

Year-Round Schools Discussion

Facilities Committee

October 13, 2021

Today's Objectives

WCPSS Staff and the Board will have:

- Increased alignment around vision for year-round schools
- Increased understanding of impacts with regards to year-round schools

Where We Have Been

August 17, 2021:

- Building common understanding of **history** of YR
- Building common understanding of **current state** of YR
 - Strengths/challenges
 - Data review
- Building a **vision** for YR
 - Connecting our Core Beliefs
 - Initial thinking around the “ideal future state”

Summary from August Discussions

1. YR should be considered when needed to address **capacity concerns**.
2. **Capping** often negatively impacts transportation and other departments.
3. **Communication** with the public about the purpose for the YR calendar needs to be increased/improved.
 - We need to better educate parents who are moving in and researching WCPSS - with attention to understanding YR schools.
4. School **calendar choice** should be aligned with and support district goals.
5. **Track out care and before/after care** concerns need to be addressed for some families assigned to year-round schools.

Building Alignment

Do these high-level summary statements accurately reflect your conversations?

- What might need to be added?
- Are there any statements that give you pause?



Exploring Decision Impacts through Scenarios

Scenario Activity

Staff will share several solutions that have been used to address crowding concerns at schools. We will briefly discuss the pros/cons of each solution provided.

We will then review a hypothetical situation and discuss which solutions you could support using for that situation.

This exercise will attempt to create alignment, and uncover misalignment, around solutions used by staff that the Board will support.

A brief discussion for under-utilized schools will follow.

Possible Solutions

- ❑ Place an enrollment cap on the school
- ❑ Convert the school calendar to multi-track year-round
- ❑ “Domino” reassignment
- ❑ “Leap-Frog” reassignment
- ❑ Other (explain)

Understanding Decision Impacts on YR: Scenario 1

- Traditional ELEMENTARY school with a crowding of 120% (approx. 125 students over building's design capacity)
- There are 120 students capped out, with these students added to the capped school, the crowding would be 140%
- Expected to grow by 125 students over the next 5 years (same growth rate as surrounding schools)
- There are no new schools currently in the CIP that will assist with the crowding in the area
- All of the surrounding schools are capped and at or above 100% crowded:
 - ◆ School A: (Multi-Track Year-Round) has a crowding of 109% and is 1.5 miles away
 - ◆ School B: (Traditional) has a crowding of 101% and is 3 miles away
 - ◆ School C: (Multi-Track Year-Round) has a crowding of 112% and is 6.5 miles away
 - ◆ School D: (Traditional) has a crowding of 118% and is 8.5 miles away
 - ◆ School E: (Traditional) has a crowding of 117% and is 10 miles away

1. Based on the information provided, could you make a decision? Why or why not?
1. And if you can see a solution, for which decision, if staff presented it to you, could you provide the most support?
 - Place an enrollment cap on the school
 - Convert the school calendar to multi-track year-round
 - "Domino" reassignment
 - "Leap-Frog" reassignment
 - Other (explain)

Discussion: Under-utilized schools

Under-utilized schools:

When multi-track year-round school enrollments are not high enough to fund the necessary programming for the school, which of the following solutions can you support?

- Reduce from 4 tracks to 3 (ex. drop Track 2)
- Reduce to a single track (ex. Track 4 only)
- Convert to traditional calendar

Strengths/Challenges of each?

Recap

Summary

- Summary Statement Activity
- Scenario Activity
- Visioning Activity
- New items discussed?

Next Steps

- Future meeting(s)?
- Additional Data to consider
- Internal stakeholder feedback

Closing Thoughts or Questions?