

**Middle School Consolidation Update/Report
To Board of Education
January 6, 2018**

Purpose of Update/Report: This update provides further information in preparation for the Board of Education discussion and action related to the potential consolidation of the two middle schools.

Purpose of Consolidation: The purpose of consolidation is to improve the quality of educational and extra-curricular offerings for all middle school students. One larger school allows for students to have equitable access to new and existing programs and affords efficiencies that cannot happen with two small schools. Consolidation will bring consistent and coherent programs to improve student performance and growth outcomes. Consolidation also brings an opportunity for students at the middle school level to strengthen their sense of community before transitioning to the high school.

The concept of consolidation has been discussed for years at the Board level, by the K-12 Building Committee, in the Middle School Task Force, and in other venues. With the building of the new elementary schools and the transition of 5th grade to the elementary level, this is the opportune time to consolidate the two schools.

Superintendent's Recommendation: The Superintendent, with unanimous support of the district administrative Leadership Team, recommends consolidation of the two middle schools into one new 6-7-8 middle school to be located on the Mystic Middle School (MMS) site beginning in the fall of 2018.

Busing: There has been much discussion about the impacts of busing students who currently attend Pawcatuck Middle School (PMS). Approximately 35 students who currently walk to PMS would need to ride buses to the new middle school. In addition, a study was completed that indicated that riders on the five bus routes that currently serve PMS would ride an additional 12-15 minutes each way to the new school. With the transition of 5th grade to the elementary level and potential route adjustments, this may be reduced. It should be noted that the five routes would take less time than some of the current MMS routes and are well under the Board established maximum ride times. Lastly, additional late buses would be added to provide students with transportation home after clubs, sports and other extracurricular offerings.

Similar decisions in the past (closing of the Borough school and Mystic elementary school) resulted in a change in transportation ride times for some students. There will be additional bus time for some students. However, there are positive trade-offs that benefit all students with consolidation including enhanced academic and enrichment programs and additional extracurricular programs.

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More Details: There also has been discussion about the need for further detail related to programs, especially the music program. Whether consolidation happens in the fall of 2018 or fall of 2019 (or not at all), details concerning all aspects of the new middle school need to be made by the principal with input and discussion with all stakeholders including teachers, instructional teams, families, and students. (**Attachment A – Letter from Principal Tim Smith re Planning**).

Educational programs, schedules, and teaching assignments are all fluid at every school and changes occur even during the school year based on student needs. To that end, Principal Tim Smith has developed an outline for including the various stakeholder groups in the planning for the new middle school (**Attachment B**). Developing finite details prior to a Board decision would not be in the best interests of students, families, and staff members. Careful planning and inclusion of all stakeholders in the planning process is imperative and is part of this recommendation as depicted on **Attachment B**.

It is recommended that **Attachment B** be the guiding outline for participation from staff, teachers, families, and students to help develop the plan for the new middle school.

It is also recommended that there be monthly updates at all regular BOE meetings related to this process as outlined on **Attachment B**.

Scheduling: As with the details of developing academic programs mentioned above, it is important for staff, families, and students to have input into scheduling options. There are significant differences between what is possible with consolidation through creative scheduling and the existing status quo schedules. Principal Smith put together some sample schedules that show what is possible with consolidation. Consolidation supports schedules that can enhance teacher team planning time which was a priority with teachers during Task Force discussions and staff meetings. **Attachment C** shows some possible flexible schedules that are not possible with two small middle schools.

Facility: One question that keeps coming up is “Can both 6-7-8 grades fit into the MMS site?” The answer is yes. Again specific room assignments and adjacencies of programs would be part of the spring planning sessions. However, to show that all students easily can be housed in the current facility, a sample assignment map is provided (**Attachment D**). There are a couple of open flex spaces and no teacher has to share his/her classroom.

Academic Benefits: Two separate small middle schools compound the issues with flexible scheduling and equitable access to programs for all students. Two small school configuration will stifle potential for new and exciting opportunities for all students. There have already been some discussions about two exciting ideas that could be accomplished through consolidation. The first one involves additional exploratory options which was also a recommendation of the Task Force. The

second is to provide high school level classes at the middle level to prepare our students for the academic rigor of Stonington High School. Teacher/administrator teams from both middle schools will collaborate to develop additional opportunities for all students. **Attachment E** outlines these two ideas. With the creative expertise of our PMS/MMS teachers, many more ideas will be forthcoming this spring.

Music: There has been much discussion at meetings and on social media about the music program at a consolidated middle school. As with the other concepts mentioned above, music will be part of the discussion this spring....as part of the comprehensive program being developed for the new school.

The Superintendent and other administrators have met on several occasions with music teachers from the elementary, middle and high school levels about the future of music programs with the 5th grade transition and potential consolidation. The specifics must be part of the overall discussion and planning this spring. Six ideas garnered support from the teachers and administrators present at these meetings. Those ideas are as follows:

- 1) Elementary music teachers recommend continuing general music and chorus programs for all K-5 students, similar to what is now provided to K-4 students.
- 2) All music teachers liked the idea of expanding first experience instrumental music (recorders) from current 4th grade to 3rd grade. This will provide a full additional year of instrumental experience to all students.
- 3) Music teachers also recommended expanding instrumental experiences in 4th grade to include the second year of recorders and exposure to new instruments such as ukuleles or ORF percussion instruments. It was also recommended that the instrument assessment be given to all 4th graders to provide parents with information as to interest and possible ability for future band instruments.
- 4) Teachers recommended that the district continue providing instrument instruction in the 5th grade to students interested in playing a band instrument and provide chorus or general music as an option.
- 5) Middle School 6-7-8 will continue to provide instrumental and choral music options as part of the elective program. Exact scheduling will be part of the programing discussion this spring as with all other electives.
- 6) Other ideas from the music teachers included discussion about providing classes or extracurricular music offerings in guitar, strings/orchestra, and other ideas that would be part of future planning.

Facility Needs: The following is a summary of facility needs at current MMS and PMS sites with consolidation. Obviously some further information related to funding and timing is required.

- 1) MMS Facility
 - a. Increase parking
 - b. Increase air conditioning
 - c. New lunch tables
 - d. Other potential based on teacher needs identified in planning process
- 2) PMS Facility
 - a. Discuss potential of sale of current CO with Board of Selectmen and Board of Finance as potential to fund improvements
 - b. Move and convert part of PMS to Central Office
 - c. Provide space for Town Recreation Department and COMO
 - d. Provide space for district programs

The estimate for these improvement costs is approximately \$797,000. The Board of Education needs to work with the Board of Finance and Board of Selectmen to determine a funding source. Funds could come from sale of Central Office, operational funds as described below, or become part of the CIP program.

Financial Implications: There has been speculation that the consolidation recommendation is founded on financial issues. This is not the case. An enhanced quality program for all students in grades 6-8 at one location is the impetus for the recommendation.

There will be eventual and ongoing financial benefits to the town with consolidation. **Attachment F and Attachment G** summarize the potential financial savings of a consolidation. These recommendations may change slightly based on teacher needs determined this spring. These savings could be used to offset the improvement costs mentioned above. Based on this spreadsheet, the staffing savings will be approximately \$776,096. Additional savings from Central Office utilities, heat and maintenance will add \$40,000 to that for a potential savings of \$816,096.

Recommendation: The Superintendent recommends the following:

- 1) **Consolidation of two middle schools**
- 2) **Consolidation to be completed for fall 2018**
- 3) **Recommend the adoption of the process outlined in Attachment A for the participation of staff, teachers, families and students to help develop the plan for the new middle school.**
- 4) **Recommend monthly updates at regular Board of Education meetings related to consolidation as outlined in Attachment B**

- Attachment A: Letter from Principal Tim Smith re Planning**
- Attachment B: Planning Calendar**
- Attachment C: Middle School Scheduling**
- Attachment D: Facilities Map for Grades 6-7-8**
- Attachment E: Academic Benefits Offered by Consolidation**
- Attachment F: Consolidation Estimated Staffing/Other Savings**
- Attachment G: Financial Summary of Middle School Needs - Consolidation**

ATTACHMENT A

To: Dr. Van Riley
From: Timothy B. Smith

Date: January 2, 2018
Re: Planning the Details of Middle School Consolidation

Dr. Riley,

After our conversation this morning, I wanted to send you my thoughts. Recent public comments have asked for more details about the operating plans of the new consolidated middle school prior to making the consolidation decision. While I agree that we should work toward better estimates of upgrades to the facility such as air conditioning and additional parking, I am troubled by the desire to know all of the academic and extracurricular details prior to a vote. In the feasibility report I submitted in November, I presented ideas and options only to demonstrate that a consolidation was possible. It was not intended to be a definitive plan.

Our concept from the very beginning has been to close both PMS and MMS and open a new consolidated middle school at the Mystic site. The creation of a new 6-7-8 middle school is a large-scale design challenge. This design should be a human-centered challenge that is best met by the actual people in their new roles. For students, staff, and teachers, their participation in those decisions is what will help build the culture of the new learning community. We need the collective expertise of every teacher in order to design the best middle school experience for the students of Stonington. Making final decisions about academic programming and extracurricular opportunities without the teachers and students playing a role in the process would be unproductive.

The essential question is this: "Do we want to focus our resources in a single location to provide equal access and opportunity to the best experience possible for all of the middle school students in Stonington?" Everything else that follows that decision needs to be done collectively and collaboratively.

| | Administrative Team | Teachers | Students | Parents | Community | Facility Management | IT Department | Other logistics |
|-----------------|---|---|---|---|---|---|---|--|
| | Administrative Team | Teachers | Students | Parents | Community | Facility Management | IT Department | Other logistics |
| January | | | | | | | | |
| | Core team attends EduCon 2018 to learn practices in student-centered learning | Core team attends EduCon 2018 to learn practices in student-centered learning | | Hold Planning Meetings to merge PTO groups | | Study additional parking | Admin/IT meeting to plan detailed consolidation of all IT related systems and services (including any additional summer hiring to assist with data entry etc. | |
| | Create a comprehensive social media campaign to update all groups and to make the consolidation effort as transparent as possible | Solicit assignment preferences from middle school staffs | | Planning family engagement events | | Study additional AC needs | | Adjust orders of student agenda planners |
| | Establish Principal's advisory group with students from both schools, schedule series of meetings | | Establish Principal's advisory group with students from both schools, schedule series of meetings | | | | | |
| | Current programming/innovative programming and practices development meetings | Current programming/innovative programming and practices development meetings | | | | | | |
| February | Launch Campaign to select new school logo, mascot, and colors | Launch Campaign to select new school logo, mascot, and colors | Launch Campaign to select new school logo, mascot, and colors | Launch Campaign to select new school logo, mascot, and colors | Launch Campaign to select new school logo, mascot, and colors | | | |
| | Staff team building, foundational vision work, student-centered learning expectations | Staff team building, foundational vision work, student-centered learning expectations | Student-Admin advisory meeting | Planning family engagement events | Monthly communication updates | | | |
| | | | | | | Revise long-term facility maintenance plan and CIP projects | | |
| | | | | legal dissolution of PMS/MMS 501(c)3 organization and formation of new entity | | | | |
| | | | | | | Implement additional AC plan | | |
| March | Finalize staffing | | Student-Admin advisory meeting | | Monthly communication updates | Identify "spruce-up" work, cleaning painting etc | | |
| | Staff team building, foundational vision work, student-centered learning expectations | Staff team building, foundational vision work, student-centered learning expectations | | | | | | |

| | Administrative Team | Teachers | Students | Parents | Community | Facility Management | IT Department | Other logistics |
|--------------|---|--|--|--|-------------------------------|---|--|--|
| | Create PLC for creating new Learning Community | Create PLC for creating new Learning Community | | | | | | |
| | Design summer school programs/camps | Design summer school programs/camps | | | | | | |
| April | Staff team building, foundational vision work, student-centered learning expectations | Staff team building, foundational vision work, student-centered learning expectations | | | Monthly communication updates | Plan logistics of summer cleaning program | Order new sports uniforms | |
| | Finalize plans for fall sports | Teachers at both MMS/PMS start identifying classroom materials and equipment for new room/teaching assignments | | | | Plan logistics of complete room changes (packaging/staging area/Unpacking etc | | |
| | Assess special education needs and a plan for student services | | | | | | | |
| May | Staff team building, foundational vision work, student-centered learning expectations | Staff team building, foundational vision work, student-centered learning expectations | Students complete course selection process | hold family engagement events | Monthly communication updates | Order new cafeteria furniture | | Finalize artwork for new student agenda planners |
| | Reallocate all line item budgets to reflect new teaching and learning assignments | Identify all items at PMS with indicator of remain, discard, or move to MMS | Student-Admin advisory meeting | | | Order new signage for exterior and interior | | |
| | | | | | | | Collect all Chromebooks and transfer to MMS | |
| June | | Create new combined students groups and teacher assignments for Advisory program | Student-Admin advisory meeting | | Monthly communication updates | | Create new school profile for state reporting | Combine student activity accounts and establish new account/checks etc |
| | Staff team building, foundational vision work, student-centered learning expectations | Staff team building, foundational vision work, student-centered learning expectations | | | | School cleaning and classroom set up | Merge student data files (PSIS) in PowerSchool | Create new Letterhead |
| | | All teachers pack up rooms, all classroom materials staged in Aux gym until summer cleaning completed. | | | | | | |
| July | Curriculum writing for any new courses | Curriculum writing for any new courses | | | Monthly communication updates | Dispose of/ store old cafe tables | Merge teacher profiles in PowerSchool | New Business cards |
| | Plan opening week of school activities | Plan opening week of school activities | Plan opening week of school activities | Plan opening week of school activities | | Finalize bus routes | Consolidate Chromebook files | |

| | Administrative Team | Teachers | Students | Parents | Community | Facility Management | IT Department | Other logistics |
|------------------|---|---|----------|-------------------------------|-------------------------------|--|--|-----------------|
| | | | | hold family engagement events | | Finish remodel of Cafeteria | Re-format Finalsite Web site to remove PMS/MMS and replace with single Middle School throughout web site directory | |
| August | Staff team building, foundational vision work, student-centered learning expectations | Staff team building, foundational vision work, student-centered learning expectations | | | Monthly communication updates | Complete additional parking project | Reinstall Virtual Desktop computer lab at PMS and reinstall in second floor LMC computer lab to replace old PC network lab | |
| | | | | | | Complete all "spruce-up" projects | Program master schedule in PowerSchool for scheduling classes and students | |
| | | | | | | | Merge data files for Star 360 programs | |
| | | | | | | | Reprogram all phone and voicemail IDs | |
| September | | | | | | Combine late bus service and determine logistics | Re-distribute all Chromebooks | |

ATTACHMENT C

Middle School Scheduling

One of the significant challenges caused by declining enrollment is the master schedule. With fewer teachers, the true grade-level team scheduling structure no longer works. Teachers must teach multiple grade levels, multiple content areas or both. When this happens, the only way for a schedule to work is to have all the grades on the same bell schedule.

Attached are two versions of a middle school master schedule. The first one is a standard 7-period schools day with 50-minute periods. Pawcatuck Middle School has been running this type of schedule for several years.

The second schedule shows how many variations are possible when a group of teachers share the same students. Grade level team scheduling gives the teachers more autonomy to adjust their team's schedule to fit a wide variety of instructional goals. This team structure is one of the hallmarks of middle school philosophy. The team approach allows the teachers to know their students as learners and people. The daily team meetings create the opportunity for teachers to collaborate and integrate units and objectives.

Consolidation would create two teams per grade level. These teams would share all of the same students. Each team would be able to choose these scheduling options as a conscious design option based on what they are teaching and how students learn best. For example, a team could choose to have 90-minute blocks on certain days for science labs. Language arts and social studies teachers could create integrated units that culminate with debates using some of these longer blocks of time. I strongly believe that Consolidation will allow more grade level team scheduling options.

Consolidated Middle School Master Schedule

| Mod time | Group 1 | Group 2 | Group 3 | Group 4 |
|-----------------|----------------------------|---------------------------|---------------------------|--------------------------|
| 1 8:15- 8:25 | | | | |
| 2 8:25- 8:35 | | | | |
| 3 8:35- 8:45 | 8:15- 9:05 . (50) | 8:15- 9:05 . (50) | 8:15- 9:05 . (50) | 8:15- 9:05 . (50) |
| 4 8:45- 8:55 | | | | |
| 5 8:55- 9:05 | | | | |
| 6 9:05- 9:15 | | | | |
| 7 9:15- 9:25 | 9:15- 9:55 . (50) | 9:15- 9:55 . (50) | 9:15- 9:55 . (50) | 9:15- 9:55 . (50) |
| 8 9:25- 9:35 | | | | |
| 9 9:35- 9:45 | | | | |
| 10 9:45- 9:55 | | | | |
| 11 9:55- 10:05 | | | | |
| 12 10:05- 10:15 | | | | |
| 13 10:15- 10:25 | 9:55- 10:45 . (50) | 9:55- 10:45 . (50) | 9:55- 10:45 . (50) | 9:55- 10:45 . (50) |
| 14 10:25- 10:35 | | | | |
| 15 10:35- 10:45 | | | | |
| 16 10:45- 10:55 | | | | |
| 17 10:55- 11:05 | Lunch Wave 1 10:45 - 11:15 | | | |
| 18 11:05- 11:15 | | 10:45- 11:20 . (35) | 10:45 - 11:35 (50) | 10:45 11:40 (55) |
| 19 11:15- 11:25 | | | | |
| 20 11:25- 11:35 | | Lunch Wave 2 11:20- 11:50 | | |
| 21 11:35- 11:45 | 11:15 - 12:10 (55) | | 11:35 - 11:55 . (20) | |
| 22 11:45- 11:55 | | | | |
| 23 11:55- 12:05 | | 11:50- 12:15 (25) | | 11:40 - 12:30 (50) |
| 24 12:05- 12:15 | | | Lunch Wave 3 11:55- 12:25 | |
| 25 12:15- 12:25 | | | | |
| 26 12:25- 12:35 | | | | |
| 27 12:35- 12:45 | 12:10- 1:00 . (50) | 12:15- 1:00 . (45) | | Lunch Wave 4 12:30- 1:00 |
| 28 12:45- 12:55 | | | 12:25 - 1:00 . (35) | |
| 29 12:55- 1:05 | | | | |
| 30 1:05- 1:15 | | | | |
| 31 1:15- 1:25 | | | | |
| 32 1:25- 1:35 | 1:00- 1:50 . (50) | 1:00- 1:50 . (50) | 1:00- 1:50 . (50) | 1:00- 1:50 . (50) |
| 33 1:35- 1:45 | | | | |
| 34 1:45- 1:55 | | | | |
| 35 1:55- 2:05 | | | | |
| 36 2:05- 2:15 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) |
| 37 2:15- 2:25 | | | | |
| 38 2:25- 2:40 | | | | |

Consolidated Middle School Master Schedule

| Mod | time | Group 1 | Group 2 | | | Group 3 | | | Group 4 | | | | | |
|-----|--------------|----------------------------|---------------------------|---------|---------|---------------------------|---------|---------|--------------------------|--------------------|---------|---------|---------|---------|
| 1 | 8:15- 8:25 | 8:15- 9:05 . (50) | 8:15- 9:05 . (50) | 90 mins | 60 mins | 30 mins | 55 mins | 30 min | 90 mins | 8:15- 9:05 . (50) | 30 min | 65 mins | 90 mins | 90 mins |
| 2 | 8:25- 8:35 | | | | | | | | | | | | | |
| 3 | 8:35- 8:45 | | | | | | | | | | | | | |
| 4 | 8:45- 8:55 | 9:15- 9:55 . (50) | 9:15- 9:55 . (50) | 60 mins | 60 mins | 60 mins | 55 mins | 60 mins | 90 mins | 9:15- 9:55 . (50) | 60 mins | 65 mins | 90 mins | 90 mins |
| 5 | 8:55- 9:05 | | | | | | | | | | | | | |
| 6 | 9:05- 9:15 | | | | | | | | | | | | | |
| 7 | 9:15- 9:25 | 9:55- 10:45 . (50) | 9:55- 10:45 . (50) | 50 mins | 60 mins | 50 mins | 55 mins | 65 mins | 65 mins | 9:55- 10:45 . (50) | 60 mins | 65 mins | 60 mins | 90 mins |
| 8 | 9:25- 9:35 | | | | | | | | | | | | | |
| 9 | 9:35- 9:45 | | | | | | | | | | | | | |
| 10 | 9:45- 9:55 | Lunch Wave 1 10:45 - 11:15 | 10:45- 11:20 . (35) | 45 mins | 65 mins | 45 mins | 55 mins | 65 mins | 65 mins | 10:45- 11:40 (55) | 60 mins | 65 mins | 60 mins | 90 mins |
| 11 | 9:55- 10:05 | | | | | | | | | | | | | |
| 12 | 10:05- 10:15 | | | | | | | | | | | | | |
| 13 | 10:15- 10:25 | 11:15 - 12:10 (55) | Lunch Wave 2 11:20- 11:50 | | | 55 mins | 65 mins | 65 mins | 65 mins | 11:40 - 12:30 (50) | 45 mins | 60 mins | 45 mins | 75 mins |
| 14 | 10:25- 10:35 | | | | | | | | | | | | | |
| 15 | 10:35- 10:45 | | | | | | | | | | | | | |
| 16 | 10:45- 10:55 | 12:10- 1:00 . (50) | 70 mins | | | Lunch Wave 3 11:55- 12:25 | | | Lunch Wave 4 12:30- 1:00 | | | | | |
| 17 | 10:55- 11:05 | | | | | | | | | | | | | |
| 18 | 11:05- 11:15 | | | | | | | | | | | | | |
| 19 | 11:15- 11:25 | 1:00- 1:50 . (50) | 1:00- 1:50 . (50) | | | 45 mins | | | 1:00- 1:50 . (50) | | | | | |
| 20 | 11:25- 11:35 | | | | | | | | | | | | | |
| 21 | 11:35- 11:45 | | | | | | | | | | | | | |
| 22 | 11:45- 11:55 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | | | 45 mins | | | 1:50- 2:40 . (50) | | | | | |
| 23 | 11:55- 12:05 | | | | | | | | | | | | | |
| 24 | 12:05- 12:15 | | | | | | | | | | | | | |
| 25 | 12:15- 12:25 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | | | 45 mins | | | 1:50- 2:40 . (50) | | | | | |
| 26 | 12:25- 12:35 | | | | | | | | | | | | | |
| 27 | 12:35- 12:45 | | | | | | | | | | | | | |
| 28 | 12:45- 12:55 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | | | 45 mins | | | 1:50- 2:40 . (50) | | | | | |
| 29 | 12:55- 1:05 | | | | | | | | | | | | | |
| 30 | 1:05- 1:15 | | | | | | | | | | | | | |
| 31 | 1:15- 1:25 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | | | 45 mins | | | 1:50- 2:40 . (50) | | | | | |
| 32 | 1:25- 1:35 | | | | | | | | | | | | | |
| 33 | 1:35- 1:45 | | | | | | | | | | | | | |
| 34 | 1:45- 1:55 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | | | 45 mins | | | 1:50- 2:40 . (50) | | | | | |
| 35 | 1:55- 2:05 | | | | | | | | | | | | | |
| 36 | 2:05- 2:15 | | | | | | | | | | | | | |
| 37 | 2:15- 2:25 | 1:50- 2:40 . (50) | 1:50- 2:40 . (50) | | | 45 mins | | | 1:50- 2:40 . (50) | | | | | |
| 38 | 2:25- 2:40 | | | | | | | | | | | | | |

ATTACHMENT D

FIRE SAFETY LEGEND

REFER TO FLOOR PLANS AND WALL PARTITION TYPES (DRAWING A301)
FOR SPECIFIC PARTITION DETAILS AND LOCATIONS

ROOM OCCUPANT LOAD
 $\frac{9500 \text{ SF}}{300} = 32P$ AREA IN SQ. FT.
 OCCUPANT LOAD FACTOR (BOOK TABLE B06.1.1.2)

165 ACTUAL LOAD
 220 EXIT CAPACITY

- 15 → DIRECTION OF TRAVEL
 WITH ACCUMULATED OCCUPANT LOAD

--- HORIZONTAL EXIT

---2'--- MAXIMUM TRAVEL DISTANCE
 FROM FURTHEST POINT

Ⓐ ACCESSIBLE AREA OR EXIT

Ⓢ NON-ACCESSIBLE EXIT

Ⓐ AREA OF REFUGE

NON-FIRE RATED SMOKE PARTITION

1 HR. FIRE SEPARATION WALL

2 HOUR FIRE SEPARATION WALL

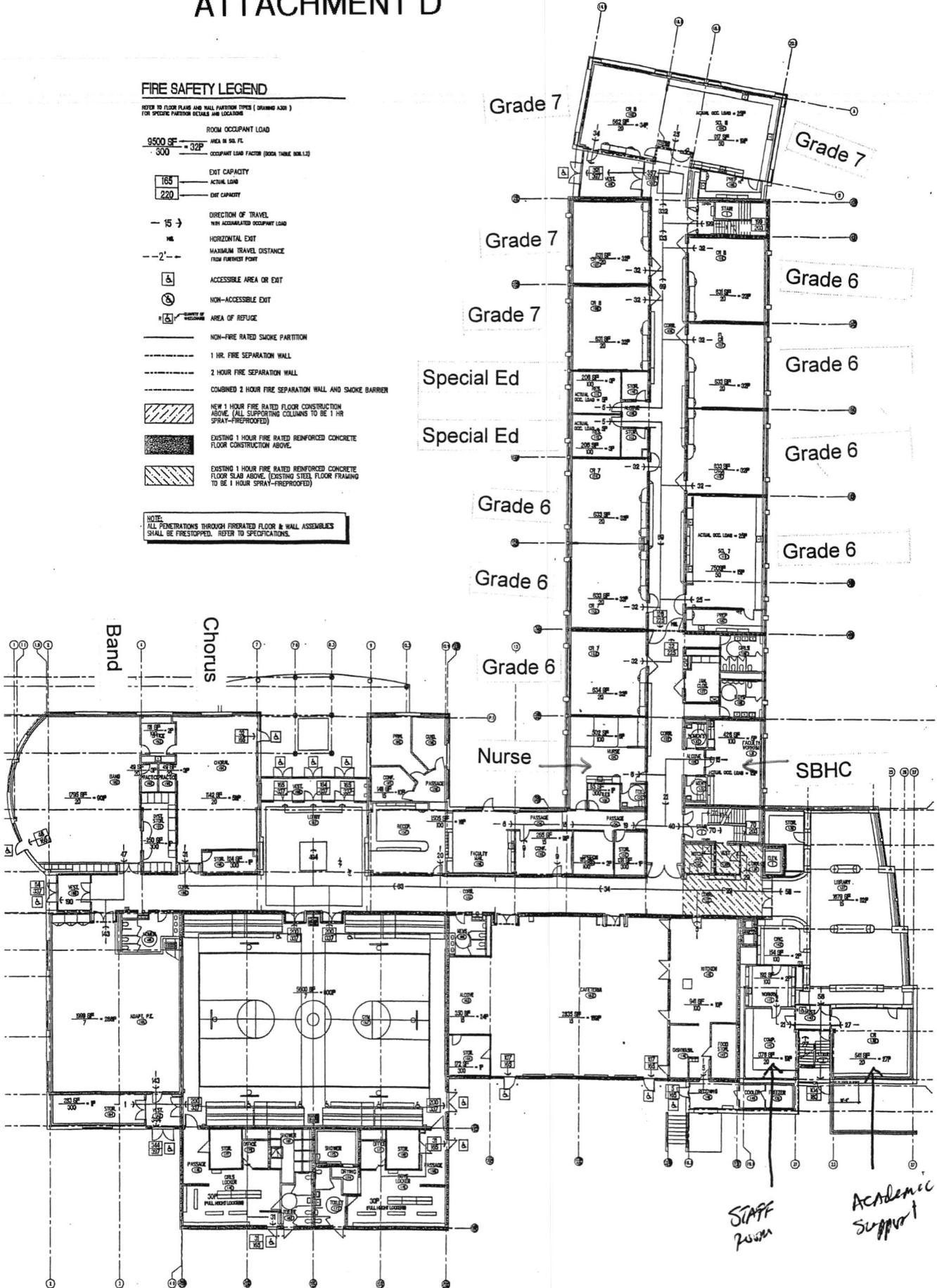
COMBINED 2 HOUR FIRE SEPARATION WALL AND SMOKE BARRIER

NEW 1 HOUR FIRE RATED FLOOR CONSTRUCTION
 ABOVE (ALL SUPPORTING COLUMNS TO BE 1 HR
 SPRAY-FIREPROOFED)

EXISTING 1 HOUR FIRE RATED REINFORCED CONCRETE
 FLOOR CONSTRUCTION ABOVE.

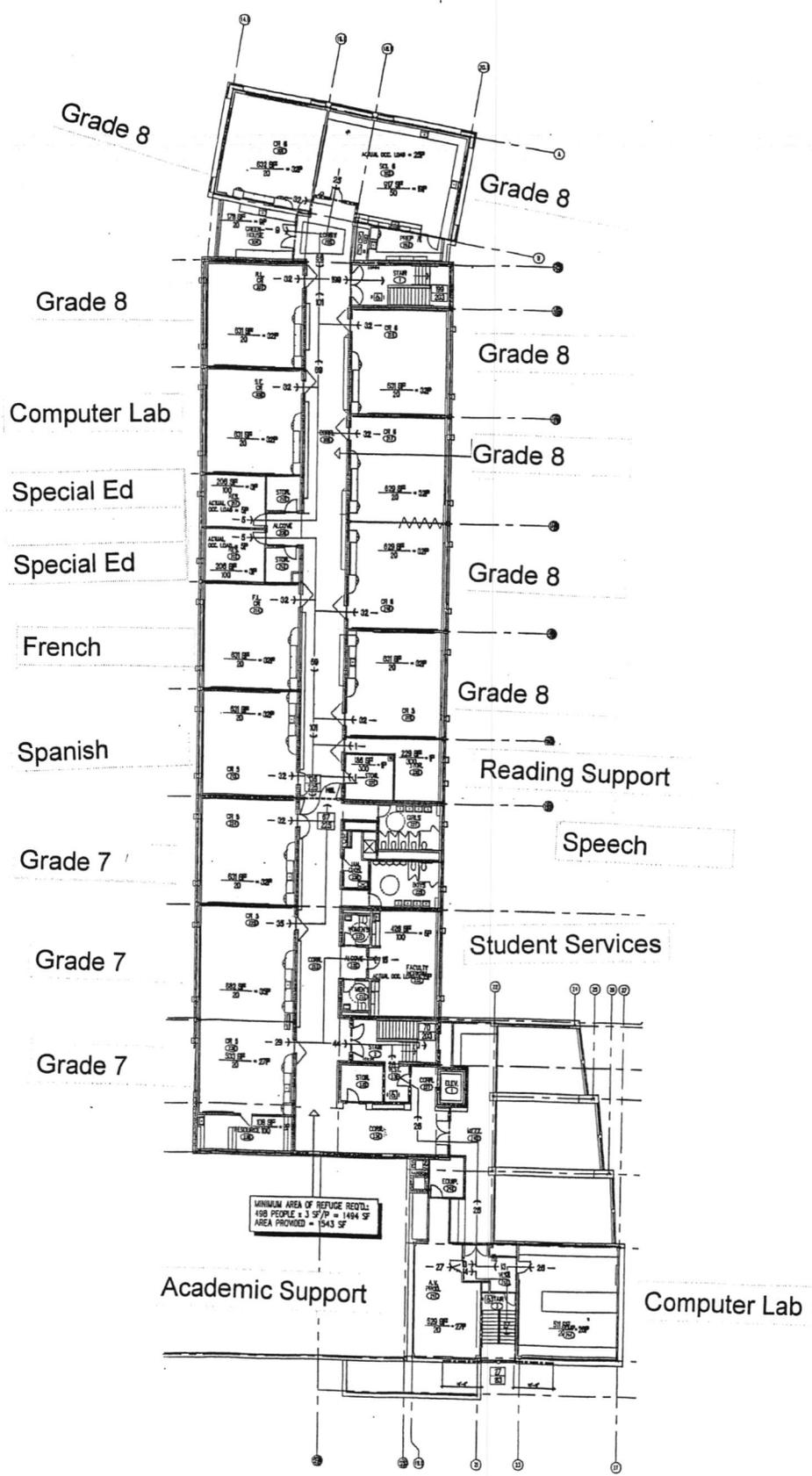
EXISTING 1 HOUR FIRE RATED REINFORCED CONCRETE
 FLOOR SLAB ABOVE (EXISTING STEEL FLOOR FRAMING
 TO BE 1 HOUR SPRAY-FIREPROOFED)

NOTE:
 ALL PENETRATIONS THROUGH FIRE RATED FLOOR & WALL ASSEMBLIES
 SHALL BE FIRESTOPPED. REFER TO SPECIFICATIONS.



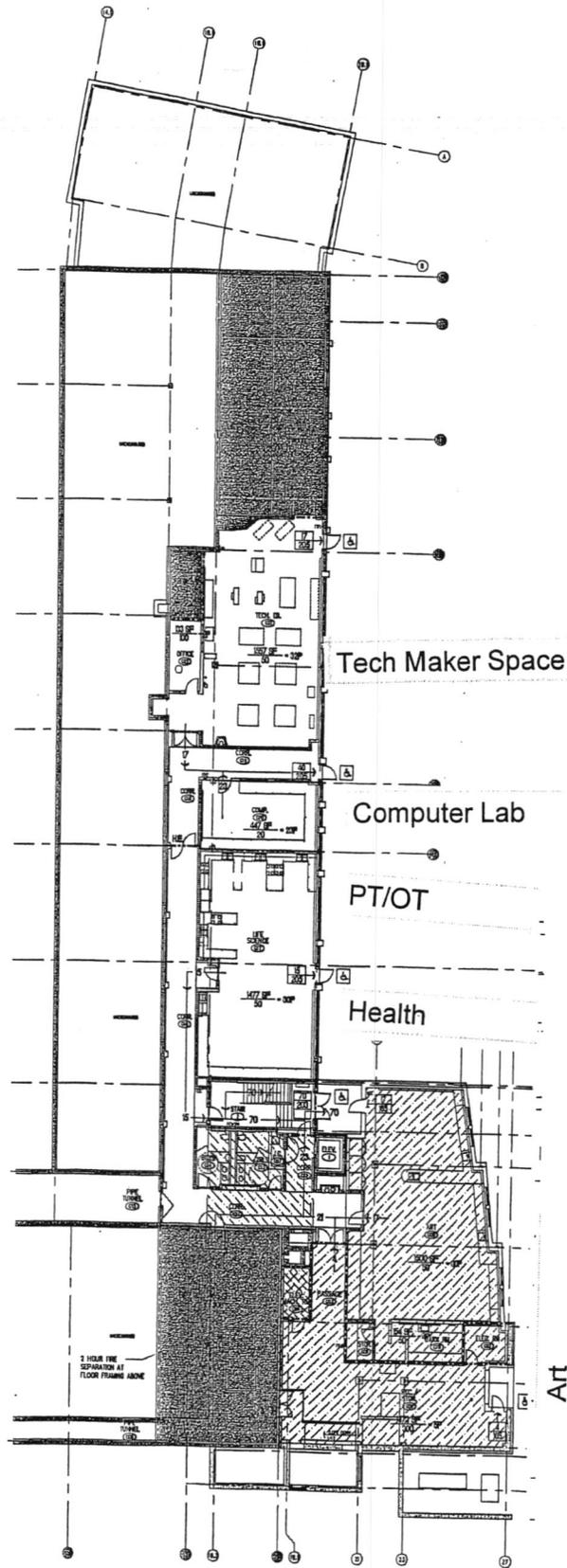
2E FIRST FLOOR FIRE SAFETY PLAN
 1/8"=1'-0"

TOTAL OCCUPANT LOAD = 2,159 P.
 MINIMUM 4 EXITS REQUIRED / 16 PROVIDED
 TOTAL EXIT CAPACITY = 4,352 P.



5E SECOND FLOOR FIRE SAFETY PLAN
1/8"=1'-0"

TOTAL OCCUPANT LOAD = 498 P.
MINIMUM 2 EXITS REQUIRED / 4 PROVIDED
TOTAL EXIT CAPACITY = 981 P.



1E GROUND FLOOR FIRE SAFETY PLAN

1/16" = 1'-0"
 TOTAL OCCUPANT LOAD = 131 P.
 MINIMUM 2 EXITS REQUIRED / 6 PROVIDED
 TOTAL EXIT CAPACITY = 1,148 P.

ATTACHMENT E

Academic Benefits Offered by Consolidation

Additional Exploratory Options To Be Informed and Identified by Students/Teachers

Rationale; To provide introductory experiences to assist students in selecting areas for further study in high school or in a post-secondary setting.

Categories linked to the Student Success Plans

- Arts, Media, and Entertainment
- Information and Communication
- Building, Construction, Engineering, and Architecture
- Computers and Technology
- Business and Entrepreneurship
- Environmental Science, Forestry, Sustainability
- Social Services, Public Service, Law Enforcement
- Health Sciences, Scientific Research

8th Grade- High School Readiness - Full Year Electives

Rationale: Provide all students with an authentic experience to prepare for high school level work in a context of interest to the student.

- Option for all students
- Linked with Student Success Plan
- Mastery-Based, not for a letter grade or for high school credit
- Limited to 1 course per student

All courses will be:

- Be academically challenging;
- Involve substantial reading and writing;
- Include problem-solving and laboratory work, as appropriate;
- Show serious attention to analytical thinking, as well as factual content;
- Develop students' oral and listening skills; and
- Incorporate learning to develop skills and cultivate interest in the academic enterprise.
- Year long with focus on critical thinking, writing, and problem-solving

Possible Course Options-Curriculum Exists

- Bullets of Truth: English 9 and Public Service
- Language Takes the Stage, English 9 and Performing Arts
- Writing Games for Social Justice
- DaVinci Algebra 1 (Part 1)
- Solving Water Problems through Integrated Science
- Forensic Biology
- Write, Camera, Action, Storytelling Through Your Lens

ATTACHMENT F

| Consolidation Estimated Staffing/Other Savings | | | | |
|--|------|--------------|-----------|-------------------|
| | | | | |
| Revised 1-8-18 | | | | |
| | | | | |
| Position | FTE | Total Comp | Total | |
| | | Per Position | | |
| | | | | |
| Principal | 1.0 | \$158,327 | \$158,327 | |
| Classroom Teachers | 1.0 | \$64,940 | \$64,940 | 1.0 5th grade |
| Survey - Art | 0.0 | \$0 | \$0 | |
| Survey - Music | 1.0 | \$64,940 | \$64,940 | 0.4 to Elementary |
| Survey - PE/Health | 1.0 | \$64,940 | \$64,940 | |
| Survey - Library | 0.0 | \$0 | \$0 | |
| Survey - World Language | 0.0 | \$0 | \$0 | |
| Special Ed Teachers | 2.0 | \$64,940 | \$129,880 | |
| Speech | 0.0 | \$0 | \$0 | |
| Psychologist | 0.0 | \$0 | \$0 | |
| Social Worker | 0.0 | \$0 | \$0 | |
| Nurse | 1.0 | \$62,150 | \$62,150 | |
| Reading/Intervention | 0.0 | \$0 | \$0 | 0.6 to DMS |
| Guidance | 0.0 | \$0 | \$0 | |
| | | | | |
| Secretaries | 1.8 | \$59,915 | \$107,847 | |
| Custodians | 1.8 | \$46,072 | \$46,072 | Keep 1.0 at PMS |
| Paras (Library, Music, Nurse, SE) | 5.0 | \$15,400 | \$77,000 | |
| | | | | |
| Total FTE Reduction | 15.6 | | | |
| Total Budget Reduction | | | \$776,096 | |
| | | | | |
| Savings from Central Office Building | | | \$40,000 | |
| | | | | |
| Total Potential Savings 2018-19 | | | \$816,096 | |

| Financial Summary of Middle School Needs - Consolidation | | |
|---|------------------|---|
| Estimated Staffing Savings | \$776,096 | |
| Estimated Savings Central Office Operations | \$40,000 | |
| Total Estimated Savings | \$816,096 | |
| Estimated Costs | | |
| MMS Parking | \$250,000 | Total cost for 50-60 parking spaces |
| MMS Air Conditioning | \$303,000 | Installed units, brackets, Kumo remotes, repair windows |
| MMS Lunch Tables | \$34,000 | |
| Other to be identified | \$75,000 | |
| PMS convert to office/special programs | \$135,000 | Doors, security, classroom upgrades, other |
| Total Estimated Costs | \$797,000 | |
| Potential Funding Sources | | |
| Operational Savings | \$816,096 | |
| Sale of Central Office | \$800,000 | |
| CIP | \$797,000 | |