

Bainbridge Island School District

SCHOOL CONFIGURATION ANALYSIS MATRIX – USING PROJECTIONS FOR 2014-15

K-6 CONFIGURATION: Elementary (K-6), Middle (7-8), High School (9-12), Options (K-12)

CRITERIA	PROS	CONS
<p>Educational Programs & Implications</p> <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>		
<p>Examples:</p> <ul style="list-style-type: none"> ■ Course offerings ■ Schedules ■ Special education program ■ Extracurricular ■ Highly capable 	<ul style="list-style-type: none"> • Fewer transitions for students – especially special education students. 	<ul style="list-style-type: none"> • Gr. K-6 configuration doesn't match configuration of Common Core Standards which are designed to be K-5, 6-8, 9-12 • Fewer elective options for Gr. 6 than with Gr. K-5 model or current model. • Elementary schools would need to have science labs installed to match Gr. 6 curriculum • Harder for majority of Gr. 6 students who need more advanced courses to access classes at WMS • More difficult to offer band program within school day for both Gr. 5 and 6 • Only 2 years at middle school • K-6 would be very difficult to implement if we closed a school due to overcrowding and classroom capacity.
<p>Number/Size of Schools (2014-15 Projections)</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>		
<p><u>6 schools</u></p> <p>K-6 #1 = 583 K-6 #2 = 571 K-6 #3 = 560 7-8 = 529 9-12 = 1211 Com = 280</p> <p>TOTAL= 3734*</p>	<p><u>7 schools</u></p> <p>K-6 #1 = 415 K-6 #2 = 404 K-6 #3 = 405 K-6 #4 = 490 7-8 = 529 9-12 = 1211 Com = 280</p> <p>TOTAL= 3734*</p>	<ul style="list-style-type: none"> • Sakai would have adequate space to accommodate K-6 students whether or not a school is closed. • If we continue to have 7 schools, the size of the K-8 schools is similar to the current status. <ul style="list-style-type: none"> • If a school is closed and centralized spec. ed programs move to Sakai, add'l classrooms might be needed. • If a school is closed, 2 of the 3 K-6 schools would need to add classrooms to accommodate 140-150 additional students. • Whether there are 7 schools or 6 schools, there would be significant boundary changes for Gr. K-6 students; some students would shift from the 3 K-4 schools to Sakai, and most Gr. 6 students would be moved back to their K-4 school.

Staffing Costs & Implications	<i>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)?</i>	
<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 	<ul style="list-style-type: none"> ● If a school is closed, a K-6 configuration would save @ \$499 K in staffing costs. ● If a school is not closed, a K-6 configuration would save @\$191 K. 	<ul style="list-style-type: none"> ● A change to K-6 model would still require some specialists to travel between buildings (there are too many students to be served by 1a specialist/subject if a school is closed; if we continue to have 7 schools, there are too few students to have 1 specialist per school/subject.) ● If the configuration changes, most Sakai teachers would move to another K-6 school. ● A K-6 configuration poses challenges for assignment of Gr. 6 academic teachers, some of whom are not elementary certified, but are instead certified as a subject area specialist (e.g. science, math, LA, or SS endorsement) ● If a school is closed, there would be a reduction in classified and administrative staff positions
Operational Costs & Implications	<i>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?</i>	
<p>Examples:</p> <ul style="list-style-type: none"> ■ Utility costs ■ Transportation costs 	<ul style="list-style-type: none"> ● Facility operational cost savings: If a school is closed, the cost savings depends on which school is closed. Districts do not realize 100% savings when a school is closed. NKSD is using 60% cost savings & CKSD uses 50-60%; when you move students to another school, they will add costs to the other school. <ul style="list-style-type: none"> ○ Blakely: \$60,000 ○ Commodore: \$81,000 ○ Ordway: \$56,000 ● Transportation: Costs would be about the same as the current model. 	<ul style="list-style-type: none"> ● Transportation: Would need to add buses to elementary run and reduce secondary runs. Three drivers would need to come in for 1 more hour in morning and 1 less hr. in afternoon. Those positions may be difficult to fill. ● If we closed Blakely and transported those students to Sakai, it would add approximately \$8,500 in transportation costs. This model would also increase bus rides for kids from South end of isle from 30-35 minutes to 40-45 minutes.
Political Considerations & Implications	<i>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?</i>	
<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. 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Significant disruption for all current K-6 schools ● Most of the Gr. 5 students who attend Sakai would go back to the school where they attended Gr. K-4 ● Boundary changes would be necessary if there are 4 K-6 schools: the current K-4 schools would each lose students to Sakai ●

location of schools)		
<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>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 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Would need to add science labs to elementary schools that have not previously housed Gr. 6.
<p>Parent/Community Values & Response</p>	<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>	
<p>Examples:</p> <ul style="list-style-type: none"> ■ Input from parents and community 		

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