



**Citizens' Advisory
Committee on
Instruction and Housing
Report to the Board of
Education**

March 24, 2015

SMITHTOWN CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

2014-2015

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CITIZENS' ADVISORY COMMITTEE ON INSTRUCTION AND HOUSING
Report to the Board of Education

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I. Recommendation to Form a Citizens' Advisory Committee on Instruction and Housing

A. Charge to the Committee

At its regular meeting on May 13, 2014, the Board of Education approved a recommendation to establish a Citizens' Advisory Committee on Instruction and Housing (CACIH):

Upon recommendation of the Superintendent of Schools, be it **RESOLVED**, that due to declining enrollment and budgetary constraints, a Citizens' Advisory Committee on Instruction and Housing be established to investigate the appropriate long-range housing patterns needed to support a quality instructional program. The recommendations of this committee are to be submitted to the Board of Education on or about February 2, 2015.

The composition of the committee will include: a PTA representative from every school, SEPTA, representatives from the community at large, a representative from each of the bargaining units, and representatives from administration at all levels.

At its regular meeting on September 9, 2014, the Board of Education approved the following charge to the CACIH:

CHARGE to the Citizens' Advisory Committee on Instruction and Housing

Upon recommendation of the Superintendent of Schools, be it **RESOLVED**, that the following charge to the Citizens' Advisory Committee on Instruction and Housing be approved.

The Citizens' Advisory Committee on Instruction and Housing will:

- Analyze short- and long-term enrollment projections.
- Analyze the instructional and financial impacts of maintaining the housing status quo vs. making changes in housing patterns.
- Study the feasibility of the following changes in housing patterns:
 - Closing one-to-two elementary schools
 - Closing a middle school
 - Establishing a K-2/3-5 modified Princeton Plan housing plan
 - Closing no schools and revising current attendance zones
- For feasible scenarios, analyze impact on:
 - Instructional program

- Including long-term impact on core program equity and availability, Special Education program delivery and housing, special area instruction, and AIS/Rtl instruction
- Budget
 - Including staffing, facilities, and transportation
- Students and Community values
 - Ex. Student transitions, neighborhood schools, etc.
- Address elementary school attendance zones and moving-up patterns.
- Develop a report to the Board of Education outlining their recommendations, the instructional, financial, and other benefits and concerns for each recommended scenario. Such recommendations will address the anticipated housing needs of the Smithtown Central School District for the next several years.

B. Committee Members

CACIH Co-Chairs

Judith Elias

Linda Taylor

ASPN	Christine Bracco	SEPTA	Cindy Heimerle
Community at large	Pamela Farino	SEPTA	MaryRose Rafferty
Community at large	Robert Foster	SSAA	Joseph Ierano
PTA - AEL	Nancy Cippitelli	SSAA	Dr. Kevin Simmons
PTA - BBE	Annamarie Vinas	SSAA	Edwin Thompson
PTA - DEL	Jennifer Murray	SSEA	Teresa Heedles
PTA - MPE	Karen Wontrobski-Ricciardi	STA	Danielle Anderson
PTA - MTP	Jon-David Lenard	STA	Kathleen Frevele
PTA - SEL	Andraia Miller	STA	Frank Marino
PTA - SJE	Catherine Amicizia	District Support	Mary Augugliaro
PTA - TEL	Kris Reilly	District Support	Robert Boccio
PTA - AMS	Tracy DelPriore	District Support	Jennifer Bradshaw
PTA - GHMS	Stacy Berman	District Support	Dr. William Bushman
PTA - NMS	Denise Davis	District Support	Dennis Martin
PTA - HSE	Maureen DeGiorgio	District Support	John Nolan
PTA - HSW	Julie Indovino	District Support	Karen Ricigliano
Recording Secretary	Kristen Romond	District Support	Paul Strader
		District Support	Andrew Tobin

II. Executive Summary

A. Introduction

In 2008, the Citizens' Advisory Committee recommended that the Board of Education make every effort to maintain the educational program as it currently exists and to enhance where possible as space and staffing become available. The committee strongly urged the Board to reconvene the CAC on Instruction and Housing within two years to review all of the information and to make recommendations, if appropriate.

Subsequently, with enrollment declining faster than projected and economic conditions continuing to be challenging, along with the aforementioned CACIH 2008 recommendation, the Board of Education formed a CACIH committee in March 2011. This committee met from April 2011 until January 2012 and systematically studied the many details of its charge. After months of study and deliberation, they made a recommendation to the Board of Education to close a school building in response to significant declines in elementary enrollment and in order to "reduce the facility/school footprint of the Smithtown Central School District and/or identify potential sources of significant revenue via our buildings" while maintaining its quality program. To achieve these goals they recommended closing the Nesconset Elementary School after the end of the 2011/12 school year.

Among the 2012 long-range recommendations, the CACIH suggested that "the Board of Education and District Administration review updated enrollments and trends yearly, and that "if enrollment projections are accurate, there may be a need to reconvene the CACIH within the next few years" (X.B. Long Range Considerations, CACIH Report, 2012). Enrollment trends did continue to show a decline, at a somewhat greater rate than projected.

On January 9, 2014, The Housing Committee of the Board of Education did an updated study of historical and recent housing, declining birth rates, housing sales, enrollment trends, private and parochial enrollment, and housing priorities for delivery of a program of quality instruction. Their discussion centered on what steps should be taken to address the future long-range housing needs of the Smithtown Central School District. To this end, the Board of Education decided they would charge a new Citizens' Advisory Committee on Instruction and Housing to study all relevant data and formulate a recommendation on school housing based on enrollment to the Board of Education to guide them in their decision-making process. The resolution to create such a committee was passed by the Board of Education at its meeting on May 13, 2014. A summary of this committee's work and recommendations is contained in this report.

II. Executive Summary

B. Summary of Work

According to its charge by the Board of Education, the Citizens' Advisory Committee on Instruction and Housing (CACIH) met diligently from August 21, 2014, until March 19, 2015, to analyze the District's housing needs over the next several years and to make a recommendation to address the housing needs of the Smithtown Central School District in such a way that will preserve the quality of its instructional program and promote fiscal responsibility in an era of declining enrollment.

During their eleven meetings, the committee systematically studied the many details of its charge. This included a study of short- and long-range enrollment and housing trends, fiscal impacts, and the long-term programmatic impact of the following changes to housing patterns: closing one elementary school, closing two elementary schools, closing a middle school, establishing a K-2/3-5 modified Princeton grade configuration, establishing a K-6/7-8 configuration, establishing a K-4/5-8 configuration, and redistricting without changing configurations. It also included an analysis of the impact that housing changes would have relative to the special education program, special area needs, and transportation.

Committee members were charged with reporting to their constituents on the progress of the CACIH. Such communication took the following forms:

- Reports at PTA Meetings
- Reports to Union Meetings
- Board of Education Housing Committee Updates
- E-mails to constituent groups
- Website postings of meetings dates, times, minutes and materials
- Coverage in local news outlets

All CACIH meetings were open to the public. Questions from committee members and their constituents were addressed at each meeting (as requested). Questions needing additional information were answered at the next scheduled meeting.

II. Executive Summary

C. Decision-making Process

The CACIH was a working committee that actively sought out and studied information related to their charge. The committee expressed a dedication to preserving all aspects of the high quality of Smithtown's instructional program. Their analysis of each part of the charge included a study of feasibility, program impact, community values, and financial impact. Each meeting's agenda included updates and information as requested by committee members. Topics of study were discussed and revisited at multiple meetings for a more in-depth analysis that included feedback from constituents. Everyone had a voice, and equality was honored.

D. Recommendations

The Citizens' Advisory Committee on Instruction and Housing, based on its charge after several months of study and deliberation, makes the following recommendations to the Smithtown School District Board of Education. These recommendations were reached by consensus and are intended to preserve the District's quality instructional program with careful consideration of the impact on our students and community.

1. Short-term recommendation:

The committee recommends the closing of one elementary school no sooner than the 2016-2017 school year. This date assumes that enrollment will continue to decline according to projections and that the remaining elementary schools will be able to run at capacities in the range of and not to exceed 85-90%. However, the committee strongly recommends that action by the Board of Education and the Superintendent of Schools begin as soon as possible to determine the specific elementary school to be closed. This will afford ample lead time for the community, staff, and most importantly the students to prepare to make a smooth transition to a new school.

The committee respectfully recommends that the Board specify their timeline for the completion of this comprehensive study, and that the Board carefully consider the impact on class size that a closing will have in the year selected for any closings. The committee strongly felt that any future closing should be accompanied by a comprehensive study of full redistricting.

2. Long-term recommendation:

The committee recommends that the Board of Education charge a future Citizens' Advisory Committee on Instruction and Housing to study the feasibility of closing a middle school for the 2022-2023 school year.

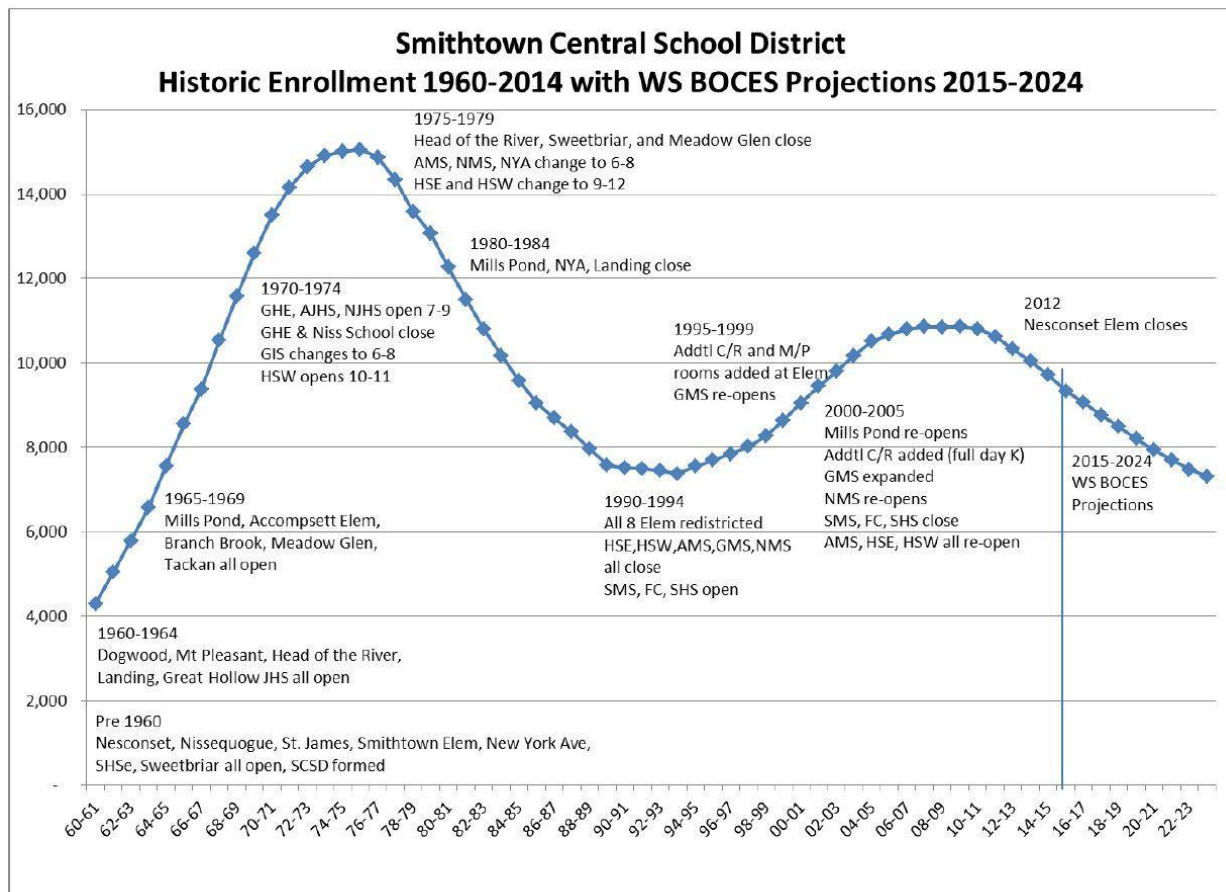
If enrollment continues to decline at its current rate, a middle school closure appears feasible at that time, but future studies should carefully consider updated enrollments before recommending a closing. Future studies should also consider the number of total school transitions for any students who are affected by a school closing.

III. Enrollment Analysis

A. Historical Enrollment: 1960-2014

From 1960 until 2014, the Smithtown Central School District has seen significant population fluctuation. Growing from just over 4,000 students in the early 1960s to a high of approximately 15,000 students in the mid-1970s, the district dipped to under 8,000 in the 1990s and then reached a more modest peak of approximately 10,800 students in the following decade (in 2007 and 2009).

Since that peak in 2009, K-12 enrollment has been in a steady decline. Elementary enrollment (K-5) began its most recent decline as early as 2005, which led to the closing of Nesconset Elementary School in 2012. Middle school enrollment (6-8) began to decline in 2009, and high school in 2010. As kindergarten enrollment continues to decline each year, replacing outgoing senior classes of over 800 students with incoming classes under 600, total K-12 enrollment decline is happening at a rate of over 300 students per year.



B. Current Enrollment (2014)

As of BEDS Day (October 1, 2014), district enrollment was as follows:

Grade Span	Enrollment
K-5	3,919
6-8	2,454
9-12	3,339
Total K-12	9,712

Below is a breakdown of current grade level enrollments. This chart shows that the current grade 7 class is smaller than the current grade 8 class, and that trend of declining class sizes continues through our current kindergarten class.

Grade Level	2014 Enrollment	Difference
12	879	
11	818	-61
10	832	+14
9	810	-22
8	847	+37
7	822	-25
6	785	-37
5	769	-16
4	690	-79
3	676	-14
2	614	-62
1	606	-8
K	564	-42
TOTAL	9,712	

Smithtown Central School District														
Enrollment as of BEDS Day - 10-1-2014														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
AEL	101	96	90	101	114	99								601
BBE	48	77	60	61	78	90								414
DEL	58	47	69	61	82	97								414
MPE	79	62	88	78	74	87								468
MTP	70	69	84	102	59	75								459
SEL	67	70	73	82	80	91								463
SJE	75	107	90	112	109	153								646
TEL	66	78	60	79	94	77								454
AMS							241	235	236					712
GMS							296	332	345					973
NMS							248	255	266					769
HSE										387	419	398	447	1651
HSW										423	413	420	432	1688
Total	564	606	614	676	690	769	785	822	847	810	832	818	879	9712

C. Enrollment Projections

K-12 enrollment has declined each year since 2009 (from 10,860 to the current 9,712), and it is expected to drop even more significantly over the next seven years to as low as 7,316 students in 2023. [Source: WS BOCES Enrollment Projections - May 2014, Appendix B3]

These projections are based on the premise that Smithtown historically retains each grade level's enrollment from year to year and that incoming kindergarten class sizes will continue to decline over time, as follows:

BOCES Projected Kindergarten Enrollments:

Oct '15	Oct '16	Oct '17	Oct '18	Oct '19	Oct '20	Oct '21	Oct '22	Oct '23
531	539	524	533	523	517	511	504	497

BOCES Projected K-12 Enrollments:

	Oct '15	Oct '16	Oct '17	Oct '18	Oct '19	Oct '20	Oct '21	Oct '22	Oct '23
K-5	3,697	3,575	3,449	3,388	3,339	3,302	3,281	3,244	3,217
6-8	2,374	2,243	2,151	2,011	1,918	1,821	1,758	1,726	1,695
9-12	3,271	3,247	3,169	3,086	2,949	2,810	2,666	2,510	2,404
TOTAL	9,342	9,065	8,769	8,485	8,206	7,933	7,705	7,480	7,316
% Change	-3.6	-3.0	-3.3	-3.2	-3.3	-3.3	-2.9	-2.9	-2.2

Source: WS BOCES Enrollment Projections - May 2014, Appendix B3

IV. Fiscal Analysis

A. Fiscal Environment

The District receives its operating funds from several sources: a property tax levy, state aid, federal funds and local revenues. If available and applicable, the District may also use fund balance and reserve funds to supplement other revenue sources in order to balance the budget and ultimately preserve program. Over the past several years, the District has been affected by certain trends impacting school districts. The period has been characterized by many events that have affected school revenues including the end of federal stimulus funds, the enactment of the tax cap, and the state-imposed Gap Elimination Adjustment, which has significantly reduced state aid to school districts. During this same period, district expenditures, many of which are mandated, continued to increase at unsustainable levels. The most notable was the employer contribution rates to the pension systems, which resulted from significant declines in the financial markets. These recent negative economic events, coupled with limited funding, have created significant constraints on the operating budget, resulting in unbalanced budgets. As a result, the District has only been able to maintain a comprehensive educational program through judicial reductions and the use of fund balance and reserves.

B. Historical Perspective

The last five years of historical data certainly illustrates the effects of the recent fiscal environment. The historical perspective highlights that the lack of revenue growth, most specifically state aid, has resulted in both modest budgetary increases and the use of fund balance and reserves to supplement revenue shortages. However, what is equally important to understand is that these modest budgetary increases were only achieved through budgetary reductions, and in certain years, some fairly significant reductions. However, the 2013-2014 budget year appears to be the anomaly to this trend. This spending plan reflected a budget-to-budget increase of 4.2%, the largest increase in the past five years. However, 80% of the over 9 million dollar increase was directly attributable to increases in health insurance and pension costs. Similar to other budgets in this recent history, several millions of dollars of reductions were made to the initial “roll-over” budget to decrease expenditures and close the budgetary gap. Finally, also similar to other years, reserves and fund balance were used to close the remainder of the gap between revenues and anticipated expenses. The use of fund balance and reserves is not to be taken lightly as they are finite resources. Over the last 5 years, there has been a net reduction of about \$16,000,000 in the District’s total reserve funds mainly due to the use of these

funds to close gaps between expenditures and revenues. In addition, the District has made millions of dollars in reductions over this 5-year period to avoid depleting reserves further.

C. Revenue Constraints

The District's sources of revenue have been severely limited over the last number of years. The imposition of a tax levy cap formula, first commencing for the 2012-13 budget, precludes the District from asking its taxpayers for more than a 2% or the actual Consumer Price Index increase (whichever is less) without a super majority (60%) affirmative budget vote. Moreover, the state aid formula has instituted its own capping mechanism over the last several years. The Executive Budget proposed by the Governor has capped the total state aid increase to level of personal income growth. In addition, due to the state's own fiscal issues, the state has instituted the Gap Elimination Adjustment which has reduced the District's aid by annual amounts ranging from over 5 to over 7 million dollars.

D. Continuing Fiscal Trends and Concerns

The tax levy cap appears to be here to stay. There has been a lot of talk about the State reducing or eliminating the Gap Elimination Adjustment (GEA); however, the District's GEA remains at over \$5 million for the current 2014-15 school year. In addition, as "high need" districts have applied pressure for more state aid, the recent limited annual state aid growth has been allocated more to such districts. As Smithtown does not fall into the "high-need" category, there is a concern for the District forfeiting future school aid as more funds could be directed to such districts. Finally, the District must continue to monitor and reduce its reliance on fund balance and reserves to balance future budgets, as these funds are finite resources and unsustainable as a long-term source of revenue. See Appendix A1.

V. Configuration Analysis:

- K-2/3-5
- K-4/5-8
- K-5/6-8
- K-6/7-8
- School Closures
- Redistricting

The committee analyzed each of the school configurations detailed in its charge and compiled feedback from their constituents that detailed the “Pros,” “Cons”, and “Potential Financial Impact” of each one. Pros and cons were identified based on how each configuration would impact areas of community and educational values. For example, there was strong support for grade configurations that support maximizing quality instructional program and minimizing school transitions as well as disruptions to neighborhoods. See Appendix A7 for the listing of the committee’s analysis.

Important note: Financial analysis was built on theoretical models, for comparative purposes, based on closing average-sized (not actual) Smithtown schools in 2015/16. *Final amounts will vary based on the actual school(s) selected as well as actual enrollments and staffing in the year of a school closing.*

A. K-2/3-5 Modified Princeton Plan

- K-2 buildings: 4
- 3-5 buildings: 4
- No building closures

This model is feasible immediately because it decreases space needs by increasing the classroom use efficiency of every building. In this model, there are greater numbers of students per grade level in each building, which optimizes the district’s ability to run classes closer to their maximum size, requiring fewer classrooms and fewer teachers.

Committee feedback valued the increased specialization of a K-2/3-5 grade level configuration, the separation of younger students from older students, and the increased opportunities it creates for housing special programs (such as integrated and special classes) in students’ home schools. Other committee feedback saw the increased number of school transitions as troublesome and disliked the increased time on buses, the potential separation of elementary siblings, the lack of older student role models, the decrease in vertical articulation and alignment, and the loss of community “feel” created by a larger catchment area.

The strongest support for this model came from its ability to support home school special education programming at a greater rate as well as its potential to create a fairer number of transitions for all students (by increasing the transitions for non-classified students and potentially decreasing the transition rate for classified students).

Changing the district's current configuration of eight buildings that each house grades K-5 into four buildings housing grades K-2 and four housing grades 3-5 was found to yield no fiscal savings in its first year but would garner \$300,000 in state reimbursement in subsequent years. Substantial savings in teacher salaries are gained when grade levels are consolidated in this model (approximately 10.5 teachers or full-time equivalents/FTEs). However, transportation costs increase substantially (as much as \$1 million or more), offsetting roughly the entire savings in the first year of implementation. Subsequent years would yield up to \$300k per year in increased transportation aid ("expense-based aid" on the increased transportation expenditures), but no savings occur from the closing of a school.

This model was the first to be removed from the committee's recommendation, largely due to its long list of perceived negative consequences for students and communities, and for its lack of significant financial benefits to the district.

B. K-4/5-8 Configuration

K-4 buildings: 6

5-8 buildings: 3

Close 2 elementary schools

This model reduces the elementary school grade span to K-4, which allows for the closing of two elementary schools, and increases the middle school span to grades 5-8. This scenario would push middle schools above their student capacity in 2015/16 but is feasible in the school year 2018/19 at 90% capacity and 2020/21 at 85% capacity.

Committee feedback included a positive reaction to the possibilities of grade 5 students having access to middle school programs (such as exploratory classes and more advanced academic programs). It also increases the ability of grade 5 teachers and students to articulate with grade 6 teachers and students, and it decreases the amount of state testing at the elementary schools (from 3 grade levels to 2). Negative responses included concerns with placing grade 5 students together with grade 8 students (in school and on the buses), increasing the number of testing grades in middle school (from 3 to 4), decreasing elementary program continuity, and

creating a negative effect on communities affected by the two elementary school closings.

This model yielded among the greatest fiscal savings (second only to the below “C. K-5/6-8” scenario). The closure of two elementary schools creates efficiencies and staff reductions (teachers, administrators, support staff, and utilities) adding up to approximately \$1.5 million in savings. This is based on a theoretical model. Actual savings would require further study as well as the identification of the actual buildings and year(s) of the closures.

The effects of this model on transportation times and special education programming are not significant and did not factor into the committee’s pro/con considerations. In final deliberations, this scenario was not selected for recommendation by the committee.

C. K-5/6-8 Configuration

K-5 buildings: 7

6-8 buildings: 2

Close 1 elementary school and 1 middle school

For this scenario to work, an elementary school could be closed as soon as 2016/17 (to do so in 2015/16 would push the remaining elementary buildings above 90% capacity), and a middle school could be closed in approximately 2022/23 (pushing enrollments to approximately 90% of building capacity).

Committee feedback generally favored the K-5/6-8 grade configurations because it maintains our current programming and is perceived to be working well. The stability it affords was seen as positive, as is the configuration’s ability to maintain a “small-town feel in a large district.”

Concerns with this model included the negative impact that any school closing will have on the community as well as a desire not to close a middle school before the students will comfortably fit in the remaining two schools.

Special Education programs and transportation remain substantially the same as they currently are in this model.

Fiscally, this configuration yielded the greatest potential savings. Theoretical modeling shows an approximate \$725,000 savings when an elementary school is closed (theoretically based on a 2015/16 closure of an average, not actual, school). Such savings comes from the reduction of up to three teachers, an administrator, support

staff, and utilities. The subsequent closing of a middle school yields an additional approximate \$835,000 savings: no teacher reductions but a reduction of up to 2 administrators, support staff, and utilities. This is, again, a theoretical model of closing an average middle school. Actual savings will vary depending on the actual year and the actual building selected. This scenario yields a total savings of approximately \$1.56 million.

Because this scenario yields the greatest savings while maintaining current grade configurations, the committee ultimately selected it as their recommendation to the Board. It addresses fiscal responsibility in an era of declining enrollment while at the same time maximizing our ability to maintain a high quality program with the least impact on the community's educational values.

D. K-6/7-8 Configuration

K-6 buildings: 8

7-8 buildings: 2

Close one middle school

This configuration moves sixth graders into the current eight elementary schools and allows for the closing of a middle school in 2016/17. The remaining two middle schools would house students in grades 7 and 8.

Committee feedback yielded limited support for this model. The most positive reaction was that a shift to two middle schools, each going to its own high school, eliminates the need to split students from the third middle school into separate high schools. One additional positive reaction was that sixth graders stay “young” longer in a K-6 setting by not being exposed to older students for an additional year.

The committee expressed strong concern that this configuration might lead to the loss of sixth grade programming once those students are no longer housed amidst middle school programs and opportunities. There was strong concern that the middle school philosophy would be lost and if students are only in a building for two years, they will not develop the same connections at school. Scheduling middle school specials (ex. technology, art, family/consumer science) into specialized spaces also becomes more challenging over two years rather than the current three.

No significant concerns with special education service changes were expressed in this scenario. No significant changes to transportation costs and times were found.

Fiscally, this scenario yields an approximate savings of \$435,000. This was not determined to be a significant enough savings to justify the impact on student program.

E. K-5/6-8 Configuration

K-5 buildings: 8

6-8 buildings: 3

No closures, complete redistricting

This scenario leaves all buildings open with their current configurations but calls for a redrawing of attendance zones across the district. This scenario is possible as early as 2015/16.

Committee support for this model included its maintenance of current program. Support included community interest in trying to better maximize each building's efficiency through such redistricting, and it also included an interest in seeing any redistricting affect the entire Smithtown community on a broader scale rather than on a minimized/local scale.

Concerns included that this would create a greater disruption to the district by affecting such a broad number of neighborhoods and that such a large change might provoke community backlash.

Study of this model concluded that, given the declining enrollment trend and the current lack of building-use efficiency across the board, a simple redistricting without any building closures will yield no financial benefits. Without closings, there are no savings from administration, support staff, or utilities. There is no savings from transportation, and there are no anticipated teacher reductions.

Because of the disruption to the community and the lack of a financial incentive to do so, the committee did not move this recommendation forward.

See Theoretical Capacity and Feasibility Worksheets, Appendix A6; and Configuration Pros/Cons Worksheets, Appendix A7.

VI. Additional Comments and Considerations for the Board

When closing a school(s), the committee recommends the district:

- Eliminate buffer zones
- Design new attendance zones, maintaining an East/West dividing line
- Keep neighborhood/community configurations intact as much as possible
- Minimize student traffic across major roadways
- Revisit the splitting of Great Hollow Middle School to H.S. East and H.S. West

Special Education constituents strongly recommend that only those students who are in a building that is being closed be affected. The district should leave self-contained classes where they currently are and only move the programs that need to be moved based on a closure. Where possible, children in self-contained or inclusion classes should remain in the same building until they finish their K-5, 6-8, or 9-12 experience. Also, when there are special education program moves, the district should provide appropriate professional development for receiving staff.

VII. Appendices

A. Presentations and Supporting Documents

A1 - Financial Overview Presentation - 9/18/2014

A2 - Instructional Program Presentation - 9/18/2014

A3 - Special Education Presentation - 10/9/2014

A4 - Transportation Presentation - 10/23/2014

A5 - Room / Enrollment Data Presentation

& Start of Feasibility Study - 11/6/2014

A6 - Room Data Update

& Theoretical Capacity and Feasibility Worksheets - 11/20/2014

A7 - Configuration Pros / Cons Worksheets - 12/18/2014 and 1/8/2015

A8 - Elementary Room Utilization (4 year) - 1/8/2015

B. Western Suffolk BOCES Enrollment Projections

B1 - Long Range Planning Study Update - May 2014

B2 - Demographic and Enrollment Analysis Presentation - 9/18/2014

B3 - WSB Enrollment Projections for Smithtown CSD 2014-2023 - May 2014