

We Are Sweet Home

Purpose/Goals of this Committee

1. To discuss enrollment and enrollment trends.
2. To discuss transportation concerns related to the driver shortage.
3. To discuss spacing concerns at the elementary level, particularly Maplemere and Glendale.
4. To make short-term recommendations to the Board of Education that ease spacing concerns at the elementary level in a way that is least disruptive to the educational progress of our students.
5. To make recommendations to the Board of Education to ease transportation concerns, particularly the impact a driver shortage has on programming.
6. To develop long-term plans that address all of the issues facing the district and discuss potential scope of the next capital improvement project.



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Parameters for the BUC

1. All ideas discussed remain *STRICTLY CONFIDENTIAL* until after the committee makes recommendations to the Board of Education in open session.
2. Every recommendation made will be done through the lens of DEI.
3. Every decision must be made in the best interest of our students. Recommendations to the Board of Education must have a positive impact on our students, while at the same time be least disruptive to their educational progress. We must find balance.
4. Recommendations made to the Board of Education will be based on data and research and not opinion of the committee or a committee member. It is possible that recommendations may need to be vetted through other stakeholder groups.
5. Our recommendations to the Board of Education are only recommendations.
6. All members of this committee are vested in improving the student experience at Sweet Home. All conversations and ideas will be treated with the utmost respect and dignity.



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Building Use Committee

Members Include:

Amy Battaglia, Mike Ginestre, Don Feldmann, Toyia Wilson, Bob Polino, Jim Ryan, Karen DeLaPlante, Scott Kennedy, Steve Rozler, Katie Barillari, Paul Szymendera, Bill Vaughn (elementary parent).

- Group has met five times since November, with the last meeting being on Feb. 2.
- BOE has received our file to review the work of the committee. Some of these documents are notes and not the final decisions. Wanted to share to demonstrate the time and energy that was put in.
- Started with the overall situation with transportation and space. The conversation centered on transportation in meetings 2-5 because of all the concerns we have, the committee agreed that this rises to the top.
- Scott Kennedy vetted the recommendation for over a week in his office. He is confident this will work and reach our goal of easing the strain of everyday runs and adding extracurricular runs. Once approved, he will build the runs in TransFinder.



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Transportation

2018-2019 School Year

105 Drivers

2022-2023 School Year

53 Drivers

- Severe impact on programming.
- Barely transporting students to school.
- Over 40 out-of-district runs, including private/parochial schools and McKinney-Vento students.
- We currently do door to door pickup for elementary buildings. There is also no walking radius for any buildings.
- Before and after-school programming have suffered due to lack of transportation.
- Have asked parents to drive to some extracurricular programming if it DOES NOT create an equity issue.
- Pay raises, recruitment drives, new facility have led to some new applicants. However, many drivers have left due to retirement or other factors.
- Unemployment is low. We do not have a crop of new drivers arriving.



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Transportation Ideas Discussed by BUC

1. Transportation and the Impact of the Following Procedural Changes
 - a. Start and Stop Times
 - b. Walking Radius from Elementary Buildings
 - c. Common Pickup Area for Elementary Students
 - i. Safety First
 - ii. Consider Appropriate Age Levels
 - iii. Sibling Question
2. UPK
 - a. Expect an Increase in Enrollment
 - b. More students on bus (will address this when discussing UPK).



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Transportation Discussion Scott Kennedy

What Impact Will These Three Ideas Have on Our Driver Shortage?

1. Walking Radius from School at Elementary Level
2. Staggered Start and Stop Times at Elementary Level
3. Common Pickup and Dropoff at Elementary Level

We felt option #2 to get students back to the overall Sweet Home experience.



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Building Use Committee Recommendation

	Drop Off AM	Instructional Start	Bus Arrival PM	Instructional End	Bus Departure PM
HS	7:15	7:25	1:45	1:54	2:00
Glendale/Heritage	8:10	8:30	2:20	2:15	2:30
Maplemere/WR	8:40	9:00	2:50	2:45	3:00
MS	9:00	9:15	3:45	3:45	3:55

Current Times:

HS Dropoff 7:20, Ins. Start 7:30, Ins. End, 2:06, Bus Depart 2:12

ELM Dropoff 8:25, Ins. Start 8:30, Ins. End, 2:45, Bus Depart 2:50

MS Dropoff 9, Ins. Start, 9:15, Bus Arrival 3:45, Bus Depart 3:55



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Benefits of Staggered Times at the Elementary Level

SCHOOL	# STUDENTS	# OF BUSES
GL	461	11
HH	407	9
MM	505	11
WR	400	9

- | | | | | |
|---|--|--|--|--|
| * estimated additional buses for each group: 4-5 | | | | |
| * estimated savings of "drivers" 5-6 per school per day | | | | |
| * benefit: fewer drivers needed | | | | |
| * benefit: bring back contracted runs | | | | |

- Currently have 40 buses on road for elementary school pickup and drop off.
- Staggered times theoretically reduce this by half. However, we would likely use 25 buses for the staggered time to reduce crowding and reduce the length of a bus run.
- UPK could potentially add 54 students across approximately 50 runs during the day.
- The drivers that are free can be used for extra runs after school.
- We will make extra runs part of the bidding process next year.
- This will enhance health insurance benefit.
- Working with service employees to be sub drivers.



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UPK Discussion

Ideas to Add 3 Sections of Full-Day UPK in Sweet Home Elementary Buildings

1. District expects an increase in enrollment.
2. Class Size Discussion



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UPK At Sweet Home

- Goal is to offer UPK to every eligible student in the Sweet Home Central School District willing to enroll in the full-day program. Information on our Website now about registration.
- Looking to continue our relationship with Four Seasons at St. Leo's. Proximal to Maplemere.
- Looking to add additional sections at Heritage Heights, Glendale and Willow Ridge. Additional staffing is through consolidation of smaller grade-level classes.
- Registration packets are in the mail for those that have shown interest. Please contact Central Registry if you would like more information.



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UPK At Sweet Home

- Current Enrollment = 156 Students
 - Glendale = 36
 - Heritage Heights = 31
 - Maplemere (St. Leo's) = 71
 - Willow Ridge = 18
- Planning to Add 3 Additional Sections to Sweet Home Buildings
 - 1 Section at Glendale
 - 1 Section at Heritage Heights
 - 1 Section at Willow Ridge
- This has a potential to add 54 students to UPK at Sweet Home



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UPK At Sweet Home

- Add rooms through consolidation of small class sizes at those three buildings.
- Consolidation would still keep class sizes at 18, 18, and 19 students per class respectively at the grade levels under consideration.
- This would make a room available for UPK.
- UPK teachers would not need to be added, leaving our budget line unchanged.
- UPK room sizes are under review and consideration. However, only new construction has NYSED Office of Facilities regulations in terms of square feet.



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Future of Staffing During the Budget Process



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Future Staffing

- The District has made a large commitment to hiring as a result of the pandemic.
- As budget season continues and leaders advocate for more resources, we are taking a strategic approach to staffing to ensure we are the right size to meet programmatic needs while at the same time remaining fiscally responsible.
- Many changes are coming to our District in the next 3-5 years:
 - 40 percent of staff entering first eligible or already eligible to retire
- District will formulate a plan in terms of staffing to meet the needs of our students. Plan will use data and predictive analytics.



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Data Driven Approach to Staffing

- We must build a system where right-sizing, fairness and equity take center stage.
- System built on quantifiable data.
- A system where adding pieces must come with quantifiable and qualitative results.
- Must be able to answer the “why” with data.



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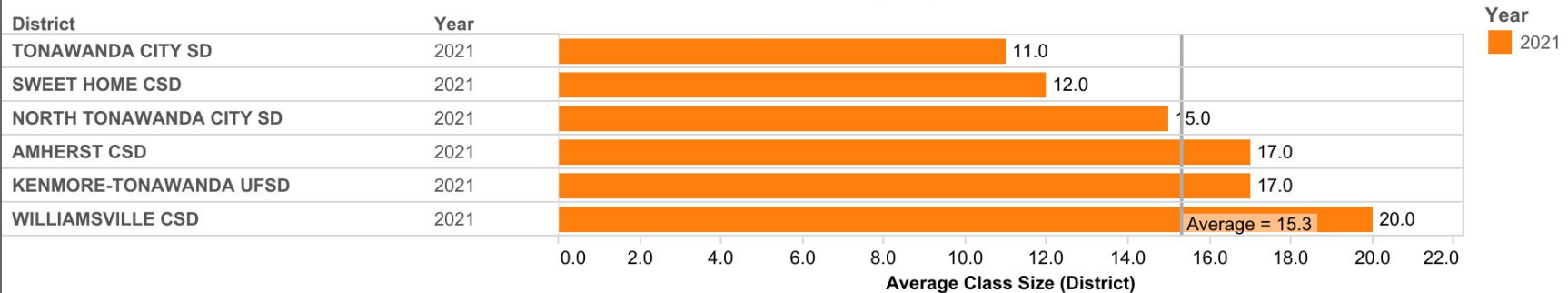
2021 Class Sizes

Average Class Size

Class Name: Language Arts (grade 3), Grade Level: N/A

Year(s): 2021

Source: NYSED Personnel Master File (PMF)



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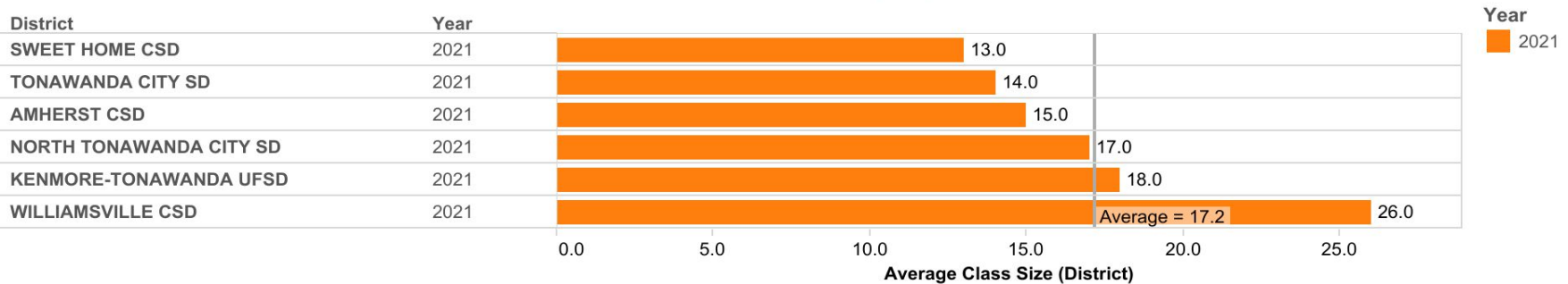
2021 Class Sizes

Average Class Size

Class Name: Language Arts (grade 4), Grade Level: N/A

Year(s): 2021

Source: NYSED Personnel Master File (PMF)



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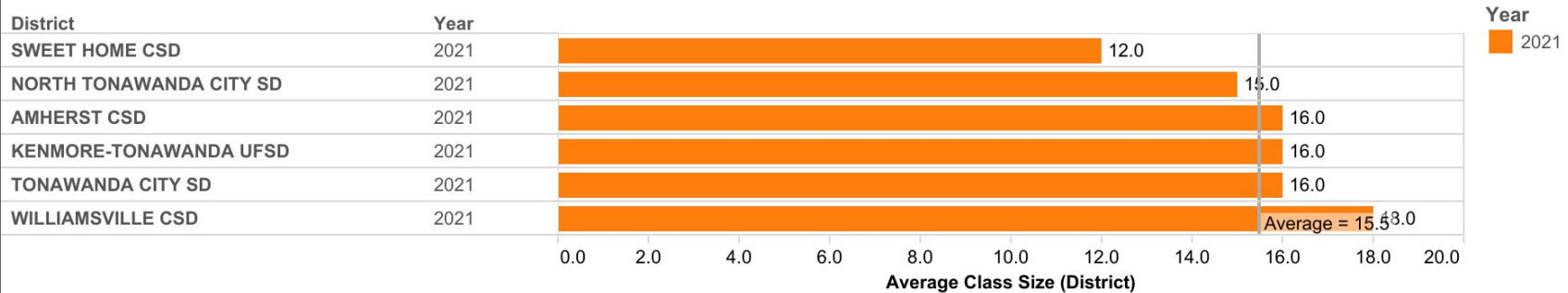
2021 Class Sizes

Average Class Size

Class Name: Language Arts (grade 5), Grade Level: N/A

Year(s): 2021

Source: NYSED Personnel Master File (PMF)



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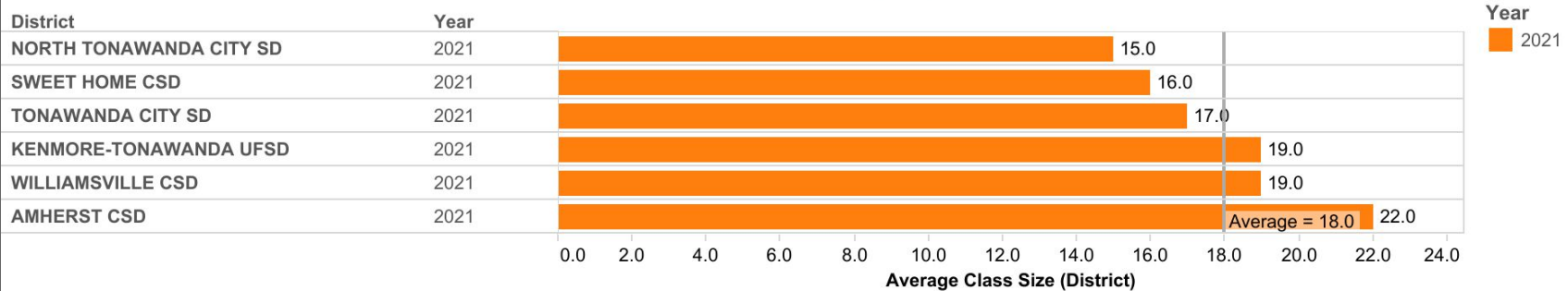
2021 Class Sizes

Average Class Size

Class Name: Language Arts (grade 6), Grade Level: N/A

Year(s): 2021

Source: NYSED Personnel Master File (PMF)



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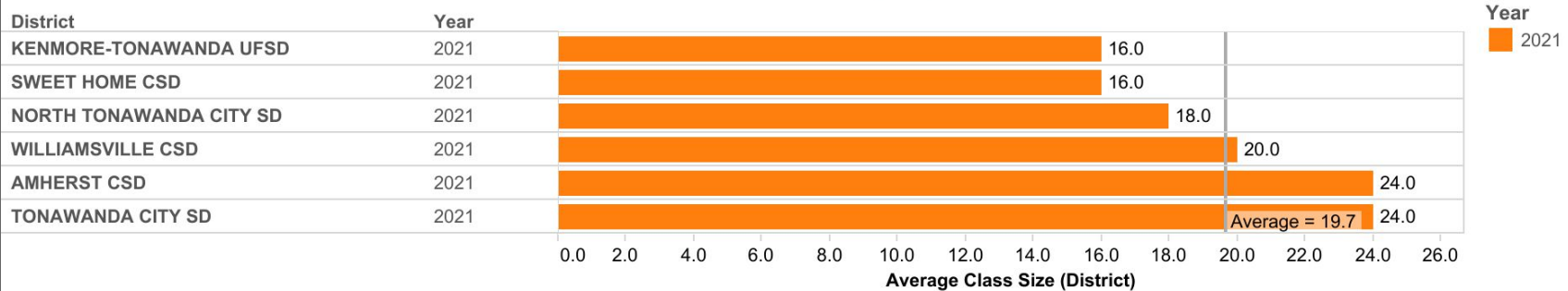
2021 Class Sizes

Average Class Size

Class Name: Language Arts (grade 7), Grade Level: N/A

Year(s): 2021

Source: NYSED Personnel Master File (PMF)



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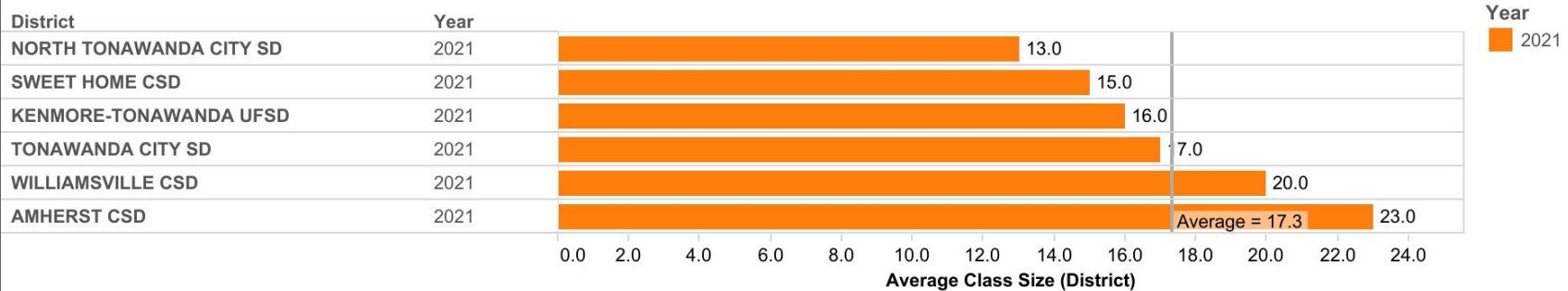
2021 Class Sizes

Average Class Size

Class Name: Language Arts (grade 8), Grade Level: N/A

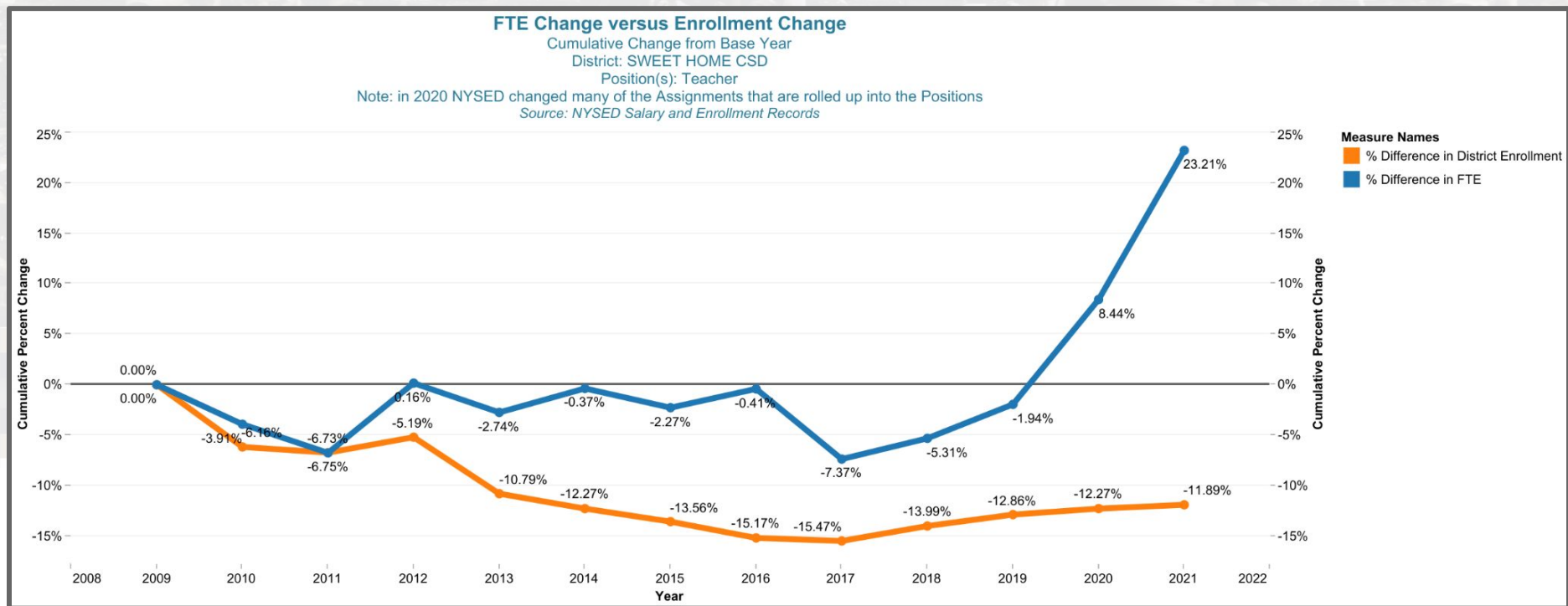
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FTE Change vs. Enrollment

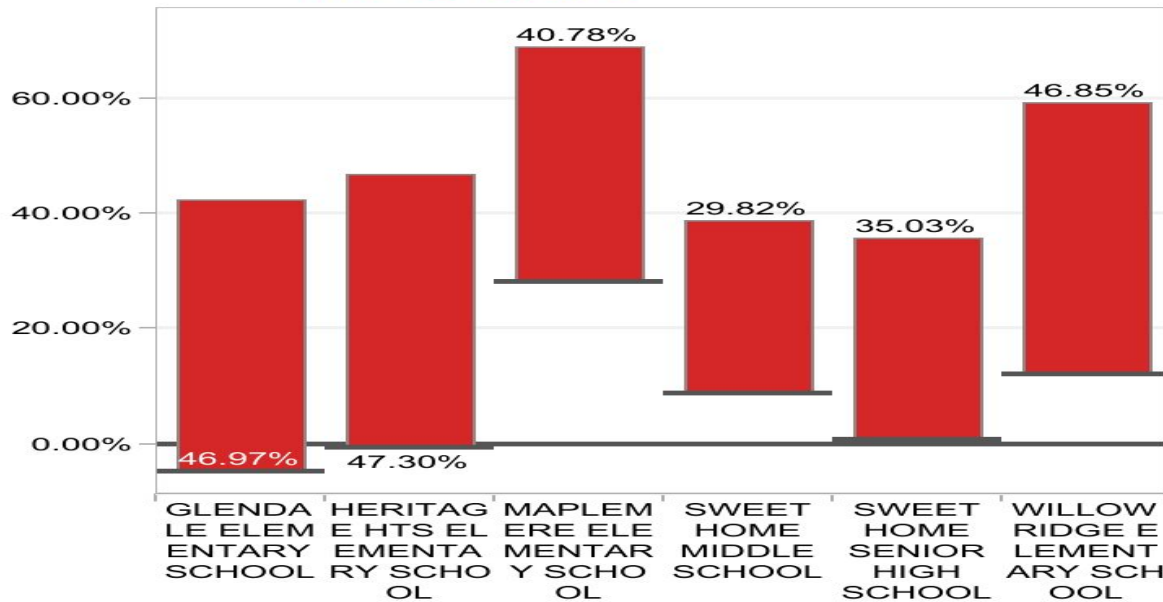


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FTE Change vs Enrollment Change - School

SWEET HOME CSD

Black Line indicates 5 Year change in enrollment from 2017 to 2022.
The direction and length of the column indicate the difference between the
5 Year change in enrollment to the 5 Year change in FTE.
Note: in 2020 NYSED changed many of the Assignments that are rolled up
into the Positions

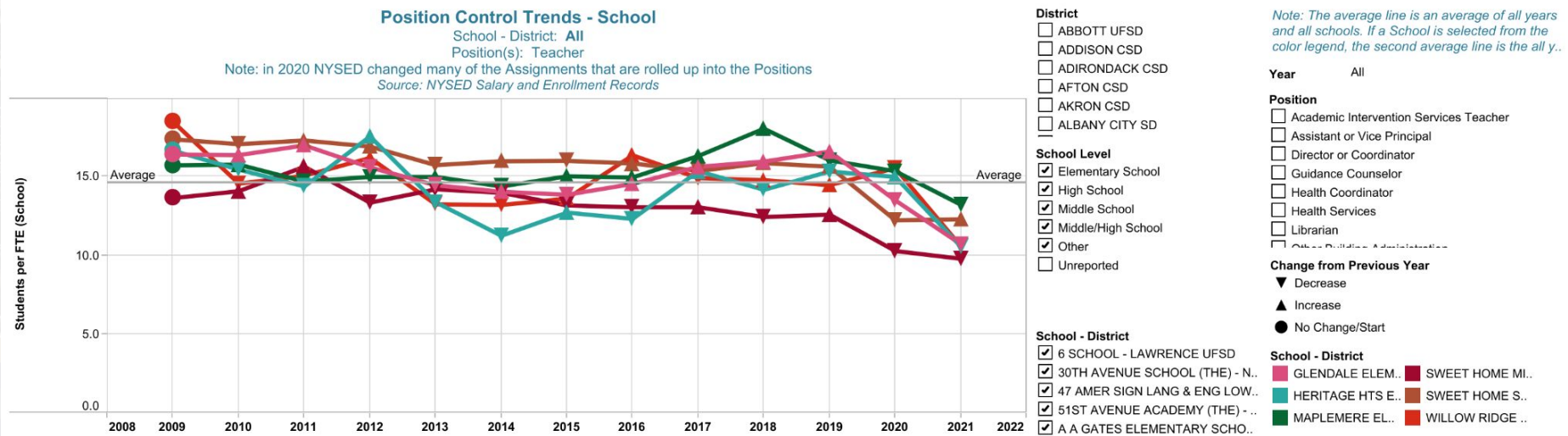


Change

■ Negative Difference

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Students Per FTE at Each School



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What Data Doesn't Show

- Changing Needs of our Students
- Impact of Pandemic and Learning Loss
- Impact more staff has had in terms of whole-child needs.
- Etc.



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Moving Forward

- Develop needs assessment based on data to justify the addition of staff.
- Predict, through analytical means, whether a new addition to staff will properly address need.
- Determine if a solution is currently in a building or in the District before making the case to hire additional staff.

