

Baldwinsville Central School District Study 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?*



RESULTS OF THE  
*PLANNING FOR THE FUTURE WORKSHOP*

WORKSHOP OF THE BALDWINSVILLE CSD ‘FUNDING THE  
FUTURE’ COMMUNITY ADVISORY COMMITTEE  
September 27, 2018

WORKSHOP OF THE BALDWINSVILLE CSD  
ADMINISTRATIVE TEAM  
October 23, 2018

WORKSHOP OF THE BALDWINSVILLE CSD BOARD OF  
EDUCATION  
February 4, 2019

**Background about the Commissioned Study:**

The Baldwinsville Central School District is diligently engaged in its ongoing short term and long term planning regarding the future vision of the instructional program K through grade 12.

The Board of Education has authorized a comprehensive planning process to identify *possible ‘doable’ options* the Board and district *may* want to implement or adapt to deliver the program envisioned by the district with quality, and as cost-effectively as possible with the existing school building assets. The Board has engaged the services of the SES Study Team, LLC to ‘hold up a mirror’ to varied types of school district data in an unbiased, non-advocacy manner.

The Board has appointed a ‘**Funding the Future**’ **Community Advisory Committee** of volunteer community residents to serve as a ‘steering committee’ resource for The SES Study Team as the ‘guest outsider’ prepares

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three studies: an *Enrollment Projection/Demographic Study*, a *Pupil Capacity Study*, and a *Program Implementation Study* of possible options for consideration by the School District and its community.

The Committee is a cross-section of the community including parents of current students and preschool-age children, retirees, residents without children, students, and civic leaders in addition to representative school resident school staff members. The role of the Committee is as a 'steering committee' to help the guest consultant analyze/discuss pertinent data to answer the study question. The Study will ultimately identify a set of options to the Board of Education to consider and/or adapt as possible program implementation avenues for the future.

The Board of Education and Administration have no pre-conceived options or conclusions about the findings of the *Program Implementation Study*.

A foundational step to accomplish the commissioned study is to organize a *Planning for the Future Workshop* with the Community Advisory Committee, the Baldwinsville CSD Administrative Team, and the Board of Education. A prime outcome of the *Planning for the Future Workshops* is a written tool that documents an outline of the priorities, values, questions and objects that the Community representative group and the School District leadership team believe that the *Program Delivery Study* and the School District long-term planning process should address.

All of the 'answers' to the workshop question provided by Advisory Committee, the Administrative Team, and the Board of Education are important. All are listed in this workshop-outcome report. The rank-ordering of the 'answers' by each group is a preliminary scan. *The scan suggests which of the items might be given priority collaborative attention by the study, district, and community in identifying viable scenario options that the Baldwinsville Central School District may or may not want to pursue.*

Planning for a people-service organization is not a static effort. The 'life' of a school district serving the young people and community is dynamic. It often is influenced by variables over which the district and community have no direct control. Such variables include future pupil enrollments, State policy about school funding, and the local economy. This guide that lists the values expressed by the Community Advisory Committee, the Administrative Team, and Board of Education will help focus the development of the study of options to deliver and implement the educational program in the future. It also may help community and school district discussion of a very important public policy planning decision faced by the Board of Education over the coming months.

The *Program Implementation Study of Options Study* will be prepared over the next five months. As each research tool for the study is prepared, it will be posted on the Baldwinsville School District website to encourage all stakeholders of the school district to discuss and analyze pertinent data that are baseline tools to help school district planning.

This report of the results of the *Planning for the Future Workshops* with the 'Funding the Future' Community Advisory Committee, the Administrative Team, and the Board of Education is the first research tool of the study.

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***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?***

<b>Rank Order</b>	<b>Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville ‘Funding the Future’ Community Advisory Committee on September 27, 2018</b>	<b>Rank Order</b>	<b>Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Administrative Team on October 23, 2018</b>	<b>Rank Order</b>	<b>Key Questions/Data/Topics Identified and Rank-Ordered by the Baldwinsville Board of Education on February 4, 2019</b>
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.

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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		

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			increase program communication K-12?
16	Should Baldwinsville offer a Pre-Kindergarten program?	17	Data to help us define our future set of clients.
17	Does the food program provide access to all pupils for daily food/nutrition needs? Should the role of the school district increase to help satisfy weekend food needs of pupils?	18	Should the options include more 'wrap around' services like a health clinic, dental clinic, other community agency partnerships?
18	Where do the pupils live now in the elementary attendance zones?	19	Are there other ways to deliver elementary education that might increase success for pupils?
	Does the district have data about the progress of students after graduation? How do these data help our vision for the program?	20	How can we use the current space we have to improve elementary pupil achievement?
	Is there a relationship between the municipality and the school district about housing development driving resources in the school district?		What are the current building infrastructure needs of the buildings?
19	Where might new housing units be located?	21	Are there ways to configure K-5 schools to enable equity of access to the program regardless of where a pupil lives? (example: 'neighborhood schools')
	Is there a contingency plan if large tax payers leave the district?		Options should include infrastructure improvements of kitchens and cafeterias.
20	How might the options influence/affect staffing?		Each school having enough stage/auditorium space to house arts programs for the attendance zone population.

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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?		

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<b>BALDWINSVILLE CENTRAL SCHOOL DISTRICT 'FUNDING THE FUTURE' ADVISORY COMMITTEE MEMBERS (* Present on 9/27)</b>		
Aleksanyan	Roman	<i>Parent of K, 1, 2</i>
Auth	Rev. Clifford H.	<i>Clergy</i>
Bernstein	Kevin	<i>Business person/chamber of commerce*</i>
Brown	Alisha	<i>Parent of 10, 11, 12</i>
Capilli	Nicole	<i>Parent of 6, 7</i>
Carr	Mike	<i>Business person/chamber of commerce*</i>
Cavino	Joseph	<i>Parent of 8, 9</i>
Chetney	Beth	<i>Durgee Junior High English Teacher*</i>
Corrente	Tammi	<i>Secretary, Transportation Department*</i>
Cronin	Cindy	<i>Durgee Junior High Principal*</i>
D'Augustino	Gennaro	<i>Baker HS Spec. Ed. Teacher</i>
Davis	Max	<i>HS Student</i>
Dayger	Sally	<i>Retiree of School District*</i>
Demick	Katherine	<i>Parent of 3,4,5*</i>
Dias	Gerald	<i>Ray Middle School Spec. Ed. Teacher*</i>
Grindle	David	<i>Parent of 10, 11, 12</i>
Keim	Joanne	<i>'empty-nester'*</i>
Kinch	Erin	<i>Parent of 3,4,5*</i>
Ladd	Steve	<i>Business person/chamber of commerce*</i>
Loffredo	Joe	<i>Retiree of School District*</i>
Maddaloni	Laurie	<i>Parent of 8, 9*</i>
Manning	Mark	<i>Community Member</i>
Mattoon	Brittany	<i>Parent of K, 1, 2</i>
May	Brian	<i>Legislator*</i>
Miller	Deb	<i>Business person/chamber of commerce*</i>
Nahorney	Danielle	<i>Van Buren Elementary Principal*</i>
Nalli	Rocco	<i>Director, Spec. Ed.*</i>
Nicholson	Lyndsey	<i>Parent of 6, 7</i>
Pelcher	Stephanie	<i>'empty-nester'</i>
Penhollow	Nora	<i>HS Student*</i>
Ream	Jon	<i>Pre-School parent</i>
Ream	Krystal	<i>Pre-School parent</i>
Saracini	Joe	<i>Town Supervisor - Lysander</i>
Schraven	Sam	<i>President Support Union; HS Job Coach</i>
Smith	Sydney	<i>HS Student</i>
Williams	MaryAnne	<i>Business person/chamber of commerce, parent*</i>
Yando	Julie	<i>2<sup>nd</sup> Grade Teacher at Reynolds</i>

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**Administrative Support Team  
for the Baldwinsville School District**

Burnett	Renee	Director of Curr/Inst, 7-12
Burt	Al	Grounds Crew Leader
Campolieta	Christopher	Athletic Director
Cardamone	Tony	Director of Curr/Inst, K-6
Carpenter	Julie	School Nurse Supervisor
Chiodo	Melissa	Principal, Reynolds Elementary School
Coughlin	Thomas	Principal, Elden Elementary School
Cronin	Cynthia	Asst. Principal, Durgee Jr. High
DeBarbieri	Joseph	Deputy Superintendent
Delisle	Richard	Director of Tech./Library
Denton	Kris	Asst. Principal, Baker H.S.
Ewing	Alexander	Principal, Palmer Elementary School
Foederer	Richard	Asst. Principal, Durgee Jr. High
Fraher	T. J.	Asst. Principal, Baker H.S.
Gridley-Pelkie	Sharon	Administrator on Special Assignment
Kilcourse	David	Director of Pupil & Personnel Services
LaMacchia	Karrie	Asst. Director of Special Ed
Louis	Christina	Principal, Ray Middle School
Nadolski	Jane	Principal, McNamara Elementary School
Nahorney	Danielle	Principal, Van Buren Elementary School
Nalli	Rocco	Director of Special Ed
Nelson	Dana	Asst. Transportation Supervisor
Root	Donald	Principal, Baker H. S.
Rosenberger	Steven	Director of Facilities
Terpening	Jennifer	Asst. Principal, Baker H.S.
Trivison	Louis	Maintenance Crew Leader
VanBenshoten	Bonnie	Principal, Durgee Jr. High
Wilson	Eric	Director of Staff Relations/School Attorney
Wright	Brian	Food Service Director

**Board of Education of the Baldwinsville Central School District**

Victor Jenkins, President
Joan Reeves, Vice President
James Goulet
Jeffrey Marier
Jennifer Patruno
Christina Pavetto Bond
Steven Schweitzer
Kim Sullivan-Dec
Matthew Yager