



MAY 2018

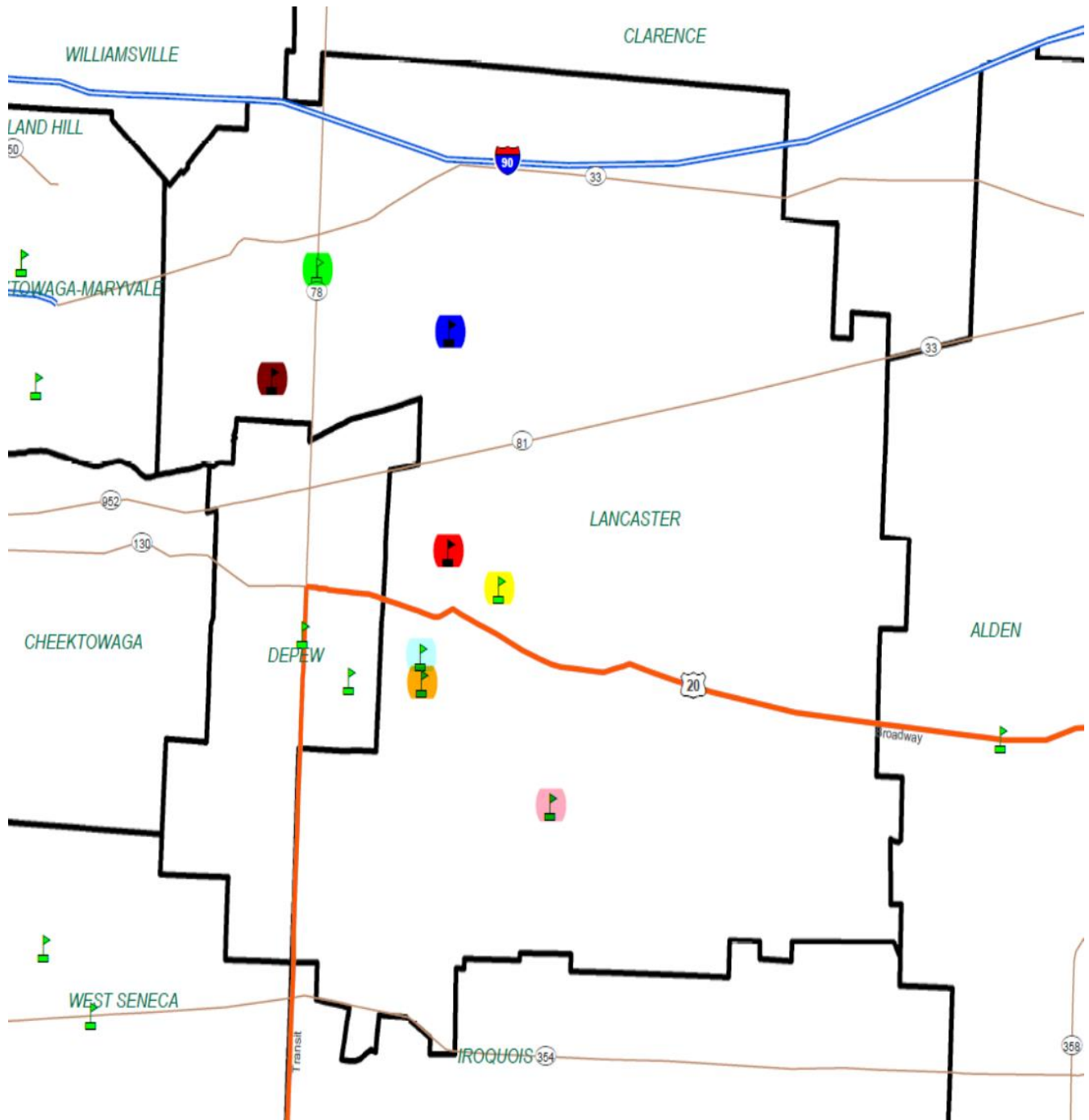
**PRE-KINDERGARTEN THROUGH GRADE TWELVE
PROGRAM DELIVERY STUDY:**

*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?*

for the
***Lancaster Central
School District***

***Lancaster,
New York***

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



HILLVIEW ELEMENTARY
WILLIAM STREET INTERMEDIATE
LANCASTER HIGH SCHOOL
JOHN A. SCIOLE ELEMENTARY
DISTRICT OFFICE/CENTRAL AVENUE
COURT STREET ELEMENTARY
LANCASTER MIDDLE SCHOOL:
COMO PARK ELEMENTARY SCHOOL

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

PREFACE

DILIGENT STEWARDSHIP

Long range planning by the Board of Education and administrative team is an integral part of the culture of the policy leadership of the Lancaster Central School District.

In November of 2017, the Board of Education commissioned The SES Study Team, LLC to prepare a study to help the Board, leadership team, and community analyze possible options to organize and deliver the Lancaster program in the future. The goal of the study is to answer the following 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?

The role of the Study Team is to “hold up a mirror” to data about the school district, organize the data without bias into useable planning tools for the school district and the community. SES, as ‘guest outsiders’, identify (as guided by the data) possible ‘doable’ options, and suggest *opportunities and challenges* of various optional scenarios to implement/deliver the educational program. The role is accomplished with transparency of the data; with no bias toward particular possible options; and without advocacy of which option(s) should be implemented. The only stake the consultant has in what the Board ultimately implements or decides is: ‘Did the work of the study *help the district* make the best decisions possible to serve Lancaster Central students in the future?’

At the time the study was commissioned, the Board of Education and the leadership team had no pre-conceived notions about the findings of the study or a pre-conceived advocacy for what the findings should be.

DUE DILIGENT PLANNING BY THE LANCASTER BOARD OF EDUCATION AND THIS STUDY

At November 27, 2017 in a workshop in a public meeting, the Board of Education identified key questions/data for discussion as the Lancaster School District Community analyzes what might be the best way to organize and deliver the program to the students over the next three years. This Preface includes the report of the results of that public workshop. The list helped guide this study and it is suggested that it is a valuable tool to engage public and staff discussion about the short-range and long-range future efforts of the school District.

Because of the due diligence of the Board of Education and superintendent in exploring options, the information offered in this study provides a concrete way for the community and the Board of Education to engage public discussion in an open and transparent fashion about how best to serve the pupils in grades Pre-K through 12 in the future.

Thank you for inviting us to prepare the study as one tool to help with your on-going planning.

The SES Study Team, LLC
Dr. Paul M. Seversky
Mr. Douglas A. Exley
May 2018

RESULTS OF THE NOVEMBER 27, 2017 *PLANNING FOR THE FUTURE* WORKSHOP OF THE LANCASTER CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION

The purpose of the November 27 workshop of the Board and Superintendent was to create a written tool that would help guide the study.

The written tool also is valuable to engage public discussion and staff discussion about the short range and long range future efforts of the school District.

All of the ‘answers’ to the workshop question provided by the Board of Education members and Superintendent are important. The workshop results suggest which of the items might be given priority collaborative attention by the study, District, and community in identifying viable scenario options that the Lancaster School District may want to pursue.

Planning for a people-service organization is not a static effort. The ‘life’ of a school District serving the young people and community is dynamic. It often is influenced by variables over which the District and community have no direct control. Such variables include future pupil enrollments, State policy about school funding, and the local economy. This guide that lists the values expressed by the policy body of the School District helped focus the development of the study, and may help community discussion of a very important public policy decision the Board of Education is facing over the coming months.

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 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.

Please note that the complete *Pupil Capacity Analysis Study*
and the *Enrollment/Demographic Study*
are on the Lancaster Central School District Website.

TABLE OF CONTENTS

<i>Preface</i>	<i>i</i>
<i>Results of the October 30, 2017 ‘Planning for the Future’ Workshop Of the Lancaster Board of Education</i>	<i>ii</i>
Purpose of the Study	1
Methodology of the Study	1
Findings of the K-12 Pupil Capacity Analysis	
• Pupil Capacity of the School Buildings in Total	2
• Summary of the Lancaster CSD Pupil Capacity 2017-2018	4
• Observations	5
• Grade Level Class Section Enrollments Grades K-3 in 2017-2018	10
• Observations	12
Findings of the Enrollment Projection Study	14
• Historical Perspective of Annual Grade Level Enrollments	14
• Historical Perspective of Live Births in Erie County and the Lancaster School District	16
• Historical Perspective of Live Births and Kindergarten Enrollments in the Lancaster School District	17
• Low, Mid, High Kindergarten Estimates	20
• Enrollment Projection Estimates as of January 2018	20
• Residential Construction within the Lancaster Central School District	22
• Estimated Future Enrollments Compared to Existing Pupil Capacity	25
• Pre-Kindergarten	27
Data and Findings Based on the Visits to each Lancaster School Building and the Interviews with the Administrative Team	28
• Distance Between Each School Building	28
• Free and Reduced Lunch Rates by School	29
• Enrollment Histories of each School Since 2012	29
• Service to Pupils with Special Needs	30
• The School Buildings	31
• Current Capital Debt of the District	34
• Shared Staff Among the School Buildings	34
• ‘Teacher Day’ and ‘Student Day’ Times	35
• Full Time Equivalent Cost for Pre-K-12 Instructional Staff in 2017-2018	36

• FTE Numbers of Staff Who Have Left the District Not Including Reduction in Force	36
• Bus Run and Transportation Data for 2017-2018	36
Inferences and Observations Based on the Visits to each Lancaster School Building and the Interviews with the Administrative Team	39
Some Possible Options to Explore to Deliver the Lancaster Central School District K-12 Program Over the Next Three Years	55
• The Delivery of Grades 4-6, 7-8 and 9-12	56
• “Doable’ Scenario Options to Deliver K-3 in Three to Five Years	57
• Suggested K-3 Scenario Options	61
• “Doable’ Scenario Options to Deliver Pre-K and Central Administration Services Space	61
• Summary of Suggested Options for Consideration	65
Scenario A Rationale	69
Scenario A Opportunities and Challenges	70
Scenario B Rationale	71
Scenario B Opportunities and Challenges	73
Scenario C Rationale	74
Scenario C Opportunities and Challenges	76
Scenario D Rationale	77
Scenario D Opportunities and Challenges	79
Appendix: Sample Attendance ‘Swing Zone (Flex Zone)’ Board Policy	80

Copyright 2018
As to Original Text, Format, and Methodology.
All Rights Reserved.

Dr. Paul M. Seversky
Paul.Seversky@SES-StudyTeam.org

Authorized for the exclusive internal use for planning by the
Lancaster Central School District and its stakeholders

FINDINGS

PURPOSE OF THE STUDY

The Lancaster Central School District Board of Education and the senior administration are engaged in long-range planning for the District. As part of their efforts, they have commissioned a study to research data to help the school District answer the following 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?

The goal of the analysis and study report is to provide substantiation for suggestions and insights about the current organization and delivery of the K-12 program. The study report identifies various options for action 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-12 pupils in the delivery of the instructional program with the resources available.

METHODOLOGY OF THE STUDY

- ✓ First, the study estimates future enrollment trends of the District based on historical enrollment data, historical live data, and patterns of enrollment at each of the grade levels K-12. The enrollment projection study data and findings are in the *Enrollment Projection/Demographic Study* published in January 2018. The enrollment projection and demographic study is posted on the Lancaster School District website.
- ✓ Second, the study analyzes the use of space by the current program offering in the five elementary schools, one middle school, and one high school of the District. The principals provided detailed information about how the assets of each building are used in the 2017-2018 school year to implement the grades Pre-K-12 program. The detailed space allocation data are benchmarked to the NY State Education Department's school building capacity guidelines as well as to the class size guidelines endorsed by the school District to deliver the program. The school buildings pupil capacity study data and findings are in the *Pre-K-12 School Building Capacity Study* published in February 2018. The pupil capacity study is posted on the Lancaster School District website.
- ✓ Third, the senior administration and the building principals of the District were interviewed to learn as comprehensively as possible the short-range and long-range objectives of delivery of the program in the existing facilities. The meeting also provided insights to understand local conditions and points of view that could affect the viability of various suggestions and options to use the current facilities to the very maximum and meet program expectations for pupils. The interview meeting helped to further the

FINDINGS

understandings about the values and policies that guide the vision of the District and the long-range planning efforts of the District.

- ✓ Fourth, a visit was made to each school building hosted by each respective principal. The principals provided data about the scheduling patterns and use of instructional and instructional support staff resources that now exist in the schools to implement the program.

Following are findings of the *School Building Capacity Analysis* and the *Enrollment Projection/Demographic Study* that form the foundation for the rationale of each of the program delivery options suggested by the study. In addition, findings and inferences made based on the visit to the District are also discussed.

FINDINGS OF THE K-12 PUPIL CAPACITY ANALYSIS

- **Pupil Capacity of the Lancaster School Buildings in Total**

The combined pupil capacity of the school buildings is charted on page 4. The pupil capacity is benchmarked to how the buildings are used to implement the 2017-2018 school year program. The class size functional delivery guidelines and goals endorsed by District Board of Education also guide the capacity analysis.

The Teachers' Contract refers to "*Class Size*" under *ARTICLE 10, "Other Matters"*. Section 10.3 does not list specific class size goals for the various grade levels. The section suggests "important variables" that should be "considered" by the district in setting class size goals.

There is no Board Policy specifically referring to 'Class Size'. The Board of Education has the discretion to set class size goals annually. Historically and consistently, the District administration with Board knowledge and support has implemented the K-12 program using the following "*Optimal Class Size Goals*".

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.

FINDINGS

Flexibility of program delivery is an important tool in serving pupils and supporting instruction. *Functional operating pupil capacity* is calculated based on the class size goals of the District. Planning for some unassigned pupil capacity is recommended to be prudent planning. Generally, school districts diligently plan for about 6 to 10% of unassigned pupil capacity to allow flexibility to adapt to unforeseen program and pupil variables annually.

It is suggested that the *functional operating capacity* estimates instead of State Education Department Building Aid Unit capacity calculations are best to use for planning for three main reasons. First, flexibility is necessary on a case-by-case basis annually to ensure that the pupils of a given school year are served with a focus on what is educationally sound for those pupils in that school year within the values of the School District. Second, flexibility is necessary to deal with unforeseen ebbs and flows of seasonal enrollment fluctuations. Third, flexibility is necessary to accommodate program/curriculum improvement ideas of faculty and staff; and new initiatives supported by grants, for example. Such initiatives and ideas often need ‘more space’ instead of ‘more money’ to implement them. Class sizes for self-contained special education classrooms are outlined by SED regulation.

Charted on the next page is a summary of the pupil capacity of each Lancaster school building based on the local class size guidelines and how the principals deploy the spaces to deliver the 2017-2018 program. Please see the complete *Pupil Capacity Analysis Study* of February 2018 posted on the school District website for the pupil capacity details of each building.

FINDINGS

Summary of the Pupil Capacity of each Lancaster Central School District 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%

FINDINGS

OBSERVATIONS:

- ✓ The pupil capacities available at each school are a major element in identifying ‘doable’ scenario options that may possibly allow the District to organize and implement the Pre-K-12 program more efficiently. Other variables like the distances between each of the buildings and possible grade configurations that may provide added program opportunities will also have major influence on crafting ‘doable’ scenario options.
- ✓ It is important to note that pupil capacity of a school building is directly related to class size guidelines/goals of the District. Pupil capacity is also related to how many instructional spaces are used for direct instruction and how many spaces are assigned to instructional support programs which do not generate pupil capacity in an elementary or a secondary school. The delivery of the expected curriculum program is the overall driving factor that determines the pupil capacity of the building. The expected curriculum program is defined and approved by the Board of Education.
- ✓ The *Pupil Capacity Study* is a useful tool to help judge if the current spaces assigned to instructional support activities are equitable across the District. The instructional support space data of the school buildings can aid in local discussion of some typical program discussion questions such as:
 - What should be the reason for the availability of a unique instructional support space and program in a building and not in other buildings?
 - What currently unique instructional support spaces and services should be in each elementary or secondary school consistently as District-wide elements of the Board-authorized elementary program?
 - What instructional support spaces and services are *appropriately* unique to one or more elementary or secondary buildings?
 - Are there other instructional support spaces or services that should be authorized as part of the program of each elementary school building?
Each secondary school?

The chart on page 7 identifies spaces assigned to instructional support activities in the four K-3 elementary buildings in the current school year, 2017-2018. The chart can be a helpful tool as the district looks at possible capital project work to accommodate a growing K-3 enrollment.

Listed below are some *example* program/facility questions that the district may want to entertain as the Lancaster CSD program vision, delivery options, and potential capital facility work are considered for the future.

FINDINGS

- **What is the program vision for the future 5 years? 10 years? What facility resources will the program vision require? Which of those facility resources do not exist in 2017-2018?**
- The district has comprehensively planned the use of technology as a key instructional tool. The availability and use of class sets of lap top computers for all pupils are a key element of the pedagogy of the district. Should the remaining Computer Lab at Como Park be re-deployed?
- Music instruction and program opportunities are a prime value of the Lancaster CSD. What should be the basic music instruction facilities tool available at each K-3 elementary school in the future? Currently, there is some inequity regarding size and number of music instructional resources in the four K-3 schools.
- The Court Street School does not have an art room for instruction. Art is delivered ‘on a cart’ in the regular grade level classrooms or is delivered in the cafeteria.
- What should be the social worker and psychologist services at each K-3 building?
- What should be the components of Academic Instructional Support Services? What should be the baseline facilities in each K-3 school to host those services?
- What should be the base characteristics of the nurse/health office in each building?
- Court Street assigns English Language Learners, OT, and PT instruction to the stage. Hillview assigns art and music to the stage. Should the stage as an instructional resource to the grade level classrooms not host instructional support services on a ‘permanent’ basis?
- Lancaster serves special needs pupils with three broad approaches: self-contained; integrated with resource room support instruction; and integrated with the collaborative teaming of consultant teachers and the classroom teachers. What facility resources should each elementary school have available to enable the district to implement its range of special needs program approaches with quality and efficiency of staff and resources?
- Music Therapy is a support service only at Sciole, Is it a custom support service for a specific set of pupils unique to Sciole or should the service be available at all four K-3 schools?
- Sciole has a Parent-Teacher Organization workroom. Should each elementary school have a similar support space?
- There is a collaborative project with Erie County for a CPS worker to have work space at Como Park? Should each elementary school have a space resource to enable such collaborative pupil service projects/endeavors?
- Court Street and Hillview have a conference room; Sciole and Como Park do not. A conference room for teachers to meet with parents is considered a baseline resource.
- Court Street and Hillview have Book Room storage; Sciole and Como Park do not. A book room allows teachers to quickly access classroom sets of resources in an organized and planned manner. What should be the Book Room facility resource in each elementary school?
- What is the future plan regarding remote wireless copy services available for each teacher as an instructional resource?

FINDINGS

SUMMARY OF ROOMS/SQUARE FOOTAGE ASSIGNED FOR INSTRUCTIONAL SUPPORT SPACE SERVING GRADES K-3 IN 2017-2018

BLANK DENOTES NO ASSIGNED PRESENCE IN THE BUILDING
‘SHADED’ DENOTES SPACES THAT COULD SERVE DIRECT INSTRUCTION AND THUS ADD TO
THE PUPIL CAPACITY OF THE BUILDING

SUPPORT SERVICE/PROGRAM	Court Street	Hillview	Sciole	Como Park
Library Media Center	1632	1680	2112	2102
Computer Lab				601
Music	760	588	560	807
Music		1242 stage		
Art		496	1120	987
Art		1242 stage		
Art/Music			416	
Physical Education	3750	3500	3500	3022
Cafeteria	1674	1700	3744	1897
Auditorium		3127		3201
Stage	1242	1242	546	900
Nurse	620	287	550	415
Psychologist	144			790
Psychologist/Social Worker			275	
Social Worker	230	132		
Speech	217	176		276
BOCES Speech				
Speech				145
Consultant Teacher/Speech			840	
AIS	255	870	840	770
AIS	760			675
AIS	221			165
AIS/Speech			840	
English Language Learners/Vision	56			
English Language Learners	stage		594	
Consultant Teacher/Resource Room	504		320	
Special Education Resource Room		475		863
Special Education Resource Room		330		300
CPS Worker-Erie County				176
OT	stage			
OT	alcove			
PT	stage			
OT & PT		345	792	470
Music Therapy			594	
Faculty Workroom	495	543	840	332
Workroom, PTO			704	
Conference Room	200	180		
Book Room	400	345		
Copier Room				299

The Lancaster pupil capacity analysis finds some support services assigned to spaces which are large enough to serve grade level sections. Instructional *support* space in an elementary or secondary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level/subject sections generates ‘pupil capacity’. If an instructional support space is changed to

FINDINGS

serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. A step in the study is to work with the principals to identify spaces that are large enough to serve instructional grade level/subject section classrooms instead of instructional support service and/or could appropriately share with another instructional support service in a different location in the building *without hindering the instructional support service to pupils*. The study step is important to identify if a school could likely accommodate more class sections than it does now *if* enrollment increased for that building.

The redeployment of specific instructional support services to typically sized space for such services could allow additional class level sections if needed because of school building enrollment. **The study, though, is very conservative in suggesting what added pupil capacity that is *possible and practicable* without hindering the current program.**

The support service spaces listed below are identified by each respective principal as services that could be served in other appropriate spaces or in a shared space if enrollment increases in the building. Assigning the identified support services in sized space typically used for such services or in shared space allows the school to serve more enrollment without jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

Current Instructional Support Space That Might be Able to be Re-deployed or shared to Accommodate Additional Pupils if Necessary.	Como Park Elementary	William Street Intermediate Elementary	Middle School	High School
Computer Lab	601			
Psychologist	790			
AIS	770			
AIS	675			
AIS	165			
Special Education Resource Room	863			
Special Education Resource Room	300			
Special Education Consultant Teacher		837		
Special Education Consultant Teacher		506		
Special Education Consultant Teacher		806		
Special Education Consultant Teacher		837		
Special Education Consultant Teacher		748		
Special Education Consultant Teacher		800		
Special Education Consultant Teacher		578		
Creative Writing/Writing AIS		837		
AIS		512		
AIS		512		
AIS		512		
Accelerated Math		837		
Special Education Resource Room		512		
Special Education Resource Room		512		
Sensory Room/Conference Room		920		

FINDINGS

Computer Lab			905	
Social Studies Office				735
Re-Deployment/Reassignment of Instructional Spaces				
Estimated Added Pupil Capacity Achieved with Re-Deployment to Typically sized spaces and/or to shared appropriate spaces.	+63 Grades K-3	+100 Grades 4-6	+25 Grades 7-8	+25 Grades 9-12

The added 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 is reflected in the school building pupil capacity summary chart on page 4.

- ✓ There are 83 grade level and Special Needs Self-Contained classrooms serving K-3 in 2017-2018. In addition, there are 11 classroom-sized spaces, each at least 770 square feet, assigned to instructional support in 2017-2018. Some could serve grade level class sections if enrollment in grades K-3 was to increase. Past facility planning by the community, Boards of Education, and leadership of the school District had forethought in providing for classrooms to be above the minimum square footage to support changing pedagogy that often requires ample square footage to deliver. If capital work was to be done, the redevelopment of some of the below standard (below 770 square feet) classrooms at Court and/or Hillview to serve instructional support services instead is suggested. Such redevelopment of below standard sized rooms for instructional support would substantiate the construction of standard sized rooms added to the respective buildings.

Sizes of Classrooms that Host Grade Level and Special Needs Self-contained Instruction in 2017-2018 (Total of 29 Grade Level Classroom Sized Spaces)

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					

- ✓ The pupil capacities of the current elementary schools from smallest to largest are charted below:

Elementary School:	Pupil Capacity Based on District ‘Functional’ Class Size Goals and the Use of Existing Classroom Spaces in 2017-2018
Court Street	409
Como Park	436
J.A. Sciole	443
Hillview	526
	Total: 1814
2017-2018 K-5 Enrollment: 1637	
K-3 Elementary Schools currently at 90.2% of pupil capacity based on the District class size ‘functional’ goals	

FINDINGS

- ✓ The **William Street Intermediate School (grades 4-6)** in 2017-2018 is at **86.6% of operating capacity** benchmarked to the class size goals of the District.
- ✓ The **Middle School (grades 7-8)** in 2017-2018 is at **87.7% of operating capacity** benchmarked to the class size goals of the District.
- ✓ The **High School (grades 9-12)** in 2017-2018 is at **93.3% of operating capacity** benchmarked to the class size goals of the District.

Grade Level Class Section Enrollments Grades K-3 in 2017-2018

The tables on the next page list the grade level class section sizes at each of the K-3 elementary schools. Also listed is the range in grade level class section sizes and the average grade level class section size at each school. The data help demonstrate the connection among the class size goals of the district; the number of pupil residents in a respective attendance zone; and the grade level class section sizes in each current elementary attendance zone. The chart also illustrates any ‘equity gaps’ in class section sizes among the three K-3 elementary attendance zones. The ‘equity gaps’ are a result of the size of a particular age level cohort of students who live in a current attendance zone. The lack of pupils of an age level in an attendance zone can hinder the effective delivery of the program as close to the class size goals of the district.

FINDINGS

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	22	18	21	19
Class size goal:	22	17 (6)	16 (4)	19
21	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	20 (4)	17	19 (6)	22
Class size goal:	20 (4)	17 (6)	23 (1)	22 (1)
21	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	22 (2)	21 (3)	18 (5)	20
Class size goal:	21 (5)	22	22 (3)	20
23	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	22 (4)	26 (3)	22	25 (6)
Class size goal:	22	25	21	25
23	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

FINDINGS

The table below rank orders grade level class size average data for 2017-2018 building by 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	

OBSERVATIONS:

✓

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%

- ✓ The district is achieving 'equity' (balance) of class sizes within grade levels *within* each building. However, there are equity gaps in grade level class section sizes *between and among* the elementary school buildings and the attendance zones they serve.
- ✓ The equity of class section sizes among buildings with the same grade levels is not achieved in all grade levels. The equity gap in average class section sizes is greatest at grade 1. There is a 4.9 pupil difference between the average grade one at Como and at Hillview Elementary equaling a 28% difference. At Kindergarten there is a 4.2 pupil equity gap or 24% difference in average class size at Como and Court Elementary. There is also a 4.5 pupil difference between the average grade three at Sciole and at Como Elementary equaling a 21.6% difference.

FINDINGS

- ✓ *The grade level section equity gaps are not a result of poor resource allocation or class section assignment. Rather, the gaps occur simply because of the lack of pupils at a particular grade level who live within the various elementary attendance zones. Only the district can judge an acceptable difference gap in average grade level class sizes between and among the elementary schools.*
- ✓ If one applies the class size district goals to the total pupils in each grade kindergarten through grade 3, then 77 grade level sections instead of 78 could serve all of the (2017-2018) K-3 pupils. *It assumes* a delivery pattern is configured that provides enough of a grade level population at a site(s) to meet the grade level section class size goals of the district.

	2017-2018 Enrollment	District Class Size Functional Goals	Number of Sections 'Needed' as per the District Class Size Goals to Deliver the Program
K	443	21	22 (462 pupils)
1	371	21	18 (378 pupils)
2	415	23	19 (437 pupils)
3	392	23	18 (414 pupils)
Total:			77

- ✓ *It is important to point out that determining class size delivery **is not** just a mathematical exercise of dividing the total population by the class size goal. A priority element is deciding how **best** to serve a specific set of pupils given their learning skill sets and the instructional goals for those pupils. Pedagogy and skill sets of the teacher are usually considered primary variables. Therefore, having some flexibility by leaving a factor of unassigned pupil capacity for a building is a good planning step. Therefore, the study is not suggesting that 77 Kindergarten through grade 3 class sections is 'what ought to exist' instead of the current 78 sections. It is important to point out that if all K-3 pupils were served at one school, it likely would require 77 class sections to ensure that all grade level class sections were at or below the class size goals of the district. Lancaster currently deploys 78 grade level classes among four separate K-3 schools. The current deployment suggests the efficient assignment of K-3 staff by the School District.*

However, the configuration of four K-3 schools in 2017-2018 has equity gaps among average class sizes in grades K, 1, and 3 among the four buildings from four to five students per section. For example, a kindergartener attending Como is enrolled in an on-average class of 17 pupils while a kindergartener attending Court is enrolled in an on-average class of 21 pupils. An equity gap of 4 students or a difference of about 24%. At grade one, a first-grader attending Como is enrolled in an on-average class of 17 pupils while a first-grader at Hillview is enrolled in an on-average class of 22 pupils. An equity gap of 5 students or a difference of about 28%.

FINDINGS

Are there delivery configurations/models to deliver the K-3 program that will allow the district to deploy efficiently grade level class section staff and help reduce the equity gaps of grade level class section sizes between and among the schools?

FINDINGS OF THE ENROLLMENT PROJECTION CALCULATIONS
(The complete *Enrollment Projection/Demographic Study* of January 2018 is posted on the website of the school District).

Variables that can Influence Future School District Enrollments

The six sources of current and projected school District enrollment are:

- live births within the Lancaster Central School District and their eventual kindergarten enrollment in the District;
- new household population with children who move to the District;
- new population who move to the District who are at child-bearing age and plan to begin a family;
- enrollment of students from non-public schools or from home-schooling settings;
- school program and academic intervention changes that may increase the success of the school District in keeping existing enrollment as long as possible to culminate in high school graduation;
- a change by other public schools, if any, who tuition students to attend Lancaster Central School District.

If there are data to suggest that one or more of the variables listed above will not continue into the near future of the next five years in the same historical pattern, then the baseline enrollment projections results are modified to estimate the potential impact the variable(s) may have on future school District enrollments. The enrollment projection calculations update estimates are based on live births within the school District and the historical pattern of grade level enrollments since 2012. The *Enrollment Projection/demographic Study of January 2018* discusses the above variables and the Lancaster School District.

Historical Perspective of Annual Grade Level Enrollments

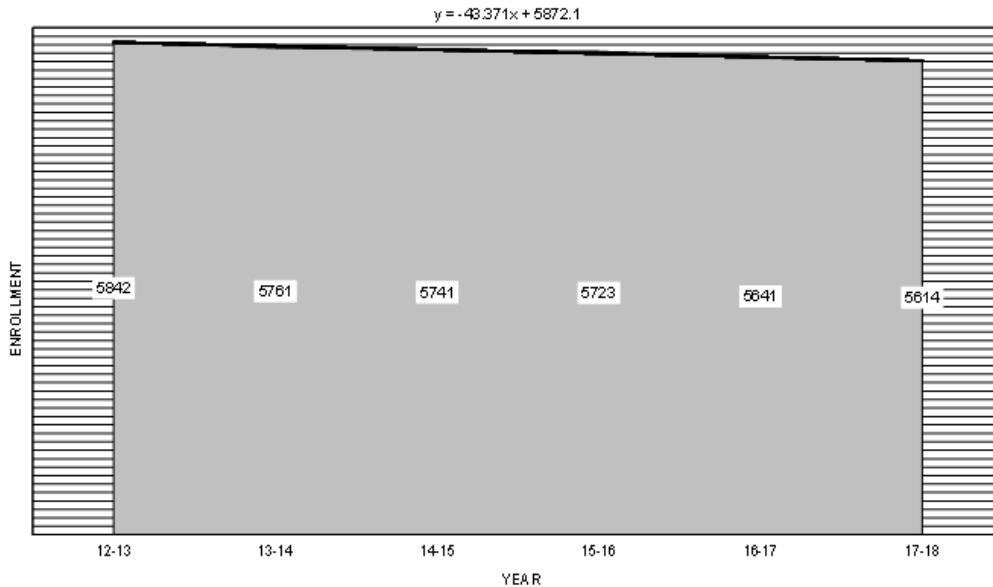
Chart One illustrates the total K-12 enrollment in the six enrollment years since 2012-2013. The change in enrollment is from 5842 pupils in 2012-13 to 5614 in the current school year. Two hundred and twenty-eight fewer pupils equate to a -3.9% change over the past six years. The six-year average is 5720 pupils and the median is 5732. **Chart Three** illustrates the historical pattern of K-3, 4-6, 7-8, and 9-12 enrollments since 2012. Note the growth pattern of grades K-3 historical enrollment over the past six years compared to grades 4-6, 7-8, and 9-12. The K-3 growth pattern will influence grades 4-12 enrollment over the next ten years.

Over the past six school years:

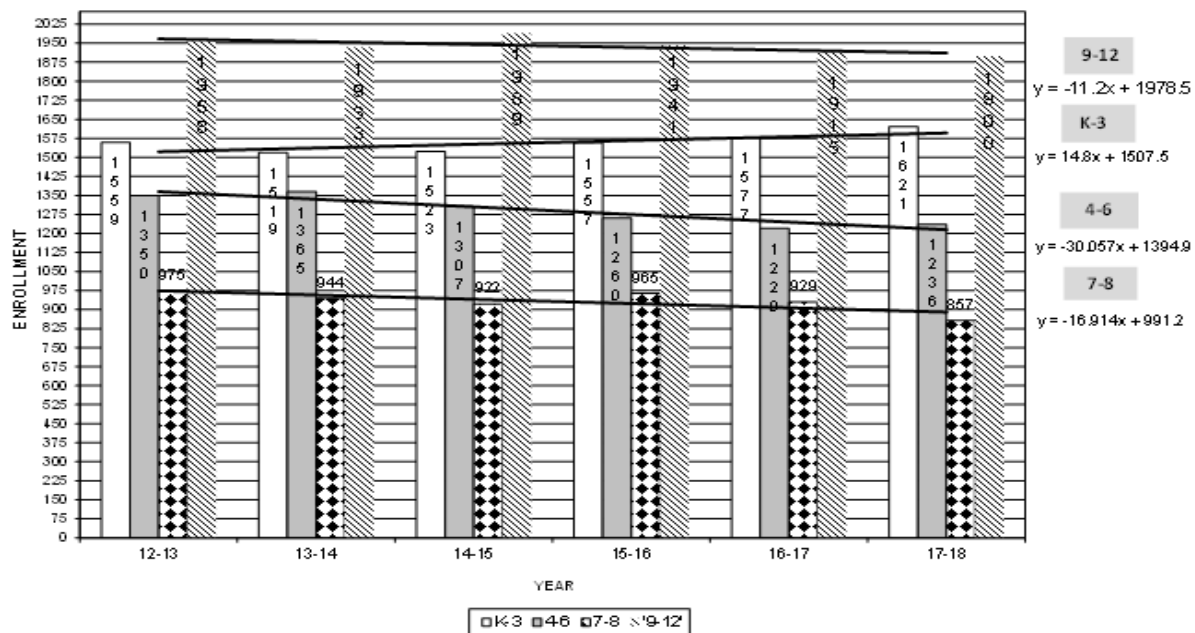
FINDINGS

- ✓ K-12 enrollment has decreased by 228 pupils or -3.9%
- ✓ Grades K-3 enrollment has increased by 62 pupils or +3.82%
- ✓ Grades 4-6 enrollment has declined by 114 pupils or -8.44%.
- ✓ Grades 7-8 enrollment has declined by 118 pupils or -12.1%
- ✓ Grades 9-12 enrollment has declined by 56 pupils or by -2.86%

**CHART ONE: LANCASTER CSD
HISTORICAL K-12 ENROLLMENT
2012-2017**



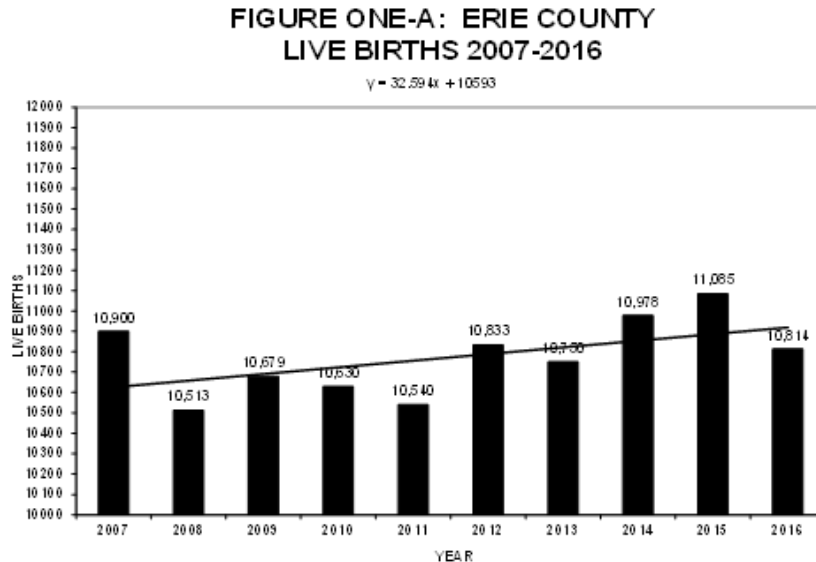
**CHART THREE: LANCASTER CSD
HISTORICAL K-3, 4-6, 7-8, 9-12 ENROLLMENT
2012-2017**



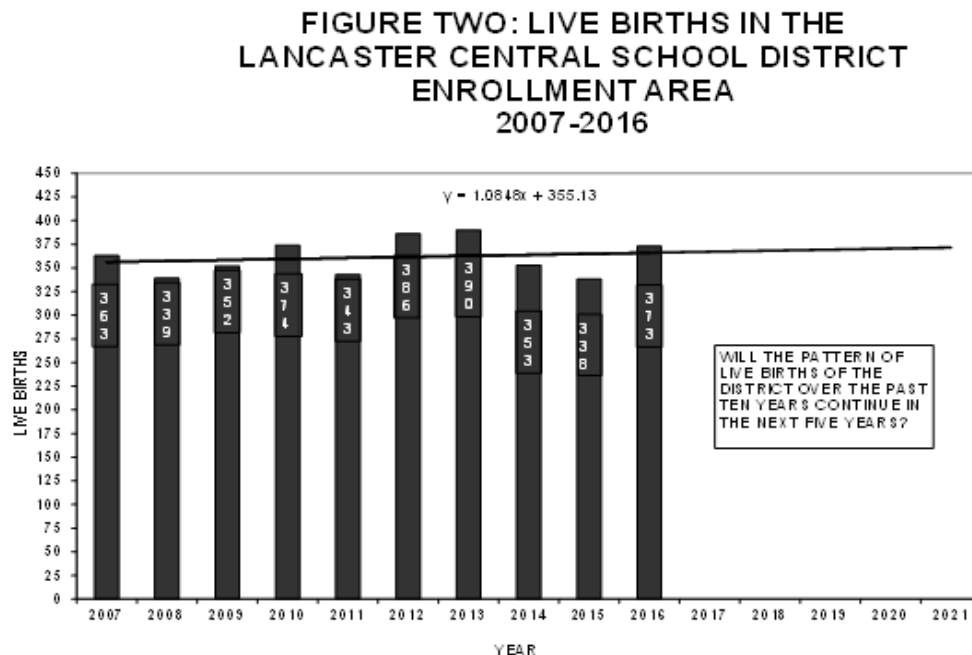
FINDINGS

Historical Perspective of Live Births in Erie County and the Lancaster School District

Figure One-A below charts the live birth data for Erie County since 2007. The annual totals of live births in Erie County have trended upward from 2006 to 2015; slope of +32.594.



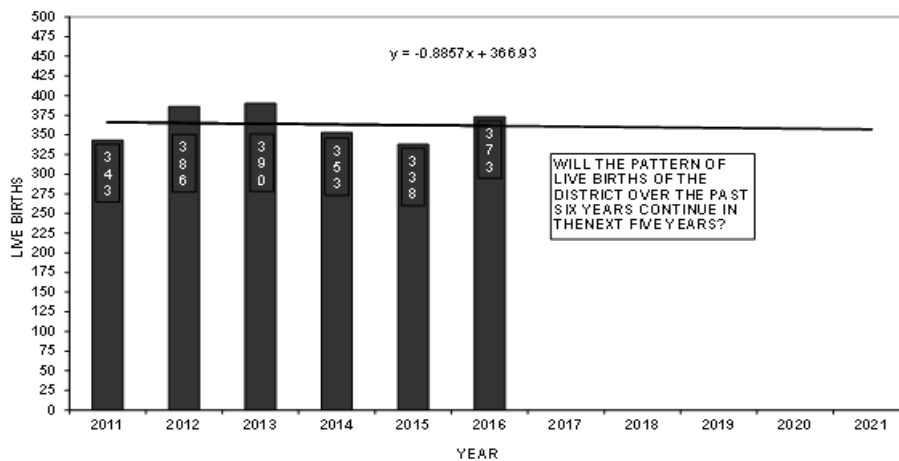
The pattern of live births in the enrollment area of the Lancaster Central School District from 2007 through 2016 is also increasing. The range over ten years is from a high of 390 in 2013 to a low of 338 in 2015. A comparison of the live births total in 2016 with the total in 2007 shows a change over ten years of 10 or +2.8%. Will the historical pattern of live births in the Lancaster Central School District service area shown in **Figure Two** for the ten years since 2007 continue for the next five years from 2017 through 2021?



FINDINGS

Figure Two-A below illustrates the pattern of live births in the Lancaster Central School District over the past six years from 2011-2016. Viewing the live birth data over the past six years instead of ten illustrates the most current influence of demographic variables that may have influenced the annual number of live births in the School District. Annual live births in the school District have trended slightly downward (slope: -0.8857). The range over six years is from a high of 390 in 2013 to a low of 338 in 2015. There were 30 more births in the District in 2016 compared to 2011; an increase of $+8.75\%$. Will the slightly decreasing historical pattern of live births since 2011 in the Lancaster Central School District service area shown in **Figure Two-A** continue for the next five years from 2017 through 2021?

**FIGURE TWO-A: LIVE BIRTHS IN THE
LANCASTER CENTRAL SCHOOL DISTRICT
ENROLLMENT AREA
2011-2016**



Historical Perspective of Live Births and Kindergarten Enrollments in the Lancaster School District

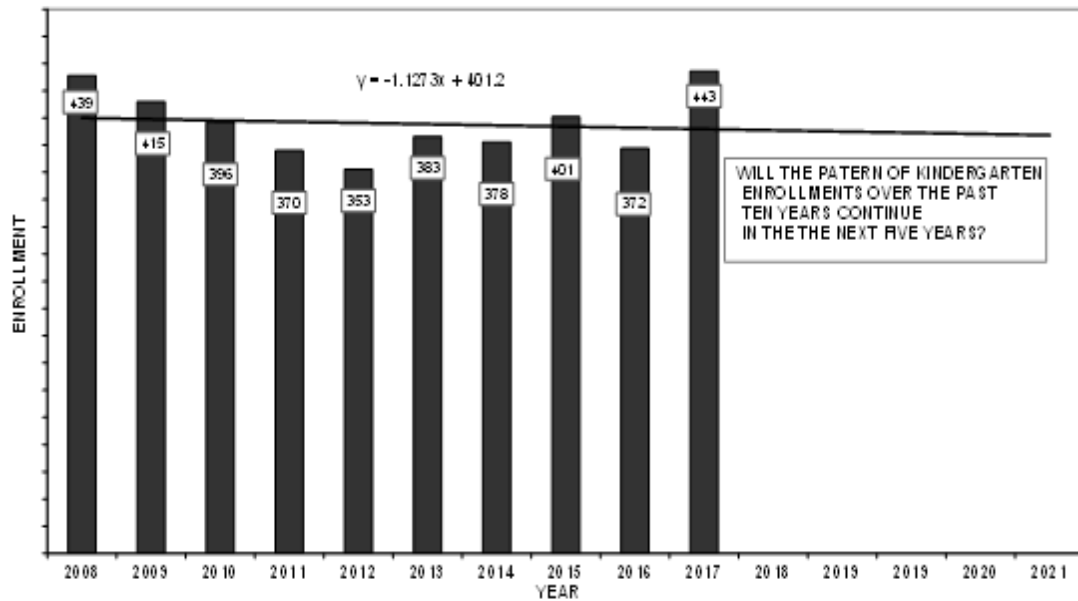
Figure Four on the next page below charts the Lancaster Central School District kindergarten enrollment over the past ten years from 2008 through 2017. The range over ten years is from a high of 443 in 2017 to a low of 353 in 2012. There are 4 more kindergarten enrollments in 2017 compared to 2008; an increase of $+0.91\%$ over the past ten years. Will the increasing historical pattern of kindergarten enrollments since 2008 in the Lancaster Central School District service area shown in **Figure Four** continue for the next five years through 2022-2023?

Figure Five on the next page charts the Lancaster Central School District kindergarten enrollment over the past six years from 2012 through 2017. There is an increasing pattern of annual kindergarten enrollments over the past six school years (slope $+12.571$) compared to kindergarten enrollment data over the past ten years (slope of -0.8857). The range over six years is from a high of 443 in 2017 to a low of 353 in 2012. There are 90 more kindergarten

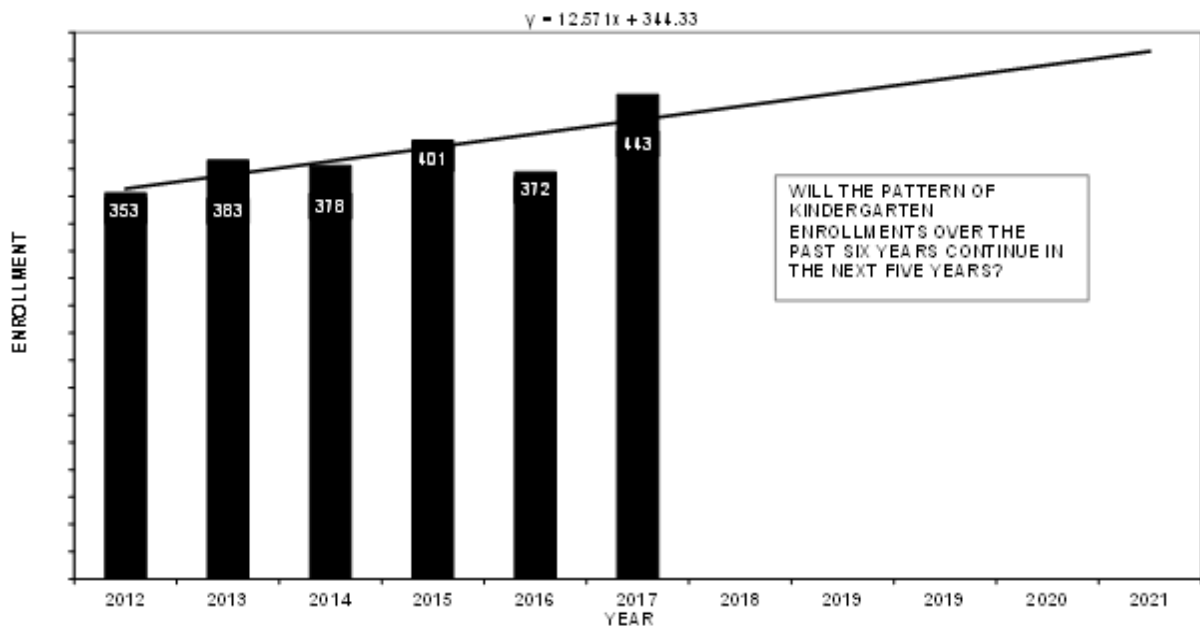
FINDINGS

enrollments in 2017 compared to 2012; an increase of +25.5% over the past six years. *Will the increasing pattern of kindergarten enrollment over the past six years continue into the future?*

**FIGURE FOUR: LANCASTER SCHOOL DISTRICT
KINDERGARTEN ENROLLMENT 2008-2017**

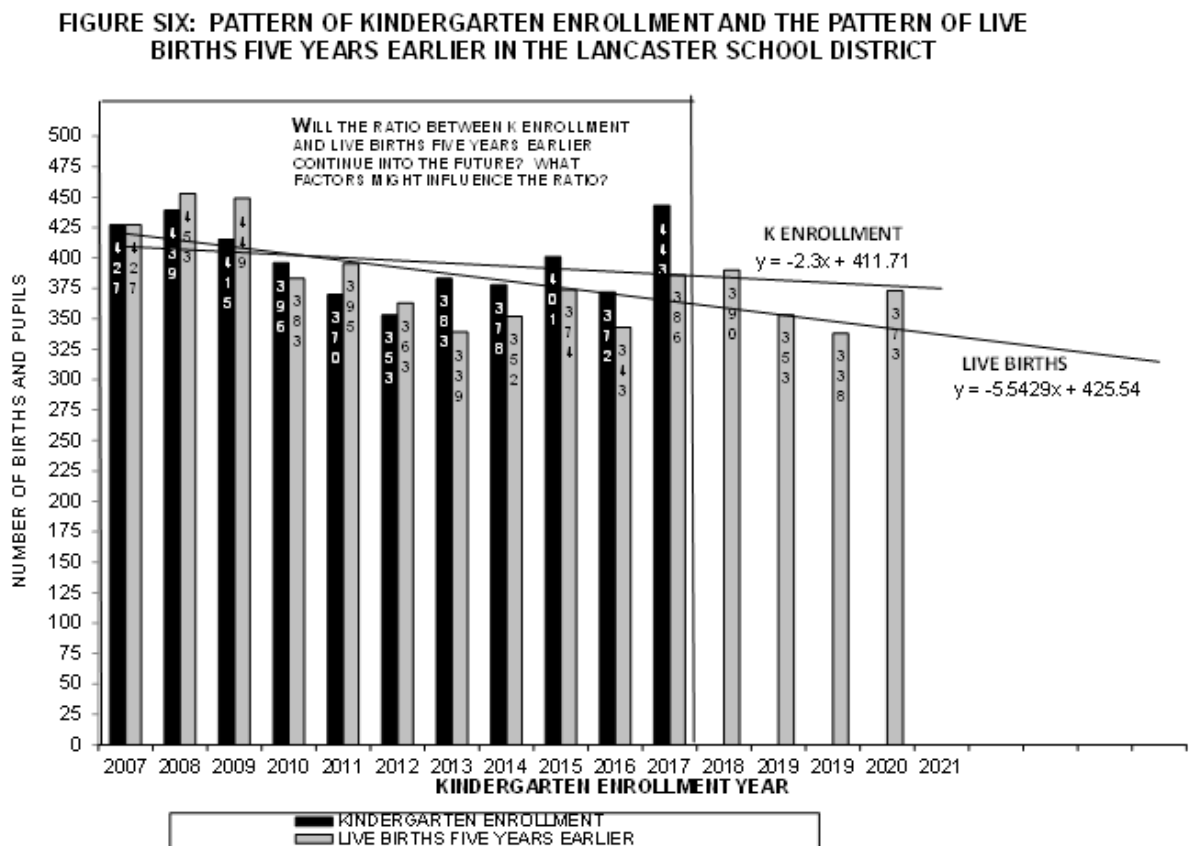


**FIGURE FIVE: LANCASTER SCHOOL DISTRICT
KINDERGARTEN ENROLLMENT 2012-2017**



FINDINGS

One way to suggest possible answers to the questions is to compare the pattern of kindergarten enrollments at Lancaster with the documented live births recorded for the school district enrollment area five years earlier each kindergarten enrollment year. **Figure Six** below illustrates the pattern of kindergarten enrollments and the pattern of live births five years earlier each enrollment year. Note the pattern of higher kindergarten enrollments annually compared to the number of births in the school district five years earlier in each of the school years 2013 to 2017. The pattern documents that the district annually has had a large set of kindergarteners who enroll, but who were not born in the district from 2008-2012. The historical pattern suggests that the ongoing impact of kindergarten enrollments of *children who are not born in the district* is important to *sustain* the pattern of elementary enrollments the district has experienced since at least 2012. Note, though, that the gap between the numbers of live births born five years earlier each kindergarten enrollment year and the kindergarten enrollment of the respective year is getting larger. The sales of existing market housing and new housing to the market to households with children born elsewhere have helped to mitigate the pattern of fewer annual births in the Lancaster School District and the impact of those fewer births on kindergarten enrollments in the district. The decreasing rate of kindergarten enrollments from 2007-2017 is slower than the pattern of live births in the district since 2002.



Given the annual kindergarten-live-birth ratios from 2007-2017, can the pattern of those ratios suggest what might be the kindergarten enrollments in years 2018 through 2022?

FINDINGS

Low, Mid, and High Kindergarten Enrollment Estimates

The historical kindergarten enrollments of the Lancaster Central School District and historical live birth data are analyzed three ways. The three analyses form the basis for three kindergarten enrollment forecasts. The three kindergarten forecasts are used to develop Low, Mid, and High K-12 enrollment projection calculations.

One forecast of future kindergarten enrollments assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past ten years since 2007. It also assumes that the kindergarten-enrollment-to-live-birth ratio derived from comparing the total live births in the district from 2003 through 2012 with the kindergarten enrollments from 2008 through 2017 is a historically based ratio that is possible to expect in the future. Forecast scenario one is the basis for the *low range* enrollment projection calculations *with a view of five years into the future for the elementary grades*.

A second forecast of estimated future kindergarten enrollments assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past six years from 2011-2016. The forecast also assumes that the historical pattern of kindergarten-to-live-birth ratios for the years 2012 through 2017 will reflect the pattern of the kindergarten/live birth ratios from 2018-2022. Forecast scenario two is the basis for the *mid-range* enrollment projection calculations *with a view of five years into the future for the elementary grades*.

A third forecast of kindergarten enrollments assumes that future kindergarten enrollments will follow the historical pattern of kindergarten enrollments from 2012 through 2017 *without* specific reference to historical live birth trends or kindergarten-to-live-birth ratio patterns (*Table 6*). Forecast scenario three is the basis for the *high range* enrollment projection *calculations with a view of five years into the future for the elementary grades*.

The three methods of estimating possible future kindergarten enrollments along with the historical grade level enrollment patterns K-12 since 2010 form the basis for low, mid and high range *Base Cohort Enrollment Projections*.

BASELINE COHORT ENROLLMENT ESTIMATES

The tables on the following pages are a helpful resource as the district undertakes its ongoing short and long-range planning efforts regarding its vision for the educational program to be delivered and the use of the school building assets of the district. The highlighted estimates follow SED planning guidelines with regard to applying enrollment projections to anticipated space needs in the future. **Commissioner's Regulation 155.1 requires districts to match facility planning with the estimated grades K-6 enrollment five years into the future, 7-8 enrollment (if served in a separate building from 9-12) eight years into the future, and**

FINDINGS

estimated grades 9-12 enrollment ten years into the future. Building Aid Units for State building aid on approved capital projects are based on the enrollment estimates outlined in the Regulations. It is suggested that the high range projections be used to base pupil capacity need in the future with facility planning. The low enrollment projection estimates can be a tool to estimate conservatively potential impact on existing staff and program offerings in the short term if enrollments decrease. The mid-range projection (with an eye on the high range projection) often can be a good tool to project potential impacts on district financials.

LANCASTER CENTRAL SCHOOL DISTRICT BASE COHORT ENROLLMENT PROJECTIONS JANUARY 2018	
Grades K-3	○ 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	○ 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.
TOTAL GRADES K-6	○ Grades K-6 enrollment may increase by about 393 pupils over the next 5 years per the most optimistic estimate. The most conservative estimate suggests enrollment may be close to stable (-31 pupils) in five years compared to 2017-2018.
Grades 7-8	○ 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	○ 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.

***Note:** Low, Mid, High refers to and are defined by the estimates for total K-6 enrollment five years from now.

Calculation	Year	Grades K-3	Grade 4-6	TOTAL K-6	Grades 7-8	Grades 9-12
CURRENT ENROLLMENT	2017-2018	1621	1236	2857	857	1900
Baseline Cohort Low Range*	2020-2021	1594	1247	2841	851	1756
	2022-2023	1506	1320	2826	869	1684
	2025-2026				945	1717
	2027-2028					1814
Baseline Cohort Mid-Range*	2020-2021	1753	1247	3000	851	1756
	2022-2023	1758	1373	3131	869	1684
	2025-2026				1000	1717
	2027-2028					1868
Baseline Cohort High Range*	2020-2021	1818	1247	3064	851	1756
	2022-2023	1897	1353	3250	869	1684
	2025-2026				979	1717
	2027-2028					1848

FINDINGS

Highlighted estimates follow SED planning guidelines with regard to applying enrollment projections to plan anticipated space needs in the future and the estimated Building Aid Units that may be applied to calculate State Building Aid to help financially support a capital project.

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	

Residential Construction within the Lancaster Central School District

Long-Range Facilities Plans-Reference Guide #A.6, published by the State Education Department, counsels that:

FINDINGS

Any extensive change in new local housing construction within the school district will inevitably influence student enrollment projections. However, a word of caution is raised here. Only evidence of sales or contracted construction should modify any basic enrollment projection.

Out of the Towns of Cheektowaga, Elma, Lancaster, and the Villages of Depew and Lancaster only the Town of Lancaster reports in progress residential development that may impact the pupil enrollment of the Lancaster Central School district.

In Progress Residential Development in the Lancaster School District Based on Information as of January 2018				
Town	Development	Estimated Units	Estimated Build-Out and Sales Timeline	
			2019	2020
Lancaster	Hidden Pines Phase 2	88	44	44
	Plum Creek Patio Homes	39	19	20
	455 Pleasantview Drive	3	3	
	Summerwind	40	40	
Estimated Unit Totals:		170	106	64

The study analyzes the potential impact of the documented in-progress residential construction on future School District enrollments in three ways.

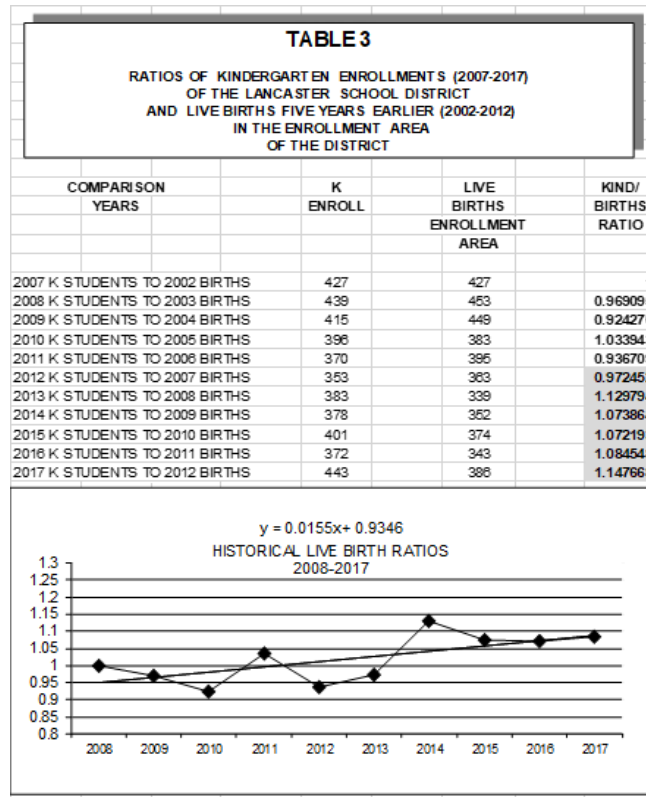
	2019-2020	2020-2021
Est. Owned Units:	106	64
Option One:	Lancaster Census 2016 data: .33 public school pupils per household	
	Est: 35 pupils; (106 units x .33) Assume 2.7 pupils per grade level (35/13)	Est: 21 pupils; (64 units x .33) Assume 1.6 pupils per grade level (21/13)
Option Two:	106 with at least two bedrooms	64 with at least two bedrooms
	Assume that all will have households with one or more pupils under 18.	
	Lancaster Census 2016 data: All households with one or more residents under 18: 1.10 per unit	
	Est: 117 pupils; (106 units x 1.10) Assume 9 pupils per grade level (117/13)	Est: 70 pupils; (64 units x 1.10) Assume 5.4 pupils per grade level (70/13)
Option Three:	Lancaster Census 2016 data: Average owner occupied household population size 2.65	
	(2.65 x 106 owner occupied units) = est. 281 new population to Lancaster CSD	(2.65 x 64 owner occupied units) = est. 170 new population to Lancaster CSD
	Lancaster Census 2015 data; population cohorts:	
	Under 5	5.1%
	5 to 9	5.4%
	10 to 14	7.4%
	15 to 19	6.1%
	Estimated 0 to 18 years old population added to the Lancaster CSD:	
	UNDER 5 19.1	UNDER 5 11.5
	FIVE TO 9 16.3	FIVE TO 9 9.8
	TEN TO 14 20.2	TEN TO 14 12.2
	FIFTEEN TO 19 18.0	FIFTEEN TO 19 10.9
	If one applies the estimated new population of 18 years and under population that results from the documented new residential housing units estimated as of January 2018, the chart on the next page estimates the number of added pupils per Lancaster grade level.	

FINDINGS

	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23	2023-24
GRADE							
AGE 0-1	0.000	4.775	2.883	0.000	0.000	0.000	0.000
AGE 1-2	0.000	4.775	7.659	2.883	0.000	0.000	0.000
AGE 2-3	0.000	4.775	7.659	7.659	2.883	0.000	0.000
AGE 3-4	0.000	4.775	7.659	7.659	7.659	2.883	0.000
K	0.000	3.258	6.743	7.659	7.659	7.659	2.883
1	0.000	3.258	1.967	0.000	0.000	0.000	0.000
2	0.000	3.258	1.967	0.000	0.000	0.000	0.000
3	0.000	3.258	1.967	0.000	0.000	0.000	0.000
4	0.000	3.258	1.967	0.000	0.000	0.000	0.000
5	0.000	5.056	3.053	0.000	0.000	0.000	0.000
6	0.000	5.056	3.053	0.000	0.000	0.000	0.000
7	0.000	5.056	3.053	0.000	0.000	0.000	0.000
8	0.000	5.056	3.053	0.000	0.000	0.000	0.000
9	0.000	4.494	2.714	0.000	0.000	0.000	0.000
10	0.000	4.494	2.714	0.000	0.000	0.000	0.000
11	0.000	4.494	2.714	0.000	0.000	0.000	0.000
12	0.000	4.494	2.714	0.000	0.000	0.000	0.000
Summary Results of the Three Options to Estimate Future New Enrollment from the housing units to be built in the school district from 2018 through 2021.							
	Option 1		56 additional pupils 2019-2021				
	Option 2		187 additional pupils 2019-2023				
	Option 3		118 additional pupils 2019-2023				

The study suggests that the estimated new school-age pupils expected because of the estimated new housing units are ***‘normal and usual’*** of the five-year historical housing culture of the district and, therefore, the pupils ***are already reflected*** in the ‘high’ baseline enrollment projection estimated offered by this study. **Table 3** on the next page illustrates the sustained pattern of more children enrolling as kindergarteners than were born five years before in the Lancaster School District. The housing market, both new construction and existing homes, has attracted new households to the district who have children who were born outside of the Lancaster School District.

FINDINGS



Over the past five school years the ratios between annual Lancaster Central School kindergarten enrollments and annual live births five years earlier of each kindergarten enrollment year range 1.07 (107% in 2014 and 2015) to 1.148 (115% in 2017). The ratios indicate how the sale of existing housing market inventory and the sale of new residential construction units have encouraged many households with school age children to move to the Lancaster School District. The Kindergarten classes in 2014 and 2015 had 7% more children enrolled than were born five years earlier in the School District. In 2017, 15% more children enrolled in kindergarten than were born five years earlier in the School District.

ESTIMATED FUTURE ENROLLMENTS COMPARED TO EXISTING PUPIL CAPACITY OF THE SCHOOL BUILDINGS

The **January 2018 Enrollment Project/Demographic Study** reports estimated future enrollments for the Lancaster Central School District. The Study provides low, mid, and high range enrollment estimates based on historical enrollment and live birth data specific to the Lancaster Central School District. Commissioner Regulation 155.1 benchmarks School District facility planning based on the estimates of future enrollments for various groups of grade levels.

The tables below estimate the potential impact on current Lancaster CSD pupil capacity using the *baseline* enrollment projections for grades K-3 and 4-6 five years into the future; for grades 7-8 eight years into the future; and for grades 9-12 ten years into the future.

FINDINGS

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 (October 2017 enrollment)	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</u> <u>17% to over</u> available operating capacity <u>by 83 or by</u> <u>4.6%</u>

Estimated 4-6 Enrollments and Pupil Capacity in 2022-2023; Five years from now			
Grades 4-6 (October 2017 enrollment)	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 by 5.7% to 8%

Estimated 7-8 Enrollments and Pupil Capacity in 2025-2026; Eight years from now			
Grades 7-8 (October 2017 enrollment)	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 by .5% to 4%

FINDINGS

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 <i>(1900)</i>	2036	1814 -1868	<u>Under</u> available operating pupil capacity by 168 to 222 or by 8.3% to 10.9%

OBSERVATIONS:

- ✓ If the high range enrollment estimate, which includes the potential increase due to the new construction housing market, comes about, then the total enrollment for the existing K-3 facilities in five years may be *over pupil capacity* by about 5%.
- ✓ If the high range enrollment estimate, which includes the potential increase due to the new construction housing market, comes about, the total enrollment for grades 4-6 in five years may equal about 95% of the pupil capacity of the Intermediate Elementary School.
- ✓ If the high range enrollment estimate, which includes the potential increase due to the new construction housing market, comes about, the total enrollment for grades 7-8 in eight years may equal about 99.5% of the pupil capacity of the Middle School.
- ✓ If the high range enrollment estimate, which includes the potential increase due to the new construction housing market, comes about, the total enrollment for grades 9-12 in ten years may equal about 92% of the pupil capacity of the High School.

Pre-Kindergarten

Planning for a Pre-kindergarten program component is a separate element and analysis compared to planning for the K-12 program. Unlike Kindergarten, which has evolved into a *defacto* 'compulsory' enrollment grade for which State attendance aid is given to a District, Pre-kindergarten enrollment rests solely on the availability of such a program at the discretion of a School District and the volition of the parents or guardians.

Since 2009, the Lancaster Central School District offers and values a Pre-Kindergarten half-day program in collaboration with a community provider at the Central Avenue School location. Only Pre-kindergarten instruction is provided in the previous elementary school. The Central Avenue School location currently has a Pre-Kindergarten pupil capacity of 180 pupils served on a half-day basis. So far in 2017-2018 there are 162 Pre-Kindergarten pupils enrolled in the program.

The historical live births in the Lancaster Central School District suggest possible future Pre-K enrollments.

FINDINGS

	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.

The District reports the Pre-K program vision is to offer a half-day Pre-K program to 100% of all 4 year-olds of the School District within three to five years. To accommodate all 4 year-olds in a half-day program, it is estimated that 12 direct instruction classrooms (pupil capacity of 432 half-day pupils) will need to be available to serve Pre-Kindergarten pupils. New York State Smart Schools monies and Building Aid may be used to provide Pre-Kindergarten classrooms. A preliminary review of the Smart Schools monies funding program suggests that the monies will support Lancaster CSD in the construction/provision of eight Pre-Kindergarten classrooms.

FINDINGS, INFERENCES AND OBSERVATIONS BASED ON THE VISITS TO EACH LANCASTER SCHOOL BUILDING AND THE INTERVIEWS WITH THE ADMINISTRATIVE TEAM

- 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					

FINDINGS

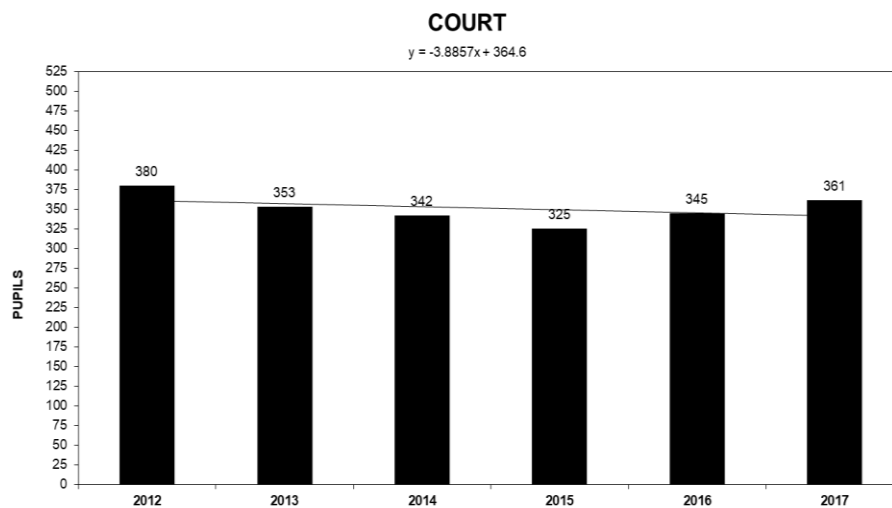
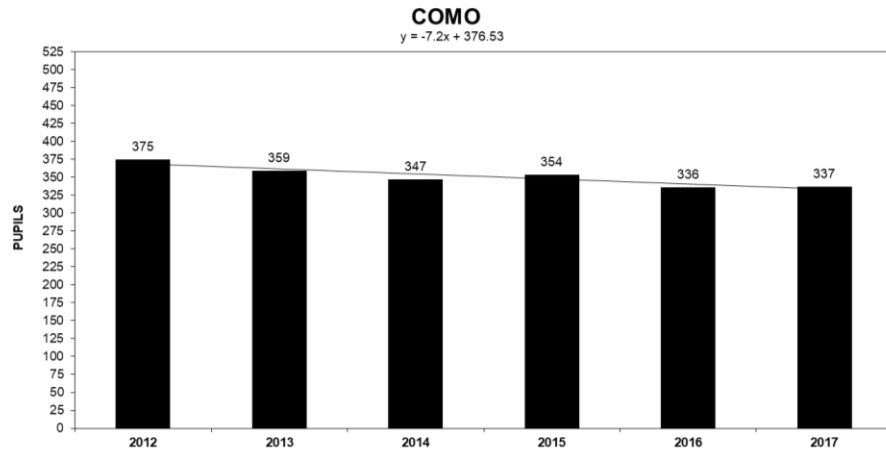
○ Free and Reduced Lunch Rates 2018-2019

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

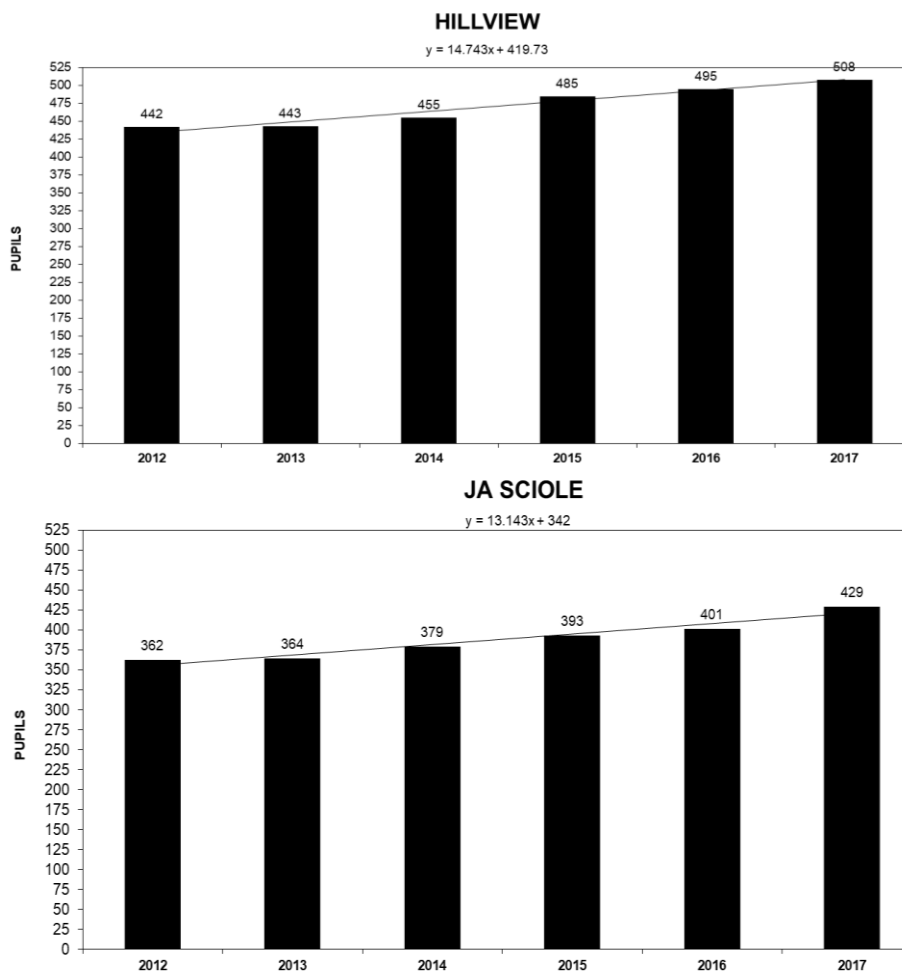
○ Below are the annual October enrollments of the four K-3 school buildings since 2012

School Year:	Como	Court	Hillview	JA Sciole
2012	375	380	442	362
2013	359	353	443	364
2014	347	342	455	379
2015	354	325	485	393
2016	336	345	495	401
2017	337	361	508	429

Charted below are the enrollments of each school from 2012-2017.



FINDINGS



○ Service to K-12 Pupils with Special Needs*:

Special Needs Program	2016-2017		2015-2016		2014-2015	
	#served in the home District by the home District	# served outside the home District (by others, not the home District)	#served in the home District by the home District	# served outside the home District (by others, not the home District)	#served in the home District by the home District	# served outside the home District (by others, not the home District)
12:1:1 (15:1:1)	75	13	77	10	75	8
12:1:4		0		2		1
8:1:1		10		8		10
6:1:1		38		33		30
6:1:2		2		2		1
Residential 12:1:4 and 6:1:1						1
autistic	39		41		34	

FINDINGS

Others not in a set nomenclature as identified above. (504)	221		215		206	
Emotionally, intellectually, learning, multiply disabled	878		891		858	
CPSE pupils	105		88		98	
Totals:	1318	63	1312	55	1271	51
% Served by Out of District Programs	4.8%		4.2%		4%	

*An IEP is an Individualized Education Program plan for special needs pupils. A 504 plan is not an IEP. A 504 Plan is a blueprint to provide supports and remove barriers for a student with a disability so the student has equal access to the general education curriculum. 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. Often, for example, 504 Plans include test accommodations. The 504 services/accommodations don't change 'what' pupils learn, but 'how' they learn. The goal is to remove barriers to ensure access to learning.

o 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	

Building Condition Surveys:

A Building Condition Survey is a requirement of all New York State school Districts every five years. **The last survey was completed and filed in 2015.** The Building Condition Survey is developed by a licensed architect or engineer and filed with the State Education Department. It outlines possible building conditions that may need attention over the next five to ten years. It is a tool for long-range facility planning. All of the Lancaster School District buildings received a **satisfactory rating** as per the SED Overall Building Rating Scale in 2015.

Excellent: System is in new or like-new condition and functioning optimally; only routine maintenance and repair is needed.

Satisfactory: System functioning reliably; routine maintenance and repair needed.

Unsatisfactory: System is functioning unreliably or has exceeded its useful life. Repair or replacement of some or all components is needed.

FINDINGS

Non-Functioning: System is non-functioning, not functioning as designed, or is unreliable in ways that could endanger occupant health and/or safety. Repair or replacement of some or all components is needed.

Critical Failure: Same as 'non-functioning' with the addition that the condition of at least one component is so poor that at least part of the building or grounds should not be occupied pending needed repairs/replacement of some or all components is needed.

The surveys report that each of the District buildings has systems that are in need of repair or replacement over the next five years because they are: at capacity; not in working order or are at the end of their useful life; energy inefficient; or are in need of improvement to allow access for individuals with disabilities. The Building Condition Surveys assess the following major building system categories: site/utilities, architectural, electrical, plumbing, and mechanical. The 2015 Building Conditions Surveys *suggest* that the school buildings of the District may need to accomplish major building system improvements totaling the amounts listed over the next five years.

Central	\$9,000,000
Como	\$10,000,000
Court	\$10,500,000
Hillview	\$2,000,000
Sciole	\$11,200,000
William	\$17,250,000
Middle School	\$26,500,000
High School	\$16,000,000
Administration Building	\$7,000,000
Estimated Total Identified in the Building Conditions Survey	\$109,450,000

The estimated dollar amounts listed above are representative of the Building Conditions Survey and the architect's systems evaluations for each building. They do not include potential capital costs related to renovations or additions related to possible additions to the program/curriculum vision of the School District for the future.

The School District has begun to address items in the current capital project work approved by the community. The planning to address the various building systems and the evaluation data from the Building Condition Surveys not addressed by the current capital work is in the preliminary stage. Over the coming months the District planning will likely compile a comprehensive list of items that were noted in the 2015 Buildings Condition Survey that will need attention to maintain the integrity of the buildings for the 'next generation'.

If the Board of Education implements a scenario option described in this study or another option that may require fewer buildings, a potential 'savings' is *capital cost avoidance*. Only capital items necessary to assure the integrity of a building not used for pupils are needed to protect the building as a community asset. The District architect is the best source for recommendations as to what building items would need to be addressed even if the building was not used to serve

FINDINGS

pupils. The net difference in estimated capital cost to use the building for service to pupils compared to retaining the integrity of the building for other uses including potential sale equals “cost avoidance” savings to the School District.

The one building listed on the Building Conditions Survey capital estimates that does not serve pupils directly is the Administration Building. The central administrative services of the district are currently housed in a 1924 school building. The estimate to address building systems, infrastructure, and handicap accessibility at the 1924 building is \$7,000,000. Lancaster Central School has already begun to look at other options to house central administration services for the school district. Diligently, the District has recognized that the \$7,000,000 to address building conditions at the current central administration offices does not directly impact pupils and such capital work does not qualify for State building aid to offset the cost to the local taxpayer.

One viable draft option that the district has begun to review before this study was commissioned includes the use of the Central Avenue Building, now home to the centralized Pre-Kindergarten program, to house central administration offices in addition. The draft option allows the current Administration Building to be sold with community approval. All sale proceeds are reserved to reduce the existing capital debt of the School District.

The draft option for Central Avenue defined before the study requires an estimated \$16,100,000. The capital project would:

- ✓ Address the Building Conditions Survey deficiencies of the Central Avenue building
- ✓ Achieve the program vision of additional Pre-Kindergarten classrooms to be able to offer a Pre-Kindergarten program to all 4 year-olds in the district over the next 3 to 5 years
- ✓ Renovate existing space at the Central Avenue building to house the school district central administration offices, thus allowing the sale of the current 1924 building that houses central administration currently.

	ESTIMATED CAPITAL ITEMS NEEDED TO ADDRESS THE SYSTEMS DEFICIENCIES IDENTIFIED BY THE BUILDING CONDITIONS SURVEY	ESTIMATED CAPITAL COST
Central Ave Building	BCS work: Window replacement. Full HVAC system replacement. Crawl space abatement. Pavement and sidewalk replacement. Ceiling and lighting replacement. Wall and roof patching and repair of water damage.	\$9,000,000
	ESTIMATED CAPITAL ITEMS NEEDED TO ADD PRE-K CLASSES	ESTIMATED CAPITAL COST
Central Ave Pre-K	Partial crawl space abatement, HVAC system revisions and upgrades, building gas and electric services, expand parking lot for additional parking, tie in services and extend water lines, abatement at connection points and structural modifications.	\$1,000,000 plus \$2,100,000 in Smart schools money for expansion. Total \$3,100,00

FINDINGS

Central Ave CENTRAL ADMINISTRATION OFFICES Relocation/accommodation	ESTIMATED COST TO HAVE CENTRAL ADMINISTRATION HOUSED AT THE CENTRAL AVE BUILDING	ESTIMATED CAPITAL COST
	Creation of new district office at Central Ave: Renovate and convert bathrooms, renovate existing classrooms into office space, provide air conditioning to office spaces, expand parking lot for additional parking.	\$4,000,000

- Current capital debt (principal and interest) of the District:

	DEBT		
	Current Debt Service	2012 Capital Project Estimated Debt Service	2015 Capital Project Estimated Debt Service
2016-17	4,824,549	1,136,730	87,534
2017-18	4,217,887	1,195,395	920,417
2018-19	3,171,869	1,553,447	2,475,852
2019-20	3,188,219	1,554,911	3,564,694
2020-21	1,900,556	1,555,191	3,560,644
2021-22	1,899,856	1,554,133	3,559,134
2022-23	1,902,056	1,551,710	3,554,786
2023-24	1,908,156	1,552,763	3,552,546
2024-25	1,906,038	1,551,512	3,552,005
2025-26	376,050	1,552,624	3,546,580
2026-27	307,500	1,551,075	3,540,568
2027-28		1,547,209	3,539,032
2028-29		1,550,817	3,532,526
2029-30		1,187,040	3,530,600
2030-31			3,523,808
2031-32			3,517,328
2032-33			3,511,886
2033-34			2,332,258
2034-35			928,983
2035-36			
2036-37			
2037-38			
2038-39			
2039-40			
2040-41			
TOTALS	25,602,736	20,594,554	56,331,176

Total Debt as of 2017-2018	Estimated Total State Building Aid through 2034-2035	Estimated Net Local Lancaster CSD Taxpayer Share through 2034-2035
\$102,528,466	\$82,611,228	\$19,917,239

- Shared Staffing Among the School Buildings: 21.76 Shared FTE Teachers

SHARED POSITION:	COMO	COURT	HILLVIEW	SCIOLE	WILLIAM	MS	HS	OTHER
Art		.1	.1				.8	
Art	.1				.9			
Art			.7	.3				
Deaf					.5	.5		
Elem AIS	.5	.5						
Home Ec								
LMS	.5	.5						

FINDINGS

SHARED POSITION:	COMO	COURT	HILLVIEW	SCIOLE	WILLIAM	MS	HS	OTHER
LMS			.5	.5				
Music			.2	.2	.4			
Music			.1		.9			
Phys Ed	.9			.1				
Phys Ed			.4				.4	
Phys Ed		.9		.1				
Sp Ed			.3				.5	
Speech						.77	.23	
Speech							.14	.56 <i>Paroch/DO</i>
Speech	.84		.16					
Speech		.3	.04	.66				
Psychologist			.6		.4			
Social Worker							.6	.4 <i>Clarence</i>
Psychologist		.4					.6	
Social Worker		.8			.2			
Social Worker				.8			.2	
Social Worker						.2	.75	.05 <i>Rec</i>
Psychologist				.4				.6 <i>Paroch/LYB</i>
Social Worker			.6		.4			
TOTAL	2.84	3.5	3.7	3.06	3.7	1.47	4.22	2.11
RP Nurse		3.5 HRS/DAY – FLOAT NURSE						

- “Teacher day” and ‘student day’ :

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.

FINDINGS

○ Full Time Equivalent Cost for Instructional Certified Staff in 2017-2018:

TOTAL FTE K-6	TOTAL SALARY	TOTAL FICA	TOTAL HEALTH INSURANCE	TOTAL RETIREMENT	TOTAL WORKER COMP BENEFITS	Total COST for ALL K-6 FTEs 2017-2018
216	\$14,421,946	\$1,103,279	\$2,561,250	\$1,413,351	\$118,260	\$19,618,086

TOTAL FTE 7-12	TOTAL SALARY	TOTAL FICA	TOTAL HEALTH INSURANCE	TOTAL RETIREMENT	TOTAL WORKER COMP BENEFITS	Total COST for ALL 7-12 FTEs 2017-2018
228.9	\$15,395,001	\$1,177,718	\$2,786,535	\$1,508,710	\$126,239	\$20,994,203

Average Cost per Full Time Equivalent Kindergarten through grade 6 certified instructional staff in 2017-2018: \$90,824

Average Cost per Full Time Equivalent grade 7 through grade 12 certified instructional staff in 2017-2018: \$91,718

Average Cost per Full Time Equivalent Kindergarten through grade 12 certified building level administrative staff in 2017-2018: \$129,373

Average Cost per Full Time Equivalent Civil Service Nurse in 2017-2018: \$58,799

Average Cost per Full Time Equivalent Secretary in 2017-2018: \$65,761

○ FTE Numbers of Staff Who Have Left the District for All Reasons Except Reduction in Force:

2014-15, 2015-16, 2016-17	INSTRUCTIONAL STAFF	ANNUAL AVERAGE	SUPPORT STAFF	ANNUAL AVERAGE
	42	14	81	27

○ 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

FINDINGS

	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)	

FINDINGS

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

Inventory of Bus Equipment used for ‘regular’ to and from AM and PM pupil transportation (not counting spare vehicles):

Vehicle Size	Number	Number of Pupils on Each Bus for Route Planning*	Total Pupils Able to be Served per district wide ‘bus run’:
65 passenger	74	44	3,256
42 passenger	1	32	24 – 3 wheelchairs
34 passenger	0	28	0
30 passenger	0	19	0
28 passenger	6	20	120
20 passenger	1	15	15
Total:	82	Total:	3418

- 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:
Como Park	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
Miles of this student from his/her home to Como Park: 2.64		Hillview Elementary	5.4
		Sciole Elementary	4.8
		William Street Elementary	3.8
		Middle School	3.3
		High School	6.0
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
Miles of this student from his/her home to Court Street: 3.56		Hillview Elementary	6.5
		Sciole Elementary	6.5
		William Street Elementary	2.6
		Middle School	3.3
		High School	5.3
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
Miles of this student from his/her home to Hillview: 6.6		Como Park Elementary	5.7
		Sciole Elementary	7.3
		William Street Elementary	5.3
		Middle School	5.8
		High School	5.5

FINDINGS

JA Sciole Elementary	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
Miles of this student from his/her home to Sciole: 9.06		Hillview Elementary	9.0
		Como Park Elementary	6.2
		William Street Elementary	4.8
		Middle School	6.9
		High School	7.8

Inferences and Observations Based on the Visit to the School Buildings and the District:

- ✓ Below is a rank ordering of the slope of the trend line describing the annual enrollment pattern of each K-3 school from 2012 to 2017. A negative slope signifies that over six years the pattern of annual enrollment in the school has decreased district-wide.

School:	Slope of the pattern of six years of annual enrollments:
Hillview	+14.743
JA Sciole	+13.143
Court	-3.8857
Como	-7.2

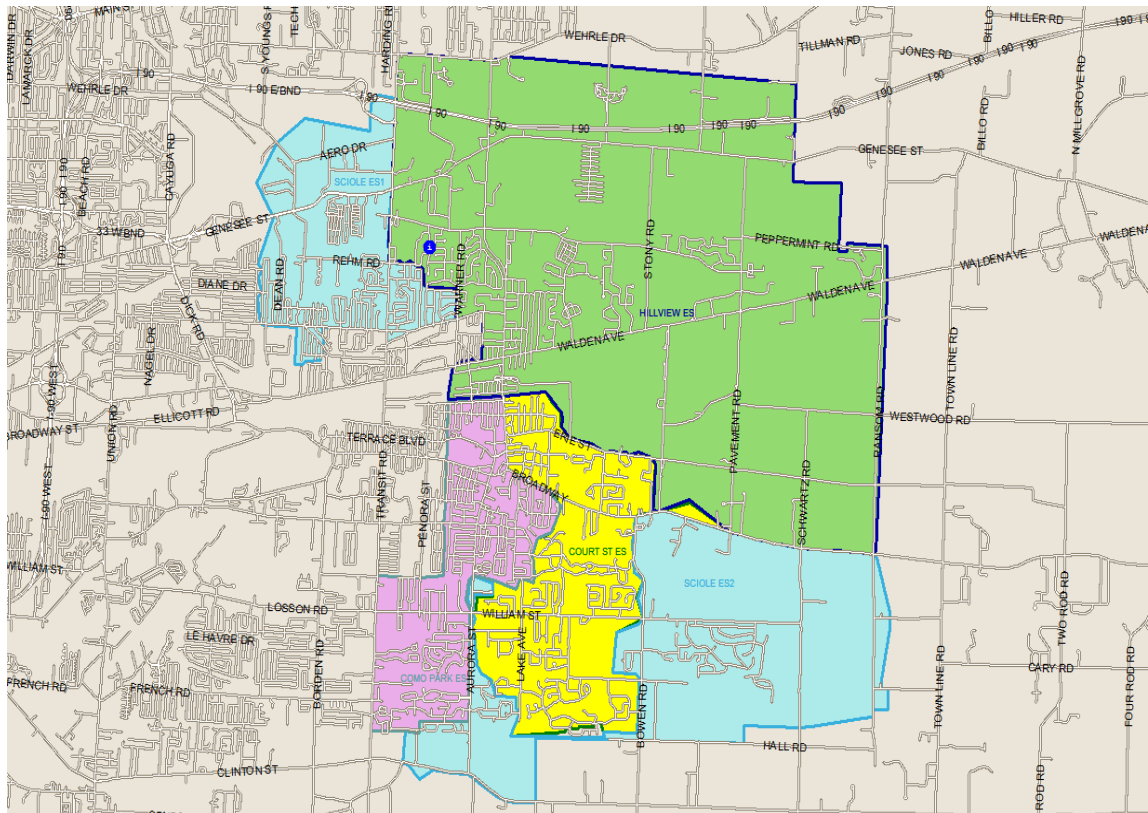
Typically, in such studies as this one, researching to see if there is a large continuous decline or a large continuous increase in enrollment over time in one or more attendance zones or geographic areas of a school District is a base step in the development of possible building use/program delivery scenario options for school-community consideration. Lancaster has four attendance zones to serve K-3. Grades 4-6, 7-8, and 9-12 are each served with one District-wide attendance zone. A single attendance zone district-wide is typically the most efficient model of configuration to address grade level class sizes and allocation of resources.

Hillview and Sciole have both experienced rising enrollments over the past six years. Court and Como have both experienced declining enrollments over the past six years. The total enrollment K-3 district-wide has increased by 62 pupils or by 3.98% over the past six years.

Hillview and Sciole are only 1.3 miles apart. Court and Como, both with a pattern of decreasing enrollments over the past six years, are only 1.5 miles apart. A general inference from such data is that household demographics of two attendance zones in one region have an increasing K-3 population and, two attendance zones in the second region have a decreasing K-3 population. Over the recent past, the four K-3 elementary attendance zones have not been re-drawn to reflect changing household school-age demographics of the School District. Annual adjustment to the catchment service area of Sciole has been the primary method of trying to balance K-3 enrollment with the pupil capacity available at each of the four schools. One result is that some Sciole pupils drive

FINDINGS

past other K-3 schools to attend Sciole. Currently, Sciole is serving three non-contiguous geographic regions of the School District. In the illustration below, the Sciole service areas are in blue; Hillview in green, Court in yellow, and Como in purple. There are ‘four attendance zones’ in name only currently. The very close geographic proximity of Sciole and Hillview, and the very close geographic proximity of Como and Court **does not allow** the district to have four attendance zones that equitably distribute K-3 pupils among four distinct geographic attendance zones. Therefore, class size equity, use of available school building pupil capacity, and socio-economic diversity cannot be achieved by identifying four geographic attendance zones. As such, the study does not identify a scenario option that has four K-3 attendance zones to organize delivery of the program in the future.



Might there be configuration options and geographic options to better:

- Balance the K-3 pupil population served among the four early elementary school buildings?
- Balance the use of pupil capacity among the four early elementary school buildings to enable equity in the availability of instructional support spaces (for example, the use of the stage in some buildings for support services and not in others)?
- Transport students to a school without crossing through up to two other school attendance zones?

FINDINGS

- Use, as an opportunity, the very close geographic proximity of two separate pairs of early childhood school buildings?
- ✓ The outward appearance of the school buildings is very good. The faculty, staff, and pupils of the buildings practice ‘good housekeeping’ as evidenced by the overall neat, organized condition of the classrooms and instructional support spaces.

The Building Conditions Survey Report data do not suggest that there are District school buildings with current building conditions that could present an immediate danger to health and safety. The Building Conditions Survey Report does identify systems that are in need of updating ‘for the next generation’ of service. The 2015 Report suggests that about \$109,450,000 of facility updating goals over the next five years. A first step in the development of possible building use/program delivery scenario options is researching data about any building immediate infrastructure issues that challenge the health and safety of pupils and staff.

The community has been very supportive of addressing school building condition upgrade items with a capital bond issue in 2012 and in 2015. A third capital bond issue is in development to address items identified in the 2015 Building Condition Survey as well possible new classroom needs to serve an estimated growing elementary population.

- ✓ The 2015 Building Conditions Survey identifies about \$7,000,000 in capital work for the central administration building of the district housed in a 1924 vacated school building. Capital work for an administration building does not qualify for State Building Aid.
Might there be other options to supply appropriate work space for central administration services of the School District?

The 37,843 square feet Central Avenue building was built in 1950 and hosts the pre-kindergarten program for the Lancaster School District. The program is delivered by the third party, Carousel Academy as per contract with the district. About 3675 square feet houses give Pre-Kindergarten rooms and about another 2000 square feet provides instructional support space for the program. The Building Conditions Survey suggests that about \$9,000,000 in capital work to ensure the integrity of the building as a useable resource for pupils.

An option in draft discussion before the study was commissioned is the use of Central Avenue to host the Pre-Kindergarten program, provide more classrooms for Pre-K, and to house the central administration services for the district allowing the current 1924 administration to be sold. Annual operations costs and maintenance costs for the 1924 building are also eliminated.

FINDINGS

Summary Financials of draft option in discussion:

Task:	Estimated Cost:
✓ Address Central Ave Building Conditions Survey items to continue housing Pre-K in its current scope:	\$9,000,000
✓ Address Central Ave Building Conditions survey and renovate to add Pre-K classrooms:	\$9,000,000 plus \$3,100,00 = \$12,100,00
✓ Address Central Ave Building Conditions survey and renovate to add Pre-K classrooms; and create renovated space to house central administration services:	\$9,000,000 plus \$3,100,00 plus \$4,000,000 = \$16,100,00

The draft Central Avenue building scenario is ‘doable’ and viable. *Are there other scenario options that might be more program-effective and cost-effective that might expend the estimated public resources of \$16,100,000 more directly to serve more pupils and the program/curriculum; and, that might allow more State Building aid to support the \$16,100,000 estimated expenditure?*

- ✓ The total outstanding capital debt of the District as of June 30, 2018 is \$102,528,466. The total debt is scheduled to retire in 2035. Starting in 2020-2021, the annual debt service paid out of the general fund drops by about \$1.28 million. Therefore, existing resources in the general fund could be re-allocated to fund another phase of community approved capital work starting in 2020-21. For new projects approved in the current school year, Lancaster receives about 74% in State Building Aid on approved capital expenses.
- ✓ Commissioner’s Regulations require that the daily sessions for students in full-day kindergarten and grades 1-6 must be a minimum of five hours, exclusive of time for lunch. The daily sessions for grades 7-12 must be a minimum of five and one-half hours, exclusive of time for lunch. Lancaster K-6 elementary pupils receive 6 hours of daily instruction exclusive of lunch. Lancaster secondary pupils receive 6 hours and 10 minutes of daily instruction exclusive of lunch.
- ✓ The middle and high school arrange instruction using a cycle day pattern in organizing the delivery of instruction. Such an organization technique is very helpful in making sure that all pupils receive instruction in classes that do not meet every day (ex. physical education, science labs, and music lessons) on a consistent basis. School vacations or emergency closings due to poor weather could cause pupils to miss instruction in such classes for multiple days. If a snow day occurs on an A day, then the day students return to school remains an A day.

The five elementary schools use a 5 day Monday through Friday nomenclature schedule pattern. Therefore, if a snow day occurs on a Tuesday and the pupils return to school the next day, Wednesday, then the students will have missed instructional services like library or physical education that may have been scheduled ‘on Tuesday’. They will not

FINDINGS

be served again until the next scheduled weekday for that subject thus interrupting the continuity of instruction.

It is suggested that the district could gain efficiencies *and more for pupils with the existing staff resources* if all the school buildings were on the same day cycle and/or on day cycles that were multiples of each other. (Example: 2, 4, 6-day cycle.) One efficiency achieved is the continuity of instruction for elementary pupils when there is a vacation or emergency school closing. Special areas like library, physical education, art, music, and remedial services which normally do not meet every day will be provided uninterrupted.

The district implements the efficient practice of shared staffing among the buildings to help ensure breadth of program offerings for all pupils in a cost-effective manner across the district. In the current 2017-2018 school year, **21.76** full time equivalent staff members are shared among the five school buildings. Another possible major efficiency with a common day cycle (or multiples thereof) in all the school buildings should make the scheduling of such shared staff easier and more understandable. A common day schedule across the district could allow even more opportunities in sharing of staff to meet instructional needs of each respective building. A common day schedule likely will drive more flexibility since the scheduling of such staff now must deal with an elementary Monday through Friday pattern and a middle/secondary cycle pattern that are incongruent. A common cycle schedule may be able to reduce the number of times shared personnel must travel between buildings in a single day. Travel time is an appropriate accommodation for teachers shared between buildings. A common cycle schedule may facilitate sharing some shared staff for an entire day of the cycle at a building without the necessity for travel time during the student day. The result is more student contact time with available talented teaching resources.

A cycle schedule may help create opportunities as to how 'specials' are scheduled and provided at the K-3 grades. The contract between the Teachers' Association and the District requires that elementary school teachers receive 265 minutes per week 'unassigned' time in addition to a duty free period.

The existing teacher contract clause is as follows:

4.3.1 "Each elementary school teacher, whether he (sic) is a classroom teacher or a specialist, will be provided with a minimum of thirty (30) minutes during the instructional day as an unassigned period (but not less than 265 minutes per week) in addition to a duty-free lunch period. This unassigned period shall be free from instructional and/or supervisory duty."

The phrase 'during the instructional day' is a restrictive element which implies that 'unassigned time' cannot be scheduled before 9:00 am with the current student day schedule at the K-3 buildings.

FINDINGS

The delivery of ‘specials’ instruction is a typical method to implement ‘unassigned’ time for elementary teachers.

Currently, the ‘specials’ at K-3 include:

Kindergarten	Grade 1	Grade 2	Grade 3
Music-30 minutes	Music-30 minutes	Music-30 minutes	Music-30 minutes
Music-35 minutes	Music-35 minutes	Music-35 minutes	Music-30 minutes
Phys Ed-30 minutes	Phys Ed-30 minutes	Phys Ed-40 minutes	Chorus-30 minutes
Phys Ed-30 minutes	Phys Ed-30 minutes	Phys Ed-40 minutes	Chorus-30 minutes
Phys Ed-30 minutes	Phys Ed-30 minutes	Phys Ed-40 minutes	Phys Ed-40 minutes
Phys Ed-30 minutes	Phys Ed-30 minutes	Art-40 minutes	Phys Ed-40 minutes
Art-40 minutes	Art-40 minutes	Art-40 minutes	Phys Ed-40 minutes
Art-40 minutes	Art-40 minutes		Art-40 minutes
			Art-40 minutes
265 minutes	265 minutes	265 minutes	320 minutes

The student day and teacher day schedules at the K-3 buildings are:

Student Day	Teacher Day
9:00 – 3:30	8:15 – 3:40

A cycle day pattern may allow: consistency of instructional time for ‘specials’ instruction, the potential for a shared unassigned time among teachers of the same grade level for some days of the cycle, establishing equity of 265 minutes of unassigned time for all K-3 instructional staff, more-efficient use of shared and full time special teachers in each building, and establishing a **daily** scheduled 40 minutes of unassigned time for planning for all teachers. The first *example* on the next page is provided to spark local discussion and creativity to see how a cycle pattern *might* provide opportunities in the delivery of instruction and in the deployment of specialty instructional staff in an equitable manner. There are thirty six-day cycles in a 180 school year without interruption of scheduled vacations and weather emergency closings. Therefore, in the example below, each child in a school year will receive ‘specials’ instruction in a consistent manner; 3600 minutes for physical education; 2400 minutes for music and/or chorus; and, 1200 minutes for art.

The first sample on the next page suggests that 15 minutes of the teacher work day between 8:15 to 8:30, in collaboration with the Teacher Union, be defined as ‘unassigned time’ even though it is ‘before the instructional student day’. The forty-five minutes of the teacher work day from 8:15 am to 9:00 am when the student day begins is time at the direction and assignment discretion of the school district. The benefit of constant planning during the student day and the consistency of the length of classes for ‘specials’ may allow a collaboration between the District and Teacher Association regarding 15 minutes between 8:15 and 9:00 am to be part of the 55 minutes per day of ‘unassigned time’ per teacher.

FINDINGS

Grades K-3; sample 1	
Unassigned time 8:15-8:30	Specials, example one on each day of a six day cycle:
15 minutes	Music and/or chorus-40 minutes**
15 minutes	Music and/or chorus-40 minutes**
15 minutes	Art-40 minutes
15 minutes	Phys Ed-40 minutes
15 minutes	Phys Ed-40 minutes
15 minutes	Phys Ed-40 minutes
Unassigned time for each classroom teacher <i>daily</i> :*	
55 minutes (275 minutes in five days; 330 minutes in six days)	

*a 30 minute duty free lunch **is in addition and not included** in the daily required ‘unassigned time.

** could switch one after a semester to provide art instead the second semester.

The second sample on the next page gives an example of use of a cycle schedule with the ‘unassigned’ teacher time all during the ‘instructional student day’

Grades K-3; sample 2	
Specials, example one on each day of a six day cycle:	
	Music and or chorus-53 minutes**
	Music and or chorus-53 minutes**
	Art-53 minutes
	Phys Ed-53 minutes
	Phys Ed-53 minutes
	Phys Ed-53 minutes
Unassigned time for each classroom teacher <i>daily</i> :*	
44 minutes	
53 minutes (265 minutes in five days; 318 minutes in six days)	

*a 30 minute duty free lunch **is in addition and not included** in the daily required ‘unassigned time.

** could switch one after a semester to provide art instead the second semester.

Therefore, in a school year each child will receive ‘specials’ instruction in a consistent manner; 4770 minutes for physical education; 3180 minutes for music and/or chorus; and, 1590 minutes for art.

The current inequality of the ‘unassigned time’ scheduled among grade level teachers, and the inconsistent set of specials instruction across K-3 suggest that the District may want to discuss other school day organization options including the district-wide adoption of a cycle day schedule. A resource for possible School District discussion is the book: *Elementary School Scheduling, Enhancing Instruction for Student Achievement* by Robert Canady and Michael Rettig.

FINDINGS

- ✓ The research of best teaching-learning practices suggests that contact time with teachers is a prime ingredient for pupil learning success. The working conditions agreement between the School District and the Teachers’ Union states that “the teacher work day shall be seven hours and twenty-five minutes long.” (445 minutes) There is no contractual language defining the length of the student day. The district at its discretion may want to review the opportunities and challenges of lengthening the student day without changing the teacher work day.

Charted below is the elementary and secondary teacher instructional contact time with pupils for 2018-2019.

Elementary Teacher Workday K-6	Lunch	“Unassigned Time”	Before student day	End of the student day	Total Time Available for Student Instructional Contact Time
445 minutes	-30	-53	-35 (assuming good practice of 10 minutes to help orderly entrance of pupils to classrooms)	(teacher assistance with safe dismissal of pupils, 10 minutes)	327 minutes; 73.4% of the Teacher Work Day
Middle School Teacher Workday	Lunch	“Unassigned Time”	Before student day	End of the student day	Total Time Available for Student Instructional Contact Time
445 minutes	-30	-120	-10 (assuming good practice of 10 minutes to help orderly entrance of pupils to classrooms)	-5 (minimum 20 minutes student assistance time)	280 minutes; 62.9% of the Teacher Work Day
High School Teacher Workday	Lunch	“Unassigned Time”	Before student day	End of the student day	Total Time Available for Student Instructional Contact Time
445 minutes	-40	-120	(assuming good practice of 14 minutes to help orderly entrance of pupils to classrooms)	-10 (minimum 20 minutes student assistance time)	275 minutes; 61.8% of the Teacher Work Day

It is suggested that there is room for School District and Teacher Union collaboration to increase at least secondary instructional contact time similar to the elementary instructional contact time in the teacher workday. Expanding the student day even by a few minutes at all grade levels—*within the currently established teacher work day*—

FINDINGS

would also increase teacher-student instructional contact time. The District may want to review the practice of a 9 period day at the middle and high schools as to how an 8 period day would increase student contact time. In an 8 period day pattern, “Unassigned Time” would go from 120 minutes to about 90 minutes per day thus increasing student contact time by 30 minutes per day by each teacher.

The 35 to 45 minutes of time between the start of the teacher workday at each of the school buildings serving grades K-6 and the beginning of the student day is a valuable professional resource. The workday time equals 7.9% to 10.1% of each elementary teacher’s workday. There are 207 teachers serving K-6. The before-the-student-day professional time equals on-average of about \$7,175 to \$9,173 of the total salary and benefits for each K-6 professional instructional staff member, or a total of about \$1,485,225 to \$1,898,811 in instructional resource talent in grades K-6. The time is used for such items as:

- ✓ Meetings with the principal, individual teachers, grade levels, departments, small groups that work with particular student(s)
- ✓ Team Meetings (ex. CPI, Data Coaches, Safety Team 504 plan delivery, Response to Intervention)
- ✓ Technology Trainings, other trainings
- ✓ Consultant Teacher/General Education Collaboration
- ✓ Opportunity for parents to call or visit a teacher

The District may want to review the purpose of this professional time. It may help to ensure that all buildings recognize and are accountable that the time is at the discretion of the School District to enable the professional items listed above, and is consistently scheduled and is planned by each principal with each respective staff.

- ✓ Instructional technology is present and used by the teaching staff in the buildings. It is recommended that the District continue its long-standing on-going practice of analyzing its technology plan and revising it as necessary to reflect the future goals of the District in supporting instruction with technology.

The use of technology to deliver learning is often a prime variable in school building planning and use. Bandwidth (size of data lines), types of equipment, staff training, and pedagogical impact on learning outcomes given the investment are important topics that once decided usually translate into ‘brick and mortar’ decisions. The technology plan of the District will give insights as to the provision of computers for student instruction and video enhanced instructional tools for teachers in the future. The technology plan is often a major part of a District’s blueprint in defining the vision and the instructional goals of infusing technology in the curriculum. It also can give direction as to what are the program delivery roles of all the instructional spaces in each school building including the classrooms, library and computer labs as they interrelate with technology to support

FINDINGS

learning and instruction. For example, school Districts are moving the pedagogy using computers for instruction to the next level. School Districts are moving from the tool of computer labs to the use of chrome books by each pupil within each classroom. Lancaster has instituted a similar approach. Como and the Middle School are schools with traditional computer labs remaining.

- ✓ Over the past three school years, Lancaster has served 95.2% to 96 % of all special needs students in the home District by Lancaster staff. If room becomes available for, the District may want to analyze if some or all of the very few pupils now served outside of the District could be served within the District with quality and cost-effectively given possible special education class size numbers for the disability. Another approach, if room is available, is to rent space to the BOCES or other agency that would provide a shared specialized program cost effectively to serve the small group of Lancaster pupils *at Lancaster* along with other similar pupils from the region with the same disability. Another option is Lancaster CSD be the lead agency in providing a shared program for one or more specialized special needs programs that would partner with nearby school Districts to provide programming *at Lancaster* for some of the highly involved pupils now attending instruction outside of the district. The availability of instructional space to achieve either scenario would be a program planning element with any proposed capital project.
- ✓ The Lancaster High School provides a series of career academies to help prepare students for both college and careers by providing them “with the skills and experience necessary to attain entry level jobs”. The integration of college preparation curriculum with career themed experience is provided through seven Academies: Finance, Hospitality and Tourism, Visual and Performing Arts, Health Care, Leadership, Project Lead the Way Engineering, and Trades. Project based learning with a work based perspective in collaboration with community based advisory boards of employers and others help prepare high school students for continued higher education opportunities and the world of work. In process are two additional work-place experience tools: a bank and a coffee café. The community is encouraged to visit and learn more about the Academy approach in delivering the high school graduation curriculum.
- ✓ The Lancaster Central School District has offered a Pre-Kindergarten opportunity for 4-year olds since 2007 using State of New York Grant Funds. For the start-up years 2007-2009, the Erie BOCES provided the Pre-K instruction as one of its regional consortium services. Commissioner’s Regulation 151-1 outlines the requirements for delivering a Pre-K program. The Regulation allows a school district to collaborate with an eligible agency to provide Pre-K services using the grant funds. In this way, often more services can be provided to preschoolers with available grant funds. Lancaster has received a

FINDINGS

\$340,200 grant annually since 2007; no local tax payer dollars are used to support the direct delivery of the Pre-K instruction.

After a public Request for Proposals process in 2010, Lancaster contracted with the Carousal Academy to deliver Pre-K instruction. Since 2011, up to 9 half-day sections of Pre-Kindergarten classes are offered in a central location at the Central Avenue school building facility which once was an elementary school. Commissioner's regulation requires a class size of 18 pupils per class with services provided by a certified teacher and a certified Teacher Assistant. Transportation to and from the centralized Pre-Kindergarten location is provided by the families of participants. Carousal Academy pays \$10,000 in classroom rent to the School District. The supervision of the grant and the delivery of services by the Carousal Academy is an assigned responsibility of the Director of Elementary Education. Duties include: review of the services contract yearly; prepare an RFP for services every three years; review the delivery of the required curriculum for the Pre-K program; manage a lottery system if the number of 4-year old applicants exceed the number of pupils the grant services can provide; administer the registration of Pre-K pupils; manage a waiting list of potential pupils; and facilitate the curriculum program alignment between the Pre-K program provider and the district Kindergarten and other early childhood teachers.

Pre-Kindergarten programs do not qualify for State operating aid and are optional to attend at the discretion of parents (guardians). However, New York State requires that a Pre-Kindergarten program meet the same quality standards required of grades kindergarten through grade six. Pre-Kindergarten programs provided by New York State public schools, directly or through an eligible agency (ex. Carousal Academy) are not 'nursery schools' or 'day-care programs'. Pre-Kindergarten quality standards as per Commissioner's Regulations include:

- Each school district operating a prekindergarten program shall adopt and implement curricula, aligned with the State learning standards that ensures continuity with instruction in the early elementary grades and is integrated with the district's instructional program in kindergarten through grade twelve.
- Each school district operating a prekindergarten program shall provide early literacy and emergent reading instruction based on effective, evidence-based practices.
- Activities shall be learner-centered and shall be designed and provided in a way that promotes the child's total growth and development.
- School districts shall establish a process for assessing the developmental baseline and progress of all children participating in the program. The results of such assessments are used to annually monitor and track prekindergarten program effectiveness. Annually the percentage of prekindergarten children making significant gains shall be made part of school performance reports to parents of preschool children and the public.
- Prekindergarten teachers shall possess a teaching license or certificate valid for service in the early childhood grades.
- Professional development shall be based on the instructional needs of children.
- Each school operating a prekindergarten program shall develop procedures to ensure active engagement of parents (guardians) in the education of their children.

FINDINGS

- School districts shall provide support services to children and their families necessary to support the child's participation in the prekindergarten program.
- Programs may be either full-day or half-day and must operate five days per week a minimum of 180 days per year.
- The environment and learning activities of the prekindergarten program shall be designed to promote and increase inclusion and integration of preschool children with disabilities.
- The program shall be designed to ensure that participating children with limited English proficiency are provided equal access to achieve the same program goals and standards as other participating children.

Since 1997 the support of prekindergarten programming by the State Legislature and Governor has been addressed as a matter of good public policy as economic resources have allowed. State building aid has been allowed for school districts who have built/renovated space to deliver Pre-kindergarten classes in the same manner as building aid for grades K-12 classrooms. In 2014, the Smart Schools Bond Act was authorized in the November 4 general election statewide. The Bond authorized the issuance of \$2 billion of general obligation bonds to finance improved educational technology and infrastructure to improve learning and opportunity for students throughout the State. The allocated share of the Bond to each school district may be used to: install high-speed broadband; acquire learning technology; install high-tech security features in school buildings; construct, enhance, and modernize educational facilities to accommodate pre-kindergarten programs or replace classroom trailers.

As the Lancaster School District continues its school building capital planning, it is suggested that it look at options as to how to combine school building aid with the Smart Schools Bond allocation to provide Pre-kindergarten classroom space to meet the district program vision. The Lancaster School District goal is to offer a half-day Pre-K program to 100% of all 4 year-olds of the School District within three to five years. To accommodate all 4 year-olds in a half-day program, it is estimated that 12 direct instruction classrooms (pupil capacity of 432 half-day pupils) will need to be available to serve Pre-Kindergarten pupils.

The School District provides Pre-kindergarten classes in one central location currently. *Are there other options to deliver the Pre-Kindergarten program that might increase program and cost-effective opportunities?* For example, what might be opportunities for pupils, the community and the Pre-kindergarten program if it was delivered 'closer to home' as part of the K-3 or early childhood school buildings? How might the co-location of Pre-kindergarten with the early childhood grade levels increase coordination and articulation of the curriculum Pre-kindergarten through grade 3? How might school building aid to support Pre-kindergarten classrooms along with Smart Schools Bond monies allow for more opportunities for all pupils Pre-kindergarten through grade 3? Is there added value to have Pre-kindergarten families begin to be a part of an early childhood school building that serves grades K-3? The State does not provide transportation aid to transport Pre-kindergarten pupils to and from school. However, the

FINDINGS

State allows prekindergarten pupils to be transported on existing buses that transport grade level pupils *if* there is appropriate room on the buses without a transportation aid deduct. Might existing transportation services serve Pre-kindergarten pupils to some level?

- ✓ In a move to strengthen teaching and to have a positive impact on student learning, New York State mandated a comprehensive evaluation system for classroom teachers and building principals. “The 2010 Education Law 3012-c requires each classroom teacher and building principal to receive an Annual Professional Performance Review (APPR) resulting in a single composite effectiveness score and a rating of 'highly effective,' 'effective,' 'developing' or 'ineffective.’”

It requires that all evaluators must be trained and an appeals process must be locally developed between the district and the respective bargaining unit. These Regulations have tight timelines and are integrated into the evaluation systems of school districts with written agreements with Teacher Associations.

This requirement has an impact on the classroom teachers. It also significantly affects the building level administrator who is responsible for the evaluations of his/her staff. It requires the supervisor to observe each teacher two times, use newly-designed teacher practice rubrics, conference with the teacher, monitor the collection of student test data, help teachers develop Student Learning Objectives for courses that do not end with state assessments, write a comprehensive and detailed assessment report on each teacher, develop and create individualized improvement plans for struggling teachers and manage all appeals if they were to occur.

The local school district APPR Plan has to be performed by certified building administrators.

The School District in collaboration with the Teachers’ Union has developed an impressive mentoring program for new teachers. It is a resource to help develop and create individualized improvement plans for struggling teachers as per the APPR Regulation. The mentoring program is guided by a steering committee of five administrators and six teachers. The program is coordinated by the Directors of Elementary and Secondary Education and two teacher coordinators. The teacher members of the steering committee and the two teacher coordinators are compensated for their service. Teacher mentors who work with “new teachers” are trained and are assigned a mentee. The teacher mentors are compensated to attend training and are paid a stipend for each “new teacher” mentored.

At the discretion of the District there are a set of K-12 subject chairpersons and Middle and High School chairpersons appointed yearly. The district may want to review the

FINDINGS

chairperson tool and the value of the instructional outcomes it addresses given the requirements of APPR and the existence of the well-planned Mentoring Program. The following chairs are implemented for 2017-2018.

DISTRICT-WIDE CHAIRS		
SUBJECT	STIPEND- 2017-18 (plus FICA, retirement)	Full Time Equivalent Reduced Teaching Schedule (2 out of 6 assignments)
K-12 Art	\$4967	.33
K-12 Music	\$4967	.33
K-12 Physical Education	\$4967	.33
K-12 Technology	\$4967	.33
K-12 Library Media	\$2877	.33
K-6 Special Education	\$4967	.33
7-12 Special	\$4967	.33
Total Financial Resource:	\$32,679	2.31 FTE x \$91,718= \$211,868
\$247,547		

GRADES 7-12 CHAIRS		
SUBJECT	STIPEND- 2017-18 (plus FICA, retirement)	Full Time Equivalent Reduced Teaching Schedule (2 out of 6 assignments)
FACS 7-12	\$2877	.33
Counseling 7-12	\$4967	.33
LOTE – 7-12	\$4967	.33
Special Education 7-12	\$4967	.33
Health 6-12	\$2877	.33
Total Financial Resource:	\$20,655	1.65 FTE x \$91,718= \$151,334
\$171,989		

Middle School and High School Chairs		
SUBJECT	STIPEND- 2017-18 (plus FICA, retirement)	Full Time Equivalent Reduced Teaching Schedule (1 out of 6 assignments; the 'duty assignment')
7-8 Math	\$4967	.166
7-8 Science	\$2877	.166
7-8 English	\$4967	.166
7-8 Social Studies	\$2877	.166
9-12 Math	\$4967	.166
9-12 Science	\$4967	.166
9-12 English	\$4967	.166
9-12 Social Studies	\$4967	.166
9-12 Business	\$2877	.166
Total Financial Resource:	\$38,433	1.49 FTE x \$91,718= \$137,026
\$175,459		

FINDINGS

Given the change in comprehensive evaluation of instructional staff implemented State-wide (APPR) in 2010; given the progressive and comprehensive ‘new teacher’ mentoring program implemented by the District and Teachers’ Union jointly; given the resource of a Director of Elementary Education, a Director of Secondary Education; and given the resource of one assistant principal at the middle school and two assistants at the high school, *are the educational outcomes once expected of subject chairmanships still of significant value at the building level?* Can all or some of the \$175,459 in financial resources expended for subject chairmanships at the middle school and high school be re-deployed to provide program and services that provide more direct instruction opportunities for pupils? More comprehensive professional support for teachers?

For example, if the 1.5 Full Time Equivalent teachers now allocated to chairmanships for grades 7-12 were available for direct instruction, then what courses, academic intervention services, or other creative instructional opportunity could be made available to grades 7-12 pupils without adding to the general fund or the tax levy? Would these added instructional opportunities provide more learning outcomes than those indirect outcomes resulting with the chairmanships?

- ✓ An assumption of the study is that ‘doable’ scenario options might be suggested by looking at the geographic location of the school buildings. The assumption is based on the value of ‘least change impact’ with regard to the geographic region students would attend in a scenario option compared to where they attend now. The ‘least change impact’ with regard to the transportation of students in a scenario option is usually a major consideration. Other variables like pupil capacities of each of the buildings also have major influence on designing ‘doable’ scenario options.

The distances between existing school buildings is a basic and major criterion to develop possible ‘doable’ scenario options to deliver the K-3 program, in particular, in possibly more efficient ways or patterns with a focus on ‘least change impact’ especially with regard to pupil transportation.

Charted below are the distances that the students who live the farthest from their current (2017-2018) school travel to their school from home. Also listed is the **additional distance** these same students would travel to attend another current school building in the District.

The chart is a handy tool to discuss ‘least impact’ issues related to the various scenario options suggested by the study for review and discussion by the Board, school leadership and the community. The data charted are about the current students of each current attendance zone *who live the farthest* from the neighboring schools in other attendance zones. Therefore, all other students in a given attendance zone should travel less than the mileage listed in the ADDITIONAL MILEAGE column to a neighboring attendance

FINDINGS

zone school. However, when sample routes are developed for new attendance zones, if so determined, the same analysis should be duplicated with those new sample routes.

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	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
Miles of this student from his/her home to Sciole: 9.06		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

FINDINGS

SOME POSSIBLE OPTIONS TO EXPLORE TO DELIVER THE LANCASTER SCHOOL DISTRICT Pre-K-12 PROGRAM OVER THE NEXT THREE YEARS

An important asset to the District in engaging an outside guest consultant is that the District receives a perspective not influenced by the history of the District, or by knowledge of the preferences of various school District community stakeholders. This study ‘holds up a mirror’ in an unbiased manner to: collect and analyze the pupil capacity data of the existing school buildings; inventory and review the program deployment in those facilities; and estimate future pupil enrollments. The results of the analyses provide for a data driven rationale in looking at other ways to organize the delivery of the Pre-K-12 program. The purpose of the study is to offer suggestions that could answer:

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?

The Board of Education and senior administration do have knowledge of the District’s history, its culture, and the preferences held by school District stakeholders. They are ultimately responsible and are most able to determine, with engagement of the District community, which delivery option, adapted delivery option, or set of options for the future will be best--as judged by local values--to deliver instruction to the children of the District.

It falls upon the Board of Education, as the responsible public policy body, and the District leadership team to provide open, transparent communication regarding the possible options. A program implementation delivery change can lead to a range of data and emotional responses and it is incumbent upon the District to pursue all avenues of communication in order to listen to and respond to questions/concerns that parents and community members bring forth to help the Board make the best possible policy decision for all the pupils of the School District.

The baseline variables that guide the identification of the scenarios suggested for consideration by the study are the current pupil capacity assets of the Lancaster school buildings; the current class size goals of the District; the current educational program; and the estimated future enrollments of the District over the next three to five years. Other related example variables analyzed to suggest the ‘doable’ scenario options for community/Board review include: equity gaps in grade level section class sizes, if any; the condition of the buildings; historical annual enrollment changes in each of the elementary schools; the school sites; distances between each school building; the culture of sharing instructional staff among the schools; the values of the District and community about early childhood neighborhood schools, and elements of the program the District envisions for the future.

Also, common to each scenario is the assumption that the District wishes to continue the District ‘functional’ class size goals in place for grades kindergarten through grade 12. The study does

FINDINGS

not take the liberty of ignoring those values in the analyses or in the suggestions for program delivery options. The development of the scenarios uses the class size goals for the various grade levels as charted below.

Lancaster Central Class Size 'Functional Operating Goals' 2017-2018	
Grade Level	Class Size Goal
Grades Kindergarten, 1, 2	22
Grades 3 - 6	24
Grades 7 – 12*	26

The following charts of scenario options reflect those options the study suggests to be educationally sound and cost-effective avenues to pursue given the data and inferences gained throughout the research for the study. The local perspective is the only perspective that is important in the final balance of determining what is 'educationally sound' and 'cost-effective' for Lancaster.

The scenarios are not listed in any priority order or advocacy order. The value judgment that balances how the scenario options might 'best' serve the pupils of Lancaster Central must rest with the local Board and the community it serves and not with a guest consultant. The study is a tool and a 'roadmap' to help the local public policy discussion necessary to identify/develop an option, if any, to implement.

The Delivery of Grades 4-6, 7-8 and 9-12

The School District practice currently serves all grades 4-6, grades 7-8 and 9-12 at three centralized school buildings. The study suggests that the current configurations to deliver the instruction in grades 4-12 is cost-effective and supports the consistent delivery of instruction at the three grade level building configurations. There is consistency of class sizes at the various grade levels because all specific grade levels are served centrally at one site. The study does not suggest alternative options to serve grades 4-12. The enrollment projections five years out for grades 4-6, eight years out for grades 7-8, and ten years out for grades 9-12 compared to the existing pupil capacity of each of the three respective school buildings suggest that the three school buildings have sufficient pupil capacity to serve the projected future grade level enrollments (see page 26) without adding new pupil capacity. However, if the *program vision* for 4-6, 7-8, or 9-12 *changes* from the program offered in 2018-2019, then possible capital improvements/additions, at the discretion of the district, might be necessary to achieve customized spaces required by the program vision for the future.

'Doable' Scenario Options to Deliver K-3 in Three to Five Years

The chart that follows lists and describes various school building-use scenarios that singly or in combination with others listed or not listed may define the best option to implement and deliver the grades K-3 program in the future.

FINDINGS

A compelling reason to focus on options to the delivery of the K-3 program now served by four school buildings is the ‘attendance zone’ of the Sciole Elementary School. Currently, some Sciole students may be transported across one or two other K-3 elementary school attendance zones to attend their ‘home school’ of Sciole. Residential growth in some parts of the school district has outpaced the pupil capacity of the school that normally would geographically be considered a ‘home school’ serving a contiguous geographic attendance area.

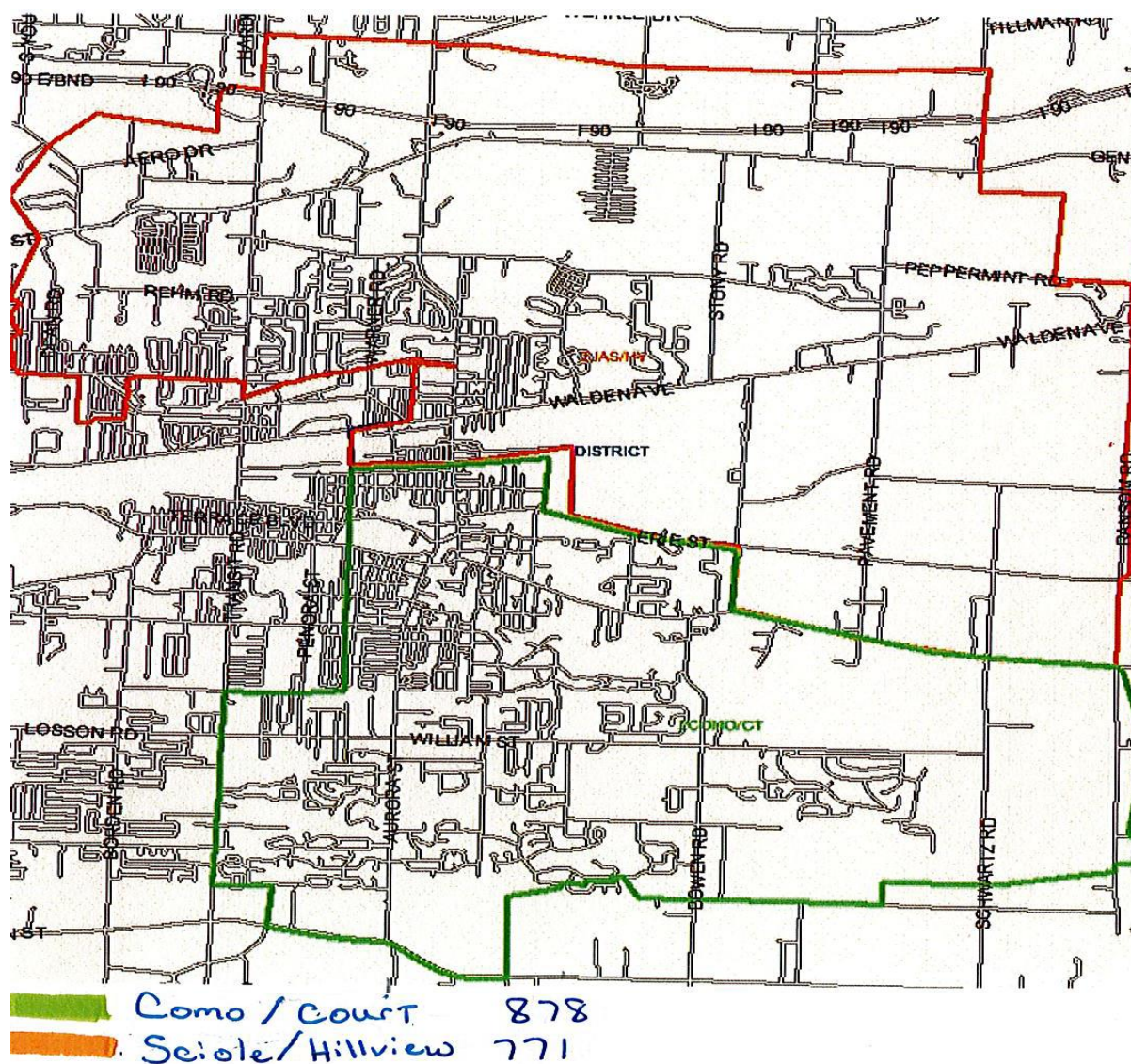
The K-3 scenario options suggested by the study incorporate two service attendance zones in the context of two district-wide geographical locations, a ‘north and south’, within 50-60 minutes or less of bus transportation from each K-3 pupil’s home to a school of attendance. It is important to note that traffic congestion is in discussion by the Town. Congestion has increased in the area served by the School District and DOT solutions are being sought. In 2017-2018 ‘the longest pupil bus rides’ respective to the four K-3 schools are: Como, 41 minutes; Court, 38 minutes; Hillview, 43 minutes; and Sciole, 47 minutes. It is the perception of the district that if possible techniques are not implemented to mitigate growing traffic congestion, it is likely that pupil bus rides may increase even if the district does not change how the K-3 grade levels are served and at what school building. The NYS Education Department suggests a benchmark of bus routes no longer than 60 minutes. Lancaster CSD has always valued bus routes that are below the 60 minutes guideline whenever possible.

The scenario options view Como and Court as ‘sister schools’, and Sciole and Hillview as ‘sister schools’. The Como and Court Schools are within 1.5 miles of each other. Sciole and Hillview are within 1.3 miles of each other. Viewing the two sets of schools as ‘sister schools’ creates two elementary K-3 attendance zones to serve the Lancaster Central School District; ‘north and south’ attendance zones so to speak. Such an approach likely will allow the district to help ensure the flexibility to deal with potential future residential construction within the district. For example, the *Enrollment Projection/Demographic Study* reported potential residential development ideas that are in the ‘pre-application, concept planning stage’. Such projects have no guarantee as to when and if they may move forward. However, knowledge of the conceptual possibility of such added residential units are worthy of discussion in school district planning. The information from the Town of Lancaster planning/codes officials identify the concept possibility of about 168 new residential units in the Court-Como ‘sister schools’ set geographical area, and about 331 new residential units in the Sciole-Hillview ‘sister schools’ set geographical area. It is important to note again that there are not enough data to suggest that these added **will** come to fruition. The conceptual data are not allowed to be used by Commissioner’s Regulation to estimate possible future enrollments because the projects are just that, conceptual. It is diligent planning, though, to think about flexible ways for the District to serve potential new pupils *if* such new households did come about over the next five to ten years.

FINDINGS

Considering the four K-3 Elementary Schools as two sets of ‘sister schools’ or two attendance zones that are each within 50 to 60 minutes or less of bus transportation from any location in each of the two respective attendance zones (‘north and south’) may well allow the flexibility to help ensure that pupils are not assigned to schools ‘across’ three attendance zones as occurs now with some pupils assigned to attend Sciole.

Below is a *sample* map of two ‘Sister Schools’ attendance zones, one North and one South, to engage discussion. The geographic area of the school district is divided into two attendance zones ***based on an estimated bus travel time of 50-60 or fewer minutes (barring an unforeseen circumstance due to weather and/or increased traffic congestion) to either set of ‘Sister Schools’***. In 2017-2018 there are 878 K-3 pupils who live within the ‘South Attendance Zone’ Como/Court Sister School set, and 771 K-3 pupils who live within the ‘North Attendance Zone’ Sciole/Hillview Sister School set.



FINDINGS

Operational *Sample* of Assigning new Kindergarteners to a School of Attendance using the ‘Sister Schools’ North-South Attendance Zone Concept

The sample described below is only a *sample* to illustrate possible operational steps and engage discussion by the stakeholders of the district. Only the Board of Education can define the process to be followed.

- ✓ If a new kindergarten enrollee in the Como/Court attendance zone or in the Sciole/Hillview attendance zone has a sibling in a K-3 school, the new kindergarten pupil of that family will be assigned to the same school. Board Policy might allow a different ‘sister school’ assignment if requested by the parent/guardian.
- ✓ A new kindergarten enrollee, without a sibling already attending a K-3 school, is assigned to attend a sister school in the ‘north or south’ geographical attendance zone where the new kindergartener lives. The assignment is primarily based on the goal to ensure equity of kindergarten class sizes at each of the sister schools in a given attendance zone set. Other considerations might be related to the special services that might be at a particular sister school that addresses the individual unique needs of the new kindergarten pupil.

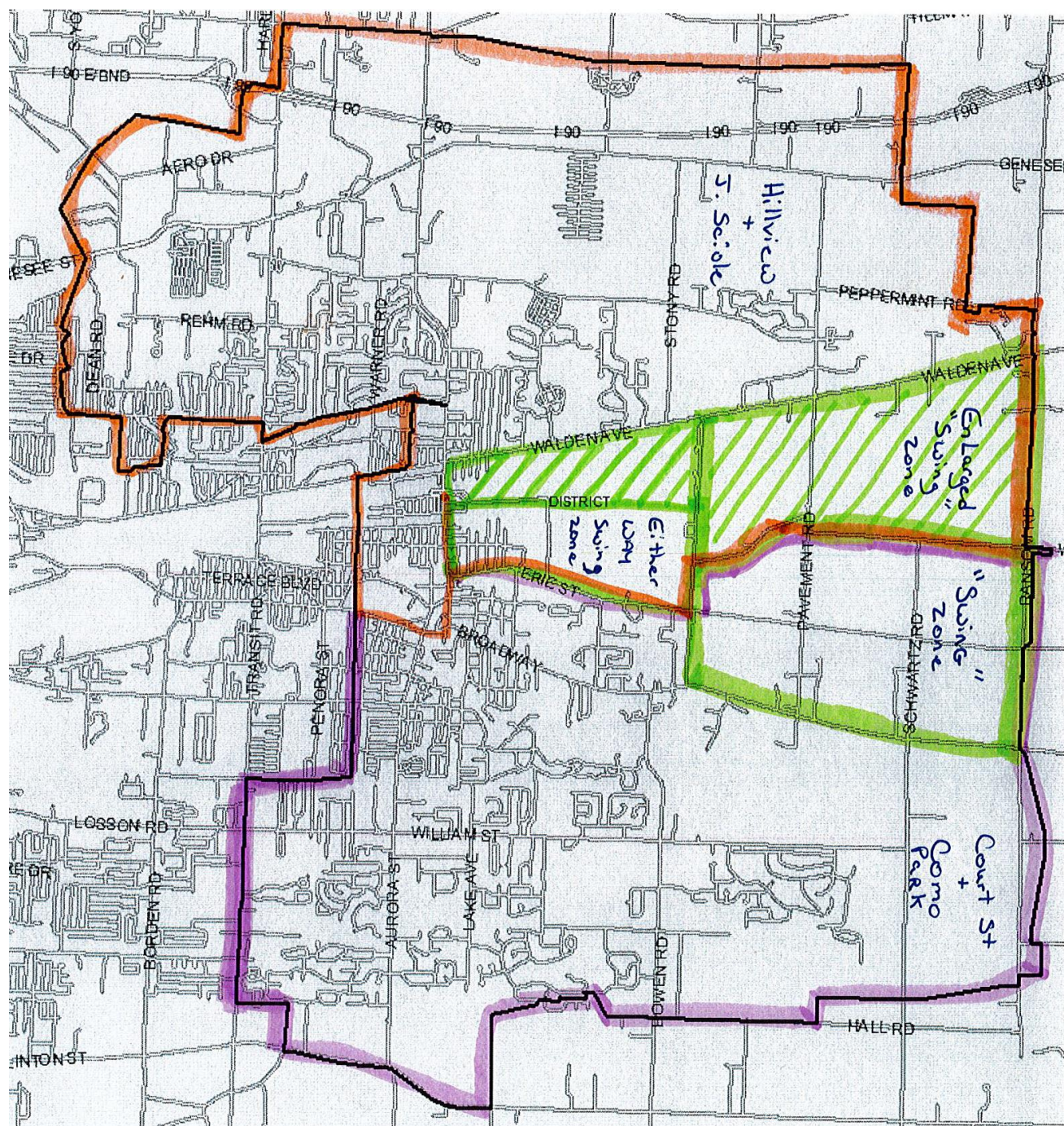
Changing or redrawing attendance zone lines is done judiciously by school districts, is not done lightly, and is not an annual endeavor. Often school districts also have Board Policy to establish ‘swing zones’ in which new pupils in the district may be assigned to a nearby school when pupil capacity in a given school reaches a point that equitable program delivery may be affected. Such a swing zone Board Policy is developed and well-communicated with the community and the housing market **long before** it may become necessary to use the policy. Such a policy allows the district some flexibility in the future if large and quick additions of new housing with school-aged children are built within a particular sister school attendance zone (‘north or south’). The **Appendix** provides a sample ‘swing zone’ policy Lancaster may wish to consider and adapt regardless of which program delivery scenario option, if any, the district may decide to implement.

On the next page is a *sample* map of the two ‘sister schools’ attendance zones map illustrating the concept of designating a pre-established swing zone through a well-communicated Board Policy.

Example:

- ✓ A new kindergartener or new grade 1 through grade 3 pupil moves to the district and lives in the designated swing zone.
- ✓ The new pupil to the district, who lives in the designated swing zone, can be assigned to either set of sister school attendance zone schools based on class size equity and available pupil capacity.

FINDINGS



Charted on the next page are two suggested K-3 program delivery options for district review and discussion. The K-3 Scenario Options listed:

- ✓ 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 four current K-3 school buildings

FINDINGS

The scenarios are not listed in any priority order or advocacy order.

GRADES K-3 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>	Court Elementary	Como Elementary	John A. Sciole Elementary	Hillview Elementary
SCENARIO ONE: 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.	K-3		K-3	
SCENARIO TWO: Court serves all of the grades 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 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.	K-1	2-3	K-1	2-3

‘Doable’ Scenario Options to Deliver Pre-Kindergarten and Space for Central Administration Services in Three to Five Years

The long-term commitment and future vision of increasing the delivery of Pre-Kindergarten classes is another major program delivery variable that can influence options to deliver the early childhood program Pre-K through grade 3. The pragmatic need to solve and decide where to house the central administration services is a challenge for the school district. The 1924 building now housing central administrative services is in need of about \$7,000,000 to address items identified in the most recent Building Conditions Survey. The State does not provide building aid directly to renovate or build administration space.

The Pre-Kindergarten program is currently served at the Central Avenue Building. There is room at the Central Avenue Building site to build eight Pre-Kindergarten classrooms. The eight classrooms could accommodate 288 half-day pre-kindergarten pupils or about 70% of all 4 year olds estimated in the district in 2020. All of the existing Central Avenue Building then could host the relocation of the central administration services from the current 1924 building to be vacated and sold with the permission of the electorate. The estimated cost to continue to use the Central Avenue Building to host a centralized Pre-Kindergarten Program and to house central administrative services is:

FINDINGS

Address Central Ave Building Conditions survey and build eight Pre-K classrooms; and renovate all existing space to house central administration services:	\$9,000,000 plus \$3,100,00 plus \$4,000,000 = \$16,100,000
--	---

Are there other options to host Pre-Kindergarten, provide appropriate space for central administrative services, and use the estimated \$16,100,000 in a different manner to enhance pupil-direct program opportunities?

Another program delivery option scenario might enable the selling of the Central Avenue Building which now only serves Pre-K if Pre-K was hosted differently. Proceeds from the sale of a building asset are required to be used to offset capital debt of the School District. Such an offset can benefit the total program and prudently mitigate the cost of capital work to the local taxpayer. Annual operations costs and maintenance costs for the building are also eliminated.

A scenario that has central administrative services hosted in an existing school building allows financial resources to move central services in such a manner that there can be direct-pupil benefits also. Such an option allows the current 1924 building that houses central services to be closed and sold with the permission of the electorate. Proceeds from the sale of a building asset are required to be used to offset capital debt of the School District. Annual operations costs and maintenance costs for the building are also eliminated.

Described below is a scenario that has central administrative services hosted in an existing school building. Hillview is used as an example only. The scenario details can be applied to any of the school buildings as potential hosts for central administrative services.

Example to engage discussion only. It is likely there are other existing schools that also could host central services in existing space appropriately. The Hillview site is just one example. The model to provide central services administration space can be applied to any of the District's school buildings.

- ✓ Hillview Elementary has a pupil capacity of 526 as per local class size guidelines. Given how the spaces are deployed to deliver the program in 2017-2018, the building qualifies for an estimated 636 Building Aid Units.
- ✓ Currently, the 1924 building housing central administrative services has 10,080 square feet.
- ✓ The Hillview 'A' wing which is directly to the right of the principal's office and the pupil bathrooms upon entering the building has a gross square footage of about 9000 square feet.
- ✓ Hillview is located on Transit, a main thoroughfare in the school district. The right end of the Hillview 'A' wing exits to an area with separate parking and to space that may allow increased parking.

FINDINGS

- ✓ If central administrative services were to be housed in a ‘to the outside walls’ renovation of the 9000 square feet in the Hillview ‘A’ wing, then at minimum 9 classrooms would be displaced and need to be built as an addition to the building. (Please note that new classrooms may also need to be added to accommodate an increasing district enrollment K-3, and/or to accommodate added program initiatives, and/or to provide more appropriate instructional support space for pupils. *Only 9 classrooms of an addition are a result of housing central administrative services as a support space.*)
- ✓ **State Building Aid estimates of record are the responsibility of the State Education Department only.** However, if one applies the published guidelines for State Building Aid, what follows is a discussion estimate of the allocation of State Building Aid if 9 classrooms were added to the Hillview building and central administrative services occupied the ‘A’ wing which now becomes support space. (For a more detailed description of State Building Aid please see the February *Pupil Capacity Analysis Study*.)
 - Functional Pupil capacity of the newly built 9 classroom addition as per local school district guidelines: 207
 - Building Aid Units to determine State Building Aid Ceiling for the 9 new classroom addition: 243
 - Total functional pupil capacity of Hillview:
 - In newly built space: 207
 - In existing space: 319
 - Estimated Building Aid Units to determine Building Aid Ceilings:
 - New Construction: 9 x 27 (assuming that all newly built classrooms are at least 770 square Feet) = 243 BAUs
 - Renovations of Existing Space: 393 BAUs
 - Estimated Building Aid Ceilings for the ‘what-if project to house central administrative services at existing space at Hillview’ charted below. Total pupil capacity of Hillview remains at 636.

	Estimated Building Aid Units (X)	Current SED Construction Project Cost Index (X)	Current SED Incidental Cost Index (X)	Current SED Regional Cost Factor (=)	Estimated Construction Cost Aid Ceiling	Estimated Incidental Cost Aid Ceiling
Reconstruction/Renovations of Existing Space	393	11,679		1.0754	\$4,935,921	
	393		2,336	1.0754		\$987,268
Additions/New Construction Classrooms	243	11,679		1.0754	\$3,051,981	
	243		2,336	1.0754		\$610,448

The Building Aid Maximum Cost Allowance has two parts: one for *construction costs*, and one for *incidental costs*. Construction costs are normally those expenditures for labor and materials to accomplish the project. Incidental costs are expenditures for site purchase, grading or improvement of the site, original furnishings or equipment, professional fees both design, construction management, and legal, and other miscellaneous incidental costs such as insurance

FINDINGS

and general administrative costs during construction. In the case of a project having construction of a new addition, as well as reconstruction or alterations of an existing building, a separate maximum cost allowance is determined for the construction costs and for the incidental costs for both the addition and the reconstruction or alterations separately. The maximum cost allowances for new versus existing BAU and contracts versus incidental costs, are *adjusted* by the District's *regional cost factor*. The regional cost factor is used to compensate for higher construction costs in various geographical areas of the State. No part of the State can have a regional cost factor less than 1.0. The current regional cost factor for Erie County is designated as 1.0754 by the SED.

To determine the *estimated building aid* a District will receive for a project, the maximum cost allowance adjusted by the regional cost factor is multiplied by the *District's building aid ratio*. The District building aid ratio represents a fixed percentage determined annually for each individual School District in the State. The ratio is based on the full value of property in the District and the number of students in the District and reflects the wealth of the School District. Normally, the standard building aid ratio varies from 0% in the wealthiest Districts to as high as 95% in the poorest Districts in the State. For 2017-2018, Lancaster qualifies for an aid ratio of up to .743 (74.3%) subject to the Final Cost Report for a specific approved project submitted by the District to the State Education Department. The ratio is determined annually by the State Education Department.

The actual building aid a District will ultimately receive is determined when the *final cost report* for an approved project is filed with the SED when the project is completed. If the documented actual expenses allowed for construction and incidentals are equal to, or less than the adjusted maximum cost allowances for construction and incidentals, the District will receive building aid equal to its building aid ratio times those documented expenditures. If the final documented expenses in either the construction or incidental categories exceed the adjusted maximum cost allowances provided to the District for those categories before the project began, there is no penalty. However, the building aid ratio will be applied only to the adjusted maximum cost allowances and not to the total expenditures the District documents by category in the final cost report.

The goal of school district architects is to guide a school district as to decisions and designs that can be accomplished within the allocated Building Aid Ceilings granted a particular project by the SED. Depending upon the program vision and other factors, projects may not be accomplished within the SED allocated Aid Ceilings. However, a norm is typically for projects to have approved expenses such that at least 90% of a capital project is supported by the designated Building Aid Ceiling.

The current estimate has the cost to renovate the existing administrative building space at \$7,000,000. The current estimate to renovate space at the Central Avenue building to house central administrative services at \$4,000,000. Can those estimated expenditures be used

FINDINGS

,differently to achieve appropriate space for the central services administrative function *and* benefit the program delivery facilities for pupils?

Options to Deliver Pre-Kindergarten and Space for Central Administration Service

The scenarios are not listed in any priority order or advocacy order.

PREKINDERGARTEN 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	Central Administration Services
SCENARIO ONE: Build eight classrooms at the Central Avenue Building to allow a capacity to deliver 16 half-day Pre-K program sessions. Existing space is renovated to house central administrative services.	K-3 or	K-3 or	K-3 or	K-3 or	Pre-K	Space in the Central Ave. Building
	K-1	2-3	K-1	2-3		
SCENARIO TWO: 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.	Pre-K - 3		Pre-K - 3			Renovated space in one of the school buildings of the School District
SCENARIO THREE: 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.	Pre-K-1	2-3	Pre-K-1	2-3		Renovated space in one of the school buildings of the School District

SUMMARY OF SUGGESTED OPTIONS FOR CONSIDERATION

The scenario option charts are provided in a format such that this document can be used as a tool to analyze and add to each possible scenario as the school community ponders what actions should be taken, if any. Local school District community discussion and analysis of the perceived instructional impact of each scenario will likely identify additional ‘Opportunities and Challenges’ not listed in the charts. Some elements of the scenarios could possibly be combined logistically to produce another scenario option for consideration by the Board of Education. The scenarios are not listed in any priority order or advocacy order.

FINDINGS

All of the Scenario Options listed in the following study section:

- ✓ 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
Benchmark: Current facility assets, the current program configuration, and estimated enrollments three and five years from now.	K-3	K-3	K-3	K-3	Pre-K	4-6	7-8	9-12	Stand-alone building
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

FINDINGS

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 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
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

FINDINGS

Benchmark: Current facility assets, the current program configuration, and estimated enrollments three, five, eight, and ten years from now.					
Pupil Capacity Available (Benchmarked to local class size ‘recommended’ operational goals and the instructional program offerings of 2017-2018.) The State Education Department benchmarks substantiation for capital projects by comparing the pupil capacity resulting from a capital project to the enrollment projections for grades K-6 five years from now; for grades 7-8 eight years from now; and, for grades 9-12 ten years from now.					
Location	Pupil Operating Capacity Based on Class Size Goals of the District	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
Total K-3 OCT. ‘17 enrollment: 1637					
Court Street	409	1594 - 1818	87.9% - 100.2%	1506 - 1897	83% - 104.6%
Hillview	526				
J.A. Sciole	443				
Como Park	436				
Total K-3:	1814				
William Street 4-6 (1242)	1435	1247	86.9%	1320 -1353	92% - 94.3%
SECONDARY					
	Pupil Operating Capacity Based on Class Size Goals of the District	Estimated Enrollment In 2022-23 (in five years)	Estimated Pupil Capacity Use in 2022-23	Estimated Enrollment In 2025-26 (in eight years)	Estimated Pupil Capacity Use in 2025-26
Middle School 7-8 (863)	984	869	88.3%	945 -979	96% - 99.5%
	Pupil Operating Capacity Based on Class Size Goals of the District	Estimated Enrollment In 2022-23 (in five years)	Estimated Pupil Capacity Use in 2022-23	Estimated Enrollment In 2027-28 (in ten years)	Estimated Pupil Capacity Use in 2027-28
High School 9-12 (1900)	2036	1684	82.7%	1814 - 1848	89.1% - 90.8%

FINDINGS

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.						
RATIONALE:						
<ul style="list-style-type: none">• 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.• Centralized Pre-Kindergarten as a centralized program continues. Central Administration services vacates 1924 building.						
Scenario Option A 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	Estimated Enrollment in 2022-23 (in five years)	Estimated Pupil Capacity Use in 2022-23
Como	436	845	8 classrooms x 23 = 184	1594 - 1818	76.3% - 87%	1506 - 1897
Court	409					
J.A. Sciole	443	969	4 classrooms x 23 = 92			
Hillview	526					
Total capacity: 1029						
Total capacity: 1061						
Total K-3:	1814	2090				

FINDINGS

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:	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 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. 	<ul style="list-style-type: none"> ✓ 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.
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

FINDINGS

SCENARIO OPTION B:
<p>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.</p>
<p><i>RATIONALE:</i></p> <ul style="list-style-type: none"> • 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.

FINDINGS

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	<i>Estimated Enrollment in 2022-23 (in five years)</i>	<i>Estimated Pupil Capacity Use in 2022-23</i>
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				

FINDINGS

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 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. ✓ 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"> ✓ 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. ✓ 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.
	✓
	✓
	✓
	✓
	✓
	✓
	✓

FINDINGS

SCENARIO OPTION C:
<p>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.</p>
<p><i>RATIONALE:</i></p> <ul style="list-style-type: none"> • 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.

FINDINGS

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>Estimated Pupil Capacity 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				

FINDINGS

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.
✓	✓
✓	✓
✓	✓

FINDINGS

SCENARIO OPTION D:
<p>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.</p>
<p><i>RATIONALE:</i></p> <ul style="list-style-type: none"> • 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

FINDINGS

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	K-1 715 - 907	69.6% - 88.2%	K-1 769 - 959	74.8% - 93.3%
Court Grades Pre-K-1	409		12 Pre-K classrooms X 18 = 216 Total Pre-K capacity: 216 full day session or 432 half-day session				
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				

FINDINGS

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 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 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. <ul style="list-style-type: none"> ✓ There are 3 transitions in thirteen years now; will have 4 transitions. 	<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. ✓ 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.
✓	✓
✓	✓

APPENDIX: SAMPLE ATTENDANCE ‘SWING ZONE (FLEX ZONE)’ BOARD POLICY

(Resource Example adapted from the Niskayuna Central School District)

Policy 5001 ELEMENTARY SCHOOLS AND ATTENDANCE ZONES

Neighborhood Elementary Schools

The Niskayuna Central School District shall maintain its elementary schools as neighborhood schools with attendance zones for each school, as defined in this policy. Changes in the boundaries of the attendance zones shall be by resolution of the Board of Education at the recommendation of the Superintendent of Schools.

At the recommendation of the superintendent, the board shall by resolution establish flexible attendance zones to facilitate the management of class sizes and promote class size balance by grade level across the district.

Definitions

Regular attendance zone

A regular attendance zone is the geographic area of an elementary school to which students are assigned based on their residency within the zone, such zones being the attendance zones in existence *prior* to the adoption of this policy.

Dedicated attendance zone

In keeping with the concept of neighborhood schools, a dedicated attendance zone is the geographic area for an elementary school to which students are assigned based on their residency within the zone, such zones being the dedicated attendance zones established *after* the date of the adoption of this policy.

Flexible attendance zone

A flexible attendance zone (also referred to as a “flex zone”) is a geographic area situated along the boundaries of regular attendance zones, in which newly enrolled students may be assigned to one of two or more designated schools.

Regulations

The superintendent shall establish regulations under which procedures for assignment of students in dedicated attendance zones and in flexible attendance zones shall be implemented, monitored and adjusted as needed.

Such regulations may provide for a phase-in period, a voluntary transfer plan, and an enrollment management plan to be utilized in addition to, and in conjunction with, the flexible attendance zones for the assignment of newly enrolled students, in order to promote class size balance by grade level across the district and optimum use of the district’s staff and facilities.

Adopted: March 24, 2015

Regulation 5001-R, implementing Policy 5001: ELEMENTARY SCHOOLS AND ATTENDANCE ZONES

Board Policy 5001 (adopted March 24, 2015) requires the Superintendent of Schools to establish regulations under which assignment of students in dedicated attendance zones and in flexible attendance zones (hereafter referred to primarily as “flex zones”) shall be implemented and monitored. The policy states that the regulations may provide for a flex zone phase-in period, a voluntary transfer plan, and an enrollment management plan. The goal is to promote class size balance by grade level across the district and optimum use of the district’s staff and facilities. This regulation establishes the procedures authorized by Policy 5001.

SCHOOL ASSIGNMENT OF ELEMENTARY STUDENTS

The district has a longstanding history and strong commitment to neighborhood elementary schools. Elementary school assignments are based on a student’s residence.

Student assignments are made by the Director of Student and Staff Support Services, working in conjunction with the District Registrar, school principals, and other personnel as needed.

Exceptions to the assignment of elementary students based on their residence in specific circumstances are outlined in these regulations. (See “Elementary Class Size Management Plan” and “Voluntary Transfer Program.”)

Dedicated and flexible attendance zones

For the purposes of elementary school assignments, students either live in a dedicated attendance zone or a flexible attendance zone (“flex zone”). *Dedicated attendance zones* are geographic areas for which there is one school of attendance. *Flex zones* are geographic areas for which there are two or more schools of potential assignment. Flex zones were established to provide flexibility in the assignment of elementary students to promote class size balance across the schools.

Flex zone procedures and phase-in period

The flex zones are being phased in with each entering kindergarten cohort, beginning with the class entering in September 2015.

Kindergarten Registration Process

With the establishment of flex zones, the district will utilize a centralized kindergarten registration process, beginning with registration that takes place *during* the 2015-16 school year for the following September. As part of this process, the families of all kindergarten students who live in flex zones will be provided with the ability to state a school of preference.

The assignment of kindergarten students who live in a flex zone is made on the basis of balancing class sizes across the district’s elementary schools. When sufficient balance cannot be realized by accommodating family preferences, factors that will be considered in placing students include information provided by families to support their preference, special circumstances, geography and neighborhood continuity, and transportation.

The kindergarten registration and screening process takes place throughout the winter and spring. Due to the unpredictability of kindergarten enrollment, along with the use of flex zones to balance class sizes, kindergarten sectioning will take place over the summer. Kindergarten students who live in flex zones will receive their school building assignments on or about August 1.

Continuity for Families: Siblings

The district provides families who live in flex zones the ability to enroll younger children entering kindergarten in the same school as older siblings, as long as an older sibling will remain at that school (i.e. has not moved on to sixth grade) when the younger child begins. Families who live in flex zones will also be provided an opportunity to indicate a preference for a younger child to attend the other school(s) designated for the flex zone.

Family Preference for New Registrants

When new registrants in grades K-5 move into a flex zone, they will be provided an opportunity to state preference from among the schools designated for that zone. Family preference will be granted on a space available basis. Because the flex zones are being phased-in it is understood that they may have more limited applicability in those grade level cohorts that entered kindergarten prior to September 2015. (See “Elementary Class Size Management Plan” below.)

Class-size targets and guidelines

Elementary class sectioning will be based on grade level class size targets and guidelines, as defined and enumerated below.

Grade level class size target: A grade level class size target is the number of students assigned to a section to achieve an optimal class size for a particular grade. Class size targets may increase gradually each year from kindergarten to fifth grade.

Grade level class size guideline: A grade level class size guideline is the upper limit on the number of students assigned to a section for a particular grade level. Class size guidelines may increase gradually each year from kindergarten to fifth grade. A guideline may be exceeded by the superintendent under extenuating circumstances, with notice provided to the board.

Grade Level Class Size Guidelines and Targets

(*Elementary Class Size Management Plan, Adopted May 26, 2015*)

Grade level	Target	Guideline
Kindergarten	20	22
Grade 1	21	23

Grade 2	22	24
Grade 3	23	25
Grade 4	24	26
Grade 5	25	27

Annual determination of elementary class sectioning

Each year on or about May 1, the district will determine the tentative number of sections needed for grades 1 through 5 for the subsequent year. Students entering grades 1 through 5 receive their class assignments for the next year on or about the last day of school. Due to the unpredictability of kindergarten enrollment, along with the use of flex zones to balance class sizes, kindergarten sectioning will take place over the summer. Families with children entering kindergarten who live in flex zones will receive their child's school building assignment on or about August 1. Kindergarten classroom teacher assignments take place subsequent to the school assignments of students who live in flex zones.

Elementary Class Size Management Plan

After elementary class size and sectioning is determined for each grade level, the assignment of new students will be determined by the following terms of the Elementary Class Size Management Plan:

1. New students will be assigned to a school that serves their residence on a space available basis.
 - a. Students who move into a dedicated attendance zone will be assigned to the **designated school** for that zone if there is space available in their grade level.
 - b. Students who move into a flexible attendance zone will be assigned to one of the designated **flex zone schools** for that zone if there is space available in their grade level.
2. When space is not available under paragraphs 1.a or 1.b above, a new student will be placed in an **alternate** elementary school with lower enrollment in the student's grade level. When a new student is placed in an alternate school, siblings of the student will also be permitted to attend the same school on space available basis.
3. When space becomes available during the school year at a school which serves their residence under paragraphs 1.a or 1.b above, whichever is applicable, parents will be given the option of transferring their child to the school where an opening has occurred. If the parent elects not to transfer their child to the school where there is an opening, the student will remain in the same position on the waiting list. The transfer out of the alternative school will be given the highest priority for the following September.
4. The parents of students who are placed in an alternate elementary school may elect to have their children remain in that school through fifth grade.

Voluntary Transfer Program

1. The district at its discretion may from time to time activate the Voluntary Transfer Program. Through this program, parents with students at a particular grade level, with class sizes that are at or approaching the district guideline, will be notified about the option to voluntarily transfer (sic) their children to other specified schools that have space available at that grade level.
2. Students who have been placed in an **alternate** school (see paragraph 2 above, "Elementary Class Size Management Plan") will be given priority status in the Voluntary Transfer Program.
3. Students who are transferred under the Voluntary Transfer program from any elementary school to another elementary school will remain in that school through fifth grade.

Annual Review of Elementary School Student Assignments

The Superintendent, working in conjunction with members of the Class Size Management Work Group*, will present a report to the Board of Education at a public meeting regarding the implementation of Board Policy 5001 by December 15 each year. The purpose of this report is to facilitate the goals of transparency, accountability, short- and long-term planning, balanced class sizes, and maintenance of neighborhood schools. The report will include data relevant to evaluate the overall effectiveness of Board Policy 5001 and the effectiveness of the flex zones in particular. It shall include the following:

- Class size by school, grade and class; average class size by school and grade; and maximum variance between the five schools at each grade level
- Students assigned to alternate schools through the Class Size Management Plan and Voluntary Transfer Program
- The number of kindergarten and new students in each flex zone and an aggregate breakdown of school assignments for each flex zone;
- The percentage of family preferences granted for kindergarten students
- All of the above shall also include relevant historical data for comparison as it is available

This report should address whether or not the desired results of the Policy 5001 are being achieved, including increased class size equity. It should also address current or projected impacts on middle school sectioning and feeder patterns. To the extent possible, the report should include if there are recommendations for adjustments to current enrollment boundaries or related policies.

**Members of the Class Size Management Work Group include the Superintendent or designee, Registrar, Transportation, Elementary School Principal Representatives, Middle School Principal Representative, and may include representatives from each elementary and middle school. The Work Group must include at least three elementary parent representatives.*

Transparency: Public Availability of Elementary Class Section Data and Attendance Zone Information

A map and street and address listing of all elementary attendance zones, including flex zones, shall be publicly available on the district website and in the Registrar's Office at the district offices, 1239 Van Antwerp Road.

To facilitate the goals of transparency, accountability, short- and long-term planning, a report of current enrollment and class size data (organized by school and class sections) will be prepared monthly. This report will be posted on the district's website and distributed to the following personnel, in addition to the Board of Education: Superintendent, Assistant Superintendent for Instruction, Elementary School Principals, and the Transportation Department.

Updated enrollment data will be provided to the following District personnel as needed to facilitate appropriate student placement to meet the goals of Policy 5001: Superintendent, Assistant Superintendent for Instruction, Elementary School Principals, and the Transportation Department.

Elementary Class Sections and the Budget Process

The Superintendent will, as part of the annual budget process, present preliminary information about class sections and staffing for grades K-5 based on projected enrollment.

Process to Change Attendance Zone Boundaries

Board Policy 5001 provides that changes in the boundaries of the attendance zones, including flexible attendance boundaries, shall be by resolution of the Board of Education at the recommendation of the Superintendent of Schools. Such a resolution shall be preceded by a public presentation of proposed changes. It is understood that the annual review of elementary school student assignments is an opportune time for the Superintendent to submit such recommendations or forecast the need for them. To the extent practical, changes to attendance zones should be decided in advance of the kindergarten registration process.

Promulgated by Superintendent of Schools: May 26, 201

