

Bainbridge Island School District

SCHOOL CONFIGURATION ANALYSIS MATRIX – USING PROJECTIONS FOR 2014-15

CURRENT CONFIGURATION: Elementary (K-4), Intermediate (5-6), Middle (7-8), High School (9-12), Options (K-12)

CRITERIA		PROS	CONS
Educational Programs & Implications		<i>Questions to consider: What are the advantages and disadvantages of the current configuration?</i>	
Examples: ■ Course offerings ■ Schedules ■ Special education program ■ Extracurricular ■ Highly capable		<ul style="list-style-type: none"> It's known. Students can begin band in Gr. 5 and band classes are part of school day. Schools can focus curriculum and activities on just 2 grade levels (5-6 and 7-8) or 5 grade levels (K-4). Close proximity to WMS for Sakai Gr. 6 students needing advanced courses. Have teachers specific endorsements in science for Gr. 6 Easier to coordinate curriculum for all Gr. 5 & 6 with students and teachers for those grades in 1 building. Able to have school-wide assemblies and other programs (e.g. OLWEUS anti-bullying) targeted for pre-teens Facilitates team teaching and collaboration of teachers at Gr. 5 and 6 Allows for stair-step transition to middle and then high school Narrower grade bands allow for focus on Gr. K-4 in elementaries, Gr. 5-6 at intermediate, Gr. 7-8 at middle level 	<ul style="list-style-type: none"> More transitions for students Grade 5/6 school does not align with the grade level groupings for Common Core Standards which are organized Gr. K-5, 6-8. 9-12 Difficult to coordinate professional development for adopted materials that are organized by K-5, 6-8 Difficult to maintain continuity of program with so many transitions Special ed students are negatively impacted by multiple transitions Having a greater number of small schools means the district cannot take advantage of economies of scale Only 2 years at intermediate school, then 2 years at middle
Number/Size of Schools (2014-15 Projections)		<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>	
<u>6 schools</u> K-4 #1 = 582 K-4 #2 = 583 5-6 = 549 7-8 = 529 9-12 = 1211 Com = 280 TOTAL= 3734*	<u>7 schools</u> K-4 #1 = 374 K-4 #2 = 416 K-4 #3 = 375 5-6 = 549 7-8 = 529 9-12 = 1211 Com = 280 TOTAL= 3734*	<ul style="list-style-type: none"> If we continue to have 7 schools, there is little or no change in school assignment or disruption for students, staff, families. If we close a school, there is significant disruption for families of K-4 students in the south or central part of the Island, depending on which school is closed. 	<ul style="list-style-type: none"> If we close an elementary school and stay with the same configuration, the 2 K-4 schools are very large. None of the current K-4 schools have adequate space for 580 students. Classrooms would have to be added for 140-160 students at 2 schools If we continue to have 7 schools, the size of some schools continues to decline; there will be more underutilized space.

Staffing Costs & Implications	<i>Questions to consider: How does the current configuration impact staffing? What are the short-term and long-term staffing implications of remaining with the current configuration?</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 no schools are closed, there would be savings of @\$102 K due to enrollment decline. • If no schools are closed, there would be little or no change in the number of classified or administrative staff. 	<ul style="list-style-type: none"> • If a school is closed, there would be significant disruption for about 1/3 of K-4 staff who would be reassigned to one of the two remaining K-4 schools. • If a school is closed, counselors and several specialists in Gr. K-4 would still be split between schools, since more than 1 counselor or specialist would be required in each K-4 school for each subject. • If a school is closed, there would be a reduction in classified and administrative staff.
Operational Costs & Implications	<i>Questions to consider: How does our current configuration impact operational costs?</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 • 	<ul style="list-style-type: none"> • Facility operating costs: If we do not close a building, there are no savings. • Transportation: If 1 K-4 school were closed, transportation costs would be very high to bus students from the central part of the Island to Blakely & Wilkes or from the south part of the Island to Ordway & Wilkes. Travel times for many K-4 students would significantly increase.
Political Considerations & Implications	<i>Questions to consider: What local or state political factors need to be considered? What are the advantages and disadvantages of staying with the same 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"> •

location of schools)		
<p>Facility Costs & Implications</p>	<p><i>Questions to consider: What are the projected short-term and long-term costs associated with keeping the same configuration? What are the advantages/disadvantages of having 7 schools?</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"> • 	
<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.)**