

*Our enrollment has been in steady decline. **~30% since 2000***

*Our buildings, particularly our elementaries, are well below capacity. **~60 %***

*We face a systemic budget deficit. **~\$2.7 million gap projected***

*There is inequity across our elementary schools: **26v12 or 21v12***

# GLC Throughlines

*We must act decisively*

*A reconfiguration is an opportunity.*

*Change is hard and can surface strong emotions.*

*Our community has deep ties to our elementary schools.*

# GLC / Attendance Boundary Updates

## November 17 Meeting w/ Elementary Faculty

- Breakout groups facilitated by an admin
- Pros / cons of each grade level configuration
- Parking lots → full
- General consensus - the faculty leaned toward *Three K-5's Buildings*

## November 19 Meeting w/ GLC and AB Subcommittees

- Additional discussion as a large group, then breakouts
  - Transportation theoretically can work for either configuration
- General consensus - the group leaned toward *Grade Level Centers*

# Three K-5's Buildings



## Potential Benefits:

- Smaller impact on families / community
  - Elementary parents → 1 building (parent teacher conferences, PTA events, school wide activities)
  - Elementary siblings → same building
- Building enrollment equity
- No transition at Gr3 - a pivotal year
- Community school environment
- Less educational system change
- Vertical alignment K-5
  - Access to all grade level materials to meet all learner needs
- Long term connections between staff and students
- Staff will know students more deeply
  - AIS - PPS - Admin - Support staff
  - Monitor student growth from K-5 in reading, special area classes, special education classes
- Physical building plant proven to work
  - Bathrooms, cubbies, library collections set k-5
- Possibility of shorter bus rides
- Older students can serve as leaders, peer mentors

# Grade Level Centers

## Potential Benefits:

- Class size equity and flexibility
  - Classes w/i 1-2 students of avg
- Horizontal alignment
  - Collaboration w/i grade levels
  - Grade level specific PD - K-2 → phonics
  - Departmentalization at SAC
  - Informal peer observation
- Curriculum more tailored to grade bands: *Primary vs Intermediate*
  - Academic Intervention
  - Special Areas
  - 3-8 exams out of primary buildings
- Grade level centers serve as melting pots
- Greater staffing optimization
- Primary and Intermediate environment
  - Assemblies, PTA events
- Nearly all staff and families would participate in the reconfiguration - aka fresh start for all



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# Sample Parking Lot Items

- Is going GLC too much change for our community at one time?
- How is staffing determined when a building is shuttered?
- If GLC - would SAC be able to accommodate ~480 students (cafe, gym)?
- If GLC - would SAC receive the additional resources needed for an enrollment of ~480 students (ex. Would an additional admin be required)?
- Is one model preferable as part of a 10 year plan?
- Would the bathrooms meet the needs of students?
- If GLC - would grade level teachers have common planning time?
- SPED : Ex - How many co-teach buildings? Do you move co-teachers to a new building if necessary, or train a new cohort?
- Does one model provide an opportunity for more enrichment programming?
- Can we keep elem students on the same bus in a GLC scenario?

## Next Steps

- Grade-level configuration recommendation - Dec BOE meeting
- Public Forum #1 - Dec 11, 6pm, MS
- Identify the elementary building to be repurposed / mothballed - Feb BOE meeting

# Thank you

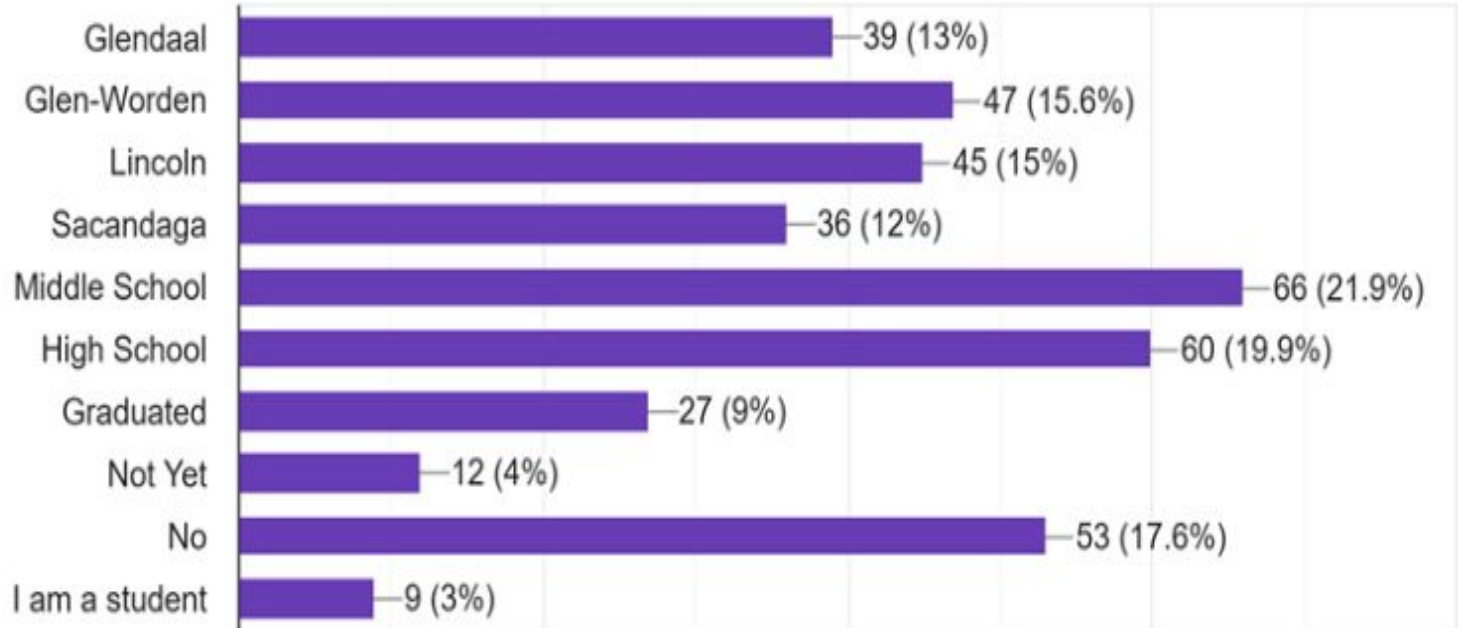


# Possible School Closure and Repurposing Survey

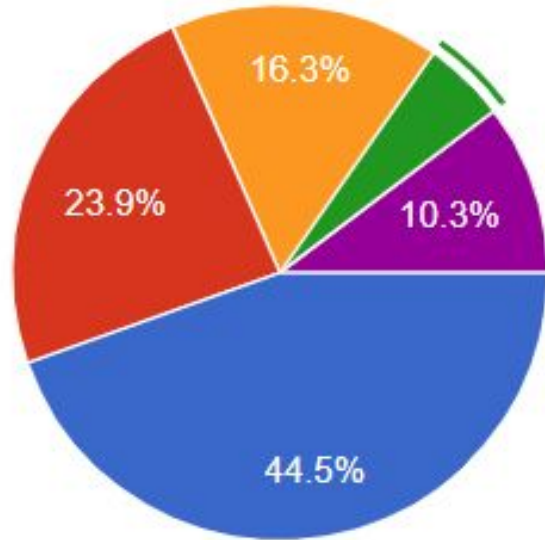


Reimagining  
Our  
Schools

# Who Responded to the survey?



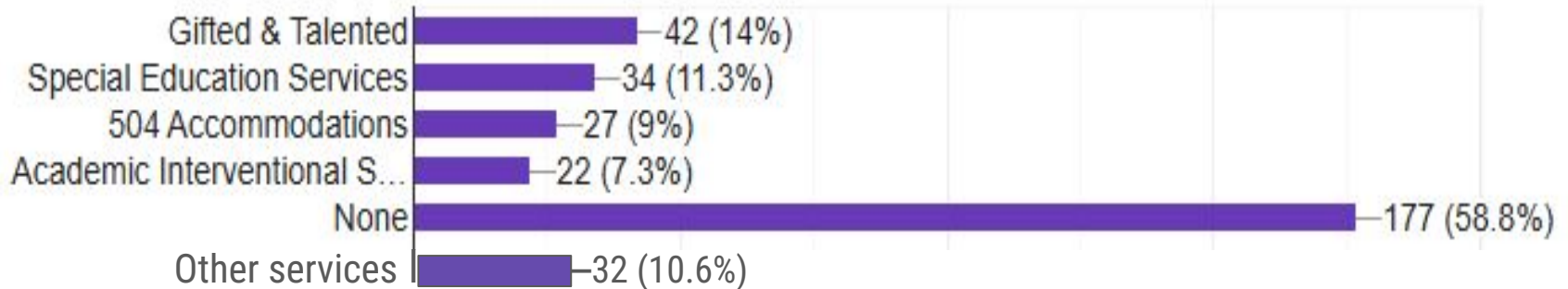
# Level of Concern for Closing/Repurposing a School



- Very concerned
- Moderately Concerned
- Neutral
- Slightly Concerned
- Not Concerned

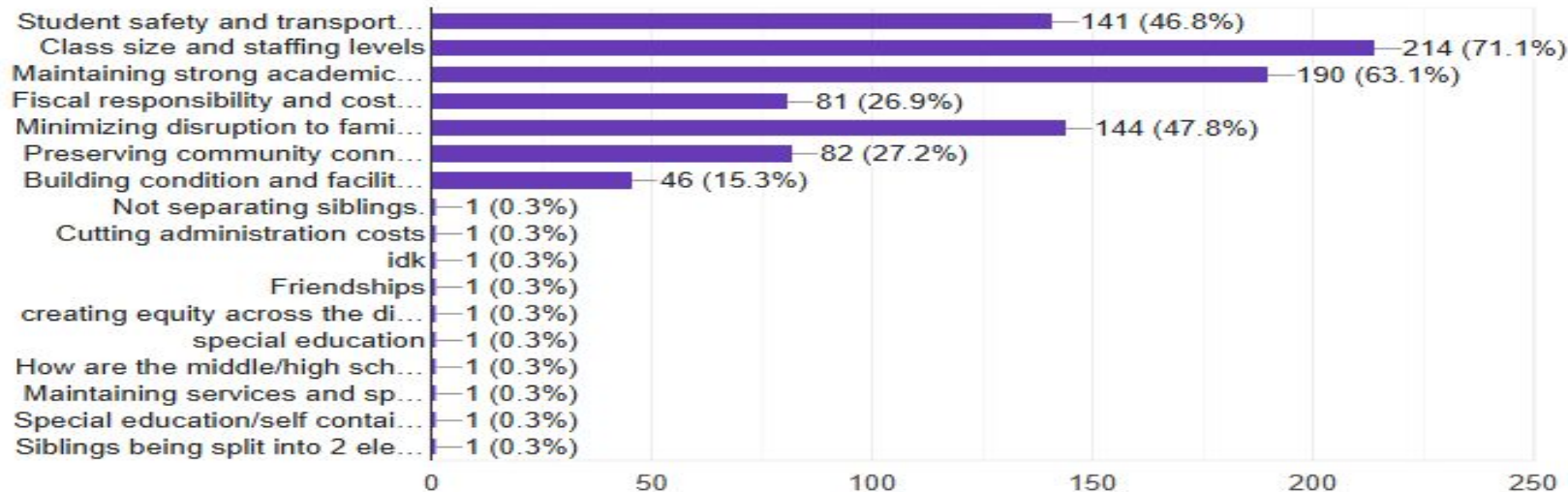
# Distribution of respondents based on student services, supports, and opportunities for enrichment

If you have a child in the district, does your child(ren) receive any of the following services? (Please check all that apply.)



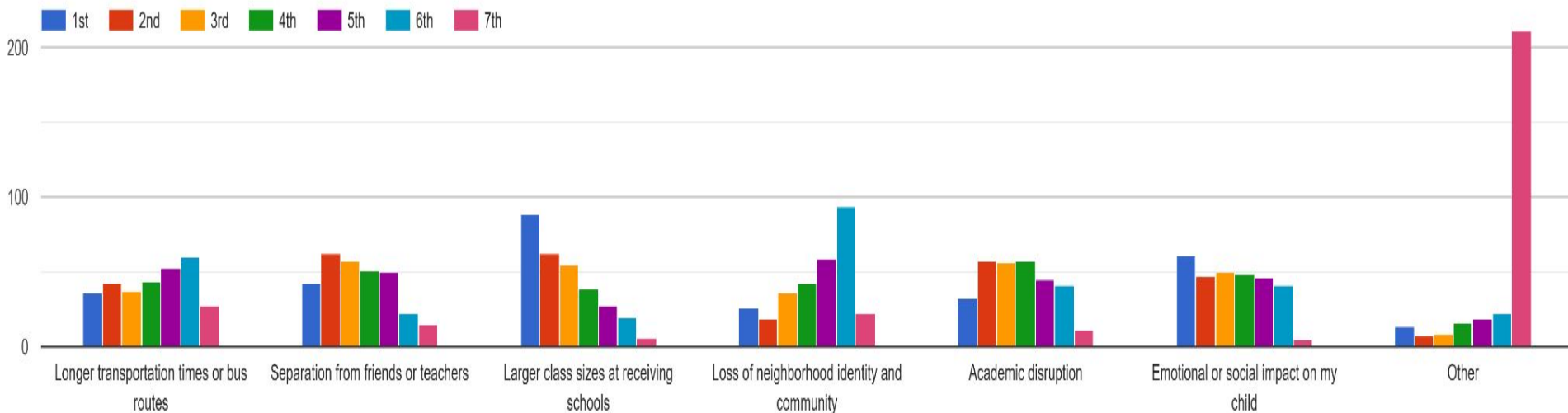
# School and Community Priorities

When making decisions about possible school closures, which factors do you believe are most important? (Tell us your top three)



# Respondents Primary Concerns

4. What are your primary concerns if your child's school were to close? Please rank the following concerns from 1 to 7, with 1 being the most important and 7 being the least important. (Only one selection per column.)



# Respondent's Primary Concerns

## Longer Transportation Times/Bus Routes

**Top 2 concern - 26.3%**  
**Bottom 2 concern - 38%**

## Loss of Neighborhood Identity and Community

**Top 2 concern - 15.2%**  
**Bottom 2 concern - 51.5%**

## Separation from Friends or Teachers

**Top 2 concern - 35.4%**  
**Bottom 2 concern - 24.2%**

## Academic Disruption

**Top 2 concern - 30%**  
**Bottom 2 concern - 30%**

## Larger Class size

**Top 2 concern - 51.2%**  
**Bottom 2 concern - 16.2%**

## Emotional or Social Impact on students

**Top 2 concern - 36.7%**  
**Bottom 2 concern - 29.3%**

## Next Steps

The committee needs to analyze community response to open ended responses included in the survey. Our team plans to meet on Tuesday, December 9th for further discussion and analysis of survey results.