

**JFK Reorganization (6th thru 8th)
Sixth Graders
Status Report as of 8/5/2010**

At Dr. Gallacher's request, Mr. Coleman and I have put together this status report of our work to date on the JFK reorganization. We know you are anxious for specific answers to many of the issues we raised during our spring meetings with this committee. Among others, questions such as class size, types of schedules for both students and teachers, types of specials available to 6th graders and how often, room utilization, etc. were articulated to us. We would love to answer these for you tonight, but at this time, we are only prepared to share where we are in the process. In our minds, we see this planning process lasting until November 1st with periodic status reports to you along the way. The October 1st count is a critical piece of data in our process. The good news is that we have figured out answers to many of the questions. The bad news is we still have lots of questions and hypotheses to test out. Hindering us to some extent is that some of the people we need to talk to, both in and out of the district, have not been available this summer. However, the most significant impediment has been time. We have spent the majority of the 30 days since July 1st, planning for and scheduling the building for the 2010-2011 school year in anticipation of our Sept 7th opening.

I know you all understand from our previous discussions, that reconfiguring the middle school is more than just fitting the students in. Fitting them in is simple. We can! The difficult part is being able to schedule them within the parameters that you have given us and providing a challenging and appropriate curriculum. It would be easy if you told us to design the best middle school we could from scratch and then build a building to house it. What we are trying to do is design a new middle school structure within the physical structure and limitations of the current building. Additionally, we are trying to work within the fiscal constraints of the budget, the requirements of state and federal laws, and our obligations under staff contracts. Although we now know many of the answers to questions discussed this spring, there are some questions that can't be answered until we put together a mock schedule in the early fall to test out our scheduling hypotheses.

Given the above, I'd like to give you an update of where we are in the reorganization process to date and address any comments you might have about the assumptions we made or the issues yet to be resolved.

Our overriding assumption is that you want us to design a quality middle school program for Enfield's children.

General Assumptions:

- 6th graders will be fully included middle school students including the following:
 - on the JFK 7 period schedule
 - Share the same busses
 - HR A and B,

- Same marking periods, report card schedule, progress reports, utilize TAC for grading
 - Will be organized by academic teams (either 2 or 4 member teams)
 - Can do all activities – extra help, detentions, clubs, late bus, etc.
 - Will be able to go to dances, end of year activities, etc.
 - Use of House plan 6-8
 - Parent conferences will be like the middle school – not elementary half days
 - Same for parent orientation nights – perhaps grade level nights?
 - 6th grade teachers would be assigned to Dept Chairs for supervision (possibly 2 people per DC, using core area DCs).
- Assumptions for Curriculum:
 - All content areas will be offered in 45-49 minute periods. Language Arts and Math will have approximately the same time allotments as they did when they were housed in K-6 schools.
 - We believe we can deliver the core curriculum extremely well.
 - Specials will be offered in 45-49 minutes periods, but at this point we can't guarantee equity in terms that every 6th grade student will get the exact same number of minutes in each special.
 - Special ed will change to a more inclusive model and consequently there will be fewer pull outs and collab settings will become the norm to the greatest extent possible.
- Assumptions for scheduling purposes:
 - 16 homerooms, with 25 students per room (possibly fewer than 16 homerooms, but will need to be an even number)
 - Need one additional guidance counselor
 - 1 or 2 additional lunch waves
 - Use of cafeteria part-time for PE and/or outside areas
 - Electives to include a combination of PE, art, music, computers, health
 - Need to bring Richard Sullivan back from high school for music
 - A schedule, no rotating – just 1-7 everyday to be able to share Specials' staff
 - Possibly need to split periods around the lunch waves (similar to period 5 at HS)
 - Need additional computer space and computers, also computer teacher
 - Move tech lab from 35 to tech lab 2
 - 6th grade – one set of teachers, 7th/8th continue to loop
 - Cannot schedule to keep 6th graders in their same house for the following year.
 - Combining grade levels (6-7) within a lunch wave
 - Pool needed as a teaching station, needs to be re-opened.
 - May have to reconfigure the library – make computers a teaching station and the other side a teaching station for some class periods
 - Mixing 6th/7th graders for remedial classes?
 - Change 6th grade sped model from pull-out to a collab model

- Equipment/ furniture needs/specialized space needs:
 - Move some of the library selections from elementary Libraries to MS
 - Move computers from closed elementary schools to deliver program
 - Purchase additional cafeteria tables (number to be determined)
 - Move elementary classroom furniture from 6th grade classrooms
 - Teacher laptop computers need to come to JFK with teachers
 - Additional storage bins for 6th instruments
 - Late busses? Possibly need 1 more bus.

- Issues List

Questions:
- Music Options
 - Band? Strings? Chorus?
 - Possibly a band/strings team?
 - Activity period may be needed to do some of these things
 - What staff and space do we need to schedule it?

- Lunch Issues
 - Possibly add minutes to lunch periods so that teachers/students get enough time
 - 1 or 2 additional lunch waves
 - Combining grade levels (6-7) within a lunch wave
 - Purchase additional cafeteria tables (number to be determined)
 - Determine with Café manager if any issues around preparing meals for 4-5 lunch waves and ways to wipe down tables between lunch waves

- Prep period and duty period issues
 - Five preps a week for grade 6 teachers, no duty period – is that acceptable?
 - Do we have enough rooms and staff to schedule a prep and a duty period for 6th grade classroom teachers?
 - Keep 5 days of team periods? Move to 3 periods with 2 periods of duties?
 - Would like 6th grade to have a team period of some kind
 - Specials – all week every day for a quarter? For one marking period?
 - How many teachers needed to cover specials?
 - How many specials classes can we cover with current JFK staff?
 - How many teachers needed to cover a possible duty period?
 - Do we need any additional portables or is there other space within the building that can be reconfigured and used?
 - Get lifeguards for the pool – Springfield College students?
 - Curriculum – how many minutes are required for health? Language Arts? Math?, etc.

Special Education Issues:

- How do we deal with special education?
 - Change 6th grade sped model from pull-out to a collab model?
 - How do we deal with interventions / SRBI?
 - Fundamental classes be mixed 6-7-8? Remedial Reading is currently mixed (7-8)
 - Sped teacher – assigned to a homeroom/team – desk right there on team