

Public Schools of the Tarrytowns
School Building Consolidation Committee Report
February 2010



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Committee Members

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- Johannes zu Eltz, TH parent
- Becky McGovern, Village Gov.
- Ann Neilsen, JP parent
- Tina Clarke, Morse parent
- Ajay Puri, JP parent
- Adam Derechin, Morse parent
- Laurie Schulz, WI parent
- Nicole Wagner, Morse parent

Building/Site Capacity – Tappan Hill

- Student Capacity @ Max. 25 students/class = 250
 - 10 general classrooms available for K; 10 needed for K in 2010-11
- 5-year maximum enrollment projection = 205
- General classrooms sufficient for projected enrollment
- Detached modular necessary to accommodate PreK
- Dedicated space sufficient for library, small group support services, gym and cafeteria (multi-purpose room) but not for art or music
- Playground suitable for PreK – K students
- Parking sufficient for normal daily needs – capacity for evening special events spillover parking on street and at Tappan Hill Mansion

Building/Site Capacity – John Paulding

- Student Capacity @ Max. 25 students/class = 275
 - 11 general classrooms available for K; 9 needed for K in 2010-11
- 5-year maximum enrollment projection = 205
- General classrooms sufficient for projected enrollment including all PreK classes
- Dedicated space available for art/music, library, small group support services, gym and cafeteria (multi-purpose room)
- Level playground space, including small field, but elements of existing playground structure too challenging for PreK-K
- Sufficient parking spaces for daily needs, but fewer than Tappan Hill – capacity for evening special events spillover parking in administration & MS/HS parking areas

Building/Site Capacity – Morse

- Student Capacity @ Max. 25 students/class = 475
 - 19 general classrooms available; 19 needed in 2010-11
- 5-year maximum enrollment projection = 420
- General classrooms sufficient for projected enrollment but smaller than standard elementary classrooms
- Dedicated space for library, computer lab, art, necessary support services, cafeteria, gym, auditorium
- Dedicated space for music and Spanish dependent upon other priority program needs
- Parking is tight
- Ample hard surface play area but no grassy play area; play structure is limited and challenging for younger children

Building/Site Capacity - Washington Irving

- Student Capacity @ Max. 25 students/class = 675
 - 27 general classrooms available; 23 needed in 2010-11
- 5-year maximum enrollment projection = 617
- General classrooms sufficient for projected enrollment (17 are smaller than standard-sized elementary classrooms)
- Dedicated space for library, computer lab, art, necessary support services, cafeteria, gym, auditorium
 - Size & location of some small group support spaces problematic depending upon other priority program needs
- Dedicated space for band/orchestra, health, and Spanish dependent upon other priority program needs
- Parking is tight
- Large grassy play area; small hard surface play area; no play structures

Cost Savings

	<u>Tappan Hill</u>	<u>John Paulding</u>
Building Costs	\$ 121,094	\$ 129,129
Personnel Costs	\$ 367,314	\$ 367,078
Add Custodian to WI	\$ (78,833)	\$ (78,833)
Minimal Utilities	\$ (7,200)	\$ (7,200)
Smartboard Move	\$ (5,000)	\$ (5,000)
Unemployment	\$ (47,450)	\$ (47,450)
Transportation	\$ 34,834	\$ 34,834
Moving Costs	\$ (5,800)	\$ (5,800)
Loss of BOCES Rent	\$ <u>(20,479)</u>	\$ <u>(20,479)</u>
Total	\$ 358,479	\$ 366,279

Cost Savings

- Cost savings through staff reductions
 - 1 Principal position eliminated, 1 new WI Asst. Prin. Position added
 - 2 clerical positions
 - 2.5 custodial positions offset by 1 reassigned to WI
 - 1 nurse's aide position
- Avoidance of deferred maintenance expenses at TH, i.e replacement of detached modular building
- \$1.2 million residual borrowing authority available for building/site accommodation expenses
- Loss of BOCES rent at JP could be offset by leasing TH

Suitability of JP for PreK & K

- Larger capacity than TH – accommodates all PreK and allows for dedicated art/music space
- Same classroom/restroom layout & space as TH
- Fewer long-term maintenance needs than TH
- Insufficient developmentally appropriate play structures but space is available for installation of new structures
- Less on-site parking than at TH

Suitability of Morse for Gr. 1-2

- Longstanding issues related to use of building designed as Jr/Sr High School for young children
- Challenge of navigating physical layout of 5-level building
- Restrooms accessed from hallways instead of classrooms
 - Fewer restrooms/fixtures than at JP
- Handicapped accessibility challenges
- Lack of grassy play area & appropriate play structures
- Smaller classrooms than JP
- Access to pooled grades 1-2 resources has advantages

Suitability of WI for Gr. 3-5

- Addition of 3rd grade will cause space to be tight (less of a problem when fewer general classrooms required)
 - Loss of some dedicated program space depending upon need for general classrooms
 - Small size and poor location of some support service space depending upon need for general classrooms
- Access to large grassy play area

Overall Suitability

- Improved opportunities for curriculum organization and teacher collaboration
- Achieving comparable savings through instructional staff reductions would result in larger class sizes and/or reductions in programs and services

Developmental Accommodations

- Small classrooms for grades 1-5 a reality
- Scale and features of buildings and outdoor play areas need to be adapted to developmental characteristics of children assigned to them – with special attention to Morse given that it is not as well suited to first graders as JP
- Transition Planning Committee of staff and parents needed for each building to recommend accommodation measures within scope of existing gross square footage and available funds
- WI better suited for older elementary students than Morse
- Princeton Plan still the best model for the Tarrytowns

Conclusions

- Building/site capacity sufficient relative to projected enrollment
- JP has better long-term potential for PreK-K than TH
- Commitment to building/site accommodation measures, particularly at Morse, is essential
- Trade-off: cost savings & improved educational organization and collaboration vs limitations of Morse as a primary school and potentially tight quarters at WI