

Feedback comments for each recommendation (taken directly from poster pages) - separated by the responses of 5 groups

Recommendation 1

Update enrollment projections annually to obtain the best data upon which to make decisions regarding educational programs, staffing, and facilities usage.

- Clear context regarding data collection
- Why now? And when will it happen again?
- Timeline - transparency - yearly
- 2021 data? Pandemic data should not be used in this decision
- Admin efficiency - Assistant Superintendent, Literacy Director, Math Director, Curriculum Directors - are these all needed?
- Struggle with data - scores down, class size up?
- SEL needs are high
- Teachers are not able to meet needs of every student!
- Recent data to make decisions - omit pandemic years of data
- Statistical analysis of data rather than ‘handwaving’ trends

- Should be done to meet the needs of students and teachers
- FPS - 1st grade grant classroom (4th class) will expire end of 22/23 school year - where will that class go for 2nd grade?
- Why were these grand rooms included in data? Misleading! Confusing?
- Annual review of grand programs, support and funding (staff, resources, etc.)
- Detailed report of student needs (not just numbers)
- School safety

- Children should be first priority
- Increased emotional needs of our students is not being addressed
- Accurate current data should be collected annually - bimonthly
- Future projections more realistic
- What is currently happening?

- More data after Micron opening or other new businesses
- Consideration of new residential buildings - more students
- Holistic - county/city/business input
- Homeschool, special education,
- Micron?
- Class size implications (documented, undocumented)
 - Data on the benefits of smaller class sizes
 - How will this impact graduation rates
- Test scores aren't accurate with parents opting out
- Vision
- Reframe

- We need accurate data to make decisions
 - Omit pandemic years
- Facilities usage: what classrooms will be used?
- How will it compromise current services - AIS, Art, Music, speech, math, reading, etc.
 - Where will these services be held?
 - Not ideal for students' learning and outcomes to run 4 and 5 skill groups in one room
 - Where will speech, counseling, psychs see students?
- Will all staff be retained via attrition and will current staff-student ratios be maintained for classroom teachers, TAs, Aides, front office staff, special ed, counselors, RTI reading, AIS math, Art, Music, PE, school nurse, counselors, school psychs, cafeteria staff, library, speech therapists, and principal?
 - How would this actually be possible with having specific certifications for teachers?
- Have 'front-line' teachers, therapists, etc. been consulted as to how such changes will effect their ability to 'maintain and enhance' learning?
 - Need feedback from people in the trenches
- Have BOE members actually walked through facilities to observe potential changes - see rooms and how currently being used?

- Updated data every 6 months
- Enrollment projections not accurate

- Lots of fluctuations with housing units
- Economic analysis of incoming businesses that will attract more families
 - Incoming families will be looking at our schools.
- Two things always at top of list -
 - Class size
 - Graduation rate

Recommendation 2

Consider closing the Frederick Leighton Elementary School and distribute its current students to the other three city elementary school buildings.

- Will all teachers need to rebid for jobs or will FLS teachers get placed into any open level? Not teaching in area of expertise?!
- What is the plan for repurposing Leighton if it were closed?
- Sports usage?
- Closer to HS?
- What impact did COVID/shutdown have on students needing AIS support?
- How does increased class sizes 'enhance' education for students?
- COVID implications are not being addressed by this study
- What class size is optimal for reading proficiency by 3rd grade?
- Are we looking at the WHOLE picture with ALL elementary schools?
- Reviewing policies for redistricting and enrollment

- Why Leighton? Larger sq ft compared to other schools and centrally located?
- For what?
- What is data is wrong? Verify data.
- What about bussing?
- Vision? What's the end result? All aspects of vision - business, students, extracurricular
- Reframe the question
- How will we meet students' needs if class sizes are larger?
- Graduation rates!
- Reading proficiency #s at the end of 3rd grade, where are we?
- Students at FLS who are in the 'send to Riley group' are often the students who lack transportation and now will be farthest away - extracurricular, attendance, home/school connection
- SEL implications

- Equity?
 - More homeschoolers?
 - ENL students?
 - Special education students?
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- Community sense - collaboration with high school
 - Impact on class size to other schools
 - If closed, impact of state aid
 - Also, will still be 'open' because of admin occupancy - what are the plans
 - Quality of instruction because class size will go up
 - How will students be distributed to other schools
 - If Leighton does remove all the students, won't we lose state aid on that building?
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- Will all teachers need to rebid for jobs or just FLS? How will building and grade level placements be decided?
 - What will be done with FLS? What is the plan? Are you selling it? Can't sell it!
 - UPK programs - what will happen? Moving them all to one location will not make UPK equitable for all students - less acceptable
 - Families be kept together?
 - Parents without transportation?
 - Significant lack of community support of school closure - 100% at this table, same at another table - no support of closing FLS
 - Closing a 'neighborhood' school will negatively impact attendance in all school events and even the school day
 - Why is this the only option?
 - What is closing an entire elementary school the only option for redistrict/why not reformation - K-2, 3-6, 6-8? 6th grade should be at OMS for sure - add on to long term planning
 - And always Leighton, which is in the center of our HS complex. This building really can't be closed.
 - Our students need options - 'Latin' school?
 - Transportation times was provided was presented as a 'range'. What about 'data-spread'? How long on busses - shortest to longest?
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- Concerned with class size
 - Concerned with safe, useable space
 - Examples of 'could we use ___' for a full sized classroom? 'Why?' Example - where would special areas be moved to?

- Provide maps of each building showing spaces, sizes, sq footage of each classroom in each building
- FLS closed for ...?
- Vision?
- No big picture vision. Where do we want to be? Where are we going? What is the end goal?
- Does data support increased class sizes for:
 - Graduation rates
 - Staff retention
 - Student outcomes in ELA/Math
 - Inclusion students?
 - Students with trauma?
- What is our 3rd grade reading proficiency rate? What are our current percentages of reading on or above reading level by the end of 3rd grade? And years previous? What is the plan to increase this number? And how does increased class size affect this?
- Not the right time!
 - COVID trauma
 - Dynamic changes in community - revitalization
 - New businesses and housing - can't predict future. Let dust settle first!
- Birth rate down due to financial situations/economy

Recommendation 3

Convene a facilities planning committee whose role it will be to develop and monitor a long-term facilities plan for the district. This plan will include:

- possible renovations and/or closures related to student enrollment and instructional program changes,
 - scope of work to be performed from the current and future Building Condition Surveys and the district's long-range facilities plan,
 - long term structure of appropriate school facilities as program needs and enrollment change,
 - financing of these initiatives.
- Facilities planning meeting at least twice a year to discuss building needs
 - School safety should be priority
 - As numbers go up - how will safety be addressed?
 - Analysis of bussing routes and safety
 - Nested within other plans?

- Vision?
- Needs based - SEL/SED
- Mental health support

- Yes, based on children's needs and holistically nested
- What does future look like? Where are we now? What do we need to do to get to where we want to be?
- Vision?

- Establish clear role of this group from the BOE
- Walk throughs by community and actual BOE members of buildings - see the rooms
- Have board members been able to physically walk through the schools to see classrooms, offices? We need this to happen.
- Updated blueprints and labeled maps of elementary buildings including Ed Center - be transparent
- Comprehensive review of best practices for classroom sizes and student success

- The projections are not reflective of current community growth
 - Housing
 - The city of Oswego is NOT what it has been in years past
 - Micron will/should attract families looking to settle
 - Hydrogen plant by 2025
 - Gov Hochul has mandated class size caps in NYC - K-3: 20, 4-8: 23 - coming our way and it should
- Is this savings worth compromising quality of student education?
- How do we balance this? pros/cons?
- What are the future 'capital projects' and costs that be associated with closure?
- Ratios of students: support of specials staff, not just class size

- Vision?
- What will happen to FLS?
- What will it be used for?
- There needs to be a clear plan for the repurposing
- What is it? What does it look like? Possible process to bring into realization?
- What does Admin want?
- BOE should tour each building to see what rooms would be impacted

- What alternatives were discussed besides closing FLS?
- What do teachers want?
- Dynamic changes in community
 - New businesses
 - New housing
 - Revitalization of Oswego
- Will school safety be top priority with lack of mental health support?
- Let dust settle
- Not the right time to make decisions for long term when can't predict the future!
- COVID

Recommendation 4

Engage its community and its architect in the planning and discussion of facilities needs and options as early in the process as possible.

- Obviously!
- Family proximity to school
- How do we ensure families 'stay together'?
 - Potential grade levels could be at different schools
 - Ex. 1st grader from FLS at CER, 3rd grader from FLS at KPS - same family
- More than one meeting for community feedback (focus group)
- Bring us back to keep updated and show we are heard
- Information should be updated continually and shared - and correct!
- Hope that this focus group isn't just 'for show' to say 'we had a focus group'
- We need more transparency. Think of different ways to communicate and reach target audience.
- Engage prior to getting to this point. Reach out earlier.
- Facilities needs should include actual people (faculty) that work in schools. Not people who work at admin building and do not spend time there.
- How big are the admins' offices in the Ed Center? Classroom big?
- Involve community stakeholders, parents, businesses
- More transparency between the district and community
- Consider both pros and cons

- Keep this focus group together for more meetings

Recommendation 5

Thoughtfully consider the fiscal implications of any potential capital project related to existing debt service to continue the strong financial health of the district and minimize any adverse budgetary impact in future years. This requires coordination with the district's architects and financial advisors.

- Excellent question - how does this positively effect our students directly?
- Why did we add 9 admins if we are so far in debt? Salaries? More than we need per NYS law.
- Great question!
- Future tax projections will rise based on new city assessments.
- Why?

- Are there other areas where funds could be recovered - if we are trying to save money?
- Why weren't HS and Leighton expenses/utilities separated?
 - Will they be if Leighton closes?
- Sub retention is super important. Raise subs benefits and pay to have better student response to absent staff.

- How would this effect state funding?
- How will future city assessments effect increasing taxes?
- Yes. Will tax payers approve an increase given schools can 'enhance-maintain' learning academics?

- Are there other places to look for fiscal responsibility?
- How else can we make a positive change without closing a school?

- Obviously.
- Closure vs repurposing.