

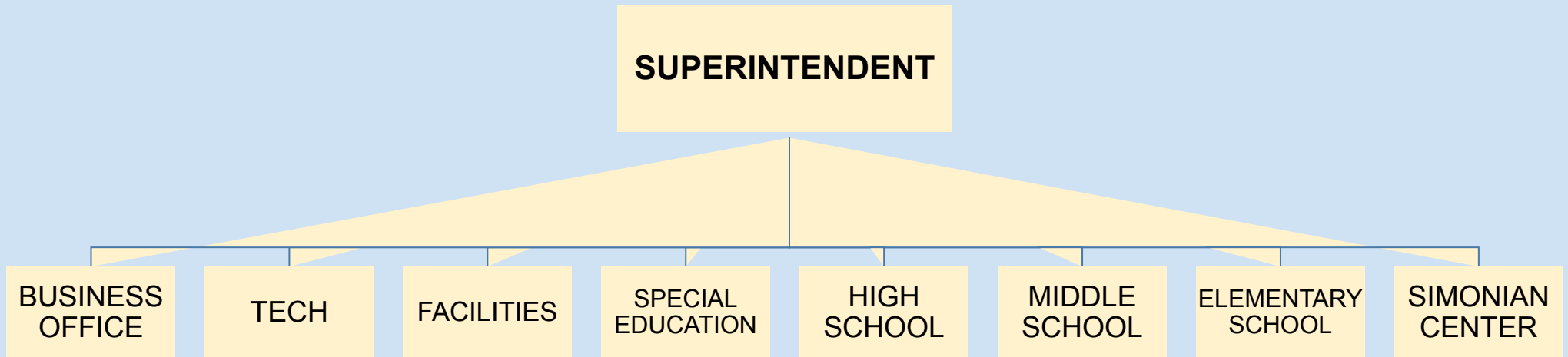
DRAFT

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

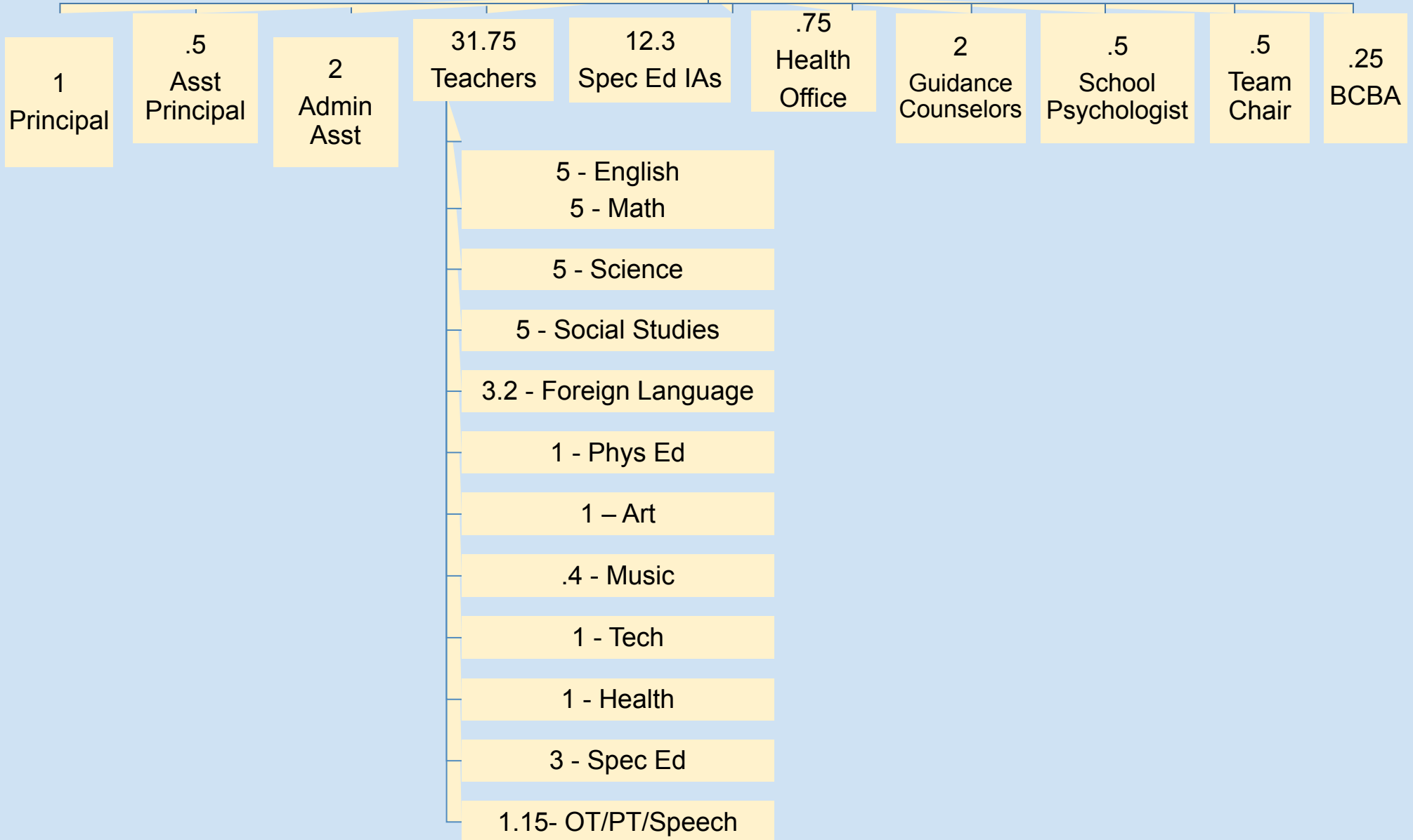
1 Maintenance

1 Grounds

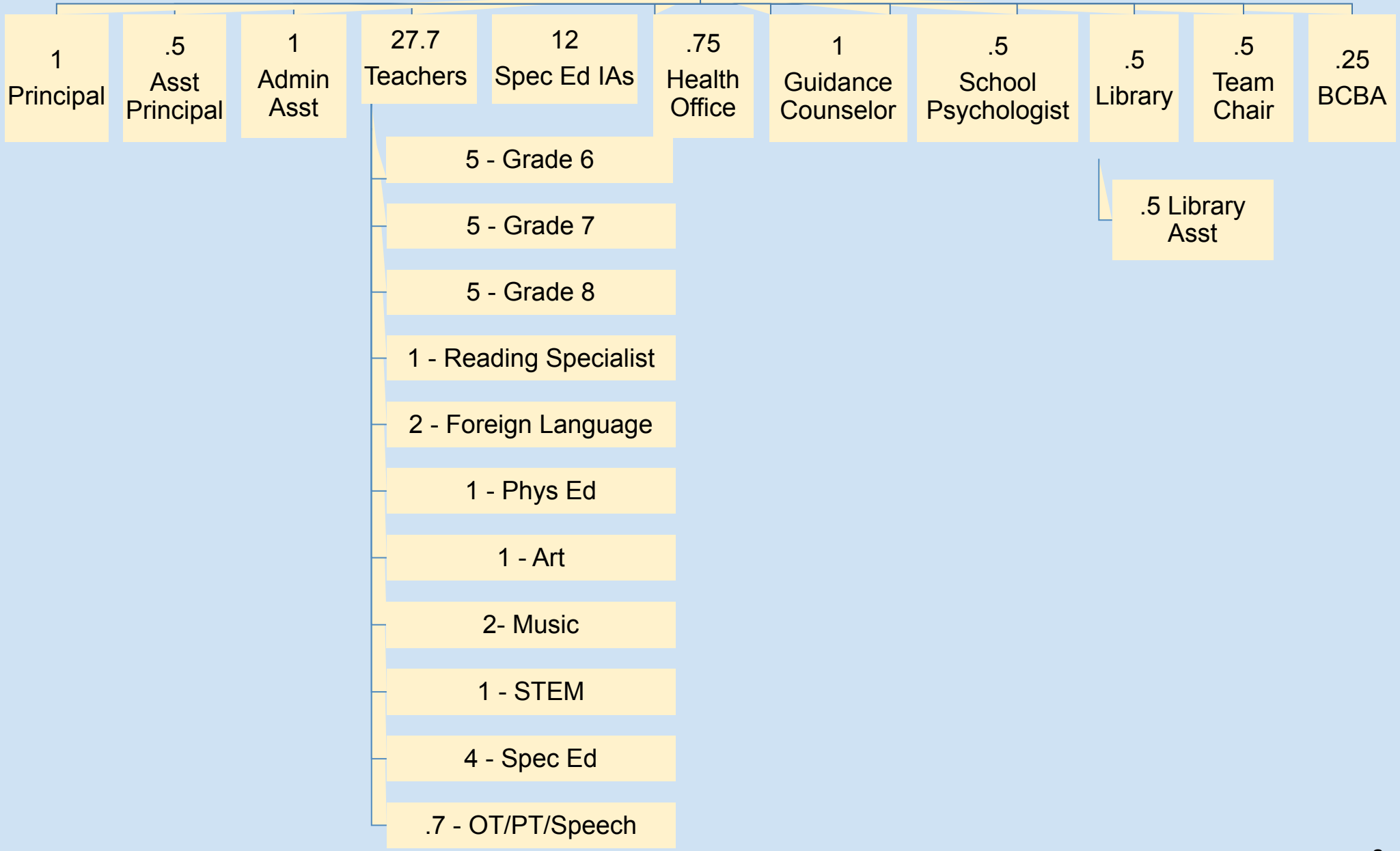
6 MS/HS Custodians

6 SCEL/ES Custodians

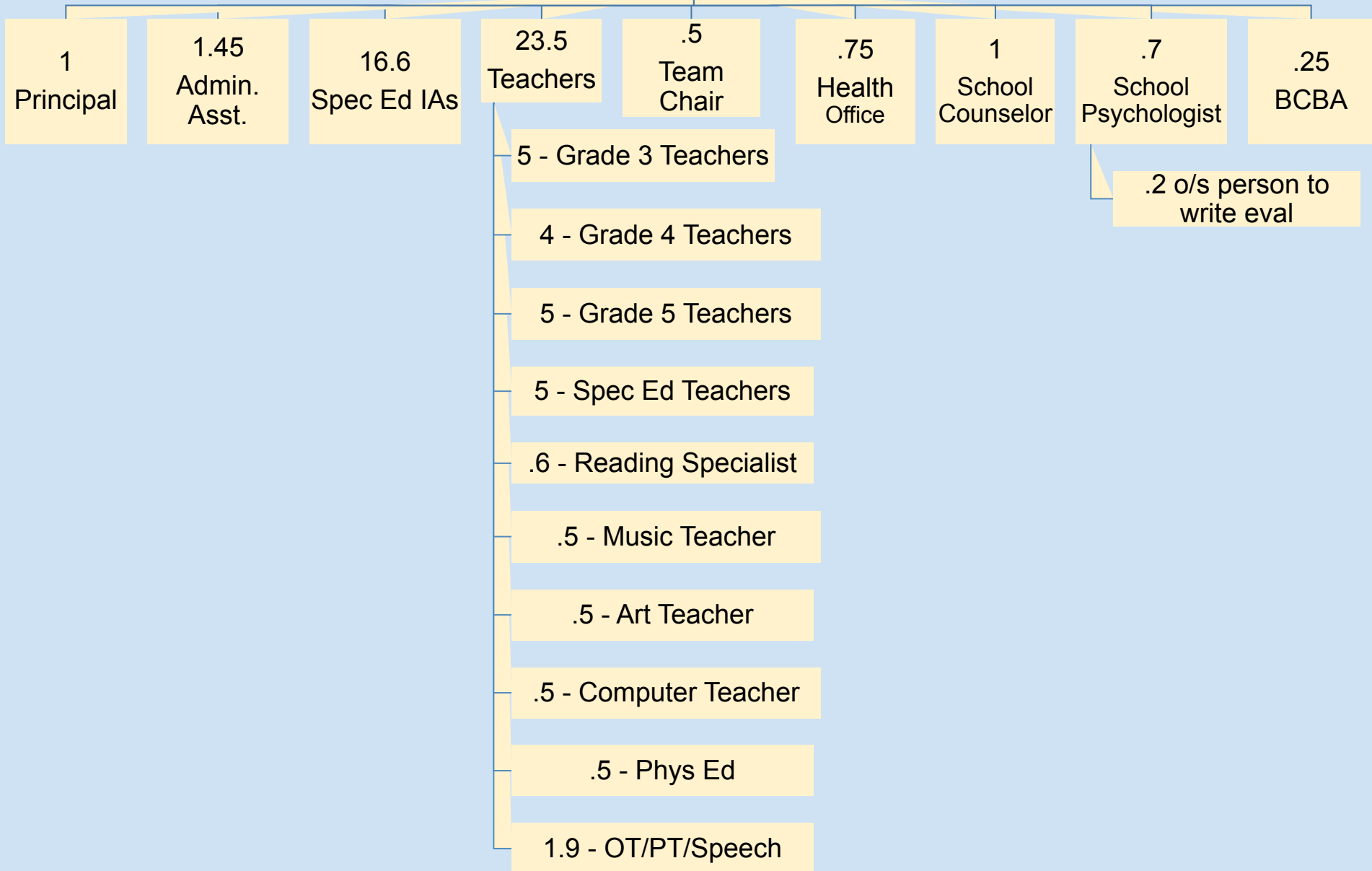
HIGH SCHOOL



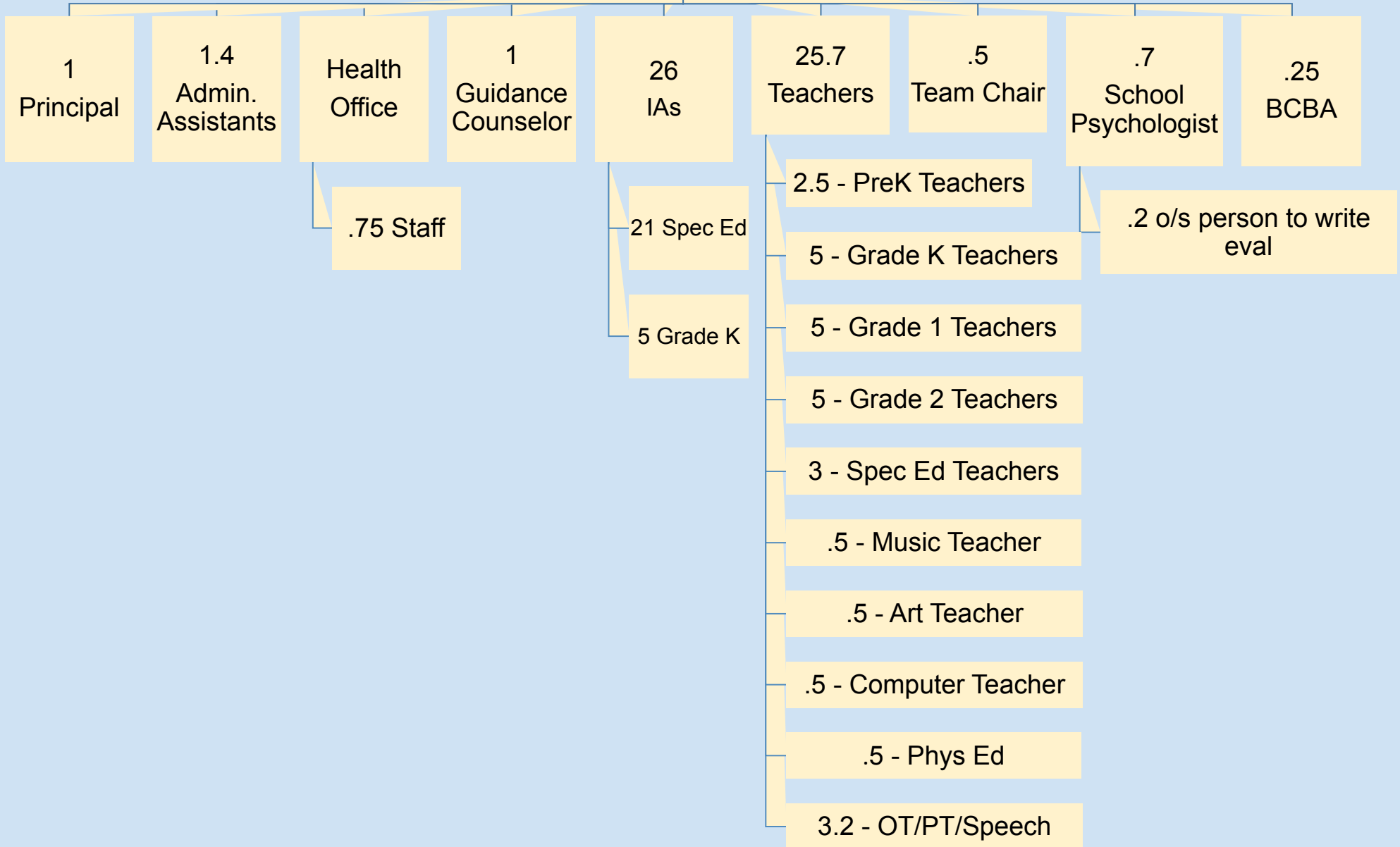
MIDDLE SCHOOL



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

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 Option

ELEMENTARY SCHOOL
PreK - Grade 4

MIDDLE SCHOOL
Grades 5-7

HIGH SCHOOL
Grades 8-12

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 5 & 6)
- 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 (add grades 5 & 6)
- 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