

2019



**REPORT OF THE
COMMUNITY MEMBER
FOCUS GROUP MEETING
June 6, 2019**

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

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

June 18, 2019

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

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

TABLE OF CONTENTS

Preface	1
Six Scenario Options	2
Rank Ordering of the Scenarios by the Community Focus Group as to <i>What Might be “Best for Pupils” and Cost-Effective?</i>	5
Some Major Observations/Suggestions of the Discussion/Work of the Community Focus Group	7
Additional <i>Opportunities and Challenges</i> Identified by the Community Focus Group on June 6 for Each Scenario Option Identified in the Study	
Option A	9
Option B	12
Option C	17
Option D	21
Option E	26
Option F	32
“Scenario Adaptation Ideas”	38
Appendix A: May 15, 2019 Community Focus Group Work Agenda	39

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PREFACE

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

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

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

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

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

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

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

SCENARIO OPTIONS LISTED IN THE STUDY:

- ✓ 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.

<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p align="center"><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p>	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary	Ray Middle School	Durgee Junior High School	Baker High School
<p>Benchmark: Current facility assets, the current program configuration, and estimated enrollments three and five years from now.</p>	K-5	K-5	K-5	K-5	K-5	6-7	8-9	10-12
<p>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.</p>	Pre K-5	Pre K-5	Pre K-5	Pre K-5	Pre K-5	6-7	8-9	10-12
<p>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.</p>	Pre K-3	Pre K-3	Grade 9 Academy	Pre K-3	Pre K-3	4-6	7-8	10-12

<p align="center">SCENARIOS FOR CONSIDERATION BY THE BALDWINSVILLE CENTRAL SCHOOL DISTRICT TO ANSWER THE QUESTION:</p> <p align="center"><i>Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?</i></p>	McNamara Elementary	Reynolds Elementary	Elden Elementary	Palmer Elementary	Van Buren Elementary	Ray Middle School	Durgee Junior High School	Baker High School	
<p align="center">SCENARIOS C THROUGH F ALLOW FOR THREE OPTIONS TO SERVE 7-12 ON THE CENTRAL CAMPUS</p>									
<p align="center">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.</p>	Varies as Outlined in each Scenario Option						7-9	10-12	
<p align="center">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.</p>	Varies as Outlined in each Scenario Option						7-8	9-12	
<p align="center">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.</p>	Varies by Scenario Option	Grade 9 Academy		Varies by Scenario Option			7-8	10-12	
<p>Scenario C: Provide five Pre-K-4 elementary schools, an upper elementary grades 5-6 school at Ray, and grades 7-12 option choice x, or y. Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	Pre K-4	Pre K-4	Pre K-4	Pre K-4	Pre K-4	5-6	7-9	10-12	
							7-12 Choice x		
							7-8	9-12	
<p>Scenario D: Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:</p> <ul style="list-style-type: none"> ➤ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➤ Elden serves a 7-12 alternative school and the School District Central Offices. <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	Pre K-3	Pre K-3	District Offices and Alternative Ed. 7-12		Pre K-3	Pre K-3	4-6	7-9	10-12
							7-12 Choice x		
							7-8	9-12	
						7-12 Choice y			

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

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

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

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

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

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

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

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

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decision options for serving students in the future.”*

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

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

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

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

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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			
<ul style="list-style-type: none"> ✓ 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. 			
<p>ESTIMATED SPACE RENOVATIONS/NEW CONSTRUCTION TO ACHIEVE SCENARIO A: <i>(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.)</i></p>			
Pre-K-5	Purpose:	Renovations/New Construction Estimate	ESTIMATED RESULTING K-12 PUPIL CAPACITY
McNamara Elementary	Pre-K classrooms	Build 1 classroom	<i>Existing: 512 +6 times 23 =new capacity of 650</i>
	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 Vision 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	<i>Existing: 466 +6 times 22 =new capacity of 604</i>
	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 Vision 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	<i>Existing: 487 +6 times 23 =new capacity of 625</i>
	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 Vision 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	<i>Existing: 514 +6 times 23 =new capacity of 652</i>
	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 Vision 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	<i>Existing: 514 +6 times 23 =new capacity of 652</i>
	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 Vision 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	<i>Existing: 868 +17 times 25 =new capacity of 1293</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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	<i>Existing: 819 + 8 times 25 =new capacity of 1019</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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		<i>Existing: 1467</i>
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vision 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:
<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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 A: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON MAY 15	
Build/renovate at each school to accommodate expected enrollment and achieve ‘Program Vision Items’	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ Four transitions and four educational level changes. 	<ul style="list-style-type: none"> ✓ Does not take in to account developmental milestones in grades 3-6.
	<ul style="list-style-type: none"> ✓ Does not address alternative education and 7-12 on the same campus
	<ul style="list-style-type: none"> ✓ 83 new classrooms are a lot to add without changing/adding to the program delivery.

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 Vision 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 Vision 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.	<i>Calculated Capacity: 500 + 3 times 25 =capacity of 575</i>
		Build three classrooms (ex. 'state of the art' science classrooms/labs)	
Palmer Elementary	Pre-K classrooms	Build 1 classroom	<i>Existing: 514 +3 times 22 - 2 times 22 =new capacity of 536</i>
	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 Vision 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	<i>Existing: 514 +4 times 22 - 2 times 22 =new capacity of 580</i>
	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 Vision 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	<i>Existing: 868 +18 times 25 =new capacity of 1518</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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	<i>Existing: 819 + 12 times 25 =new capacity of 1119</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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		<i>Existing: 1467</i>
	Current Pupil Capacity Space used to renovate/add to existing instructional support space to support the Program Vision 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:
<ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ◇ 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. They include home and career skills, languages other than 	<ul style="list-style-type: none"> ✓ 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.

<p>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.</p> <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ○ Such an ‘Academy’ bridges the middle level/junior high level with the traditional comprehensive senior high school delivery model ○ 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 ○ Help to create a learning community of all Freshman <i>along with their parents</i> 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 	
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SCENARIO B: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON June 6	
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:
✓ Option z: ninth grade academy; intensive support, more opportunities and enrichment; improved transition to senior high school	✓ Grade 9 single serve grade level in one building.
	✓ Too many pupil transitions.

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) 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.

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

SCENARIO C: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON June 6	
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:
✓ Only 32 new classrooms.	✓ No alternative education option.
✓ Option z: ninth grade academy; intensive support, more opportunities and enrichment; improved transition to senior high school	✓ 5 transitions (level changes)

SCENARIO D:
<p>Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:</p> <ul style="list-style-type: none"> ➤ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➤ Elden serves a 7-12 alternative school and the School District Central Offices <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>
RATIONALE FOR SCENARIO D
<ul style="list-style-type: none"> ✓ Enrollment Projection Estimates suggest that Baldwinville 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.			
<i>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.)</i>			
Pre-K-3	Purpose:	Renovations/New Construction Estimate	ESTIMATED RESULTING K-12 PUPIL CAPACITY
McNamara Elementary	Pre-K classrooms	Build 1 classroom	<i>Existing: 512 +3 times 22 - 2 times 22 =new capacity of 534</i>
	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 Vision 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	<i>Existing: 466 +4 times 22 - 2 times 22 =new capacity of 510</i>
	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 Vision 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.	<i>Calculated Capacity: 112</i>
Palmer Elementary	Pre-K classrooms	Build 1 classroom	<i>Existing: 514 +3 times 22 - 2 times 22 =new capacity of 536</i>
	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 Vision 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	<i>Existing: 514 +4 times 22 - 2 times 22 =new capacity of 558</i>
	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 Vision 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	Anticipated enrollment growth	Build 18 classrooms	<i>Existing: 868 +18 times 25 =new capacity of 1518</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision of the District.	Renovate existing secondary grade 7 space as may be appropriate for a grades 4-6 instructional and	

4 - 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 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.

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%		
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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) 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.**

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

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

<ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ◇ 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. 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 \$ 	
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SCENARIO D: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON June 6	
Provide four Pre-K-3 elementary schools, and an upper elementary grades 4-6 school at Ray. Serve Grades 7-12:	
<ul style="list-style-type: none"> ➤ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➤ Elden serves a 7-12 alternative school and the School District Central Offices. 	
Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ 7-12 located on main campus with option y 	<ul style="list-style-type: none"> ✓ All 4-6 together in one building, culture change to be dealt with.

✓ 4 level changes equals what we have now with option y	
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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) 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 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 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 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	<i>ESTIMATED RESULTING K-12 PUPIL CAPACITY</i>
	Pre-Kindergarten classrooms	Build 3 classrooms	<i>Existing: 512 +14 times 22</i>
	Anticipated K-2 enrollment growth	Build 4 classrooms	

McNamara Elementary Pre-K-2	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	<i>-2 times 22 =new capacity of 776</i>
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	Anticipated 3-4 enrollment growth	Build 4 classrooms	<i>Existing: 466 +4 times 22 - 2 times 22 =new capacity of 510</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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	<i>Existing: 514 +14 times 22 -2 times 22 =new capacity of 778</i>
	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 Vision 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.	<i>Existing: 514 +4 times 22 - 2 times 22 =new capacity of 558</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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	<i>Existing: 868 +8 times 25 =new capacity of 1068</i>
	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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) 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				
McNamara	776		K – 2 1194 -1386	K – 2 76.8% - 89.2%	K – 2 1143 -1473	K – 2 73.6% - 94.8%
Reynolds		510				
Palmer	778		3 - 4 889	3 – 4 83.2%	3 – 4 869 -975	3 – 4 81.4% - 91.1%
Van Buren		558				
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) 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.

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.

<p>(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.</p> <ul style="list-style-type: none"> ✓ 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. 	
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SCENARIO E: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON June 6	
<p>East-West Scenario: McNamara and Reynolds become ‘sister schools’ that serve half of the School District for grades Pre-K-2 and 3-4. Palmer and Van Buren become ‘sister schools’ for grades Pre-K-2 and 3-4 and serve the other half of the School District. Ray serves 5-6. Serve Grades 7-12:</p> <ul style="list-style-type: none"> ➤ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➤ Elden serves a 7-12 alternative school and the School District Central Offices. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ Option z: ninth grade academy; intensive support, more opportunities and enrichment; improved transition to senior high school 	<ul style="list-style-type: none"> ✓ 5 transitions (level changes)
	<ul style="list-style-type: none"> ✓ Sister schools add a transition for students that needs to be addressed.
	<ul style="list-style-type: none"> ✓ History of previous geographic split that caused community divides.

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 Baldwinville 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
	Pre-Kindergarten classrooms	Build 3 classrooms	Existing: 512 +14 times 22
	Anticipated K-2 enrollment growth	Build 14 classrooms	

McNamara Elementary Pre-K-2	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	<i>-2 times 22 =new capacity of 776</i>
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	<i>Existing: 466 +17 times 22 - 2 times 22 =new capacity of 796</i>
	Anticipated K-2 enrollment growth	Build 17 classrooms	
Palmer Elementary 3-4	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	<i>Existing: 514 +2 times 22 -2 times 22 =new capacity of 514</i>
	Anticipated 3-4 enrollment growth	Build 2 classrooms	
Van Buren Elementary 3-4	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision of the District.	Reallocate 2 existing classroom spaces to accommodate renovated or added instructional support spaces in the existing space.	<i>Existing: 514 +4 times 22 - 2 times 22 =new capacity of 558</i>
	Anticipated 3-4 enrollment growth	Build 4 classrooms	
Ray Upper Elementary School 5-6	Current Pupil Capacity Space used to renovate or add to existing instructional support space to support the Program Vision 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.	<i>Existing: 868 +8 times 25 =new capacity of 1068</i>
	Anticipated 5-6 enrollment growth	Build 8 classrooms.	
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				
McNamara	776		K – 2 1194 -1386	K – 2 76% - 88.2%	K – 2 1143 -1473	K – 2 72.7% - 93.7%
Reynolds	796					
Palmer		514	3 - 4 889	3 – 4 82.9%	3 – 4 869 -975	3 – 4 81.1% - 91%
Van Buren		558				
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.)	<i>Estimated Enrollment In 2023-2024</i>	<i>Estimated Pupil Capacity Use with this Scenario in 2023-2024 (5 yrs.)</i>	Estimated Enrollment In 2026-2027	Estimated Pupil Capacity Use with this Scenario in 2026-2027 (8 yrs.)	<i>Estimated Enrollment In 2028-2029</i>	<i>Estimated Pupil Capacity Use with this Scenario in 2028-2029 (10 yrs.)</i>
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%	<i>1327</i>	<i>82%</i>	1388 - 1463	85.7% - 90.4%		
Baker High School 10 - 12	1467	1246	84.9%	<i>1304</i>	<i>88.9%</i>	1287	87.7%	<i>1362</i>	<i>92.8%</i>
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%	<i>902</i>	<i>80.6%</i>	936 - 1011	83.7% - 90.4%		
Baker High School 9 - 12	2042	1713	83.9%	<i>1729</i>	<i>84.7%</i>	1739	85.2%	<i>1794 - 1868</i>	<i>87.9% - 91.4%</i>
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%	<i>902</i>	<i>80.6%</i>	936 - 1011	83.7% - 90.4%		
Elden Grade 9 Academy	575	467	81.2%	<i>425</i>	<i>73.9%</i>	452	78.6%	<i>432 -506</i>	<i>75.1% - 88%</i>
Baker High School 10 - 12	1467	1246	84.9%	<i>1304</i>	<i>88.9%</i>	1287	87.7%	<i>1362</i>	<i>92.8%</i>

SCENARIO F: OPPORTUNITIES AND CHALLENGES	
<p>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:</p> <ul style="list-style-type: none"> ➤ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➤ Elden serves a 7-12 alternative school and the School District Central Offices. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ◇ 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. 	<ul style="list-style-type: none"> ✓ 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.

<ul style="list-style-type: none"> ◇ 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 (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. 	
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SCENARIO F: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON June 6	
<p>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:</p> <ul style="list-style-type: none"> ➤ With a 7-9 Junior High at Durgee and a Baker 10-12 High School (choice x) <u>or</u> with a 7-8 Junior High at Durgee and a Baker 9-12 High School (choice y), <u>and</u> ➤ Elden serves a 7-12 alternative school and the School District Central Offices. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Serve 7-12 with secondary choice option z <u>without</u> an Alternative 7-12 and District Offices at the Elden Building <p>Add new space/renovate existing space to accommodate estimated growing enrollments and the Program Vision of the School District.</p>	
OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> ✓ Option z: ninth grade academy; intensive support, more opportunities and enrichment; improved transition to senior high school 	<ul style="list-style-type: none"> ✓ 5-6 transitions
	<ul style="list-style-type: none"> ✓ History of previous geographic split that caused community divides.
	<ul style="list-style-type: none"> ✓ Sister schools add a transition for students that needs to be addressed.

SCENARIO “ADAPTATION IDEAS”

While discussing and analyzing the six scenarios, some Focus Group Members suggested the following adaptations of one or more of the scenario options.

- Implement Scenario C with option z for 7-12
(**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.**)
- Incorporate a 7-12 Alternative Education program with wrap around services provided to support students---not a ‘dumping ground program’---want students to return to the ‘regular school program’ helped for success. (Scenario D with option y for example; **Elden serves a 7-12 alternative school and the School District Central Offices.**)

Appendix A

Baldwinsville Central School District Community Focus Group Meeting Agenda

The Focus Group participants are members of the *Funding the Future Community Advisory Committee* appointed by the Board of Education in August of 2018 to aid the development of the *Program Implementation Study*, and advise the School District regarding options to serve a growing enrollment over the next 3-5 years. From September 2018 through April 2019, the Advisory Committee met with the consultant as a ‘steering committee’ to offer perspectives, insights, and ask clarifying questions about baseline district data compiled to answer the study question commissioned for the study.

June 6, 2019
Baker High School, rooms 1410/1408
6:00 p.m. to 9:00 p.m.

Goal: Provide representation for residents, taxpayers and community stakeholders of the school district.
Purpose: Listen and record ideas and perceptions about the findings of the *Program Implementation Study*.

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

A. (6:00) Welcome and Thank You!

- ◇ Please retrieve your nametag. Please sit at the table with the corresponding colored dot designated on the list of participants. There is a sign in sheet at your table.
- ◇ The role of Paul as a ‘guest outsider’: record the work of the Focus Group and answer clarifying questions. The role of Board Members, Leadership Team Members, and other community folks who may visit is as ‘visitors and observers’ only. They are not participants in the discussion and work of the Focus Group today.
- ◇ What today provides:
 - ✓ Today provides a time for discussion and analysis by diverse and representative taxpayer residents of the Baldwinsville School District. It is deeply appreciated that the members of the Community Advisory Committee have come together this evening to share thoughts about the scenario options identified in the *Program Delivery Study*. Therefore, out of respect for the focus group members, the time working together is ‘focused’ and crisply scheduled.
 - ✓ Holding a focus group in this manner is a way to record perceptions of stakeholders of the school district regarding opportunities and challenges that might result from each of the six scenario options identified to date in the Study.
 - ✓ The study documents are your tools. There are no presentations today.
 - ✓ Today.....

- The Focus Group Meeting time is not a ‘hearing’ or a ‘forum’. It is a time for community members to work together and listen to each other collaboratively in a planned manner.
- All discussion happens in the discussion groups. Please share the discussion time in the groups as equitably as possible. Please help ensure that all discussion group members can share their perceptions of opportunities and challenges that may be related to each of the scenario options.
- The Board of Education will be providing ‘hearing’ and ‘open forum’ opportunities when community members may want to make a prepared statement to the Board and to the community as a whole if they wish. The published accounting of the work of the Community Focus Group today along with the study will be valuable tools for these future Board of Education sponsored meetings.

B. IDENTIFYING OTHER OPPORTUNITIES AND CHALLENGES NOT RECORDED IN THE STUDY FOR EACH OF THE 6 SCENARIO OPTIONS REPORTED IN THE STUDY

Step 1. Below is an initial discussion schedule by the two work teams. Please spend time discussing the scenario options. As you discuss each option, please identify, as a discussion team, any *opportunities and challenges* not already identified by the study.

- A. Print any **added opportunities one per green sheet**, and then write any **added challenges one per yellow sheet**. *In the corner of each sheet, please write the letter of the option you are discussing*. If you have clarifying questions, please ask Paul. Please watch the time to ensure that each of the scenario options and their opportunities and challenges are discussed by each team.
- B. Each scenario option is a framework with some flexibility that can serve as a basis to deliver the program differently and/or in other buildings. If you have an idea to adapt a scenario, please print that idea on a white sheet. Please remember to write the letter of the scenario you are suggesting an adaptation in the corner of each sheet.

	6:15-7:15
Red Dot Team	Scenarios A-F
Green Dot Team	Scenarios A-F

Step 2. Below is the next step in the discussion by the work teams. Discuss the six scenarios briefly and then share what additional *opportunities and challenges* each team identified in step one. Add other *opportunities or challenges* (one per card) that might be identified by the two teams working together. Please remember to write the letter of the option that applies to each *opportunity or challenge* card.

	7:15-8:00
Red/Green Dot Teams	Scenarios A-F

Step 3: 8:05-8:20: The additional *opportunities and challenges* identified by the combined discussion teams are posted under each scenario option on the front wall of the room along with any ideas to ‘adapt’ a scenario. Take 15 minutes and walk around to see the outcome of the discussions by the teams.

C. 8:30: A tool to **rank-order** the six scenario options A-F as to what *might* be the best options to use as ‘roadmaps’ to deliver the Baldwinsville School District Program *if* a decision was made to change the current implementation configuration.

Next steps:

The results of the discussion and work of today’s Focus Group will be documented in a report to the Board. The report will be posted publicly on the district’s website for the community. It is a tool to help the Board with its deliberations and responsibility about what action, if any, to pursue.

The *Program Implementation Study* will be publicly posted for the community and school staff community on the school district website within the next ten days. The Report of the work of the Focus Group will also become part of the web posted agendas, *Enrollment Study*, *Pupil Capacity Study*, and other data work documents used by the Committee since September of 2018.

The District will encourage all members of the school community to review the study over the summer. In early September, an evening community meeting will be scheduled for Paul to present the findings of the study. Earlier that same day after school, the findings will be presented at a meeting opportunity for Baldwinsville instructional and instructional support staff.

After the evening community meeting in September, watch for community announcements by the Board of Education as to the schedule of their next step in the school district planning deliberations.

***Thank you for your time, help, and support
of the Baldwinsville Central School District and the pupils it serves.***

Please drive home safely.