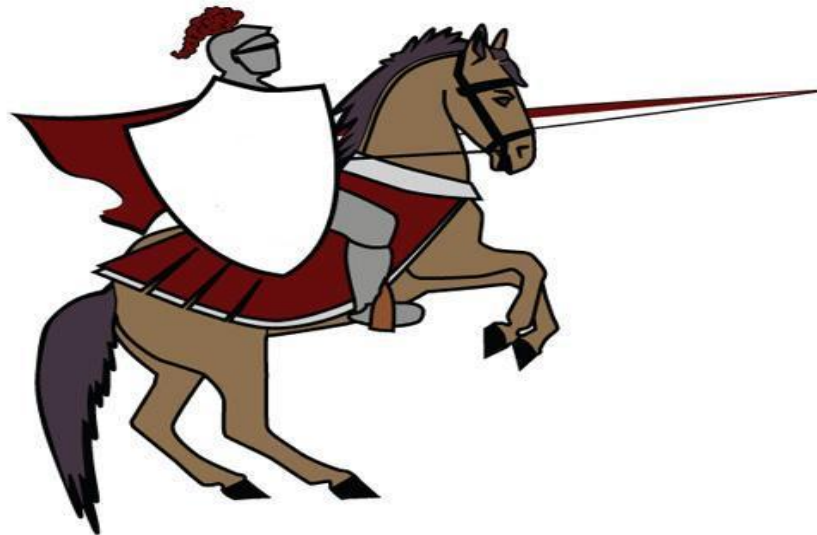


Lansingburgh Central School District

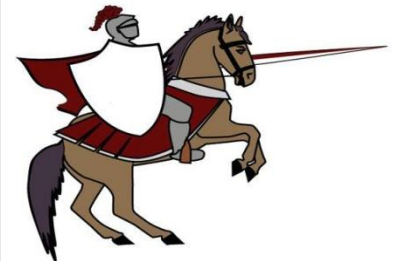
**ONE DISTRICT    ONE GOAL**  
**STUDENT ACHIEVEMENT**



**Lansingburgh Central School District**

# Elementary Reconfiguration Study

Community Forum  
November 16, 2011  
LHS Cafeteria



# Agenda

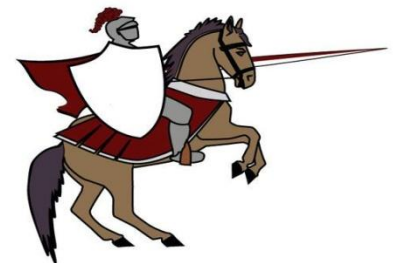
6:30 Welcome, Sign In, and Agenda

6:35 Purpose of Study

6:45 Need for Change

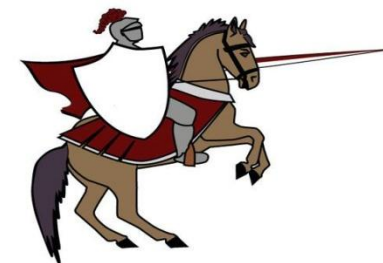
7:15 Questions and Answers

7:45 Summary and Next Steps



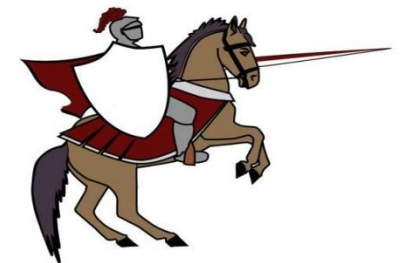
# Study Team Members

TITLE	NAME	BUILDING REPRESENTATION
Board of Education	Jason Shover	Turnpike Elementary
Board of Education	Jennifer Ward	Rensselaer Park
Board of Education	Susan Farrell	District at Large
Principal	Dawne Steenrod	Turnpike Elementary
Principal	James Wager	Rensselaer Park
Director Pupil Personnel	Barbara Sperling	Special Education
Instructional Specialist	Kelly Alexander	Turnpike Elementary
Instructional Specialist	Linda Crucetti	Rensselaer Park
Superintendent	Cyndi DeDominick	Superintendent
Assistant Superintendent	Kathy Oboyski-Butler	Assistant Superintendent
Business Administrator	Lisa Kyer	Business Administrator
PTA	Bev Cottrell	Turnpike Elementary
PTA	Darlene Bechand	Rensselaer Park
PTA	Karen Walp	Turnpike elementary
Parent	Tina Metcalfe	Turnpike Elementary
Parent	Marcy Pickert	Turnpike Elementary
Parent	Laquetta Edge	Turnpike Elementary
Parent	Joe Henkel	Rensselaer Park
Parent	Maribeth Fogarty	Rensselaer Park
Parent	Gina Santiago	Rensselaer Park
Community	Mike Manupella	Lansingburgh Boys & Girls Club
Community	Pam Frazier	Turnpike Elementary, KMS, former RPES
Community	Gordon Brown	Retired Administrator
Teacher	Kathy Graber	Turnpike Elementary
Teacher	Adam Gregoire	Turnpike Elementary
Teacher	Jaime Cavanaugh	Turnpike Elementary
Teacher	Robin Delaney	Rensselaer Park
Teacher	Diane Cipperly	Rensselaer Park
Teacher	Tracy O'Neil	Rensselaer Park



# Purpose of Study

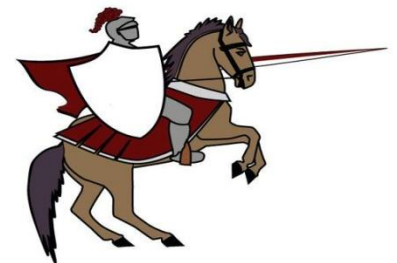
The district studied reconfiguration in 1997-1998. Although it was recognized that reconfiguration was instructionally sound, the desire to maintain neighborhood schools was still a viable consideration. The advent of grade 3-8 testing has changed the accountability landscape for school districts across New York State.



2011-2012

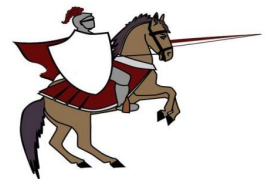
Thirteen years later we are studying ways to **improve student achievement.**

We have a responsibility to investigate all avenues to provide the strongest possible instructional program for all students.



# What has changed?

- Student data shows need for improvement P-12
- NYS grades 3-8 testing
- Expectation that all subgroups make AYP
- P-12 Common Core Learning Standards
- Less dollars, more mandates
- Comprehensive Pre-K Curriculum
- Full day kindergarten at LCSD
- Community
- Student needs (family structure, economic hardships, and mental health needs)

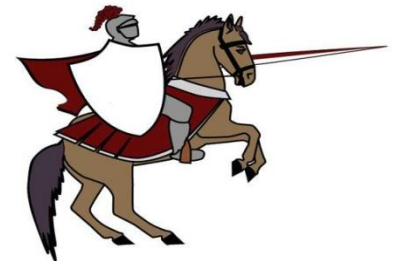


# Funding Concerns

- Charter school costs
- Unfunded mandates
- Contracts with UPK providers

Reconfiguration is **not** a cost saving initiative, nor will the plan increase costs significantly.

The goal of reconfiguration is to improve academic achievement.



# Current UPK Grant Funding

- Total of UPK Grant: \$382,482

<b>PROVIDER</b>	<b>AMOUNT</b>	<b>STUDENT SLOTS</b>
<b>ST. AUGUSTINE'S</b>	<b>\$193,800</b>	<b>59</b>
<b>LITTLE TOT'S</b>	<b>\$50,520</b>	<b>15</b>
<b>HEAD START</b>	<b>\$99,984</b>	<b>34</b>

- Current programming accommodates 108 students
- New design can accommodate up to 160 students

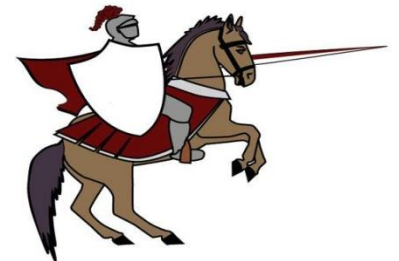
# Charter School Expenditure

- **LCSD pays \$9,352 per pupil sent to charter schools**
  - 2011-2012 total cost: \$841,492.96
  - 2012-2013 projected cost: \$1,028,720.00
- **LCSD pays \$7,645 per pupil for students attending our schools**



**New York State P-12  
Common Core Learning  
Standards for  
English Language Arts &  
Literacy**

**New York State  
P-12 Common Core  
Learning Standards for  
Mathematics**



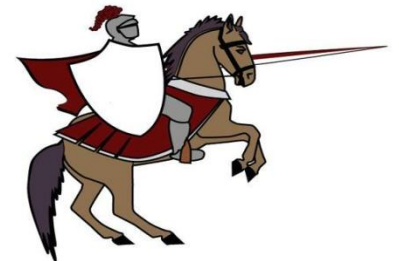
# Provide balance for class size

Grade	Sections	Range (TES, RPES)	Average
K	8	17-23	19
1	7	22-27	24
2	7	19-27	22
3	8	20-23	22
4	8	17-25	21
5	8	20-22	22



# Concerns for Team to Address

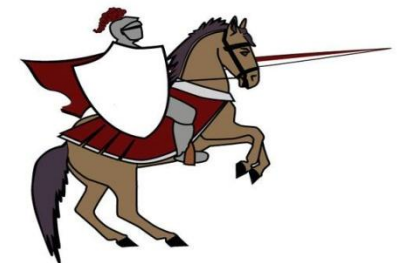
- Transportation
- After School Care
- Extra Curricular Opportunities
- PTA
- Arrival/Dismissal Times
- Drop Off Traffic Design
- Scheduling of School Events
- Additional Concerns



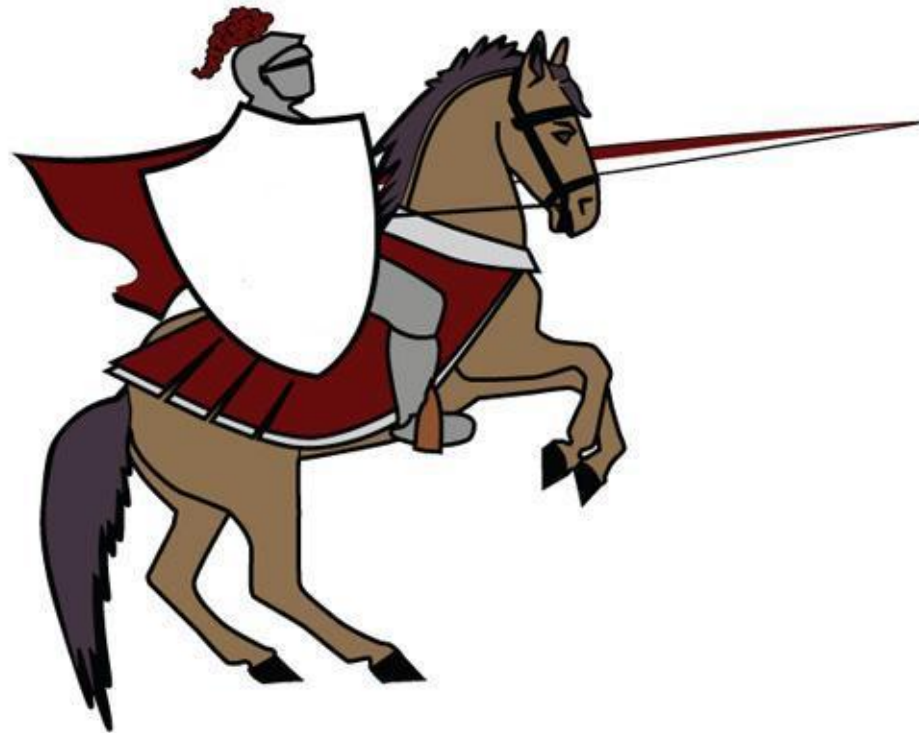
<b>PROS. (+)</b>	<b>CONS (-)</b>
• <b>Unifies Grade 6 – not separated</b>	• <b>Splits families across two buildings</b>
• <b>Grade level bands of teachers can work together</b>	• <b>May complicate busing transportation</b>
• <b>Aligns teacher curriculum</b>	• <b>Staggering start times for students</b>
• <b>Even distribution of class size</b>	• <b>Why change? Things are fine the way they are</b>
• <b>Easier for Curriculum Specialist to work with all teachers from one grade level</b>	• <b>Traditions from each building need to be preserved (grade 5 awards)</b>
• <b>Will help improve KMS</b>	• <b>New transition at end of 2<sup>nd</sup> grade</b>
• <b>United Lansingburgh – they’re <u>all</u> our kids</b>	• <b>Positive role models w/older students – buddy reading, etc. will be lost</b>
• <b>Activities geared better for each age level</b>	• <b>Busing questions and concerns – pick-up, drop-off, time on bus; number of pick-ups</b>
• <b>New traditions</b>	• <b>Parents without transportation may not be able to get to school</b>
• <b>Shared services (PTA, etc.)</b>	• <b>Inconvenience</b>
• <b>Libraries aligned to grade level, music, gym, art (grade level bands; age appropriate materials)</b>	• <b>Teachers wonder if they will get hand me downs, will there be equipment, “own”</b>
• <b>Better delivery of Special Education services and AIS services</b>	• <b>Staffing upset</b>
• <b>Alignment of communication and messages for best practices</b>	• <b>Moving furniture for classrooms</b>
• <b>Removes image that my kid at RPES gets X, TES gets Y</b>	• <b>Why do I have to move my stuff? Will I get time, boxes, tape?</b>
• <b>Might attract K-2, 3-5 staff</b>	• <b>Moving grade levels may also mean switching buildings</b>
• <b>Broader base of learning</b>	• <b>More time needed to study</b>
• <b>Not intended to eliminate staff</b>	• <b>More parent pick-up at K-2 bldg. would mean more traffic at K-2 bldg.</b>
• <b>Transparent process; not done in secret</b>	• <b>Situation where older child walks younger sibling, picks up younger sibling after school</b>
• <b>Availability of computer, library times</b>	• <b>Coordinate open house dates so they don’t conflict, schedule parent conferences, some parents would have conferences in two elementary schools</b>
• <b>Community calendar to coordinate dates</b>	
• <b>Grade level meetings would not involve travel time, grade level p.d. would be seamless</b>	
• <b>Use special area teachers in testing grade 3-5; one building is the “testing zone”</b>	
• <b>Data supports that schools are not as unique as they once were</b>	
• <b>Greater tolerance, special education is not a stigma</b>	
• <b>Can accommodate UPK more easily</b>	

# Next Steps

- Team meetings                      November-December-January
- Report to Board of Education                      January 2012
- Budget Planning                      November-December-January
- Board Determination                      February 2012



# Questions?



Lansingburgh Central School District

**ONE DISTRICT    ONE GOAL**  
**STUDENT ACHIEVEMENT**

