

SCHOOL CONFIGURATION ANALYSIS MATRIX – USING PROJECTIONS FOR 2014-15

K-8CONFIGURATION: Elementary/Middle (K-8), High School (9-12), Options (K-12)

CRITERIA	PROS	CONS
<p>Educational Programs & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Course offerings ■ Schedules ■ Special education program ■ Extracurricular 	<p><i>Questions to consider: How would this configuration change educational programs/opportunities for students in Gr. 5? Gr. 6? What would be the schedule implications (e.g. # lunches)? How would these changes impact special education programs? Extracurricular options?</i></p> <ul style="list-style-type: none"> • Reduces number of transitions • Some larger, urban school districts have experienced success in addressing poor academic achievement and school climate/culture by converting to a K-8 neighborhood school structure 	<ul style="list-style-type: none"> • With only 1 transition between elementary and high school, students may not be ready for the size and complexity of program when they reach Gr. 9 • BISD middle level students do not show evidence of poor academic achievement; not sure why we would do this • It would be very difficult to deliver comparable course offerings (e.g. broad range of elective courses) if the district changed to a K-8 configuration. • It would be more challenging to provide courses and programs for highly capable and special education students in Gr. 5-8 with students distributed across 4 or 5 schools. • Many parents would not want to see 7th and 8th grade students in the same school with Gr. K-1. This is a broad spectrum of age levels. • Would be more challenging to meet the social and emotional needs of young adolescent students in a K-8 setting. • The K-8 schools could not be on the same schedules
<p>Number/Size of Schools (2014-15 Projections)</p> <p>Elem/Middle 1 (K-8) = 560 Elem/Middle 2 (K-8) = 560 Elem/Middle 3 (K-8) = 560 Elem/Middle 4 (K-8) = 563 BHS (9-12) = 1211 Commodore (K-12) = 280 Total: 6 schools = 3734*</p>	<p><i>Questions to consider: How does the projected enrollment match current capacity? How do these school sizes compare with other districts? Do any of the projected sizes pose concerns?</i></p> <ul style="list-style-type: none"> • Sakai and Woodward would have capacity to accommodate these numbers. 	<ul style="list-style-type: none"> • Capacity is insufficient at Blakely and Wilkes and would require significant additions to facilities.

<p>Staffing Costs & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> No. of staff positions that would be added or reduced No. of staff who would change schools No. of schools that specialists would serve 	<p>Questions to consider: How would this change impact staffing costs and number of staff? How many staff members would need to change schools? What challenges might this configuration pose for reassignment of staff (i.e. impact on staff with specific certification/endorsements)?</p>	<ul style="list-style-type: none"> Would need to add significant levels of staffing to maintain elective courses currently offered in Gr. 5-8. Staffing costs would likely increase over \$800,000 to maintain comparable program. Administrative staff would need to be added to address Gr. 7-8 extracurricular programs spread across 4-5 schools. Would significantly increase number of staff who travel to multiple schools.
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<p>Operational Costs & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> Utility costs Transportation costs 	<p>Questions to consider: How would this configuration impact operational costs? What savings might the District realize through this change? Are there any additional OPERATING costs that would be associated with a change to this configuration?</p>	<ul style="list-style-type: none"> Transportation costs would increase if Gr. K-8 students needed to be transported separately from 9-12 students. Students might need to be transported as a mixture of K-12 students, in order to contain costs.
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<p>Political Considerations & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> Projected impact of political decisions (e.g. McCleary) Impact on local bond or levy requests Historical & geographical considerations (e.g. location of schools) 	<p>Questions to consider: What local or state political factors need to be considered? What are the advantages/disadvantages of making a change to a K-6 configuration?</p>	<ul style="list-style-type: none"> School boundaries would have to change, with K-4 students being shifted from Blakely, Ordway and Wilkes to Sakai & Woodward. Some students who currently attend Sakai and Woodward would need to be moved back to Blakely, Wilkes, or Ordway. This would represent a historic change from having 3 elementary schools located in the north, central, and south sections of the Island. Parents would not want K-12 students transported together. This configuration would create a significant disruption to staffing and student school assignment.
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<p>Facility Costs & Implications</p>	<p><i>Questions to consider: What changes would need to be made to district facilities to accomplish this change? How would this change impact facility costs, both short-term and long-term? How long would it take to adapt facilities to make such a change?</i></p>	<p>• All schools would require significant renovation (except BHS & Commodore) to address different ages/number of students.</p>
<p>Examples:</p> <ul style="list-style-type: none"> ■ Capacity of facilities ■ Short-term facility needs (e.g. portables) ■ Long-term implications (e.g. additional classrooms, renovation of space, replacement of buildings, etc.) ■ Implications for cost of maintaining facilities ■ Possible savings from closing facilities 		
<p>Parent/Community Values & Response</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Input from parents and community 	<p><i>Questions to consider: What are the best strategies for sharing information with the public and providing opportunities for timely, meaningful discussion and feedback?</i></p>	

*Does not include some special education enrollment (e.g. special ed preschool, some students who receive speech language services, etc.)