

Bainbridge Island School District

SCHOOL CONFIGURATION ANALYSIS MATRIX – USING PROJECTIONS FOR 2014-15

K-3 CONFIGURATION: Elementary (K-3), Intermediate (4-6), Middle (7-8), High School (9-12),

CRITERIA	FINDINGS
<p>Educational Programs & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Course offerings ■ Schedules ■ Special education program ■ Extracurricular ■ Highly capable 	<p><i>Questions to consider: What are the advantages and disadvantages of the current configuration?</i></p> <p>Advantages:</p> <ul style="list-style-type: none"> • Intermediate/middle schools can focus curriculum and activities on just 2-3 grade levels (4-6 and 7-8) • Close proximity to WMS for Sakai Gr. 6 students needing advanced courses. • Have teachers specific endorsements in science for Gr. 6 • Allows for stair-step transition to middle and then high school, but allows longer time in intermediate school (3 yrs rather than 2) • Narrower grade bands allow for focus on Gr. K-3 in elementaries, Gr. 4-6 at intermediate, Gr. 7-8 at middle level <p>Disadvantages:</p> <ul style="list-style-type: none"> • Continue to have 3 transitions for students • Grade K-3/4-6 schools do 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. • Only 3 years at intermediate school, then 2 years at middle. • Continuity for options/ALE programs would be eliminated if Commodore were closed (see 6-school option below). • Staff at multiple schools would need to be trained to address ALE regulations, staffing/enrollment calculations, requirements for "Written Student Learning Plans" if (6- school option were implemented)
<p>Number/Size of Schools (2014-15 Projections)</p> <p>7 Schools</p> <p>K-3 #1 = 459 K-3 #2 = 459</p> <p>4-6 #1 = 398 4-6 #2 = 398</p> <p>7-8 = 529 9-12 = 1211</p> <p>Com = 280</p> <p>TOTAL= 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"> • 7 Schools: If we change to K-3 elementary schools and 4-6 intermediate schools, the K-3 schools are large and are slightly over capacity. The two Gr. 4-6 schools would have space that is not being utilized – especially Sakai.

<p>6 schools (w/Odyssey 1-8 distributed)</p> <p>K-3 #1 = 477</p> <p>K-3 #2 = 478</p> <p>4-6 #1 = 416</p> <p>4-6 #2 = 416 (456 w Mosaic)</p> <p>7-8 = 584 (624 w Mosaic)</p> <p>9-12 = 1321</p> <p>TOTAL= 3734*</p>
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6 Schools: This configuration would not work with only one K-3 school (which would vastly exceed capacity at 918 students) or one Gr. 4-6 school (which would exceed capacity at 796 students). The only way to carry out a K-3 configuration with one less school would be to close Commodore and disband its programs. Students from the Odyssey program would be spread across the 5 K-8 schools. The Mosaic Program would need to be added to either Sakai or WMS; the K-3 schools would not have capacity to add this program.

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?

<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

If Commodore is closed, and its programs dispersed, there would be some reduction of classified and administrative staff. However, some additional classified staff would need to be assigned to the school to which the Mosaic Program is assigned.

If Commodore is closed, there would be some reduction of classified and administrative staff. However, some additional classified and administrative staffing would need to be assigned to BHS to address the influx of 110 students and the scheduling/enrollment requirements that are specific to Alternative Learning Experience (ALE) programs.

If Commodore is closed, there would be some reduction of counseling staff. However, some additional counseling staff would be needed at BHS to address the influx of 110 students and the scheduling/enrollment requirements that are specific to ALE programs.

Questions to consider: How does our current configuration impact operational costs?

<p>Operational Costs & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> Utility costs Transportation costs
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Facility operational cost savings: If Commodore is closed, the cost savings are estimated to be:

- Commodore: \$81,000

Transportation: Transportation costs for this configuration would increase by approximately \$200,000. The only way to transport elementary students from the middle of the island to the north and south ends, and then transport all students Gr. 4-12 from all around the island to the center (Ordway, Sakai, MWS, BHS, Com), would be to have 3 separate bell schedules, requiring 3 separate bus runs, in the a.m. and another 3 in the p.m.

<p>Facility Costs & Implications</p> <p>Examples:</p> <ul style="list-style-type: none"> Capacity of facilities Short-term facility needs (e.g. portables) Long-term implications
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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?

<p>(e.g. additional classrooms, renovation of space, replacement of buildings, etc.)</p> <ul style="list-style-type: none"> ■ Implications for cost of maintaining facilities ■ Possible savings from closing facilities 	
<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) 	<ul style="list-style-type: none"> •
<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.)