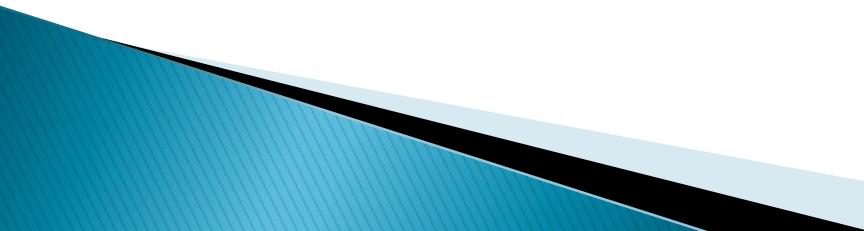


# Draft Plan for Elementary Paired Schools

*-Fall 2016-*

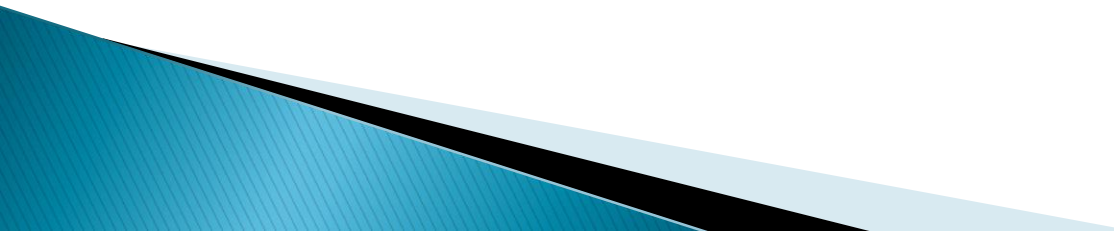
Alton Community Unit  
School District #11

# Background

- ▶ Despite numerous cuts, reallocations and adjustments, the district continues to incur debt due to the State's inability to properly fund public schools.
  - ▶ Cost-reduction measures have been made over the past 5 years in the areas of: staff and administrative reductions, cost shifts, utility savings and many others. Over \$1.9 million in savings was achieved just this past year with a total of \$8 million in savings over the previous 5 years.
- 

# Background

Specific Administrative Cuts over the past few years include:

- \*Eliminated the Title I Director position
  - \*Eliminated the Dean of Guidance position
  - \*Eliminated an Assistant Principal position at AMS
  - \*Eliminated an Assistant Principal position at AHS
  - \*Eliminated the AMS School Improvement Coordinator position
  - \*Reduced 5 administrative positions from 12 months to 11 months
  - \*Reduced 2 AHS Assistant Principal positions from 10.5 months to 10 months
- 

# Background

- ▶ The district has faced massive revenue losses over the last several years. **When compared to level funding (0% increases), the difference is over \$17,000,000.**
- ▶ Property values have dropped nearly 10% over the last 5 years. **This translates into a direct compounded loss in operating funds of over \$6,500,000.**
- ▶ State funding, primarily in General State Aid and Transportation, has been pro-rated since 2011–12. **The total loss of revenue versus flat funding is over \$10,500,000.**

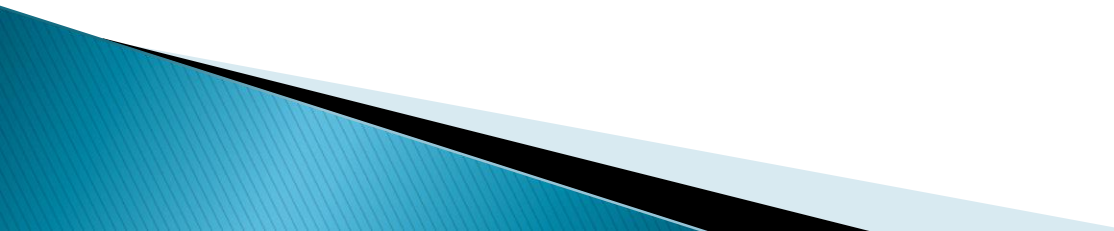
# Background

- ▶ The district currently has over a \$2.7 million deficit which grows with each year. We have secured bonds to buoy the district but cannot continue to borrow in remaining solvent.
- ▶ Funds used to make physical improvements to our schools (roofs, floors, restrooms, windows, parking lots, etc...) or to construct new facilities (ex. athletic complex) are restricted and cannot be used for salaries or transportation which are the two biggest expenditures for the district.

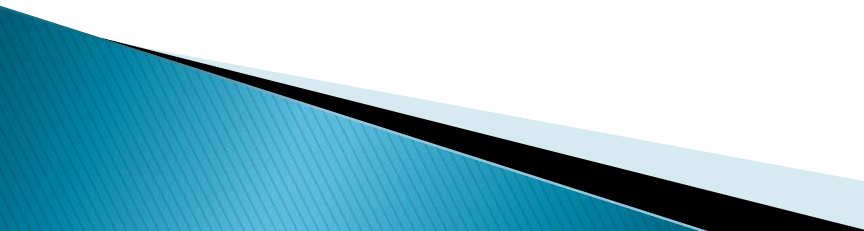
# Potential Savings

- ▶ After examining our current school structures, it is evident the district can save a minimum of \$560,000 ANNUALLY (reduction in operating costs each year) by moving from our current K-5 attendance centers to paired elementary schools (PreK/primary and intermediate buildings).

# Considerations

- ▶ District team members wanted to develop a plan that would cause the least amount of disruption for students and parents in this cost-saving effort.
  - ▶ It is our intent to keep board class size targets/ceilings at their current level where possible (K-2: 25 students and 3-5: 30 students).
- 

# Considerations

- ▶ Keep current residential/school boundaries intact to limit family transitions and to keep transportation costs as level as possible.
  - ▶ Minimize the impact on student programs and services to the degree possible.
  - ▶ Maintain current balance of socioeconomic and ethnic diversity within our schools.
  - ▶ Support teachers and staff to our fullest extent during the move and transition process.
- 



# The Tentative Plan

- ▶ Create 3 elementary school pairings with the following grade levels housed at each:

PAIR I: Lewis and Clark – Pre-K through 1<sup>st</sup>

North – 2<sup>nd</sup> through 5<sup>th</sup>

# The Tentative Plan

Pair II: Gilson Brown – K thru 1<sup>st</sup>  
(1<sup>st</sup> Grade Gifted)

West – 2<sup>nd</sup> thru 5<sup>th</sup>  
(2<sup>nd</sup> thru 5<sup>th</sup> Grade Gifted)

# The Tentative Plan

Pair III: Lovejoy - Pre-K thru 1<sup>st</sup>

Eunice Smith - Pre-K thru 1<sup>st</sup>

East - 2<sup>nd</sup> thru 5<sup>th</sup>

# Pair III – Continued....

The East attendance boundary must be split to accommodate primary students in that corridor. Unlike the other two school pairings, primary students formerly attending East will now be placed at one of two primary schools – Eunice Smith or Lovejoy depending on a student's address. As a result, residential/attendance boundaries must be established for ES and LJ. Additionally, the East/LJ/ES boundary will also be adjusted due to size and some students may attend other district schools as a result.

# 2nd Grade Placement

- ▶ Careful consideration was given regarding the placement of 2<sup>nd</sup> grade students. Scenarios were calculated placing 2<sup>nd</sup> grade classrooms at primary vs. intermediate buildings. After analyzing both, the only feasible plan that would adequately house students while maximizing savings, is to place 2<sup>nd</sup> grade classrooms in 2<sup>nd</sup> through 5<sup>th</sup> schools.
- ▶ The Illinois Learning Standards also require high levels of collaboration between 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers as deemed by the 2<sup>nd</sup>/3<sup>rd</sup> grade level bands for text complexity as just one example.

# Early Childhood

The Early Childhood Grant does not cover the operational costs of the building or maintenance. By closing the Early Childhood building and moving classes to elementary schools, \$80,000 of the proposed \$560,000 in savings can be reached.

# Early Childhood

Under the current plan, the Early Childhood building would be closed and classes housed in the following locations:

- \*Lovejoy – 4 classes

- \*Eunice Smith – 4 classes

- \*Lewis and Clark – 4 classes

- \*Alton High – 2 classes (currently placed there)

  - \*\*These are subject to change.

# Early Childhood

- ▶ An Early Childhood Transition Team, comprised of EC teachers and staff, will be formulated to provide direct input and recommendations regarding the move from ECC to primary buildings.

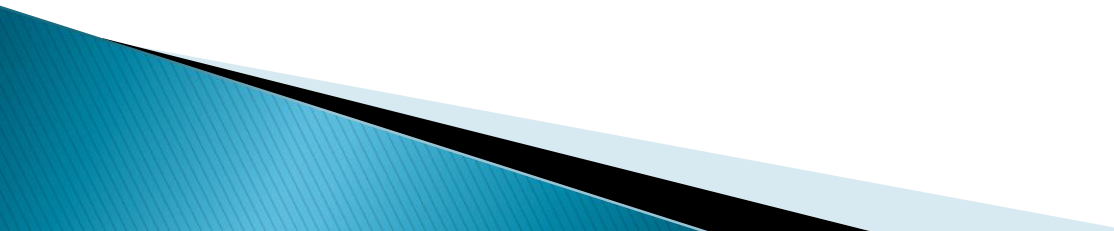


# Staffing

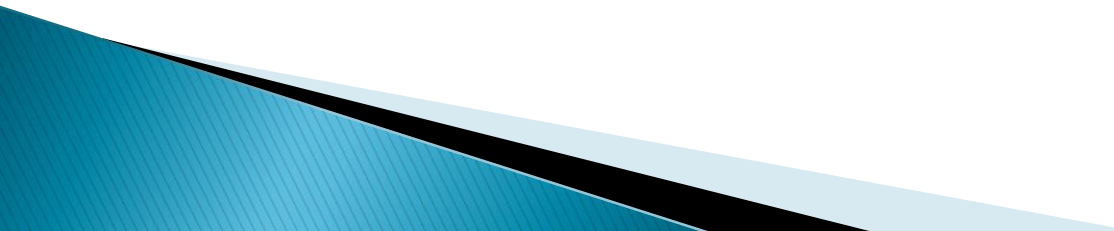
In order to realize the \$560,000+ savings through this plan, a Reduction in Force (RIF) will be required. This will cause us to potentially RIF both teachers and support staff.

At this time, it is unclear who might be impacted due to the new evaluation system under PERA. After summative evaluations are complete, notice will be provided in March to the employees impacted by the RIF.

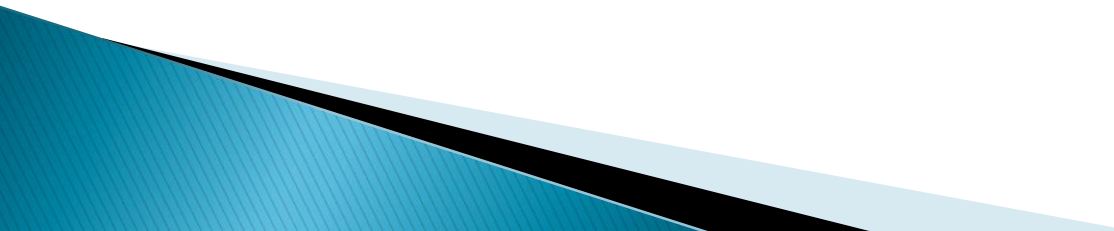
# Staffing

- ▶ While we know the number of staff needed at each school, school placements for staff are also unclear at this point. We are still working to determine staffing patterns as impacted by other programs such as special education.
  - ▶ We must also wait for summative evaluations to be completed so we are aware of staff members impacted by the RIF as they may result in placement changes.
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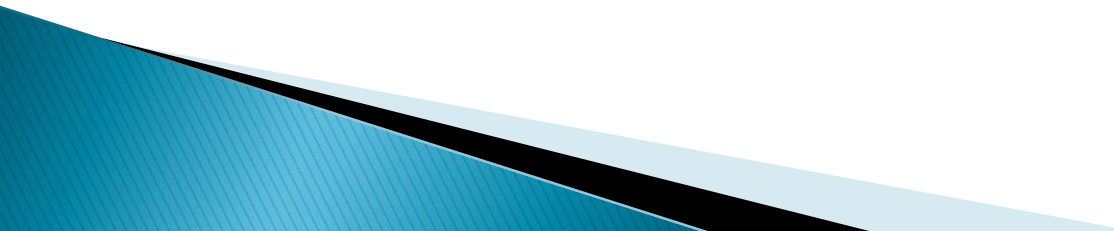
# Staffing

- ▶ We will make every effort to place teachers and staff in their area/grade level of strength. While not all teachers will receive their grade level of choice, we do understand the importance of allowing teachers to remain at a grade level where they have experience and curricular acumen.
- 


# Staffing

- ▶ In order to reach the targeted level of savings, it is estimated that we will eliminate a minimum of 10 positions. However, this does not necessarily equate to the number of people impacted as some employees may be able to fill vacant positions caused by attrition and/or retirements.
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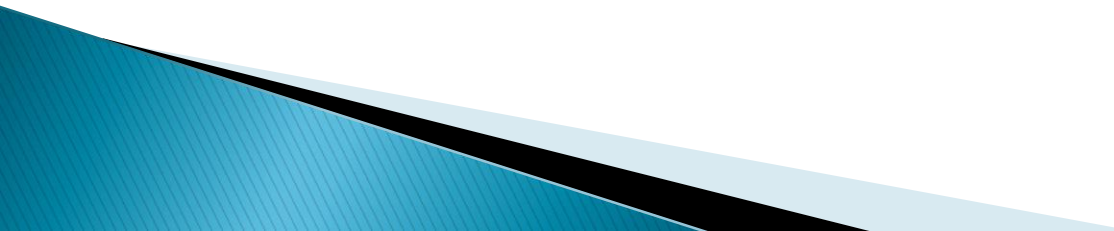
# Staffing

- ▶ While the majority of special education programs will maintain their current locations (such as BD, MI, Autistic and others), all are still under review (grade level adjustments). As a part of this process, considerations for classroom requirements, playgrounds, and other needs are being evaluated in order to ensure the best placement for such programs.
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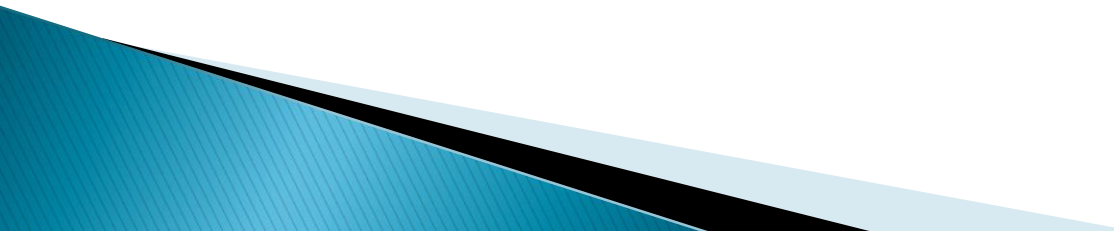
# Staffing

- ▶ All elementary principals and assistant principals will remain in their current schools.
  - ▶ This ensures consistency for the parents and staff remaining at a given school.
  - ▶ It also leaves administrators in a building where they have a high level of familiarity with facility/grounds, crisis prevention and management and the surrounding community (fire/police/governmental/business).
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# Bell Times

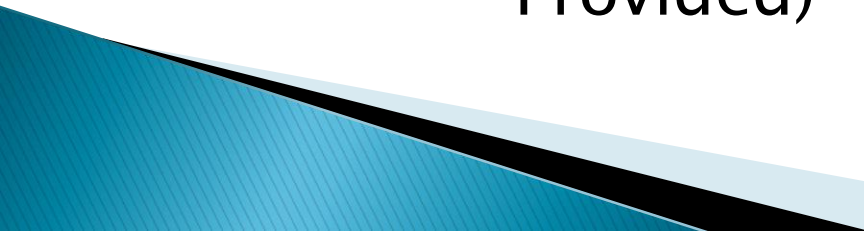
- ▶ The current plan will have an impact on all levels: elementary, middle school and high school because of a required change in school bell times (start and end times).
  - ▶ Bell times will have to adjust at each level by an estimated 15 minutes to accommodate transportation schedules.
  - ▶ The District is still reviewing which levels will start/end 15 minutes earlier or start/end 15 minutes later. As soon as it is determined, this information will be conveyed to parents and staff.
- 

# Summer School

- ▶ The district will still offer a summer school program for early childhood and elementary students. Early Childhood summer school will be hosted at ECC and elementary summer school at North.
  - ▶ Due to the pending move, these summer school programs will run on an expedited calendar – June 13 through July 1 – Monday through Friday each week.
- 



# Tentative Timeline for 2016

- ▶ **January** – Staff Meetings to Discuss Draft Plan
  - ▶ **February/March** – Parent Forums as Needed
  - ▶ **March/April** – Staffing Assignments and Staff Notifications of Placement
  - ▶ **April** – Parent Notifications with Student Building Assignments for the 2016–17 School Year.
  - ▶ **Late May** – Packing of Rooms (Moving Stipend Provided) and Staff Meet with New Administrators and Staff
  - ▶ **August** – Unpacking of Rooms (Moving Stipend Provided)
- 

# Questions?

We are interested in your feedback. If you have questions or comments, please email [ktwiche11@altonschools.org](mailto:ktwiche11@altonschools.org) or call 474-2600. Thank you!