

**COLLINS-MAXWELL COMMUNITY SCHOOL DISTRICT and
BAXTER COMMUNITY SCHOOL DISTRICT:
WHOLE-GRADE SHARING PLANNING FRAMEWORK**

1. Educational Programs

- a. Determine what high school courses are offered now and how many students are enrolled in each course using the class schedule. Include the number of students enrolled in each section. The schedule may be for one semester only. Care should be taken that the schedule matches the personnel roster. For example, if seven mathematics courses are taught, we can expect that the district employs approximately 1.5 math teachers at the high school level.
- b. Develop a course offering, with estimates of number of pupils for a combined district.
- c. Develop a junior high school (or middle school) plan, similar to that in a. and b. above.
- d. Determine what special education programs will be needed 9-12.
- e. Coordinate staff requirements with the Personnel Subcommittee.
- f. Visit other schools in order to develop a standard of what should be expected.
- g. Coordinate grade levels assigned to each building (subcommittee?). In general, develop the educational benefits that may accrue to the district as a result of the increased enrollment coming from merging.
- h. Other
 - i. **Potential:**
 1. Single section (300 enrollment); Double section (600 enrollment); and Quadruple section (1200 enrollment)
 - ii. **Program differences:**
 1. High school-Number of courses; Number of sections; Variety of courses compared to minimum standards; Student services; and Co-curricular
 - iii. **Student Outcomes:**
 1. Assessment-Iowa Assessments; NWEA/MAP; ACT/SAT; and Other
 - iv. **Dropout Rate:**
 - v. **Graduation follow-up:**
 1. Number starting post secondary education and Number completing post secondary education
 - vi. **Success as school citizen:**
 - vii. **Success as adult citizen:**

2. Enrollment population

- a. Obtain current school enrollments by grade. Locate similar information for the past several (possibly 10) years.
- b. Study student enrollment and population trends. Project future enrollment.
- c. Obtain a preschool census from the school, or assign committee members to take a census.
- d. Obtain a map(s) of the school district and locate students on the map.

- e. Study the economic conditions and economic base of the community (school district) as a factor in future enrollments. Also, consider the base of the surrounding area and county.
- f. If the study is being conducted jointly with neighboring districts, combine the data into the various possible WGS plans.
- g. Study the type of community.

3. Finance and Property Valuations

- a. Obtain copies of the school districts' "Certified Annual Report", and the "Adopted Budget and Certificate of School Taxes."
- b. For the basis of the financial study, prepare a series of reports combining the schools.
- c. Explain what financial effects WGS might have on the education program.
- d. Explain what financial options are available.
- e. Explain what financial resources are available.
- f. Study Fund Balances and trends.
- g. Study Unexpended Budget Authority Balance and trend.
- h. Study efficient/economical operation.
- i. Explain assessed valuation and taxable value per pupil.
- j. Compare tax rates of the current district, surrounding districts, and estimated tax rates of possible WGS options.

4. Facilities and Equipment

- a. Locate the facilities on a map.
- b. Take tour of the facilities.
- c. Tour buildings in other districts as a basis for comparison.
- d. Obtain or draw floor plans of the facilities.
- e. Determine the capabilities of each room and each building.
- f. With the Instructional Subcommittee, relate educational program to buildings. Correlate the grade structure to the buildings. For example, assign grades 6-8 to building A, and grades 9-12 to building B.
- g. Develop a plan for, and estimate the cost of building alterations that may be needed. Follow the same procedure for equipment.
- h. Are the existing buildings able to accommodate all planned educational programs? If not, are additional facilities needed?
- i. Recommend a long-range school building program, with priorities listed.

5. Transportation and Road Conditions.

- a. Make a road map showing types of roads available, locate pupils on maps and show bus routes needed. Determine the number and configuration of routes.
- b. Coordinate the bus routes with the possible educational plans.
- c. Estimate time on bus for each student and estimate distances for students to travel.
- d. Estimate total cost of transportation and determine the vehicle needs and costs.
- e. Evaluate safety.

f. Evaluate efficiency/convenience.

6. Personnel.

- a. Analyze the salary schedules and the location of personnel on the schedules.
- b. Analyze the tenure of the staff.
- c. Analyze the master contracts.
- d. Be prepared to determine staff needs in the WGS plan.

7. Geographical Considerations

- a. Review the school district maps.
- b. Review road maps.
- c. Analyze the outline configuration, the number of square miles, and the distances between municipalities and from one side of the district to the other side.
- d. Evaluate road conditions.
- e. Map the location of facilities.

8. Economic Factors

- a. Are any of the municipalities in the districts full-service business centers?
- b. Where are the major business centers for the communities?
- c. Is a contiguous school district with a natural business center a logical choice for WGS?

9. Long Term Stability.

- a. Is this sustainable? Will it be necessary to revisit this topic again within the next decade with the proposed WGS plans?
- b. What are the barriers?
- c. What are the dominate communities and where are they located? What are the dominant economic areas and where are they located?

10. Other Viable Sharing Options as an Alternative to Reorganization.

- a. What other options could the district consider?
- b. Would those options be viable long-term?