

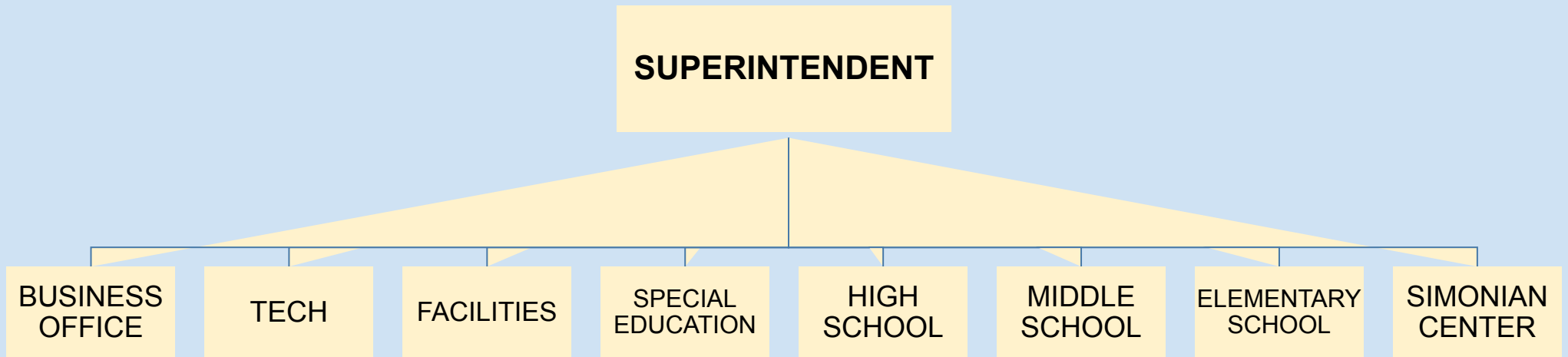
DRAFT

Restructuring
of
Sutton Public Schools

Goals of Restructuring

- Ensure continuity of experiences between schools
- Enhance curricular opportunities PreK-12.
- Redistribute and augment administrator responsibilities to most effectively support students and staff
- Provide students with a greater opportunity to engage and immerse in High School experience and culture
- Ensure personnel are best serving the academic and social/emotional needs of students
- Efficiently allocating financial resources

Current Structure



BUSINESS OFFICE
1 Business Manager

.5 Human
Resources

.5 Payroll
Coordinator

1 Accounts
Receivable/Payable

7 Food
Services

4.3
Transportation

1 FTE

12 Staff (.5)

2 Staff (.4)

7 Staff (.5)

**INFORMATION
TECHNOLOGY**

1 Director

.95 Network Administrator
(.05 Town)

.5 Tech Support Specialist
(.5 Town)

1 Tech Support Specialist

FACILITIES
1 Director

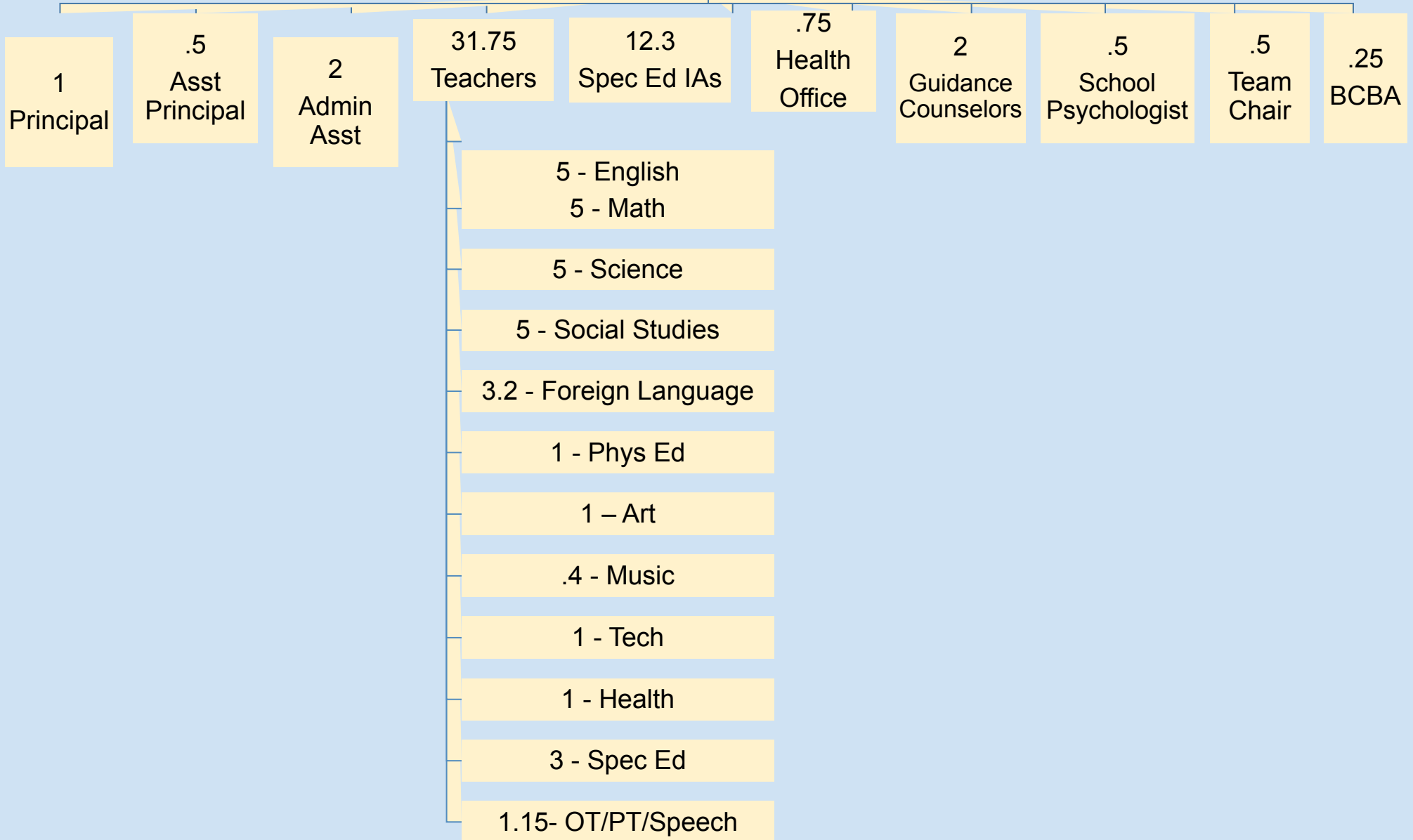
1 Maintenance

1 Grounds

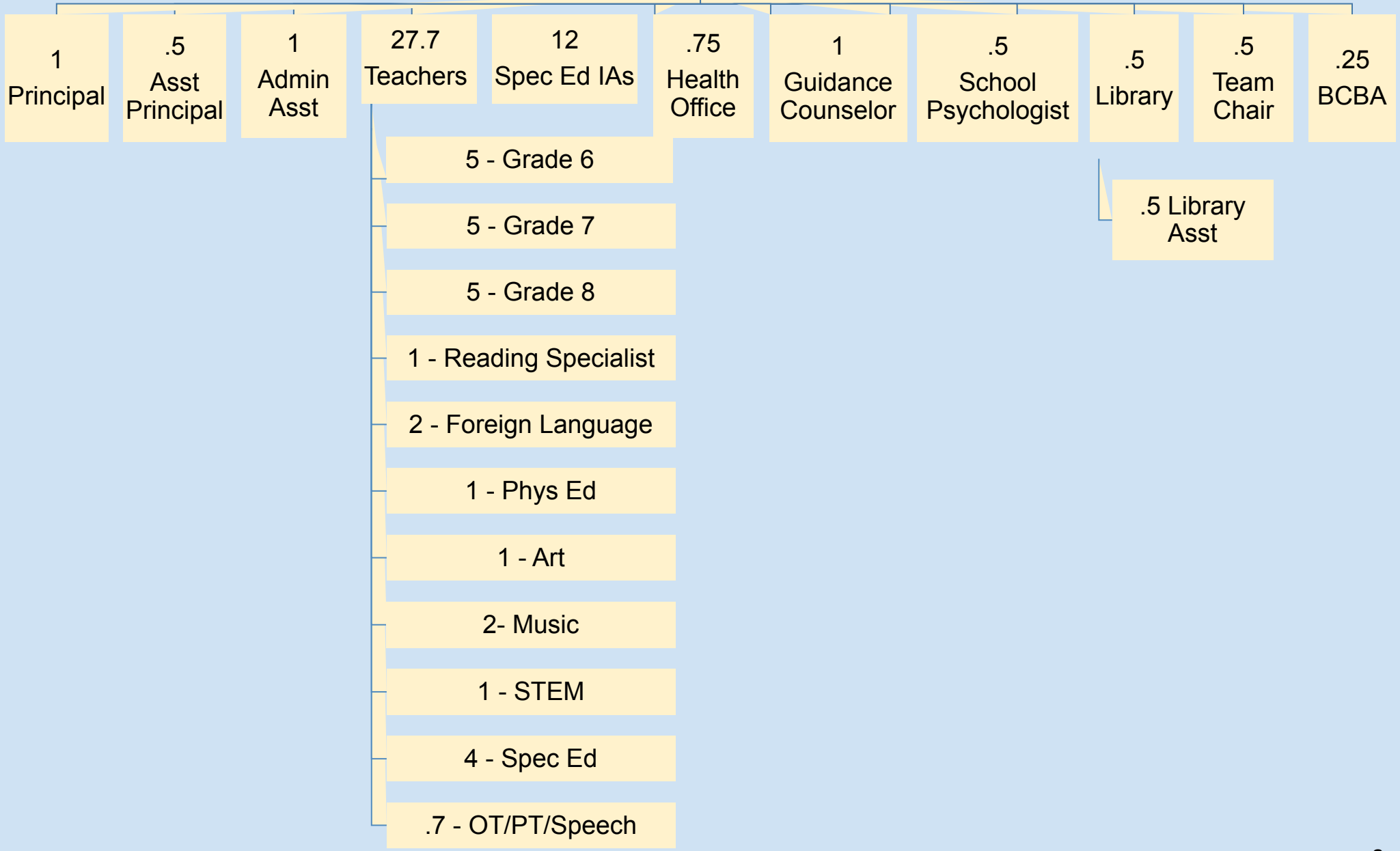
6 MS/HS Custodians

6 SCEL/ES Custodians

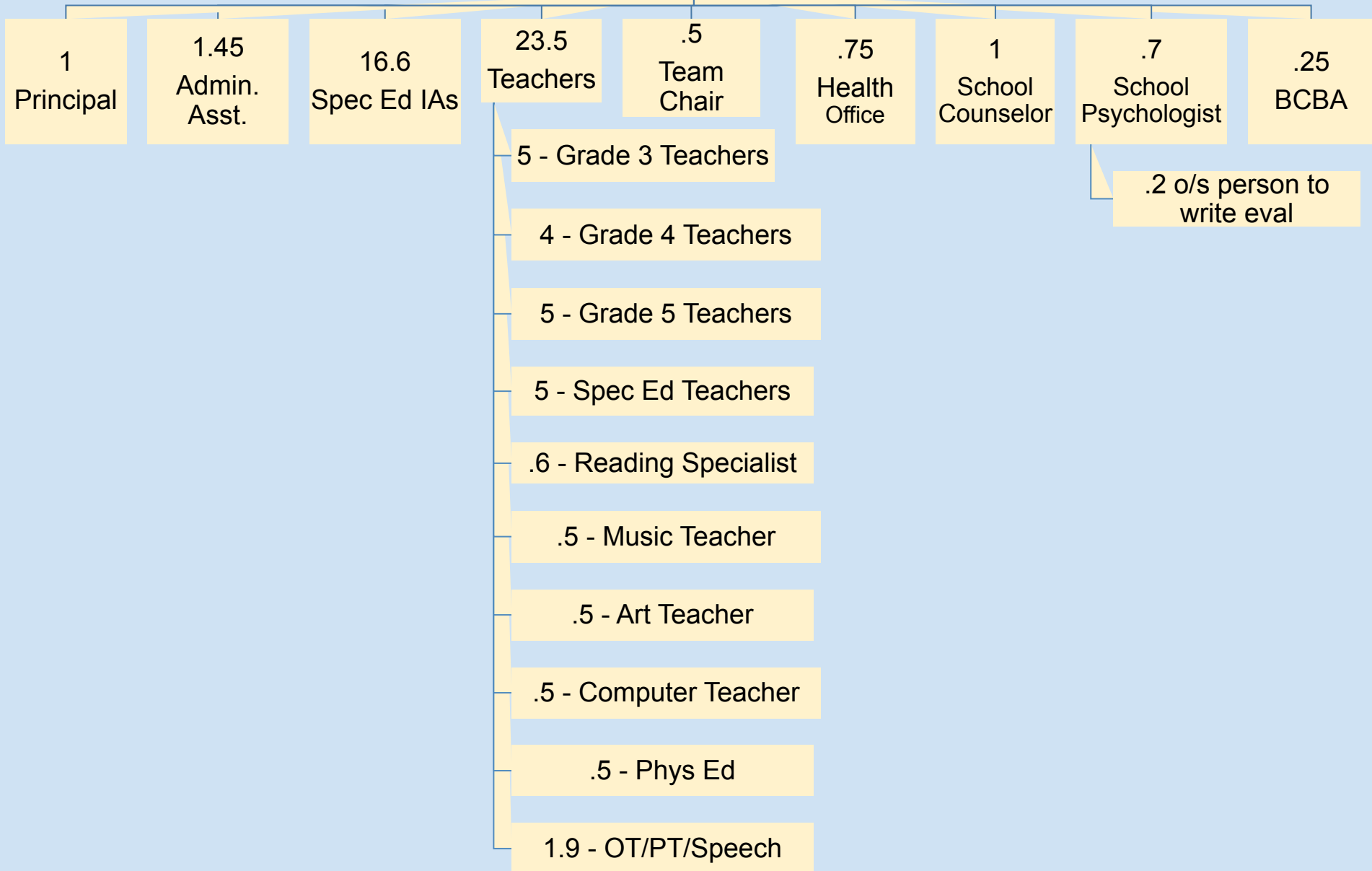
HIGH SCHOOL



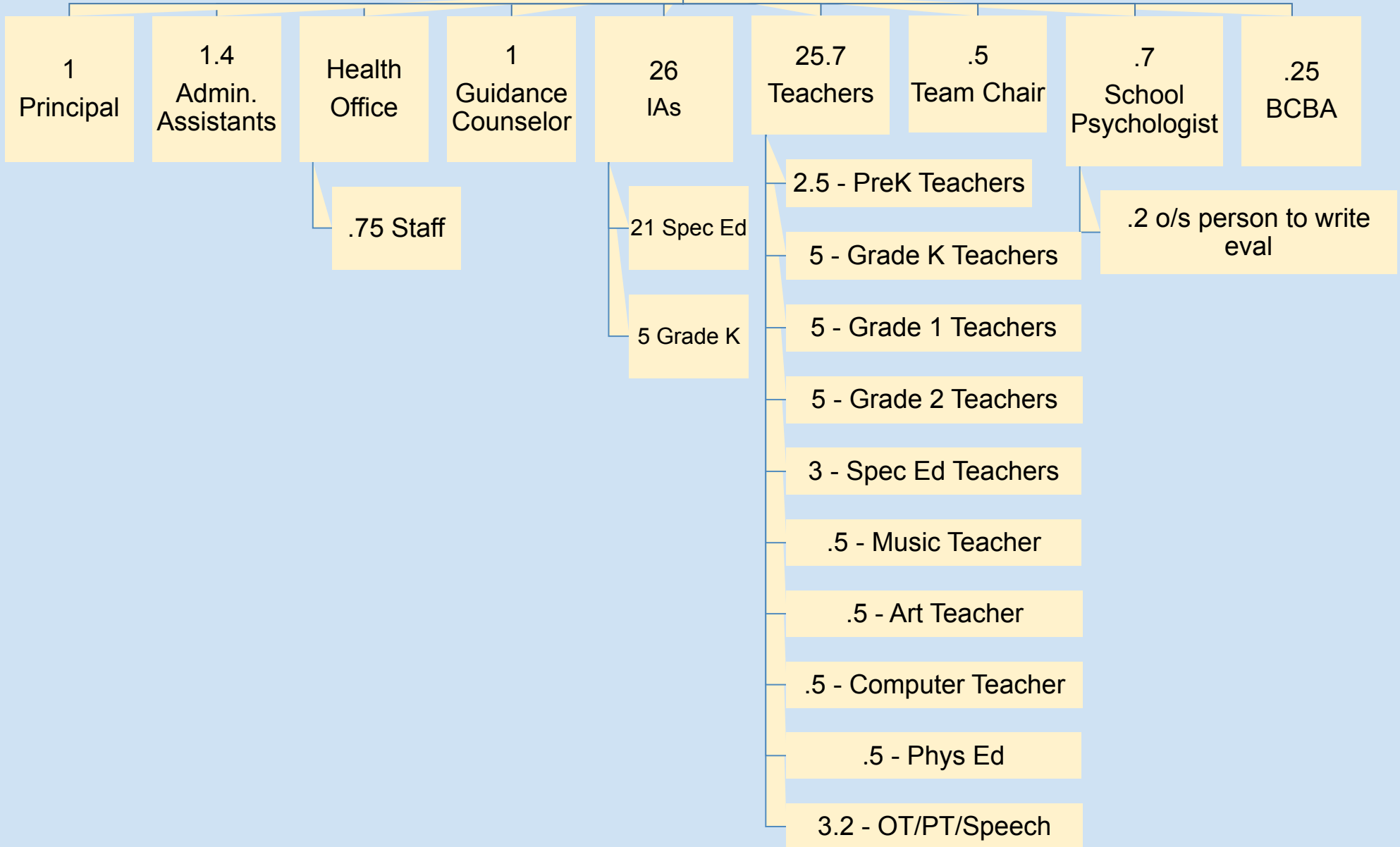
MIDDLE SCHOOL



ELEMENTARY SCHOOL



SIMONIAN CENTER



Possible School Restructuring Models

Two Schools Options

MODEL #1

PreK - Grade 5

Grades 6-12

MODEL #2

PreK - Grade 6

Grades 7-12

Three Schools Options

MODEL #3

PreK - Grade 3

Grades 4-7

Grades 8-12

MODEL #4

PreK - Grade 4

Grades 5-7

Grades 8-12

Restructuring: Things to Consider

ADMINISTRATION

- Administration positions and roles
- Number of staff and evaluations per school
- Possible reallocation of elective staff
- Certification
- Guidance and behavioral health

CURRICULUM & STUDENTS

- Number of students per school
- Scheduling and curriculum

OPERATIONAL

- Location of students
- Hours of operation
- Bussing
- Funding
- Two Year Roll Out

MODEL #1

Two Schools Option

ELEMENTARY SCHOOL
PreK - Grade 5

MIDDLE/HIGH SCHOOL
Grades 6-12

Model #1 (two schools):

ELEMENTARY SCHOOL PreK-Grade 5

ADMINISTRATION

- Principal & Assistant Principal Structure
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistant handles most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support
 - 2 full time; possibly saving the two .4 positions (either reduce or reuse)
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 630 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support remains the same
- Potential new electives (i.e., Health, Foreign Language)

OPERATIONAL

- Busing remains same
- No significant savings or redistribution of funds
- Start time could change
- Location of students does not change

Model #1 (two schools):

MIDDLE/HIGH SCHOOL Grades 6-12

ADMINISTRATION

- Principal & 2 Assistant Principals Structure
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistants handle most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support remains the same (3 full time)
- Continuity of staffing, scheduling, PD and budget
- No certification issues
- Guidance & School Psych roles could be reconfigured

CURRICULUM & STUDENTS

- Approx. 670 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support will have greater flexibility
- Potential new course offerings (grades 6-8)
- More HS course offerings over 5 yr period

OPERATIONAL

- Busing remains same
- No significant savings
- Hours of operation could change
- Location of students does not change

PROs

- Least amount of change, building sizes similar to current layout
- Bringing MS students into 6-12 model immerses them into HS culture
- Everyone stays physically where they are
- Schedules could stay the same w/potential of added courses
- Transportation stays the same; Maintain Special Ed Services
- Continuity of scheduling, PD, and budget
- 6-12 Department Chairs would make continuity of instruction by departments

CONs

- Loss of MS model
- Potential loss of administration position/restructuring
- Loss of time to develop students tied to MS model
- Over 48 month special education rule potentially if we need to group multiple grades together (could also be a pro)
- Parent/student perspective of changing MS model

QUESTIONS

- Would 2 schools have Assistant Principals?
- Divide by grade, age or department?
- Grades 6-7 Junior High; 8-12 High School?
- Is there data that supports this model? Area Schools?

MODEL #2

Two Schools Option

ELEMENTARY SCHOOL
PreK - Grade 6

MIDDLE/HIGH SCHOOL
Grades 7-12

Model #2 (two schools):

ELEMENTARY SCHOOL PreK-Grade 6

ADMINISTRATION

- Principal & 2 Assistant Principals Structure
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistants handle day-to-day tasks, discipline and evaluations
 - Maybe too many students and staff to manage w/only 2 Administrators
- Number of Staff & Evaluations?
- Administrative Support
 - 2 full time; possibly savings the two .4 positions (either reduce or reuse)
- Classroom teachers remain the same; however, structure may be altered
- Continuity of staffing, scheduling, PD and budget

CURRICULUM & STUDENTS

- Approx. 770 students
- Special Education and Support Services will have greater flexibility

OPERATIONAL

- Busing will change (add grade 6)
- No significant savings or redistribution of funds
- Start time could change
- Grade 6 could be housed on 2nd floor of elementary school, but most likely would remain in MS

Model #2 (two schools):

MIDDLE/HIGH SCHOOL Grades 7-12

ADMINISTRATION

- Principal & Assistant Principal Structure
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistant handles most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Grades 7 & 8 Guidance/Dean of Students
- Administrative Support (3 full time)
- Classroom teachers remain the same; however, structure may be altered
- Continuity of staffing, scheduling, PD and budget
- Administrative position moved to PreK-Grade 6

CURRICULUM & STUDENTS

- Approx. 630 students
- Special Education and Support Services will have greater flexibility
- Student instruction will have greater flexibility
- More HS course offerings over 5 yr period

OPERATIONAL

- Busing will be reduced by one grade
- No significant savings or redistribution of funds
- Start time may change
- Location of students does not change

PROs

- Fit physical space
- No development issues
- Transitions are less
- Aftercare for 6th grade
- Recess for 6th grade

CONs

- Bussing
- Teacher Certification
- Scheduling of speciality teachers

QUESTIONS

- Where would Aftercare go?
- Would we need more money for specialists?
- How would Special Education be reconfigured?
- How would 6th grade join elementary specials? Time in schedule?
- Would 6th grade be part of grades 4-6 afterschool activities?
- Where would 6th grade have lunch?

MODEL #3

Three Schools Option

ELEMENTARY SCHOOL
PreK - Grade 3

MIDDLE SCHOOL
Grades 4-7

HIGH SCHOOL
Grades 8-12

Model #3 (three schools): ELEMENTARY SCHOOL PreK-Grade 3

ADMINISTRATION

- Principal
- Role of Principal will remain the same
- Number of Staff & Evaluations?
- Administrative Support
 - 1 full time and 1 half time school year
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 430 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support remains the same
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing will change (add grades 6 & 7)
- 1 Administrative position would be eliminated
- Start time could change
- Location of students does not change

Model #3 (three schools): MIDDLE SCHOOL Grades 4-7

ADMINISTRATION

- Principal
- Role of Principal will remain the same
- Number of Staff & Evaluations?
- Administrative Support (1.4)
- Discuss guidance counselors, adjustment counselors, team chairs and school psychologists district wide (11-12 full time positions)
- Continuity of staffing, scheduling, PD and budget
- Certification issues

CURRICULUM & STUDENTS

- Approx. 400 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support will have greater flexibility
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing will change (add grades 6 & 7)
- No significant savings or redistribution of funds
- Start time could change
- Location of students does not change

Model #3 (three schools): HIGH SCHOOL Grades 8-12

ADMINISTRATION

- Principal & Assistant Principal
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistant handles most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support (2 full time)
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 485 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support will have greater flexibility
- Students have more course offerings over a 5 yr period
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing will change (reducing grades 6 & 7)
- District savings of 1 Principal position
- Start time could change
- Location of students does not change

MODEL #4

Three Schools Option

ELEMENTARY SCHOOL
PreK - Grade 4

MIDDLE SCHOOL
Grades 5-7

HIGH SCHOOL
Grades 8-12

PROs

- Less transfers to different schools
- Students could potentially get grades in 4th and 5th grade
- 6-12 Department Chairs would make continuity of instruction by departments

CONs

- Disjointed, logistical nightmare
- Very concerned with grades 4-7 mixing (maturity age level)
- Teacher contracts and certification
- Bathroom concerns, lunch, sports, aftercare, occupancy
- Administration is housed?

QUESTIONS

- Who shares special educators within the 48 month rule?
- Is there flexibility within grades 4-7?
- What other towns follow a grades 4-7 model?
- What happens to community events? TNO?
- How would transportation work?
- Start times?
- Cell phones?

Model #4 (three schools): ELEMENTARY SCHOOL PreK-Grade 4

ADMINISTRATION

- Principal & Assistant Principal
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistant handles most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support
 - 1 full time and 1 full time school year
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 530 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support will have greater flexibility
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing will change (add grades 6 & 7)
- No significant savings or redistribution of funds
- Start time could change
- Location of students does not change

Model #4 (three schools): MIDDLE SCHOOL Grades 5-7

ADMINISTRATION

- Principal
- Role of Principal will remain the same
- Number of Staff & Evaluations?
- Administrative Support (1 full time)
- Discuss guidance counselors, adjustment counselors, team chairs and school psychologists district wide (11-12 full time positions)
- Continuity of staffing, scheduling, PD and budget
- Potential certification issues

CURRICULUM & STUDENTS

- Approx. 300 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support will remain the same
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing will change (add grades 6 & 7)
- No savings or redistribution of funds; need to add Asst. Principal for PreK-4
- Start time could change
- School will be split into two buildings

Model #4 (three schools): HIGH SCHOOL Grades 8-12

ADMINISTRATION

- Principal & Assistant Principal
- Role of Principal will change
 - Focus on staffing, budget, PD and evaluation
 - Assistant handles most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support (2 full time)
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 485 students
- Special Education and Support Services will have greater flexibility
- Direct classroom support will have greater flexibility
- Students have more course offerings over a 5 yr period
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing will change (decrease grades 6 & 7)
- No significant savings or redistribution of funds
- Start time could change
- Location of students does not change

PROs

- HS stays as is
- 4th grade stays in ES
- Could make transition smoother for grade 5 to 6
- Some switching of teachers at grade 5 is a good transition to grade 6
- Could increase collaboration between grade levels
- 8th grade becomes immersed in HS culture
- 6-12 Department Chairs would make continuity of instruction by departments

CONs

- Age range
- Physical building, bus, age range, time, routes
- Start times
- Certification issues
- 5th grade potentially could become an “island”
- Gender issues?

QUESTIONS

- Does elementary school license apply if 5th grade is in the MS?
- Specials for 5th grade - everyday or 36 day rotation?
- How is Special Education divided? How will services be delivered?
- Specialist shared staff?
- Where is the office?
- What would schedule look like in grades 5-7?

Additional Needs / Wish List

- Instructional Integrationist (instructional technology)
- Director of Curriculum & Instruction

Current Model

Four Schools

SIMONIAN CENTER
Grades PreK - 2

ELEMENTARY SCHOOL
Grades 3 - 5

MIDDLE SCHOOL
Grades 6 - 8

HIGH SCHOOL
Grades 9 - 12

Overall Pros & Cons

PROs

- Each building is led by someone who is an expert in that developmental/age group and can set up the expectations based on that.
- Allows Principals to develop a community and culture specific and appropriate to that age. (I think this is most important down at my level where the expectations between the grade levels looks very different. What you expect from a K student is very different from a 2nd grader, and pre-k from Kindergarten is also remarkably different.)
- Relationship development - The smaller number of students, parents, and teachers allows me as the Principal to have relationships with most of the children and know what is going on in cases that need extra attention or special help.
- Relationships with staff - the current numbers facilitate a good working relationship

CONs

- Sharing staff and facilities can be challenging at times.
- Lack of unified processes
- Continuity of PD
- Multi-Tiered Systems of Support
- Budgeting - tied to sharing staff and facilities

Current Model: Early Learning Center PreK-Grade 2

ADMINISTRATION

- Principal
- Role of Principal
 - Focus on staffing, budget, PD and evaluation, most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support
 - 1 full time and 1 full time school year
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 305 students
- Special Education and Support Services will have flexibility
- Direct classroom support
- Guidance and Behavioral Health; Adjustment Counselors and Psych are shared staff

OPERATIONAL

- Busing paired with Elementary School
- Start time 8:20
- Location of students are currently in double classrooms

Simonian Center

PROs

- Leadership is an expert in that developmental/age group and can set up the expectations based on that.
- Development of a community and culture specific and appropriate to that age. What you expect from a K student is very different from a 2nd grader, and PreK from Kindergarten is also remarkably different.
- Small number of students, parents, and teachers allows me as the Principal to have relationships with most of the children and know what is going on in cases that need extra attention or special help. I can have relationships with the children as more than just the disciplinarian, which is extremely important to me and to this age group. I work very hard to be seen as a positive caretaker and only the disciplinarian when needed.
- Development of good relationships and working knowledge of the teachers and staff and the curriculum.
- Ability to support the special education program and students by knowing those students and stepping in to help during crises and to celebrate achievements.
- Working with the Elementary to share ideas and staff when possible, but still have separate expectations for our Early Childhood setting.

CONs

- Should do more sharing of staff- going to where needs are instead of staying in one building
- Communication between buildings is lacking at times

Current Model: ELEMENTARY SCHOOL

Grades 3 - 5

ADMINISTRATION

- Principal
- Role of Principal
 - Focus on staffing, budget, PD and evaluation, day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support
 - 1 full time and 1 full time school year
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 300 students
- Special Education and Support Services have some flexibility
- Direct classroom support Guidance and Behavioral Health;

OPERATIONAL

- Bussing is paired with SCEL
- No significant savings or redistribution of funds
- Start time 8:20
- Location of students

Elementary School

PROs

- More flexibility when scheduling classes
- More enriching curricular offerings
- Operations economically more efficient
- Addresses challenging staffing issues especially in special education and counselling may be easier in this model
- Extracurricular programs can be varied and accessed by more students with the need for less staff to run them
- Having two principals to manage the large number of staff and students is a benefit
- Separating student PreK-2 and 3-5 is socially more beneficial

CONs

- Sharing staff
- Communication with two different schools when busy can be challenging
- Sharing space and resources can be challenging

Current Model: MIDDLE SCHOOL

Grades 6 - 8

ADMINISTRATION

- Principal & .5 Assistant Principal
- Role of Principal will remain the same
- Number of Staff & Evaluations?
- Administrative Support (1 full time)
- Discuss guidance counselors, adjustment counselors, team chairs and school psychologists district wide (11-12 full time positions)
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 325 students
- Special Education and Support Services will have some flexibility
- Direct classroom support remains the same
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing paired with HS
- Start time 7:25
- School currently housed all middle school students

Current Model: HIGH SCHOOL

Grades 9-12

ADMINISTRATION

- Principal & Assistant Principal
- Role of Principal
 - Focus on staffing, budget, PD and evaluation
 - Assistant handles most day-to-day tasks, discipline and evaluations
- Number of Staff & Evaluations?
- Administrative Support (2 full time)
- Continuity of staffing, scheduling, PD and budget
- No certification issues

CURRICULUM & STUDENTS

- Approx. 375 students
- Special Education and Support Services have flexibility
- Direct classroom support
- Students have course offerings
- Guidance and Behavioral Health; Guidance and Psych roles could be reconfigured

OPERATIONAL

- Busing paired with MS
- No significant savings or redistribution of funds
- Start time 7:25
- Location of students does not change

Middle & High Schools

PROs

- Students are in separate but joining buildings
- Middle School Model
- Middle School team time
- High School provides opportunities for Middle School athletics
- Shared HS/MS staff, facility, and schedule
- Continuity of curriculum through HS/MS vertical communication
- Sense of community
- Transitions are smooth from ele - ms - hs
- Longevity of staffing
- One MS team/grade level
- HS departments are strong
- Strong HS student culture
- Evaluation process is effective within the structure of the current models

CONs

- Shared HS/MS staff, schedule and facility
 - Competition for lunch scheduling times
 - Library times
 - Gym times
 - Auditorium times
- Shared HS/MS schedule
- HS Department Chairs are not empowered for district wide curricular responsibilities
- Limited 8th grade opportunities in the HS impacts decisions for 9th grade HS placements

QUESTIONS

- How could we potentially improve components within the current model (social emotional/mental health)?
- How can we vertically align curriculum K - 12?
- Without a curricular coordinator how can the four schools effectively align curriculum, instruction, and assessment?
- Is there a potential to share more staffing throughout the District?
- What are the long-term programming (academic, sports, extra curricular activities) implications of student population decrease?