



# Small Schools Study

## MEETING MINUTES

<b>Date of Meeting:</b>	January 31, 2008	<b>Minutes Prepared By:</b>
<b>Location:</b>	JSSC Boardroom	Sonja Ballstadt
<b>Time:</b>	3:30pm to 5:30pm	

### In Attendance

- Kevin Hahn
- Dave Montoya
- Sonja Ballstadt
- Bryce Hach
- Sabine De Voe
- Lucin Gilliland
- Sam Aldern
- Mark Eversole
- Sandra Lundt
- Karen Martin
- Justin Silverstein
- Mike Grigg
- Brian Williams
- Rita Brozka
- Brian Carpenter
- Brian Olver
- Leslie Shaner
- David Dilley
- Manny Ortega

### Welcome - Introductions

### Agenda & Meeting Notes

#### ***Update from Student Based Budgeting Committee:***

- SBB Committee voted on the blue curve (professional judgment panel's curve).
- Small adjustment impacting large number of schools.
- Implemented and even distribution at all levels.
- Balance distribution – may need to tweak line.
- Focus on tail end of blue curve – drops down.

#### ***Review Work to Date: Financial and Programmatic Criteria: School Sizes at Which Closure May Be Considered:***

- **Financial Component:**
  - Transportation (wash/savings?)
  - Food Service – self sustaining?
  - Selling the building? (More research on this)
    - Pay rent?
    - Geographic considerations
    - If building closes, could lose some students to outside of the district?
    - Office space/lease space? Depends what building, location, need?
    - Need to know the laws
    - How can money be spent if building is sold?
  - Staff utilized in a more efficient manner? (Multi-aging, special education)
  - Capacity charts of schools
  - School choice – what is the community choosing to? Data on school choice OUT of district. Where are students coming from?
  - Special Education program – If we move students, is there cost to retrofit building?
  - ELA Population – training involved?
  - Reduction in staffing – administration, office manager, bookkeeper.

- Assets in buildings (computers, etc. – cost of moving?)
- What are values of small schools? Efficiencies?
- Mill levy impact?
- **Programmatic Component:**
  - Achievement (what data points?) Longitudinally
  - Interventions/Remedial Supports
  - Choice/In-Out (analysis) Why choosing out? (profile students)
  - Mobility
  - Highly qualified specials
  - Ability to meet planning time (master agreement) (individual/team)
  - Media/Tech – Counselors
  - Look at 3 different 3 tracks (small/medium/large) Perhaps schools represented on committee.
  - Ability to keep qualified staff.
  - Revise Elementary Resource List in FTE/Junior High
  - Analysis of staff workload
  - Did Denver Public Schools consider anything programmatically?
  - Demographic challenges (geographic considerations)
  - Principal/Office Manager – fixed cost? (Assumption – option?)
  - Extra-curricular offerings/extensions/enrichment
  - Student profile of choice

**Review of Information Requested from Last Meeting:**

- Did Denver Public Schools use Programming as criteria in their plan? *They were not specific about programs.*
- What is the legality of if a school closes; must the building be offered as a charter school first? *District discretion to sell to a charter. Still more research to follow.*

**Outcome for Today: Begin to Refine Each Criterion into a Specific Statement (Break into Financial and Program Groups):**

- **Financial Component:**
  - Transportation (wash/savings?)
    - ✓ ***Is there a cost savings to transportation? Is it enough to merit attention? (Per pupil)***
    - ✓ ***What is the threshold point?***
  - Food Service – self sustaining?
  - Selling the building? (More research on this)
    - ✓ ***Are there maintenance/operation savings in selling a school building?***
    - ✓ ***Are there other ways to utilize that space?***
    - ✓ ***Other programs?***
    - ✓ ***Can building be rented out?***
    - ✓ ***Is there a future need to a closed school building? Potential to regrow?***
  - Staff utilized in a more efficient manner? (Multi-aging, special education)
    - ✓ ***How do we determine inefficiencies in staff numbers in small schools?***
    - ✓ ***Operating cost savings?***
  - Capacity charts of schools
    - ✓ ***Geographic Location – Capacities of neighboring school, proximity to district borders.***

- School choice – what is the community choosing to? Data on school choice OUT of district. Where are students coming from?
  - ✓ **What is out-of-district school of choice savings with small schools?**
  - ✓ **Are there savings associated with magnet schools?**
- Special Education program – If we move students, is there cost to retrofit building?
  - ✓ **Are there school specific programs with inherent facilities that would need to be replaced?**
  - ✓ **What are the costs associated to shift existing staff or train new staff?**
  - ✓ **What are the capital costs to existing buildings relative to aging?**
- ELA Population – training involved?
- Reduction in staffing – administration, office manager, bookkeeper.
  - ✓ **What are the actual staff savings? Faculty savings?**
- Assets in buildings (computers, etc. – cost of moving?)
  - ✓ **What is the cost associated with moving assets?**
  - ✓ **What is the cost associated with closing a school?**
- What are values of small schools? Efficiencies?
- Mill levy impact?
  - ✓ **How does closing a school change perceptions toward future mill levys? Timing?**
- **Programmatic Component – Discussion Points:**
  - Achievement (what data points?) Longitudinally
  - Interventions/Remedial Supports
  - Choice/In-Out (analysis) Why choosing out? (profile students)
  - Mobility
  - Highly qualified specials
  - Ability to meet planning time (master agreement) (individual/team)
  - Media/Tech – Counselors
  - Look at 3 different 3 tracks (small/medium/large) Perhaps schools represented on committee.
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  - Revise Elementary Resource List in FTE/Junior High
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  - Did Denver Public Schools consider anything programmatically?
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**Programmatic Criteria:**

- ✓ **Does the school size negatively impact...**
  - ❖ **Achievement**
  - ❖ **Ability to offer common planning time**
  - ❖ **To educate the whole child (art, music, P.E., counseling, media and technology)**
  - ❖ **Offer interventions**
  - ❖ **Extra curricular options**
  - ❖ **Ensure safety of students**
  - ❖ **Keep quality staff**
  - ❖ **Equitable duties/workload – emotional component**
  - ❖ **Student support services**
  - ❖ **The ability to attract students**
  - ❖ **The ability to deliver on the mission of district.**

- The financial component group suggested that perhaps we look at programmatic criteria first, then financial to determine school size at which closure may be considered. Is there enough cost savings after programming identified?

**Next Steps:**

- More information on implications for school building use.
- Continue on criterion.

**Next Meeting:**

- Thursday, February 7th, 3:30pm to 5:30pm, ITC Conference Room A.

**Small School Study Committee Time Line**

- Dates of **FUTURE** meetings

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Address</b>
January 17	3:30 – 5:30 p.m.	ITC Conference Room B	2413 LaPorte Ave.
<b>January 31</b>	<b>3:30 – 5:30 p.m.</b>	<b>Boardroom</b>	<b>2407 LaPorte Ave.</b>
February 7	3:30 – 5:30 p.m.	ITC Conference Room A	2413 LaPorte Ave.
February 21	3:30 – 5:30 p.m.	ITC Conference Room A	2413 LaPorte Ave.
March 6	3:30 – 5:30 p.m.	JSSC Boardroom	2407 LaPorte Ave.
March 13	3:30 – 5:30 p.m.	<b>Boardroom</b>	<b>2407 LaPorte Ave.</b>

**Meeting adjourned at 5:30 p.m.**

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