

**Preliminary Draft of Report
for discussion only**

East Greenbush Central School District

K-5 Redistricting Study

Presented by

Dr. Jerome D. Steele

Mr. Lee Bordick



Acknowledgements

On behalf of Lee Bordick and myself, I would like to thank the following individuals who assisted in developing this study and final report:

Mr. Jeffrey Simon, Superintendent of Schools

Mr. Lawrence Edson, Assistant Superintendent for Business

Mr. Martin Mahar, Principal of Bell Top Elementary

Mr. Wayne Grignon, Principal of Citizen Genet Elementary

Mr. John Alvey, Principal of Donald P. Sutherland Elementary

Mr. Daniel Garab, Principal of Green Meadow Elementary

Mrs. Helen Squillace, Principal of Red Mill Elementary

Mrs. Mary Ann Belmont, Director of Transportation

Mr. Wayne Pratt, Chair of the Budget Review and Advisory Committee and all the members of the BRAC



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Introduction

The East Greenbush Central School District located in Rensselaer County, New York - serves students from the towns of East Greenbush, North Greenbush, Nassau, and Schodack. The current enrollment for the 2019-2020 school year as of BED day is 4086 students. The district has 5 elementary schools: Bell Top, Donald P. Sutherland, Genet, Green Meadow, and Red Mill. There is one middle school, Howard Goff, one high school, Columbia. The district covers approximately 75.6 square miles.

The following is a snapshot of the demographics of the district:

District Demographics:

- Total Population: 32,775
 - Male: 16,097
 - Female: 16,667

Number of Households:

- Total Households: 13,546
- Average People per household: 2
- Family Households: 8,443
- Non-family Households: 5,103
- Households with children: 3,798
- Households without children: 9,748

Median and Average Income

- Average Household Income: \$92,511.83
- Median Household Income: \$81,992.00
- People below poverty level: 2,298
- People above poverty level: 29,841

Houses built in East Greenbush School District

- Built between 1970 and 1979 1,489
- Built between 1980 and 1989 1,578
- Built between 1990 and 1999 1,539
- Built between 2000 and 2009 1,910



- Built between 2010 or later 466

(This data was retrieved from the Point2homes.com website: (<https://www.point2homes.com/US/Neighborhood/NY/Rensselaer-County/East-Greenbush-Central-School-District-Demographics.html#Population>))

Purpose of this study

Consideration of redistricting or redrawing attendance zones for the elementary schools is not new for the East Greenbush School District. During the 2003-04 school year, as a result of increased growth within the district and with enrollment over 4600 students, the BRAC committee developed a plan to redraw attendance zone lines to balance enrollments for each of the elementary schools. This plan satisfied the needs of the district for a period of time, but enrollment started to decline after that school year.

Currently, as residential and commercial development has increased within the East Greenbush School District, the Capital Area School Development Association (CASDA) was contacted to conduct a study to explore the extent to which this growth within the district would have an impact on enrollment, especially at the elementary school level. The following research questions have guided this study:

1. What is the impact of projected enrollments on the current capacity of the five elementary schools?
2. What is the impact of current and proposed construction projects being conducted within the towns that constitute the East Greenbush Central School District?
3. What policy changes should be considered by the East Greenbush Central School District regarding elementary school attendance zones affected by growth within the district?

This study is not designed to disrupt families currently residing within the district and who have children currently enrolled in any of the elementary schools. Based on the recommendations of this report, only families who do not currently have children in any elementary school within the district may be affected by these recommendations.

Methodology

Data collected for the study were from a review of current and proposed construction within in of the town composing the district. Enrollment data were collected from existing



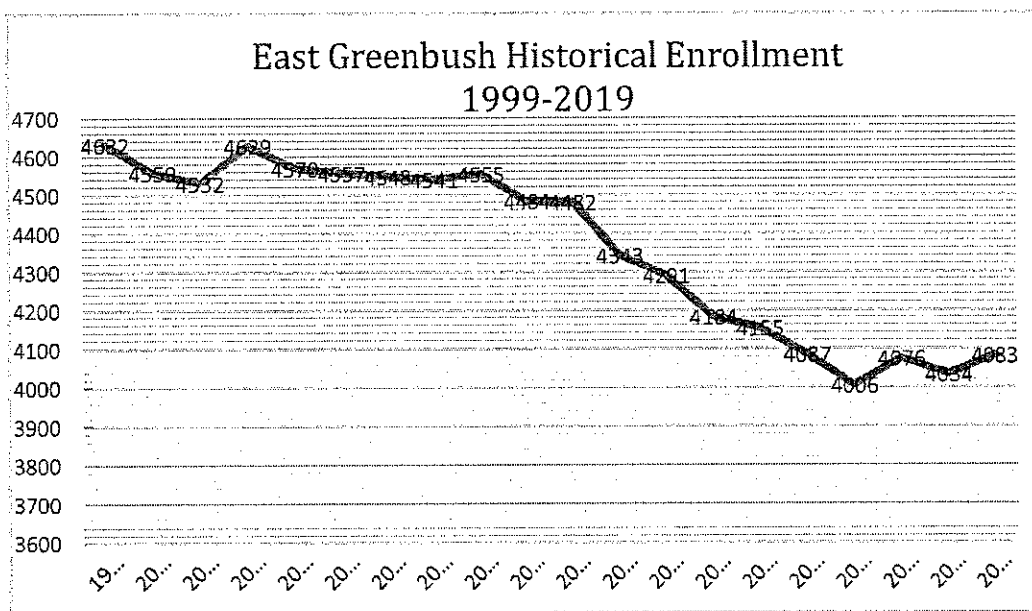
projections created by the Capital District Regional Planning Commission as well as from current enrollment number from the Basic Educational Data Survey (BEDS). BEDS enrollment data are collected annually from each school district by the New York State Education Department (NYSED). The BEDS data were collected for this report on October 2, 2019. Additionally, interviews were conducted with each of the elementary principals in the district to determine the capacity of each building for anticipated future enrollment increases. Both Mr. Bordick and Dr. Steele met with Director of Transportation, Mary Ann Belmont and Berkshire Hathaway Relator, Karen Westman. Mr. Bordick and Dr. Steele also attended the Budget Review Advisory Committee (BRAC) meetings at which representatives from the towns of East Greenbush, North Greenbush, and Schodack discussed current and proposed commercial and residential construction within the district.

Enrollment History, Projections, and Current Data

The enrollment of the district experienced significant growth during the decades of the 1980s and 1990s. In the past twenty years, the largest enrollment was 4632 during the 1999-2000 school year. Since 2000, enrollment has declined by almost 600 students. Chart 1 indicates total enrollment by grade for the past twenty years.

Chart 1

Enrollment history 1999-2019

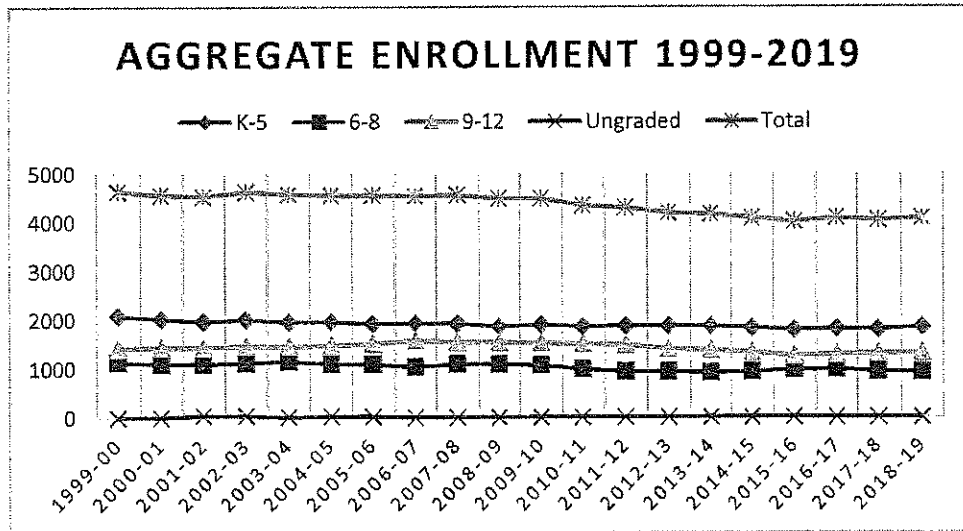


(Capital District Regional Planning Commission 2018-2019 Enrollment Study)

Chart 2 indicates total school enrollment by grade level for the same time period.

Chart 2

Enrollment by grade level



(Capital District Regional Planning Commission 2018-2019 Enrollment Study)

As Chart 2 indicates, during the early 2000s K-5 enrollment was above 2000 students for the 1999-00, 2000-01, and 2002-03 school years. By the beginning of the next decade, K-5 enrollment dropped below 1900 students and has remained fairly constant with a current enrollment of 1841 students at this level.

The Capital District Regional Planning Commission (CDRPC) has conducted enrollment studies for the East Greenbush School District for the past few years. The CDRPC used the cohort survival methodology for making projections of future enrollment. A cohort survival methodology relies on ten to twenty years of data as well as annual birth rates to create a survival ratio to predict enrollment from one grade to the next, i.e. kindergarten to first grade, first grade to second grade. Table 1 is adapted from the CDRPCs 2018-19 study. It indicates projections through the 2023-24 school year. Inserted next to the projection for 2019-2020 is the actual enrollment for the current year based upon the BEDs data collected on October 2, 2019.



Table 1*CDRPC Enrollment Projections for EGCS D*

Grade	2018-19	Projected 2019-20	Actual (BEDS) 10/2/19	2020-21	2021-22	2022-23	2023-24
			2019-20				
K	293	318	312	319	359	326	332
1	289	296	290	321	322	363	329
2	335	293	284	300	326	327	368
3	309	341	343	298	305	332	333
4	302	308	309	340	297	304	331
5	318	309	303	315	348	304	311
6	316	319	326	310	316	349	305
7	298	317	319	320	311	317	350
8	308	299	289	318	321	312	318
9	344	322	338	313	333	336	327
10	348	332	335	311	303	322	325
11	300	339	338	324	303	295	314
12	323	300	300	339	324	303	295
Total	4083	4093	4086	4128	4168	4190	4238

(Adapted from the Capital District Regional Planning Commission 2018-2019 Enrollment Study)

Another way to consider this data is to aggregate the enrollment numbers by grade level. Table 2 shows the same data for K-5, 6-8, and 9-12.

Table 2*Aggregate enrollment projections by grade level*

Grades	2018-19	Projected 2019-20	Actual (BEDS)	2020-21	2021-22	2022-23	2023-24
			2019-20				
K-5	1846	1865	1841	1893	1957	1956	2004
6-8	922	935	934	948	948	978	973
9-12	1315	1293	1311	1287	1263	1256	1261
Total	4083	4093	4086	4128	4168	4190	4238

(Adapted from the Capital District Regional Planning Commission 2018-2019 Enrollment Study)



Each year the New York State Education Department collects enrollment data from each school district in the state. This usually occurs the first week of October. This data was collected for the district on October 2, 2019. Chart 3 indicates the current enrollment by sections for each of the elementary schools. Each elementary school also serves students with special needs and classroom space is provided. However, many special needs students are mainstreamed in general education classrooms. The numbers in Chart 3 do not necessarily reflect the total number of students in each class section.

Chart 3

BEDS data for EGCS D Elementary Schools

**East Greenbush Central School District
2019-2020 Sections (Elementary) – Actual as of 10/2/2019**

K-5 Buildings	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total FTE	Change
Bell Top-314	15	20	20	21	20	25	16	+2
7	17	18	22	22	18	23		
(321) tl.	17	17	9*	11*	19	48		
	49	55	51	54	57			
Avg. 19.6	3.0 Sections	3.0 Sections	2.5 Sections	2.5 Sections	3.0 Sections	2.0 Sections		
DPS-283	22	20	17	19	19	25	14	
10	23	22	18	17	19	26		
(293) tl.	45	42	17	19	38	51		
			52	55				
Avg. 20.2	2.0 Sections	2.0 Sections	3.0 Sections	3.0 Sections	2.0 Sections	2.0 Sections		
Genet-411	17	21	21	19	22	23	20	
7	18	21	19	19	25	23		
12	19	20	18	20	25	23		
(430) tl.	19	62	58	19	72	69		
	73			77				
Avg. 20.6	4.0 Sections	3.0 Sections	3.0 Sections	4.0 Sections	3.0 Sections	3.0 Sections		
Green-359	19	20	18	24	21	18	18	
Meadow	18	20	19	24	20	17		
5	20	19	19	24	20	19		
8	57	59	56	72	61	54		
8								
(380) tl.								
Avg. 19.9	3.0 Sections	3.0 Sections	3.0 Sections	3.0 Sections	3.0 Sections	3.0 Sections		
Red Mill-411	17	20	19	26	24	18	20	+1
6	18	21	19	24	24	18		
(417) tl.	19	21	20	24	23	18		
	19	62	58	74	71	19		
	73					73		
Avg. 20.7	4.0 Sections	3.0 Sections	3.0 Sections	3.0 Sections	3.0 Sections	4.0 Sections		
TOTALS BY GRADE	297	280	275	332	299	295	88	+3
TOTAL: 1778								

Average 20.2 students per class

*Multi-age Classroom

Enrollment implications

Given the enrollment projections provided by CDRPC and considering the current capacity of each of the elementary schools, the five elementary schools will need to absorb and



additional 163 students by 2023-2024. If these students were distributed across all 88 sections, it would average out to almost 2 students per section. Historically, this is not necessarily a problem as elementary school enrollment was over 2000 students twenty years ago. However, since that time as enrollment has declined each of the elementary schools have taken advantage of available space to meet the changing needs of their students. This is reflected in rooms being utilized for Speech and Language, Occupational and Physical Therapy, and computer technology.

According to the East Greenbush Teachers' Association contract, Article VII., Teaching Conditions, Subsection A.1 Class Size/Load states that "Class size shall be no larger than the following: Kindergarten, 25 students, and grades 1-5, 27 students, and grades 6-8, 28 students, and grades 9-12, 30 students." Currently, the data in Chart 3, which is as of October 2, 2019 indicates that no class is above the guidelines set for the teachers' contract. Average size is 20.2 students per class. As the district considers the implications of potential increases in enrollment, it must also consider the current capacity of each elementary school and its ability to accommodate new students at every grade level.

Although some classrooms are currently utilized by Questar BOCES, four of these classrooms at Red Mill Elementary are being return to the district as these classes will be moved to another school district next year. This will provide further flexibility for the district to absorb new students at the elementary level.

These implications are based upon the projections provided by the CDRPC study and current data from the district as reflected in the BEDS report as of October 2, 2019. What is not taken into consideration is the current growth within each of the towns that comprise the East Greenbush School District. The next section highlights current and proposed residential and commercial growth within the district and its implications for enrollment and current attendance zones.

Residential and Commercial Growth in the District

At the April, September and October meeting of the BRAC, representatives from the towns of East Greenbush, North Greenbush and Schodack provided an update regarding residential and commercial development. One of the most important pieces of data regarding



new residential construction is the potential number of students that the district should anticipate from these various projects.

As indicated in the charts below, these projects are in various stages of completion or are still pending approval.

Chart 4

North Greenbush Residential Projects

Project Name	Location	Number of units	Status	Elem. School	Potential # of Students
MJSR "The Gables	Mammoth Springs/Morner Rd.	14 Lot Major Subdivision	Pending	Bell Top	9
Noel	Mammoth Springs/Morner Rd.	4 Lot Minor Subdivision	Approved	Bell Top	2
Reynolds Farm	Synders Lake Rd.	3 Lot Minor Subdivision	Approved	Bell Top	2
Greenbush Estates	North/Buckbee Rd.	14 Lot Major Subdivision	Approved	Bell Top	9
Van Alen Apartments	Washington Avenue/California Ave.	244 Units	Almost Complete	Red Mill	53
Haywood Farms	Snyders Lake Rd.	68 single family homes	Almost full buildout	Bell Top	41
Birchwood Hills	North Road	61 single family homes	Almost full buildout	Bell Top	38
Berkley Estates	Morner Road	31 Lot subdivision; 5 lots done	Approved 2015, No activity		19
Forest Hill Estates	Route 43	Continued development			
Kohler	South Waldron Lane	3 Lot Minor subdivision	Lots for sale		2



Chart 5**North Greenbush Commercial Projects**

Project Name	Location	Size/No. of units	Status
Van Rensselaer Sq.	North side of Rt. 43	252,000 sq. ft.	Almost complete
Tech Valley Plaza	South side of Rt. 43	193,000 sq. ft.	No current activity
Quackenderry Commons	Route 4	240,000 sq. ft.	No current activity
Agway Drive Commercial Subdivision	Route 4	4 commercial lots	No plans submitted
Urgent Care Facility	573 North Greenbush Rd.		Approved
Revised Site Plan Bank	315 North Greenbush Rd.		Approved
Food Service Distribution	480 North Greenbush Rd.		Approved for commercial occupancy
Medical Building	604 Bloomingrove Dr.	40,000 sq. ft.	Pending
Car Wash and Commercial development of existing building	531 North Greenbush Rd.		Approved for Car Wash
Commercial Building	422-424 North Greenbush Rd.	Revised Site – Add Building	Pending
Route 4 Improvement Project			Planned for winter/spring 2020

Chart 6**East Greenbush Residential Projects**

Project Name	Location	Number of units	Status	Elem. School	Potential # of Students
Rysedorph Subdivision	Olcott Lane	26 single family homes	Almost complete	Red Mill	16
Witbeck Cluster Subdivision	Phillips Road	54 single family homes	Substantially complete	Genet	33
Deer Pond Estates	Off Elliot Road	60 single family homes	Conditional approval – not started	Genet	40
Town Center	Columbia	300 Apartments	Application	Red Mill	



Planned Development District	Turnpike	50% 1 bedroom 50% 2 bedrooms	Under Review		10 33
Amedore Senior Housing	Newkirk Road	93 Units	Application under review		0
Pheasant Hollow	2670 Phillips Road	9 single family homes	Application under review	Genet	6
Carver Court	Upper Mannix Road	110 single family homes	Application under review	Genet	68
Witbeck Hampton Manor	Corner of Summit and Madison Avenue East	36 single family homes	Application under review	Red Mill	22
McCulloch Place	250 McCulloch Place	136 single family homes	Application under review	Red Mill	84

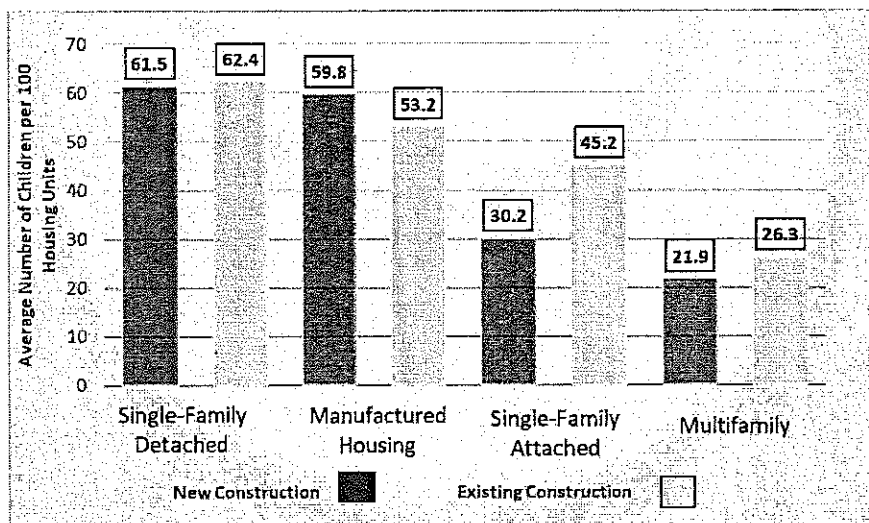
Impact on elementary schools

Most new construction has been taking place in the towns of East Greenbush and North Greenbush. The three elementary schools most affected by this construction are Bell Top, Red Mill and Genet. As these construction projects are completed the district will need to determine the number of students potentially enrolling from these various communities. The National Association of Home Builders (NAHB) in many cases are required to prepare impact statements estimating the number of students from new construction. In a recent report developed by NAHB's HousingEconomics.com an analysis was conducted to determine the number of children from a wide variety of housing units. These included single-family detached, single-family attached, manufactured housing, and multifamily. This was further disaggregated to consider the difference between owner-occupied units versus renter occupied units as well as for new construction versus existing construction. The NAHB calculated the numbers indicated in Chart 7 using the U.S. Census Bureau's 2015 American Community Survey.

Chart 7



Average number of children in new and existing construction by residential development per 100 units



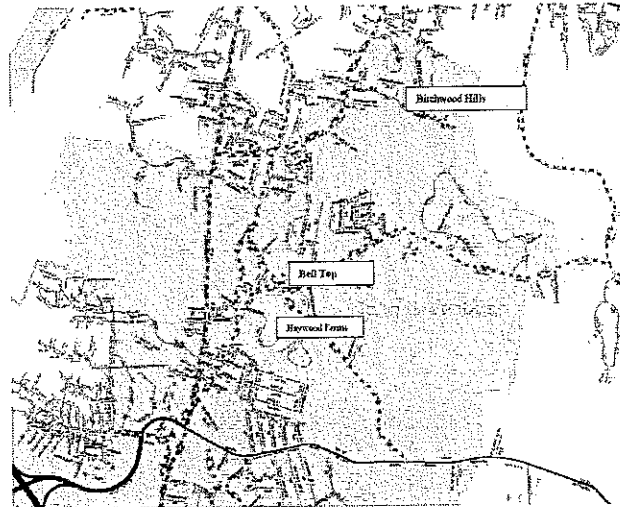
(From HousingEconomics.com study by Carmel Ford, NAHB)

Chart 7 indicates the comparison for the number of children from new and existing construction. For example, from new single-family detached homes the district could expect 61.5 children for every 100 units. From existing construction, in the same category, the district could expect 62.4 children for every 100 units. As the district considers how to estimate the number of children coming from new construction as it continues to grow, this study used these calculations to understand the potential impact on the elementary schools affected.

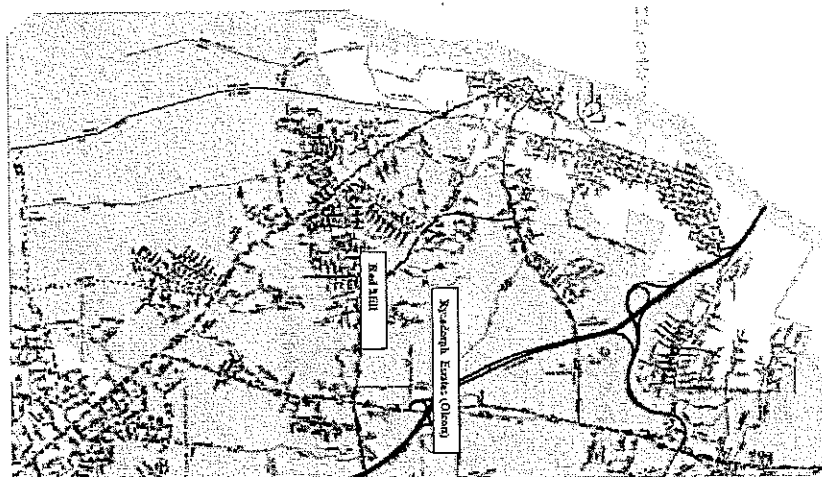
The projects that are currently affecting these schools include Greenbush Estates and Haywood Farms in North Greenbush for a potential of 50 students for Bell Top; the Rysedorph subdivision on Olcott Lane and Van Allen Apartments off Washington Avenue for a potential of 59 students for Red Mill; and the Witbeck Cluster on Phillips Road for 33 students for Genet and Deer Pond Estates off of Elliot Road where construction has not begun, but could represent 40 new students for Genet Elementary. As four of these projects are almost complete, many of these students may already be enrolled.

Below is a map of the current Bell Top attendance zone which indicates two of the major new residential construction sites; Birchwood Hills and Haywood Farms. Both of these communities are almost complete and could potentially provide an additional 79 students.



Map 1**Bell Top Attendance Zone**

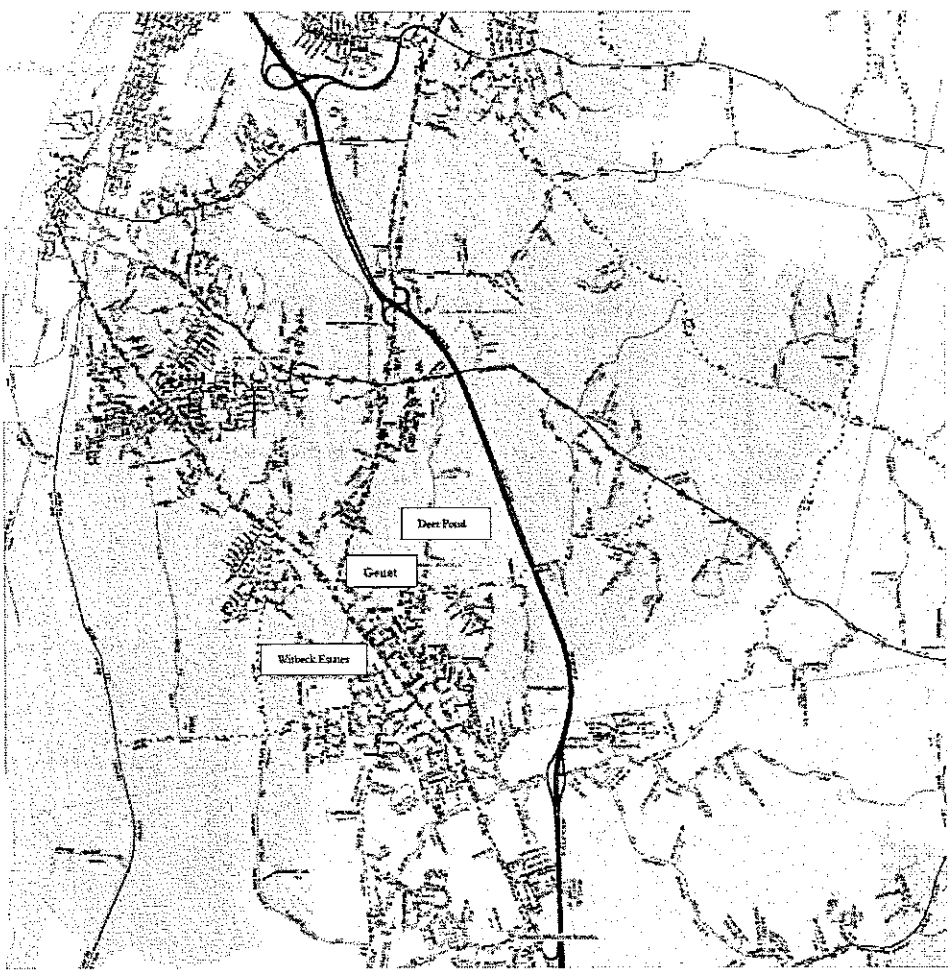
The map below is the current attendance zone for Red Mill Elementary which indicates one major new residential construction site on Olcott Lane off Red Mill Road. This development calls for 26 single family homes with the potential of 16 students.

Map 2*Red Mill Attendance Zone*

The map below is the current attendance zone for Genet Elementary which indicates two major new residential construction sites. Witbeck Estates off Phillips Road has 4 homes with certificates of occupancy and 12 more are almost complete. A total of 54 homes are planned on the site with a potential for 33 students. The second development is Deer Pond off Elliot Road which is designated to have 60 single family homes. There is a potential for 40 students from this neighborhood.

Map 3

Genet Attendance Zone



Regeneron and Amazon

At the September 16th meeting of the BRAC committee, Schodack Town Supervisor Harris discussed the building of the Amazon Distribution Center on along Route 9 in the town. He indicated that this is a 1.3 million square feet facility. Once completed, Amazon is expected to hire 800-1000 people, which could spur residential development in the town.

The other large commercial property currently under construction is the Regeneron facility on Temple Lane. Once completed, Regeneron is expected to hire between 1000 to 1500 new employees.

This could have a major impact on the school district 3-5 years in the future and must be continuously monitored.

Sales of existing homes within the district

According to Karen Westman of Berkshire-Hathaway Realtors, there is little to no current inventory of existing homes within the district. If a home comes on the market, it is sold quickly. For example, the average number of days on the market for a home over \$300,000 is 31. If a home is priced below \$300,000 it is on the market an average of 11 days. As a further example of this phenomenon, I interviewed a person who had recently put his home on the market within the district and it sold in one day.

Count me in campaign

Launched on September 12, 2019, the Count Me in Campaign created a district website and circulated fliers to account for children from existing families in the district not yet enrolled in school. According to the Count Me In overview,

Resident families with children ages birth to 5 were asked to submit a student census form to the East Greenbush Central School District. The census form includes the child's name, birthdate, and address. The census information will help the district plan for future enrollment for each school, determine class sizes, appropriate classroom space and suitable room for all educational programs, teacher and support staff levels and bus routing.



Families with preschool children may access this site at <https://egcsd.org/countmein/>.

The results of the most recent data collected are indicated below.

Table 3

Total Count Me In data as of 10/21/19

Kindergarten Start Year	Approximate Age	Number of Students
2020-2021	4-5 years	21
2021-2022	3-4 years	26
2022-2023	2-3 years	19
2023-2024	1-2 years	30
2024-2025	Birth – 1 year	28
Total	Birth-5 years	124

Table 4

New students by school and class year

Enter K	Bell Top	Citizen Genet	DPS	Green Meadow	Red Mill	Grand Total
2020-21	1	3	2	6	9	21
2021-22	4	8	4	6	4	26
2022-23	3	5	4	1	6	19
2023-24	4	7	2	8	9	30
2024-25	5	4	5	4	9	28
Total	17	27	17	25	37	124

One of the most important aspects of this campaign is to have a continuous mechanism for counting the number of preschool children residing in the district. As the district continues to grow, it is imperative to have as much accurate data as possible. The Count Me In campaign coupled with ongoing cohort survival methodology for projecting future enrollment will be crucial.



Table 5*Total students in the Count Me In system*

Entering K	Bell Top	Citizen Genet	DPS	Green Meadow	Red Mill	Grand Total
2020-21	35	33	26	45	57	196
2021-22	27	34	23	38	35	157
2022-23	11	22	18	17	24	92
2023-24	15	17	11	24	30	97
2024-25	7	9	5	7	12	40
Total	95	115	83	131	158	582

Recommendations for consideration

There are a number of factors that the district must consider as district enrollment begins an upward trajectory. First is the new residential construction in process specifically in the towns of East Greenbush and North Greenbush. Secondly, the sale of existing homes (not new construction) is ongoing. Realtors do not have any inventory. Existing homes sell quickly once they come on the market. Thirdly is the impact of Regeneron and Amazon. This commercial development potentially could bring new families into the district.

Recommendations

1. For the short term, create a formal policy to address enrollment growth in order to balance class size among the elementary schools. Other districts experiencing the same issues have created flexible attendance zones to address this issue. (See Appendix B, C, and D.) Given the nature of new residential construction within the district, these zones would border each of the elementary schools. One area for consideration is south of Route 43 to Mannix and Morner Roads and east of Route 4. A second area for consideration the area along Luther Road west to I-90, east to Best Road, and south to Miller Road and Best Luther Road. A third area of consideration might be south of

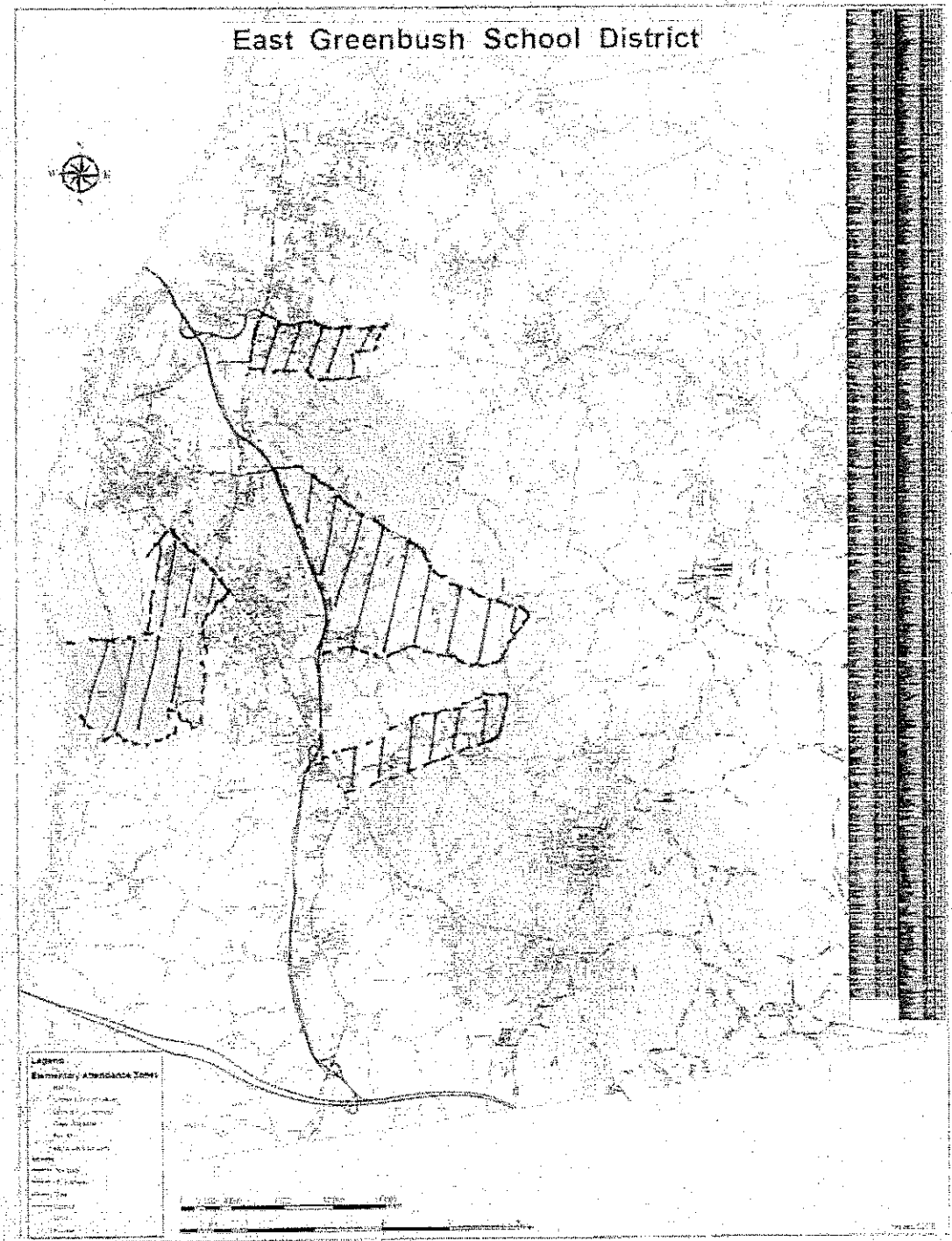


Columbia Turnpike between Worthmann Lane and Elliot Avenue South along Phillips Road. A fourth area for consideration is the area along East Schodaack Road (NY Route 150) east of Route 9 and 20. (See appendix A)

2. The district has continued to monitor enrollment through the Cohort Survival studies provided by the Capital District Regional Planning Commission. Their enrollment projections are within the margin of error and are fairly accurate. These studies coupled with the Count Me In campaign provide an ongoing mechanism for collecting data to inform future planning. Both should continue.
3. Work with local real estate agencies to monitor the sale of existing homes. As mentioned earlier, once an existing home goes on the market it sells quickly in the district. If the district decides to formal flexible attendance zones, real estate agents should be made aware of this information. Also, agents should be aware of the Count Me In campaign so that new families could provide this census data to the district.
4. As enrollment has declined over the past fifteen years, each of the elementary schools has utilized available space in a variety of ways including but not limited, music rooms, art rooms, computer labs, as well as rooms for occupational and physical therapy. Several elementary schools will gain space as a number of BOCES classes will move out of the district next year. An inventory of available space should be done as soon as possible again for future planning purposes. If the district was ever to consider a building project to address increasing enrollment, it would need to justify the need.
5. The Budget Review Advisory Committee (BRAC) has monitored these issues over the years. The BRAC should continue its role in monitoring these issues for the district.



Appendix A



Appendix B

Neighborhood Elementary Schools

The Niskayuna Central School District shall maintain its elementary schools as neighborhood schools with attendance zones for each school, as defined in this policy. Changes in the boundaries of the attendance shall be by resolution of the Board of Education at the recommendation of the Superintendent of Schools.

At the recommendation of the superintendent, the board shall by resolution establish flexible attendance zones to facilitate the management of class sizes and promote class size balance by grade level across the district.

Definitions:

Regular attendance zone

A regular attendance zone is the geographic area of an elementary school to which students are assigned based on their residency within the zone, such zones being the attendance zones in existence prior to the adoption of this policy.

Dedicated attendance zone

In keeping with the concept of neighborhood schools, a dedicated attendance zone is the geographic area for an elementary school to which students are assigned based on their residency within the zone, such zones being the dedicated attendance zones established after the date of the adoption of this policy.

Flexible attendance zone

A flexible attendance zone (also referred to as a "flex zone") is a geographic area situated along the boundaries of regular attendance zones, in which newly enrolled students may be assigned to one of two or more designated schools.

REGULATIONS

The superintendent shall establish regulations under which procedures for assignment of students in dedicated attendance zones and in flexible attendance zones shall be implemented, monitored and adjusted as needed.

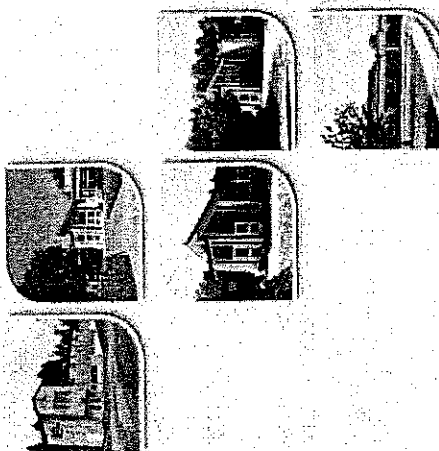
Such regulations may provide for a phase-in period, a voluntary transfer plan, and an enrollment management plan to be utilized in addition to, and in conjunction with, the flexible attendance zones for the assignment of newly enrolled students, in order to promote class size balance by grade level across the district and optimum use of the district's staff and facilities.



Appendix C



Elementary Flex Zones in the Niskayuna Central School District



A Guide for Families

Getting Ready for Kindergarten: Timeline Including Flex Zone Activities

Age 4 and 5

Preschool Program and 1,000 Book Program; Contact elementary schools for details

January/February prior to entering kindergarten
Kindergarten registration; Families can indicate a school preference from among those designated for the flex zone

Spring prior to entering kindergarten
Kindergarten screening and parent/guardian orientations

July
Assignment of flex zone; students take place; students learn the school they will attend

August
Kindergarten classroom assignments; students learn with their teacher will be in a safety program and practice bus rules

Beginning of School
Kindergarten visitations

For more information about flex zones:

District Registrar, Joan Verligan
(518) 377-4666 x50719 / verligan@niskayunacsd.org

Niskayuna Central School District
1239 Van Antwerp Road, Niskayuna, NY 12309
(518) 377-4666 | www.niskayunaschools.org

The mission of the Niskayuna Central School District is to empower each individual to make responsible choices, meet challenges, achieve personal success and contribute to a global society.

November 2018

Stability for students and families is a priority. siblings will attend school together and once a student is assigned to a school for kindergarten, they will remain there for the rest of their elementary years.

Getting to know school before kindergarten starts

Listed below are some of the opportunities for incoming kindergarten students and their parents to learn about school and begin to feel comfortable prior to the start of the year. Parents and students who live in flex zones are encouraged to participate in opportunities offered at each of the potential schools their child may attend.

- Preschool Programs:** Each school has a preschool program for students the year before they enter kindergarten. The program generally includes a story in the library and other activities. There is also helpful information shared with parents. Students who live in flex zones can participate in sessions at any or all of the schools they will potentially attend.
- Kindergarten Orientations:** Elementary schools hold an evening kindergarten orientation program for parents in the spring. Parents of students who live in flex zones are invited to orientation sessions at any or all of the schools their child may attend. Program dates and times are provided after kindergarten registration.
- Bus Safety Program:** In late August, prior to the start of kindergarten, students and parents/guardians attend a bus safety program and take a bus ride. At this point, students in flex zones know the school they will go to and participate in the program there.
- Kindergarten Visitation:** For kindergarten, the beginning of school includes a classroom visitation in which small groups of students and families are given a dedicated time to meet their teacher and see their classroom.



A guide for families

In 2015, the school district implemented six flexible attendance zones, or "flex zones" to help balance elementary class sizes across the five elementary schools. Flex zones are defined as areas in which newly entering students may be assigned as one of two or more potential schools based on enrollment.

While there are [links for a map and listing of elementary class sizes](http://www.niskayuna.org/register-a-student), please visit this approach, www.niskayuna.org/register-a-student if it has changed.

Some aspects of the registration and school assignment process. This brochure is designed as a guide for families, particularly those whose children are entering kindergarten.

The district is planning in the flex zones will each entering kindergarten class. The idea is that if a cohort of students starts off in a balanced manner, with reasonable class sizes, then as the five schools, it has the best possible chance to stay that way as it advances through grade 5.

Flex Zone	Schools
Flex Zone 1	Craig, Glencoliff
Flex Zone 2	Craig, Hillside
Flex Zone 3	Craig, Rosendale
Flex Zone 4	Craig, Hillside, Rosendale
Flex Zone 5	Birchwood, Hillside, Rosendale
Flex Zone 6	Birchwood, Rosendale

No matter which school your child attends, they will find caring teachers and staff members who are excited about helping them learn and grow.

FAQs: Frequently asked questions about the flex zones

What are the benefits of the flex zones?

The flex zones are designed to result in balanced class sizes across the district's five elementary schools that are as favorable as possible. They are being phased in with incoming kindergarten classes, beginning with the cohort that entered in September 2015. A committee of parents, elementary principals, and district staff developed the flex zone plan.

Can families of students who live in flex zones indicate the school they would prefer to attend?

Yes, when students register for kindergarten, the families of those who live in flex zones will have the opportunity to indicate a school preference. The district will accommodate as many preferences as possible, while still working toward the overall goal of balanced class sizes within the district's target. Since the flex zones began, the district has been able to grant approximately 70 percent of family preferences.

When do kindergarten students who live in flex zones receive their school assignments?

The district makes school assignments for flex zone students entering kindergarten by the third Friday in July and promptly communicates this information to families. Due to the changing nature of kindergarten enrollment through the spring and summer, this timing is needed to balance class sizes. Subsequently, classroom assignments are made. Families are notified of their child's teacher in August.

Kindergarten Sections & Class Sizes

September 2018

Birchwood	18	18	18
Craig	20	19	19
Glencoliff	18	18	16
Hillside	20	20	20
Rosendale	20	20	20

Flex Zone Fast Facts

- There are six flex zones, which together include parts of each elementary enrollment zone.
- Families of students in flex zones have the opportunity to state school preference at the time of registration.
- Students entering kindergarten will attend the same school as older siblings.
- School assignments for incoming kindergarten students who live in flex zones take place over the summer. This timing is needed to realize the benefit of the zones and properly balance classes.

Will students attend the same school as older siblings?

Yes, when students with older siblings enter kindergarten, they will attend the same school as their siblings.

Where do students who live in flex zones go for kindergarten screening?

Students who live in flex zones will be given a kindergarten screening appointment at one of the district's elementary schools during the screening period. Once school assignments are complete, screening information will be shared with the child's school.

Once students who live in a flex zone are assigned to a school, will they remain in that school?

Yes. The district wants continuity and stability for families. Once students are assigned to an elementary school for kindergarten, they will remain in the school for their elementary years, and younger siblings will attend the same school.



Appendix D



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Central Schools

BOE Policy 7132
Students

SUBJECT: ELEMENTARY AND MIDDLE SCHOOL ATTENDANCE AREAS

The Board of Education recognizes the importance of providing equitable experiences for students. In so doing, the provision of class balance is important. The location of a child's residence within the school district shall determine the particular school a child will attend. The attendance zones and school boundary lines are authorized by the Board of Education. The Superintendent or designee has the discretion to make modifications to school boundaries as needed in order to balance enrollments, for program provisions, and in the best interest of the total school district enrollment. The superintendent or designee may also re-assign a student to an appropriate educational setting in another school.

Flexible Attendance Areas

The Superintendent will annually review the school boundaries and determine if modifications are warranted and designate "flexible attendance areas" that may be used when school and/or class sizes are larger than desired. Flexible attendance areas are neighborhoods which are served by school buses for more than one school or can easily be served by school buses for multiple buildings.

Preserving Comparable Class Size Enrollment

Students will generally remain in their assigned school unless their residence changes to a different elementary school attendance area. Students are assigned to school buildings primarily according to residency and in some instances based on specialized academic programming needs. At the elementary level, in the event that projected enrollment distributions at a particular grade level exceeds established class ranges; the Superintendent or designee may reassign students to another school building, looking first at availability in a sister school. Similar deliberations and determinations may be made at the middle school level. When students are placed outside their home school, it will be the objective of the District to return the students to their home schools the following year.

Students who are new to the district (recently moved in), students enrolling in a district school for the first time, or students residing in a "flexible attendance" area may be assigned by the Superintendent or his designee, to a particular school to lead to a more equitable distribution of enrollment and preserve comparable class size enrollments. In doing so, elementary age siblings will be assigned to the same school whenever feasible.

Families will be notified of assignments for the next school year in November. A new student orientation program will be conducted annually to facilitate students' transition to a new building.

The Superintendent or designee, at discretion, may reassign students to another school due to extraordinary circumstances. The impacted principals, students and families will be notified of the reasons for the change and the effective date.

Special Assignments



Students placed in self-contained special education classes provided by the District shall be enrolled in the school where such classes are located. Students with disabilities will be transported by the District in accordance with established policy.



If a student moves to another school attendance area within the District in the 5th grade or after the start of the 2nd semester of the school year (for any grade) the student may remain in the school, with the parent assuming the responsibility for transporting the student to and from school.

Further, the Superintendent or designee, at discretion, may assign a student to a school outside of his or her normal attendance area. Factors considered for granting permission include the student's reason for attendance; the welfare of students currently attending the requested school; space availability in the requested school and cost to the District. Parents who request and are granted permission to have children attend a district school outside of their assigned attendance area are responsible for transporting their children to and from school. This is conditioned on the following occurrences:

- The student arrives at school and is picked up on time.
- The student maintains "good standing" both academically and in terms of conduct.

NOTE:

Refer to Policies: 5730 *Transportation of Students*; 7130 *Entitlement to Attend – Age and Residency*; 8104 *Class Size*

Adopted: June 10, 2014

Revised: November 8, 2016



Appendix E

South Glens Falls Policy

5150-R SUBJECT: SCHOOL ADMISSIONS REGULATION

2015

SECONDARY

All students will be registered at Administration Center.

ELEMENTARY

All students will be registered at the Administration Center to attend one of the four elementary schools located in the district (Ballard Elementary, Harrison Avenue Elementary, Moreau Elementary or Tanglewood Elementary School). Pupils residing within a designated attendance area established by the Superintendent of Schools and approved by the Board of Education are required to attend the elementary school serving that area of attendance.

ATTENDANCE ZONES

Ballard Elementary:

Route 9 south of Exit 17, South Road, Old Saratoga Road, Old West Road, south end of Fortsville Road, all roads within this area, Wilton-Gansevoort Road, Route 50 south of Gansevoort and roads that connect, including Brownsville Road and Wilton area roads.

Harrison Avenue Elementary:

All of the Village of South Glens Falls, Fenimore, Fort Edward Road south to Bluebird Road, including Adams and Grover and south of Sisson Road to Reynolds Road, including Speakman, Laurel and Robert Rogers.

Moreau Elementary:

Bluebird Road, east of Gansevoort Road to Sisson Road, West River Road, Mott Road, Clark Road, Fortsville Road north of Clark Road, Reynolds Road east of Gansevoort Road and south side of Reynolds Road between Route 9 and Route 32. East side of Gansevoort Road south of Myron Road to Reynolds Road then both sides, Hamlet of Gansevoort, including Railroad, First, Second, Third, Fourth Streets, Kobar Road and Schuyterville Road, Burt Road, Hatchery Road, Jewell Road, Peters Road, Selfridge Road and roads that connect.

Tanglewood Elementary:

Bluebird Road between Route 9 and Route 32 and connecting streets. Route 9 south starting at William Street to Northway Interchange and all roads west of Route 9, including Mountain Road and Fawn Road west of Route 9. The triangle area between Gansevoort Road, Greenway Road, Lincoln, Route 9 and William Street. North side of Reynolds Road between Route 9 and Route 32 and Reservoir Road between Route 9 and Route 32.

BUFFER-ZONES

A "buffer-zone" is a residence area which may serve two or more buildings for enrollment purposes. Because of the probable overloading of grade levels in elementary buildings, it is necessary to have flexibility with student placement. The creation of "buffer-zones" allows for this flexibility and still maintains a reasonable transportation pattern.

ASSIGNMENT OF "BUFFER-ZONE" STUDENTS

The following considerations will be reviewed in order of importance when it is necessary to reassign "buffer-zone" students:

1. Special program needs of child
2. Previous reassignment
3. Siblings in school*
4. Length of residence in district

*Siblings will not be split between buildings unless there are extenuating circumstances relating to special program needs or parents and schools agree on the appropriateness of such an arrangement.

BUFFER-ZONE AREAS

Harrison Avenue/Moreau/Tanglewood:

Students residing in the following "buffer-zone" could be assigned to Harrison Avenue, Moreau or Tanglewood Elementary Schools: Fenimore, Sisson Reserve, Fort Edward Road south of Bluebird Road and the roads in the Speakman and Laurel Road area. The remainder of Fort Edward Road (from Bluebird Road to William Street), Adams, Grover, Pine View, Adgro, William Street and Prince William Court. Harrison Avenue east of VanBuren to Sisson Road, Sisson Road south to Bluebird Road, Bluebird Road west to Fort Edward.

Students living in the following "buffer-zone" could be assigned to either Harrison Avenue, Moreau or Tanglewood Elementary Schools: the triangle formed by William Street, Gansevoort Road, Greenway Road, Lincoln and Route 9.

Moreau/Ballard:

5150-R

1 of 2



Students residing in the following "buffer-zone" could be assigned to Ballard or Moreau Schools: In the Gansevoort area - Leonard Street, Catherine Street, Railroad Street, First, Second, Third and Fourth Streets, Kobor Road and Schuyerville Road, Route 50 adjoining roads including Brownsville Road.

Students residing in the following "buffer-zone" could be assigned to Ballard or Moreau School: Brownsville Road and Putnam Road. Areas developed and to be developed from the east-west line or Route 32 south to where Putnam meets Route 50, including Brownsville and Putnam. Route 9 from the junction of Route 9 and Old Saratoga Road, including Old Saratoga Road, north to the Exit 17 Northway connection.

Tanglewood/Ballard/Harrison/Moreau:

Students residing in the following "buffer-zone" could be assigned to Ballard, Harrison, Moreau or Tanglewood Schools: English Village and Lamplighter Acres and the North side of Reynolds Road from Gansevoort Road to Route 9.

South Glens Falls Central School District



References



