

Mt. Kisco Elementary School Program Analysis

WPES Impact Presentation

November 28, 2017

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Superintendent of Schools



Bedford Central School District
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MKES Elementary School Program Analysis Presentation Board Deliberation Timeline

- November 15th - Dr. Manno's Presentation
- November 29th - Board Deliberation and Public Forum
- December 13th - Board Action if Required

Ways to Access the Report



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1. District Website → District Departments → Superintendent's Office → [MKES Program Study 2017](#)

2. [Report Appendix](#)
 - a. [Full PDF Version of Report for Viewing and/or Printing](#)
 - b. [This Slide Presentation](#)
 - c. [MKES Program Study - WPES Presentation](#)



Background Information

The 2016-17 BCSD [Space and Enrollment](#) Advisory Committee called for the evaluation of the possibility of a Dual Language Bilingual Magnet School, i.e. School of Choice, while the [Budget](#) [Advisory](#) Committee called for the District to explore alternate ESOL delivery models at MKES and to evaluate the effectiveness and cost of such programs.

Charge of the BoE - April 2017

TASK



The administration was charged with studying MKES program options and bringing forth a recommendation to address parental concerns of children in the traditional sections.

Our Study

Situation Statement

Currently, approximately 85% of MKES families (grades 1-4) participate in the Dual Language Bilingual Education (DLBE) instructional model, as opposed to a traditional (English taught) program. There has typically been one traditional section per grade level at MKES, with these children advancing through the elementary grades together as a cohort. Some parents of children in this program feel this may limit socialization. Much input from families with children in the DLBE program indicates strong support for the DLBE program. Many of these parents have stated support for the current practice of full parental choice between the two programs. The District is exploring ways of meeting the program wants and needs of all children and families, and is seeking input from families in doing so.

Decision Statement

Determine the optimal learning environment and program model for all students at MKES.

Participation in MKES Programs per Parental Choice

- 85% participation (in grades 1-4) in the DLBE Program
- 15% participation (in grades 1-4) in the Traditional Program

Grade 1 - 12

Grade 2 - 10

Grade 3 - 19

+Grade 4 - 13

54

Alternatives

1. **DLBE School of Choice as space permits (based on enrollment choices of MKES families)**
2. Ensure families are aware of program options, which may increase families opting for a traditional program on a voluntary basis.
3. Create 2 sections of traditional classes by eliminating full choice for DLBE and implementing a lottery.
4. Group students in the traditional section in multi-grade classrooms.
5. Combine MKES and BHES elementary zones and create DLBE and traditional programs, thus creating a larger pool of traditional students.
6. **Continue current “full choice” model with increased, enhanced and more purposeful school-wide integration efforts of children in traditional classes.**
7. Implement original model for traditional sections, in which the children were integrated in the English zones, and DLBE students moved “around” them.

Two Viable Options



DECISION

- 1. DLBE School of Choice**
- 2. Current Full Choice model with enhanced, improved, and more deliberate inclusion methods for children in the traditional sections.**



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DLBE School of Choice

Alternative #1



DLBE School of Choice - What would it look like?

- MKES students are reserved a slot in the DLBE School of Choice.
- Begins in grade 1 for the first year, with the consideration of including K in subsequent years.
- MKES students not selecting the DLBE School of Choice rezoned to attend WPES* and shall receive “door-to-door” busing. Talk to parents of current MKES grade four children to ascertain if they might want that section to stay at MKES for its last year (this is cost neutral).
- Publicize, engage in community education, and open available slots in the MKES DLBE School of Choice to elementary students across the District. A lottery system may be necessary.
- Transportation to MKES for children from other elementary attendance zones would be provided via a central hub **OR** parents may be required to provide transportation. Both are permissible.
- If a parent(s) decided at any time to withdraw their child from the MKES DLBE program, the student would go back to their home school.
- The number of available slots in the MKES DLBE School of Choice would be determined on an annual basis per enrollment projections.

* All students in the traditional program will attend the same elementary school, should capacity in a single school allow.

DLBE School of Choice

- Maintains universal choice, the number one cited priority for the DLBE program by teachers and parents at MKES.
- Leaves intact a program which is highly regarded by the vast majority of MKES families, and has demonstrated positive initial results.
- Resolves the matter long-term under certain conditions described in the full report.
- Avails children from across the District access to an enrichment opportunity via choice.
- In year one, the program either comes at a modest cost or is in essence cost neutral. In subsequent years, cost increases are a function of enrollment.
- Carries potential risks and complications as discussed below.

To mitigate the risks, if this option is chosen:

- Enrollment in the School of Choice occurs only for entering first-grade students.
- Enrollment trends should be closely monitored each year.
- Families whose children are currently enrolled in DLBE at MKES shall remain in the program unless there are extraordinary educational circumstances.
- Policy will be written to revise attendance zoning, and will make it clear that if enrollment in an incoming first-grade traditional cohort grows significantly, the cohort will be served at MKES.



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For Example:



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If in a given year, 28 (for example) or more entering first-grade students choose the MKES Traditional Program, those sections would be held at MKES and those children would continue at MKES. This would prevent enrollment imbalances and negative impacts on the operations of any one school.

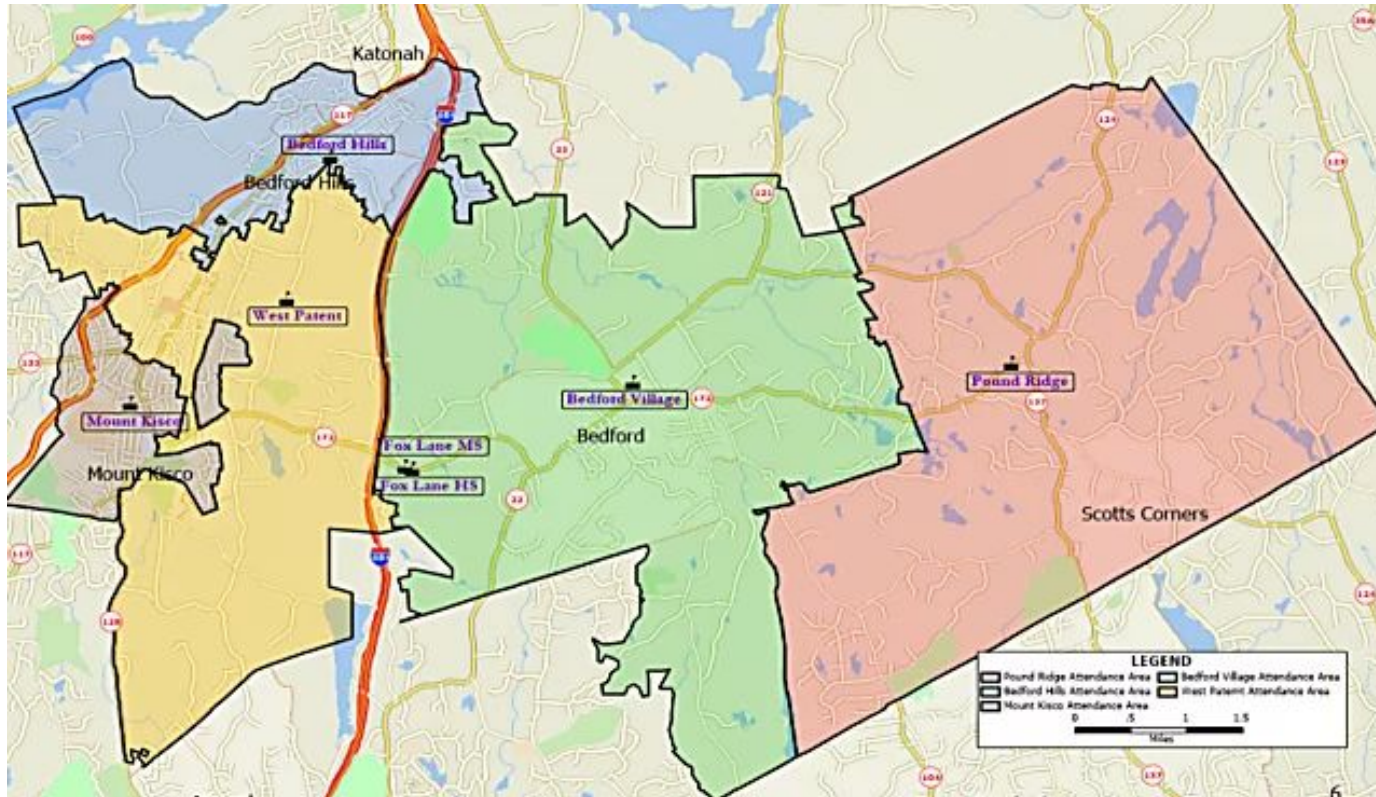


Why ?

WIPES



Proximity to MKES



Space - Total Capacity

	Enrollment	Capacity	Space Available
BHES	285	350	65
BVES	265	410	145
MKES	549	600	51
PRES	313	437	124
WPES	325	480	155

Classrooms - Full-Size

	BHES	BVES	MKES	PRES	WPES
Full-Size Classrooms	24	26	41	26	26

Core Facilities Capacity

	BHES	BVES	MKES	PRES	WPES
Cafeteria	912 sq. ft.	1634 sq. ft.	2496 sq. ft.	1935 sq. ft.	4360 sq. ft.
Gym	3066 sq. ft.	3996 sq. ft.	5460 sq. ft.	3635 sq. ft.	5058 sq. ft.
Library	2113 sq. ft.	1838 sq. ft.	2054 sq. ft.	1570 sq. ft.	2448 sq. ft.

WPES Building Enrollment

Year	WPES Enrollment (including special classes)
09-10	360
10-11	357
11-12	355
12-13	353
13-14	348
14-15	358
15-16	335
16-17	344
17-18	325
18-19 (with MKES Traditional)	$309 + 54 + 15 = 378$

Class Size Guidelines and Limits

POLICY	
Grade	1 Section
K-2	1-23
3-5	1-25
CONTRACT	
Grade	1 Section
K-1	1-25
2-5	1-28

Will not be impacted by School of Choice.

Grade Level	WPES 2017-18 Number of Sections and Students	WPES 2017-18 Avg. Class Size	2017-18 Number of Traditional Program Students at MKES	WPES 2018-19 Number of Anticipated Students	WPES 2018-19 Number of Sections Anticipated	WPES 2018-19 Avg. Class Size
K	2 (42 students)	21	0	TBD (Assume 42)	Assume 2	Assume 21
1	3 (48 students)	16	12	57 (assuming 15 Traditional Program at MKES)	3	19
2	2 (42 students)	21	10	60	3	20
3	3 (51 students)	17	19	52	3	17
4	3 (67 students)	22	13	70	3	23
5	3 (58 students)	19	N/A	80	4	20
Total	16 Sections (308 Students)	19	54	361	18	20

* Class size computations do not account for variability in special class placements

Let's look at a scenario in which the maximum number of students from MKES enroll in the Traditional Program.



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Notes:

- **Scenario is dramatic on purpose and could not occur in one year.**
- If more than 27 students at grade one opted to enroll in MKES Traditional, we would keep that cohort at MKES for the remainder of that cohort's time at MKES, making two classes.
- Only incoming grade 1 numbers are not known for 2018-19.



WPES 2018-19 Projected per slide 22	2018-19 Number of WPES Students	2018-19 Avg. Class Size	X Year (into the future) Number of Traditional Program Students from MKES	X Year Number of Anticipated Students (Assumption)	X Year Number of Sections Anticipated (Assumption)	X Year. Class Size (Assumption)
K	2 Sections (Assume 42)	21	N/A	42	2	21
1	2 Sections (42 Students)	21	27	69	3	23
2	3 Sections (48 students)	16	27	75	4	19
3	2 Sections (42 students)	21	27	69	3	23
4	3 Sections (51 Students)	17	27	78	4	20
5	3 Sections (67 Students)	22	27	94	4	24
Total	15 Sections (292 Students)	19	135	427	20	21

* Class size computations do not account for variability in special class placements

Note at this maximum scenario

- There are sufficient numbers of classrooms
- The core of the building can accommodate this number of students
- The number of sections per grade and schedule continues to be a function of enrollment, just like now
- There would be an increased need for staff at WPES; and, there would be a decreased need for staff at MKES
- Transportation costs would increase; estimate 1 additional bus at minimum

Item	Cost
Children coming from other zones: Use a Transportation Hub or require parents to provide transportation. If we require parents to transport, we could arrange for an “early drop time” at 8 a.m. for parent schedule convenience.	1 van x \$84,751 OR NO Cost if we require parent transportation
Transportation of MKES Traditional sections to WPES. Must provide regular “door-to-door” transportation because this would be these students’ regular attendance zone.	2 buses x \$95,560 = \$191,120 (in process of actually identifying addresses of children in the traditional program at MKES and creating routes)
MKES Personnel Costs: <ul style="list-style-type: none"> <input type="checkbox"/> Reduction of 5 sections (traditional) <input type="checkbox"/> Addition of 1 bilingual teacher in first grade. <input type="checkbox"/> Therefore, reduction of 4 sections at MKES. 	4 x -\$105,000 = -\$420,000
WPES Personnel Costs <ul style="list-style-type: none"> <input type="checkbox"/> Addition of 2 elementary sections due to class breaks. 	2 x 105,000 = \$210,000
Special Education and Tiered Support Personnel Costs.	This would require the addition of .5 Learning Specialist and .5 Speech Language Pathologist at WPES and a corresponding decrement at MKES; therefore, this is cost neutral.
Net <div style="text-align: center; font-size: 2em; color: red;">Year 1 Costs</div>	\$65,871 if we provide a transportation hub OR -\$18,880 if we require parents to transport their children if they opt for the DLBE School of Choice

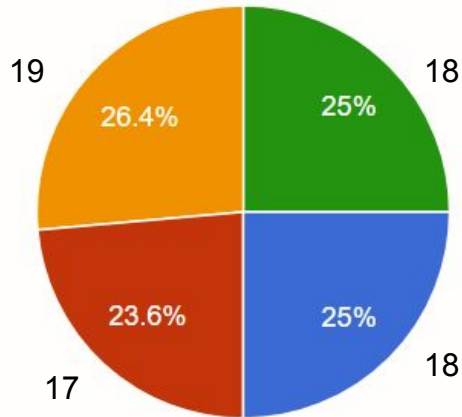
Interest Survey for DLBE School of Choice



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Your elementary school attendance zone/La escuela primaria de su zona de asistencia

72 responses



- BHES
- BVES
- PRES
- WPES

Survey conducted of incoming 1st grade families at BHES, BVES, PRES, and WPES.



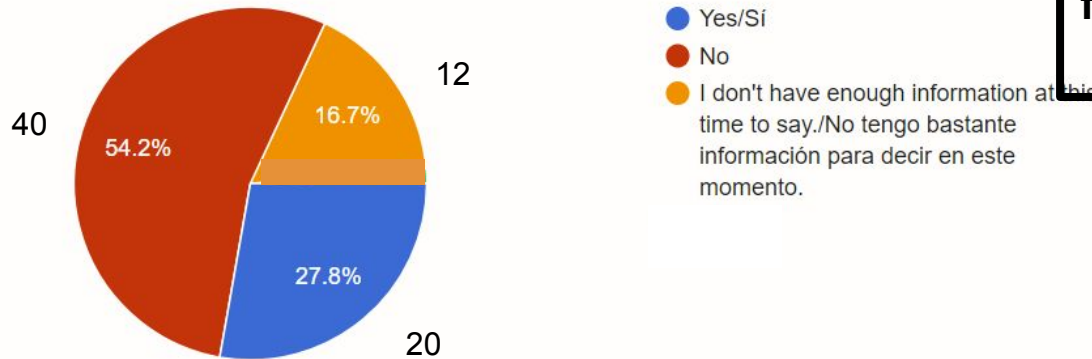
Interest Survey for DLBE School of Choice



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Based on your current level of knowledge, would you consider applying to enroll your incoming first-grade child in a DLBE School of Choice housed at MKES, if it were an option?/Con base en su nivel actual de conocimiento, ¿consideraría aplicarse para inscribir a su hijo entrante de primer grado en una Escuela de Elección DLBE ubicada en MKES, si fuera una opción?

72 responses



Survey conducted of incoming 1st grade families at BHES, BVES, PRES, and WPES.



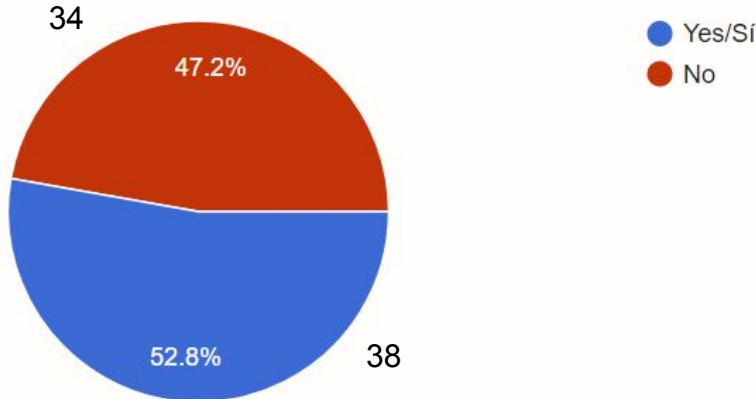
Interest Survey for DLBE School of Choice



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Would you attend an information session to learn more about a potential DLBE School of Choice at MKES for your incoming first-grade child?/¿Asistiría usted a una sesión informativa para obtener más información acerca de una posible escuela de elección de DLBE en MKES para su hijo entrante de primer grado?

72 responses



Survey conducted of incoming 1st grade families at BHES, BVES, PRES, and WPES.



Risks and notes associated with School of Choice

- Too many families may choose the traditional option and cause a demographic subgroup disparity at MKES.
- Parents of children in the MKES Traditional program may not want a change of elementary school for their children.
- The potential impact on home values requires consideration, and more study and analysis.
- Residents in other elementary zones may resent any additional expense if they have no interest in the program or their children are not eligible.
- There may be a desire by the BoE for District-wide approval of a program that will impact the entire District budgetarily.
 - Therefore, a supplemental budget proposition may be desired by a majority of the BoE.
 - Should such a proposition be considered, this could complicate and place at risk the overall District budget due to the requirements and logistics of putting forth a second proposition.
- Need to talk to parents of current MKES 4th graders in the traditional section to ascertain if they might want that section to stay at MKES for their last year of elementary school (cost neutral option).

Alternative #2



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Maintain Current Choice Model

With purposeful and systematic enhanced inclusion



Current model at MKES with enhanced, improved, and more deliberate inclusion methods for the traditional section.

- Full integration in special area classes, integration in select content-area lessons, integration in lunch via new seating patterns, and integration in school wide activities and events.
- This is a viable option, although it may not resolve the issue long-term for some families.
- This alternative preserves the foundation of the DLBE program and universal choice.
- Refining K informational sessions to fairly and equally present both DLBE and Traditional Elementary programming options as viable for families.

Risks of Alternative 2

Maintaining a DLBE Program at MKES with full choice

- May not resolve concerns long-term; although, efforts can be made to more systematically and effectively provide inclusion opportunities for all children.
- There would remain a lack of balance and diversity in the traditional classes, i.e. these classes do not resemble to broader student body.
- Implementing inclusion and integration within our program design in a systematic manner would likely improve the experience of children in the traditional setting. MKES and the ESOL Department would be charged with codifying exactly how we integrate our children in the traditional sections within the greater school community in a consistent and appropriate manner.
- Some parents may not be satisfied with this option. However, other parents seem to not have a concern over the current model, and express that such increased integration and inclusion opportunities would be positive and satisfactory.

Final Thought from Dr. Manno

Given the demographics of the MKES school community and other factors, the DLBE program appears to be the most effective and efficient program for educating ELLs at MKES.

Revisiting this issue year-over-year will be counterproductive. Staff, administration, parents and students need the confidence of stability and continuity of programming in their school.

Both alternatives are viable and come with their own benefits and risks.

- The first alternative may provide a potentially longer-term and sustainable solution than the second and can provide an educational opportunity for children whose parents choose DLBE from across the District. This alternative comes with risks that need to be prevented/mitigated. The alternative is more complicated than the second and would require carefully and thoughtfully crafted policy and procedures to predict and avoid unintended consequences.***
- The second option requires more thoughtful and more systematic integration of the children in the Traditional classes in the MKES broader school program. The school would work closely with the parents of children in the Traditional sections to do so. The second alternative has a more contained impact than the first and is less complicated; however, it comes with the risk of leaving a particular constituency feeling their children's need are not being met.***