

January 9, 2012 - Board Meeting

The 2011 - 2012 Re-configuration Committee was assigned the task of gathering data for the Board of Education in order for them to review and discuss the feasibility of reorganizing the district's ten elementary schools to reflect a K - 6 model.

Initially the committee presented research and findings describing the pros and cons of a variety of structures (K -5, K-6, K-8, Princeton Plan). On March 23, 2011 the Board charged the committee with gathering information and data specific to a K - 6 configuration with the present Kindergarten status of a half day program.

Historically, re-configuration in the district has been of interest as reflected in a number of committees that have previously reported on the topic and the amount of information researched. Because of previous work done, members of this committee have been involved in these projects and were quite familiar with the pros and cons and the needs and concerns which needed attention. The task of gathering and updating data was divided into transportation, space, curriculum and communication.

Topics or themes discussed were: feasibility, efficient use and allocation of resources within the district, inconsistent feeder patterns, multiple transitions, under/over utilization of building space and facilities, instructional unity across the district and equitable opportunities for all students and families.

The basic premise of the committee's work has been to gather data, compile information and provide the Superintendent and the Board of Education updated numbers and facts on a proposed K - 6 model as requested.

Throughout the process the committee's goal has been to let the numbers and facts do the talking. We have covered the important topics based on previous reports and what research says is educationally sound and in the best interest of all students.

If there is further information needed by the Superintendent or Board members the committee will reconvene in order to address any concerns or gather more information.

Respectfully submitted,

The Re-configuration Committee 2011- 2012

January 5, 2012

RE-CONFIGURATION COMMITTEE MEMBERS

2011- 2012

Dwight Bonk
Ronald Broas
Dana Brown
Coleen Burns
Kim Catalano
Jim Daley
Vince DiGrandi
Norma Drummond*
Lori Jiava**
Darlen Lolkema
John Lumia
Karen Meilleur
Todd Mensch
Elizabeth Merrill*
Marilynn Shultz
Versie Walker
Dr. Kathleen Walsh
Maryann Zimmerman**

*Replaced **original members

December 28, 2011

Dr. Parla, Mrs. Jiava and Board of Education Members,

Attached please find a draft of the information that will be formally presented at the January 9, 2012 Board of Education meeting.

This information will be reviewed and adjusted so that it is clear, concise and accurate based on the information we have been able to compile.

If as you peruse this document you have any specific questions that the document does not address please email me by January 5, 2012 so that we may look into your questions and have answers ready for the 9th.

If we do not have the information at hand to answer a question posed to the committee on January 9th, be assured that we will address it within the next few days and get immediately back to the Superintendent and the Board with our findings.

Thank you and have a happy and healthy New Year!

Dr. Walsh and the Re-configuration Committee

Introduction

The Wappingers Central School District serves approximately 11,911 (as of 12/28/11) students in a 120 square mile area.

The district operates two high schools, two junior highs (middle schools) and ten elementary schools and one alternative high school. All of its buildings were constructed between 1910 (when the oldest portion of Fishkill Elementary School was opened) and 1969 with the opening of John Jay High School. Since that date the only major construction in the district was an addition to Oak Grove in 1971 and of science wings at each of the high schools in 2002.

Student population in Wappingers grew significantly during the post - war era, rising to more than 14,000 in 1979, falling back to just 10,845 students in 1991. At present the district's enrollment is 11,911.

Purpose:

The task of looking at the grade configuration structure of the elementary schools within the Wappingers Central School District was initiated by the Board of Education through the Reconfiguration Committee. The committee was given the task of gathering data that would provide the Board of Education a base of information in order for them to determine the most efficient use and allocation of resources presently found within the district.

Capacity and usage of space throughout the district, district wide consistency in curriculum, minimized student transitions and fiscally sound and responsible use of resources were priorities of the committee.

As stated in a report submitted by the Space and Enrollment Committee's Report to the Board of Education in May 2010, The Scope of the Problem – "Feeder pattern inconsistency has remained an unresolved District issue for decades; attending school for one year does not allow for sustained school connections; Special Education classes are not always adequately aligned."

A basic premise of the Reconfiguration Committee's work was that whatever data was to be presented would provide the Board of Education information that would continue to provide the same (or better) educational programs as currently offered. The question continually asked was, "What impact would it have on students and is it educationally sound?"

Wappingers Central School District - Total Enrollment as of 12/28/11

Elementary - Grades K-5	4,966
Middle - Grade 6	920
Junior High Grades 7-8	1,899
High School Grades 9-12	4,126
Total Enrollment	11,911

Enrollment

12/28/2011

Brinckerhoff Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
K ad	0	0	0
1	35	44	79
2	49	53	102
3	48	53	101
4	44	45	89
5	43	48	91
13	0	0	0
PS	3	3	6
PR	0	0	0
K am	22	26	48
ym	9	12	21
Elementary Total:	253	284	537

Brinckerhoff Elementary
School Total:

253

284

537

Enrollment

12/28/2011

Fishkill Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	0	0	0
1	38	46	84
2	47	43	90
3	50	43	93
4	41	42	83
5	39	50	89
13	0	0	0
K am	10	11	21
K pm	30	18	48
Elementary Total:	255	253	508

Fishkill Elementary School	255	253	508
Total:			

Enrollment

12/28/2011

Fishkill Plains Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
1	56	45	101
2	64	31	95
3	49	54	103
4	71	57	128
5	66	53	119
13	0	0	0
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	2	0	2
K am	25	18	43
K pm	22	17	39
Elementary Total:	355	275	630

Enrollment

12/28/2011

Gayhead Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
1	89	58	147
2	78	77	155
3	93	87	180
4	100	83	183
5	112	105	217
13	0	0	0
K ad	0	1	1
K am	26	25	51
K pm	44	30	74
Elementary Total:	542	466	1,008

Gayhead Elementary School
Total:

542

466

1,008

Enrollment

12/28/2011

James S. Evans Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	7	4	11
1	26	29	55
2	24	31	55
3	26	19	45
4	28	29	57
5	17	20	37
13	0	0	0
K am	9	14	23
K pm	15	8	23
Elementary Total:	152	154	306
Middle School			
6	18	31	49
Middle School Total:	18	31	49

James S. Evans Elementary
School Total:

170

185

355

Enrollment

12/28/2011

John Jay High School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
High School			
9	305	262	567
10	275	253	528
11	282	261	543
12	261	257	518
14	0	0	0
GD	0	0	0
High School Total:	1,123	1,033	2,156

Enrollment

12/28/2011

Kinry Road Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
4	58	41	99
5	47	49	96
13	0	0	0
Elementary Total:	105	90	195
Middle School			
6	108	90	198
Middle School Total:	108	90	198

Enrollment

12/28/2011

Myers Corners Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	3	2	5
1	49	31	80
2	44	33	77
3	56	60	116
4	59	40	99
5	54	58	112
13	0	0	0
K am	22	18	40
K pm	15	11	26
Elementary Total:	302	253	555
Middle School			
6	91	83	174
Middle School Total:	91	83	174

Enrollment

12/28/2011

Oak Grove Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	1	0	1
1	52	33	85
2	37	27	64
3	31	33	64
4	27	22	49
5	29	35	64
13	0	0	0
K am	12	10	22
pm	13	6	19
Elementary Total:	202	166	368

Enrollment

12/28/2011

Orchard View Alternative High School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
High School			
9	0	0	0
10	1	5	6
11	5	10	15
12	11	12	23
14	0	0	0
High School Total:	17	27	44

Enrollment

12/28/2011

Roy C. Ketcham High School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
High School			
9	275	224	499
10	233	248	481
11	269	222	491
12	239	216	455
14	0	0	0
GD	0	0	0
High School Total:	1,016	910	1,926

Enrollment

12/28/2011

Sheafe Road Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	0	0	0
1	47	43	90
2	40	41	81
3	52	52	104
4	44	48	92
5	35	53	88
13	0	0	0
K am	10	14	24
K pm	26	19	45
Elementary Total:	254	270	524

Sheafe Road Elementary
School Total:

254

270

524

Enrollment

12/28/2011

Van Wyck Junior High School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Junior High			
8	290	247	537
14	0	0	0
7	247	222	469
Junior High Total:	537	469	1,006
Middle School			
6	255	244	499
Middle School Total:	255	244	499

Van Wyck Junior High
School Total:

792

713

1,505

Enrollment

12/28/2011

Vassar Road Elementary School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Elementary			
PK	0	0	0
PS	0	0	0
PR	0	0	0
K ad	2	0	2
1	49	39	88
2	63	41	104
3	38	41	79
13	0	0	0
K am	27	17	44
K pm	10	8	18
Elementary Total:	189	146	335

Vassar Road Elementary
School Total:

189

146

335

Enrollment

12/28/2011

Wappingers Junior High School : 2011-2012 (12/28/2011)

Grade	Male	Female	Total
Junior High			
7	219	236	455
8	221	217	438
14	0	0	0
Junior High Total:	440	453	893

Procedures

Each elementary school was visited by members of the committee so that space allocation findings could be verified with both architect floor plans and principal input.

In some cases some original classroom space was repurposed and would need to be restored to its original classroom designation.

The Director of Facilities concurred that this would be a minor task involving the removable of a temporary structure (wall) that could be done in house at a minimal cost.

Each building principal was asked to verify the team's finding with regard to space and the majority principals supported the results.

Transportation devoted much time and effort into reviewing each school and their specific transportation needs. Length of ride, time saved/increased, maintaining communities and safety and efficiency in transporting students were priorities. Since reconfiguration has been a topic in the District for some time, those from transportation on the committee knew of the concerns of the community and what needed to be focused on in order to maximize district resources and provide service to all.

1/5/2012

Roomday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
BRINCK	639	67	2.68	2	67	2.68	3	83	3.32	4	112	4.48	5	106	4.24	4	95	3.8	4	109	4.36	4									
EVANS	398	56	2.24	2	56	2.24	3	58	2.32	3	51	2.04	2	54	2.16	2	57	2.28	3	66	2.64	3									
F. PLAINS	608	66	2.64	2	66	2.64	3	86	3.44	4	82	3.28	4	99	3.96	4	107	4.28	4	102	4.08	4									
FISHKILL	542	74	2.96	2	74	2.96	3	79	3.16	4	85	3.4	4	79	3.16	4	82	3.28	4	69	2.76	3									
GAYHEAD	1018	117	4.68	3	117	4.68	5	132	5.28	6	144	5.76	6	157	6.28	7	166	6.64	7	185	7.4	7									
KR	236	24	0.96	1	24	0.96	1	38	1.52	2	29	1.16	1	34	1.36	2	39	1.56	2	48	1.92	2									
MYERS	883	85	3.4	2	85	3.4	4	118	4.72	5	128	5.12	5	151	6.04	6	142	5.68	6	144	5.76	6									
OG	492	52	2.08	1	52	2.08	2	89	3.56	4	73	2.92	3	79	3.16	4	65	2.6	3	82	3.28	4									
SHEAFE	584	83	3.32	2	83	3.32	4	88	3.52	4	72	2.88	3	100	4	4	82	3.28	4	76	3.04	3									
VR	308	38	1.52	2	38	1.52	2	45	1.8	2	63	2.52	3	32	1.28	2	50	2	2	42	1.68	2									

) Summary of Slide 1

- Totals are based on new bus runs that were created
- Kindergarten numbers are listed as the same as this current year
- Kindergarten numbers based on $\frac{1}{2}$ day
- Sections are determined by grade level total divided by 25
- Number of sections were rounded up

Pro Boundaries for 12/13 school year estimated totals
12/27/2011

Boundary	Total	RMS NEEDED	proposed rooms (w/mods)	FIT with mods		Over/Under	Proposed Rooms (no mods)	FIT without mods		Over/Under
				Yes	Or No			Yes	Or No	
BRINCK	639	26	25*	N/A		-1	25*	No*		-1
EVANS	398	18	20	N/A		2	20	Yes		2
F. PLAINS	608	25	27	N/A		2	27	Yes		2
FISHKILL	542	24	23	YES		-2	21	No		-3
GAYHEAD	1018	41	42	YES		1	38	No		-3
KR	236	11	20	N/A		9	20	Yes		9
MYERS	863	34	39	N/A		5	39	Yes		5
OG	492	21	23	N/A		2	23	Yes		2
SHEAFE	584	24	27	N/A		3	27	Yes		3
VR	308	15	18	N/A		3	18	Yes		3

Space Spreadsheet, page 2

This page of the spreadsheet explains the potential for each building to house the total number of sections based on the projected enrollment.

For example, at Brinckerhoff, there is a projected total of 26 total sections (grades k-6). Within the building there were 25 proposed classrooms and Brinckerhoff has no modular classrooms. This means there is 1 too many sections assigned to Brinckerhoff, so there would have to be construction, or a realignment of students to have only 25 sections.

At Evans, there is a projected total of 18 sections (grades k-6) and within the building there are 20 rooms – Evans does not have modular classrooms either. Based on the projected sections (18) and room availability (20) Evans would be able to accommodate all of the students in the projected area.

At Gayhead there is a projection of 41 sections. Including the modular classrooms, Gayhead can accommodate 42 sections, so this would fit as well. If the modular classrooms are not included or need to be replaced, there are 38 available classrooms at Gayhead, therefore the 41 sections would not fit, without additional construction.

Based on this chart, the following schools would be able to accommodate the projected sections:

Evans
Fishkill Plains
Gayhead (including modular rooms)
Kinry Road
Myers Corners
Oak Grove
Sheafe Road
Vassar Road

The following schools would NOT be able to accommodate the projected enrollment:

Brinckerhoff – based on the projected enrollment, Brinckerhoff would need 1 additional classroom to be constructed.

Fishkill – need 2 rooms in addition to modular classrooms. Fishkill had a flood and cannot use the art room. In addition, there are 24 projected sections, but 23 available rooms (now 22 as a result of the flood). If the modular rooms need to be replaced additional construction of 2 rooms would be necessary – total of 4 without modular rooms.

Projected needs:

In order to create sufficient space within the District for a K – 6 model, two of the elementary schools would need more space – Brinkerhoff – 1 classroom and Fishkill Elementary – 2 classrooms.

The estimated cost for this job would be approximately **\$524,000**

This amount to include 2240 square feet of space for classrooms and a hallway at **\$225.00** per square foot. (**\$504,000**) (The project would result in 4 classrooms)

Supplies for rooms (additional furniture, bookcases...) \$5,000 per classroom (**\$20,000**)

Total estimated cost - \$524,000

Moving of furniture, books and supplies

Estimated cost of moving 6th grade instructional materials from Van Wyck and other schools as needed: 3 days x 3 workers x 6 hours a day results in 54 hours x 3 workers x \$30 (rate of pay) to equal **\$1620.00**

Professional Development time:

Time needed for teaching staff to prepare rooms, curriculum and materials. Cost would be minimal as principals and Coordinators would provide support for staff during the change/shift.

Kathleen Walsh - Fwd: Modular Energy

From: Ronald Broas
To: Kathleen Walsh
Date: 12/7/2011 3:31 PM
Subject: Fwd: Modular Energy

FYI

>>> "Kohrs, Richard" <rkohrs@ameresco.com> 12/7/2011 2:13 PM >>>
Ron,

The Wappingers modular buildings are not separately metered but we have experience with other modular classroom unit which do have separate metering.

A typical all electric, 2000 sqft modular classroom (2 rooms) would use about 30,000 kwh annually for average weather conditions and have a peak kW of 20 to 23 kW.

With the Wappingers energy prices that would translate to approximately \$2,600 to 2,700/year in electric costs depending on amount of summer hour use. This also assumes that there is some reasonable level of temperature control.

I hope you find this information helpful.

Best regards,

Richard E. Kohrs, CPA

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Table 22 below provides a summary of the projections for each elementary school shown in Tables 25 through 33 comparing the projected fifth and tenth years to the base year of 2010.

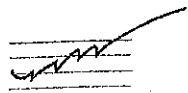
TABLE 22 ELEMENTARY SCHOOL ENROLLMENT PROJECTION SUMMARY					
School	2010	2015	% Change	2,020	% Change
Brinckerhoff					
Live Births	576	527	-8.51	516	-10.42
Evans					
Live Births	377	381	1.07	369	-2.13
Fishkill					
Live Births	509	500	-1.77	484	-4.92
Fishkill Plains					
Live Births	666	613	-7.96	579	-13.07
Gayhead					
Live Births	1,022	913	-10.67	910	-10.96
Myers					
Live Births	740	717	-3.11	757	2.30
Oak Grove					
Live Births	389	374	-3.86	365	-6.17
Sheafe					
Live Births	520	495	-4.81	477	-8.27
Vassar/Kinry					
Live Births	797	747	-6.28	704	-11.67

Table 23 provides a summary of the Junior and High Schools shown in Tables 34 through 37 comparing the fifth and tenth years to the base year of 2010.

TABLE 23 JUNIOR HIGH AND HIGH SCHOOL ENROLLMENT PROJECTION SUMMARY					
School	2010	2015	% Change	2,020	% Change
Van Wyck Jr. HS					
Live Births	1,563	1,487	-4.87	1,381	-11.65
Wappinger Jr. HS					
Live Births	910	904	-0.66	834	-8.36
John Jay HS					
Live Births	2,222	2,189	-1.49	2,147	-3.38
Roy C. Ketcham HS					
Live Births	2,014	1,978	-1.79	1,942	-3.58

WAPPINGERS

Central School District


Tri-State
Consortium
Member

DISTRICT OFFICES
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JOHANNA HUDAK, DIRECTOR OF SPECIAL EDUCATION & STUDENT SERVICES


Middle States Association
of Colleges and Schools
Member

Date: December 20, 2011

To: Kathleen Walsh

From: Johanna Hudak 

Re: Projections

Attached is a list of all our current elementary classes and the number of student in each class. This information is current. Next year we intend to roll over all our classes so the only change will be moving the 6th grade classes out of VW and into elementary buildings. Right now this means moving 3 ICT teams and 3 self contained classes into elementary schools. I have attached my original memo with the details. Remember that converting 3 teams to the elementary model means 6 ICT 6th grade classes.

It is too early to give you next year's numbers. We are gathering that information now and we will have that for you the end of January. I do NOT expect any changes from our current configuration. Since I will not be here I have asked each of the assistant coordinators to develop the classes for their schools. Again I anticipate that we will roll over our current classes so there should be little change from this year.

PROGRAM	CHANGE	SPECIAL EDUCATION TEACHER	# students
Brinckerhoff	SC 1/2	Jennifer Bell	12
	SC 2/3	Rene Vena	12
	SC 4-5	Lori Chiappetta	11
	Resource	Maria Kocaj	18
	.5 RR	Christine Loos	6
Evans	SC K-1	Shareen Whitehouse	12
	SC 2-3	Meghan Moran	12
	Comm K/1/2	Sandra Cardoso	8
Fishkill	SC 2-3	Bonnie Muller	12
	ICT 5	Jason Jutt	12
	.5 RR	Christine Loos	13
FP	ICT K	Denise Lombardi	15
	ICT 1	Kelly Jutt	8
	ICT 2	Allison Wright	12
	ICT 4	Karen Sanborn	12
	ICT 5	Teri Brothers	11
	Resource	Mary Glauber	20
Gayhead			
	Language 1/2	Mary Temple	8
	Language 3/4	Lynn Garcia	10
	Language 4	Kristen Cox	10
	Language 5	Jennifer Smalley	11
	Comm 4/5/6	Michelle Griffiths	10
	ICT 3	Jerilyn Gilman	6
	ICT 4	Kerry Ruppert	12
	ICT 4	Lauren Tarentino	11
	ICT 5	Colleen Tortarella	12
	ICT 5	Colleen Burger	12
	Resource	Suzann Shaw	13
Kinry			
	SC 5/6	Monique Nabais	11
	ICT 4	Elaine Rennie	12
	ICT 5	Susan Smith	11
	ICT 5	Cherise Cosentino	8
	ICT 6	Colleen Wilber	18
Myers			
	ICT K	Kristen Egan	15
	ICT 1	Paula Pardonner	11
	ICT 2	Donna Lahl	8
	ICT 3	Jackie Calahan	12
	ICT 3	Jennifer Stapleton	12
	ICT 4	Lynneanne Gibson	12
	ICT 4	Christine Levasseur	12

	ICT 5	Margaret Fisher	12
	ICT 6	Katie Watson	12
	ICT 6	John Dehaan	10
	ICT 6	Andrea Capparelli	8
	SC K/1/2	Kate Jackson	10
	SC 2/3/4	Nicole Heady	12
	SC 4/5/6	Karen Ferrara	12
Oak Grove			
	SC K/1	Jeanette La Salvia	11
	SC 4/5	Kristen Chapman	12
Sheafe			
	ICT 1	Beverly Banta	8
	ICT 2	Denise Dooling	12
	ICT 3	Tiffany DeVincenzi	12
	ICT 4	Madeline Burday	11
	ICT 5	Jodie Stahl	12
Vassar	.5 RR	Jackie Geswell	2
	ICT 3 (.5)	Jackie Geswell	7
	Comm K/1/2	Theresa Reekie	11
Van Wyck			
	ICT 6	AnneMarie Briskey	23
	ICT 6	Allysha Kubicek	23
	ICT 6	Hope Pinto	23
	Language 6	BethAnn Dearce	12
	SC 6	Sabrina Parsons	7
	RR 6	0.3 Suzanna Santos	3
	Int Instruction	Mary Witkowski	12
	ICT 7	Carolyn Walsh	14
	ICT 7	Nancy Burlew	16
	ICT 7	Dawn Holt	13
	Language 7	Joseph Glauda	11
	SC 7	Aaron Ellis	11
	RR 7	0.3 Suzanna Santos	5
	ICT 8	Arlene Dean	18
	ICT 8	Michelle Deliddo	20
	ICT 8	Alyssa Gasparro	19
	Language 7	Ann Liebergot	12
	SC 8	Kelly Clauson	12
	RR 8	0.34 Suzanna Santos	11
WJHS			
	ICT 7	Kathleen Snowden	19
	ICT 7	Melanie Palazollo	17
	SC 7	Robin Rose	12
	EXCEL 7	Mary Ellen Moen	10
	EXCEL 7	Jennifer Nevel	5
	RR 7/8	Jennifer Nevel	13
	ICT 8	Catherine Riecker	13
	ICT 8	Jennifer Tao	15

If the rooms in each of our elementary building that are designated for Special Ed programs/classes remain as they are this year, I think we will need to plan to have the 3 Integrated Co-Teaching Sections and the 3 Self-Contained classes (currently located at VW) relocated in an elementary school(s) with the District. This would mean 9 classrooms would need to be found.

If provided with enough lead time to look at our student's program needs and space needs (especially for pull out work and related services) our Special Education students could be accommodated in a K-6 configuration.

Disadvantages:

Since I would assume that we would not have the staffing to have a 6th grade special education program in each of our buildings, some students would have an additional transition to make prior to entering middle school.

It should also be noted that we currently run 6th team Integrated Co-Teaching classes at Van Wyck. If we went to the elementary Integrated co-Teaching model we would need to hire 3 additional teachers. We would also need to hire an additional Self-Contained teacher if we were to change our 6/7/8th grade intensive instruction class to a 6th grade intensive instruction class (keeping 7th and 8th grade students at VW).

Table of Content

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5. Estimated Attendance Zone Breakdown
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- 17-18 Oak Grove Changes
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- 23-24. ESL Student map and spreadsheet
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27. Myers Corner to 3rd Tier Senerio
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38. Pro Boundary totals
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TRANSPORTATION RECONFIGURATION 12-22-11

Attached you will find the current elementary boundaries as they exist today and the research boundaries and building capacities. We have moved boundaries attempting to fit the students in buildings and moved neighborhoods that seemed to make sense with the streets affected.

Neighborhood movement that will affect JH/HS attendance zones
Movement needed to house 6th grade currently in VW JH.

- Edgehill Development
Current VR-KR-WJH-RCK attendance zone - tried in 11/12 school year to move attendance zone to MC-WJH-RCK and received opposition from the neighborhoods. The final decision was to remain in current attendance zones.

Reconfiguration – move neighborhood to Myers to minimize bus travel and remain in the township of Wappingers where they reside.

- Worley Homes Development
11/12 school year moved from Myers to Fishkill Plains.

Reconfiguration - move back to Myers to alleviate at Fishkill Plains the projected students from Gayhead and projected growth from new Fishkill Road development. Myers has the room because it was a 6th grade center.

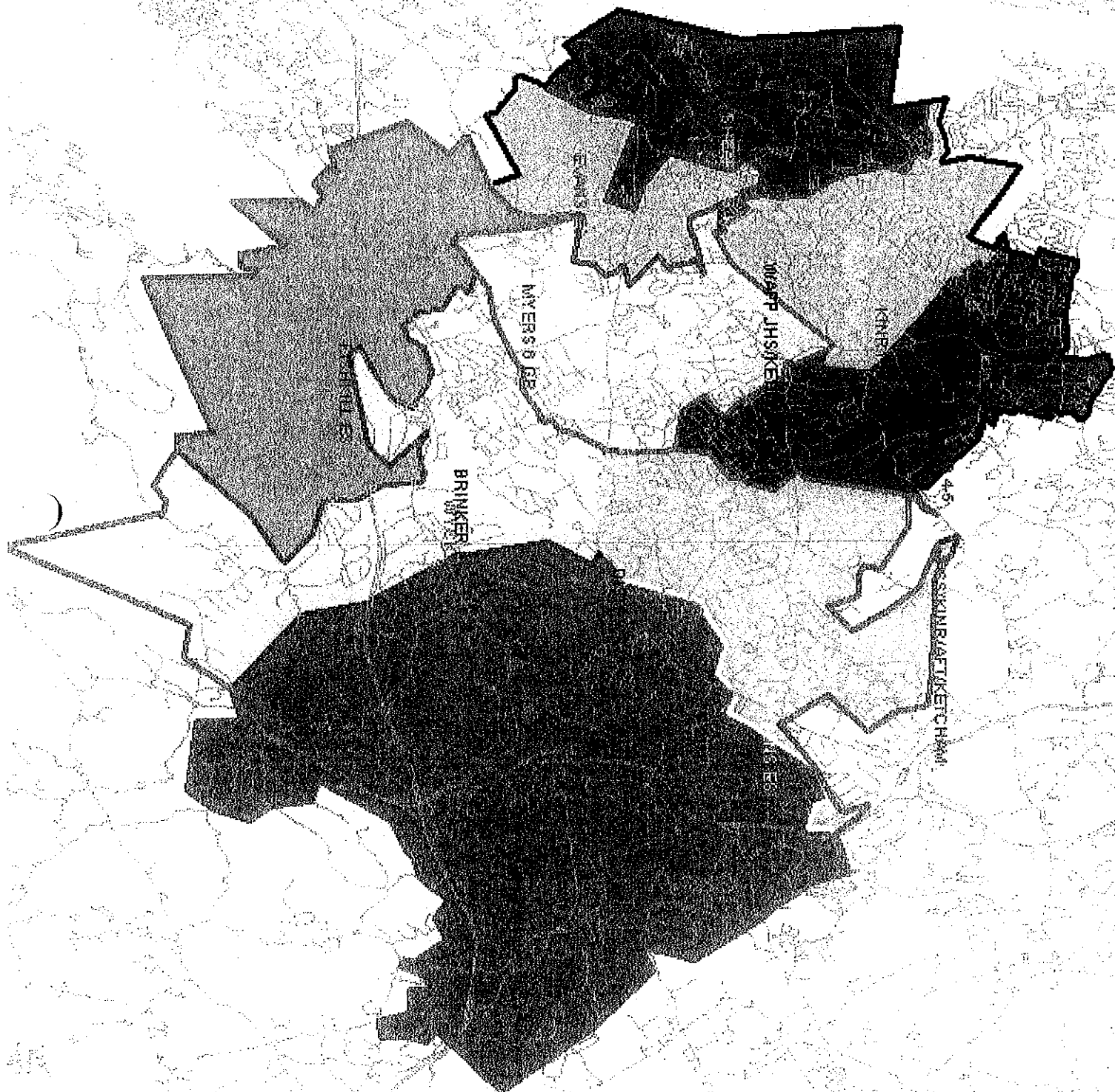
- Robinson Lane/ Rt. 376
Currently in FP/VW/JJ attendance zone.

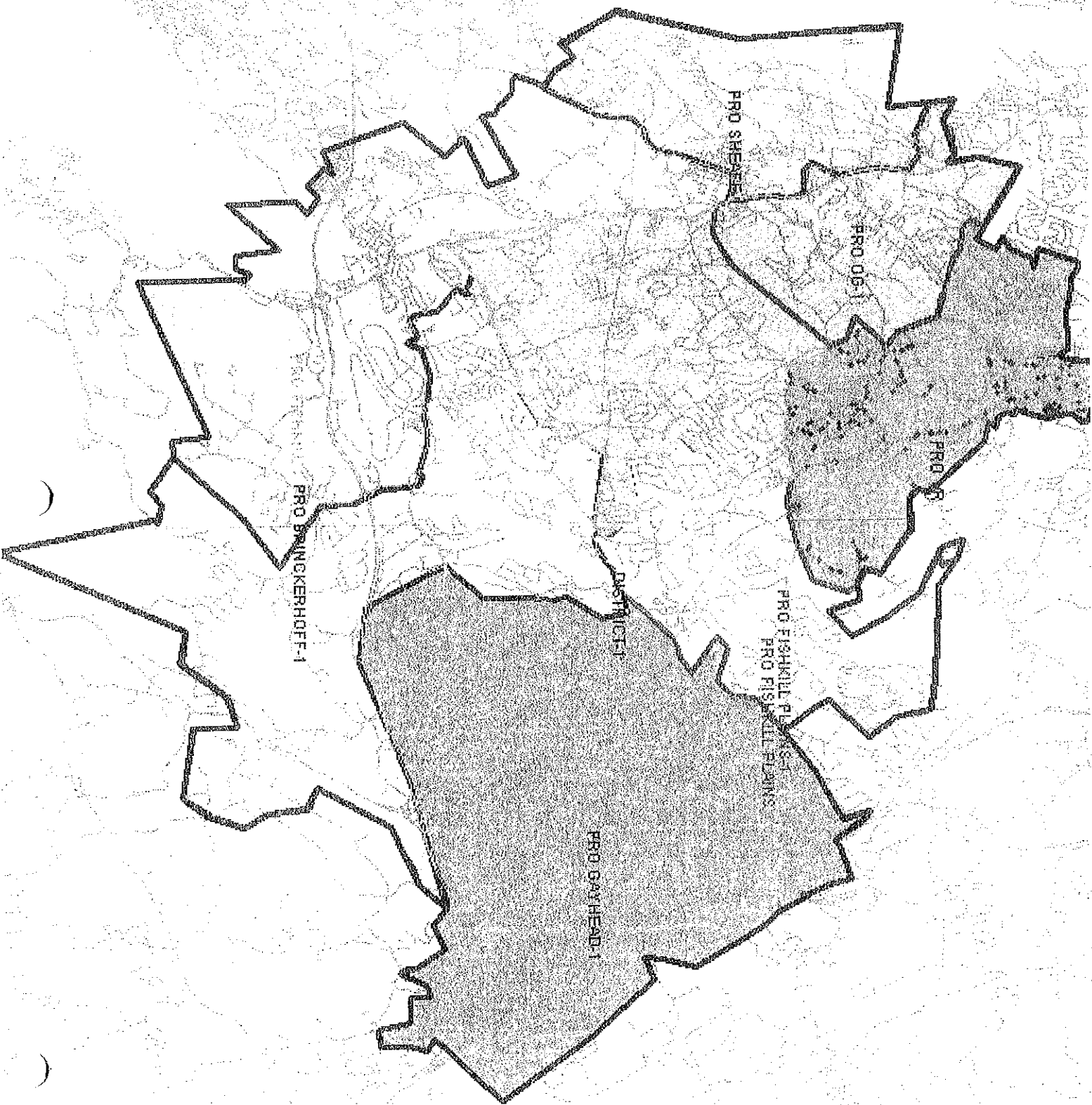
Reconfiguration - affects 29 students moving to VR from FP. Transportation currently has to travel out of the district to pick up Red Hawk Hollow off of Diddell Rd. Robinson Lane is less than 1 mile from that area. This will impact their attendance zone to VR/WJH/RCK and will extend their ride time.

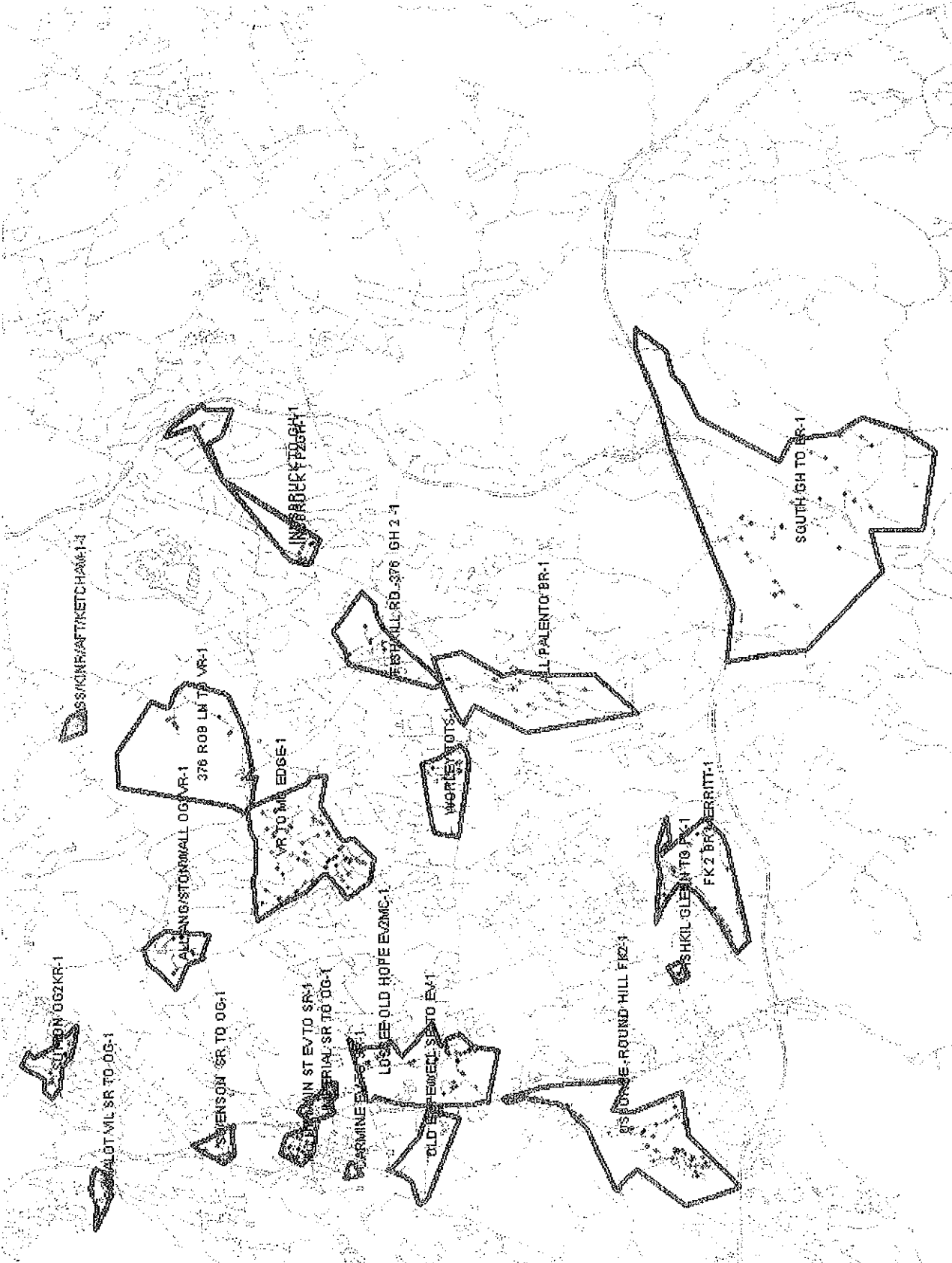
- Osborne Hill Rd. area
Currently in FK/VW/JJ

Reconfiguration – move to EV/WJH/RCK minimizing overcrowding at FK and will minimize bus ride. Attendance zone will change to JH/HS. Estimated to affect 132 students.

There are an estimated total of 336 students affected by these attendance zone changes. Out of approximately 860 students affected by moves, 336 will change attendance zones for JH/HS.







Quads
1000
1000

Breakdown of Attendance Zone Changes

BRINKERHOFF ELEMENTARY:

Moved boundary of Palen Rd. from Gayhead to Brinkerhoff.

Moved boundary South of Rt. 84 that is in Gayhead boundary to Brinkerhoff.

111 students affected

Brinkerhoff would be in the Town of Fishkill and East Fishkill.

Feeder patterns - Brinkerhoff - Van Wyck - John Jay (no change in the JH/HS feeder)

EVANS ELEMENTARY:

Moved boundary from Osborne Hill Rd. /Round Hill Development - Fishkill to Evans.

Moved boundary Old Hopewell Rd. west of Rt. 9 - Sheafe Rd. to Evans.

151 students affected

Evans would be in the Town of Wappingers.

Feeder patterns Evans - Wappingers - RCK

FISHKILL ELEMENTARY:

Move Merritt Boulevard from Brinkerhoff to Fishkill

52 students affected

Fishkill Elementary would be in the Town of Fishkill.

Feeder patterns Fishkill - Van Wyck - John Jay (no change in JH/HS feeder)

FISHKILL PLAINS ELEMENTARY:

Moved the boundary of Fishkill Rd./Rt. 376 Gayhead to Fishkill Plains anticipating the growth of the development.

15 students affected

Fishkill Plains is in the Town of Wappingers and parts of East Fishkill.

Feeder patterns Fishkill Plains - Van Wyck - John Jay

GAYHEAD ELEMENTARY:

Move Innsbruck Rd. from Fishkill Plains to Gayhead

14 students affected

Gayhead is in the township of East Fishkill.

Feeder pattern will be Gayhead - Van Wyck - John Jay

KINRY:

We had to split Vassar Rd. and Kinry boundaries. Kinry boundary is the north side of Vassar Rd. and added Sutton Park from Oak Grove.

23 students affected

Kinry is in the Town of Poughkeepsie township.
Feeder Pattern Kinry – Wappingers JH - RCK

MYERS CORNERS ROAD:

Moved boundary Losee Rd./Old Hopewell Rd. from Evans to Myers Corners
Moved Worley Homes development from Fishkill Plains to Myers Corners
Moved Edgehill development from Vassar Rd. to Myers Corners

262 students affected

Myers Corners is in the Town of Wappingers.
Feeder pattern Myers – Wappingers JH – RCK

OAK GROVE:

Move Camelot Village from Sheafe Rd. to Oak Grove
Move Imperial Blvd. from Sheafe Rd. to Oak Grove
Move Swenson Rd. Development from Sheafe Rd. to Oak Grove

102 students affected

Oak Grove is in the Town of Poughkeepsie township.
Feeder pattern Oak Grove - Wappingers JH - RCK

SHEAFE:

Moved North of Main Street from Evans to Sheafe Rd.
Moved Carmine Dr. from Sheafe Rd. to Evans

65 students affected

Sheafe is in the Town of Wappingers and Poughkeepsie township.
Feeder pattern Sheafe - Wappingers JH - RCK (no change in JH/HS feeder)

VASSAR:

Moved Rt. 376/Robinson Ln. from Fishkill Plains to Vassar Rd
Moved All Angels Hill Rd./Stonewall from Oak Grove to Vassar

42 students affected

Vassar is in the Town of Poughkeepsie and Wappingers
Feeder pattern Vassar – Wappingers JH – RCK

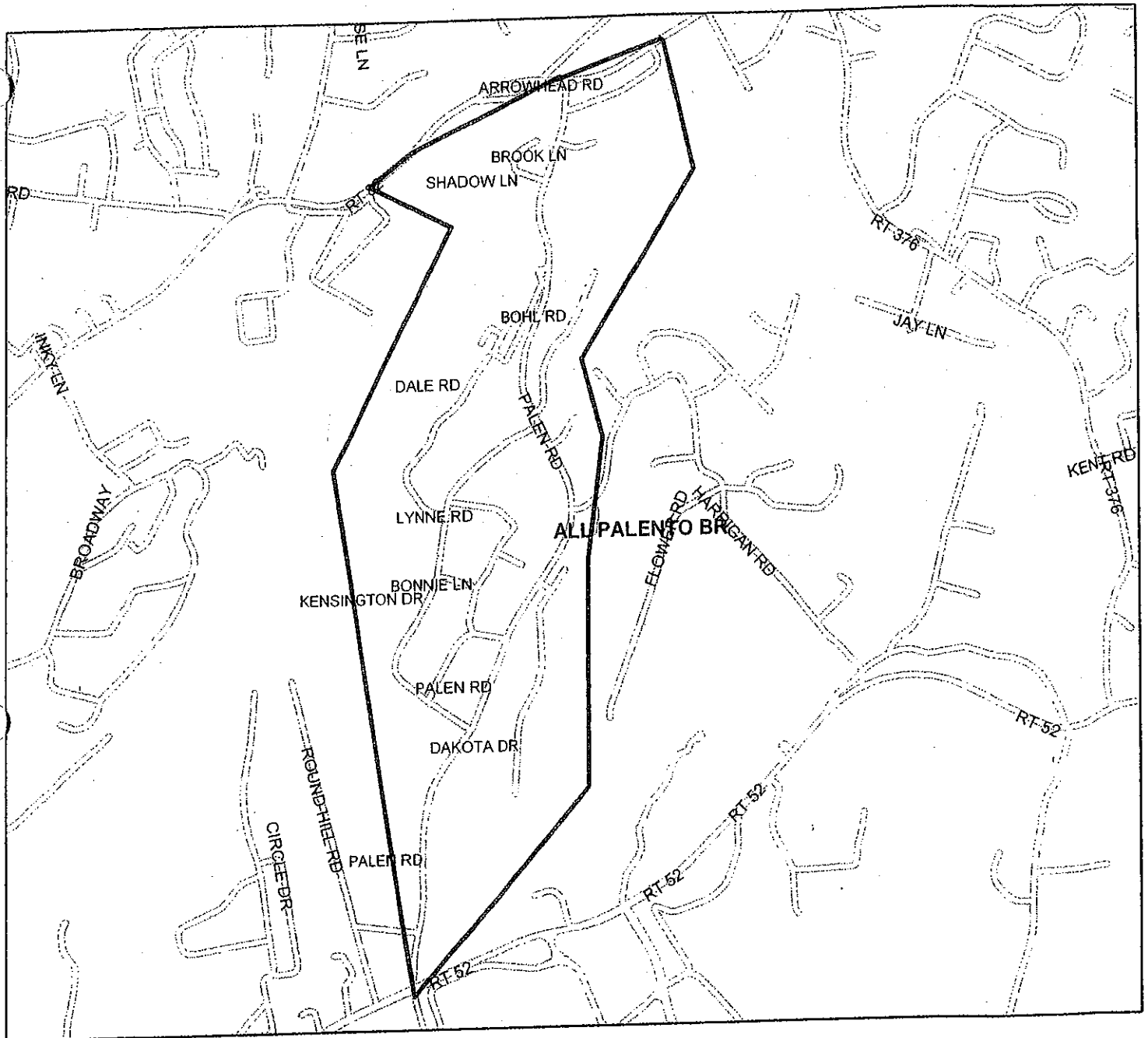
Realignment consideration for JR. High and High School

- * Osborne Hill area will change from VW/JJ to WJH/RCK
- * Junior high/HS boundary will have to change for Worley Homes area.
- * Rt. 376/Robinson Ln. from Fishkill Plains to Vassar Rd change VW?JJ to WJH/RCK

		01	02	03	04	05	06	
Boundary	Total	Count	Count	Count	Count	Count	Count	
376 ROB LN TO VR	29	3	5	4	4	6	7	
ALL ANG/STONWALL OG2VR	13	1	3	5	0	2	2	
ALL PALENTO BR	39	4	7	6	7	5	10	
CAMALOT VIL SR TO OG	54	7	9	7	14	5	12	
CARMINE EV TO SR	9	2	3	1	2	0	1	
FISHKILL RD -376 GH 2 FP	15	2	4	0	2	3	4	
FK 2 BR MERRITT	52	13	9	6	11	5	8	
IMPERIAL SR TO OG	29	2	8	6	3	4	6	
INSBRUCK FP2GH	14	1	3	1	3	4	2	
LOSSEE OLD HOPE EV2MC	87	10	16	20	12	20	9	
NO OF MAIN ST EV TO SR	56	12	8	11	11	11	3	
OLD HOPEWELL SR TO EV	19	3	2	5	1	4	4	
OSBORNE -ROUND HILL FK2EV	132	23	19	18	24	17	31	
SOUTH GH TO BR	72	9	7	18	10	9	19	
SUTTON OG2KR	23	3	7	4	6	1	2	
SWENSON SR TO OG	19	2	4	2	2	6	3	
VR TO MC EDGE	140	13	24	30	29	21	23	
WORLEY-TOTS	35	4	6	5	5	8	7	
	837	114	144	149	146	131	153	837

Totals do not include KDG's that might live in these Quads for 12-13

Wappingers Central School District District Map



All Streets within Boundary ALL PALENTO BR

Street Name

ARROWHEAD RD

BOHL RD

BONNIE LN

BRADLEY DR

BROOK LN

CHEROKEE CT

COLONIAL CT

COOPERS LN

DAKOTA DR

DALE RD

DAVIS CT

FLAGLER RD

HARRIGAN RD

KENSINGTON DR

LYNNE RD

MAPLEVIEW DR

RAMP

RT 52

RT 82

SHADOW LN

SOUTH KENSINGTON DR

STANWOOD HILL RD

TANGLEWOOD RD

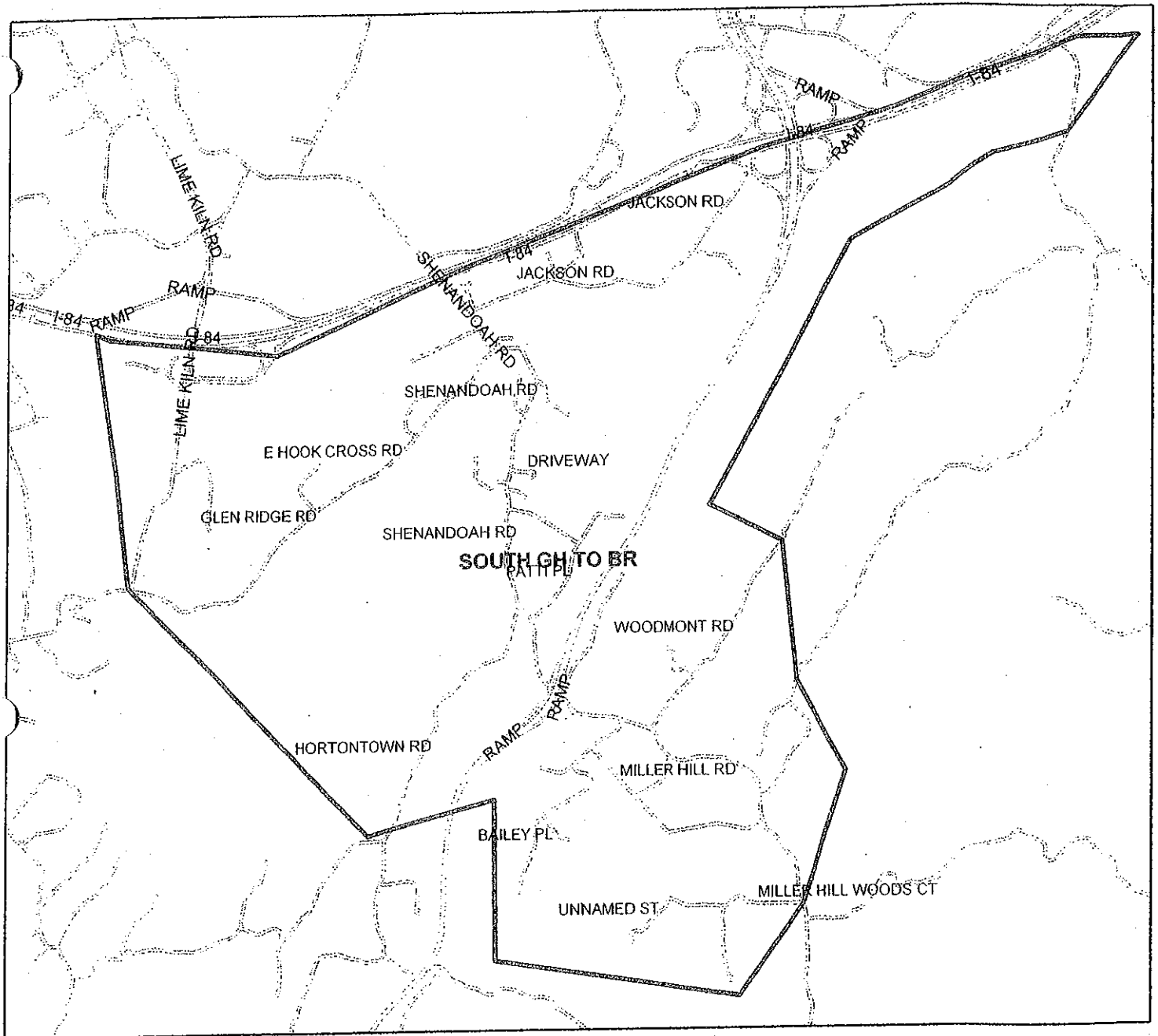
TRAILER PARK

UNNAMED ST

WEST DR

Total Streets: 28

Wappingers Central School District District Map



Street Listing

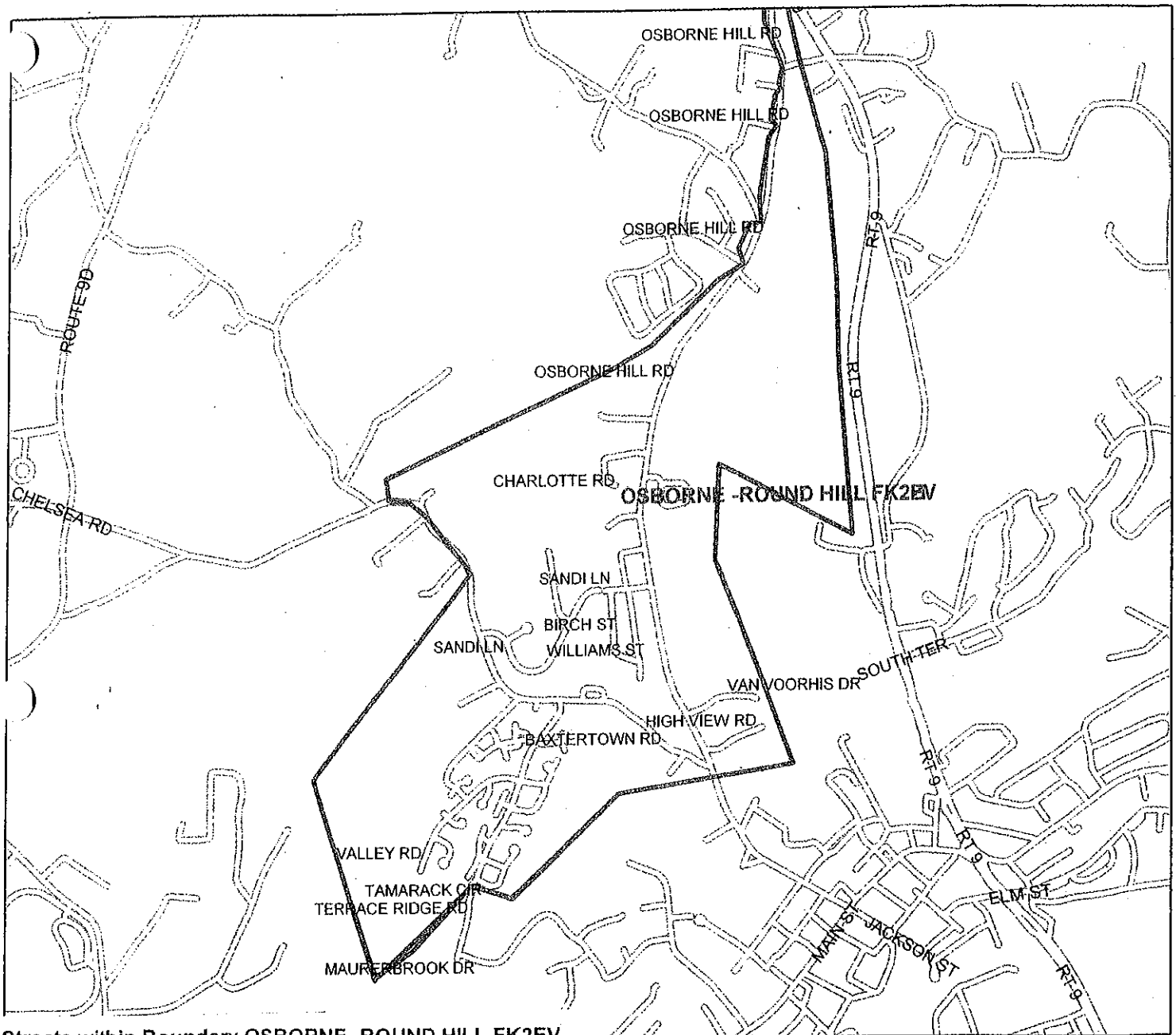
All Streets within Boundary SOUTH GH TO BR

Street Name

BAILEY PL	JACKSON RD	ROCKLEDGE RD
BETHEL ACADEMY	JAYCOX LN	RUSHMORE RD
BLUEBERRY HILL RD	JESSE RD	SEYMOUR LN
BURBANK RD	LIME KILN RD	SHENANDOAH RD
CONNECTING RD	MEMORY LN	SHORT CT
DONOVAN DR	MILLER HILL RD	STONE RIDGE LN
DOT COURT	MILLER HILL WOODS CT	TACONIC STATE PKY
DRIVEWAY	NANUK RD	UNNAMED ST
E HOOK CROSS RD	OLD SHENANDOAH RD	WEITZ RD
FARVIEW RD	OLD TOWNSEND RD	WONDERLAND DR
GLEN RIDGE RD	PATTI PL	WOODMONT RD
GRIFFIN LN		
HORTONTOWN RD		
HOSNER MOUNTAIN RD		

Total Streets: 38

Wappingers Central School District District Map



All Streets within Boundary OSBORNE - ROUND HILL FK2EV

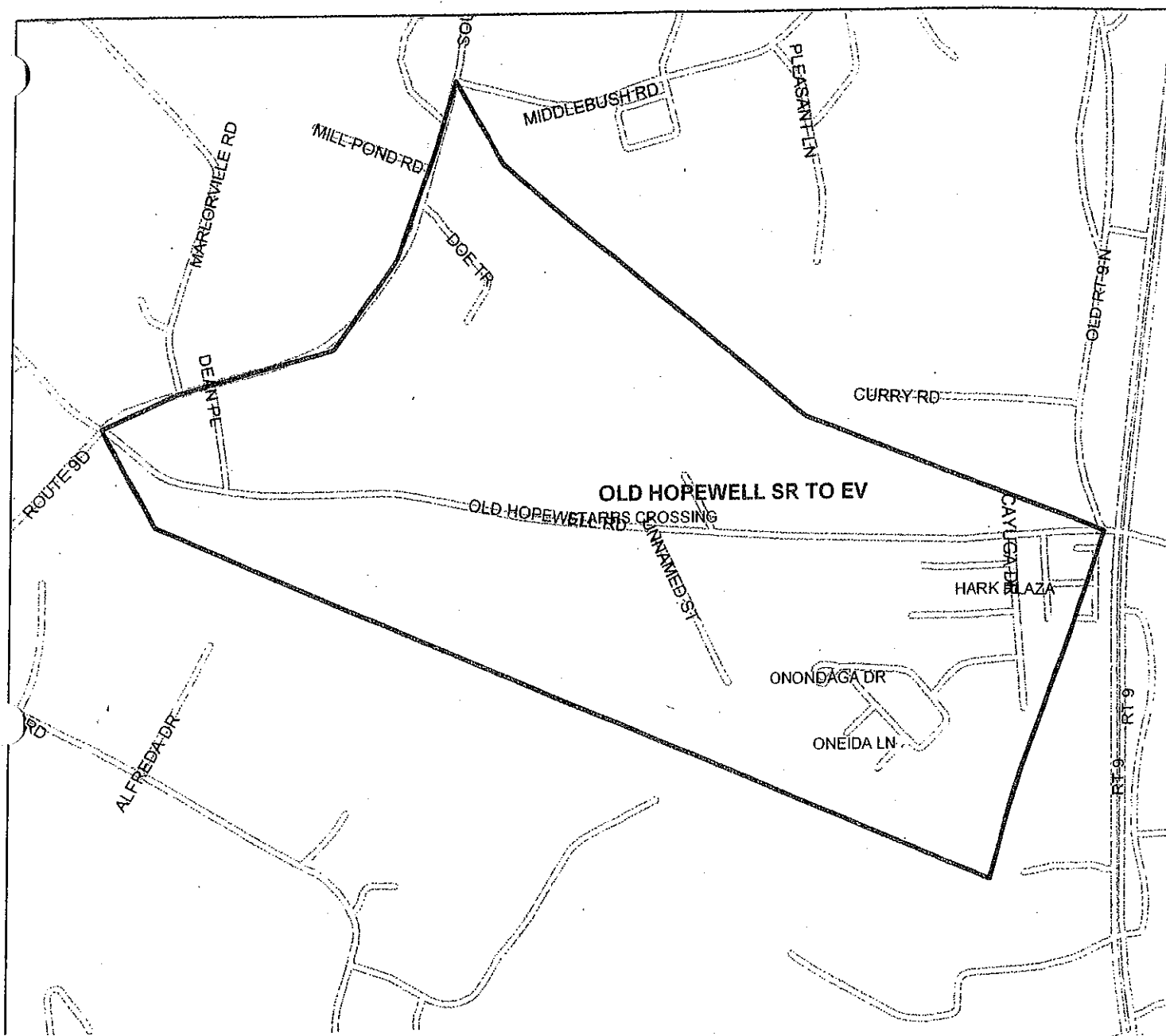
Street Name

ANNA AVE	FLEETWOOD DR	OSBORNE HILL RD
ASPEN CT	HAWTHORNE CT	REGA RD
BAXTERTOWN RD	HEMLOCK CT	RIDGE RD
BAYBERRY CIR	HIGH VIEW RD	SANDI LN
BEECH CT	HILLTOP CIR	SMITHTOWN RD
BERGHOFF DR	I-84	SPRUCE CT
BIRCH ST	IVY CT	SUNSET MHP
BIAR CT	JACKSON ST	SYCAMORE CT
CHARLOTTE RD	KETCHAMTOWN RD	TAMARACK CIR
CHESTNUT RD	LARCH CT	TAVARES LN
COYENTAL DR	LAUREL CT	TERRACE RIDGE RD
DOLFINGER PL	LILAC LN	TUSCANY DR
DONLO DR	LOCUST CT	UNNAMED ST
RIVEWAY	OAK ST	VALLEY RD
UNCAN PL	ORCHARD PL	VAN VOORHIS DR
UTCHESS MHP		WALNUT CT
LM CT		
EDM CT		

WILLIAMS ST
WOOD ST
YEW CT

Total Streets: 53

Wappingers Central School District District Map

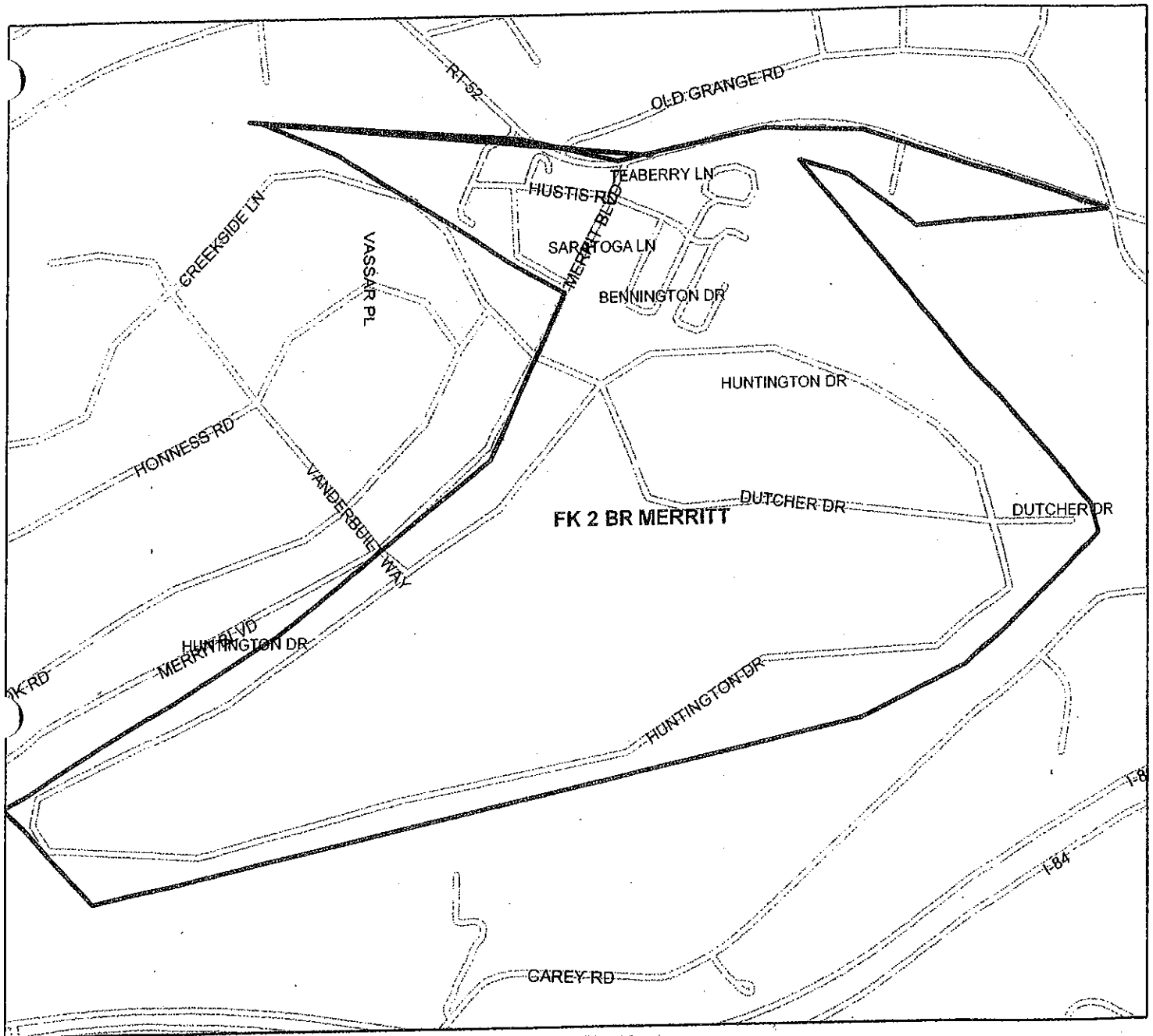


All Streets within Boundary OLD HOPEWELL SR TO EV

Street Name

CAYUGA DR
DEAN PL
DOE TR
ERIE LN
HARK 1
HARK 2
HARK PLAZA
IROQUOIS DR
MILL POND RD
MOHAWK DR
OLD HOPEWELL RD
ONEIDA LN
ONONDAGA DR
HARK PLAZA
RANDOLPH SCHOOL
ROUTE 9D
SENECA LN
STARRS CROSSING
TUSCARORA DR
UNNAMED
UNNAMED ST

Wappingers Central School District District Map



All Streets within Boundary FK 2 BR MERRITT

Street Name

BENNINGTON DR

COLD SPRING RD

CREEKSIDE LN

DUTCHER DR

GLASTONBURY RD

HUNTINGTON DR

HUSTIS RD

MERRIT BLVD

OLD GRANGE RD

RT 52

SARATOGA LN

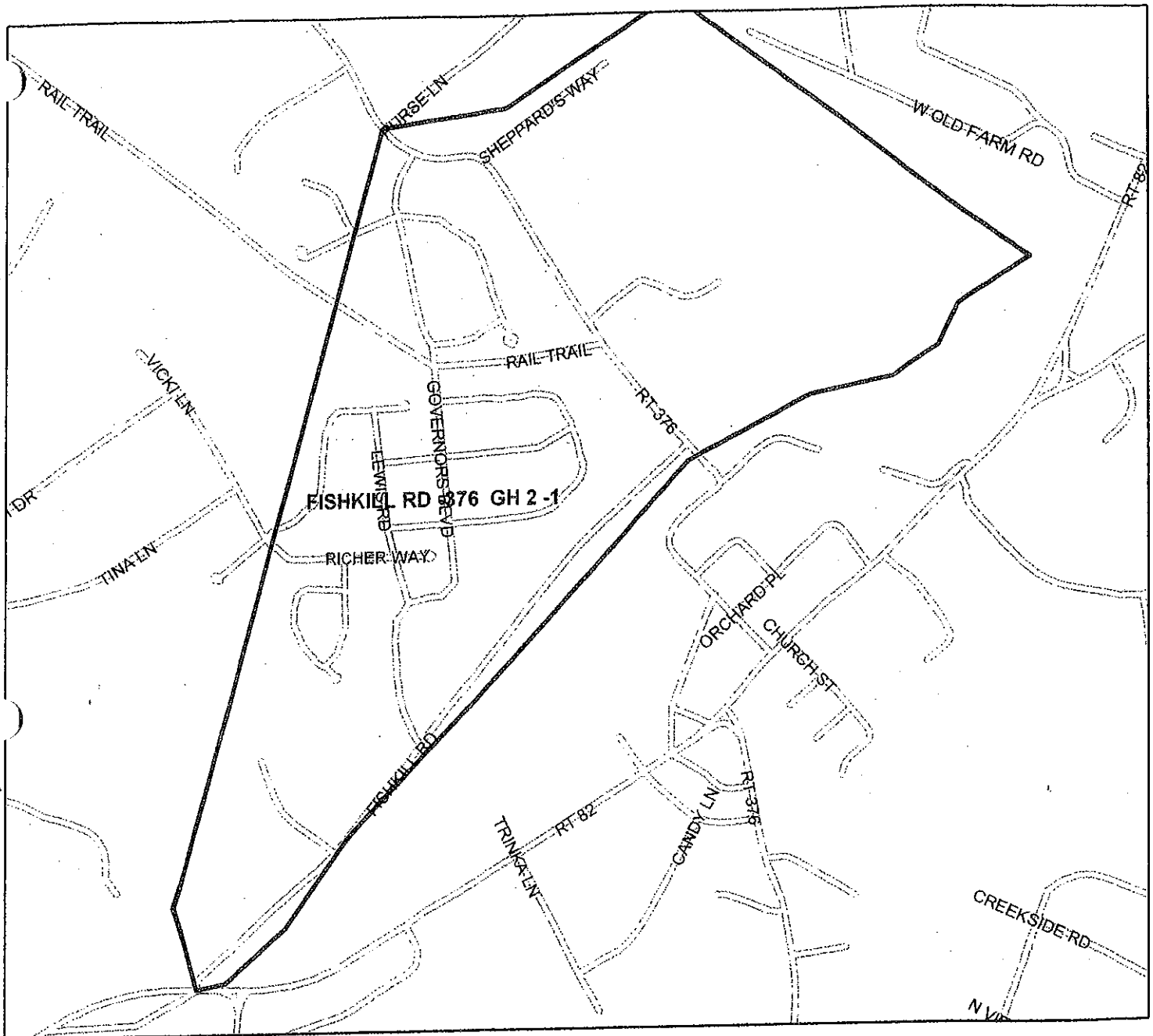
TEABERRY LN

unamed

VANDERBILT WAY

Total Streets: 14

Wappingers Central School District District Map



Fishkill Rd

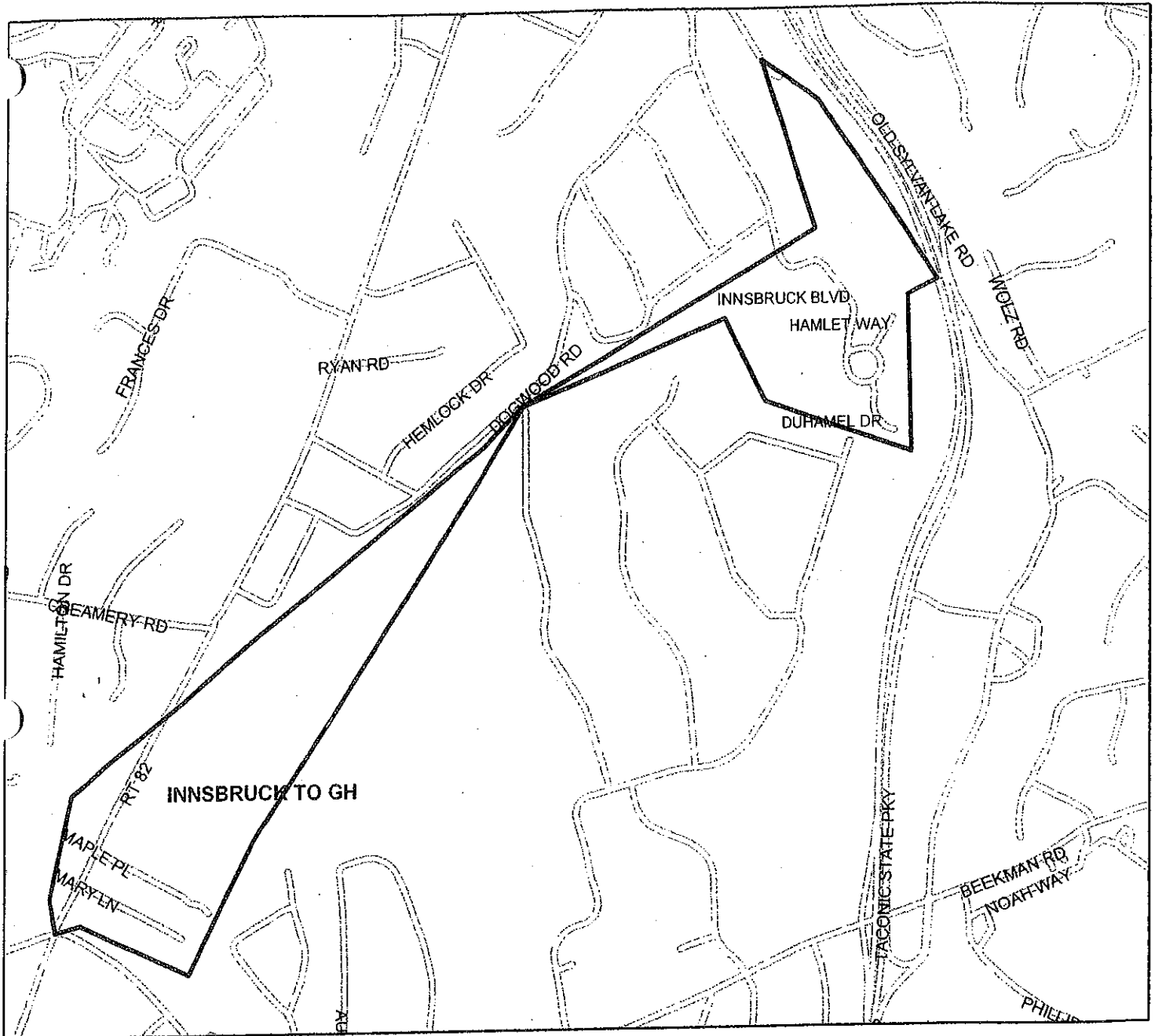
Street Name

EAST TILDON PL
EAST VAN BUREN WAY
EAST VANBUREN WAY
FENTON WAY
FISHKILL RD
GOVERNORS BLVD
GOVERNORS BLVS
HOFFMAN RD
LEWIS RD
MARCY LN
PURSE LN
RABBOLIA PL
RAIL TRAIL
RICHER WAY

RT 376
SEWARD RD
SHEPPARD'S WAY
TERRANOVA DR
TOMPSON LN
UNNAMED
WEST TILDEN PL

Total Streets: 21

Wappingers Central School District District Map



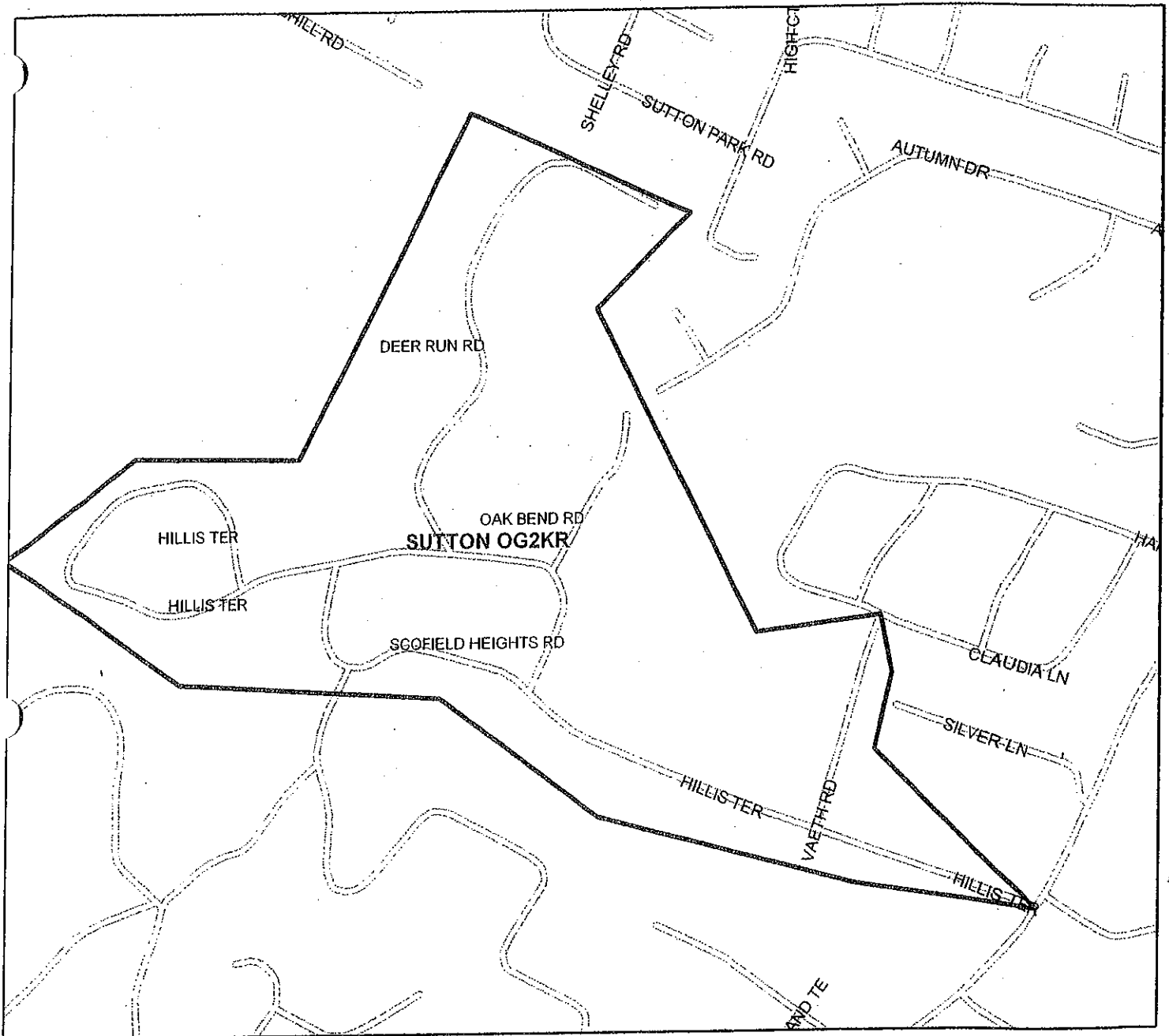
Street Listing

All Streets within Boundary INNSBRUCK TO GH

Street Name
CLOVE BRANCH RD
DARTANTRA DR
DUHAMEL DR
HAMLET WAY
INNSBRUCK BLVD
MAPLE PL
MARY LN
RT 82

Total Streets: 8

Wappingers Central School District District Map



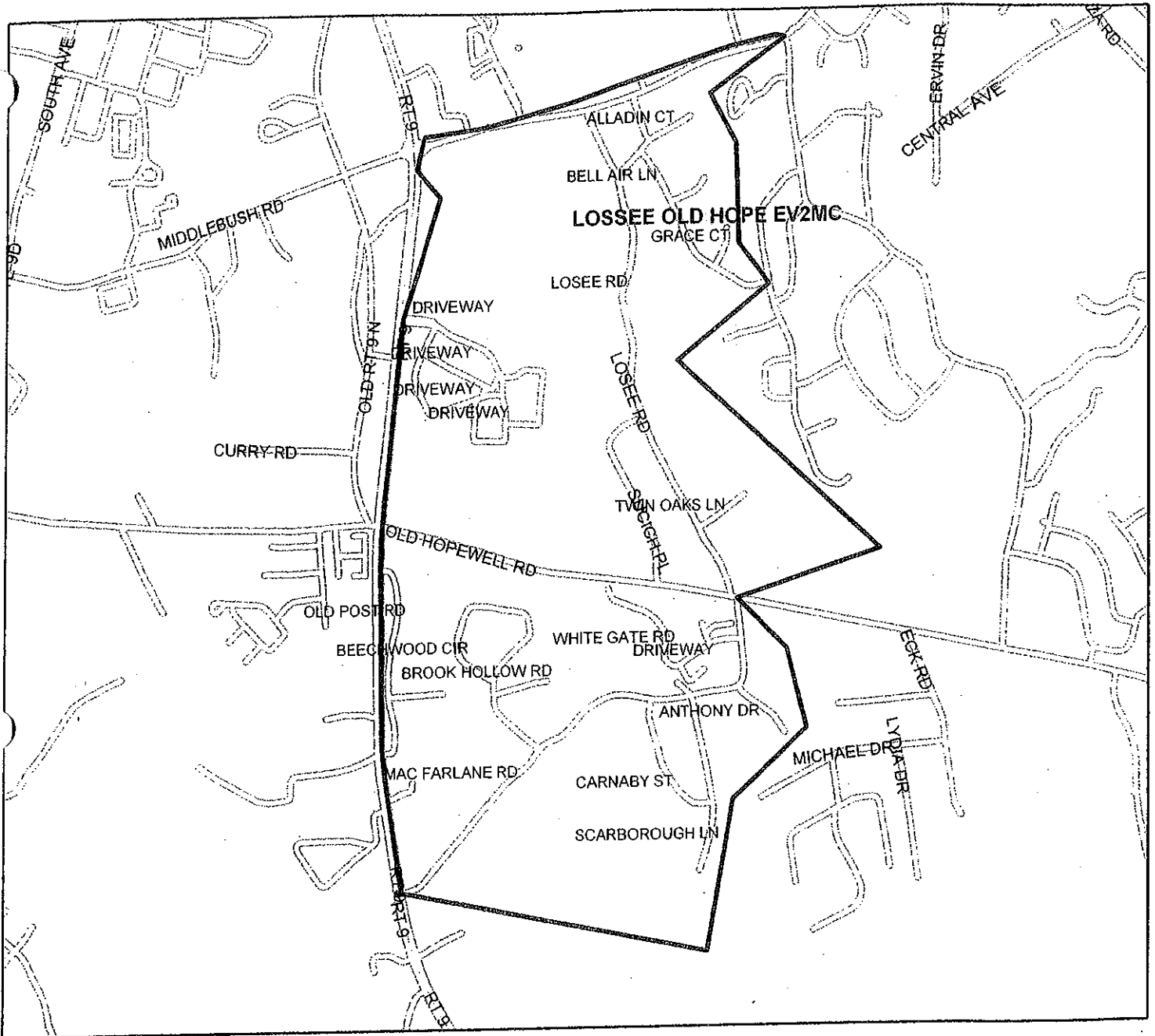
All Streets within Boundary SUTTON OG2KR

Street Name

ALEXANDER BLVD
CLAUDIA LN
DEER RUN RD
HILLIS TER
OAK BEND RD
SCOFIELD HEIGHTS RD
VAETH RD

Total Streets: 7

District Map



All Streets within Boundary LOSSEE OLD HOPE EV2MC

Street Name

39 MYERS CORNERS RD

ALLADIN CT

ANTHONY DR

BEECHWOOD CIR

BELL AIR LN

BROOK HOLLOW RD

CARNABY ST

CONNECTING RD

DRIVEWAY

GRACE CT

HENRY RD

LOSEE RD

MAC FARLANE RD

MARSHALL RD

MINA DR

MYERS CORNERS RD

ORANGE CT

PARKING LOT

RAMP

ROBERT LN

RT 9

S FOWLERHOUSE RD

SCARBOROUGH LN

SPOOK HILL RD

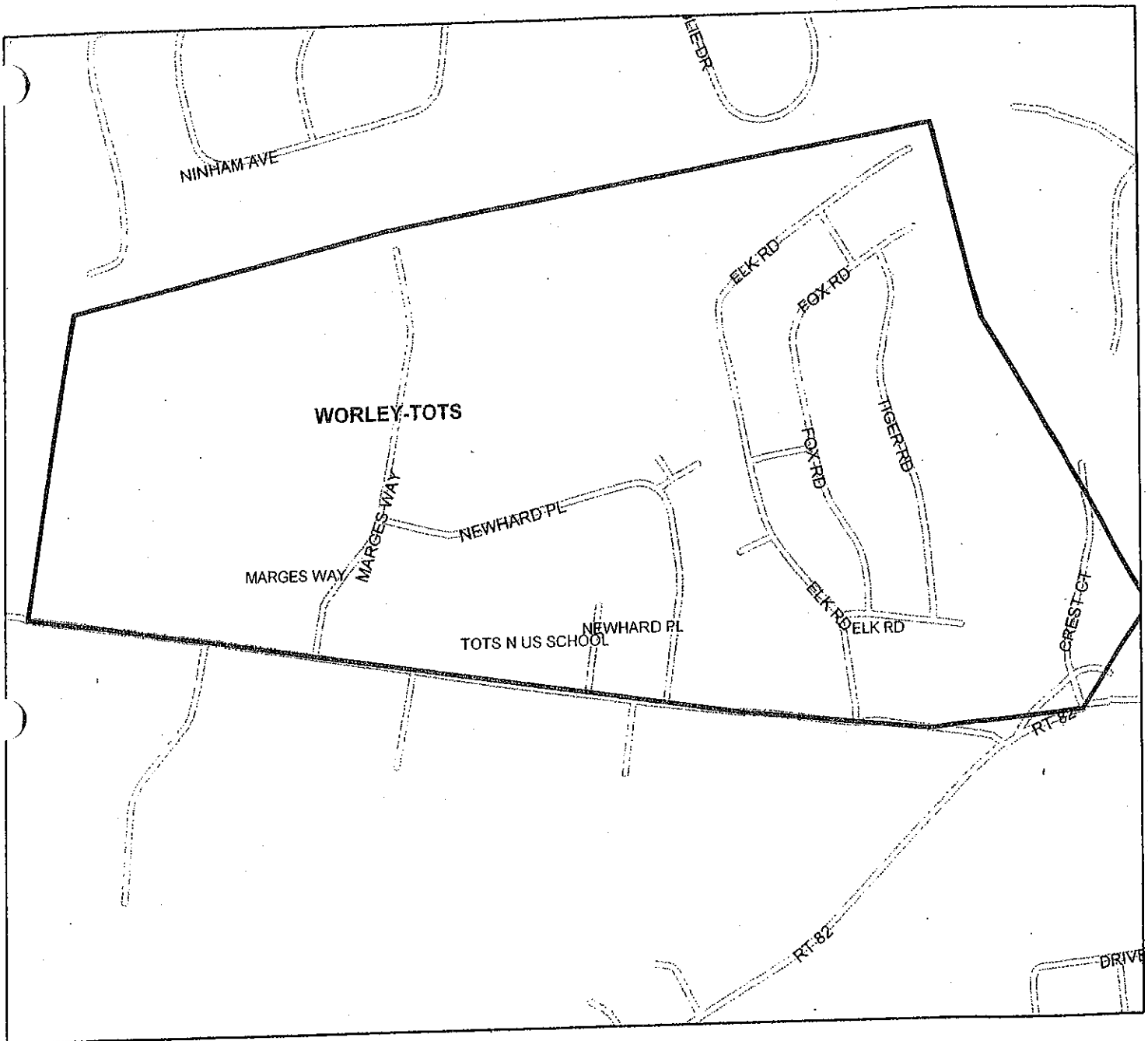
SUCICH PL

TREE TOP LN

TWIN OAKS LN

WHITE GATE RD

Wappingers Central School District District Map

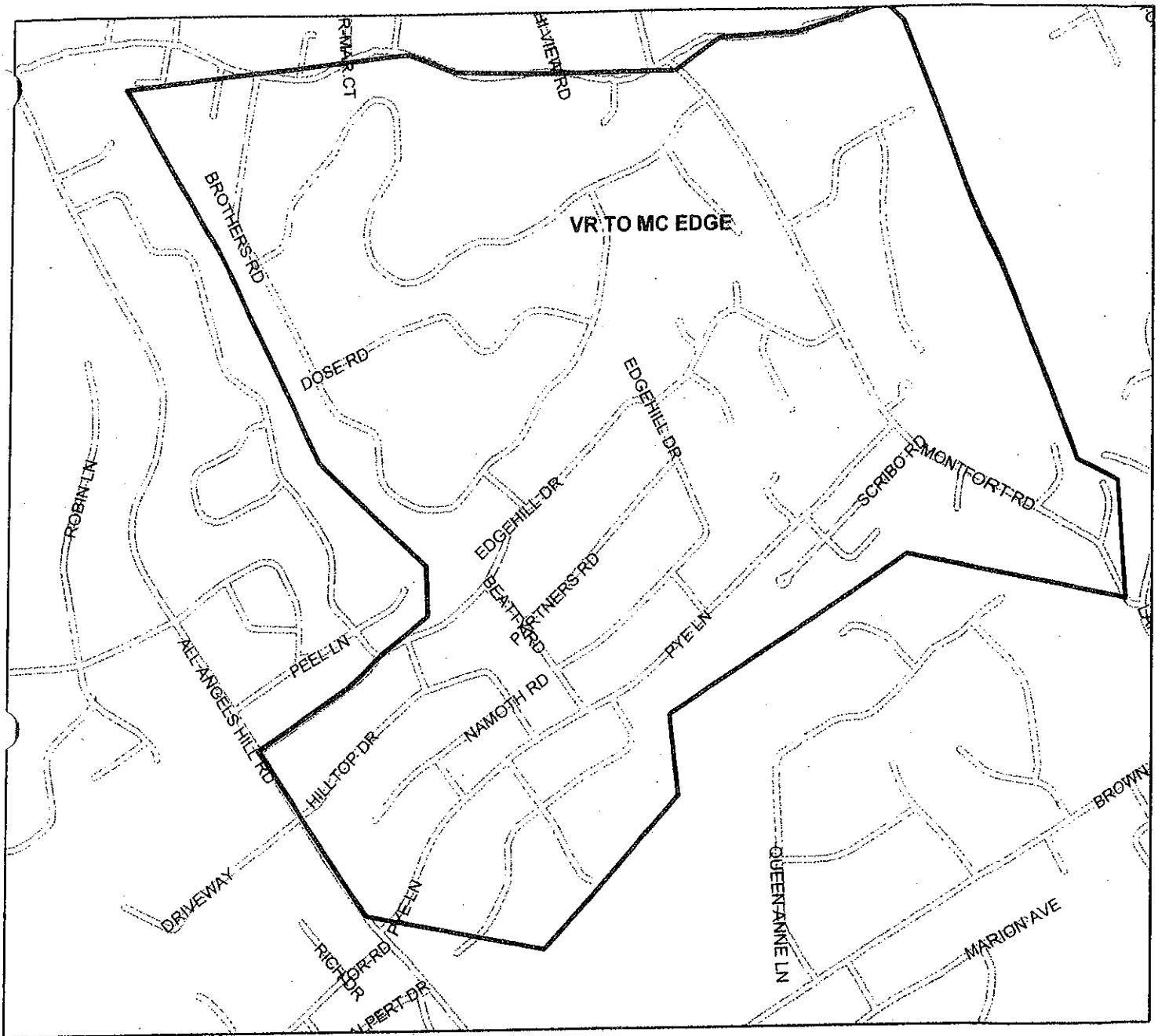


All Streets within Boundary WORLEY-TOTS

Street Name

BEAVER LN
COW PTH
CREST CT
DEER LN
DERECK DR
DYLAN CT
ELK RD
FOX RD
MARGES WAY
NEWHARD PL
OLD HOPEWELL RD
OXEN RD
RT 82
TIGER RD
TOTS N US SCHOOL
TOWN RD

Trappingers Central Council District Map



All Streets within Boundary VR TO MC EDGE

Street Name

ALL ANGELS HILL RD

BEATTY RD

BROTHERS RD

DEER RUN RD

DILLON CT

DOSE RD

DRIVEWAY

EDGEHILL DR

EDGEHILL DR - WEST

EDGEHILL EXT

ELIZABETH TER

GOLD RD

HILLCREST CT

HILLTOP DR

LARISSA LN

LAURENDA LN

LONG CT

MAGURA DR

MONTFORT RD

MONTFORT WOODS RD

MYERS CORNERS RD

NAMOTH RD

NEVILLE RD

PARTNERS RD

PLUM CT

PYE LN

ROCK RD

SCHNORR LN

SCRIBO RD

SHALE DR

SHERWOOD HTS

SHORT CT

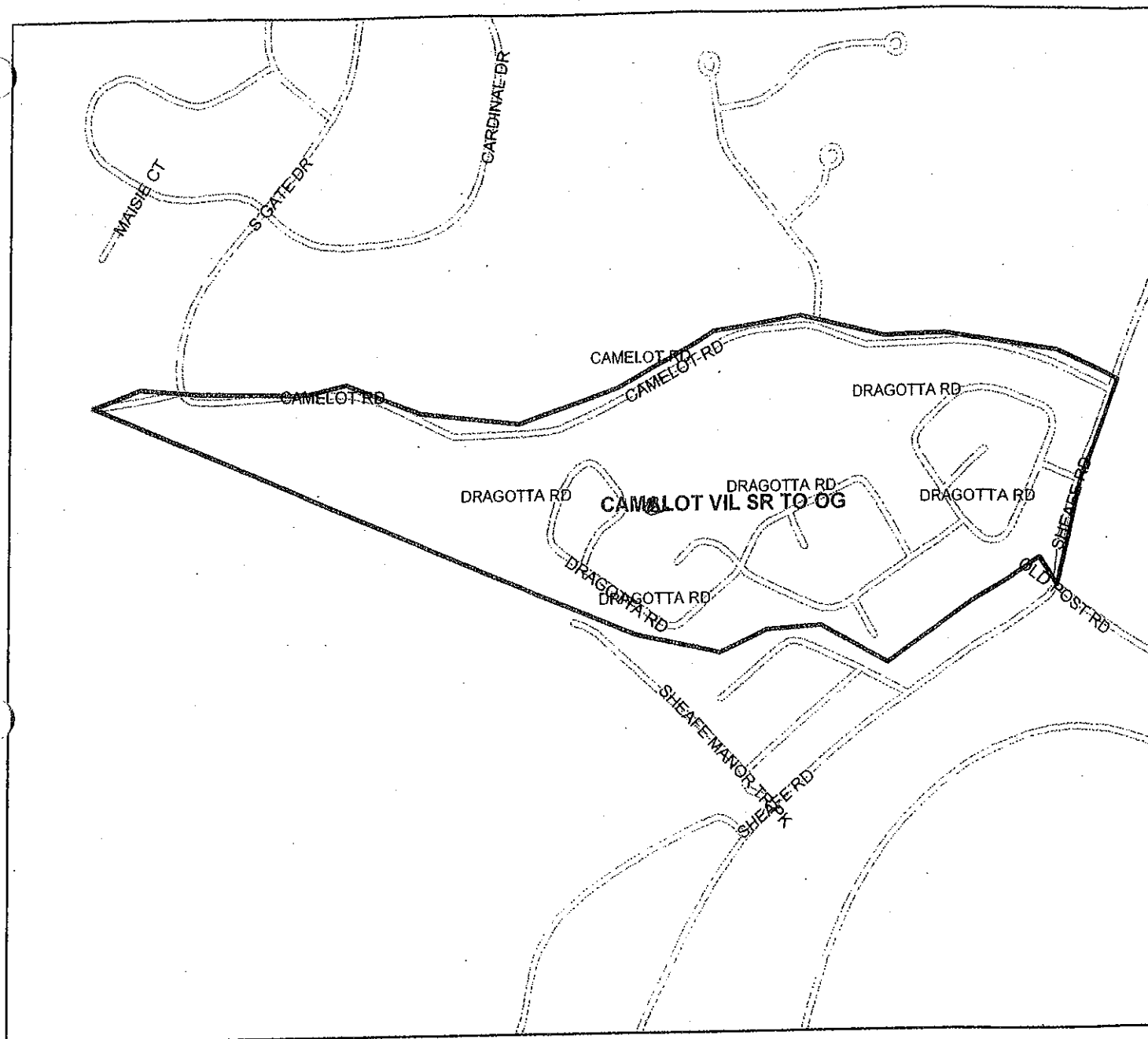
TARYL CT

UNNAMED ST

VORNDRAN DR

Total Streets: 36

Wappingers Central School District District Map



All Streets within Boundary CAMELOT to OG

Street Name

BRIDGEWATER WAY

CAMELOT RD

CAMELOT VILLAGE

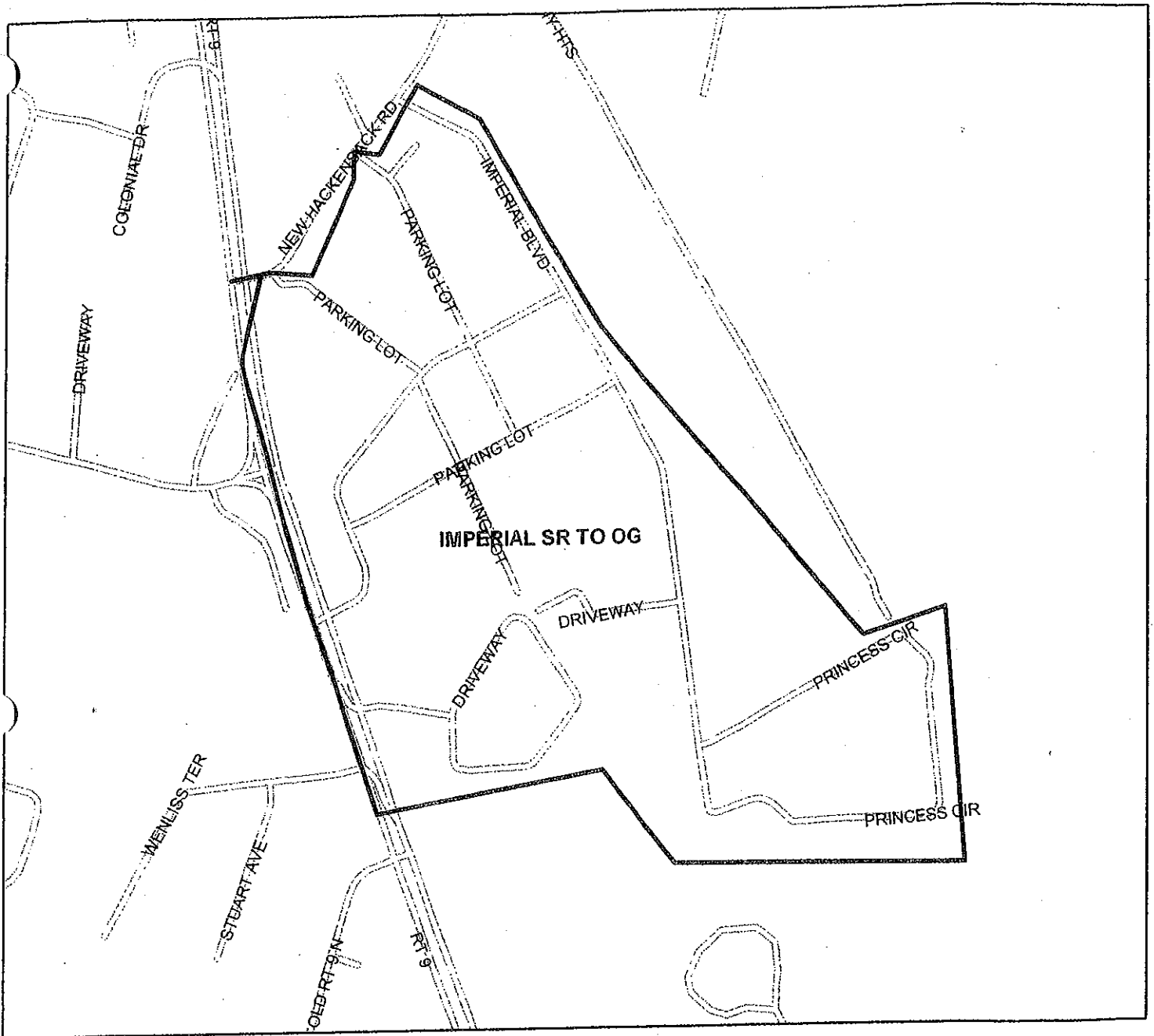
DRAGOTTA RD

DRIVEWAY

SHEAFE RD

Total Streets: 6

Wappingers Central School District District Map



All Streets within Boundary IMPERIAL SR TO OG

Street Name

ASHLEY GARDEN APTS

CONNECTING RD

DRIVEWAY

E MAIN ST

IMPERIAL BLVD

NEW HACKENSACK RD

PARKING LOT

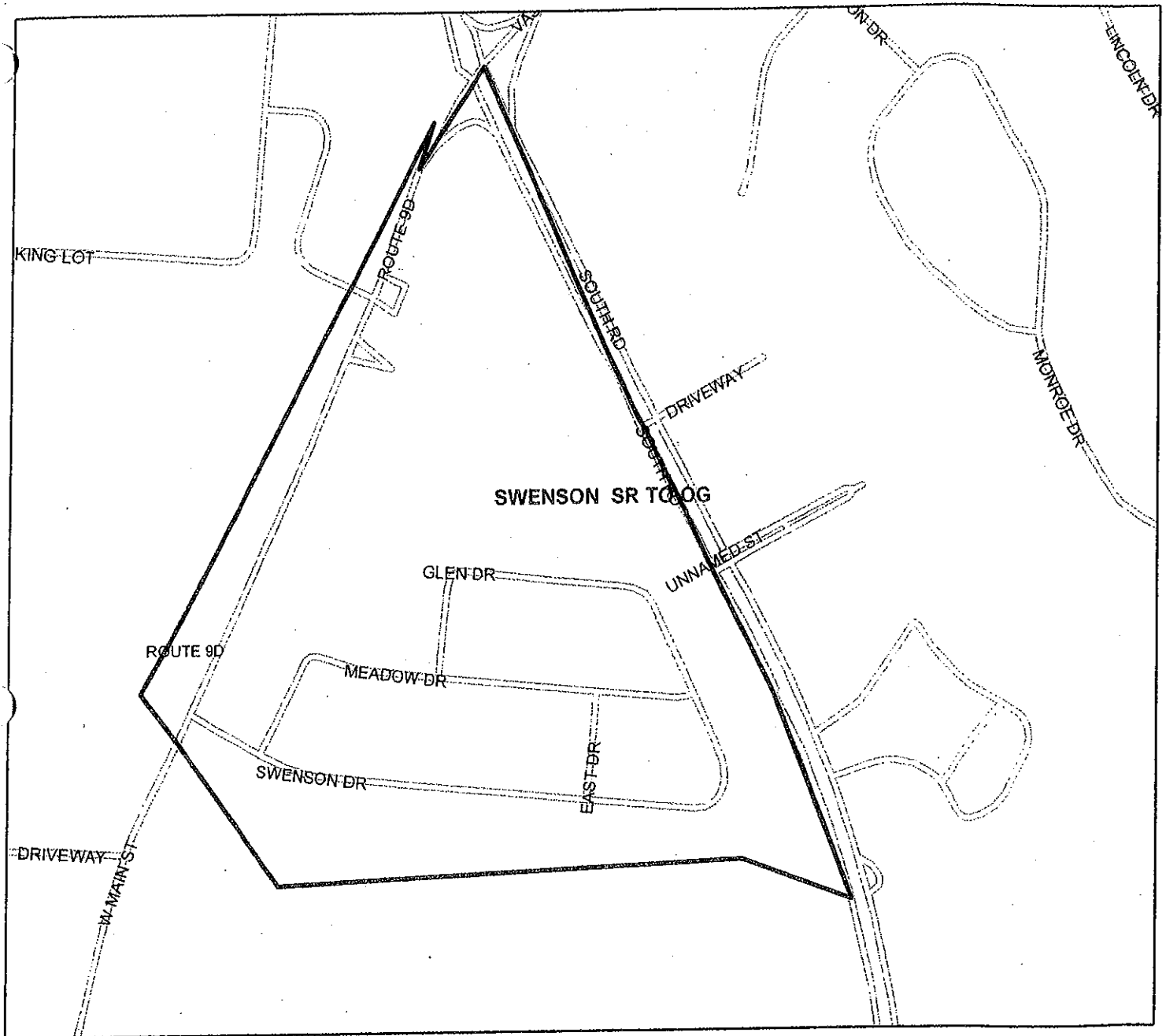
PRINCESS CIR

RT 9

TUTOR TIME

WENLISS TER

Wappingers Central School District District Map



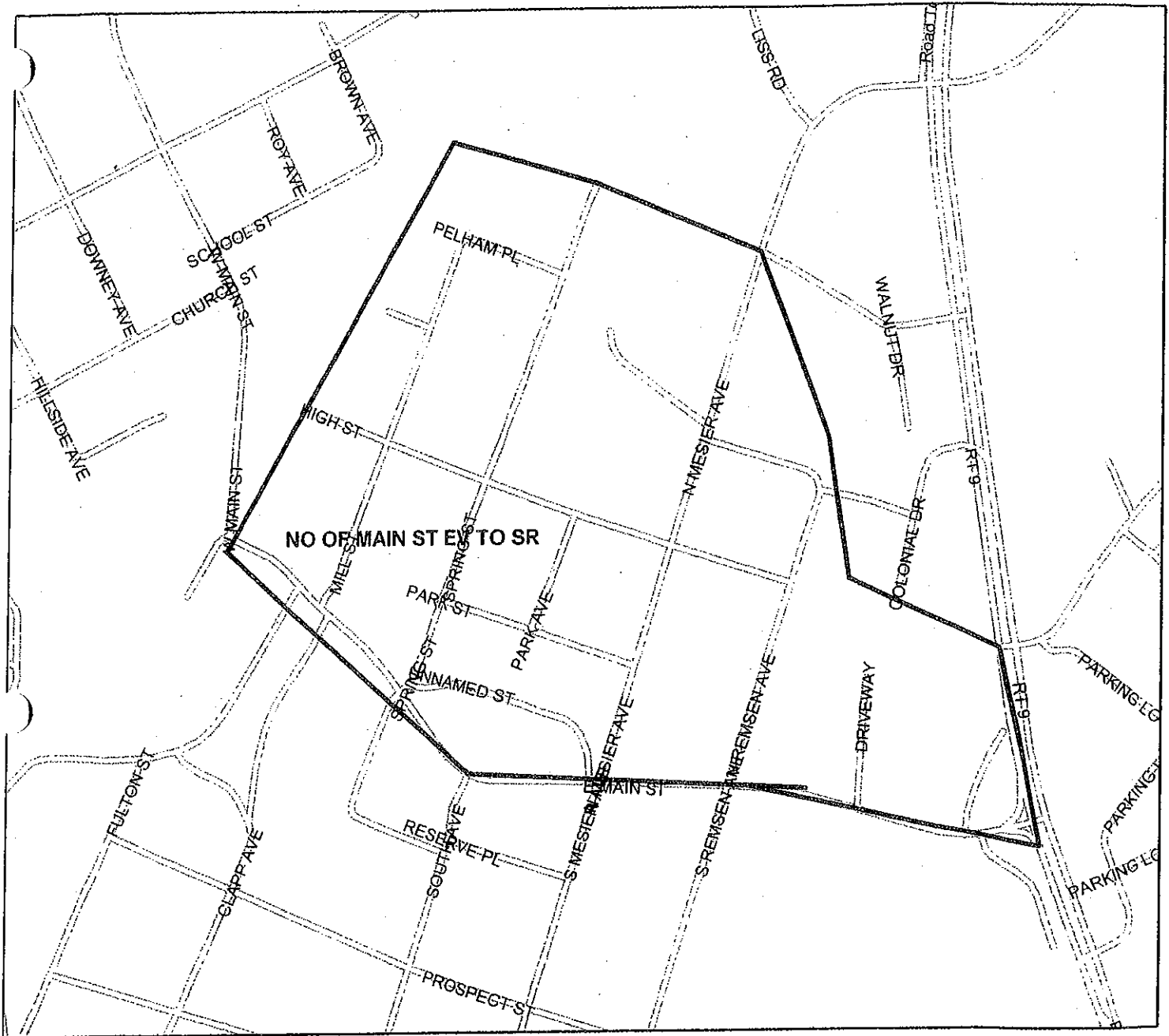
All Streets within Boundary SWENSON SR TO OG

Street Name

CONNECTING RD
EAST DR
FIREHOUSE
GLEN DR
MEADOW DR
PARKING LOT
RAMP
ROUTE 9D
OUTH RD
TAPLES PARKING LOT
SWENSON DR

Total Streets: 11

Wappingers Central School District District Map



All Streets within Boundary NO OF MAIN ST EV TO SR

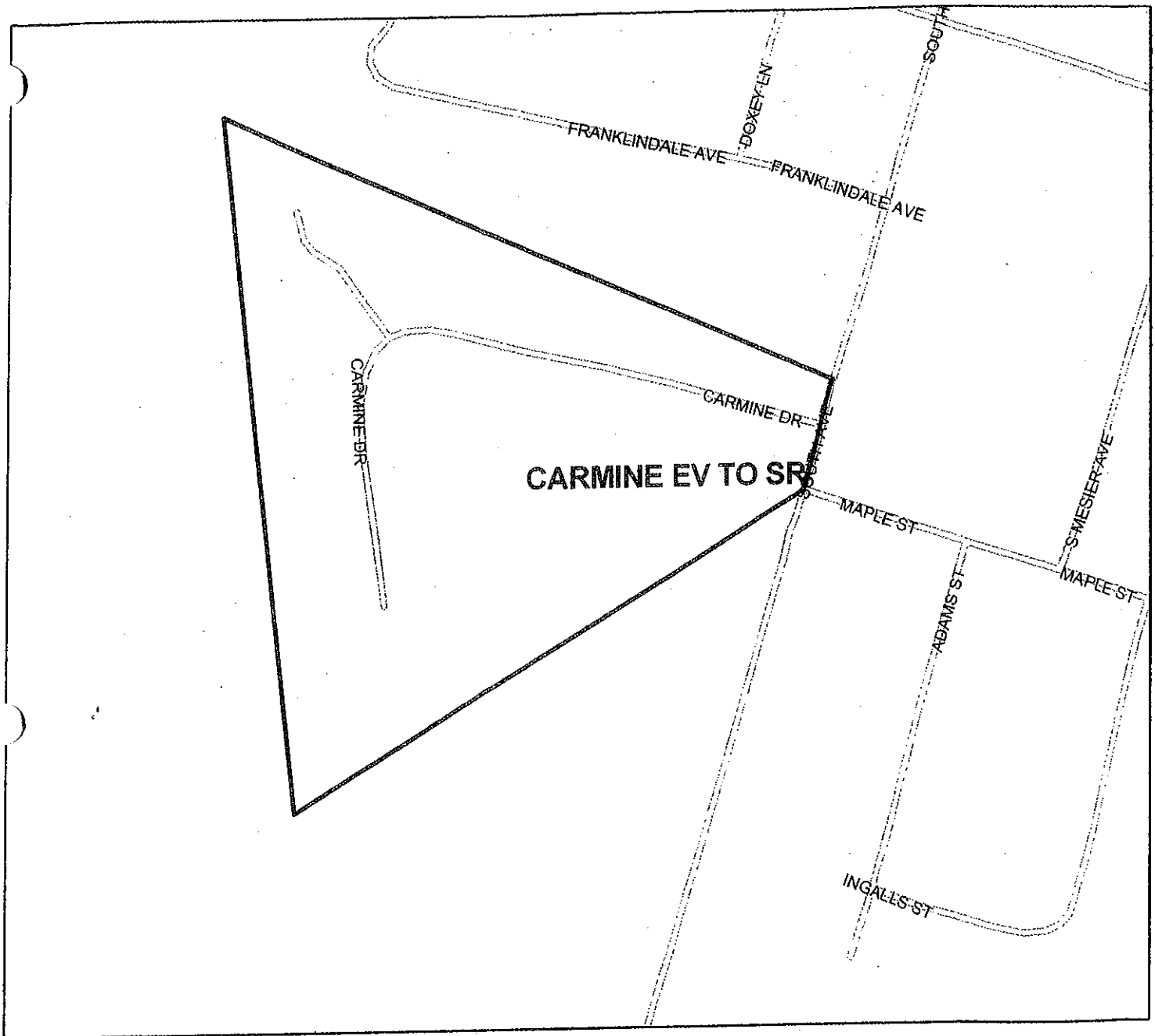
Street Name

BRICK ROW
BROOKSIDE DR
COLONIAL DR
DRIVEWAY
E MAIN ST
HIGH ST
MARKET ST
MILL ST
MORAN AVE
N MESIER AVE
N REMSEN AVE
NEW HACKENSACK RD
PARK AVE

PARK ST
PELHAM PL
RAMP
RESERVOIR PL
RT 9
SATERLEE PL
SOUTH AVE
SPRING ST
TRABUCCO PL
UNNAMED ST
VETERANS PL
W MAIN ST

Total Streets: 25

Wappingers Central School District District Map



All Streets within Boundary CARMINE EV TO SR

Street Name

CARMINE DR

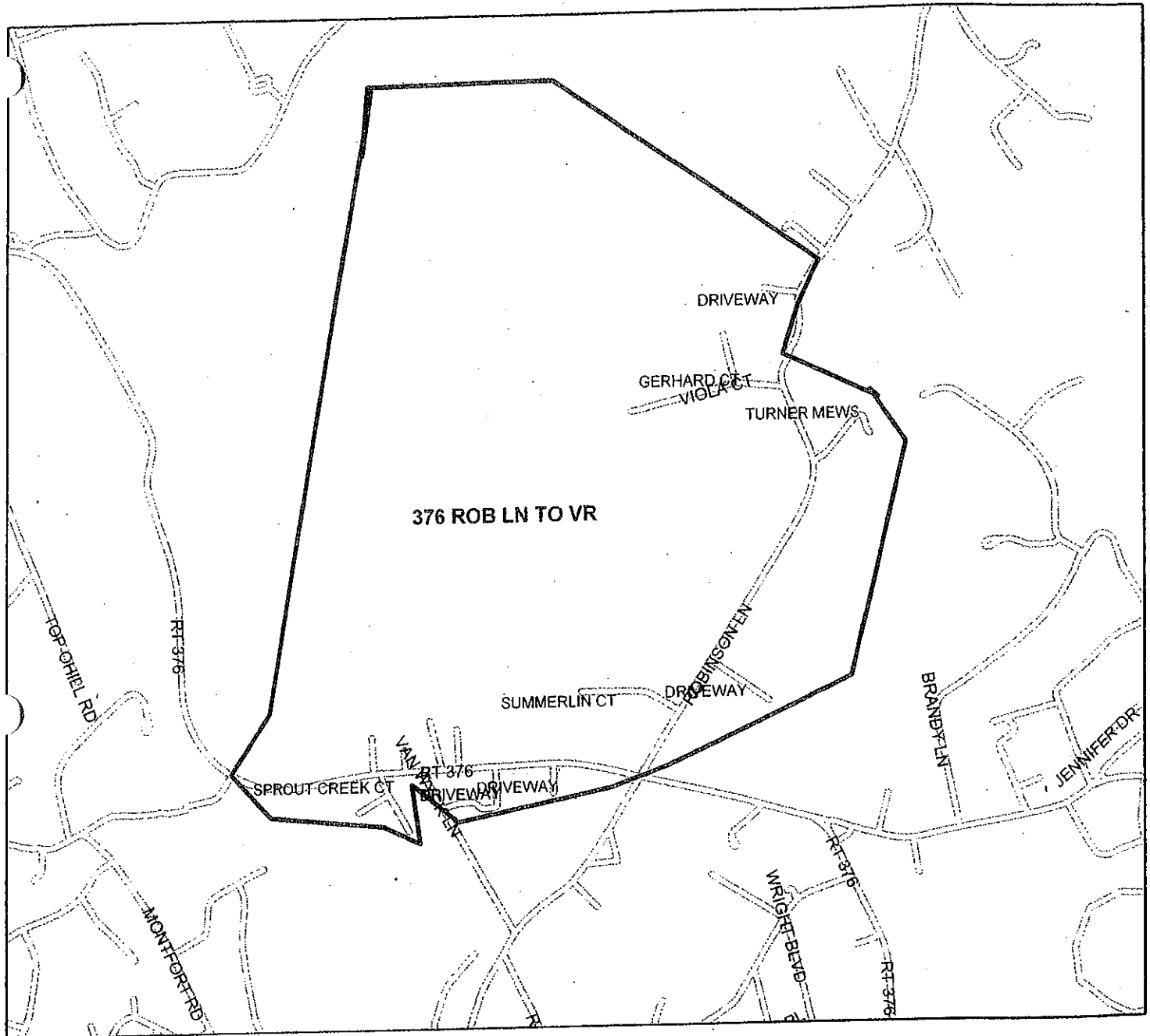
MAPLE ST

SOUTH AVE

UNNAMED ST

Total Streets: 4

Wappingers Central School District District Map

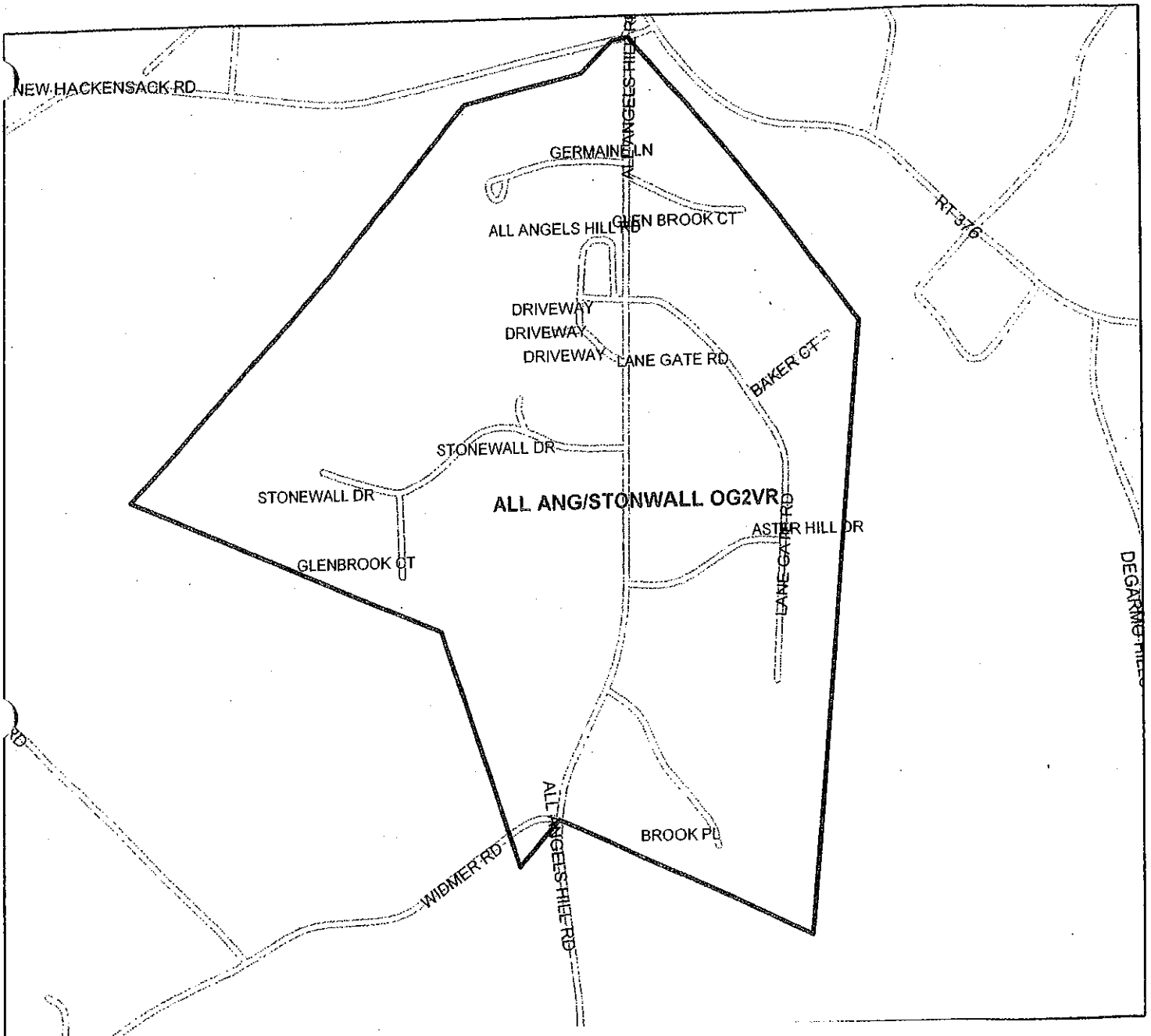


All Streets within Boundary 376 ROB LN TO VR

Street Name

COMMERCE CT
 DRIVEWAY
 GERHARD CT
 NANCY CT
 ROBINSON LN
 RT 376
 SPROUT CREEK CT
 SUMMERLIN CT
 TURNER MEWS
 VAN WYCK LN
 VIOLA CT

Wappingers Central School District District Map



All Streets within Boundary ALL ANG/STONWALL OG2VR

Street Name

ALL ANGELS HILL RD

ASTER HILL DR

BAKER CT

BROOK PL

DRIVEWAY

GERMAINE LN

GLEN BROOK CT

GLENBROOK CT

LANE GATE RD

NEW HACKENSACK RD

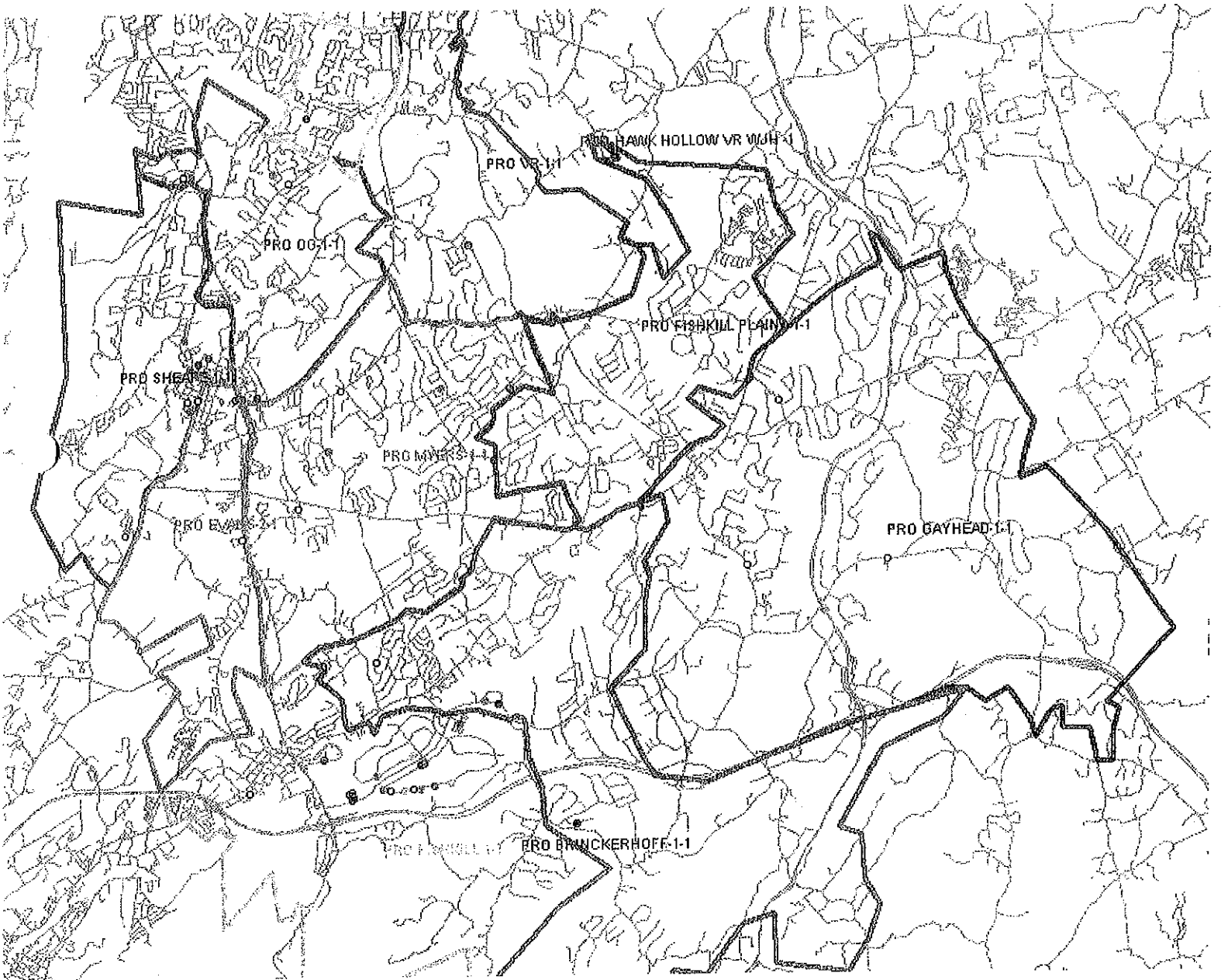
STONEWALL DR

WIDMER RD

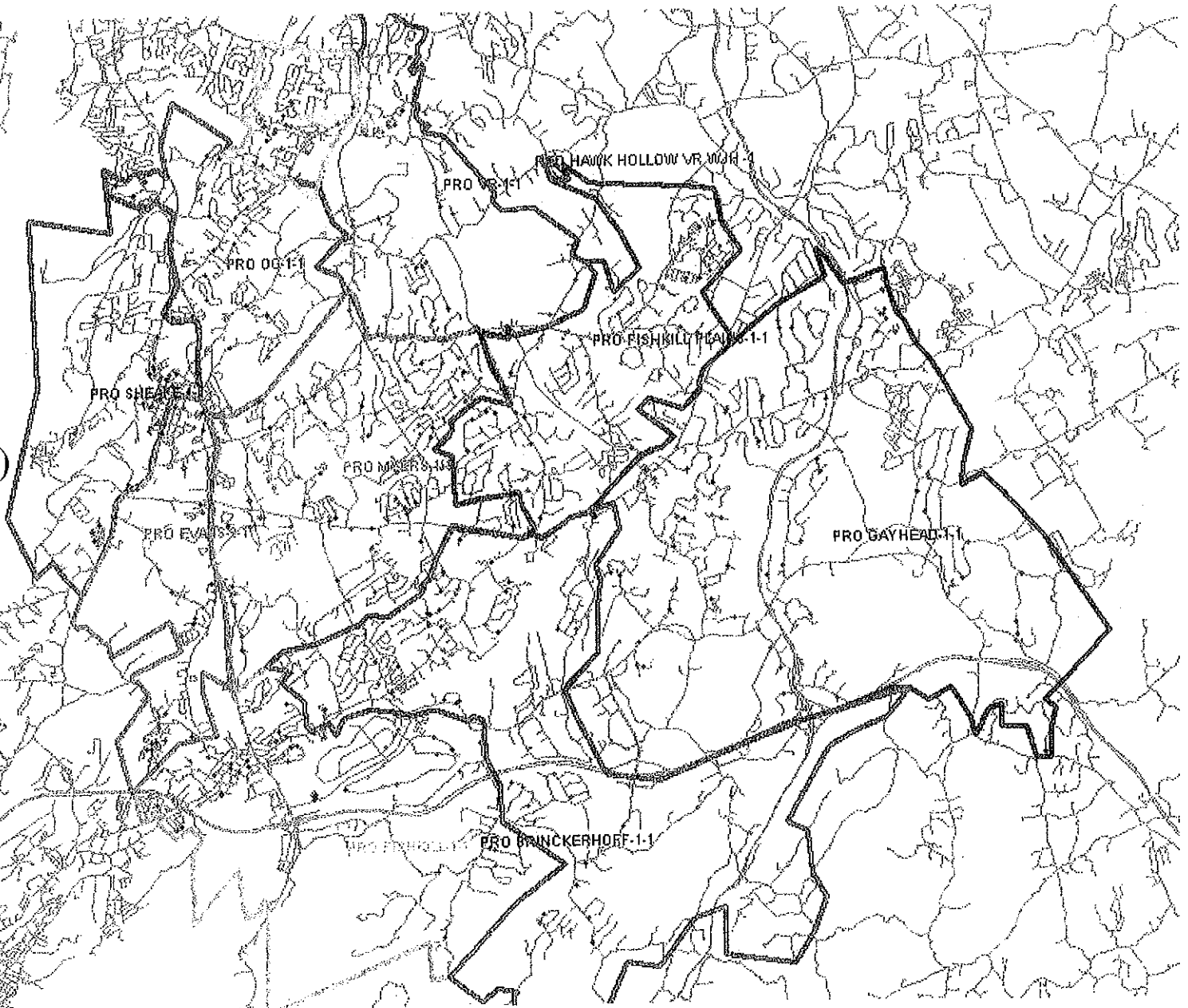
ESL SPLATTER by GRADE

		1	2	3	4	5	6	Other
Boundary	Total	Count	Count	Count	Count	Count	Count	Count
PRO BRINCKERHOFF-1-1	8	0	1	0	2	2	0	3
PRO EVANS-2-1	6	1	0	0	0	1	1	3
PRO FISHKILL PLAINS-1-1	0	0	0	0	0	0	0	0
PRO FISHKILL-1-1	22	2	2	3	3	5	2	5
PRO GAYHEAD-1-1	6	0	0	0	1	0	0	5
PRO KR-1-1	1	0	0	0	0	1	0	0
PRO MYERS-1-1	8	0	1	3	0	0	1	3
PRO OG-1-1	8	2	0	1	0	1	0	4
PRO SHEAFE-1-1	17	4	2	3	3	0	0	5
PRO VR-1-1	1	0	0	1	0	0	0	0
RED HAWK HOLLOW VR WJH -1	0	0	0	0	0	0	0	0
	77	9	6	11	9	10	4	28

ESL SPLATTER MAP



SPED SPOTTER Map



Sped SPlATTER by GRADe

		1	2	3	4	5	6
Boundary	Total	Count	Count	Count	Count	Count	Count
PRO BRINCKERHOFF-1-1	76	8	10	14	13	15	16
PRO EVANS-2-1	62	10	10	7	8	10	17
PRO FISHKILL PLAINS-1-1	64	5	10	11	17	11	10
PRO FISHKILL-1-1	64	10	9	10	11	16	8
PRO GAYHEAD-1-1	111	19	12	14	14	21	31
PRO KR-1-1	25	3	3	1	2	5	11
PRO MYERS-1-1	110	17	9	15	21	25	23
PRO OG-1-1	54	5	12	5	7	11	14
PRO SHEAFE-1-1	82	16	11	12	12	16	15
PRO VR-1-1	37	6	3	9	5	5	9
RED HAWK HOLLOW VR WJH -1	0	0	0	0	0	0	0
	685	99	89	98	110	135	154

MYERS CORNERS 3RD TIER SCENARIO

11/14/11

- Transportation was asked to look at the scenario of moving Myers Corners Elementary school to the 3rd Tier so all elementary schools would be afforded the same opportunities.
- Myers Corners Elem. has 15 buses both AM & PM . We looked at our dispatch sheets to see how and where we could fit 15 buses into AM routes and our last tier of the day. We found that this can be achieved by splitting some of our lengthier second tier runs. For example if we have parochial or middle school runs that are over 45 minutes long, we would split the route so each bus may only have a 30 minute run. This would give a driver time to get to a 3rd tier school. This would also mean that our student ridership on buses could be at half capacity of what they are today.

There would definitely be an added expense to the district.

15 drivers AM \$36.80 per hour x 2(AM&PM)x 180 days=	\$198,720
15 miles x 15 buses AM \$2.16 per mile x 2 (AM&PM) x 180 days=	\$174,960,
Estimated cost	\$373,680

The cost could increase if we need to make more full time positions, because of the WFW contract language, for staff working over 6hrs.

We must also take into consideration that at this time we are on a very modified Late Run schedule. One day a week for each Junior High and a 4 bus line up at the high schools, which is really the Orchard View & BOCES take home buses with limited seating for students who stay after.

WAPPINGERS

Central School District

Tri-State
Consortium
Member

OFFICE OF TRANSPORTATION
55 MAJOR MACDONALD WAY
WAPPINGERS FALLS, NEW YORK 12590
(845) 298-5225
FAX (845) 298-5210
KAREN MEILLEUR - SUPERVISOR

MSA
Middle States Association
of Colleges and Schools
Member

RE: **ELEMENTARY 6TH GRADE Reconfiguration Meeting**
Date: **10/19/11**

If Kindergarten remains ½ day and our elementary schools were K-6 -

By estimating the same amount of Kindergarten next year as we have this year, this would be a wash.
We added the sixth grade to the elementary schools.

Boundaries moved around trying to look at neighborhoods and routing. Committee will have to choose to use or to make changes. Change will meet resistance.

Eliminated the idea of Myers being on 3rd tier. Not enough buses. So left it on the 2nd tier schedule for this model.

<u>SCHOOL</u>	<u>APPROXIMATE 6TH GR.</u>	<u># OF BUSES - A.M.</u>	<u>P.M.</u>
Brinkerhoff	107	increase 2	2
Evans	66	increase 1	1
Fishkill	69	increase 1	1
Fishkill Plains	102	increase 1	1
Gayhead	184	increase 3	3
Myers Corners	139	increase 1	1
Oak Grove	81	increase 1	1
Sheafe Road	74	increase 1	1
Vassar/Kinry --	40	existing buses	
Kinry	48	existing buses	

Van Wyck will lose 6th graders with a decrease in buses - 5 buses A.M. and P.M.

WAPPINGERS

Central School District


Tri-State
Consortium
Member

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KAREN MBILLEUR – SUPERVISOR


Middle States Association
of Colleges and Schools
Member

November 4, 2011

RE: GRANDFATHERING OF STUDENTS

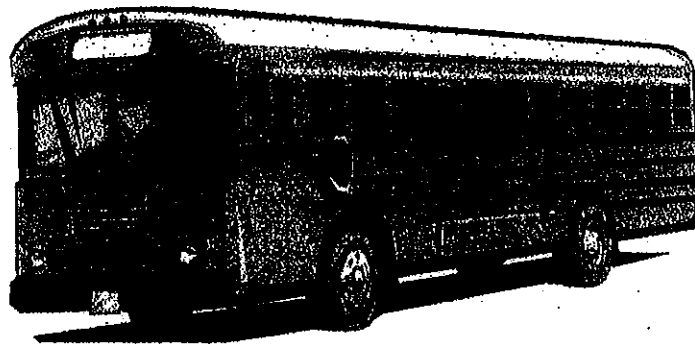
At our last meeting we discussed grandfathering of students.

It was recommended in the 2006 Student Transportation Program Study conducted by Transportation Advisory Services to discontinue this practice. We used this practice many years ago when we had redistricted, as did many other districts. The district opted to allow students to remain in the school they attended until they were ready to move to the next school. Unfortunately, the practice was not explicit and the “grandfather” practice followed them into a secondary level to schools they should not have attended. This decision caused an increase in cost and routing efficiencies.

The “grandfather” was extended to younger siblings also which, over the years, created dual transportation routes increasing the cost of transportation. If siblings are allowed to be grandfathered, this practice could go on forever, (TAS Feb 2006 report Sec 4, pg 10-12). The report was presented to the Board of Education.

Another area we need to explore is the practice of administrative approvals.

**STUDENT TRANSPORTATION PROGRAM
STUDY**



**WAPPINGERS CENTRAL SCHOOL DISTRICT
WAPPINGERS FALLS, NEW YORK**

FEBRUARY 2006

PREPARED BY TRANSPORTATION ADVISORY SERVICES

**MARK A. WALSH, CMC, PROJECT LEADER
LOUIS J. BOFFARDI, PROJECT CONSULTANT**

A formal process exists within the School District that determines if students in a particular geographic area attend the morning or the afternoon kindergarten session. The system appears to work well, and parents are able to make appropriate accommodations for the necessary half-day day care.

The School District's decision to provide transportation service to day care locations has a twofold cost. In addition to the actual cost of transportation, the route structure and the route time often limits the ability of the bus to operate another route within the elementary school attendance zone.

As far as transportation services to/from the in-District private/parochial schools, because there are no clearly defined attendance zones for these schools other than the mileage limitation for transportation to such schools, the School District makes an effort to provide transportation services to non licensed child care locations for students attending these schools. This is especially true if the child care location is on or near an existing route to/from the private/parochial school.

**TRANSPORTATION TO
PRIVATE/PAROCHIAL
SCHOOLS ARE
CLOSED**

- Although it is an option, the School District has elected to provide transportation services on days when the public schools are not in session and the private/parochial schools are in session. Although this service has been provided for approximately eight to ten years, it is not stated within School Board Policy #8410. For the 2005-2006 school year there are six (6) days when this occurs – the first day of school (Superintendent's Conference Day), Rosh Hashanah, Yom Kippur, the Superintendent's Conference Day on November 8, 2005, and two Professional Development Days (April 16 and April 27, 2006).

We recommend that the District review this practice to determine if it should be continued. Based upon our experience, a review of this type typically entails a survey of neighboring districts to determine what level of services they provide (see summary at the end of this section). Additionally, the Transportation Department should be requested to provide an estimate of the incremental costs associated with this service.

GRANDFATHERING

- Many years ago when redistricting took place within the School District, a decision was made that some students attending certain

) schools could elect to remain in the school they were attending until completion at that school. This process has been referred to as "grandfathering". This process is not unusual when districts undertake a redistricting program.

However, a few of these students then received permission to continue onto the secondary schools they would have attended if the redistricting had not take place. For example, students living on Dose Road could have elected to be "grandfathered" into Van Wyck Junior High School in lieu of being reassigned to Wappingers Junior High School. Based upon the redistricting feeder pattern, these students should then attend Roy C. Ketchem High School.

Apparently, some students were given permission to attend John Jay High School which would have been their high school prior to the redistricting (the former feeder pattern). This decision has led to some transportation to identical types of schools from the same area. In other words, from the same area, some students are attending John Jay High School and others are attending Roy C. Ketcham High School. Obviously, this decision entails increased costs and routing inefficiencies.

) Furthermore, since the inception of the permission to allow some students to complete the school in which they were enrolled at the time of the redistricting, and then extending this permission to other schools these students were initially scheduled to attend, this permission was granted to younger siblings who wanted to attend the school their other brother and/or sister attended. According to the Transportation Department's student database, presently, there are 33 students who are "grandfathered" this way, 31 are attending John Jay High School, and two are eighth graders attending Van Wyck Junior High School. However, according to the same database, there are also 141 students who have received administrative approval to attend District schools outside of their specific school attendance zone. While these students are supposed to be transported by their parents to an existing bus stop of the school they are attending, many have also been granted transportation privileges from their home, thereby extending the dual transportation service from the same area.

We believe the grandfathering issue needs to be addressed. It has been several years, and at some point the process needs to be

terminated. If siblings are allowed to receive exemptions, the program can take on a life of its own for many years to come.

**IMPLEMENTING
POLICY CHANGES**

- Making dramatic changes in service levels is difficult. If the District determines that they will pursue the recommendations contained in this section, many of the significant changes should probably be timed with any building assignment changes (redistricting) that may occur in the next few years. If no redistricting is envisioned, then proper planning and notification to parents is critical to ensure the successful implementation of these changes.

Here is a list of the subdivisions currently being built, number of lots and the information from the EIS if applicable:

Hopewell Glen	290 lots	212
children (30 added per year)		
Four Corners	264 lots	207
children		.8738
Stone Ridge	40 lots	35
children		.8738
Eagle Ridge	23 lots	

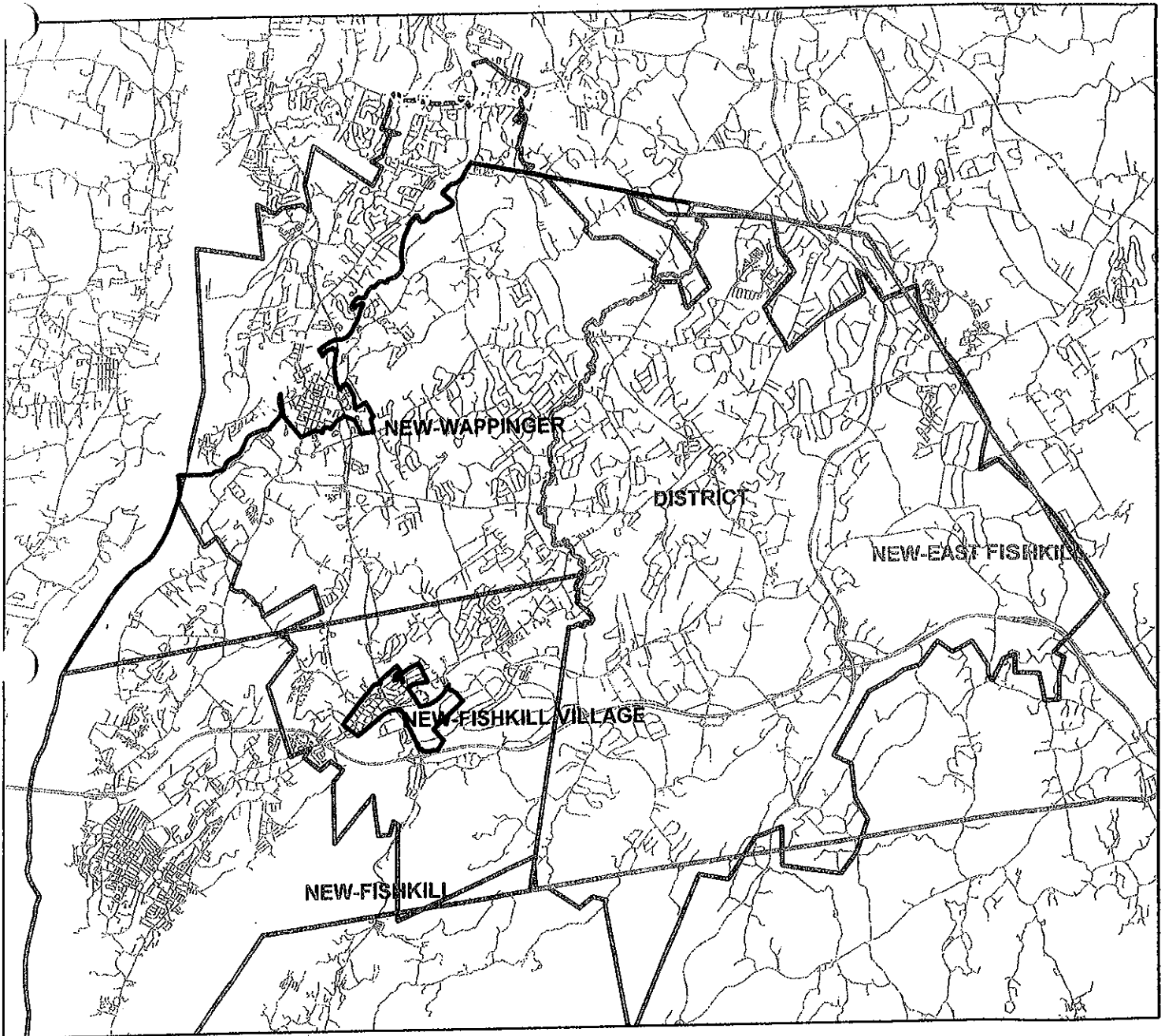
Town of Wappingers – Subdivisions in Process

As of 12/14/2011

<u>Project Name</u>	<u># of Lots</u>	<u>Address</u>	<u>Last Meeting</u>
All Angel Heights	4	All Angels Hill Road	2008
BOB EMIG Const.	2	Cedar Hill Road	8/2011
BVA	3	Kent Road	2007
Chelsea Farms	18	Chelsea Road	4/2010
Kahara Estates	2	Old Hopewell Rd	N/A
Kirk	3	Pye Lane	2007
Obercreek	14	Marlowville Rd	4/8/2011
Swenson	8	New Hackensack Road	1/2011
Tree Line Builders	9	Myers Corners Rd	7/2010
Wappingers Farm Estates	19	Robinson Lane	1/2008

There are no large developments in process as there are in East Fishkill, and no data on estimated number of children expected in those developments. Most have not had any progress in years.

Wappingers Central School District District Map



Town Boundaries

TOWN BOUNDARYS FOR EACH PRO ELEMENTARY SCHOOL

School	East Fishkill	Fishkill	Wappingers	Poughkeepsie	East Fishkill	
Brinkerhoff	X	X				
Evans		X	X			
Fishkill		X			X	
Fishkill Plains			X		X	
Gayhead					X	
Kinry				X		
Oak Grove			X	X		
Sheafe Rd			X	X		
Vassar Rd			X	X		

Pro Boundaries for 12/13 school year estimated totals
12/21/2011

Boundary	Total	K	1	2	3	4	5	6
			Count	Count	Count	Count	Count	Count
PRO BRINCKERHOFF	639	67	67	83	112	106	95	109
PRO EVANS	398	56	56	58	51	54	57	66
PRO FISHKILL PLAINS	608	66	66	86	82	99	107	102
PRO FISHKILL	542	74	74	79	85	79	82	69
PRO GAYHEAD	1018	117	117	132	144	157	166	185
PRO KR	236	24	24	38	29	34	39	48
PRO MYERS	853	85	85	118	128	151	142	144
PRO OG	492	52	52	89	73	79	65	82
PRO SHEAFE	584	83	83	88	72	100	82	76
PRO VR	308	38	38	45	63	32	50	42
	5,678	662	662	816	839	891	885	923

Space and Enrollment Changes

We do not anticipate the bus ride time to change drastically. The majority of the movement should minimize ride time.

2010 Space and Enrollment committee

Worley Homes was moved.

Merritt Park- South side was moved to Brinkerhoff

Myers Road- East of Rt. 9, Roberts Road area moved to Myers.

We moved the boundary so all of the Fishkill feeder pattern went to 6th grade at Van Wyck.

We moved the ESL center from Gayhead to Brinkerhoff based on the addresses of ESL.

Rejected at the time the move of Pye Lane/Edgehill area to Myers Corners from Vassar.

Rejected the idea of Kinry being made a 6th grade center.

Evans students in the Roberts area and the Merritt Park area were allowed to request to be Grandfathered for 1 year.

These changes were made to reduce the transitions.

WAPPINGERS

Central School District

Tri-State
Consortium
Member

OFFICE OF ENGLISH LANGUAGE ARTS & ENGLISH AS A SECOND LANGUAGE

167 MYERS CORNERS ROAD - SUITE 200
WAPPINGERS FALLS, NEW YORK 12590
PHONE (845) 298-5000 x 40128
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DANA BROWN, DISTRICT COORDINATOR

MSA
Middle States Association
of Colleges and Schools
Member

January 4, 2012

To: Dr. Kathleen Walsh
From: Dana Brown, District Coordinator, ELA & ESL
James Daley, Principal, Sheafe Road Elementary
Vince DiGrandi, Principal, Fishkill Plains Elementary
Date: December 20, 2011
Re: Reconfiguration Curriculum Sub-Committee Report

Introduction

The subcommittee collected most of its information from members of the Wappingers school community and worked with relatively soft, but not less important data, based on the experiences of educators, students and parents, and on research available on the topic. The subcommittee organized its findings under five categories:

- Student Developmental Needs
- Curriculum Consistency Among/Across Schools
- Equity Across the District
- Professional Development/Professional Collegiality
- Budget Implications

Within these categories, the subcommittee has summarized the pros and cons of the proposed K-6 grade configuration.

Student Developmental Needs

There is limited evidence of improved student performance with any grade configuration model. For each report showing preference toward one model, there may be a competing report in favor of another.

Research does point to more frequent transitions between school buildings has a negative impact on learning. Students whom attend K-6 schools, may experience a lessened amount of transitions, and therefore spend more time getting acquainted with physical infrastructure and navigating through the changes in teacher/administrative personnel. Due to this point, moving to a K-6 model would lessen a building transition for students at Oak Grove, Sheafe Road, Vassar Road, and Kinry Road Elementary Schools. There is anecdotal evidence that students experiencing fewer transitions perform better academically.

The data cited in this report indicates that student achievement data increases when students have less transitions and stay in one school community for a longer length of time, so a k-6 model has a more positive effect on data than k-3 model, k-3 model more positive effect than k-1 model, etc. Although, there is data to prove that every different combination of grade configurations will increase student achievement.

There is research that shows that discipline problems decrease and academic performance increases when 6th grade students are placed in an elementary environment. Also, there is research that demonstrates that 6th grade students benefit from a single, primary teacher, as opposed to a team of teachers.

A K-6 model allows for student interaction across a larger grade range than other grade configurations. Younger children benefit from modeling of older students, older students benefit from not being exposed to the behaviors of older adolescents one year longer.

In terms of a channel of communication to ensure smooth transitions between grade levels, this committee suggests grade level transition meetings (i.e. grade 5 teachers meeting with grade 6 teachers when classes are reorganized) and travel cards that are maintained in a child's record folder that note strengths, weaknesses, needs as a child travels through the grades, etc. Various principals will have evidence of systems that have worked effectively in their buildings currently.

Curriculum Consistency Among/Across Schools

Wappingers' current 6th Grade Center model does not allow for frequent discussion and planning among 6th grade teachers and teachers working in the grades above or below or even in the same grade as them, regarding curriculum standards, materials and instructional approaches. Current common planning times cannot be structured when there is a multitude of sixth grade sections in a single building. Informal, daily interactions with other elementary teachers would be invaluable to 6th grade teachers to be connected to the K-5 instructional program. Due to the varied placement of 6th grades in either a middle school, elementary school or intermediate school, 6th grade teachers are not consistently immersed in either formal structure of those school building structures. Teachers and parents see advantages in a K-6 model. They perceive that the K-6 model ensures that all students are exposed to the same content and skills. Teachers also feel that the K-6 approach allows for high quality mentoring of new teachers, as a probationary 6th grade teacher in Van Wyck is limited to the varied number of possible mentors, since grades 7 and 8 teachers are content certified and not elementary certified. With K-6 schools, all 6th grade teachers would be able to participate in in-services and learning communities that occur routinely before and after school in the elementary buildings. For the most part, 6th grade teachers are limited by a lack of discussion among multi-grade teachers and a lack of awareness of the scope and vertical progression of the K-5 curriculum.

More attention to K-6 curriculum planning and mapping would expose students to potentially more seamless academic transitions from year to year. In the K-6 model, teachers and principals already have known their 6th grade students over time and are better able to meet their needs.

District Coordinators and Principals would work across schools to ensure consistency of curriculum across and within the K-6 model. The materials and equipment unique to 6th grade (textbooks for each subject area, science materials, globes/maps) that we currently have would be sent to the new K-6 schools accordingly.

With K-6 schools, there is opportunity for faculties to build programs that extend through the 6th grade year. A more flexible range of academic opportunities would be available to grade 6 students, as well as younger students.

Moving to a K-6 model will not have an effect on musical program offerings.

The students enrolled at a grade level will effect student grouping, in that there will not be enough sections to do "teaming" as it has been done in the past, but the research has stated that grade 6 students benefit the most from having a single teacher. In addition, grade 6 teachers are elementary common branch certified and are not content area certified, so the divvying up of subject area teaching that is being done now is based on teacher preference largely, and not on specified formal training in a content area.

Equity Across School Buildings

There are perceived inequities between our schools due to the varied grade configurations between buildings. In a K-6 model, students would experience a similar set of factors, such as all students would have the same number of transitions between buildings.

Currently, only 6th grade students at Van Wyck have access to certain extracurricular clubs, since they are placed in a middle school building. In addition, there is a perception amongst the parent community that 6th grade students at Van Wyck maintain an advantage to joining modified sports teams in 7th grade, as opposed to Van Wyck students whom attended 6th grade in feeder schools, due to the situation that Van Wyck 6th graders may have already had a chance to become known to coaches.

With respect to entrance into our Honors program, which is initially based on criteria beginning with the grade 6 to grade 7 transition, students in Van Wyck, Kinry and Myers may only have been known to the faculty making the recommendation for 1 year, whereas some students in Evans, Kinry and Myers may be known to the faculty for multiple years, creating more confidence around whether or not to recommend a student into the Honors program.

Wappingers students in a K-6 model would share common resources, experiences and facilities, resulting in fewer issues of inequity.

A procedure and a method of communication would need to be established when reassigning teachers to K-6 schools.

Professional Development/Professional Collegiality

Professional development opportunities are limited for 6th grade teachers in our current model due to the diversity of their school structures.

K-6 schools would provide easier and more time for cross-grade professional development. Increasing our grade spans in the elementary schools might raise new forums/topics for professional development leading to new educational programs, i.e. looping, multi-age classrooms. Collegial discussions covering academic expectations

across a wider grade level span, particularly those involved in the new Common Core State Standards, would broaden teachers' understanding of learning sequence for students and an appreciation of what and how others teach.

Budgetary Implications

There are no major budgetary items required to move to a K-6 model in terms of curriculum.

Current materials and equipment would be moved to where the students would be. Library collections of Vassar Road and Kinry Road would need to be meshed, and 6th grade titles would need to also be shifted to where the students would be. No additional staff would be needed, but would also need to be reassigned according to student placement. It may be determined that increased professional development may be needed to transition to the K-6 model, then there may be possible consultant costs and professional text costs.

Conclusion

In a K-6 model, Wappingers Central School District will be able to provide quality educational programs/curriculum for its students. There will need to be adjustments and accommodations, such as moving textbooks/library books, reassigning teachers, and providing professional development for the K-6 model.

References

- Grade Configuration Study Committee, Hopkinton, MA, November 1, 2001
- "Should Sixth Grade Be in Elementary or Middle School? An Analysis of Grade Configuration and Student Behavior" – Cook, MacCoun, Muschkin, & Vigdor, Duke University, February 9, 2007
- Grade Configuration Resource Lists – National Clearinghouse for Educational Facilities
- Paglin, Catherine, and Fager, Jennifer. *Grade Configuration: Who Goes Where?* Portland, Oregon: Northwest Regional Educational Laboratory, 1997.
- Tucker, Charlene G., and Andrada, Gilbert N. "Accountability Works: Analysis of Performance by Grade Span of School." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 24-28, 1997

Communicating with Parents and the Community

Part 1 - Plan Presentation

Parents will need to be informed that the Grade Configuration Committee has completed its work, and has prepared a workable plan that will be presented to the Superintendent and the BOE. This should be done 1-2 months before the BOE needs to vote to adopt or reject the plan, allowing adequate time for presentations to be made and public comment to be heard. This can be accomplished using the following resources:

School Newsletters. A statement from the Superintendent and BOE should be developed for each school to include in its regularly scheduled newsletters – both electronic and printed.

- Committee has completed its plan.
- You can find it by clicking on this link (brings to WCSD website)
- There will also be copies available at the main office of each school
- Presentation of the plan will be made on xx date to the BOE
- Presentation of the plan will also be made all schools: (dates and times)
- Opportunities for public comment will be held on xx date at xx locations

District-wide Google Groups. The same statement developed for school newsletters should be distributed via this district-wide email list.

Poughkeepsie Journal and Southern Dutchess News. A press release based on the above statement should be distributed to the local media.

WCSD Website

- The same statement used above should be posted on the WCSD Home Page, with a link to the committee's report
- All presentation dates should be listed at this site and in the calendar.
- "Frequently Asked Questions" would be helpful as a quick reference

Letters Home to Families Directly Impacted by the Plan. If a family is potentially being redistricted by the plan, a personal letter should be mailed home. The letter should include:

- Brief summary of why the district is considering going to a K-6 configuration, emphasizing benefits to their child(ren)
- How it will impact their family
- A special presentation will be made at their home school on xx date providing details of the plan and giving them a chance to express their opinion
- In the past, this letter has come from the student's current school principal

Communicating with Parents and the Community

Part 2 - Plan Implementation (if necessary)

Once all stakeholders have had a chance to review and comment on the plan, and a final vote is conducted by the BOE, the plan will have to be implemented *if approved*. Parents and students who are being redistricted will need special care to make the transition smooth. The following programs / accommodations are recommended:

Meet and Greet / Welcome to your new school. Parents and children will be invited to a special "Open House / Social" –type gathering at their new school. They will have the chance to meet their new principal and teachers, and meet their future classmates. This should take place as early as possible after the BOE makes a decision.

Transportation Letters. If at all possible, letters with new bus routes / pickup schedules should go home as soon as possible (before late August as is the normal timeline). This will give parents extra time to become familiar with their new schedule, and for the Transportation department to make adjustments as necessary.

Grandfathering

Background:

The process of allowing some students to complete their course of study in their "original" home school rather than moving to a new school is known as "grandfathering." This process is not unusual when districts undertake a redistricting program.

In 2000, WCSD underwent a major redistricting, which sought to alleviate overcrowding, as well as to align feeder patterns from elementary school to middle school to high school. Before this, the District did not have two sets of elementary schools as now, with one set feeding into Wappingers Junior High then on to Roy C. Ketcham, and the other set feeding into Van Wyck Junior High then on to John Jay High School. Neighborhoods had feeder patterns, which kept neighborhoods together but not cohorts. For example, the Edgehill neighborhood feeder pattern was: Vassar / Kinry K-6 -> Van Wyck 7-8 -> JJHS. The Rockingham neighborhood had a feeder pattern of Myers K-6 -> Van Wyck 7-8 -> RCK.

During that redistricting, the Board of Education approved some "grandfathering" of students, based on the recommendations of the Redistricting Committee and Superintendent Wayne Gersen:

1. Incoming 7th graders from Edgehill had the choice of going to Van Wyck or WJHS. These students then had the option of going on to John Jay or RCK depending on which junior high they chose. (Please note these were students who were not yet in junior high school.)
2. Current 7th graders from Edgehill and Rockingham attending Van Wyck JH had the option of staying at Van Wyck or going to WJHS for 8th grade. The Edgehill students had the option of attending John Jay or RCK. The Rockingham students would continue their current feeder pattern and attend RCK.
3. Current 7th grade students at Fishkill did not have any of these options – they were to remain at WJHS for 8th grade. Incoming 7th graders from Fishkill were assigned to Van Wyck.
4. Students living in the Eck Road area were redistricted from Brinckerhoff to Myers Corners. Incoming Kindergarten students were assigned to Myers Corners. Students entering grades 1-5 were given the choice to remain at Brinckerhoff.

The district would provide transportation to all students choosing grandfathering.

In November 2005, the district requested that Transportation Advisory Services (TAS) undertake a study with respect to the delivery of transportation services and to identify areas containing cost efficiencies. In March 2006, the TAS report was presented to the Board of Education.

In that report, TAS found the "grandfathering" process outlined above went beyond letting students finish their time in their current school. Some students were allowed to continue on to their "original" secondary schools. This led to some transportation to identical types of schools from the same area. For example, buses for both RCK and John Jay were being sent into the same neighborhoods, resulting in increased costs and routing inefficiencies.

Also, the grandfathering process was somehow granted to younger siblings who wanted to attend the school their brother and/or sister attended. The program began to take on a life of its own.

The TAS report recommended the grandfathering issue be addressed, preferably at the same time of any new redistricting plan.

Committee Recommendation:

The Board of Education should create a standing policy on grandfathering. The policy should focus on the educational well-being of WCSD students at each level of education – elementary, middle and high school. The policy must include a process for parents to request grandfathering, and make clear which department and administrator within WCSD has the responsibility and authority to make decisions regarding grandfathering. Having a standing policy that predates any future redistricting or reconfiguration committee will provide parents with some level of assurance that there is a process for them to voice their concerns and meet their children's needs. It should also help avoid the development of grandfathering plans that show favoritism or create ongoing financial hardships to the district.

There must also be a written, understandable, enforceable policy for Special Education Grandfathering – allowing the siblings of classified students to attend the same school.

If the BOE considers moving forward with the K-6 Reconfiguration outlined in this report, it must decide an important matter: Some neighborhoods under consideration for redistricting will move “across the district” – meaning they will move to an elementary school where those children will eventually graduate from Roy C. Ketcham High School rather than John Jay High School. Do those students who are currently in middle school and high school need to switch schools at this time, or can they finish out their course of study at their current junior high and high school? These students are not part of the elementary reconfiguration, so do not impact space in those schools. Where they go to school will impact second tier and third tier bus routes and schedules.

Concerns to be addressed:

Van Wyck is overcrowded and the school's systems are already stressed due to the number of students and staff presently in the building. (Cited in the May 2010 Space and Enrollment Committee Report to the Board of Education)

The school's septic system is in need of attention.

Lack of sufficient cafeteria space cannot adequately accommodate the number of students. As a result the first lunch period is at 9:30 a.m.

A shift in grade structure would alter the Middle School Model if Van Wyck were to become a 7 – 8 school like Wappingers JHS.

It would be suggested to the Board of Education to establish a clear and concise "Grandfather Policy" which would be consistently implemented throughout the district.

Special Education services would have to be clearly aligned to provide a sense of "connectedness" to the school community. This would call for minimizing transitions and equitable services as per the continuum.

Construction would be needed at Fishkill Elementary and Brinkerhoff.

Kinry has 9 rooms open.

There are 27 empty classrooms district wide. (27 rooms x 25 students = 675 spaces for students)

Re-configuration Question Form

Date _____

Name _____ School _____ Grade level _____

If you have any concerns or question, please fill out the attached and submit it to the Office of Instruction or attach it to an e-mail to Dr. Kathleen Walsh.

Thank you.

As the WCSD Board of Education once again begins to take a look at considering a possible reconfiguration of grades throughout our district the following concerns/questions come to mind:

1.

2.

3.

4.
