

**KENMORE-TOWN OF TONAWANDA  
UNION FREE SCHOOL DISTRICT**

**COMMUNITY MEMBER  
FOCUS GROUP MEETING  
HELD ON SATURDAY,  
JUNE 8, 2013**

**DISCUSSION AND ANALYSIS OF THE EIGHT  
SCENARIO OPTIONS  
REPORTED IN THE APRIL 2013  
STUDY REPORT TO THE COMMUNITY**

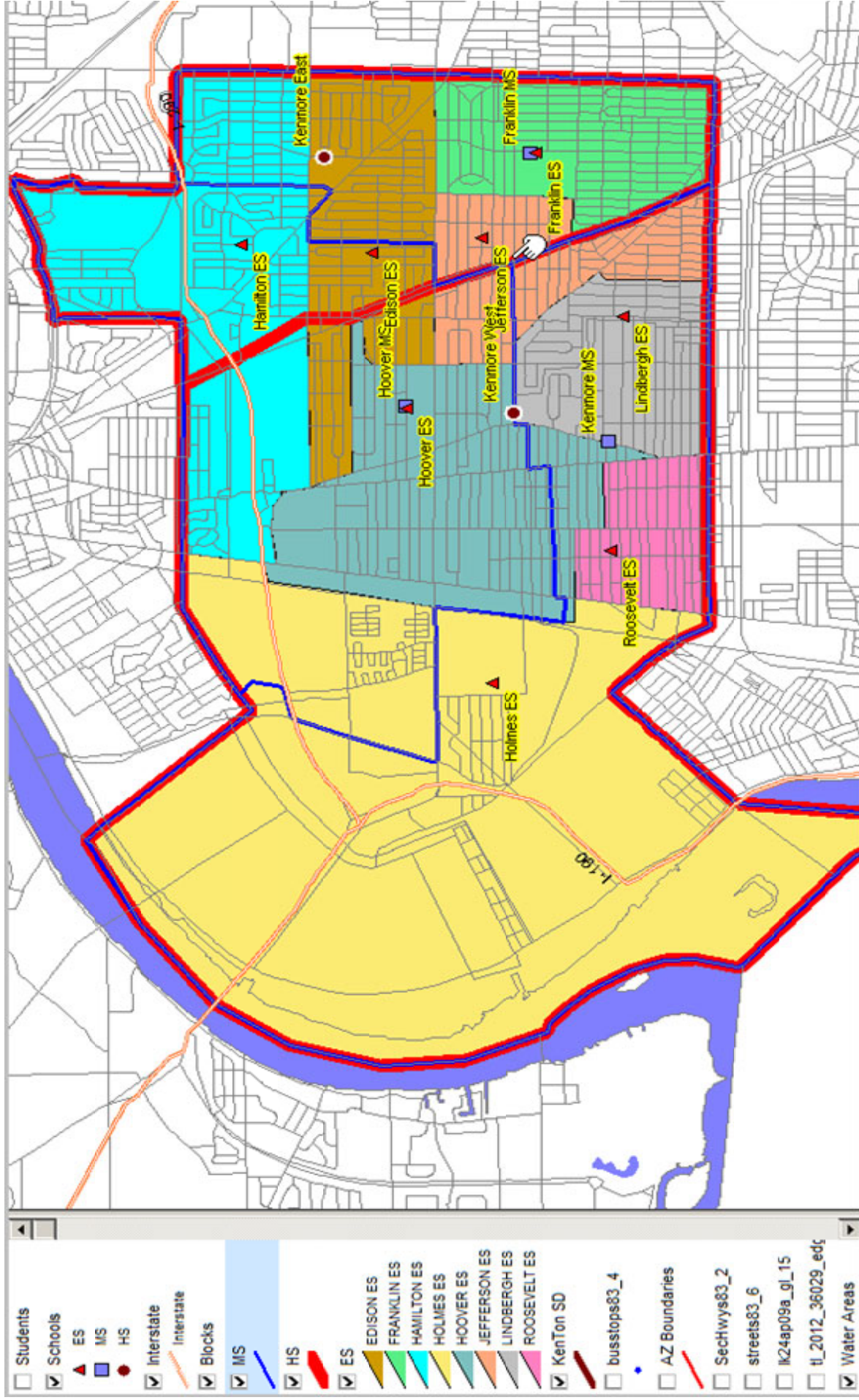
**PRE-KINDERGARTEN THROUGH GRADE TWELVE  
PROGRAM DELIVERY STUDY:**

*Are there options to the current practice that might provide more efficient ways or patterns to organize how the pre-Kindergarten through grade twelve program is implemented/delivered over the next three years?*

**July 2013**

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

# KENMORE-TOWN OF TONAWANDA UNION FREE SCHOOL DISTRICT



*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**Community Members Who Volunteered and Were Appointed by the Board of  
Education for the Focus Group  
Meeting on June 8, 2013**

<b>JUNE 8 KEN-TON COMMUNITY FOCUS GROUP PARTICIPANTS</b>			
<b>“SINGLE RED DOT discussion group”</b>	<b>“DOUBLE RED DOTS discussion group”</b>	<b>“SINGLE GREEN DOT discussion group”</b>	<b>“DOUBLE GREEN DOTS discussion group”</b>
Christiano, Jean	Caputi, Kevin	Collins, Kerry (unable to attend)	Brown, Andrea
Fiels, Michael	Cave, Kathryn	Egan, Robert	Brown, Charlene
Frandina, Joseph	Hamilton, Kathleen	Kaczmarowski, Vicki	Brunger, Carol
Gianni, Andrew	Laforanara, Marietta	Kopper, Brian	Harper, Julie
Johnson, Dean	McKinney, John	Kuschke, Mary	Heiss, Tabitha
McLeod, Catherine	Mitchell, Susan	Loss, Kelly	Speyer, Thomas
Metzger, Brandon	Riggie, Sara	O’Donnell, Nancy	Spors, Paul
Pressley, Kimberly	Stuhlmiller, Peter	Santiago, Ann	Stinner, Dawn
Schafer, Suzanne	Szustakowski, Jennifer	Thomas, Elaine	Wagner, Karen
Volle, Julia	Tomasello, Dorothy	Tarbox, Michelle	Whitelaw, Karen
White, Carole	Weller, Robert	Vogt, Lee Ann	Yiengst, Wendy
<b>“SINGLE BLUE DOT discussion group”</b>	<b>“DOUBLE BLUE DOTS discussion group”</b>	<b>“SINGLE YELLOW DOT discussion group”</b>	<b>“DOUBLE YELLOW DOTS discussion group”</b>
Chapman, Amanda	Adams, Holice	Burch, Roger	Besancan, Jennifer
Cross, Lisa	Friend, Karen	Crawford, Jodie	Dewey, Susan
Cruichshank, Donald	Kinkade, Adrienne	Crosby, Marie	Grieco, Sean
DePasquale, Penelope	Koford, John	Keogh, Andrea	Koudelka, Gerald
Greco, Marguerite	Little, Scott	Marchiole, Kristen	Magaris, Shane
Greco, Michael (unable to attend)	Mang-Morris, Jessica	McDonough, Mark	Shaw, Stephanie
Herzog, Krista	Mineo, Thomas	O’Malley, Matt	Sledziewski, Nancy
Johnson, Kathleen	Stillman, Sharon	Peterson, Jill	Voit, Judith
Merz, Kristen	Stoerr, Amy	Ryder, Joanne	Wager, Amie
O’Brien, Ken	Viana, Sarah	Tracey, Jennifer	Williams Frazier, Deborah
Pierson, Christine	Vitko, Gennie	Vinson, Sarah	
		Whelan, Nancy	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

# TABLE OF CONTENTS

<b>Preface</b>	<b>1</b>
<b>Eight Scenario Options</b>	<b>3</b>
<b>Rank Ordering of the Scenarios by the Community Focus Group as to What Might be “Best for Kids”</b>	<b>4</b>
<b>Identification of a Priority Set of Scenario Options by the Community Focus Group</b>	<b>5</b>
<b>Some Major Observations/Suggestions of the Discussion/Work of the Community Focus Group</b>	<b>6</b>
<b><i>Additional Opportunities and Challenges Identified by the Community Focus Group on June 8 for Each Option Identified in the Study</i></b>	
<b>Option A</b>	<b>8</b>
<b>Option B</b>	<b>11</b>
<b>Option C</b>	<b>14</b>
<b>Option D</b>	<b>17</b>
<b>Option E</b>	<b>20</b>
<b>Option F</b>	<b>23</b>
<b>Option G</b>	<b>26</b>
<b>Option H</b>	<b>29</b>
<b><i>Opportunities and Challenges Identified by the Community Focus Group that Are Suggested to Apply to all the Scenarios</i></b>	<b>30</b>
<b>Appendix A: Invitation and Application to be Considered for the Community Focus Group</b>	<b>31</b>
<b>Appendix B: June 8 Community Focus Group Agenda</b>	<b>32</b>
<b>Appendix C: Baseline Data Sets from the Study</b>	<b>36</b>
<b>Appendix D: October 2, 2012 Board of Education Guidance for the Study</b>	<b>46</b>

Copyright 2013 The SES Study Team, LLC  
As to Original Text, Format, and Methodology.  
All Rights Reserved.

**Authorized for the exclusive internal use for planning by the  
Kenmore-Town of Tonawanda UFSD and its stakeholders.**

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*

## Preface

In September of 2012 the Kenmore-Town of Tonawanda Board of Education commissioned a study to research data to help the school district answer the following district planning question:

*Are there options to the current practice that might provide more efficient ways or patterns to organize how the pre-Kindergarten through grade twelve program is implemented/delivered over the next three years?*

The study was posted to the district web site in April of 2013 and copies of the study were distributed. The findings of the study were presented to the community at evening meetings and to the school district staff on April 24, 25, 29, and 30.

The study report identifies various options for action that the Board of Education, senior administration, and the community may want to give further focus and consideration as they identify efficiencies to ensure the most support of pre-K through grade twelve pupils in the delivery of the instructional program with the resources available.

The Board of Education encouraged the community to review the findings of the study from the end of April through May. The Board also announced that an opportunity would be held in June for community members to help refine the *opportunities and challenges* listed for each option identified in the study and to suggest a set of prime options for possible implementation for further discussion and consideration by the Board.

In mid-March, the Board of Education publicly invited resident community members to volunteer to be members of a Community Focus Group to meet on June 8 to discuss and analyze the eight scenario options identified by the study presented to the community in April. The goal of creating a Community Focus Group is to provide representation for all residents, taxpayers, and stakeholders of the school district by bringing together a cross-section of individuals of the school district. The Focus Group is a working meeting of community members in public hosted by a ‘guest outsider’.

*Appendix A* includes the application publicized to the community and staff by the Board to encourage taxpayers/district residents to apply to be considered a member of the Community Focus Group meeting in June. One hundred and nineteen applications were received from school district residents and thirty-two applications were received from school district resident instructional and support staff. Eighty-eight community members participated as members of the Community Focus Group on June 8. Sixty-four were school district community members with no employee relationship with the district. Twenty-four were school district employees who are residents of the school district.

The numbers of Community Focus Group applications that came from the elementary school attendance zones are charted below:

Edison	Franklin	Hamilton	Holmes	Hoover	Jefferson	Lindbergh	Roosevelt
18	10	15	7	11	11	44	3

The numbers of members of the Community Focus Group from each elementary attendance zone who participated on June 8 are charted below:

Edison	Franklin	Hamilton	Holmes	Hoover	Jefferson	Lindbergh	Roosevelt
9	7	9	5	8	9	14	3

The day-long Community Focus Group meeting was a Board of Education sponsored opportunity for a diverse and representative group of community members to help refine the *opportunities and challenges* listed for each option identified in the study and to suggest a set of prime options for possible implementation for further discussion and consideration by the Board.

The purpose of the Community Focus Group on June 8 was to listen and record the information and perceptions of the community members as they reviewed, discussed, and identified *opportunities and challenges* suggested by the various option scenarios identified in the study.

This report documents the work of the June 8 Community Focus Group. The results of the work of the Focus Group becomes a valuable tool for the Board in its deliberation about how to implement the program at what grade level configurations and in what school buildings.

*Appendix B* includes the agenda of the Focus Group on April 13. *Appendix C* includes some preliminary financial data as well as other data from the study used as a resource by the members of the Community Focus Group. *Appendix D* is a guide developed by the Board and the Superintendent before the study started. The list of items/questions was used as a ‘blueprint’ for the study. The guide also may help community discussion about the various scenario options identified in the findings of the study.

***The Ken-Ton Board of Education and the Superintendent thank the community volunteers for their time and collaborative work on June 8.***

EDISON	FRANKLIN	HAMILTON	HOLMES	HOOVER	LINDBERGH	ROOSEVELT	KENMORE MS	FRANKLIN BUILDING	HOOVER BUILDING	KENMORE WEST HS	KENMORE EAST HS
<b>SCENARIOS FOR CONSIDERATION BY THE KENMORE-TOWN OF TONAWANDA UFSD TO ANSWER THE QUESTION:</b>  <i>Are there options to the current practice that might provide more efficient ways or patterns to organize how the pre-kindergarten through grade twelve program is implemented/delivered over the next three years?</i>											
Pre-K-5	Pre-K-5	Pre-K-5	Pre-K-5	PreK-5	Pre-K-5	Pre-K-5	6-8	6-8	6-8	9-12	9-12
<b>SCENARIO A:</b> Continue the current pattern of program delivery.							6-7	Pre-K, K, 1, 2, 3, 4, 5	Pre-K, K, 1, 2, 3, 4, 5	8-12	8-12
<b>SCENARIO B:</b> Serve grades pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building. Serve grades 6 and 7 in the Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Hamilton, Holmes, Lindbergh and Roosevelt.											
<b>SCENARIO C:</b> Serve grades pre-K, K and 1 at Hamilton, Roosevelt and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Kenmore Middle.		Pre-K, K, 1			Pre-K, K, 1	Pre-K, K, 1		2, 3, 4	5, 6, 7	8-12	8-12
<b>SCENARIO D:</b> Serve grades pre-K, K and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Roosevelt.		Pre-K, K			Pre-K, K, K		7	1, 2, 3	4, 5, 6	8-12	8-12
<b>SCENARIO E:</b> Serve grades pre-K, K and 1 at Hamilton, Edison and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Roosevelt, Holmes, and Kenmore Middle.		Pre-K, K, 1			Pre-K, K, 1			2, 3, 4	5, 6, 7	8-12	8-12
<b>SCENARIO F:</b> Serve grades pre-K, and K at Hamilton and Edison. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Lindbergh, Holmes, and Roosevelt.		Pre-K, K, K					7	1, 2, 3	4, 5, 6	8-12	8-12
<b>SCENARIO G:</b> Serve grades 9-12 at Kenmore E. and Kenmore W. Serve grades 6-8 at Franklin and Hoover Middle Schools. Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt. Do not use Kenmore MS, Holmes.	Pre-K-5	Pre-K-5	Pre-K-5	Pre-K-5	Pre-K-5	Pre-K-5		6-8	6-8	9-12	9-12
<b>SCENARIO H:</b> Serve grades pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grades 7, 8, 9 at Kenmore East. Serve grades 10, 11, 12 at Kenmore West. Do not use Edison, Holmes, Roosevelt and Kenmore Middle.		Pre-K, K			Pre-K, K, K			1, 2, 3	4, 5, 6	10-12	7-9

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

## Rank Ordering of the Scenarios by the Community Focus Group as to What Might be “Best for Kids”—First Rank Ordering Step

After about five hours of discussion and analysis by the Community Focus Group, each Focus Group Member rank-ordered **all of the eight scenario options** by comparing each option in turn to the other seven. The Focus Group compiled the results of the individual rank ordering by each of the Community Focus Group Members.

The results of the rank-ordering of all eight scenario options by the Community Focus Group are:

Rank Order	Scenario Option
1	<b>SCENARIO G:</b> <i>Serve grades 9-12 at Kenmore E. and Kenmore W. Serve grades 6-8 at Franklin and Hoover Middle Schools. Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt. Do not use Kenmore MS, Holmes.</i>
2	<b>SCENARIO E:</b> <i>Serve grades pre-K, K and 1 at Hamilton, Edison and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Roosevelt, Holmes, and Kenmore Middle.</i>
3	<b>SCENARIO C:</b> <i>Serve grades pre-K, K and 1 at Hamilton, Roosevelt and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Kenmore Middle.</i>
4	<b>SCENARIO A:</b> <i>Continue the current pattern of program delivery.</i>
5	<b>SCENARIO B:</b> <i>Serve grades pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building. Serve grades 6 and 7 in the Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Hamilton, Holmes, Lindbergh and Roosevelt.</i>
6	<b>SCENARIO H:</b> <i>Serve grades pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grades 7, 8, 9 at Kenmore East. Serve grades 10, 11, 12 at Kenmore West. Do not use Edison, Holmes, Roosevelt and Kenmore Middle.</i>
7	<b>SCENARIO D:</b> <i>Serve grades pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Roosevelt.</i>
8	<b>SCENARIO F:</b> <i>Serve grades pre-K, and K at Hamilton and Edison. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Lindbergh, Holmes, and Roosevelt.</i>



**Identification of a Priority Set of Scenario Options by the Community Focus Group--Second Rank-Ordering Step**

Next, each Focus Group Member reviewed the top five scenario options resulting from the first rank-ordering step. Each Focus Group Member ranked ordered **scenario options G, E, C, A, and B** comparing each option in turn to the other four. Listed below are the results of this second rank-ordering step. The results of the second sort step makes up a “Priority Set of Rank Ordered Scenario Options”. Note that the results of both rank-ordering steps are the same.

Priority Set Rank-order:	SCENARIOS FOR CONSIDERATION BY THE KENMORE-TOWN OF TONAWANDA SCHOOL DISTRICT TO ANSWER THE QUESTION:  <i>Are there options to the current practice that might provide more efficient ways or patterns to organize how the pre-kindergarten through grade twelve program is implemented/delivered over the next three years?</i>	EDISON	FRANKLIN	HAMILTON	HOLMES	HOOVER	LINDBERGH	ROOSEVELT	KENMORE MS	FRANKLIN BUILDING	HOOVER BUILDING	KENMORE WEST HS	KENMORE EAST HS
1	<b>SCENARIO G:</b> Serve grades 9-12 at Kenmore E. and Kenmore W. Serve grades 6-8 at Franklin and Hoover Middle Schools. Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt. Do not use Kenmore MS, Holmes.	Pre-K-5	Pre-K-5	Pre-K-5		Pre-K-5	Pre-K-5	Pre-K-5		6-8	6-8	9-12	9-12
2	<b>SCENARIO E:</b> Serve grades pre-K, K and 1 at Hamilton, Edison and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Roosevelt, Holmes, and Kenmore Middle.	Pre-K, K, 1	Pre-K, K, 1	Pre-K, K, 1			Pre-K, K, 1			2, 3, 4	5, 6, 7	8-12	8-12
3	<b>SCENARIO C:</b> Serve grades pre-K, K and 1 at Hamilton, Roosevelt and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Kenmore Middle.			Pre-K, K, 1			Pre-K, K, 1	Pre-K, K, 1		2, 3, 4	5, 6, 7	8-12	8-12
4	<b>SCENARIO A:</b> Continue the current pattern of program delivery.	Pre-K-5	Pre-K-5	Pre-K-5	Pre-K-5	Pre-K-5	K-5	Pre-K-5	6-8	6-8	6-8	9-12	9-12
5	<b>SCENARIO B:</b> Serve grades pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building. Serve grades 6 and 7 in the Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Hamilton, Holmes, Lindbergh, and Roosevelt.								6-7	Pre-K, K, 1, 2, 3, 4, 5	Pre-K, K, 1, 2, 3, 4, 5	8-12	8-12

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

## **Some Major Observations/Suggestions of the Discussion/Work of the Community Focus Group**

- Acknowledgement that school district enrollment has declined and will likely decline further over the coming years. There possibly may be occasional stable enrollment from year-to-year or a small increase in some single years. Overall, smaller total enrollment is likely over the next five to ten years.
- Acknowledgement that it might be financially difficult for the taxpayers to support the use of all the present school buildings given the enrollment outlook and without further program/staff cuts to keep them all in use. The financial benefits of the scenario option, if any, to be implemented should reflect how those benefits help keep existing programs and services and/or allow additional programs/services not now in place; and how the benefits will ease school taxes for the community.
- Acknowledgement that the school buildings and the school district are an important part of the culture and life of the area served by the Kenmore-Town of Tonawanda School District.
- Acknowledgement that whatever scenario option, if any, that is implemented by the Board of Education, it will have enough flexibility to provide both instructional and instructional support services with quality and within the class size goals of the district:

pre-Kindergarten, 18 pupils;  
kindergarten, 22-24 pupils;  
grades one and two, 22-24 pupils;  
grades three and four, 24-26 pupils;  
grades five through eight, 26-28 pupils;  
and grades nine through twelve, 27-29 pupils.

- Acknowledgement that whatever scenario option, if any, that is implemented by the Board of Education, the transportation routing should be well thought out and shared with the community with as much specificity as possible before the option is instituted.
- Acknowledgement that a clear and comprehensive plan should be developed to protect the asset of a closed school building and what might be the steps to have the building ‘re-used’ in some other manner.

**Opportunities and Challenges Identified by the Study and Additional Opportunities and Challenges Identified By the Community Focus Group on June 8**

<b>SCENARIO A:</b>					
<i>Continue the current pattern of program delivery.</i>					
<b>RATIONALE:</b>					
<ul style="list-style-type: none"> <li>No change from current practice.</li> </ul>					
Pupil Capacity Available (Benchmarked to local class size goals and the instructional program offerings of 2012-2013)					
Location (Current enrollment)	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity Use with this Scenario in 2014-2015	<i>Estimated Enrollment In 2017-2018</i>	<i>Est. Pupil Capacity Use with this Scenario in 2017-2018</i>
<b>Edison (419)</b>	462-498		Pre-K-5		
<b>Franklin (478)</b>	622-674		Pre-K-5		
<b>Hamilton (352)</b>	436-470		Pre-K-5		
<b>Holmes (339)</b>	348-376		Pre-K-5		
<b>Hoover (570)</b>	608-658		Pre-K-5		
<b>Jefferson ( 289)</b>	0 (in 2013-14)				
<b>Lindbergh (501)</b>	547-579		K-5		
<b>Roosevelt (317)</b>	364-388		Pre-K-5		
<b>Total K-5:(3265)</b>	<b>3387-3643</b>	<b>3108-3146</b>	<b>85.3%-92.9%</b>	<b>3024-3126</b>	<b>83%-92.3%</b>
<b>Kenmore MS (628)</b>	925-991		6-8		
<b>Hoover MS (624)</b>	1149-1245		6-8		
<b>Franklin MS (497)</b>	797-859		6-8		
<b>Total 6-8:(1749)</b>	<b>2871-3095</b>	<b>1689-1725</b>	<b>54.6% -60.1%</b>	<b>1538-1574</b>	<b>49.7%-54.8%</b>
<b>Kenmore East HS (977)</b>	1613-1739		9-12		
<b>Kenmore West HS (1362)</b>	1938-2086		9-12		
<b>Total 9-12:(2339)</b>	<b>3551-3825</b>	<b>2263-2294</b>	<b>59.2%-64.6%</b>	<b>2197-2249</b>	<b>57.4%-63.3%</b>

<b>SCENARIO A: OPPORTUNITIES AND CHALLENGES</b>	
<i>Continue the current pattern of program delivery.</i>	
<b>OPPORTUNITIES:</b>	<b>CHALLENGES:</b>
<ul style="list-style-type: none"> <li>✓ No changes.</li> <li>✓ Many grade level class sizes will continue to be below the district class size goals.</li> <li>✓ Continue value of ‘neighborhood schools’. Within three and five years, the available unused pupil capacity in the school buildings will increase. (Up to 17% not needed in the elementary buildings; up to 51% not needed in the middle schools; up to 43% not needed in the high schools.) Therefore, there is pupil capacity space to add new programs.</li> <li>✓ There is ample instructional space available to rent to BOCES for regional programs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Likely decreasing enrollments K-12.</li> <li>✓ Difficulty in maintaining equity of grade level class sizes among the elementary buildings, the middle schools, and the high schools.</li> <li>✓ Many grade level class sizes will continue to be below district class size goals. Increasing number of classrooms in specific schools ‘not needed’ for direct grade level instruction because a sufficient number of grade level cohort pupils just do not live in the attendance zone.</li> <li>✓ Not fully using available instructional staff and talent because the total of a particular grade level enrollment in a respective attendance zone is not adequate to efficiently and academically meet the class size goals of the district.</li> <li>✓ Increased cost of grade level delivery of instruction due to staffing levels serving fewer pupils than the number defined by the class size goals of the district.</li> <li>✓ Resource allocation; affordability. Upkeep of 13 school buildings that likely will have 27 to 33 % of the collective pupil capacity K-12 not needed due to lower expected enrollments.</li> </ul>

**SCENARIO A: ADDITIONAL OPPORTUNITIES AND CHALLENGES  
LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Continue the current pattern of program delivery.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ Include special ed classes that are out-sourced</li> <li>✓ Kenmore Middle School could be recognized for historical significance—grant \$ available</li> <li>✓ Look at other ways of funding our schools—advertise on buses and create a foundation</li> <li>✓ Least disruptive</li> <li>✓ Maintains all neighborhood schools</li> <li>✓ Smaller enrollments allows more personal interaction</li> <li>✓ Attendance zones can be adjusted</li> <li>✓ Supports the recommended pupil capacity in the elementary schools</li> <li>✓ Opportunity to explore administration consolidation—positions and facilities</li> <li>✓ Could offer rental space to students in Buffalo who are attending failing schools</li> <li>✓ Transportation costs would remain</li> <li>✓ Breakfast programs would be more accessible</li> <li>✓ Keeps Lindbergh and other strong schools</li> <li>✓ More parent involvement in walkable schools; friends live close to each other</li> <li>✓ Maintain walkability of schools/ community feeling</li> <li>✓ Could keep people from moving or going to private</li> </ul>	<ul style="list-style-type: none"> <li>✓ Doing nothing sends a bad message to the community</li> <li>✓ Taxes will continue to increase</li> <li>✓ Some schools have small classrooms below state recommendations</li> <li>✓ Maybe having to redistrict so classes are not so large not really an option</li> <li>✓ Disparity between class sizes in different schools hurt students and teachers</li> <li>✓ What else will we lose in programs?</li> <li>✓ If we do nothing, will we lose more student services?</li> <li>✓ How do we staff without money?</li> <li>✓ Continuing traveling teachers</li> <li>✓ Rising taxes, cannot afford.</li> <li>✓ Running middle schools at only 50% capacity</li> <li>✓ Not economically realistic long term</li> <li>✓ We are losing kids to private schools</li> <li>✓ Market our district to encourage students to come to Ken-Ton</li> <li>✓ No savings generated</li> <li>✓ Inequity in class sizes and support services</li> </ul>

**SCENARIO B:**

*Serve grades Pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building.  
 Serve grades 6 and 7 in the Kenmore Middle School.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Edison, Hamilton, Holmes, Lindbergh, and Roosevelt.*

**RATIONALE:**

The Franklin Building and the Hoover Building now serve four schools under one roof. This scenario follows that practice. Neither of the existing High Schools can accommodate all grades 9-12 pupils expected over the next five years. They both can accommodate the anticipated enrollment for grades 8-12. Providing a middle school for grades 6 and 7 may allow more focused attention in serving the social, emotional, and academic needs of this adolescent age group.

Pupil Capacity Available  
 (Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity K-12 Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	0				
<b>Franklin</b>					
<b>Hamilton</b>	0				
<b>Holmes</b>	0				
<b>Hoover</b>					
<b>Lindbergh</b>	0				
<b>Roosevelt</b>	0				
<b>Franklin Building</b>	1419-1533 Minus 48-52 to accommodate 2 additional Pre-K classrooms (2 already hosted) plus 166 to 194 with reassignment of support space to typically sized spaces for such services <b>1537-1675</b>		Pre-K, K, 1,2,3,4,5		
<b>Hoover Building</b>	1757-1903 Minus 120-130 to accommodate 5 Pre-K classrooms; 1637 – 1773 plus 182 to 196 with reassignment of support space to typically sized spaces for such services <b>1819-1969</b>		Pre-K, K, 1,2,3,4,5		
<b>Total K-5:</b> (plus 14 half day sections of pre-K)	<b>3356-3644</b>	<b>3108-3146</b>	<b>85.3%-93.75</b>	<b>3024-3126</b>	<b>83%-93.1%</b>
<b>Kenmore MS</b>	925-991 plus 130 to 140 with Co-Teachers teaching with teachers in grade level classes or with small groups of pupils in other support space on a shared basis		6-7		
<b>Total 6-7:</b>	<b>1055-1130</b>	<b>1143-1157</b>	<b>101.2%-109.7%</b>	<b>1095-1114</b>	<b>96.9%-105.6%</b>
<b>Kenmore East HS</b>	1613-1739		8-12		
<b>Kenmore West HS</b>	1938-2086		8-12		
<b>Total 8-12:</b>	<b>3551-3825</b>	<b>2816-2848</b>	<b>73.6%-80.2%</b>	<b>2696-2750</b>	<b>70.5%-77.4%</b>

**SCENARIO B: OPPORTUNITIES AND CHALLENGES**

*Serve grades Pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building. Serve grades 6 and 7 in the Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Hamilton, Holmes, Lindbergh, and Roosevelt.*

**OPPORTUNITIES:**

**CHALLENGES:**

- ✓ The centralization of what are currently seven K-5 attendance zones to two attendance zones will help diminish the current class size inequity in class section sizes at K-5 grade levels without jeopardizing district standards of quality.
- ✓ The district can probably reduce fixed budget expenditures and help keep the tax levy at a moderate acceptable level.
- ✓ Continue value of ‘neighborhood schools’, but with two larger ‘neighborhoods’ similar to what exists with the two ‘neighborhoods’ of the two high schools.
- ✓ Current class size goals of the district are adhered to.
- ✓ Available pupil capacity to serve K-5 will be used between 83% to 92.75% over the next five years benchmarked to the enrollment projections of the district. Available pupil capacity to serve grades 8-12 will be used between 70.5% and 80.2%.
- ✓ The culture and community pride of two high schools would continue with grade eight included with grades 9-12.
- ✓ The current high schools can accommodate the eighth grade in separate wings from the grades 9-12 program. However, grade 9 course acceleration opportunities for grade 8 will be readily available.
- ✓ The serving of grade 8 in the high school buildings will provide opportunities to implement efforts and curriculum in collaboration with grades 9-12 staff to reduce the number of dropouts and to skill-ready the pupils for the rigor of the high school curriculum.
- ✓ Grade 8 pupils at the high schools could provide more opportunities regarding athletics, music, drama, and extracurricular activities.
- ✓ The *pathways* delivery of various curricula can now be implemented over 5 years instead of four at the high school. The *pathways* concept may wish to be explored for grades Pre-K through five—one school as the “Ken-Ton Academy for the Arts K-5” and one school as the “Ken-Ton Academy for Sciences and Math K-5”. Or, *both* academy themes can be offered at *both* buildings.
- ✓ Reduction of lost instructional time because of travel of shared instructional staff among buildings.
- ✓ There are 168 classroom instructors now serving grades K-6. Scenario B requires 159 to deliver the program with the minimum class size goal of the district assuming the high enrollment projection.
- ✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario B will require five principals and nine assistant principals totaling 14 administrators—three administrators at each building except for two at the Middle School.
- ✓ There is available space to rent to the BOCES for regional programming.

- ✓ The closing of five school buildings.
- ✓ Market the five buildings to the private sector or government sector and realize a revenue source for the District.
- ✓ ‘Moth balling’ potentially unused buildings. Part of savings closing the buildings will be needed to properly take care of the assets even though they are not being used.
- ✓ Redesign of existing transportation routes to meet the expectations the district has for pupil transportation. Scenario B requires a district re-routing to implement two elementary attendance zones and one middle school attendance zone plan. It is suggested that all of the bus route budget expenditure now allocated be used for the redesign. It is suspected that the 52 bus routes in the AM and the 51 bus routes in the PM can be redesigned such that there may be fewer routes that are necessary without jeopardizing district values about time on the bus by pupils and district criteria about health and safety of pupils.
- ✓ The grade 6-7 middle school at Kenmore MS will be at and over pupil capacity given how the spaces are now used to implement the program. A different implementation plan using available space would need to be developed for the school building.

**SCENARIO B: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED  
BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades Pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building.  
Serve grades 6 and 7 in the Kenmore Middle School.  
Serve grades 8-12 at Kenmore East and Kenmore West.  
Do not use Edison, Hamilton, Holmes, Lindbergh and Roosevelt.*

<b>OPPORTUNITIES:</b>	<b>CHALLENGES:</b>
<ul style="list-style-type: none"> <li>✓ Centralizing equals shared resources</li> <li>✓ Saves money to bring back cut programs</li> <li>✓ Reduces administrative costs</li> <li>✓ Maintains existing grade structures in district except 8<sup>th</sup> grade</li> <li>✓ Reduces split staff, special program support (training) for teachers more concentrated</li> <li>✓ Could 6<sup>th</sup> go to elementary and pre-K be in its own facility/</li> <li>✓ Saves money and building capacities are maximized</li> <li>✓ Fewer transitions</li> <li>✓ Might have increase of support from parents—maybe fewer fundraisers</li> <li>✓ Could this scenario be planned well to guarantee ‘state of the art facilities’ with unique academic programming?</li> <li>✓ Could you phase out a school, year by year by not adding K, then 1st, etc.?</li> <li>✓ Hoover is accessible to ½ Homes zone-walkable for families</li> <li>✓ Kids stay in one school-don’t change every 3 years</li> <li>✓ Lots of buildings to sell/rent to gain revenue</li> </ul>	<ul style="list-style-type: none"> <li>✓ Certification issue with grades 6-7; must have ½ elementary teachers and ½ secondary certified teachers</li> <li>✓ Social issue and developmental issue related to young students-13 years old with 17-18 year olds in 8-12 high school scenario</li> <li>✓ Larger school size; issues with attendance, discipline, teacher morale, community feeling of belonging</li> <li>✓ Grade 6-7 at Kenmore Middle will be at or over pupil capacity given how space is now used</li> <li>✓ Could all 5 buildings be sold? Has government be consulted on rezoning buildings?</li> <li>✓ Ken-Ton enrollment will decrease because lost sense of community. Private schools will significantly benefit—look at our HS enrollment now</li> <li>✓ Smaller schools would be gone—can we fit everyone?</li> <li>✓ Is there adequate bandwidth for PARCC/on-line state assessments?</li> <li>✓ How do we accommodate special area staff-schedules for band, music, sports?</li> <li>✓ Lose neighborhood schools and identity-decreased community involvement</li> <li>✓ Transportation of pre-K kids and low income parents to more distant locations</li> <li>✓ Hands on experience between teachers, students, and principals</li> <li>✓ Cuts the most staff in the district</li> <li>✓ 1500 kids in pre-K schools</li> <li>✓ How long will kids be on buses?</li> <li>✓ How will this impact administrator seniority for principals? Will we keep high quality administrators?</li> <li>✓ Need at least three administrators for elementary schools</li> <li>✓ Schools too big-become impersonal; schools too small-makes scheduling difficult</li> <li>✓ Loss of reputation; too many schools closing; most draconian scenario; public perception of general public</li> <li>✓ Transportation costs may go up as many more children may qualify for busing</li> <li>✓ Lunch times; how do you feed all the kids?</li> <li>✓ Difficult providing remediation due to loss of extra-curricular activities</li> <li>✓ Where do we house special area teachers?</li> <li>✓ Competition for use of common spaces like the auditorium and the gyms; loss of community spaces</li> <li>✓ Franklin and Hoover have the highest costs for capital improvements needed</li> <li>✓ Possible loss of extra-curricular activities/opportunities</li> <li>✓ Possible difficulty in meeting PE mandates as required by NYS</li> <li>✓ Large inventory of abandoned buildings—cost to maintain; vandalism?</li> <li>✓ Limits flexibility if population increases</li> <li>✓ Drop off and pick up logistics at arrival and dismissal times; safety</li> </ul>

**SCENARIO C:**

***Serve grades Pre-K, K and 1 at Hamilton, Roosevelt, and Lindbergh.  
 Serve grades 2, 3, 4 at the Franklin Building.  
 Serve grades 5, 6, 7 at the Hoover Building.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Edison, Holmes, and Kenmore Middle.***

**RATIONALE:**

The Franklin Building and the Hoover Building now serve four schools under one roof. This scenario follows that practice. Neither of the existing High Schools can accommodate all grades 9-12 pupils expected over the next five years. They both can accommodate the anticipated enrollment for grades 8-12. Establishing three early childhood centers that serve grades Pre-K, K, and 1 retains smaller neighborhoods for the youngest of pupils and centers the ‘best and brightest’ specialized staff to serve pupils in the critical early years of instruction. These three early childhood ‘neighborhoods’ are at the north and south of the district. A middle school concept serves a younger span of adolescents in the set of grades 5, 6, and 7.

Pupil Capacity Available  
 (Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity K-12 Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	0				
<b>Franklin</b>					
<b>Hamilton</b>	436-470 Minus 24-26 to accommodate one additional Pre-K classroom (2 already hosted) <b>412-444</b>		Pre-K, K, 1		
<b>Holmes</b>	0				
<b>Hoover</b>					
<b>Lindbergh</b>	547-579 Minus 96-104 to accommodate 4 Pre-K classrooms <b>451-475</b>		Pre-K, K, 1		
<b>Roosevelt</b>	364-388 Minus 24 to 26 to accommodate 1 Pre-K classrooms (1 already hosted) <b>340-362</b>		Pre-K, K, 1		
<b>Total K-1:</b> (plus 14 half day sections of pre-k)	<b>1203-1281</b>	<b>1019-1056</b>	<b>79.5%-87.8%</b>	<b>1017-1054</b>	<b>79.4%-87.6%</b>
<b>Franklin Building</b>	1419-1533 plus 166 to 194 with reassignment of support space to typically sized spaces for such services		2, 3, 4		
<b>Total 2-4</b>	<b>1585-1727</b>	<b>1572-1585</b>	<b>91%-100%</b>	<b>1518-1564</b>	<b>87.9%-98.7%</b>
<b>Hoover Building</b>	1757-1903 plus 182 to 196 with reassignment of support space to typically sized spaces for such services		5, 6, 7		
<b>Total 5-7:</b>	<b>1939-2099</b>	<b>1660-1676</b>	<b>79.1%-86.4%</b>	<b>1610-1622</b>	<b>76.7%-83.7%</b>
<b>Kenmore East HS</b>	1613-1739		8-12		
<b>Kenmore West HS</b>	1938-2086		8-12		
<b>Total 8-12:</b>	<b>3551-3825</b>	<b>2816-2848</b>	<b>73.6%-80.2%</b>	<b>2696-2750</b>	<b>70.5%-77.4%</b>



**SCENARIO C: OPPORTUNITIES AND CHALLENGES**

*Serve grades Pre-K, K and 1 at Hamilton, Roosevelt, and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Kenmore Middle.*

<p align="center"><b>OPPORTUNITIES:</b></p>	<p align="center"><b>CHALLENGES:</b></p>
<ul style="list-style-type: none"> <li>✓ The centralization of what are currently seven K-5 attendance zones to two elementary attendance zones and three early childhood attendance zones will help diminish the current class size inequity in class section sizes at K-5 grade levels without jeopardizing district standards of quality.</li> <li>✓ The district can probably reduce fixed budget expenditures and help keep the tax levy at a moderate acceptable level.</li> <li>✓ Continue value of ‘neighborhood schools’ with two larger ‘neighborhoods’ that will serve 2-4 and 5-7 respectively and three early childhood attendance zones serving Pre-K, K and grade 1 located at the north and south of the district.</li> <li>✓ Current class size goals of the district are adhered to.</li> <li>✓ Available pupil capacity to serve K-1 will be used between 79.4% to 87.8% over the next five years benchmarked to the enrollment projections of the district. Available pupil capacity to serve grades 2-4 will be used between 87.9% and 100%. Available pupil capacity to serve grades 5-7 will be used between 76.7% and 86.4%. Available pupil capacity to serve grades 8-12 will be used between 70.5% and 80.2%.</li> <li>✓ The culture and community pride of two high schools would continue with grade eight included with grades 9-12.</li> <li>✓ The current high schools can accommodate the eighth grade in separate wings from the grades 9-12 program. However, grade 9 course acceleration opportunities for grade 8 will be readily available.</li> <li>✓ The serving of grade 8 in the high school buildings will provide opportunities to implement efforts and curriculum in collaboration with grades 9-12 staff to reduce the number of dropouts and to skill-ready the pupils for the rigor of the high school curriculum.</li> <li>✓ Grade 8 pupils at the high schools could provide more opportunities regarding athletics, music, drama and extracurricular activities.</li> <li>✓ The <i>pathways</i> delivery of various curricula can now be implemented over 5 years instead of four at the high school. The <i>pathways</i> concept may wish to be explored for grades 2 through 7. Further, the Franklin Building and the Hoover Building can <u>each</u> offer two academies: the “Ken-Ton Academy for the Arts” the “Ken-Ton Academy for Sciences and Math” to the respective grade levels assigned to the building. Franklin and Hoover can both host in essence <i>two schools (or academies of instructional theme) under one roof</i>.</li> <li>✓ Reduction of lost instructional time because of travel of shared instructional staff among buildings.</li> <li>✓ There are 168 classroom instructors now serving grades K-6. Scenario C probably will require 165 to deliver the program with the minimum class size goal of the district assuming the high enrollment projection.</li> <li>✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario C will require 7 principals and 8 assistant principals totaling 15 administrators—three administrators at each of the buildings that serve grades 2-12 and one for each Pre-K, K, 1 school building.</li> <li>✓ There is available space to rent to the BOCES for regional programming.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The closing of three school buildings.</li> <li>✓ Market the three buildings to the private sector or government sector and realize a revenue source for the District.</li> <li>✓ ‘Moth balling’ potentially unused buildings. Part of savings closing the buildings will be needed to take care of properly the assets even though they are not being used.</li> <li>✓ Redesign of existing transportation routes to meet the expectations the district has for pupil transportation. Scenario C requires a district re-routing to implement two elementary attendance zones and three early childhood attendance zones plan. It is suggested that all of the bus route budget expenditure now allocated be used for the redesign. It is suspected that the 52 bus routes in the AM and the 51 bus routes in the PM can be redesigned such that there may be fewer routes that are necessary without jeopardizing district values about time on the bus by pupils and district criteria about health and safety of pupils.</li> </ul>

**SCENARIO C: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades Pre-K, K and 1 at Hamilton, Roosevelt and Lindbergh.  
 Serve grades 2, 3, 4 at the Franklin Building.  
 Serve grades 5, 6, 7 at the Hoover Building.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Edison, Holmes, and Kenmore Middle.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ This scenario is similar to scenario ‘E’</li> <li>✓ Staying with the same group of kids throughout school instead of splitting up; all kids transitioning as a group together</li> <li>✓ Middle level building benefits from having full-time administrators vs. current reality of part-time assistant principals at middle schools</li> <li>✓ Acceleration for grade 8 students at high School</li> <li>✓ All younger kids together</li> <li>✓ Availability of pools for younger child instruction</li> <li>✓ Less teacher travel more contact for students</li> <li>✓ Share knowledge/ideas among teachers and create consistency at each grade level</li> <li>✓ Does this open an opportunity to introduce a middle grades International Baccalaureate program?</li> <li>✓ 5,6,7 be able to participate more in activities; 8<sup>th</sup> has more opportunities to participate in extra-curricular</li> <li>✓ Sharing resources and services for age specific groups of pupils</li> <li>✓ New opportunities-8<sup>th</sup> grade at high school-separated from 9-12, but better transition</li> <li>✓ Kids more resilient to transitions at younger age</li> <li>✓ Schedule consistency for specials, music/band/chorus etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Going above capacity at Franklin? May result in additional future costs.</li> <li>✓ Different dismissal times problem for parents; some parents will have children in multiple buildings with different start times</li> <li>✓ When grade level teachers K-5 are not housed together it makes discussing academics an student needs difficult</li> <li>✓ Number of transitions to different schools; impact on special education?</li> <li>✓ Grouping should be pre-k, K 1, 2 for programmatic goals and potential for multiage reading, math, etc.</li> <li>✓ Grade 8 students with 9-12 on buses and in the same building</li> <li>✓ School community takes years(K-5) to come together, get to know-won’t happen in pre-K/1 situation</li> <li>✓ “Best &amp; brightest specialized staff” doesn’t work or hold true since job placement is based on seniority at Ken-Ton</li> <li>✓ How are parents going to pick up sick kids?</li> <li>✓ Restroom facilities at pre-k/K/1 buildings</li> <li>✓ Parents can’t be involved as much if kids are spread out; parent access/involvement because of distance/economics</li> <li>✓ Traveling teacher costs</li> <li>✓ Upper class taking ‘advantage’ of younger children</li> <li>✓ Larger number of students; will multiple special area teachers be retained?</li> <li>✓ What is possible influence concerning Title I funding with Holmes closing?</li> <li>✓ Sizing of facilities to child size (ex. lockers)</li> <li>✓ Access to afterschool programs due to distance</li> <li>✓ Length of time on bus?</li> <li>✓ Loss of facilities for community and athletic use</li> <li>✓ Revisit class size guidelines</li> <li>✓ Will special area teachers still be traveling? Impact on quality of programs?</li> </ul>

**SCENARIO D:**

*Serve grades Pre-K, and K at Hamilton and Lindbergh.  
 Serve grades 1, 2, 3, at the Franklin Building.  
 Serve grades 4, 5, 6, at the Hoover Building.  
 Serve grade 7 at the Kenmore Middle School.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Edison, Holmes, and Roosevelt.*

**RATIONALE:**

The Franklin Building and the Hoover Building now serve four schools under one roof. This scenario follows that practice. Neither of the existing High Schools can accommodate all grades 9-12 pupils expected over the next five years. They both can accommodate the anticipated enrollment for grades 8-12. Establishing two early childhood centers that serve grades Pre-K, and K, retains smaller neighborhoods for the youngest of pupils and centers the ‘best and brightest’ specialized staff to serve pupils in the critical early years of instruction. These two early childhood ‘neighborhoods’ are at the north and south of the district. An upper elementary school concept serves grades 4, 5, and 6 at the Hoover Building. Kenmore MS is a single grade building serving grade 7 allowing focused attention to remediation and/or enrichment to lay the very best groundwork for the high school experience and the diverse program opportunities.

Pupil Capacity Available  
 (Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity K-12 Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	0				
<b>Franklin</b>					
<b>Hamilton</b>	436-470 Minus 48-52 to accommodate two additional Pre-K classroom (2 already hosted) <b>388-418</b>		Pre-K, K		
<b>Holmes</b>	0				
<b>Hoover</b>					
<b>Lindbergh</b>	547-579 Minus 120-130 to accommodate 5 Pre-K classrooms <b>427-449</b>		Pre-K, K		
<b>Roosevelt</b>	0				
<b>Total K: (plus 14 one-half day sections of pre-k)</b>	<b>815-867</b>	<b>510-534</b>	<b>58.8%-65.5%</b>	<b>505-529</b>	<b>58.2%-64.9%</b>
<b>Franklin Building</b>	1419-1533 plus 166 to 194 with reassignment of support space to typically sized spaces for such services		1,2,3		
<b>Total 1-3:</b>	<b>1585-1727</b>	<b>1557-1584</b>	<b>90.2%-99.9%</b>	<b>1512-1575</b>	<b>87.6%-99.4%</b>
<b>Hoover Building</b>	1757-1903 plus 182 to 196 with reassignment of support space to typically sized spaces for such services		4, 5 ,6		
<b>Total 4-6:</b>	<b>1939-2099</b>	<b>1614-1618</b>	<b>76.9%-83.4%</b>	<b>1537-1567</b>	<b>73.2%-80.8%</b>
<b>Kenmore MS</b>	925-991 plus 65 to 70 with reassignment of support space to typically sized spaces for such services		7		
<b>Total 7:</b>	<b>990-1061</b>	<b>557-585</b>	<b>52.5%-59.1%</b>	<b>509-528</b>	<b>48%-53.3%</b>
<b>Kenmore East HS</b>	1613-1739		8-12		
<b>Kenmore West HS</b>	1938-2086		8-12		
<b>Total 8-12:</b>	<b>3551-3825</b>	<b>2816-2848</b>	<b>73.6%-80.2%</b>	<b>2696-2750</b>	<b>70.5%-77.4%</b>

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**SCENARIO D:**

***Serve grades Pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at the Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Roosevelt.***

**OPPORTUNITIES:**

**CHALLENGES:**

- ✓ The centralization of what are currently seven K-5 attendance zones to two elementary attendance zones and two early childhood attendance zones will help diminish the current class size inequity in class section sizes at K-5 grade levels without jeopardizing district standards of quality.
- ✓ The district can probably reduce fixed budget expenditures and help keep the tax levy at a moderate acceptable level.
- ✓ Continue value of ‘neighborhood schools’ with two larger ‘neighborhoods’ that will serve 1-3 and 4-6 respectively and two early childhood attendance zones serving Pre-K, and K. The early childhood schools are both at the north and south boundaries of the district.
- ✓ Current class size goals of the district are adhered to.
- ✓ Available pupil capacity to serve K will be used between 58.2% to 65.5% over the next five years benchmarked to the enrollment projections of the district. Available pupil capacity to serve grades 1-3 will be used between 87.6% and 99.9%. Available pupil capacity to serve grades 4-6 will be used between 73.2% and 83.4%. Available pupil capacity to serve grade 7 will be used between 48% and 59.1%. Available pupil capacity to serve grades 8-12 will be used between 70.5% and 80.2%.
- ✓ The opportunity to design and focus a curriculum and support programs for only one set of adolescents, grade seven, in one building before transition to high school.
- ✓ The culture and community pride of two high schools would continue with grade eight included with grades 9-12.
- ✓ The current high schools can accommodate the eighth grade in separate wings from the grades 9-12 program. However, grade 9 course acceleration opportunities for grade 8 will be readily available.
- ✓ The serving of grade 8 in the high school buildings will provide opportunities to implement efforts and curriculum in collaboration with grades 9-12 staff to reduce the number of drop-outs and to skill-ready the pupils for the rigor of the high school curriculum.
- ✓ Grade 8 pupils at the high schools could provide more opportunities regarding athletics, music, drama, and extracurricular activities.
- ✓ The *pathways* delivery of various curricula can now be implemented over 5 years instead of four at the high school. The *pathways* concept may wish to be explored for grades 2 through 7. Further, the Franklin Building and the Hoover Building can each offer two academies: the “Ken-Ton Elementary Academy for the Arts” the “Ken-Ton Elementary Academy for Sciences and Math” to the respective grade levels assigned to the building. Franklin and Hoover can host in essence *two schools (or academies of instructional theme) under one roof*.
- ✓ Reduction of lost instructional time because of travel of shared instructional staff among buildings.
- ✓ There are 168 classroom instructors now serving grades K-6. Scenario D probably will require 164 to deliver the program with the minimum class size goal of the district assuming the high enrollment projection.<sup>7</sup>
- ✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario D will require 7 principals and 9 assistant principals totaling 16 administrators—three administrators at each of the buildings that serve grades 1-12 and one for each Pre-K, and K school building and two for the grade 7 building.
- ✓ There is available space to rent to the BOCES for regional programming.
- ✓ Four transitions in 13 years.

- ✓ The closing of three school buildings.
- ✓ Market the three buildings to the private sector or government sector and realize a revenue source for the District.
- ✓ ‘Moth balling’ potentially unused buildings. Part of savings closing the buildings will be needed to properly take care of the assets even though they are not being used.
- ✓ Redesign of existing transportation routes to meet the expectations the district has for pupil transportation. Scenario D requires a district re-routing to implement two elementary attendance zones and two early childhood attendance zones plan. It is suggested that all of the bus route budget expenditure now allocated be used for the redesign. It is suspected that the 52 bus routes in the AM and the 51 bus routes in the PM can be redesigned such that there may be fewer routes that are necessary without jeopardizing district values about time on the bus by pupils and district criteria about health and safety of pupils.
- ✓ Grade 7 is in a single-graded building. Transition to the high school after only one year in a school.
- ✓ Four transitions in 13 years.

**SCENARIO D: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades Pre-K, and K at Hamilton and Lindbergh.  
 Serve grades 1, 2, 3, at the Franklin Building.  
 Serve grades 4, 5, 6, at the Hoover Building.  
 Serve grade 7 at the Kenmore Middle School.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Edison, Holmes, and Roosevelt.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ This scenario is similar to scenario F</li> <li>✓ Early in the year or summer start ‘team-building sessions and build culture for grade 7</li> <li>✓ Kids staying together after K-5 instead of splitting up for middle school and coming back together for HS</li> <li>✓ 8<sup>th</sup> grade being added to HS gives a better opportunity of taking 9<sup>th</sup> grade classes/sports</li> <li>✓ Two administrators recommended for the grade 7 building a plus vs. current reality of 1.8 administrators serving 7<sup>th</sup> graders at each of the 3 middle schools</li> <li>✓ Ability to offer more enrichment to all students consistently</li> <li>✓ Full 7<sup>th</sup> grade building at KMS would provide opportunities for ‘teams’ of teachers or ‘houses’ that could serve the varying skill levels of students</li> <li>✓ Intense prep for high school with an individual focus</li> <li>✓ 7<sup>th</sup> grade alone will be able to focus on challenges this age presents</li> <li>✓ Kids transition together as a group</li> <li>✓ Schedule consistency for specials, music band etc.</li> <li>✓ Kids more resilient at younger ages</li> <li>✓ Putting grade 8 in its own area and transitioning them to high school</li> <li>✓ Multiple ages in the same building</li> <li>✓ Availability of pools for younger child instruction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Traveling teacher expenses</li> <li>✓ Upper class taking advantage of younger in HS</li> <li>✓ Kids won’t have a chance to build relationships with 15 kindergarten classrooms</li> <li>✓ 7<sup>th</sup> grade in one building</li> <li>✓ Pupil capacity in kindergarten buildings too low; grades 1-3 too high</li> <li>✓ Parent access/involvement because of distance and economics</li> <li>✓ Multiple start times</li> <li>✓ Loss of facilities for community and athletic use</li> <li>✓ Revisit class size guidelines</li> <li>✓ What is possible influence concerning Title I funding with Holmes closing?</li> <li>✓ Access to afterschool programs due to distance</li> <li>✓ Length of time on bus?</li> <li>✓ Who will run pre-K program?</li> <li>✓ Transportation for pre-K if all day program?</li> <li>✓ Pre-K and K in one building</li> <li>✓ Sizing of facilities to child size (ex. lockers)</li> <li>✓ School community takes years(K-5) to come together, get to know-won’t happen in pre-K/K situation</li> <li>✓ Children won’t develop close relationships with peers due to ‘small fish, big sea’</li> <li>✓ Roosevelt is the only school in Kenmore</li> <li>✓ Some parents will have children in multiple buildings with different start/pick-up times</li> <li>✓ Number of school transitions, 5</li> <li>✓ Early in the year or summer start ‘team-building sessions and build culture for grade 7.</li> <li>✓ Availability of special services in pre-K-K building</li> <li>✓ Impact on multiple transitioning for special education</li> <li>✓ Opportunity for burn-out due to teaching same lesson 6 times a day, 5 days a week by special area teachers in an all K school</li> </ul>

**SCENARIO E:**

***Serve grades Pre-K, K and 1 at Hamilton, Edison and Lindbergh.  
 Serve grades 2, 3, 4 at the Franklin Building.  
 Serve grades 5, 6, 7 at the Hoover Building.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Roosevelt, Holmes, and Kenmore Middle.***

***RATIONALE:***

The Franklin Building and the Hoover Building now serve four schools under one roof. This scenario follows that practice. Neither of the existing High Schools can accommodate all grades 9-12 pupils expected over the next five years. They both can accommodate the anticipated enrollment for grades 8-12. Establishing three early childhood centers that serve grades Pre-K, K, and 1 retains smaller neighborhoods for the youngest of pupils and centers the ‘best and brightest’ of specialized staff to serve pupils in the critical early years of instruction. These three early childhood ‘neighborhoods’ are at the north, middle, and south of the district. A middle school concept serves a younger span of adolescents in the set of grades 5, 6, and 7.

Pupil Capacity Available  
(Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity K-12 Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	462-498 Minus 24 to 26 to accommodate 1 Pre-K classrooms (1 already hosted) <b>438-472</b>		Pre-K, K, 1		
<b>Franklin</b>					
<b>Hamilton</b>	436-470 Minus 24-26 to accommodate one additional Pre-K classroom (2 already hosted) <b>412-444</b>		Pre-K, K, 1		
<b>Holmes</b>	0				
<b>Hoover</b>					
<b>Lindbergh</b>	547-579 Minus 96-104 to accommodate 4 Pre-K classrooms <b>451-475</b>		Pre-K, K, 1		
<b>Roosevelt</b>	<b>0</b>				
<b>Total K-1: (14 half day sections of pre-K)</b>	<b>1301-1391</b>	<b>1019-1056</b>	<b>73.3%-81.2%</b>	<b>1017-1054</b>	<b>73.1%-81%</b>
<b>Franklin Building</b>	1419-1533 plus 166 to 194 with reassignment of support space to typically sized spaces for such services		2, 3, 4		
<b>Total 2-4</b>	<b>1585-1727</b>	<b>1572-1585</b>	<b>91%-100%</b>	<b>1518-1564</b>	<b>87.9%-98.7%</b>
<b>Hoover Building</b>	1757-1903 plus 182 to 196 with reassignment of support space to typically sized spaces for such services		5, 6, 7		
<b>Total 5-7:</b>	<b>1939-2099</b>	<b>1660-1676</b>	<b>79.1%-86.4%</b>	<b>1610-1622</b>	<b>76.7%-83.7%</b>
<b>Kenmore East HS</b>	1613-1739		8-12		
<b>Kenmore West HS</b>	1938-2086		8-12		
<b>Total 8-12:</b>	<b>3551-3825</b>	<b>2816-2848</b>	<b>73.6%-80.2%</b>	<b>2696-2750</b>	<b>70.5%-77.4%</b>

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**SCENARIO E:**

***Serve grades Pre-K, K and 1 at Hamilton, Edison, and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Roosevelt, Holmes, and Kenmore Middle.***

**OPPORTUNITIES:**

**CHALLENGES:**

- ✓ The centralization of what are currently seven K-5 attendance zones to two elementary attendance zones and three early childhood attendance zones will help diminish the current class size inequity in class section sizes at K-5 grade levels without jeopardizing district standards of quality.
- ✓ The district can probably reduce fixed budget expenditures and help keep the tax levy at a moderate acceptable level.
- ✓ Continue value of ‘neighborhood schools’ with two larger ‘neighborhoods’ that will serve 2-4 and 5-7 respectively and three early childhood attendance zones serving Pre-K, K and grade 1 located through the center of the district.
- ✓ Current class size goals of the district are adhered to.
- ✓ Available pupil capacity to serve K-1 will be used between 73.1% to 81.2% over the next five years benchmarked to the enrollment projections of the district. Available pupil capacity to serve grades 2-4 will be used between 87.9% and 100%. Available pupil capacity to serve grades 5-7 will be used between 76.7% and 86.4%. Available pupil capacity to serve grades 8-12 will be used between 70.5% and 80.2%.
- ✓ The culture and community pride of two high schools would continue with grade eight included with grades 9-12.
- ✓ The current high schools can accommodate the eighth grade in separate wings from the grades 9-12 program. However, grade 9 course acceleration opportunities for grade 8 will be readily available.
- ✓ The serving of grade 8 in the high school buildings will provide opportunities to implement efforts and curriculum in collaboration with grades 9-12 staff to reduce the number of dropouts and to skill-ready the pupils for the rigor of the high school curriculum.
- ✓ Grade 8 pupils at the high schools could provide more opportunities regarding athletics, music, drama, and extracurricular activities.
- ✓ The *pathways* delivery of various curricula can now be implemented over 5 years instead of four at the high school. The *pathways* concept may wish to be explored for grades 2 through 7. Further, the Franklin Building and the Hoover Building can each offer two academies: the “Ken-Ton Elementary Academy for the Arts” the “Ken-Ton Academy for Sciences and Math” to the respective grade levels assigned to the building. Franklin and Hoover can host in essence *two schools (or academies of instructional theme) under one roof*.
- ✓ Reduction of lost instructional time because of travel of shared instructional staff among buildings.
- ✓ There are 168 classroom instructors now serving grades K-6. Scenario E probably will require 165 to deliver the program with the minimum class size goal of the district assuming the high enrollment projection.
- ✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario E will require 7 principals and 8 assistant principals totaling 15 administrators—three administrators at each of the buildings that serve grades 2-12 and one for each Pre-K, K, 1 school building.
- ✓ There is available space to rent to the BOCES for regional programming.

- ✓ The closing of three school buildings.
- ✓ Market the three buildings to the private sector or government sector and realize a revenue source for the District.
- ✓ ‘Moth balling’ potentially unused buildings. Part of savings closing the buildings will be needed to properly take care of the assets even though they are not being used.
- ✓ Redesign of existing transportation routes to meet the expectations the district has for pupil transportation. Scenario E requires a district re-routing to implement two elementary attendance zones and three early childhood attendance zones plan. It is suggested that all of the bus route budget expenditure now allocated be used for the redesign. It is suspected that the 52 bus routes in the AM and the 51 bus routes in the PM can be redesigned such that there may be fewer routes that are necessary without jeopardizing district values about time on the bus by pupils and district criteria about health and safety of pupils.

**SCENARIO E: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED  
BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades Pre-K, K and 1 at Hamilton, Edison, and Lindbergh.  
Serve grades 2, 3, 4 at the Franklin Building.  
Serve grades 5, 6, 7 at the Hoover Building.  
Serve grades 8-12 at Kenmore East and Kenmore West.  
Do not use Roosevelt, Holmes, and Kenmore Middle.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ Focused age groups and staff development</li> <li>✓ Reduces the number of traveling teachers</li> <li>✓ Kenmore Middle is outdated and classrooms are smaller</li> <li>✓ Still have neighborhood schools in a larger capacity (with the exception of Holmes)</li> <li>✓ Optimal use of pupil capacity of the schools</li> <li>✓ Could this scenario look like four pre-K-2 schools; two 3-8 schools; two 9-12 schools?</li> <li>✓ Is K-6 possible?</li> <li>✓ Is adding grade 2 possible to strengthen early years; less transition</li> <li>✓ Can have a focus on young kids with plan and creativity and not testing</li> <li>✓ 8<sup>th</sup> graders get advance classes/sports opportunities</li> <li>✓ Kids will transition together throughout to middle school</li> </ul>	<ul style="list-style-type: none"> <li>✓ Holmes closes in each scenario—has more enrollment than other schools; highest% of children under 5; lowest median age; highest of under 18; further distance for kids; less parent involvement due to poverty level; addresses how parents are involved-many do not have ability to get to concerts, plays, activity</li> <li>✓ Leaves Holmes without a neighborhood school</li> <li>✓ Affordability</li> <li>✓ Zoning restrictions?</li> <li>✓ Kids moving to new schools-result in re-test (sic) boundaries-discipline issues, kid anxiety</li> <li>✓ 4 transitions</li> <li>✓ 8-12 together, different needs, discipline</li> <li>✓ No role models for younger grades, i.e. reading buddies</li> <li>✓ Traveling teachers? less connection to kids and school, little chance for after school help</li> <li>✓ Is Kenmore middle officially historic? Sale? Difficult to sell?</li> <li>✓ Uses the neighborhood schools but not as neighborhood schools</li> <li>✓ Loss of the only two schools in the village of Kenmore</li> <li>✓ Possible cost of remodel of elementary side of Hoover to fit bigger kids</li> <li>✓ Loss of connection between teachers and kids also between teachers and families</li> <li>✓ Communication between grades-relearn kids needs each time they switch</li> <li>✓ Transportation costs?</li> <li>✓ Parents may have children in multiple schools-less investment the families can make—parent involvement less? Difficult to participate? Single parents?</li> <li>✓ Working parents with half days, start and end times, early release; 4 different times with multiple children in school</li> <li>✓ Logistics of housing activities, specials, assemblies for many more students</li> <li>✓ Adding students to schools like Lindbergh exceeds square footage capacity for students?</li> <li>✓ 1500 students in one building</li> </ul>



**SCENARIO F:**

*Serve grades Pre-K, and K at Hamilton and Edison.  
 Serve grades 1, 2, 3, at the Franklin Building.  
 Serve grades 4, 5, 6, at the Hoover Building.  
 Serve grade 7 at Kenmore Middle School.  
 Serve grades 8-12 at Kenmore East and Kenmore West.  
 Do not use Lindbergh, Holmes, and Roosevelt.*

**RATIONALE:**

The Franklin Building and the Hoover Building now serve four schools under one roof. This scenario follows that practice. Neither of the existing High Schools can accommodate all grades 9-12 pupils expected over the next five years. They both can accommodate the anticipated enrollment for grades 8-12. Establishing two early childhood centers that serve grades Pre-K, and K, retains smaller neighborhoods for the youngest of pupils and centers the ‘best and brightest’ of specialized staff to serve pupils in the critical early years of instruction. These two early childhood ‘neighborhoods’ are near the center of the district. An upper elementary school concept serves grades 4, 5, and 6 at the Hoover Building. Kenmore MS is a single grade building serving grade 7 allowing focused attention to remediation and/or enrichment to lay the very best groundwork for the high school experience and the diverse program opportunities.

Pupil Capacity Available  
 (Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity K-12 Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	462-498 Minus 96 to 104 to accommodate 4 Pre-K classrooms (1 already hosted) <b>366-394</b>		Pre-K, K		
<b>Franklin</b>					
<b>Hamilton</b>	436-470 Minus 48-52 to accommodate two additional Pre-K classroom (2 already hosted) <b>388-418</b>		Pre-K, K		
<b>Holmes</b>	0				
<b>Hoover</b>					
<b>Lindbergh</b>	0				
<b>Roosevelt</b>	0				
<b>Total K (plus 14 half day sections of pre-K):</b>	<b>754-812</b>	<b>510-534</b>	<b>62.8%-70.8%</b>	<b>505-529</b>	<b>62.2%-70.2%</b>
<b>Franklin Building</b>	1419-1533 plus 166 to 194 with reassignment of support space to typically sized spaces for such services		1,2,3		
<b>Total 1-3:</b>	<b>1585-1727</b>	<b>1557-1584</b>	<b>90.2%-99.9%</b>	<b>1512-1575</b>	<b>87.6%-99.4%</b>
<b>Hoover Building</b>	1757-1903 plus 182 to 196 with reassignment of support space to typically sized spaces for such services		4, 5, 6		
<b>Total 4-6:</b>	<b>1939-2099</b>	<b>1614-1618</b>	<b>76.9%-83.4%</b>	<b>1537-1567</b>	<b>73.2%-80.8%</b>
<b>Kenmore MS</b>	925-991 plus 65 to 70 with reassignment of support space to typically sized spaces for such services		7		
<b>Total 7:</b>	<b>990-1061</b>	<b>557-585</b>	<b>52.5%-59.1%</b>	<b>509-528</b>	<b>48%-53.3%</b>
<b>Kenmore East HS</b>	1613-1739		8-12		
<b>Kenmore West HS</b>	1938-2086		8-12		
<b>Total 8-12:</b>	<b>3551-3825</b>		<b>2816-2848</b>		

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

**SCENARIO F:**

***Serve grades Pre-K, and K at Hamilton and Edison. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Lindbergh, Holmes, and Roosevelt.***

**OPPORTUNITIES:**

**CHALLENGES:**

- ✓ The centralization of what are currently seven K-5 attendance zones to two elementary attendance zones and two early childhood attendance zones will help diminish the current class size inequity in class section sizes at K-5 grade levels without jeopardizing district standards of quality.
- ✓ The district can probably reduce fixed budget expenditures and help keep the tax levy at a moderate acceptable level.
- ✓ Continue value of ‘neighborhood schools’ with two larger ‘neighborhoods’ that will serve 1-3 and 4-6 respectively and two early childhood attendance zones serving Pre-K, and K. The early childhood schools are at the center of the district.
- ✓ Current class size goals of the district are adhered to.
- ✓ Available pupil capacity to serve K will be used between 62.2% to 70.8% over the next five years benchmarked to the enrollment projections of the district. Available pupil capacity to serve grades 1-3 will be used between 87.6% and 99.9%. Available pupil capacity to serve grades 4-6 will be used between 73.2% and 83.4%. Available pupil capacity to serve grade 7 will be used between 48% and 59.1%. Available pupil capacity to serve grades 8-12 will be used between 70.5% and 80.2%.
- ✓ The opportunity to design and focus a curriculum and support programs for only one set of adolescents, grade seven, in one building before transition to high school. How can the program help guarantee a strong transition to the high school the following year?
- ✓ The culture and community pride of two high schools would continue with grade eight included with grades 9-12.
- ✓ The current high schools can accommodate the eighth grade in separate wings from the grades 9-12 program. However, grade 9 course acceleration opportunities for grade 8 will be readily available.
- ✓ The serving of grade 8 in the high school buildings will provide opportunities to implement efforts and curriculum in collaboration with grades 9-12 staff to reduce the number of dropouts and to skill-ready the pupils for the rigor of the high school curriculum.
- ✓ Grade 8 pupils at the high schools could provide more opportunities regarding athletics, music, drama, and extracurricular activities.
- ✓ The *pathways* delivery of various curricula can now be implemented over 5 years instead of four at the high school. The *pathways* concept may wish to be explored for grades 1 through 7. Further, the Franklin Building and the Hoover Building can each offer two academies: the “Ken-Ton Elementary Academy for the Arts” the “Ken-Ton Academy for Sciences and Math” to the respective grade levels assigned to the building. Franklin and Hoover can host in essence *two schools (or academies of instructional theme) under one roof*.
- ✓ Reduction of lost instructional time because of travel of shared instructional staff among buildings.
- ✓ There are 168 classroom instructors now serving grades K-6. Scenario F probably will require 164 to deliver the program with the minimum class size goal of the district assuming the high enrollment projection.
- ✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario F will require 7 principals and 9 assistant principals totaling 16 administrators—three administrators at each of the buildings that serve grades 1-12 and one for each Pre-K, and K, school building and two for the grade 7 building.
- ✓ There is available space to rent to the BOCES for regional programming.
- ✓ Four transitions in 13 years.

- ✓ The closing of three neighborhood school buildings.
- ✓ Market the three buildings to the private sector or government sector and realize a revenue source for the District.
- ✓ ‘Moth balling’ potentially unused buildings. Part of savings closing the buildings will be needed to take care properly the assets even though they are not being used.
- ✓ Redesign of existing transportation routes to meet the expectations the district has for pupil transportation. Scenario F requires a district re-routing to implement two elementary attendance zones and two early childhood attendance zones plan. It is suggested that all of the bus route budget expenditure now allocated be used for the redesign. It is suspected that the 52 bus routes in the AM and the 51 bus routes in the PM can be redesigned such that there may be fewer routes that are necessary without jeopardizing district values about time on the bus by pupils and district criteria about health and safety of pupils.
- ✓ Grade 7 is in a single-graded building. What should the program look like for these 557 pupils? How can the program help guarantee a strong transition to the high school the following year?
- ✓ Four transitions in 13 years.

**SCENARIO F: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED  
BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades Pre-K, and K at Hamilton and Edison.  
Serve grades 1, 2, 3, at the Franklin Building.  
Serve grades 4, 5, 6, at the Hoover Building.  
Serve grade 7 at Kenmore Middle School.  
Serve grades 8-12 at Kenmore East and Kenmore West.  
Do not use Lindbergh, Holmes, and Roosevelt.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ Focused staff development into specific areas</li> <li>✓ Houses or pods needed to have schools have a neighborhood ‘feel’</li> <li>✓ Could capital projects at sites offer a chance for special programs, sports, music, art, gifted and talented?</li> <li>✓ Reduces the issue of shared staffing</li> <li>✓ Could offer specialized programs 8-12 (ex. industrial arts, music...)</li> <li>✓ Could make class sizes equitable</li> <li>✓ Return to full-time staff at schools (special areas, counselors, etc.); reduction in teacher travel</li> <li>✓ A grant writer could support program growth</li> <li>✓ An isolated population of grade 7 could be a positive if you focus on life skills, conflict resolution, age appropriate activities</li> <li>✓ Children get to know each other pre-k through grade 7</li> <li>✓ Similar grade levels can allow for shared resources and ideas</li> <li>✓ Saves money</li> <li>✓ Reduced in administrative costs</li> <li>✓ Possible could reduce class size guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents may have children in multiple schools-less investment the families can make—parent involvement less? Difficult to participate? Single parents?</li> <li>✓ Holmes closes in each scenario—has more enrollment than other schools; highest% of children under 5; lowest median age; highest of under 18; further distance for kids; less parent involvement due to poverty level; addresses how parents are involved-many do not have ability to get to concerts, plays, activity</li> <li>✓ Grade seven alone. One grade level grade 7 will require traveling teachers?</li> <li>✓ Transportation costs?</li> <li>✓ What is possible influence concerning Title I funding with Holmes closing?</li> <li>✓ Longer commute for pre-K-3 at Lindbergh, Holmes and Roosevelt</li> <li>✓ No role models for younger grades (ex. concerts)</li> <li>✓ Loss of connection between teachers and kids also between teachers and families</li> <li>✓ Similar challenges as scenario E</li> <li>✓ Traveling teachers? less connection to kids and school, little chance for after school help</li> <li>✓ Little to no diversity</li> <li>✓ 8-12 together, different needs, discipline</li> <li>✓ Fewer opportunities for after-school activities</li> <li>✓ Franklin at capacity</li> <li>✓ Number of transitions for students-4</li> <li>✓ True savings of closed schools-transportation costs, empty building, how affects neighborhood; how do you get involved? Lose closeness of community involvement; cost savings is the least in this option</li> <li>✓ Academy idea has challenges; kids too focused too early</li> <li>✓ Schools are not walkable for families</li> </ul>

**SCENARIO G:**

*Serve grades 9-12 at Kenmore East and Kenmore West.  
 Serve grades 6-8 at Franklin and Hoover Middle Schools.  
 Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt.  
 Do not use Holmes. Do not use Kenmore Middle.*

**RATIONALE:**

Less systemic change at one time. Duplicate the pattern of building service and grade level configuration decided by the district for 2013-2014 with the closing of Jefferson at the end of 2012-2013. Yearly, if elementary enrollments decline, do not use one of the following schools to serve instruction pre-K through grade 5: Edison, Hamilton, Holmes, Lindbergh, or Roosevelt. Re-draw attendance zones annually to reflect the fewer number of attendance zones. Because of the quality and size of the assets the Franklin and Hoover Buildings represent, do not stop using a part of those buildings for pre-K through grade 5 instruction. Continue two high schools grades 9-12.

Pupil Capacity Available  
 (Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	462-498		Pre-K-5		
<b>Franklin</b>	622-674		Pre-K-5		
<b>Hamilton</b>	436-470		Pre-K-5		
<b>Holmes</b>	0 <i>(348-376)</i>		None; assuming the school with the lowest pupil capacity is chosen to not be used in 2014-2015.		
<b>Hoover</b>	608-658		Pre-K-5		
<b>Lindbergh</b>	547-579		K-5		
<b>Roosevelt</b>	364-388		Pre-K-5		
<b>Total K-5:</b> (plus 14 half day sections of pre-K)	3039-3267 <i>Plus 243 to 370 with reassignment of support space to typically sized spaces for such services (see pages 8-10 of the study)</i> 3282-3637	3108-3146	<b>85.5%-95.9%</b>	<b>3024-3126</b>	<b>83.1%-95.2%</b>
<b>Kenmore MS (628)</b>	0				
<b>Hoover MS (624)</b>	1149-1245		6-8		
<b>Franklin MS (497)</b>	797-859		6-8		
<b>Total 6-8:</b>	<b>1946-2104</b>	<b>1689-1725</b>	<b>80.3% -88.6%</b>	<b>1538-1574</b>	<b>73.1%-80.9%</b>
<b>Kenmore East HS (977)</b>	1613-1739		9-12		
<b>Kenmore West HS (1362)</b>	1938-2086		9-12		
<b>Total 9-12:</b>	<b>3551-3825</b>	<b>2263-2294</b>	<b>59.2%-64.6%</b>	<b>2197-2249</b>	<b>57.4%-63.3%</b>

**SCENARIO G: OPPORTUNITIES AND CHALLENGES**

***Serve grades 9-12 at Kenmore East and Kenmore West. Do not use Kenmore Middle. Serve grades 6-8 at Franklin and Hoover Middle Schools. Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt. Do not use Holmes.***

**OPPORTUNITIES:**

**CHALLENGES:**

- ✓ Fewer systemic changes at one time.
- ✓ There will be grade level class sizes that will continue to be below the district class size goals.
- ✓ Continue value of ‘neighborhood schools’.  
Within three and five years, the available unused pupil capacity in the school buildings will increase. Therefore, there is pupil capacity space to add new programs.
- ✓ There is ample instructional space available to rent to BOCES for regional programs.
- ✓ Potential of annually only one fewer K-5 school if enrollments continue to decline. Potential of ‘skipping a year’ and not having to stop using an elementary school annually.
- ✓ No change in delivery of instruction to sets of grade levels as they stay current to the present configurations.
- ✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario G will require 11 principals and 7 assistant principals totaling 18 administrators.
- ✓ There are 147 classroom instructors now serving grades K-5. Scenario G probably may or may not require 147 FTE’s to deliver the program with the minimum class size goal of the district assuming the high enrollment projection. Until a school is chosen not to be used and preliminary attendance zones are identified, it would not be diligent to suggest at this time that fewer FTE teachers will be needed. It may be likely that the district would be faced with more ‘dilemma decisions’ as described on page 18 of the study unless multi-age level instruction was implemented.

- ✓ Likely decreasing enrollments K-12.
- ✓ The closing of a school building.
- ✓ Redesign of existing transportation routes and attendance zones.
- ✓ Market the building to the private sector or government sector and realize a revenue source for the District.
- ✓ ‘Moth balling’ potentially unused building. Part of savings closing the building will be needed to properly take care of the assets even though they are not being used
- ✓ Difficulty in maintaining equity of grade level class sizes among the elementary buildings, the middle schools, and the high schools.
- ✓ Many grade level class sizes will continue to be below district class size goals. Increasing number of classrooms in specific schools ‘not needed’ for direct grade level instruction because a sufficient number of grade level cohort pupils just do not live in the attendance zone unless attendance lines are redrawn yearly to ensure enough students at each age/grade level are in each attendance zone to meet the class size guidelines of the district.
- ✓ Not fully using available instructional staff and talent because the total of a particular grade level enrollment in a respective attendance zone may not be adequate to efficiently and academically meet the class size goals of the district.
- ✓ Possible increased cost of grade level delivery of instruction due to staffing levels serving fewer pupils than the number defined by the class size goals of the district.
- ✓ Resource allocation; affordability of having more pupil capacity and buildings district-wide than what is the district enrollment.
- ✓ Upkeep of 11 school buildings. Both high schools will both have considerable unused pupil capacity. Neither high school has enough capacity to serve all grades 9-12 at this time given the district’s enrollment projections.
- ✓ Lack of centralization of serving various grade levels may reduce approaches to implement *pathways* philosophy and opportunities the district has started with success.

**SCENARIO G: ADDITIONAL OPPORTUNITIES AND CHALLENGES  
LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades 9-12 at Kenmore East and Kenmore West.  
Serve grades 6-8 at Franklin and Hoover Middle Schools.  
Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt.  
Do not use Holmes. Do not use Kenmore Middle.*

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ Least disruptive form of consolidation</li> <li>✓ Maintains most neighborhood schools</li> <li>✓ Disrupts the least number of families</li> <li>✓ Space rental</li> <li>✓ Community resource from buildings</li> <li>✓ Preservation of programs</li> <li>✓ These schools may have most marketability</li> <li>✓ Least change; maybe a way to step transition of change over 'x' year plan</li> <li>✓ Redistricting school zones</li> <li>✓ Thoughtful, long-term planning for district buildings before decisions; model to build on?</li> <li>✓ Fewer transitions for students</li> <li>✓ Might be able to reinstate programs at the middle school level since there are not enough students with the 3 current middle schools</li> <li>✓ This scenario accounts for flexibility in pupil capacity for each School District</li> <li>✓ Every elementary school has opportunity for pre-K</li> <li>✓ Easier for community to accept-gradual change</li> <li>✓ Move thoughtful process of consolidating-re-look every year</li> <li>✓ Addresses many challenges while meeting parent expectations of what district currently looks like (when they moved here)</li> <li>✓ Keeps grade 8 out of high School District consistency and easy transition from two middle schools to two high schools</li> </ul>	<ul style="list-style-type: none"> <li>✓ Loss of mentoring program from Praxiar</li> <li>✓ KMS future consideration of use</li> <li>✓ Special teachers being together in small rooms</li> <li>✓ Parents coordinating different start and end times while working</li> <li>✓ Transportation costs?</li> <li>✓ Large middle schools</li> <li>✓ How much cost to go through this process again when enrollment drops?</li> <li>✓ Unclear where assistant principals will be assigned</li> <li>✓ Leaves more uncertainty about future closings</li> <li>✓ Loss of parent involvement due to lack of transportation for many families</li> <li>✓ Number of elementary schools creates more variances in class size and cost</li> <li>✓ Does not change much from current reality</li> <li>✓ Still sharing resources across multiple schools</li> <li>✓ Two high schools only at 60% capacity</li> <li>✓ Could be difficult for Holmes community</li> <li>✓ Fewer extra-curricular activities for middle schools?</li> <li>✓ Holmes in the 'newest' elementary building</li> <li>✓ Difficulty in selling Kenmore middle? Impact on that neighborhood</li> <li>✓ Adding students to schools like Lindbergh exceeds square footage capacity for students</li> <li>✓ What is possible influence concerning Title I funding with Holmes closing?</li> <li>✓ Loss of breakfast program?</li> <li>✓ Fewer opportunities for acceleration for 8<sup>th</sup> graders</li> <li>✓ More teacher travel time</li> <li>✓ More travel time for KMS students</li> </ul>

**SCENARIO H:**

*Serve grades Pre-K, and K at Hamilton and Lindbergh.*

*Serve grades 1, 2, 3, at the Franklin Building.*

*Serve grades 4, 5, 6, at the Hoover Building.*

*Serve grades 7, 8, 9 at Kenmore East.*

*Serve grades 10, 11, 12 at Kenmore West.*

*Do not use Edison, Holmes, Roosevelt, and Kenmore Middle.*

**RATIONALE:**

The Franklin Building and the Hoover Building now serve four elementary schools under one roof. This scenario follows that practice. Kenmore East serves grades 7,8,9 and Kenmore West serves grades 10,11,12. Establishing two early childhood centers that serve grades Pre-K, and K, retains smaller neighborhoods for the youngest of pupils of the district and centers the ‘best and brightest’ to serve pupils in the critical early years of instruction. These two early childhood ‘neighborhoods’ are at the north and south of the district. An upper elementary school concept serves grades 4, 5, and 6 at the Hoover Building.

Pupil Capacity Available  
(Benchmarked to local class size goals and the instructional program offerings of 2012-2013)

Location	Pupil Operating Capacity	Estimated Enrollment In 2014-15	Est. Pupil Capacity K-12 Use with this Scenario in 2014-2015	Estimated Enrollment In 2017-2018	Est. Pupil Capacity Use with this Scenario in 2017-2018
<b>Edison</b>	0				
<b>Franklin</b>					
<b>Hamilton</b>	436-470 Minus 48-52 to accommodate two additional Pre-K classroom (2 already hosted) <b>388-418</b>		Pre-K, K		
<b>Holmes</b>	0				
<b>Hoover</b>					
<b>Lindbergh</b>	547-579 Minus 120-130 to accommodate 5 Pre-K classrooms <b>427-449</b>		Pre-K, K		
<b>Roosevelt</b>	0				
<b>Total K:</b> (plus 14 half day sections of pre-K)	<b>815-867</b>	<b>510-534</b>	<b>58.8%-65.5%</b>	<b>505-529</b>	<b>58.2%-64.9%</b>
<b>Franklin Building</b>	1419-1533 plus 166 to 194 with reassignment of support space to typically sized spaces for such services		1,2,3		
<b>Total 1-3:</b>	<b>1585-1727</b>	<b>1557-1584</b>	<b>90.2%-99.9%</b>	<b>1512-1575</b>	<b>87.6%-99.4%</b>
<b>Hoover Building</b>	1757-1903 plus 182 to 196 with reassignment of support space to typically sized spaces for such services		4, 5, 6		
<b>Total 4-6:</b>	<b>1939-2099</b>	<b>1614-1618</b>	<b>76.9%-83.4%</b>	<b>1537-1567</b>	<b>73.2%-80.8%</b>
<b>Kenmore East</b>	1613-1739 plus 81 to 84 with reassignment of support space to typically sized spaces for such services		7,8,9		
<b>Total 7-9:</b>	<b>1694-1823</b>	<b>1709-1714</b>	<b>93.7%-101.2%</b>	<b>1606-1616</b>	<b>88.1%-95.4%</b>
<b>Kenmore West HS</b>			10,11,12		
<b>Total 10-12:</b>	<b>1938-2086</b>	<b>1662-1697</b>	<b>79.7%-87.6%</b>	<b>1636-1662</b>	<b>78.4%-85.8%</b>

**SCENARIO H:**

***Serve grades Pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grades 7, 8, 9 at Kenmore East. Serve grades 10, 11, 12 at Kenmore West. Do not use Edison, Holmes, Roosevelt and Kenmore Middle.***

**OPPORTUNITIES:**

**CHALLENGES:**

- ✓ The centralization of what are currently six K-5 attendance zones to two elementary attendance zones and two early childhood attendance zones will help diminish the current class size inequity in class section sizes at K-5 grade levels without jeopardizing district standards of quality.
- ✓ The district can probably reduce fixed budget expenditures and help keep the tax levy at a moderate acceptable level.
- ✓ Continue value of ‘neighborhood schools’ with two larger ‘neighborhoods’ that will serve 1-3 and 4-6 respectively and two early childhood attendance zones serving Pre-K, and K. The early childhood schools are at the center of the district.
- ✓ Current class size goals of the district are adhered to.
- ✓ Available pupil capacity to serve K will be used between 62.2% to 70.8% over the next five years benchmarked to the enrollment projections of the district. Available pupil capacity to serve grades 1-3 will be used between 87.6% and 99.9%. Available pupil capacity to serve grades 4-6 will be used between 73.2% and 83.4%. Available pupil capacity to serve grades 7-9 will be used between 88% and 101%. Available pupil capacity to serve grades 9-12 will be used between 78% and 88%.
- ✓ The opportunity to design and focus a curriculum and support programs for a junior high 7-9 in one building before transition to high school. How can the program help guarantee a strong transition to the high school?
- ✓ The *pathways* delivery of various curricula can now be implemented over 6 years; 3 years at the junior high and 3 years at the high school. The *pathways* concept may wish to be explored for grades 1 through 6. Further, the Franklin Building and the Hoover Building can each offer two academies: the “Ken-Ton Elementary Academy for the Arts” the “Ken-Ton Academy for Sciences and Math” to the respective grade levels assigned to the building. Franklin and Hoover can host in essence *two schools (or academies of instructional theme) under one roof*.
- ✓ Reduction of lost instructional time because of travel of shared instructional staff among buildings.
- ✓ There are 168 classroom instructors now serving grades K-6. Scenario H probably will require 164 to deliver the program with the minimum class size goal of the district assuming the high enrollment projection.
- ✓ There are 13 building principals and 7 assistant principals now serving grades K-12 totaling 20 administrators. It is suggested that Scenario H will require 5 principals and 11 assistant principals totaling 16 administrators—four administrators at the junior high, and the senior high schools, three at each of the two elementary schools, and one for each Pre-K, K school building.
- ✓ There is available space to rent to the BOCES for regional programming.
- ✓ Four transitions in 13 years.

- ✓ The closing of four school buildings.
- ✓ Market the four buildings to the private sector or government sector and realize a revenue source for the District.
- ✓ ‘Moth balling’ potentially unused buildings. Part of savings closing the buildings will be needed to properly take care of the assets even though they are not being used.
- ✓ Redesign of existing transportation routes to meet the expectations the district has for pupil transportation. Scenario H requires a district re-routing to implement a two elementary attendance zones and two early childhood attendance zones plan. It is suggested that all of the bus route budget expenditure now allocated be used for the redesign. It is suspected that the 51 bus routes in the AM and the 52 bus routes in the PM can be redesigned such that there may be fewer routes that are necessary without jeopardizing district values about time on the bus by pupils and district criteria about health and safety of pupils.
- ✓ High school grade 9 would be part of a junior high configuration. Are there staffing resource changes to ensure a full program of grade 9 high school course credit access for these first year high school pupils at a junior high?
- ✓ The culture of two 9-12 high schools would not continue.
- ✓ Four transitions in 13 years.



**SCENARIO H: ADDITIONAL OPPORTUNITIES AND CHALLENGES LISTED BY THE COMMUNITY FOCUS GROUP ON JUNE 8**

*Serve grades Pre-K, and K at Hamilton and Lindbergh.  
 Serve grades 1, 2, 3, at the Franklin Building.  
 Serve grades 4, 5, 6, at the Hoover Building.  
 Serve grades 7, 8, 9 at Kenmore East.  
 Serve grades 10, 11, 12 at Kenmore West.  
 Do not use Edison, Holmes, Roosevelt, and Kenmore Middle.*

<b>OPPORTUNITIES:</b>	<b>CHALLENGES:</b>
<ul style="list-style-type: none"> <li>✓ IB program can be combined.</li> <li>✓ Keeps kids together from school to School District</li> <li>✓ More traditional look for the district; one high school, middle school, elementary schools---more centralized</li> <li>✓ Reduces administrative expenses and teacher travel re-instate lost programs and activities due to less building costs</li> <li>✓ 8<sup>th</sup> graders not in the high School District</li> <li>✓ More efficient use of the newer buildings</li> <li>✓ Better grade alignment except for pre-K-K</li> <li>✓ Create park/more green space where a closed school can be demolished (Benefit to the community and the neighborhood.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ PTA’s would have to realign year-by-year/school-to-school (in most options); loss of field trips?</li> <li>✓ 5 transitions</li> <li>✓ Transportation logistics, cost, time</li> <li>✓ What is possible influence concerning Title I funding with Holmes closing?</li> <li>✓ Not neighborhood schools</li> <li>✓ Drop out potential may increase; creates a major change from 9<sup>th</sup> and 10<sup>th</sup> grades; less time for students to make up lost credits</li> <li>✓ 9<sup>th</sup> graders not in the high School District and programmatic issues</li> <li>✓ What happens to the history and valuables of closed buildings?</li> <li>✓ Possible less Praxair mentorship at Holmes</li> <li>✓ Scheduling crisis with respect to building closing</li> <li>✓ How does specialty teacher curriculum fit this option given state mandated district initiatives</li> <li>✓ Loss of small school touch</li> <li>✓ Loss of a high school; what does this do for community perception?</li> <li>✓ Redistricting school zones</li> <li>✓ ‘little fish in big sea’; children are unable to develop relationships with peers and teachers; less parental involvement</li> <li>✓ Teaching space for special area classes?</li> <li>✓ Effect on special ed and early childhood?</li> <li>✓ Parents may have children in multiple schools-less investment the families can make—parent involvement less? Difficult to participate? Single parents?</li> <li>✓ Possibility of less school involvement for students</li> <li>✓ How to provide breakfast and lunch programs to larger student populations?</li> <li>✓ Could each HS be 7-12?</li> <li>✓ District square footage vs. NYSED square footage recommendations?</li> <li>✓ Fewer extra-curricular activities. How does community events look without KE and KW activities? loss of high school rivalry</li> <li>✓ Overpopulation at Ken East grades 7-9; under population in Kindergarten</li> <li>✓ Not enough extracurricular activity opportunities</li> <li>✓ Possible increased violence and ‘gang’ issues?</li> <li>✓ Potential rivalry problems combining into one HS</li> <li>✓ Larger class sizes? Impact on quality of ed?</li> <li>✓ Too many switches; staff change, students change</li> <li>✓ Replacing neighborhood schools with large campuses is not what is best educationally for our children</li> <li>✓ Disrupts every family in the district</li> <li>✓ Parking for school events will be a problem</li> <li>✓ Large number of classrooms, kids are not placed with friends; are divided to form equal classes. Social skills are not fostered</li> </ul>

**Opportunities and Challenges Identified by the Community Focus Group on June 8  
that are Suggested to Apply to Multiple Scenario Options**

OPPORTUNITIES:	CHALLENGES:
<ul style="list-style-type: none"> <li>✓ Close and sell the administration building—tax roll for future business; move to a lesser used school building; chance to house administration in HS or other building; ad building workers can move and transition better than children</li> <li>✓ Board could consider re-evaluation/reduction of class sizes along with consolidation—yes, it uses some of the ‘savings’</li> <li>✓ What guarantees that a ‘consolidation plan’ will lead to improved and/or replacement of programs and the improvement of education?</li> <li>✓ Hold decisions until the Jefferson closing plays out for a few years</li> <li>✓ Need to look at Pathways</li> <li>✓ How can parents help work together to improve?—don’t feed negative to kids and media</li> <li>✓ Marketing our town is essential—keeping united is important</li> <li>✓ Look to combine administrations with other districts—too many districts for Erie County population base</li> <li>✓ Might 7-12 in West; 7-12 in East; K-6 in Lindbergh; K-6 at Hoover; K-6 at Franklin; and pre-K in rental spaces work as an option?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Need to look at data from closing Jefferson—what can we learn from the data?</li> <li>✓ Unemployment rate increase</li> <li>✓ What might be the connection of closed schools and the market property value of the homes in the area?</li> <li>✓ Exit plans for all closed buildings; costs of “mothballing”</li> <li>✓ Does the town become less desirable for young families looking for a home/</li> <li>✓ Traveling teachers is not a positive. They are not readily available to students. Reduces familiarity between teachers and students.</li> <li>✓ What might be the affect on homes without family automobiles?</li> <li>✓ What might be the affect on parent involvement and student activities?</li> <li>✓ Dismissal times for grades 8-12 since these students are our working parent sitters</li> <li>✓ We need to market our district better to keep and attract families</li> <li>✓ What are the criteria for the final decision—pupil capacity, enrollment, cost, educational quality?</li> <li>✓ Does consolidation increase community voice in schools?</li> <li>✓ Too many school changes results that some teachers are not in the same school as previous teachers who are often mentors to our kids for years</li> <li>✓ The study is one component of making this decision</li> <li>✓ Look to increase donations from community and alumni to improve programs and facilities; i.e. Kenmore Education Foundation</li> <li>✓ Concerns about busing kids—low SES to higher SES neighborhoods</li> <li>✓ Ensuring that there is flexibility (functional operating capacity—not all pupil capacity used) so class sizes do not become too large</li> <li>✓ Have conversation with the town and village governments for insight into possible impact on a larger municipal level (ex. taxes, new people, police, etc.)</li> <li>✓ Loss of green space and playgrounds</li> <li>✓ Loss of neighborhood schools</li> </ul>

**APPENDIX A: Invitation and Application to be Considered for the Community Focus Group Meeting on June 8**



**KENMORE-TOWN OF TONAWANDA UNION FREE SCHOOL DISTRICT  
Consolidation Feasibility Study Focus Group  
RESIDENT APPLICATION  
Please Print All Information Requested**

Please complete this form and return it to Christine Ljungberg, District Clerk, Kenmore - Town of Tonawanda UFSD, 1500 Colvin Boulevard, Buffalo, NY 14223 by 3 PM on May 3, 2013. If you require additional space to respond to any question, please feel free to use the reverse side of this application.

**Important Notice Regarding Availability:**

Focus Group Members must be available to meet the morning and afternoon on Saturday, June 8, 2013.

Name \_\_\_\_\_ Home Phone \_\_\_\_\_  
(Please Print Last, First)

Address \_\_\_\_\_ Apt. # \_\_\_\_\_ Cell Phone \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ E-Mail \_\_\_\_\_

Employer \_\_\_\_\_ Job Title \_\_\_\_\_

**What best describes you as an individual? Please check all that apply.**

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> Parent of infant/toddler     | <input type="checkbox"/> Single under 30 years of age | <input type="checkbox"/> Grandparent                    | <input type="checkbox"/> Private Sector Employee |
| <input type="checkbox"/> Parent of a preschool child  | <input type="checkbox"/> Single/Divorced/Widowed      | <input type="checkbox"/> Business Owner/Chamber Member  | <input type="checkbox"/> Public Sector Employee  |
| <input type="checkbox"/> Parent of K, 1, 2 student(s) | <input type="checkbox"/> Married                      | <input type="checkbox"/> Village or Town Official       | <input type="checkbox"/> Realtor                 |
| <input type="checkbox"/> Parent of 3, 4, 5 student(s) | <input type="checkbox"/> Empty Nester                 | <input type="checkbox"/> Community Organization Member  | <input type="checkbox"/> Banker/Insurance Agent  |
| <input type="checkbox"/> Parent of 6, 7, 8 student(s) | <input type="checkbox"/> Senior Citizen               | <input type="checkbox"/> Booster Club Member            | <input type="checkbox"/> Clergy                  |
| <input type="checkbox"/> Parent of 9 - 12 student(s)  | <input type="checkbox"/> Retired                      | <input type="checkbox"/> PTA, PTSA, HSA, or KTPA Member | <input type="checkbox"/> Unemployed              |

**Please check which elementary school the children in your neighborhood attend?**

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Edison Elementary   | <input type="checkbox"/> Hamilton Elementary | <input type="checkbox"/> Hoover Elementary    | <input type="checkbox"/> Uncertain            |
| <input type="checkbox"/> Franklin Elementary | <input type="checkbox"/> Holmes Elementary   | <input type="checkbox"/> Jefferson Elementary | <input type="checkbox"/> Lindbergh Elementary |
|  |  |   | <input type="checkbox"/> Roosevelt Elementary |

How long have you resided in the Ken-Ton School District? \_\_\_\_\_

Are you or any member of your family employed by the Ken-Ton School District? YES NO  
 If yes, please identify & indicate relationship \_\_\_\_\_

Have you participated in any Ken-Ton School District, Town of Tonawanda, or Village of Kenmore organizations during the last 3 years? YES NO If yes, please briefly explain below.

\_\_\_\_\_

\_\_\_\_\_

Why do you wish to be selected as a member of this focus group?  
 \_\_\_\_\_

\_\_\_\_\_

What do you think is the most important role of an individual member of this focus group?  
 \_\_\_\_\_

\_\_\_\_\_

Please describe any experiences or abilities you are able to offer as a member of this focus group.  
 \_\_\_\_\_

\_\_\_\_\_

*Thank you for taking the time to complete this application and for your willingness to serve as a member of this focus group.*

## APPENDIX B: JUNE 8 COMMUNITY FOCUS GROUP AGENDA

May 22, 2013

Dear Ken-Ton UFSD Community Member:

Mark Mondanaro, Superintendent, has notified us that the Kenmore-Town of Tonawanda Board of Education has graciously accepted your offer to volunteer to be a part of a Community Focus Group. The Focus Group will meet on Saturday, June 8 from 8:30 AM to no later than 2:30 PM in the community room of the Sheridan Building at 3200 Elmwood Avenue.

The goal of forming the Community Focus Group is to provide representation for all residents, taxpayers, and stakeholders of the school district. The purpose on June 8 is to listen and record ideas and perceptions about the findings of the program implementation/facility use study presented to the community in April.

Our role as ‘guest outsiders’ is to organize the Focus Group. We will listen and record the information and perceptions of the community members as they review, discuss, and identify *opportunities and challenges* suggested by the various option scenarios identified in the study. The documented work of the Focus Group becomes a valuable tool for the Board and the community in the on-going deliberation about how best to implement the program at what grade level configurations and in what school buildings.

What to expect on Saturday, June 8:

- ✓ There are eight options identified in the study. The Focus Group process on Saturday first involves small pre-assigned groups of community members discussing each scenario in turn and listing additional *opportunities and challenges* of each scenario that may not now be listed in the study. The Study Team without bias will identify the members of the eight discussion groups with a goal to have as much geographic and stakeholder diversity as possible represented in each group.
- ✓ Second, the process enables the small groups to share their thoughts with the other groups of Focus Group members.
- ✓ Third, the groups will help us record the outcome of the Focus Group’s discussions.
- ✓ Fourth, our work together will end with a process to rank-order the various options as to what might be best ‘for kids’. This step is not a ‘vote’ or a ‘decision’. It produces a valuable tool to help the Board over the next many months with its deliberations about what action, if any, to pursue.
- ✓ We will end promptly at 2:30 or before.
- ✓ The work of the Focus Group with us is open to the public. Only appointed Community Focus Group Members will be participating in the Focus Group process and in the discussions of the Focus Group. June 8 is a working meeting of appointed community volunteers and not a Board of Education meeting. Therefore, participation by folks who may stop by to observe or by visiting Board of Education members is not part of our time together on June 8.

Between now and June 8, please review the study. Please pay particular attention to the description of the eight scenario options identified by the study and the *opportunities and challenges* noted for each. The study is on the Ken-Ton website. If you do not already have a printed study, please call the district office (874-8400) and one will be sent to you. In addition, there are baseline data studies that can be valuable sources of information for your work on June 8. These resources are also on the school district website:

- ◇ *February 2013: Demographic-Economic Characteristics Profile Based on Census Bureau Data*
- ◇ *March 2013: Pupil Capacity Analysis of Each School Building of the Kenmore-Town of Tonawanda UFSD: Pre-Kindergarten Through Grade 12*
- ◇ *March 2013: Demographic-Economic Characteristics by Attendance Zone*
- ◇ *April 2013: Summary Results of the 2010-11 Building Condition Surveys (BCS) and Subsequent District Priorities*

We look forward to meeting and working with you on June 8 starting promptly at 8:30 A.M. at the Sheridan Building.

**Thank you** for your time, help, and deep interest in the future of the Ken-Ton School District. If you have a question, please contact Mark Mondanaro.

Sincerely,  
Paul Seversky, Doug Exley, Sam Shevat

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**Kenmore-Town of Tonawanda School District Community Focus Group Meeting**

**Members invited by the Board of Education from those who responded to a public invitation to the community encouraging residents to volunteer.**

**June 8, 2013  
Sheridan Building Community Room  
8:30-2:30**

Goal: Provide representation for residents, taxpayers, and community stakeholders of the school district.

Purpose: Listen and record ideas and perceptions about the findings of the *Program Implementation/Facility Use Study* presented to the community in April.

*Are there options to the current practice that might provide more efficient ways or patterns to organize how the pre-Kindergarten through grade twelve program is implemented/delivered over the next three years?*

**A. (8:30) Welcome and Thank You!**

- ◇ Please sit with other folks who have the same single colored dot or double colored dots on their nametags.
- ◇ The role of Paul, Doug, and Sam as ‘guest outsiders’: record the work of the focus group and answer clarifying questions.
- ◇ Who’s here today?
  - ✓ Please turn to someone in your work group that you may not have met before or may not know very well.
  - ✓ Please ask three questions of each other and write down the answers
    - What part of the school district do you live?
    - What community constituency do you represent?
    - Why did you want to be a part of today’s focus group?
  - ✓ We will take a few minutes for each person to introduce the person ‘interviewed’ to the focus group.

**B. IDENTIFYING OTHER OPPORTUNITIES AND CHALLENGES NOT RECORDED IN THE STUDY FOR EACH OF THE 8 SCENARIO OPTIONS REPORTED IN THE STUDY**

**Step 1.** Below is an initial discussion schedule by the eight work teams. Please spend time discussing the assigned scenario options. As you discuss each option, please identify as a work team *opportunities and challenges*-if any-not already identified by the study. Print or write the added opportunities one per green sheet, and then write the added challenges one per yellow sheet. In the corner of each sheet, please write the letter of the option you are discussing. If you have clarifying questions, ask Paul, Doug, or Sam as we circulate among the work teams.

<b>9:20-9:55</b>			
<b>Single Red Dot Team</b>	<b>Single Green Dot Team</b>	<b>Single Blue Dot Team</b>	<b>Single Yellow Dot Team</b>
<b>Double Red Dot Team</b>	<b>Double Green Dot Team</b>	<b>Double Blue Dot Team</b>	<b>Double Yellow Dot Team</b>
Scenarios A and B	Scenarios C and D	Scenarios E and F	Scenarios G and H

**Step 2.** Below is the next step in the discussion by the work teams. Discuss the four scenarios briefly and then share what additional *opportunities and challenges* each team identified in step one. Add other *opportunities or challenges* (one per card) that might be identified by the two teams working together. Please remember to write the letter of the option that applies to each *opportunity or challenge* card. If you have clarifying questions, ask Paul, Doug, or Sam as we circulate among the work teams.

<b>10:00-10:35</b>	
<b>Single Red Dot and Single Green Dot Teams together</b>	<b>Single Blue Dot and Single Yellow Dot Teams together</b>
<b>Double Red Dot and Double Green Dot Teams together</b>	<b>Double Blue Dot and Double Yellow Dot Teams together</b>
Scenarios A, B, C and D	Scenarios E, F, G and H

**Step 3:** Same as step 1 with the scenario options listed below:

<b>10:40-11:15</b>			
<b>Single Red Dot Team</b>	<b>Single Green Dot Team</b>	<b>Single Blue Dot Team</b>	<b>Single Yellow Dot Team</b>
<b>Double Red Dot Team</b>	<b>Double Green Dot Team</b>	<b>Double Blue Dot Team</b>	<b>Double Yellow Dot Team</b>
Scenarios E and F	Scenarios G and H	Scenarios A and B	Scenarios C and D

**Step 4:** Same as step 2 with the scenario options listed below:

<b>11:20-11:55</b>	
<b>Single Red Dot and Single Green Dot Teams together</b>	<b>Single Blue Dot and Single Yellow Dot Teams together</b>
<b>Double Red Dot and Double Green Dot Teams together</b>	<b>Double Blue Dot and Double Yellow Dot Teams together</b>
Scenarios E, F, G and H	Scenarios A, B, C and D

**Step 5: 12:00-12:30:** The additional *opportunities and challenges* identified by the eight work teams are posted under each scenario option on the front wall of the room. Take 30 minutes and walk around to see the outcome of the discussions by the work teams. Take a moment to get a light lunch and something to drink as you review the ideas of the focus group members.

**Step 6: 12:35-1:10;** Please sit with your work team. Paul, Doug, and Sam will lead a review of the results of the discussion of the eight teams about the eight scenario options to check for understanding.

**C. 1:15: Two tools to rank-order the scenarios as to what might be the best scenarios to deliver the Ken-Ton program.**

**Next steps:**

The results of the discussion and work of today's focus group will be documented in a report to the Board. The report will be posted on the district's website. It is a tool to help the Board with its deliberations and responsibility about what action, if any, to pursue.

Watch for community announcements by the Board as to the schedule of their next step in their deliberations and possible action.

***Thank you for your time, help, and support  
of the Kenmore-Town of Tonawanda School District and the pupils it serves.***

***Please drive home safely.***

**APPENDIX C: BASELINE DATA SETS FROM THE STUDY**

*(see findings of the study for all of the reference data)*

- Class Size Guidelines of the School District

	Minimum	Maximum
Kindergarten through Grade 2	22	24
Grades 3 and 4	24	26
Grade 5	26	28
Grades 6 through 8	26	28
Grades 9 through 12*	27	29

\*Flexibility is exercised on a case-by-case basis regarding class sizes for highly advanced course offerings.

- “Teacher day” and ‘student day’ times:

SCHOOL	Teacher day begin	Teacher day end	Student day begin	Student day end
Edison	8:15	3:45	9:10	3:20
Franklin	7:45	3:15	8:30	2:50
Hamilton	8:15	3:45	9:10	3:20
Holmes	7:45	3:15	8:05	2:20
Hoover	7:45	3:15	8:30	2:50
Lindbergh	8:15	3:45	9:10	3:20
Roosevelt	7:45	3:15	8:30	2:50

School	Teacher day begin	Teacher day end	Student day begin	Student day end
Kenmore MS	8:30	4:00	8:45	3:29
Franklin MS	8:30	4:00	8:45	3:29
Hoover MS	8:30	4:00	8:45	3:29
Kenmore East	8:00	3:30	8:12	2:50
Kenmore West	8:00	3:30	8:12	2:50

	Length of Teacher day	Length of Student day
Edison	7 hours, 30 minutes	6 hours, 10 minutes
Franklin	7 hours, 30 minutes	6 hours, 20 minutes
Hamilton	7 hours, 30 minutes	6 hours, 10 minutes
Holmes	7 hours, 30 minutes	6 hours, 15 minutes
Hoover	7 hours, 30 minutes	6 hours, 20 minutes
Lindbergh	7 hours, 30 minutes	6 hours, 10 minutes
Roosevelt	7 hours, 30 minutes	6 hours, 20 minutes
Kenmore MS	7 hours, 30 minutes	6 hours, 54 minutes
Franklin MS	7 hours, 30 minutes	6 hours, 54 minutes
Hoover MS	7 hours, 30 minutes	6 hours, 38 minutes
Kenmore East and West	7 hours, 30 minutes	6 hours, 38 minutes

- Charted below is information as to the current school sites:

Perspective: Part 155.1(c) of Commissioner’s Regulations lists the following minimum usable acres for school sites unless otherwise approved by the Commissioner.

Elementary schools (kindergarten through sixth grade): 3 acres plus one acre for each 100 pupils, or fraction thereof. Secondary schools (seventh through twelfth grade): 10 acres plus one acre for each one hundred pupils, or fraction thereof.

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*



School:	Total acres of the school building site:	Current acres now used for playfields:	Acres not used currently:	Architect's estimate of how many more classrooms could be built on the site reflecting land needed for the added classrooms and corresponding added playfields, if necessary, to meet SED guidelines
Edison	9.01	1.75	0	0-does not meet minimum site standards
Franklin Building	12.13	2	105	18
Hamilton	7.32	1.75	1.5	16
Holmes	3.33	.75	0	0-does not meet minimum site standards
Hoover Building	18.58	3	1.5	6
Lindbergh	3.09	.5	1.5	0-does not meet minimum site standards
Roosevelt	2.25	1	1	0-does not meet minimum site standards
Kenmore MS	3.85	.75	.5	15 (dependent on Myron Row)
Kenmore East	7.83	3.5	1.5	12
Kenmore West	13.66	5	1.5	0-does not meet SED minimum site standards

- o The mileages between the schools of the district are charted below. The district boundaries serve 16.75 square miles.

	EDISON	FRANKLIN BUILDING	HAMILTON	HOLMES	HOOVER BUILDING	LINDBERGH	ROOSEVELT	KENMORE MS	KENMORE WEST HS
KENMORE EAST HS	1	1.5	2	4.5	2.5	3	5	3.5	3
KENMORE WEST HS	2.25	2.25	2.75	2	.75	1.5	1.5	.05	
KENMORE MS	2.75	2.75	3.25	2.25	1.25	.75	.75		
ROOSEVELT	3.75	3.5	4.25	1.5	2.25	1.5			
LINDBERGH	2	2	4.25	2	2.75				
HOOVER BUILDING	2	2.25	2	2.25					
HOLMES	3.75	4.75	4.25						
HAMILTON	.75	2.5							
FRANKLIN BUILDING	1.75								

### Pupil Capacity of Each School Building 2012-2013

School Building	2012-2013 Enrollment (October 1, 2012)	2012-2013 Pupil Capacity		Pupil Capacity Used in 2012-2013 As Per Minimum Class Size Goals	Pupil Capacity Used in 2012-2013 As Per Maximum Class Size Goals	Remaining Pupil Capacity Available in 2012-2013 As Per Minimum Class Size Goals	Remaining Pupil Capacity Available in 2012-2013 As Per Maximum Class Size Goals
		As per minimum class size goals	As per maximum class size goals				
Edison Elementary	419	462	498	91.7%	84.1%	43	79
Franklin Elementary	478	622	674	76.8%	71%	144	196
Hamilton Elementary	352	436	470	81.7%	74.9%	84	118
Holmes Elementary	339	348	376	97.4%	90.7%	9	37
Hoover Elementary	570	608	658	93.7%	86.4%	38	88
Jefferson Elementary	289	348	378	83%	76.5%	59	89
Lindbergh Elementary	501	547	579	91.6%	82.5%	46	78
Roosevelt Elementary	317	364	388	89.5%	86.5%	47	71
<b>Totals K-5:</b>	<b>3265</b>	<b>3735</b>	<b>4021</b>	<b>87.4%</b>	<b>81.2%</b>	<b>470</b>	<b>756</b>
Kenmore Middle School	628	925	991	67.9%	63.4%	297	363
Hoover Middle School	624	1149	1245	54.3%	50.1%	525	621
Franklin Middle School	497	797	859	62.4%	57.9%	300	362
<b>Totals 6-8:</b>	<b>1749</b>	<b>2871</b>	<b>3095</b>	<b>60.9%</b>	<b>56.5%</b>	<b>1122</b>	<b>1346</b>
Kenmore East High School	977	1613	1739	60.6%	56.2%	636	762
Kenmore West High School	1362	1938	2086	70.3%	65.3%	576	724
<b>Totals 9-12:</b>	<b>2339</b>	<b>3551</b>	<b>3825</b>	<b>65.9%</b>	<b>61.2%</b>	<b>1212</b>	<b>1486</b>
<b>Totals K-12:</b>	<b>7353</b>	<b>10,157</b>	<b>10,941</b>	<b>72.4%</b>	<b>67.2%</b>	<b>2804</b>	<b>3588</b>

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

**K-5 PUPIL CAPACITY FOR THE 2013-2014 SCHOOL YEAR PLANNED BY THE PRINCIPALS AS OF FEBRUARY 15, 2013**

School Building	Pupil Capacity Planned for School Year 2013-2014	
	As per minimum class size goals:	As per maximum class size goals:
Edison Elementary	550	594
Franklin Elementary	600 (+24 classroom used as storage)	650 (+26 classroom used as storage)
Hamilton Elementary	436	470
Holmes Elementary	370	400
Hoover Elementary	630	682
Jefferson Elementary	0	0
Lindbergh Elementary	571	604
Roosevelt Elementary	364	388
<b>Totals K-5:</b>	<b>3545</b>	<b>3814</b>

**ANTICIPATED GRADES 6-12 CAPACITY FOR THE 2013-2014 SCHOOL YEAR**

School Building	Pupil Capacity for School Year 2013-2014	
	As per minimum class size goals:	As per maximum class size goals:
Kenmore Middle School	925	991
Hoover Middle School	1149	1245
Franklin Middle School	797	859
<b>Totals 6-8:</b>	<b>2871</b>	<b>3095</b>
Kenmore East High School	1613	1739
Kenmore West High School	1938	2086
<b>Totals 9-12:</b>	<b>3551</b>	<b>3825</b>
<b>Totals K-12:</b>	<b>9967</b>	<b>10,734</b>

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

o Grade level class size average data for 2012-2013 elementary building-by-elementary building.

GRADE LEVEL	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE RANK-ORDERED LOWEST TO HIGHEST 2012-2013 School Year	NET DIFFERENCE BETWEEN THE LOWEST AND HIGHEST GRADE LEVEL AVERAGE CLASS SIZE AMONG THE ELEMENTARY SCHOOLS
<b>PRE-KINDERGARTEN</b> Class size goal: 18	Hamilton	12.8	Pre-Kindergarten Equity Gap: 5.2 pupils; 28.9% difference high to low
	Holmes	16	
	Jefferson	16	
	Edison	18	
	Roosevelt	18	
	Franklin	18	
<b>KINDERGARTEN</b> Class size goal: 22-24	Edison	17	Kindergarten Equity Gap: 5 pupils; 22.7% difference high to low
	Hamilton	17	
	Lindbergh	18.3	
	Roosevelt	18.3	
	Holmes	18.7	
	Jefferson	19	
	Hoover	21.5	
	Franklin	22	
<b>GRADE 1</b> Class size goal: 22-24	Roosevelt	15.7	Grade One Equity Gap: 8.1 pupils; 34% difference high to low
	Holmes	19.7	
	Edison	20.3	
	Jefferson	20.3	
	Franklin	22	
	Lindbergh	22	
	Hamilton	23.5	
	Hoover	23.8	
<b>GRADE 2</b> Class size goal: 22-24	Jefferson	16	Grade Two Equity Gap: 9 pupils; 36% difference high to low
	Hamilton	18	
	Roosevelt	18	
	Hoover	18.5	
	Edison	20.3	
	Franklin	20.3	
	Lindbergh	22.5	
	Holmes	25	
<b>GRADE 3</b> Class size goal: 24-26	Hamilton	17.7	Grade Three Equity Gap: 7.8 pupils 30.6% difference high to low
	Lindbergh	19.5	
	Jefferson	20.5	
	Hoover	20.8	
	Edison	22	
	Franklin	22.3	
	Holmes	24	
	Roosevelt	25.5	
<b>GRADE 4</b> Class size goal: 24-26	Hamilton	18	Grade Four Equity Gap: 8.5 pupils; 32.1% difference high to low
	Jefferson	19.3	
	Roosevelt	22.5	
	Franklin	25	
	Edison	25.3	
	Hoover	25.3	
	Lindbergh	25.3	
	Holmes	26.5	
<b>GRADE 5</b> Class size goal: 26-28	Lindbergh	20.3	Grade Five Equity Gap: 7.2 pupils; 26.2% difference high to low
	Hamilton	21	
	Jefferson	21.5	
	Franklin	22	
	Holmes	24.5	
	Roosevelt	25.5	
	Edison	26	
	Hoover	27.5	

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

o Enrollment Projection Estimates as of November 2012

KENMORE-TOWN OF TONAWANDA UFSD ENROLLMENT PROJECTION SCENARIO ESTIMATES AS OF NOVEMBER 2012		GAP BETWEEN ESTIMATED FUTURE ENROLLMENT ESTIMATES OVER THE NEXT FIVE YEARS AND CURRENT SCHOOL BUILDING PUPIL CAPACITIES BENCHMARKED TO DISTRICT CLASS SIZE GUIDELINES AND THE CURRENT PROGRAM OFFERING.		
		CURRENT 2012-2013 GRADES K-5 ENROLLMENT	CURRENT 2012-2013 GRADES 6-8 ENROLLMENT	CURRENT 2012- 2013 GRADES 9-12 ENROLLMENT
		3278	1752	2325
		CURRENT K-5 PUPIL CAPACITY 3735-4021	CURRENT 6-8 PUPIL CAPACITY 2871-3095	CURRENT 9-12 PUPIL CAPACITY 2339-3551
"Method 1"	2013-14	3211	1713	2344
	2014-15	3146	1725	2294
	2015-16	3160	1671	2281
	2016-17	3154	1614	2281
	2017-18	3126	1574	2249
"Method 2"	2013-14	3196	1698	2314
	2014-15	3108	1689	2263
	2015-16	3094	1633	2247
	2016-17	3066	1586	2236
	2017-18	3024	1538	2197
"Method 3"	2013-14	3204	1705	2328
	2014-15	3126	1707	2277
	2015-16	3125	1653	2262
	2016-17	3106	1601	2257
	2017-18	3071	1555	2223

The enrollment projection estimates suggest that a significant portion of unused pupil capacity will likely exist into the future given how the space is deployed to deliver the current program in 2012-2013.

COMPARISON OF ESTIMATED FUTURE ENROLLMENTS WITH CURRENT PUPIL CAPACITY BENCHMARKED TO THE CLASS SIZE GOALS OF THE DISTRICT AND HOW THE PROGRAM IS IMPLEMENTED IN AVAILABLE SCHOOL BUILDING SPACE					
Current Pupil Capacity	As per Minimum Class Size Goals of the District	As per Maximum Class Size Goals of the District	Estimated Enrollment in 2014-15:	Estimated Unused Pupil Capacity in 2014-15:	Estimated Percentage of Pupil Capacity Unused in 2014-15:
K-5 PUPIL CAPACITY	3735	4021	3108 to 3146 pupils	589 to 913	15.8% to 22.7%
6-8 PUPIL CAPACITY	2871	3095	1689 to 1725 pupils	1182 to 1406	39.9% to 45.4%
9-12 PUPIL CAPACITY	3551	3825	2263 to 2294 pupils	1257 to 1562	35.4% to 40.1%
			<b>2017-2018:</b>	<b>2017-2018:</b>	<b>2017-2018:</b>
K-5 PUPIL CAPACITY	3735	4021	3024 to 3126 pupils	609 to 997	16.3% to 24.8%
6-8 PUPIL CAPACITY	2871	3095	1538 to 1574 pupils	1297 to 1557	45.2% to 50.3%
9-12 PUPIL CAPACITY	3551	3825	2197 to 2249 pupils	1302 to 1628	36.7% to 42.6%

*"Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future."*

o Bus Run Data for 2012-2013:

<b>EDISON Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	8:32
<b>Estimated longest pupil ride on a bus</b>	30 minutes
<b>Number of bus runs AM to school</b>	4
<b>Number of bus runs PM to home</b>	4
<b>How many students bused to this school?</b>	251

<b>FRANKLIN Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	7:58
<b>Estimated longest pupil ride on a bus</b>	26 minutes
<b>Number of bus runs AM to school</b>	5
<b>Number of bus runs PM to home</b>	5
<b>How many students bused to this school?</b>	279

<b>HAMILTON Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	8:24
<b>Estimated longest pupil ride on a bus</b>	36 minutes
<b>Number of bus runs AM to school</b>	4
<b>Number of bus runs PM to home</b>	4
<b>How many students bused to this school?</b>	248

<b>HOLMES Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	7:08
<b>Estimated longest pupil ride on a bus</b>	32 minutes
<b>Number of bus runs AM to school</b>	5
<b>Number of bus runs PM to home</b>	5
<b>How many students bused to this school?</b>	307

<b>HOOVER Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	7:51
<b>Estimated longest pupil ride on a bus</b>	30 minutes
<b>Number of bus runs AM to school</b>	7
<b>Number of bus runs PM to home</b>	7
<b>How many students bused to this school?</b>	453

<b>LINDBERGH Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	8:36
<b>Estimated longest pupil ride on a bus</b>	23 minutes
<b>Number of bus runs AM to school</b>	5
<b>Number of bus runs PM to home</b>	5
<b>How many students bused to this school?</b>	322

<b>ROOSEVELT Elementary Attendance Zone</b>	
<b>Earliest pick up</b>	8:12
<b>Estimated longest pupil ride on a bus</b>	12 minutes
<b>Number of bus runs AM to school</b>	2
<b>Number of bus runs PM to home</b>	2
<b>How many students bused to this school?</b>	140

	<b>KENMORE Middle School Attendance Zone</b>
<b>Earliest pick up</b>	8:12
<b>Estimated longest pupil ride on a bus</b>	32 minutes
<b>Number of bus runs AM to school</b>	2
<b>Number of bus runs PM to home</b>	2
<b>How many students bused to this school?</b>	97

	<b>FRANKLIN Middle School Attendance Zone</b>
<b>Earliest pick up</b>	8:19
<b>Estimated longest pupil ride on a bus</b>	22 minutes
<b>Number of bus runs AM to school</b>	1
<b>Number of bus runs PM to home</b>	1
<b>How many students bused to this school?</b>	44

	<b>HOOVER Middle School Attendance Zone</b>
<b>Earliest pick up</b>	8:03
<b>Estimated longest pupil ride on a bus</b>	32 minutes
<b>Number of bus runs AM to school</b>	5
<b>Number of bus runs PM to home</b>	5
<b>How many students bused to this school?</b>	257

	<b>KENMORE WEST High School Attendance Zone</b>
<b>Earliest pick up</b>	7:30
<b>Estimated longest pupil ride on a bus</b>	31 minutes
<b>Number of bus runs AM to school</b>	5
<b>Number of bus runs PM to home</b>	4
<b>How many students bused to this school?</b>	261

	<b>KENMORE EAST High School Attendance Zone</b>
<b>Earliest pick up</b>	7:32
<b>Estimated longest pupil ride on a bus</b>	30 minutes
<b>Number of bus runs AM to school</b>	4
<b>Number of bus runs PM to home</b>	4
<b>How many students bused to this school?</b>	223

o Full Time Equivalent Cost for Certified Instructional Staff in 2012-2013:

<b>Program</b>	<b>TOTAL FTE</b>	<b>TOTAL SALARY</b>	<b>TOTAL FICA</b>	<b>TOTAL HEALTH INSURANCE</b>	<b>TOTAL RETIREMENT</b>	<b>TOTAL OTHER BENEFITS</b>	<b>Total</b>	<b>Average Cost per FTE</b>
<b>K-6</b>	303.1	\$22,369,345	\$1,711,254	\$3,178,365	\$2,648,530	\$378,875	\$30,286,369	<b>\$99,922</b>
<b>7-12</b>	383.8	\$27,990,330	\$2,141,260	\$4,311,933	\$3,314,055	\$479,625	\$38,237,203	<b>\$99,628</b>
<b>Building Supervision</b>	13	\$1,365,789	\$102,831	\$198,261	\$161,709	\$198,261	\$1,828,590	<b>\$140,661</b>

April, 2013

**PRELIMINARY FINANCIALS OF THE ESTIMATED SAVINGS RELATED TO THE SCENARIO OPTIONS IDENTIFIED IN THE PROGRAM/FACILITY USE STUDY IF IMPLEMENTED IN 2014-2015**

<p><b>SCENARIOS FOR CONSIDERATION BY THE KENMORE-TOWN OF TONAWANDA UFSD TO ANSWER THE QUESTION:</b></p> <p><i>Are there options to the current practice that might provide more efficient ways or patterns to organize how the pre-kindergarten through grade twelve program is implemented/delivered over the next three years?</i></p>	<p><b>STAFFING BASED ON THE IMPLEMENTATION OF THE MINIMUM CLASS SIZE DISTRICT GOALS</b></p> <p><b>Estimated Staffing Expenditure Changes</b></p>	<p><b>BUILDING OPERATION EXPENSES</b></p> <p>Estimated cost savings do not include potential local costs for adaptations/renovations, if any, to re-configure the schools to serve the pupils as outlined in each scenario.</p> <p><b>Estimated Building Operations Expenditure Changes</b></p>
<p><b>SCENARIO A: Continue the current pattern of delivery.</b></p>	<p>\$0</p>	<p>\$0</p>
<p><b>SCENARIO B:</b></p> <p><i>Serve grades pre-K, 1, 2, 3, 4 and 5 in the Franklin Building and the Hoover Building. Serve grades 6 and 7 in the Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Hamilton, Holmes, Lindbergh and Roosevelt.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$3,633,945</b> Plus any net transportation expenditures resulting from the routing plan.</p>	<p>-9 x average FTE cost of \$99,922  <b>= \$899,298</b></p> <p>-6 x average FTE cost of \$140,661  <b>= \$843,966</b></p>	<p>O and M staffing: \$1,145,893  School Lunch Staffing: \$407,823  Utilities: \$338,815  Building supplies: \$48,500</p> <p>Less cost to maintain the closed buildings: -\$50,350</p> <p><b>Net Building Operations Estimated Savings: \$1,890,681</b></p>
<p><b>SCENARIO C:</b></p> <p><i>Serve grades pre-K, K and 1 at Hamilton, Roosevelt and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Kenmore Middle.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$2,719,505</b> Plus any net transportation expenditures resulting from the routing plan.</p>	<p>-3 x average FTE cost of \$99,922  <b>= \$297,766</b></p> <p>-5 x average FTE cost of \$140,661  <b>= \$703,305</b></p>	<p>O and M staffing: \$1,115,631  School Lunch Staffing: \$270,860  Utilities: \$320,043  Building supplies: \$43,000</p> <p>Less cost to maintain the closed buildings: -\$31,100</p> <p><b>Net Building Operations Estimated Savings: \$1,718,434</b></p>
<p><b>SCENARIO D:</b></p> <p><i>Serve grades pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Edison, Holmes, and Roosevelt.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$2,136,395</b> Plus any net transportation expenditures resulting from the routing plan.</p>	<p>-4 x average FTE cost of \$99,922  <b>= \$399,688</b></p> <p>-4 x average FTE cost of \$140,661  <b>= \$562,644</b></p>	<p>O and M staffing: \$723,853  School Lunch Staffing: \$244,533  Utilities: \$208,777  Building supplies: \$26,500</p> <p>Less cost to maintain the closed buildings: -\$29,600</p> <p><b>Net Building Operations Estimated Savings: \$1,174,063</b></p>

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*



	<b>Estimated Staffing Expenditure Changes</b>	<b>Estimated Building Operations Expenditure Changes</b>
<p><b>SCENARIO E:</b></p> <p><i>Serve grades pre-K, K and 1 at Hamilton, Edison and Lindbergh. Serve grades 2, 3, 4 at the Franklin Building. Serve grades 5, 6, 7 at the Hoover Building. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Roosevelt, Holmes, and Kenmore Middle.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$2,757,826</b> Plus any net transportation expenditures resulting from the routing plan.</p>	<p>-3 x average FTE cost of \$99,922  = <b>\$297,766</b></p> <p>-5 x average FTE cost of \$140,661  = <b>\$703,305</b></p>	<p>O and M staffing: \$1,145,583  School Lunch Staffing: \$281,034  Utilities: \$318,638  Building supplies: \$42,000</p> <p>Less cost to maintain the closed buildings: -\$30,500</p> <p><b>Net Building Operations Estimated Savings: \$1,756,755</b></p>
<p><b>SCENARIO F:</b></p> <p><i>Serve grades pre-K, and K at Hamilton and Edison. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grade 7 at Kenmore Middle School. Serve grades 8-12 at Kenmore East and Kenmore West. Do not use Lindbergh, Holmes, and Roosevelt.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$2,057,533</b> Plus any net transportation expenditures resulting from the routing plan.</p>	<p>-4 x average FTE cost of \$99,922  = <b>\$399,688</b></p> <p>-4 x average FTE cost of \$140,661  = <b>\$562,644</b></p>	<p>O and M staffing: \$642,467  School Lunch Staffing: \$249,294  Utilities: \$203,940  Building supplies: \$29,500</p> <p>Less cost to maintain the closed buildings: -\$30,000</p> <p><b>Net Building Operations Estimated Savings: \$1,095,201</b></p>
<p><b>SCENARIO G:</b></p> <p><i>Serve grades 9-12 at Kenmore East and Kenmore West. Do not use Kenmore Middle. Serve grades 6-8 at Franklin and Hoover Middle Schools. Serve grades pre-K through 5 at Edison, Franklin, Hamilton, Hoover, Lindbergh, and Roosevelt. Do not use Holmes.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$1,617,700</b> Plus any net transportation expenditures resulting from the routing plan; and possibly fewer FTE teachers—not prudent to estimate at this time.</p>	<p>-2 x average FTE cost of \$140,661  = <b>\$281,322</b></p>	<p>O and M staffing: \$878,059  School Lunch Staffing: \$196,633  Utilities: \$247,686  Building supplies: \$34,500</p> <p>Less cost to maintain the closed buildings: -\$20,500</p> <p><b>Net Building Operations Estimated Savings: \$1,336,378</b></p>
<p><b>SCENARIO H:</b></p> <p><i>Serve grades pre-K, and K at Hamilton and Lindbergh. Serve grades 1, 2, 3, at the Franklin Building. Serve grades 4, 5, 6, at the Hoover Building. Serve grades 7, 8, 9 at Kenmore East. Serve grades 10, 11, 12 at Kenmore West. Do not use Edison, Holmes, Roosevelt, and Kenmore Middle.</i></p> <p><i>Estimated reduced expenditures:</i>  <b>\$3,101,143</b> Plus any net transportation expenditures resulting from the routing plan.</p>	<p>-4 x average FTE cost of \$99,922  = <b>\$399,688</b></p> <p>-4 x average FTE cost of \$140,661  = <b>\$562,644</b></p>	<p>O and M staffing: \$1,383,155  School Lunch Staffing: \$355,261  Utilities: \$390,995  Building supplies: \$50,500</p> <p>Less cost to maintain the closed buildings: -\$41,100</p> <p><b>Net Building Operations Estimated Savings: \$2,138,811</b></p>

On October 2, 2012 the Ken-Ton Board of Education and Superintendent worked together in a public workshop session to answer the following question:

*What are the key questions/data that our Ken-Ton school community needs to answer/discuss about how best to organize and deliver the grades pre-kindergarten through grade twelve program to the pupils of our community over the next three years?*

The purpose of the effort was to create a written tool by the Board and Superintendent that will guide the study. The study will identify possible scenario options that the district and community may want to consider as they chart the future of the Ken-Ton school district.

The written tool also is valuable to engage public discussion and staff discussion about the short range and long range future efforts of the school district.

All of the ‘answers’ to the workshop question provided by the Board of Education members and Superintendent are important. All are listed in this workshop outcome report. The rank-ordering of the ‘answers’ by the Board and Superintendent is a preliminary scan. The scan suggests which of the items might be given priority collaborative attention by the study, district, and community in identifying viable scenario options that Ken-Ton may want to pursue.

Planning for a people-service organization is not a static effort. The ‘life’ of a school district serving the young people and community is dynamic. It often is influenced by variables over which the district and community have no direct control. Such variables include future pupil enrollments, State policy about school funding, and the local economy. This guide that lists the values expressed by the leadership of the school district will help focus the development of the study, and may help community discussion of a very important public policy decision the Board of Education is facing over the coming months.

*What are the key questions/data that our Ken-Ton school community needs to answer/discuss about how best to organize and deliver the grades pre-kindergarten through grade twelve program to the pupils of our community over the next three years?*

<b>Rank Order</b>	<b>Key Questions/Data Identified and Rank-Ordered by the Ken-Ton Board of Education and Superintendent on October 2, 2012</b>
1	The options should identify the number of buildings and staff necessary for both short term and long-term viability of the district benchmarked to potential future enrollments and historical staff turnover.
2	We hope the options identified by the study will first focus on student programming and community pride of the schools and then on efficient use of resources listing the opportunities and challenges for each scenario option.
3	How can we use this study not to 'just survive', but to fulfill our "20/20 Vision" and to 'get even better' as a district?
4	How can we ensure that the community has a voice in the study?
5	How can we use this study opportunity to further our progress with the multiple pathways effort for students at Ken-Ton?
6	How can we stop eliminating student programs due to financial constraints?
7	How can we operate more efficiently and improve teaching conditions at the same time?
8	No matter the outcome of the findings of the study, we want to make sure we maintain our strong, positive relationship with our staff and community. How will the findings of the study help the district better meet student needs?
9	How will the study findings help us identify what are the key obstacles that are blocking us to achieve excellence across the board right now? Will the study findings take into consideration the district's current policies, practices and values with respect to transportation bus routes, times, walking to school patterns?
10	When we examine the findings of the study, how do we look beyond the data to understand the real impacts on the students? Are there certain patterns of student achievement one can expect and corresponding data to grade level configuration patterns?
11	How can the findings of this study produce better results from the efficiency standpoint of all the district's previous long-range plans? What outside factors need to be considered with the findings of the study? (Example: private schools, other public schools, charter schools?)
12	If one of the options identified by the study includes redistricting, what opportunities and challenges are there concerning the effect on students from a neighborhood school to one that is farther away? If there is a consolidation, what factors will go into deciding which scenario should be chosen? If a scenario points to a particular building to be closed, is there data to support that?
13	Are the scenario options described in the findings of the study 'Doable'? How can the community and district work together to be sure that they remain unified with whatever scenario option, if any, is chosen?
14	What might need to be done to our buildings in order to implement a particular scenario or scenarios? How can we use this study opportunity to "future-proof" the district?
15	Are there are options that might provide us with long-term stability?

*"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*