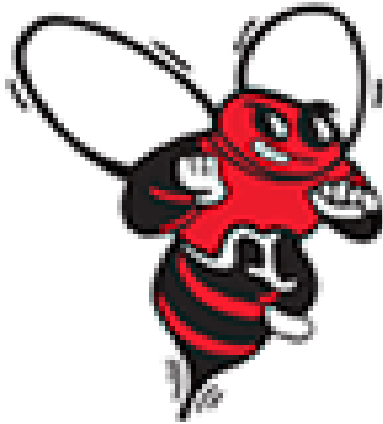


**BALDWINSVILLE CENTRAL SCHOOL DISTRICT
*FUNDING THE FUTURE***

FINDINGS OF THE *PROGRAM DELIVERY STUDY OF OPTIONS*

OCTOBER 17, 2019



WHAT FOLLOWS ARE EXCERPTS FROM THE STUDY TO HELP DISCUSS THE SCOPE, DEPTH AND FINDINGS OF THE *PROGRAM DELIVERY STUDY OF OPTIONS*.

THE COMPLETE STUDY, IN ADDITION TO THE SEPARATE *ENROLLMENT/DEMOGRAPHIC STUDY* AND THE *PUPIL CAPACITY STUDY*, IS ON THE SCHOOL DISTRICT WEB SITE. COPIES ARE AVAILABLE FROM THE DISTRICT OFFICE.

(PREFACE PAGE i-vi)

DILIGENT BOARD OF EDUCATION STEWARDSHIP

The Baldwinsville Board of Education implemented a comprehensive school district program facilities planning process in September of 2018 called *Funding the Future*. The Board formed a **Community Advisory Committee** to help the planning. 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.

The make-up of the **Community Advisory Committee** is a reflection of the Baldwinsville Central School District community. The Committee is a cross-section of the community including parents of current students and preschool-age children, retirees, residents without children and civic leaders in addition to representative school resident school staff members. **The role of the Advisory Committee is as a ‘steering committee’** to help the guest consultant prepare the study to answer the study question. Every member is a District resident. The goal of the study is to answer the following question:

ARE THERE OPTIONS THAT MIGHT PROVIDE PROGRAM-EFFECTIVE AND COST-EFFECTIVE WAYS OR PATTERNS TO ORGANIZE HOW THE K-12 PROGRAM IS IMPLEMENTED/DELIVERED OVER THE NEXT FIVE YEARS?

Planning for the Future Workshops

A foundational step to accomplish the commissioned study was to document an outline of the priorities, values, questions and topics that the Community Advisory Committee, the School District leadership team, and the Board of Education believe that the *Program Delivery Study* and the School District long-term planning process should address.

The result of the three workshops is a written tool that helped guide the study. It is suggested that the same tool is valuable to engage public discussion and staff discussion about the short range and long range future decisions of the School District which option or adapted option might best fit the values and vision of the school district and the community.

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

Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville ‘Funding the Future’ Community Advisory Committee on September 27, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Administrative Team on October 23, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Board of Education on February 4, 2019
1	What are the conditions of current facilities?	1	Options that will allow the provision of ‘alternative education’ programs and mental wellness services.	1	What grade level configurations may allow optimal use of the schools?
2	Is how we are organize currently inhibiting equitable access to all programs by all pupils?	2	Are there ways to provide school sites that provide more safe egress and exit (ex. cars, buses, traffic)?	2	What are ways to fund various options?
3	Adequate space for existing programs, new programs, special education, alternate education, and possible renting to BOCES for regional programming.	3	Options that include adequate instructional and instructional support spaces.	3	Implementation options that can help provide opportunities for CTE career oriented students and for high-ed oriented students.
4	What should be the elementary grade level configurations?”	4	Should ‘safety’ planning be increased for after school activities?	4	Be sure that we have adequate space for the future.
5	Should we change current elementary zone boundaries?	5	Do our current building design configurations support modern instructional practices and child development?		Are there collaborative opportunities with other school districts, BOCES, and colleges?

6	Are we using the school space we have now effectively?	6	Balance focus on career pathway education and higher education prep sills.	5	Are there options that will help us serve a more diverse student population?
Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville 'Funding the Future' Community Advisory Committee on September 27, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Administrative Team on October 23, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Board of Education on February 4, 2019
7	Adequate space for instructional support services.	7	How can we more creatively use/schedule time to serve pupils?	6	Options that include space for a pre-K program in the future.
8	Should the 6-12 configurations be different?	8	Equity of resources, based on the program vision of the district for all programs, including fine arts K-12.	7	Need to have a process to clearly define, describe, and set expectations for curriculum advancements/changes; ex. project based learning.
9	Will the community support tax increases, if necessary, to implement an option?	8	Options that can help school district services be able to adapt to changing community demographics.	8	What do we need as aspects of our buildings; what do we 'want' as aspects of our buildings?
10	How can we best use technology 'where we want to go' in the K-12 program?	9	Implement an option that includes a 'nimbleness' of reconfigurable space use (ex. flexible spaces, furniture, open space, more multi-use spaces).		With increasing enrollments, how may we offer new opportunities that are premier 'want-to-have-for-my-kids' programs?
11	What are the demographics of the Baldwinsville School District?	10	What might be the benefits of different secondary (7-12) grade configurations?	9	How might residential development influence future enrollments?
	The 'functionality' of our buildings with regard to safety and being 'user friendly'.	11	Should the options include space for a pre-K program?	10	What do we do with the 'age and condition' of our current buildings?
12	Options that might include closing a building(s) and/or additions and/or new building(s).	12	Do we now have practices, resources, technology, 'programs' that are not producing the pupil outcomes we had hoped for?	11	What migration rates do we have?
13	Do our programs address the social-emotional needs of the pupils?	13	HVAC, climate control in the school buildings.	12	How do we match our expectations for teaching methodologies with the space that is provided in the schools?
	What can we do to improve the writing, reading, and math scores or less talented pupils?				Facilities which are 'flexible' for the K-12 school year, summer programs, and after school opportunities for the entire community.

Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville 'Funding the Future' Community Advisory Committee on September 27, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Administrative Team on October 23, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Board of Education on February 4, 2019
14	Are the safety procedures and resources for safety adequate?	14	How can we increase controlled access to the school buildings?	13	Where are populations most dense geographically?
	Should class size goals be reviewed?	15	Ensure that security best practice design/decisions are incorporated with any option pursued.	14	Consider the influence of private and home/school enrollments on the public school enrollment.
15	Should air conditioning of the buildings be considered?	16	Are there other people/building/curriculum configurations that may increase program communication K-12?		
16	Should Baldwinsville offer a Pre-Kindergarten program?	17	Data to help us define our future set of clients.		
17	Does the food program provide access to all pupils for daily food/nutrition needs? Should the role of the school district increase to help satisfy weekend food needs of pupils?	18	Should the options include more 'wrap around' services like a health clinic, dental clinic, other community agency partnerships?		
18	Where do the pupils live now in the elementary attendance zones?	19	Are there other ways to deliver elementary education that might increase success for pupils?		
	Does the district have data about the progress of students after graduation? How do these data help our vision for the program?	20	How can we use the current space we have to improve elementary pupil achievement?		
	Is there a relationship between the municipality and the school district about housing development driving resources in the school district?		What are the current building infrastructure needs of the buildings?		
19	Where might new housing units be located?	21	Are there ways to configure K-5 schools to enable equity of access to the program regardless of where a pupil lives? (example: 'neighborhood schools')		

	Is there a contingency plan if large tax payers leave the district?		Options should include infrastructure improvements of kitchens and cafeterias.
20	How might the options influence/affect staffing?		Each school having enough stage/auditorium space to house arts programs for the attendance zone population.
Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville 'Funding the Future' Community Advisory Committee on September 27, 2018	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Administrative Team on October 23, 2018
21	Is there a long-term plan to maintain the facilities?	22	Options that consistently provide similar/equitable instructional support spaces among each elementary building.
	Is the curriculum 'on target' regarding child development guideposts?	23	How might options influence the need for improvements/changes in pedagogy?
22	Is the 'bullying' policy administered effectively and consistently?	24	Options that can be elastic and be a long-range solution.
23	Does the Board have the courage to implement an option that includes closing one or more schools?	25	Could we improve the use of outdoor spaces/land to better support the K-12 program?
24	Should a longer day/longer school year calendar be considered?	26	Secondary room utilization techniques/scheduling.
25	Should buildings and grade levels be organized by academic achievement?		Should we collaborate more with businesses and higher education?
26	Are there 'pilot' agreements given for new residential unit construction. If so, what impact do such arrangements have on enrollment?	27	Should there be a back-up energy source for each school building?
27	How many pupils are displaced between where they live compared to which elementary school they attend?		
28	What are the private school data for the Baldwinsville School District?		

TABLE OF CONTENTS

<i>Preface</i>	<i>i</i>
<i>Planning for the Future--priorities, values, questions and topics</i>	<i>ii</i>
Purpose of the Study	1
Methodology of the Study	1
Findings of the K-12 Pupil Capacity Analysis	
• Class Size District 'Targets'	2
• Summary of the Baldwinsville CSD Pupil Capacity 2018-2019	4
• Observations	5
• Grade Level Class Section Enrollments Grades K-5 in 2018-2019	8
• Observations	11
Findings of the Enrollment Projection Study	13
• Historical Perspective of Annual Grade Level Enrollments	13
• Historical Perspective of Live Births in Onondaga County and the Baldwinsville School District	16
• Historical Perspective of Live Births and Kindergarten Enrollments in the Baldwinsville School District	18
• Low, Mid, High Kindergarten Estimates	21
• Enrollment Projection Estimates as of February 2019	23
• Estimated Future Enrollments Compared to Existing Pupil Capacity	25
Findings, Inferences and Observations based on the Visits to each Baldwinsville School Building and the Interviews with the Administrative Team	27
• Distance Between Each School Building	27
• Enrollment Histories of each School Since 2013	27
• Service to Pupils with Special Needs	30
• The School Buildings	31
• Current Capital Debt of the District	32
• Shared Staff Among the School Buildings	33
• Free and Reduced Lunch Data	33
• 'Teacher Day' and 'Student Day' Times	33
• Full Time Equivalent Cost for K-12 Instructional Staff in 2018-2019	34
• FTE Numbers of Staff Who Have Left the District Not Including Reduction in Force	34
• Bus Run Data for 2018-2019	35
Inferences and Observations Based on the Visits to each Baldwinsville School Building and the Interviews with the Administrative Team	38
Some Possible Options to Explore to Deliver the Baldwinsville Central School District K-12 Program Over the Next Three Years	50
Summary of Scenario Options	52
Benchmark to 2018-2019	56
Scenario A Rationale	57
Scenario A Opportunities and Challenges	59
Scenario B Rationale	60
Scenario B Opportunities and Challenges	63
Grades 7-12 Option Choice X	65
Grades 7-12 Option Choice Y	66
Grades 7-12 Option Choice Z	67
Scenario C Rationale	68
Scenario C Opportunities and Challenges	71
Scenario D Rationale	72
Scenario D Opportunities and Challenges	75
Scenario E Rationale	77
Scenario E Opportunities and Challenges	81
Scenario F Rationale	83
Scenario F Opportunities and Challenges	87
Summary of Estimated New Classroom Construction Related to the Scenario Options	89
Pupil Transportation and the Scenario Options	95

- **Class Size District Guidelines (pages 2-3)**

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 2018-2019 school year program. Section 11.2 of the agreement between the School District and the Teachers’ Association outlines the following class size goals.

Section 11.2 Class Size

It is the common goal of the District and the Association that, to the extent financial, budgetary or space considerations make it feasible, normal class size shall be:

For Primary A (Grades K-1)	District Average 20
For Primary B (Grades 2 & 3)	District Average 23
For Intermediate (Grades 4, 5, &6)	District Average 25
For Secondary (Grades 7-12)	District Average 27
For Special Subjects	Guidelines will Regulations of the Commissioner

Board of Education Policy does not reference *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 “Operational Class Size Goals”.

GRADE LEVEL	Operational Class Size District Goal
Kindergarten	20
Grade 1	20
Grade 2	22
Grade 3	23
Grade 4	24
Grade 5	25
Grade 6	25
Grade 7	25
Grade 8	26
Grades 9-12	26*
Other Secondary Classes	
Technology	22
Home and Careers	22
PE	25

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

(Page 4) Summary of the Pupil Capacity of each Baldwinsville Central School District School Building as the Space is Deployed to Deliver the Program for 2018-2019

School Building	2018-2019 Baldwinsville CSD Pupil Enrollment (October 1, 2018)	Functional Operating Capacity Given how the Program is Implemented/Deployed; Guided by the Local District Class Size OPERATING GOALS	% Of Total Pupil Capacity Used in 2018-2019 As Per the Class Size OPERATING GOALS *	Estimated Additional Pupil Enrollment that Could be Served as per the Class Size OPERATING GOALS Given the 2018-2019 Program Delivery
McNamara Elementary (K-5)	529	512	103.3%	-17
Reynolds Elementary (K-5)	454	466	97.4%	12
Elden Elementary (K-5)	483	487	99.2%	4
Palmer Elementary (K-5)	480	514	93.4%	34
Van Buren Elementary (K-5)	525	514	102.2%	-11
<i>TOTAL GRADES K-5</i>	2471	2493	99.1%	22
TOTAL GRADE 6	400	419	95.5%	19
TOTAL GRADE 7	450	455	98.9%	5
<i>TOTAL Ray Middle School GRADES 6-7</i>	850	868	97.9%	18
Durgee Junior High 8-9	850	819	103.8%	-31
High School 10-12	1258	1467	85.7%	209
<p>*Generally accepted long-range planning assumes that between 7% and 10% of <u>Potential Pupil Capacity</u> is considered/planned for as <i>unassigned pupil capacity</i>. This allows flexibility in the delivery of the program and helps to insure the quality of program delivery with the space available if unforeseen annual or seasonal spikes in pupil enrollment occur.</p>				

(Pages 5-6) 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 elementary school buildings can aid in local discussion of some typical program discussion questions such as:

- 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?
- What should be the reason for the availability of a unique instructional support space and program in a building and not in other buildings?
- Are the instructional support services in appropriately sized spaces necessary to deliver the pedagogy of the service?
- Given the program vision for the future of the school district, are the current instructional support spaces sufficient, deficient?
- Given the program vision of the school district to be delivered in three to five years, are other instructional support spaces required?
- Should support space nomenclature be consistent across the District?

The chart below identifies spaces assigned to instructional support activities in the elementary buildings in the current school year.

SUMMARY OF ROOMS/SQUARE FOOTAGE ASSIGNED FOR INSTRUCTIONAL SUPPORT SPACE SERVING GRADES K-5 IN 2018-2019

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 AS IDENTIFIED BY EACH RESPECTIVE PRINCIPAL

INSTRUCTIONAL SUPPORT SERVICE/PROGRAM	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary
Library	2475	2475	1530	2109	1914
Computer Lab	762	780		763	
Music	759	672	913	835	897
Band /Orchestra	245	230	367	250	305
Art	801	1009	945	790	813
Physical Education	1894	3796	3746	1893	3708
Wellness Room				790	
Cafeteria	2622	2790	2000	2711	2102
Stage		765	557	1034	310
Nurse	548	624	804	695	191
Psychologist	139	144	212	350	385
Social worker	160	192		426	257
Resource Officer/Social Worker	x	In Library	371	x	60
Observation Room	52				
Speech/ENL	356	154		255	238
Reading	835		769	225	
Reading			220	790	806 shared
AIS services	791				
Special Ed Resource	357				
Special Ed Resource	198				
Special Ed Resource	289				
Special Ed Resource	289				

INSTRUCTIONAL SUPPORT SERVICE/PROGRAM	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary
ENL		Share with RTi	125		133
Quiet Room Special Ed.			172		
Liberty Resources			212		163
Behavioral Intervention Program				965	
Math Lab		222		391	
Math Lab/Special Ed.	791	780	822	225 shared	806 shared
Literacy RTi		1009			
Learning Coaches		512			
OT/PT	304	804		914	828
OT/PT/Speech			842		
BOCES-Social Worker		309			
BOCES-Social Worker		109			
Conference Room	260	143	220	423	212
Conference Room		780			
Staff Work Room	493	335	639	641	524
Copy Room		513		207	

Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary buildings in the District do have assigned space.

(Page 9)

The table below rank orders grade level class size average data for 2018-2019 building by building.

GRADE LEVEL	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE RANK-ORDERED LOWEST TO HIGHEST 2018-2019 School Year	NET DIFFERENCE BETWEEN THE LOWEST AND HIGHEST GRADE LEVEL AVERAGE CLASS SIZE AMONG THE ELEMENTARY SCHOOLS
KINDERGARTEN Class size goal: 20	Palmer	19.25	Grade Kindergarten Equity Gap: 2.75 pupils; 14.3% difference low to high
	Elden	19.5	
	Reynolds	20	
	Van Buren	21.75	
	McNamara	22	
GRADE 1 Class size goal: 20	Elden	20	Grade One Equity Gap: 3.25 pupils; 16.25% difference low to high
	McNamara	20.5	
	Reynolds	21.25	
	Palmer	21.7	
	Van Buren	23.25	
GRADE 2 Class size goal: 22	Palmer	19.25	Grade Two Equity Gap: 5.05 pupils 26.2% difference low to high
	McNamara	22.75	
	Reynolds	23.7	
	Elden	23.75	
	Van Buren	24.3	
GRADE 3 Class size goal: 23	Elden	19.5	Grade Three Equity Gap: 3 pupils; 15.4% difference low to high
	Reynolds	21.7	
	Van Buren	21.75	
	Palmer	22	
	McNamara	22.5	

GRADE 4 Class size goal: 24	Reynolds	20.25	Grade Four Equity Gap: 6.75 pupils; 33.3% difference low to high
	Van Buren	23.5	
	Elden	24.3	
	McNamara	26	
	Palmer	27	
GRADE 5 Class size goal: 25	Van Buren	22.5	Grade Five Equity Gap: 3.8 pupils; 16.9% difference low to high

(Page 13)

Are there grade level building configurations and/or attendance zone change options that might enable the efficient deployment of talented certified staff in K-5 on a consistent basis between 100% and at least 85% of what is expected by Baldwinsville’s ‘functional operating’ class section size targets for each grade level? Are there grade level building configurations and/or attendance zone change options that might reduce the number of K-5 grade level averages across the district that require a staff deployment of over 100% of the operational class size goal for a respective grade level?

Grade; District Class Size Target	McNamara		Reynolds		Elden		Palmer		Van Buren	
	Average grade level section size 2018-2019—On-Average ‘Efficiency of Staff Deployment’									
K: 20	22	110%	20	100%	19.5	98%	19.25	96%	21.75	109%
One: 20	20.5	103%	21.25	106%	20	100%	21.7	109%	23.25	116%
Two: 22	22.75	103%	23.7	108%	23.75	108%	19.25	88%	24.3	110%
Three: 23	22.5	98%	21.7	94%	19.5	85%	22	96%	21.75	95%
Four: 24	26	108%	20.25	84%	24.3	101%	27	113%	23.5	98%
Five: 25	24.5	98%	23.3	93%	26.3	105%	23	92%	22.5	90%

(pages 15-19)

FINDINGS OF THE ENROLLMENT PROJECTION CALCULATIONS
(The complete Enrollment Projection/Demographic Study of February 2019 is posted on the website of the School District).

CHART THREE: BALDWINVILLE CSD HISTORICAL K-5, 6-7, 8-9, 10-12 ENROLLMENT 2013-2018

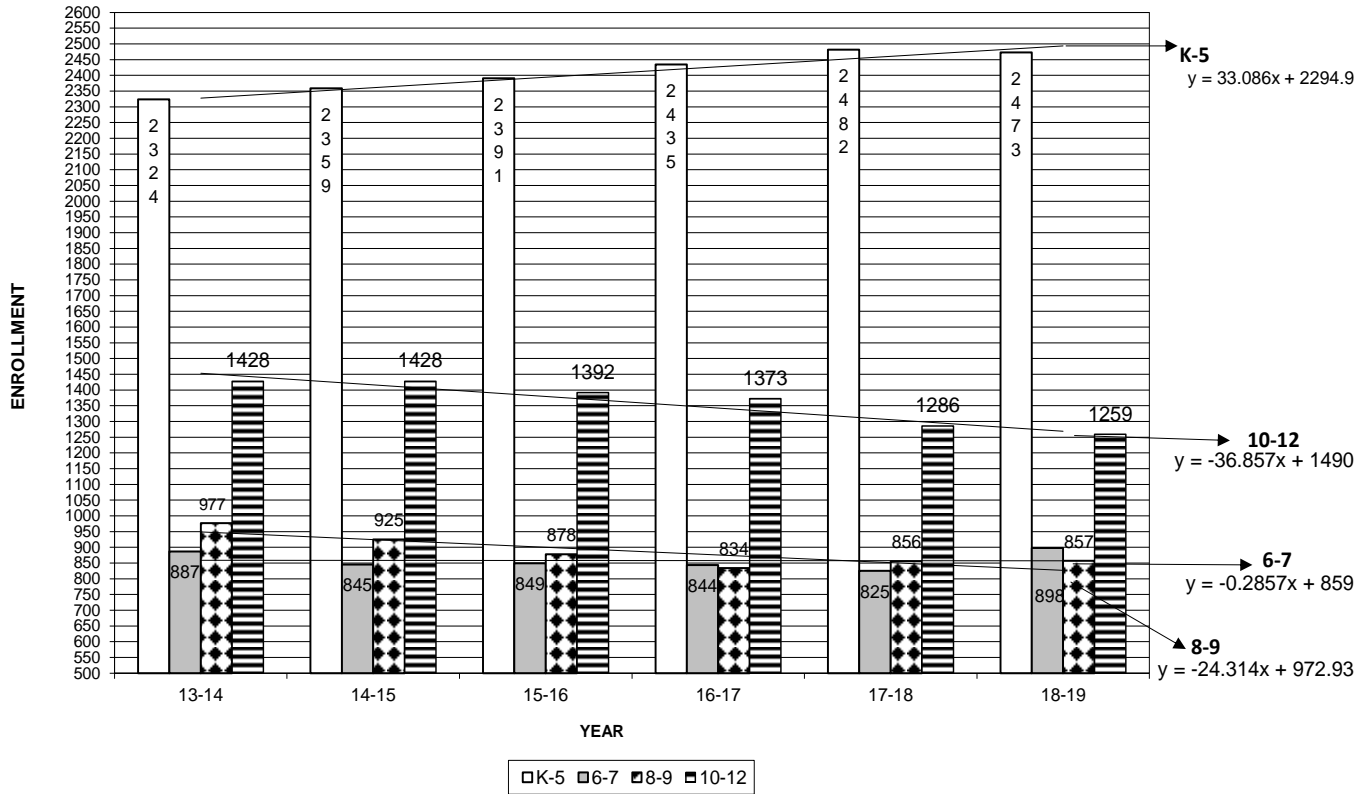
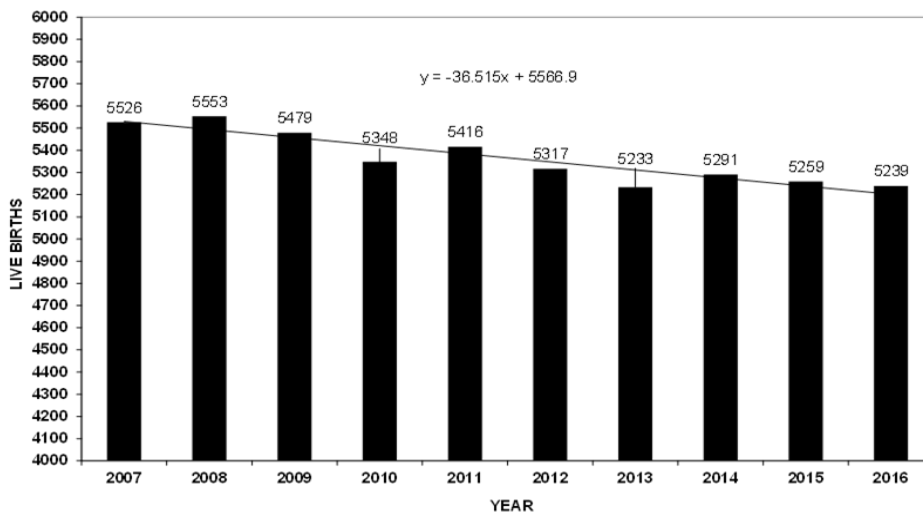
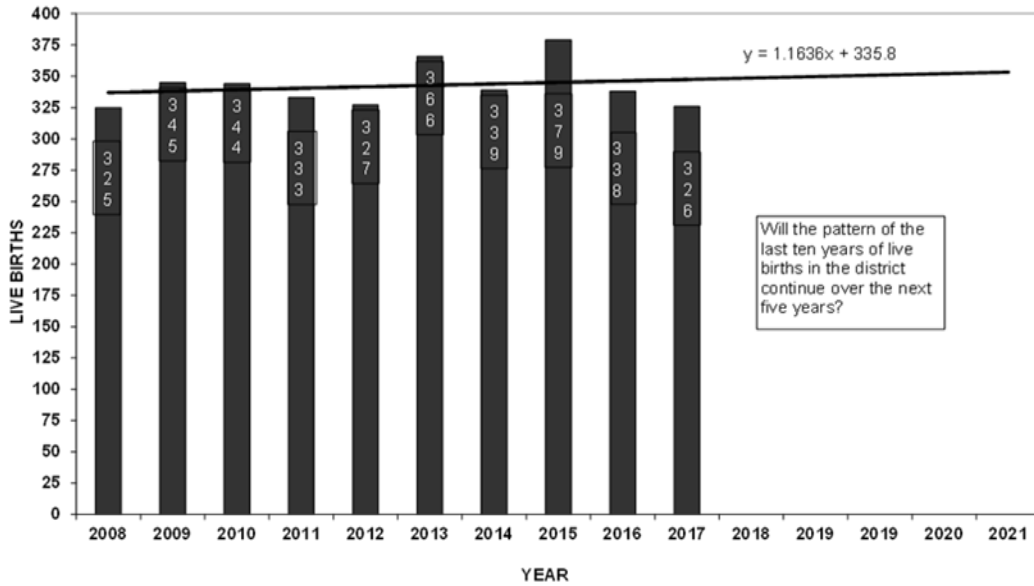


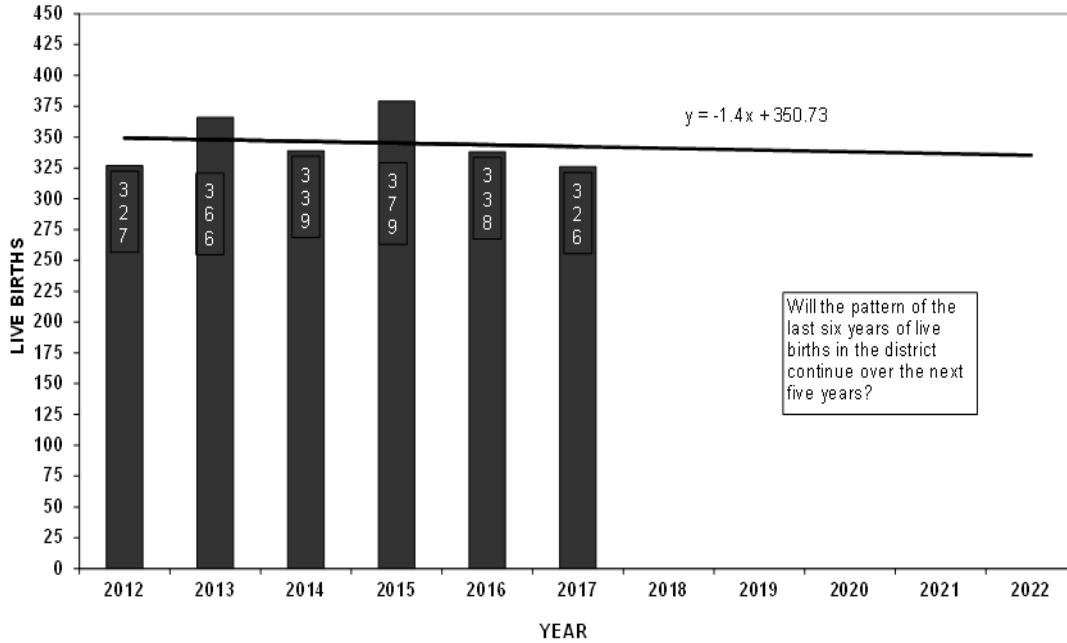
FIGURE ONE: ONONDAGA COUNTY LIVE BIRTHS 2007-2016



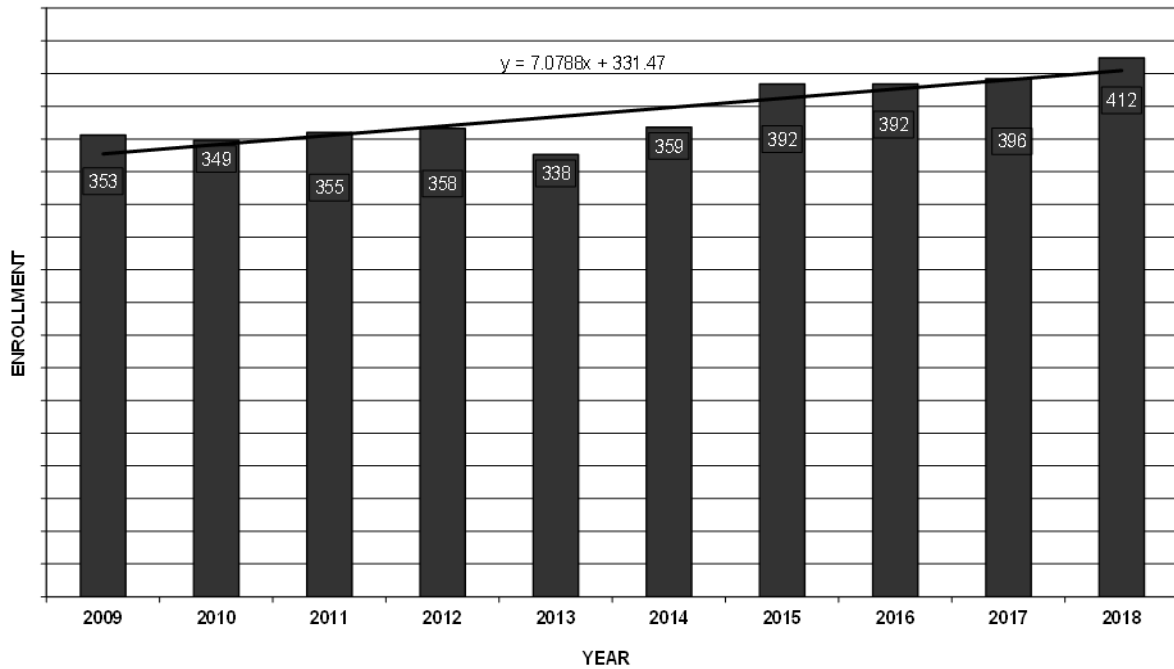
**FIGURE TWO: LIVE BIRTHS IN THE
BALDWINSVILLE CENTRAL SCHOOL DISTRICT
ENROLLMENT AREA
2008-2017**



**FIGURE TWO-A: LIVE BIRTHS IN THE
BALDWINSVILLE CENTRAL SCHOOL DISTRICT
ENROLLMENT AREA
2012-2017**



**FIGURE FOUR: BALDWINVILLE SCHOOL DISTRICT
KINDERGARTEN ENROLLMENT 2009-2018**



**FIGURE FIVE: BALDWINVILLE SCHOOL DISTRICT
KINDERGARTEN ENROLLMENT 2013-2018**

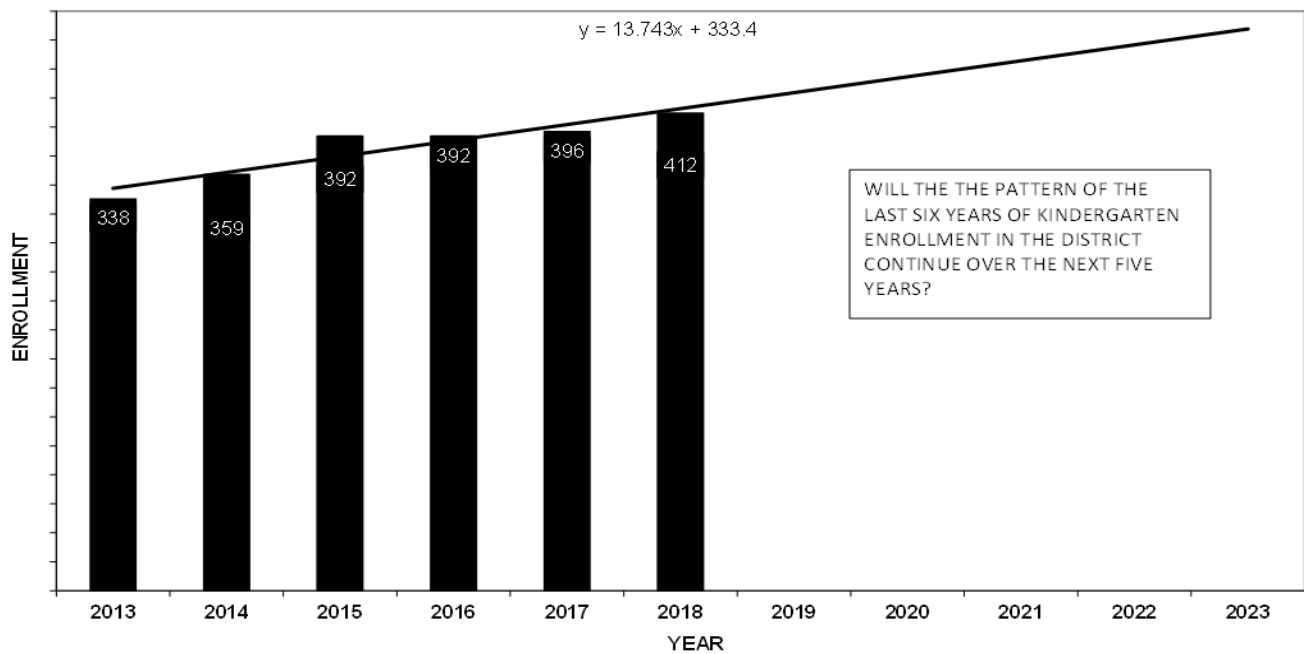
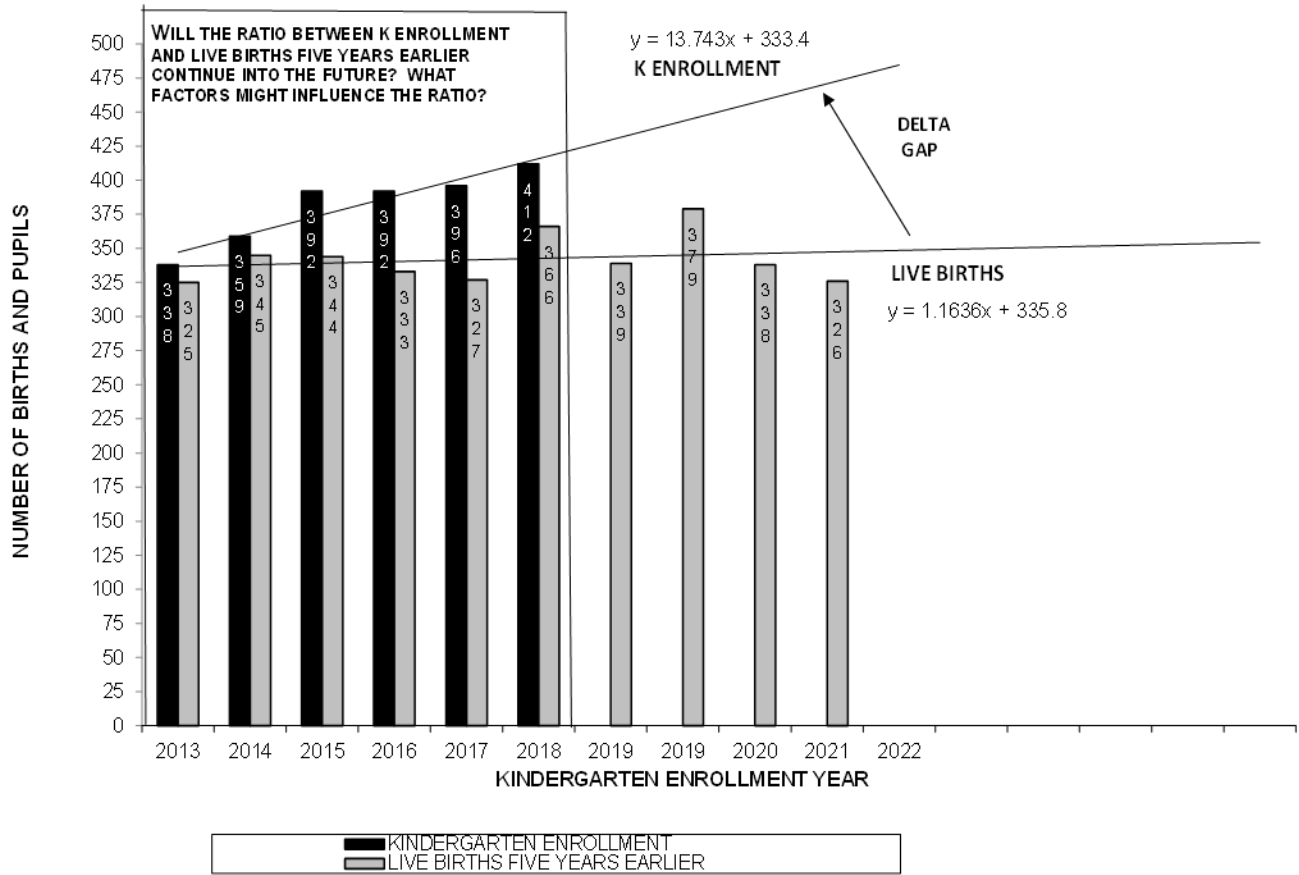


FIGURE SIX-A: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER IN THE BALDWINVILLE SCHOOL DISTRICT 2013-2018



(Page 23) Base Cohort Enrollment Projection Estimates as of February 2019:

The enrollment estimates are projections and not predictions. Projections for the immediate future are more reliable than for those years further in the future. Enrollment projection totals for K-6 and for 7-12 are more reliable than are those for specific grade levels in specific years. Primary focus should be given to estimates five years into the future for grades K-6, eight years into the future for grades 7-9, and ten years into the future for grades 10-12. The projections do offer a starting point for analyzing and understanding the elements of future school district demographic change. The enrollment projection estimates suggest that it is likely that Baldwinsville Central enrollments K-12 will continue to increase.

BASE COHORT ENROLLMENT PROJECTIONS	
Grades K-5	o Grades K-5 enrollment may increase by about 451 pupils over the next 5 years per the most optimistic estimate. The most conservative estimate suggests enrollment may increase by about 15 pupils in five years compared to 2018-2019.
Grades 6-7	o Grades 6-7 total enrollment may increase by about 141 pupils over the next 8 years per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 28 more pupils in eight years compared to 2018-2019.
Grades 8-9	o Grades 8-9 total enrollment may increase by about 93 pupils over the next 8 years compared to 2018-2019.
Grades 10-12	o Grades 10-12 total enrollment may increase by about 103 the next 10 years compared to 2018-2019.

Calculation	Year	Grades K-5	Grade 6	Grade 7	Grades 8-9	Grades 10-12
CURRENT ENROLLMENT	2018-2019	2473	471	427	857	1259
			Grades 6-7: 898			
Baseline Cohort Low Range	2021-2022	2522	441	431	916	1246
			872			
	2023-2024	2488	455	454	873	1304
			909			
	2026-2027		488	438	950	1287
926						
2028-2029					1362	
Baseline Cohort Mid-Range	2021-2022	2576	441	431	916	1246
			872			
	2023-2024	2571	455	454	873	1304
			909			
	2026-2027		509	459	950	1287
968						
2028-2029					1362	
Baseline Cohort High Range	2021-2022	2714	441	431	916	1246
			872			
	2023-2024	2924	455	454	873	1304
			909			
	2026-2027		525	514	950	1287
1039						
2028-2029					1362	

Highlighted estimates follow SED planning guidelines with regard to applying enrollment projections to plan anticipated space needs in the future.

(Page 25)

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

Estimated K-5 Enrollments and Pupil Capacity in 2023-2024 five years from now			
Grades K-5 (October 2018 enrollment)	Functional Operating Capacity Given how the Program is Implemented/Deployed Guided by the Local District Class Size Operating Goals	Estimated Enrollment in 2023-2024 (low to high projections):	Estimated Unused Pupil Capacity in five years in 2023-2024 with the <u>current</u> grade level and school building configurations: (Does not factor unassigned pupil capacity to address flexibility of program delivery.)
McNamara Elementary (529)	512		
Reynolds Elementary (454)	466		
Elden Elementary (483)	487		
Palmer Elementary (480)	514		
Van Buren Elementary (525)	514		
TOTAL GRADES K - 5 (2471)	2493	2488 -2924	

Estimated 6-7 Enrollments and Pupil Capacity in 2026-2027; eight years from now			
Grades 6 - 7 <i>(October 2018 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed Guided by the Local District Class Size Operating Goals	Estimated Enrollment In 2026-2027 (low to high projections):	Estimated Unused Pupil Capacity in eight years in 2026-2027 with the <u>current</u> grade level and school building configurations: (Does not factor unassigned pupil capacity to address flexibility of program delivery.)
Ray Middle School Grade 6 <i>(400)</i>	419		
Ray Middle School Grade 7 <i>(450)</i>	455		
TOTAL GRADES 6 - 7	868	926 - 1039	<u>Over available operating pupil capacity by 58 to 171 or by 6.7% to 19.7%</u>

Estimated 8-9 Enrollments and Pupil Capacity in 2026-2027; eight years from now			
Grades 8 - 9 <i>(October 2018 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed Guided by the Local District Class Size Operating Goals	Estimated Enrollment In 2026-2027 (low to high projections):	Estimated Unused Pupil Capacity in eight years in 2026-2027 with the <u>current</u> grade level and school building configurations: (Does not factor unassigned pupil capacity to address flexibility of program delivery.)
Durgee Junior High Grades 8 - 9 <i>(850)</i>	819	950	<u>Over available operating pupil capacity by 131 or by 16%.</u>

Estimated 10-12 Enrollments and Pupil Capacity in 2028-2029; ten years from now			
Grades 10-12 <i>(October 2018 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed Guided by the Local District Class Size Operating Goals	Estimated Enrollment In 2028-2029 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2028-2029 with the <u>current</u> grade level and school building configurations: (Does not factor unassigned pupil capacity to address flexibility of program delivery.)
Baker High School Grades 10 - 12 <i>(1258)</i>	1467	1362	<u>Under available operating pupil capacity by 105 or by 7.2%.</u>

○ Service to K-12 Pupils with Special Needs:

Special Needs Program	2017-2018		2016-2017		2015-2016	
	#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)	109		91		87	
12:1:4		17		19		14
8:1:1		20		27		16
6:1:1						
6:1:2						
Residential 12:1:4 and 6:1:1 autistic	98	4	89	5	80	7
Others not in a set nomenclature as identified above. (504)*	167	11	148	11	135	7
Emotionally, intellectually, learning, multiply disabled	341	26	334	36	336	24
Totals:	715	78	662	98	638	68
	793		760		706	
% served by Baldwinsville programs and staff	90.2%		87.1%		90.4%	
COPSE pupils (Pre-School)		117		116		115

*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 learn

o The School Buildings:

School Building	McNamara	Reynolds	Elden	Palmer	Van Buren	Durgee JH	Ray MS	HS
Year Built	1963	1965	1957	1963	1956	1959	1974	1952
Building Gross Square Footage	65,400	59,000	50,000	63,100	48,000	116,000	137,500	260,000
Total acres of the school building site:	17	19	149 shared with HS & Durgee	16	10	149 shared with HS & Elden	31	149 shared with Elden & Durgee
Acres now used for playfields:	5	5	3	4	4	11	12	25
Acres not used currently:	3	4	1.5	1.8	0.5	16	2.6	2
Wetlands or Retention Ponds	No	No	No	No	No	13	No	10
Est. Net Number of Acres that could support additional classrooms in the future if necessary.	0.5	1	1	2	1	0.5	1	0.5

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 Baldwinsville School District buildings received a **satisfactory rating** as per the SED Overall Building Rating Scale in 2015.

The surveys report that each of the District instructional 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 improvements totaling the amounts listed over the five years. Some of the most critical items have been already addressed by the District. Over the next year, the District is planning to address the items along with capital work that may be related to the program delivery option the District may choose to implement.

	Reynolds	Van Buren	Elden	Palmer	McNamara	Ray Middle School	Durgee JHS	Baker HS
ESTIMATED TOTAL	\$4,843,000	\$3,704,000	\$3,621,000	\$10,906,000	\$8,165,000	\$17,469,000	\$11,521,000	\$27,831,000

Current capital bond debt of the District:

Fiscal Year Ending June 30:	Principal and Interest Total
2019	\$5,874,111
2020	\$5,058,079
2021	\$5,505,650
2022	\$5,497,407
2023	\$5,505,782
2024	\$5,495,157
2025	\$5,496,957
2026	\$5,490,582
2027	\$4,484,763
2028	\$4,521,901
2029	\$4,516,094
2030	\$3,689,313
2031	\$3,691,688
2032	\$3,698,413
2033	\$2,309,013
2034	\$2,005,200

- ✓ Currently, there is a range of socio-economic diversity served by each elementary attendance zone as indicated by the Free and Reduced Lunch rate for each school building. The district-wide free and reduced lunch rate is about 28%. The range of Free and Reduced Lunch rates at the elementary schools range from 14.85% at Palmer to 36.65% at Elden. The district may want to discuss the value and benefits of achieving a closer ‘equity’ of socio-economic equity of enrollments served by each elementary school. *Are there scenario options for program delivery that may help address this ‘equity’?*

SCHOOL NAME:	2018-2019 FREE AND REDUCED LUNCH RATES: January 2019							
	Reynolds	Elden	Van Buren	McNamara	Palmer	MS	JHS	HS
Number of Free and Reduced Lunch Pupils	173	177	143	143	71	277	220	312
Total Students	460	483	519	527	478	893	865	1250
Free and reduced lunch rate	37.61%	36.65%	27.55%	27.13%	14.85%	31.02%	25.43%	24.96%

The **Funding the Future Community Advisory Committee** has met since September 27, 2018. The Advisory Committee has reviewed and discussed School District data about the Program Vision of the District, Enrollment/Demographic Projections, Pupil Capacity of the Buildings of the District, and various data about pupils, staffing, the buildings, district debt, and transportation. On February 27, 2019 the Advisory Committee as a steering committee for the study suggested that the following items, ideas, and themes should be addressed by one or more of the scenario options suggested by the *Program Implementation Study* for consideration by the school district.

- Options must address and account for the instructional space requirements that are necessary to implement the Program Vision of the School District.
- The items listed/suggested by the Buildings Condition Surveys should be taken care of at the same time that a program implementation plan to serve a growing enrollment is implemented.
- The scenario options should use what we have and add space as may be necessary.
- Explore the reallocation of space at the elementary schools to include a potential Pre-Kindergarten program, different grade level configurations, and provide adequate instructional support space to implement the Program Vision. Explore the ‘doability’ of combinations of grade level configurations such as: K-5, K-2, K-3, K-4, 4-6, 5-6, 7-8, 9-12 and 10-12.
- Main campus serves grades 7-12 only.
- Address the option of added new space at many sites or consolidated at a few sites.
- Initial information about attendance zones and how bus transportation might be influenced.
- Plan fields and athletic competition fields should be a well-planned aspect of the program implementation scenario identified for implementation.

*The following chart of scenarios reflects 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 Baldwinsville. **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 Baldwinsville Central and how the scenario options might ‘best’ reduce operating expenditures 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 with “local people, and local knowledge” to identify/develop an option, if any, to implement.***

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. It is important to note and encourage that some elements of the scenarios could possibly be combined logistically to produce another adapted scenario option for consideration by the Board of Education. The study methodology and format provides a tool to discuss/evaluate locally identified adapted options for consideration.

All of the Scenario Options listed on the next page:

- ✓ Adhere and reflect the ‘functional operating’ class size goals currently followed by the Baldwinsville Central School District.
- ✓ Reflect the low to high future enrollment projections for 2021-2022 and 2023-2024
- ✓ Reflect the pupil capacities of the current school buildings.
- ✓ Allow flexibility in the delivery of the program and helps to insure the quality of program delivery with the space available if unforeseen annual or seasonal spikes in pupil enrollment occur. Generally accepted long-range planning assumes that at least 7% to 10% of potential pupil capacity is considered/planned for as unassigned pupil capacity.

- ✓ Estimate the additional square feet necessary to renovate and/or add to instructional support spaces to implement the Program Vision of the Baldwinsville Central School District. It is suggested that the square feet estimated is conservative and an ‘ample’ resource to identify appropriate changes to instructional support spaces. If identified instructional support space is not needed for instructional support space, then the pupil capacity of a particular school increases, thus requiring fewer new classrooms to be built.

(Pages 54-55)

<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p align="center"><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p>	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary	Ray Middle School	Durgee Junior High School	Baker High School
Benchmark: Current facility assets, the current program configuration, and estimated enrollments three and five years from now.	K-5	K-5	K-5	K-5	K-5	6-7	8-9	10-12
Scenario A: Add classroom and instructional support space at each currently configured school to accommodate estimated growing enrollments and the Program Vision of the School District.	Pre K-5	Pre K-5	Pre K-5	Pre K-5	Pre K-5	6-7	8-9	10-12
Scenario B: Provide four Pre-K-3 elementary schools, an upper elementary grades 4-6 school at Ray, a Junior High grades 7-8 at Durgee, a Grade 9 Academy at the Elden Building, and a Baker 10-12 High School. Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.	Pre K-3	Pre K-3	Grade 9 Academy	Pre K-3	Pre K-3	4-6	7-8	10-12
Grades 7-12 Option Choice x: Serve all grades 7-12 on the main campus with a Durgee 7-9 Junior High and a Baker 10-12 High School.	Varies as Outlined in each Scenario Option						7-9	10-12
Grades 7-12 Option Choice y: Serve all grades 7-12 on the main campus with a Durgee 7-8 Junior High and Baker 9-12 High School.	Varies as Outlined in each Scenario Option						7-8	9-12
Grades 7-12 Option Choice z with Ninth Grade Academy: Serve all grades 7-12 on the main campus with a Durgee 7-8 Junior High, a Ninth Grade Academy at the Elden Building, and a Baker 10-12 High School.	Varies by Scenario Option	Grade 9 Academy			Varies by Scenario Option		7-8	10-12

<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p>	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary	Ray Middle School	Durgee Junior High School	Baker High School	
<p>Scenario C: Provide five Pre-K-4 elementary schools, an upper elementary grades 5-6 school at Ray, and grades 7-12 option choice x, or y. Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	Pre K-4	Pre K-4	Pre K-4	Pre K-4	Pre K-4	5-6	7-9	10-12	
<p>Scenario D: Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:</p> <ul style="list-style-type: none"> • With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> • Elden serves a 7-12 alternative school and the School District Central Offices. <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	Pre K-3	Pre K-3	District Offices and Alternative Ed. 7-12	Pre K-3	Pre K-3	4-6	7-9	10-12	
<p>• With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u></p>								7-12 Choice x	
<p>• Elden serves a 7-12 alternative school and the School District Central Offices.</p>								7-8	9-12
<p>Scenario E: East-West Scenario: McNamara and Reynolds become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Palmer and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray Serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> • With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> • Elden serves a 7-12 alternative school and the School District Central Offices. <p align="center">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z with a Grade 9 Academy and <u>without</u> an Alternative 7-12 and District Offices at the Elden Building 	‘Sister Schools’	Pre K-2	3-4	‘Sister Schools’	Pre K-2	3-4	7-9	10-12	
<p>• With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u></p>							7-12 Choice x		
<p>• Elden serves a 7-12 alternative school and the School District Central Offices.</p>							7-8	9-12	
<p>• Serve 7-12 with secondary choice option z with a Grade 9 Academy and <u>without</u> an Alternative 7-12 and District Offices at the Elden Building</p>			OR				7-12 Choice y		
			GR 9				7-8	10-12	
							Ninth Grade Academy at Elden Building	Choice z	

<p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>										
<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p>	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary	Ray Middle School	Durgee Junior High School	Baker High School		
<p>Scenario F: North-South Scenario: McNamara and Palmer become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Reynolds and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> • With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> • Elden serves a 7-12 alternative school and the School District Central Offices. <p align="center">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z with a Grade 9 Academy and <u>without</u> an Alternative 7-12 and District Offices at the Elden Building <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	‘Sister Schools’	Pre K-2	3-4	District Offices and Alternative Ed. 7-12	‘Sister Schools’	Pre K-2	3-4	5-6	7-9	10- 12
				OR					7-12 Choice x	
									7-8	9- 12
				GR 9					7-12 Choice y	
									7-8	10- 12
									Ninth Grade Academy at Elden Building Choice z	

(Page 56) Estimated future Profile of School Buildings with no change in program delivery or instructional space.

<p align="center">Benchmark: Current facility assets, the current program configuration, and estimated enrollments three, five and ten years from now.</p>					
<p align="center">Pupil Capacity Available (Benchmarked to local Baldwinsville ‘functional operating’ class size goals and the instructional program offerings of 2018-2019.)</p>					
<p align="center">Location</p> <p align="center">K-5 Oct. 2018 <i>enrollment: 2471</i></p>	<p align="center">Pupil Operating Capacity Based on Class Size Goals of the District</p>	<p align="center">Estimated Enrollment In 2021-22</p>	<p align="center">Estimated Pupil Capacity Use in 2021-22</p>	<p align="center"><i>Estimated K-5 Enrollment In 2023-24</i></p>	<p align="center"><i>Estimated Pupil Capacity Use in 2023-24</i></p>
McNamara Elementary	512	2522 - 2714	101.2% - 108.9%	2488 - 2924	99.8% - 117.3%
Reynolds Elementary	466				
Elden Elementary	487				
Palmer Elementary	514				
Van Buren Elementary	514				
<p align="center">Total K-5:</p>	<p align="center">2493</p>				

<i>Oct. 2018 enrollment</i>	Pupil Operating Capacity Based on Class Size Goals of the District	Estimated Enrollment In 2021-2022	Estimated Pupil Capacity Use with this Scenario in 2021-2022 (3 yrs.)	<i>Estimated Enrollment In 2023-2024</i>	<i>Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)</i>	<i>Estimated Enrollment In 2026-2027</i>	<i>Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)</i>	<i>Estimated Enrollment In 2028-2029</i>	<i>Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)</i>
Ray Middle School 6-7 (850)	868	872	100.5%	909	104.8%	1125-1188	102.1% - 107.8%		
Durgee Junior High 8-9 (850)	819	916	111.8%	873	106.6%	950	116%		
Baker High School 10-12 (1258)	1467	1246	84.9%	1304	88.9%	1287	87.7%	1362	92.8%

(Pages 89-94)

Summary of Estimated New Classroom Construction Related to the Scenario Options

The six scenario options require new construction of classrooms to enable each option to be implemented. Charted below are the numbers of newly constructed classrooms each scenario includes. Given the Program Vision of the District, an estimate is provided for an estimated total square footage of non-pupil capacity spaced that may be needed either to renovate current instructional spaces or add to the number of instructional support spaces.

The chart below is a road map for district discussion about potential new construction which is a likely by-product of the scenario options described in the study to deliver the program in the future. More intense instructional support space analysis is undertaken with staff when the district focuses in on one or two scenario options for further discussion and consideration.

The program analysis of instructional support spaces to enable the implementation of the Program Vision will influence the final/net pupil capacities of each school building. Each scenario includes added space for instructional support services. Once a scenario option or an adaptation of an option is chosen for implementation, a key step is clearly defining the instructional support spaces to be renovated or added to each school. Instructional support space does not add to the pupil capacity of a school.

The chart is a useful tool to represent which school sites will require construction as per each scenario option. The chart also helps to answer ‘the why’ for new construction by itemizing the categories of new construction described in each scenario option.

Pre-Kindergarten program addition
Grade level classrooms due to anticipated enrollment growth
Space to renovate deficient and/or add to instructional support to implement the Program Vision of the District

The summary chart may also support discussion about the possible financial aspects of the number of sites and size of new construction projects at the number of sites identified by the scenario option descriptions.

SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE QUESTION:		Elden Building	Degree Junior High School	Baker High School	ESTIMATED TOTAL	
<i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i>						
CHOICE OPTIONS TO SERVE 7-12 ON THE MAIN CAMPUS		ESTIMATED NUMBER OF NEW CLASSROOMS FOR CONSTRUCTION				
GRADES 7-12 CHOICES APPLICABLE TO SCENARIO OPTIONS C, D, E, AND F						
Grades 7-12 Option Choice x: Serve all grades 7-12 on the main campus with a Durgee 7-9 Junior High and a Baker 10-12 High School.	Grade level classrooms due to enrollment growth and implement the scenario option configuration		32		32	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building		6		6	
	Estimated Total Newly Constructed Classrooms			38		38
	Estimated Square Feet to renovate/add to instructional support space			4500		4500
Grades 7-12 Option Choice y: Serve all grades 7-12 on the main campus with a Durgee 7-8 Junior High and Baker 9-12 High School.	Grade level classrooms due to enrollment growth and implement the scenario option configuration		12	23	35	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building		4	5	9	
	Estimated Total Newly Constructed Classrooms			16	28	44
	Estimated Square Feet to renovate/add to instructional support space			3000	3750	6750
Grades 7-12 Option Choice z with Ninth Grade Academy: Serve all grades 7-12 on the main campus with a Durgee 7-8 Junior High, a Ninth Grade Academy at the Elden Building, and a Baker 10-12 High School.	Grade level classrooms due to enrollment growth and implement the scenario option configuration		12		12	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building	3	4		7	
	Estimated Total Newly Constructed Classrooms		3	16		19
	Estimated Square Feet to renovate/add to instructional support space		2250	3000		5250

SCENARIOS FOR CONSIDERATION BY THE BALDWINVILLE SCHOOL DISTRICT TO ANSWER THE QUESTION: <i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i>		McNamara Elementary	Reynolds Elementary	Elden School	Palmer Elementary	Van Buren Elementary	Ray School	Durgee Junior High School	Baker High School	ESTIMATED TOTAL
		ESTIMATED NUMBER OF NEW CLASSROOMS FOR CONSTRUCTION								
Scenario A: Add classroom and instructional support space at each currently configured school to accommodate estimated growing enrollments and the Program Vision of the School District.	Pre-K at 60% enrollment of 4 year olds	1	2	1	1	1				6
	Grade level classrooms due to enrollment growth and implement the scenario option configuration	6	6	6	6	6	17	8		55
	Grade level classrooms to renovate/add to instructional support spaces in the existing building	3	3	3	3	3	3	4		22
	Estimated Total Newly Constructed Classrooms	10	11	10	10	10	20	12		83
	Estimated Square Feet to renovate/add to instructional support space	2250	2250	2250	2250	2250	2250	3000		16,500
Scenario B: Provide four Pre-K-3 elementary schools, an upper elementary grades 4-6 school at Ray, a Junior High grades 7-8 at Durgee, a Grade 9 Academy at the Elden Building, and a Baker 10-12 High School. Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.	Pre-K at 60% enrollment of 4 year olds	1	2		1	2				6
	Grade level classrooms due to enrollment growth and implement the scenario option configuration	3	4		3	4	18	12		44
	Grade level classrooms to renovate/add to instructional support spaces in the existing building			3				4		7
	Estimated Total Newly Constructed Classrooms	4	6	3	4	6	18	16		57
	Estimated Square Feet to renovate/add to instructional support space	1500	1500		1500	1500		3000		9000

SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE QUESTION: <i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i>		McNamara Elementary	Reynolds Elementary	Elden School	Palmer Elementary	Van Buren Elementary	Ray School	Durgee Junior High School	Baker High School	ESTIMATED TOTAL
NOTE FOR SCENARIOS C D, E, F SEE PAGE 90 FOR ESTIMATED COUNT OF NEW 7-12 CLASSROOMS DEPENDING UPON WHICH OPTION IS CHOSEN TO SERVE 7-12.		ESTIMATED NUMBER OF NEW Pre-K-6 CLASSROOMS FOR CONSTRUCTION								
Scenario C: Provide five Pre-K-4 elementary schools, an upper elementary grades 5-6 school at Ray. Serve grades 7-12: <ul style="list-style-type: none"> • with a 7-9 Junior High at Degree and a Baker 10-12 High School (choice x) <u>or</u> • with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y) Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.	Pre-K at 60% enrollment of 4 year olds	1	2	1	1	1		See page 90 for details of 7-12 choice x and choice y number of classrooms details.	6	
	Grade level classrooms due to enrollment growth and implement the scenario option configuration	3	4	4	4	3	8		26	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building									
	Estimated Total Newly Constructed Pre-K-6 Classrooms	4	6	5	5	4			32	
	Estimated Square Feet to renovate/add to instructional support space	1500	1500	1500	1500	1500	3000		10,500	
Scenario D: Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12: <ul style="list-style-type: none"> • With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> • Elden serves a 7-12 alternative school and the School District Central Offices. 	Pre-K at 60% enrollment of 4 year olds	1	2	See pg. 90	1	2		See page 90 for details of 7-12 choice x and choice y number of classrooms details.	6	
	Grade level classrooms due to enrollment growth and implement the scenario option configuration	3	4		3	4	18		32	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building									
	Estimated Total Newly Constructed Pre-K-6 Classrooms	4	6		4	6	18		38	
	Estimated Square Feet to renovated/add to instructional support space	1500	1500		1500	1500	3000		9000	

<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p align="center"><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p> <p>NOTE FOR SCENARIOS C D, E, F SEE PAGE 91 FOR ESTIMATED COUNT OF NEW 7-12 CLASSROOMS DEPENDING UPON WHICH OPTION IS CHOSEN TO SERVE 7-12.</p>		McNamara Elementary	Reynolds Elementary	Elden School	Palmer Elementary	Van Buren Elementary	Ray School	Durgee Junior High School	Baker High School	ESTIMATED TOTAL
		ESTIMATED NUMBER OF NEW Pre-K-6 CLASSROOMS FOR CONSTRUCTION								
<p>Scenario E: East-West Scenario: McNamara and Reynolds become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Palmer and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> with a 7-9 Junior High at Degree and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> Elden serves a 7-12 alternative school and the School District Central Offices. <p align="center">OR</p> <ul style="list-style-type: none"> Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	Pre-K at 60% enrollment of 4 year olds	3			3				6	
	Grade level classrooms due to enrollment growth and implement the scenario option configuration	14	4		17	4	8	See page 90 for details of 7-12 choice x choice y and choice z number of classrooms details.	44	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building			See pg. 90						
	Estimated Total Newly Constructed Pre-K-6 Classrooms	20	4		20	4	8		50	
	Estimated Square Feet to renovate/add to instructional support space	1500	1500		1500	1500	3000		9000	

<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p align="center"><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p> <p>NOTE FOR SCENARIOS C D, E, F SEE PAGE 91 FOR ESTIMATED COUNT OF NEW 7-12 CLASSROOMS DEPENDING UPON WHICH OPTION IS CHOSEN TO SERVE 7-12.</p>		McNamara Elementary	Palmer Elementary	Elden School	Reynolds Elementary	Van Buren Elementary	Ray School	Durgee Junior High School	Baker High School	ESTIMATED TOTAL
		ESTIMATED NUMBER OF NEW Pre-K-6 CLASSROOMS FOR CONSTRUCTION								
<p>Scenario F: North-South Scenario: McNamara and Palmer become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Reynolds and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> • With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> • Elden serves a 7-12 alternative school and the School District Central Offices. <p align="center">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	Pre-K at 60% enrollment of 4 year olds	3		See pg. 90	3			See page 90 for details of 7-12 choice x choice y and choice z number of classrooms details.	6	
	Grade level classrooms due to enrollment growth and implement the scenario option configuration	14	2		17	4	8		45	
	Grade level classrooms to renovate/add to instructional support spaces in the existing building									
	Estimated Total Newly Constructed Pre-K-6 Classrooms	17	2		20	4	8		51	
	Estimated Square Feet to renovate/add to instructional support space	1500	1500		1500	1500	3000		9000	

**FOLLOWING ARE EXCERPTS FROM THE FINAL WORK MEETING OF THE
COMMUNITY ADVISORY COMMITTEE AS A FOCUS GROUP**

The Complete Report is on the School District Web Site

2019



**REPORT OF THE
COMMUNITY MEMBER
FOCUS GROUP MEETING**

June 6, 2019

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

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

June 18, 2019

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

BALDWINSVILLE CENTRAL SCHOOL DISTRICT JUNE 6 COMMUNITY FOCUS GROUP RESIDENT TAXPAYER PARTICIPANTS		PRIMARY STAKEHOLDER GROUP REPRESENTED
"RED DOT" Discussion Group		
Chetney	Beth	Grade 9 English Teacher
Cronin	Cindy	Van Buren Elementary Principal
D'Agostino	Gennaro	HS Special Ed Teacher
Dayger	Sally	Retiree of School District
Grindle	David	Parent of 10, 11, 12
Miller	Deb	Business person/chamber of commerce
Morgan	Amy	1 st Grade Teacher at Van Buren
Nalli	Rocco	Director, Spec. Ed.
Ream	Krystal	Pre-School parent
"GREEN DOT" Discussion Group		
Keim	Joanne	'empty-nester'
Kinch	Erin	Parent of 3,4,5
Loffredo	Joe	Retiree of School District
Maddaloni	Laurie	Parent of 8, 9
Manning	Mark	Community Member
Schraven	Sam	President Support Union; HS Job Coach
Yando	Julie	2 nd Grade Teacher at Reynolds

PREFACE

The Baldwinsville Board of Education is engaged in its ongoing short term and long term comprehensive planning regarding the future vision of the instructional program K through grade 12.

In June of 2018, the Board of Education commissioned The SES Study Team, LLC in an unbiased, non-advocacy manner to ‘hold up a mirror’ to varied types of school district data. SES was responsible to prepare three studies: an *Enrollment Projection/Demographic Study*, a *Pupil Capacity Study*, and a *Program Implementation Study* of possible options for consideration by the School District and its community. The goal of the *Program Implementation Study* is to answer the following question:

ARE THERE OPTIONS THAT MIGHT PROVIDE PROGRAM EFFECTIVE AND COST-EFFECTIVE WAYS OR PATTERNS TO ORGANIZE HOW THE PRE-K-12 PROGRAM IS IMPLEMENTED/DELIVERED OVER THE NEXT FIVE YEARS?

An *integral part* of the comprehensive planning process commissioned by the Board of Education is the appointment of a ‘*Funding the Future*’ *Community Advisory Committee* of residents who applied to help the planning. The Committee is a cross-section of the community including parents of current students and preschool-age children, retirees, residents without children and civic leaders in addition to representative school resident school staff members. The role of the Committee was as a steering committee to help the guest consultant prepare the study to answer the study question. The Advisory Committee has worked with SES from September 2018 through the present in reviewing data and providing insights and feedback about the study. The Advisory Committee work session agendas and the foundation data tools have been posted on the school district website for review by the community since the fall of 2018. Sincere appreciation is extended to the wide range of stakeholders who volunteered their time, insights, and skill sets to help guide the development of the study over the past ten months.

Sixteen members of the ‘Funding the Future’ Community Advisory Committee met as a Focus Group on June 6. The purpose of the Community Focus Group was to analyze, discuss and record the information and data-driven perceptions of the community members as they reviewed and listed additional *opportunities and challenges* suggested by the various scenario options identified in the *Program Implementation Study*.

This report documents the work of the Community Focus Group on June 6. The results of the work of the Focus Group becomes one more valuable tool for the Board of Education along with the community in the deliberation about how best to implement the program at what grade level configurations and in what school buildings over the next three to five years.

Sincerely,
Dr. Paul M. Seversky
SES Study Team LLC

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

1

Rank Ordering of the Scenarios by the Community Focus Group as to what *might* be the best options to use as ‘roadmaps’ to deliver the Baldwinsville School District Program if a decision was made to change the current implementation configuration.

Each Focus Group Member rank-ordered the six scenario options by comparing each option in turn to the other five. Each Focus Group member privately compared Scenario A in turn with each of the Scenarios B-F noting which of the two compared scenario options might be a “best roadmap” for implementation. Similarly, Scenario B was compared in turn with each of the Scenarios C-F; Scenario C with D-F; Scenario D with E-F; and Scenario E with F. The Focus Group compiled the number of times that each scenario was recorded as “What might be the best roadmap scenario” by individual Focus Group Members.

The results of the rank ordering of the six scenario options A – F by the June 6 Community Focus Group are:

RANK ORDER	SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION: <i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i>
1	<p>SCENARIO OPTION D: Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:</p> <ul style="list-style-type: none"> ➢ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➢ Elden serves a 7-12 alternative school and the School District Central Offices. <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>
2	<p>SCENARIO OPTION B: Provide four Pre-K-3 elementary schools, an upper elementary grades 4-6 school at Ray, a Junior High grades 7-8 at Durgee, a Grade 9 Academy at the Elden Building, and a Baker 10-12 High School. Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>

3	<p>SCENARIO OPTION C: Provide five Pre-K-4 elementary schools, an upper elementary grades 5-6 school at Ray, and grades 7-12 option choice x, or y. Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>
4	<p>SCENARIO OPTION E: East-West Scenario: McNamara and Reynolds become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Palmer and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray Serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> ➢ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➢ Elden serves a 7-12 alternative school and the School District Central Offices. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z with a Grade 9 Academy and <u>without</u> an Alternative 7-12 and District Offices at the Elden Building. <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>
5	<p>SCENARIO OPTION A: Add classroom and instructional support space at each currently configured school to accommodate estimated growing enrollments and the Program Vision of the School District.</p>
6	<p>SCENARIO OPTION F: North-South Scenario: McNamara and Palmer become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Reynolds and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> ➢ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➢ Elden serves a 7-12 alternative school and the School District Central Offices. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z with a Grade 9 Academy and <u>without</u> an Alternative 7-12 and District Offices at the Elden Building. <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>

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

- Acknowledgement that the most current base enrollment projection estimates suggest that:
 - Grades K-5 enrollment** may increase by about 451 pupils over **the next 5 years** per the most optimistic estimate. The most conservative estimate suggests enrollment may increase by about 15 pupils in five years compared to 2018-2019.
 - Grades 6-7 total enrollment** may increase by about 141 pupils over **the next 8 years** per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 28 more pupils in eight years compared to 2018-2019.
 - Grades 8-9 total enrollment** may increase by about 93 pupils over **the next 8 years** compared to 2018-2019.
 - Grades 10-12 total enrollment** may increase by about 103 **the next 10 years** compared to 2018-2019.
- Acknowledgment that all enrollment projections for more than five years into the future have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by the economy, or by other events. Elementary age enrollment estimates *more than five years* into the future, in particular, have lower reliability than estimates for grades 7-12. Key factors of population change relating to school enrollments are often interrelated and can multiply as one or more factors unexpectedly change or change significantly from their status at the time of this study. Future enrollments are positively affected by:
 - Added births in the district and the resulting added kindergarten enrollments.
 - The reductions or increases in private school/home-school/charter school enrollments.
 - The increase in the enrollment retention of students through grade 12 as completers of a diploma program.
 - A robust employment market that can attract new residents with children and/or who are at childbearing age.
 - A robust housing market that can attract new residents with children and/or who are at childbearing age.
 - Increased enrollment of tuition students from other school districts.Similarly, future enrollment projections can be negatively affected by the antitheses of the same variables. Therefore, the enrollment projection estimates should be revisited and updated yearly and before a capital project referendum is presented to the public to ensure the proposed facility improvements are in sync with the very latest future enrollment estimates. The latest enrollment projections may influence the capital project elements as well as the program implementation plan utilizing the school buildings of the district.
- Acknowledgement that the school buildings, except for the High School, currently in 2018-2019 are near or over full pupil capacity and allow little space for program flexibility or room for enrollment growth. The K-12 pupil capacity analysis of the school buildings for 2018-2019 illustrate that:
 - **The Elementary Schools (K-5)** in 2018-2019 are at **99.1% of pupil operating capacity** benchmarked to the Baldwinsville School District class size goals.
 - **The Middle School (6-7)** in 2018-2019 is at **97.9% of pupil operating capacity** benchmarked to the Baldwinsville School District class size goals.

- **The Junior High School (8-9)** in 2018-2019 is at **103.8% of pupil operating capacity** benchmarked to the Baldwinsville School District class size goals.
- **The High School (10-12)** in 2018-2019 is at **85.7% of pupil operating capacity** benchmarked to the Baldwinsville School District class size goals.
- Acknowledgement that as of the most current low, mid and high enrollment projection estimates, the current configuration of schools may be at the following pupil capacity use benchmarked as listed:
 - In **five** years, the **Elementary Schools (K-5)** in 2023-24 may likely utilize **99.8% to 117.3% of available pupil capacity** benchmarked to the Baldwinsville School District class size goals.
 - In **eight** years, the **Middle School (6-7)** in 2026-2027 may likely utilize **106.7% to 119.7% of available pupil capacity** benchmarked to the Baldwinsville School District class size goals.
 - In **eight** years, the **Junior High (8-9)** in 2026-27 may likely utilize **116%% of available pupil capacity** benchmarked to the Baldwinsville School District class size goals.
 - In **ten** years, the **High School (9-12)** in 2028-2029 may likely utilize **92.8% of available pupil capacity** benchmarked to the Baldwinsville School District class size goals.
- Acknowledgement that whatever scenario option, if any, is implemented by the Board of Education, it is important to have enough flexibility to provide both instruction and instructional support services with quality and within the class size operational class size goals of the district:

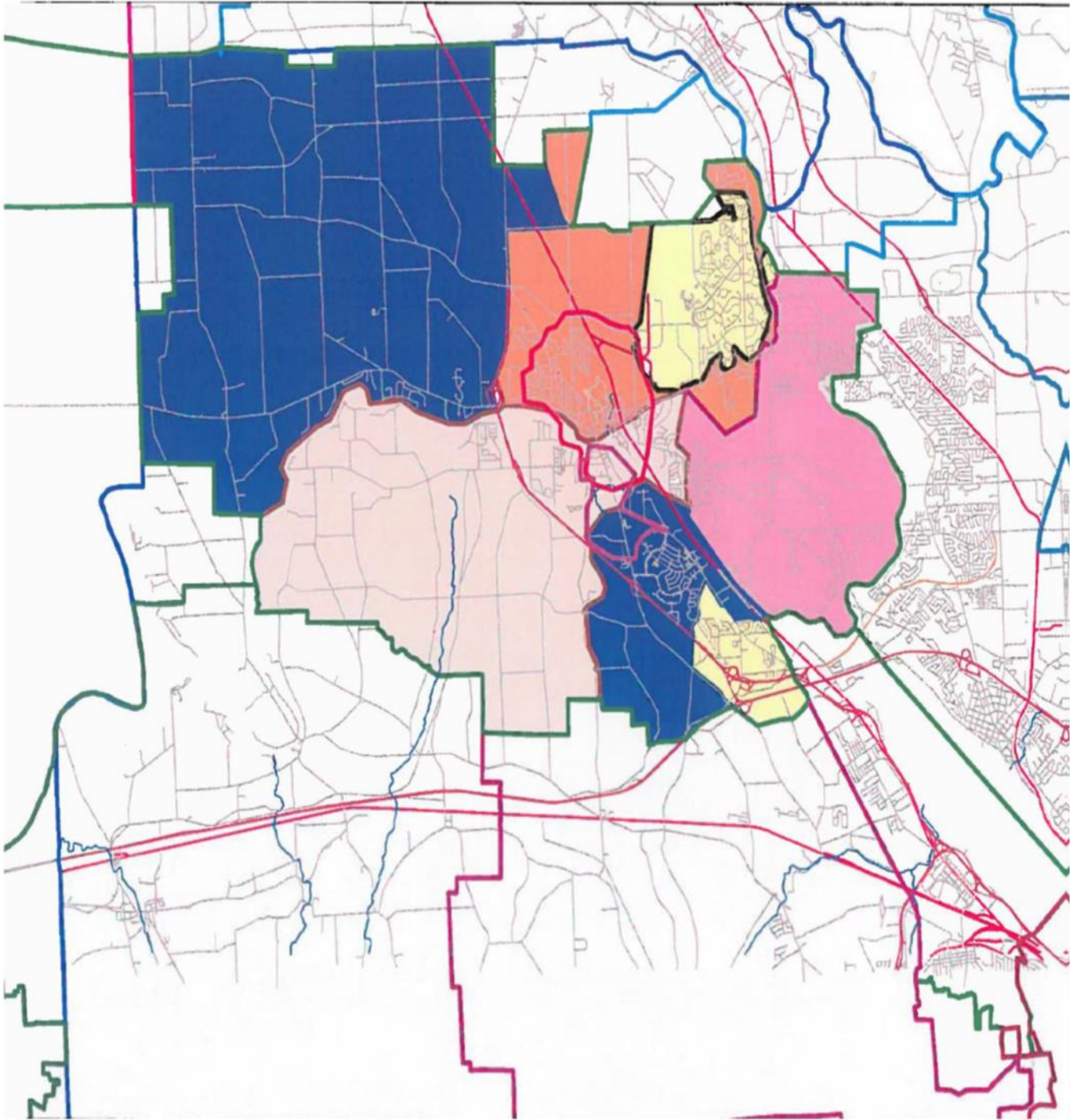
GRADE LEVEL	Operational Class Size District Goal
Kindergarten	20
Grade 1	20
Grade 2	22
Grade 3	23
Grade 4	24
Grade 5	25
Grade 6	25
Grade 7	25
Grade 8	26
Grades 9-12	26*
Other Secondary Classes	
Technology	22
Home and Careers	22
PE	25

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

- Acknowledgement that the previous historical reconfiguration of grade levels and use of the school buildings was possibly more focused on geography and the existing space available instead of optimal program delivery. The current planning has the opportunity to make grade level configuration decisions focused on what added program and program quality opportunities can be achieved *and* at the same address the likelihood of a growing pupil enrollment.
- Acknowledgement that as the Board focuses in on likely scenarios to implement, more details about the following items should be developed in detailed draft form and shared with the community:
 - ✓ Potential model of transportation routing and impact on traffic.
 - ✓ School day start times.

BALDWINSVILLE CENTRAL SCHOOL DISTRICT ‘FUNDING THE FUTURE’ ADVISORY COMMITTEE MEMBERS		
Aleksanyan	Roman	<i>Parent of K, 1, 2</i>
Auth	Rev. Clifford H.	<i>Clergy</i>
Bernstein	Kevin	<i>Business person/chamber of commerce</i>
Brown	Alisha	<i>Parent of 10, 11, 12</i>
Capilli	Nicole	<i>Parent of 6, 7</i>
Cavino	Joseph	<i>Parent of 8, 9</i>
Chetney	Beth	<i>Durgee Junior High English Teacher</i>
Corrente	Tammi	<i>Secretary, Transportation Department</i>
Cronin	Cindy	<i>Durgee Junior High Principal</i>
D’Augustino	Gennaro	<i>Baker HS Spec. Ed. Teacher</i>
Davis	Max	<i>HS Student</i>
Dayger	Sally	<i>Retiree of School District</i>
Demick	Katherine	<i>Parent of 3,4,5</i>
Dias	Gerald	<i>Ray Middle School Spec. Ed. Teacher</i>
Grindle	David	<i>Parent of 10, 11, 12</i>
Keim	Joanne	<i>‘empty-nester’</i>
Kinch	Erin	<i>Parent of 3,4,5</i>
Ladd	Steve	<i>Business person/chamber of commerce</i>
Loffredo	Joe	<i>Retiree of School District</i>
Maddaloni	Laurie	<i>Parent of 8, 9</i>
Manning	Mark	<i>Community Member</i>
Mattoon	Brittany	<i>Parent of K, 1, 2</i>
May	Brian	<i>Legislator</i>
Miller	Deb	<i>Business person/chamber of commerce</i>
Morgan	Amy	<i>1st Grade Teacher at VanBuren</i>
Nahorney	Danielle	<i>Van Buren Elementary Principal</i>
Nalli	Rocco	<i>Director, Spec. Ed.</i>
Nicholson	Lyndsey	<i>Parent of 6, 7</i>
Penhollow	Nora	<i>HS Student</i>
Ream	Jon	<i>Pre-School parent</i>
Ream	Krystal	<i>Pre-School parent</i>
Saracini	Joe	<i>Town Supervisor - Lysander</i>
Schraven	Sam	<i>Vice-President Support Union; Employment Specialist</i>
Smith	Sydney	<i>HS Student</i>
Williams	MaryAnne	<i>Business person/chamber of commerce</i>
Yando	Julie	<i>2nd Grade Teacher at Reynolds</i>

**BALDWINVILLE CENTRAL SCHOOL DISTRICT MAP OF
ELEMENTARY ATTENDANCE ZONES**



(Blue) REYNOLDS ELEMENTARY, (Pink) PALMER ELEMENTARY, (Yellow) MCNAMARA ELEMENTARY, (Orange) ELDEN ELEMENTARY, (Light Pink) VANBUREN ELEMENTARY

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