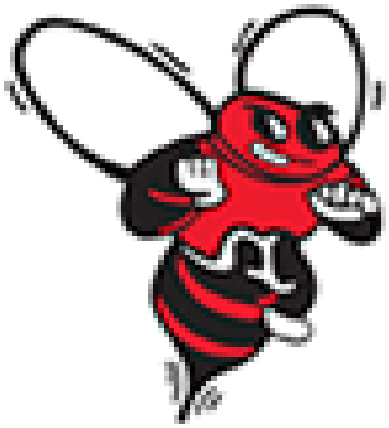


AUGUST 2019

KINDERGARTEN THROUGH GRADE TWELVE PROGRAM DELIVERY FEASIBILITY STUDY:

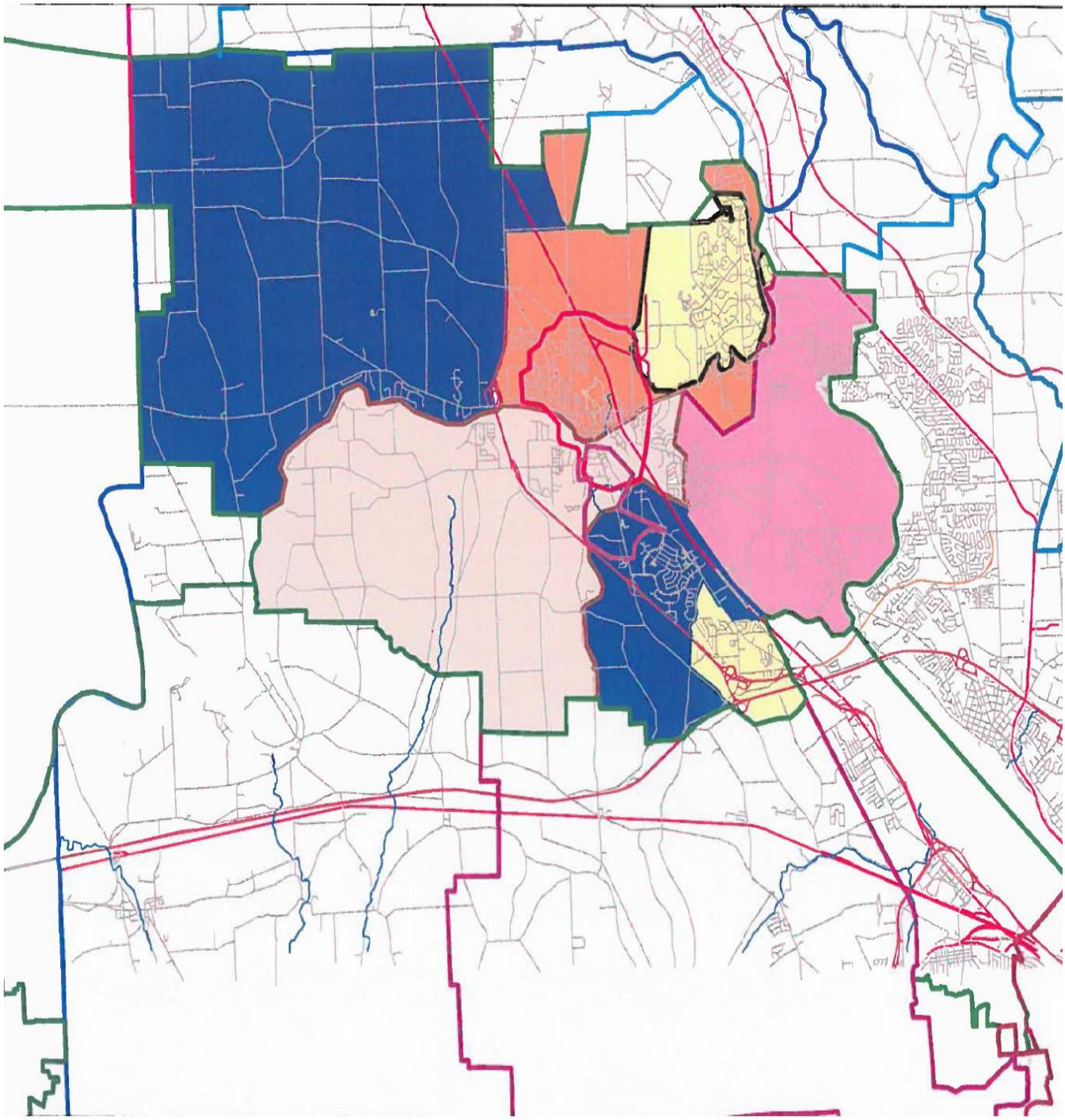
Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered or the next five years?

for the

Baldwinsville Central School District

Baldwinsville, New York

BALDWINSVILLE 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."

PREFACE

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?

The role of the consultant 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. Dr. Paul M. Seversky, as a 'guest outsider', identifies possible 'doable' options, and suggests *opportunities and challenges* of various optional scenarios the district *may* want to consider 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 'local people, local knowledge' of the District* make the best decision possible to serve Baldwinsville Central students in the future?'

An *integral part* of study development was the Community Advisory Committee of residents who reviewed, discussed, and offered perceptions about the school district data researched since September of 2018. The Community 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 stake holders who volunteered their time, insights, and skill sets to help guide the development of the study over the past ten months.* The Program Implementation Study is a key tool as the Board, staff, and community embark on year two of ***Funding the Future*** planning.

DUE DILIGENT PLANNING

The *Program Implementation Feasibility Study* suggests possible answers to the study question.

The information offered in this study provides a concrete way for the community and the Board of Education to engage data-driven public discussion. An open and transparent discussion about how best to serve K-12 pupils in the future will help determine the very best public policy Board decision about delivering/implementing the Baldwinsville Central School District program in the future.

Thank you for the invitation to prepare the study as one tool to help with the on-going planning by the Baldwinsville Central School District.

The SES Study Team, LLC
Dr. Paul M. Seversky
May 2019

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.

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?
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.

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
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.
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?		

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	
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?		

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

TABLE OF CONTENTS

Copyright 2019
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 Baldwinsville Central School District and its stakeholders.

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

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

FINDINGS

PURPOSE OF THE STUDY

The Baldwinsville 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 program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five 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 K-12 pupils in the delivery of the instructional program with the resources available.

METHODOLOGY OF THE STUDY

- ✓ First, the study analyzes the use of space by the current program offering in the five elementary schools, one middle school, one junior high school, and one high school of the District. The principals provided detailed information about how the assets of each building are used in the 2018-2019 school year to implement the grades 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 *K-12 School Building Capacity Study* published in January 2019. The pupil capacity study is posted on the Baldwinsville School District website.

- ✓ Second, 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 calculations study data and findings are in the *Enrollment Projection/Demographic Study* published in February 2019 posted on the Baldwinsville 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 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.

- ✓ Throughout the study development process, the Community Capital Project Community Advisory Committee—*"local people, local knowledge"*-- met with the consultant as a steering committee from September 2018 through May 2019 to review/discuss data, offer perspectives and insights, and ask clarifying questions.

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

- **Class Size District Guidelines**

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".

FINDINGS

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.

The Pupil Capacity Study uses the 'operational class size district goals' to analyze program pupil capacity in each of the Baldwinsville CSD school buildings.

Flexibility of program delivery is an important tool in serving pupils and supporting instruction. 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. 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.

Generally accepted long-range planning assumes that between 7% and 10% of Potential Pupil Capacity is considered/planned for as *unassigned pupil capacity.* 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.

Charted on the next page is a summary of the pupil capacity of each Baldwinsville school building based on the local class size guidelines and how the principals deploy the spaces to deliver the 2018-2019 program. Please see the complete *Pupil Capacity Analysis Study* of January 2019 posted on the school District website for the pupil capacity details of each building.

FINDINGS

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
TOTAL GRADES K-5	**2471**	**2493**	**99.1%**	**22**
TOTAL GRADE 6	400	419	95.5%	19
TOTAL GRADE 7	450	455	98.9%	5
TOTAL Ray Middle School GRADES 6-7	**850**	**868**	**97.9%**	**18**
Durgee Junior High 8-9	**850**	**819**	**103.8%**	**-31**
High School 10-12	**1258**	**1467**	**85.7%**	**209**

***Generally accepted long-range planning assumes that between 7% and 10% of <u>Potential Pupil Capacity</u> is considered/planned for as *unassigned pupil capacity.* 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.**

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 operating 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 range of unused pupil capacity in the five elementary schools in 2018-2019 is from -2.2% to 5.6% as guided by the *'functional operating' class size goals* set by the school district. There is very little room in each elementary school to accommodate added enrollments. All of the elementary schools have less than a 10% unassigned pupil capacity to allow flexibility in the delivery of the program. The Junior High is over capacity at 103.8%. The Ray Middle School is at 97.9% of pupil capacity. The High School is at 85.7% of pupil capacity. The High School is the only school that has the ability to serve added enrollment and still have 10% of unassigned pupil capacity to address flexibility of program delivery.

- ✓ 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				
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.

- ✓ Baldwinsville CSD has a history of collaboration in the rental of classroom spaces to the BOCES to host regional shared programming for special needs pupils. Such a practice suggests the positive role of Baldwinsville as a regional partner to help establish quality shared programs. Also, such shared programs allow Baldwinsville to provide specialized programs to a unique set of Baldwinsville pupils in a program-effective and cost-effective manner *within* the home Baldwinsville School District. The pupil capacity represented by the rented space to the BOCES to support regional programming is *not included* in the chart on page 4.

School Building	Rented Space to the BOCES Consortium for Regional Shared Programing	Potential Functional Operating Capacity of the Rented Space to BOCES Guided by the Local District Class Size Operational Guidelines
NcNamara Elementary	--	--
Reynolds Elementary	Rm. 110; 740 sq. ft.	0 to 25
Elden Elementary	--	--
Palmer Elementary	--	--
Van Buren Elementary	Rm. 108 (trailer)	0 to 25
TOTAL GRADES K-5	**Two classrooms**	**0 to 50**
Ray Middle School	Rm. 187; 552	0 to 8
Durgee Junior High	--	--
TOTAL GRADE 6-9	**One classroom**	**0 to 8**
Baker High School	Rm. 1511; 736 sq. ft. .	0 to 25
TOTAL GRADE 10-12	**One classroom**	**0 to 25**

- ✓ **Classroom Sizes Available to Deliver Baldwinsville Grade Level and Special Needs Self-contained Instruction in 2018-2019**

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.		
McNamara Elementary	4	6	6		8		
Reynolds Elementary	3	4	12		3		
Elden Elementary	2	9	5		6		
Palmer Elementary	4	1	11		8		
Van Buren Elementary	2	13	6		2		
Total:	**15**	**33**	**40**		**27**		

There are 115 grade level and Special Needs Self-Contained classrooms either serving or available for K-5 in 2018-2019. There are 15 classrooms sized at 900+ square feet and 33 sized between 800 and 899 square feet. There are 40 classrooms sized between 770 and 799. The minimum square footage of 770 is suggested to serve an elementary classroom. 27 or about 23% of the School District grades K-5

classrooms are below the minimum square footage recommended by the State Ed Department. Past facility planning by the community, Boards of Education, and leadership of the school district are commended for the forethought in providing for most classrooms to be above the minimum square footage to support pedagogy that often requires ample square footage to deliver effectively.

Grade Level Class Section Enrollments Grades K-5 in 2018-2019

The table that follows lists the grade level class section sizes at each of the 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 five elementary attendance zones. The 2018-2019 '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 or an abundance of pupils of an age level in an attendance zone usually hinders the effective delivery of the program as close to the class size goals of the district. *Are there program delivery/implementation scenario options that might help to reduce class size equity gaps among schools serving the same grade levels?*

2018-2019 SCHOOL YEAR ELEMENTARY GRADE LEVEL CLASS SECTION ENROLLMENTS AS OF OCTOBER 2018

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

GRADE LEVEL	McNamara	Reynolds	Elden	Palmer	Van Buren
KINDERGARTEN	22(8)	20	18(8)	19(4)	22(3)
Class size goal:	23(5)	20(4)	19(6)	19	21(5)
20	22(8)	20(2)	20(3)	19	22(6)
	21(1)	20(6)	21(2)	20	22(3)
K *Range*	21-23	20-20	18-21	19-20	21-22
K *Average*	22	20	19.5	19.25	21.75
GRADE 1	20(4)	22(2)	20(1)	23(8)	23(1)
Class size goal:	20(9)	22(4)	21	22	23(3)
20	21(2)	22(2)	19(3)	20(2)	24(3)
	21(1)	19(7)	20(12)		23(6)
GRADE 1 *Range*	20-21	19-22	19-21	20-23	23-24
GRADE 1 *Average*	20.5	21.25	20	21.7	23.25
GRADE 2	24(6)	24	23(16)	18(5)	25(3)
Class size goal:	22(2)	24(9)	24(1)	21(3)	23(7)
22	22	23	24(5)	19(1)	25(3)
	23		24(13)	19	
GRADE 2 *Range*	22-24	23-24	23-24	19-21	23-25
GRADE 2 *Average*	22.75	23.7	23.75	19.25	24.3
GRADE 3	24(5)	23(10)	20(18)	22	22
Class size goal:	22(6)	21	19(5)	20(5)	21
23	20	21	20	23	22(6)
	24		19	23(2)	22(1)
GRADE 3 *Range*	20-24	21-23	19-20	20-23	21-22
GRADE 3 *Average*	22.5	21.7	19.5	22	21.75

GRADE 4 Class size goal: 24	27(7)	22(10)	25	27(2)	24(3)
	25(8)	19(1)	25(17)	27	22(7)
	26	21	23(7)	27(3)	24(2)
		19			24(7)
GRADE 4 *Range*	25-27	19-22	23-25	27-27	22-24
GRADE 4 *Average*	26	20.25	24.3	27	23.5
GRADE 5 Class size goal: 25	24(6)	23(10)	26(11)	24(5)	23(7)
	24(1)	23	26	23(2)	23(3)
	26(8)	24	27	22	22(7)
	24(2)			23(5)	22(3)
GRADE 5 *Range*	24-26	23-24	26-27	22-24	22-23
GRADE 5 *Average*	24.5	23.3	26.3	23	22.5

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

The table on the next page lists the on-average 'efficient deployment' of instructional staff at each grade level K-5 for 2018-2019. The table is based on the premise that the local Baldwinsville 'functional operating' class size goals define the '*efficient deployment*' of instructional staff. That is, ***unless*** there is a clearly defined student need variable that requires a class size lower than the class size goal of the district, an indicator of 'financial efficiency' in deploying staff is how close the average of the class sections at each grade level in a school building approaches the district class size goal for that grade level.

For example, at grade one 20 pupils is the class size district 'functional operating' goal. If the average of all of the class sections of grade one at a school equals 18, then the on-average collective utilization of instructional staff assigned at grade one in that school is 18 divided by 20 resulting in a 'deployment efficiency indicator' of 90% as defined by the *district 'functional operating' class size goal*. This approach of viewing and discussing 'efficient deployment' of instructional staff is not an absolute measure nor should it be an absolute decision guide. Delivering instruction is a human enterprise and flexibility in the implementation of instruction because of pre-defined variables cannot be ignored. At the same time, professional instructional human resources are the backbone of the public school enterprise funded with public resources. The study suggests that an on-average utilization of instructional staff as benchmarked to the district grade level class section size 'functional operating' goal between 85% and 100% is one reasonable criterion/objective to help define the 'efficient deployment of teaching staff'. *Are there program delivery/implementation scenario options that might help ensure an equitable and professionally efficient assignment of instructional services across grade levels at different locations within the District?*

2018-2019 'Efficient' Deployment of Staff			
GRADE LEVEL	**SCHOOL**	**AVERAGE GRADE LEVEL SECTION SIZE**	**On Average 'Efficient Deployment' of Instructional Staff Benchmarked to District Functional Operating Class Size Goal for the Grade Level (average grade level class size at a school divided by the district class size goal for the grade level)**
KINDERGARTEN Class size goal: 20	Palmer	19.25	96%
	Elden	19.5	98%
	Reynolds	20	100%
	Van Buren	21.75	109%
	McNamara	22	110%
GRADE 1 Class size goal: 20	Elden	20	100%
	McNamara	20.5	103%
	Reynolds	21.25	106%
	Palmer	21.7	109%
	Van Buren	23.25	116%
GRADE 2 Class size goal: 22	Palmer	19.25	88%
	McNamara	22.75	103%
	Reynolds	23.7	108%
	Elden	23.75	108%
	Van Buren	24.3	110%
GRADE 3 Class size goal: 23	Elden	19.5	85%
	Reynolds	21.7	94%
	Van Buren	21.75	95%
	Palmer	22	96%
	McNamara	22.5	98%
GRADE 4 Class size goal: 24	Reynolds	20.25	84%
	Van Buren	23.5	98%
	Elden	24.3	101%
	McNamara	26	108%
	Palmer	27	113%
GRADE 5 Class size goal: 25	Van Buren	22.5	90%
	Palmer	23	92%
	Reynolds	23.3	93%
	McNamara	24.5	98%
	Elden	26.3	105%

OBSERVATIONS:

✓

Out of the 111 class sections serving grades Kindergarten through grade 5 pupils in 2018-2019, the number of grade level sections that are:		
Below the functional class size goals of the district	*At the functional* class size goals of the district	*Above the functional* class size goals of the district
44	18	49
39.7%	16.2%	44.1%

Below the functional class size goals of the district by over 10%		*Above the functional* class size goals of the district by over 10%
13		7
11.7%		6.3%

The data suggest the commitment of the School District to the class size targets goals set by the district within each elementary school. Only 20 class sections K-5 district-wide are either 10% below or above the operation class size goal.

- ✓ 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. Grade level equity gaps across the district at the same grade level range from 14.3% or 2.75 pupils at kindergarten to 33.3% or 6.75 pupils at grade five.

- ✓ ***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 or a high number of pupils at a particular grade level who live within the various elementary attendance zones. Only the district can judge an acceptable difference in average grade level class sizes between and among the elementary schools.***

- ✓ There is no one configuration or plan that can guarantee that there will be no equity gaps between grade level section class averages in one school compared to another. However, it is diligent to ask: *Are there grade level building configurations and/or attendance zone change options that might reduce the equity gaps in average grade level section sizes between and among the elementary school buildings?*

- ✓ The study suggests that the '*efficient deployment*' of instructional staff is defined by the local Baldwinsville class size 'functional operating' goals of the district. An indicator of 'financial efficiency' in deploying staff is how close the average of the class sections at each grade level in a school building approaches the district 'functional operating' size goal for that grade level. A reasonable exception is when there is a clearly pre-defined student need variable that requires a class size lower than the class size goal of the district at a particular grade level at a particular school in a given year.

- ✓ In fourteen instances across five buildings, grade level staff on-average is deployed above 100% of the 'functional operating' class size target for the grade level. In fifteen instances across five buildings, grade level staff on-average is deployed between 85% and 100% of the 'functional operating' class size target for the grade level. In only one instance across five buildings, is a grade level staff on-average deployed below 85% of the 'functional operating' class size target for the grade level. The data suggest the District is deploying staff with high efficiency across the five attendance zones even though the District cannot control how many pupils of a grade level live in each respective attendance zone.

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%***

FINDINGS OF THE ENROLLMENT PROJECTION CALCULATIONS
(The complete *Enrollment Projection/Demographic Study* of February 2019 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 Baldwinsville Central SD 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 Baldwinsville Central School District.

The *Enrollment/Demographic Study* of February 2019 discusses the above variables and the Baldwinsville 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.

Perspective of Annual Grade Level Enrollments

Chart One illustrates the total K-12 enrollment in the six enrollment years since 2013-2014. The change in enrollment is from 5554 pupils in 2013-14 to 5487 in the current school year. The decrease of 67 pupils K-12 equates to a -1.2% change over the past six years. The six-year average is 5507 pupils and the median is 5499. ***Chart Two*** illustrates the historical pattern of K-6, and 7-12 enrollments since 2013. Note the pattern of increase in elementary enrollments over the past six years. The steady increase in K-6 enrollment is a harbinger of the possible increasing pattern 7-12 enrollment pattern over the next seven years. ***Chart Three*** illustrates the historical pattern of K-5, 6-8 and 9-12 enrollments since 2013.

Over the past six school years:

- ✓ K-12 enrollment has decreased by 67 pupils or -1.2%
- ✓ Grades K-5 enrollment has increased by 149 pupils or +6.4%
- ✓ Grades 6-7 enrollment has increased by 11 pupils or +1.2%
- ✓ Grades 8-9 enrollment has declined by 120 pupils or -12.3%
- ✓ Grades 10-12 enrollment has decreased by 169 pupils or by -11.8%

CHART ONE: BALDWINSVILLE CSD
HISTORICAL K-12 ENROLLMENT
2013-2018

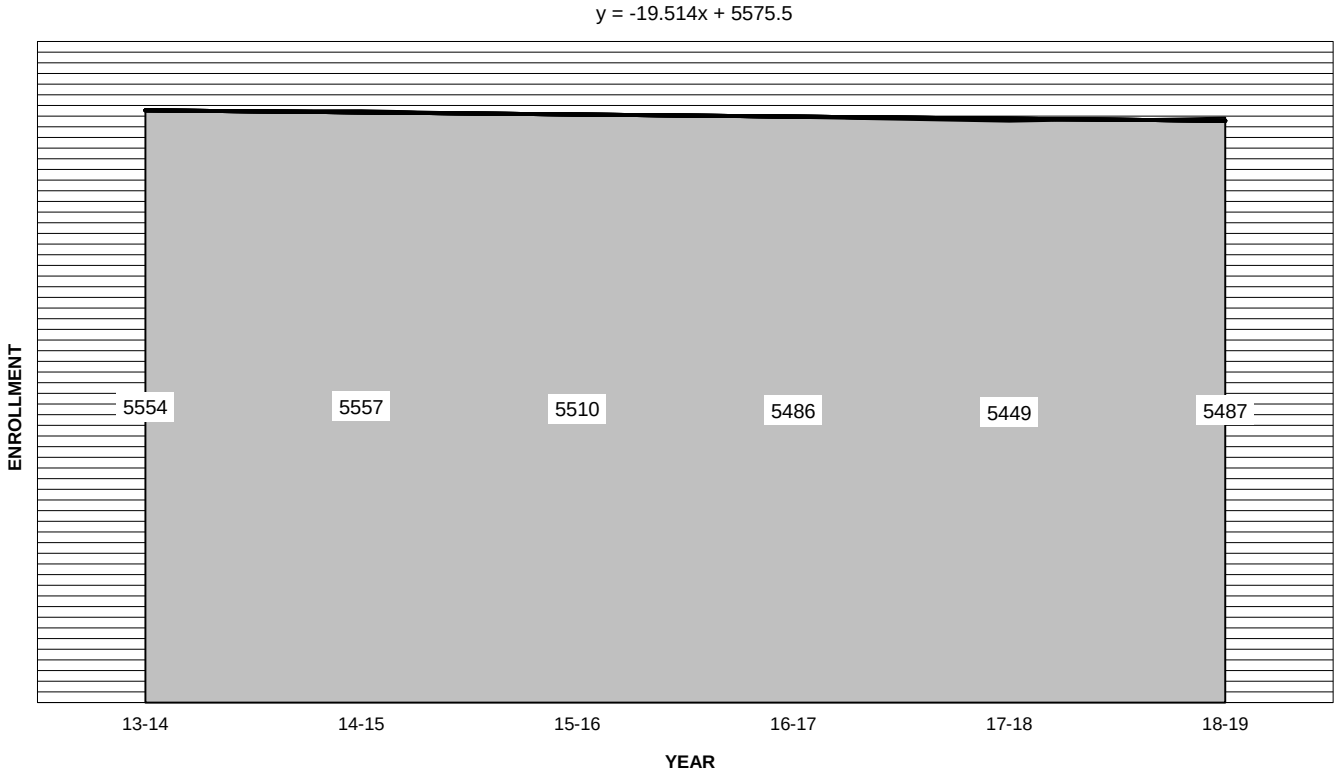


CHART TWO: BALDWINSVILLE CSD
HISTORICAL K-6, 7-12 ENROLLMENT
2013-2018

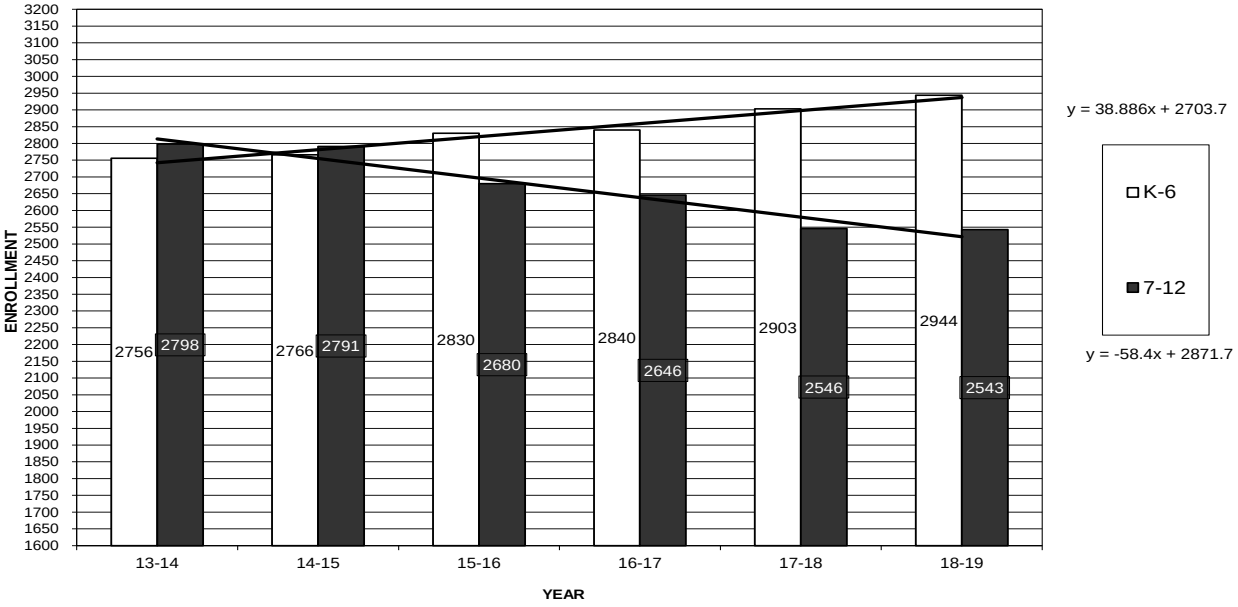
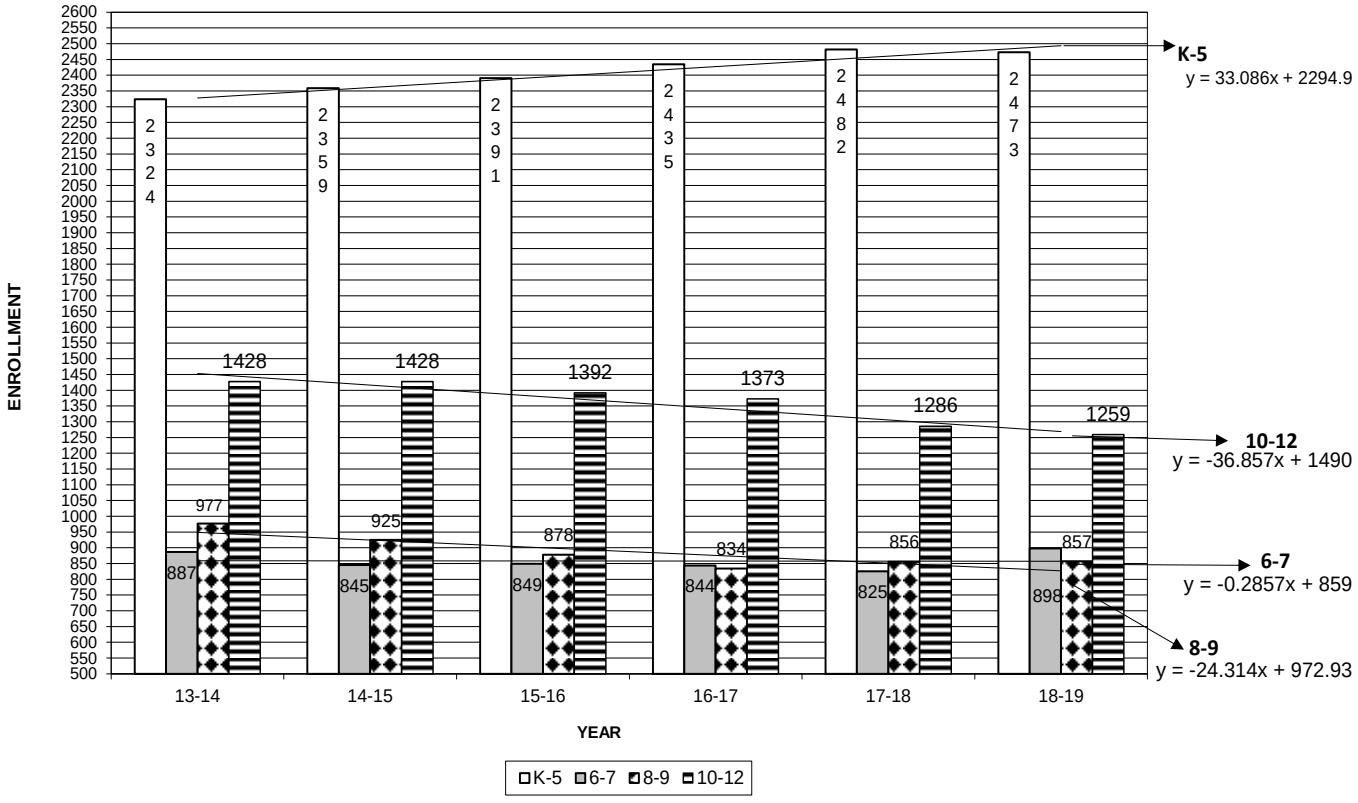


CHART THREE: BALDWINSVILLE CSD
HISTORICAL K-5, 6-7, 8-9, 10-12 ENROLLMENT
2013-2018



Perspective of Live Births in Onondaga County and the Baldwinsville School District

Figure One below charts the live birth data since 2007 for Onondaga County in which Baldwinsville serves. The annual totals of live births in the County have trended downward from 2007 to 2016. Annual live births in Onondaga County have decreased by -5.2% over the past ten years

FIGURE ONE: ONONDAGA COUNTY
LIVE BIRTHS 2007-2016

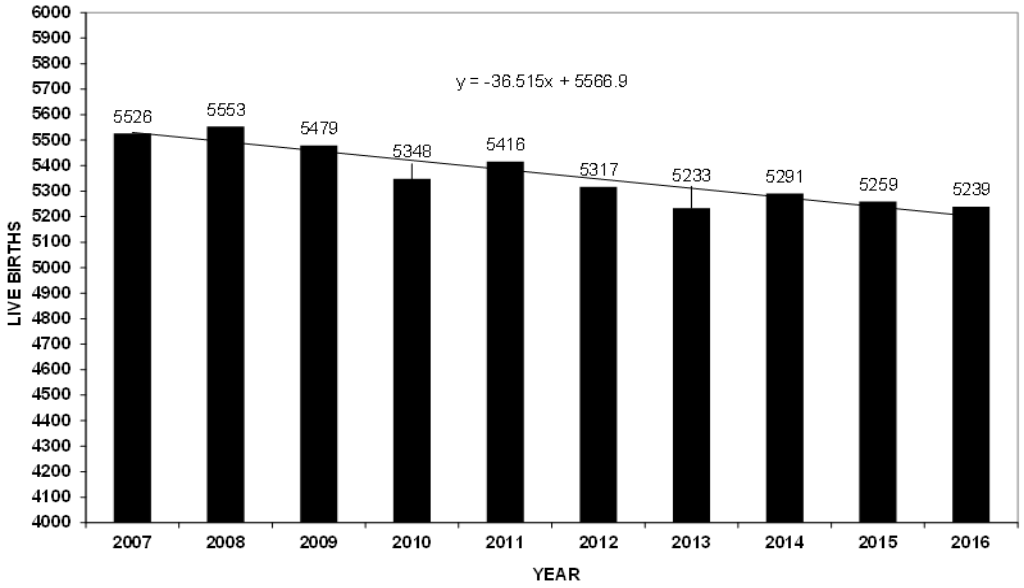


Figure Two on the next page illustrates the pattern of live births in the enrollment area of the Baldwinsville Central School District from 2008 through 2017. The range over ten years is from a high of 379 in 2015 to a low of 325 in 2008. A comparison of the live births total in 2017 with the total in 2008 shows a change over ten years of +1 or +.3%. *Will the positive historical pattern of live births in the Baldwinsville School District service area shown in* ***Figure Two*** *for the ten years since 2008 continue for the next five years from 2018 through 2022?*

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

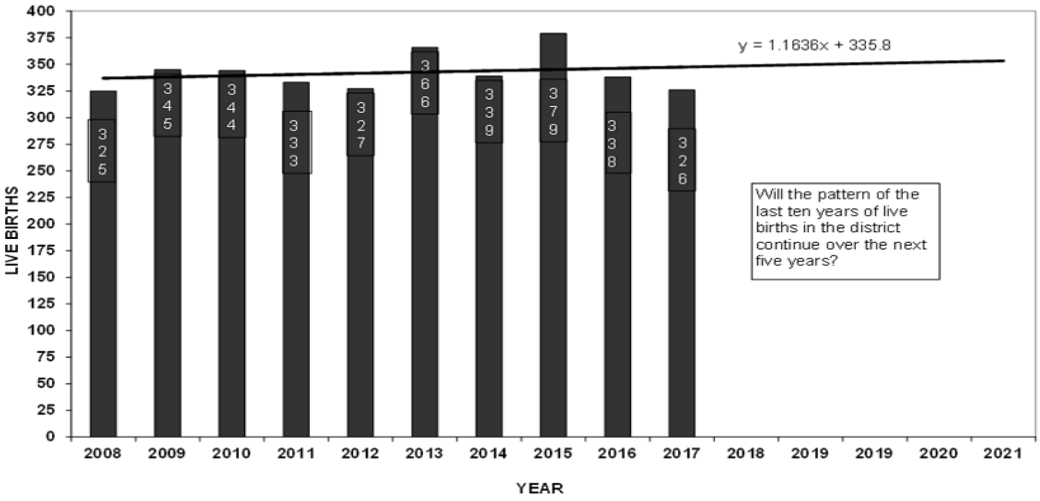
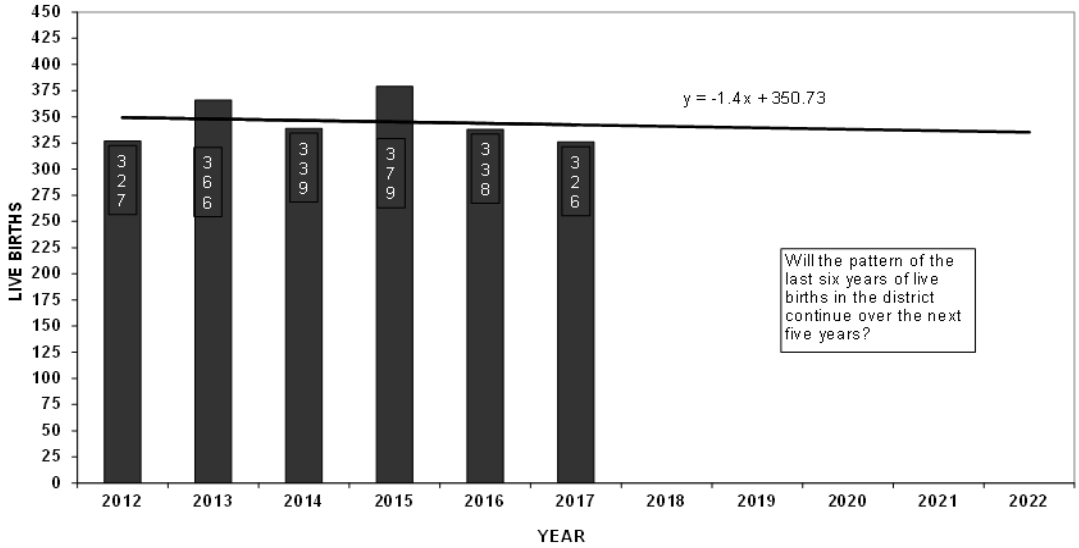


Figure Two-A below illustrates the pattern of live births in the Baldwinsville Central School District over the past six years from 2012-2017. Viewing the live birth data over the past six years instead of ten illustrates the most current influence of demographic variables that may have influenced the annual number of live births in the School District. In 2012 there were 327 live births within the boundaries of the Baldwinsville School District. In 2017 there were 326. *Will the slightly negative historical pattern of live births since 2012 in the Baldwinsville School District service area shown in* ***Figure Two-A*** *continue for the next five years through 2022?*

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



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

Figure Four below charts the Baldwinsville Central School District kindergarten enrollment from 2009 through 2018. The range over ten years is from a high of 412 in 2018 to a low of 338 218 in 2013. There are 59 more kindergarten enrollments in 2018 compared to 2009; an increase of +30.9% over the past ten years. *Will the increasing historical pattern of kindergarten enrollments since 2009 in the Baldwinsville Central School District service area shown in* ***Figure Four*** *continue for the next five years through 2023-2024?*

Figure Five on the next page charts the Baldwinsville Central School District kindergarten enrollment from 2013 through 2018. There is a sharp increasing pattern of annual kindergarten enrollments over the past six school years (slope +13.7) compared to viewing enrollment data over the past ten years (slope of +7.08). *Will the increasing pattern of kindergarten enrollment over the past six years since 2013 continue into the future?*

FIGURE FOUR: BALDWINSVILLE SCHOOL DISTRICT
KINDERGARTEN ENROLLMENT 2009-2018

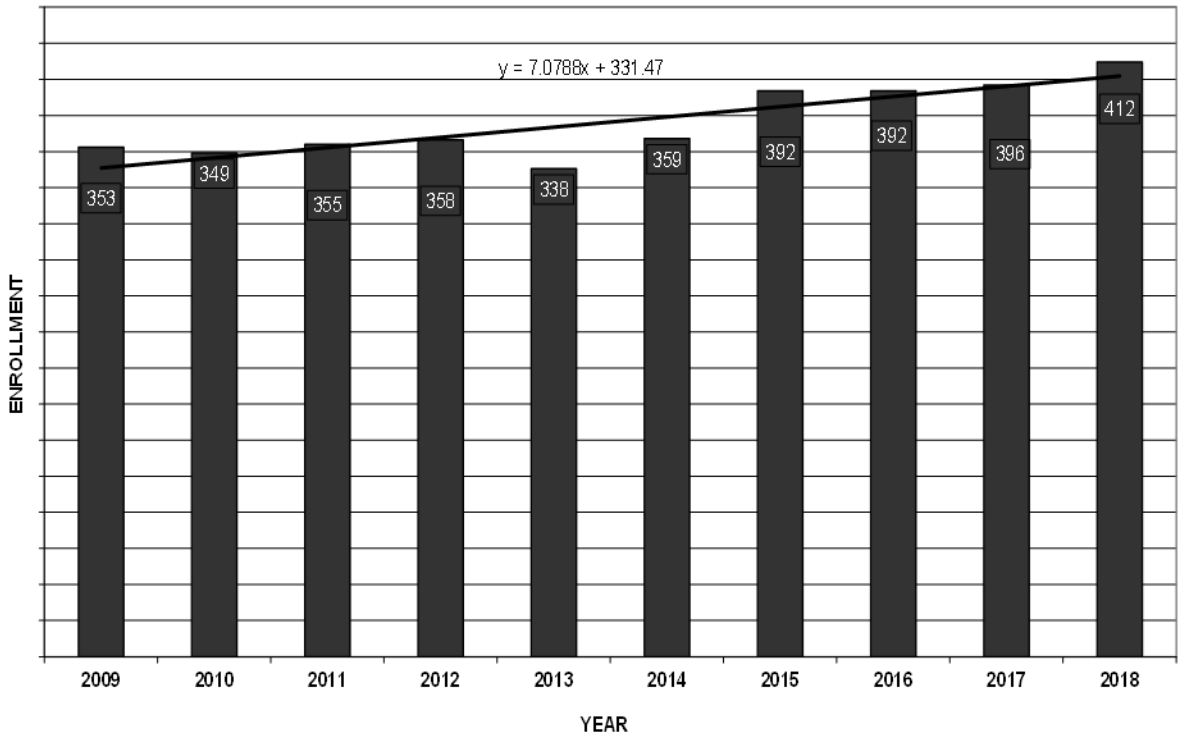
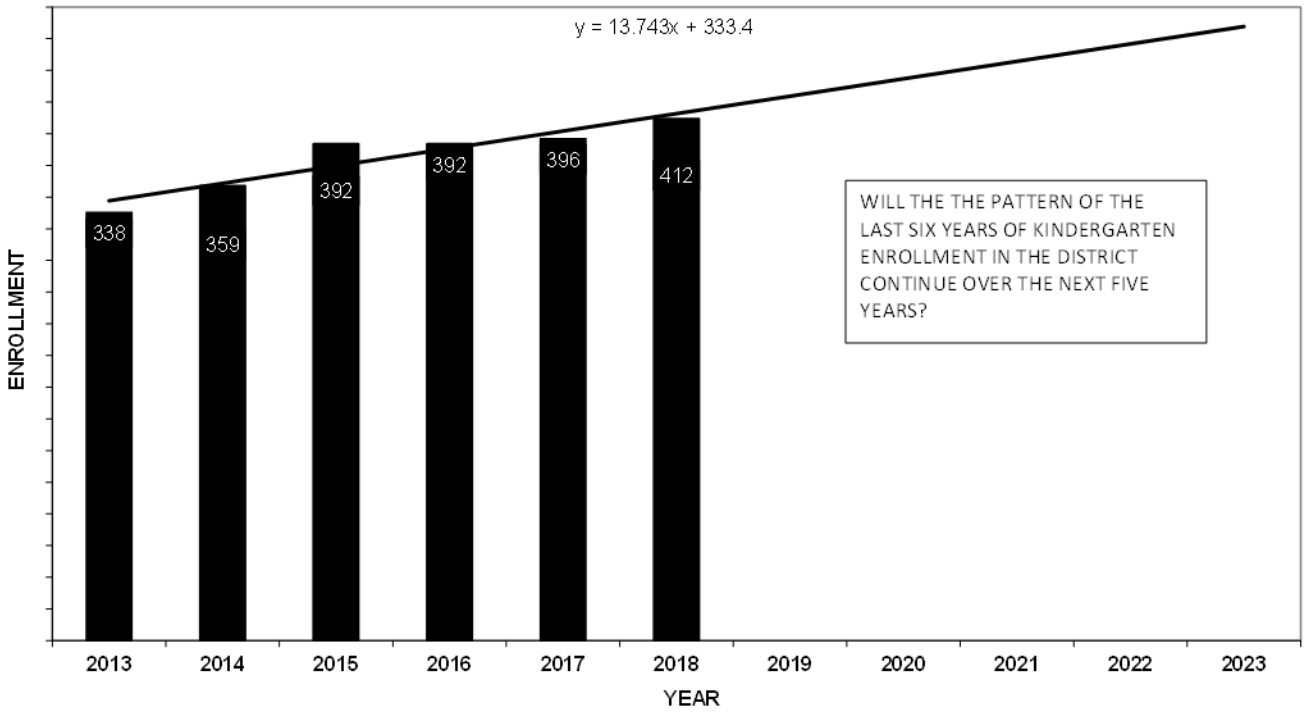


FIGURE FIVE: BALDWINSVILLE SCHOOL DISTRICT KINDERGARTEN ENROLLMENT 2013-2018



One way to suggest possible answers to the questions is to compare the pattern of kindergarten enrollments at Baldwinsville with the documented live births recorded for the school district enrollment area five years earlier each kindergarten enrollment year. ***Figure Six*** 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 the school years 2007 to 2018. In only 2009 are kindergarten enrollments lower than the number of live births in the school district five years earlier. The pattern documents that the district has had a large set of kindergarteners who enroll, but who were not born in the district from 2002-2013. 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 2007. 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 housing market increases and the resulting increase of new child-bearing age resident population moving to the district since 2007 has not resulted in a noticeable increase of annual **resident** live birth totals, as yet, as one views the historical data over fourteen years.

FIGURE SIX: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER IN THE BALDWINSVILLE SCHOOL DISTRICT 2007-2018

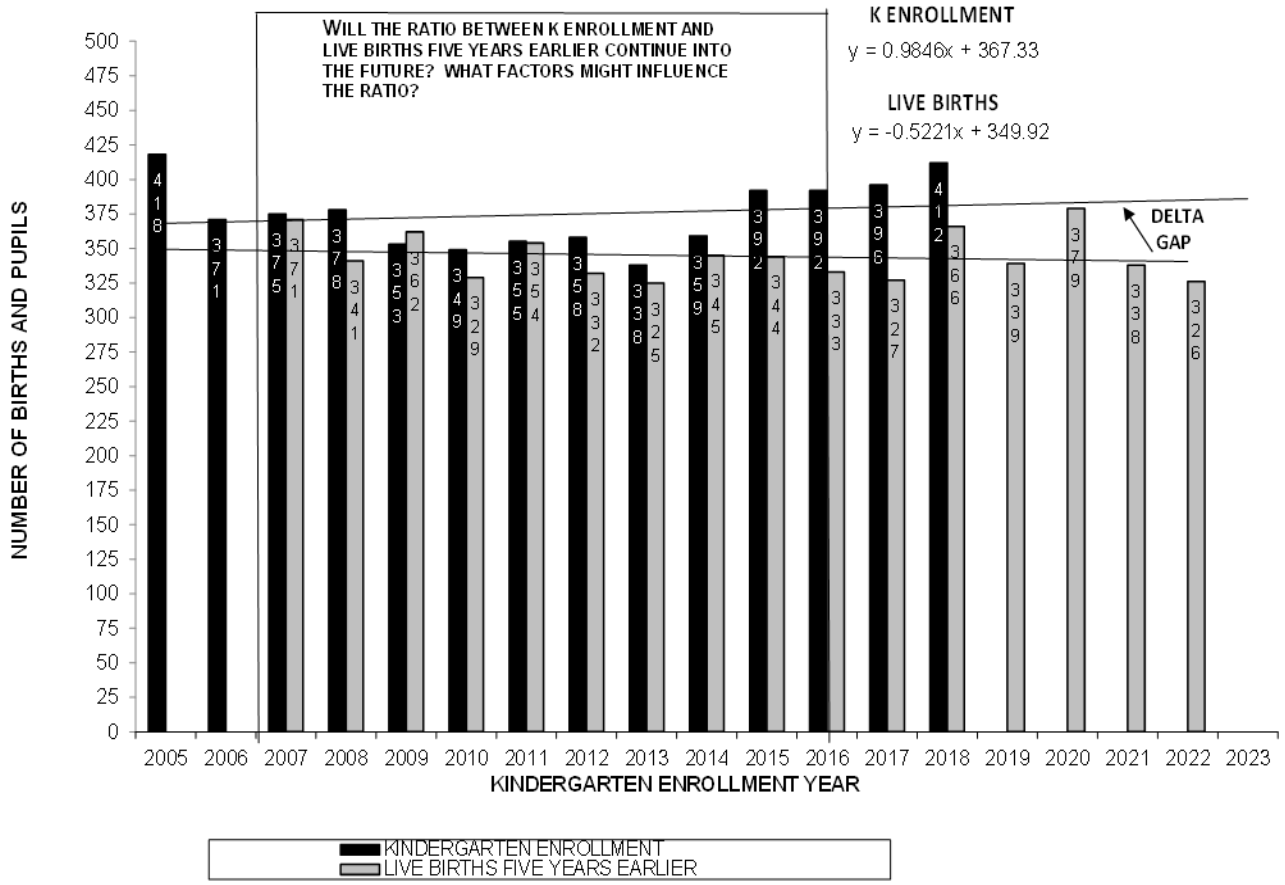


Figure Six-A on the next page illustrates the pattern of kindergarten enrollments and the pattern of live births five years earlier each enrollment year since 2013. Note that the pattern of live births within the School District is positive over the past six years (slope +1.16). Note the significant positive pattern of kindergarten enrollment growth since 2013 (slope +13.7). The patterns suggest that the influence of the kindergarten enrollment of children not born in the Baldwinsville School District is a major factor of the increasing kindergarten enrollments at Baldwinsville. The rising live birth pattern since 2013 of the resident population is also a factor of the increasing kindergarten enrollments at Baldwinsville.

How might future kindergarten enrollments be influenced by: an increasing annual total of live births in the Baldwinsville School District five years earlier the kindergarten enrollment year; and by children not born in the district, who move to the district, and enroll in kindergarten?

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

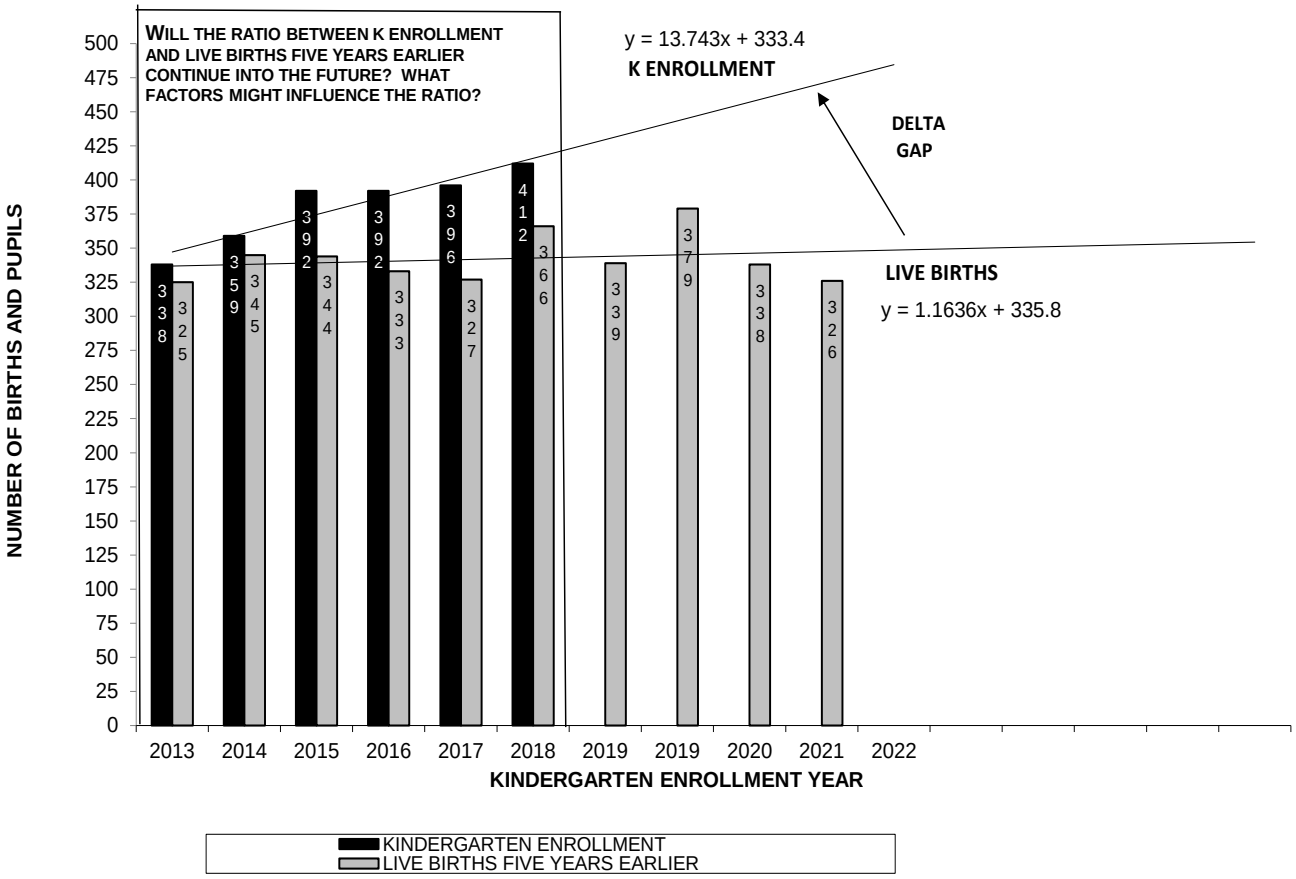


Figure Six-A data encourages planning discussion of three 'what ifs' and possible future kindergarten enrollments:

1. 'What if' the historical pattern of live births continues to increase, and the number of new households with children born elsewhere move to the district in the same increasing pattern since at least 2013?
2. 'What if' the pattern of live births in the district increases annually, and the number of new households with children born elsewhere move to the district in lower numbers?
3. 'What if' the pattern of live births in the district begins to decrease annually and the number of new households with children born elsewhere move to the district in lower numbers?

Low, Mid, and High Kindergarten Enrollment Estimates

The historical kindergarten enrollments of the Baldwinsville 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 (*Table 4 of the Enrollment/Demographic Study)* 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 2009. It also assumes that the kindergarten-enrollment–to-live-birth ratio for the ten years from 2009-2018 (1.08 or 108%) 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 (*Table 5 of the Enrollment/Demographic Study)* 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 2012-2017. The forecast also assumes that the median kindergarten-enrollment-live-birth ratio (1.13 or 113%) derived from the ratios from 2013 through 2018 is a historically based ratio that is possible to expect in the future. 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 2013 through 2018 *without* 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 2013 form the basis for low, mid and high range ***Base Cohort Enrollment Projections***.

The *Enrollment Projection/Demographic Study* of February 2019 collected and analyzed data about the following data patterns.

Data Pattern	**Analysis in February 2019 Enrollment Projection/Demographic Study**
Migration to and out of the District	p. 23
Home School and Non-Public Enrollment	p. 25
Enrolled Tuition Students	p. 27
Dropout/Non-completion Rates	p. 27
Perspective of the Current Housing Market in the School District	p. 29
Potential New Units to the Housing Market	p. 30

Historical patterns of such data may suggest that the baseline enrollment estimates should be adjusted if a major shift in pattern is suspected to occur in the next three to five years. The February 2019 Study concludes that researched information about the data topics and the historical patterns of the data do not suggest any major upcoming changes that might influence future School District enrollments. The Study analyzes and discuses data about the active pattern of the housing market in attracting family households and the data about known new housing development. The *Enrollment Study* suggests that the housing market and documented new housing units coming to the market are **'normal and usual'** of the ten-year historical culture of the district and, therefore, are already reflected in the baseline enrollment projections particularly the 'high' projection. No adjustments to the baseline enrollment estimates are made due to the data patterns listed below.

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	○ **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	○ **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	○ **Grades 8-9 total enrollment** may increase by about 93 pupils over **the next 8 years** compared to 2018-2019.
Grades 10-12	○ **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

Calculation	Year	Grades K-5	Grade 6	Grade 7	Grades 8-9	Grades 10-12
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.

BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR BALDWINSVILLE CENTRAL SCHOOL DISTRICT JANUARY 2019

	LOW RANGE PROJECTION					MID RANGE PROJECTION					HIGH RANGE PROJECTION				
YEAR	K-5	6-7	8-9	10-12	TOTAL K-12	K-5	6-7	8-9	10-12	TOTAL K-12	K-5	6-7	8-9	10-12	TOTAL K-12
2019	2470	915	821	1273	5480	2487	915	821	1273	5497	2533	915	821	1273	5543
2020	2524	872	900	1228	5524	2559	872	900	1228	5560	2622	872	900	1228	5622
2021	2522	872	916	1246	5556	2576	872	916	1246	5610	2714	872	916	1246	5748
2022	2495	894	874	1257	5520	2567	894	874	1257	5592	2813	894	874	1257	5838
2023	2488	909	873	1304	5575	2571	909	873	1304	5657	2924	909	873	1304	6010
2024	2449	948	896	1307	5600	2540	948	896	1307	5690	3018	948	896	1307	6168
2025	2464	928	911	1278	5581	2540	948	911	1278	5677	3107	1002	911	1278	6298
2026	2429	926	950	1287	5593	2484	968	950	1287	5689	3197	1039	950	1287	6473
2027	2448	925	928	1314	5615	2481	967	949	1314	5711	3287	1071	1004	1314	6677
2028	2483	856	928	1362	5629	2492	895	970	1362	5719	3376	1105	1041	1362	6884

	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
2019	2912	2568	5480	2929	2568	5497	2975	2568	5543
2020	2952	2572	5524	2988	2572	5560	3050	2572	5622
2021	2962	2593	5556	3017	2593	5610	3155	2593	5748
2022	2946	2574	5520	3018	2574	5592	3264	2574	5838
2023	2944	2631	5575	3026	2631	5657	3380	2631	6010
2024	2938	2662	5600	3029	2662	5690	3507	2662	6168
2025	2900	2681	5581	2995	2681	5677	3617	2681	6298
2026	2917	2676	5593	2993	2696	5689	3723	2751	6473
2027	2882	2733	5615	2936	2775	5711	3829	2848	6677
2028	2902	2727	5629	2930	2789	5719	3935	2949	6884

	LOW RANGE PROJECTION							MID RANGE PROJECTION							HIGH RANGE PROJECTION						
YEAR	K-4	K-3	5-6	4-6	7-8	7-9	9	K-4	K-3	5-6	4-6	7-8	7-9	9	K-4	K-3	5-6	4-6	7-8	7-9	9
2019	2053	1634	859	1278	906	1295	389	2070	1651	859	1278	906	1295	389	2116	1697	859	1278	906	1295	389
2020	2094	1666	858	1286	923	1344	421	2130	1702	858	1286	923	1344	421	2192	1764	858	1286	923	1344	421
2021	2083	1649	880	1313	880	1347	467	2137	1703	880	1313	880	1347	467	2275	1842	880	1313	880	1347	467
2022	2051	1587	895	1359	879	1317	438	2123	1659	895	1359	879	1317	438	2369	1904	895	1359	879	1317	438
2023	2012	1598	932	1346	902	1327	425	2094	1661	932	1365	902	1327	425	2448	1963	932	1417	902	1327	425
2024					917	1355	438					917	1355	438					917	1355	438
2025					956	1403	447					956	1403	447					956	1403	447
2026					936	1388	452					956	1408	452					1011	1463	452
2027																					
2028																					

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

The enrollment projection estimates suggest the ranges of pupil capacity that may likely be needed into the future. Pupil capacity is benchmarked to how the Baldwinsville program is implemented in 2018-2019 (see the *Baldwinsville CSD Pupil Capacity Analysis Study, January 2019).* The tables below estimate the potential impact on current pupil capacity using the ***baseline*** enrollment projections for grades K-6 five years into the future; for grades 7-9 eight years into the future; and for grades 10-12 ten years into the future.

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**	**<u>Under</u> available operating pupil capacity <u>by 5 or by .2%;</u> up to <u>over</u> available pupil capacity <u>by 431</u> or by 17.3%**

Estimated 6-7 Enrollments and Pupil Capacity in 2026-2027; eight years from now			
Grades 6 - 7 *(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 2026-2027 (low to high projections):**	**Estimated Unused Pupil Capacity in eight years in 2026-2027 with the current grade level and school building configurations:** **(Does not factor unassigned pupil capacity to address flexibility of program delivery.)**
Ray Middle School Grade 6 *(400)*	419		
Ray Middle School Grade 7 *(450)*	455		**Over available operating pupil capacity by 58 to 171 or by 6.7% to 19.7%**
TOTAL GRADES 6 - 7	**868**	**926 - 1039**	

Estimated 8-9 Enrollments and Pupil Capacity in 2026-2027; eight years from now			
Grades 8 - 9 *(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 2026-2027 (low to high projections):**	**Estimated Unused Pupil Capacity in eight years in 2026-2027 with the current grade level and school building configurations:** **(Does not factor unassigned pupil capacity to address flexibility of program delivery.)**
Durgee Junior High Grades 8 - 9 *(850)*	**819**	**950**	**Over available operating pupil capacity by 131 or by 16%.**

Estimated 10-12 Enrollments and Pupil Capacity in 2028-2029; ten years from now			
Grades 10-12 *(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 2028-2029 (low to high projections):**	**Estimated Unused Pupil Capacity in ten years in 2028-2029 with the current grade level and school building configurations:** **(Does not factor unassigned pupil capacity to address flexibility of program delivery.)**
Baker High School Grades 10 - 12 *(1258)*	**1467**	**1362**	**Under available operating pupil capacity by 105 or by 7.2%.**

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

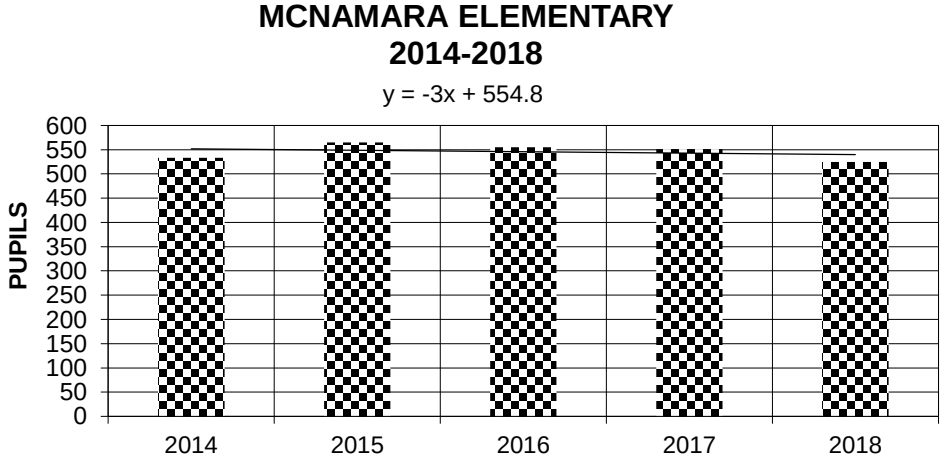
- The mileages between the buildings of the District are charted below. The District boundaries serve 62.86 square miles.

	High School	McNamara	Reynolds	Elden	Palmer	Van Buren	Middle School
Junior High	.5	4.1	3.5	.5	4.3	2.3	2.3
Middle School	2.3	4.1	1.4	2.3	5.3	1.8	
Van Buren	2.3	3.6	3.1	2.3	5.1		
Palmer	4.3	6.8	6.3	4.3			
Elden	.5	4.1	3.5				
Reynolds	3.7	1.8					
McNamara	4.1						

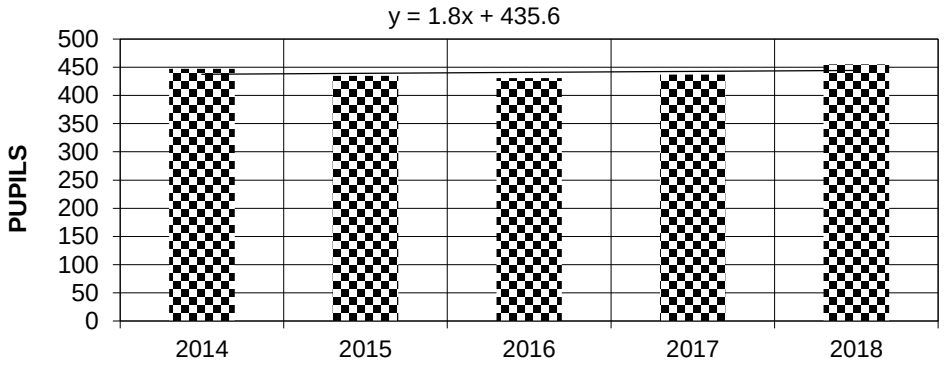
- Below are the annual October enrollments of the five elementary school buildings since 2014

School Year:	McNamara	Reynolds	Elden	Palmer	Van Buren
2014	533	447	470	442	432
2015	565	435	462	456	481
2016	555	431	502	438	500
2017	551	437	496	468	524
2018	525	455	486	484	523

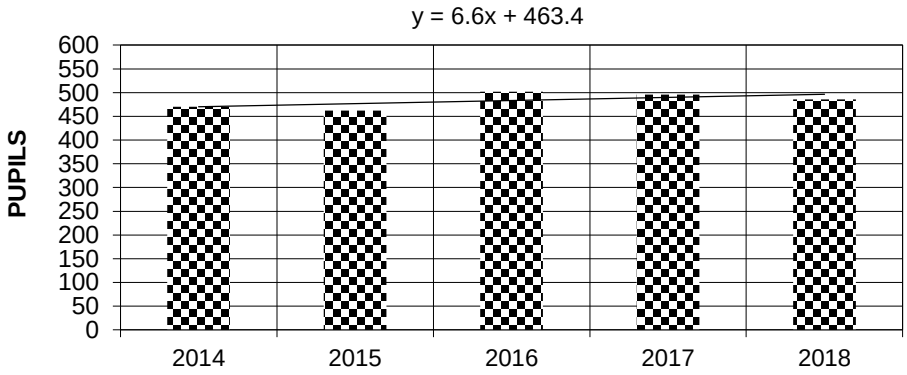
Charted below are the enrollments of each elementary school, grades 6-7, 8-9, and 10-12 from 2014-2018.



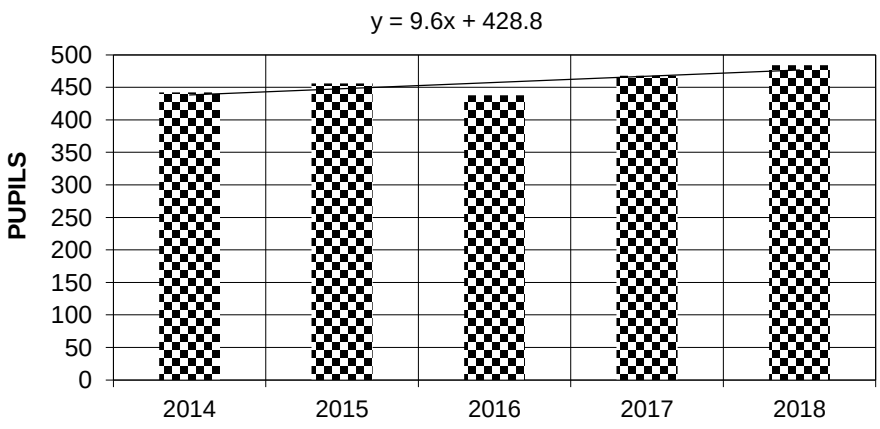
REYNOLDS ELEMENTARY
2014-2018



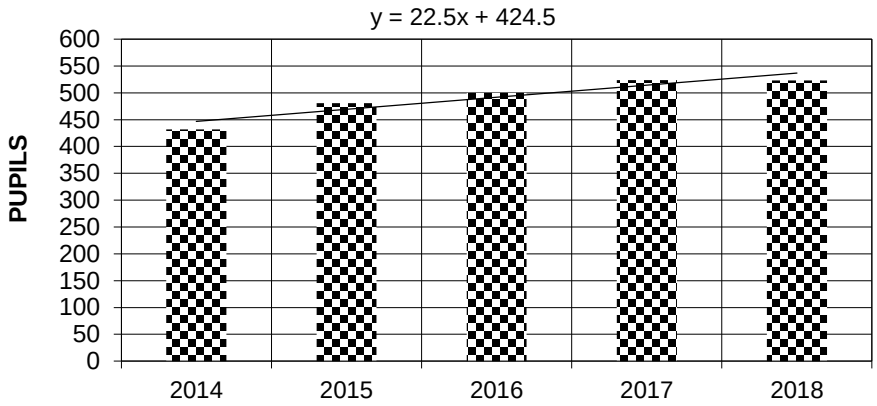
ELDEN ELEMENTARY
2014-2018



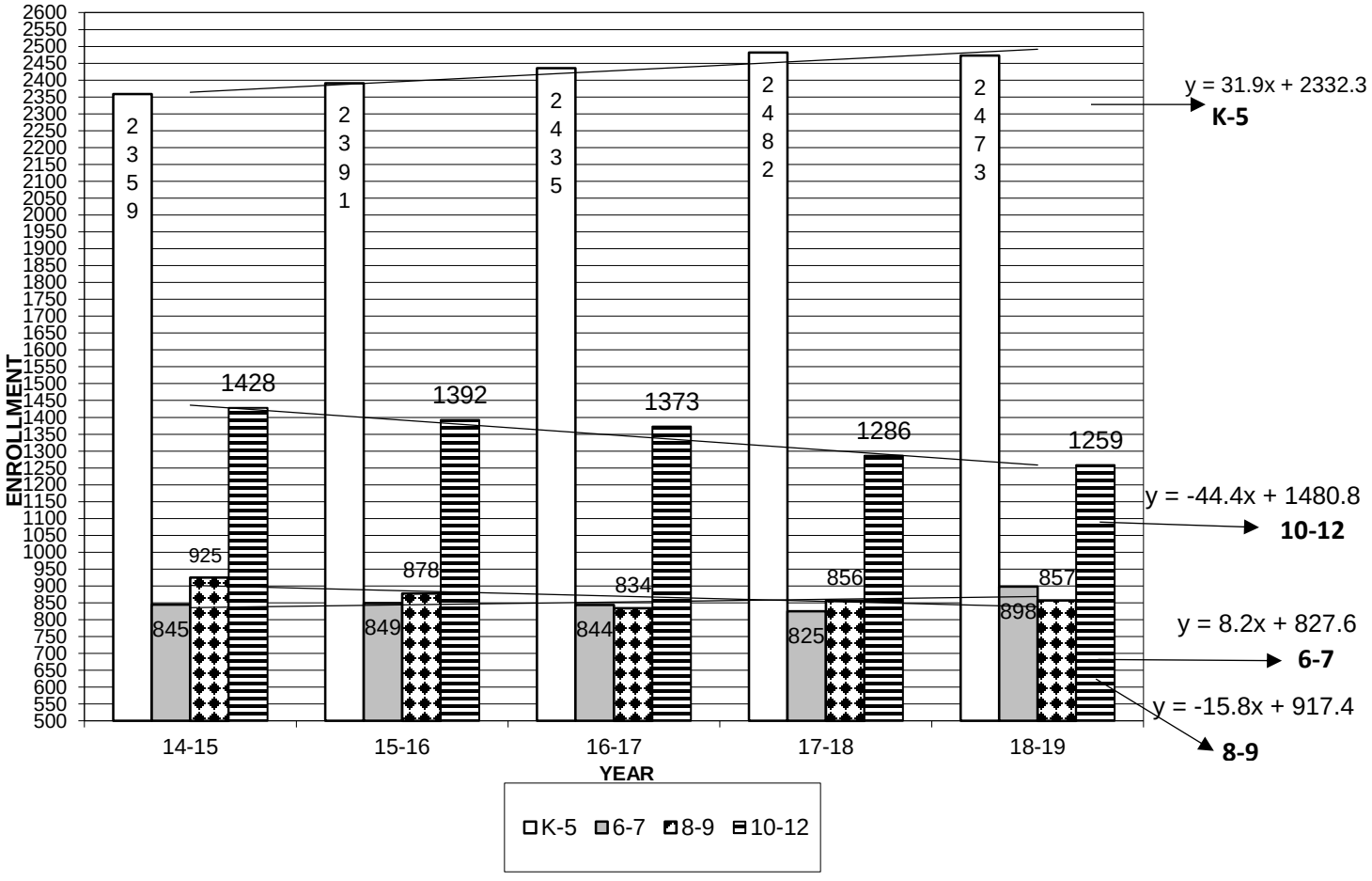
PALMER ELEMENTARY
2014-2018



VAN BUREN ELEMENTARY
2014-2018



BALDWINSVILLE CSD
HISTORICAL K-5, 6-7, 8-9, 10-12 ENROLLMENT
2014-2018



Below is a rank ordering of the slope of the trend line describing the annual enrollment pattern of each school from 2014 to 2018. A negative slope signifies that over five years the pattern of annual enrollment in the school has decreased. The more positive the slope the more variance in increased enrollment over the five years.

Elementary Schools:	Slope of the pattern of six years of annual enrollments:
Van Buren	+22.5
Palmer	+9.6
Elden	+6.6
Reynolds	+1.8
McNamara	-3
Secondary Schools:	
High School	-44.4
Junior High	-15.8
Middle School	+8.2

Typically, a base step in such studies as this one, is researching for continuous decline or a large continuous increase in enrollment over time in one or more attendance zones or geographic areas of a school District.

- 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		4		5		7
autistic	98	11	89	11	80	7
Others not in a set nomenclature as identified above. (504)*	167		148		135	
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 learning.

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

NYS base school site standards (Part 155. 1c):
ELEMENTARY SCHOOLS K-6: Three acres base plus one acre for each one hundred pupils, or fraction thereof.
SECONDARY SCHOOLS 7-12; Ten acres base plus one acre for each one hundred pupils, or fraction thereof.

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.

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/ all components is needed.
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 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**

The School District has begun the planning to address the various building systems and the evaluation data from the Building Conditions Surveys. Some of the items may already been addressed. It is suggested that ibn year two of the District planning, the Building Conditions Survey data be updated and reviewed in context of the prime program implementation option the Board may identify.

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

- Shared Staffing Among the School Buildings: **28.2 Shared FTE Teachers**

SCHOOL	McNamara	Reynolds	Elden	Palmer	Van Buren	MS	JH	HS
ENL/ESOL	.5	.5	.4	.5	.5	.4	.75	.2
Foreign Language							.5	1.25
Family and Consumer Science							.4	.6
Health						.7	.5	.8
Math							.5	.5
Music	1.0	.9	1.0	.9	.83	.67		
Phys Ed	.8	.2	.2	.2	.5	1.1	1.0	1.0
Speech	.3		.6		.3	.7		
Nurse	.6			.15	.15	.10		
Nurse	.2			.1	.25	.25	.2	
OT		.4				.1		
OT	.8	.2						
OT				.8			.1	.1
PT			.3		.3	.2	.1	.1
PT	.5	.2		.3				
TOTAL:	**4.7**	**2.4**	**2.5**	**2.95**	**2.83**	**4.22**	**4.05**	**4.55**

Free and Reduced Lunch Data:

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%**

- "Teacher day" and 'student day' times for **2018-2019**

SCHOOL	Teacher day begins	Teacher day ends	Student day begins	Student day ends
Van Buren	8:30	3:45	8:55	3:15
Palmer	8:30	3:45	8:55	3:15
Elden	8:30	3:45	8:55	3:15
Reynolds	8:30`	3:45	8:55	3:15
McNamara	8:30	3:45	8:55	3:15
High School	7:30	2:45	7:36	2:24
Junior High	7:35	2:50	7:45	2:40
Middle School	7:25	2:40	7:33	2:17

SCHOOL	Length of Teacher Day	Length of Student Day
Van Buren	7 hrs. 15 min.	6 hrs. 20 min.
Palmer	7 hrs. 15 min.	6 hrs. 20 min.
Elden	7 hrs. 15 min.	6 hrs. 20 min.
Reynolds	7 hrs. 15 min.	6 hrs. 20 min.
McNamara	7 hrs. 15 min.	6 hrs. 20 min.
High School	7 hrs. 15 min.	6 hrs. 48 min.
Junior High	7 hrs. 15 min.	7 hrs. 5 min.
Middle School	7 hrs. 15 min.	6 hrs. 44 min.

o Full Time Equivalent Cost for Instructional Certified Staff in 2018-2019:

TOTAL FTE K-6	TOTAL SALARY	TOTAL FICA	TOTAL HEALTH INSURANCE	TOTAL RETIREMENT	TOTAL OTHER BENEFITS	Total COST for ALL K-6 FTEs 2018-2019
228	$16,313,431	$1,247,977	$3,420,000	$1,732,486	$$88,256	$22,802,150

TOTAL FTE 7-12	TOTAL SALARY	TOTAL FICA	TOTAL HEALTH INSURANCE	TOTAL RETIREMENT	TOTAL OTHER BENEFITS	Total COST for ALL 7-12 FTEs 2018-2019
217.5	$15,271,687	$1,168,284	$3,255,000	$1,621,853	$82,620	$21,399,444

Average Cost per Full Time Equivalent Kindergarten through grade 6 certified instructional staff in 2018-2019: $100,009

Average Cost per Full Time Equivalent grade 7 through grade 12 certified instructional staff in 2018-2019: $$98,388
Average Cost per Full Time Equivalent Kindergarten through grade 12 certified building level administrative staff in 2018-2019: $128,223

Building Support Staff:
Average Cost per Full Time Equivalent Secretary in 2018-2019: $52,988

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

	Baldwinsville Central School				
	2017-2018	2016-2017	2015-2016	2014-2015	Average over Four years
STAFF SEGMENT					
K through grade 6 **certified** teachers (including counselors, nurses and similar others)	8	7	6	2	23
Grade 7-12 **certified** teachers (including counselors, nurses and similar others):	12	8	7	7	34
Grades K-12:					
Teacher Assistants (**certified**)	4	8	13	6	31
Teacher Aides (civil service)	1	1		1.4	3.4
Grades K-12: OT/PT (civil service)			1		1
Social worker (civil service)					
Nurse (civil service)					
K-12 **certified** administrators:		1	4	3	8

		2017-2018	2016-2017	2015-2016	2014-2015	Average over Four years
Civil Service:						
Supervisors of any support function						
Bus drivers						
Bus aides						
School lunch workers						
Operations and Maintenance workers						
Secretaries		2	2	7	1	**12**
Business Office not secretarial				1	1	**2**
Technology support staff						

- Bus Run Data for September **2018-2019** **('regular runs'; not including special education customized runs)**

	McNamara Attendance Zone
Earliest pick up	7:51 a.m.
Estimated longest pupil ride on a bus	39 min. AM; 31 min. PM
Number of bus runs AM to school	11
Number of bus runs PM to home	11
Number of 'walkers'	0

	Reynolds Attendance Zone
Earliest pick up	7:38 a.m.
Estimated longest pupil ride on a bus	50
Number of bus runs AM to school	12
Number of bus runs PM to home	12
Number of 'walkers'	0

	Elden Attendance Zone
Earliest pick up	7:43 a.m.
Estimated longest pupil ride on a bus	45 min. AM; 40 min. PM
Number of bus runs AM to school	13
Number of bus runs PM to home	13
Number of 'walkers'	0

	Palmer Attendance Zone
Earliest pick up	7:50 a.m.
Estimated longest pupil ride on a bus	42
Number of bus runs AM to school	13
Number of bus runs PM to home	13
Number of 'walkers'	0

	Van Buren Elementary Attendance Zone
Earliest pick up	7:40 a.m.
Estimated longest pupil ride on a bus	50
Number of bus runs AM to school	13
Number of bus runs PM to home	13
Number of 'walkers'	0

	Middle School
Earliest pick up	6:44 a.m.
Estimated longest pupil ride on a bus	55
Number of bus runs AM to school	48
Number of bus runs PM to home	48
Number of 'walkers'	0

	Junior High School
Earliest pick up	6:35 a.m.
Estimated longest pupil ride on a bus	55
Number of bus runs AM to school	48
Number of bus runs PM to home	48
Number of 'walkers'	0

	High School
Earliest pick up	6:35 a.m.
Estimated longest pupil ride on a bus	55
Number of bus runs AM to school	48
Number of bus runs PM to home	48
Number of 'walkers'	0

Total number of AM bus routes in the District in the AM (NOT SPECIAL ED OR PRIVATE SCHOOL) for elementary and secondary combined	131
Total number of PM bus routes in the District in the PM (NOT SPECIAL ED OR PRIVATE SCHOOL) for elementary and secondary combined	129
Percentage of transportation aid expected as a revenue for 2018-2019 based on transportation expenses submitted for 2017-2018; (2018-2019 Trans. Aid divided by the expenditures submitted for 2017-2018 for aid payable in 2018-2019	79%
Total 2018-2019 transportation budget minus cost for special runs, 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**.)	$6,768,733
Estimated average cost per bus route for AM route to school and PM route to home transportation in 2018-2019; $26,034	
Estimated average local Baldwinsville taxpayer cost per bus route: $5467	
Estimated average State support of each Baldwinsville bus route : $20,567	
Where the estimates come from: Take the **total** transportation budget NOT INCLUDING SPECIAL RUNS FOR SPECIAL NEEDS, FIELD TRIPS, VOCATIONAL CENTER RUNS, ATHLETIC AND CO-CURRICULAR 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 2018-2019.	

- 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 current student attending this school who lives the farthest from the school…			**Miles:**
McNamara Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **McNamara** have to travel to get to……	Reynolds Elementary	7.1
Miles of this student from his/her home to McNamara: **7.9**		Elden Elementary	5.0
		Palmer Elementary	4.1
		Van Buren Elementary	6.1
		Middle School	6.1
		Junior High	5.0
		High School	5.0

Distance of the home of the current student attending this school who lives the farthest from the school…			**Miles:**
Reynolds Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Reynolds** have to travel to get to……	McNamara Elementary	12.8
Miles of this student from his/her home to Reynolds: **13.3**		Elden Elementary	10.0
		Palmer Elementary	14.5
		Van Buren Elementary	10.7
		Middle School	11.0
		Junior High	10.0
		High School	10.0

Elden Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Elden** have to travel to get to……	Reynolds Elementary	7.9
Miles of this student from his/her home to Elden: **5.8**		McNamara Elementary	8.7
		Palmer Elementary	4.4
		Van Buren Elementary	6.9
		Middle School	6.9
		Junior High	5.8
		High School	5.8

Palmer Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Palmer** have to travel to get to……	Reynolds Elementary	6.4
Miles of this student from his/her home to Palmer: **6.1**		Elden Elementary	4.3
		McNamara Elementary	7.1
		Van Buren Elementary	5.3
		Middle School	5.3
		Junior High	4.3
		High School	4.3

Van Buren Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Van Buren** have to travel to get to……	Reynolds Elementary	6.6
Miles of this student from his/her home to Van Buren: 6.8		Elden Elementary	8.5
		Palmer Elementary	12.2
		McNamara Elementary	7.8
		Middle School	6.6
		Junior High	8.5
		High School	8.5

Ray Middle	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Ray Middle** have to travel to get to……		
Miles of this student from his/her home to Ray Middle: **13.7**		Reynolds Elementary	12.6
		Elden Elementary	10.6
		Palmer Elementary	14.5
		McNamara Elementary	13.3
		Van Buren Elementary	11.2
		Junior High	10.6
		High School	10.6

Durgee Junior High	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Durgee Junior High** have to travel to get to……		
Miles of this student from his/her home to Durgee Junior High: **10.6**		Reynolds Elementary	12.6
		Elden Elementary	10.6
		Palmer Elementary	14.5
		McNamara Elementary	13.3
		Van Buren Elementary	11.2
		Middle School	13.7
		High School	10.6

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

Vehicle Size	Number	Total Maximum Pupils Able to be Served in a single bus run:
66 passenger	77	5082
54 passenger	1	54
42 passenger	2	84
30 passenger	15	450
24 passenger	4	96
7 suburbans	9	63

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

- ✓ The condition 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 Condition Survey Report data do not suggest that there are District school buildings with current building conditions that could present a danger to health and safety. The District has diligently addressed any health and safety issues that have surfaced. (Example: Safety is and has been a major focus. The entrance to Durgee has been reconstructed to implement 'teller type" admission; ballistic film has been to Durgee, Baker, Ray and Reynolds; safety video tools have been upgraded). 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 annual expenditure for outstanding capital debt **including interest** of the District is about $5.5 million through 2026. The total bond debt payment reduces to $4.5 million in 2027. Benchmarking added capital work that may require debt service to begin in 2026-2027 may be an initial capital planning step that prudently addresses the financial roadmap for the District.

- ✓ 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. Baldwinsville elementary and secondary pupils receive 6 hours and 15 minutes of daily instruction exclusive of lunch.
- ✓ Research of best teaching-learning practices suggests that contact time with teachers is a prime ingredient and key factor for pupil learning success. Charted below is the elementary and secondary teacher instructional contact time with pupils for 2018-2019. Teacher workday instructional contact time with pupils of 85% and above is a sought- after goal.

Elementary Teacher Workday	**Prep**	**Before student day**	**End of the student day**	**Total Time Available for Student Instructional Contact Time**
405 minutes (not including 30 min. lunch)	-40	(circa 15 minutes; teacher assistance with arrival of pupils)	-20 (circa 10 minutes; teacher assistance with safe dismissal of pupils)	345 minutes; 85% of the Teacher Work Day
Middle School Teacher Workday	**Prep (planning period plus team planning period)**	**Before student day**	**End of the student day**	**Total Time Available for Student Instructional Contact Time**
405 minutes (not including 30 min. lunch)	-80	(8 minutes teacher assistance with arrival of pupils)	-13 (circa 10 minutes; teacher assistance with safe dismissal of pupils)	312 minutes; 77% of the Teacher Work Day
Junior High Teacher Workday	**Prep**	**Before student day**	**End of the student day**	**Total Time Available for Student Instructional Contact Time**
405 minutes (not including 30 min. lunch)	-40	(8 minutes teacher assistance with arrival of pupils)	(circa 10 minutes; teacher assistance with safe dismissal of pupils)	365 minutes; 90% of the Teacher Work Day
High School Teacher Workday	**Prep**	**Before student day**	**End of the student day**	**Total Time Available for Student Instructional Contact Time**
405 minutes (not including 30 min. lunch)	-40	(6 minutes teacher assistance with arrival of pupils)	-15 (circa 6 minutes; teacher assistance with safe dismissal of pupils)	350 minutes; 86.4% of the Teacher Work Day

The District and the Teachers' Association have developed a definition of the "Regular Professional Day" that can provide flexibility as the Board implements a program delivery scenario for the future. There is the option to stagger staff and student daily schedules as might be necessary or wanted with the various delivery scenarios and/or increase instructional contact time. It should be noted that the 2018-2019 total time available for student instructional contact time across the schools is at very positive instructional-focus percentage levels.

Section 4.1 Regular Professional Day

a) The regular professional day will be 7.25 continuous hours which shall commence between:

1. 7:30 a.m. and 8:00 a.m. for the Senior High School
2. 7:30 a.m. and 8:00 a.m. for the Junior High School
3. 7:20 a.m. and 7:50 a.m. for the Middle School
4. 8:20 a.m. and 8:50 a.m. for the Elementary Schools

Starting times for each level will be set for the entire year during the summer. Teachers will be notified of the starting times for the following school year prior to the return to school in the fall.

✓ The elementary schools arrange instruction using a Monday through Friday nomenclature. The Junior High and Middle Schools and High School use an 'A-B' nomenclature. The Middle School uses a 6-day cycle. When the Elementary school calendar is interrupted when a holiday or a snow emergency day, the day's schedule of services particular to that day is 'lost'. For example if elementary art is scheduled for a grade level class on a Tuesday or a physical therapy session is scheduled for a Tuesday and that day requires a snow emergency closing, the pupils will not receive the planned art instruction or physical therapy session for an entire week until the next Tuesday. At the Middle School, Junior High and the High School, the same emergency snow closing on a 'Tuesday' does not interrupt the consistency of service to the pupils. If the snow day on the Tuesday is an 'A' day, then when the pupils return to school the next day, the day is an 'A' day keeping program/instructional services delivery consistent.

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. In this way, as described above, a vacation day or snow day does not interrupt the delivery of instruction with services and classes that do not convene every day. If a snow day falls on an 'A' Day (for example), the day the pupils return to school is an 'A' Day assuring consistency and continuity of services/instruction to pupils. Special elementary areas like library, physical education, art, music, and remedial services which normally do not meet every day will be provided uninterrupted with a cycle organization pattern. Currently, at the Middle School, instruction in PE, language, technology or other subjects that do meet every day have consistency of delivery. At the high school, science labs, for example, are delivered consistently and in an uninterrupted manner by the use of a cycle pattern. Special Needs pupils K-12 would receive such support services as physical therapy, occupational therapy, adaptive PE, and speech consistently throughout the year if a cycle pattern were implemented at the elementary level.

A two day 'A-B" cycle for all buildings K-12 can provide benefits to allocating resources. A six-day cycle nomenclature in particular may provide benefits in delivering the program at all grade levels.

There are 30 six-day cycles in a school year. Therefore, pupils who receive a class/subject for 40 minutes on one out of six days of the cycle receive 20 hours of instruction in that class/subject *consistently* over 180 day school year. The Teachers' Contract requires that each elementary teacher receive 200 minutes of preparation time over five days; 40 minutes a day. In the elementary grades, the 40 minutes of preparation time is provided by scheduling 'specials' for all pupils. Below is an example

of how a 6-day cycle can provide the 'specials' instruction and the required teacher preparation time on a consistent basis.

Cycle Day (To enable staff sharing among buildings as may be needed, each building may have specials on different days of the cycle.)	**"Special"**	**Length of class**	**Instruction over 30 cycles in a school year:**	**Length of daily preparation time for each classroom teacher**
A, C, E	PE	40 minutes	60 hours	40 minutes
B	Art	40 minutes	20 hours	40 minutes
D	Music	40 minutes	20 hours	40 minutes
F	Library	40 minutes	20 hours	40 minutes

A six-day cycle can help achieve the Physical Education Requirement as per CR 135.4. "…At least 120 minutes in each calendar week "….should be devoted in grades K-6 for physical education. The sample six-day cycle to organize the implementation of "specials" and elementary teacher preparation time can provide 60 hours of Physical Education instruction if PE class is held 3 out of every six days. Over 180 instructional days, CR 135.4 requires (180 x 24 minutes a day) 72 hours. The physical education regulation allows classroom teacher supervised recess-***if well-planned***-to be considered equivalent towards the achievement of the physical education requirement. The six-day cycle example above provides 60 hours of Physical Education instruction. Therefore, 12 hours classroom teacher supervised recess within the school year will meet the physical education requirement as per CR 135.4.

A Six-Day Schedule and the Secondary Grades:

Similar flexibility opportunities are enabled at the secondary level with a six day schedule compared to the current two day 'A-B' schedule in organizing the school year. For example:

- Science labs may be scheduled consistently 2 out of six days, or 3 out of six days as may be appropriate.
- The scheduling of PE often is scheduled opposite science labs in addition to instrumental lessons, AIS (remedial, Rti) services
- Options become available to offer half year courses 3 out 6 days for the entire year, or
- Quarter year electives 3 out of 6 days for half a year.
- In order to encourage pupils to reach and challenge more difficult courses, such courses can be scheduled to meet seven, eight or nine times in a cycle, thus providing more time and support for pupils wanting/willing to challenge more intense courses.
- The cycle schedule more easily allows courses to be offered and scheduled that may have a mentorship/on-work site component.
- May help to schedule music students *within the instructional day* who wish both instrumental and choral lesson opportunities.

✓ 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 2018-2019 school year, **28.2 full time equivalent staff members are shared** among the school buildings.

A major efficiency with a common day cycle in place in all the school buildings is the scheduling of shared staff among the buildings. A common day schedule drives more flexibility. A common cycle schedule can facilitate the deployment of many shared staff for an entire day of the cycle without the necessity for travel time. A goal is to have as many possible shared teachers serve in one school the whole day without having to travel between schools. Each begins and ends a school day at one school. Such a practice reduces stress for the teacher; allows more instructional time to be delivered to pupils; reduces the logistical cost for sharing; and allows the shared teacher to be a more inclusive member of the full-day culture of a school building. For specialty services like physical therapy or occupational therapy traveling between buildings daily may still be required.

Appropriate travel time for teachers when shared between two or more schools during the day is necessary. Sharing specialists between buildings is a valuable tool to ensure equity of program among school buildings. A common cycle schedule of at least six days per cycle can help reduce the logistical costs to enable the share.

Are there program implementation scenario options that might help reduce the number of staff shared between and among school buildings to ensure breadth of program offerings consistently across the district?

- ✓ The *Planning for the Future Workshops* with the Community Advisory Committee, the administrative team, and the Board of Education identified Pre-Kindergarten as a topic to explore as part of the future program vision of the School District.

- ✓ Baldwinsville does not offer a Pre-Kindergarten program. Any available Universal Pre-K grants have been awarded by the State strictly based on 'high need' Districts for which Baldwinsville does not qualify. Unfortunately, current law provides for no Pre-K funding for Baldwinsville. There is no state operating aid to support Pre-K enrollments. Staff for one classroom of Pre-K (1 full day class or 2 half day classes) on average would cost about $100,009 for a teacher and about $35,000 for an Aide per class (all-inclusive of salary and benefits).

  Another option schools have implemented is partnering with Head Start and private providers to deliver Pre-Kindergarten instruction in the public elementary schools. The community providers pay a cost-effective rent to the school district. The presence of such programs in the schools enhances the articulation of services and curriculum to the Pre-K pupils who in one year will be Kindergarten clients of the School District.

  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. Experience suggests that at most a school district can expect to serve up to about 60 to 70% of the available four-year old resident preschoolers if a pre-school program is offered. The

percentage served can vary given the availability of other pre-school options in the geographic area, the social-economic variables of the school district, and if the Pre-K offering is full day or half day.

The scenario options discussed in this study take into account the potential availability of space for the future if Pre-Kindergarten is implemented. The options include the use of six classrooms district-wide to provide twelve sections of a half-day Pre-Kindergarten. Twelve half-day sections in five classrooms can serve up to 216 preschoolers with one teacher and one aid per section. A potential 216 Pre-K students represent about 62% of the eligible four year olds in the School District annually over the past five years. Six sections of a full-day Pre-K in five classrooms district-wide could serve up to 108 students or about 31% of the eligible four year olds in the district.

Each scenario option takes into account the accommodation of an increasing pupil enrollment with added grade level classrooms. Having six Pre-Kindergarten rooms district-wide can also is a tool to deal with unexpected enrollment in an elementary attendance zone. Usually, transportation to and from a Pre-K is the responsibility of the parents who wish their child to attend. (Some schools transport Pre-K students only if there is room on an existing bus run which is allowed by the State Education Department without a transportation aid deduct. The addition of bus runs for Pre-K does not receive State transportation aid support.) It is suggested that the locations of the six Pre-K classrooms is a yearly decision based on how many elementary grade level classrooms an attendance zone requires. There may be years where there is at least one Pre-Kindergarten classroom is in each attendance zone. In other years, a school may require all available classrooms to serve elementary grade level classes because of an unexpected surge of enrollment. Therefore, it may not host a Pre-K classroom that year while another elementary school might host two or three instead of one Pre-K classroom that same year. Because of the existence of a Pre-K classroom that could instead serve a grade level that year, the school with the enrollment surge may not have to gerrymander or assign new resident pupils to schools outside of their residence school attendance zone. It is important to note that the possible attendance of a pupil in a Pre-K not located in the attendance zone of his/her residence **does not** preclude the attendance of the pupil in the attendance zone school that serves his/her home location for kindergarten in the next year after Pre-K.

- ✓ Over the past four school years, 57 certified instructional K-12 staff have left the District for all reasons (example: retirement, relocation) **except reduction in force**. The anticipated continued increase in pupil enrollments will likely require additional instructional staff. The on-average annual total of about 14 instructional FTE who choose to leave the district suggests that normal staff attrition and added pupil enrollment may mitigate some or all reductions in force, *if any,* that may come about from organizing the program and use of the buildings differently.
- ✓ 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 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 (or other similar tools) by each pupil within each classroom. If Baldwinsville institutes a similar approach, then one or more instructional spaces now used as computer labs could be redeployed to serve pupils in different ways.

- ✓ Over the past three school years, Baldwinsville has served between 87.1% and 90.4% of all special needs students in the home District by Baldwinsville staff. 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 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 Baldwinsville pupils *at Baldwinsville* along with other similar pupils from the region with the same disability. Another option is Baldwinsville CSD to be the lead agency in providing a shared program for one or more specialized special needs programs that would partner with nearby school districts.
- ✓ When visiting the district, it was observed that the traffic patterns at various times of the school day at the Middle School and at the main campus that hosts the High School, the Junior High, and Elden Elementary are congested. Are there possible site architectural solutions to relieving the congestion? Might there be program implementation scenario options that might help reduce the volume of buses/cars on the main campus?

- ✓ The value of serving students with quality and providing equity of program to all pupils is a value easily recognized when interviewing District staff and observing programs in action. One practice that seems to be outwardly equitable, may want to be reviewed. For example, reading staff are generally allocated to each elementary school based on assigning an *equitable number* of Full Time Equivalents to each elementary school. The District may want to discuss the allocation of such staff based on *yearly learning needs of the pupils in each building rather than by FTE*. Usual practice is that pupils who score in the 20th percentile or lower receive individual 'pull-out' instruction in reading in math. Each school has the FTE reading and math teachers to serve these pupils. However, all schools do not have the same number of pupils who fall in the under 20th percentile on the reading and math assessments. As such, since reading and math specialists are equitably assigned to each elementary building by number of FTEs, the number of pupils who score above the 20th percentile on reading and math assessments and receive additional reading/math support instruction vary by elementary school. Therefore, there are schools who can serve a number of pupils with additional support reading and math

services who achieve up to the 30th on assessment tests while other schools have enough FTEs to serve pupils who score up to the 60th percentile. An outwardly equitable method of allocating instructional resources has an inherent inequitably when viewing the documented number of pupils in need of such instructional support compared to the skill range of pupils who receive the instructional resources in each elementary school. Are there scenario options that might help the deployment of specialists like reading and math teachers with a focus on an annual analysis of student skill deficiencies in total across all the schools who serve the same grade levels?

- ✓ Professional Learning Community collaboration was observed during the elementary school visits. PLC collaboration is more than an isolated meeting of colleague teachers to discuss instruction. It is a cultural change where teachers create an *institutional focus* on the continuous improvement of teaching skills and student learning regularly (usually at least weekly) throughout the school year. The literature generally describes the actions/work of a Professional Learning Community as:
    - STUDY: Collaborative teams of teachers examine and discuss standards-based learning expectations for all pupils. Student achievement data of current clients drives the examination and discussion
    - SELECT: The collaborative teams of teachers select evidence-based teaching strategies that if implemented well will likely help all pupils to achieve the learning expectations.
    - PLAN: The collaborative team develops a common lesson plan based on the teaching strategies selected, and types of student learning activity evidence that will demonstrate if the teaching strategy is successful.
    - IMPLEMENT: The teachers of a collaborative community implement the planned lessons, record student successes and challenges, and gather evidence of student learning.
    - ANALYZE: The collaborative team together review student learning achievements and challenges based on the implementation of the lesson plan(s).
    - ADJUST: Professionally reflecting on the execution of the lesson plan(s), the student success achieved, and student learning not achieved, the collaborative team of teachers discuss and make potential modifications to their instructional strategies.

  Often Professional Learning Community collaboration happens during the teacher work day before the student school day or during the teacher work day after the student school day. The goal is to have at least 30 to 45 minutes of uninterrupted focus time for Professional Learning Community teams to work together ***without reducing teacher instructional contact time with pupils.*** The elementary teacher day at Baldwinsville is from 8:30 a.m. to 3:45 pm. Or 7 hours and 15 minutes. The student instructional day is 6 hours and 45 minutes. Extending the contractual teacher work day is an option, but usually not affordable for most school districts. Other techniques employed by some districts is that instructional staff end the work day immediately after pupils depart for home on two or three days per week thus shortening the work day on those days and then that same time is added to a work day sometime in that same week or cycle. For example, elementary pupils end the student day at 3:20; buses depart by 3:30. In this example, then, teachers would depart for home by 3:35 instead of 3:45—10 minutes earlier than usual. If this was done for three days in a week or cycle, then teachers would have from 3:35 p.m. to 4:15 to implement Professional Learning Community Collaboration on one day a week or one day per cycle.

  All of the Baldwinsville elementary schools are incorporating and experimenting with implementing a Professional Learning Community collaboration in guide their work with pupils. One creative example of instituting Professional Learning Community collaboration *without reducing teacher contact time*

with pupils is a schedule implemented at Van Buren. The chart below illustrates example efforts for PRC collaboration of teachers at Van Buren.

Van Buren Examples of PLC		Collaborative Team	Grade level colleague teachers who combine their classes with the classes of the collaborative team classes and deliver pre-planned learning activity/lessons
Monday	3:15 - 3:45	Grade 2 Teachers	Grade 3 Teachers
Tuesday	2:45 – 3:45	Kindergarten Teachers	Grade 1 Teachers
	3:15 - 3:45	Grade 2 Teachers	Grade 3 Teachers
Wednesday	2:45 – 3:45	Grade 4 Teachers	Grade 5 Teachers
	3:15 - 3:45	Grade 3 Teachers	Grade 2 Teachers
Thursday	2:45 – 3:45	Grade 1 Teachers	Kindergarten Teachers
	2:45 – 3:45	Grade 5 Teachers	Grade 4 Teachers
	3:15 - 3:45	Grade 3 Teachers	Grade 2 Teachers

Are there Program Implementation Scenario Options that might help to establish methods to create Professional Learning Community Collaborations without decreasing teacher contact time with pupils?

- ✓ Baldwinsville CSD collaborates with the YMCA to offer the opportunity for Before and After School Care. The District provides the space and the cost for the service is borne by parents. The Community Advisory Committee points out how valuable the opportunity is to the total community of families and commends the District for its collaboration with the YMCA. The Committee encourages that each scenario include the continued availability of the Care service with the possibility of expansion.

- ✓ Music instruction is highly valued by the community and District at all grade levels. Charted below are the music instruction facility spaces K-12 in 2018-2019.

Square Footage of Music Instructional Space K-12 in 2018-2019					
Elementary Music	**McNamara Elementary**	**Reynolds Elementary**	**Elden Elementary**	**Palmer Elementary**	**Van Buren Elementary**
Music	759	672	913	835	897
Band /Orchestra	245	230	367	250	305
Secondary Music	**Ray**	**Durgee JH**	**Baker HS**		
Music/Chorus	1200	1273	2334		
Music Instrumental	798	1373	2666		
Band	1591				
Music	552		909		
Music			641		

The implementation of a scenario option to deliver the K-12 program differently in the future may be an opportunity to address the K-12 music program instructional space assets comprehensively. *Are there opportunities for enhancing or delivering the elements of the music program and curriculum differently with the different Scenario Options?*

- ✓ 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%**

- ✓ 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-9 program 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 (2018-2019) school travel to their school from home. Also listed is the **+/- 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. Therefore, all other students in the District should travel **less than** the mileage listed in the 'ADDITIONAL TRAVEL DISTANCE' column. When one or more possible scenarios are identified for possible implementation the same analysis should be duplicated with those specific scenario options.

Distance of the home of the current student attending this school who lives the farthest from the school…			Miles:	Miles now traveled by the student to current home school:	ADDITIONAL TRAVEL DISTANCE in Miles for this student to the alternative building:
McNamara Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **McNamara** have to travel to get to……	Reynolds Elementary	7.1	7.9	-.8
Miles of this student from his/her home to McNamara: **7.9**		Elden Elementary	5.0		-2.9
		Palmer Elementary	4.1		-3.8
		Van Buren Elementary	6.1		-1.8
		Middle School	6.1		-1.8
		Junior High	5.0		-2.9
		High School	5.0		-2.9
Reynolds Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Reynolds** have to travel to get to……	McNamara Elementary	12.8	13.3	-.5
Miles of this student from his/her home to Reynolds: **13.3**		Elden Elementary	10.0		-3.3
		Palmer Elementary	14.5		+1.2
		Van Buren Elementary	10.7		-2.6
		Middle School	11.0		-2.3
		Junior High	10.0		-3.3
		High School	10.0		-3.3

Elden Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Elden** have to travel to get to……	Reynolds Elementary	7.9	5.8	+2.1
Miles of this student from his/her home to Elden: **5.8**		McNamara Elementary	8.7		+2.9
		Palmer Elementary	4.4		-1.4
		Van Buren Elementary	6.9		+1.4
		Middle School	6.9		+1.4
		Junior High	5.8		0
		High School	5.8		0

Palmer Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Palmer** have to travel to get to……	Reynolds Elementary	6.4	6.1	+.3
Miles of this student from his/her home to Palmer: **6.1**		Elden Elementary	4.3		-2.2
		McNamara Elementary	7.1		+1
		Van Buren Elementary	5.3		-.8
		Middle School	5.3		-.8
		Junior High	4.3		-1.8
		High School	4.3		-1.8

Van Buren Elementary	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Van Buren** have to travel to get to……	Reynolds Elementary	6.6	6.8	-.2
Miles of this student from his/her home to Van Buren: 6.8		Elden Elementary	8.5		+1.7
		Palmer Elementary	12.2		+5.4
		McNamara Elementary	7.8		+1
		Middle School	6.6		-.2
		Junior High	8.5		+1.7
		High School	8.5		+1.7

Distance of the home of the <u>current</u> student attending this school who lives the farthest from the school…			**Miles:**	**Miles now traveled by the student to current home school:**	**ADDITIONAL TRAVEL DISTANCE in Miles for this student to the alternative building:**
Ray Middle	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Ray Middle** have to travel to get to……	Reynolds Elementary	12.6	13.7	-.9
		Elden Elementary	10.6		-2.1
Miles of this student from his/her home to Ray Middle: **13.7**		Palmer Elementary	14.5		+.8
		McNamara Elementary	13.3		-.4
		Van Buren Elementary	11.2		-2.5
		Junior High	10.6		-2.1
		High School	10.6		-2.1

Durgee Junior High	If the elementary school listed to the left is used differently, how many miles would the current student who lives the farthest from **Durgee Junior High** have to travel to get to……	Reynolds Elementary	12.6	10.6	+2
		Elden Elementary	10.6		0
Miles of this student from his/her home to Durgee Junior High: **10.6**		Palmer Elementary	14.5		+3.9
		McNamara Elementary	13.3		+2.7
		Van Buren Elementary	11.2		+.6
		Middle School	13.7		+3.1
		High School	10.6		0

- ✓ The School District provides three district-wide transportation runs in the morning and in the afternoon. Elementary, Middle School, and High School students are transported separately on three district-wide bus routes. The current practice of the three separate districtwide runs is a valuable asset as the program implementation options presented in the study are considered. In addition, the community has approved transportation for all pupils without reference to minimum distances from home to school.

- ✓ The District Offices are located at the entrance to the main campus of the school district. The building has 6870 square feet and was built in 1959. The building holds all of the administrative services for the district including curriculum and special education programs. It was observed during visits to the district that the building is not handicapped accessible, has two single bathrooms, and has very small meeting space for work sessions with staff. The annual cost to maintain the building including utilities is $39,911. Renovation or creating newly constructed district office space does not qualify for State Building Aid. However, when such space is part of a building that serves pupils, any qualifying building aid for work needed for that pupil enrollment building can be applicable to renovations to the building as a whole including support spaces like administrative services. *Are there scenario options that might address ways to provide district office service spaces cost-effectively*?

SOME POSSIBLE OPTIONS TO EXPLORE TO DELIVER THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT Pre-K-12 PROGRAM OVER THE NEXT FIVE 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 K-12 program. The purpose of the study is to offer suggestions that could answer:

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?

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 body of the study refers to and suggests ways to use or deploy existing resources differently that may enable more opportunities for pupils in a more program-effective and cost-effective manner. The suggestions can be implemented at the volition of the District with any of the scenario options.

The baseline variables that guide the identification of the scenarios suggested for consideration by the study are the current pupil capacity assets of the Baldwinsville 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 five to ten 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, and elements of the program the District envisions for the future.

Common to each scenario option is the assumption that the District wishes to continue the District 'functional operating' class size goals in place for grades kindergarten through grade 12. The study does not take the

liberty of increasing those values in the analyses or in the suggestions for program delivery options. The scenario options do take a conservative planning approach by including a 7 to 10% flexibility in lower 'functional operating' class sizes for sets of grade levels.

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.

The last section summarizes the number of newly constructed classrooms and/or major renovations that each scenario likely will require to implement the option. The estimated spaces listed reflect the high enrollment estimates for the future and the changes to or additions to the instructional support spaces suggested by the program vision of the Baldwinsville School District.

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.

SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE 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?*	**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
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.	Pre K-4	Pre K-4	Pre K-4	Pre K-4	Pre K-4	5-6	7-9	10-12
							7-12 Choice x	
							7-8	9-12
							7-12 Choice y	

<table>
<tr><th>SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION:

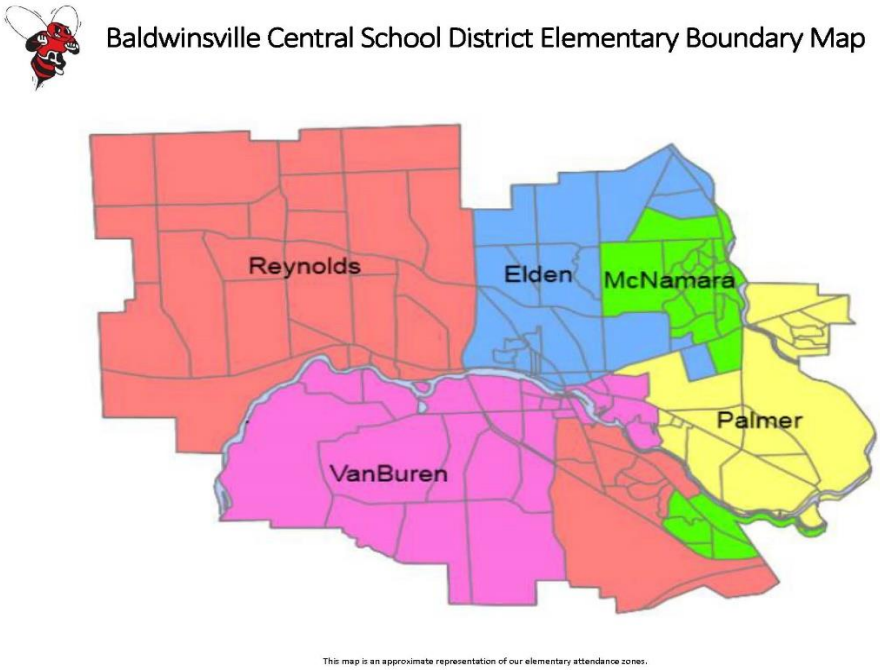
Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</th><th>McNamara Elementary</th><th>Reynolds Elementary</th><th>Elden Elementary</th><th>Palmer Elementary</th><th>Van Buren Elementary</th><th>Ray Middle School</th><th>Durgee Junior High School</th><th>Baker High School</th></tr>
<tr><td>Scenario D: Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:
• 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.

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</td><td>Pre K-3</td><td>Pre K-3</td><td rowspan="2">District Offices and Alternative Ed. 7-12</td><td>Pre K-3</td><td>Pre K-3</td><td>4-6</td><td>7-9</td><td>10-12</td></tr>
<tr><td colspan="2">7-12 Choice x</td></tr>
<tr><td colspan="2">7-12 Choice y</td><td>7-8</td><td>9-12</td></tr>
<tr><td>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:
• 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.
OR
• 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

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</td><td colspan="2">‘Sister Schools’</td><td rowspan="3">District Offices and Alternative Ed. 7-12
OR
GR 9</td><td colspan="2">‘Sister Schools’</td><td rowspan="3">5-6</td><td>7-9</td><td>10-12</td></tr>
<tr><td>Pre K-2</td><td>3-4</td><td>Pre K-2</td><td>3-4</td><td colspan="2">7-12 Choice x</td></tr>
<tr><td colspan="2">7-12 Choice y</td><td>7-8</td><td>9-12</td></tr>
<tr><td colspan="2">Ninth Grade Academy at Elden Building Choice z</td><td>7-8</td><td>10-12</td></tr>
</table>

<table>
<tr><th>SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE 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?</th><th>McNamara Elementary</th><th>Palmer Elementary</th><th>Elden Elementary</th><th>Reynolds Elementary</th><th>Van Buren Elementary</th><th>Ray Middle School</th><th>Durgee Junior High School</th><th>Baker High School</th></tr>
<tr><td rowspan="2">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:
• 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.
OR
• 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
Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</td><td colspan="2">‘Sister Schools’</td><td rowspan="2">District Offices and Alternative Ed. 7-12
OR
GR 9</td><td colspan="2">‘Sister Schools’</td><td rowspan="2">5-6</td><td>7-9</td><td>10-12</td></tr>
<tr><td>Pre K-2</td><td>3-4</td><td>Pre K-2</td><td>3-4</td><td colspan="2">7-12 Choice x</td></tr>
<tr><td colspan="5"></td><td>7-8</td><td>9-12</td></tr>
<tr><td colspan="5"></td><td colspan="2">7-12 Choice y</td></tr>
<tr><td colspan="5"></td><td>7-8</td><td>10-12</td></tr>
<tr><td colspan="5"></td><td colspan="2">Ninth Grade Academy at Elden Building Choice z</td></tr>
</table>



Benchmark: Current facility assets, the current program configuration, and estimated enrollments three, five and ten years from now.					
Pupil Capacity Available (Benchmarked to local Baldwinsville 'functional operating' class size goals and the instructional program offerings of 2018-2019.)					
Location **K-5** Oct. 2018 *enrollment: 2471*	**Pupil Operating Capacity Based on Class Size Goals of the District**	**Estimated Enrollment In 2021-22**	**Estimated Pupil Capacity Use in 2021-22**	***Estimated K-5 Enrollment In 2023-24***	***Estimated Pupil Capacity Use in 2023-24***
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				
Total **K-5**:	**2493**				

Oct. 2018 enrollment	**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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	***Estimated Enrollment In 2026-2027***	***Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)***	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
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%*

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.

RATIONALE FOR SCENARIO A

- ✓ Enrollment Projection Estimates suggest that Baldwinsville will experience increasing elementary grades enrollments over the next five years and resulting grades 7-12 enrollment increases over the next 5 to 10 years. Additional grade level classrooms necessary to accommodate growing enrollments.
- ✓ Renovations or added instructional support spaces are necessary to accommodate the estimated growing enrollments and to address the Program Delivery Vision of the School District.
- ✓ No change in current attendance zone boundaries and grade level configurations of the schools.
- ✓

ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO A:

(Please note that each 'existing classroom estimated to renovate and/or add to existing instructional support spaces' equals about 750 square feet.). Also, note that Pre-Kindergarten classrooms do not add to elementary K-6 pupil capacity.)

Pre-K-5	Purpose:	Renovations/New Construction Estimate	*ESTIMATED RESULTING K-12 PUPIL CAPACITY*
McNamara Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 512 +6 times 23 =new capacity of 650***
	Anticipated K-5 enrollment growth	Build 6 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 3 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Reynolds Elementary	Pre-K classrooms	Build 2 classrooms	***Existing: 466 +6 times 22 =new capacity of 604***
	Anticipated K-5 enrollment growth	Build 6 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 3 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Elden Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 487 +6 times 23 =new capacity of 625***
	Anticipated K-5 enrollment growth	Build 6 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 3 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Palmer Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 514 +6 times 23 =new capacity of 652***
	Anticipated K-5 enrollment growth	Build 6 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 3 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Van Buren Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 514 +6 times 23 =new capacity of 652***
	Anticipated K-5 enrollment growth	Build 6 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 3 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Ray Middle School 6-7	Anticipated enrollment growth	Build 17 classrooms	***Existing: 868 +17 times 25 =new capacity of 1293***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 3 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Durgee Junior High School 8-9	Anticipated enrollment growth	Build 8 classrooms	***Existing: 819 + 8 times 25 =new capacity of 1019***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 4 classrooms to accommodate renovated or added instructional support spaces in the existing space.	

Baker High School 10-12	Anticipated enrollment growth		***Existing: 1467***
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vison of the District.		

ESTIMATED PUPIL CAPACITY RESULTS OF IMPLEMENTING SCENARIO A:					
Build/renovate at each school to accommodate expected enrollment and achieve 'Program Vision Items'					
Pre K-5 organization	**ESTIMATED RESULTING K-5 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***
McNamara	650	2522 - 2714	79.2% to 85.3%	*2488 - 2924*	*78.2% to 91.9%*
Reynolds	604				
Elden	625				
Palmer	652				
Van Buren	652				
Total K-5: **+ Pre-K capacity:**	**3183** **216 half-day; 108 full day**				

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Ray Middle School 6-7	**1293**	872	67.4%	909	70.3%	*1125-1188*	*87% - 91.9%*		
Durgee Junior High School 8-9	**1019**	916	90%	873	87.6%	*950*	*93.2%*		
Baker High School 10-12	**1467**	1246	84.9%	*1304*	*88.9%*	*1287*	*87.7%*	*1362*	*92.8%*

SCENARIO A: OPPORTUNITIES AND CHALLENGES	
Build/renovate at each school to accommodate expected enrollment and achieve 'Program Vision Items'	
OPPORTUNITIES:	**CHALLENGES:**
✓ Added instructional space resource necessary to address current Program Vision Elements is addressed. ✓ All current patterns of staff deployment stay the same. ✓ Attendance zones remain the same. ✓ No major changes in current bus transportation patterns likely.	✓ New construction at each school site K-9. ✓ Sizes of sites may not support the best pupil focused design for new space. ✓ All current patterns of staff deployment stay the same; no new opportunity for curricular and instructional innovations encouraged by different grade level configurations. ✓ Affordability. ✓ Equity gaps in average grade level class sizes among the elementary buildings will likely remain. ✓ Social-economic diversity inequity among the elementary schools will likely continue. ✓ The Baldwinsville student community does not come together as one learning community until grade 6 (age 11-12).
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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.

RATIONALE FOR SCENARIO B

- ✓ Enrollment Projection Estimates suggest that Baldwinsville will experience increasing elementary grades enrollments over the next five years and resulting grades 7-12 enrollment increases over the next 5 to 10 years. Additional grade level classrooms necessary to accommodate growing enrollments.
- ✓ Renovations or added instructional support spaces are necessary to accommodate the estimated growing enrollments and to address the Program Vision of the School District.
- ✓ Current K-5 attendance zones become K-3 attendance zones. The youngest of pupils attend school closest to home.
- ✓ Serve all 4-6 district-wide at the Ray School.
- ✓ Serve grades 7-8 district-wide at the Junior High.
- ✓ Provide grade 9 in an Academy model at a remodeled Elden School. The Academy focuses on the high school transition needs and preparation of all freshmen pupils under one roof.
- ✓ Provide added program delivery options for grades 4 and 5 served under one roof.
- ✓ Eliminate the challenge of having two different sets of teacher certifications serving one student population in a school. Flexibility of deploying staff.
- ✓ Reduce the number of new classrooms necessary to be built at five elementary school sites to accommodate increasing enrollments and addressing instructional support spaces to implement the Program Vision of the School District. Current year grades 4 and 5 classrooms can be re-deployed to address increasing enrollments, instructional support space renovations and/or added instructional support space to help implement the Program Vision of the District.
- ✓ The NY'S scope and sequence of standards can support a transition at the end of grade 3 as pupils enter grade 4, a benchmark year for assessing learning attainment.

ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO C:

(Please note that each 'existing classroom estimated to renovate and/or add to existing instructional support spaces' equals about 750 square feet. Also, note that Pre-Kindergarten classrooms do not add to elementary K-6 pupil capacity.)

Pre-K-3	Purpose:	Renovations/New Construction Estimate	*ESTIMATED RESULTING K-12 PUPIL CAPACITY*
McNamara Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 512 +3 times 22 – 2 times 22 =new capacity of 534***
	Anticipated K-3 enrollment growth	Build 3 classroom	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the seven vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Reynolds Elementary	Pre-K classrooms	Build 2 classrooms	***Existing: 466 +4 times 22 – 2 times 22 =new capacity of 510***
	Anticipated K-3 enrollment growth	Build 4 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the seven vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	

Pre-K-3	Purpose:	Renovations/New Construction Estimate	*ESTIMATED RESULTING K-12 PUPIL CAPACITY*
Elden Grade 9 Academy	Serve all grade 9 pupils. The State Ed square foot method calculates that the 50,000 square foot building can serve 500 grade 9 pupils.	Renovate the interior of Elden to serve a grade 9 high school program. Build three classrooms (ex. 'state of the art' science classrooms/labs)	***Calculated Capacity: 500 + 3 times 25 =capacity of 575***
Palmer Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 514 +3 times 22 – 2 times 22 =new capacity of 536***
	Anticipated K-3 enrollment growth	Build 3 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the seven vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Van Buren Elementary	Pre-K classrooms	Build 2 classrooms	***Existing: 514 +4 times 22 – 2 times 22 =new capacity of 580***
	Anticipated K-3 enrollment growth	Build 4 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the eight vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Ray Elementary Intermediate School 4 - 6	Anticipated enrollment growth	Build 18 classrooms	***Existing: 868 +18 times 25 =new capacity of 1518***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Renovate existing secondary grade 7 space as may be appropriate for a grades 4-6 instructional and instructional support spaces in the existing space.	
Durgee Junior High School 7 - 8	Anticipated enrollment growth	Build 12 classrooms	***Existing: 819 + 12 times 25 =new capacity of 1119***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 4 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Baker High School 10-12	Anticipated enrollment growth		***Existing: 1467***
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vison of the District.		

ESTIMATED PUPIL CAPACITY RESULTS OF IMPLEMENTING 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 organization	**ESTIMATED RESULTING K-3 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***
McNamara	534	1649 - 1842	76.3% to 85.3%	*1598 - 1963*	*74% - 90.9%*
Reynolds	510				
Elden	0				
Palmer	536				
Van Buren	580				
Total K-3: + Pre-K capacity:	**2160 216 half-day; 108 full day**				

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Ray Elementary Intermediate School 4 - 6	**1518**	1313	86.5%	*1346 - 1417*	*88.7%- 93.4%*				
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Elden Grade 9 Academy	**575**	467	81.2%	*425*	*73.9%*	452	78.6%	*432 -506*	*75.1% - 88%*
Baker High School 10-12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	1362	92.8%

SCENARIO B: OPPORTUNITIES AND CHALLENGES	
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.	
OPPORTUNITIES:	**CHALLENGES:**
✓ Added instructional space resources necessary to address current Program Vision Elements and an increasing enrollment are addressed. ✓ Planning to organize the instruction in a grades 4-6 culture, a 7-8 culture, a grade 9 academy culture. ✓ The Baldwinsville student community comes together as one learning community at grade 4 (age 9-10). ✓ Centralizing grade 4 and 5 with grade 6 will eliminate the equity gap in class sizes that now exist. In 2018-2019 there is efficient deployment of grades 4-5 staff district-wide. The 407 grade 4 pupils are served by 17 staff (average class size of 24); 430 grade 5 pupils are served by 18 staff (average class size of 24). However, there is an equity gap of 6.75 pupils or 33.3% between the largest average class size for grade 4 and the smallest class size among the five current elementary buildings. The current class size equity gap for grade 5 is 3.8 pupils or 16.9%. Such equity gaps eliminated with a 4-6 upper elementary school at Ray. ✓ Four attendance zones for K-3 can be redesigned to allow for the shortest bus routes possible and to increase social-economic equity among the four early childhood schools that will also house pre-kindergarten if implemented. ✓ Equity of grade 4-5 class sizes able to be achieved. ✓ Program grade configuration K-3 allows a more concentrated education program delivery and focus of five building staffs on 4 grade levels instead of six. ✓ Collaboration among grades 4 and 5 staff in delivering a common grades 4 and 5 program in one building instead of five buildings. ✓ The Baldwinsville student community comes together in grade 4 as one learning culture. ✓ Establishing an 'Upper Elementary Intermediate" school would have more options of how best to serve pupils in grades 4-6. For example: ◊ Grades 4 and/or 5 served in self-contained classrooms as is done in 2018-2019. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in grades 4, 5 and 6. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in 5 and 6. ◊ Departmentalize in one or more grade levels. ✓ A grades 4-6 program opportunity becomes more 'doable'. Part 100.4 of Commissioner's Regulations with regard to grades 7-8 identifies various unit of study (seat time) subjects.	✓ New construction at each school site K-9. ✓ Sizes of sites may not support the best pupil focused design for new space. ✓ Re-design the existing K-5 elementary routes to K-3 transportation routes to meet the expectations the district has for pupil transportation. Re-design the existing 6-7 routes to 4-6 transportation routes to meet the expectations the district has for pupil transportation. ✓ Planning to organize the instruction in a grades 4-6 culture, a 7-8 culture, a grade 9 academy culture.

They include home and career skills, languages other than English, technology which may be initiated as early as grade 5 if taught by teachers certified in those areas. Such an approach allows more time in the student day in grades 7 and 8 for other opportunities. In particular it allows more opportunity for grade 8 pupils to accelerate with grade 9 for-HS-credit courses. The approach helps pupils needing extra help to receive that extra help during the regular school day in grades 7-8. ✓ All teaching staff in the "Upper Intermediate School" grades 4-6 have the same elementary teacher certification range of pupil responsibilities. ✓ Grades 7-8 can be delivered with a middle school model of delivery or departmentalized as a junior high school. All teaching staff in the Grades 7-8 have the same secondary teacher certification range of pupil responsibilities. ✓ Development of a Grade 9 Academy o Such an 'Academy' bridges the middle level/junior high level with the traditional comprehensive senior high school delivery model o Serves a pupil set at the 'same' social-emotional-behavior development level and: teaches goal-setting, career/vocational awareness opportunities, study skills, collaboration skills, interpersonal skill sets, and helps each student with tools to identify 'self-beliefs' and grow confidence and work ethic o Help to create a learning community of all Freshman *along with their parents* to help begin post-high school career, work and/or higher education goals/planning and how such goals/plans will be reflected in the next three years of senior high school	
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

GRADES SEVEN THROUGH TWELVE MAIN CAMPUS CHOICE OPTIONS. TWO UP TO ALL THREE GRADES 7-12 CHOICE OPTIONS CAN PAIR WITH SCENARIOS C, D, E, OR F AS DESCRIBED IN EACH RESPECTIVE SCENARIO.

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.

Durgee Junior High School 7 - 9	Anticipated enrollment growth	Build 32 classrooms	***Existing: 819 + 32 times 25 =new capacity of 1619***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 6 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Baker High School 10 - 12	Anticipated enrollment growth		***Existing: 1467***
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vison of the District.		

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Durgee Junior High School 7 - 9	**1619**	1347	83.2%	*1327*	*82%*	1388 - 1463	85.7% - 90.4%		
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*

OPPORTUNITIES	**CHALLENGES**
✓ The main campus serves all grades 7-12. ✓ Allows Ray to use the space that currently serves grade 7 for service to elementary students. ✓ High School remains at its student population size.	✓ Design of a larger 7-9 Junior High School
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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.

Durgee Junior High School 7 - 8	Anticipated enrollment growth	Build 12 classrooms	***Existing: 819 + 12 times 25 =new capacity of 1119***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 4 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Baker High School 9 - 12	Anticipated enrollment growth	Build 23 classrooms	***Existing: 1467 +23 times 25 =new capacity of 2042***
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vison of the District.	Build 5 classrooms to accommodate renovated or added instructional support spaces in the existing space.	

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Baker High School 9 - 12	**2042**	1713	83.9%	*1729*	*84.7%*	1739	85.2%	*1794 - 1868*	*87.9% - 91.4%*

OPPORTUNITIES	**CHALLENGES**
✓ The main campus serves all grades 7-12. ✓ Allows Ray to use the space that currently serves grade 7 for service to elementary students. ✓ Junior High now serves 7 and 8 ✓ High School now serves 9-12.	✓ Junior High now serves 7 and 8 ✓ High School now serves 9-12. ✓ Design of a significantly larger high school building. ✓ Large increase in population served at high school building.
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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.

Durgee Junior High School 7 - 8	Anticipated enrollment growth	Build 12 classrooms	***Existing: 819 + 12 times 25 =new capacity of 1119***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Build 4 classrooms to accommodate renovated or added instructional support spaces in the existing space.	
Elden Grade 9 Academy	Serve all grade 9 pupils. The State Ed square foot method calculates that the 50,000 square foot building can serve 500 grade 9 pupils.	Renovate the interior of Elden to serve a grade 9 high school program.	***Calculated Capacity: 500 + 3 times 25 =capacity of 575***
		Build three classrooms (ex. 'state of the art' science classrooms/labs)	
Baker High School 10 - 12	Anticipated enrollment growth		***Existing: 1467***
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vison of the District.		

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Elden Grade 9 Academy	**575**	467	81.2%	*425*	*73.9%*	452	78.6%	*432 -506*	*75.1% - 88%*
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*

OPPORTUNITIES	**CHALLENGES**
✓ The main campus serves only grades 7-12. ✓ Allows Ray to use the space that currently serves grade 7 for service to elementary students. ✓ Junior High now serves 7 and 8 ✓ High School remains at its student population size. ✓ Development of a Grade 9 Academy o Such an 'Academy' bridges the middle level/junior high level with the traditional comprehensive senior high school delivery model o Serves a pupil set at the 'same' social-emotional-behavior development level and: teaches goal-setting, career/vocational awareness opportunities, study skills, collaboration skills, interpersonal skill sets, and helps each student with tools to identify 'self-beliefs' and grow confidence and work ethic o Help to create a learning community of all Freshman *along with their parents* to help begin post-high school career, work and/or higher education goals/planning and how such goals/plans will be reflected in the next three years of senior high school	✓ Junior High now serves 7 and 8 ✓ Development of a Grade 9 Academy
✓	✓
✓	✓
✓	✓
✓	✓

SCENARIO C:

Scenario C: Provide five Pre-K-4 elementary schools, an upper elementary grades 5-6 school at Ray. Serve grades 7-12:

- **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)**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

RATIONALE FOR SCENARIO C

- ✓ Enrollment Projection Estimates suggest that Baldwinsville will experience increasing elementary grades enrollments over the next five years and resulting grades 7-12 enrollment increases over the next 5 to 10 years. Additional grade level classrooms necessary to accommodate growing enrollments.
- ✓ Renovations or added instructional support spaces are necessary to accommodate the estimated growing enrollments and to address the Program Vision of the School District.
- ✓ Current K-5 attendance zones become K-4 attendance zones. The youngest of pupils attend school closest to home.
- ✓ Serve all 5-6 district-wide at the Ray School.
- ✓ Provide added program delivery options for grade 5.
- ✓ All grades 7-12 served on the main campus.
- ✓ Eliminate the challenge of having two different sets of teacher certifications serving one student population in a school. Flexibility of deploying staff.
- ✓ Reduce the number of new classrooms necessary to be built at five elementary school sites to accommodate increasing enrollments and addressing instructional support spaces to implement the Program Vision of the School District. Current year grade 5 classrooms can be re-deployed to address increasing enrollments, instructional support space renovations and/or added instructional support space to help implement the Program Vision of the District.
- ✓ The NYS scope and sequence of standards can support a transition at the end of grade 4 as pupils enter grade 5.

ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO B:

(Please note that each 'existing classroom estimated to renovate and/or add to existing instructional support spaces' equals about 750 square feet. Also, note that Pre-Kindergarten classrooms do not add to elementary K-6 pupil capacity.)

Pre-K-4	**Purpose:**	**Renovations/New Construction Estimate**	***ESTIMATED RESULTING K-12 PUPIL CAPACITY***
McNamara Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 512 +3 times 23 -2 times 23 =new capacity of 535***
	Anticipated K-4 enrollment growth	Build 3 classrooms; allocate 2 of the classrooms from the four vacated grade 5 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Allocate 2 of the classrooms from the four vacated grade 5 classrooms	
Reynolds Elementary	Pre-K classrooms	Build 2 classrooms	***Existing: 466 +4 times 23 – 2 times 23 =new capacity of 512***
	Anticipated K-4 enrollment growth	Build 4 classrooms; allocate 1 of the classrooms from the three vacated grade 5 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Allocate 2 of the classrooms from the three vacated grade 5 classrooms	
Pre-K-4	**Purpose:**	**Renovations/New Construction Estimate**	***ESTIMATED RESULTING K-12 PUPIL CAPACITY***

Elden Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 487 +4 times 23 – 2 times 23 =new capacity of 533***
	Anticipated K-4 enrollment growth	Build 4 classrooms; allocate 1 of the classrooms from the three vacated grade 5 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Allocate 2 of the classrooms from the three vacated grade 5 classrooms	
Palmer Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 514 +4 times 23 -2 times 23 =new capacity of 560***
	Anticipated K-4 enrollment growth	Build 4 classrooms; allocate 2 of the classrooms from the four vacated grade 5 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Allocate 2 of the classrooms from the four vacated grade 5 classrooms	
Van Buren Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 514 +3 times 23 -2 times 23 =new capacity of 537***
	Anticipated K-4 enrollment growth	Build 3 classrooms; allocate 2 of the classrooms from the four vacated grade 5 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Allocate 2 of the classrooms from the four vacated grade 5 classrooms	
Ray Upper Elementary School 5-6	Anticipated enrollment growth	Build 8 classrooms	***Existing: 868 +8 times 25 =new capacity of 1068***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Renovate existing secondary grade 7 space as may be appropriate for a grades 5-6 instructional support spaces in the existing space.	
GRADES 7-12 Option Choices X or Y			
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.			
OR			
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.			

ESTIMATED PUPIL CAPACITY RESULTS OF IMPLEMENTING SCENARIO C:					
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.					
Pre K-4 organization	**ESTIMATED RESULTING K-4 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***
McNamara	535	2083 - 2275	77.8% to 85%	*2012 - 2448*	*75.2% to 91.5%*
Reynolds	512				
Elden	533				
Palmer	560				
Van Buren	537				
Total K-4: + Pre-K capacity:	**2677 216 half-day; 108 full day**				

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Ray Upper Elementary School 5-6	**1068**	880	82.4%	*932*	*87.3%*				
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.									
Durgee Junior High School 8-9	**849**	656	77.3%	*754*	*88.8%*	776-795	91.4% - 93.4%		
Baker High School 10-12	**1467**	1246	84.9%	*1304*	*88.9%*	*1287*	*87.7%*	*1362*	*92.8%*
OR									
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.									
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Baker High School 9 - 12	**2042**	1713	83.9%	*1729*	*84.7%*	1739	85.2%	*1794 - 1868*	*87.9% - 91.4%*

SCENARIO C: OPPORTUNITIES AND CHALLENGES	
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. .	
OPPORTUNITIES:	**CHALLENGES:**
✓ Added instructional space resources necessary to address current Program Vision Elements and an increasing enrollment are addressed. ✓ Centralizing grade 5 with grade 6 will eliminate the equity gap in class sizes that now exist. In 2018-2019 there is efficient deployment of grade 5 staff district-wide. The 430 grade 5 pupils are served by 18 staff (average class size of 24). The current class size equity gap for grade 5 is 3.8 pupils or 16.9%. Such equity gaps eliminated with a 5-6 upper elementary school at Ray. ✓ Five attendance zones for K-4 can be redesigned to allow for the shortest bus routes possible and to increase social-economic equity among the five elementary schools that will also house pre-kindergarten if implemented... ✓ Collaboration among grade 5 staff in delivering a common grade 5 program in one building instead of five buildings. ✓ The Baldwinsville student community comes together in grade 5 (age 10-11) ✓ Establishing an 'Upper Elementary Intermediate" school has more options of how best to serve pupils in grades 5-6. For example: ◊ Grade 5 served in self-contained classrooms as is done in 2018-2019. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in grades 5 and 6. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in 6. ◊ Departmentalize in one or more grade levels. ✓ A grades 5-6 program opportunity becomes more 'doable'. Part 100.4 of Commissioner's Regulations with regard to grades 7-8 identifies various unit of study (seat time) subjects. They include home and career skills, languages other than English, technology which may be initiated as early as grade 5 (and/or grade 6) if taught by teachers certified in those areas. Such an approach allows more time in the student day in grades 7 and 8 for other opportunities. In particular it allows more opportunity for grade 8 pupils to accelerate with grade 9 for-HS-credit courses. The approach helps pupils needing extra help to receive that extra help during the regular school day in grades 7-8. ✓ All teaching staff in the "Upper Intermediate School" have the same elementary teacher certification range of pupil responsibilities.	✓ New construction at each elementary school site. ✓ Equity gaps in average grade level class sizes among the elementary buildings will likely remain K-4. ✓ Social-economic diversity inequity among the elementary schools will likely continue; maybe more narrow with grade 5 being centralized. ✓ Re-design the existing K-5 elementary routes to K-4 transportation routes to meet the expectations the district has for pupil transportation.
SEE PAGE 65-66 FOR OPPORTUNITIES AND CHALLENGES FOR 7-12 option choice X and Y	
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

SCENARIO D:

Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:

- **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**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

RATIONALE FOR SCENARIO D

- ✓ Enrollment Projection Estimates suggest that Baldwinsville will experience increasing elementary grades enrollments over the next five years and resulting grades 7-12 enrollment increases over the next 5 to 10 years. Additional grade level classrooms necessary to accommodate growing enrollments.
- ✓ Renovations or added instructional support spaces are necessary to accommodate the estimated growing enrollments and to address the Program Vision of the School District.
- ✓ Current K-5 attendance zones become K-3 attendance zones. The youngest of pupils attend school closest to home.
- ✓ Serve all 4-6 district-wide at the Ray School.
- ✓ Serve grades 7-8 district-wide at the Junior High.
- ✓ All grades 7-12 served on main campus.
- ✓ Provide an Alternative Education Program School 7-12 and District Offices at the Elgin School. The circa. $40,000 a year spent to maintain the District Offices can be used to help maintain an instructional building.
- ✓ The Elden building becomes an 'instructional' insurance asset in case enrollments in the district grow significantly in 11 to 15 years. The adults in the District can always move to allow Elden to become a full functioning school building with alternative education present or possibly relocated to a week of a secondary building.
- ✓ Provide added program delivery options for grades 4 and 5 served under one roof.
- ✓ Eliminate the challenge of having two different sets of teacher certifications serving one student population in a school. Flexibility of deploying staff.
- ✓ Reduce the number of new classrooms necessary to be built at five elementary school sites to accommodate increasing enrollments and addressing instructional support spaces to implement the Program Vision of the School District. Current year grades 4 and 5 classrooms can be re-deployed to address increasing enrollments, instructional support space renovations and/or added instructional support space to help implement the Program Vision of the District.
- ✓ The NYS scope and sequence of standards can support a transition at the end of grade 3 as pupils enter grade 4, a benchmark year for assessing learning attainment.

ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO C:

(Please note that each 'existing classroom estimated to renovate and/or add to existing instructional support spaces' equals about 750 square feet. Also, note that Pre-Kindergarten classrooms do not add to elementary K-6 pupil capacity.)

Pre-K-3	Purpose:	Renovations/New Construction Estimate	*ESTIMATED RESULTING K-12 PUPIL CAPACITY*
McNamara Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 512 +3 times 22 – 2 times 22 =new capacity of 534***
	Anticipated K-3 enrollment growth	Build 3 classroom	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the seven vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	

Pre-K-3	Purpose:	Renovations/New Construction Estimate	*ESTIMATED RESULTING K-12 PUPIL CAPACITY*
Reynolds Elementary	Pre-K classrooms	Build 2 classrooms	***Existing: 466 +4 times 22 – 2 times 22 =new capacity of 510***
	Anticipated K-3 enrollment growth	Build 4 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the seven vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Elden 7-12 Alternative Education and District Offices	Serve a grades 7-12 Alternative Education School for up to an estimated 112 pupils at 12 pupils per classroom plus gym, library and associated instructional support space. In an appropriate wing of the building, house the District Offices using about 9000 square feet.	Renovate as may be necessary.	***Calculated Capacity: 112***
Palmer Elementary	Pre-K classrooms	Build 1 classroom	***Existing: 514 +3 times 22 – 2 times 22 =new capacity of 536***
	Anticipated K-3 enrollment growth	Build 3 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the seven vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Van Buren Elementary	Pre-K classrooms	Build 2 classrooms	***Existing: 514 +4 times 22 – 2 times 22 =new capacity of 558***
	Anticipated K-3 enrollment growth	Build 4 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the eight vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Ray Elementary Intermediate School 4 - 6	Anticipated enrollment growth	Build 18 classrooms	***Existing: 868 +18 times 25 =new capacity of 1518***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Renovate existing secondary grade 7 space as may be appropriate for a grades 4-6 instructional and instructional support spaces in the existing space.	
GRADES 7-12 Option Choices X or Y			
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.			
OR			
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.			

ESTIMATED PUPIL CAPACITY RESULTS OF IMPLEMENTING SCENARIO D:

Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:

- **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.**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

Pre K-3 organization	ESTIMATED RESULTING K-3 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.)	*Estimated Enrollment In 2023-2024*	*Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)*
McNamara	534	1649 - 1842	77.1% to 86.2%	*1598 - 1963*	*74.7% - 91.8%*
Reynolds	510				
Elden	0				
Palmer	536				
Van Buren	558				
Total K-3: **+ Pre-K capacity:**	**2138** **216 half-day; 108 full day**				

	ESTIMATED RESULTING 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.)	*Estimated Enrollment In 2023-2024*	*Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)*	Estimated Enrollment In 2026-2027	Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)	*Estimated Enrollment In 2028-2029*	*Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)*
Ray Elementary Intermediate School 4 - 6	**1518**	1313	86.5%	*1346 - 1417*	*88.7%- 93.4%*				

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.

Durgee Junior High School 7 - 9	**1619**	1347	83.2%	*1327*	*82%*	1388 - 1463	85.7% - 90.4%		
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*

OR

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.

Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Baker High School 9 - 12	**2042**	1713	83.9%	*1729*	*84.7%*	1739	85.2%	*1794 - 1868*	*87.9% - 91.4%*

SCENARIO D: OPPORTUNITIES AND CHALLENGES	
Scenario D: Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12: • **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.** **Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.**	
OPPORTUNITIES:	**CHALLENGES:**
✓ Added instructional space resources necessary to address current Program Vision Elements and an increasing enrollment are addressed. ✓ Planning to organize the instruction in a grades 4-6 culture. The Baldwinsville student community comes together as one learning community at grade 4 (age 9-10). ✓ Centralizing grade 4 and 5 with grade 6 will eliminate the equity gap in class sizes that now exist. In 2018-2019 there is efficient deployment of grades 4-5 staff district-wide. The 407 grade 4 pupils are served by 17 staff (average class size of 24); 430 grade 5 pupils are served by 18 staff (average class size of 24). However, there is an equity gap of 6.75 pupils or 33.3% between the largest average class size for grade 4 and the smallest class size among the five current elementary buildings. The current class size equity gap for grade 5 is 3.8 pupils or 16.9%. Such equity gaps eliminated with a 4-6 upper elementary school at Ray. ✓ Four attendance zones for K-3 can be redesigned to allow for the shortest bus routes possible and to increase social-economic equity among the four early childhood schools that will also house pre-kindergarten if implemented. ✓ Equity of grade 4-5 class sizes able to be achieved. ✓ Program grade configuration K-3 allows a more concentrated education program delivery and focus of five building staffs on 4 grade levels instead of six. ✓ Collaboration among grades 4 and 5 staff in delivering a common grades 4 and 5 program in one building instead of five buildings. ✓ The Baldwinsville student community comes together in grade 4 as one learning culture. ✓ Establishing an 'Upper Elementary Intermediate" school would have more options of how best to serve pupils in grades 4-6. For example: ◊ Grades 4 and/or 5 served in self-contained classrooms as is done in 2018-2019. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in grades 4, 5 and 6. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in 5 and 6. ◊ Departmentalize in one or more grade levels.	✓ Sizes of sites may not support the best pupil focused design for new space. ✓ Re-design the existing K-5 elementary routes to K-3 transportation routes to meet the expectations the district has for pupil transportation. Re-design the existing 6-7 routes to 4-6 transportation routes to meet the expectations the district has for pupil transportation. ✓ Planning to organize the instruction in a grades 4-6 culture, and different grade cultures possible in grades 7-12.

✓ A grades 4-6 program opportunity becomes more 'doable'. Part 100.4 of Commissioner's Regulations with regard to grades 7-8 identifies various unit of study (seat time) subjects. They include home and career skills, languages other than English, technology which may be initiated as early as grade 5 if taught by teachers certified in those areas. Such an approach allows more time in the student day in grades 7 and 8 for other opportunities. In particular it allows more opportunity for grade 8 pupils to accelerate with grade 9 for-HS-credit courses. The approach helps pupils needing extra help to receive that extra help during the regular school day in grades 7-8. ✓ All teaching staff in the "Upper Intermediate School" grades 4-6 has the same elementary teacher certification range of pupil responsibilities. ✓ The District can provide an Alternative Education Program on the 7-12 Campus as another tool to help all pupils graduate. ✓ The District Offices are housed in appropriate space in a building that serves pupils; allows support of State Aid for building renovations and maintenance long term. The annual cost to maintain a separate District Offices Building can now be used to help support a Building that serves pupils. (Annual cost to maintain current stand-alone District Office is $	
SEE PAGES 65-66 FOR OPPORTUNITIES AND CHALLENGES FOR 7-12 option choice X and Y	
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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 grades 5-6. Serve Grades 7-12:

- **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.**

OR

- **Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

RATIONALE FOR SCENARIO E

- ✓ Enrollment Projection Estimates suggest that Baldwinsville will experience increasing elementary grades enrollments over the next five years and resulting grades 7-12 enrollment increases over the next 5 to 10 years. Additional grade level classrooms necessary to accommodate growing enrollments.
- ✓ Renovations or added instructional support spaces are necessary to accommodate the estimated growing enrollments and to address the Program Delivery Vision of the School District.
- ✓ K-2 curriculum focuses on "learning to read' and the 3-4 curriculum focuses on "reading to learn". The curriculum transition can support naturally a building transition for pupils.
- ✓ Only two schools serving K-2 and 3-4 each will likely have very small equity gaps in class section sizes.
- ✓ Socio-economic diversity at each of the schools will be likely.
- ✓ The East-West Scenario generally uses Rt. 370 and Rt. 31 as a possible separation line.
- ✓ Multiple number of class sections at a grade level provides more flexibility in matching teacher skill sets and strengths with unique needs of various pupils.
- ✓ Scenario allows the accommodation of using the Elden Building for a Grade 9 Academy <u>or</u> for Alternative Education 7-12 Program along with the housing of the District Offices.
- ✓ Serve all 5-6 district-wide at the Ray School.
- ✓ Provide added program delivery options for grade 5.
- ✓ All grades 7-12 served on the main campus.
- ✓ Eliminate the challenge of having two different sets of teacher certifications serving one student population in a school. Flexibility of deploying staff.

ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO E:

(Please note that each 'existing classroom estimated to renovate and/or add to existing instructional support spaces' equals about 750 square feet. Also, note that Pre-Kindergarten classrooms do not add to elementary K-6 pupil capacity.)

Pairs of Pre-K-2 and 3-4 'Sister Schools'	**Purpose:**	**Renovations/New Construction Estimate**	***ESTIMATED RESULTING K-12 PUPIL CAPACITY***
McNamara Elementary Pre-K-2	Pre-Kindergarten classrooms	Build 3 classrooms	***Existing: 512 +14 times 22 -2 times 22 =new capacity of 776***
	Anticipated K-2 enrollment growth	Build 4 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	

Pairs of Pre-K-2 and 3-4 'Sister Schools'	Purpose:	Renovations/New Construction Estimate	*ESTIMATED RESULTING K-12 PUPIL CAPACITY*
Reynolds Elementary 3-4			***Existing: 466 +4 times 22 – 2 times 22 =new capacity of 510***
	Anticipated 3-4 enrollment growth	Build 4 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	
Palmer Elementary Pre-K-2	Pre-Kindergarten classrooms.	Build 3 classrooms	***Existing: 514 +14 times 22 -2 times 22 =new capacity of 778***
	Anticipated K-2 enrollment growth	Build 14 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	
Van Buren Elementary 3-4			***Existing: 514 +4 times 22 – 2 times 22 =new capacity of 558***
	Anticipated 3-4 enrollment growth	Build 4 classrooms.	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the six vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
Ray Upper Elementary School 5-6	Anticipated enrollment growth	Build 8 classrooms	***Existing: 868 +8 times 25 =new capacity of 1068***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Renovate existing secondary grade 7 space as may be appropriate for a grades 5-6 instructional support spaces in the existing space.	

GRADES 7-12 Option Choices X or Y or Z
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.
OR
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.
OR
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.

+

ESTIMATED PUPIL CAPACITY RESULTS OF IMPLEMENTING 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:

- **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.**

OR

- **Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

Pairs of Pre-K-2 and 3-4 'Sister Schools'	**ESTIMATED RESULTING K-4 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***
	Pre-K-2	**3-4**	K – 2	K – 2	*K – 2*	*K – 2*
McNamara	776		1194 -1386	76.8% - 89.2%	*1143 -1473*	*73.6% - 94.8%*
Reynolds		510				
Palmer	778		3 - 4	3 – 4	*3 – 4*	*3 – 4*
Van Buren		558	889	83.2%	*869 -975*	*81.4% - 91.1%*
Total:	**1554**	**1068**				
+ Pre-K capacity:	**216 half-day; 108 full day**					

	ESTIMATED RESULTING 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.)**	***Estimated Enrollment In 2023-2024***	***Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)***	**Estimated Enrollment In 2026-2027**	**Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)**	***Estimated Enrollment In 2028-2029***	***Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)***
Ray Upper Elementary School 5-6	**1068**	880	82.4%	*932*	*87.3%*				

	ESTIMATED RESULTING 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.)	*Estimated Enrollment In 2023-2024*	*Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)*	Estimated Enrollment In 2026-2027	Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)	*Estimated Enrollment In 2028-2029*	*Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)*
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 AND Elden serves a 7-12 alternative school and the School District Central Offices.									
Durgee Junior High School 7 - 9	**1619**	1347	83.2%	*1327*	*82%*	1388 - 1463	85.7% - 90.4%		
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*
Elden 7-12 Alternative Ed. and District Offices	**112**								
OR									
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 AND Elden serves a 7-12 alternative school and the School District Central Offices.									
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Baker High School 9 - 12	**2042**	1713	83.9%	*1729*	*84.7%*	1739	85.2%	*1794 - 1868*	*87.9% - 91.4%*
Elden 7-12 Alternative Ed. and District Offices	**112**								
OR									
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.									
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Elden Grade 9 Academy	**575**	467	81.2%	*425*	*73.9%*	452	78.6%	*432 -506*	*75.1% - 88%*
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*

SCENARIO E: OPPORTUNITIES AND CHALLENGES

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:

- **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.**

OR

- **Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

OPPORTUNITIES:	CHALLENGES:
✓ Added instructional space resource necessary to address current Program Vision Elements is addressed. ✓ Program grade configuration K-2 and 3-4 allows a more concentration education program delivery with a logical program transition: K-2 curriculum focus is primarily 'learning to read' while 3-4 focus is primarily 'reading to learn'. Collaboration and consistency of staff in delivering a common K-2 program in two schools and two schools grades 3-4 instead of K-5 in five buildings easier to organize. ✓ Two attendance zones for K-2 and two attendance zones for 3-4. More agile in serving the district with growth spurts in the housing market at various locations and at various times. ✓ Equity of grade 5 class sizes able to be achieved. ✓ Pre-K at two early childhood schools Pre-K-2. ✓ The availability of special needs specialized program offerings at each K-2 school and each 3-4 school without having to centralize such offerings. ✓ Collaboration among grades 5 staff in delivering a common grade 5 program in one building instead of five buildings. ✓ The Baldwinsville student community comes together in grade (age 10-11). ✓ Establishing an 'Upper Elementary Intermediate" school would have more options of how best to serve pupils in grades 5-6. For example: ◊ Grade 5 served in self-contained classrooms as is done in 2018-2019. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in grades 5 and 6. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in 6. ✓ A grades 5-6 program opportunity becomes more 'doable'. Part 100.4 of Commissioner's Regulations with regard to grades 7-8 identifies various unit of study (seat time) subjects. They include home and career skills, languages other than English, technology which may be initiated as early as grade 5	✓ Drawing two attendance zones for the two sets of 'sister schools' Pre-K-2 and 3-4. ✓ Possibly East-West defined by both sides of Rt. 370-Rt. 31 corridor. ✓ Preparing a transportation plan; possibly a run by sister school attendance zone to keep distance and time to a minimum. ✓ Volume of new construction at each Pre-K-2 school site.

(and/ or grade 6) if taught by teachers certified in those areas. Such an approach allows more time in the student day in grades 7 and 8 for other opportunities. In particular it allows more opportunity for grade 8 pupils to accelerate with grade 9 for-HS-credit courses. The approach helps pupils needing extra help to receive that extra help during the regular school day in grades 7-8. ✓ All teaching staff in the "Upper Intermediate School" have the same elementary teacher certification range of responsibilities. ✓ May reduce the number of shared specialty teachers who need to be shared during each day.	
SEE PAGES 65-67 FOR OPPORTUNITIES AND CHALLENGES FOR 7-12 option choice X , Y, and Z	
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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. Serve Grades 7-12:

- **With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) or with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), and**
- **Elden serves a 7-12 alternative school and the School District Central Offices.**

OR

- **Serve 7-12 with secondary choice option z without an Alternative 7-12 and District Offices at the Elden Building**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

RATIONALE FOR SCENARIO F

- ✓ Enrollment Projection Estimates suggest that Baldwinsville will experience increasing elementary grades enrollments over the next five years and resulting grades 7-12 enrollment increases over the next 5 to 10 years. Additional grade level classrooms necessary to accommodate growing enrollments.
- ✓ Renovations or added instructional support spaces are necessary to accommodate the estimated growing enrollments and to address the Program Delivery Vision of the School District.
- ✓ K-2 curriculum focuses on "learning to read' and the 3-4 curriculum focuses on "reading to learn". The curriculum transition can support naturally a building transition for pupils.
- ✓ Only two schools serving K-2 and 3-4 each will likely have very small equity gaps in class section sizes.
- ✓ Socio-economic diversity at each of the schools will be likely.
- ✓ The East-West Scenario generally uses Rt. 370 and Rt. 31 as a possible separation line.
- ✓ Multiple number of class sections at a grade level provides more flexibility in matching teacher skill sets and strengths with unique needs of various pupils.
- ✓ Scenario allows the accommodation of using the Elden Building for a Grade 9 Academy or for Alternative Education 7-12 Program along with the housing of the District Offices.
- ✓ Serve all 5-6 district-wide at the Ray School.
- ✓ Provide added program delivery options for grade 5.
- ✓ All grades 7-12 served on the main campus.
- ✓ Eliminate the challenge of having two different sets of teacher certifications serving one student population in a school. Flexibility of deploying staff.

ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO F:

(Please note that each 'existing classroom estimated to renovate and/or add to existing instructional support spaces' equals about 750 square feet. Also, note that Pre-Kindergarten classrooms do not add to elementary K-6 pupil capacity.)

Pairs of Pre-K-2 and 3-4 'Sister Schools'	**Purpose:**	**Renovations/New Construction Estimate**	***ESTIMATED RESULTING K-12 PUPIL CAPACITY***
McNamara Elementary Pre-K-2	Pre-Kindergarten classrooms	Build 3 classrooms	***Existing: 512 +14 times 22 -2 times 22 =new capacity of 776***
	Anticipated K-2 enrollment growth	Build 14 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added	

		instructional support spaces in the existing space.	
Pairs of Pre-K-2 and 3-4 'Sister Schools'	**Purpose:**	**Renovations/New Construction Estimate**	***ESTIMATED RESULTING K-12 PUPIL CAPACITY***
Reynolds Elementary Pre-K 2	Pre-Kindergarten classrooms	Build 3 classrooms	***Existing: 466 +17 times 22 – 2 times 22 =new capacity of 796***
	Anticipated K-2 enrollment growth	Build 17 classrooms	
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	
Palmer Elementary 3-4	Anticipated 3-4 enrollment growth	Build 2 classrooms	***Existing: 514 +2 times 22 -2 times 22 =new capacity of 514***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	
Van Buren Elementary 3-4	Anticipated 3-4 enrollment growth	Build 4 classrooms	***Existing: 514 +4 times 22 – 2 times 22 =new capacity of 558***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	
Ray Upper Elementary School 5-6	Anticipated 5-6 enrollment growth	Build 8 classrooms.	***Existing: 868 +8 times 25 =new capacity of 1068***
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vison of the District.	Reallocate 2 existing classroom spaces from the six vacated by grades 4 and 5 to accommodate renovated or added instructional support spaces in the existing space.	
GRADES 7-12 Option Choices X or Y or Z			
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.			
OR			
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.			
OR			
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.			

ESTIMATED PUPIL CAPACITY RESULTS OF IMPLEMENTING 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. Serve Grades 7-12:

- **With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) or with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), and**
- **Elden serves a 7-12 alternative school and the School District Central Offices.**

OR

- **Serve 7-12 with secondary choice option z without an Alternative 7-12 and District Offices at the Elden Building**

Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.

Pairs of Pre-K-2 and 3-4 'Sister Schools'	ESTIMATED RESULTING K-4 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.)	*Estimated Enrollment In 2023-2024*	*Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)*
	Pre-K-2	**3-4**	K – 2	K – 2	*K – 2*	*K – 2*
McNamara	776		1194 -1386	76% - 88.2%	*1143 -1473*	*72.7% - 93.7%*
Reynolds	796					
Palmer		514	3 - 4	3 – 4	*3 – 4*	*3 – 4*
Van Buren		558	889	82.9%	*869 -975*	*81.1% - 91%*
Total:	**1572**	**1072**				
+ Pre-K capacity:	**216 half-day; 108 full day**					

	ESTIMATED RESULTING 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.)	*Estimated Enrollment In 2023-2024*	*Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)*	Estimated Enrollment In 2026-2027	Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)	*Estimated Enrollment In 2028-2029*	*Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)*
Ray Upper Elementary School 5-6	**1068**	880	82.4%	*932*	*87.3%*				

	ESTIMATED RESULTING 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.)	*Estimated Enrollment In 2023-2024*	*Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)*	Estimated Enrollment In 2026-2027	Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)	*Estimated Enrollment In 2028-2029*	*Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)*
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 AND Elden serves a 7-12 alternative school and the School District Central Offices.									
Durgee Junior High School 7 - 9	**1619**	1347	83.2%	*1327*	*82%*	1388 - 1463	85.7% - 90.4%		
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*
Elden 7-12 Alternative Ed. and District Offices	**112**								
OR									
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 AND Elden serves a 7-12 alternative school and the School District Central Offices.									
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Baker High School 9 - 12	**2042**	1713	83.9%	*1729*	*84.7%*	1739	85.2%	*1794 - 1868*	*87.9% - 91.4%*
Elden 7-12 Alternative Ed. and District Offices	**112**								
OR									
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.									
Durgee Junior High School 7 - 8	**1119**	880	78.6%	*902*	*80.6%*	936 - 1011	83.7% - 90.4%		
Elden Grade 9 Academy	**575**	467	81.2%	*425*	*73.9%*	452	78.6%	*432 -506*	*75.1% - 88%*
Baker High School 10 - 12	**1467**	1246	84.9%	*1304*	*88.9%*	1287	87.7%	*1362*	*92.8%*

SCENARIO F: OPPORTUNITIES AND CHALLENGES	
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. Serve Grades 7-12: • **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.** **OR** • **Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building** **Add new space/renovate existing space to accommodate estimated growing enrollments and the PrograVision of the School District.**	
OPPORTUNITIES:	**CHALLENGES:**
✓ Added instructional space resource necessary to address current Program Vision Elements is addressed. ✓ Program grade configuration K-2 and 3-4 allows a more concentration education program delivery with a logical program transition: K-2 curriculum focus is primarily 'learning to read' while 3-4 focus is primarily 'reading to learn'. Collaboration and consistency of staff in delivering a common K-2 program in two schools and two schools grades 3-4 instead of K-5 in five buildings easier to organize. ✓ Two attendance zones for K-2 and two attendance zones for 3-4. More agile in serving the district with growth spurts in the housing market at various locations and at various times. ✓ Equity of grade 5 class sizes able to be achieved. ✓ Pre-K at two early childhood schools Pre-K-2. ✓ The availability of special needs specialized program offerings at each K-2 school and each 3-4 school without having to centralize such offerings. ✓ Collaboration among grades 5 staff in delivering a common grade 5 program in one building instead of five buildings. ✓ The Baldwinsville student community comes together in grade (age 10-11). ✓ Establishing an 'Upper Elementary Intermediate" school would have more options of how best to serve pupils in grades 5-6. For example: ◊ Grade 5 served in self-contained classrooms as is done in 2018-2019. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in grades 5 and 6. ◊ Apply a teaming model where teams of core subject teachers serve the same set of pupils in 6.	✓ Drawing two attendance zones for the two sets of 'sister schools' Pre-K-2 and 3-4. ✓ Possibly East-West defined by both sides of the Rt. 690 corridor ✓ Preparing a transportation plan; possibly a run by sister school attendance zone to keep distance and time to a minimum. ✓ Volume of new construction at each Pre-K-2 school site.

✓ A grades 5-6 program opportunity becomes more 'doable'. Part 100.4 of Commissioner's Regulations with regard to grades 7-8 identifies various unit of study (seat time) subjects. They include home and career skills, languages other than English, technology which may be initiated as early as grade 5 (and/ or grade 6) if taught by teachers certified in those areas. Such an approach allows more time in the student day in grades 7 and 8 for other opportunities. In particular it allows more opportunity for grade 8 pupils to accelerate with grade 9 for-HS-credit courses. The approach helps pupils needing extra help to receive that extra help during the regular school day in grades 7-8. ✓ All teaching staff in the "Upper Intermediate School" have the same elementary teacher certification range of responsibilities. ✓ May reduce the number of shared specialty teachers who need to be shared during each day.	
SEE PAGES 65-67 FOR OPPORTUNITIES AND CHALLENGES FOR 7-12 option choice X , Y, and Z	
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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 Vison 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: *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?*		Elden Building	Degree Junior High School	Baker High School	ESTIMATED TOTAL
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 BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE 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?*		**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: *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?* **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.**		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								
Scenario C: Provide five Pre-K-4 elementary schools, an upper elementary grades 5-6 school at Ray. Serve grades 7-12: • **with a 7-9 Junior High at Degree and a Baker 10-12 High School (choice x) or** • **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: • **With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) or with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), and** • **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**

SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE 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?* **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.**		**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								
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: • **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.** **OR** • **Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building** **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	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	4		17	4	8			**44**
	Grade level classrooms to renovate/add to instructional support spaces in the existing building									
	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**

SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE SCHOOL DISTRICT TO ANSWER THE 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?* **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.**		**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								
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: • **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.** **OR** • **Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building** **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	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**

Pupil Transportation and the Various Scenario Options

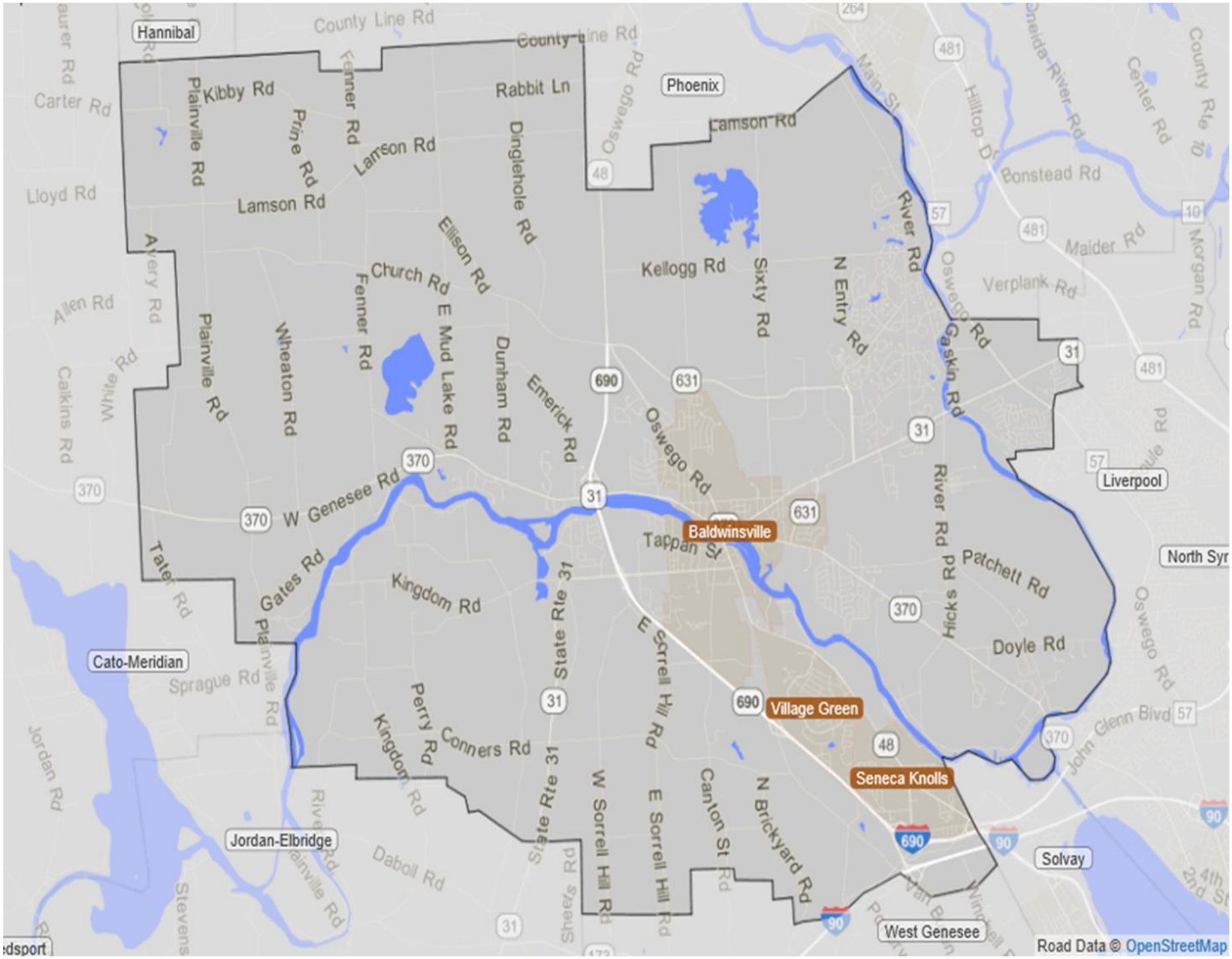
The 2018-2019 transportation costs to provide the 131 single bus routes for AM and 129 single bus routes for PM transportation to school and home totals $6,768,733. The average cost per single bus route is $26,034 all inclusive. In 2018-2019, Baldwinsville receives 79% of the transportation expenditures made in 2017-2018 as State transportation aid. The local cost per regular bus route on average is $5467; the State support of each regular bus route on average is $20,567.

The scenarios require new attendance zones and/or fewer attendance zones to be determined. The study is cautious about estimating savings or any added expenditures to the transportation program at this time. Currently, the district provides **three separate district-wide-routings in the morning and in the afternoon.** One is for Elementary, one is for the Middle Schools and one is for the Junior High and the High School. This existing practice is a resource asset as the district reviews the scenario options. The current practice of three separate routings by sets of grade levels is a key practice to implement any of the scenarios suggested for consideration. Some of the scenarios may allow the three separate district-wide-routings to be deployed differently. For example, some of the scenarios have grades 7-12 served on the central campus. Some have grades 4, 5, 6 served centrally at the Ray School Building. One district-wide routing could transport all grades 7-12 pupils on the central campus; a second attendance zone routing plan could transport all K-3 or K-4 to each of the elementary schools; a third district-wide routing could transport all grades 4, 5, 6 to the Elementary Intermediate School at the Ray Building.

Where grade levels are served, and where the attendance zone lines are drawn based on the grade pupil capacities of the school buildings will define the pupil transportation plan. When and if the Board focuses on one or two scenarios for possible implementation, the district transportation staff can implement the routing software to suggest possible attendance zones, and safe and economical bus routes for review by the Board, Superintendent and community.

A noticeable challenge at the main campus currently is the traffic of buses, staff, and parent cars dropping off children at school. The traffic pattern may be helped with a comprehensive analysis by the architect. A possible improvement without re-construction is to set aside entrance to the main campus by staff and parents using **only** Albert Palmer Lane to drop off pupils at a campus school. Parents would then proceed and exit the campus using Virginia Avenue. Virginia Avenue would be used **only** by buses to enter the campus to disembark pupils at the campus school buildings at the beginning and end of the school day.

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


Hannibal
County Line Rd
Phoenix
Carter Rd
Kibby Rd
Plainville Rd
Prine Rd
Fenner Rd
Lamson Rd
Rabbit Ln
Dinglehole Rd
Oswego Rd
Lloyd Rd
Lamson Rd
Ellison Rd
Kellogg Rd
Sixty Rd
N Entry Rd
River Rd
Gaskin Rd
Bonstead Rd
Maider Rd
Verplank Rd
Allen Rd
Avery Rd
Church Rd
E Mud Lake Rd
Fenner Rd
Plainville Rd
Wheaton Rd
Dunham Rd
Emerick Rd
690
631
Oswego Rd
Caikins Rd
White Rd
370
W Genesee Rd
31
Baldwinsville
Tappan St
River Rd
Hicks Rd
Patchett Rd
Liverpool
North Syr
Tater Rd
Gates Rd
Kingdom Rd
State Rte 31
E Sorrell Hill Rd
Doyle Rd
Cato-Meridian
Sprague Rd
Plainville Rd
Perry Rd
Conners Rd
Kingdom Rd
690
Village Green
John Glenn Blvd
48
Seneca Knolls
Jordan Rd
Jordan-Elbridge
Daboll Rd
W Sorrell Hill Rd
E Sorrell Hill Rd
Canton St
N Brickyard Rd
Solvay
West Genesee
Road Data © OpenStreetMap