

To: Oneida School Community Advisory Committee

From: Steve Bocciolatt

Re: Meeting Notes – Meeting of October 4, 2023

Date: November 12, 2023

In Attendance:

Committee Members: Jen Armlin, Matt Archer, Erin Belanger, Michele Farwell, Pete Gillander, Penny Houser, Gretchen Ironside, Jessica Jones, Megan Kelly, Michele Kinville, Nikki LaVeck, Adam Litwak, Megan Rice, Megan Rose, Bernie Sharlette, Matt Shene, Cindy Smith, Stacey Tice

Consultant: Stephen Bocciolatt

Resource: Matthew Carpenter, Tanya Destito

Location: Costello Training Center

1. Mr. Bocciolatt began the meeting with a review of the agenda for the meeting.
2. Mr. Bocciolatt reviewed the 9/19 minutes at the meeting highlighting major points of the minutes for continued discussion with committee.
3. In addition to the minutes, a K-5 grade configuration handout and a K-1; 2-3, 4-5 grade configuration handout were referred to as part of the committee discussion. These handouts listed advantages and disadvantages of each configuration that were previously developed by the committee. An additional handout listing comments from the committee from each of the four elementary school buildings tours was distributed for reference for committee members.
4. Mr. Bocciolatt interjected several PowerPoint slides throughout the whole group discussion as topics were discussed. In particular, the following slides were reviewed (I-V Below):
 - I.
 - Four Elementary School Buildings Grade Configuration Options
 - Option 1: Status Quo; Remain as four K-5 buildings
 - Option 2: Grade Center Plan (K-2, 3-5)
 - Transition from four K-5 buildings to four buildings with the following grade center configuration:
 - (2) buildings: grades K-2
 - (2) buildings: grades 3-5

- Three Elementary School Buildings Grade Configuration Options
 - Option 3 - Close an Elementary School - (3) K-5 Neighborhood Schools
 - Option 4 - Close an Elementary School - (3) K-1; 2-3; 4-5 Grade Center Schools
 - Transition to a Grade Center Plan
 - (1) School - Grades K-1
 - (1) School - Grades 2-3
 - (1) School - Grades 4-5

II.

- Grade Configuration: Key Questions
 - Is it prudent to keep four elementary school buildings?
 - Educationally
 - Financially
 - If so, in which configuration?
 - If not, which elementary school should the district close?
 - If an elementary school is closed, should the district
 - Keep it for district use (i.e. Pre-K; district offices, other)
 - Lease it to another organization
 - Sell it

III.

- Space Utilization for Three Elementary Schools: Total # of Full Size Classrooms
 - 36 Grade Level Classrooms (12 Sections per Building)
 - 3 Art Classrooms
 - 3 Music Classrooms
 - 3 Special Education Classrooms (12-1-1)
 - 1 Special Education Classroom (6-1-1)
(46 classrooms)
 - 4 Pre-K Classrooms
(50 Classrooms)
 - 5-9 Special Education Classrooms Remaining
(Would be Over Building Capacity)

- Space Utilization for Three Elementary Schools: Current # of Full Size Special Education Classrooms
 - Current # of Full Size Classrooms Used: **13**
 - (3) 12-1-1 Classrooms (1) K-1; (1) 2-3; (1) 4-5
 - (1) 6-1-1 Classroom (K-1)

 - (3) 15-1-1 Classrooms (1) K-1; (1) 2-3; (1) 4-5
 - (2) 8-1-1 Classrooms (1) K-2; (1) 3-5
(9 Classrooms)
 - (1) ENL/Resource Room
 - (1) Resource Room
(11 Classrooms)
 - + (1-2) OT/PT/Speech
(12-13 Classrooms)

IV.

- Draft for Discussion Purposes: Space Utilization for 13 Special Education Classrooms Through Inclusion or Moving Location of Several Classrooms.

Space Utilization For Special Education for 13 Classrooms

- Future Delivery and Location of Current Full Size Classrooms
 - Considerations:
 - Keep Four Separate Classrooms
 - In District
 - (3) 12-1-1 Classrooms (1) K-1; (1) 2-3; (1) 4-5
 - (1) 6-1-1 Classroom (K-1)*
 - Move Four or Five Separate Classrooms
 - In District (Through Inclusion): Eliminate Two or Three Separate Classrooms
 - (3) 15-1-1 Classrooms (1) K-1; (1) 2-3; (1) 4-5*
 - BOCES (Move Program Location): Eliminate Two Separate Classrooms
 - (2) 8-1-1 Classrooms (1) K-2; (1) 3-5
 - Move (1) Resource Room to smaller space and/or move students in classroom through inclusion (push in vs pull out mode)
 - Move (1-2) OT/PT/Speech rooms to smaller spaces

V.

- Moving Forward
 - Delivery and Location of Special Education Services
 - Delivery and Location of Pre-K Program
 - Location for Band and Chorus location
 - District Office
 - Implications for Transportation – Depending on Grade Configuration
 - Update of Financial Savings
 - Community Communication
 - Website
 - Frequently Asked Questions (FAQs)
 - Community Meeting(s)
 - Other
 - Timeline for Recommendation(s)
 - Timeline for Implementation Strategies

5. Summary of some of the comments and questions are as follows:

○ **Inequities**

- Single grade level – Lack of experiences, socially (only small group of students) and only one teacher. There is not the ability to move students between multiple classrooms. Also, demographics in each attendance zone
- PTO – small group of parents – field trips different dependent on how active at each building. This occurred even before single graded building. One school attended NYC.
- Most recent example – intramurals. Teachers have to volunteer for intramurals
- North Broad: Math Enrichment, but due to grant funding.
- North Broad: Inequity for support services. Resource room: student attends another school, accept another type of service, waive service
 - Self-Contained Program at DV or WP
 - Each building does have one math and one reading AIS teacher; Needs different?
 - Space inequities for programs in some buildings: resource room in library; band on stage PT/OT/Speech in one space.
 - Lacking diversity in certain buildings both economically and with students of varying abilities

○ **Funding**

- ARPA grant – ends in September 2024
- If possible, if a change in grade configuration occurs, try to coincide the change with the end of the grant funding.
- It was said approximately 52 % of district residents rent
- Discussed taxes – how are we making it better? what are we getting?

○ **Other**

- What the district can do and what we will do going forward
- NB worried; Parent and student anxiety
- What is the plan to get from A to B
- What looks best down the road – Come up with a plan

6. Upcoming School Community Advisory Committee meeting

- Monday, November 13, 2023 at Costello Transportation Center
(Changed meeting from Thursday, October 26th)

C: Matt Carpenter