serves all of the grades K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally and Central Administration. The 1924 Admin. Building is closed and sold.

Some Major Observations/Suggestions of the Discussion/Work of the Community Focus Group

- Acknowledgement that the most current base enrollment projection estimates suggest that:
 - **Grades K-3 enrollment** may increase by about 276 pupils over **the next 5 years** per the most optimistic estimate. The most conservative estimate suggests enrollment may decrease by 115 pupils in five years compared to 2017-2018.
 - **Grades 4-6 total enrollment** may increase by about 117 pupils over **the next 5 years** per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 84 more pupils in eight years compared to 2017-2018.
 - **Grades 7-8 total enrollment** may increase by about 122 pupils over **the next 8 years** per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 88 more pupils in eight years compared to 2017-2018.
 - **Grades 9-12 total enrollment** may decrease by about 52 pupils over **the next 10 years** per the most optimistic estimate. The most conservative estimate suggests 9-12 enrollment may decrease by about 86 pupils in ten years compared to 2017-2018
- Acknowledgement that as of February 2018 the K-12 pupil capacity analysis of the school buildings suggest that:
 - **The Elementary Schools (K-3)** in 2017-2018 are at 90.2% of pupil operating capacity benchmarked to the Lancaster School District class size goals.
 - **The William Street Intermediate School (4-6)** in 2017-2018 is at 86.6% of pupil operating capacity benchmarked to the Lancaster School District class size goals.
 - **The Middle School (7-8)** in 2017-2018 is at 87.7% of pupil operating capacity benchmarked to the Lancaster School District class size goals.
 - **The High School (9-12)** in 2017-2018 is at 93.3% of pupil operating capacity benchmarked to the Lancaster School District class size goals.
- Acknowledgement that as of the most current low, mid and high enrollment projection estimates, the current configuration of schools may be at the following pupil capacity use benchmarked as listed:
 - In **five** years, the **Elementary Schools (K-3)** in 2022-23 may likely utilize 83% to 105% of available pupil capacity benchmarked to the Lancaster School District class size goals.
 - In **five** years, the **William Street School (4-6)** in 2022-23 may likely utilize 92% to 94% of available pupil capacity benchmarked to the Lancaster School District class size goals.
 - In **eight** years, the **Middle School (7-8)** in 2025-26 may likely utilize 96% to 99% of available pupil capacity benchmarked to the Lancaster School District class size goals.
 - In **ten** years, the **High School (9-12)** may likely utilize 89% to 91% of available pupil capacity benchmarked to the Lancaster School District class size goals.
- Acknowledgement that the school buildings and the school district are an important part of the culture and life of the area served by the Lancaster Central School District.

- Acknowledgement that whatever scenario option, if any, is implemented by the Board of Education, it is important to have enough flexibility to provide both instruction and instructional support services with quality and within the class size goals of the district:

GRADE LEVEL	Optimal Class Size District Goal
Pre-Kindergarten	18 as per State Education grant guidelines.
Kindergarten	21
Grade 1	21
Grade 2	23
Grade 3	23
Grade 4	25
Grade 5	25
Grade 6	25
Grades 7-8	25
Grades 9-12	25*

*Individual periods of specialized, advanced instructional offerings may well have lower class enrollments.

- Acknowledgement that as the Board focuses in on likely scenarios to implement, more details about the following items should be developed in detailed draft form and shared with the community:
 - ✓ How each short-listed scenario addresses service to special needs pupils including identification.
 - ✓ Process to implement a scenario option, if any, should be well-planned and not ‘rushed’. A phase in process clearly defined and communicated with the community.
 - ✓ Potential model of transportation routing.
- If the district considers a ‘swing zone’ policy regardless of what scenario is implemented or not, communicate elements of the possible policy and how the policy might be implemented. Is it likely that children o the same street might go to different schools?

SCENARIO OPTION A:

SCENARIO OPTION A: The ‘sister schools’ of Como and Court serve in concert grades K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally. Central Administration is housed at Central Avenue.

OPPORTUNITIES:

- ✓ School District addresses facilities regarding the estimated enrollment projections for five years in the future for grades K-3.
- ✓ Recognition the value of serving the youngest of pupils as close to home as possible.
- ✓ Flexibility is incorporated in the ‘north-south’ attendance zones to help mitigate unexpected enrollment from residential construction only now in the concept stage of planning. Such construction, if pursued, may impact the district over five years into the future.
- ✓ The pattern of bus transportation likely will not include passing through an attendance zone to get to the K-3 school of attendance. Potential increased that no bus ride will be longer than 50-60 minutes in grades K-3.
- ✓ The ability to allow more flexibility for the future by crafting a “swing zone, flex zone” policy and procedures for new students to the district when class size guidelines may be inappropriately exceeded at a pair of “sister schools” in either the ‘North’ or ‘South’ attendance zone.
- ✓ Little if any instructional or support staff reassignment.
- ✓ Additional classrooms are provided for Pre-K for expansion as grants become available to the District.
- ✓ The District will be able to sell the 1924 building that now houses central administrative services. Income used toward reducing existing school district debt.
- ✓ Central administrative services housed in appropriate facilities at the Central Avenue Building along with Pre-K.
- ✓ The potential to rent unused space at the Central Avenue Building.

CHALLENGES:

- ✓ Community support of a capital referendum to build classrooms at each of the four K-3 elementary schools and eight Pre-k classrooms at Central Avenue.
- ✓ Phasing in the two attendance zones over the 36 to 48 months necessary to build additional classrooms at the four sites.
- ✓ Preparing Board policy and/or regulations to guide the designation of attendance for current and **new** students to the district at a “K-3 Sister School” within each of the two attendance zones to meet class size equity and pupil capacity available.
- ✓ Pre-K is served centrally with continued challenges in articulating the Pre-K curriculum with the K-3 curriculum.
- ✓ The cost for preparing the Central Avenue Building to host an expanded Pre-K program and central administrative services.
- ✓ Unused room at the Central Avenue Building. Annual costs of normal operation and maintenance.
- ✓ Analyze bus route patterns **within** the north and south attendance zones such that pupils attend the sister school ‘closest to home’ as a goal.

**SCENARIO A: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED
BY THE COMMUNITY FOCUS GROUP ON JUNE 16**

The ‘sister schools’ of Como and Court serve in concert grades K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally. Central Administration is housed at Central Avenue.

OPPORTUNITIES:	CHALLENGES:
✓ Save money in long run by using one fewer building.	✓ CAS needs security updates.
✓ Balance socio-economic north and south.	✓ Explaining change.
✓ Fewer transitions for students.	✓ Swing zone may deter families from moving here.
✓ Money is available in current budget to update security at CAS	✓ Unequal socio-economic distribution.
✓ K-3 students stay together to allow for peer mentoring and build friendships.	✓ Impact of balancing socio-economic mix. Will there be a balance? How will it work?
✓ Increased parent involvement with neighborhood schools.	✓ Ability to sell current administration building.
✓ Decrease in transportation time.	✓ Suspended HS students share space with Pre-K at CAS.
✓ Keeping Pre-K separate allows for increased security. Less traffic within elementary buildings.	✓ Parking at CAS would need to be expanded.
✓ Siblings stay together.	
✓ Sense of community saying in one building for 4 years. Teacher/student relationships develop over 4 years.	
✓ PTO involvement over 4 years	
✓ School events would be ideal in a K-3 community.	

SCENARIO OPTION B:

SCENARIO OPTION B: Como serves all of the grades K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally and Central Administration. The 1924 Admin. Building is closed and sold.

RATIONALE:

- The range of estimated future K-3 enrollments in three to five years suggests that current K-3 pupil capacity may be deficient to serve the expected K through grade 3 population if the high range projection comes about.
- The school district has four sound K-3 elementary school buildings. The Como and Court Schools are within 1.5 miles of each other. Sciole and Hillview are within 1.3 miles of each other.
- Residential growth over the past ten years has changed the demographics of the four K-3 school traditional attendance zones. There is not a parity of K-3 school-age pupils living in the four traditional attendance zones. The J.A. Sciole school attendance boundaries are gerrymandered to serve pupils when the pupil capacity of the other three schools are close to or are over the number of pupils they can serve and honor the class size goals of the district. The Sciole ‘attendance zone’ is three separate non-continuous geographical areas of the School District.
- The District values bus transportation routes to be as short as possible.
- If the district is viewed as two K-3 attendance zones; one served by ‘sister schools’ Como and Court, the other served by ‘sister schools’ Sciole and Hillview, then the district may be able to: 1. have a good chance to reduce bus transportation times, 2. provide consistency in a pre-planned manner as to where new K-3 pupils attend school, and 3. have flexibility in dealing with possible future residential construction if implemented.
- Two K-3 attendance zones served by the two pairs of ‘sister schools’ will help achieve a similar social-economic mix of pupils served at each individual school.
- Given the potential for increased K-3 enrollments in five years, the District may want to use the high range enrollment estimate and plan for about a 10% unassigned pupil capacity to help ensure flexibility for future community growth and program offering growth.
- The School District has achieved efficiency of staff deployment and consistency of curriculum delivery by providing instruction for grades 4-6, 7-8, and 9-12 on a district-wide centralized school building grades configuration. Learning from that success, applying a ‘Princeton Model’ of delivery for grades K-1 and grades 2-3 will allow the district to achieve similar staff deployment and consistency of curriculum delivery. At the same time, having two schools serving K-1 and two schools serving 2-3 recognizes the value of trying to serve ‘the youngest of pupils close to home’ as defined by one ‘north’ attendance zone and one ‘south’ attendance zone.
- The total pupil population of the district comes together and is served in one place starting in grade 4. As such, a diversity of social-economic demographics is achieved at each school starting at grade 4. For example, the free and reduced lunch rates at William Street, the Middle School, and the High School are respectively 19.7%, 19.4% and 17.3%. There is currently a disparity in socio-economic diversity among the four K-3 schools as measured by the free and reduced lunch rates. Como Park rate is 25.7%, Court Street is 19.8%; Hillview is 12.9% and Sciole is 27%. A service configuration of two K-1 schools (one north and one south) and two 2-3 schools (one north and one south) will help achieve an equity of social economic diversity starting in grade K instead of grade 4.
- Centralized Pre-Kindergarten as a centralized program continues. Central Administration services vacate 1924 building and are housed at the Central Avenue building.

Scenario Option B							
Pupil Capacity Available (Benchmarked to local class size district operational goals and the instructional program offerings of 2017-2018.)							
	2017-2018 Pupil Operating Capacity Based on Class Size Goals of the District		Pupil Capacity from New Grade Level Classroom Construction (Assuming operating capacity of 22 pupils per new K-1 classroom and 24 per new 2-3 classroom)	Estimated Enrollment in 2020-21 (in three years)	Estimated Pupil Capacity Use in 2020-21	Estimated Enrollment in 2022-23 (in five years)	Estimated Pupil Capacity Use in 2022-23
J.A. Sciole Grades K-1	443	852	8 classrooms x 22 = 176 Total capacity: 1028	K-1 715 – 907	69.6% - 88.2%	K-1 769 - 959	74.8% - 93.3%
Court Grades K-1	409						
Como Grades 2-3	436	962	4 classrooms x 24 = 96 Total capacity: 1058	2-3 878 – 907	83% -85.7%	2-3 740 – 938	70% - 88.7%
Hillview Grades 2-3	526						
Total K-3:	1814		2086				

SCENARIO OPTION B:	
SCENARIO OPTION B: Como serves all of the grades K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally and Central Administration. The 1924 Admin. Building is closed and sold.	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ School District addresses facilities regarding the estimated enrollment projections for five years in the future for grades K-3. ✓ Closer ‘equity’ of socio-economic diversity of pupils served in each elementary school K-3. ✓ Recognition the value of serving the youngest of pupils as close to home as possible. ✓ Flexibility is incorporated in the ‘north-south’ attendance zones to help mitigate unexpected enrollment from residential construction only now in the concept stage of planning. Such construction, if pursued, may impact the district over five years into the future. ✓ Availability of the program and cost-effective practices the district already experiences with the centralization of grades 4-6, 7-8, and 9-12. ✓ The ability to recruit the ‘best and brightest’ of the instructional staff with the best skills to serve the learning development characteristics of K-1 pupils and grades 2-3 pupils at the two K-1 schools and the two 2-3 schools. ✓ The pattern of bus transportation likely will not include passing through an attendance zone to get to the K-1 or K-2 school of 	<ul style="list-style-type: none"> ✓ Community support of a capital referendum to build classrooms at each of the four early childhood elementary schools. ✓ Phasing in the two attendance zones over the 36 to 48 months necessary to build additional classrooms at the four sites. ✓ Review of the current transportation resources for grades K-3 and revise as may be necessary to transport to two K-1 schools and two 2-3 schools. ✓ Pre-K is served centrally with continued challenges in articulating the Pre-K curriculum with the K-3 curriculum. ✓ The cost for preparing the Central Avenue Building to host an expanded Pre-K program and central administrative services. ✓ Unused room at the Central Avenue Building. Annual costs of normal operation and maintenance.

<p>attendance. Potential increased that no bus ride will be longer than 50-60 minutes in grades K-3.</p> <ul style="list-style-type: none"> ✓ The ability to allow more flexibility for the future by crafting a “swing zone, flex zone” policy and procedures for new students to the district when class size guidelines may be inappropriately exceeded at a pair of “sister schools” in either the ‘North’ or ‘South’ attendance zone. ✓ Additional classrooms are provided for Pre-K for expansion as grants become available to the District. ✓ The District will be able to sell the 1924 building that now houses central administrative services. Income used toward reducing existing school district debt. ✓ Central administrative services housed in appropriate facilities at the Central Avenue Building along with Pre-K. ✓ The potential to rent unused space at the Central Avenue Building. ✓ There are 3 transitions in thirteen years now; will have 4 transitions 	<ul style="list-style-type: none"> ✓ Re-deployment of existing staff to the two K-1 and two 2-3 schools. ✓ There are 3 transitions in thirteen years now; will have 4 transitions.
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SCENARIO B: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 16

Como serves all of the grades K-1 pupils and Court serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue serves all Pre-K centrally and Central Administration. The 1924 Admin. Building is closed and sold.

OPPORTUNITIES:	CHALLENGES:
✓ Better horizontal alignment of the curriculum.	✓ Would there be more bus schedules for families?
✓ Consistent curriculum with more of team members in two buildings instead of four buildings.	✓ Transition after two years to another school.
✓ Increased focus for buildings—primary vs. lower intermediate.	✓ Siblings may be served at two schools. Bus schedules, parental drop-off and pick-up by some, events schedule.
✓ Increased opportunities for young students to build independence.	✓ How might ‘community be affected within the buildings?
✓ More continuity among grade levels. Example all third graders going to the William Street School ‘on the same page’.	✓ Might there be fewer PTO volunteers in each building?

OPPORTUNITIES:	CHALLENGES:
✓ More resources available: PT and OT therapists can be in one building instead of traveling between buildings during the school day.	✓ Will having only one school North and South for Kindergarten to attend eventually cause the same problem we have now?
✓ Better socio-economic distribution of students.	✓ Special area teachers would need to teach K-1 all day ('burnt out'); look forward to higher level opportunities; lacks streamline curriculum K-3.
	✓ Reading partners, book buddies, bus buddies, role models, mentoring, 3 rd grade leaders would be influenced.
	✓ Lack of community pride. Ex. "I am a Como Parker".
	✓ Students will be less likely to be in a class with familiar faces from past years.
	✓ Loss of communication between K-1 and 2-3 teachers.
	✓ Reconfiguring classrooms to provide for an entire K/1 building.
	✓ No strong teacher/student/parent relationships.
	✓ Is the district too big for option to be effective?
	✓ Difficulty with sub coverage (ex. grade level data meetings).
	✓ Possible increase bus routes.
	✓ Number of additional classrooms necessary at each school.

SCENARIO OPTION C:

SCENARIO OPTION C: The ‘sister schools’ of Como and Court serve in concert grades Pre-K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades Pre-K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.

RATIONALE:

- The range of estimated future K-3 enrollments in three to five years suggests that current K-3 pupil capacity may be deficient to serve the expected K through grade 3 population if the high range projection comes about.
- The school district has four sound K-3 elementary school buildings. The Como and Court Schools are within 1.5 miles of each other. Sciole and Hillview are within 1.3 miles of each other.
- Residential growth over the past ten years has changed the demographics of the four K-3 school traditional attendance zones. There is not a parity of K-3 school-age pupils living in the four traditional attendance zones. The J.A. Sciole school attendance boundaries are gerrymandered to serve pupils when the pupil capacity of the other three schools are close to or are over the number of pupils they can serve and honor the class size goals of the district. The Sciole ‘attendance zone’ is three separate non-continuous geographical areas of the School District.
- The District values bus transportation routes to be as short as possible.
- If the district is viewed as two K-3 attendance zones; one served by ‘sister schools’ Como and Court, the other served by ‘sister schools’ Sciole and Hillview, then the district may be able to: 1. Have a good chance to reduce bus transportation times, 2. Provide consistency in a pre-planned manner as to where new K-3 pupils attend school, and 3. Have flexibility in dealing with possible future residential construction if implemented.
- Two K-3 attendance zones served by the two pairs of ‘sister schools’ will likely achieve a similar social-economic mix of pupils served at each individual school.
- Given the potential for increased K-3 enrollments in five years, the District may want to use the high range enrollment estimate and plan for about a 10% unassigned pupil capacity to help ensure flexibility for future community growth and program offering growth.
- Pre-Kindergarten is now served in two ‘neighborhood’ attendance zones, “north” and “south” recognizing the value of serving early childhood pupils ‘as close to home as possible’ instead of in a district-wide centralized location.
- Since the Pre-Kindergarten program is now part of the educational fabric of the early childhood grades K-3 in the same school building, articulation of the scope and sequence of the early childhood curriculum Pre-K through grade 3 can be professionally addressed by the teaching and administrative staff on a day- to-day collaborative basis. Pre-Kindergarten now included in the K-3 school buildings allows parents and guardians to be an even more of an integral part of the educational culture of the School District.
- The District, if possible, may be able to provide Pre-K transportation on a **limited basis** at least to school in the morning for the morning sessions, and home in the afternoon for the afternoon sessions. Such availability is based on the number of seats that may be available on existing runs with no new transportation expenditures. Session time schedules will also be a mitigating variable. It is unlikely that universal Pre-K transportation is possible **without** added expenditure to the general fund.
- The Central Avenue Building is closed and sold along with the current 1924 Administration Building. Sale proceeds are reserved to help pay off school district capital debt. Central Administration services vacate the 1924 building and are located in a school building. An estimated \$16.1 million dollars in capital expenditure to retain the Central Avenue building for centralized Pre-K and to house central administrative services is instead available to apply more directly to pupils in the total K-3 program.

Scenario Option C							
Pupil Capacity Available (Benchmarked to local class size district operational goals and the instructional program offerings of 2017-2018.)							
	2017-2018 Pupil Operating Capacity Based on Class Size Goals of the District		Pupil Capacity from New Grade Level Classroom Construction (Assuming operating capacity of 23 pupils per new classroom)	Estimated Enrollment in 2020-21 (in three years)	Estimated Pupil Capacity Use in 2020-21	<i>Estimated Enrollment in 2022-23 (in five years)</i>	<i>Esti mate d Pupil Capa city Use in 2022 -23</i>
Como	436	845	8 classrooms x 23 = 184 Total K-3 capacity: 1029 6 Pre-K classrooms X 18 = 108 Total Pre-K capacity: 108 full day session or 216 half-day session	1594 - 1818	76.3% - 87%	<i>1506 - 1897</i>	<i>72.1 % - 90.8 %</i>
Court	409						
J.A. Sciole	443	969	4 classrooms x 23 = 92 Total K-3 capacity: 1061 6 Pre-K classrooms X 18 = 108 Total Pre-K capacity: 108 full day session or 216 half-day session				
Hillview	526						
Total K-3:	1814		Grades K-3: 2090 Pre-K: 216 full day session or 432 half-day session				

SCENARIO OPTION C:	
SCENARIO OPTION C: The ‘sister schools’ of Como and Court serve in concert grades Pre-K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades Pre-K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ School District addresses facilities regarding the estimated enrollment projections for five years in the future for grades K-3. ✓ Recognition the value of serving the youngest of pupils as close to home as possible. ✓ Flexibility is incorporated in the ‘north-south’ attendance zones to help mitigate unexpected enrollment from residential construction only now in the concept stage of planning. Such construction, if pursued, may impact the district over five years into the future. ✓ The pattern of bus transportation likely will not include passing through an attendance zone to get to the Pre-K-3 school of attendance. Potential increased that no bus ride will be longer than 50-60 minutes in grades K-3. ✓ The ability to allow more flexibility for the future by crafting a “swing zone, flex zone” policy and procedures for new students to the district when class size guidelines may be inappropriately exceeded at a pair of “sister schools” in either the ‘North’ or ‘South’ attendance zone. ✓ Little if any instructional or support staff reassignment. ✓ 12 classrooms are provided for Pre-K allowing service to the estimated total number of 4 year olds in 2020 as grants may allow. ✓ Pre-K is served in an elementary school building and becomes a daily part of the fabric and culture of the school. Articulation of curriculum and program becomes a ‘daily collaboration’. Professional resources including all in-service, information, and staff development will be available to all Pre-K instructors. ✓ The District will be able to sell the 1924 building that now houses central administrative services and the Central Avenue Building. Income used toward reducing existing school district debt. Long term annual maintenance and building upkeep costs eliminated on two buildings. ✓ Estimated \$16.1 million estimated to keep Central Avenue for Pre-K and central administration eliminated; such potential monies can be more directly expended on the total Pre-K-3 program. 	<ul style="list-style-type: none"> ✓ Community support of a capital referendum to build classrooms at each of the four Pre-K-3 elementary schools. ✓ Phasing in the two attendance zones over the 36 to 48 months necessary to build additional classrooms at the four sites. ✓ Preparing Board policy and/or regulations to guide the designation of attendance for current and new students to the district at a “K-3 Sister School” within each of the two attendance zones to meet class size equity and pupil capacity available. ✓ Preparing Board policy and/or regulations to guide the designation of attendance for new students at a “Pre-K-3 sister School” within each of the two attendance zones. ✓ The Pre-K coordinator will have four sites with Pre-K education to supervise. ✓ Choosing which school building to house central administration services in renovated existing space. Analyze bus route patterns within the north and south attendance zones such that pupils attend the sister school ‘closest to home’ as a goal.

**SCENARIO C: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED
BY THE COMMUNITY FOCUS GROUP ON JUNE 16**

The ‘sister schools’ of Como and Court serve in concert grades Pre-K-3 pupils who live in the ‘southern’ area/attendance zone of the School District. The ‘sister schools’ of Sciole and Hillview serve in concert grades Pre-K-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.

OPPORTUNITIES:	CHALLENGES:
✓ Pre-K students could utilize YMCA before/after school programs.	✓ If bus transportation was available to pre-K pupils, will a bus aide be necessary? Car seats?
✓ Opportunity for easing transition to kindergarten.	✓ Drop off and pick up of Pre-K, and security.
✓ Opportunity for role models, peer mentoring, book buddies, etc. Mutually beneficial for older and younger kids.	✓ Selling of the Admin. Building and Central. Plan until they sell.
✓ Pre-K would be more neighborhood schools. Pre-K student is closer to home instead of all centrally at Central Avenue Building.	✓ Pre-K will not be district employees.
✓ Current Pre-K lottery system does not allow for all students who want to be in UPK to be in. Allow for more opportunity.	✓ Why provide Pre-K when we are near capacity?
✓ Continuity ---4 years at the same school.	✓ More pupils per building with Pre-K will influence nurses, secretaries, cleaners, and administrators.
✓ Updated facilities provide better efficiencies and aesthetics in district branding.	✓ Immunizations are different for a Pre-K student than a K-3 student.
	✓ Security in the building that also includes the District Offices.
	✓ Playground safety.
	✓ Pre-K students not mentally prepared, over-stimulated with K-3 activities (busing, fire drills, assemblies, louder, busier, other students).

SCENARIO OPTION D:

SCENARIO OPTION D: Court serves all of the grades Pre-K-1 pupils and Como serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades Pre-K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.

RATIONALE:

- The range of estimated future K-3 enrollments in three to five years suggests that current K-3 pupil capacity may be deficient to serve the expected K through grade 3 population if the high range projection comes about.
- The school district has four sound K-3 elementary school buildings. The Como and Court Schools are within 1.5 miles of each other. Sciole and Hillview are within 1.3 miles of each other.
- Residential growth over the past ten years has changed the demographics of the four K-3 school traditional attendance zones. There is not a parity of K-3 school-age pupils living in the four traditional attendance zones. The J.A. Sciole school attendance boundaries are gerrymandered to serve pupils when the pupil capacity of the other three schools are close to or are over the number of pupils they can serve and honor the class size goals of the district. The Sciole ‘attendance zone’ is three separate non-continuous geographical areas of the School District.
- The District values bus transportation routes to be as short as possible.
- If the district is viewed as two K-3 attendance zones; one served by ‘sister schools’ Como and Court, the other served by ‘sister schools’ Sciole and Hillview, then the district may be able to: 1. have a good chance to reduce bus transportation times, 2. provide consistency in a pre-planned manner as to where new K-3 pupils attend school, and 3. have flexibility in dealing with possible future residential construction if implemented.
- Given the potential for increased K-3 enrollments in five years, the District may want to use the high range enrollment estimate and plan for about a 10% unassigned pupil capacity to help ensure flexibility for future community growth and program offering growth.
- Pre-Kindergarten is now served in two ‘neighborhood’ attendance zones, “north” and “south” recognizing the value of serving early childhood pupils ‘as close to home as possible’ instead of in a district-wide centralized location.
- Since the Pre-Kindergarten program is now part of the educational fabric of the early childhood grades K-3 in the same school building, articulation of the scope and sequence of the early childhood curriculum Pre-K through grade 3 can be professionally addressed by the teaching and administrative staff on a day- to-day collaborative basis. Pre-Kindergarten now included in the K-3 school buildings allows parents and guardians to be an even more of an integral part of the educational culture of the School District.
- The District, if possible, may be able to provide Pre-K transportation on a **limited basis** at least to school in the morning for the morning sessions, and home in the afternoon for the afternoon sessions. Such availability is based on the number of seats that may be available on existing runs with no new transportation expenditures. Session time schedules will also be a mitigating variable. It is unlikely that universal Pre-K transportation is possible **without** added expenditure to the general fund.
- The total pupil population of the district comes together and is served in one place starting in grade 4. As such, a diversity of social-economic demographics is achieved at each school starting at grade 4. For example, the free and reduced lunch rates at William Street, the Middle School, and the High School are respectively 19.7%, 19.4% and 17.3%. There is currently a disparity in socio-economic diversity among the four K-3 schools as measured by the free and reduced lunch rates. Como Park rate is 25.7%, Court Street is 19.8%; Hillview is 12.9% and Sciole is 27%. A service configuration of two K-1 schools (one north and one south) and two 2-3 schools (one north and one south) will help achieve an equity of social economic diversity starting in grade K instead of grade 4.
- The Central Avenue Building is closed and sold along with the current 1924 Administration Building. Sale proceeds are reserved to help pay off school district capital debt. Central Administration services vacate the 1924 building and are located in a school building. An estimated \$16.1 million dollars in capital expenditure to retain the Central Avenue building for centralized Pre-K and to house central administrative services is instead available to apply more directly to pupils in the total K-3 program.

Scenario Option D Pupil Capacity Available (Benchmarked to local class size district operational goals and the instructional program offerings of 2017-2018.)							
	2017-2018 Pupil Operating Capacity Based on Class Size Goals of the District		Pupil Capacity from New Grade Level Classroom Construction (Assuming operating capacity of 22 pupils per new K-1 classroom and 24 per new 2-3 classroom)	Estimated Enrollment in 2020-21 (in three years)	Estimated Pupil Capacity Use in 2020-21	Estimated Enrollment in 2022-23 (in five years)	Estimated Pupil Capacity Use in 2022-23
J.A. Sciole Grades Pre-K-1	443	852	8 classrooms x 22 = 176 Total capacity: 1028 12 Pre-K classrooms X 18 = 216 Total Pre-K capacity: 216 full day session or 432 half-day session	K-1 715 - 907	69.6% - 88.2%	K-1 769 - 959	74.8% - 93.3%
Court Grades Pre-K-1	409						
Como Grades 2-3	436	962	4 classrooms x 24 = 96 Total capacity: 1058	2-3 878 - 907	83% -85.7%	2-3 740 - 938	70% - 88.7%
Hillview Grades 2-3	526						
Total K-3:	1814		Grades K-3: 2086 Pre-K: 216 full day session or 432 half-day session				

SCENARIO OPTION D:	
SCENARIO OPTION D: Court serves all of the grades Pre-K-1 pupils and Como serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades Pre-K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ School District addresses facilities regarding the estimated enrollment projections for five years in the future for grades K-3. ✓ Closer ‘equity’ of socio-economic diversity of pupils served in each elementary school K-3. ✓ Recognition the value of serving the youngest of pupils as close to home as possible. ✓ Flexibility is incorporated in the ‘north-south’ attendance zones to help mitigate unexpected enrollment from residential construction only now in the concept stage of planning. Such construction, if pursued, may impact the district over five years into the future. ✓ Availability of the program and cost-effective practices the district already experiences with the centralization of grades 4-6, 7-8, and 9-12. ✓ The ability to recruit the ‘best and brightest’ of the instructional staff with the best skills to serve the learning development characteristics of K-1 	<ul style="list-style-type: none"> ✓ Community support of a capital referendum to build classrooms at each of the four early childhood elementary schools. ✓ Phasing in the two attendance zones over the 36 to 48 months necessary to build additional classrooms at the four sites. ✓ Review of the current transportation resources for grades K-3 and revise as may be necessary to transport to two K-1 schools and two 2-3 schools.

<p>pupils and grades 2-3 pupils at the two K-1 schools and the two 2-3 schools.</p> <ul style="list-style-type: none"> ✓ The pattern of bus transportation likely will not include passing through an attendance zone to get to the K-1 or K-2 school of attendance. Potential increased that no bus ride will be longer than 50-60 minutes in grades K-3. ✓ The ability to allow more flexibility for the future by crafting a “swing zone, flex zone” policy and procedures for new students to the district when class size guidelines may be inappropriately exceeded at a pair of “sister schools” in either the ‘North’ or ‘South’ attendance zone. ✓ 12 classrooms are provided for Pre-K allowing service to the estimated total number of 4 year olds in 2020 as grants may allow. ✓ Pre-K is served in an elementary school building and becomes a daily part of the fabric and culture of the school. Articulation of curriculum and program becomes a ‘daily collaboration’. Professional resources including all in-service, information, and staff development will be available to all Pre-K instructors. ✓ The District will be able to sell the 1924 building that now houses central administrative services and the Central Avenue Building. Income used toward reducing existing school district debt. Long term annual maintenance and building upkeep costs eliminated on two buildings. ✓ Estimated \$16.1 million estimated to keep Central Avenue for Pre-K and central administration eliminated; such potential monies can be more directly expended on the total Pre-K-3 program. ✓ There are 3 transitions in thirteen years now; will have 4 transitions. 	<ul style="list-style-type: none"> ✓ Re-deployment of existing staff to the two K-1 and two 2-3 schools. ✓ The Pre-K coordinator will have two sites with Pre-K education to supervise. ✓ Choosing which school building to house central administration services in renovated existing space. ✓ There are 3 transitions in thirteen years now; will have 4 transitions.
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SCENARIO D: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 16

Court serves all of the grades Pre-K-1 pupils and Como serves all of the grades 2-3 pupils who live in the ‘southern’ area/attendance zone of the School District. Sciole serves all of the grades Pre-K-1 pupils and Hillview serves all of the grades 2-3 pupils who live in the ‘northern’ area/attendance zone of the School District. Central Avenue and the 1924 Administration Building are closed and sold. Central Administration is housed in a school building.

OPPORTUNITIES:	CHALLENGES:
✓ Less construction would be required	✓ Parking and traffic.
✓ Better horizontal alignment of the curriculum.	✓ Students will be less familiar with peers because of movement.
✓ Consistent curriculum with more of team members in two buildings instead of four buildings.	✓ Less communication among faculty and families.
✓ Increased focus for buildings—primary vs. lower intermediate.	✓ Additional transition for pupils.
✓ Increased opportunities for young students to build independence.	✓ Might it be overwhelming for Pre-K pupils?

OPPORTUNITIES:	CHALLENGES:
✓ More continuity among grade levels. Example all third graders going to the William Street School 'on the same page'.	✓ Would there be more bus schedules for families?
✓ More resources available: PT and OT therapists can be in one building instead of traveling between buildings during the school day.	✓ Unknown Pre-K enrollment.
✓ Better socio-economic distribution of students.	✓ Siblings may be served at two schools. Bus schedules, parental drop-off and pick-up by some, events schedule.
✓ Pre-K students could utilize YMCA before/after school programs.	✓ How might 'community be affected within the buildings?
✓ Opportunity for easing transition to kindergarten.	✓ Might there be fewer PTO volunteers in each building?
✓ Opportunity for role models, peer mentoring, book buddies, etc. Mutually beneficial for older and younger kids.	✓ Will having only one school North and South for Kindergarten to attend eventually cause the same problem we have now?
✓ Pre-K would be more neighborhood schools. Pre-K student is closer to home instead of all centrally at Central Avenue Building.	✓ Special area teachers would need to teach K-1 all day ('burnt out'); look forward to higher level opportunities; lacks streamline curriculum K-3.
✓ Current Pre-K lottery system does not allow for all students who want to be in UPK to be in. Allow for more opportunity.	✓ Reading partners, book buddies, bus buddies, role models, mentoring, 3 rd grade leaders would be influenced.
✓ Continuity ---4 years at the same school.	✓ Lack of community pride. Ex. "I am a Como Parker".
✓ Updated facilities provide better efficiencies and aesthetics in district branding.	✓ Students will be less likely to be in a class with familiar faces from past years.
	✓ Loss of communication between K-1 and 2-3 teachers.
	✓ Reconfiguring classrooms to provide for an entire K/1 building.

OPPORTUNITIES:	CHALLENGES:
	✓ No strong teacher/student/parent relationships.
	✓ Is the district too big for option to be effective?
	✓ Difficulty with sub coverage (ex. grade level data meetings).
	✓ Possible increase bus routes.
	✓ Number of additional classrooms necessary at each school.
	✓ If bus transportation was available to pre-K pupils, will a bus aide be necessary? Car seats?
	✓ Drop off and pick up of Pre-K, and security.
	✓ Selling of the Admin. Building and Central. Plan until they sell.
	✓ Pre-K will not be district employees.
	✓ Why provide Pre-K when we are near capacity?
	✓ More pupils per building with Pre-K will influence nurses, secretaries, cleaners, and administrators.
	✓ Immunizations are different for a Pre-K student than a K-3 student.
	✓ Security in the building that also includes the District Offices.
	✓ Playground safety.
	✓ Pre-K students not mentally prepared, over-stimulated with K-3 activities (busing, fire drills, assemblies, louder, busier, other students).

“Adaptation Ideas”

While discussing and analyzing the 4 scenarios, some Focus Group Members suggested the following adaptations of one or more of the scenario options.

	Como Elementary	Court Elementary	John A. Sciole Elementary	Hillview Elementary	Central Avenue Building	William Street	Middle School	High School	Central Administration Services
CURRENT	K-3	K-3	K-3	K-3	Pre-K	4-6	7-8	9-12	Central Admin Building
Adaptation 1:	Pre-K -2	Pre-K -2	Pre-K -2	Pre-K -2		6-8	3-5	9-12	No reference made.
Adaptation 2:	K-3	K-3	K-3 Add classrooms	K-3 Add classrooms	Pre-K	4-6	7-8	9-12	No reference made.
Adaptation 3:	Pre-K -2	Pre-K -2	Pre-K -2	Pre-K -2		3-6	7-8	9-12	No reference made.

Appendix A: June 16, 2018 Community Focus Group Work Agenda

June 2018

Dear Lancaster Central School District Community Member:

Dr. Michael Vallely, Superintendent, has notified us that the Lancaster Central Board of Education has graciously accepted your offer to volunteer to be a part of a ***Community Focus Group***. **The Focus Group will meet on Saturday, June 16, 2018 from 8:30 a.m. to no later than 2:00 p.m. in the William Street School cafeteria.**

The goal of the Community Focus Group is to provide representation for all residents, taxpayers, and stakeholders of the school district. The purpose on June 16 is to listen and record ideas and perceptions about the findings of the *Program Delivery Study* presented to the community on May 29. The *Program Delivery Study* is on the Lancaster School District website.

Our role as ‘guest outsider’ consultants is to organize the Focus Group. The Focus Group meeting is a structured process ‘focused’ on the scenario options presented in the study. The Focus Group along with us listen and record the information and perceptions of the community members as they review, discuss, and identify additional *opportunities and challenges* suggested by the various option scenarios identified in the study. The documented work of the Focus Group becomes a valuable tool for the Board and the community in the on-going deliberation about how best to implement the program at what grade level configurations and in what school buildings.

What to expect on Saturday, June 16:

- ✓ There are four scenario options identified in the study. The Focus Group process first involves small pre-assigned groups of community members discussing each scenario in turn and listing additional *opportunities and challenges* of each scenario that may not now be listed in the study. The scenario options identified in the study are frameworks that are ‘doable’ and address sound educational practice. As frameworks, there may be some flexibilities and adaptations that might be possible without jeopardizing common sense and sound practice. We will tap the insights of the Focus Group for such ideas.

Without bias as guest outsiders, we will pre-identify the members of the small discussion groups with a goal to have as much stakeholder and geographic diversity as possible represented in each group.

- ✓ Second, the process enables the small groups to share their thoughts with the other groups of Focus Group members.
- ✓ Third, the groups as a whole will help record the outcome of the discussions of the Focus Group.
- ✓ Fourth, our work together will end with a process to rank-order the various scenario options as to what might be best for all students. This step is not a ‘vote’ or a ‘decision’. It produces

a valuable tool to help the Board over the next weeks with its deliberations about what action, if any, to pursue.

- ✓ Our goal is to end promptly at 2:00 or before. Light refreshments and lunch will be provided.
- ✓ The work of the Focus Group is open to the public. Only appointed Community Focus Group Members will be participating in the Focus Group process and in the discussions of the Focus Group. June 16 is a working meeting of appointed community volunteers and not a Board of Education meeting. Therefore, participation by community folks who may stop by to observe or by visiting Board of Education members or administrative team members is not part of our time together. Such guests sit to the side and observe and listen to the work of the Focus Group.

Between now and June 16, please review the study. Please pay particular attention to the description of the scenario options and the *opportunities and challenges* noted for each. The study is on the Lancaster Central School District website. A printed copy will also be available for you on June 16. In addition, there are baseline data studies that can be valuable sources of information for your work as a Focus Group member. These resources are also on the school district website. Copies of each will be available at the Focus Group meeting.

- ◇ *November 27, 2017: Results of the Planning for the Future Workshop of the Lancaster Central School District Board of Education.* The purpose of the workshop was to create a written tool by the Board and administrative team to guide the study commissioned by the Board. The written tool developed at the workshop also is valuable to engage public discussion and staff discussion about the short range and long range future efforts of the school district.
- ◇ *February 27, 2018: Pupil Capacity Analysis of Each School Building of the Lancaster Central School District: Pre-Kindergarten Through Grade 12.* This tool inventories every instructional and instructional support space in the school buildings and compares the resulting *pupil capacity* now available with the enrollment of the 2017-2018 school year.
- ◇ *January 31, 2018: Enrollment Projection/Demographic Study.* This tool provides demographic information about the school district and three enrollment projection estimates are discussed and presented.

We look forward to meeting and working with you on June 16 starting promptly at 8:30 a.m. at the William Street School cafeteria.

Thank you for your time, help, and deep interest in the future of the Lancaster Central School District. If you have a question, please contact Dr. Vallely at 686-3201.

Sincerely,



Paul M. Seversky and

Lancaster Central School District Community Focus Group Meeting Agenda

Focus Group Members invited by the Board of Education from those who responded to a public invitation to the community encouraging residents to volunteer.

**June 16, 2016
William Street School Cafeteria
8:30-2:00**

Goal: Provide representation for residents, taxpayers and community stakeholders of the school district.

Purpose: Listen and record ideas and perceptions about the findings of the *Program Implementation/Facility Use Study* presented to the community at an evening meeting on May 29.

Are there options that might provide more cost-effective ways or patterns to organize how the Pre-K-12 Program is implemented/delivered over the next three years?

A. (8:30) Welcome and Thank You!

- ◇ Please retrieve your nametag. Please sit at the table with the corresponding colored dot on your nametag. There is a sign in sheet at your table.
- ◇ The role of Paul and Doug as a ‘guest outsiders’: record the work of the Focus Group and answer clarifying questions. The role of Board Members, Leadership Team Members, and other community folks who may visit is as ‘visitors and observers’ only. They are not participants in the discussion and work of the Focus Group today.
- ◇ Who is here today?
 - ✓ Please turn to someone in your work group that you may not have met before or may not know very well.
 - ✓ Please ask three questions of each other and write down the answers:
 - What part of the school district do you live?
 - What community constituency do you represent?
 - Why did you want to be a part of today’s focus group?
 - ✓ We will take a few moments for each person to introduce the person ‘interviewed’ to the focus group.
- ◇ What today provides:
 - ✓ Today provides a time for discussion and analysis by diverse and representative taxpayer residents of the Lancaster School District. It is deeply appreciated that the community members volunteered on a Saturday to come together to share thoughts about the *Program Delivery Study*. Therefore, out of respect for the busy weekend family schedules of the focus group members, the time working together is ‘focused’ and crisply scheduled.
 - ✓ Holding a focus group in this manner is a way to record perceptions of stakeholders of the school district regarding opportunities and challenges that might result from each of the four scenario options identified to date.
 - ✓ The study documents are your tools. There are no presentations today.

- ✓ Today.....
 - The Focus Group Meeting time is not a ‘hearing’ or a ‘forum’. It is a time for community members to work together and listen to each other collaboratively in a planned manner.
 - All discussion happens in the discussion groups. Please share the discussion time in the groups as equitably as possible. Please help ensure that all can share their perceptions of opportunities and challenges that may be related to the scenario options.
 - The Board of Education will be providing ‘hearing’ and ‘open forum’ opportunities when community members may want to make a prepared statement to the Board and to the community as a whole if they wish. The published accounting of the work of the Community Focus Group today along with the study will be valuable tools for these future Board of Education sponsored meetings.
- ✓ The documents at your discussion table as resources for your work and discussion today.

B. IDENTIFYING OTHER OPPORTUNITIES AND CHALLENGES NOT RECORDED IN THE STUDY FOR EACH OF THE 5 SCENARIO OPTIONS REPORTED IN THE STUDY

Step 1. Below is an initial discussion schedule by the four work teams. Please spend time discussing the assigned scenario options. As you discuss each option, please identify, as a discussion team, any *opportunities and challenges* not already identified by the study.

- A. Print any **added opportunities one per green sheet**, and then write any **added challenges one per yellow sheet**. *In the corner of each sheet, please write the letter of the option you are discussing.* If you have clarifying questions, ask Paul or Doug as they circulate among the work teams. Please watch the time.
- B. Each scenario option is a framework with some flexibility that can serve as a basis to deliver the program differently and/or in other buildings. If you have an idea to adapt a scenario, please print that idea on a white sheet. Please remember to write the letter of the scenario you are suggesting an adaptation in the corner of each sheet.

	9:10-9:40	9:40-10:00	10:00-10:20	10:20-10:40
Red Dot Team	Scenario A	Scenario B	Scenario C	Scenarios D
Green Dot Team	Scenario A	Scenario B	Scenario C	Scenarios D
Blue Dot Team	Scenario A	Scenario B	Scenario C	Scenarios D
Yellow Dot Team	Scenario A	Scenario B	Scenario C	Scenarios D

Step 2. Below is the next step in the discussion by the work teams. Discuss the four scenarios briefly and then share what additional *opportunities and challenges* each team identified in step one. Add other *opportunities or challenges* (one per card) that might be identified by the two teams working together. Please remember to write the letter of the option that applies to each *opportunity or challenge* card.

	10:40-11:10	11:10-11:40
Red/Green Dot Teams	Scenario A, B	Scenarios C, D
Blue/Yellow Dot Teams	Scenario A, B	Scenario C, D

LUNCH 11:40 – 12:10

Step 3: 12:15-12:30: The additional *opportunities and challenges* identified by the four discussion teams are posted under each scenario option on the front wall of the room along with any ideas to ‘adapt’ a scenario. Take 15 minutes and walk around to see the outcome of the discussions by the teams.

Step 4: 12:30-1:00: Focus group review of posted additional *opportunities and challenges* and any ideas to ‘adapt’; clarification questions; and combining duplicative postings.

C. 1:00: A tool to **rank-order** the four scenario options A-D as to what *might* be the best options to deliver the Lancaster School District Program *if* a decision was made to change the current implementation configuration.

Next steps:

The results of the discussion and work of today’s focus group will be documented in a report to the Board. The report will be posted on the district’s website for the community. It is a tool to help the Board with its deliberations and responsibility about what action, if any, to pursue.

Watch for community announcements by the Board as to the schedule of their next step in their deliberations.

***Thank you for your time, help, and support
of the Lancaster Central School District and the pupils it serves.***

Please drive home safely.

Appendix B: Baseline Data Sets from the Study

DATA REFERENCES (see the complete *Pupil Capacity Study*, the *Enrollment/Demographic Study* or the *Program Delivery Study* for all of the reference data)

○ Class Size Guidelines of the School District

The district currently utilizes the following class size goals to guide the delivery and implementation of the program.

GRADE LEVEL	Optimal Class Size District Goal
Pre-Kindergarten	18 as per State Education grant guidelines.
Kindergarten	21
Grade 1	21
Grade 2	23
Grade 3	23
Grade 4	25
Grade 5	25
Grade 6	25
Grades 7-8	25
Grades 9-12	25*

*Individual periods of specialized, advanced instructional offerings may well have lower class enrollments.

○ “Teacher day” and ‘student day’ times:

SCHOOL	Teacher day begin	Teacher day end	Student day begin	Student day end
Como	8:15am	3:40pm	9:00am	3:30pm
Court	8:15am	3:40pm	9:00am	3:30pm
Hillview	8:15am	3:40pm	9:00am	3:30pm
JA Sciole	8:15am	3:40pm	9:00am	3:30pm
William	7:50am	3:15pm	8:35am	3:05pm
MS	7:30am	2:55pm	7:50am	2:30pm
HS	7:20am	2:45pm	7:34am	2:15pm

School	Length of Teacher day	Length of Student day
Como	7hr. 25min.	6 hr. 30 min.
Court	7hr. 25min.	6 hr. 30 min.
Hillview	7hr. 25min.	6 hr. 30 min.
JA Sciole	7hr. 25min.	6 hr. 30 min.
William	7hr. 25min.	6 hr. 30 min.
MS	7hr. 25min.	6 hr. 40 min.
HS	7hr. 25min.	6 hr. 40 min.

- The mileages between the District buildings of the District are charted below. The District boundaries serve 33.18 square miles.

	Como	Court	Hillview	JA Sciole	William	Middle School
High School	2.8	2.4	1.4	2.7	4.6	2.5
Middle School	.3	1.2	3.7	3.6	2.6	
William	2.2	3.1	5.9	5.9		
JA Sciole	3.6	3.8	1.3			
Hillview	4.1	3.7				
Court	1.5					

○ **The School Buildings:**

School Building Sites:	Central	Como	Court	Hillview	Sciole	William	Middle School	High School	Admin. Building
Year Built	1950	1951	1955	1947	1964	1997	1922	1955	1924
Building Gross Square Footage	37,843	57,866	56,920	51,450	60,810	189,536	156,588	339,520	10,080
Total acres of the school building site:	5.56	8.67	22.05	20.22	11.54	60.68	7.13	95.04	1
Acres now used for playfields:	.31	3.1	1.55	9.94	.49	8.04	.94	46.49	7700 sq. ft. parking
Wetlands or Retention Ponds						9.16		1.32	
Acres not used currently:	1.73	2.36	10.65	2.31	6.3	25.98	.57	22.25	

○ **Free and Reduced Lunch Rates 2018-2019**

Como	Court	Hillview	Sciole	William	Middle School	High School
25.7%	19.8%	12.9%	27%	19.7%	19.4%	17.3%

○ **Pre-Kindergarten Estimates**

	Live Births	Pre-Kindergarten Enrollment Year:	Estimated Pre-K Enrollment if 100% of all 4 year olds are enrolled:	Estimated Pre-K Enrollment if 85% of all 4 year olds are enrolled:	Estimated Pre-K Enrollment if 70% of all 4 year olds are enrolled:
2015	338	2019	365*	310*	256*
2016	373	2020	403*	342*	282*

*plus an unknown set of 4-year-olds who were not born in the District, but moved to the District and may enroll in the District Pre-kindergarten Program. On-average since 2012, annual kindergarten enrollments equal 108% of the live births five years before the Kindergarten enrollment year. It is suggested that that same ratio can be expected for potential Pre-K enrollments four years after the birth year.

Pupil Capacity of Each School Building 2017-2018

School Building	2017-2018 Enrollment (October 1, 2017)	2017-2018 Pupil Capacity K-12 (Does include space rented to the BOCES to serve shared regional programs.)		Total Pupil Capacity Used in 2017-2018 As Per District 'Optimal' Class Size Goals	Remaining Pupil Capacity Available in 2017-2018 As Per District 'Optimal' Class Size Goals	
		Operating Capacity Given how the Program is Implemented/Deployed in the available spaces in the <u>Current School Year</u> Guided by the Local District 'Optimal' Class Size Goals	Potential Pupil Capacity with Reassignment of Some Support Services to Spaces Typically Sized to Accommodate Such Services Guided by the Local District 'Optimal' Class Size Goals	Percentage	Estimated <u>Additional</u> Pupil Enrollment that Could be Served Now	% of Pupil Capacity Not Now Used in 2017-2018
Court Street Elementary (K-3)	361	409	$409 + 0 = 409$	88.3%	48	11.7%
Hillview Elementary (K-3)	508	526	$526 + 0 = 526$	96.6%	18	3.4%
J.A. Sciole Elementary (K-3)	429	443	$443 + 0 = 443$	96.8%	14	3.2%
Como Park Elementary (K-3)	339	373	$373 + 63 = 436$	77.8%	97	22.2%
TOTAL GRADES K-3	1637	1751	$1751 + 63 = 1814$	90.2%	177	9.8%
William Street Intermediate Grades 4-6	1242	1335	$1335 + 100 = 1435$	86.6%	193	13.4%
Middle School Grades 7-8	863	959	$959 + 25 = 984$	87.7%	121	12.3%
High School 9-12	1900	2011	$2011 + 25 = 2036$	93.3%	136	6.7%

**2017-2018 SCHOOL YEAR ELEMENTARY GRADE LEVEL CLASS SECTION ENROLLMENTS AS OF
OCTOBER 1, 2017**

**() is the number of special needs pupils integrated in the class section
with either an Independent Education Program or a 504 Plan***

*An IEP is an Individualized Education Program plan for special needs pupils. A 504 plan is not an IEP, but a plan for moving a pupil from a special education to a regular education placement. If a child has a disability that does not adversely affect educational performance, then the child is not eligible for special education services. However, he/she will usually be entitled to service/accommodations defined by a 504 plan.

GRADE LEVEL	Court	Como	Sciole	Hillview
KINDERGARTEN Class size goal: 21	22	18	21	19
	22	17 (6)	16 (4)	19
	21 (9)	18	16 (4)	19 (5)
	22	17	21 (1)	20
	21 (1)	17	20 (2)	18
			21	19
				18 (4)
K Range	21-22	17-18	16-21	18-20
K Average	21.6	17.4	19.17	18.85
GRADE 1 Class size goal: 21	20 (4)	17	19 (6)	22
	20 (4)	17 (6)	23 (1)	22 (1)
	20	18	22 (1)	22 (2)
	21	17	20 (4)	23
				22 (2)
				22
GRADE 1 Range	20-21	17-18	19-23	22-23
GRADE 1 Average	20.25	17.25	21	22.17
GRADE 2 Class size goal: 23	22 (2)	21 (3)	18 (5)	20
	21 (5)	22	22 (3)	20
	22 (6)	21	22	20
	21 (6)	22	22 (1)	20 (4)
		18 (6)	22 (1)	19 (4)
				20
GRADE 2 Range	21-22	18-22	18-22	19-20
GRADE 2 Average	21.5	20.8	21.2	19.83
GRADE 3 Class size goal: 23	22 (4)	26 (3)	22	25 (6)
	22	25	21	25
	22	25 (8)	23	24
	20 (7)		17 (5)	24 (5)
			21	25 (4)
GRADE 3 Range	20-22	25-26	17-23	24-25
GRADE 3 Average	21.5	25.3	20.8	24.6

o **Grade level class size average data for 2015-2016 elementary building–by-elementary building.**

GRADE LEVEL	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE RANK-ORDERED LOWEST TO HIGHEST 2017-2018 School Year	NET DIFFERENCE BETWEEN THE LOWEST AND HIGHEST GRADE LEVEL AVERAGE CLASS SIZE AMONG THE ELEMENTARY SCHOOLS
KINDERGARTEN Class size goal: 21	Como	17.4	Grade Kindergarten Equity Gap: 4.2 pupils; 24% difference low to high
	Hillview	18.85	
	Sciole	19.17	
	Court	21.6	
GRADE 1 Class size goal: 21	Como	17.25	Grade One Equity Gap: 4.9 pupils; 28% difference low to high
	Court	20.25	
	Sciole	21	
	Hillview	22.17	
GRADE 2 Class size goal: 23	Hillview	19.83	Grade Two Equity Gap: 1.7 pupils 8.6% difference low to high
	Como	20.8	
	Sciole	21.2	
	Court	21.5	
GRADE 3 Class size goal: 23	Sciole	20.8	Grade Three Equity Gap: 4.5 pupils; 21.6% difference low to high
	Court	21.5	
	Hillview	24.6	
	Como	25.3	

Out of the 78 class sections serving grades Kindergarten through grade 3 pupils in 2017-2018, the number of grade level sections that are:		
<i>Below the functional</i> class size goals of the district	<i>At the functional</i> class size goals of the district	<i>Above the functional</i> class size goals of the district
52	7	19
66.6%	9%	24.4%

Sizes of Classrooms that Host Grade Level and Special Needs Self-contained Instruction in 2017-2018

Square Footage	900+	800 to 899	770 to 799		700 to 769	550 to 699	Below 550
SCHOOL BUILDING	Above or at standard classroom square footage.				Below standard classroom square footage.		
Court Street Elementary	4	1	5		10		
Hillview Elementary	3		10		11		
Sciole Elementary	1	20					
Como Park	5	13					

- **Charted below are the enrollment projections and pupil capacity data for each school compared to the estimated future enrollments by current grade level configurations.**

BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR LANCASTER CENTRAL SCHOOL DISTRICT															
LOW RANGE PROJECTION						MID RANGE PROJECTION					HIGH RANGE PROJECTION				
YEAR	K-3	4-6	7-8	9-12	K-12	K-3	4-6	7-8	9-12	K-12	K-3	4-6	7-8	9-12	K-12
2018	1650	1237	826	1846	5559	1699	1237	826	1846	5608	1681	1237	826	1846	5590
2019	1610	1266	838	1817	5531	1712	1266	838	1817	5633	1723	1266	838	1817	5644
2020	1594	1247	851	1756	5447	1753	1247	851	1756	5607	1818	1247	851	1756	5671
2021	1531	1321	849	1703	5404	1763	1321	849	1703	5636	1845	1321	849	1703	5718
2022	1506	1320	869	1684	5380	1758	1373	869	1684	5684	1897	1353	869	1684	5803
2023	1523	1318	861	1694	5396	1797	1427	861	1694	5780	1827	1440	861	1694	5822
2024	1556	1214	906	1727	5403	1856	1385	906	1727	5874	1756	1455	906	1727	5843
2025	1553	1194	945	1717	5409	1868	1388	1000	1717	5972	1680	1496	979	1717	5873
2026	1557	1210	855	1782	5404	1893	1423	968	1782	6066	1601	1538	982	1782	5902
2027	1561	1245	796	1814	5415	1920	1477	917	1868	6181	1648	1449	1010	1848	5955
LOW RANGE PROJECTION						MID RANGE PROJECTION				HIGH RANGE PROJECTION					
YEAR	K-6		7-12	TOTAL K-12		K-6		7-12	TOTAL K-12		K-6		7-12	TOTAL K-12	
2018	2887		2672	5559		2936		2672	5608		2918		2672	5590	
2019	2876		2655	5531		2977		2655	5633		2989		2655	5644	
2020	2840		2607	5447		2999		2607	5607		3064		2607	5671	
2021	2852		2552	5404		3084		2552	5636		3166		2552	5718	
2022	2826		2553	5380		3131		2553	5684		3250		2553	5803	
2023	2840		2555	5396		3225		2555	5780		3267		2555	5822	
2024	2770		2633	5403		3241		2633	5874		3210		2633	5843	
2025	2747		2662	5409		3255		2717	5972		3176		2697	5873	
2026	2767		2637	5404		3316		2750	6066		3139		2763	5902	
2027	2806		2610	5415		3397		2785	6181		3098		2858	5955	

LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
YEAR	K-1	2-3	TOTAL K-3	K-1	2-3	TOTAL K-3		K-1	2-3	TOTAL K-3	
2018	850	800	1650	898	801	1699		880	801	1681	
2019	769	841	1610	871	841	1712		882	841	1723	
2020	715	879	1594	824	929	1753		908	910	1818	
2021	736	795	1531	863	900	1763		933	912	1845	
2022	767	739	1506	907	851	1758		959	938	1897	
2023	762	761	1523	905	892	1797		863	964	1827	
2024	764	792	1556	919	937	1856		765	991	1756	
2025	766	787	1553	932	936	1868		788	892	1680	
2026	768	789	1557	944	949	1893		811	790	1601	
2027	770	791	1561	957	963	1920		834	814	1648	

The enrollment projection estimates suggest the following ranges of used/unused pupil capacity in the current school buildings will likely exist into the future.

**WORKING SUMMARY OF K -12 ENROLLMENT PROJECTION ESTIMATES
COMPARED TO EXISTING PUPIL CAPACITY**

Estimated K-3 Enrollments and Pupil Capacity in 2022-2023; five years from now			
Grades K-3 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment in 2022-2023 (low to high projections):	Estimated Unused Pupil Capacity in five years in 2022-23 with the <u>current</u> grade level and school building configurations:
Court Street Elementary (361)	409		
Hillview Elementary (508)	526		
J.A. Sciole Elementary (429)	443		
Como Park Elementary (339)	436		
TOTAL GRADES K-3 (1637)	1814	1506 -1897	<u>Under</u> available operating pupil capacity <u>by 305 or by 17% to over</u> available operating capacity <u>by 83 or by 4.6%</u>

Estimated 4-6 Enrollments and Pupil Capacity in 2022-2023; Five years from now			
Grades 4-6 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment In 2022-2023 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2022-2023 with the <u>current</u> grade level and school building configurations:
William Street Intermediate (1242)	1435	1320 – 1353	<u>Under</u> available operating pupil capacity by 82 to 115 or <u>by 5.7% to 8%</u>

Estimated 7-8 Enrollments and Pupil Capacity in 2025-2026; Eight years from now			
Grades 7-8 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment In 2025-2026 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2027-2028 with the <u>current</u> grade level and school building configurations:
Middle School 7-8 (863)	984	945 -979	<u>Under</u> available operating pupil capacity by 5 to 39 or <u>by .5% to 4%</u>

Estimated 9-12 Enrollments and Pupil Capacity in 2027-2028; ten years from now			
Grades 9-12 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment In 2027-2028 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2027-2028 with the <u>current</u> grade level and school building configurations:
High School 9-12 (1900)	2036	1814 -1868	<u>Under</u> available operating pupil capacity by 168 to 222 or <u>by 8.3% to 10.9%</u>

○ **Bus Run Data for 2017-2018:**

	Como Attendance Zone
Earliest pick up	8:09am
Estimated longest pupil ride on a bus	AM and PM – 41min
Number of bus runs AM to school	7 and 1 spec ed
Number of bus runs PM to home	7 and 1 spec ed
Number of ‘walkers’	0

	Court Attendance Zone
Earliest pick up	8:05am
Estimated longest pupil ride on a bus	AM 39min, PM 38min
Number of bus runs AM to school	6 and 3 spec ed
Number of bus runs PM to home	6 and 2 spec ed
Number of ‘walkers’	0

	Hillview Attendance Zone
Earliest pick up	8:02am
Estimated longest pupil ride on a bus	AM and PM – 43min
Number of bus runs AM to school	10 and 1 spec ed
Number of bus runs PM to home	10 and 1 spec ed
Number of ‘walkers’	0

	JA Sciole Attendance Zone
Earliest pick up	8:00am
Estimated longest pupil ride on a bus	AM and PM – 47min
Number of bus runs AM to school	8 and 2 spec ed
Number of bus runs PM to home	8 and 2 spec ed
Number of ‘walkers’	0

	William Elementary
Earliest pick up	7:26am
Estimated longest pupil ride on a bus	AM and PM – 53min
Number of bus runs AM to school	28 and 2 spec ed
Number of bus runs PM to home	29 and 2 spec ed
Number of ‘walkers’	0

	Middle School
Earliest pick up	6:43am
Estimated longest pupil ride on a bus	AM and PM – 43min
Number of bus runs AM to school	21 and 1 spec ed
Number of bus runs PM to home	21 and 1 spec ed

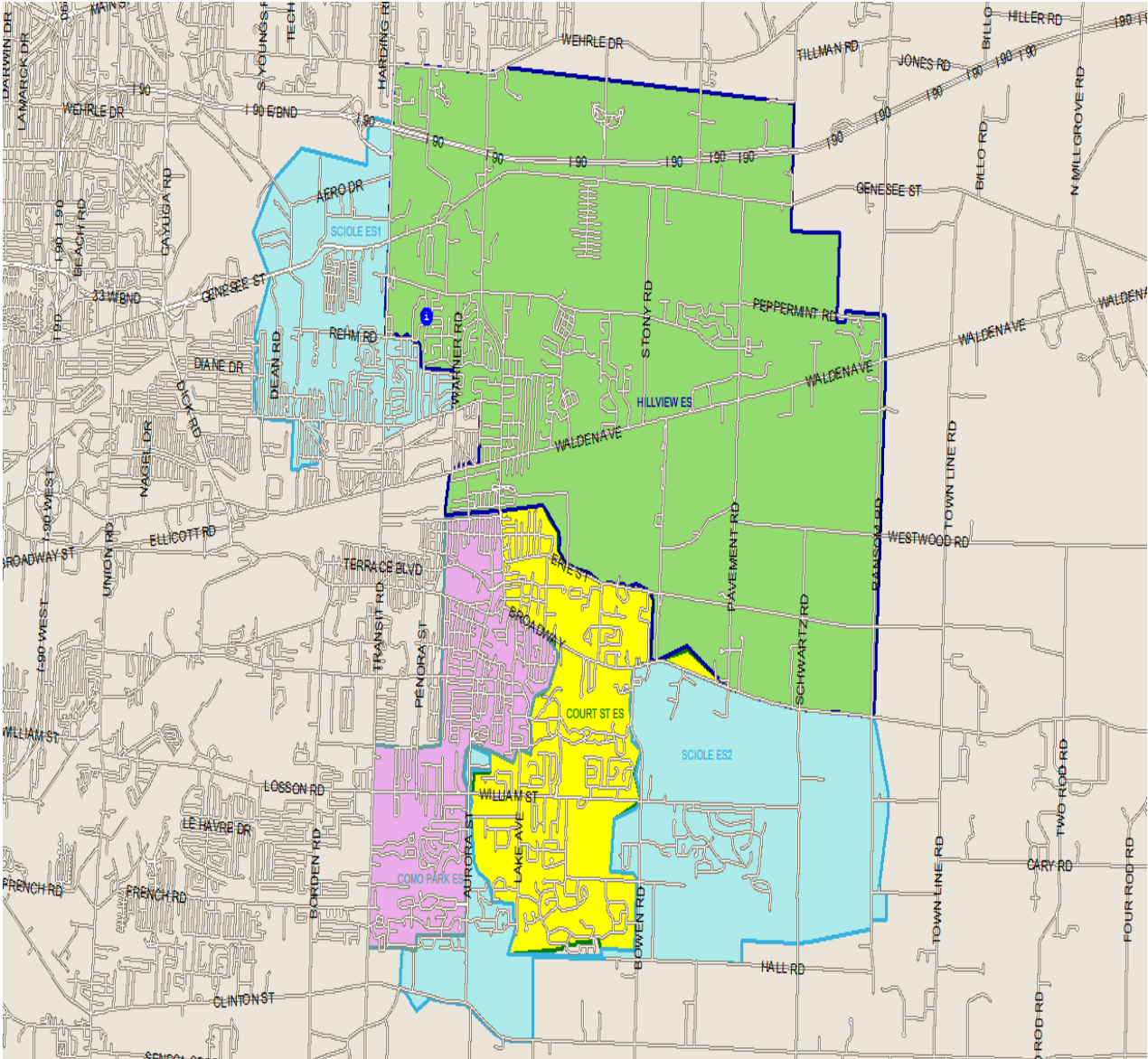
	High School
Earliest pick up	6:25am
Estimated longest pupil ride on a bus	50min
Number of bus runs AM to school	30 and 2 spec ed
Number of bus runs PM to home	30 and 2 spec ed

Total number of AM bus routes in the District in the AM (NOT SPECIAL ED OR PRIVATE SCHOOL) for elementary and secondary combined	111
Total number of PM bus routes in the District in the PM (NOT SPECIAL ED OR PRIVATE SCHOOL) for elementary and secondary combined; NOT INCLUDING 13 district-wide “late runs”	111
Percentage of transportation aid expected as a revenue for 2017-2018 based on transportation expenses submitted for 2016-2017: (2017-2018 Trans. Aid divided by the expenditures submitted for 2016-2017 for aid payable in 2017-2018)	68%
Total 2017-2018 transportation budget minus cost for special runs, midday runs to the BOCES center, field trips, extracurricular and athletic trips, and other trips including any ‘late bus’ runs. (Result: total cost for Am transportation to school and PM transportation home.)	\$6,491,481
Estimated average cost per bus route for AM route to school and PM route to home transportation in 2017-2018: \$29,241 (\$6,491,481/222)	
Estimated average local Lancaster taxpayer cost per bus route: \$19,884 (\$4,414,207/222)	
Estimated average State support of each Lancaster bus route: \$9,357 (\$2,077,274/222)	
<i>Where the estimates come from:</i> Take the total transportation budget NOT INCLUDING SPECIAL RUNS FOR SPECIAL NEEDS, FIELD TRIPS, VOCATIONAL CENTER RUNS, ATHLETIC AND CO-CURRICULAR RUNS, LATE BUS RUNS which can vary yearly based on student programs and needs; divide that resulting expenditure number by the number of bus routes to and from school in 2017-2018	

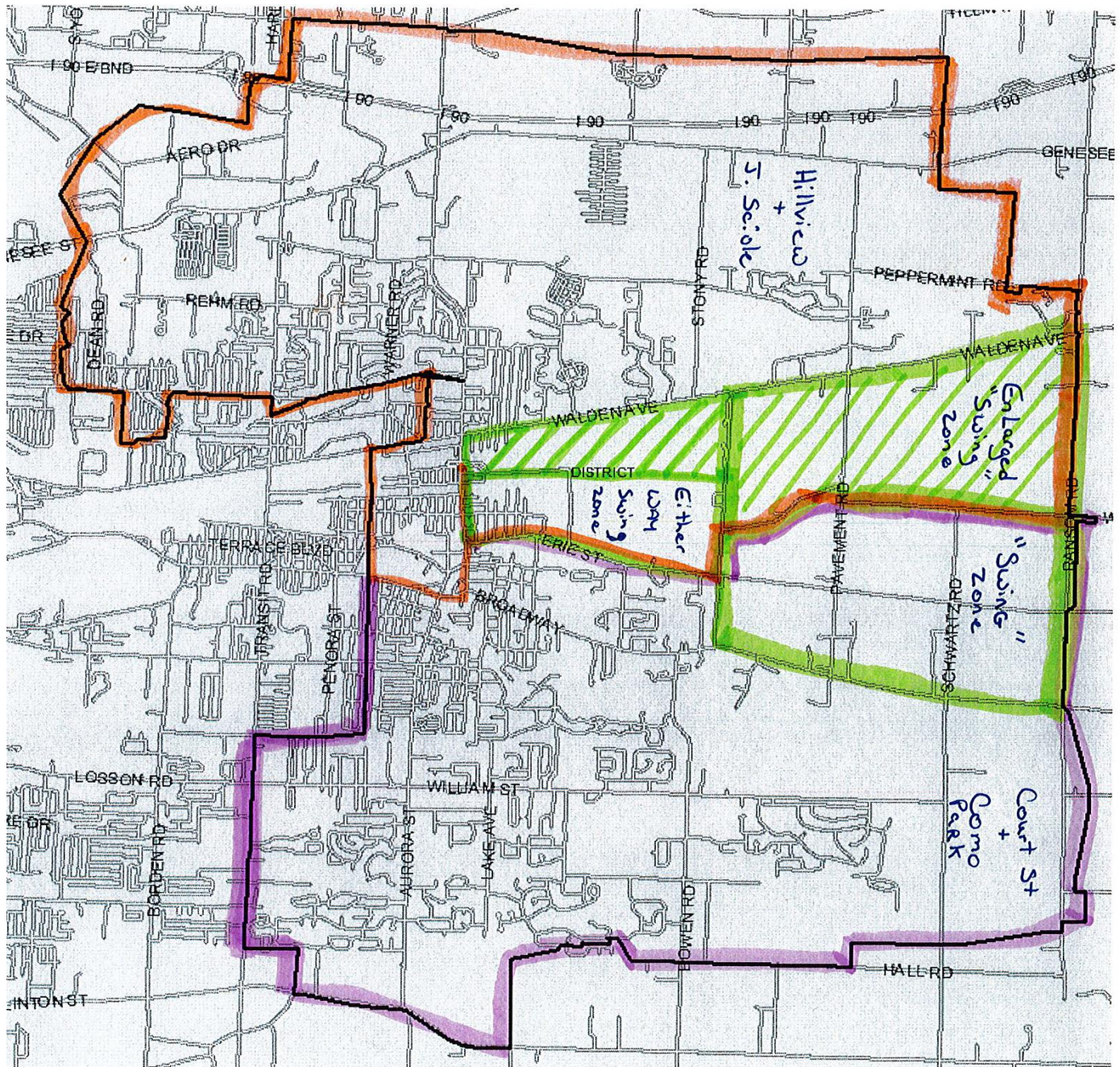
- Charted below are the distances of the current students of various elementary schools who live *farthest* from other school buildings.

Distance of the home of the <u>current</u> student attending this school who lives the farthest from the school...		A perspective of distances if a pupil attended a different school. Please note: the study <u>does not</u> include options to close an existing K-12 school.		Miles:	Miles now traveled by the student to current home school:	ADDITIONAL/ REDUCED TRAVEL DISTANCE in Miles for this student to the alternative building:
Como Park Elementary	If the elementary school listed to the left is closed, how many miles would the current student who lives the farthest from Como Park have to travel to get to.....	Court Elementary	4.6	2.64	+1.96	
Miles of this student from his/her home to Como Park: 2.64		Hillview Elementary	5.4		+2.76	
		Sciole Elementary	4.8		+2.16	
		William Street Elementary	3.8		+1.16	
		Middle School	3.3		+.66	
		High School	6.0		+3.36	
Court Street Elementary	If the elementary school listed to the left is closed, how many miles would the current student who lives the farthest from Court Street have to travel to get to.....	Como Park Elementary	3.1	3.56	.046	
Miles of this student from his/her home to Court Street: 3.56		Hillview Elementary	6.5		+2.94	
		Sciole Elementary	6.5		+2.94	
		William Street Elementary	2.6		-.96	
		Middle School	3.3		-.26	
		High School	5.3		+1.74	
Hillview Elementary	If the elementary school listed to the left is closed, how many miles would the current student who lives the farthest from Hillview have to travel to get to.....	Court Elementary	4.7	6.6	-1.9	
Miles of this student from his/her home to Hillview: 6.6		Como Park Elementary	5.7		-.9	
		Sciole Elementary	7.3		+.7	
		William Street Elementary	5.3		-1.3	
		Middle School	5.8		-.8	
		High School	5.5		-1.1	

JA Sciole Elementary Miles of this student from his/her home to Sciole: 9.06	If the elementary school listed to the left is closed, how many miles would the current student who lives the farthest from JA Sciole have to travel to get to.....	Court Elementary	5.5		9.06	-3.56
		Hillview Elementary	9.0			-.06
		Como Park Elementary	6.2			-2.86
		William Street Elementary	4.8			-4.26
		Middle School	6.9			-2.16
		High School	7.8			-1.26



Sample of two ‘Sister Schools’ attendance zones as an example of ‘swing zones’ if needed for new residents to the district:



○ **RESULTS OF A PLANNING FOR THE FUTURE WORKSHOP WITH THE ADMINISTRATIVE TEAM**

What are the key questions/data that our school community needs to answer/discuss about how best to organize and deliver the grades pre-kindergarten through grade twelve program over the next three years?

Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Lancaster School District Administrative Team Members on November 27, 2017
1	Are there other program/resource methods to configure the buildings?
2	What are the enrollment forecasts?
3	How does the district envision instruction 5 and 10 years from now?
4	How might we accommodate a growing special needs population?
5	How do we identify configurations that will maximize building aid to support pupil programs?
6	Options that support room to expand program offerings.
7	Is there a better way to organize elementary attendance zones with 'neighborhood school approach'?
8	What might the district February 2018 census data reveal compared to previous years?
9	Could rooms/space be used differently to give/do more for kids?
10	Equity of class sizes among the elementary schools.
11	If enrollments decline, what are options with regard to estimated excess staff positions?
12	Equity of bus ride times among the four elementary schools.
13	Are there options that might aim to have each elementary school attendance zone to be socially/economically diverse as much as possible in student population?
14	What might be opportunities and challenges of options that have more transitions for pupils and options that have fewer transitions for pupils?
15	Are there options about organizing 'time' in the student day/
16	Value the 'family feel' of the sizes of our current K-3 schools and how might it be replicated in grades 4-12?
17	What might be some options about school start/stop times?
18	Long term how might we maintain a consistency of the locations of integrated and self-contained special needs programs K-3?
19	What non-Part 100 (CR) programs might be part of the elementary program offering?
20	How might the centralized transportation system be influenced by the various options?
21	Clear information shared with all the community.
22	Are there instructional technology options that can support the program without the use of some current instructional support spaces?
23	How might the various options influence food services?
24	What are the demographics of Lancaster Central School District and the county?
25	Seeing if centralized English Language Learners programming is a possible option characteristic.

Terry Adamec, High School Assistant Principal
Tami Augugliaro, Director of Food Service
Patricia Bruce, Information Services Director
Sandra Cammarata, Assistant Director of Special Education
Stacy Conti, William Street Assistant Principal
Carrie Greene, John A. Sciole Principal
Peter Kruszynski, Middle School Principal
Stephanie Lackie, High School Assistant Principal
Karen Marchioli, Director of Elementary Education
Nate Mason, Director of Buildings and Grounds
Marie Perini, Assistant Superintendent for Curriculum, Instruction and Pupil Personnel
Jamie Pernick, High School Assistant Principal
Jamie Phillips, Assistant Superintendent for Business
Michele Ziegler, Director of Instructional Technology and Accountability

John Armstrong, Director of Special Education
Patricia Burgio, Director of Communications
Jacqueline Bull, William Street Principal
Jacqueline Clinard, Court Street Principal
Judy Feldmeyer, Director of Transportation
Gregory Heer, William Street Assistant Principal
Andrew Kufel, Director of Secondary Education
Cesar Marchioli, High School Principal
Molly Marcinelli, Como Park Principal
Amy Moeller, Hillview Principal

Central Avenue Board Room
November 27, 2017; 2:30 PM