

West Chester Area School District

Community Budget Task Force II

Summary of Findings

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Introduction

The West Chester Area School District organized a Community Budget Task to find ways to reduce the 2012-13 school year budget deficit by \$5 million. After a lengthy work session held in July, 2011, the West Chester Area School Board adopted a resolution in September 2011 giving approval for the administration to move forward with a time line to engage the community and staff in the following Community Budget Task Force Committees:

- Class size
- Revenue
- Delivery of instructional programs
- Delivery of non-instructional programs
- Space consolidation.

Each of these committees was divided into other sub-committees. Most of the sub-committees consisted of 20-30 volunteers and was given a time frame for completion of work by November 23, 2011.

If the school district does not reduce the budget by \$5 million, it will be operating with a revenue shortfall. The task force, which includes 15 sub-committees and involves more than 300 people, is comprised of parents, staff, community members, board members, students, and administrators. The West Chester Area School District assembled a similar Community Budget Task force in 2009.

The School Board voted to adopt nearly \$4 million of budget cuts from Task Force findings presented in 2009 for the 2010-11 budget. The Task Force found an additional \$1 million in annual savings by reorganizing its transportation schedules and consolidating bus stops. The work of the current Community Budget Task Force hopes to address the expected \$5 million budget gap for 2012-13, as the District continues to suffer from the depressed real estate market, the down economy, and reduced state and federal subsidies.

The following subcommittee reports present findings based on several months of work, during meetings in which Task Force members considered a wide range of ideas designed to reduce our budget gap. Each report finding includes a financial component as well as an impact statement regarding how the finding would affect students and other programs.

The Task Force was charged with identifying the types of educational programs it wants to maintain and at what cost. Several committees looked at reductions in program expenses that would provide the least amount of negative impact on classroom instruction. Other committees worked to identify new revenue sources. Because the Task Force was asked to identify sustainable savings, it focused on the operational budget, comprised of reoccurring costs, and did not focus on capital budget, comprised of items that are one-time costs like building maintenance and repairs. Two sub-committees did focus on consolidating space in an effort to identify long-term savings in the area of capital projects and building use. All findings had to comply with state and federal mandates and had to include an impact analysis.

Members of The Task Force met weekly from September through November, 2011. They spent an equivalent of more than 2,400 hours reviewing the district's programs, services, finances, renovation plans, and ways to increase revenues. All minutes were posted on the school district web site and can be located at http://www.edline.net/pages/West_Chester_Area_SD/About_Us/Budget/Budget_Task_Force/Minutes.

In some cases findings from one sub-committee could have an impact on implementing findings from another. For example, if the space consolidation finding of closing a school is implemented for an operational cost saving, it might not be possible to implement the finding of the Before and After Care Committee to implement a kindergarten after school program as a revenue generating program because of the space limitations that could be created by closing a school.

Fifteen sub-committees were formed to review the following information:

Committee	Sub-Committee	Description
Class size	Class Size – Elementary	Analyze impact and potential cost savings if class size was increased by one, two or more students.
Class size/ Instructional Program	Class Size – Middle School/High School	Analyze impact and potential cost savings if high school electives increase from a minimum of 15 students to a minimum of 20 students. Also analyze impact of middle school and high school class size increases by 1, 2 or more students in core subject areas.
Revenue	School Advertising	Analyze the opportunities for advertising in the school district.
Revenue	Activity Fees	Analyze the impact of an activity fee for participation in co-curricular activities. Ranges to analyze will be between \$35 and \$150 per activity, as well as other possible fee structures.
Revenue	Before and After School Programs	Analyze potential revenue sources for implementing before and after school programs to parents of school age students. Analysis will include fee for service to provide programs for students in the areas of before and after care, summer programs, and enrichment programs.
Revenue	Facility Use Fees	Analyze the facility use policy to determine if fee structures should be altered or increased.
Instructional Program/ Revenue	Full Day Kindergarten program	Analyze the impact of a full day kindergarten program for students.
Instructional Program	Gifted Education	Review what is mandated in the school code (Chapter 16) vs. what WCASD currently offers to provide gifted education services.
Instructional Program	Special Education	Review what is mandated in the school code (Chapter 14) vs. what WCASD currently offers.
Instructional Program	Guidance, English Language Learners (ELL), Psychology, Nursing, Caseworker/Social Work	Review what is mandated in the school code (Chapter 12) in the area of Student Services vs. what WCASD currently offers.
Non-Instructional Program	Technology	Review the way in which technology services are provided.
Non-Instructional Program	Facilities and Operations	Review the way in which custodial and maintenance services are provided.
Non-Instructional Program	Communication/ Human Resources and Benefits/Payroll /Non-Instructional Support/	Review the way in which services such as human resources, payroll, communications, and other non-instructional support services are provided.
Space Consolidation	Space Consolidation – Current use of space	Review a long-term plan for use of space in the school district. The purpose of the committee will be to inventory current space and analyze use of space.
Space Consolidation	Space Consolidation - Redistricting	Review a long-term plan for use of space in the school district. The purpose of the committee will be to analyze enrollment projections, attendance boundaries, potential impact of vouchers, and school choice laws. Also, analyze the feasibility of closing an elementary school and identifying which one.

The entire report includes findings for reductions in the amount of \$2,613,747 to \$3,886,947 and findings for potential revenue enhancers in the amount of \$666,303 to \$895,116 each finding includes an impact statement. Some findings have a minimal impact, some have a moderate impact and some have a significant impact on programs.

The entire 150 page report contains information explaining the process used by each sub-committee and the impact statements of each finding. A summary of the findings are listed in the following table:

Sub Committee	Findings	Minimum Savings 2012/13	Maximum Savings 2012/13	Minimum Revenue 2012/13	Maximum Revenue 2012/13	Savings Beyond 2013	Link to Page #
Class Size – Elementary	-Increase class size by 1, 2 or 3 student(s)	\$213,000	\$1,065,000				9
Class Size – Middle/High School	-Combine Advanced Placement Physical Education (PE) Classes	\$42,600	\$42,600				20
	-Modify Middle School (MS) Elective Schedule	unknown	unknown				
	-Modify MS World Language offerings	unknown	unknown				
	-Increase PE Class Size and combine PE 11 and PE 12	\$99,400	\$99,400				
	-Eliminate all academic language levels above Level Two at High School (HS) Level	\$142,000	\$142,000				
	-Create Class Size Guidelines for secondary schools	unknown	unknown				
		\$284,000	\$284,000				
Revenue – School Advertising	-Advertising in/around WCASD Facilities			\$22,250	\$54,500	\$215,000 to \$430,000 (by 2015-2016)	28
	-Advertising on School District Calendar			\$10,000	\$15,000		
	-Advertise on School Lunch menus			\$16,200	\$16,200	\$32,000	
	-Advertise on Home Page of WCASD website			\$10,800	\$10,800		
	-Advertise on Tax bill			\$10,000	\$10,000		
				\$69,250	\$106,500		
Revenue – Activity Fees	-Activity Fees Elementary Schools (ES)/Middle Schools (MS)/High Schools (HS)			\$363,875	\$363,875		36
Revenue – Before & After School Programs	-FCS Summer Camp Program for ES/MS			\$7,823	\$7,823		45
	-Foreign Language Summer Camp Program for ES/MS			\$10,255	\$10,255		
	-Sports Summer Camp Program for ES/MS			\$57,100	\$147,100		
	-General Summer Camp Program for ES/MS			\$0	\$0	\$15,158-\$44,825 (2013-14)	
	-Implement Before & After School Enrichment Programs for ES/MS			\$50,000	\$62,000	\$200,000-\$250,000 (by 2015-2016)	
	-Explore Options for the ES Before & After Care Program at WCASD			\$68,000	\$137,563		
				\$193,100	\$364,100		
Revenue- Facility Use	-Change Facility Use Policy and Fees			\$40,000	\$60,000		61

Sub Committee	Findings	Minimum Savings 2012/13	Maximum Savings 2012/13	Minimum Revenue 2012/13	Maximum Revenue 2012/13	Savings Beyond 2013	Link to Page #
Instructional Programs – Gifted	Reduction in Staff: -2.0 FTE Elem Gifted Teachers	\$142,000	\$142,000				82
	-1.0 FTE Gifted Super.	\$126,500	\$126,500				
		\$268,500	\$268,500				
Instructional Programs – Special Education	-Reduce 1.0 Autistic Support Teacher (CCIU)	\$95,000	\$95,000				88
	-Revise Speech Evaluation Process	\$7,000	\$7,000				
		\$102,000	\$102,000				
Instructional Programs – Guidance, English Language Learners (ELL), Psychology, Nursing, Caseworker/Social Work	-Reduce 1.0 Registered Nurse	\$40,070	\$40,070				94
	-Reduce 1.0 FTE Caseworker	\$52,753	\$52,753				
	-Discontinue COAD	\$53,000	\$53,000				
		\$145,823	\$145,823				
Non-instructional Programs - Technology	- Decrease the district’s cyber charter school expense and increase revenues by providing blended learning or online courses.	\$40,000	\$150,000				102
	-Replace purchased software with open source/on line app.	\$2,000	\$106,000				
	-Decrease technology professional development	\$50,000	\$50,000				
	-Purchase PC/Windows instead of Apple/MAC	\$26,800	\$54,000				
	-Eliminate Web Administrator position	\$65,624	\$65,624				
		\$184,424	\$425,624				
Non-Instructional Programs – Facilities & Operations	-Eliminate carpets in Grade 3-5 classrooms	\$50,000	\$50,000				115
	-Request PTO donations to maintain playground equipment	\$10,000	\$10,000				
	-Patch HHS roof instead of replacing	\$225,000	\$225,000				
	-Relocate summer staff to 3 buildings	\$100,000	\$100,000				
	-Reduce cleaning level and frequency	\$384,000	\$384,000				
		\$769,000	\$769,000				

Sub Committee	Findings	Minimum Savings 2012/13	Maximum Savings 2012/13	Minimum Revenue 2012/13	Maximum Revenue 2012/13	Savings Beyond 2013	Link to Page #
Non-Instructional Programs – Communication /HR and Benefits/Non-Instructional Support/Payroll	-Change method of disseminating information from the district/schools to parents and students from paper and mail electronic methods	\$50,000	\$100,000				122
	-Reduce the secretarial support at each of the three high schools	\$100,000	\$120,000				
	-Reduce Secretarial support to Central Office Administration, including Cabinet members and Supervisors	\$59,000	\$128,000				
	-Mandate employee direct deposits, process tuition reimbursements via payroll and eliminate paper copies of pay advices and W-2	\$15,000	\$15,000				
	-Contract with 3 rd party to collect delinquent real estate taxes and petition Chester County to waive collection fee	\$150,000	\$150,000				
	-Implement an automated time and attendance system	\$30,000	\$30,000				
	-Eliminate Retiree Substitute Volunteer Program (RSVP) program	\$20,000	\$20,000				
	-Identify additional potential vendors to be given “access” to market their health care, wellness and insurance to staff	\$25,000	\$25,000				
	-Formally review our current vendor relationships in areas that have not been reviewed in the recent past in Healthcare.	\$25,000	\$35,000				
	-Identify budgetary savings to the current administration of substitutes for both teachers and support staff through (1) current vendor administration and (2) review of frequency of building substitutes.	\$80,000	\$80,000				
	-Reduce staffing by equivalent of three or four instructional Assistant Positions (Spec Ed and ELL) through the ongoing audit of our delivery of services.	\$93,000	\$124,000				
	\$647,000	\$827,000					

Sub Committee	Findings	Minimum Savings 2012/13	Maximum Savings 2012/13	Minimum Revenue 2012/13	Maximum Revenue 2012/13	Savings Beyond 2013	Link to Page #
Space Consolidation – Current Use	-Findings used for redistricting committee	None					136
Space Consolidation - Redistricting	-Close one Elementary School					\$1,332,728 (2015-2016)	138
TOTAL Potential Savings/Revenue		\$2,613,747	\$3,886,947	\$666,303	\$895,116	Additional Savings by 2015-2016 \$1,824,553 to \$2,089,553	

The Community Budget Task Force report, presented to the Community on December 7, 2011, will be used by the West Chester Area School District Board to help with its budget decisions. The Board must balance between program reductions, new found revenues, and a tax increase in order to close the \$5 million budget gap and adopt a balanced budget by June 30, 2012.

Class Size –Elementary

Revenue Enhancement Worksheet
Findings 2011

Committee:	The Elementary Class Size
Description of the Committee's Process and Goals:	<p>The class size debate has been an education topic for years, but more specifically since 2000. Under the reauthorized Elementary and Secondary School Act, also known as the No Child Left Behind Act of 2001, reducing class size gained prominence as a federally supported school improvement strategy. This strategy was popular with teachers and parents for its ability to give teachers more individual instructional time with students. Yet as states and districts struggle with tight budgets, more policymakers and researchers have begun to turn away from straight class-size reduction in favor of other methods to increase individual instruction time. This report details the findings that were generated from the <i>Elementary Class Size Budget Task Force Committee</i>. The report lists only the findings and the impact increasing class size could have on classroom instruction.</p> <p>The <i>Elementary Class Size Budget Task Force Committee</i> was a 26 member team. Community members, parents of current elementary students, District staff and West Chester Area School District administration met on Thursday evenings to conduct research and process scenarios with each other to determine the possibility of increasing class size in the WCASD.</p> <p><i>The Committee analyzed:</i></p> <ul style="list-style-type: none"> • A class size survey of Chester County School Districts (See attached survey for specific data results) <ul style="list-style-type: none"> ○ WCASD ranks third for the district with the largest class size ○ Coatesville School District has larger class size guidelines for their intermediate grades only ○ Oxford School District has larger class sizes for all grade levels (K-5) ○ The remaining 9 school districts range from 1 to 5 students less than the WCASD • School Board Policies from 4 other districts governing class size • Space considerations that exist in the WCASD • Current research on class size <ul style="list-style-type: none"> ○ The merits of smaller class size • The methods used to measure the efficacy of classroom instruction ○ The Committee considered the current teacher evaluation system to determine if a teacher's ability to instruct could be compromised • The impact of increasing class size, at the elementary level, could have on human resources • Current enrollment in each of the 10 elementary buildings <ul style="list-style-type: none"> ○ See attached enrollment chart for specific numbers <p><u><i>West Chester Area School District Class Size Guidelines:</i></u></p> <p>The West Chester Area School District currently has a class size guideline which has been implemented since the elimination of <i>School Board Policy IEC – Class Size</i> in 2006.</p>

	<p>The current class size maximum by grade is:</p> <table border="0"> <tr> <td>Kindergarten and First Grade</td> <td>25 students</td> </tr> <tr> <td>Grades 2 and 3</td> <td>27 students</td> </tr> <tr> <td>Grades 4 and 5</td> <td>30 students</td> </tr> </table> <p>To determine the number of sections needed for a grade level, the number of students is divided by the class size maximum. If the total number of students divided by the current number of sections exceeds the class size maximum for a grade level another section will be added. <i>Example:</i> A second grade with three sections must have more than 81 students in order for a fourth section to be added (i.e. $81/27=3$; $82/27=3+$).</p> <p>An additional class section will be added up until seven calendar days prior to the first day of student classes of the school year. If the class size maximum is exceeded on or between day six prior to the students' first day and the eleventh day of school of the new school year or during the year, the building principal will assign a grade level aide to support the teachers and students. The building principal will determine the duties and responsibilities of the grade level aide. An additional class will be added on the eleventh day of the school year.</p>	Kindergarten and First Grade	25 students	Grades 2 and 3	27 students	Grades 4 and 5	30 students
Kindergarten and First Grade	25 students						
Grades 2 and 3	27 students						
Grades 4 and 5	30 students						
<p>Revenue:</p>	<p>In the appendixes the reader will see three pages of class-size data. The first page represents a scenario when maximum class-size guidelines, from 1st thru 5th grades, are equally increased by one student ("plus one"). So, first grade could have 26 students; second and third, 28 students; and fourth and fifth, 31 students. The ensuing three pages show the "plus two" and "plus three" respectively with all classes increasing by that amount. The ten elementary schools are listed in the rows along the left-hand side with current year and next three-year information. The current year actual class-sizes for each grade are shown with the forecasted changes spread out among the schools and added from the graduating 5th grade to come up with an approximate 1st grade size. The enrolled classes are assumed to "carry through" to the next year.</p> <p>The first set of columns shows the number of classes for each grade in the schools and years if class-size guidelines were not increased. This is found, for example, by dividing the 44 students in the 1st grade now at East Bradford by 25 and rounding up to get the 2 classes needed. This formula is repeated for the class-size increase, 61 students in the 4th grade divided by 31 yields a demand for just 2 classes, or a potential savings of one classroom (from 3 – 2). The next series of columns, "Min Actual Size" shows how small one class can be when all of the others in that grade in that school for that school-year is at the maximum. The last series shows what the average class-sizes would be.</p> <p>The totals for the school-years can be seen at the bottom along with average class-sizes if the averages weren't change and those if the changes were to be consistently carried across the district.</p> <p>The class-size must then be compared with the actual square footage of classrooms in each school. Without considering fixed appliances or furniture for music and art classrooms or bathroom availability for kindergarteners, only one extra class has to be added in two separate years for the "plus 3" guidelines. However, if the district can be flexible and has the ability to move grades and teachers around within the building--as well invest in minor upgrades or deconstruction, a return-on-investment analysis will result in a simple business decision.</p>						

See the summary table below:

Anticipated WCASD 1st Thru 5th Grade Classrooms Required

School Year	Total Students	No Change	Max Size +1	Max Size +2	Max Size +3
2011 – 2012	4379	180	176	173	169
2012 – 2013	4420	183	180	176	168
2013 – 2014	4549	190	183	178	177
2014 – 2015	4639	194	186	180	177
2015 – 2016	4640	194	187	180	170
2016 - 2017	4645	190	181	180	172
Averages	4545	188.5	182.17	177.83	172.17

Anticipated WCASD Cost Savings

School Year	Total Students	No Change	Max Size +1	Max Size +2	Max Size +3
2011 - 2012	4379	180	176	173	169
2012 - 2013	4420	183	180	176	168
Potential Savings		-	\$213,000.00	\$497,000.00	\$1,065,00.00

Interestingly, if current maximum class-size guidelines remain the same, WCASD would require 9 more classrooms than are in use today by 2014 (189 – 180). Outfitting these spaces would alone require at least \$3,500 for the interactive computer screens, for a total of \$31,500. More trailers would then also have to be purchased and installed. If the “plus 3” guidelines were put in place, these added expenses would not be necessary and the existing 180 elementary school 1st thru 5th grade classrooms will serve the students for the foreseeable future.

The committee discussed other possible ways to maintain class guidelines, but it would require implementing actions such as:

--asking new transferring students in a grade to go to another school if it would otherwise result in the need for another class.

--waiving the requirement for an extra class if the space allows for one more student and there is an experienced teacher willing to take on the extra work.

--offer students that live very close to the boundaries for the two elementary schools the chance to volunteer to change schools if that would make a difference.

Rationale for Revenue Enhancement:

The Elementary Class Size Budget Task Force Committee was charged with analyzing the impact and potential cost savings if elementary class size was increased by one, two, or more students. The potential cost savings is detailed in the attached report.

Impact of Revenue Enhancement:

Impact on Classroom Instruction if class size were to increase:

Larger classes could further limit the amount of time a teacher has to meet individual needs of each student. The committee suggests the classroom teacher could have less time in the following areas; therefore marginalizing instruction:

	<ul style="list-style-type: none"> • Individual conferencing • Responding to various student journals and reading responses • Designing relevant, coherent instruction for a more varied group • Differentiating instruction • Monitoring individual progress • Creating further differentiated assessments • Scoring assessments • Meeting with more small groups • Having favorable effects on students’ self-concepts and interest in school • Maintaining accurate records • Contacting more parents <p>The Committee also cited research which found the classroom environment could be affected with a larger class size in the following ways:</p> <ul style="list-style-type: none"> • Less time to establish rapport with each student • More difficult to establish a community of learners • Classroom procedures are more difficult to manage • More difficult to manage student behavior • More difficult to organize physical space • Difficult to provide enough space for students to have a safe learning environment <p>Additionally, the instructional delivery could also be affected in the following ways:</p> <ul style="list-style-type: none"> • More difficult to have an effective discussion. Each child cannot share his/her ideas. • The teacher has less time to provide feedback to individual students. • Engaging students in meaningful learning could be more difficult. <p>Larger class sizes could:</p> <ul style="list-style-type: none"> • Make it more difficult for teachers to close the achievement gap and to lessen the effects of economic and social inequities. • There could also likely be an increase in retentions and/or an increase in the number of children identified for additional support services. • Make it more difficult for teachers to increase student achievement. • Make it more difficult for teachers to strengthen the foundational social skills students develop in smaller classes. Classroom climate is affected. • Make it more difficult for teachers to have favorable effects on students’ self-concepts, interest in school, and participation in class. • Decrease the ability of teachers to spend time on active learning and project based learning. The space becomes insufficient.
<p>Impact on Other Areas:</p>	<p><i>Space Considerations:</i></p> <ul style="list-style-type: none"> • According to current square footage guidelines, it may not be possible to increase class size to 31, 32 or 33 students in 4th and 5th grade classrooms as they currently exist. The attached chart details the square footage per classroom in each building. The chart shows that there are not enough classrooms large enough, district-wide, to have larger class sizes for 4th and 5th grades. The larger classrooms in the District are classrooms designated for special content are subjects such as: music, art and special education. Those classrooms are specifically outfitted with special

	<p>equipment.</p> <ul style="list-style-type: none">• Some classrooms across the district have bathrooms. These classrooms typically are reserved for our primary classrooms.• It could be a great cost to the district if classrooms had to be refitted and teachers moved to accommodate the increase of class size. <p><i>The Emotional Impact of Increasing Class Size Guidelines:</i></p> <ul style="list-style-type: none">• The idea of increasing class size in the West Chester Area School District will cause an emotional debate among the teaching staff and the community. The class size debate is controversial and emotional as was also noted during weekly meetings of this committee. This impact must be noted.
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		Number of Students					Teachers (No Changes)					Max Size Increased +1					Min Actual Size					Average Sizes					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1.0	2.0	3.0	4.0	5.0	
East Bradford	2011-12	44	72	52	61	71	2	3	2	3	3	2	3	2	2	3	18	16	24	30	9	22.0	24.0	26.0	30.5	23.7	
	2012-13	75	44	72	52	61	3	2	3	2	3	3	2	3	2	2	23	16	16	21	30	25.0	22.0	24.0	26.0	30.5	
	2013-14	80	75	44	72	52	4	3	2	3	2	4	3	2	3	2	2	19	16	16	10	21	20.0	25.0	22.0	24.0	26.0
	2014-15	81	80	75	44	72	4	3	3	2	3	4	3	3	2	3	3	24	19	13	10	20.3	26.7	25.0	22.0	24.0	
East Goshen	2011-12	82	72	95	88	88	4	3	4	3	3	4	3	4	3	4	16	11	26	26	20.5	24.0	23.8	29.3	29.3		
	2012-13	92	82	72	95	88	4	4	3	4	3	4	3	4	3	14	26	16	2	26	23.0	27.3	24.0	23.8	29.3		
	2013-14	97	92	82	72	95	4	4	4	3	4	4	4	3	3	4	19	8	26	10	2	24.3	23.0	27.3	24.0	23.8	
	2014-15	98	97	92	82	72	4	4	4	3	3	4	4	4	3	3	20	13	8	20	10	24.5	24.3	23.0	27.3	24.0	
Exton	2011-12	90	91	111	99	108	4	4	5	4	4	4	4	4	4	4	12	7	27	6	15	22.5	22.8	27.8	24.8	27.0	
	2012-13	112	90	91	111	99	5	4	4	4	4	5	4	4	4	4	8	6	7	18	6	22.4	22.5	22.8	27.8	24.8	
	2013-14	117	112	90	91	111	5	5	4	4	4	5	4	4	3	4	13	28	6	29	18	23.4	28.0	22.5	30.3	27.8	
	2014-15	118	117	112	90	91	5	5	5	3	4	5	5	4	3	3	14	5	28	28	29	23.6	23.4	28.0	30.0	30.3	
Fern	2011-12	91	89	73	66	89	4	4	3	3	3	4	4	3	3	3	13	5	17	4	27	22.8	22.3	24.3	22.0	29.7	
Hill	2012-13	93	91	89	73	66	4	4	4	3	3	4	4	4	3	3	15	7	5	11	4	23.3	22.8	22.3	24.3	22.0	
	2013-14	98	93	91	89	73	4	4	4	3	3	4	4	4	3	3	20	9	7	27	11	24.5	23.3	22.8	29.7	24.3	
	2014-15	99	98	93	91	89	4	4	4	4	3	4	4	4	3	3	21	14	9	29	27	24.8	24.5	23.3	30.3	29.7	
Glen Acres	2011-12	80	94	76	74	89	4	4	3	3	3	4	4	3	3	2	10	20	12	27	20.0	23.5	25.3	24.7	29.7		
	2012-13	93	80	94	76	74	4	3	4	3	3	4	3	4	3	15	24	10	14	12	23.3	26.7	23.5	25.3	24.7		
	2013-14	98	93	80	94	76	4	4	3	4	3	4	4	3	4	3	20	9	24	1	14	24.5	23.3	26.7	23.5	25.3	
	2014-15	99	98	93	80	94	4	4	4	3	4	4	4	4	3	4	21	14	9	18	1	24.8	24.5	23.3	26.7	23.5	
Hillsdale	2011-12	91	105	105	100	102	4	4	4	4	4	4	4	4	4	4	13	21	21	7	9	22.8	26.3	26.3	25.0	25.5	
	2012-13	106	91	105	105	100	5	4	4	4	4	5	4	4	4	4	2	7	21	12	7	21.2	22.8	26.3	26.3	25.0	
	2013-14	111	106	91	105	105	5	4	4	4	4	4	5	4	4	4	7	22	7	12	12	22.2	26.5	22.8	26.3	26.3	
	2014-15	112	111	106	91	105	5	5	4	4	4	5	4	4	3	4	8	27	22	29	12	22.4	27.8	26.5	30.3	26.3	
MC House	2011-12	83	100	86	78	78	4	4	4	3	3	4	4	4	3	3	5	16	2	16	16	20.8	25.0	21.5	26.0	26.0	
	2012-13	82	83	100	86	78	4	4	4	3	3	4	3	4	3	3	4	27	16	24	16	20.5	27.7	25.0	28.7	26.0	
	2013-14	87	82	83	100	86	4	4	4	4	3	4	3	3	4	3	9	26	27	7	24	21.8	27.3	27.7	25.0	28.7	
	2014-15	88	87	82	83	100	4	4	4	3	4	4	4	3	3	4	10	3	26	21	7	22.0	21.8	27.3	27.7	25.0	
Penn	2011-12	94	95	107	77	79	4	4	4	3	3	4	4	4	3	3	16	11	23	15	17	23.5	23.8	26.8	25.7	26.3	
Wood	2012-13	83	94	95	107	77	4	4	4	4	3	4	4	4	4	3	5	10	11	14	15	20.8	23.5	23.8	26.8	25.7	
	2013-14	88	83	94	95	107	4	4	4	4	4	4	3	4	4	4	10	27	10	2	14	22.0	27.7	23.5	23.8	26.8	
	2014-15	89	88	83	94	95	4	4	4	4	4	4	4	3	4	4	11	4	27	1	2	22.3	22.0	27.7	23.5	23.8	
StarkWX	2011-12	104	106	110	119	108	5	4	5	4	4	4	4	4	4	4	26	22	26	26	15	26.0	26.5	27.5	29.8	27.0	
	2012-13	112	104	106	110	119	5	4	4	4	4	5	4	4	4	4	8	20	22	17	26	22.4	26.0	26.5	27.5	29.8	
	2013-14	117	112	104	106	110	5	5	4	4	4	5	4	4	4	4	13	28	20	13	17	23.4	28.0	26.0	26.5	27.5	
	2014-15	118	117	112	104	106	5	5	5	4	4	5	5	4	4	4	14	5	28	11	13	23.6	23.4	28.0	26.0	26.5	
Westtown Thornbury	2011-12	86	75	85	89	77	4	3	4	3	3	4	3	4	3	3	8	19	1	27	15	21.5	25.0	21.3	29.7	25.7	
	2012-13	81	86	75	85	89	4	4	3	3	3	4	4	3	3	3	3	2	19	23	27	20.3	21.5	25.0	28.3	29.7	
	2013-14	86	81	86	75	85	4	3	4	3	3	4	3	4	3	3	8	25	2	13	23	21.5	27.0	21.5	25.0	28.3	
	2014-15	87	86	81	86	75	4	4	3	3	3	4	4	3	3	3	9	2	25	24	13	21.8	21.5	27.0	28.7	25.0	
Totals & Averages	2011-12	845	899	900	851	889	39	37	38	33	33	38	37	36	32	33	21.7	24.3	23.7	25.8	26.9	22.2	24.3	25.0	26.6	26.9	
	2012-13	929	845	899	900	851	42	37	37	34	33	42	35	37	34	32	22.1	22.8	24.3	26.5	25.8	22.1	24.1	24.3	26.5	26.6	
	2013-14	979	929	845	899	900	43	40	37	36	34	43	36	35	35	34	22.8	23.2	22.8	25.0	26.5	22.8	25.8	24.1	25.7	26.5	
	2014-15	989	979	929	845	899	43	42	40	33	36	43	41	36	31	35	23.0	23.3	23.2	25.6	25.0	23.0	23.9	25.8	27.3	25.7	

		Number of Students					Teachers (No Changes)					Max Size Increased +2					Min Actual Size					Average Sizes				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1.0	2.0	3.0	4.0	5.0
East Bradford	2011-12	44	72	52	61	71	2	3	2	3	3	2	3	2	2	3	17	14	23	29	7	22.0	24.0	26.0	30.5	23.7
	2012-13	75	44	72	52	61	3	2	3	2	3	3	2	3	2	2	21	15	14	20	29	25.0	22.0	24.0	26.0	30.5
	2013-14	80	75	44	72	52	4	3	2	3	2	3	3	2	3	2	26	17	15	8	20	26.7	25.0	22.0	24.0	26.0
	2014-15	81	80	75	44	72	4	3	3	2	3	3	3	3	2	3	27	22	17	12	8	27.0	26.7	25.0	22.0	24.0
East Goshen	2011-12	82	72	95	88	88	4	3	4	3	3	4	3	4	3	3	1	14	8	24	24	20.5	24.0	23.8	29.3	29.3
	2012-13	92	82	72	95	88	4	4	3	4	3	4	3	3	3	3	11	24	14	31	24	23.0	27.3	24.0	31.7	29.3
	2013-14	97	92	82	72	95	4	4	4	3	4	4	4	3	3	3	16	5	24	8	31	24.3	23.0	27.3	24.0	31.7
	2014-15	98	97	92	82	72	4	4	4	3	3	4	4	4	3	3	17	10	5	18	8	24.5	24.3	23.0	27.3	24.0
Exton	2011-12	90	91	111	99	108	4	4	5	4	4	4	4	4	4	4	9	4	24	3	12	22.5	22.8	27.8	24.8	27.0
	2012-13	112	90	91	111	99	5	4	4	4	4	5	4	4	4	4	4	3	4	15	3	22.4	22.5	22.8	27.8	24.8
	2013-14	117	112	90	91	111	5	5	4	4	4	5	4	4	3	4	9	25	3	27	15	23.4	28.0	22.5	30.3	27.8
	2014-15	118	117	112	90	91	5	5	5	3	4	5	5	4	3	3	10	1	25	26	27	23.6	23.4	28.0	30.0	30.3
Fern	2011-12	91	89	73	66	89	4	4	3	3	3	4	4	4	3	3	10	2	15	2	25	22.8	22.3	24.3	22.0	29.7
Hill	2012-13	93	91	89	73	66	4	4	4	3	3	4	4	4	3	3	12	4	2	9	2	23.3	22.8	22.3	24.3	22.0
	2013-14	98	93	91	89	73	4	4	4	3	3	4	4	4	3	3	17	6	4	25	9	24.5	23.3	22.8	29.7	24.3
	2014-15	99	98	93	91	89	4	4	4	4	3	4	4	4	3	3	18	11	6	27	25	24.8	24.5	23.3	30.3	29.7
Glen Acres	2011-12	80	94	76	74	89	4	4	3	3	3	3	4	3	3	3	26	7	18	10	25	26.7	23.5	25.3	24.7	29.7
	2012-13	93	80	94	76	74	4	3	4	3	3	4	3	4	3	3	12	22	7	12	10	23.3	26.7	23.5	25.3	24.7
	2013-14	98	93	80	94	76	4	4	3	4	3	4	4	3	3	3	17	6	22	30	12	24.5	23.3	26.7	31.3	25.3
	2014-15	99	98	93	80	94	4	4	4	3	4	4	4	4	3	3	18	11	6	16	30	24.8	24.5	23.3	26.7	31.3
Hillsdale	2011-12	91	105	105	100	102	4	4	4	4	4	4	4	4	4	4	10	18	18	4	6	22.8	26.3	26.3	25.0	25.5
	2012-13	106	91	105	105	100	5	4	4	4	4	4	4	4	4	4	25	4	18	9	4	26.5	22.8	26.3	26.3	25.0
	2013-14	111	106	91	105	105	5	4	4	4	4	5	4	4	4	4	3	19	4	9	9	22.2	26.5	22.8	26.3	26.3
	2014-15	112	111	106	91	105	5	5	4	4	4	5	4	4	3	4	4	24	19	27	9	22.4	27.8	26.5	30.3	26.3
MC House	2011-12	83	100	86	78	78	4	4	4	3	3	4	4	3	3	3	2	13	28	14	14	20.8	25.0	28.7	26.0	26.0
	2012-13	82	83	100	86	78	4	4	4	3	3	4	3	4	3	3	1	25	13	22	14	20.5	27.7	25.0	28.7	26.0
	2013-14	87	82	83	100	86	4	4	4	4	3	4	3	3	4	3	6	24	25	4	22	21.8	27.3	27.7	25.0	28.7
	2014-15	88	87	82	83	100	4	4	4	3	4	4	3	3	3	4	7	29	24	19	4	22.0	29.0	27.3	27.7	25.0
Penn Wood	2011-12	94	95	107	77	79	4	4	4	3	3	4	4	4	3	3	13	8	20	13	15	23.5	23.8	26.8	25.7	26.3
	2012-13	83	94	95	107	77	4	4	4	4	3	4	4	4	4	3	2	7	8	11	13	20.8	23.5	23.8	26.8	25.7
	2013-14	88	83	94	95	107	4	4	4	4	4	4	4	3	4	3	7	25	7	31	11	22.0	27.7	23.5	31.7	26.8
	2014-15	89	88	83	94	95	4	4	4	4	4	4	4	4	3	3	8	1	25	30	31	22.3	22.0	27.7	31.3	31.7
StarkWX	2011-12	104	106	110	119	108	5	4	5	4	4	4	4	4	4	4	23	19	23	23	12	26.0	26.5	27.5	29.8	27.0
	2012-13	112	104	106	110	119	5	4	4	4	4	5	4	4	4	4	4	17	19	14	23	22.4	26.0	26.5	27.5	29.8
	2013-14	117	112	104	106	110	5	5	4	4	4	5	4	4	4	4	9	25	17	10	14	23.4	28.0	26.0	26.5	27.5
	2014-15	118	117	112	104	106	5	5	5	4	4	5	5	4	4	4	10	1	25	8	10	23.6	23.4	28.0	26.0	26.5
Westtown Thornbury	2011-12	86	75	85	89	77	4	3	4	3	3	4	3	3	3	3	5	17	27	25	13	21.5	25.0	28.3	29.7	25.7
	2012-13	81	86	75	85	89	4	4	3	3	3	3	3	3	3	3	27	28	17	21	25	27.0	28.7	25.0	28.3	29.7
	2013-14	86	81	86	75	85	4	3	4	3	3	4	3	3	3	3	5	23	28	11	21	21.5	27.0	28.7	25.0	28.3
	2014-15	87	86	81	86	75	4	4	3	3	3	4	3	3	3	3	6	28	23	22	11	21.8	28.7	27.0	28.7	25.0
Totals & Averages	2011-12	845	899	900	851	889	39	37	38	33	33	37	37	34	32	33	21.7	24.3	23.7	25.8	26.9	22.8	24.3	26.5	26.6	26.9
	2012-13	929	845	899	900	851	42	37	37	34	33	40	34	37	33	32	22.1	22.8	24.3	26.5	25.8	23.2	24.9	24.3	27.3	26.6
	2013-14	979	929	845	899	900	43	40	37	36	34	42	36	34	33	33	22.8	23.2	22.8	25.0	26.5	23.3	25.8	24.9	27.2	27.3
	2014-15	989	979	929	845	899	43	42	40	33	36	42	39	36	30	33	23.0	23.3	23.2	25.6	25.0	23.5	25.1	25.8	28.2	27.2

		Number of Students					Teachers (No Changes)					Max Size Increased +3					Min Actual Size					Average Sizes				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1.0	2.0	3.0	4.0	5.0
East Bradford	2011-12	44	72	52	61	71	2	3	2	3	3	2	3	2	2	3	16	12	22	28	5	22.0	24.0	26.0	30.5	23.7
	2012-13	75	44	72	52	61	3	2	3	2	3	3	2	3	2	2	19	14	12	19	28	25.0	22.0	24.0	26.0	30.5
	2013-14	80	75	44	72	52	4	3	2	3	2	3	3	2	3	2	24	15	14	6	19	26.7	25.0	22.0	24.0	26.0
	2014-15	81	80	75	44	72	4	3	3	2	3	3	3	3	2	3	25	20	15	11	6	27.0	26.7	25.0	22.0	24.0
East Goshen	2011-12	82	72	95	88	88	4	3	4	3	3	3	3	4	3	3	26	12	5	22	22	27.3	24.0	23.8	29.3	29.3
	2012-13	92	82	72	95	88	4	4	3	4	3	4	3	3	3	3	8	22	12	29	22	23.0	27.3	24.0	31.7	29.3
	2013-14	97	92	82	72	95	4	4	4	3	4	4	4	3	3	3	13	2	22	6	29	24.3	23.0	27.3	24.0	31.7
	2014-15	98	97	92	82	72	4	4	4	3	3	4	4	4	3	3	14	7	2	16	6	24.5	24.3	23.0	27.3	24.0
Exton	2011-12	90	91	111	99	108	4	4	5	4	4	4	4	4	3	4	6	1	21	33	9	22.5	22.8	27.8	33.0	27.0
	2012-13	112	90	91	111	99	5	4	4	4	4	4	3	4	4	3	28	30	1	12	33	28.0	30.0	22.8	27.8	33.0
	2013-14	117	112	90	91	111	5	5	4	4	4	5	4	3	3	4	5	22	30	25	12	23.4	28.0	30.0	30.3	27.8
	2014-15	118	117	112	90	91	5	5	5	3	4	5	4	4	3	3	6	27	22	24	25	23.6	29.3	28.0	30.0	30.3
Fern Hill	2011-12	91	89	73	66	89	4	4	3	3	3	4	3	3	2	3	7	29	13	33	23	22.8	29.7	24.3	33.0	29.7
	2012-13	93	91	89	73	66	4	4	4	3	3	4	4	3	3	2	9	1	29	7	33	23.3	22.8	29.7	24.3	33.0
	2013-14	98	93	91	89	73	4	4	4	3	3	4	4	4	3	3	14	3	1	23	7	24.5	23.3	22.8	29.7	24.3
	2014-15	99	98	93	91	89	4	4	4	4	3	4	4	4	3	3	15	8	3	25	23	24.8	24.5	23.3	30.3	29.7
Glen Acres	2011-12	80	94	76	74	89	4	4	3	3	3	3	4	3	3	3	24	4	16	8	23	26.7	23.5	25.3	24.7	29.7
	2012-13	93	80	94	76	74	4	3	4	3	3	4	3	4	3	3	9	20	4	10	8	23.3	26.7	23.5	25.3	24.7
	2013-14	98	93	80	94	76	4	4	3	4	3	4	4	3	3	3	14	3	20	28	10	24.5	23.3	26.7	31.3	25.3
	2014-15	99	98	93	80	94	4	4	4	3	4	4	4	4	3	3	15	8	3	14	28	24.8	24.5	23.3	26.7	31.3
Hillsdale	2011-12	91	105	105	100	102	4	4	4	4	4	4	4	4	4	4	7	15	15	1	3	22.8	26.3	26.3	25.0	25.5
	2012-13	106	91	105	105	100	5	4	4	4	4	4	4	4	4	4	22	1	15	6	1	26.5	22.8	26.3	26.3	25.0
	2013-14	111	106	91	105	105	5	4	4	4	4	4	4	4	4	4	27	16	1	6	6	27.8	26.5	22.8	26.3	26.3
	2014-15	112	111	106	91	105	5	5	4	4	4	4	4	4	3	4	28	21	16	25	6	28.0	27.8	26.5	30.3	26.3
MC House	2011-12	83	100	86	78	78	4	4	4	3	3	3	4	3	3	3	27	10	26	12	12	27.7	25.0	28.7	26.0	26.0
	2012-13	82	83	100	86	78	4	4	4	3	3	3	3	4	3	3	26	23	10	20	12	27.3	27.7	25.0	28.7	26.0
	2013-14	87	82	83	100	86	4	4	4	4	3	4	3	3	4	3	3	22	23	1	20	21.8	27.3	27.7	25.0	28.7
	2014-15	88	87	82	83	100	4	4	4	3	4	4	3	3	3	4	4	27	22	17	1	22.0	29.0	27.3	27.7	25.0
Penn Wood	2011-12	94	95	107	77	79	4	4	4	3	3	4	4	4	3	3	10	5	17	11	13	23.5	23.8	26.8	25.7	26.3
	2012-13	83	94	95	107	77	4	4	4	4	3	3	4	4	4	3	27	4	5	8	11	27.7	23.5	23.8	26.8	25.7
	2013-14	88	83	94	95	107	4	4	4	4	4	4	3	4	3	4	4	23	4	29	8	22.0	27.7	23.5	31.7	26.8
	2014-15	89	88	83	94	95	4	4	4	4	4	4	3	3	3	3	5	28	23	28	29	22.3	29.3	27.7	31.3	31.7
StarkWX	2011-12	104	106	110	119	108	5	4	5	4	4	4	4	4	4	4	20	16	20	20	9	26.0	26.5	27.5	29.8	27.0
	2012-13	112	104	106	110	119	5	4	4	4	4	4	4	4	4	4	28	14	16	11	20	28.0	26.0	26.5	27.5	29.8
	2013-14	117	112	104	106	110	5	5	4	4	4	5	4	4	4	4	5	22	14	7	11	23.4	28.0	26.0	26.5	27.5
	2014-15	118	117	112	104	106	5	5	5	4	4	5	4	4	4	4	6	27	22	5	7	23.6	29.3	28.0	26.0	26.5
Westtown Thornbury	2011-12	86	75	85	89	77	4	3	4	3	3	4	3	3	3	3	2	15	25	23	11	21.5	25.0	28.3	29.7	25.7
	2012-13	81	86	75	85	89	4	4	3	3	3	3	3	3	3	3	25	26	15	19	23	27.0	28.7	25.0	28.3	29.7
	2013-14	86	81	86	75	85	4	3	4	3	3	4	3	3	3	3	2	21	26	9	19	21.5	27.0	28.7	25.0	28.3
	2014-15	87	86	81	86	75	4	4	3	3	3	4	3	3	3	3	3	26	21	20	9	21.8	28.7	27.0	28.7	25.0
Totals & Averages	2011-12	845	899	900	851	889	39	37	38	33	33	35	36	34	30	33	21.7	24.3	23.7	25.8	26.9	24.1	25.0	26.5	28.4	26.9
	2012-13	929	845	899	900	851	42	37	37	34	33	36	33	36	33	30	22.1	22.8	24.3	26.5	25.8	25.8	25.6	25.0	27.3	28.4
	2013-14	979	929	845	899	900	43	40	37	36	34	41	36	33	33	33	22.8	23.2	22.8	25.0	26.5	23.9	25.8	25.6	27.2	27.3
	2014-15	989	979	929	845	899	43	42	40	33	36	41	36	36	30	33	23.0	23.3	23.2	25.6	25.0	24.1	27.2	25.8	28.2	27.2

Anticipated Classrooms Required

	Total Students	No Change	Max Size +1	Max Size +2	Max Size +3
2011 – 2012	4379	180	180	176	173
2012 – 2013	4420	183	183	180	176
2013 – 2014	4549	190	190	183	178
2014 – 2015	4639	194	194	186	180
2015 – 2016	4640	194	194	187	180

EBE		EGE		EXE		FHE		GAE		HDE		MCH		PWE		SSE		WTE	
Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #	Sq. Ft.	Max #
1118	33	1129	33	1138	33	1030	33	970	33	1009	33	1227	33	1012	33	1082	33	1033	33
1118	33	979	33	898	32	1030	33	963	33	992	33	1200	33	998	33	1082	33	1000	33
1108	33	967	33	898	32	1029	33	963	33	935	33	1065	33	992	33	1078	33	937	33
1020	33	967	33	898	32	1003	33	963	33	925	33	1050	33	992	33	1078	33	937	33
895	31	921	32	898	32	987	33	963	33	913	32	1050	33	820	30	878	31	937	33
883	31	921	32	898	32	967	33	955	33	888	31	1050	33	820	30	878	31	910	32
883	31	921	32	898	32	961	33	955	33	888	31	1050	33	820	30	855	30	910	32
883	31	921	32	895	31	942	33	955	33	865	31	1050	33	820	30	855	30	900	32
883	31	913	32	895	31	900	32	955	33	863	31	1050	33	799	28	854	30	900	32
876	31	913	32	895	31	900	32	897	32	863	31	1045	33	766	28	854	30	900	32
876	31	913	32	895	31	900	32	895	31	847	31	1038	33	766	28	854	30	900	32
876	31	913	32	890	31	900	32	894	31	815	30	1022	33	759	28	854	30	785	29
876	31	913	32	890	31	900	32	894	31	815	30	1011	33	759	28	854	30	785	29
837	29	913	32	890	31	900	32	894	31	815	30	1007	33	759	28	854	30	785	29
837	29	913	32	890	31	900	32	894	31	809	29	1007	33	742	27	854	30	785	29
837	29	913	32	880	31	900	32	883	31	800	28	1007	33	742	27	854	30		
837	29	911	32	870	31	900	32	883	31	787	28	1006	33	742	27	854	30		
825	29	902	31	840	31	900	32	880	31	787	28	1005	33	742	27	854	30		
778	27	871	31	840	31	865	30	840	30	765	28	999	33	733	27	854	30		
778	27	871	31	840	31	865	30	834	30	765	28	999	33	733	27	854	30		
778	27	871	31	840	31	865	30	834	30	752	27	984	33	733	27	854	30		
778	27	813	29	840	31	865	30	834	30	752	27	979	33	733	27	854	30		
		813	29	840	31	865	30	834	30	736	27	960	33	712	25	853	30		
		781	27			865	30	834	30	735	27	905	32	712	25	853	30		
		739	27							730	27			712	25	853	30		
		739	27							716	26			712	25	853	30		
		739	27													849	30		
		739	27													849	30		
		739	27													706	25		
																706	25		
* **	868 sq. ft.	required	for 31	students															
	896 sq.ft.	required	for 32	students															
	924 sq.ft.	required	for 33	students															

Class Size –Middle School/High School

West Chester Area School District

Community Budget Task Force

Class Size – Middle School/High School

Description of Committees Process and Goals:

The class size debate has been an education topic for years, but more specifically since 2000. Under the reauthorized Elementary and Secondary School Act, also known as the No Child Left Behind Act of 2001, reducing class size gained prominence as a federally supported school improvement strategy. This strategy was popular with teachers and parents for its ability to give teachers more individual instructional time with students. Yet as states and districts struggle with tight budgets, more policymakers and researchers have begun to turn away from straight class-size reduction in favor of other methods to increase individual instruction time. This report details the findings that were generated by the *Secondary Class Size Budget Task Force Committee*, a 30 member team comprised of teachers, administrators, parents, and community members.

Committee Members included: Michael Arndt, Joe Arscott, Marc Bertrando, Amy Chessock, Ed Coyle, Loraine Drew-Pearson, Roe Durant, Robert Fraser, Donna Galvin, Shannon Genovese, Jeff Hart, Katherine Hartman, Anna-Lind Hummel, Ian Kerr, Joanna McGinnis, Kate Minshall, Stuart O'Connor, Carol Otto, Dana Seaman, Jason Sherlock, Steve Sobieck, Robert Sokolowski, Jeff Ulmer, Judy Voois

The Task Force met on Thursdays from 7-9 pm on 10/6, 10/20, 11/3, 11/17.

Description of Reduction:

To combine Advanced Physical Education 1 and Advanced Physical Education 2 into one course that encompasses both curricula. The following descriptions from the Course Selection Guide give an overview of each of the physical education electives.

Advanced Physical Education 1: (.5 credit/semester course)

This course is designed for students with a strong interest in physical education, recreation, and related fields. Students are challenged to learn more about individual activities and explore topics not covered in the traditional physical education program. Students experience the art of teaching skills and techniques to others, as well as planning and conducting an activity for community involvement. In addition, students are exposed to a variety of career related opportunities in this area. This class is scheduled 5 days per week for one semester.

Prerequisites: Successful completion of physical education in grades 9, 10, and 11; exhibit good sportsmanship and fair play; demonstrate a high level of participation and cooperation; teacher recommendation from PE 11 or Advanced PE teacher.

Advanced Physical Education 2: (.5 credit/semester course)

This course is designed for students who have a strong interest in physical education, recreation, and related fields. Students are challenged to learn more about team activities and also explore a variety of topics not covered in the traditional physical education program. Students experience the art of teaching skills and techniques to others as well as officiating, coaching, and designing team strategies. In

addition, students are exposed to a variety of career related opportunities in the area. This class is scheduled 5 days per week for one semester.

Prerequisites: Successful completion of physical education in grades 9,10, and 11; exhibit good sportsmanship and fair play; demonstrate a high level of participation and cooperation; teacher recommendation from PE 11 or Advanced PE teacher.

Cost Savings: The combination of the courses would represent a .6 reduction in staffing, thus a \$42,600.00 savings.

Table 1: Current vs. Proposed Staffing:

School	Total Number of Students AP Physical Education 1	Total Number of Students AP Physical Education 2	Total Number of Sections	Total Number of Proposed Sections	Class Sizes of Proposed Sections
Henderson	55	116	8	5	34.2
East	21	15	3	2	35
Rustin	no students enrolled	66	4	2	33

- Since East has a total of 36 students, one student would be forced to select an alternative elective in order for the sections to comply with the proposed class size guidelines.
- Table 1 illustrates a six section decrease which equates to a .6 reduction in staffing—AP Physical Education is a semester course, so each section represents .1 of a fulltime teacher. The reduction is then multiplied by \$71,000.00, which represents the cost of a teacher’s average salary and benefit package.

Impact of Reduction:

- Could result in decreased enrollment
- Could result in a loss of physical education staff
- Could necessitate a curricula revision to accommodate the merging of the two courses.

Impact on Other Areas:

- Potential loss of PE staff may impact coaches in building which may impact the culture of the building.

Committee: Secondary Class Size

Description of Reduction: At the middle schools offer World Languages to students as follows:

- Offer Spanish and two other languages to 7th grade students on a rotating basis (ex.: year 1- Spanish, French, Italian; year 2-Spanish, German, Latin; year 3- return to Spanish, French, Italian, etc.)
- Continue offering all five languages to 8th grade students and the appropriate cyclical level 2 courses.

<u>Cycle #1</u>		<u>Cycle #2</u>	
<u>7th Grade:</u>	<u>8th Grade:</u>	<u>7th Grade:</u>	<u>8th Grade:</u>
Spanish 1	Spanish 1, 2	Spanish 1	Spanish 1, 2
French 1	French 1, 2	German 1	German 1, 2
Italian 1	Italian 1, 2	Latin 1	Latin 1, 2
	German 1		French 1
	Latin 1		Italian 1

Cost Savings: Unknown

Suggested Action: Study the issue further for programmatic impact and potential savings.

This issue needs to be studied further before determining potential budgetary savings and anticipated ramifications of this potential revised programming. From a fiscal standpoint, the study needs to address the following issues:

- Are there existing staffing inequities at the middle and high school levels with the current model, and how would staffing be impacted with this revised model?
- Would this revised model reduce the number of teachers to travel from school to school, and thus create a budgetary saving?
- What impact would this revised model have on the number of Spanish teachers, since students may begin selecting languages other than Spanish to a greater extent than is currently the case?
- What impact would this revised model have on the current number of Reading teachers at the middle school level?

From an educational standpoint, the study needs to address the following issues:

- Given that the new model would create expanded language choices for students in 7th grade, to what extent would students opt to take one of the languages (German, Latin, and Italian) not currently offered to 7th grade students?
- What are the anticipated implications of changing the 7th grade World Languages offerings on a yearly basis? How does our community feel about not offering consistent courses to students on a yearly basis?

Committee: Secondary Class Size

Description of Reduction: At the middle schools, with the exception of year-round courses such as music ensembles and physical education, develop a schedule in which Unified Arts elective courses meet daily for one marking period only.

Cost Savings: Unknown

Suggested Action: Study the issue further for programmatic impact and potential savings.

This issue needs to be studied further before determining potential budgetary savings and impacts on current programming. This study needs to address the following issues:

- A mock schedule will be created, which will help determine the modifications to the schedule that will result from operating elective courses in this manner.
 - The mock schedule will assist in understanding whether any existing courses need to be combined into a single course.
 - The mock schedule will assist in determining whether the frequency or duration of any course offerings needs to be adjusted.
 - For any course changes, an analysis of curricular revisions will be conducted.
- The model will be examined regarding its impact on teaching and learning, relative to the existing model. How does this revised model impact teaching and learning differently than is currently the case?
- Any scheduling changes will need to be analyzed for the impact on existing staffing. Staffing analyses will include potential additions or reductions to existing staffing levels, as well as an analysis of the number of teachers who travel from one school to another throughout the course of their workday.

Committee: Secondary Class Size

Description of Reduction:

To combine 11th and 12th grade students into the same sections of physical education and to raise class size minimums to 30 students and maximums to 35.

Cost Savings: The combination of grade levels and the increase in class sizes would represent a 1.4 reduction in staffing, thus a \$99,400.00 savings.

Table 1: Current 11th and 12th Grade Sections vs. Proposed Changes

School	Total Number of Students in 11 th and 12 th Grade Physical Education	Current Number of Sections	Proposed Number of Sections	Average Class Sizes of Proposed Sections
Henderson	403	16	12	33.5
East	595	26	18	33
Rustin	579	24	18	32
Totals	1,577	66	48	32.8

Table 1 shows that through combining grade levels and increasing class size, an 18 section reduction will be realized. Since each full-time physical education teacher instructs 12 sections (each section meets two days a week), this reduction equates to a 1.4 decrease in staffing.

Impact of Reduction:

- Could result in greater efficiency in the scheduling of students.
- Curricula will need to be revised to address two grades of students within the same section.
- Could result in an increase in safety concerns.
- Students could experience socio-emotional impact regarding physical differences due to multiple grade levels.
- In the absence of available attrition, the change will necessitate the furloughing or demotion of teachers.
- Coaches who are physical education teachers will be impacted via conflicts inherent in scheduling.
- Physical education teachers who are coaches may need to be relocated, thus buildings could incur coverage costs for practices, games, etc.
- May be an increase cost for equipment due to larger sections.

Impact on Other Areas:

- Potential loss of PE staff may impact coaches in building which may impact the culture of the building.
- Schedulers will have to contend with the impact of adjusting schedules.
- The loss of staff could create gender issues in regard to locker room supervision.

Committee: Secondary Class Size

Description of Reduction:

To eliminate all academic language levels above Level Two at the high school level.

Cost Savings: The elimination of academic language levels about Level Two would equate to a savings of approximately 2 fulltime teachers. This represents a cost savings of \$142,000.

Impact of Reduction:

- Provide greater challenge and provide appropriate level of rigor commensurate with third year or greater of language study.
- Students not wishing to experience the level of rigor at the Honors level will not have a language option after Level Two.
- The reduction would most likely impact Spanish and Italian.
- The expectation is that most students would elect to pursue Honors level language as colleges expect three years of high school language.
- More sections of the same language level would promote greater scheduling efficiencies and fewer conflicts allowing students to get class choices.

Impact on Other Areas:

- Other electives may receive additional students which may require additional staffing if class size maximums are exceeded.

Committee: Secondary Class Size

Description of Reduction:

To create secondary class size guidelines.

Although the application of raising core class size minimums to 30 was considered, instructional practice, the complexity of scheduling multi-sectioned courses, and physical space limitations made the change inadvisable. However, the committee feels that it is imperative to create guidelines that set class size minimums that reflect the many nuances of educational programming and scheduling.

Additionally, the committee also believes that efficiencies can be found by creating class size guidelines for our elective programming. Again, because class size impacts elective areas differently, the committee believes that a study of our current programming and a determination of class size minimums and maximums would create efficiencies. Moreover, the committee recommends a comparison of our elective offerings compared to other school districts to determine the appropriateness of the breadth and depth of our program.

Cost Savings: The cost savings is unknown at this time. However, the committee believes that efficiencies can be realized with the consistent application of class size guidelines.

Impact of Reduction:

- District administration will need to find school districts that have formal guidelines and glean any applicable ideas.
- Administration will need to examine and discuss scheduling and programming nuances.
- Administration will create guidelines that reflect best practices while maintaining fiscal responsibility.
- Guidelines will need Board approval.
- Efficiencies could arise that lead to the reduction of staff.
- Some elective programs course offerings could be reduced.

Revenue –School Advertising

West Chester Area School District

Community Budget Task Force

Revenue – Advertising

Committee Members were as follows: Sean Carpenter, Dennis Brown, Phyllis Simmons ,Suzanne Moore, John Scully, Brian Pawling, Tim Burns, Teena Doran, Joanne Donehower, Suzanne Harris ,Greg Holman, Gina Lombardi, Linda Raileanu, Matt Washlick

The committee met in 9/21, 10/5, 10/19, 11/2, 11/16.

The committee members agreed that their mission was to explore advertising as a potential revenue source, identify the impact on the school environment, and evaluate the effect on existing advertising in WCASD Buildings.

The committee divided into four groups:

1. Analyze contracting with outside vendors and/or explore internal staff to solicit advertising
2. Evaluate the effect of new advertising on existing advertising WCASD programs
3. Research the impact of advertising on the school environment
4. Identify and interview school districts who currently allow advertising

The committee identified the current advertising going on at or in our schools, potential advertising, and impact of advertising on the learning environment and developed parameters for the committee to follow during the completion of the findings. A site visit was completed at Pennsbury School District by 4 committee members to observe the implementation of their advertising program.

The Committee completed findings as follows:

1. Contract with Vendor for Advertising in/around WCASD Facilities
2. Advertise on School District Calendar
3. Advertise on School Lunch Menus
4. Advertise on Home Page of School Website
5. Advertise on Tax Bills

Revenue Enhancement Worksheet

Finding 2011

Committee:	School Advertising Committee
Description of Revenue Enhancement:	<p><u>Contract with Vendor for Advertising in/around WCASD Facilities</u></p> <ol style="list-style-type: none"> 1. WCASD would be able to generate revenue by having an outside contractor solicit advertising from local and national vendors to place advertisements at District facilities. 2. Placement of advertising would be limited to non-classroom areas such as hallways, athletic fields, gymnasiums, parking lots, cafeterias and auditoriums and it would be message sponsored advertising as opposed to direct advertising. 3. The potential annual revenue to be gained from an advertising program is estimated to be between \$215,000 and 430,000 based on the following assumptions: <ol style="list-style-type: none"> a. Advertisement unit size – 5’ x 10’ b. Estimated revenue per advertisement unit - \$2,000 c. Estimate range based on 10% or 20% usage of available advertising space based on contract terms. d. Estimated number of ads per building level at 20% usage: <ol style="list-style-type: none"> i. Elementary – 8 advertisement units ii. Middle – 15 advertisement units iii. High – 30 advertisement units <p>These assumptions are based on an existing advertising program between the Pennsbury School District and School Media, Inc.</p>
Revenue:	<ol style="list-style-type: none"> 1. Estimated potential revenue: <ol style="list-style-type: none"> a. \$22,250 to 54,500 – 2012-13 school year b. \$72,250 to 150,500 – 2013-14 school year c. \$139,750 to 279,500 – 2014-15 school year d. \$215,000 to 430,000 – 2015-16 school year 2. These figures represent revenue based on 10% or 20% usage of available advertising space. First year estimated revenue is 15% of total potential revenue amount less \$10,000 for legal fees to review contracts and policies. Second year estimated revenue is 35% and third year is 65% of total potential revenue amount. 3. Initial revenue during the first three years of the program will be reduced due to program implementation and search for potential advertisers.
Rationale for Revenue Enhancement:	<ol style="list-style-type: none"> 1. The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by advertising at WCASD facilities. 2. By placing advertisements that promote health, safety, education and wellness (message sponsored advertising) to students the District can generate revenue from these advertisements while promoting positive messages. Direct advertising could also be placed in outdoor areas to generate additional revenue. 3. It would be very time consuming for current WCASD staff members to broker major advertising contracts for the District since they do not have

	<p>the experience or training in this area. Hiring a company that specializes in negotiating national advertising contracts is more efficient and there will be a higher probability of success.</p>
<p>Impact of Revenue Enhancement:</p>	<ol style="list-style-type: none"> 1. Advertising could potentially have a negative impact on the educational environment and students. If advertising is not age/level appropriate, or doesn't consider economically disadvantaged students, or isn't non-discriminatory towards gender, ethnicity and race it would harm students and staff and be a liability for the District. 2. Parents and/or staff may oppose advertising at WCASD facilities. 3. Policy would need to be developed to establish advertising protocols which will increase workload for administration and board and may incur legal fees. 4. Parameters for school advertising will need to address inconsistencies of existing PTO/booster club direct endorsement of products and/or vendors towards students and adults and newly proposed advertising limited to health, safety, educational, nutritional message based sponsored advertising. Newly established policies may need to create consistency as to what types of ads are allowable for specific target audiences. 5. Non-compete conditions in advertising vendor contracts may impact the existing \$80,000+ in annual revenue generated by booster clubs, PTOs and other WCASD sponsored organizations. 6. A committee with a WCASD chairperson will need to be formed to: <ol style="list-style-type: none"> a. Oversee district-wide advertising b. Develop contract with vendor c. Monitor contract terms and conditions d. Communicate advertising activities to the Board and other stakeholders <p>This will require a time commitment by representatives of booster clubs, PTOs, principals and Central Office administrators and create the need for an additional position.</p>
<p>Impact on Other Areas:</p>	<p>Advertising revenue is not guaranteed to be sustainable as it is subject to market conditions, trends and overall effectiveness to advertisers.</p>

Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Advertising Committee</u>
Description of Revenue Enhancement:	<p><u>Advertise on School District Calendar</u></p> <ol style="list-style-type: none"> 1. One Page = four (4) blank panels on which to sell advertising. With the prime ad placements being the front/middle or middle/back of the calendar, I can give you a high confidence estimate that each page could generate \$5,000. 2. One or two companies may want to purchase an entire page for a large ad. 3. Another page might be divided between four companies at \$1,250 each. 4. We could also consider placing a single business-card sized ad on the actual calendar page layout, meaning for that month a company would be featured exclusively. That might generate from \$250 to \$500 each depending upon the month of the year.
Revenue:	2012-13 Year : \$10,000-\$15,000 (cost of calendar already in Budget-\$9,000)
Rationale for Revenue Enhancement:	<ol style="list-style-type: none"> 1. The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by advertising on the school calendar. 2. Based on experience gained with our own Chamber of Commerce, WCASD would have little trouble finding eager advertisers up to a point for space in our annual activities calendar. 3. Such a highly-targeted audience would cost multiples more than any reasonable ad cost we would charge for advertisers to reach that same group of motivated and relatively affluent customers. (This is part of the rationale of the Chamber including a special section for business ads in the Honor Roll Reward Card part of their annual business directory.) 4. Because our calendar is used for ten months a year, its long-term retention value is second only to the phone book, but our parents consult it much more frequently than any other single publication.
Impact of Revenue Enhancement:	<ol style="list-style-type: none"> 1. Students are exposed to advertising on calendar it may have a negative impact on them. 1. Parents may oppose advertising on calendar. 2. Policy would need to be developed to establish advertising protocols which will increase workload for administration and board and may incur legal fees. 3. Parameters for advertising will need to address existing PTO/booster club direct endorsement of products and/or vendors towards students and adults and newly proposed advertising. Newly established policies may need to create consistency as to what types of ads are allowable for specific target audiences. 4. Time needed to solicit advertising, managing advertising revenues and accounts receivables, and displaying ads on calendar would be additional workload for communications department and may require overtime and/or additional position(s).
Impact on Other Areas:	Advertising revenue is not guaranteed to be sustainable as it is subject to market conditions, trends and overall effectiveness to advertisers.

Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Advertising Committee</u>
Description of Revenue Enhancement:	<p><u>Advertise on School Lunch Menus</u></p> <ol style="list-style-type: none"> 1. Large School Districts (50,000+ students) are starting to generate revenue through advertising on their school lunch menus. 2. Advertising revenue potential is based on the amount of parents reached through menus 3. Based on our number of parents, it is estimated that the District could charge a company \$150 per month to advertise on WCASD lunch menus. 4. Limit of 6 ads per menu. 5. Separate advertising slots for elementary, middle and high school menus = 18 advertising spaces.
Revenue:	\$32,400 (\$16,200 would be phased in over 2 years starting in 2012-13)
Rationale for Revenue Enhancement:	<ol style="list-style-type: none"> 1. The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by advertising on the school menus. 2. There will be minimum exposure to children since the advertising is not in classrooms or in school buildings. 3. Advertising is primarily directed at adults. 4. Direct advertising already exists in stadiums, school newspapers, performance playbills, book fairs, and in other PTO/Booster Club venues.
Impact of Revenue Enhancement:	<ol style="list-style-type: none"> 1. If students are exposed to advertising on the menus it may have a negative impact on them. 2. Parents may oppose advertising on menus. 3. Menus would need to be redesigned to free up space for advertisements. Menus would change from a monthly schedule of meals to a biweekly schedule of meals. 4. Policy would need to be developed to establish advertising protocols which will increase workload for administration and board and may incur legal fees. 5. Parameters for advertising will need to address existing PTO/booster club direct endorsement of products and/or vendors towards students and adults and newly proposed advertising. Newly established policies may need to create consistency as to what types of ads are allowable for specific target audiences. 6. Time needed to solicit advertising, managing advertising revenues and accounts receivables, and displaying ads on lunch menus would be additional workload for communications department and may require overtime and/or additional position(s).
Impact on Other Areas:	Advertising revenue is not guaranteed to be sustainable as it is subject to market conditions, trends and overall effectiveness to advertisers.

Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Advertising Committee</u>
Description of Revenue Enhancement:	<p align="center"><u>Advertise on Home Page of School Website</u></p> <ol style="list-style-type: none"> 1. Large School Districts (50,000+ students) are starting to generate revenue through advertising on their websites. 2. Advertising revenue potential is based on the amount of activity on the website also known as “page views”. 3. Based on our level of page views, it is estimated that the District could charge a company \$300 per month to advertise on WCASD home page. 4. Limit of 3 advertisers on the home page.
Revenue:	\$10,800
Rationale for Revenue Enhancement:	<ol style="list-style-type: none"> 1. The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by advertising on the school menus. 2. There would be less exposure to children since the advertising is not in classrooms or in school buildings. 3. Direct advertising already exists in stadiums, school newspapers, performance playbills, book fairs, and other PTO Booster Club venues.
Impact of Revenue Enhancement:	<ol style="list-style-type: none"> 1. If students are exposed to advertising on the website it may have a negative impact on them. 2. Parents may oppose advertising on website. 3. Advertisements may limit space for news and other information. 4. Policy would need to be developed to establish advertising protocols which will increase workload for administration and board and may incur legal fees. 5. Parameters for advertising will need to address existing PTO/booster club direct endorsement of products and/or vendors towards students and adults and newly proposed advertising. Newly established policies may need to create consistency as to what types of ads are allowable for specific target audiences. 6. Time needed to solicit advertising, managing advertising revenues and accounts receivables, and displaying ads on website would be additional workload for communications department.
Impact on Other Areas:	Advertising revenue is not guaranteed to be sustainable as it is subject to market conditions, trends and overall effectiveness to advertisers.

Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Advertising Committee</u>
Description of Revenue Enhancement:	<u>Advertise on Tax Bills</u> <ol style="list-style-type: none"> 1. Solicit one company or organization for advertising to be listed on all tax bills. 2. Approximately 40,000 bills are generated and mailed to taxpayers each year
Revenue:	2012-13: \$10,000
Rationale for Revenue Enhancement:	<ol style="list-style-type: none"> 1. The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by advertising on the school menus.. 2. Advertisement is focused on adults and not students.
Impact of Revenue Enhancement:	<ol style="list-style-type: none"> 1. Taxpayers may complain about advertising on bills. 2. Legal review of advertising on tax bills may be needed which will increase legal fees. 3. Policy would need to be developed to establish advertising protocols which will increase workload for administration and board and may incur legal fees. 4. Parameters for advertising will need to address existing PTO/booster club direct endorsement of products and/or vendors towards students and adults and newly proposed advertising. Newly established policies may need to create consistency as to what types of ads are allowable for specific target audiences. 5. Time needed to solicit advertising, managing advertising revenues and accounts receivables, and displaying ads on tax bills would be additional workload for communications department. 6. Legal Advice from solicitor will result additional costs for District.
Impact on Other Areas:	Advertising revenue is not guaranteed to be sustainable as it is subject to market conditions, trends and overall effectiveness to advertisers.

Revenue –Activity Fees

Introduction:

The West Chester Area School District has a tradition of offering high-quality extra-curricular programs for its students. In this time of budget challenges, our goal is to continue that tradition. However, it is our belief that the growing costs associated with these activities should be offset to some extent by student participants and their families.

The introduction of an activity fee takes all stakeholder interests into consideration, and is designed to be as fair and equitable as possible. As a result, fees are set at levels that will not discourage participation, within a structure that represents underlying costs and the fee policies of surrounding districts , while also taking into account other support provided by booster organizations.

Definitions:

Activity Fee.....a fee charged to supplement the expenses associated with providing extracurricular opportunities for students.

Funded Activities/Sports.....those extracurricular activities that are supported by paid coaches or advisors.

Unfunded Activities/Clubs.....district approved student activities that are facilitated or advised by an unpaid WCASD staff member.

Family Fee Cap.....a maximum limit placed on the amount of fees a student and/or family has to pay to participate in extracurricular activities. In the WCASD, the family cap is \$200.

Service Activities.....those activities that involve students performing a service to the school or student body. Examples of service activities include the following: Safety Patrol (elementary), Yearbook (middle and high school), Student Government (middle and high school), Class Officers 9th through 12th grades, and National Honor Society.

Free and Reduced Lunch Students.....categorically eligible children are those who automatically qualify for free benefits of the status as one of the following:

- ✓ A member of a household, as determined by the administering agency, receiving assistance under the Food Stamp Program, the Food Distribution Program on Indian Reservations (FDPIR) or the Temporary Assistance for Needy Children Program (TANF) [TANF is

the Federal designation; each State has its own name and acronym};

- ✓ Enrollment in a Head Start or Even Start program on the basis of meeting that program’s low-income criteria;
- ✓ A homeless child as determined by the school district’s homeless liaison or by the director of a homeless shelter;
- ✓ A migrant child as determined by the State or local Migrant Education Program (MEP) coordinator;
- ✓ A runaway child who is receiving assistance from a program under the Runaway and Homeless Youth Act and is identified by the local educational liaison.

Activity Fee Scholarship.....an activity fee scholarship offered by the district for families experiencing financial hardship.

Activity Fee Structure:

Fees will be collected in October for unfunded clubs and activities. Fees for sports will be collected after final cuts are announced. Once students participate, there are no refunds.

Tier One—Elementary Students

- Unfunded Activities/Clubs
 - No charge
- Funded Activities/Sports
 - Families of elementary students will be assessed a \$25 activity fee per student, per year which allows the student to participate in one or multiple elementary-funded activities (orchestra, band, chorus, and intramurals).

Tier Two—Middle School Students

- Unfunded Activities/Clubs
 - Families of middle school students will be assessed a \$25 activity fee per student, per year which allows the student to participate in one or multiple unfunded activities/clubs.
- Funded Activities/Sports
 - Families of middle school students will be assessed a \$50 activity fee per student, per year which allows the student to participate in one or multiple funded activities and/or sports.

Tier Three—High School Students

- Unfunded Activities/Clubs
 - Families of high school students will be assessed a \$25 activity fee per student, per year which allows the student to participate in one or multiple unfunded activities/clubs.
- Funded Activities/Sports

- Families of high school students will be assessed a \$75 activity fee per student, per year which allows the student to participate in one or multiple funded activities and/or sports.

Exceptions and Fee Limitations:

- **Family Fee Cap**—the maximum amount of cost a family may incur in activity fees is \$200
- **Free and Reduced Lunch Students**—students who qualify for the national Free and Reduced Lunch Program are not required to pay activity fees.
- **Scholarship Application**—families experiencing financial hardships may apply for financial assistance through the building principal.
- **Service Activities**—those activities that involve students performing a service to the school or student body. Examples of service activities include the following: Safety Patrol (elementary), Yearbook (middle and high school), Student Government (middle and high school), Class Officers 9th through 12th grades, and National Honor Societies.

Potential Revenue:

The following tables depict the total amount of potential revenue an activity fee could generate for the district. It is important to note the data are only estimates. Since the elementary and middle school levels do not have the need for formal student participation reporting, some data could be under or over reported. Additionally, names of participants were cross referenced as much as possible so that students would not be counted for multiple activities. Finally, potential revenue data does not reflect the impact of the family fee cap.

Unfunded Activities

Level	Number of Participants in at Least One Unfunded Activity	Total Potential Revenue
Middle School	968 x \$25	\$24,200
High School	1,458 x \$25	\$36,450
Totals	2,426	\$60,650

Funded Activities/Sports

Level	Number of Participants in at Least One Funded Activity or Sport	Total Potential Revenue
Elementary School	1658 x \$25	\$41,450
Middle School	1,319 x \$50	\$65,950
High School	2,611 x \$75	\$195,825
Totals	5,588	\$303,225

Totals

Total Potential Revenue	\$363,875
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Impact Statement:

- Participation
 - Potential for reduced student participation.
 - Potential for students not participating due to financial hardships and/or due to the embarrassment of asking for assistance.
 - The fee assessed to elementary school musicians could negatively impact the number of students participating throughout the rest of the program. Students participating at the elementary level have the expense of instrument rental, books, lessons, etc.
- Booster Clubs
 - Booster organizations may be impacted. Many of our district booster groups supplement the district funding of activities or are the primary funding provider. This fee could undermine their efforts or cannibalize their funding.
- Collection
 - Logistics and oversight
 - Possible collection fees with an automated system
 - Enforcement
 - Standardization of programming
- Coaching
 - Playing time concerns
 - Field and facility conditions
 - Coach/facilitator evaluations
- Public Relations
 - What is the impact on students who are paying other fees i.e. parking fee, dance tickets or game admission?
 - The Board could raise fees or change the status of excepted service activities.

Administration

The Assistant Superintendent will work with the central office cabinet, principals, athletic directors, teachers, and administrative assistants to create a detailed plan for implementing the Activity Fee. The following steps will be completed:

- ✓ Contact Unruh, Turner, Burke, and Frees to assist in drafting a Board Policy for the Activity Fee.
- ✓ Work with John Scully, Assistant Business Manager, to study the utilization of PayForIt or another provider as a collection tool. There should be an emphasis on programming the system to set the fee cap automatically and also finding a vendor that will not charge processing fees. PayForIt is currently being used by the district to create cafeteria accounts for families. A parent communication needs to be created with a FAQ detailing directions and usage.
- ✓ Work with principals and athletic directors to accomplish the following:
 - Create specific guidelines detailing:

- A unified student registration procedure for activities, sports, and clubs. Involve the Data Processing Department to ensure consistent data input.
- Deadlines for payment
- No refund policy
- Scholarship criteria
- Individuals responsible for fee compliance
- Each school will have an activity fair in September so that students can make decisions about participation.
- Develop collection procedures for Home Education and Charter School Students.
- Revise the Athletic Strategic Plan and Extra-Curricular Code of Conduct to reflect the adoption of the activity fee
- Developing guidelines for clubs/activities that already charge an activity fee.

Communication

Create an activity fee packet that contains:

- ✓ Overview
- ✓ Definitions
- ✓ Policy
- ✓ Fee structure and schedule
- ✓ Listing of school activities, sports, and clubs
- ✓ Activity/Club/Sports registration information
- ✓ Free and Reduced Lunch and scholarship information
- ✓ Directions for payment
- ✓ Deadlines
- ✓ FAQ

Communicate to the following groups:

- ✓ Budget Task Force
- ✓ School Board Education Committee
- ✓ Full School Board
- ✓ Faculty and Staff
- ✓ Parent Teacher Organization Council Presentation and Q & A
- ✓ Post activity packet on the website
- ✓ Letter home to parents in the Spring directing them to the website to access the activity packet
- ✓ Communicate the plan to students in end of year meetings and transition meetings.
- ✓ Summer mailing
- ✓ E-Blasts
- ✓ Include the plan in all back to school meetings and orientations

Committee: Activity Fee

Description of Reduction:

It is the belief of the Activity Fee Committee that the growing costs associated with extracurricular activities should be offset to some extent by student participants and their families. In spite of ongoing budget challenges, the district’s goal is to continue the tradition of offering high quality extracurricular programs for our students. The introduction of an activity fee takes all stakeholder interests into consideration, and is designed to be as fair and equitable as possible. As a result, fees should be set at levels that will not discourage participation, within a structure that reflects underlying costs and surrounding district fee policies, while also taking into account other support provided by booster organizations.

Cost Savings: \$363,875

Rationale for Cost Savings:

The following tables depict the total amount of potential revenue an activity fee could generate for the district. It is important to note the data are only estimates. Since the elementary and middle school levels do not have the need for formal student participation reporting, some data could be under or over reported. Additionally, names of participants were cross referenced as much as possible so that students would not be counted for multiple activities. Finally, potential revenue data does not reflect the impact of the family fee cap. For more detailed information, please see the attached Activity Fee Packet.

Unfunded Activities

Level	Number of Participants in at Least One Unfunded Activity	Total Potential Revenue
Middle School	968 x \$25	\$24,200
High School	1,458 x \$25	\$36,450
Totals	2,426	\$60,650

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Level	Number of Participants in at Least One Funded Activity or Sport	Total Potential Revenue
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Impact of Reduction:

- Participation
 - Potential for reduced student participation.
 - Potential for students not participating due to financial hardships and/or due to the embarrassment of asking for assistance.
 - The fee assessed to elementary school musicians could negatively impact the number of students participating throughout the rest of the program. Students participating at the elementary level have the expense of instrument rental, books, lessons, etc.
- Booster Clubs
 - Booster organizations may be impacted. Many of our district booster groups supplement the district funding of activities or are the primary funding provider. This fee could undermine their efforts or cannibalize their funding.
- Collection
 - Logistics and oversight
 - Possible collection fees with an automated system
 - Enforcement
 - Standardization of programming
- Coaching
 - Playing time concerns
 - Field and facility conditions
 - Coach/facilitator evaluations
- Public Relations
 - What is the impact on students who are paying other fees i.e. parking fee, dance tickets or game admission?

Impact on Other Areas:

The Assistant Superintendent will work with the central office cabinet, principals, athletic directors, teachers, and administrative assistants to create a detailed plan for implementing the Activity Fee. The following steps will be completed:

- ✓ Contact the District solicitor's office to assist in drafting a Board Policy for the Activity Fee.
- ✓ Work with John Scully, Assistant Business Manager, to study the utilization of PayForIt or another provider as a collection tool. There should be an emphasis on programming the system to set the fee cap automatically and also finding a vendor that will not charge processing fees. PayForIt is currently being used by the district to create cafeteria accounts for families. A parent communication needs to be created with a FAQ detailing directions and usage.
- ✓ Work with principals and athletic directors to accomplish the following:
 - Create specific guidelines detailing:
 - A unified student registration procedure for activities, sports, and clubs. Involve the Data Processing Department to ensure consistent data input.
 - Deadlines for payment
 - No refund policy
 - Scholarship criteria

- Individuals responsible for fee compliance
- Each school will have an activity fair in September so that students can make decisions about participation.
- Develop collection procedures for Home Education and Charter School Students.
- Revise the Athletic Strategic Plan and Extra-Curricular Code of Conduct to reflect the adoption of the activity fee
- Developing guidelines for clubs/activities that already charge an activity fee.

District and school officials will need to ensure effective communication. For example, we will need to create an activity fee packet that contains:

- ✓ Overview
- ✓ Definitions
- ✓ Policy
- ✓ Fee structure and schedule
- ✓ Listing of school activities, sports, and clubs
- ✓ Activity/Club/Sports registration information
- ✓ Free and Reduced Lunch and scholarship information
- ✓ Directions for payment
- ✓ Deadlines
- ✓ FAQ

After this packet is completed, we will need to communicate with the following groups:

- ✓ Budget Task Force
- ✓ School Board Education Committee
- ✓ Full School Board
- ✓ Faculty and Staff
- ✓ Parent Teacher Organization Council Presentation and Q & A
- ✓ Post activity packet on the website
- ✓ Letter home to parents in the Spring directing them to the website to access the activity packet
- ✓ Communicate the plan to students in end of year meetings and transition meetings.
- ✓ Summer mailing
- ✓ E-Blasts
- ✓ Include the plan in all back to school meetings and orientations

Revenue –Before & After School Programs

Community Budget Task Force: Before and After School Programs

Process Summary

Committee Members were as follows: Carl Burleson, Beth Butch, Mary Beth Clifton, Chas Cognato, Helen Flanders, Tammi Florio, Bruce Griffin, Jack Hurd, Rebecca Jones, Paul Joyce, Kamilla Kanie, Chris Lunardi, Linda Mangold, Sara Missett, Suzanne Moore, Amanda C. Quigley, Jim Scanlon, John Scully, Mary Taylor, Gren Wang, James Whitesel, LeRoy Whitehead, Angela Williams

The committee met on 9/22, 10/6, 10/20, 11/3, 11/17.

The committee members agreed that their mission was to create a positive net revenue stream for the District by offering programs that benefit children.

The members divided into four initial groups to complete the following tasks:

1. Send out parent survey to determine interest in before and after school programs
2. Prepare a competitive analysis of townships and nonprofits student age programs
3. Prepare a competitive analysis of for-profit company student age programs
4. Prepare a competitive analysis of other school district student age programs

The committee then divided into three groups to complete the following tasks:

1. Prepare findings related to summer camps for student age children
2. Prepare findings related to enrichment programs for student age children
3. Prepare findings related to before/after school care programs for student age children

Jack Hurd provided guidance on compensation and benefits, and James Whitesel provided guidance on facilities.

The Committee completed findings as follows:

1. FCS Summer Camp Program for Elementary and Middle School Children
2. Foreign Language Summer Camp Program for Elementary and Middle School Children
3. Sports Summer Camp Program for Elementary and Middle School Children
4. General Summer Long Summer Camp Program for Elementary and Middle School Children
5. Implement Before/After School Enrichment Programs at the Elementary and Middle School Levels
6. Explore Options for the Elementary Before and After Care Program at WCASD

Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Before & After School Programs Committee</u>
Description of Revenue Enhancement:	FCS Summer Camp Program for Elementary and Middle school children
Revenue:	<p>\$7,823 Assumes 16 students paying \$500/week for four weeks Camp would run 8 AM to 4 PM week days Employs teacher at \$34.59/hr and student interns @ \$10/hr to staff camp This program can be implemented in 2012-13</p>
Rationale for Revenue Enhancement:	<ul style="list-style-type: none"> • The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by summer camps • The District has a number of resources including excellent facilities and highly skilled employees which create the ideal environment for camp programs. • The District has access to a large number of elementary and middle school students – the target audience- for which to market the programs. • Based on the results of an on-line parent survey conducted by the committee as a whole, there is a need and desire within our parental community for summer camp programs. • Other institutions and for profit entities are running similar programs with success. Some of these are being conducted within our buildings • This program poses little financial risk due to the fact that it will have low upfront costs and can be cancelled if there is not enough interest. • These camps can be combined with the general camp model for summer long coverage.
Impact of Revenue Enhancement:	<ul style="list-style-type: none"> • Increase in revenue since the CCIU has been using the space for their FCS camp free of charge. • This camp was evaluated based upon a four week schedule due to certified teacher availability. Additionally, four weeks is optimal for marketability. • This model could be replicated for science, dance and video production, which are areas of parent interest. • Extended hours are assumed to be charged at cost and therefore have no impact on revenue. There is a potential that this could be offered with a profit mark-up, which would increase revenue.
Impact on Other Areas:	<ul style="list-style-type: none"> • Cultivates interest within student body to participate in elective courses in the FCS Dept at the High School level. • Utilizing District employees with clearances and certifications within the specialized areas reduces District liability risks. • Utilizing District employees within the specialized areas reduces wear and tear on the District Facilities and equipment, as has taken place in the past.

<p>Impact on Other Areas:</p>	<ul style="list-style-type: none"> • This camp was priced using District certified employees. It is assumed that certified employees are necessary in these technical classrooms. • Revenues from these types of programs are not guaranteed to be sustainable as they are subject to market conditions, trends and overall effectiveness of the programs offered. • This proposal assumes fully paid fees by all participants and does not take into consideration a reduction for disadvantaged youth. Parents may assume that the District will offer reduced fees similar to other programs the District offers (lunch and summer school as examples). If the District reduces participant fees for disadvantaged youth it will negatively impact the profitability of the program. If the District does not reduce its fees it may negatively impact the image of the District. Parent subsidies through the Department of Welfare (Child Care Information Services) are available for disadvantaged youth but may require significant time for the District to administer the program and require us to add more staff, services or other costs. This program may require program administration to ensure that it is administered effectively. These costs are not included in this analysis. • Alternative delivery methods for these services should be explored prior to a final board decision on implementing WCASD operated programs. Alternatives include developing partnerships with nonprofit organizations including but not limited to the YMCA and Adult Night School as well as establishing business relationships with for-profit organizations. • Since these programs will create additional new work and/or positions, management will negotiate actual compensation types and amounts with the appropriate labor groups. The success of the process will be determined by the labor environment given the expiration of the contracts at 6/30/12.
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Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Before & After School Programs Committee</u>
Description of Revenue Enhancement:	Foreign Language Summer Camp Program for Elementary and Middle school children
Revenue:	\$10,254 Assumes 20 students paying \$300/week for four weeks Camp would run 8 AM to 4 PM week days Employs teacher @ \$35.59/hr to staff camp This program can be implemented in 2012-13
Rationale for Revenue Enhancement:	<ul style="list-style-type: none"> • The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by summer camps • The District has a number of resources including excellent facilities and highly skilled employees which create the ideal environment for camp programs. • The District has access to a large number of elementary and middle school students – the target audience- for which to market the programs. • Based on the results of an on-line parent survey conducted by the committee as a whole, there is a need and desire within our parental community for summer camp programs. • Other institutions and for profit entities are running similar programs with success. Some of these are being conducted within our buildings • This program poses little financial risk due to the fact that it will have low upfront costs and can be cancelled if there is not enough interest. • These camps can be combined with the general camp model for summer long coverage.
Impact of Revenue Enhancement:	<ul style="list-style-type: none"> • Increase in revenue. • This camp was evaluated based upon a four week schedule due to certified teacher availability. Additionally, four weeks is optimal for marketability. • This model could be replicated for a creative writing camp, leadership or college prep. • Extended hours are assumed to be charged at cost and therefore have no impact on revenue. There is a potential that this could be offered with a profit mark-up, which would increase revenue.
Impact on Other Areas:	<ul style="list-style-type: none"> • Cultivates interest within student body to participate foreign language courses at the High School level. • Utilizing District employees with clearances and certifications within the specialized areas enhances the marketability. • This camp was priced using District certified employees. • This program may require program administration to ensure that it is administered effectively. These costs are not included this analysis. • This proposal assumes fully paid fees by all participates and does not take into consideration a reduction for disadvantaged youth. Parents

<p>Impact on Other Areas:</p>	<p>may assume that the District will offer reduced fees similar to other programs the District offers (lunch and summer school as examples). If the District reduces participant fees for disadvantaged youth it will negatively impact the profitability of the program. If the District does not reduce its fees it may negatively impact the image of the District. Parent subsidies through the Department of Welfare (Child Care Information Services) are available for disadvantaged youth but may require significant time for the District to administer the program and require us to add more staff, services or other costs .This program may require program administration to ensure that it is administered effectively. These costs are not included this analysis.</p> <ul style="list-style-type: none"> • Alternative delivery methods for these services should be explored prior to a final board decision on implementing WCASD operated programs. Alternatives include developing partnerships with nonprofit organizations including but not limited to the YMCA and Adult Night School as well as establishing business relationships with for-profit organizations. • Since these programs will create additional new work and/or positions, management will negotiate actual compensation types and amounts with the appropriate labor groups. The success of the process will be determined by the labor environment given the expiration of the contracts at 6/30/12.
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Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Before & After School Programs Committee</u>
Description of Revenue Enhancement:	Sports Summer Camp Program for Elementary and Middle school children
Revenue:	\$57,100 - 147,100 Assumes 150 students paying \$200-350/week for four weeks Camp would run 8 AM to 4 PM week days Employs coaches @ \$35/hr and student coaches @ \$7.50 to staff camp This program can be implemented in 2012-13
Rationale for Revenue Enhancement:	<ul style="list-style-type: none"> • The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by summer camps • The District has a number of resources including excellent facilities and highly skilled employees which create the ideal environment for camp programs. • The District has access to a large number of elementary and middle school students – the target audience- for which to market the programs. • Based on the results of an on-line parent survey conducted by the committee as a whole, there is a need and desire within our parental community for summer camp programs. • Other institutions and for profit entities are running similar programs with success. Some of these are being conducted within our buildings • This program poses little financial risk due to the fact that it will have low upfront costs and can be cancelled if there is not enough interest. • These camps can be combined with the general camp model for summer long coverage.
Impact of Revenue Enhancement:	<ul style="list-style-type: none"> • Increase in revenue. • Existing field rental revenue may be eliminated by the new field use. • This camp was evaluated based upon a four week schedule due to certified teacher availability. Additionally, four weeks is optimal for marketability. • There may be residual field maintenance costs that are not incorporated into this proposal. • This model could be replicated for general sports. • Extended hours are assumed to be charged at cost and therefore have no impact on revenue. There is a potential that this could be offered with a profit mark-up, which would increase revenue.
Impact on Other Areas:	<ul style="list-style-type: none"> • Cultivates interest within student body to participate in athletic programs at the High School level. • Utilizing District employees with clearances and certifications within the specialized areas enhances the marketability. • This camp was priced using District certified employees. • Care must be taken to avoid impacting any youth programs that the booster clubs currently run.

<p>Impact on Other Areas:</p>	<ul style="list-style-type: none"> • This program may require program administration to ensure that it is administered effectively. These costs are not included this analysis. • This proposal assumes fully paid fees by all participates and does not take into consideration a reduction for disadvantaged youth. Parents may assume that the District will offer reduced fees similar to other programs the District offers (lunch and summer school as examples). If the District reduces participant fees for disadvantaged youth it will negatively impact the profitability of the program. If the District does not reduce its fees it may negatively impact the image of the District. Parent subsidies through the Department of Welfare (Child Care Information Services) are available for disadvantaged youth but may require significant time for the District to administer the program and require us to add more staff, services or other costs .This program may require program administration to ensure that it is administered effectively. These costs are not included this analysis. • Alternative delivery methods for these services should be explored prior to a final board decision on implementing WCASD operated programs. Alternatives include developing partnerships with nonprofit organizations including but not limited to the YMCA and Adult Night School as well as establishing business relationships with for-profit organizations. • Since these programs will create additional new work and/or positions, management will negotiate actual compensation types and amounts with the appropriate labor groups. The success of the process will be determined by the labor environment given the expiration of the contracts at 6/30/12.
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Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Before & After School Programs Committee</u>							
Description of Revenue Enhancement:	General Summer Long Summer Camp Program for Elementary and Middle school children							
Revenue:	<p>Assumes 100 campers at \$200/week for ten weeks. Three staffing options are presented. Camp would run 8 AM to 4 PM week days Assumes program is housed at one secondary school. This program can be implemented in 2013-14</p> <p>Staffing options:</p> <table border="1" data-bbox="505 663 1422 884"> <tr> <td data-bbox="505 663 1195 737">Option A: 6 Certified teachers @\$35/hr and 6 college students @ \$7.50/hr</td> <td align="right" data-bbox="1195 663 1422 737">\$15,158</td> </tr> <tr> <td data-bbox="505 737 1195 810">Option B: 6 Supervisors @ \$25/hr and 6 college students @ \$7.50/hr</td> <td align="right" data-bbox="1195 737 1422 810">\$43,952</td> </tr> <tr> <td data-bbox="505 810 1195 884">Option C: 1 Supervisor @ \$25/hr, 6 Asst Supervisors @ \$15/hr and 6 aides @ \$13/hr</td> <td align="right" data-bbox="1195 810 1422 884">\$44,825</td> </tr> </table>		Option A: 6 Certified teachers @\$35/hr and 6 college students @ \$7.50/hr	\$15,158	Option B: 6 Supervisors @ \$25/hr and 6 college students @ \$7.50/hr	\$43,952	Option C: 1 Supervisor @ \$25/hr, 6 Asst Supervisors @ \$15/hr and 6 aides @ \$13/hr	\$44,825
Option A: 6 Certified teachers @\$35/hr and 6 college students @ \$7.50/hr	\$15,158							
Option B: 6 Supervisors @ \$25/hr and 6 college students @ \$7.50/hr	\$43,952							
Option C: 1 Supervisor @ \$25/hr, 6 Asst Supervisors @ \$15/hr and 6 aides @ \$13/hr	\$44,825							
Rationale for Revenue Enhancement:	<ul style="list-style-type: none"> • The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by summer camps • The District has excellent facilities which create the ideal environment for camp programs. • The District has access to a large number of elementary and middle school students – the target audience- for which to market the programs. • Based on the results of an on-line parent survey conducted by the committee as a whole, there is a need and desire within our parental community for summer camp programs. • Other institutions and for profit entities are running similar programs with success. Some of these are being conducted within our buildings 							
Impact of Revenue Enhancement:	<ul style="list-style-type: none"> • Increase in revenue. • Existing facility rental revenue may be eliminated by the new use. Past revenue that may be eliminated is estimated at \$7,000 per summer. • Extended hours are assumed to be charged at cost and therefore have no impact on revenue. There is a potential that this could be offered with a profit mark-up, which would increase revenue. 							
Impact on Other Areas:	<ul style="list-style-type: none"> • These programs will require significant time to hire the appropriate personnel and ensure that they have the appropriate clearances. These costs may not be fully covered in the analysis. They could be absorbed by the child care director if there is a child care program. • These programs require significant employee preparation time and deposits for activities before the summer months. This fact makes this program high risk. There is a risk that the program could incur camp costs and not see a return. If the District were to design the program for 100 campers but only had 75 paying campers, the program would incur a loss. • To keep this program marketable against programs with aquatic programs, 							

<p>Impact on Other Areas:</p>	<p>the proposal includes field trips and outside entertainment.</p> <ul style="list-style-type: none"> • This proposal assumes that there are no requirements for an administrator or certified staff member to be present in the building. • This proposal assumes fully paid fees by all participants and does not take into consideration a reduction for disadvantaged youth. Parents may assume that the District will offer reduced fees similar to other programs the District offers (lunch and summer school as examples). If the District reduces participant fees for disadvantaged youth it will negatively impact the profitability of the program. If the District does not reduce its fees it may negatively impact the image of the District. Parent subsidies through the Department of Welfare (Child Care Information Services) are available for disadvantaged youth but may require significant time for the District to administer the program and require us to add more staff, services or other costs. This program may require program administration to ensure that it is administered effectively. These costs are not included in this analysis. • The lack of participation history in a general camp program makes this proposal high risk. • While this program cannot be implemented until 2013-14, it would incur start-up costs in 2012-13 that would total \$22,400 - \$19,000. • This proposal assumes that all camp programs will be grouped at one location. As we consider doing this work using internal staff we need to also consider the additional costs to the District in addition to salary, benefits, taxes, PSERS, etc. These additional costs include exposure an employer have when using internal staff such as: <ul style="list-style-type: none"> • Legal fees associated with handling HR processes for these staff members. These furlough process when/if we need to reduce staff as daycare enrollment fluctuates from year to year. • Unemployment Compensation that is potentially due to staff when furloughed • Human Resources, Payroll & Benefits Administration for these employees, including costs associated with administering leave time, finding substitutes, Disability, workers compensation, etc. • Alternative delivery methods for these services should be explored prior to a final board decision on implementing WCASD operated programs. Alternatives include developing partnerships with nonprofit organizations including but not limited to the YMCA and Adult Night School as well as establishing business relationships with for-profit organizations. • Since these programs will create additional new work and/or positions, management will negotiate actual compensation types and amounts with the appropriate labor groups. The success of the process will be determined by the labor environment given the expiration of the contracts at 6/30/12.
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Revenue Enhancement Worksheet

Finding 2011

Committee:	<u>Before and After School Programs</u>																
Description of Revenue Enhancement:	<p><u>Implement before/after school enrichment programs at the elementary and middle school levels.</u></p> <p>1. The District could recognize revenues by implementing before and after school enrichment programs such as:</p> <table border="1" data-bbox="621 535 1346 831"> <tr> <td>Elementary Schools (10)</td> <td>Middle School (3)</td> </tr> <tr> <td>Art</td> <td>Art</td> </tr> <tr> <td>Science</td> <td>Science</td> </tr> <tr> <td>World Language</td> <td>World Language</td> </tr> <tr> <td>Sports Program - general</td> <td>Creative Writing</td> </tr> <tr> <td>Sports Program - Karate</td> <td>Sports Program - Karate</td> </tr> <tr> <td></td> <td>Dance</td> </tr> <tr> <td></td> <td>Video Production</td> </tr> </table> <p>These areas were identified as the target areas based on the results of a parent survey that was conducted as part of the process.</p>	Elementary Schools (10)	Middle School (3)	Art	Art	Science	Science	World Language	World Language	Sports Program - general	Creative Writing	Sports Program - Karate	Sports Program - Karate		Dance		Video Production
Elementary Schools (10)	Middle School (3)																
Art	Art																
Science	Science																
World Language	World Language																
Sports Program - general	Creative Writing																
Sports Program - Karate	Sports Program - Karate																
	Dance																
	Video Production																
Revenue:	<p>Total Potential Estimated Revenues: \$200,000 – \$250,000 (based on number of offerings, student participation at each school and rate of pay for instructor)</p> <p>Estimated Phase in of potential revenue – 25% per year:</p> <p>Year 1 2012-13 \$ 50,000 - \$ 62,500 Year 2 2013-14 \$100,000 - \$125,000 Year 3 2014-15 \$150,000 - \$187,500 Year 4 2015-16 \$200,000 - \$250,000</p> <p>The revenue projections assume the following:</p> <ul style="list-style-type: none"> • 5 classes will be held at each of the 10 elementary schools with 10 students enrolled in each program • 7 classes will be held at each of the 3 middle schools with 10 students enrolled in each program • Classes will be held 2 hours per week, 10 weeks per semester, 2 semesters per school year • Tuition is based on an hourly rate of \$15.00 per hour 																
Rationale for Revenue Enhancement:	<ol style="list-style-type: none"> 1. The District has a number of resources including excellent facilities and highly skilled employees which create the ideal environment for a before and after school enrichment programs. 2. The District has access to a large number of students – the target audience- for which to market the programs. 3. Based on the results of an on-line parent survey conducted by the committee as a whole, there is a need and desire within our parental community for before and after school enrichment programs. 4. Other institutions and for profit entities are running similar programs with success. Some of these are being conducted within our buildings. 5. The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by 																

	<p>implementing before and after school enrichment programs at the elementary and middle school level.</p>
<p>Impact of Revenue Enhancement:</p>	<ol style="list-style-type: none"> 1. The revenue is not guaranteed and is dependent greatly upon student/parent interest in the program being offered. 2. Finding an adequate number of qualified instructors for each of our facilities (13 in total) may be difficult. These could lead to inequities in offerings between buildings. 3. The program may require a program administrator to ensure that the programs are marketed and administered effectively. This could result in an additional cost to the District of approximately \$10,000 depending upon the size of the program. 4. This program may compete with the participation in other after school type activities. 5. Revenues from this program may be impacted by revenues received by the possible implementation a District-wide participation fee.
<p>Impact on Other Areas:</p>	<ol style="list-style-type: none"> 1. Revenues from these types of programs are not guaranteed to be sustainable as they are subject to market conditions, trends and overall effectiveness of the programs offered. 2. Alternative delivery methods for these services should be explored prior to a final board decision on implementing WCASD operated programs. Alternatives include: <ul style="list-style-type: none"> • Profit sharing type of arrangement with instructors • Partnerships with nonprofit organizations including but not limited to the YMCA and the Adult Night School • Establishment of business relationships with for-profit organizations. 3. This proposal assumes fully paid fees by all participates and does not take into consideration a reduction for disadvantaged youth. Parents may assume that the District will offer reduced fees similar to other programs the District offers (lunch and summer school as examples). If the District reduces participant fees for disadvantaged youth it will negatively impact the profitability of the program. If the District does not reduce its fees it may negatively impact the image of the District. 4. These programs will create additional new work and/or positions. Management will negotiate actual compensation types and amounts with the appropriate labor groups. The success of the process will be determined by the labor environment given the expiration of the contracts at 6/30/12. 5. As we consider doing this work using internal staff we need to also consider the additional costs to the District in addition to salary, benefits, taxes, PSERS, etc. These additional costs include exposure an employer may have when using internal staff such as: <ul style="list-style-type: none"> • Legal fees associated with handling HR processes for these staff members. • Human Resources, Payroll & Benefits Administration for these employees, including costs associated with administering leave time, finding substitutes, etc.

Revenue Enhancement Worksheet
Finding 2011

Committee:	Subcommittee Budget Task Force – Before and After School Programs													
Description of Revenue Enhancement:	<p><u>Explore Options for the Elementary Before and After Care Program at WCASD</u></p> <p>The sub-committee conducted research and process scenarios to determine the possibility of operating a WCASD before and after school program, contracting to an outside provider or remain with the current before and after school care provider in the WCASD.</p> <p>The Committee analyzed:</p> <ol style="list-style-type: none"> 1. Marketing data from other school districts and day care providers <ol style="list-style-type: none"> a. Parent satisfaction of current program b. Cost of programs c. Enrollment numbers for WCASD students currently in the YMCA d. Participation and rational from WCASD families who chose to <ol style="list-style-type: none"> i. attend outside programs e. Staffing ratios and employee considerations 2. Federal and state mandates required to operate a before and after <ol style="list-style-type: none"> a. School program in the WCASD’s buildings b. Procedures for obtaining licensing c. Local statutes 3. A proposal for a fee structured program for a District operated program <ol style="list-style-type: none"> a. Estimated profits b. Proposed staffing c. Labor and compensation options 4. Examined an option of outside providers to operate a before and <ol style="list-style-type: none"> a. After school program in the WCASD’s buildings 													
Revenue:	<p>This subcommittee was charged with the challenge of increasing revenue in the before and after care program in the WCASD. The program would have to generate more than the current revenue the District receives from the YMCA.</p> <p>Three options generated from the subcommittee:</p> <table border="1" data-bbox="467 1640 1490 1881"> <thead> <tr> <th>Subcommittee Findings</th> <th>Provider/Program Delivery Model</th> <th>Potential Revenue</th> </tr> </thead> <tbody> <tr> <td>Plan A</td> <td>YMCA (rental income via facility use policy)</td> <td>\$68,000 - \$90,000+</td> </tr> <tr> <td>Plan B</td> <td>WCASD operated program</td> <td>\$ 137,563</td> </tr> <tr> <td>Plan C</td> <td>Partnership with Outside Provider to Deliver Additional Revenue to District</td> <td>\$90,000 +</td> </tr> </tbody> </table>		Subcommittee Findings	Provider/Program Delivery Model	Potential Revenue	Plan A	YMCA (rental income via facility use policy)	\$68,000 - \$90,000+	Plan B	WCASD operated program	\$ 137,563	Plan C	Partnership with Outside Provider to Deliver Additional Revenue to District	\$90,000 +
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	<p>Current YMCA in WCASD facilities:</p> <ul style="list-style-type: none"> • In 2010-11, the YMCA paid the District \$90,000 per year in facility use fees. It should be noted that the YMCA has challenged this rate and claims that the rental payments should equal \$68,000. • The YMCA has enrollment of 152 students in the AM session and 201 students in the PM session. Program is operated in every elementary school. • Advertised monthly program fees for YMCA full member parents range from \$170 to \$460 (program member rates are \$225 - \$485) although there are financial accommodations made for disadvantaged youth. Additional fees are also charged related to registration and YMCA memberships. • Program operates in our schools only when school is in session. Additional days can be purchased by parents for program operated at Y Program Center. • Option to revise building use policy to increase outside provider before/after school care program rental fees for District should be considered. <p>District operated program:</p> <ul style="list-style-type: none"> • Enrollment includes 152 students in the AM session and 201 students in the PM session. Program would be operated in every elementary school. • Parent fees would be equal to or below other programs in the area. • Employees include 1 program administrator, 1 secretary, 12.5 assistant supervisors and 6.5 aides. Wages and benefits are competitive with other day care worker programs. • Annual expenses other than labor are estimated to be \$89,000. • Income and expenses are based on the program operating 197 days or 592.75 hours a year. If there is enough demand, more days would be added at an additional fee to parents and the program would incur additional costs, but would result in additional profit for program. <p>Partnership with outside provider to deliver additional revenue to District:</p> <ul style="list-style-type: none"> • An outside provider proposes a base rent per school based on months September through May and June (prorated). After a minimum number of students participate in the program, WCASD would receive a specified amount as a profit sharing incentive for each student enrolled over the minimum participant goal. • Based on initial information and current enrollment amounts, revenue generated from the program would be greater than WCASD is receiving from the current before/after school care program. • Parent fees would be equal to or below other programs in the area. • Specific information will need to be gathered regarding the final financial arrangements, program content, parent fee arrangements, staffing, and other qualifications.
<p>Rationale for Revenue Enhancement:</p>	<p>The District will be able to save educational programs and retain staff by reducing the budget gap with additional revenue generated by The Before and After School Program Budget Task Force Committee.</p>

	<p>The school district has the space and the resources to implement a before and after school program, enrichment and summer camp programs within the buildings in the district. The need for such programs have been identified through a survey and through our <i>Before and After School Subcommittee</i>. The program will be a win/win situation for everyone involved increasing revenue for the school district and giving the parents different options in programs for their children.</p>
<p>Impact of Revenue Enhancement:</p>	<p>The impact for the revenue enhancement:</p> <ol style="list-style-type: none"> 1. Offering a high quality before and after school program with reasonable fees (compared to competition) at our District’s facilities will benefit our students and parents. 2. The before and after school care program will operate using a business model. The program would be fully operational during school closings (in-service days, conference day, vacation breaks and snow days). 3. Staff considerations must be a factor. The WCASD must make sure there are qualified employees that are willing to accept the bargaining conditions set forth in order to make the program successful.
<p>Impact on Other Areas:</p>	<ol style="list-style-type: none"> 1. Revenues from these types of programs are not guaranteed to be sustainable as they are subject to market conditions, trends and overall effectiveness of the programs offered. 2. Alternative delivery methods for these services should be explored prior to a final board decision on implementing WCASD operated programs. Alternatives include developing partnerships with nonprofit organizations including but not limited to the YMCA and Adult Night School as well as establishing business relationships with for-profit organizations. 3. The School District operated program assumes fully paid fees by all participants and does not take into consideration a reduction for disadvantaged youth. Parents may assume that the District will offer reduced fees similar to other programs the District offers (lunch and summer school as examples). If the District reduces participant fees for disadvantaged youth it will negatively impact the profitability of the program. If the District does not reduce its fees it may negatively impact the image of the District. Parent subsidies through the Department of Welfare (Child Care Information Services) are available for disadvantaged youth but may require significant time for the District to administer the program and require us to add more staff, services or other costs. 4. Offering the program during days when the District is not in session will create the need for the coordination of facilities and supervision. 5. The WCASD operated program will create additional new work and/or positions. Management will negotiate actual compensation types and amounts with the appropriate labor groups. The success of the process will

	<p>be determined by the labor environment given the expiration of the contracts at 6/30/12.</p> <p>6. As we consider doing this work using WCASD staff, we need to also consider the additional costs to the District in addition to salary, benefits, taxes, PSERS, etc. These additional costs include exposure an employer may have when using internal staff such as:</p> <ul style="list-style-type: none">• Legal fees associated with handling HR processes for these staff members. These furlough process when/if we need to reduce staff as daycare enrollment fluctuates from year to year.• Unemployment Compensation that is potentially due to staff when furloughed• Human Resources, Payroll & Benefits Administration for these employees, including costs associated with administering leave time, finding substitutes, Disability, workers compensation, etc.
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Revenue – Facility Use Fees

West Chester Area School District

Community Budget Task Force

Revenue – Facility Use Fees

Community Budget Task Force: Facility Use Fees

Committee Members were as follows:

Gary Zimmerman, Ken Ward, Ken McCormick, Chris Lunardi, Jim Davison, Sue Cornelius, Gary Bevilacqua, Mark Groves

The committee met on: September 20, September 27, October 25th and November 10th

The committee members began by analyzing the different users groups, frequency of rentals and income generated by the Facility Use Policy adopted based on the revised Facility Use Policy as adopted by the Board as a result of the previous Budget Task Force work.

Analysis showed that past expectations for revenue were exceeded but that certain Type users who would be able to generate more revenue were not able to rent the facilities due to the preference shown to lower Type users. These lower type users also pay rent at a much reduced rate.

Additionally, the Committee recognized there was no inflationary factor built into the Policy and addressed this as part of their findings to continue to increase revenue without annual Board action on the fee schedule.

The committee then edited both the policy and fee schedule and sent it out to over 50 user groups to solicit the impact from them regarding the changes. The Committee reviewed these impact statements and felt there was no compelling argument to change their recommended changes.

The Committee met with Chester County Night School a large user who would be greatly impacted by the changes and through positive and productive discussion agreed to work together in the future to support each other's mission. This did not result in a change to the recommended Policy and Fee Structure.

The Committee also tried to obtain additional information from the Huaxia Chinese School and World Language Academy but were unable to meet. The Chinese School will not respond to further requests for information but is willing to meet. This will not occur until after the Committee work is done.

The Committee recommends:

- 1) Revisions to School Board Policy KG – School District Facility Use and KG-E School District Facility Use Fee Schedule as attached to the impact statement.

Budget Finding Worksheet

Impact Statement 2011

Committee: Facility Use Fees

Description of Reduction: Change Facility Use Policy and Fees to generate additional revenue from use of facilities.

Revenue Generation: \$40,000 - \$60,000

Impact: Fees will be increased to users of facilities that have high rental frequency and where maximum revenue was not generated by past policy. Attached is the School District Facility Use Fee Schedule and Policy that is part of this finding. Minimal changes were made to the School District Facility Use Policy KG which will be brought to the Board for 1st and 2nd reading once the changes to Fee schedule are discussed and action determined.

Impact to Others: Impact to all Type 5, 6A, 6B and 7 users as rates in for all of these groups were increased as part of this finding.

Impact statements were sought by all type users and can be reviewed individually as there were over 15 responses. Greatest impact was to Type 5 users who will see the greatest increase when scheduling large areas such as the auditoriums, gyms, cafeteria, etc.

	<p>KG - SCHOOL DISTRICT FACILITY USE</p> <p>1. Purpose</p> <p>The Board of School Directors recognizes the needs of the community to use the School District’s facilities for educational, recreational, social, cultural, and civic purposes when they are not scheduled for District programs or maintenance. It shall be the policy of the Board to permit the use of school facilities beyond the legal requirements by responsible groups located in the School District. District facilities are intended for use primarily by residents and community groups that are located within the West Chester Area School District boundaries.</p> <p>To establish policy guidelines for the Administration to follow in managing the use by outside groups of any District facility, including but not limited to: buildings, athletic fields, tennis courts, basketball courts, tracks and any and all other outside areas of School District property including parking lots, roads and driveways, sidewalks, and other miscellaneous outside areas.</p> <p>It is the intent of the School Board to permit the use of the School District’s facilities to groups meeting the Residency Requirements. Usage will only be permitted to the extent that it does not interfere with any School District use and is not detrimental to the School District in any way.</p> <p>The School District retains the right to allow the Administration to deny or cancel the use of any facility when the Administration deems that use is not in the best interests of the School District. The School District will deny or cancel the use of any facility by any group it determines is engaged in any activity which is fraudulent or unlawful in nature. The granting of use of any District facility does not obligate the School District to make the facility available in any contractual manner.</p> <p>2. Authority</p> <p>The Board of School Directors authorizes the Superintendent, the Director of Facilities and Operations, or their designee to revoke any permit. School facility availability is affected by convenience, requirements, and activities. The District may assign necessary employees to staff buildings. The user and/or sponsoring organization will pay all expenses as listed in accordance with the chart in KG-E.</p> <p>School, school-related, community or civic/service, and other organizations or individuals that provide educational, recreational, social, cultural, and civic programs are eligible to use the school facilities. Governmental agencies may use school facilities for public hearings, meetings, recreational activities, and elections in accordance with this policy.</p> <p>When there is a question regarding a Request for Use eligibility, the request shall be resolved by the Director of Facilities and Operations. If eligibility is contested,</p>
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the request shall be referred to the Superintendent. The Superintendent will review the request and recommend action by the Board.

SECTION 1 – CATEGORIES OF USER GROUPS

All users of District facilities will fall into one of the following category types:

Type 1 - Scholastic Activities, Student Organizations and District Sponsored Activities

School organizations such as classes, clubs, athletic teams, CCIU, and school sponsored events whose primary purpose and function is to support the District’s programs shall be allowed free use of school facilities outside of regular school hours for regular meetings, approved social functions, and athletic contests under the conditions and procedures established by the Administration. No fees are required for groups using District facilities during regularly scheduled custodial staffing hours. Activities and events may be held Mondays through Saturdays and shall conclude by 11:00 pm. Exceptions will be considered on a case-by-case basis by the Director of Facilities and Operations, or his designee.

If admission for any event is charged, the proceeds should exclusively benefit the sponsoring Type 1 organization or the School District, otherwise fees will be charged for District staff labor, as required for the event.

Type 2 - School Related Parent Organizations and Booster Groups

PTOs, Booster groups and other such school related parent organizations shall be allowed use of school facilities outside of regular school hours for meetings. Rental fees for the use of facilities will only be charged if an admission for an event or registration fee is collected, or use occurs outside of normal custodial staffing hours. Fees will be in accordance with fee schedule in policy KG-E.

Type 3 - Emergency Service Organizations (Federal, State, Municipal) and Voter Services

Emergency Service Organizations (Federal, State, Municipal) and Voter Services shall be allowed free use of school facilities outside of regular school hours for regular meetings and approved functions under the conditions and procedures established by the Administration. No fees are required for groups using District facilities during regularly scheduled custodial staffing hours. Fees for use of facilities outside normal custodial staffing hours will be in accordance with fee schedule in policy KG-E.

Type 4 - Municipality Sponsored Recreation

Recreation camps, leagues, etc., sponsored or run by a municipality within the boundaries of the West Chester Area School District, shall be allowed use of school facilities outside of regular school hours for events and approved functions under the conditions and procedures established by the Administration. Fees are required for groups using District facilities in accordance with fee schedule in policy KG-E.

Type 5 - Non-Profit Continuing Education, Non-Profit Cultural Education, Non-Profit Performance Groups, Girl Scouts, and Boy Scouts

Non-Profit Continuing Education (Chester County Night School, colleges and universities, etc.), Non-Profit Cultural Education (Huaxia Chinese School, etc.), Non-Profit Performance Groups (such as Chester County Concert Band, Chester County Pops, etc.), and the Girl Scouts and Boy Scouts of America shall be allowed use of school facilities outside of regular school hours for regular meetings, events, and approved functions under the conditions and procedures established by the Administration. Fees are required for groups using District facilities in accordance with fee schedule in policy KG-E.

Non-profit groups are any group with an IRS letter showing 501(c)3 tax exempt status.

Type 6A & 6B - Non-School Related, Non-Profit Community Groups and Activities

Organized groups which are non-profit, and charge a fee, tuition, registration, membership fee, admission cost, etc., such as YMCA, recreational sports clubs, religious groups, homeowner groups, etc., shall be allowed use of school facilities outside of regular school hours for regular meetings, events, and approved functions under the conditions and procedures established by the Administration. Fees are required for groups using District facilities in accordance with fee schedule in policy KG-E.

Type 6A groups are those whose membership is composed of at least sixty percent (60%) West Chester Area School District residents.

Type 6B groups are those whose membership is not composed of at least sixty percent (60%) West Chester Area School District residents.

Non-profit groups are any group with an IRS letter showing 501(c)3 tax exempt status.

Type 7 - Non-School Related Community For-Profit Organizations and Activities

Organized groups which are for-profit and/or charge a fee, tuition, registration, membership fee, admission cost, etc., such as a private individual or private enterprise group shall be allowed use of school facilities outside of regular school hours for regular meetings, events, and approved functions under the conditions and procedures established by the Administration. Fees are required for groups using District facilities in accordance with fee schedule in policy KG-E.

For-profit groups are any groups that are not a “non-profit” group. A non-profit group is any group with an IRS letter showing 501(c)3 tax exempt status.

Type 8 - Others

Any other entity not included in the classes listed above, or any entity that charges an entry/gate fee (PIAA for a non-ChesMont activity), tuition, registration, admission cost, etc., such as a special interest group, political party, etc., shall be allowed use of school facilities outside of regular school hours for regular meetings, events, and approved functions under the conditions and procedures established by the Administration. Fees for this group type will be determined on an individual basis, by facility use and staffing requirements per event, by the Director of Facilities and Operations or his/her designee.

Kitchen Use - Groups will not be permitted to use kitchens unless special arrangements are made with the District and the District’s cafeteria service vendor. Any group wishing to use the food service facilities must contact the District’s cafeteria service vendor to obtain contracted services. Special fees will be charged for kitchen use in accordance with fee schedule in policy KG-E, and the District’s cafeteria service vendor. A cafeteria employee must be present at all times. This requirement cannot be waived due to the importance of guaranteeing sanitation of all kitchen equipment for the next use by the school, and safety of all food supplies and equipment.

Cooking Labs - No group will be allowed to utilize a cooking lab without District staff present. District staff presence required for cooking lab rental must be arranged by the rental group.

SECTION 2 – PERMITS

A permit is required for the use of any building or part thereof, or for the use of any outside facility. Any group or individual using a facility without a “Facility Use Permit”) is trespassing and will be removed and/or prosecuted at the discretion of the Administration.

1. Permits for the use of the building, or parts thereof, are called "Building Use Permits."

2. Permits for the use of any outside facilities are called "Field Use Permits."

3. Applications for permits are available at the Operational Services Office, 1181 McDermott Drive, West Chester, PA, 19380, or via the District website at www.wcasd.net/admin/facilities.asp. Applications are to be submitted to the Operational Services Office when completed. Applications should be made at least 20 days prior to a requested facility use and will not be accepted prior to 180 calendar days before the first date requested on the Application.

4. Approval process: The following requirements must be met before a Facility Use Permit will be issued:

The application must be completely filled out and signed by a person authorized to represent the requesting group.

The application and intended use must be in compliance with this policy.

The application must be approved by both the Principal and the Director of Facilities and Operations, or their designees.

d. An acceptable certificate of insurance must be in the possession of the School District.

5. The issuance of a Facility Use Permit does not imply a contractual agreement between the user and the School District. The School District may revoke the Facility Use Permit at any time if it is deemed in the best interest of the School District and will return any fees which may have been collected. The School District may revoke any Facility Use Permit when, in the School District's opinion, the user group violates this policy, District building or field rules and regulations, or the use is fraudulent or illegal. Any group under investigation or has been convicted of fraudulent or illegal activity will be denied a permit.

6. Use of District facilities is automatically cancelled when the facilities are closed by school authorities because of local, state, or national disasters or emergencies, school construction, or normal weather related school closings.

7. The District is authorized to curtail the use of District athletic fields in case of inclement weather or

other field maintenance work.

8. All activities shall terminate by 11:00 P.M. (Exceptions will be considered on a case-to-case basis by the Director of Facilities and Operations).

9. All buildings are to be used "as is". Any special accommodations such as setting up chairs, tables, or using PA systems, lighting systems, etc., shall require prior approval by the District, and the costs for District personnel labor will be borne by the outside group.

10. Field Use Application Seasons:

a. Warm Weather Season: March 15th to November 30th

b. Cold Weather Season: December 1st to March 14th

c. The season dates are for administrative purposes only. They do not mean that fields and outside facilities will be available for the full extent of these seasons. Prior to the beginning of each season, there will be a one (1) month open application period. All applications received during that time period will be processed together.

i. Warm Weather Season Open Application Period: January 15th – February 15th

ii. Cold Weather Season Open Application Period: October 1st to October 30th.

d. Once all applications have been received, use will be granted according to the priority determined by this policy (lowest category type has higher priority).

e. High school Baseball/Softball fields will be limited to forty (40) events after the commencement of the high school session.

f. High school multi-purpose fields are not available for use.

SECTION 3 – INSURANCE REQUIREMENTS

All user groups, except Type 1 and Type 2, are required to have liability, casualty, or other insurance coverage protecting the School District as a named insured and must provide evidence of same which is acceptable to the District covering the duration of the Facility Use Permit. All user groups, except Type 1, will indemnify and hold harmless the School District from any and all loss, damage, liability, claim, demand, suit or proceeding of whatever kind arising out of, or relating to such use of District's facilities. This evidence must be submitted before any Facility Use Permit is issued and no later than ten (10) calendar days prior to the first event on the application. Failure to do so will automatically void the application. The insurance requirements, including types and limits, will be established by the Director of Business Affairs, who will review and revise as necessary on a periodic

basis.

Determination as to whether a group's insurance is acceptable will be made by the Director of Facilities and Operations, or his/her designee.

SECTION 4 – FEE SCHEDULE

Facility use fees will be in accordance with policy KG-E. The fee schedule is compatible with individual, group and organization category types listed in this policy and includes: (1) building space use fees, (2) field use fees, and (3) custodial/grounds/maintenance technical service staffing fees.

Type 1, 2 and 3 groups will not be charged a facility use fee for using a building when custodial staff is normally scheduled to work provided no admission or entrance fees are charged.

All facility use fees must be paid within 20 days after receipt of invoice from the School District. Failure to pay all fees within that period will void other use dates or applications by group.

If a user cancels an indoor event for which a fee has been paid seven (7) calendar days or more in advance of the event, a full refund will be made. If the District cancels the event at any time, a full refund will be made.

If a user cancels an outdoor event for which a fee has been paid seven (7) calendar days or more in advance of the event, a full refund will be made if the user falls into the "1-59 Hours" Group Hour Use Range (see policy KG-E-School District Facility Use Fee Schedule). User groups that fall into hour use ranges above the "1-59 Hours" range will not be due a refund. The District will endeavor to reschedule all events canceled due to inclement weather.

The District retains the right to require documentation establishing the non-profit status of any group. Specifically, the group must be registered with the Internal Revenue Service as a non-profit organization. Failure to provide such documentation will result in the requirement to pay building use fees.

Misrepresentation of this status will result in denial of any Facility Use Permits for either a temporary or permanent time period at the discretion of the District.

The District retains the right to charge for labor and materials required to restore an area to its original condition if it is left messy, damaged or in disarray after their use.

It is absolutely mandatory that a District employee be in the building at all times when an outside group is there. In some special cases more than one person may be required by the District. The applicant group will be notified and billed accordingly.

School District owned equipment may not be used unless specifically requested on the application and approved by the District. An additional fee may be charged for the use, set up, and operation of School District owned equipment. School District personnel charges will be assessed in accordance with policy KG-E for the set up and operation of School District owned equipment. Damage to District owned equipment during a group's facility use event will be charged to the user group for repair or replacement at the District's discretion.

Fees will be determined by the Administration and documented as per school district policy KG-E. The fee schedule will be periodically reviewed by the Administration and revised as deemed appropriate, and by School District personnel Association agreement revisions. adjusted on July 1st annually.

A personnel fee may be assessed to users for: a) use of the buildings during non-regularly scheduled custodial hours, b) for the set up/tear down of School District owned equipment and/or labor to operate that equipment for an event, c) clean up after an event, if required, d) parking attendants when needed for events, and e) other requests by user the group.

Fees may be waived by the Superintendent, or his/her designee, under special circumstances.

SECTION 5 – RESTRICTIONS ON FACILITY USE

The issuance of a Facility Use Permit does not remove certain restrictions which may be imposed by the School District. All building and fields exist primarily for use by students. Therefore, the District will impose certain restrictions as needed regarding how buildings and fields are used by outside groups. This will include, but not be limited to the following:

No user groups will be given permission to use any District facility during regular school hours that would in any way disrupt the learning environment at the schools. This also applies when Summer School is in session.

If the District closes schools early for the day due to inclement weather, the building use is automatically cancelled and a refund will be made.

The District will apply the following priority order to user types when scheduling facility uses: Type 1, Type 2, Type 3, Type 4, Type 5, Type 6A, Type 6B, Type 7 then Type 8.

If a conflict in schedule arises between two applicants of the same Type, priority of use will be granted to an activity that involves school age children over adult participants.

Type 6A User Groups must meet a residency requirement of at least sixty percent (60%) West Chester Area School District residents. The person representing the group on the application must be a resident of the West Chester Area School District.

Classrooms at elementary schools will not be permitted for use.

No uses will be permitted which, in the opinion of the Administration, has the potential to damage the buildings, fields, or other outside areas, or interferes with the District's operations in any way.

The Administration will maintain a set of School District Facility Use Rules which will be imposed upon user groups which will address conduct by the group on all District property.

The District may take fields, buildings, or sections thereof, out of use due to maintenance work or renovation work.

The District may cancel use of fields due to wet or other conditions that would cause damage to the field surface.

The District retains the right to exclude a limited number of fields and other outside facilities from outside use.

The District may require District personnel be present during certain field or outside facility events because of utilities, use of District items, or for the purposes of opening facilities and locking up. In

these instances, the user group will pay a labor fee per the fee schedule in policy KG-E, in addition to any other applicable facility use fees.

The School District reserves the right to relocate or offer alternative space to the user.

The use of alcohol, tobacco, non-prescription drugs, and firearms are PROHIBITED on School District property. School District property includes all buildings, fields, parking lots, and ancillary areas within the School District's property boundaries.

All decorations and any temporary materials must be fireproof and must be approved by school building representatives. Open flame decorations will not be used anywhere in the buildings. No objects will be permanently fastened to walls, ceilings, and/or floors. Removal of all decorations, user belongings and trash will be completed immediately after the activity ends.

SECTION 6 – USER GROUP RESPONSIBILITIES

Outside user group will be responsible for the safety and welfare of all of their members and spectators and will assume the following responsibilities:

Buildings:

Determination as to whether the building is safe for their planned use.

Reimbursement to the School District for the cost of any damage which, in the District's determination, resulted from the group's use.

Conduct and behavior of its members and spectators.

Enforcement of all School District Facility Use Rules among its members and spectators.

Fields and other outside areas:

Determination as to whether the field or outside facility is safe for their use.

Determination as to whether the field is not too wet to play on without damaging it.

Reimbursement to the School District for the cost of any damage which, in the District's determination, resulted from the group's use.

Conduct and behavior of all its members and spectators.

Enforcement of all District Field Rules among its members and spectators.

All field users must obtain proper training (by attending the annual training session for all coaches) and abide by the districts field status indicator flags flown at each of the secondary building fields. Tampering with, removing or disregarding the field status flag will be considered vandalism and organizations may at the discretion of the administration be penalized, charged for damages and/or the organization permit forfeiture may occur.

Policy updated and revised to combine KG-R, KGA, KGB and ECH into KG thereby eliminating those four policies.

West Chester Area School District, West Chester, Pa

SCHOOL DISTRICT FACILITY USE FEE SCHEDULE								
Category	Type 2	Type 3	Type 4	Type 5	Type 6A	Type 6B	Type 7	Type 8
WCASD FACILITY	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee
	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹	Staff Fee Hourly Rate ¹
SECONDARY SCHOOLS' ROOMS								
Auditorium w/o sound system	\$0.00	\$0.00	\$10/hr	\$10 30/hr	\$30 40/hr	\$45 50/hr	\$60 70/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Auditorium w/sound system	\$0.00	\$0.00	\$110/hr	\$110/hr	\$110/hr	\$165/hr	\$220/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Gymnasium	\$5/hr	TBD	\$5/hr	\$5 40/hr	\$30 40/hr	\$45 50/hr	\$60 65/hr	TBD
	\$0.00	\$60.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60.00
Auxiliary Gym	\$3/hr	TBD	\$3/hr	\$3 30/hr	\$20 30/hr	\$30 40/hr	\$40 50/hr	TBD
	\$0.00	\$60.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60.00
Cafeteria w/o Kitchen	\$0.00	TBD	\$3/hr	\$3 10/hr	\$20 30/hr	\$30 40/hr	\$40 50/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Cafeteria w/kitchen	\$0.00	TBD	\$3/hr	\$3 10/hr	\$20 30/hr	\$30 40/hr	\$40 50/hr	TBD
	Fees for kitchen use must be negotiated with District's Food Service Vendor + Hourly Staffing Fees							
Cooking Lab ²	\$0.00	TBD	\$2/hr	\$2 5/hr	\$5 10/hr	\$10 20/hr	\$15 30/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Lg. Group Rooms	\$0.00	\$0.00	\$2/hr	\$2 5/hr	\$5 10/hr	\$10 20/hr	\$15 30/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Library	\$0.00	\$0.00	\$2/hr	\$2 5/hr	\$5 10/hr	\$10 20/hr	\$15 30/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Classrooms	\$0.00	\$0.00	\$5 1/8hrs hr	\$5 1/8hrs hr	\$3 5/hr	\$5 10/hr	\$7 15/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00

1 - Hourly fee per staff member, if required, per event. District will notify applicant at time of acceptance of application the approximation of staffing required for applicant's event.

2 - District Staff presence required for Cooking Lab Rental must be arranged by Rental Group prior to use.

3 - Type 1 Users may be charged for District staff labor for facility use outside of normal custodial staffing hours.

4 - Type 2 Rental Fees will only be charged for use of facilities if a participation fee is collected.

SCHOOL DISTRICT FACILITY USE FEE SCHEDULE								
Category	Type 2	Type 3	Type 4	Type 5	Type 6A	Type 6B	Type 7	Type 8
WCASD FACILITY	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee	Rental Fee
	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹	Staff Fee Hourly Rate¹
ELEMENTARY SCHOOLS' ROOMS								
Gymnasium	\$15/d	TBD	\$3/hr	\$3 10/hr	\$10/hr	\$15 20/hr	\$20 30/hr	TBD
	\$0.00	\$60.00	\$60.00	\$60.00	\$0.00	\$0.00	\$0.00	\$60.00
Cafeteria w/o Kitchen	\$0.00	TBD	\$3/hr	\$3 5/hr	\$10/hr	\$15 20/hr	\$20 30/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
Cafeteria w/kitchen	\$0.00	TBD	\$3/hr	\$3 5/hr	\$10/hr	\$15 20/hr	\$20 30/hr	TBD
	Fees for kitchen use must be negotiated with District's Food Service Vendor + Hourly Staffing Fees							
Library	\$0.00	\$0.00	\$2/hr	\$2 5/hr	\$5/hr	\$10/hr	\$15/hr	TBD
	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00

1 - Hourly fee per staff member, if required, per event. District will notify applicant at time of acceptance of application the approximation of staffing required for applicant's event.

2 - Type 1 Users may be charged for District staff labor for facility use outside of normal custodial staffing hours.

3 - Type 2 Rental Fees will only be charged for use of facilities if a participation fee is collected.

SCHOOL DISTRICT FACILITY USE FEE SCHEDULE								
FIELD USE								
MULTI-PURPOSE, BASEBALL, AND SOFTBALL FIELDS - HIGH SCHOOLS AND MIDDLE SCHOOLS								
Group Hour Use Range	Type 2	Type 3	Type 4	Type 5	Type 6A	Type 6B	Type 7	Type 8
SECONDARY SCHOOL FIELDS								
1 - 59 Hours	N/A	TBD	\$12.50/hr	\$12.50/hr	\$12.50/hr	\$20/hr	\$25/hr	TBD
60 - 179 Hours	N/A	TBD	\$750 ²	\$750 ²	\$750 ²	\$1250 ²	\$1,500 ²	TBD
180 - 399 Hours	N/A	TBD	\$1,250 ²	\$1,250 ²	\$1,250 ²	\$1,875 ²	\$2,500 ²	TBD
400 - 699 Hours	N/A	TBD	\$2,500 ²	\$2,500 ²	\$2,500 ²	\$3,750 ²	\$5,000 ²	TBD
700 - 999 Hours	N/A	TBD	\$3,750 ²	\$3,750 ²	\$3,750 ²	\$5,000 ²	\$7,500 ²	TBD
1000 or more Hours	N/A	TBD	\$5,000 ²	\$5,000 ²	\$5,000 ²	\$7,500 ²	\$10,000 ²	TBD
ELEMENTARY SCHOOL FIELDS								
per hour	N/A	TBD	\$5/hr	\$5/hr	\$5/hr	\$7.50/hr	\$10/hr	TBD
SYNTHETIC TURF FIELDS								
No lights, includes (1) staff member	\$10/hr	N/A	N/A	N/A	\$150/hr	\$200/hr	\$250/hr	TBD
TENNIS COURTS								
per hour court	\$6/hr	TBD	\$12 6 /hr	\$12 6 /hr	\$12 6 /hr	\$18 9 /hr	\$24 12 /hr	TBD

Note 1 - Hourly fee per staff member (\$60), if required, per event. District will notify applicant at time of acceptance of application the approximation of staffing required for applicant's event.

Note 2 - Rate is a FLAT FEE, PER FIELD, PER SEASON (Rainouts will not be refunded)

Note 3 - Type 1 Users may be charged for District staff labor for facility use outside of normal custodial staffing hours.

Note 4 - Type 2 Rental Fees will only be charged for use of facilities if a participation fee is collected.

Board Approved 5.24.10

Revenue – Full Day Kindergarten

West Chester Area School District

Community Budget Task Force

Revenue – Full Day Kindergarten

Introduction:

The *Elementary Full Day Kindergarten Budget Task Force Committee* analyzed the possibility of implementing a full day kindergarten program for a fee that would generate revenue for the school district. The *Elementary Full Day Kindergarten Budget Task Force Committee* was a 22 member team. Community members, District staff and West Chester Area School District administration met on Thursday evenings, conducted research and processed scenarios with each other to determine the feasibility of such a program.

The Committee Analyzed:

- A kindergarten survey of Bucks, Chester, Delaware and Montgomery County School Districts detailing current practices in other school districts (see attached)
- A community interest survey seeking input for the possibility of a kindergarten program for a fee (see attached)
- WCASD space considerations
- The merits of a full day kindergarten program

Impact Statements:

According to Pennsylvania School Code kindergarten is not compulsory. Compulsory attendance begins at the age of eight. A child coming to school for the first time may be placed in kindergarten, rather than first grade, if he or she is between the ages of four to six years of age. No pupil shall be refused admission to the courses in these additional schools or departments. Specifically to kindergarten, Pennsylvania School Code 24 P.S. § 5-5-2, states that kindergarten programs are offered free to resident children. The "free" public education means educational services must be provided at public expense, under public supervision and direction, and without charge to parents except for fees that are charged for all students.

Additionally 24 P.S. § 5-503 states that all students are entitled to the same kindergarten program *if* one is offered. Pennsylvania School Code would be violated if a district offers a fee based program. The violation would be due to denying a free and appropriate education for all students. Additionally, as kindergarten is by law part of the elementary school program once it is established, it would be problematic to create a two tier system in which resident children are entitled to half day kindergarten, but only those willing to pay a fee would be entitled to the full day program.

After consulting with WCASD attorneys, there are legal implications on expanding a school program for a fee. The Committee ceased all work researching the potential of implementing a fee for kindergarten program in the WCASD.

Districts	Totals	Miscellaneous Info
# Districts Contacted	62	(13 Bucks, 12 Ches Co, 15 Delaware Co, 22 Mont Co)
Not applicable	1	(1 district w/no public elem sch located in Mont Co)
# Districts To Use For Survey	61	
Not Responded as of 4.27.11	0	
Total Responding & Used for Statistics 4.27.11	61	
	100.0%	

Districts' Kindergarten Program Types		
Districts w/Full Day Kdg Only	21	(1 considering going to 1/2 day for budget reasons; 1 is ABG funded & and may consider going 1/2 days)
Districts w/Half day Kdg Only (no full day)	27	
Districts w/Full and 1/2 Day Kdg	13	(2 are full day for at-risk or sp ed only)
	61	
How many have an EDK Program	11	(whether or not they have a 1/2 &/or full day program)
		(Pre-K, Virtual K, K+, T1, Kdg A, Dev Kdg, PEAK, At-risk classes, etc - in addition have either 1/2, full or EDK classes)
How many have "Other" types of Kdg Programs	10	

Kindergarten Age Cut-Off Dates		
Must be 5 on or before 8/31	7	
Must be 5 on or before 9/1	47	(2 will test if age 4; 1 will test between 9/1 & 9/15)
Varied between by 9/30	7	(1 by 9/10, 2 by 9/15 and 4 by 9/30)
	61	

Transportation for Kindergarten Programs		
Providing Trans to & from Kdg Programs	47	
Providing Trans to 1/2 day Kdg Program One-Way	7	
Not Providing Trans to Kdg Programs	7	
	61	

Fees & Funding		
How many districts charge a fee for Kdg prog?	0	
ABG used for 1/2, full day or EDK?	7	(3 for full day; 3 for EDK; 1 for afternoon K+)
Title I used for 1/2, full day or EDK?	2	(1 for 1/2 day; 1 for EDK)

Class Size		
1/2 day Kdg class size range	16-25	
full day kdg class size range	14-29	
EDK or Other class size range	5-18	

-Survey included school districts in Bucks, Chester, Delaware & Montgomery Counties

-Funding wasn't a specific question on the survey, but a few reported using ABG for a kdg program so the info in being mentioned - there may be more that use ABG

Instructional Programs-Gifted

West Chester Area School District

Community Budget Task Force

Pupil Services – Gifted Program

The Pupil Services-Gifted Program Sub-Committee of the Community Budget Task Force met four times during the months of September, October and November, 2011. The purpose was to review state mandates, the current budget, and identify areas where budget reductions may be feasible. Potential areas of reductions were noted by administration. The areas include: 1.0 Gifted Supervisor position and 2.0 Gifted Resource teaching positions. These areas of reduction were made possible through attrition during the 2010-11 school year. Currently, these positions are not filled and further analysis throughout the 2011-12 school year will be occurring to determine if the positions are needed to meet the needs of identified gifted students.

The committee also reviewed the current gifted programs in the district K-12 along with research gathered from other school districts and a site visit to PA Leadership Cyber Charter Schools gifted program. The committee was comprised of administrators, parents, gifted teachers, and other community members. Each committee member had an opportunity to provide input. In addition, the gifted parents support group (PAC) was solicited for feedback several times. The feedback was focused on the three positions identified for budget reductions, the current gifted program, and areas where the gifted program needs enhancement or change. The current program will continue to be reviewed throughout the remainder of the school year to make recommendations for the 2012-13 school year. Below is a summary of the feedback by category:

Reduction of 1.0 Gifted Supervisor position

1. Best practice and consistency K-12 may suffer by having two supervisors, who also supervise other areas, instead of one dedicated gifted supervisor.
2. Supervision of career mentoring and job shadowing program will be limited. A Job Shadowing Coordinator is needed to run and grow the program.
3. Although the Director of Pupil Services has over ten years of experience supervising gifted programs, the two new supervisors have limited experience in the area of gifted education. While ongoing staff development and mentoring is occurring, it is difficult to fully supervise while the learning process occurs.

Reduction of 2.0 Gifted Resource Teachers (GRT)

1. Enrichment classes at the elementary level are cut in length because a GRT is not in the building 5 days per week. This leads to less continuity and direct instructional support for gifted students by the GRT.

2. Students are often without a GRT at least one day a week at the elementary level because of scheduling to accommodate multiple buildings on a caseload.
3. Teachers having fuller schedules lead to scheduling constraints when trying to schedule child study meetings, GIEP (Gifted Individualized Education Program) & IEP meetings, gifted department meetings, field trips, special classroom activities, and GIEP writing time.
4. Teacher need more prep time because a larger percentage of time is taken to plan creative activities that students can do independently when the GRT is not in the building.
5. During parent conference time, GRTs are unable to attend all conferences with the regular education teacher due to multiple building assignments.
6. GRTs have less time to support regular education classroom teachers in differentiation within the regular education setting.

Current Gifted Budget

1. 2011-12 Gifted budget is \$1,664,074., proposed reductions for the three positions is \$259,423. or 16% of the budget. When looking at the District's budget reduction goal, it is 2.5% of the entire budget.

Current Gifted Program

1. PDE Chapter 16 mandates a maximum caseload of 65 students. Nine out of the ten elementary building caseloads are currently less than half of the mandate.
2. Guidance counselors hold a gifted caseload in all three high schools to assist in the overages of caseload.
3. Areas of need identified by PAC or community task force members:
 - a. There is a need for extension and/or enrichment materials in the regular education classroom for students who are above grade level in reading and math.
 - b. Students need to be continuously engaged at the elementary level. This is critical for continued advancement.
 - c. At the middle school level replacing an elective such as sewing, or cooking with a gifted course was suggested. This would remove the need for pull-out and provide an opportunity for enrichment.
 - d. At the high school level is there an alternative to Paidea? It is not a fit for some students, but is the only avenue to remain in the gifted program.
 - e. More support in the high schools is needed. Gifted caseloads are out of compliance. This is not a practical application to have guidance counselors cover the overages.

- f. The job shadowing/career mentoring program needs to grow with additional opportunities.
- g. K-12 consistent program is needed.
- h. Look at other avenues for enrichment:
 - 1) Look at the Cyber school model. "Pay to play" enrichment only mod. Where students/families can pay a fee per activity as an extracurricular piece for enrichment.
 - 2) Great Books Foundation program.
 - 3) Junior Achievement modules.
 - 4) Bring in grad students from the University to develop enrichment modules.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: **Gifted**

Description of Reduction: Reduce 2.0 FTE elementary gifted teachers

Cost Savings: \$142,000

Rationale for Cost Savings: Caseloads mandates under section 16 regulate a maximum of 65 students per gifted caseload. Elementary caseloads are significantly under the maximum. The reduction from 10 to 8 gifted teachers will still allow the district to remain within caseload mandates.

Impact of Reduction: It is unknown at the end of the first marking period of the school year exactly how the elementary students in the schools without a full-time GRT are being affected. An analysis with administration, along with the input of data from the elementary GRTs, and parent impact statements need to be considered before any other recommendations concerning these positions are posed to the school directors.

Impact on Other Areas: The gifted department (district wide) is conducting a program review by April 2012, so that consistent and best practices are developed and implemented throughout all levels of gifted education. This review will lead to possible staff, schedule, and curriculum changes in the current program, possibly resulting in budgetary modifications for the 2012-13 school year. After review, if it is determined that student GIEP and staffing needs are being met by proof in steady achievement increases, there is potential that the 2.0 FTE positions that are currently vacant will be deemed as a sustainable reduction.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: **Gifted**

Description of Reduction: Reduce 1.0 FTE Gifted Supervisor

Cost Savings: \$126,500

Rationale for Cost Savings: With the retirement of Dr. Anderson, the Pupil Services department was able to reallocate the gifted supervisor duties to two other supervisors already within the department. K-8 gifted supervision was assigned to the Supervisor of Assessment & ELL, and 9-12 gifted supervision was assigned to the Supervisor of Student Services.

Impact of Reduction: The reduction of 1.0 Gifted supervisor increases the duties of the ELL & Students Service Supervisors. Those supervisors are setting priorities and goals to incorporate the new gifted responsibilities into their previous supervisory roles. Possible other impacts include less time spent on developing the gifted program, inconsistency in decision making regarding the gifted program and less dedicated attention from a single supervisor.

Impact on Other Areas:

- 1) Supervisor time allocation to previous job functions (i.e. ELL, Assessment, Psychologists and Counselors).
- 2) Increased responsibilities for Supervisor's secretaries.

Instructional Programs – Special Education

West Chester Area School District

Community Budget Task Force

Pupil Services – Special Education

The Pupil Services-Special Education Program Sub-Committee of the Community Budget Task Force met three times during the months of September and October, 2011. The purpose was to review state mandates, the current budget, and identify areas where budget reductions may be feasible. Potential areas of reductions were noted by administration. These areas include: 1.0 CCIU Autistic Support teacher position and re-evaluate all Speech Only students entering school age from Early Intervention.

The committee also reviewed all areas of special education, including extended school year, legal services, outside placements, Medical ACCESS program, and most recent state performance plan. The committee was made up of administrators, parents, special education teachers, and other community members. Each of the various groups provided input regarding the areas reviewed above. A summary of the feedback is described below:

Reduction of 1.0 CCIU Autistic Support Teacher position

During the 09-10 through the 11-12 school years, the purpose of the CCIU Autistic Support teacher was to support the District autistic teachers in instruction and service delivery. The ongoing support from the CCIU teacher proved invaluable to our District teachers. The District's autistic support teachers have been implementing the skills, instruction and service delivery to our students throughout the three year period. The CCIU will continue to support the District through Training and Consultation (TaC) funds if the need arises. Discussion surrounding this reduction during the task force meetings included:

1. Will the TaC service be sufficient? Currently the District has a support teacher available 5 days/week. TaC services are consultative in nature.
 - a. The training and services given to the teachers over the three year period has been extensive. Teachers are confident their service delivery will not be interrupted and the consultative services are adequate.
 - b. The District may utilize the existing autistic support teachers differently to meet the needs of students identified with autism.

Re-evaluate all Speech Only students entering school age from Early Intervention

The current practice that occurs when students enter school age programs from early intervention is that students are not reevaluated as long as their IEP is current and their services are justified for the school setting. In some cases, speech only students enter school having made acceptable progress within Early Intervention and no longer need the services. If

those students are reevaluated prior to the school age intake meeting, the cost for servicing these students through part of their Kindergarten is eliminated. There was little discussion surrounding this change. The budget task force agreed with this finding.

Extended School Year (ESY)

The budget task force briefly discussed the District's current Extended School year practices. Practices regarding ESY placements had already occurred during the summer of 2011. It was shared that those changes potentially would be a cost savings of \$138,000 for the 2011-12 budget. The true cost savings cannot be determined until a full analysis is conducted once all vendors are paid. There was no decision made to look at modifying the program further.

Legal Representation

Upon review of the district's current budget, legal representation was brought up as a discussion point. Currently the District utilizes Sweet, Stevens, Tucker & Katz as its special education attorneys. Ideas and/or comments discussed were:

1. Hiring an in-house attorney as opposed to utilizing a contractor.
 - a. While there would be a cost savings surrounding an employee position rather than a retainer/per case fee, there are cons to this model.
 - 1) This district has a long standing relationship with Sweet, Stevens. The firm knows the district's history and the history of some of the repeat cases. That historical relationship would be lost.
 - 2) Using a firm allows the district access to other attorneys within the practice, so availability of advice or representation is far wider than a single attorney.
 - 3) Hiring one attorney to cover all aspects of a district's legal issues would lessen the quality of legal advice. A lawyer then would not be a "specialist" in a single area, but have to be versed in special education, gifted education, regular education, personnel/bargaining unit matters and general PA and Federal School Code.

Outside Placements

The committee asked for a list of placements that students are currently attending. A list was shared along with the projected budget expense for those placements. It was shared that through the PDE Compliance Monitoring process the district was placed on an improvement plan for its higher than state average percentages of students in more restrictive environments. The Special Education department is working closely with PDE to ensure best practice is implemented when placing students in least restrictive environments. There was no decision made to look at modifying the practice further.

Medical ACCESS Program

The current revenue, practices and enrollment in the medical ACCESS program was discussed. The district generates on average \$500,000 per year through this program. It was identified that the district currently has 556 students eligible for medical assistance, although only 209 students are being billed. Several factors go into whether services are able to be billed including: student must have a related service on their IEP, parents give permission at every IEP meeting for those services to be billed, and parents must keep their medical assistance supplication current with the Department of Public Welfare. Ongoing education is being provided for parents who need additional information regarding the program. Special Education support group parents who were members on the committee offered to provide that parent to parent perspective if parents are unsure whether or not to give permission to bill to the district. There was no decision made to look at modifying the practice further.

State Performance Plan

A look was done of the 2009-2010 State Performance Plan report card issued by PDE. This was strictly for informational purposes only to see the percentage of special education student within West Chester vs. the State.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: **Special Education**

Description of Reduction: Reduce 1.0 Autistic Support (CCIU) Teacher

Cost Savings: \$95,000

Rationale for Cost Savings: During the 09-10 through the 11-12 school years, the purpose of the CCIU Autistic Support teacher was to support the District autistic teachers in instruction and service delivery. The District autistic support teachers will be able to sustain the current instructional model without the daily support.

Impact of Reduction: There is not a substantial impact on instruction. The District will be able to seek autistic support from the CCIU through TaC services if necessary.

Impact on Other Areas: None.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: **Special Education**

Description of Reduction: Re-evaluate all Speech Only Students entering school age from Early Intervention.

Cost Savings: \$7,000

Rationale for Cost Savings: The current practice that occurs when students enter school age from early intervention is that students are not reevaluated as long as their IEP is current and their services are justified for the school setting. In some cases, speech only students enter school having made acceptable progress within Early Intervention and no longer need the services. If those students are reevaluated prior to the school age intake meeting, the cost for servicing these students through part of their Kindergarten is eliminated.

Impact of Reduction: There is not a substantial impact on services. Students will be evaluated through a formal reevaluation process and the IEP team will determine the need for services.

Impact on Other Areas: Students are not pulled for services and less disruption to the learning environment.

Instructional Programs
– Guidance, English
Language Learners
(ELL), Psychology,
Nursing,
Caseworker/Social
Work

West Chester Area School District

Community Budget Task Force

Pupil Services – Guidance, ELL, Psychology, Nursing, Caseworker/Social Work

The Pupil Services- Guidance, ELL, Psychology, Nursing, Caseworker/Social Work Program Sub-Committee of the Community Budget Task Force met three times during the month of October, 2011. The purpose was to review state mandates, the current budgets, and identify areas where budget reductions may be feasible. Potential areas of reductions were noted by administration. These areas include: 1.0 Non-Public RN Position, 1.0 Caseworker Position and discontinue annual COAD contract.

The committee also reviewed all areas of pupil services including: nursing and ELL caseloads; COIN and LifeSkills programs; other district comparison of pupil services department; and recommendations made at the last task force committee that were not acted upon. The committee was made up of administrators, parents, pupil services staff, and other community members. Each of the various groups provided input regarding the areas reviewed above. The feedback includes the following:

Reduction of 1.0 Non-Public RN position

Mandated nursing services for all schools; public, non-public/parochial; must include periodic physical examinations, vision and hearing screenings, BMI monitoring, and maintenance of immunization records. The services provided to a non-public/parochial school must be sufficient to cover the outlined mandated services, thus do not need to equate to 5 full days, as long as the mandated services are provided. Currently the district provides nursing services 4 days/week to five parochial schools. The recommended reduction is to reduce services to 3 days/week. This will equate to 1.0 FTE RN position. It was also discussed that if the reduction is approved, the change will not be made until a vacancy occurs through attrition.

The parochial school will be responsible for obtaining a nurse for the additional day. The committee discussed the impacts of this reduction. It was determined there will be no adverse effect on the district nursing program, but will have an impact to the parochial schools. An analysis was completed of other local school districts to compare the amount of services they provide to their parochial school. That analysis is included in the impact statement below. Pupil Services's attorney, Andrew Faust, was also contacted to ensure that this reduction is in line with PA School Code. Mr. Faust agreed the district could make this reduction as long as the mandated services are completed during the school year.

Reduction of 1.0 Caseworker position

During October 2011, a caseworker resigned her position with the district. As a result of her resignation and in looking at the current budget initiatives we will be spending the remainder of the 2011-12 school year determining if going from seven school caseworkers to six is a sustainable change.

The task force committee looked at every aspect of this reduction. Areas included: historical caseloads of the caseworkers; contact logs; National School Lunch Program; homeless families; areas where responsibilities would need to be assumed; family relationships; and the culture of the district surrounding the caseworker position. Discussions among task force committee members were surrounded around the impact towards families; i.e. the limited amount of time caseworkers could potentially have with families, quick response time assisting families to access services, and the personal relationships they establish with these families. Although the family relationship is critical all areas of impact are outlined on the below impact statement.

Discontinue Annual COAD Contract

Pennsylvania Student Assistance Program (SAP) requirements state that baseline services shall include a representative from the county mental health and drug and alcohol system. The services currently rendered by COAD include much more than baseline services. The proposed reduction will allow the district to receive the baseline services from COAD at no charge and then move to a per hour/assessment model for any service over and above the monthly allotted time contained in the baseline services.

The task force reviewed the current services COAD provides and discussed the rationale to move to a per hour basis. To be fiscally mindful, it is within the district's best interest to look at more competitive rates and services that fulfill the SAP requirements. Impacts to this reduction include, shorter relationships between the families and the COAD service provider, and the need to schedule appointments with private providers for assessments/screenings, as opposed to the COAD service provider being scheduled at a building on set days.

In addition to looking at other private providers, Downingtown Area SD was contacted to compare the services they provide to their services. Downingtown already offers baseline services to its policy violators, and purchases additional services as needed. COAD was also contacted to discuss moving to a per/hour as needed basis. The Director of SAP and Community Prevention Services is willing to work with the District to discuss a model that best fits our need and budget.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: Guidance, ELL, Psychology, Nursing, Caseworker/Social Work

Description of Reduction: Reduce nursing services in 5 parochial schools from 4 days/week/school to 3 days/week/school.

Cost Savings: \$40,070

Rationale for Cost Savings: Mandated nursing services for all schools; public, non-public/parochial; must include periodic physical examinations, vision and hearing screenings, BMI monitoring, and maintenance of immunization records. The services provided to a non-public/parochial school must be sufficient to cover the outlined mandated services, thus do not need to equate to 5 full days, as long as the mandated services are provided. The proposal for the services would equate to the reduction of 1.0 FTE of RN nursing services.

Impact of Reduction: No direct impact on WCASD public schools. Reduces services from 4 to 3 days per week at 5 parochial schools, services still exceed state guidelines.

Impact on Other Areas: Impact would be felt by each of the 5 parochial schools located within the boundaries of the district. An analysis of other Districts (see below table) within Chester County shows the amount of service the other districts provide to their non-public/parochial schools is far less than the proposed three days per week within West Chester.

<u>DISTRICT</u>	<u>SCHOOL</u>	<u>Nurse</u>	<u>DISTRICT PROVIDED</u>
Great Valley	Villa Maria High	RN	1 day/week
	Villa Maria Lower	RN	1 day/week
	St. Patrick	RN	1 day/week
Coatesville T/E	PJPII	CSN	3 days/week, and fills at E. Fallowfield
	Timothy School	CSN	1 morning/week
	Woodlynde	CSN	1 afternoon/week
	Del Valley Friends	CSN	1 morning/week
	St. Norberts	CSN	1 afternoon/week
	St. Monica's	CSN	1 afternoon/week
	Del Co Christian	CSN	1 day/week
Oxford	Sacred Heart School	CSN	1 half day/week

<u>DISTRICT</u>	<u>SCHOOL</u>	<u>Nurse</u>	<u>DISTRICT PROVIDED</u>
Phoenixville	Bethany Christian	CSN	1 half day/week
	St. Basil's	CSN & RN	3 days/week
	Holy Family Academy	CSN	1 day/week
Downingtown	Bishop Shanahan	CSN	4 days/week
	St. Joe	CSN	PRN - 1 day/month
	St Elizabeth	CSN	PRN - 7 days total/year
	Montgomery	CSN	PRN - 3 days/year
	Windsor Christian	CSN	PRN - 4 days/year
	Regina Luminese	CSN	PRN - 3 days/year
Kennett SD	Great Beginnings	CSN	PRN
	St. Patricks	CSN	PRN - 3 days/year

* PRN = as needed

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: Guidance, ELL, Psychology, Nursing, Caseworker/Social Work

Description of Reduction: Reduce 1.0 FTE Caseworker position

Cost Savings: \$52,753

Rationale for Cost Savings: During October 2011, a caseworker resigned from her position with the district. As a result of her resignation and in looking at the current budget initiatives we will be spending the remainder of the school year determining if going from seven school caseworkers to six is a sustainable change.

Impact of Reduction: Caseworker building assignments will need to be altered to ensure coverage at all 16 buildings. In addition, caseload sizes for two caseworkers will increase significantly. Increases in the National School Lunch program from 971 students in 2008-2009 to 1330 in 2011-12 has increased the number of applications the caseworkers must manage. Services provided by the caseworkers will be more short term instead of building long term relationships. Less availability to students, families, and staff in the school environment to meet student needs. For example, caseworkers logged over 3400 contacts last year. Contacts include: phone calls, meetings, home visits, contacts to families & outside agencies, and transporting students. It is expected that there will be longer response time to student and families needing to access community supports (Mental Health, Truancy, CYF, Medical Assistance). There will be less availability to attend building meetings (IEP, ART, CST, discipline meeting, etc.); which will mean less interaction and collaboration regarding student needs between the caseworkers and the building staff. There will also be an increase in mileage reimbursement as there will be more movement between buildings.

Impact on Other Areas: Upon discussion of moving to six caseworkers it was determined that responsibilities will need to be suspended in the following areas:

- the educational attendance training that occurs in first grade
- during the holidays the caseworkers will be happy to identify students who could use assistance but can no longer be the point person for those building projects
- limiting the transportation for students who miss the bus, need to be sent home due to illness, and transporting for field trips that are outside of the busing schedule.

Added responsibility may be added to the building administration, guidance counselors or intervention specialist due this proposed change.

Proposed Caseworker Assignments for 2011-2012

		Bldg Enrollment	NSLP Eligible Students	Percent of Low income per Caseload	2010-11 Log Contacts	Percent of Caseload Contacts 2010-11
Caseworker #1	EHS	1359	145		384	
	FMS	989	128		120	
		2,348	273	11.6%	504	21.5%
Caseworker #2	EGE	471	60		334	
	EXE	559	64		423	
	FHE	471	75		251	
		1,501	199	13.3%	1,008	67.2%
Caseworker #3	HHS	1259	91		271	
	PMS	888	92		119	
		2,147	183	8.5%	390	18.2%
Caseworker #4	EBE	352	42		81	
	MCH	501	47		70	
	HDE	595	82		11	
		1,448	171	11.8%	162	11.2%
Caseworker #5	RHS	1330	103		287	
	SMS	911	61		190	
	GAE	498	123		396	
		2,739	287	10.5%	873	31.9%
Caseworker #6	SWE	637	66		156	
	PWE	532	55		75	
	WTE	466	28		50	
		1,635	149	9.1%	281	17.2%

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Pupil Services: Guidance, ELL, Psychologists, Caseworker/Social Work, Nurses

Description of Reduction: Discontinue annual contract with the COAD group, reduce to baseline services and screenings/assessments as needed

Cost Savings: \$53,000

Rationale for Cost Savings: Pennsylvania SAP requirements state that baseline services shall include a representative from the county mental health and drug and alcohol system. Private providers and the District must have a written agreement that outlines the referral process, consultation/education services, designate a liaison, assessment services, crisis assistance and provisions for treatment and aftercare. The services currently rendered by COAD include much more than baseline services, which includes a long-term relationship even after treatment. The rationale is that we can receive baseline services at no charge from COAD, and then purchase, per hour, screenings and assessments on a per case basis.

Impact of Reduction: Services will not be readily available in the building during a set day. Appointments will need to be made for individual screenings and assessments on a case by case basis. Group services will also be an additional cost.

Impact on Other Areas: Building SAP teams will have to plan accordingly for referrals. Additional services may have to be provided by new private providers or extra services given by in-district counselors, prevention specialists and/or caseworkers.

District drug and alcohol offender policy will need to be revisited and revised.

Non Instructional Programs –Technology

West Chester Area School District

Community Budget Task Force

Non Instructional Programs - Technology

Committee members: James Attanasio, Dr. June Garwin, Paul Hagy, Jr., Beth Hayes, Brett Laverty, Shirley LeClerc, Chong Lee, Mike Marcus, Vince Murphy, Jean-Marc Rollet, Bob Rullo, Antonio Small, Elisha Ozer , Karen Salvaggio, and Heather Thomas.

The committee met on Wednesday evenings, from 5:15 – 6:45 pm on Sept 21, 28, Oct 12, 28 and Nov 9. After a review of the committee’s goals and parameters, Dr. Garwin gave a brief overview of the educational computing environment, state and federal mandates and local policies related to technology, and a summary of the technology budget, systems, and hardware and software resources available throughout the district. Discussions began with some “starter” ideas that had been in suggested previous venues. Two areas were considered: (1) how we could reduce technology expenses and (2) how the use of technology could generate budget savings through improved efficiency or revenue generation.

The group broke into three subgroups to explore further and identify new areas of potential savings. During the next few meetings, the committee used preliminary pricing and impact data, including a teacher presentation, to evaluate ideas then focused on the most promising while discarding those that were not cost savings or feasible. During the final two meetings the committee finalized options and contributed to the impact analysis.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Non-Instructional Program: Technology

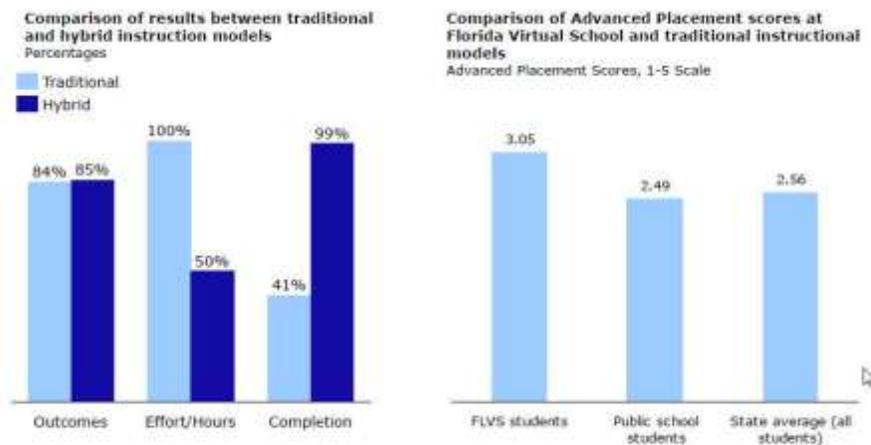
Description of Reduction

Decrease the district's cyber charter school expense and increase revenues by providing blended learning or online courses.

Phase 1: Provide offerings targeting cyber charter school students that would initially consist of purchased curricula facilitated by our teachers with eventual development of our own district-created courses. While immediate savings would be realized by the re-capture of cyber charter and homeschooled students, private and parochial school students might also be recruited.

Phase 2: Integrate blended learning and online courses into the regular school year which may include enrollment of out-of-district students. Electives and advanced courses would be particularly of interest to rural or underfunded districts. Since the Internet has no physical boundaries, out-of-district students may be international students in countries with limited education. The new state voucher system might also have some impact on the marketability of online courses.

The Florida Virtual School (FLVS), started in 1997, is part of the Florida public school system and is the largest online program in the U.S. It offers over 100 K-12 online courses with a teaching staff of 1,400 and an enrollment of over 150,000. FLVS is proof that online learning can be successful for both students and public schools. Evidence of the efficacy of online learning as shown in the study below.



ources: Carnegie Mellon, Open Learning Initiative, Lovett et al., and Joel Smith testimony to FCC, Florida Tax Watch



In the long-term the district must consider what competitive advantage it has over the many other districts who are implementing online courses. Clearly our students' performance on PSSA tests speaks to the excellence of the district's curriculum and teaching, and in-house created and facilitated courses might make our district more attractive than other, lower achieving districts. Indeed, as the nature of K-12 education evolves, the district may see a large portion of its function as a broker of online education,

matching its teachers with classes and students and performing administrative activities to meet state and federal regulations.

Finally, we also considered summer school courses for credit recovery or original credit to augment or replace the current Educere program. Summer school courses are currently purchased directly by the student from Educere at a cost of \$200 for credit recovery courses or \$300-600 for original credit courses. The district pays the fees for economically disadvantaged students or about 52 of 58 students in 2011. It is unlikely that the district could save any costs given this scenario, however, strategically targeted summer school original credit courses might be a source of revenue.

Cost Savings: \$40,000 to \$150,000+

Rationale for Cost Savings:

Phase 1: The cost of a typical online course is \$250-400 or about \$1,500 for a student with five courses. Overhead and teacher extra duty compensation may require another \$500-2,500. Therefore, our savings on cyber charter tuition would be estimated to be about \$7,000 for regular education and \$19,000 for special education. In 2011-12 we have 150 students enrolled in cyber charter schools at a cost of \$10,000 for regular education and \$22,000 for special education. If we can re-enroll 4-10% of those students the savings are estimated to be \$40,000 to \$150,000. If we could re-enroll 90% of the cyber charter students or 135 students, our savings could be as much as \$1.2M.

Phase 2: We cannot determine cost savings at this time. The cost to run an online program includes costs for the curriculum, teacher facilitation, and administration. In 2009 a survey of online schools reported that about 50% licensed at least half of their courses, about 25% licensed all of their courses, and 25% developed all of their own courses, therefore all three approaches are likely to be feasible. Contract language would need to be developed to specify the process and conditions for online and/or blended teaching, compensation, and performance evaluations.

For students the attraction of a district-run online program would be, first and foremost, access to high quality teachers and academic support, but also the ability to participate in activities and sports, more personalized learning, the potential for early graduation, and scheduling flexibility that can accommodate a job.

One model for promoting courses to out-of-district students is to set up a cost sharing system with teachers receiving a percentage of the outside tuitions. A direct financial incentive would help the district recruit teachers to more quickly develop its own online course catalog.

Impact of Reduction:

Professional development would be required to increase teacher capacity for teaching online.

There is a potential for a two-tiered work force with some teachers only teaching face-to-face and others teaching both face-to-face and online or just online. It may be difficult to identify and address inequities between these two groups.

The district will need to evaluate its use of facilities and classrooms to optimize use of classrooms for online and/or blended learning. Long-term there may be a decreased need for brick and mortar buildings.

Additional responsibilities will need to be assigned to an educational administrator to oversee the program including curriculum/course development, teacher management, student support, technology, and program evaluation.

The district will need to recruit teachers to participate in online/blended teaching, both internally and as a part of the hiring interview process.

A committee composed of both administrators and teachers would be needed for problem-solving issues.

Learning online is a 21st century skill that will benefit students following graduation. The World Future Society lists virtual education as one of the “top ten breakthroughs transforming life over the next 20-30 years.” Currently it is estimated that 50% of employers use online training.

Impact on Other Areas:

Pennsylvania and other states are still grappling with older school code that measures credits by “seat time” rather than content mastery. The introduction of online or blended courses will necessitate consideration of issues such as graduation requirements, grading/assessments, and transcripts. Attendance and other policies will need to be re-examined and revised, if necessary.

A process to ensure equity for students of all economic backgrounds will need to be developed.

Marketing activities may be necessary if competition increases from other entities.

Students may interact with children outside our immediate community and gain more diverse perspectives.

Growth of online courses will likely increase the use of online materials in all classes and subjects as online teacher gains acceptance. Assessments will by necessity move to competency-based models rather than grades and age grouping.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Non-Instructional Program: Technology

Description of Reduction:

Replace purchased software with open-source or online applications

Option 1:

TechPaths Curriculum Mapping subscription replaced by SAS or shared folders:

Cost Savings: \$25,000

Rationale for Cost Savings:

Since curriculum maps have been completed, there has been minimal use of the system. The information could therefore be downloaded and shared in a network or Sharepoint folder for future changes. In addition, one of the tools scheduled to be developed for PDE's SAS system is a curriculum mapping application which would be available at no cost.

Impact of Reduction:

There would be less flexibility in changing and/or updating curriculum maps.

Moving to the SAS application would require re-inputting all of the content area curriculum maps.

Option 2:

Eliminate web conferencing software replaced by Intermediate Unit access, Big Blue Button, or a lower cost alternative:

Cost Savings: \$15-19,000

Rationale for Cost Savings:

Comparable software is available at a lower cost.

Impact of Reduction:

The software applications we have evaluated to date have similar capabilities but are lacking more advanced features.

Open source software does not have technical support.

Option 3:

Consolidate the document repository to Sharepoint and eliminate DocuShare

Cost Savings: \$2-5,000 in year 1 and \$8,000 thereafter

Rationale for Cost Savings:

Sharepoint has similar content management capabilities to DocuShare.

Impact of Reduction:

There are approximately 15,000 documents in DocuShare that will need to be transferred over to SharePoint. The transfer will require the purchase of software to do the conversion and additional staff time.

Option 4:

Replace Microsoft Office for staff and students with GoogleApps or LibreOffice/OpenOffice and also move staff email to Gmail

Cost Savings: \$9,000

Rationale for Cost Savings:

Microsoft Office is a significant cost and both GoogleDocs and open source software offer similar capabilities. There may be additional cost savings in server hardware and software installation and maintenance. GoogleApps includes Gmail, Google Calendar, GoogleDocs, and GoogleSites.

Impact of Reduction:

Changing such a major piece of software will require dedicated professional development and will likely cause major disruption and pushback from staff.

Microsoft Office has functionality that is not available in the other applications. See Limitations of GoogleApps below for a more detailed description of concerns.

Replacement would include purchase of services for email archiving and retention, mandated by federal law, and file backup/restoration to protect staff files.

Option 5:

Replace Microsoft Office licenses for students only with GoogleApps or LibreOffice/OpenOffice. GoogleApps includes Gmail, Google Calendar, GoogleDocs, and GoogleSites.

Cost Savings: \$45,000

Rationale for Cost Savings:

Staff frequently use the advanced capabilities of Microsoft Office, especially Word and Excel, whereas students typically do not do so. In addition, staff are more likely to receive or send documents to people outside of the district where Microsoft Office products are the norm. Savings may be reduced, however, if we purchase fewer licenses since we receive a volume discount.

Impact of Reduction:

Students will not be learning how to use native Microsoft Office products and will need to learn new software.

Teachers may find it difficult and confusing to receive assignments in a different format than they use.

See Limitations of GoogleApps below.

LibreOffice/OpenOffice does not have technical support.

Limitations of GoogleApps

Gmail

- Does not have retention and compliance search or backup functionality
- Lack of administrative control; delays in applying account changes
- Lack of read receipts and good contact management

Google Calendar

- Lack of functionality present in Microsoft Outlook such as appointment reminders, scheduling meetings
- Lack of ability to make room/resource reservations

Google Docs

- Lack of Microsoft Publisher and relational database
- License is unclear related to disclosure of email and confidential documents
- Not officially compliant with HIPAA and FERPA regulations (e.g. special education documents, nurse daily logs)
- Compliance search is manual, user by user
- “Flip charts” can be stored, but must be downloaded for each use
- Formatting and document rendering is more primitive (e.g., Table of Contents changed to a simple list of links, nonstandard footnotes)
- Limited supported file types
- Lack of functionality present in Excel (e.g., charts, advanced pivot tables, large spreadsheets), Word and PowerPoint (e.g., graphics and video editing),

Additional thoughts:

- We have experienced sporadic access problems with Google Docs. Teachers have reported that some days they have tried 7 times to get into Google Docs.
- It is a wonderful collaboration tool

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Non-Instructional Program: Technology

Description of Reduction

Decrease the amount of budgeted for technology profession development

Option 1:

Include technology professional development in regular in-service days rather than providing paid summer and before/after school workshops

Cost Savings: \$50,000

Rationale for Cost Savings:

Traditionally we provide after school and summer workshops for teachers to focus on best practices in educational technology since no time is allotted during in-service days. The teachers are paid curriculum rate for the work they do at training sessions with the requirement that they complete a lesson plan and activity that will extend the work for that training into the classroom before their time card is processed. These standalone workshops would be replaced by regular in-service professional development and/or online tutorials.

Impact of Reduction:

Elimination of paid technology workshops would necessitate that professional development for technology literacy and use of technology for instruction and learning would need to be explicitly scheduled for in-service days. More in-service days may be needed to accommodate the professional development.

Technology professional development could be done instead using “pull-out” sessions. The cost of a daily substitute teacher is approximately 50% less than the cost of extra duty pay for the same length of time.

If the standalone workshops are eliminated, teachers have less time to create resources for their curriculum.

There would be a higher need for the technology liaisons or coaches to work with teachers to aid technology integration which could decrease savings.

Impact on Other Areas

Diminished technology professional development might widen the gap between the students’ use of technology outside school and their use inside school and their readiness for effectively and effortlessly using technology after graduation.

Option2:

Re-define secondary technology liaison position as a supplemental contract similar to elementary computer liaisons.

Cost Savings: \$50,000

Rationale for Cost Savings:

As a responsibility of their supplemental contract, elementary Computer Liaisons conduct before/after school workshops and work one-on-one with teachers for technology integration. Currently with no defined responsibilities, secondary Technology Liaisons only are able to coach other teachers on a hit-or-miss basis. This option would require that the Secondary Tech Liaisons have a Technology duty period built into their schedules they have designated time that teachers will know they are available. This time can be utilized for helping teachers as well as preparing for training. With this change each school should have at least one training opportunity for teachers either before or after school each monthly.

Impact of Reduction:

This will allow for a more cohesive Instructional Technology base in the school and consistency across the district.

It is likely that technology professional development would also need to be included in regular in-service days.

If the standalone workshops are eliminated, teachers have less time to create resources for their curriculum.

Impact on Other Areas:

The Tech Liaisons typically have a duty that would have to be covered by other people or in other ways.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Non-Instructional Programs: Technology

Description of Reduction:

Purchase PC/Windows computers instead of Apple/Macs for teachers and students

Option 1:

Replace all Apple computers with PC/Windows computers during the normal 5-year replacement schedule

Cost Savings: \$147,000-\$270,000 over 5 years

Rationale for Cost Savings:

The initial cost of comparable computers is higher for Apple computers than for PCs. Currently the MacBook is still offered only to educational institutions, however, it is unclear how that model will be offered since it is no longer available to consumers. If we can continue to purchase the MacBook, we will see the lower cost savings. If the MacBook is discontinued, we will be forced to purchase the more expensive MacBook Pro. In that case the cost savings will be the higher amount because our hardware expense will increase. The cost savings includes the phasing out of Apple management software and server.

Impact of Reduction:

The change will be a dramatic change for elementary schools who have always worked on Mac computers, especially laptops.

Additional curriculum-related software may need to be purchased.

There may be an impact on technical support. The general belief is that Mac computers need fewer and less frequent repairs than PC computers, however, our district work order data does not show a clear decrease. On the other hand, supporting a single platform might be predicted to be more efficient than two different platforms.

A recent survey showed that teachers almost equally prefer Macs (44%) and PCs (56%) so additional professional development may be required to ensure that teachers are comfortable with PCs. Lesson plans may have to be altered to accommodate PC software.

The art, music, and video industries almost exclusively use Apple computers so our students will not be as facile with Apple hardware and software as they transition to college or a career. In some cases, there may not be a PC version of curriculum software currently used in those subject areas.

Impact on Other Areas:

During the 5 year transition, some elementary schools will be using the PC platform while others will be using Macs which will make professional development more difficult.

Option 2:

Replace elementary and middle school Apple computers with PC/Windows computers during the normal 5-year replacement schedule but keep the Mac platform for high school Art, Music, and Video Production content areas

Cost Savings: \$134,000-257,000

Rationale for Cost Savings:

For the elementary and middle school replacement, the rationale for Option 2 is the same as for Option 1 so students will be better trained for post-graduate work when they use the industry standard hardware and software.

Impact of Reduction:

The impact will be the same as Option 1 for the elementary and middle schools.

Impact on Other Areas:

The impact will be the same as Option 1 for the elementary schools.

Community Budget Task Force II

Budget Reduction Worksheet

Committee: Non-Instructional Program: Technology

Description of Reduction

Eliminate Web Administrator position

Cost Savings:

\$65,624

Rationale for Cost Savings:

Edline hosting of the website provides a solution for distributed authorship where every department and school can update their own websites. The four school webmasters and the communications and technology offices can handle design changes, page/group creation, and other administrative tasks.

Impact of Reduction:

At the beginning of the year when there are many changes and many activities happening, school webmasters may find it difficult to make all the necessary updates in time for the start of school.

Impact on Other Areas:

There will be a learning curve for staff to learn how to update the website.

Non Instructional Programs –Facilities & Operations

West Chester Area School District

Community Budget Task Force

Non Instructional Programs – Facilities & Operations

Committee Members were as follows:

Gary Hake, Woody Hilton, Matt Maturani, Galen Plona, Wayne Franco, Donna Ross, Le Roy Whitehead and Kevin Campbell

The committee met in 9/22, 9/29, 10/6, 10/27 and 11/15

The committee members agreed that their mission was review all aspects of the Facilities and Operations budget and look for ways to reduce the costs through reduction in services or reprogramming of work.

The committee began by analyzing the line by line budget of the department and reviewing recommendations from the previous Budget Task Force Work.

They broke into groups and analyzed:

- 1) Utilities purchasing and energy conservation efforts.
- 2) Supply needs and purchasing.
- 3) Equipment needs

The committee quickly realized that they would need to focus on areas other than the three listed above would need to be identified in order to generate findings with economic impact.

They developed six findings and distributed these findings to groups to be effected and to search out impacts that were not identified by the group. Feedback from the Superintendent, Cabinet Members and Principals was received and helped shape the final recommended findings and impact statements. Their findings were:

- 1) Eliminate classroom carpets in all 3rd to 5th grade classrooms.
- 2) Initiate a program to fund playground equipment repairs from the PTOs.
- 3) Delay the General Fund Project – Roof repair and insulation replacement – Henderson High School
- 4) Reduce custodial staffing by 6 positions by reducing cleaning level at the High Schools.
- 5) Relocate all summer staff and activities to three schools

Budget Finding Worksheet

Impact Statement 2011

Committee:	<u>Non Instructional Facilities and Operations</u>
Description of Reduction:	Eliminate area carpets in 3 rd to 5 th grade classrooms. Recommend purchase by parents of stadium cushions if required.
Cost Savings:	\$50,000
Impact of Reduction:	<p>Purchasing of rugs and reduction to cleaning time for elementary classrooms would be reduced.</p> <p>Would affect instructional environment adversely</p>
Impact to Others:	<p>Guided reading would be reduced in the K-2 classrooms.</p> <p>Activities on the carpet would be eliminated from instruction such as reading circles, story time and small group investigations.</p>

Budget Finding Worksheet

Impact Statement 2011

Committee: Non Instructional Facilities and Operations

Description of Reduction: Request elementary school PTOs donate \$1,000 per year for playground maintenance and upkeep of the area for previously donated equipment.

Have 10% of installation costs of all new playground equipment set for ongoing maintenance

Cost savings: \$10,000 annually and approximately \$4,000 every time new equipment is installed.

Impact of Reduction: PTOs may not agree to this donation.
Could lead to lag time for playground repairs.
Equipment will be maintained to current standards.

Impact to Others: Donations may not be made by all elementary schools.
Create ill will by directing PTOs how to expend donated funds.

Budget Finding Worksheet

Impact Statement 2011

Committee:	<u>Non Instructional Facilities and Operations</u>
Description of Reduction:	Do not replace the Henderson High School Roof over the library and adjacent hallway or replace insulation on rooftop duct work but patch roof instead. (General Fund Project)
Cost Savings:	\$225,000. Allows \$50,000 for roof patching.
Impact of Reduction:	<p>The roof will continue to leak and the cost to cool the library will increase as the insulation deteriorates.</p> <p>Possible citations issued from the Chester County Department of Health.</p> <p>Reduction is not sustainable.</p>
Impact to Others:	<p>Library resources would be damaged if roof leaks become extensive.</p> <p>Mold could form where roof leaks above and on ceiling.</p> <p>Carpeting in library could be wet and stained.</p> <p>Increase electrical consumption due to poor insulation.</p> <p>Deferring the project will push back further all other General and Capital Fund Projects as roof will fail completely in next 3 to 5 years.</p> <p>Patching the roof will be expensive and can only be done after rain or snow event</p> <p>Rusting of the ductwork could require complete replacement sooner than necessary if insulated.</p>

Budget Finding Worksheet

Impact Statement 2011

Committee:	<u>Non Instructional Facilities and Operations</u>
Description of Reduction:	Relocate all summer staff and programming to three school buildings and shut down air conditioning in all other schools.
Cost Savings:	\$100,000 in utilities
Impact of Reduction:	<p>All school offices and programming would be required to pack and move to the three schools.</p> <p>Could impact summer programs.</p>
Impact to Others:	<p>All summer staff would be required to pack their offices and files and relocate to classrooms and office spaces in the middle schools.</p> <p>Collaboration between feeder pattern administrators would be facilitated by proximity.</p> <p>Summer cleaning and maintenance at middle schools will be challenging.</p> <p>Cleaning schools without air conditioning will be tough on extremely hot days. Not feasible on third floors of East or Hillsdale.</p> <p>Parents will not be allowed to tour schools and will have to go to three schools for interaction with principals and secretaries.</p> <p>Informal workouts by athletic teams will be relocated to middle schools where training facilities and fitness centers are inferior.</p>

Budget Finding Worksheet

Impact Statement 2011

Committee:	<u>Non Instructional Facilities and Operations</u>
Description of Reduction:	Reduce cleaning level from Pristine to Reduced Frequency of Service at High Schools. Reduce elementary and middle school staffing while continuing to strive for Pristine Service.
Cost Savings:	Reduce 2 custodians at East/Fugett Complex Reduce 1 custodian at Henderson High School Reduce 1 custodian at Rustin High School Reduce .5 custodian at Stetson Middle School Reduce .5 custodian at Peirce Middle School Reduce .5 custodian East Bradford Elementary School Reduce .5 custodian at Penn Wood Elementary School 6 Custodial positions x \$64,000 = \$384,000
Impact of Reduction:	General Education Classrooms, Small Group Instruction, Large Group Instruction and other ancillary areas will be cleaned thoroughly every other day. Trash removal and dry mopping daily.
Impact to Others:	Further reductions were considered however safety and health would be compromised. Thus, not recommended. Aesthetic appearance of school will decrease More complaints will be received regarding cleanliness and maintenance items. Increase in environmental risks – mold and vectors. High School staffs will support feeder elementary schools in grounds maintenance which allows more time to be spent inside of the building.

**Non-Instructional
Programs –
Communications,
HR/Benefits, Payroll,
Non-Instructional
Support**

Community Budget Task Force: “Non-Instructional” Programs Budget Task Force

Process Summary

Committee Members were as follows: Becky Austin, June Cardosi, Sue Comey, Ann Duffy, Janice Earley, Kathy Ericson, Ted Grossman, Jack Hurd (co-chair), Antonia Keg, Suzanne Kirkland(co-chair), John Scully, Sandy Shacklady-White, Danita Wisher

The committee met on 9/22, 10/6, 10/3, 10/20, 11/7, 11/14, & 11/17.

In identifying the scope of the work, we determined the following would not be reviewed by our committee:

- We would not review items that are part of collective bargaining agreements in the District, and would not review savings that can be done through the use of a sub-contractor for any services currently provided by the District in-house.
- We would not review any savings through financial debt refinancing, use of general fund balance, etc. as part of the committee work.

The committee divided the work of the into four separate sub-committees:

Instructional Support Services - The instructional support services (not administrative and teaching) delivered throughout the District, including our English Language Learners (ELL) program and Special Education Program.

HR/Benefit/Payroll/Communication Services - The services provided by the Human Resources Office, the Business Office, and the Communications office. Additionally, this sub-committee will review employee/retiree programs provided by these areas.

Secretarial & Clerical Services - The Office support provided throughout the District, including the services provided by our Central Office secretarial staff, our School Level secretarial staff, as well as our Library and Office Assistants.

Temporary Support Cost Review - The temporary support provided throughout the District including the services provided through our teacher and support staff substitute services.

The Committee identified 11 budget findings that may save approximately \$647,000 to \$827,000, which are:

1. Change method of disseminating information from the district /schools to parents and students from paper and mail to electronic methods (email and internet links)
2. Reduce the secretarial support at each of our three high schools
3. Reduce Secretarial support to Central Office Administration, including Cabinet members and Supervisors
4. Mandate employee direct deposit, process tuition reimbursements via payroll and eliminate paper copies of pay advices and W-2.

5. Contract with 3rd party to collect delinquent real estate taxes and petition Chester County to waive collection fee
6. Implement an automated time and attendance system to assist with payroll processing
7. Eliminate the Retiree Substitute Volunteer Program (RSVP) and backfill their services with volunteers recruited through the schools.
8. Identify additional potential vendors to be given “access” to market their healthcare, wellness & insurance District employees.
9. Formally review our current vendor relationships in areas that have not been reviewed in the recent past in the areas of Healthcare.
10. Identify budgetary savings to the current administration of substitutes for both teachers and support staff through (1) current vendor administration of our sub-budget and (2) review of frequency of building substitutes in our 16 school building.
11. Reduce staffing by equivalent of three or four Instructional Assistant positions (between Special Education and ELL) through the ongoing audit of our delivery of services in these areas.

The committee wants to emphasize that due to time constraints the Board and the District administration should review and when needed expand on the impact of the budget findings. Additionally, our committee has secretarial staff reductions in two of our budget findings, and please note that *“Prior to finalizing these budget reductions a more thorough examination should be conducted on the time and resources required for each of the job tasks so that the school and district leadership can clearly ascertain the services and supports that will either no longer be able to be done or will require a lengthier timeframe “*

West Chester Area School District

Community Budget Task Force

Non Instructional Programs – Communications, Human Resources/Benefits, Non-Instructional Support, Payroll

<i>Non-Instructional Programs Task Force Committee</i>																									
Description of Cost Reduction:	<p><i>Change method of disseminating information from the district /schools to parents and students from paper and mail to electronic methods (email and internet links)</i></p> <p><i>(Will need to have exception process in place for those families without access to the Internet.)</i></p>																								
Cost Reduction:	Estimated \$50,000 - \$100,000 (paper, envelopes & postage)																								
Rationale for Cost Reduction:	<p>The District currently mails a great deal of paper home to parents. This includes:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 33%;"><u>Elementary School</u></th> <th style="text-align: left; width: 33%;"><u>Middle School</u></th> <th style="text-align: left; width: 33%;"><u>High School</u></th> </tr> </thead> <tbody> <tr> <td>PSSA Mailing</td> <td>Summer Mailing</td> <td>Summer Mailing To students</td> </tr> <tr> <td>Kdg Placement Letters</td> <td>PSSA Prep mailing</td> <td>Year End Mailing to parents</td> </tr> <tr> <td>Summer Mailing</td> <td>End of School mailing</td> <td>Failure Notices (underclass)</td> </tr> <tr> <td>1st Day Packets</td> <td>Curriculum sheets</td> <td>Failure Notices (seniors)</td> </tr> <tr> <td>Registration Packets</td> <td></td> <td>Final Report Card</td> </tr> <tr> <td>Teacher/Staff Summer Mailing</td> <td></td> <td>Course Selection Packets</td> </tr> <tr> <td></td> <td></td> <td>Teacher/Staff Summer Mailing</td> </tr> </tbody> </table> <ul style="list-style-type: none"> By taking a more “Green” approach to mass mailings and more cost effective method of conveying information to parents and staff, the District will save on all aspects of these bulk mailings, including paper, envelopes, labels, and postage. 	<u>Elementary School</u>	<u>Middle School</u>	<u>High School</u>	PSSA Mailing	Summer Mailing	Summer Mailing To students	Kdg Placement Letters	PSSA Prep mailing	Year End Mailing to parents	Summer Mailing	End of School mailing	Failure Notices (underclass)	1st Day Packets	Curriculum sheets	Failure Notices (seniors)	Registration Packets		Final Report Card	Teacher/Staff Summer Mailing		Course Selection Packets			Teacher/Staff Summer Mailing
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Impact of Cost Reduction:	<ul style="list-style-type: none"> The District will need to establish a clear methodology for determining those families without access to electronic communication and maintain paper communication with these families. Certain mailings have a legal counsel recommendations regarding their paper distribution that will require consideration as part of going to an electronic communication method. All parent and student e-mail addresses must only be used by the schools and the district for the purpose of communicating relevant, school-related information and not for political purposes. There has been research that indicates that information sent to an e-mail address with links or attachments are not as commonly reviewed by the recipient, as information sent via paper, however, emailing information directly to parents eliminates the risk of the non-delivery via the student. Could require a reduction in per pupil allocation to schools in order to achieve savings. 																								
Impact on Other Areas:	The adoption of an electronic means of communication will also create a savings in the time our secretarial support spends printing, collating and mailing these large communications. This may assist therefore in being able to reduce in that area as well.																								

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<i>Reduce the secretarial support at each of our three high schools</i>
Cost Reduction:	Estimated \$100,000 to \$120,000 (based on \$33,000 to \$40,000 reduction at each building)
Rationale for Cost Reduction:	<p>Currently each of our high schools has six twelve month secretaries and one 10-month secretary working in their Central office, Guidance office and Athletic Offices.</p> <ul style="list-style-type: none"> • Our committee reviewed survey information from other school districts throughout the county, and our findings indicated that there are Districts in Chester County whose high schools have a higher secretary to student ratio. • The secretary to student ratio of staff shows a significantly smaller ratio at our high school buildings than our Middle & Elementary schools. We understand that while this may not be the most appropriate comparison based on the varied work being done at each level, it does indicate a potential ability to become more efficient. • Efficiency can be gained through the application of existing and emerging technologies in handling mass communications and student data, thereby reducing labor hours required in these areas. A more in depth time study is recommended to fully develop strategies and update current processes to realize these efficiencies. • Efficiency can also be gained through reviewing best practices at each of our buildings to determine where such practices (if done at all 3 high schools) can reduce time & energy.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • It should be noted that for the 2011-2012 school year our High Schools reduced a Receptionist (10-month position) at each school. • It is the committee's perspective that this reduction can be done partially through identifying opportunities to be more efficient through the use of technology in our communications and work flows. This finding also may result in a reduction in services provided to our parents and students. • Prior to finalizing such a budget reduction a more thorough examination should be conducted on the time and resources required for each of the job tasks so that the school and district leadership can clearly ascertain the services and supports that will either no longer be able to be done or will require a lengthier timeframe for completion by the high school office support. This examination may take several months and impact the ability to implement the reduction in the 2012-2013 school year
Impact on Other Areas:	None

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	Reduce Secretarial support to Central Office Administration, including Cabinet members and Supervisors
Cost Reduction:	\$59,000 to \$128,000 (assuming reduction of one to two staff members)
Rationale for Cost Reduction:	<p>Currently there are 17 secretarial staff members supporting the central office administrative duties which include 24 District administrators. . This ratio has improved in recent years based on the elimination of two secretarial positions. The committee believes that a thorough review of the work being performed by our secretarial staff needs to be done to identify job tasks that can be eliminated or be completed more efficiently. Through this process we believe the number can be reduced by one or two secretarial staff. Here is rationale for our reduction:</p> <ul style="list-style-type: none"> • Bring the WCASD Central office more in line with other industry standards. Industry statistics are a 1:2 or 1:3 ratio for administrative assistants to executives/directors. Current WCASD central office ratio is 1:1.25 at the cabinet level and 1:1.5 below that. We understand that while this may not be the most appropriate comparison based on the varied work being done at each level, it does indicate a potential ability to become more efficient. • Our committee reviewed survey information from other school districts throughout the county, and our findings indicated that there are Districts in Chester County with less support being given to their central office administrative staff on a ratio basis. • Efficiency can be gained through the application of existing and emerging technologies towards many district secretarial tasks. A more in depth time study is recommended to fully develop strategies and update current processes to realize these efficiencies.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • Requires identifying opportunities to be more efficient. • It is the committee’s perspective that this reduction can be done partially through identifying opportunities to be more efficient through the use of technology in our communications and work flows • Prior to finalizing such a budget reduction a more thorough examination should be conducted on the time and resources required for each of the job tasks so that the school and district leadership can clearly ascertain the services and supports that will either no longer be able to be done or will require a lengthier timeframe for completion by Central office support. This examination may take several months and impact the ability to implement the reduction in the 2012-2013 school year
Impact on Other Areas:	None

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<i>Mandate employee direct deposit, process tuition reimbursements via payroll and eliminate paper copies of pay advices and W-2.</i>
Cost Reduction:	Estimated \$15,000
Rationale for Cost Reduction:	<ul style="list-style-type: none"> • The District could save approximately \$15,000 by: <ul style="list-style-type: none"> • Mandating employee direct deposit of pay • Eliminating the printing and distribution of pay advices and W-2's. • Processing tuition reimbursements via payroll • The current paper copies of these advices can be replaced with the self-serve type module that exists in our current financial software. • Currently on a bi-weekly basis, the District prints, sorts, folds, delivers and or mails approximately 1,000 direct deposit advices to the District employees who utilize direct deposit of their pay. • Currently on a bi-weekly basis, the District prints, sorts, folds, delivers and or mails approximately 500 paychecks to District employees. • Currently on an annual basis, the District prints, sorts, folds, delivers and or mails approximately 1,700 W-2's to the employees of the District. • The current financial software allows for on-line employee access to view and or print this information on an as needed basis. • The current financial software allows for tuition reimbursements to be processed via paycheck rather than via accounts payable. If these payments are included in the employee direct deposit it will eliminate the need for paper checks as well as the banking functions related to reconciliations of checking account for these transactions. • Elimination of the program would have an immediate budgetary savings of approximately \$15,000 which would be sustainable for future budget years.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • The on-line employee access is only available within the District buildings. Remote access is not available. • All District employees do not have immediate access to a computer. Remote kiosk type computer stations may need to be set up within the buildings to accommodate employees who do not have access to their own computer. • May entail contractual language changes or Memo of Understanding with our bargaining units as these do constitute changes to past practices. • IRS requires employee consent to receive W2 information electronically. If this is not achieved then the savings will be greatly reduced.
Impact on Other Areas:	None

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<i>Contract with 3rd party to collect delinquent real estate taxes and petition Chester County to waive collection fee.</i>
Cost Reduction:	Estimated \$150,000
Rationale for Cost Reduction:	<ul style="list-style-type: none"> • The School Code of 1947 restricts school districts from collecting delinquent school taxes. • Section 204 of the act of July 7, 1947 (P.L.1368, No.542), known as the Real Estate Tax Sale Law, amended July 3, 1986 (P.L.351, No.81), was amended to read: Section 204. County Bureau to Collect Taxes. <ul style="list-style-type: none"> ○ Each county bureau shall receive and collect such taxes and give proper receipt therefore when payment is offered, and to make distribution of the moneys received as provided by this act. ○ Money collected under this act shall be subject, first, to a commission of five per centum (5%) of all money collected to be retained by the bureau to offset costs of the administration of this act. • Pending legislation - House Bill 1877 of 2011 amends section 204 (above) to read Money received or collected by taxing districts directly pursuant to alternate statutory collection schemes shall not be subject to any commissions imposed under this act. • The District is currently paying a 5% fee to the County for all delinquent tax collections. • The annual fee paid to the county approximates \$150,000/year. • A 3rd party (such as Portonoff Law Associates) would charge all fees related to the collection of the taxes to the property owner instead of the District.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • Current state law allows Districts to use a 3rd party to collect delinquent taxes. Regardless of the collector, the District is obligated to pay the County a 5% fee. • WCASD School board would need to work with the Chester County Commissioners to have the fee arrangement waived in order for this to be financially practical for the District. (Montgomery County has waived the fee) • WCASD School Board would need to strongly support SB 120 and HB 1877 which removes the 5% collection fee from the County if a 3rd party collector is utilized. • A School Board resolution would need to be enacted allowing for the collection of delinquent taxes by a 3rd party. • A contract would need to be developed with a 3rd party administrator for the collection of the taxes. • More aggressive collection efforts will most likely be implemented by a 3rd party collector. • Collection fees, interest collections or penalty amounts would no longer be a source of revenue to the County.
Impact on Other Areas:	None

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<p>Implement an automated time and attendance system to assist with payroll processing</p> <p>The current practices for payroll processing of time and attendance are manual processes which entail many hours of manual calculations, approvals, input and reconciliations by supervisory and payroll staff.</p> <p>Implementation of an automated time and attendance system would alleviate the need for manual input and reconciliations of the necessary data. The time and attendance system would have the ability to automatically upload data to the current financial system.</p>
Cost Reduction:	Estimated \$30,000
Rationale for Cost Reduction:	<ul style="list-style-type: none"> • The current processing of hourly time and attendance within the District is very manual. Employees physically clock in and out on time cards which are manually added up by the employees, reviewed by supervisors and entered into the financial system by the payroll department. • The current processing of attendance for salaried employees is also a very manual task. Employees complete an absence form (paper copy) for each day they are not in attendance (sick, personal, funeral, military, vacation, etc.). This form is then reviewed and approved by the supervisor and sent to payroll for manual input. • By implementing an automated time and attendance system the District can reduce the amount of time taken to key our hourly timecards each pay period (about 400-500 cards every two weeks). Instead the hours and attendance can be automatically “uploaded” to the payroll system saving both the cost of the paper, printing, etc. and reducing the time involved in this process.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • Increase in accuracy and accountability for time and attendance due to the elimination of manual tasks. • Maintain fiscal accountability and control in an automated environment rather than manual. This will streamline administrative tasks when responding to audit and or other outside agency requests. • The use of technology ensures that employees are paid and treated consistently with respect to the number of hours worked, overtime hours and any absences. This could result in reduction in overtime payments. • Reduction in cyclical overtime (comp time) in the payroll department. • Reduction in paper costs for time cards and employee certificate of absences. • Increased efficiency in addressing attendance concerns through controls and immediate supervisory access to on-line reporting. This could result in savings in leave time based on independent studies conducted in the industry. It is difficult to place an exact dollar value on this savings. • Possible elimination of about 1/3 of payroll staffing after full implementation of the software.
Impact on Other Areas:	<ul style="list-style-type: none"> • Hardware purchases will be made from the Capital Reserve fund – one-time cost of \$75,000-100,000. • General Fund would need to budget for ongoing maintenance of the software at an approximate cost of \$20,000 on an annual basis.

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<p><u>Eliminate the Retiree Substitute Volunteer Program (RSVP) and backfill their services with volunteers recruited through the schools.</u></p> <p>In January 2002, the School board approved a tax credit community service program entitled RSVP. The program was designed to help senior citizens offset some to their school tax obligations by volunteering their time within our District buildings</p>
Cost Reduction:	Estimated \$20,000
Rationale for Cost Reduction:	<ul style="list-style-type: none"> • The District issues tax rebate checks of approximately \$20,000 per year to the RSVP participants (on average 40-50 participants per year). • Elimination of the program would have an immediate budgetary savings of \$20,000 which would be sustainable for future budget years. • This program offers tax reductions for a limited number of participants, but reduces revenue that must be made up by the remainder of taxpayers. • There is no limit to the number of years that each participant may participate in the RSVP program which may limit broader participation in the program.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • RSVP participants would no longer be eligible to receive a rebate check for school taxes paid (up to a maximum of \$560.00/taxpayer), thus creating the potential of additional hardships on senior citizens. • The program is a community service program designed not only to offer tax rebates but to also provide a sense of community involvement for our senior community in our schools. This would be eliminated if we discontinue the program. • The elimination of the program removes the opportunity for the District to “showcase” its accomplishments to a group who may not have any other ties or affiliations with our District. • The District would most likely need to solicit additional volunteer help from the parents within the schools to assist with the tasks currently being performed by the RSVP participants. • The District could see an increase in costs in other areas if these duties needed to be performed by through an alternate method.
Impact on Other Areas:	None.

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	Identify additional potential vendors to be given “access” to market their healthcare, wellness & insurance District employees.
Cost Reduction:	Estimated \$25,000 (viewed as reduction in benefits are budget)
Rationale for Cost Reduction:	<p>The District has been approached over the years by outside Healthcare, Wellness, Financial Services and other miscellaneous Insurance vendors to market to our employees their services or products. These overtures were never pursued by the District (other than AFLAC voluntary insurance) due to concerns with our solicitation policy and ancillary responsibility for any services or products we were seen as receiving a District “endorsement”. This “access” to our employees was only done previously for AFLAC which was a collaborative process with little impact to District budget.</p> <p>Areas that could be included in such an initiative include but are limited to:</p> <ul style="list-style-type: none"> ○ Voluntary health/life Insurance ○ Health Clubs ○ Realtors ○ Financial institutions ○ Auto Insurance ○ Local businesses
Impact of Cost Reduction:	<ul style="list-style-type: none"> ● As with any initiative that essentially may be viewed as an “endorsement” by the District we need to be sure that we put in a place a selection process that insures the providers are fully vetted and are considered appropriate for marketing to our staff. ● The District will need to very conscious of the access given to these providers with regard to marketing to be allowed and the parameters as to not overly infringe upon our staff. ● The District needs to insure that this access does not include any access to employee’s personal e-mail addresses, phone numbers, addresses, etc. In addition, the access should be limited as to not impact the employee’s work responsibilities.
Impact on Other Areas:	There may some overlap with other committee work being done in the area of Advertising

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<i>Formally review our current vendor relationships in areas that have not been reviewed in the recent past in the areas of Healthcare.</i>
Cost Reduction:	\$25,000 to \$35,000
Rationale for Cost Reduction:	<ul style="list-style-type: none"> • The District may find opportunities for savings in our vendor relationships through a formal process by a Healthcare consultant. Specific areas not recently addressed are <ul style="list-style-type: none"> ○ Long Term Disability ○ Life Insurance ○ Vision Coverage ○ Flex Spending Accounts ○ COBRA/R-Bill Administration • The District has begun this process internally over the last two months and feel confident that this process will result in the savings range reflected above.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • The District will need be very conscious in any change of vendor to maintain the some policies in place for our employees, as such policies are part of bargaining with our Associations. • We want to insure in reviewing vendors that we do not lose sight of the importance of customer service, both to our benefits office and the broader staff.
Impact on Other Areas:	None

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<i>Identify budgetary savings to the current administration of substitutes for both teachers and support staff through (1) current vendor administration of our sub-budget (2) review of frequency of Teacher building substitutes in our 16 school building</i>
Cost Reduction:	Estimated \$80,000
Rationale for Cost Reduction:	<ul style="list-style-type: none"> • The District should review formally the delivery of our substitute services for teacher and support staff. Due to the both the growing competitiveness in this industry and the current PSERS cost associated with our use of the current vendor (CCIU) we feel it may yield significant savings to look at formally consider other vendors. • The District currently spends approximately \$185k each year (approximately 15% of substitute budget) on building substitutes for work done in the schools. These temporary employees are paid through the sub-service and are not placed in full day absences. We feel a decrease in costs in this area can be done through various efficiencies to reduce the District's need for class coverage.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • A change in our service provider may create an impact to our teachers and support staff, particularly during the implementation phase. • Our Building substitutes provide a great deal of support to our schools each day assisting with teacher coverage, classroom support, etc. We will need to review the impact this less coverage has on our use of payment for extra duty coverage or less student services being provided by our building.
Impact on Other Areas:	None

Non-Instructional Programs Task Force Committee	
Description of Cost Reduction:	<i>Reduce staffing by equivalent of three or four Special Education Instructional Assistant positions through the ongoing commitment to identify efficiencies in our delivery of services in these areas.</i>
Cost Reduction:	Estimated \$93,000 to \$124,000 (assuming reduction of 3 to 4 Instructional Assistants)
Rationale for Cost Reduction:	<p>We currently have budgeted for the 2012-2013 school year a total of 159.7 Instructional Assistants in our Student Services Department serving approximately 1880 students (including 1520 Special Ed and 364 ELL students). This is split between 143.7 Special Education Instructional Assistants and 16 English Language Learner (ELL) Instructional Assistants. The rationale for this budget finding is based on the District's ongoing commitment to gaining efficiencies in the service delivery of our special ed instructional support services. Included in this commitment has been:</p> <ul style="list-style-type: none"> • The strengthening of the "Needs Analysis" process to identify opportunities to fade 1:1 needs and to create 1:2 assignments in the District when appropriate. • A review of Special Classroom Instructional Assistants to identify where there may be redundancy due to the number of 1:1 aides in the classroom vs. total students. • A review of how the assistants are assigned within each building so that staff is placed in specific classrooms based on the number of Special Ed students and level of needs of the students. This is based on the survey results from other districts' use of assistants. • A review of how IEPs are written with the inclusion of personal instructional assistants so that students are receiving only those supports they require in order to receive a free appropriate public education in specified locations of the school building. This would allow for flexibility in scheduling the assistants to fill other student needs in the building.
Impact of Cost Reduction:	<ul style="list-style-type: none"> • Possible increase in other staff needing to cover duties that once were covered by the assistants such as hall duties and cafeteria duties. • Less direct support in the special education classrooms
Impact on Other Areas:	None

Space Consolidation – Current Use

West Chester Area School District
Community Budget Task Force
Space Consolidation – Current Use of Space

Committee Members were as follows: Jen McTiernan, Mark Groves, Kevin Campbell

The committee met on: September 22, October 3

The committee members began by analyzing the elementary program and the minimal spaces required to support each program. Once this baseline was generated this program was laid over the floor plan for each of the Districts ten elementary school. All programming spaces were carved out of each physical plant and then the remaining classrooms were counted to give each elementary school an operational capacity. This task was completed and the spreadsheet for each elementary school was shared with the Space Consolidation –Redistricting Committee. They accepted this work as complete and thorough and accepted the Methodology as proposed and used by the committee.

The committee then used a similar approach to analyze all three middle schools and develop the capacity of these schools based on current programming. This information was shared with the Space Consolidation – Redistricting Committee and accepted.

The Committee recommended:

- 1) Operational capacities for elementary and middle schools for the Space Consolidation – Redistricting Committee to base their work upon.

Space Consolidation – Redistricting

West Chester Area School District

Community Budget Task Force

Space Consolidation – Redistricting Sub-Committee

The Space Consolidation/Redistricting Sub-Committee of the Community Budget Task Force met four times during the months of October and November, 2011. Its purpose was to review a long-term plan for use of space in the school district by analyzing enrollment projections, attendance boundaries, and the feasibility of closing an elementary school for long term savings. The committee also reviewed some research on vouchers to determine if there was any impact on the potential changes in legislation on school enrollment. At this time, there does not appear to be any immediate impact on future enrollment for the district.

The sub-committee reviewed data collected by the Space Consolidation - Current Use of Space Sub Committee to determine what the current needs were and what the current space availability is. The school district currently uses 19 modular classrooms that range in age from 8 years old to more than 30 years old. These modulars accommodate space for approximately 538 students or the equivalent of an average sized elementary school. Any renovations to school buildings must include the replacement of these temporary classrooms as well as additional space to accommodate the projected number of students in the school district.

As the sub-committee reviewed data, it made some critical findings that include:

1. **Renovations:** Currently, the district operates 10 elementary schools. The school board approved a ten elementary school renovation plan that will cost the school district approximately \$110 million between 2011 and 2023. Whether the Board decides to keep the ten school model, or go to a nine school model, the modular classrooms will need to be replaced as part of those renovations. Westtown - Thornbury Elementary School is currently under a construction contract and renovations there are expected to be completed by fall, 2013. Penn Wood Elementary School is also expected to be awarded a bid for renovation in spring 2012. Its completion date for renovation is scheduled for fall 2014. It's too late to close either one of these buildings and delay renovations without causing significant disruptions and added costs. Both Penn Wood and Westtown - Thornbury are in need of repair. If the board were to decide not to renovate, it would most likely need to allocate a significant amount of money to these schools to keep them open for the next five years. It would also be responsible for any bids awarded to date.
 - a. **Ten school plan:** This plan was already adopted by the school Board in 2008. The total capital costs are approximately \$110 million to be completed by 2023.

- b. **Nine school plan:** This plan would cost \$110 million and could be completed by 2020. It would require accelerating renovations of six elementary schools to be completed by 2016 with the three remaining schools to be completed by 2020. This plan would save approximately \$1.3 million in annual operational costs. Estimated savings include:

<u>Position</u>	<u>*Salary/Benefits</u>
Principal	\$154,678
Secretary	\$53,677
Clerk/Library Aide	\$33,635
Head Custodian	\$69,196
Librarian	\$68,892
Guidance Counselor	\$68,892
Reading Specialist	\$109,538
K-2 Reading Specialist	\$48,224
RN/LPN	\$13,824
Title 1 Resource	\$27,557
PE Teacher	\$74,403
Adaptive PE	\$6,889
Psychologist	\$67,514
Gifted	\$55,114
Art Teacher	\$67,514
Instrumental Music	\$75,781
Vocal Music	\$60,625
Tech Associate	\$3,4231
Total	\$1,159,076
<u>Other</u>	
Utilities	\$100,000
Operations	\$50,000
Supplementals	\$23,652
Grand Total	\$1,332,728

*Costs are estimated based on average salaries for 2011

2. **Redistricting:** The committee reviewed data that suggests enrollment will not increase during the next five years. Birth rates are stable and the only new development that has potential for an increase of students is the Jerrehian Site in West Goshen Township. If built as its current proposal indicates, the plan could bring 75 more elementary students to our schools. We are projected to have enrollment of 5,100 elementary students. A new development should not have a significant effect on the student enrollment. The sub-committee found that a nine school plan can't be accomplished until enough space is constructed in the remaining nine schools. In other words, the District will need a place to educate students and students can't be placed in a building with modular

classrooms that are at the end of their expected life. It is unlikely that a major redistricting will take place until the space is constructed to locate students. The earliest that appears to be is fall 2016.

3. **Potential savings:**

- a. **Ten school plan:** If a ten school plan is maintained, there are no long-term savings; however there are short-term savings. The District projects borrowing \$30 million between 2012 and 2015 for the ten school plan. The nine school plan would require borrowing \$61 million during that same time period. This would require approximately \$2.1 million in additional debt service payments.
- b. **Nine school plan:** If a nine school plan is adopted, there would be an annual operational savings of approximately \$1.3 million. This is a sustainable savings that would be realized every year after a school is closed. The money could be used to offset debt service for the necessary money needed to renovate the nine remaining schools. Some scenarios could realize transportation savings because of the small number of students being bussed to a school from West Chester Borough. Additional study of transportation would be required

4. **Possible schools to close:** The sub-committee did not reach consensus about which school to close. It believes more data collection is necessary on the pros and cons of each scenario. From initial data that was collected, it would appear that a case can be made to close one of the following schools listed in alphabetical order:

- a. East Bradford
- b. Fern Hill
- c. Glen Acres
- d. Mary C. Howse

It also appears that it is unlikely, but not impossible, to close the following schools:

- a. East Goshen Elementary School (school is needed in this eastern part of the district and has a large lot size for future additions)
- b. Exton Elementary School (school is needed in this region of the district)
- c. Penn Wood Elementary School (currently scheduled for renovation and if it's not renovated, the cost to operate is too high)

The sub-committee did reach consensus on keeping the following schools open because they are the newest, have large sites for possible expansion, are currently in a renovation process, or are in a location where a school is needed:

- a. Hillsdale Elementary
- b. Starkweather Elementary
- c. Westtown - Thornbury Elementary

5. **Critical areas to consider in the consolidation/redistricting process:**

- a. **The emotion of closing a school:** Closing a school building is very emotional. It can remove an identity from a community and can have a negative impact on that community. This needs to be recognized if the Board decides to close a building.
- b. **Affordability of a Nine School Plan:** With limits on tax increases as per Act 1 of 2006, can the District afford to pay for renovations by “front-loading” the borrowings into a five or six year period? The school board might want to consider a capital referendum in order to establish enough money in the next five or six years to build the necessary space for a redistricting plan of nine elementary schools. With interest rates currently at an all-time low, it could be less expensive to borrow money now .
- c. **The history of feeder patterns established during the 1970’s as part of desegregation:** The sub-committee reviewed the history of the feeder patterns established as part of desegregation in the late 1970’s. Currently the Borough of West Chester, which is one square mile, serves ten elementary schools. One school (Hillsdale) serves 235 students from the Borough while another serves only nine (Penn Wood). There could be some savings with transportation if the Borough of West Chester were serviced by three to six schools rather than nine or ten. If this is decided, it must be done with the understanding of the history of school desegregation in the West Chester Area School District. There could be legal challenges to changing the current feeder patterns in the Borough. More study is needed in this area.

The following eight tables summarize the findings of the Space Consolidation/ redistricting Sub-committee of the Community Budget Task Force:

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close East Bradford Elementary School*

Cost Savings:

- \$10.4 million renovation will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- Staff will not be needed if school closes.
- Comparing all closing scenarios to meet elementary school capacity, East Bradford closure represents the least amount of savings and will increase the capital plan by \$1,475,000. This will need to be made up via adjustments to renovations of remaining buildings.

Impact of Reduction:

- 341 students will be displaced and redistricted.
- Potential layoffs of staff (i.e. nurse, etc.).
- 25 students living in the borough will be moved to Hillsdale or another school.
- Has space for many students from other scenarios to close a school.
- No school in northwest part of district.
- Loss of neighborhood school.

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- Potential savings on bus may be offset by longer routes and longer ride time for students.
- Starkweather Elementary would bear the brunt of closure, major increase in enrollment. This could create traffic congestion at Starkweather.
- Life skills, hearing impaired, Extended Day Kindergarten and Intermediate Unit preschool would need to be relocated.

If school remains open:

- Design for renovation is already completed. No design monies lost.
- Building could be filled to capacity due to redistricting.

Use of Building if it closed

- Sell property, possibly to a developer for residential use.
- Could be used for district office building and sell Spellman at an estimated value of \$1.1 million.
- Not an optimal site for Early Education Center due to location, but it could be used for that purpose.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close East Goshen Elementary School*

Cost Savings:

- \$12.2 million renovation will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- \$12.2 million in renovation savings not a true savings as it will have to be reallocated to other schools in order to accommodate 491 displaced students.
- Staff will not be needed if school closes.
- Comparing all closing scenarios to meet elementary school capacity, East Goshen closure represents the fourth lowest savings and will increase the capital plan by \$1,038,000. This will need to be made up via adjustments to renovations of remaining buildings.

Impact of Reduction:

- A large population of educational support students could shift incrementally to other schools and could add additional support staff..
- 477 students will be displaced and redistricted.
- 63 students living in the borough will be moved to Hillsdale or another school.
- Other schools would require large additions (likely Glen Acres, Fern Hill).

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- Autistic Support Classes will need to be relocated.

If school remains open:

- Next renovation is due in 2015.
- Renovations are fairly new; slightly older building but not the oldest; an addition completed in 2001.
- Property lends itself to large expansion.

Use of Building if it closed

- Good location for sale of property.
- Possible site for district office – Sell Spellman at an estimated value of \$1.1 million.
- Below average location for Early Childhood Center.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close Exton Elementary School*

Cost Savings:

- \$11.2 million renovation will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.
-

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- Operational cost savings (minus potential transportation costs).
- Staff will not be needed if school closes.
- Comparing all closing scenarios to meet elementary school capacity, Exton closure represents the sixth lowest savings and will increase the capital plan by \$1,079,000. This will need to be made up via adjustments to renovations of remaining buildings.

Impact of Reduction:

- School is landlocked and can't be expanded. It does not lend itself as a school for future expansion if needed.
- Creates 3 school feeder pattern because 9 schools remain open.
- 562 students will be displaced and redistricted.
- 30 students living in the borough will be moved to Hillsdale or another school.
- There are no elementary schools nearby and closing would create a void for a school in the northern part of the district.
- Loss of neighborhood school.

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- The next closest school is Mary C Howse and it cannot expand. Students would have to be redistricted further from attendance area. May have to add two buses due to distance students would travel after redistricting (\$100,000).
- Autistic Support Classes will need to be relocated.
- May add bus routes and longer ride times to other schools.

If school remains open:

- District maintains a school in the northern region. This will help with redistricting.
- Students in Exton area would have shorter bus times.

Use of Building if it closed

- Not centrally located for district office (Spellman) or Early Childhood Center.
- Could sell for possible residential use.
- High traffic area/difficult travel during bad weather.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close Fern Hill Elementary School*

Cost Savings:

- \$11.6 million renovation will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- There is a potential cost savings for bus transportation if borough feeder patterns are changed to represent neighborhood schools. There are 39 students from the Borough of West Chester attending Fern Hill.
- Staff will not be needed if school closes.
- If this school were to remain open, it has the largest addition cost of \$3 million.
- Comparing all closing scenarios to meet elementary school capacity, Fern Hill closure represents the greatest savings and least increase in the capital plan of \$325,000. This will need to be made up via adjustments to renovations of remaining buildings.

Impact of Reduction:

- Elementary feeder system would affect secondary schools more evenly (3 feeders through ES/MS/HS).
- Elementary distribution per feeder patter is more even – 39 borough students would stay together middle school through high school.
- 480 students will be displaced and redistricted.
- 39 students living in the borough will be moved to Hillsdale or another school. Fern Hill Elementary can become a solution to new Borough feeder patterns if it stays open.

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- Relief of bus circulation route is currently difficult through some neighborhoods.
- Good working relationship with West Goshen Township and zoning is R4-residential.
- Level property lends well to other uses, most useable acreage per site.
- Elementary schools would approach 650 + students.

If school remains open:

- It would require a large addition to help with redistricting.
- It could serve as a neighborhood school for West Chester Borough.

Use of Building if it closed:

- Property could be used for additional district athletic space/community use.
- Central location, level site, easy access (except busing), lends ease for other educational purposes (Staff Development).
- Could be used for a district office (sell Spellman at an estimated value of \$1.1 million).
- Fern Hill is in a relatively light industrial area. Would likely require traffic rerouting for repurposing.
- Could be a good site for Early Childhood Center.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close Glen Acres Elementary School*

Cost Savings:

- Renovation \$12.8 million will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- Bus savings impact from borough is minimal; (22 students from the Borough).
- Staff will not be needed if school closes.
- Re-use of building for possible district office; close Spellman.
- Comparing all closing scenarios to meet elementary school capacity, Glen Acres closure represents the second lowest savings and will increase the capital plan by \$810,000. This will need to be made up via adjustments to renovations of remaining buildings.

Impact of Reduction:

- Fern Hill Elementary would require a larger addition than currently planned.
- 490 students will be displaced and redistricted.
- 22 students living in the borough will be moved to Hillsdale or another school.
- East Goshen and Starkweather Elementary Schools would also require a large addition.
- Busing cost could rise if redistricting plan does not find efficiencies with bus schedules.

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- Glen Acres would lose its neighborhood school.

If school remains open:

- There is an impact on capacity.
- It could become a feeder school for the Borough if the Borough feeder patterns were to change to a neighborhood school concept.
- It is one of the top 3 schools for future expansion in terms of lot size.
- It is a shorter ride for students from the Borough if the school became a feeder neighborhood school.
- It is a school with least number of portable classrooms so there would not be a need to remove as many from the site.

Use of Building if it closed

- Excellent location for a future district office, sell Spellman at an estimated value of \$1.1 million.
- Excellent location for a future Early Childhood Programs.
- Could be used as open space for the township.
- Could be leased to an outside group such as the Chester County IU for a program space.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close Mary C. Howse Elementary School*

Cost Savings:

- \$11.9 million renovation will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- Site is restricted for expansion purposes.
- Staff may not be needed if school closes.
- No modulars currently being used.
- 14 borough students would be relocated.
- Comparing all closing scenarios to meet elementary school capacity, Mary C Howse closure represents the fifth least savings and will increase the capital plan by \$1,000,494.

Impact of Reduction:

- Could be most significant impact on MS/HS redistricting.
- Clear impact on feeder system to a 3 elementary per feeder to middle school to high school.
- Possible longer ride for students to go to another school.
- 501 students will be displaced and redistricted.
- 14 students living in the borough will be moved to Hillsdale or another school.
- Less impact on enrollment, relatively low.
- There would be no school in the northwest section of the district.
- East Bradford's potential for expansion is limited due to the site constraints.

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- Uncertain surrounding property values due to the loss of a community/neighborhood school.

If school remains open:

- There are limits for expansion due to lot size.
- It keeps a school in the Northwest section of the district.
- Building would remain at capacity.

Use of Building if it closed

- Sell property, limited market value due to location.
- Not an optimal site for other district use (Spellman) due to location.
- Bad site for possible Early Education Center.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Close Penn Wood Elementary School*

Cost Savings:

- \$12.3 million renovation will not need to be completed. This money can be used to renovate remaining nine schools.
- Operational savings of \$1.3 million annually. This money can be used to offset debt service payments for other renovations needed in remaining schools.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged, but operational costs of closing a school can be used to offset the cost of renovations of the nine remaining schools.
- Possible bus savings due to streamlining feeder pattern (3 elementary to 1 middle school to 1 high school).
- Staff may not be needed if school closes.
- Comparing all closing scenarios to meet elementary school capacity, Penn Wood closure represents the third lowest savings and will increase the capital plan by \$973,000. This will need to be made up via adjustments to renovations of remaining buildings.

Impact of Reduction:

- Ripple effect in shifting students to other elementary schools.
- 530 students will be displaced and redistricted.
- 9 students living in the borough will be moved to Hillsdale or another school.
- Money has already been invested in design and time for renovation/addition. It would be lost.
- Feeder pattern is the most balanced.

Impact on Other Areas:

- Renovations to other buildings would need to be accelerated.
- Major redistricting of all schools, change of flow and feeder patterns to middle schools/high schools.
- Loss of neighborhood school. -

If school remains open:

- There are limits for expansion due to lot size and a variety of other site limitations.
- Building will require major maintenance costs if it is kept open another 5 years.

Use of Building if it closed

- Sell property, possibly to a developer.
- Could knock down for open space in township.
- Bad site for district office (Spellman) or Early Education Center due to location.

Budget Reduction Worksheet

Findings- November 23, 2011

Space Consolidation –Redistricting Committee

Description of Reduction: *Keep all ten elementary schools open*

Cost Savings:

- No additional capital investment needed because board has approved plan to renovate all 10 elementary schools by 2023.
- No operational savings would be realized.

Rationale for Cost Savings:

- Current Renovation Budget of \$110 million for 10 schools remains unchanged.
- The budgeted cash flow for borrowing remains unchanged.

Impact:

- Redistricting plan could be completed sooner than 2016.
- No opportunity to use a building as a new location for a district office site (Spellman), or future Early Childhood Center.
- Fewer students will be removed from current building attendance boundaries.
- Maintain more flexibility for future growth

Impact on Other Areas:

- Analysis of phasing in debt over five years vs. 14 would need to be conducted if we were to accelerate a construction plan for all 10 elementary schools.
- If current plan remains as a 14 year plan to renovate 10 schools, more money could be needed for repairs of buildings during that time.

If all 10 schools remains open:

- There is no budgetary option for additions at any elementary school.
- There would be less disruption to redistricting of students.
- Redistricting plan could be delayed beyond 2016. It might have to happen prior to that based on current enrollment shifts taking place in the district.
- Limited capacity growth by school.
- No options for early childhood center.
- This option does not meet the 5100 capacity that was a goal of the redistricting exercise.

Use of Building if it closed

- No buildings would be closed with this scenario.