

Math and Mondrian Art: Students using area to create art

November 16, 2022



HOLYOKE PUBLIC SCHOOLS
JUNTOS PODEMOS | TOGETHER WE CAN

Mondrian's Art

Calculating Area
Use a 20x20 grid to calculate the area of a shape. Use the grid squares and use the following instructions:

- Count the number of grid squares the shape covers.
- Write the number of grid squares in a box.

Area of a Rectangle
Area = Length \times Width

Area of a Square
Area = Side \times Side

Area of a Triangle
Area = $\frac{1}{2}$ \times Base \times Height

Area of a Circle
Area = π \times Radius 2

Area of a Parallelogram
Area = Base \times Height

Area of a Trapezoid
Area = $\frac{1}{2}$ \times (Base 1 + Base 2) \times Height

Area of a Composite Shape
Break the shape into smaller shapes (rectangles, squares, triangles, circles) and calculate the area of each. Add the areas together.

Handwritten Calculations:

- $26 \times 7 = 182$
- $7 \times 7 = 49$
- $25 \times 25 = 625$
- $16 \times 13 = 108$
- $15 \times 15 = 225$
- $6 \times 19 = 114$
- $8 \times 2 = 16$
- $13 \times 5 = 65$
- $14 \times 13 = 182$
- $13 \times 12 = 156$
- $14 \times 8 = 112$
- $16 \times 9 = 144$
- $3 \times 6 = 18$
- $18 \times 14 = 252$
- $14 \times 13 = 182$
- $7 \times 5 = 35$
- $2.6 \times 7 = 18.2$
- $17 \times 10 = 170$
- $7 \times 7 = 49$
- $2 \times 7 = 14$
- $21 \times 10 = 210$
- $17 \times 9 = 153$
- $14 \times 13 = 182$
- $19 \times 30 = 570$
- $2 \times 5 = 10$

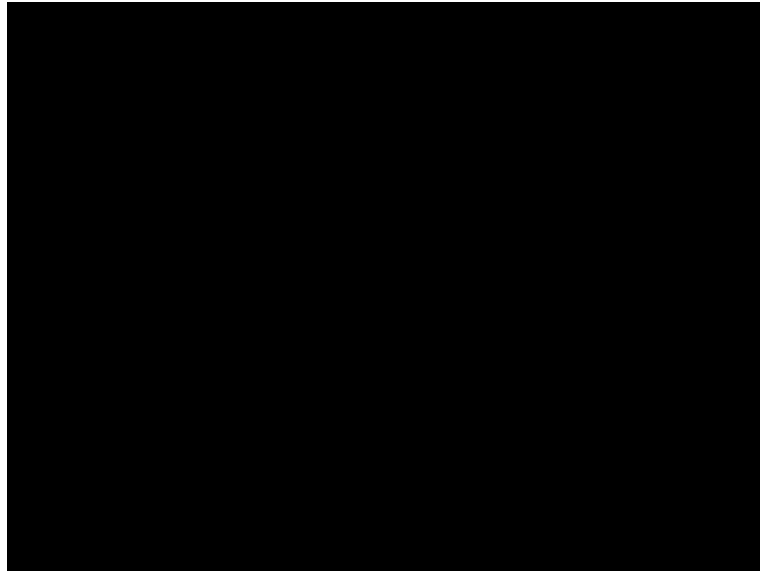


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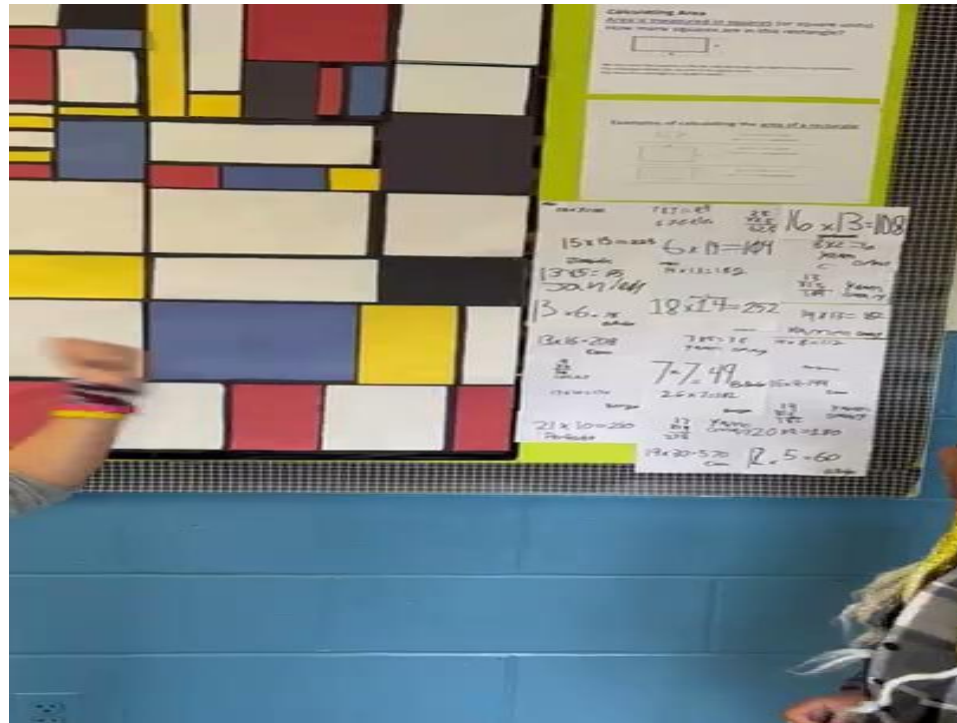
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With the guidance of Ms. Nedrebo and Ms. Sabugo, Grade 5 Math students at Sullivan, apply what they learned about area to recreate Piet Mondrian's original artwork, Composition and Rectangles. Let's watch Jeniel Bermudez and Mrs. Sabugo talk about Jeniel's experience with applying what he knows about area to create art.



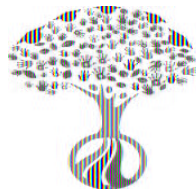
Here we have Janiah Biaggi, Kenya Curtis and Emilyanni Perez discuss how they used area to decide what kind of shape they would make on their design:





Rezoning

Update and Recommendation to School Committee: November 21, 2022



HOLYOKE PUBLIC S
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Agenda

- The Why
- A Thorough Process
- Guideposts for Decision-Making
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
- Discussion and Questions
- Appendix

Agenda

- The Why
 - Why I care
 - Why rezone
 - Why so many changes at once
- A Thorough Process
- Guideposts for Decision-Making
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
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Why I Care

- I am a born and raised Holyoker
- My life has been shaped by my experience as an HPS student



- I am a dad of a 5th grader and I want the same things for all Holyoke students that I want for my own son

Rezoning “Why” Video from Spring 2022

<https://www.youtube.com/watch?v=r5qZtbA3ns4&feature=youtu.be>



WE'RE CHANGING!

HPS is reconfiguring its elementary and middle schools to improve educational outcomes



Why Rezone: Overview

Holyoke Public Schools will complete the transition to separate elementary (PK-5) and middle (6-8) schools and redraw school boundary lines for fall 2023. This decision was made after many years of soliciting stakeholder input, innovating and planning.

This plan will:

- **Better prepare students** academically and socially
- Ensure **continuity** for dual language and special education programming
- Be more **equitable**
- Dedicate **more resources to instruction**, not operations

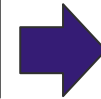


Why Rezone: Vision for the Future

Fall 2021



Fall 2023



Fall 2026

11 schools w/ PreK-8 students	9 schools <ul style="list-style-type: none"> 6 elementary schools 3 middle schools 	8 schools <ul style="list-style-type: none"> 6 elementary schools 2 middle schools
9 grade configurations	Elementary: PK/K-5 Middle: 6-8	Elementary: PK/K-5 Middle: 6-8
Under-enrolled schools	Enrollment aligned to school capacity	Enrollment aligned to school capacity
Different staff supporting structures	Similar staffing support	Similar staffing support
0 new buildings	0 new buildings	1 new bldg (we hope!)

Why so many changes at once

- Moving to separate elementary and middle schools is in response to community and staff feedback since 2015
- We've taken a gradual approach that has resulted in too many schools, too few students in each grade level, and strained resources (see appendix for background)
- After extensive outreach in 2021 and with the support of the middle grades collaborative study team, teacher advisory group and cabinet...
- The School Committee unanimously agreed in December to move forward with district wide rezoning for fall 2023

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- The Why
- A Thorough Process
 - Analysis
 - Outreach
- Guideposts for Decision-Making
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
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Scenario Development and Refinement

May - June: Development

Develop rezoning guidelines

Determine most important guidelines

Develop scenarios

July - August: Analysis and Evaluation

Analyze multiple maps for each scenario

Identify the best map for each scenario

Evaluate each scenario/map against guidelines

September - October: Listening and Refinement

Understand what stakeholders like most in scenarios

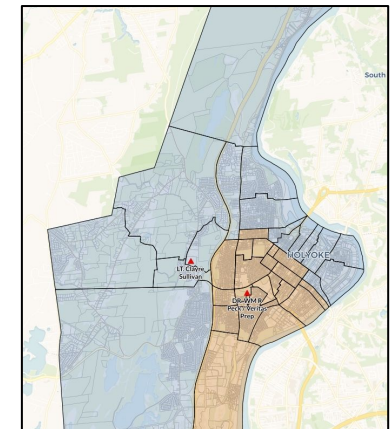
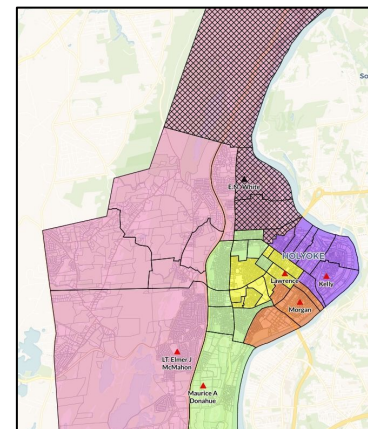
Improve scenarios

Re-evaluate scenarios/maps

Scenario-Plan Analysis

- **Scenarios: 17**
 - A “scenario” includes elementary to middle school feeder pattern and dual language and special education program placement
- **Plans: 26 maps off 6 Scenarios**
 - A “map” is the boundary lines
- **Scenario-Plans Developed: 38**

Elem	Middle
McMahon	Sullivan (partial dual language)
E.N. White (full dual language)	
Kelly (partial dual language)	
Lawrence	Peck in 2026/27 Holyoke STEM & Metcalf from 2023-26
Donahue	
Morgan	



Summary of May to November Outreach

- More than 1,250 participants across 46 meetings
- 710 survey respondents from 3 surveys from May - November
- Countless people at 60+ community and school events



Group that Studies the Issue Over Time

Group	Description
Rezoning Task Force	<ul style="list-style-type: none"> All-district invitation to family and staff at every school. 43 people participated in total. 22 people participated 3-5 times. Included 2 SC reps.
Rezoning Working Group	<ul style="list-style-type: none"> 12 people, 8 meetings, Representation from Schools, Central Office & City
Family & Community Engagement Team	<ul style="list-style-type: none"> 12 people representing every HPS schools, met over summer and bi-weekly in fall
Teacher Advisory Group	<ul style="list-style-type: none"> 13 educators representing every HPS school, met in spring and twice this fall
Principals	<ul style="list-style-type: none"> 11 ES/MS leaders met bi-weekly this fall
Cabinet	<ul style="list-style-type: none"> 13 district leaders meet bi-weekly with rezoning the #1 topic all fall
School Committee	<ul style="list-style-type: none"> 10 city leaders, at least 5 meetings included rezoning updates or opportunities for input in 2022

May to November Outreach: Details (slide 1)

- 3 Moving Forward Community Meetings in spring
- 8 Rezoning Working Group meetings in spring/summer
- 4 Rezoning Task Force meetings in spring/fall
- 60+ community events, back-to-school events, and open houses to share fliers and information (thanks FACE team!)
- 4 Family and Community Conversations in September/October with 200+ participants (phase 1)
- 11 staff meetings at every elementary & middle school with 500+ participants, with 2 optional follow-up staff meetings (phase 1)
- 2 Teacher Advisory Group and 2 Student Advisory Group meetings

May to November Outreach: Details (slide 2)

- 447 September/October survey participants (phase 1)
- 140 November survey participants (phase 2)
- 5+ School Committee presentations on Rezoning, including an October 22, 2022, retreat
- Targeted outreach to City leaders, including the Mayor, City Council, and School Building Committee
- 3 public meetings with 100+ participants (phase 2)
- 2 optional staff meetings with 40 participants (phase 2)
- Comprehensive outreach via website, social media, email, phone, text, backpacking (phases 1 and 2)
- Countless internal meetings, including with Cabinet, Principals, and FACE to analyze, discuss, and debate

Agenda

- The Why
- A Thorough Process
- Guideposts for Decision-Making
 - Vision, Mission, Core Beliefs
 - Equity Commitments
 - Rezoning Guidelines
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
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Our Vision

HPS is a high-performing school system where students reach their full potential, educators inspire, families are partners, and the community thrives.

Our Mission

Through an equitable, high-quality education and trusting relationships, all Holyoke students develop the skills and access the opportunities to graduate high school ready for life, career, and college.

OUR CORE BELIEFS



Students are at the center of everything we do.



Every child can and will learn.



School is a joyful place of discovery, support, and belonging.



Students and staff hold high expectations of themselves and each other.



Trusting relationships lead to successful partnership.



Our equity commitments are enacted in our daily work.

Equity Commitments

- We intentionally build a community that is **anti-racist, inclusive, and culturally responsive**.
- We ensure that students, families, and staff get **the support they need to be successful**.
- We **seek out and incorporate the voices of those impacted**, with a commitment to include those who have been excluded in the past.
- We promote **access and inclusion for all** students, staff, and families.
- We **respect, embrace and honor the diversity** of our students, families, staff, and community.
- We **reflect on our own behavior** to minimize harm to others.
- We create a culture of acceptance and empathy so that **everyone feels valued and is able to contribute** to our community's success.

Guidelines for Rezoning

Most Important

- Design schools that put student needs first and prioritize money spent on instruction
- Ensure equitable access to special programs

Very Important

- Balance student demographics across schools (esp. important in MS)
- Ensure program continuity from elementary to middle school
- Ensure efficient use of space and stable enrollment

Important

- Ensure safe walking routes
- Have neighborhood schools (esp. important in elem)
- Minimize the impact on families
- Minimize transportation costs

Note: The rezoning task force participated in a workshop to help identify the categories. HPS leadership grouped the workshop results into categories. Then, HPS surveyed 123 stakeholders, in meetings and online.

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Big Questions

- 1. Which schools are the middle schools?**
- 2. Where is dual language programming?**
- 3. Where is special education programming?**
- 4. Where is PreK programming?**

In Phase 1, we presented three scenarios publicly

- The three scenarios presented publicly in phase 2 were intended to:
 - Give options between various choice points, especially:
 - Which school is the middle school?
 - Which school is all-dual language vs. partial DL?
 - Pressure test the scenario guidelines to see where people were willing to make trade-offs
- We listened to input about SPED and PreK programming but knew that there were important programmatic and space constraints that didn't lend themselves to being a survey question.

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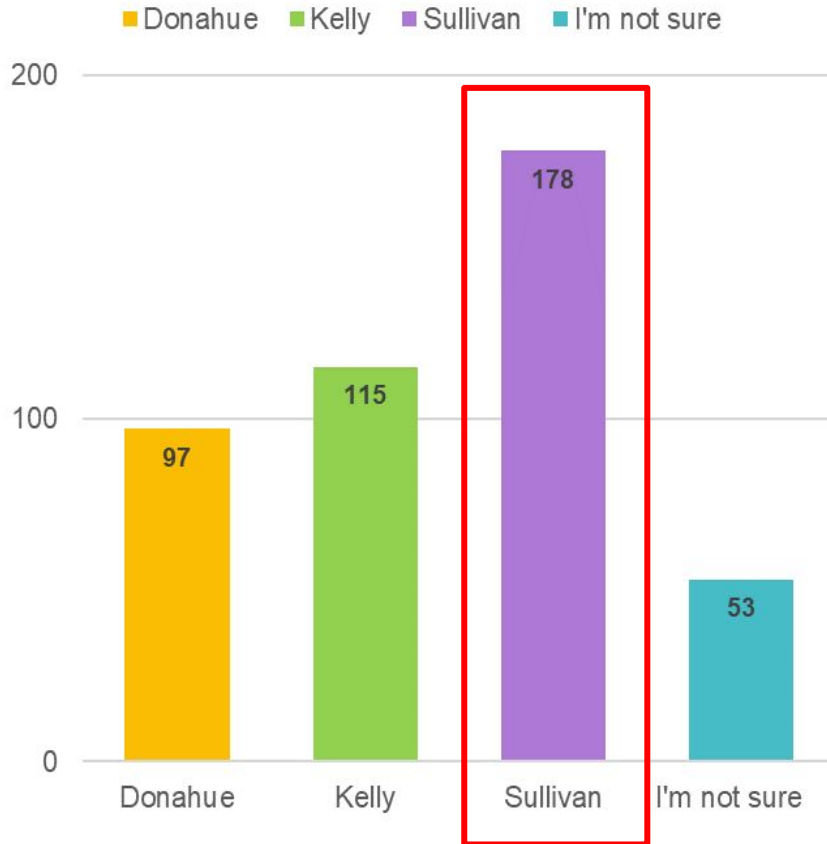
First Question

Which schools are the middle schools?

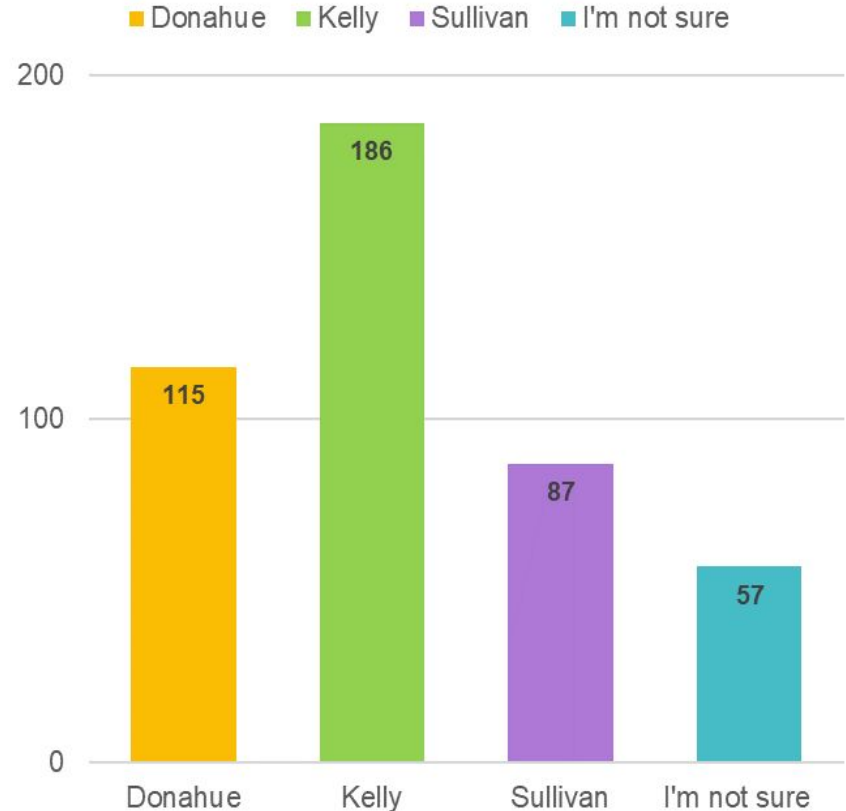
1. Peck is best suited (still trying to build a new Peck, so students will temporarily be at Holyoke STEM or Metcalf.)
2. Sullivan

Sullivan is the top choice to be a middle school

First Choice

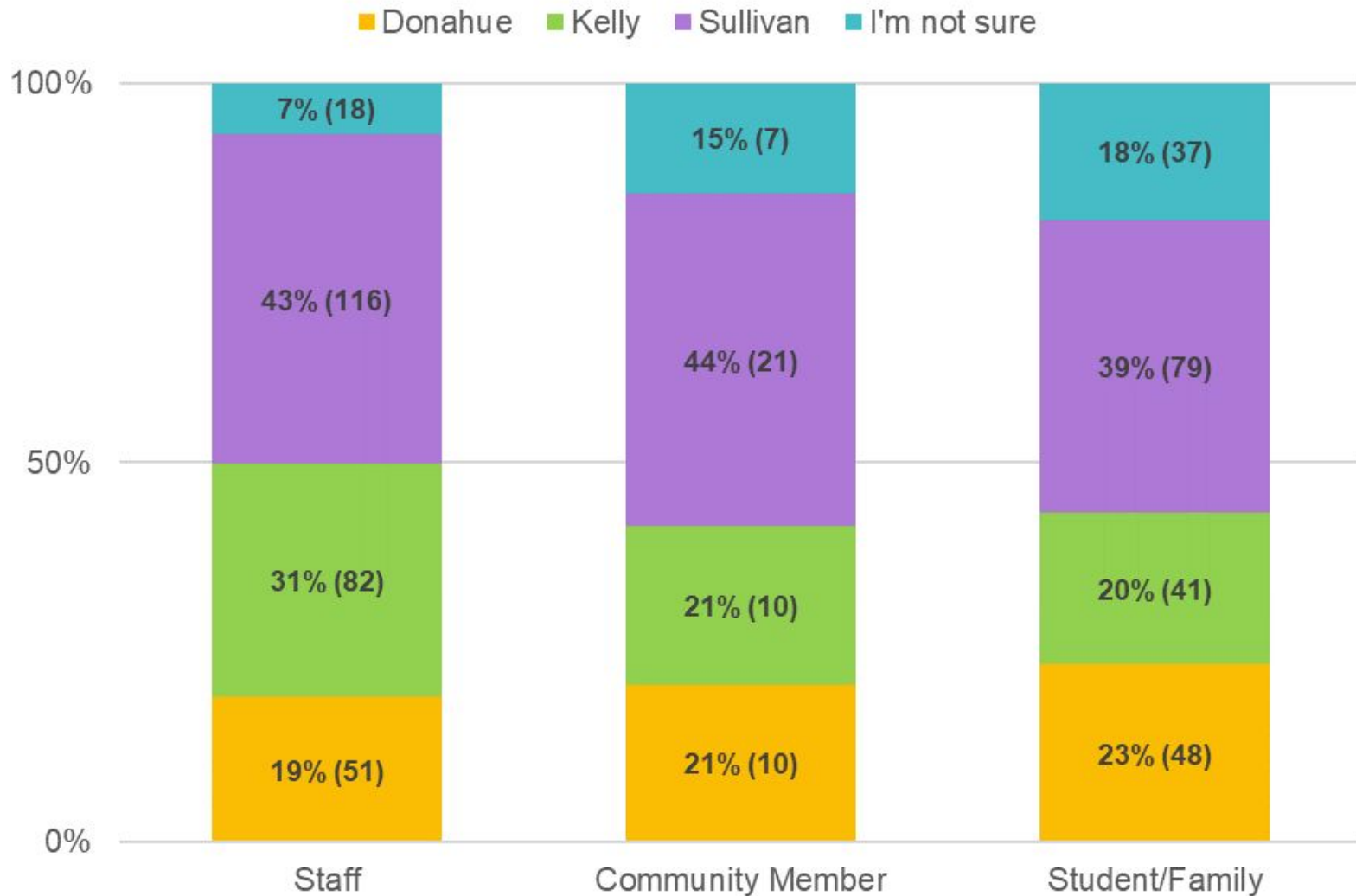


Last Choice

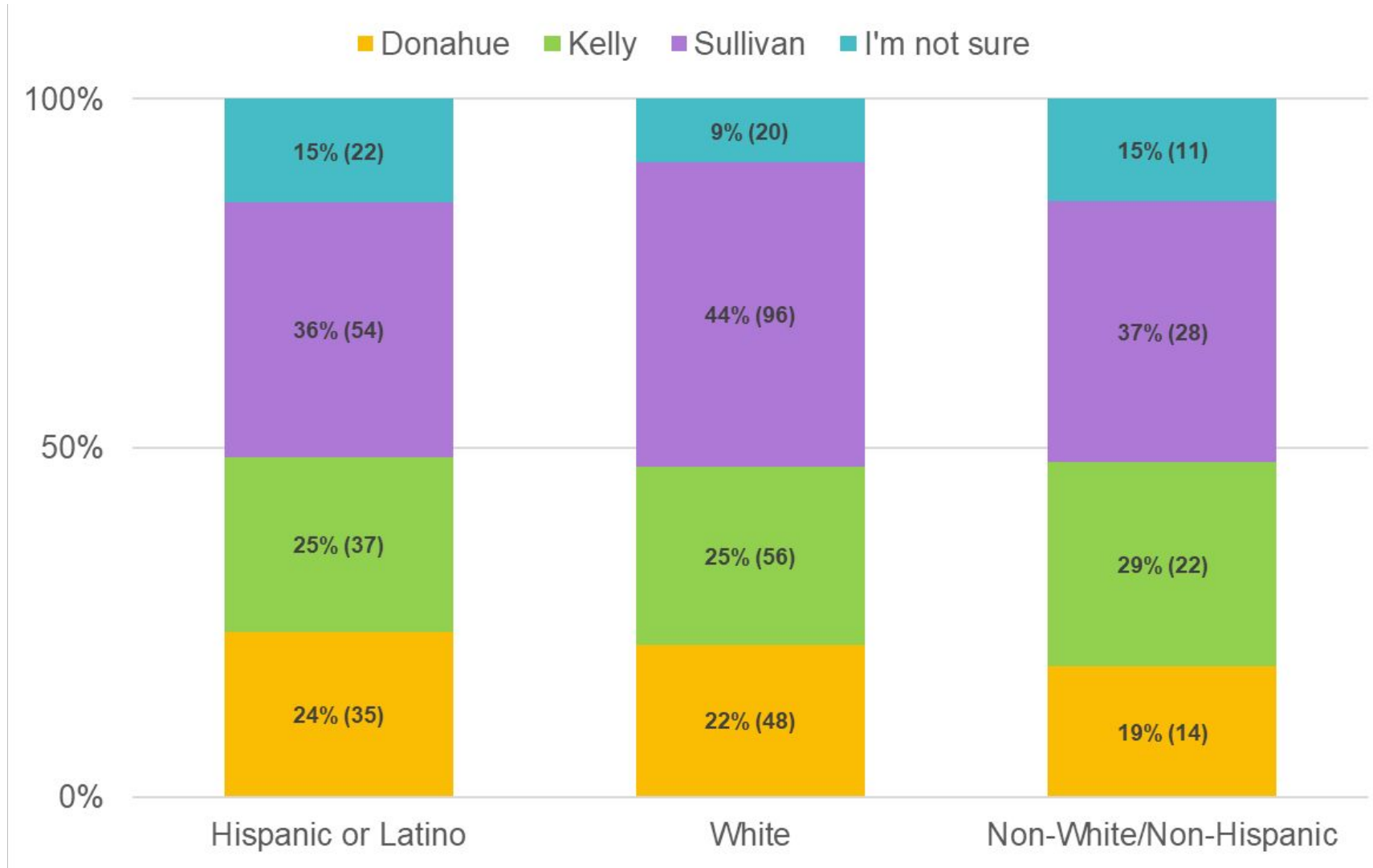


Note: [Comprehensive data analysis](#)

All stakeholder groups prefer Sullivan as a middle school



Sullivan is preferred as a middle school across racial groups



Group that Studies the Issue Over Time

Group	Recommendation
Rezoning Task Force	● 90%+ prefer the Sullivan Middle Scenario
Family & Community Engagement Team	● 80%+ prefer the Sullivan Middle Scenario
Teacher Advisory Group	● 70%+ prefer the Sullivan Middle Scenario
Principals	● 64% prefer the Sullivan Middle Scenario
Cabinet	● 100% prefer the Sullivan Middle Scenario

Recommendation

Sullivan is the middle school.

Kelly and Donahue remain elementary schools.

Dual language is at E.N. White (full), Kelly (partial) and Sullivan MS (partial).

Elementary (PK/K - 5)

- Donahue
- E.N. White (full DL)
- Kelly (partial DL)
- Lawrence
- McMahan
- Morgan

DL = Dual Language

Middle (6 - 8)

- Sullivan (partial DL)
- Holyoke STEM (until 2026)
- Metcalf (until 2026)
 - While we try to build a new Peck building, students who will eventually go to Peck will instead be at Holyoke STEM and Metcalf
- Peck (after 2026)

Sullivan Middle Revised Scenario

Feeder Pattern and Program Location

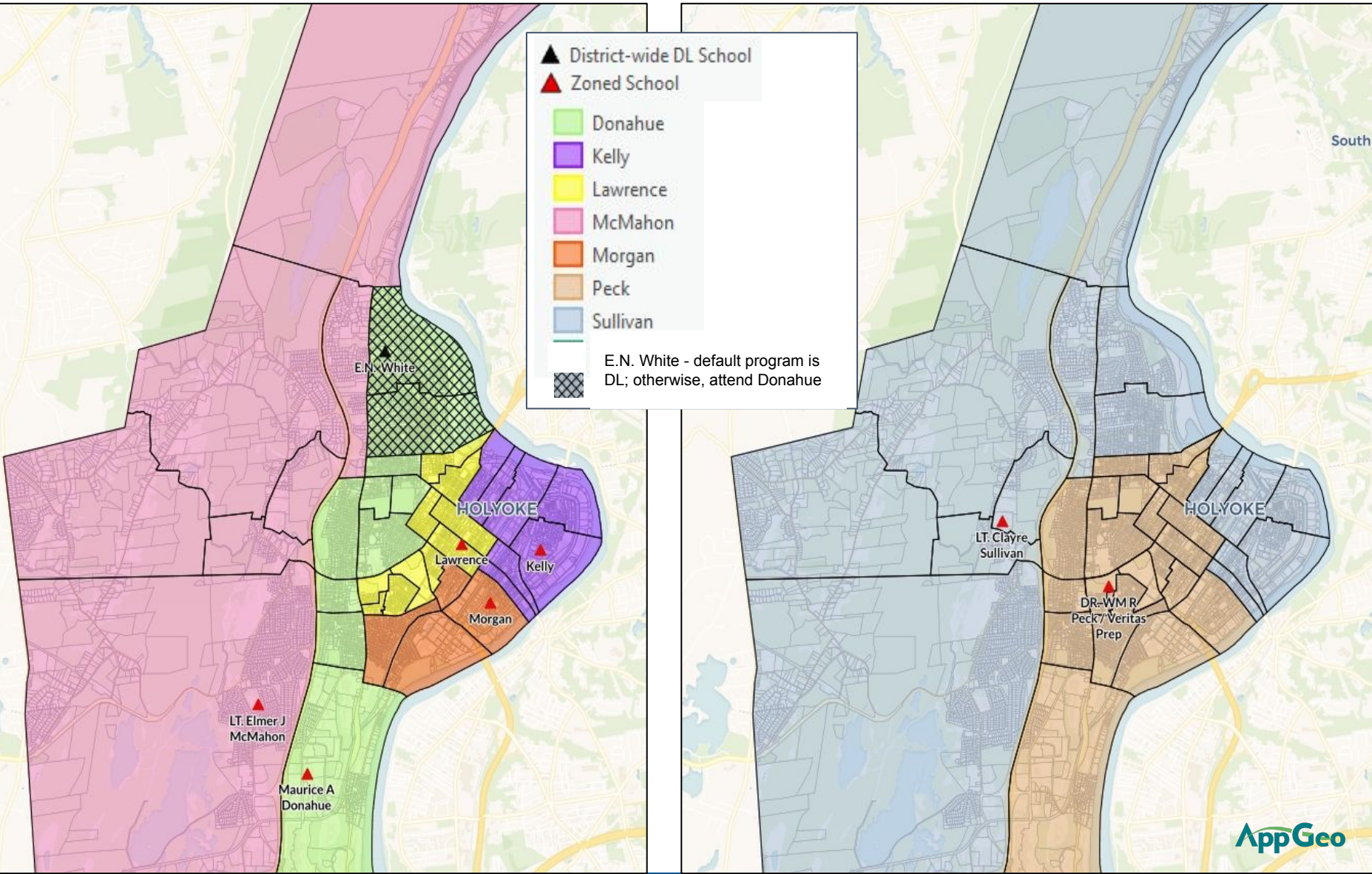
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Donahue	
Morgan	

^Trying to build a new Peck school. If funding isn't secured, current Peck will remain and be used

*Currently co-located with Dean Campus; building returns to being just high school

~Currently co-located at Peck

Initially Proposed Map



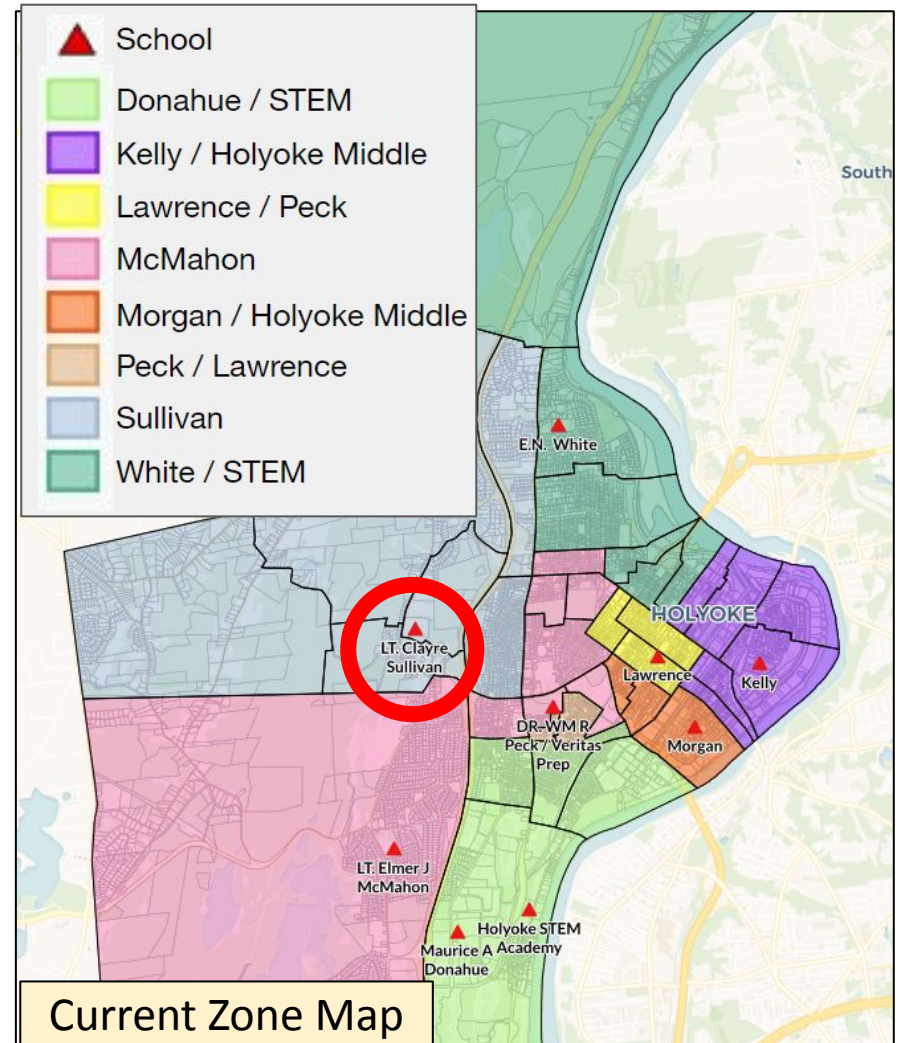
Rationale for Sullivan as the middle school

Sullivan as a middle school is the choice preferred by the majority of stakeholders for three main reasons.

1. Location
2. Facility
3. Top rated scenario evaluated against rezoning guidelines

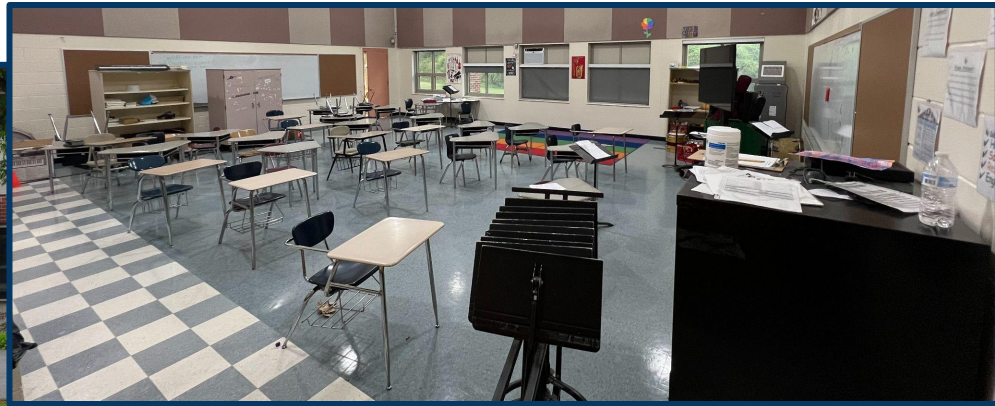
1. Location

- **Sullivan:** Centrally located, doesn't have the location disadvantages of Kelly or Don.
- **Kelly:** 45% of survey respondents dislike the perception of Kelly as a MS in a historically underserved neighborhood if a new Peck is built. Many also disliked that there would be a lot of middle school walkers.
- **Donahue:** Located far south in the City, close to the mall (concerns about traffic and safe walking routes).



2. Facility

- While the three facilities being considered were comparable in size (with 33 traditional-sized classrooms), people liked these features at Sullivan:
 - Some classrooms are quite spacious (1,000+ sq ft)
 - Nice art and music spaces
 - Better sound management than Donahue and Kelly
 - Physical lay-out is contained and easy to manage
 - Significant recent facility investments (windows, doors, roof, landscaping, AC)



3. Top Rated Scenario

- Scenario had these advantages relative to the other two scenarios
- Two most discussed advantages
 - Ensures continuity from elementary to middle school
 - Balances student demographics across schools, especially middle school
- Next two biggest advantages
 - Maximizes neighborhood-based PreK
 - Minimizes the impact to families (though many will still be impacted)

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Second Question

Where is dual language programming?

- If Sullivan is the middle school, which school is partial DL and which school is full DL?
 - E.N. White or Kelly?
- And, which middle school should be partial DL?
 - Sullivan or Peck?

Important Point: Access to dual language is equal or better than prior years

- We continue to grow dual language. This is the first year that we've offered six DL classes in kindergarten!
 - 2 each at Kelly, ENW, and Metcalf
- We still intend to maintain a neighborhood preference for DL seats at ENW (2 classes) and Kelly (2 classes), while still preserving the 2 classes per grade for city-wide choice (historically has been at Metcalf, but will move to ENW).
- Caveats
 - A perfect split of enrollment (2 ENW, 2 Kelly, 2 Citywide) is impossible to maintain, but we will do our best!
 - We will mix classes to try to ensure a strong balance of native language proficiency

Rationale for dual language program locations

PreK-8 Dual language is at E.N. White (full), Kelly (partial) and Sullivan MS (partial).

1. Programmatic
2. Preference/Choice
3. Top rated Scenario



1. Programmatic

- Advantages to ENW being all-DL
 - E.N. White currently serves grades PreK-5 in DL, whereas Kelly only serves K-2. The transition for Metcalf elementary students to a building with experience in DL at all grades is important.
 - Rise programming will be at Kelly since its a bigger building, and there will be more inclusion opportunities for students in Rise if Kelly is partial DL
- Drawbacks
 - There is more space for DL PreK at Kelly, so some students may start PK in DL at Kelly, but then move to ENW for kindergarten

2. Choice/Preference

- While partial DL is more challenging to operate, it allows for more choice for families nearby
- Advantages to ENW being all-DL
 - Allows for DL and non-DL options for Kelly families in a neighborhood that is historically underserved and has lower accessibility to personal transportation
- Drawbacks
 - Students in the strand, English-only class at ENW will be zoned for another school (the ones closest to ENW will be zoned for Donahue in map 1)

3. Top Rated Scenario

- When we took the original Sullivan Middle Scenario and just switched ENW to the full DL elementary school, the demographic breakdown was unequal.
- So, we modified the feeder pattern and map and emerged with a scenario that was stronger than all previously considered.
 - Advantages compared to original Sullivan MS scenario
 - More equal demographic distribution
 - Most schools have a higher percentage of walkers
 - Only drawback: feeder pattern from elementary to middle school is broken for students in the TIP program

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If Sullivan is the middle school..

If Sullivan is the middle school, should Kelly or ENW be full dual language?

- Programmatic considerations
- Preference/Choice
- Scenario Evaluation & Maps

Really detailed analysis

- Current: 22-28
- M3: slides 29-35
- P2: slides 36-42
- Q1: 43-end

Uses SY21-22 data since that what we had available in August 2022

M3 - Sullivan Middle Original

First presented publicly beginning Sept. 2022

P2 - Sullivan Middle Revision 1

Considered internally by Cabinet but not chosen due to demographic imbalance

<Difference: ENW is full DL, Kel is partial DL>

Q1 - Sullivan Middle Revision 2

Recommended to SC on Oct. 22 presented publicly Oct. 28

<Difference: ENW is full DL, Kel & Sul Middle are partial DL, feeder pattern changes>

For Reference: Scenario Evaluation

<2.5 points

2.5-3.4 points

3.5-4 points

Weight	Guidelines	HPS Today	Donahue Middle	Kelly Middle	Sullivan Middle - Original	Sullivan - Revision 1 (not chosen)	Sullivan Middle - Revision 2 (chosen)
5	Design schools that put student needs first and prioritize money spent on instruction	1.5	4	4	4	4	4
5	Ensure equitable access to special programs	3	3.9	3.8	4	4	4
3	Balance student demographics across schools (especially in middle school)	2	2.8	2.6	3	2.5	3.2
3	Ensure program continuity from elementary to middle school	2	3.8	3.0	4	4	3.8
3	Ensure efficient use of space and stable enrollment	2	4	4	4	4	4
1	Ensure safe walking routes	4	4	3.5	4	4	4
1	Have neighborhood schools (esp. in elem)	3	3	3.5	3.5	3.6	3.7
1	Minimize the impact on families	4	1.9	1.9	2	2	2
1	Minimize transportation costs (tentative)	3.8	3	4	3	3	4
	WEIGHTED AVERAGE	2.40	3.62	3.51	3.72	3.66	3.77

Scenario M3 / Sullivan Middle Original

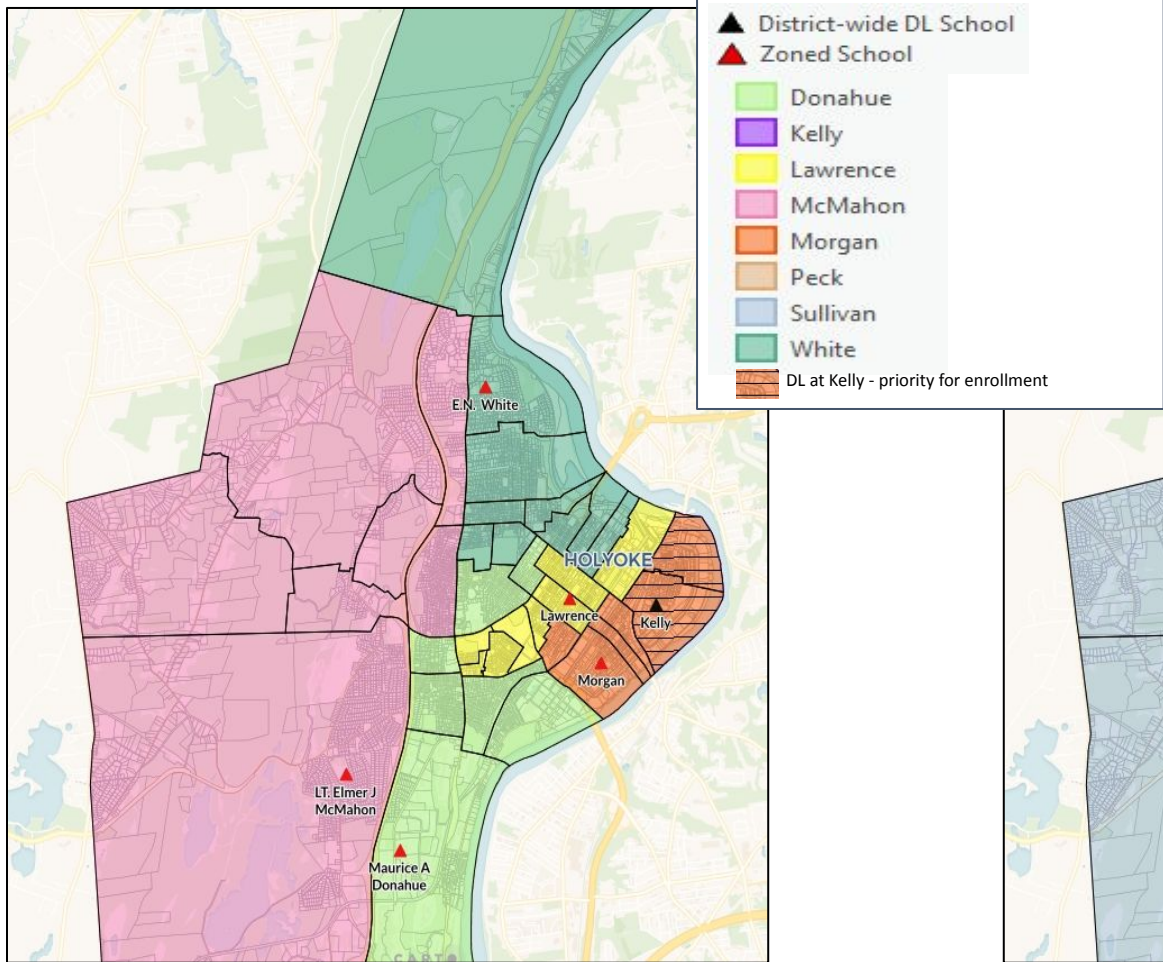
Feeder Pattern and Program Location

Fall 2026 & beyond	
Elem	Middle
Donahue (ABL, SIP)	Sullivan (ABL, SIP, LLD)
McMahon (n/a)	
Morgan (ABL, SIP)	
Lawrence (TIP)	Peck^ (partial DL, TIP, Rise, Shine, Functional)
E.N. White (partial DL, Shine)	
Kelly (all DL, Rise)	

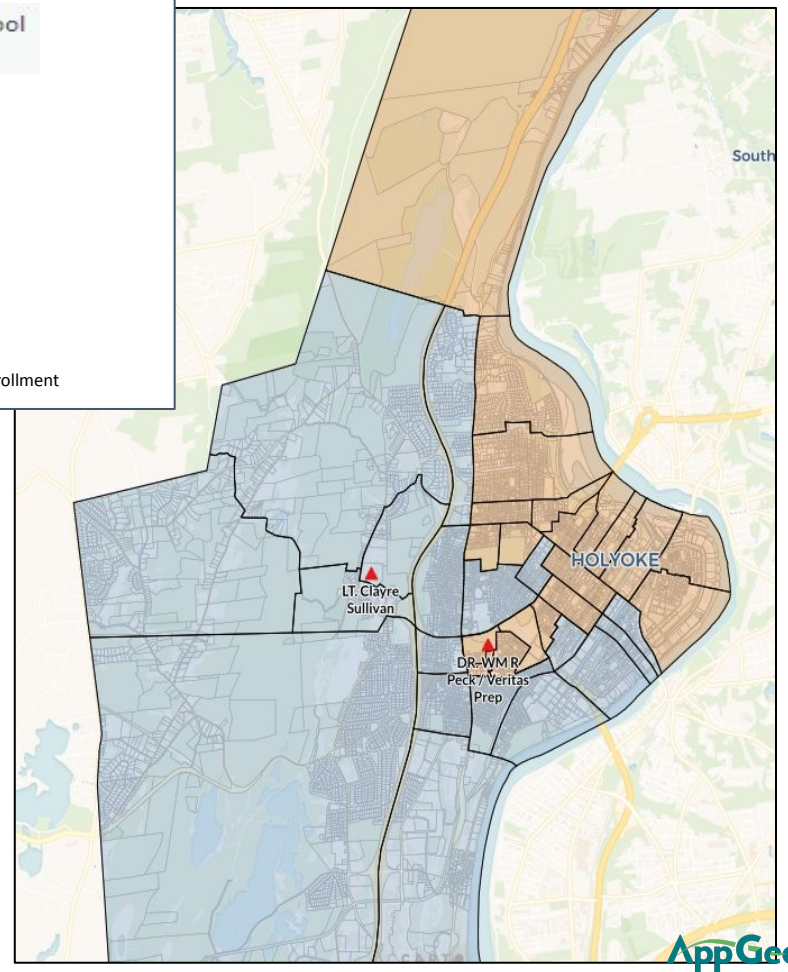
^Trying to build a new Peck school. If funding isn't secured, current Peck will remain and be used. In the meantime, students will be at Holyoke STEM or Metcalf Middle.

Zone Map (2026) - Scenario M3 / Sullivan Middle Original

Elementary School Zones



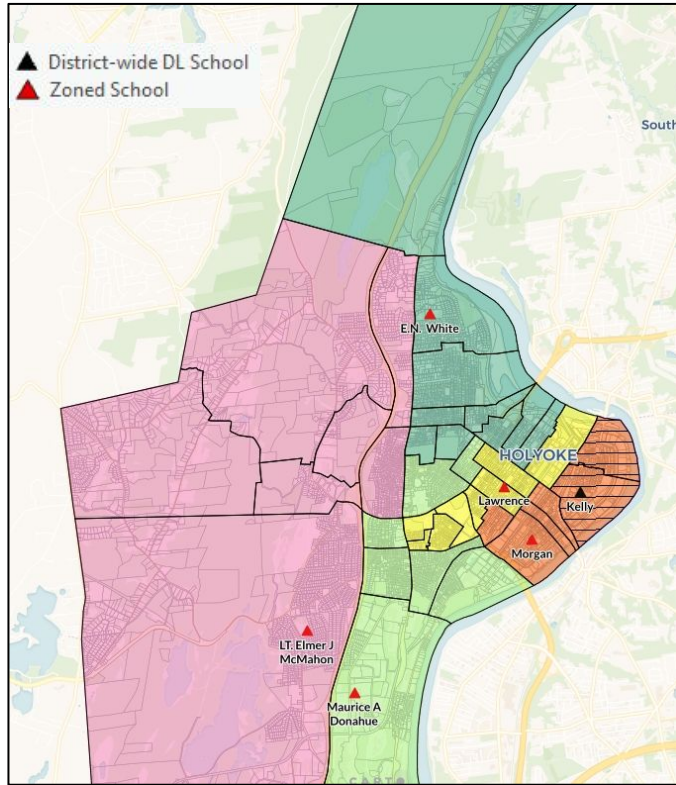
Middle School Zones



Scenario M3 - Sullivan Middle Original

Guidelines	Sul Middle	Explanation if points deducted
Design schools that put student needs first & prioritize money spent on instruction	4	
Ensure equitable access to special programs	4	
Balance student demographics across schools	3	ES Dif: 18-pt EcoDis, 19-pt EL, 17-pt SWD MS Dif: 0-pt EcoDis, 6-pt EL, 3-pt SWD Largest EL dif of 3 scenarios but that's b/c EL students are in the schools with DL
Ensure program continuity from elementary to middle school	4	
Ensure efficient use of space and stable enrollment	4	
Ensure safe walking routes	4	
Have neighborhood schools	3.5	#2 amt of MS walkers; same % of MS walkers to Peck as Don Middle scenario
Minimize the impact on families	2	Total impacted students: 62%
Minimize transportation costs (<i>tentative</i>)	3	Early analysis: 6% more students would be eligible for busing than currently are
WEIGHTED AVERAGE	3.7	

Scenario M - Plan 3 Elementary Schools



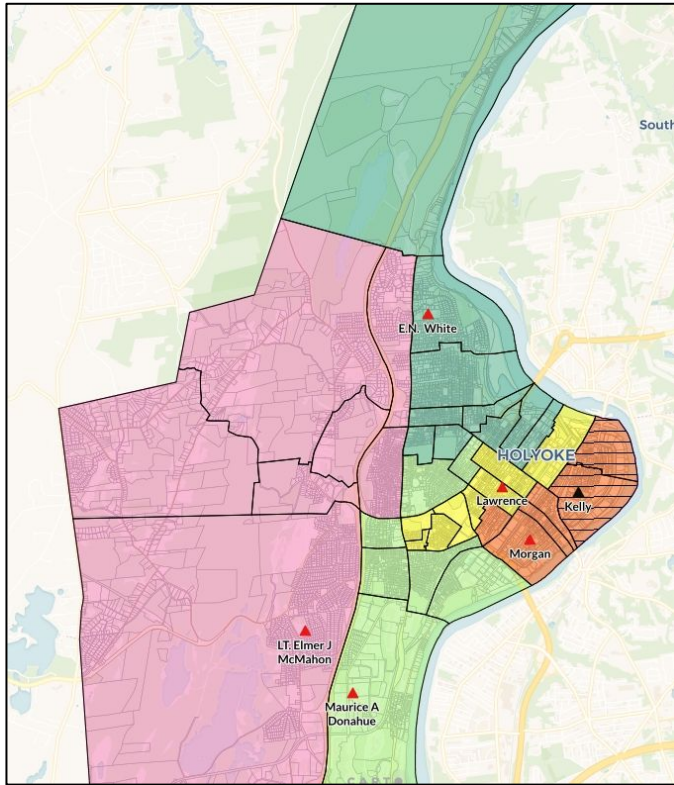
Capacity

Demographics

Zone	K Thru 5	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
Donahue	395	674	59%	15%	36%	93%
Kelly	428	680	63%	31%	29%	84%
Lawrence	309	587	53%	16%	26%	96%
McMahon	301	432	70%	12%	20%	81%
Morgan	318	553	58%	20%	35%	99%
EN White	459	593	77%	11%	19%	82%

Note: As the dual language program continues to grow, the enrollment at Kelly will grow and capacity utilization will increase.

Scenario M - Plan 3 Elementary Schools



Grade Breakdown

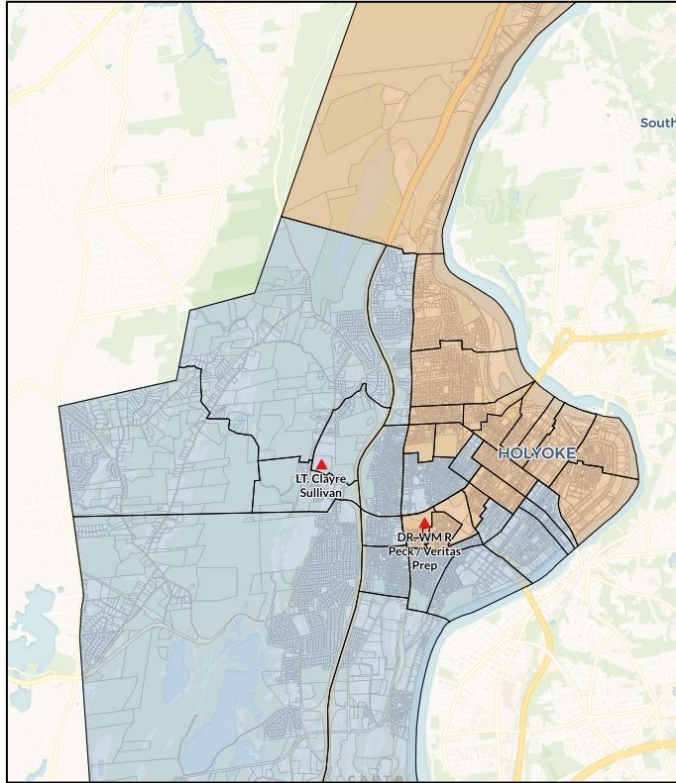
Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Donahue	59	68	64	66	70	68	395
Kelly	76	87	69	67	59	70	428
Lawrence	35	53	51	54	55	61	309
McMahon	44	43	55	46	43	70	301
Morgan	44	47	67	44	58	58	318
EN White	67	88	79	89	64	72	459

Homeroom Breakdown*

Zone	K	1	2	3	4	5	Average Home-rooms	Total Home-rooms
Donahue	2	2.6	2.5	2.6	2.9	2.8	2.6	15.4
Kelly	3.3	3.7	2.9	2.7	2.6	2.9	3	18.1
Lawrence	1.5	2.3	2.2	2.2	2.1	2.4	2.1	12.7
McMahon	1.9	1.9	2.4	2	1.9	3	2.2	13.1
Morgan	1.5	1.8	2.7	1.7	2.4	2.5	2.1	12.6
EN White	2.9	3.8	3.4	3.7	2.8	3.1	3.3	19.7

*Does not include sub-separate programs

Scenario M - Plan 3 Middle Schools



Grade Breakdown

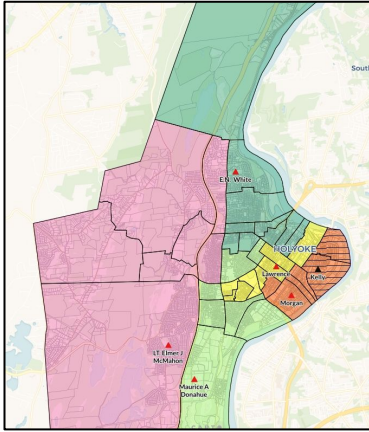
Zone	Grade 6	Grade 7	Grade 8	6 Thru 8
New Peck	206	190	177	573
Sullivan	149	159	196	504

Capacity

Demographics

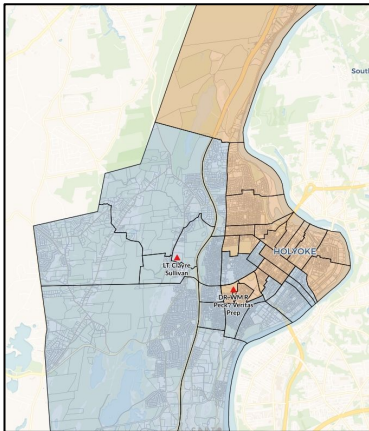
Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
New Peck	573	727	79%	28%	37%	91%
Sullivan	504	662	76%	22%	34%	91%

Scenario M - Plan 3 Racial Demographics



Elementary School Demographics

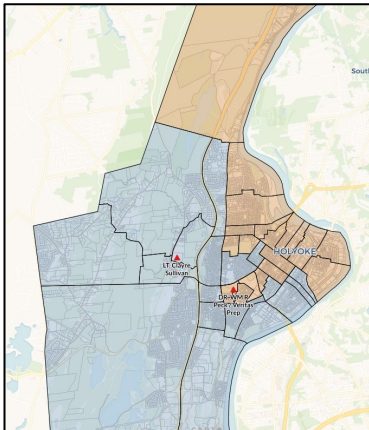
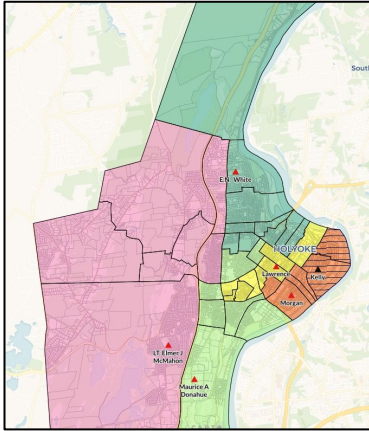
Zone	% White	% Hispanic	% Black	% Asian	% Other
Donahue	14%	80%	4%	1%	1%
Kelly	13%	83%	3%	0%	2%
Lawrence	5%	88%	4%	0%	2%
McMahon	19%	75%	3%	1%	2%
Morgan	5%	87%	6%	0%	1%
EN White	17%	75%	3%	1%	3%



Middle School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
New					
Peck	10%	86%	3%	0%	1%
Sullivan	11%	82%	4%	1%	2%

Scenario M - Plan 3 - Busing Eligibility



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

60% of students are Eligible for Busing

*All students designated as Homeless are eligible for bussing, and are therefore not included in the following statistics.

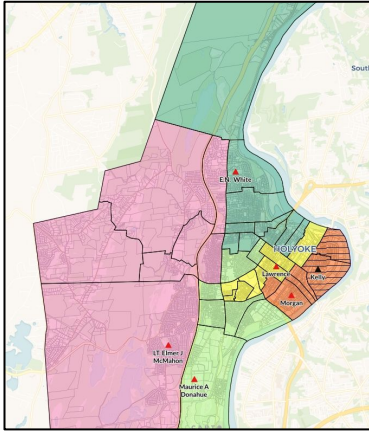
Elementary

Middle

Elementary School	Percent Eligible for Busing
Donahue	72%
Kelly	53%
Lawrence	11%
McMahon	87%
Morgan	15%
White	95%

Middle School	Percent Eligible for Busing
Peck	55%
Sullivan	73%

Scenario M - Plan 3 - Impacted Students



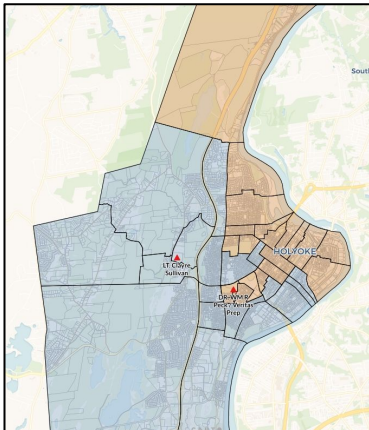
62% of students would go to a different school

Elementary

Middle

School	New to this School	No Change in School
Donahue	31%	69%
Kelly	69%	31%
Lawrence	62%	38%
McMahon	79%	21%
Morgan	59%	41%
EN White	31%	69%

School	New to this School	No Change in School
Peck	81%	19%
Sullivan	78%	22%



Note: Students who are identified as homeless were not included in the calculation.

Scenario P2 / Sullivan Revision 1 (not chosen)

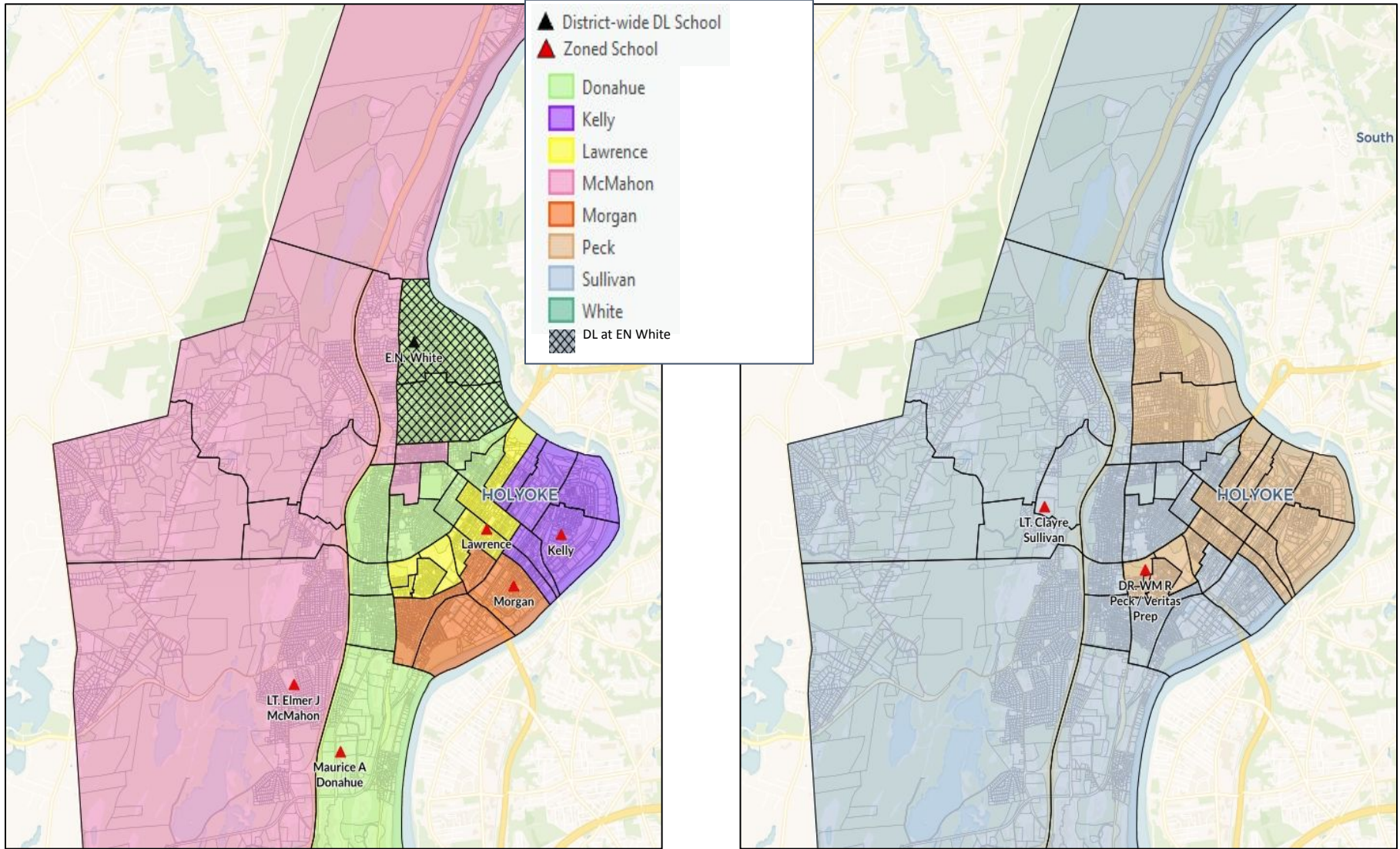
Feeder Pattern and Program Location

Fall 2026 & beyond	
Elem	Middle
Donahue (ABL, SIP)	Sullivan (ABL, SIP, LLD)
McMahon (n/a)	
Morgan (ABL, SIP)	
Lawrence (TIP)	Peck^ (partial DL, TIP, Rise, Shine, Functional)
E.N. White (all DL, Shine)	
Kelly (partial DL, Rise)	

What has changed from Scenario M to P?
Which elementary school is the partial vs. full dual language school

^Trying to build a new Peck school. If funding isn't secured, current Peck will remain and be used. In the meantime, students will be at Holyoke STEM or Metcalf Middle.

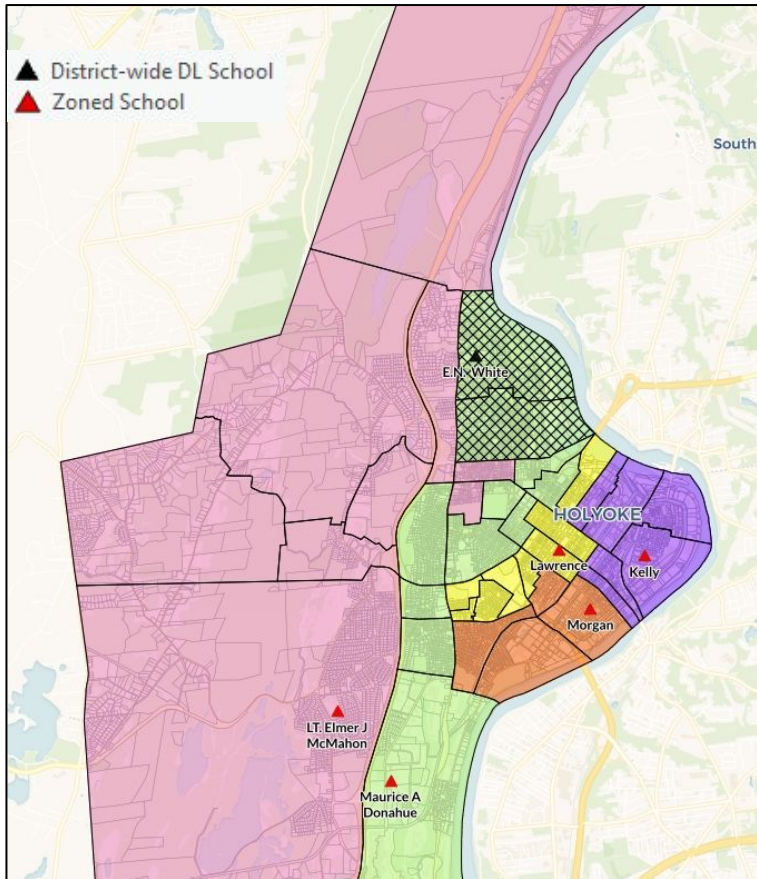
Scenario P - Plan 2



Scenario P2 / Sullivan Revision 1 (not chosen)

Guidelines	P2 Sul MS, ENW all-DL, same feeder	Explanation if points deducted
Design schools that put student needs first & prioritize money spent on instruction	4	
Ensure equitable access to special programs	4	
Balance student demographics across schools	2.5	Better than today, but worse race/SES than other 2 scenarios /// 2nd best for EL/SPED
Ensure program continuity from elementary to middle school	4	
Ensure efficient use of space and stable enrollment	4	
Ensure safe walking routes	4	
Have neighborhood schools	3.6	a few more ES walkers than Scenario M
Minimize the impact on families	2	Total impacted students: 62% (same as M)
Minimize transportation costs <i>(tentative)</i>	3	Early analysis: 5% more students would be eligible for busing than currently are / just 1% lower than Scenario M
WEIGHTED AVERAGE	3.66	

Scenario P - Plan 2 Elementary Schools

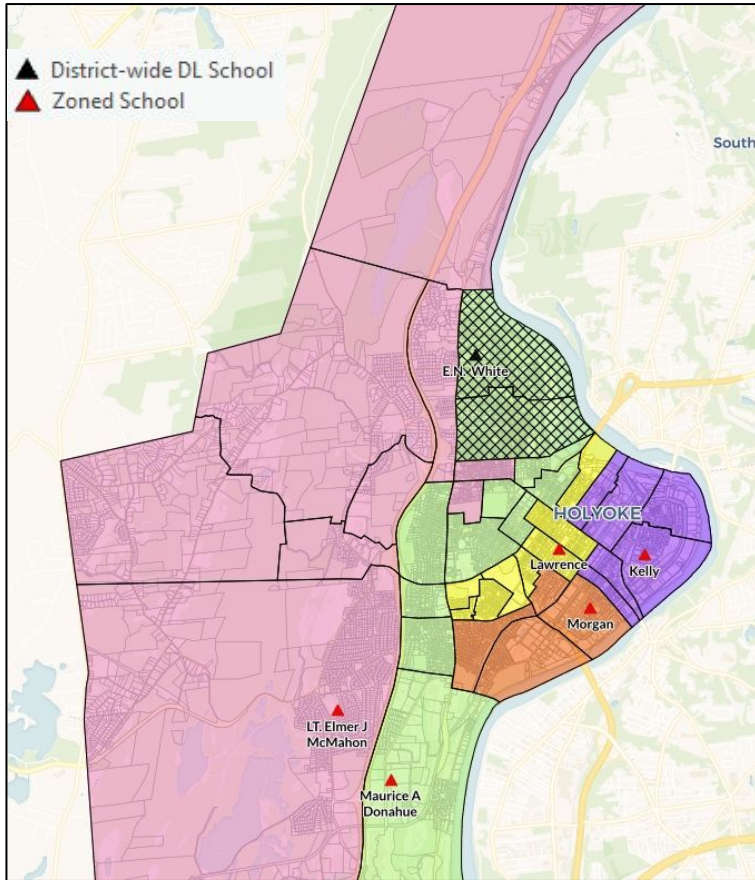


Capacity

Demographics

Zone	K Thru 5	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
Donahue	421	674	62%	16%	37%	92%
Kelly	342	680	50%	24%	27%	98%
Lawrence	290	587	49%	16%	27%	96%
McMahon	335	432	78%	12%	21%	83%
Morgan	335	553	61%	18%	33%	97%
EN White	487	593	82%	20%	21%	75%

Scenario P - Plan 2 Elementary Schools



Grade Breakdown

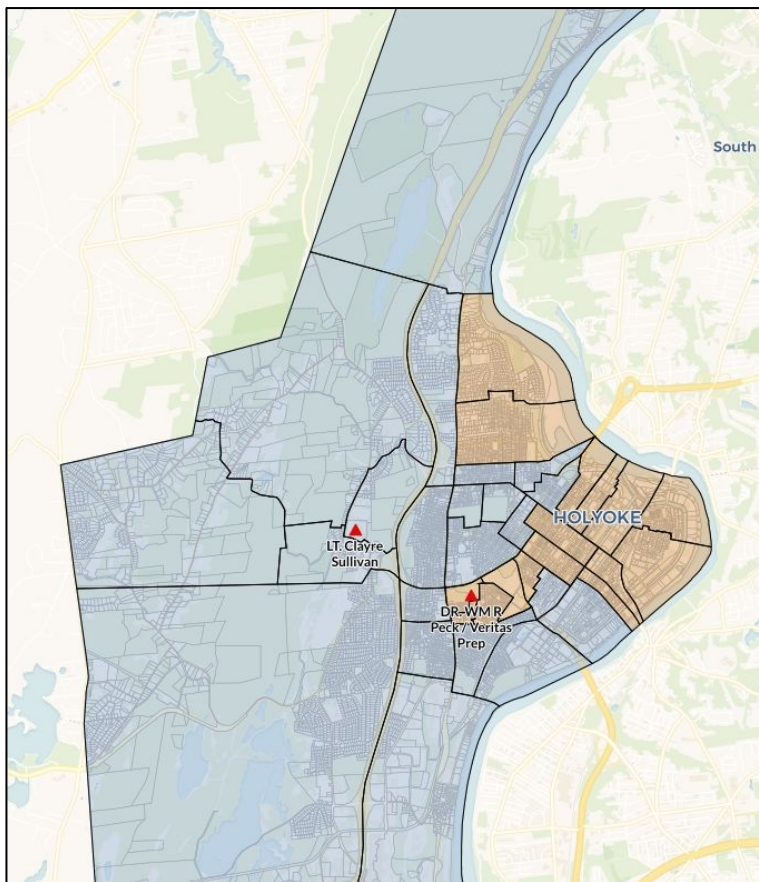
Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Donahue	55	63	69	71	81	82	421
Kelly	52	66	61	53	54	56	342
Lawrence	34	60	42	50	44	60	290
McMahon	52	51	58	52	44	78	335
Morgan	51	53	62	51	57	61	335
EN White	81	93	93	89	69	62	487

Homeroom Breakdown*

Zone	K	1	2	3	4	5	Average Home-rooms	Total Home-rooms
Donahue	1.8	2.3	2.7	2.8	3.3	3.4	2.7	16.3
Kelly	2.3	2.8	2.6	2.1	2.3	2.3	2.4	14.4
Lawrence	1.5	2.6	1.8	2	1.6	2.3	2	11.8
McMahon	2.3	2.2	2.5	2.3	1.9	3.4	2.4	14.6
Morgan	1.8	2	2.4	2	2.3	2.6	2.2	13.1
EN White	3.5	4	4	3.7	3	2.7	3.5	20.9

*Does not include sub-separate programs

Scenario P - Plan 2 Middle Schools



Grade Breakdown

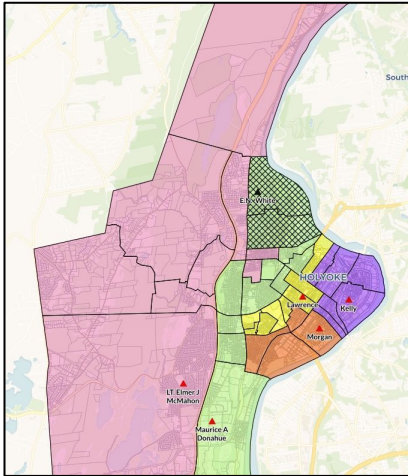
Zone	Grade 6	Grade 7	Grade 8	6 Thru 8
New Peck	196	173	173	542
Sullivan	159	176	200	535

Capacity

Demographics

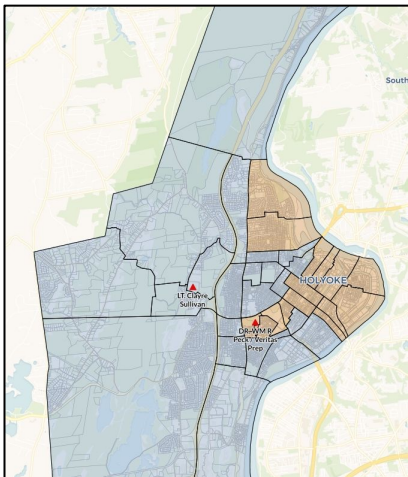
Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
New Peck	542	727	75%	30%	39%	92%
Sullivan	535	662	81%	21%	31%	91%

Scenario P - Plan 2 Racial Demographics



Elementary School Demographics

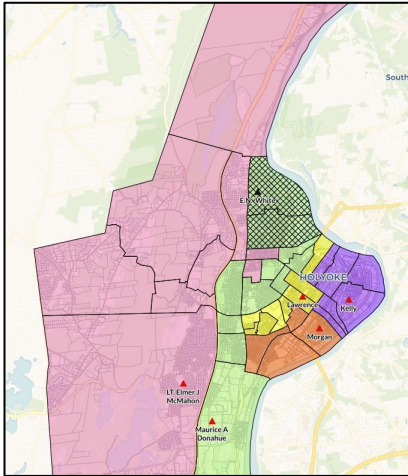
Zone	% White	% Hispanic	% Black	% Asian	% Other
Donahue	14%	79%	3%	1%	2%
Kelly	1%	94%	5%	0%	0%
Lawrence	6%	86%	5%	0%	2%
McMahon	17%	76%	3%	2%	2%
Morgan	9%	85%	5%	0%	1%
EN White	22%	72%	2%	0%	3%



Middle School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
New					
Peck	8%	87%	4%	0%	1%
Sullivan	13%	81%	3%	1%	2%

Scenario P - Plan 2 - Travel Distances



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

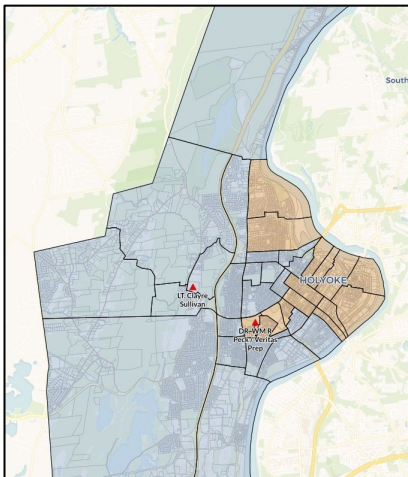
59% BUSING ELIGIBILITY

Elementary

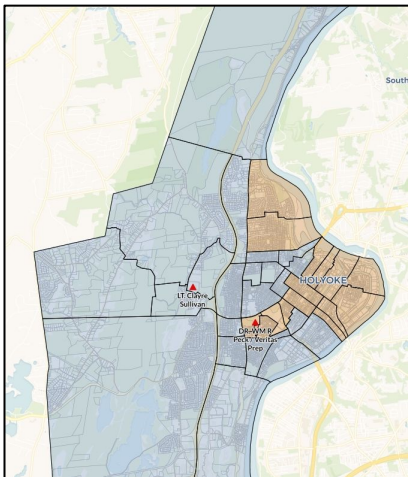
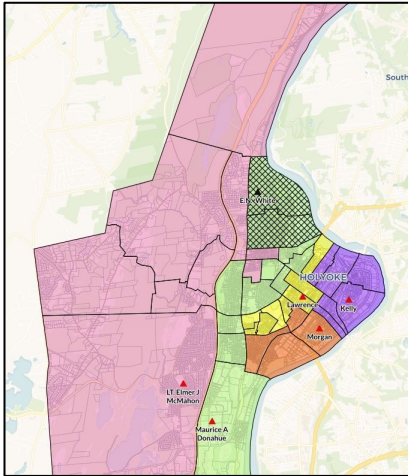
Middle

Elementary School	Percent Eligible for Bussing
Donahue	74%
Kelly	2%
Lawrence	12%
McMahon	89%
Morgan	31%
EN White	95%

Middle School	Percent Eligible for Bussing
Peck	59%
Sullivan	75%



Scenario P - Plan 2 - Impacted Students



62% of students would go to a different school

Elementary

Middle

School	New to this School	No Change in School
Donahue	52%	48%
Kelly	29%	71%
Lawrence	59%	41%
McMahon	63%	37%
Morgan	63%	37%
EN White	55%	45%

School	New to this School	No Change in School
Peck	80%	20%
Sullivan	80%	20%

Note: Students who are identified as homeless were not included in the calculation.

Scenario Q1 / Sullivan Revision 2 (chosen)

Feeder Pattern and Program Location

Fall 2026 & beyond	
Elem	Middle
McMahon (n/a)	Sullivan (partial DL, TIP, Rise, Shine, Functional)
E.N. White (all DL, Shine)	
Kelly (partial DL, Rise)	
Lawrence (TIP)	Peck [^] (ABL, SIP, LLD)
Donahue (ABL, SIP)	
Morgan (ABL, SIP)	

What has changed from Scenario M to P?

Which elementary school is the partial vs. full dual language school

Some of the schools that feed into the middle schools

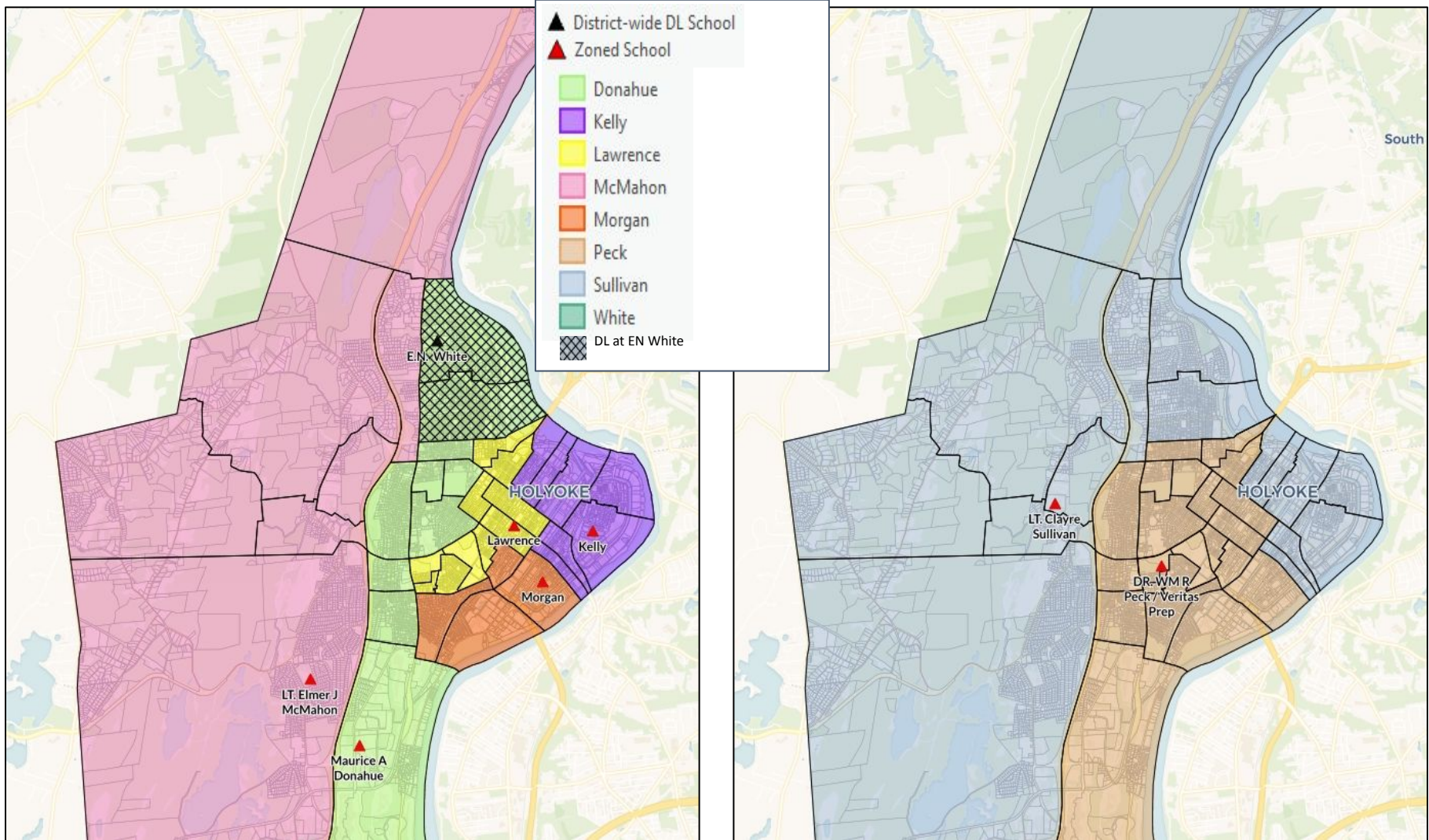
The MS SPED programs are swapped to better match feeder pattern

TIP feeder pattern from ES to MS is broken

[^]Trying to build a new Peck school. If funding isn't secured, current Peck will remain and be used. In the meantime, students will be at Holyoke STEM or Metcalf Middle.

Scenario Q - Plan 1

[Web Map Link](#)

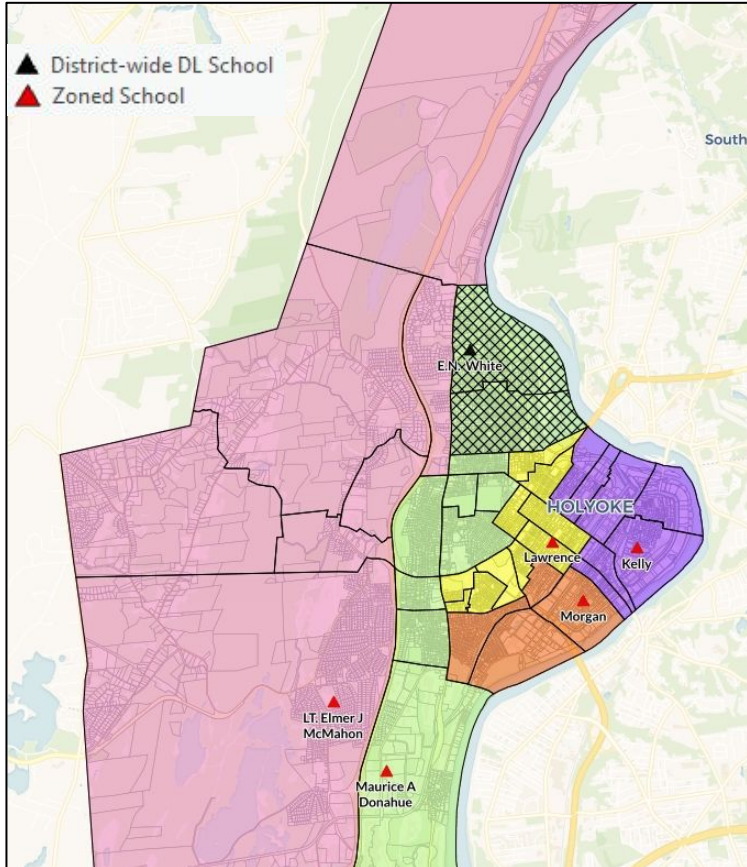


Scenario Q1 / Sullivan Revision 2 (chosen)

Guidelines	Q1 Sul MS, ENW all-DL, different feeder	Explanation if points deducted
Design schools that put student needs first & prioritize money spent on instruction	4	
Ensure equitable access to special programs	4	
Balance student demographics across schools	3.2	Better than today, but worse race/SES than other 2 scenarios /// 2nd best for EL/SPED
Ensure program continuity from elementary to middle school	3.8	This is the only dimension where Q is lower than M / it's b/c ES to MS feeder pattern is broken for TIP
Ensure efficient use of space and stable enrollment	4	
Ensure safe walking routes	4	
Have neighborhood schools	3.7	More ES walkers than Scenario M or P2
Minimize the impact on families	2	Total impacted students: 63% (1-pt higher than M)
Minimize transportation costs <i>(tentative)</i>	4	Same amt of busing as now and lower than Scenario M or P2
WEIGHTED AVERAGE	3.77	

Scenario Q - Plan 1 Elementary Schools

[Web Map Link](#)



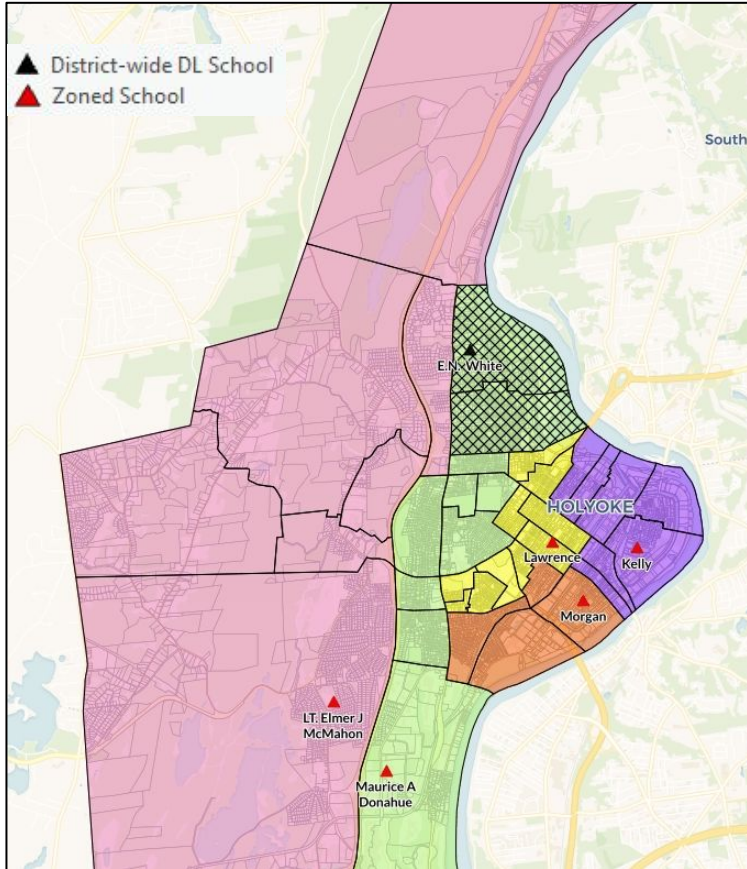
Capacity

Demographics

Zone	K Thru 5	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
Donahue	386	674	57%	16%	40%	91%
Kelly	369	680	54%	23%	28%	98%
Lawrence	356	587	61%	14%	23%	95%
McMahon	277	432	64%	13%	21%	82%
Morgan	335	553	61%	18%	33%	97%
EN White	487	593	82%	20%	21%	75%

Scenario Q - Plan 1 Elementary Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Donahue	55	60	66	61	70	74	386
Kelly	54	76	63	56	58	62	369
Lawrence	43	63	50	66	59	75	356
McMahon	41	41	51	43	36	65	277
Morgan	51	53	62	51	57	61	335
EN White	81	93	93	89	69	62	487

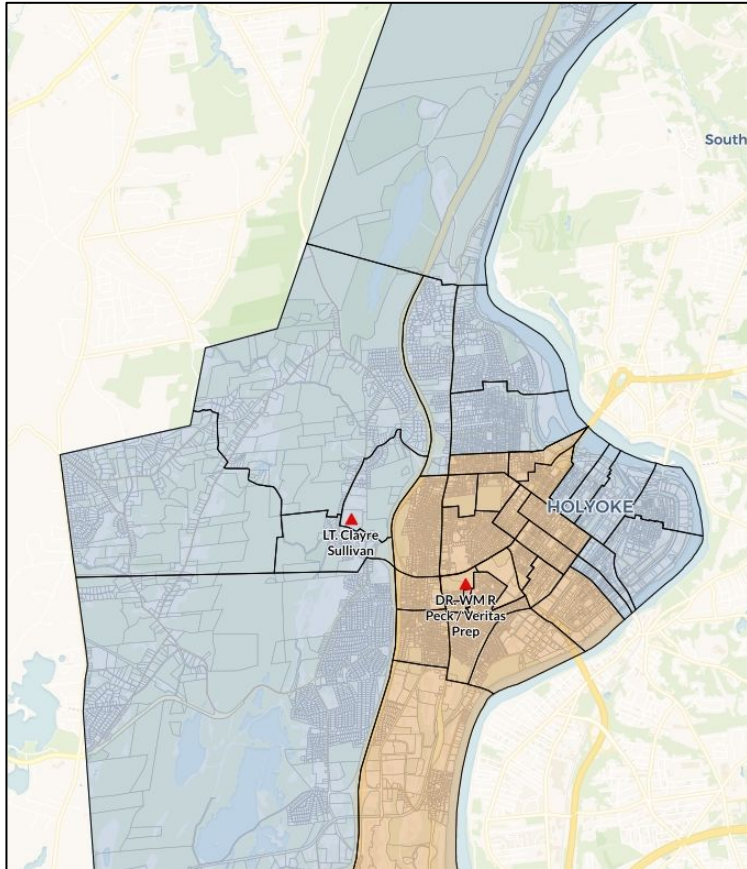
Homeroom Breakdown*

Zone	K	1	2	3	4	5	Average Home-rooms	Total Home-rooms
Donahue	1.8	2.2	2.6	2.3	2.9	3.1	2.5	14.9
Kelly	2.3	3.3	2.7	2.3	2.5	2.5	2.6	15.6
Lawrence	1.9	2.7	2.2	2.7	2.3	3	2.5	14.8
McMahon	1.8	1.8	2.2	1.9	1.6	2.8	2	12.1
Morgan	1.8	2	2.4	2	2.3	2.6	2.2	13.1
EN White	3.5	4	4	3.7	3	2.7	3.5	20.9

*Does not include sub-separate programs

Scenario Q - Plan 1 Middle Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade 6	Grade 7	Grade 8	6 Thru 8
New Peck	175	185	218	578
Sullivan	180	164	155	499

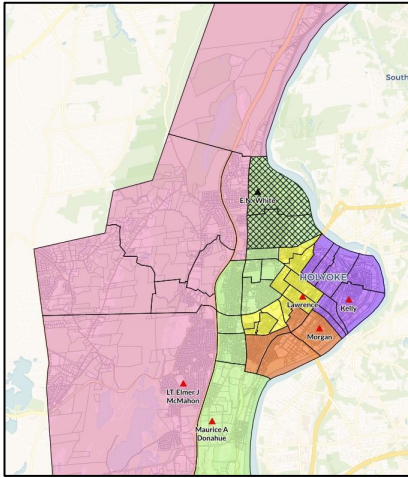
Capacity

Demographics

Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
New Peck	578	727	80%	24%	33%	92%
Sullivan	499	662	75%	27%	38%	91%

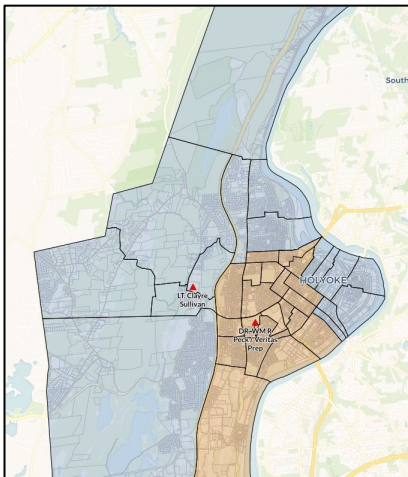
Scenario Q - Plan 1 Racial Demographics

[Web Map Link](#)



Elementary School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
Donahue	16%	77%	3%	2%	2%
Kelly	1%	93%	4%	0%	1%
Lawrence	7%	85%	4%	0%	2%
McMahon	18%	77%	3%	1%	1%
Morgan	9%	85%	5%	0%	1%
EN White	22%	72%	2%	0%	3%

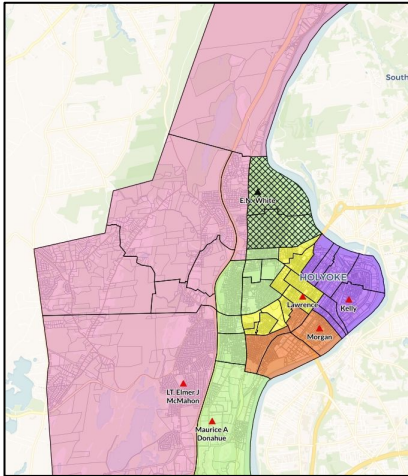


Middle School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
New					
Peck	10%	84%	4%	1%	1%
Sullivan	11%	84%	3%	0%	1%

Scenario Q - Plan 1 - Travel Distances

[Web Map Link](#)



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

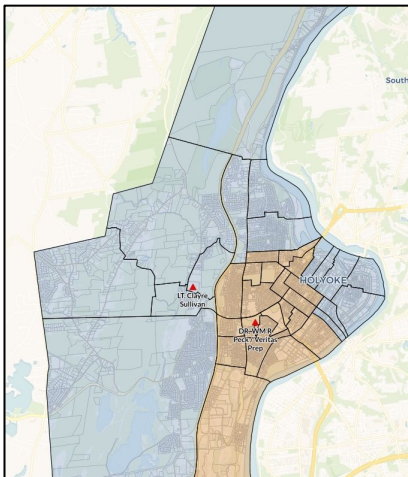
53% BUSING ELIGIBILITY

Elementary

Middle

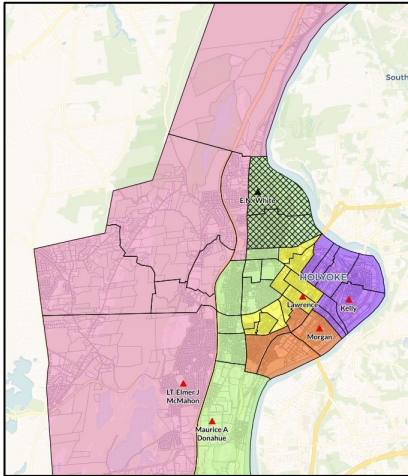
Elementary School	Percent Eligible for Bussing
Donahue	71%
Kelly	5%
Lawrence	11%
McMahon	86%
Morgan	31%
EN White	95%

Middle School	Percent Eligible for Bussing
Peck	38%
Sullivan	75%



Scenario Q - Plan 1 - Impacted Students

[Web Map Link](#)



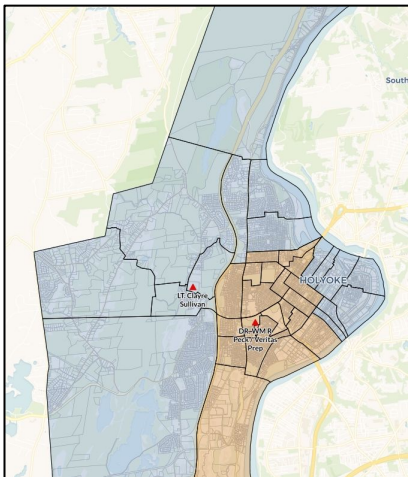
63% of students would go to a different school

Elementary

Middle

School	New to this School	No Change in School
Donahue	48%	52%
Kelly	33%	67%
Lawrence	62%	38%
McMahon	77%	23%
Morgan	63%	37%
EN White	55%	45%

School	New to this School	No Change in School
Peck	82%	18%
Sullivan	77%	23%



Note: Students who are identified as homeless were not included in the calculation.

<2.5 points

2.5-3.4 points

3.5-4 points

Understanding the Different Ratings

Weight	Guidelines	HPS Today	M Sul MS Kel all-DL	P2 Sul MS, ENW all-DL, same feeder	Q1 Sul MS, ENW all-DL, different feeder
5	Design schools that put student needs first and prioritize money spent on instruction	See charts on the following two pages to understand the analysis			
5	Ensure equitable access to special programs				
3	Balance student demographics across schools (especially in middle school)	2	3	2.5	3.2
3	Ensure program continuity from elementary to middle school	2	4	4	3.5
3	Ensure efficient use of space and stable enrollment	2	4	4	4
1	Ensure safe walking routes	4	4	4	4
1	Have neighborhood schools (esp. in elem)	3	3.5	3.6	3.7
1	Minimize the impact on families	4	2	2	2
1	Minimize transportation costs (tentative)	3.8	3	3	4
	WEIGHTED AVERAGE	2.4	3.72	3.66	3.73

Balance Student Demographics Across Schools: Race, EcoDis

	White	Hispanic	EcoDis	Summary Notes
Now - Elem	22	26	23	
Now- Middle	12	11	7	
Now - Avg	17	18.5	15	
M3 - Elem	14	13	18	ES: Least racial disparity ES & better than now (driven by Metcalf going to Kelly) / 5-pts less SES disparity than now - best of all options
M3 - Middle	1	4	0	MS: Very limited racial (4-pt Hispanic); no SES disparity
M3 - Avg	7.5	8.5	9	<i>Overall: Best of all scenarios overall if ES/MS is equally weighted</i>
P2 - Elem	21	22	23	ES: Similar white racial disparity as now (could be improved by more white students going to Kel for DL) / same SES disparity as now
P2 - Middle	5	6	1	MS: Some racial disparity (better than now, worse than Scenario M); nearly no SES disparity
P2 - Straight Avg	13	14	12	<i>Overall: Better than today, but the worst of all 3</i>
Q1 - Elem	21	21	27	ES: Similar white racial disparity as now (could be improved by more white students going to Kel for DL) / a little more SES disparity than now
Q1 - Middle	1	0	1	MS: Nearly no racial or SES disparity - best of all options
Q1 - Straight Avg	11	10.5	14	<i>Overall: Best of all scenarios overall if MS is prioritized</i>

Balance Student Demographics Across Schools: EL, SWD

	EL	SPED	Notes
Now - Elem	24	27	
Now- Middle	7	7	
<i>Now - Straight Avg</i>	<i>15.5</i>	<i>17</i>	
M - Elem	19	17	ES: Better than now, but more un= for EL than P2/!Q (but highest EL is at DL) / similar for SPED to P2/Q
M - Middle	6	3	MS: Little better than now, 2nd best for all scenarios
<i>M - Straight Avg</i>	<i>12.5</i>	<i>10</i>	<i>Overall: Better than now, but worse than P2/Q</i>
P2 - Elem	8	16	ES: Best for EL/SPED of all scenarios
P2 - Middle	9	8	MS: A little worse than now
<i>P2 - Straight Avg</i>	<i>8.5</i>	<i>12</i>	<i>Overall: Better than now & M; worse than Q</i>
Q Elem	10	19	ES: 2nd best for EL / similar SPED vs P2/Q
Q - Middle	3	5	MS: Better than now and best for all scenarios
<i>Q - Straight Avg</i>	<i>6.5</i>	<i>12</i>	<i>Overall: Best of all</i>

Demographics compared

M3	Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
	New Peck	573	727	79%	28%	37%	91%
	Sullivan	504	662	76%	22%	34%	91%

P2	Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
	New Peck	542	727	75%	30%	39%	92%
	Sullivan	535	662	81%	21%	31%	91%

Q1	Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
	New Peck	578	727	80%	24%	33%	92%
	Sullivan	499	662	75%	27%	38%	91%

<2.5 points

2.5-3.4 points

3.5-4 points

Understanding the Different Ratings

Weight	Guidelines	HPS Today	<u>M</u> Sul MS Kel all-DL	<u>P2</u> Sul MS, ENW all-DL, same feeder	<u>Q1</u> Sul MS, ENW all-DL, different feeder
5	Design schools that put student needs first and prioritize money spent on instruction	1.5	4	4	4
5	Ensure equitable access to special programs	2	4	4	4
3	Balance student demographics across schools (especially in middle school)	2	4	4	4
3	Ensure program continuity from elementary to middle school	2	4	4	3.5
3	Ensure efficient use of space and stable enrollment	2	4	4	4
1	Ensure safe walking routes	4	4	4	4
1	Have neighborhood schools (esp. in elem)	3	3.5	3.6	3.7
1	Minimize the impact on families	4	2	2	2
1	Minimize transportation costs (tentative)	3.8	3	3	4
	WEIGHTED AVERAGE	2.4	3.72	3.66	3.73

ES to MS feeder pattern for TIP is broken in order to balance # of sub-sep at MS

<2.5 points

2.5-3.4 points

3.5-4 points

Understanding the Different Ratings

Weight	Guidelines	HPS Today	M Sul MS Kel all-DL	P2 Sul MS, ENW all-DL, same feeder	Q1 Sul MS, ENW all-DL, different feeder
5	Design schools that put student needs first and prioritize money spent on instruction	1.5	4	4	4
5	Ensure equitable access to special programs	3	4	4	4
3	Balance student demographics across schools (especially in middle school)	2	3	2.5	3.2
3	Ensure program continuity from elementary to middle school	2	4	4	3.5
3	Ensure efficient use of space and stable enrollment				
1	Ensure safe walking routes				
1	Have neighborhood schools (esp. in elem)	3	3.5	3.6	3.7
1	Minimize the impact on families	4	2	2	2
1	Minimize transportation costs (tentative)	3.8	3	3	4
	WEIGHTED AVERAGE	2.4	3.72	3.66	3.73

Transportation costs for Q1 are similar today and lowest overall, so more walkers

Differences between M & Q

	Sullivan Middle Original Scenario “M3”	Sullivan Middle Revision 2 Scenario “Q1”
Elem that feed into Sullivan MS	Donahue, McMahan, Morgan	McMahan, E.N. White, Kelly
Elms that feed into Peck MS	Lawrence, E.N. White, Kelly	Donahue, Lawrence, Morgan
Dual Language in Elem (all - 4 classes/gr) (½ = 2 DL classes/gr, 1-2 Eng-only/gr)	ENW (½ DL) Kel (all DL)	ENW (all DL) Kel (½ DL)
Middle Schools	Sullivan Peck (½ DL)	Sullivan (½ DL) Peck
Program continuity from Elem to Middle School?	Yes	Yes, except for TIP
Racial/SES disparity	ES: Least racial/SES disparity MS: Limited racial / no SES disparity	ES: Similar to now MS: No racial/SES disparity
EL/SWD disparity	ES: Less EL disparity than now, but more than Q / similar SWD to Q MS: Better than now, but more disparity than Q	ES: Least EL / similar SWD as M but better than now MS: Least amt of disparity
% students impacted	62%	63%
% students eligible for busing*	60%	53%

Agenda

- The Why
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 - Recommendation and Rationale
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Third Question

Where is special education programming?

- Driving factors for our decisions:
 - Promote inclusion when possible.
 - Offer continuity of programming:
 - From PreK to elementary.
 - Elementary to Middle
 - Within a school (e.g. ABL/SIP both serve students with autism so a student can move within programs without switching schools)
 - Balance percent students with disabilities across schools.
 - Keep programs in current location wherever possible to limit students' transitions, leverage staff expertise and utilize existing spaces that suit the program needs.

Special Education Programming

SCHOOL	GRADES	Specialized Special Education Programs
Donahue	PK-5	ABL, SIP
E.N. White	PK-5	(Instead, it will be the default assignment for students who are Newcomers.)
Kelly	PK-5	Rise, Shine
Lawrence	PK-5	TIP
McMahon	PK-5	SIP
Morgan	PK-5	ABL, SIP
Metcalfe*	6-8	Functional, Rise, SIP
Holyoke STEM*	6-8	ABL, SIP, LLD
Sullivan	6-8	Partial DL, TIP, Shine

*Metcalfe Middle and Holyoke STEM will remain open as middle schools for 3-4 years and eventually move into current/new Peck. ABL/SIP will be at Peck. We have not yet determined whether Functional and Rise will be at Sullivan or Peck in 2026 or 2027 since it will be based on enrollment.

Rationale for ABL/SIP Program Locations

- **Elementary**

- Donahue is an existing program location and staff has expertise working with students with autism. However, we needed to expand ABL programming to another school because the demand for ABL has grown so much that its limiting inclusion opportunities
- Morgan was selected for the second location for ABL/SIP due to space available and because it has some experience working with PreK students with autism.
- Morgan and Donahue being in the same middle school feeder pattern was a driving factor for many scenarios. This was important for elementary to middle program continuity.
- Based on feedback from SIP families and staff at McMahan, we decided to add McMahan as a SIP program location to limit transition for students and due to staff expertise, even though we didn't have space for ABL at McMahan.

Rationale for ABL/SIP Program Locations

- **Middle**

- We wanted students from elementary school to be able to follow their peers in and outside the program to middle school, so Peck was designated the long-term program location.
 - Given that ABL needs to be at two elementary schools and dual language is at two elementary schools, they cannot be in the same elementary to middle school feeder pattern.
- Since students at Peck are temporarily at STEM and Metcalf Middle, we initially were going to have all SIP and ABL programming at STEM, since that's where it is now. However, since many current McMahan middle school students are likely to go to Metcalf Middle, we expanded SIP programming to Metcalf Middle so they could stay with their peers.

Rationale for TIP Program Locations

- **Elementary**

- Lawrence has grades K-3 TIP already. Peck, which is the school that students go to after Lawrence, has the other grades 4-5 TIP program, so many of Peck's students have already been at Lawrence.

- **Middle**

- Leadership decided that ABL and TIP should be in separate middle schools due to the number of classes and how influential the program is on the school. Since ABL was determined to be at Peck eventually, TIP needed to be at Sullivan.
- A downside is that the TIP ES to MS feeder pattern is broken (Law feeds to Peck, whereas TIP will be at Sullivan); we estimate this will impact 5 students per year.

Rationale for Rise and Functional Program Locations

- **Elementary**

- Rise had to move since it was at Sullivan. We felt that Kelly would be a good location because of the size of the building and it still offers inclusion opportunities for students in Rise.
- Functional is not a program in elementary school.

- **Middle**

- We initially considered Sullivan for the Rise program to promote program continuity. Until a new Peck is built, we decided it was best to more evenly distribute sub-separate programs across three schools, so we moved it to Metcalf.
- Functional and Rise can be a good pair of programs because the Functional program supports greater access to inclusionary opportunities, so students in Rise could transition into Functional for greater access to inclusion.

Rationale for Shine Program Locations

- **Elementary**

- Shine had to move since it was at Sullivan. We felt that Kelly would be a good location because of the size of the building and the Rise program was also moving there. The Shine and Rise teachers have collaborated in the past. The programs are a good fit together because they utilize many of the same supports (nursing, therapies, etc.) which could be clustered together.
- Kelly, while being 2 floors, does provide better accessibility with entrance/exits on both floors and a ramp that connects both floors.

- **Middle**

- Kelly feeds into Sullivan, so we wanted to keep that elementary to middle school feeder pattern.
- Sullivan also has historical experience with Shine as the elementary program is currently located at Sullivan.
- Sullivan is a one floor building, which will provide greater accessibility for Shine students.

Rationale for LLD Program Locations

- **Elementary**
 - We currently do not have an LLD program in elementary school
- **Middle**
 - We moved LLD to STEM four years ago and wanted to continue to have space allocated for LLD at the school. Additionally, LLD is a better program to NOT locate with the school that has dual language since LLD is a program that services students with language-based learning disabilities.

E.N. White

- E.N. White does not have any sub-separate special education programs due to:
 - Limited space due to it being the only school with an estimated 4 homerooms per grade
 - Inclusion opportunities for students in sub-separate programming is more challenging and limiting when two languages are being taught
- We also wanted to make E.N. White the primary location for students who are Newcomers, since the dual language program is often a strong academic entry point.

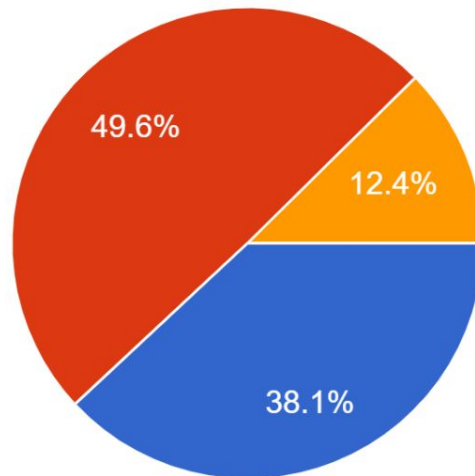
Fourth Question

Where is PreK programming?

- PreK classes will be allocated based on space available in the building and similar programming for K-5.
- We have spread PreK throughout the city.
- We recognize there has been a lot of change over the years and we're hoping this will allow for fewer changes going forward.

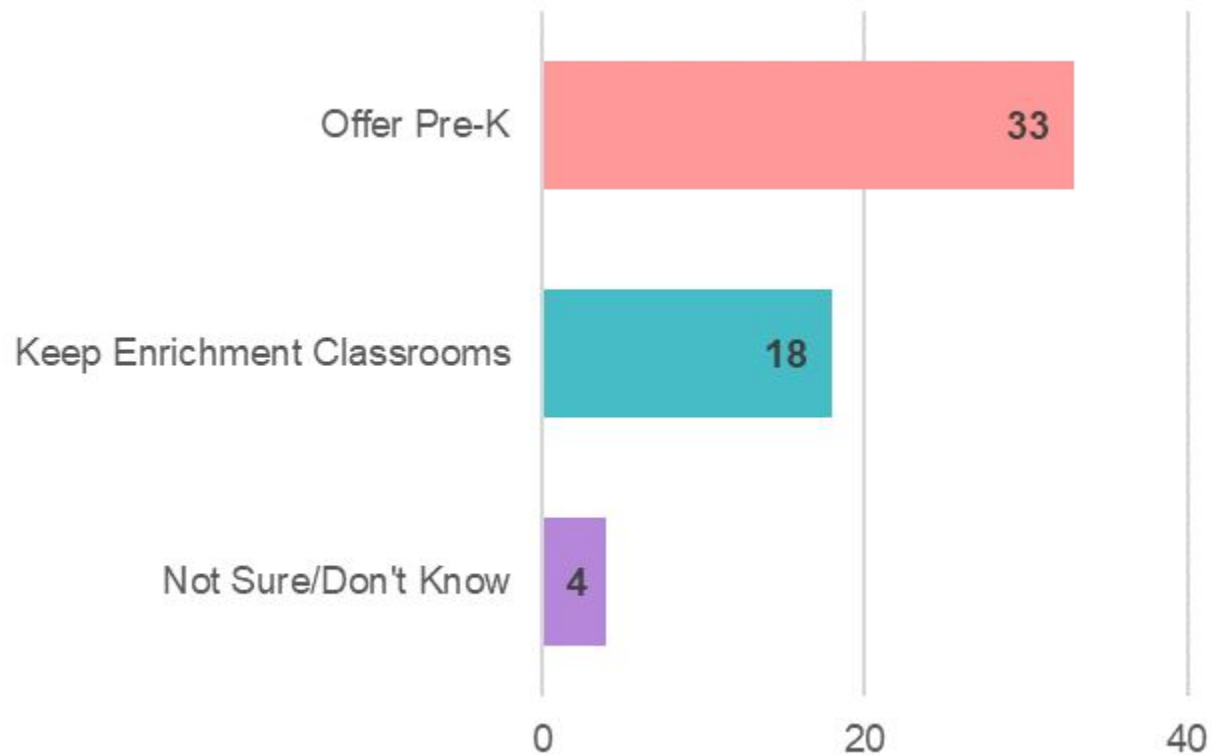
PreK at E.N. White and McMahon

Given the size of the building and the number of classes per grade, E.N. White and McMahon are limited in space for Pre-K classes. In order to have room for one Pre-K class at each school, one enrichment or “specials” class wouldn’t have a physical classroom. It would require “art on the cart” and “music on the stage.” Which trade-off would you make?



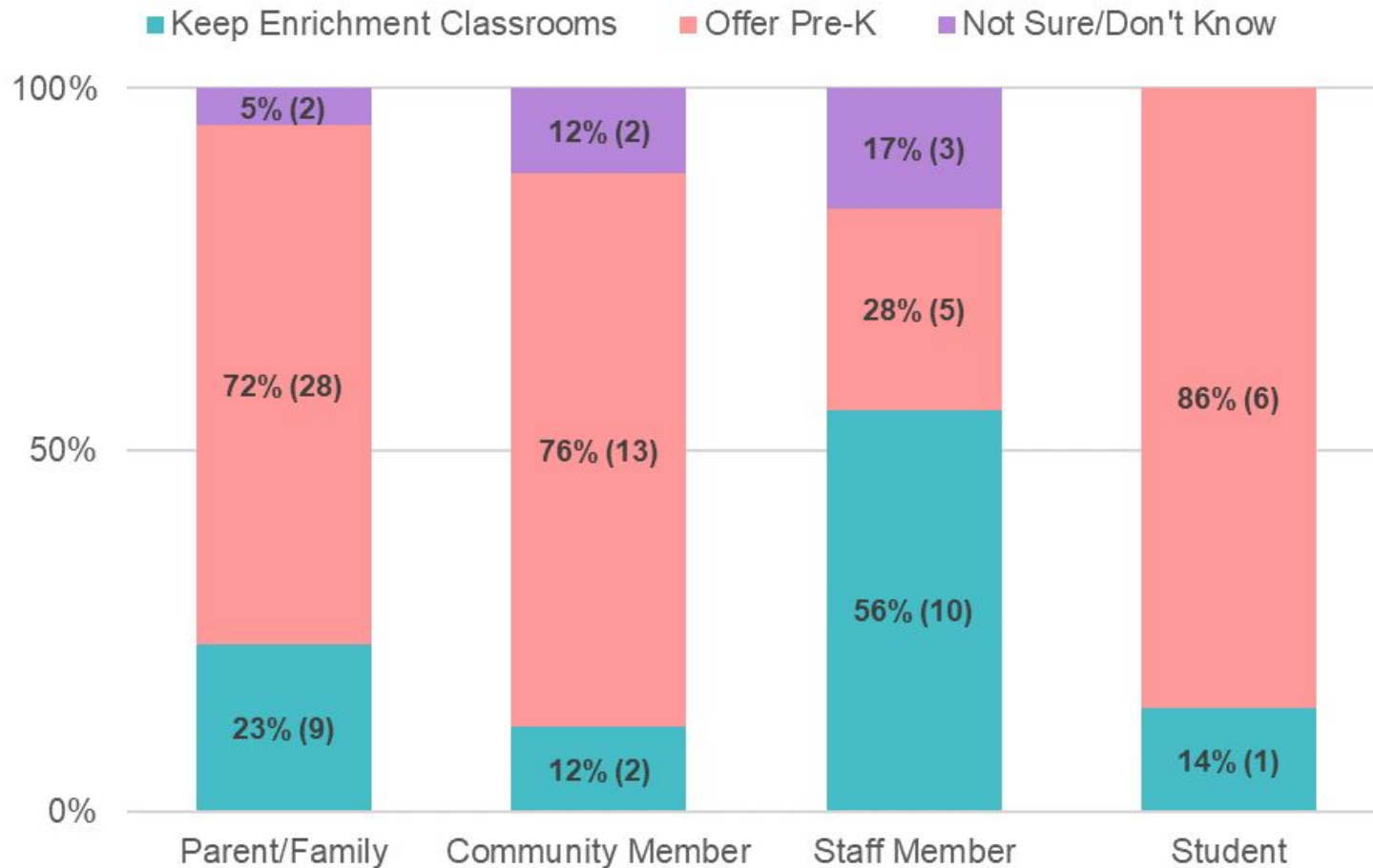
- I think it's most important that all enrichment classes at E.N. White and McMahon have their own classroom. /// Creo que es muy importante que todas las clases de enriquecimiento en E.N....
- I think it's most important to be able to offer 1 PreK class at both E.N. White and McMahon. /// Creo que lo más importante es poder ofrecer una clase...
- I'm not sure / I don't know. /// No estoy seguro / No lo sé.

Pre-K Preference



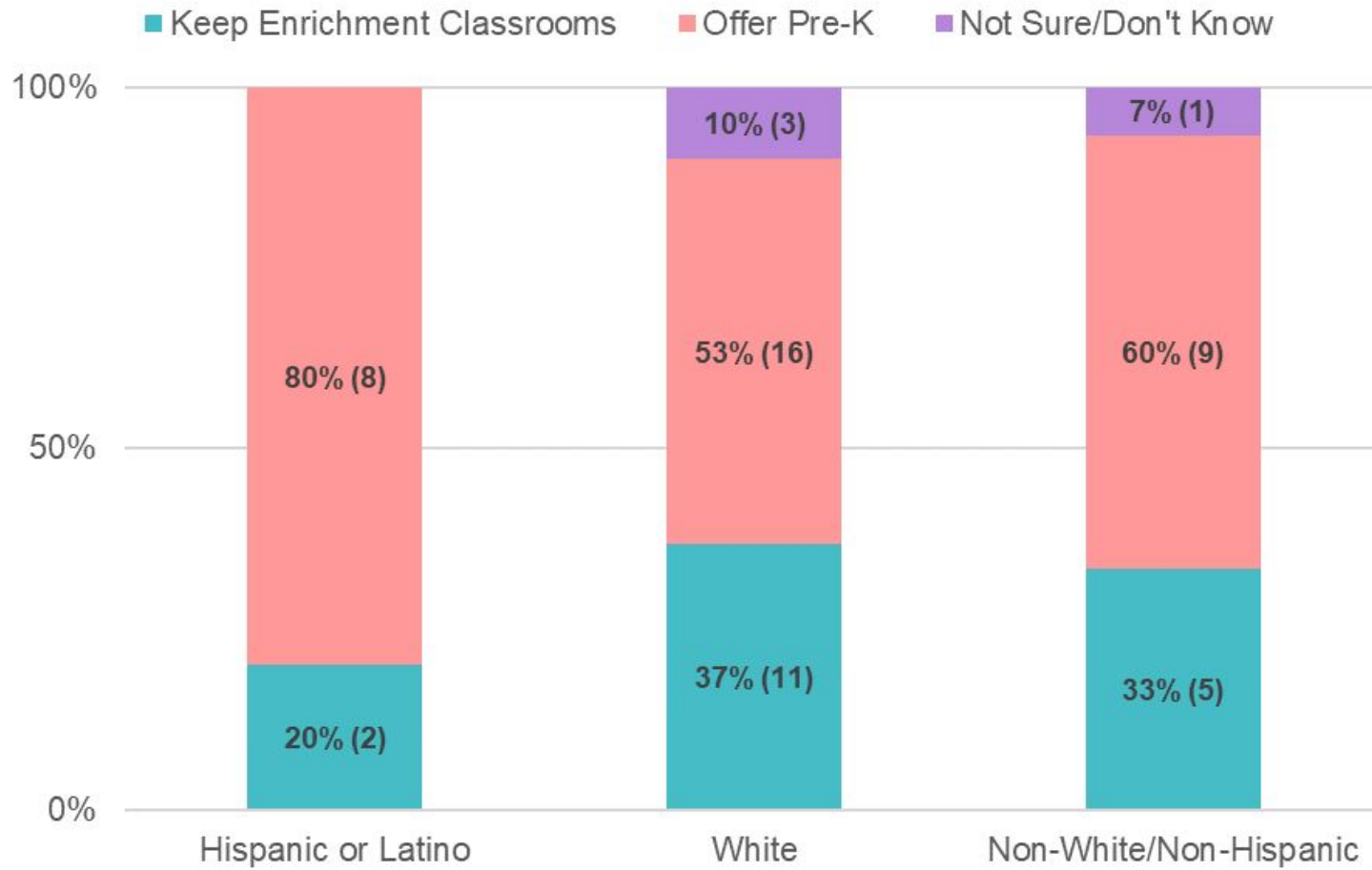
Note: This analysis includes only people associated with E.N. White or McMahan, since those are the two schools the question asks about.

Pre-K Preference by Stakeholder Group



Note: This analysis includes only people associated with E.N. White or McMahon, since those are the two schools the question asks about.

Pre-K Preference by Race/Ethnicity



Note: This analysis includes only people associated with E.N. White or McMahon, since those are the two schools the question asks about.

PreK Programming

SCHOOL	GRADES	PreK Programs: FD = full day / HD = half day
Donahue	PK-5	ABL (3 HD) Integrated (2 HD) HPS/VOC (1 FD)
E.N. White	PK-5	Dual Language (1 FD)
Kelly	PK-5	Integrated (1 HD, 1 FD) Dual Language (3 FD)** HPS/VOC (1 FD)
Lawrence	PK-5	Integrated (1 FD, 1 HD) HPS/VOC (2 FD)
McMahon	PK-5	Integrated (1 HD)
Morgan	PK-5	ABL (1 HD) Integrated (1 HD) Integrated (1 FD) - Morgan only

**The dual language PreK at E.N. White will be reserved for students in the E.N. White zone. There will be many spaces available at Kelly for city-wide dual language PreK and/or some E.N. White PreK students too, who will transition from Kelly DL PreK to E.N. White DL for Kindergarten and beyond

Rationale PreK Programming - Slide 1

SCHOOL	PreK Programs FD = full day / HD = half day	Rationale
Donahue	ABL (3 HD) Integrated (2 HD) HPS/VOC (1 FD)	<ul style="list-style-type: none"> ● Allows Don to keep 2 classrooms it already has and expand PK access since its a larger building ● Donahue also has ABL/SIP K-5 so this promotes program continuity and expertise ● Integrated classrooms are required partners for ABL classrooms, in order to ensure age appropriate access to inclusion experiences and least restrictive practices. ● HPS/VOC offers the only full-day option
E.N. White	Dual Language (1 FD)	<ul style="list-style-type: none"> ● Allows ENW to keep 1 of its PK classrooms ● Allows PK to Kinder continuity for 20 students ● Unf, due to limited space, we had to move other PK classes out

Rationale PreK Programming - Slide 2

SCHOOL	PreK Programs FD = full day / HD = half day	Rationale
Kelly	Integrated (1 HD, 1 FD) Dual Language (3 FD)** HPS/VOC (1 FD)	<ul style="list-style-type: none"> ● Kelly is able to keep their 1 FD integrated class and greatly expand PK since the building size overall is larger ● Allows PK to Kinder continuity for 20+ students and offers PK to students who will eventually go to E.N. White in a building that has DL expertise ● Offers full and partial day options
Lawrence	Integrated (1 FD, 1 HD) HPS/VOC (2 FD)	<ul style="list-style-type: none"> ● Allows Lawrence to keep a full day partner program and expand access ● Also offers half-day options ● Maximum amount of HPS/VOC classrooms was 2 due to some regulations from EEC about playground space

Rationale PreK Programming - Slide 3

SCHOOL	PreK Programs FD = full day / HD = half day	Rationale
McMahon	Integrated (1 HD)	<ul style="list-style-type: none"> ● Keep the current HD integrated program at McMahon, which likely allows from some PK to Kinder continuity for students with autism ● Could not expand PK access further due to limited space
Morgan	ABL (1 HD) Integrated (1 HD) Integrated (1 FD) - Morgan only	<ul style="list-style-type: none"> ● Allows Morg to keep 3 classrooms it already has ● Morgan also has ABL/SIP K-5 so this promotes program continuity and expertise ● Integrated classrooms are required partners for ABL classrooms, in order to ensure age appropriate access to inclusion experiences and least restrictive practices.

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Scenario Q
Draft Plans
(Student Data 2022-2023)

Important Point: An Iterative Process

- **This process has been iterative.** We started with scenarios-plans in June when we only had SY21-22 data and made assumptions about SPED and DL program placement.
- After phase 1, when looking at phase 2 options, we refined a number of factors, based on updated conditions and feedback. These include:
 - **Updated enrollment using SY22-23 data** (We lost 176 K-8 students from SY21-22 to SY22-23, which was surprising. FYI: ~500 over last 5 years)
 - **SIP locations were expanded** to include McMahon and Metcalf (wasn't originally in the plan as of late Oct.)
 - **Functional & Rise were moved from our initial thinking of Sullivan to Metcalf** (wasn't in the plan as of late Oct.) due to a desire to more evenly distribute sub-separate programs across 3 (not 2) middle schools
 - **"Strand" (non-DL) students from ENW needed to be assigned to other schools** (and not defaulted to ENW) - at first, they were defaulted to ENW because we needed to anticipate what enrollment would look like if more people by ENW selected DL.
 - More precise planning with students who are experiencing homelessness

Sullivan Middle Scenario - Scenario Q

Feeder Pattern and Program Location

Fall 2026 & beyond	
Elem	Middle
McMahon (SIP)	Sullivan (partial DL, TIP, Shine)
E.N. White (all DL and default location for students who are Newcomers)	
Kelly (partial DL, Rise, Shine)	
Lawrence (TIP)	Peck^ (ABL, SIP, LLD) Note: Rise, Functional will be at Metcalf. TBD on 2026 location.
Donahue (ABL, SIP)	
Morgan (ABL, SIP)	

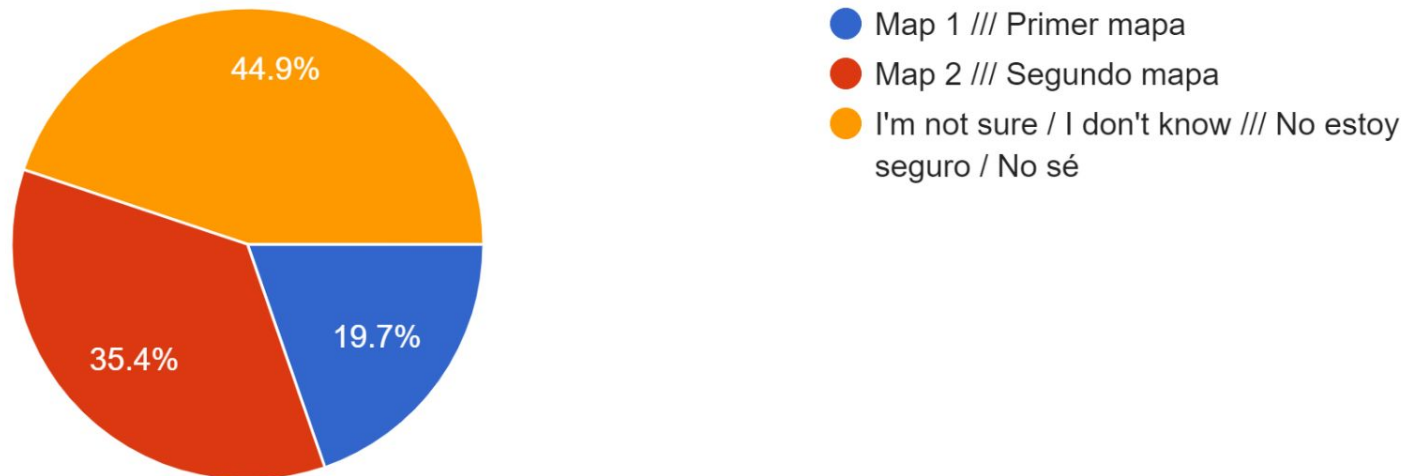
Note: This breaks the feeder pattern for TIP, SIP, Rise from ES to MS

^Trying to build a new Peck school. If funding isn't secured, current Peck will remain and be used. In the meantime, students will be at Holyoke STEM or Metcalf Middle.

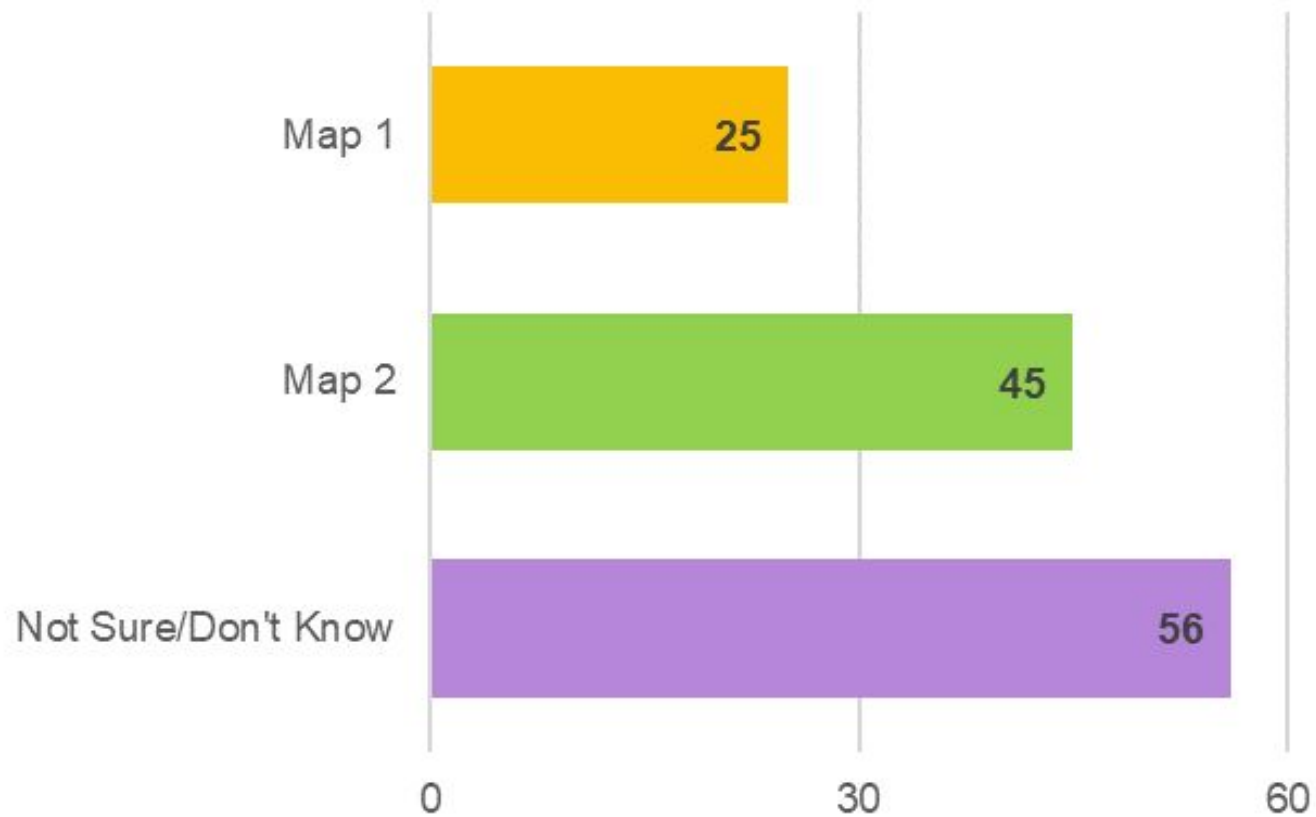
Preferred Map

Here is a link to the proposed maps. Which map do you like best? Map 1 or Map 2? /// Aquí hay un enlace a los mapas propuestos. ¿Qué mapa le gusta más? ¿El primer mapa o el segundo?

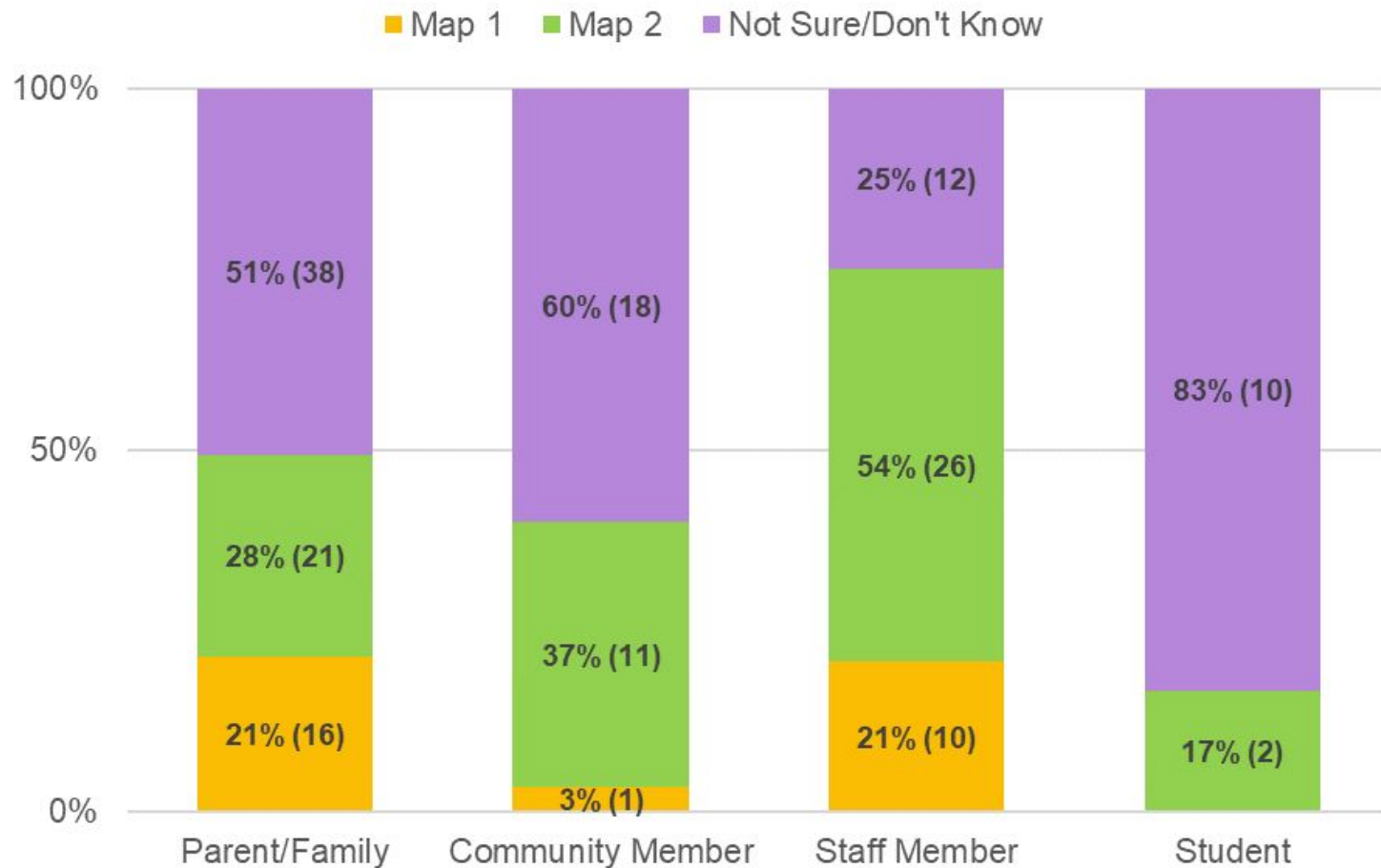
127 responses



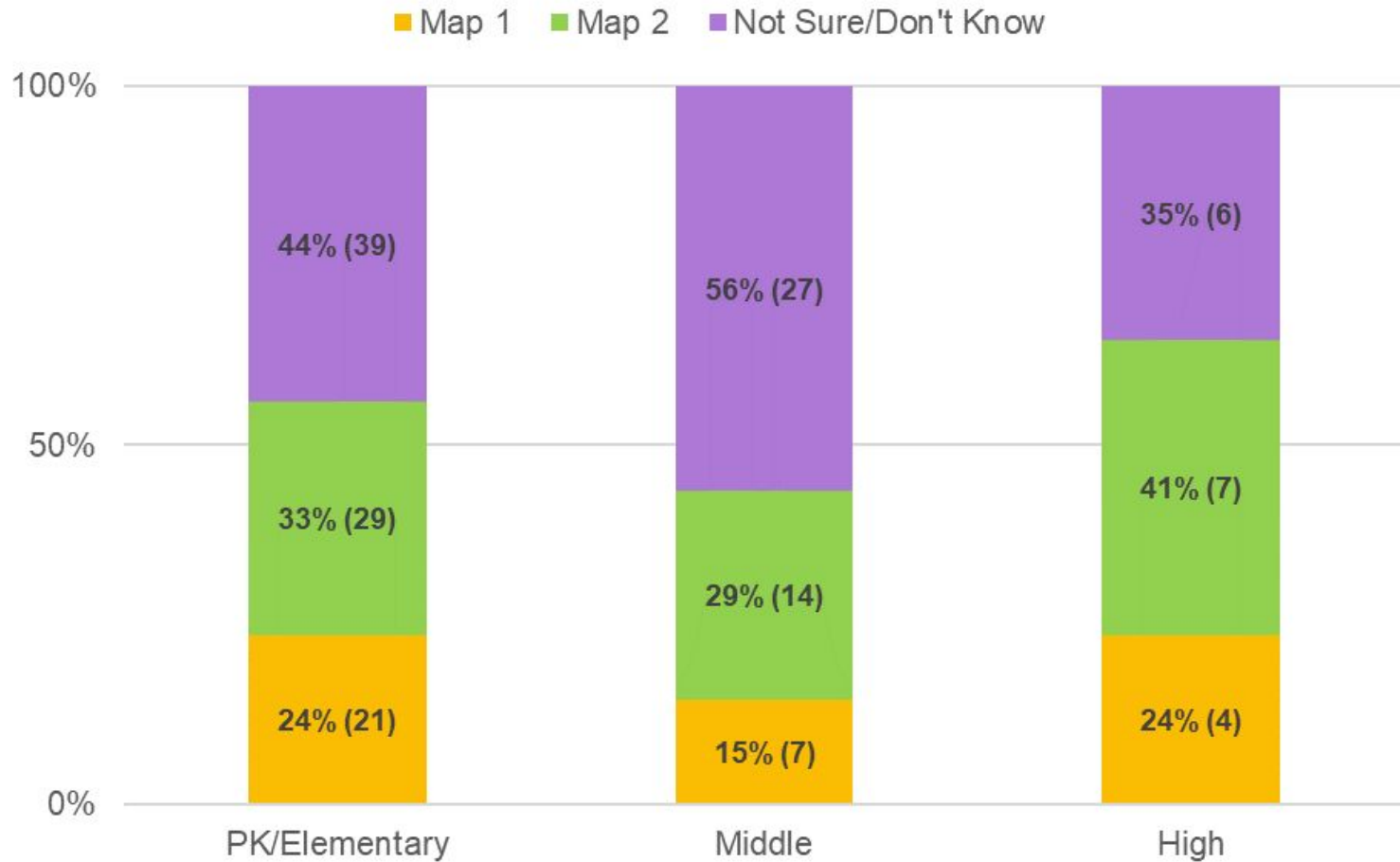
Map Preferences Overall



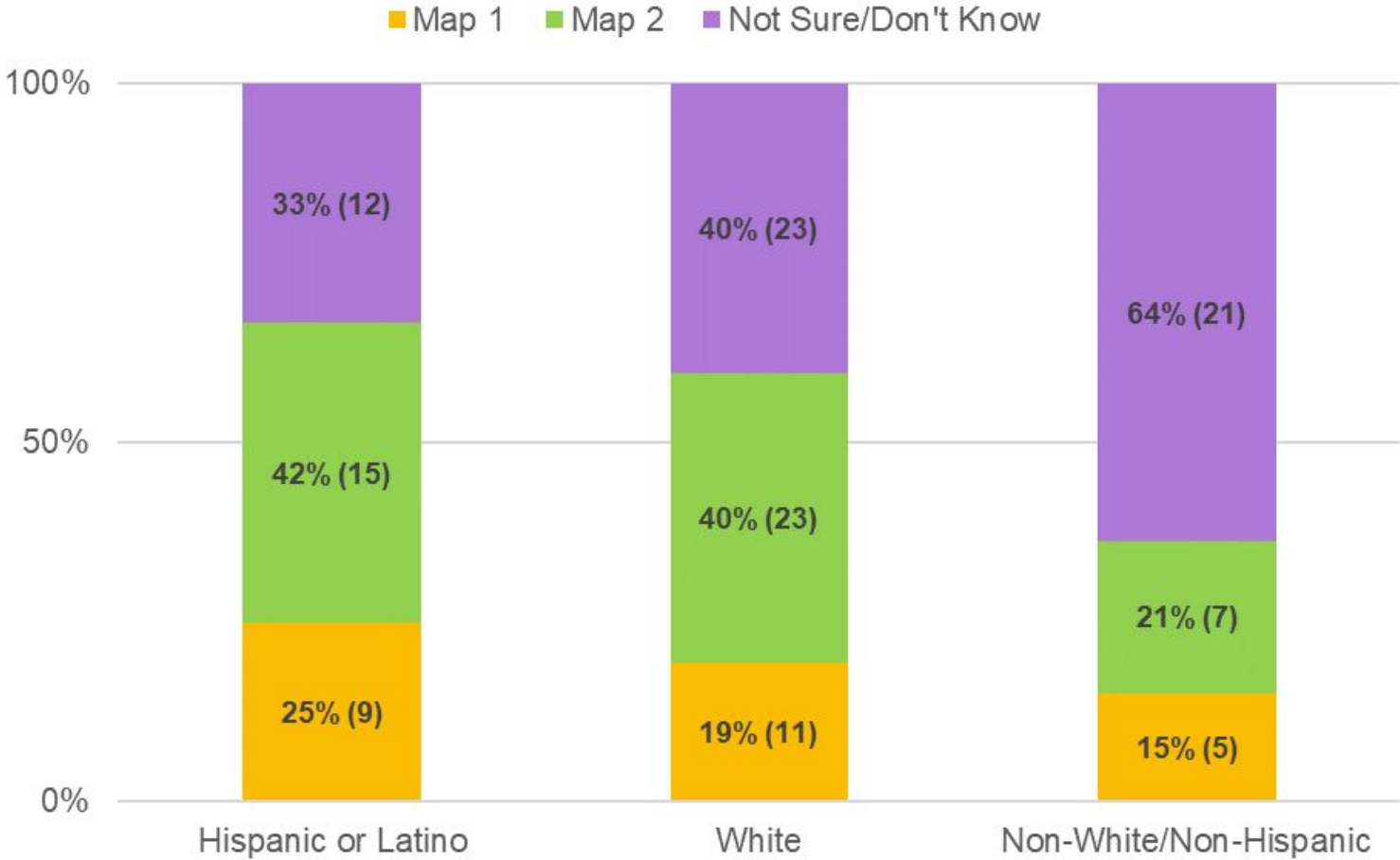
Map Preference by Stakeholder Group



Map Preference by Grade Association

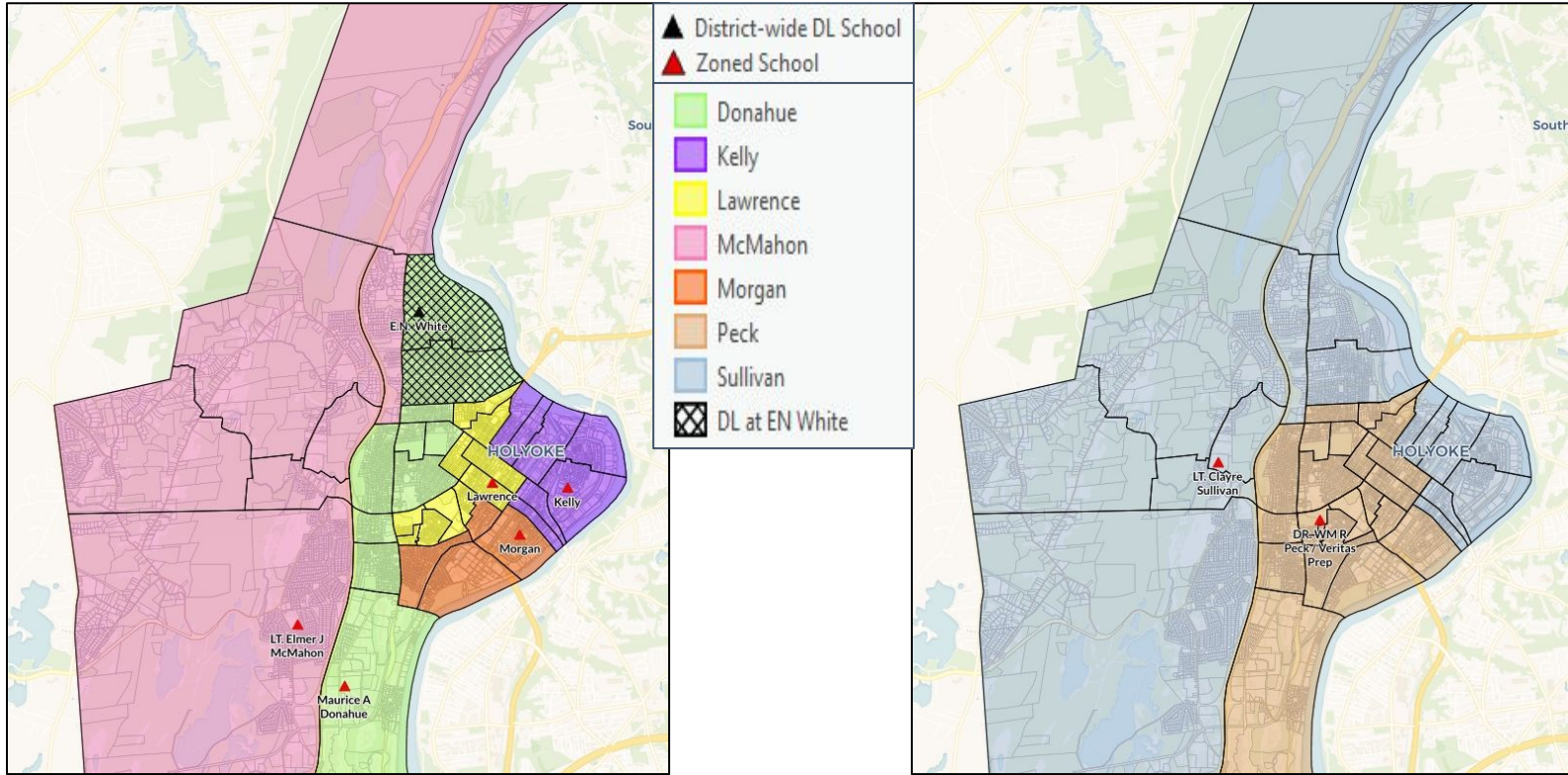


Map Preference by Race/Ethnicity



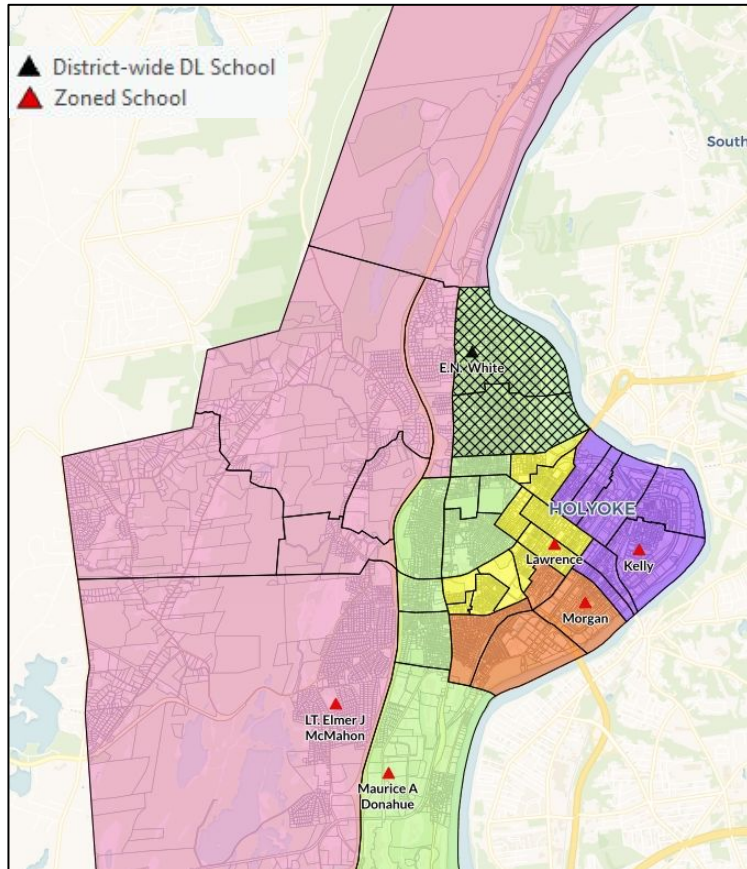
Scenario Q - Plan 1

[Web Map Link](#)



Scenario Q - Plan 1 Elementary Schools

[Web Map Link](#)



Capacity

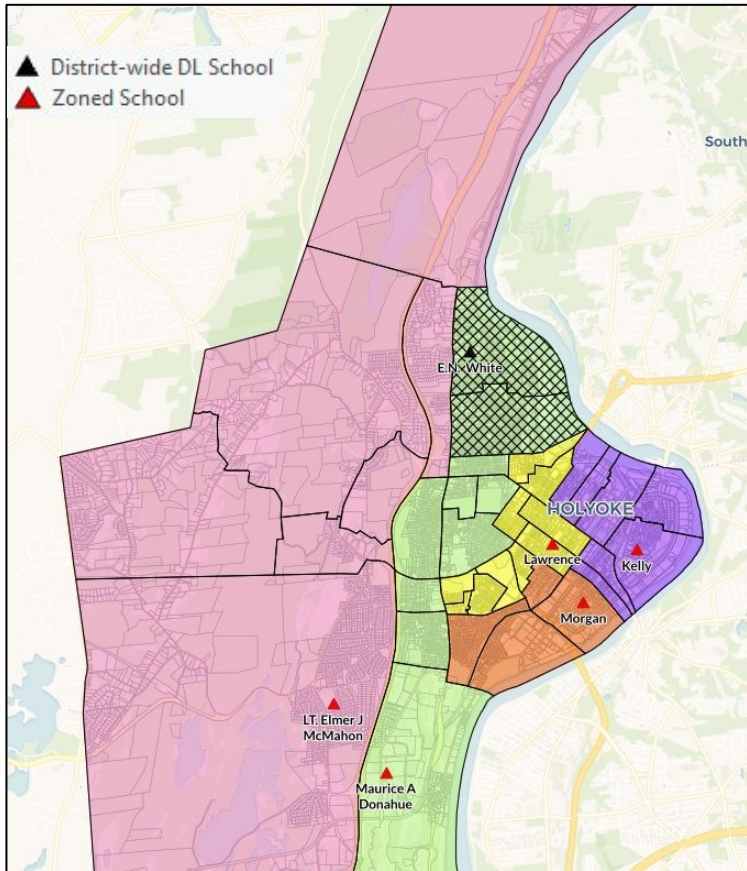
Demographics

Zone	K Thru 5	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
Donahue	386	674	57%	16%	40%	91%
Kelly	369	680	54%	23%	28%	98%
Lawrence	356	587	61%	14%	23%	95%
McMahon	277	432	64%	13%	21%	82%
Morgan	335	553	61%	18%	33%	97%
EN White	487	593	82%	20%	21%	75%

Zone	PreK Thru 5	Capacity	% Capacity
Donahue	408	674	61%
Kelly	555	680	82%
Lawrence	379	587	65%
McMahon	302	432	70%
Morgan	322	553	58%
E.N. White	450	593	76%

Scenario Q - Plan 1 Elementary Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Donahue	55	60	66	61	70	74	386
Kelly	54	76	63	56	58	62	369
Lawrence	43	63	50	66	59	75	356
McMahon	41	41	51	43	36	65	277
Morgan	51	53	62	51	57	61	335
EN White	81	93	93	89	69	62	487

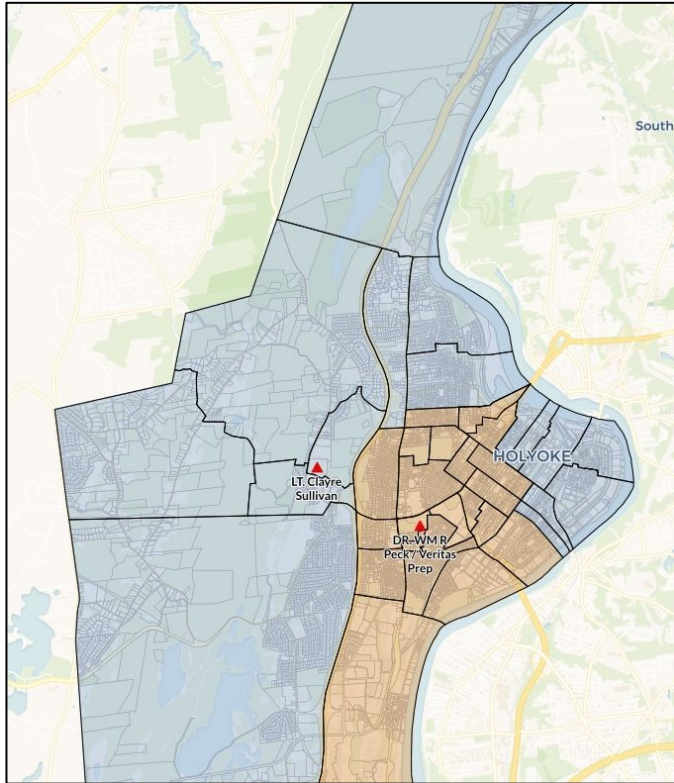
Homeroom Breakdown*

Zone	K	1	2	3	4	5	Average Home-rooms	Total Home-rooms
Donahue	1.8	2.2	2.6	2.3	2.9	3.1	2.5	14.9
Kelly	2.3	3.3	2.7	2.3	2.5	2.5	2.6	15.6
Lawrence	1.9	2.7	2.2	2.7	2.3	3	2.5	14.8
McMahon	1.8	1.8	2.2	1.9	1.6	2.8	2	12.1
Morgan	1.8	2	2.4	2	2.3	2.6	2.2	13.1
EN White	3.5	4	4	3.7	3	2.7	3.5	20.9

*Does not include sub-separate programs

Scenario Q - Plan 1 Middle Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade 6	Grade 7	Grade 8	6 Thru 8
New Peck	203	196	207	606
Sullivan	153	143	130	426

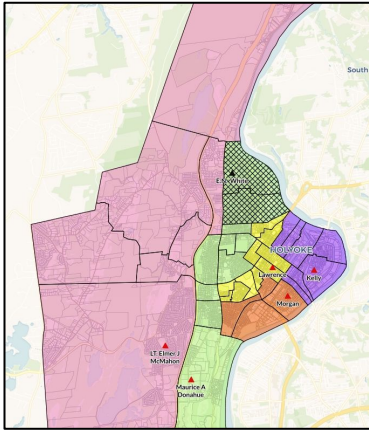
Capacity

Demographics

Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
New Peck	606	727	83%	20%	34%	86%
Sullivan	426	662	64%	26%	34%	83%

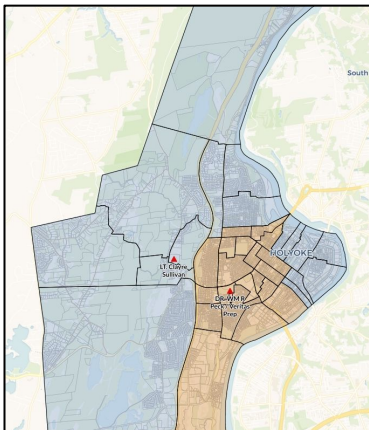
Scenario Q - Plan 1 Racial Demographics

[Web Map Link](#)



Elementary School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
Donahue	16%	77%	4%	1%	2%
Kelly	1%	94%	4%	0%	1%
Lawrence	8%	85%	5%	0%	2%
McMahon	19%	76%	4%	2%	2%
Morgan	9%	86%	5%	0%	1%
E.N. White	20%	75%	2%	0%	3%

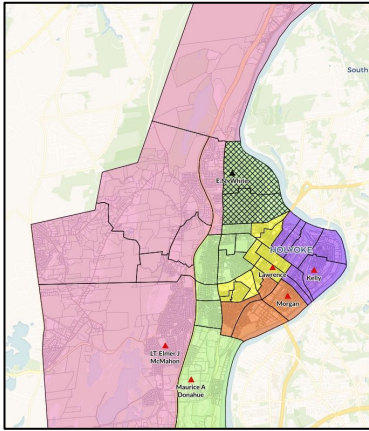


Middle School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
New Peck	13%	82%	3%	1%	1%
Sullivan	11%	83%	3%	0%	1%

Scenario Q - Plan 1 - Travel Distances

[Web Map Link](#)



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

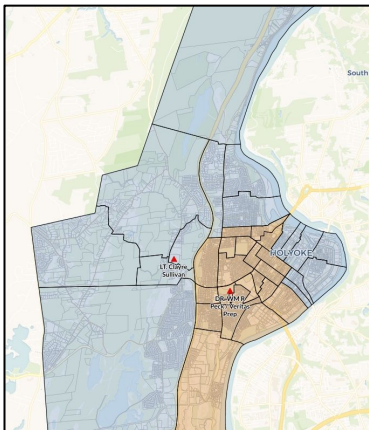
Overall: ~53% busing eligible

Elementary

Middle

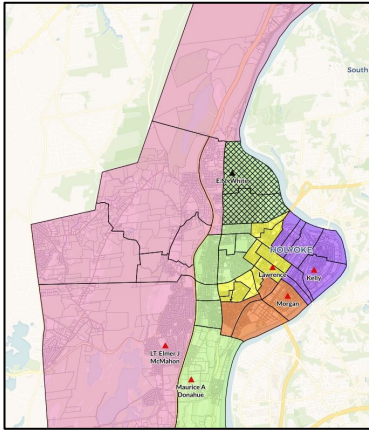
Elementary School	Percent Eligible for Bussing
Donahue	70%
Kelly	8%
Lawrence	9%
McMahon	85%
Morgan	32%
E.N. White	94%

Middle School	Percent Eligible for Bussing
Peck	42%
Sullivan	73%



Scenario Q - Plan 1 - Impacted Students

[Web Map Link](#)



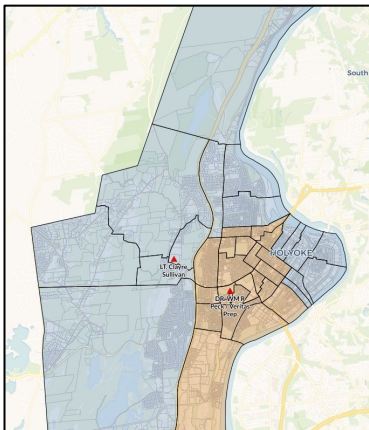
60% of students would go to a different school

Elementary

Middle

School	New to this School	No Change in School
Donahue	46%	54%
Kelly	22%	78%
Lawrence	61%	39%
McMahon	68%	32%
Morgan	53%	47%
E.N. White	54%	46%

School	New to this School	No Change in School
Peck	83%	17%
Sullivan	82%	18%



Note: Students who are identified as homeless were not included in the calculation.

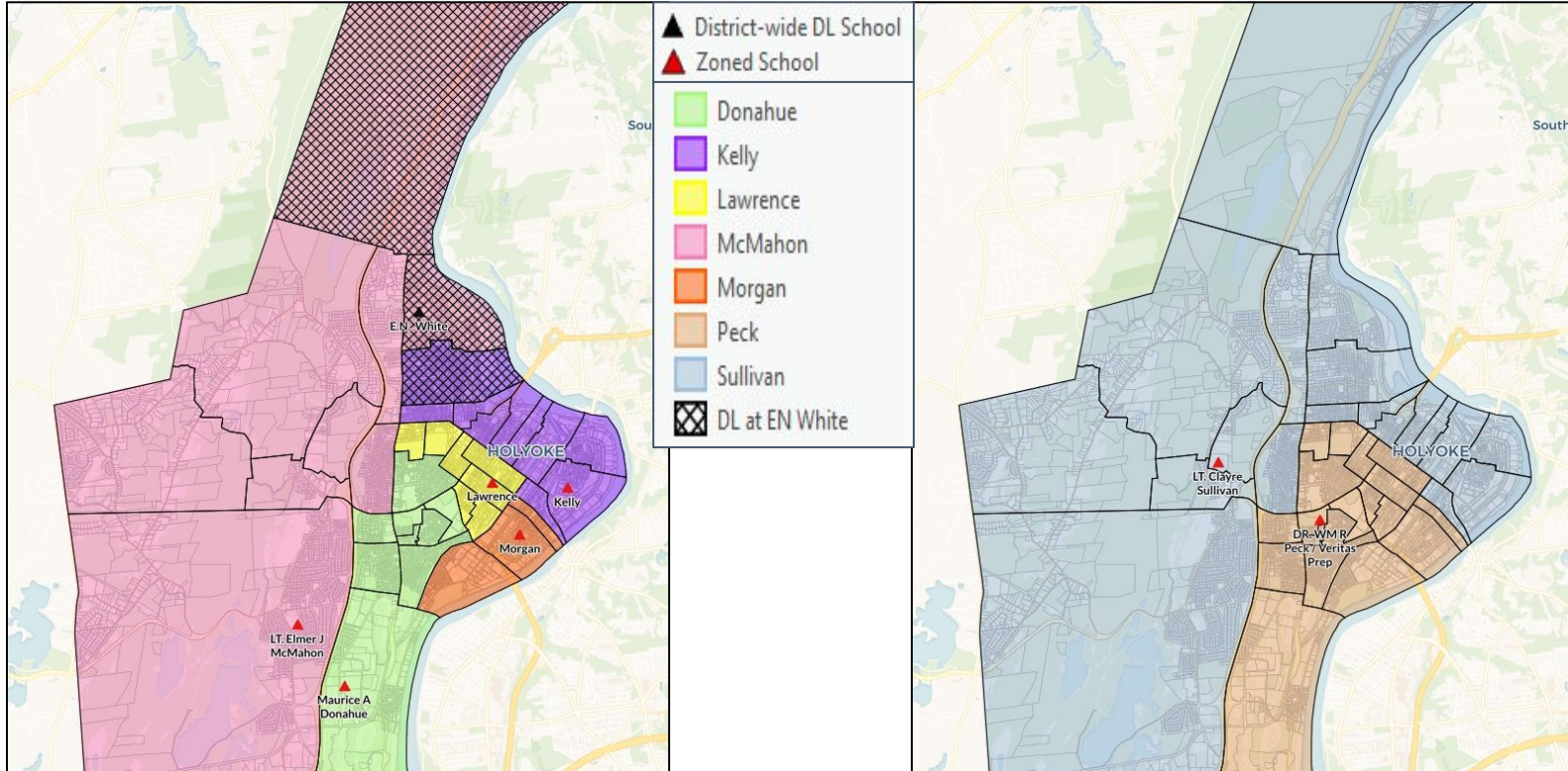
Map 1 “Q1” Pros and Cons

Pros	Cons
<ul style="list-style-type: none"> ● Keeps Lawrence and Kelly elementary communities the most intact - they welcome new students, but don't lose any students to other schools ● Likely a few more elementary walkers ● Enrollment at Peck is higher than Sullivan, which--if we get a new middle school--would give more students the opportunity to attend a new school ● Has lower enrollment at Kelly, which is better if it is a 3-homeroom per grade school (instead of 4) ● % students of different races is the most similar across both middle schools ● Most similar economically disadvantaged split across both middle schools ● Most similar balance of race across both MS ● No divergence in % SPED at MS 	<ul style="list-style-type: none"> ● Enrollment at Peck is too high - 600 students vs. 426 at Sullivan ● Section east of Cabot goes to Kelly, not Morgan (Kel is further and across a busy street, but its where they are now) ● The non-DL students near ENW go to Donahue, which is outside their feeder pattern ● One neighborhood component from Sullivan goes to Don, not McMahan, where the rest of Sullivan elem students are going ● Keeps the non-DL families from ENW now are spread across 3 schools ● Would prefer fewer students at Lawrence b/c its a high needs community ● Would prefer more students at McMahan and Morgan b/c average homeroom size is 2 or below (prefer above 2.3) ● Doesn't address higher % of students experiencing homelessness at Law ● Highest divergence of ELs in MS (6-points)

Scenario Q - Plan 3

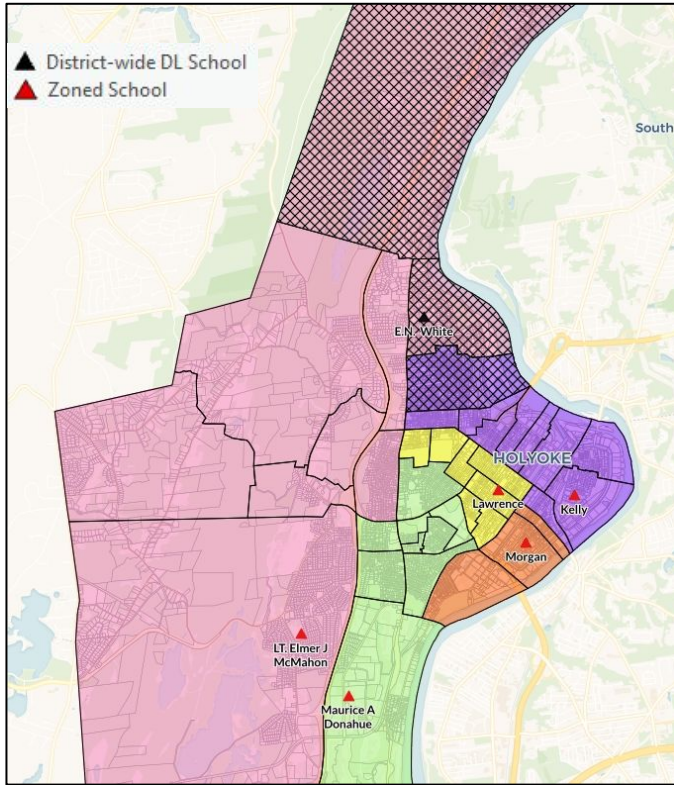
[Web Map Link](#)

Publicly, we are calling this “Plan 2”



Scenario Q - Plan 3 Elementary Schools

[Web Map Link](#)



Capacity

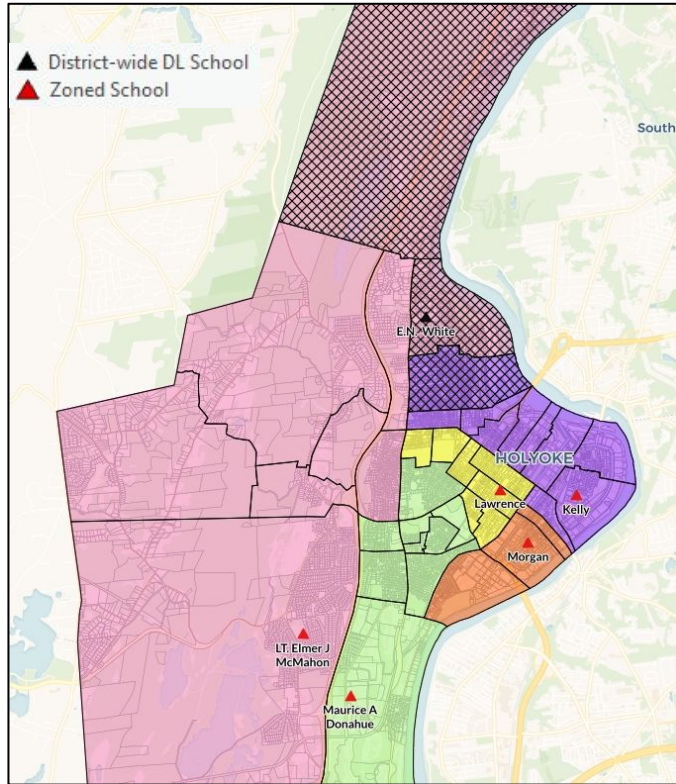
Demographics

Zone	K Thru 5 Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
Donahue	330	49%	14%	40%	87%
Kelly	450	66%	19%	31%	93%
Lawrence	310	53%	15%	26%	97%
McMahon	287	66%	13%	25%	81%
Morgan	279	50%	18%	35%	95%
E.N. White	432	73%	18%	17%	68%

Zone	PreK Thru 5 Capacity	% Capacity
Donahue	408	61%
Kelly	555	82%
Lawrence	379	65%
McMahon	302	70%
Morgan	322	58%
E.N. White	450	76%

Scenario Q - Plan 3 Elementary Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Donahue	52	50	56	58	53	61	330
Kelly	76	68	85	67	79	75	450
Lawrence	35	52	55	53	57	58	310
McMahon	36	48	48	58	55	43	287
Morgan	32	46	48	55	46	54	279
E.N. White	84	72	83	70	61	62	432

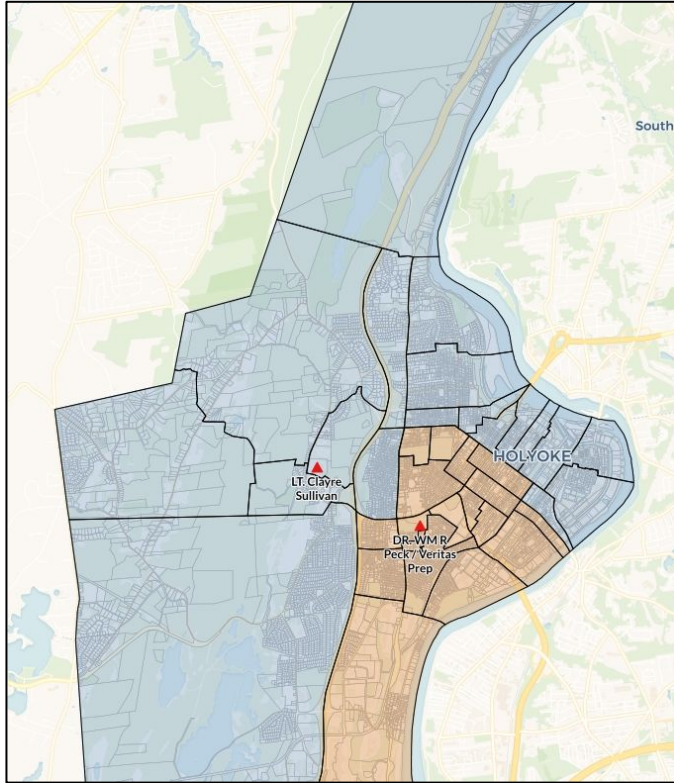
Homeroom Breakdown*

Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Average Homerooms	Total Homerooms
Donahue	1.8	1.6	2	2.2	2	2.5	2	12.1
Kelly	3.3	2.9	3.6	2.7	3.2	3.1	3.1	18.8
Lawrence	1.5	2.1	2.4	2.3	2.4	2.2	2.1	12.9
McMahon	1.6	2.1	2.1	2.5	2.4	1.9	2.1	12.6
Morgan	1.1	1.6	1.8	2.2	1.8	2.2	1.8	10.7
E.N. White	3.7	3.1	3.6	3	2.7	2.7	3.1	18.8

*Does not include sub-separate programs

Scenario Q - Plan 3 Middle Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade 6	Grade 7	Grade 8	6 Thru 8
New Peck	172	181	168	521
Sullivan	184	158	169	511

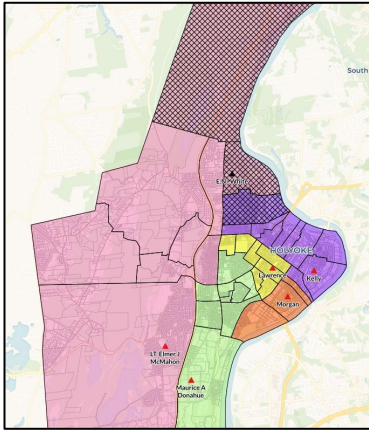
Capacity

Demographics

Zone	6 Thru 8	Capacity	% Capacity	Demographics		
				% English Learners	% Special Ed	% Econ Disadv
New Peck	521	727	72%	22%	36%	89%
Sullivan	511	662	77%	22%	31%	81%

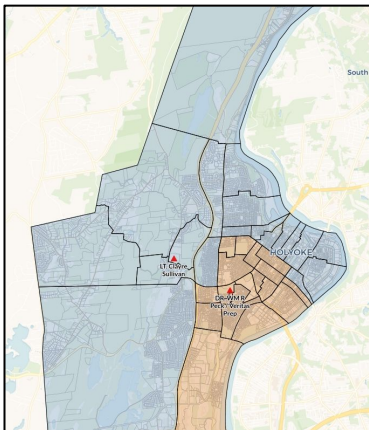
Scenario Q - Plan 3 Racial Demographics

[Web Map Link](#)



Elementary School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
Donahue	14%	80%	5%	0%	1%
Kelly	5%	89%	4%	0%	2%
Lawrence	5%	86%	6%	0%	1%
McMahon	22%	72%	4%	2%	2%
Morgan	6%	90%	4%	0%	1%
E.N. White	20%	75%	2%	0%	3%

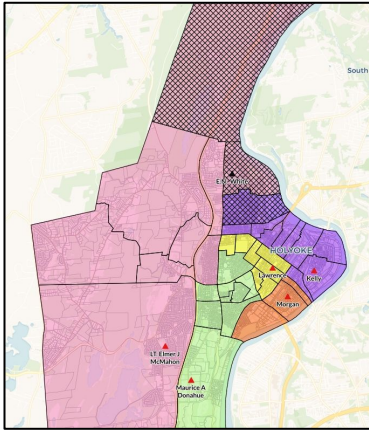


Middle School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
New					
Peck	9%	85%	3%	1%	1%
Sullivan	15%	79%	3%	0%	1%

Scenario Q - Plan 3 - Travel Distances

[Web Map Link](#)



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

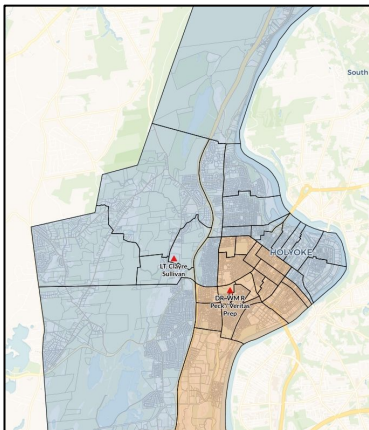
Overall: ~56% busing eligible

Elementary

Middle

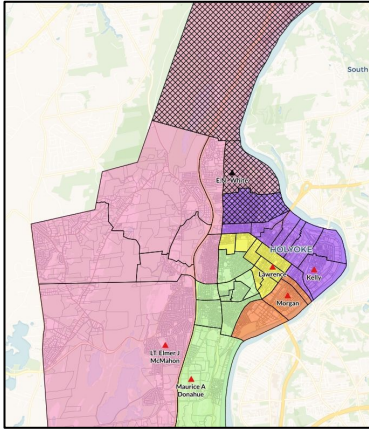
Elementary School	Percent Eligible for Bussing
Donahue	64%
Kelly	43%
Lawrence	8%
McMahon	87%
Morgan	23%
E.N. White	94%

Middle School	Percent Eligible for Bussing
Peck	39%
Sullivan	75%



Scenario Q - Plan 3 - Impacted Students

[Web Map Link](#)



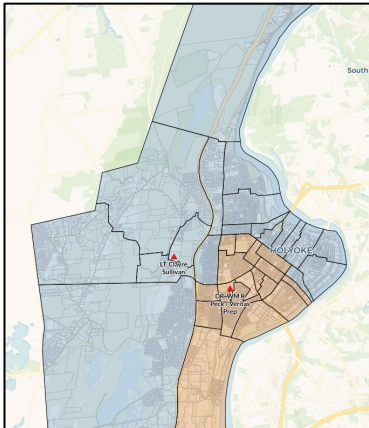
63% of students would go to a different school

Elementary

Middle

School	New to this School	No Change in School
Donahue	25%	75%
Kelly	47%	53%
Lawrence	65%	35%
McMahon	70%	30%
Morgan	59%	41%
E.N. White	54%	46%

School	New to this School	No Change in School
Peck	88%	13%
Sullivan	79%	21%



Note: Students who are identified as homeless were not included in the calculation.

Map 2 “Q3” Pros and Cons

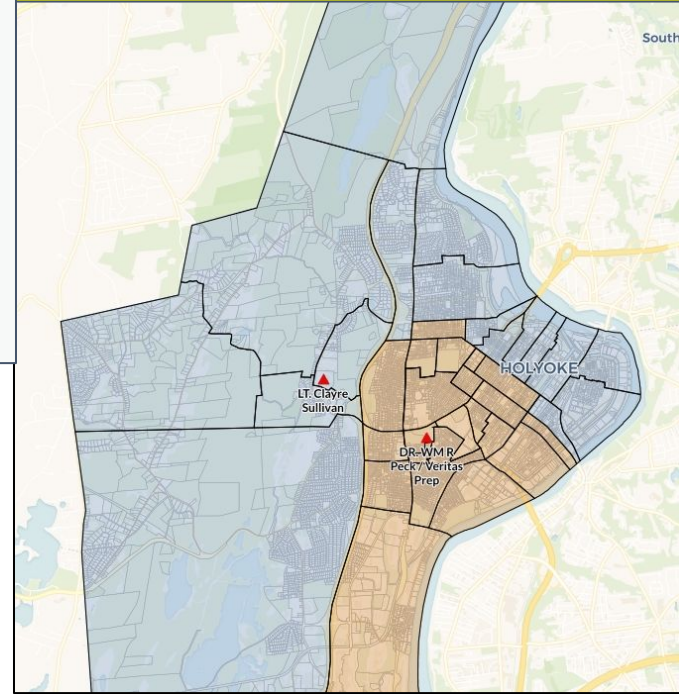
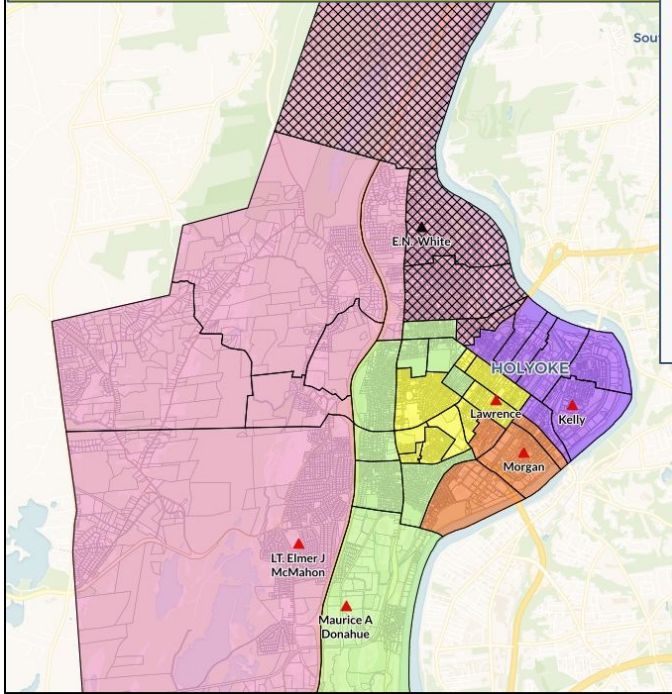
Pros	Cons
<ul style="list-style-type: none"> ● Near-even balance of enrollment across middle schools ● Section east of Cabot goes to Morgan (which is closer and avoids students crossing a busy street) ● DL & non-DL students near ENW feed into the same middle school ● Keeps the Sullivan elementary families all together going to McMahon, rather than split across 2 schools ● Keeps the non-DL families from ENW together more (going to McMahon or Kelly), whereas Map 1 has them spread across 3 schools ● Least divergence in ELs at MS (none) 	<ul style="list-style-type: none"> ● A few more students are impacted than Map 1 ● A few more students are bus-eligible than Map 1 ● Doesn't address higher % of students experiencing homelessness at Law ● Enrollment at Kelly is too high if a 3-homerooms per grade school and results in more 2-homerooms grades across the rest of the district ● Would prefer more students at Morgan and Donahue to reach 3-homerooms/grade ● Non-DL families in ENW zone are split between two schools (McMahon, Kelly) ● Most divergence in race at middle school vs. other maps (6-points) ● Most divergence in Economically disadvantaged at MS (8-points) ● Most divergence in SPED at MS (6-points)

Scenario Q - Plan 4

[Web Map Link](#)

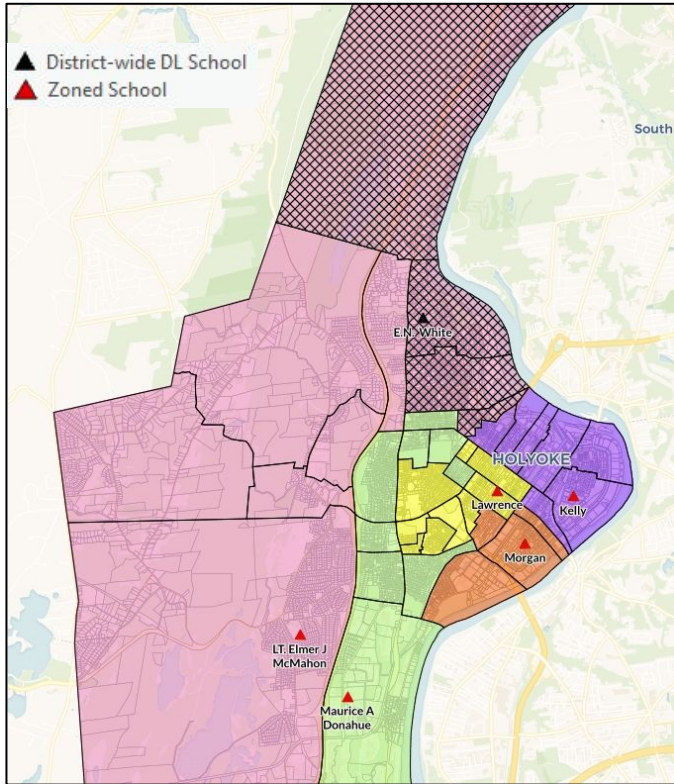
Publicly, we are calling this "Plan 3"

- ▲ District-wide DL School
- ▲ Zoned School
- Donahue
- Kelly
- Lawrence
- McMahon
- Morgan
- Peck
- Sullivan
- DL at EN White



Scenario Q - Plan 4 Elementary Schools

[Web Map Link](#)



Capacity

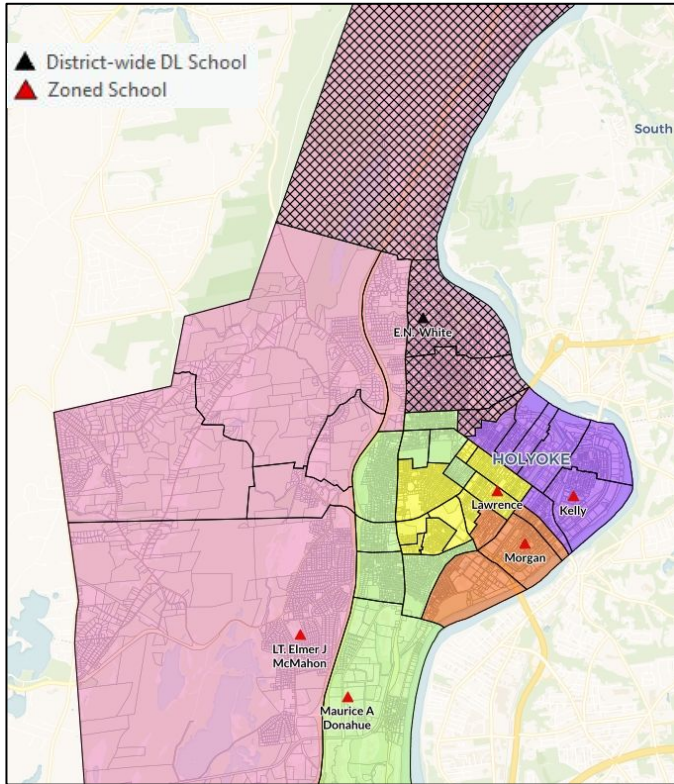
Demographics

Zone	K Thru 5	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
Donahue	366	674	54%	15%	38%	88%
Kelly	363	680	53%	21%	31%	95%
Lawrence	284	587	48%	13%	25%	94%
McMahon	317	432	73%	12%	28%	82%
Morgan	326	553	59%	18%	35%	95%
E.N. White	432	593	73%	18%	17%	68%

Zone	PreK Thru 5	Capacity	% Capacity
Donahue	444	674	66%
Kelly	468	680	69%
Lawrence	353	587	60%
McMahon	332	432	77%
Morgan	369	553	67%
E.N. White	450	593	76%

Scenario Q - Plan 4 Elementary Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Donahue	51	60	61	63	65	66	366
Kelly	62	58	69	51	60	63	363
Lawrence	36	42	55	46	51	54	284
McMahon	43	49	54	64	62	46	317
Morgan	39	55	53	67	52	62	326
E.N. White	84	72	83	70	61	62	432

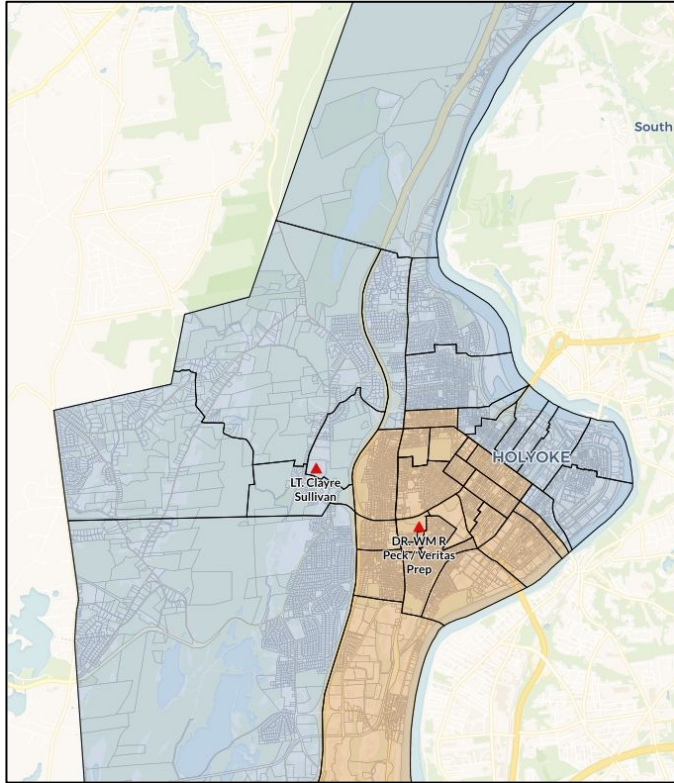
Homeroom Breakdown*

Zone	K	1	2	3	4	5	Average Home-rooms	Total Homerooms
Donahue	1.8	2	2.3	2.4	2.6	2.7	2.3	13.8
Kelly	2.7	2.4	2.9	2	2.3	2.6	2.5	14.9
Lawrence	1.6	1.7	2.4	2	2.1	2	2	11.8
McMahon	1.9	2.1	2.3	2.8	2.7	2	2.3	13.8
Morgan	1.4	2	2	2.7	2.1	2.6	2.1	12.8
E.N. White	3.7	3.1	3.6	3	2.7	2.7	3.1	18.8

*Does not include sub-separate programs

Scenario Q - Plan 4 Middle Schools

[Web Map Link](#)



Grade Breakdown

Zone	Grade 6	Grade 7	Grade 8	6 Thru 8
New Peck	186	189	185	560
Sullivan	170	150	152	472

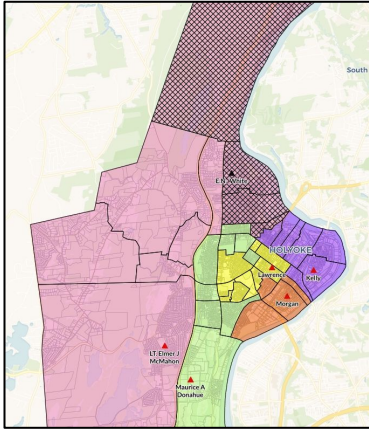
Capacity

Demographics

Zone	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Econ Disadv
New Peck	560	727	77%	21%	35%	87%
Sullivan	472	662	71%	23%	32%	82%

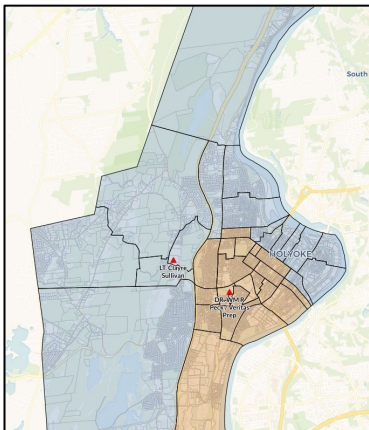
Scenario Q - Plan 4 Racial Demographics

[Web Map Link](#)



Elementary School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
Donahue	15%	79%	4%	1%	2%
Kelly	4%	92%	4%	0%	1%
Lawrence	6%	87%	6%	0%	2%
McMahon	20%	73%	5%	2%	2%
Morgan	5%	88%	5%	0%	1%
E.N. White	20%	75%	2%	0%	3%

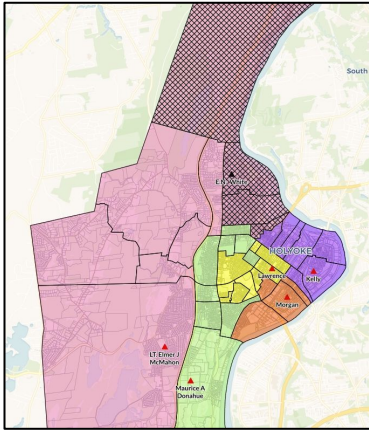


Middle School Demographics

Zone	% White	% Hispanic	% Black	% Asian	% Other
New					
Peck	10%	84%	3%	1%	1%
Sullivan	15%	80%	2%	0%	1%

Scenario Q - Plan 4 - Travel Distances

[Web Map Link](#)



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

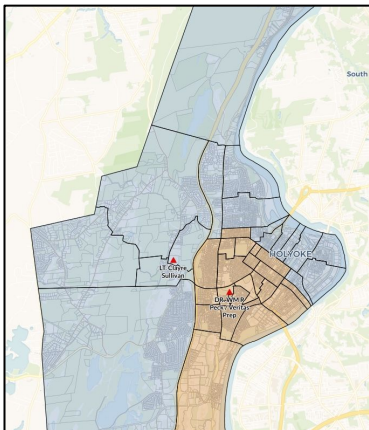
Overall: ~54% busing eligible

Elementary

Middle

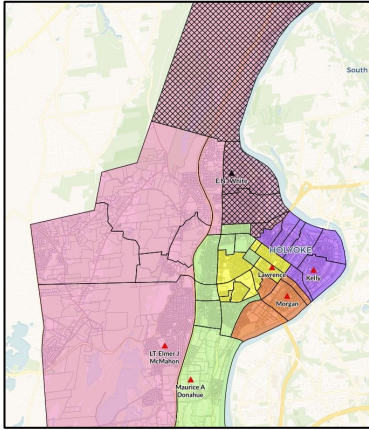
Elementary School	Percent Eligible for Bussing
Donahue	68%
Kelly	26%
Lawrence	9%
McMahon	88%
Morgan	19%
E.N. White	94%

Middle School	Percent Eligible for Bussing
Peck	39%
Sullivan	75%



Scenario Q - Plan 4 - Impacted Students

[Web Map Link](#)



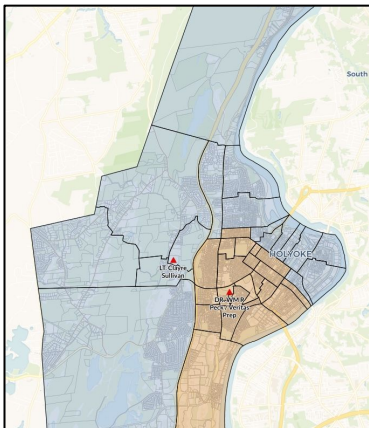
61% of students would go to a different school

Elementary

Middle

School	New to this School	No Change in School
Donahue	33%	67%
Kelly	33%	67%
Lawrence	58%	42%
McMahon	73%	27%
Morgan	52%	48%
E.N. White	54%	46%

School	New to this School	No Change in School
Peck	82%	18%
Sullivan	82%	18%



Note: Students who are identified as homeless were not included in the calculation.

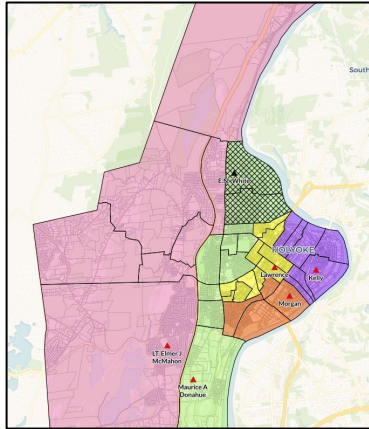
Map 3 “Q4” Pros and Cons

Pros	Cons
<ul style="list-style-type: none">● Has 560 students going to Peck eventually, which is closest of all maps to our ideal enrollment of 550 students● Best balance of overall enrollment and average number of homerooms per grade● Prioritizes lower class sizes in highest needs communities (Law, Morg)● Section east of Cabot goes to Morgan (which is closer and avoids students crossing a busy street)● Only map that keeps current ENW-zone as a pipeline to a DL elem schools (Kel or ENW)● Keeps non-DL ENW students at the same school (McM) in the appropriate MS feeder pattern● For middle school demographics, the best overall balance of race, EcoDis, EL, SPED when taken all together● Most similar % ELs in MS● Addresses the high % of students experiencing homelessness at Law better than Maps 1 or 2	<ul style="list-style-type: none">● One section of current Sullivan-zoned families doesn't go to McM and instead goes to Don● The physical lines for the Donahue and Lawrence zones are a little odd-looking, but still continuous● In the short-run, while Peck students are at Met and Holyoke STEM, there are about 50 more students than ideal● Isn't the top MS scenario for race, EcoDis, SPED

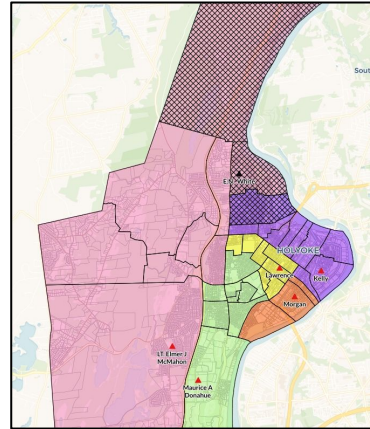
Scenario Q Plans Side-by-Side

[Web Map Link](#)

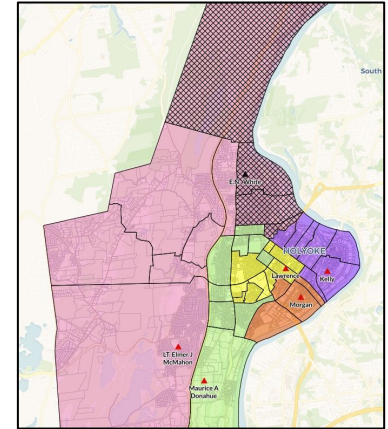
Plan 1



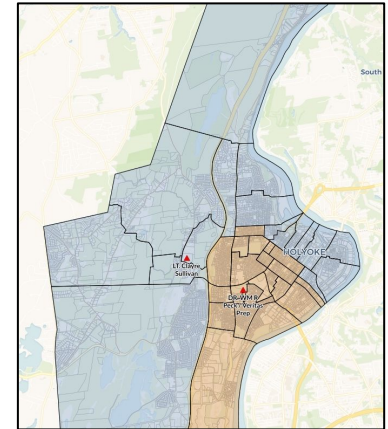
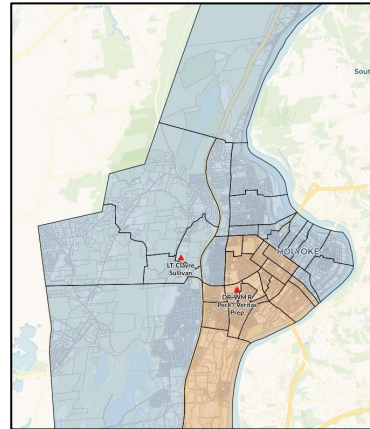
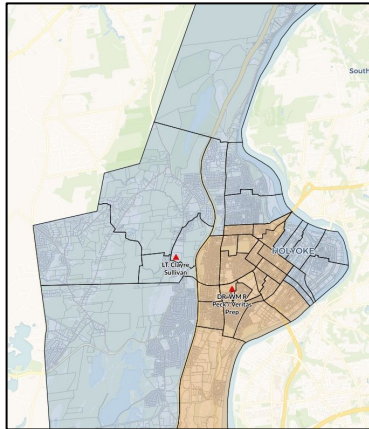
Plan 3



Plan 4



- ▲ District-wide DL School
- ▲ Zoned School
- Donahue
- Kelly
- Lawrence
- McMahon
- Morgan
- Peck
- Sullivan
- ▨ DL at EN White



Demographic Comparison

		White	Hispanic	EcoDis	EL	SPED
Now	ES	22	16	23	24	27
	MS	12	11	7	7	7
Q-1	ES	19	19	28	10	23
	MS	2	1	3	6	0
	Lower % at MS	Sul	Peck	Sul	Peck	Peck
Q-3	ES	17	18	29	5	23
	MS	6	6	8	0	5
	Lower % at MS	Peck	Sul	Sul	Peck	Peck
Q-4	ES	16	19	27	9	21
	MS	5	4	5	2	3
	Lower % at MS	Peck	Sul	Sul	Peck	Peck

C	Slide shared at 11/21/22 SC meeting	White	Hispanic	EcoDis	EL	SPED
		4%-26%	66%-92%	74%-97%	7%-31%	16%-43%
	% difference	22	26	23	24	27
	Low/High	Kelly/McMahon	McMahon/Morgan	Met/Kelly&Morgan	ENW/Metcalf	Law/Don
Q-1	ES % spread	1%-20%	75%-94%	68%-96%	12%-22%	17%-40%
	% difference ES	19	19	28	10	23
	Low/High	Kelly/ENWhite	ENWhite/Kelly	ENWhite/Kelly	McMahon/Kelly	ENWhite/Donahue
	MS	11%-13%	82%-83%	83%-86%	20%-26%	34%-34%
	% difference MS	2	1	3	6	0
	Lower % at MS	Sul	Peck	Sul	Peck	same
Q-3	ES % spread	5%-22%	72%-90%	68%-97%	14%-19%	17%-40%
	% difference	17	18	29	5	23
	Low/High	Law/McMahon	McMahon/Morgan	ENWhite/Lawrence	McMahon/Kelly	ENWhite/Donahue
	MS	9%-15%	79%-85%	81%-89%	22%-22%	31%-36%
	% difference MS	6	6	8	0	5
	Lower % at MS	Peck	Sul	Sul	same	Sul
Q-4	ES % spread	4%-20%	73%-92%	68%-95%	12%-21%	17%-38%
	% difference	16	19	27	9	21
	Low/High	Kelly/ENWhite	McMahon/Kelly	ENWhite/Kelly	McMahon/Kelly	ENWhite/Donahue
	MS	10%-15%	80%-84%	82%-87%	21%-23%	32%-35%
	% difference MS	5	4	5	2	3
	Lower % at MS	Peck	Sul	Sul	Peck	Sul

Enrollment & Homeroom Comparison

	Q-1	Q-1	Q-3	Q-3	Q-4	Q-4
	Enrollment	Hmrms/Gr	Enrollment	Hmrms/Gr	Enrollment	Hmrms/Gr
Don	386	2.4	330	2	366	2.3
Kel	366	2.5	450	3.1	363	2.5
Law	337	2.4	310	2.1	284	2
McM	258	1.9	287	2.1	317	2.3
Morg	309	2	279	1.8	326	2.1
ENW	432	3.1	432	3.1	432	3.1

	Q-1	Q-1	Q-3	Q-3	Q-4	Q-4
	Enrollment	Hmrms/Gr	Enrollment	Hmrms/Gr	Enrollment	Hmrms/Gr
Peck	606	8.8	521	7.6	560	8.1
Sul	426	6.2	511	7.4	472	6.8

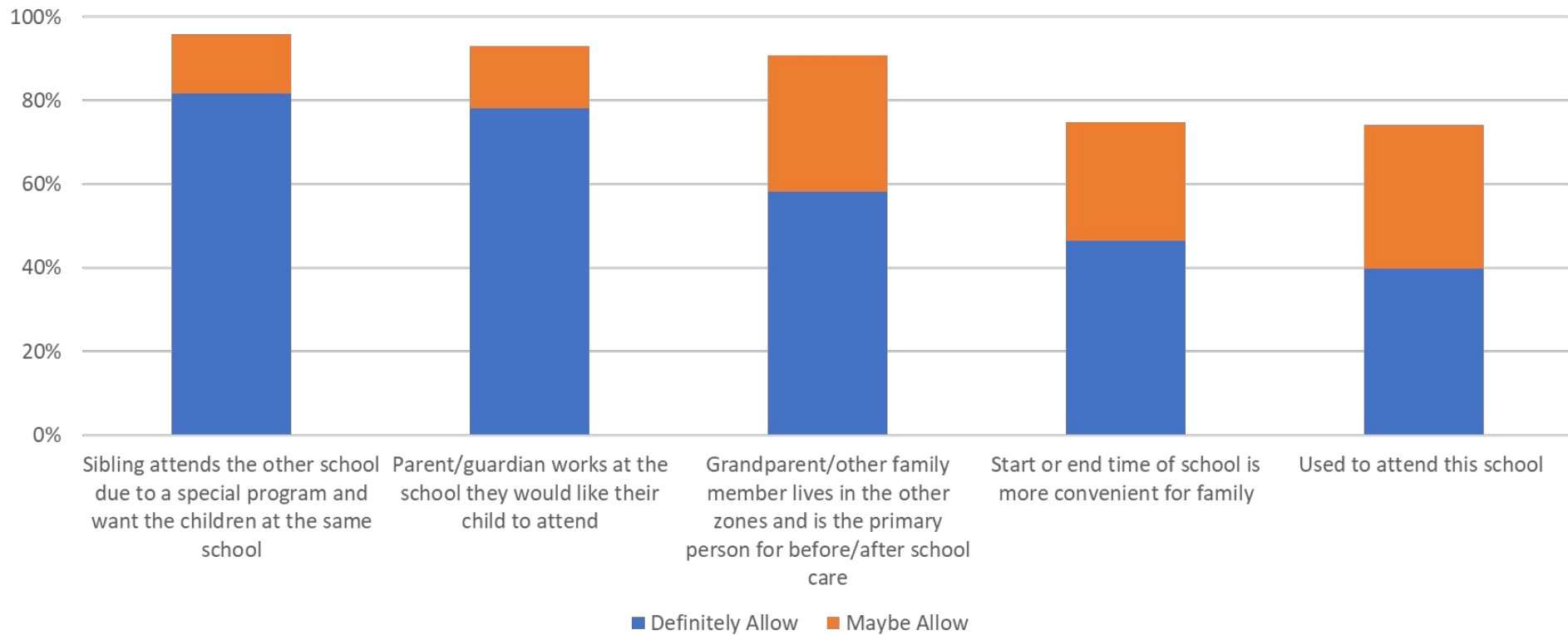
Agenda

- The Why
- A Thorough Process
- Guideposts for Decision-Making
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
 - SPED & PreK Program Placement Announcement
 - Comparing Scenario Q - Maps 1, 2, 3
 - Additional Phase 2 Survey Results
- Discussion and Questions
- Appendix

Requested upgrades to Sullivan (119 responses)

- Age appropriate bathroom modifications (69%)
- Upgraded grade level appropriate furniture (64%)
- Main entrance security upgrades (57%)
- Upgraded security camera coverage (50%)
- Updated library with age appropriate furniture, technology, materials (49%)
- New or updated science labs (45%)
- New or updated athletic fields (41%)
- Updated gymnasium (38%)
- Age appropriate play structures (36%)
- A locker for every student (35%)
- Dedicated music room (35%)
- Selected by <30% of respondents: building and grounds beautification; classroom soundproofing; updated common spaces to create flexible learning environments; dedicated specialized rooms such as a maker space, dance studio or media lab; updated school signage and branding; other

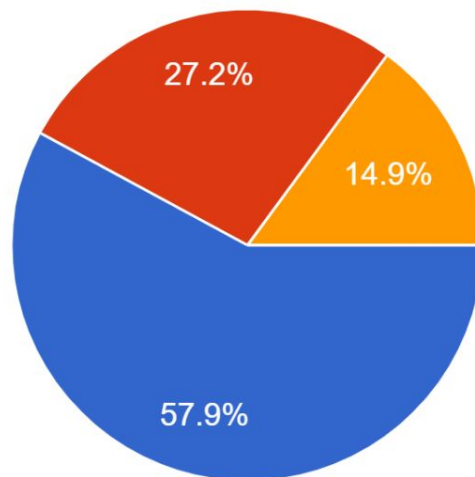
Special circumstances to be considered as part of the zone appeal process



We are developing an updated student assignment, reassignment, and zone appeal policy, which we will be able to release on December 2. These survey results, as well as input from stakeholder meetings, is being considered when writing the document.

Transition Years

People have recommended allowing students to finish their final year of elementary school (5th grade) or middle school (8th grade) at their current school. Some, but not all, schools will have the appropriate grades. Should these students be allowed to stay at their current school or should they attend their new school? (n = 114)



- Yes, for one year only, allow 5th and 8th grade students to stay at their current school if space is available. // Sí, sólo por un año, permitir que los estudiantes de quinto y octavo grado permanezca...
- No. Since it cannot be done for all students, do not allow anyone to do it. // No. Como no se puede hacer para todos los estudiantes, no permita que...
- I'm not sure. / I don't know. // No estoy seguro. / No lo sé.

We are developing an updated student assignment, reassignment, and zone appeal policy, which we will be able to release on December 2. These survey results, as well as input from stakeholder meetings, is being considered when writing the document.

Status Check on Announcements

Phase 1

completed
10/28

- *Which schools are elementary vs. middle in 2023 and 2026*
- *The school leader of each in 2023*
- *The location of dual language programming*
- *The process for reassignment of impacted staff*

Phase 2

Will be
completed
on Dec. 2

- *The exact boundary lines*
- *The location of special education (and PreK) programming - announced 11/10*
- *The process and timing by which any displaced students will be assigned to a specific program (e.g. sub-separate, dual language)*
- *The appeals process and timing*
- *The exact date in Dec. when impacted staff will be notified*
- *List of requested upgrades to designated middle school*

Agenda

- The Why
- A Thorough Process
- Guideposts for Decision-Making
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
- Discussion and Questions
- Appendix

Discussion and Questions



Agenda

- The Why
- A Thorough Process
- Guideposts for Decision-Making
- Phase 1 Announcement and Rationale
- Phase 2 Announcement and Recommendations
- Discussion and Questions
- Appendix

Appendix

- Background on gradual approach to rezoning
- Rezoning Guidelines Definition
- Current Zones
- Phase 1 Survey Analysis
- Phase 2 Survey Analysis
- Additional slides from Phase 1

Background on Gradual Approach to Rezoning



HOLYOKE PUBLIC SCHOOLS
JUNTOS PODEMOS | TOGETHER WE CAN

Background Summary

- Many efforts over the past 7 years
 - Trying to build new middle schools
 - Exploring middle school models
 - Growing dual language
 - Determining which grades should be elementary vs. middle
- Teachers teams, leaders, families, students and community members have had significant input in the efforts
 - What's working?
 - What needs to change?
 - What are your hopes for the future?
- To learn more, visit www.hps.holyoke.ma.us/msredesign (the video in the top left corner is especially great!)

Background (page 1 of 2)

SY15-16	<ul style="list-style-type: none">● 1st year receivership; many requests by stakeholders to return to elementary and middle school model
SY16-17	<ul style="list-style-type: none">● Expanded popular dual language program to ENW● Facilities review● Analyzed scenarios & hosted meetings about changing grade configurations; strong preference to begin moving to elem and middle school model (not PK-8)● Pilot summit learning (P3) at Peck for gr. 6/7
SY17-18	<ul style="list-style-type: none">● Expand summit learning pilot at Peck to all middle school
SY18-19	<ul style="list-style-type: none">● Introduced 2 middle schools (STEM, Veritas); ENW & Morgan become elementary schools
SY19-20	<ul style="list-style-type: none">● Discontinue summit learning at Peck● Failed vote for two new middle school buildings

Background (page 2 of 2)

SY20-21	<ul style="list-style-type: none">● Expand popular dual language(DL) program to Kelly● Rent space for growing Metcalf DL (for middle grades)● Middle grades study team (MGCST) meets to study MS experience and whether MS should be gr. 5-8 or gr. 6-8● Holyoke is accepted back into MSBA pipeline for MS building
SY21-22	<ul style="list-style-type: none">● Kelly is fully an elementary school● MGCST presents findings at 12+ mtgs; preference for gr. 6-8 MS● Entry plan findings reveal desire to move to ES/MS model soon● School Committee unanimously supports recommendation to move to separate ES/MS model and redraw boundary lines for fall 2023, rather than wait until a new MS is hopefully built● City Council approves \$475,000 for feasibility study for MS bldg● Rezoning Task Force, Working Group launched
SY22-23	<ul style="list-style-type: none">● Donahue is fully an elementary school; Metcalf is now PreK-8● Veritas leaves Holyoke and becomes Holyoke Middle (grades 6-8)

Rezoning Guidelines Definitions



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Guidelines for Rezoning: Most Important

Most Important	What does that mean?
Design schools that put student needs first and prioritize money spent on instruction	<ul style="list-style-type: none">● Sufficient classes/students/teachers per grade level to allow for differentiation/support and teacher collaboration.<ul style="list-style-type: none">● Ideally, SPED & EL teachers are part of grade level teams● In middle school, teachers specialize by grade & content● Don't operate more schools/school buildings than necessary because then money is spent on electricity and non-instructional staff to keep the building running
Ensure equitable access to special programs	<ul style="list-style-type: none">● Students requiring specialized services have access in their neighborhood school or through a specialized program● Dual language in elementary school should be in at least 2 schools in different areas of the city● Schools are large enough so that a variety of enrichment programs (e.g. music, art, gym, STEM, world language) can be offered● PreK classes are located at many schools across Holyoke

Guidelines for Rezoning: Very Important

(slide 1 of 2)

Very Important	What does that mean?
Balance student demographics across schools (esp. in middle school)	<ul style="list-style-type: none">● Racial and socioeconomic diversity across schools● The percent of students with disabilities (SWD) and students who are English Learners (ELs) should be relatively equal across schools. If one is higher, than the other should be lower. We will then be better able to meet students' needs.● Students experiencing homelessness should be distributed across schools, rather than based on address. We think schools will better be able to meet student/family needs then. (Note: Will need to consider how to support the family in physical access to the school - e.g. money for cabs - as needed.)

Guidelines for Rezoning: Very Important

(slide 2 of 2)

Very Important	What does that mean?
<p>Ensure program continuity from elementary to middle school</p>	<ul style="list-style-type: none"> ● Elementary to middle school feeder pattern allows students in special programs to follow their peers (in and not in the program) into the same middle school ● Students in sub-separate programs have inclusion opportunities across as many subjects as possible ● Autism services (SIP, ABL) are offered in the same school where possible ● Specialized PreK programs (e.g. ABL, dual language) are located in the elementary schools that offer such programming when possible
<p>Ensure efficient use of space and stable enrollment</p>	<ul style="list-style-type: none"> ● Ensure sufficient, but not much excess space, for family meetings, counseling, therapies, etc. ● Dedicate space for enrichment classes (e.g. art, music) ● Stabilize the number of classes per grade at each school from year to year, rather than fluctuate based on student-based budgeting

Guidelines for Rezoning: Important

Important	What does that mean?
<p>Ensure safe walking routes</p>	<ul style="list-style-type: none"> ● Examine neighborhood boundaries to ensure students walk to school safely, considering traffic and neighborhood dynamics. Or provide busing when not the case.
<p>Have neighborhood schools (esp. in elem)</p>	<ul style="list-style-type: none"> ● Students who live close to the school should attend that school, unless there is a specialty program
<p>Minimize impact on families</p>	<ul style="list-style-type: none"> ● Consider different start/end times for elem. vs. middle schools so that families can get their children to school ● Keep families with school communities they know, if possible ● Keep students within the same family at the same school, if possible based on grade and program
<p>Minimize transportation costs</p>	<p>Note: The City pays an estimated \$9M on busing annually and asks HPS to minimize transportation costs to the extent possible. The majority of transportation costs is related to special education busing.</p> <ul style="list-style-type: none"> ● Students who live within the transportation guidelines (1 mile for elementary, 1.5 miles for middle) go to their neighborhood school

Current Zone



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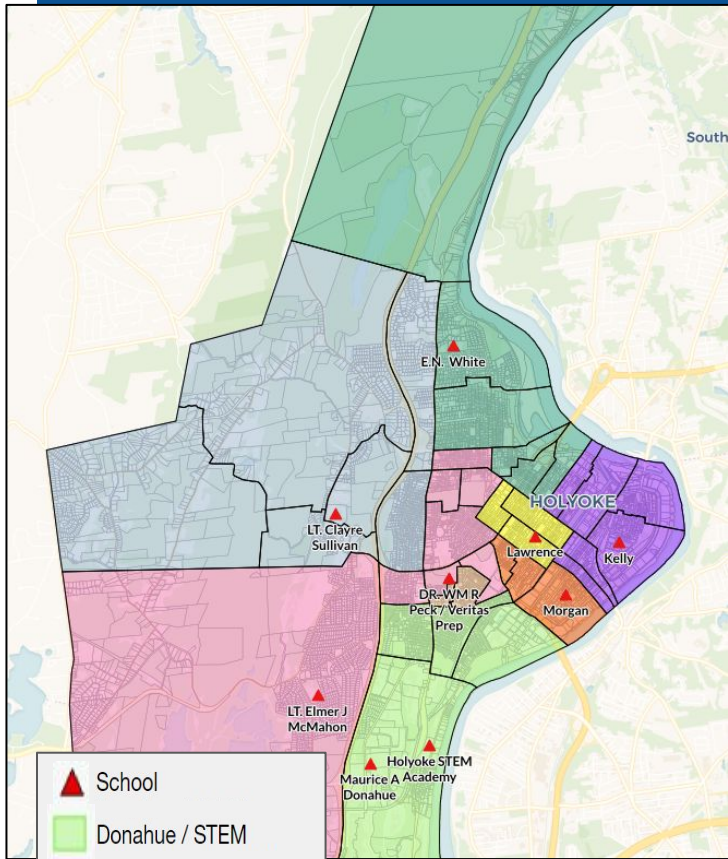
Current Zones: Descriptive Chart

Fall 2022	
Elem	Middle
Lawrence (PK-3)	Peck~
Morgan (PK-5)	Holyoke Middle~
Kelly (PK-5) (partial DL)	
E.N. White (PK-5) (partial DL)	STEM*
Donahue (PK-5)	
McMahon (PK-8)	
Sullivan (PK-8)	
Metcalf (PK-8) (all DL across 2 buildings)	

Challenges with Current Model

- Graduating 5th graders from E.N. White need a middle school with dual language programming to attend in fall 2023. If ENW 5th grade doesn't feed into STEM, then STEM has less than 100 students per grade and cannot support 4 homerooms per grade.
- STEM is co-located at Dean Campus and cannot grow. It also limits growth of CVTE at Dean.
- Graduating 5th graders at Kelly will also need a MS with DL programming by fall 2026.
- ~Peck and Holyoke Middle are co-located.
- Metcalf outgrew their 15-classroom building, so we are renting space in old Blessed Sacrament building.

Current Zones



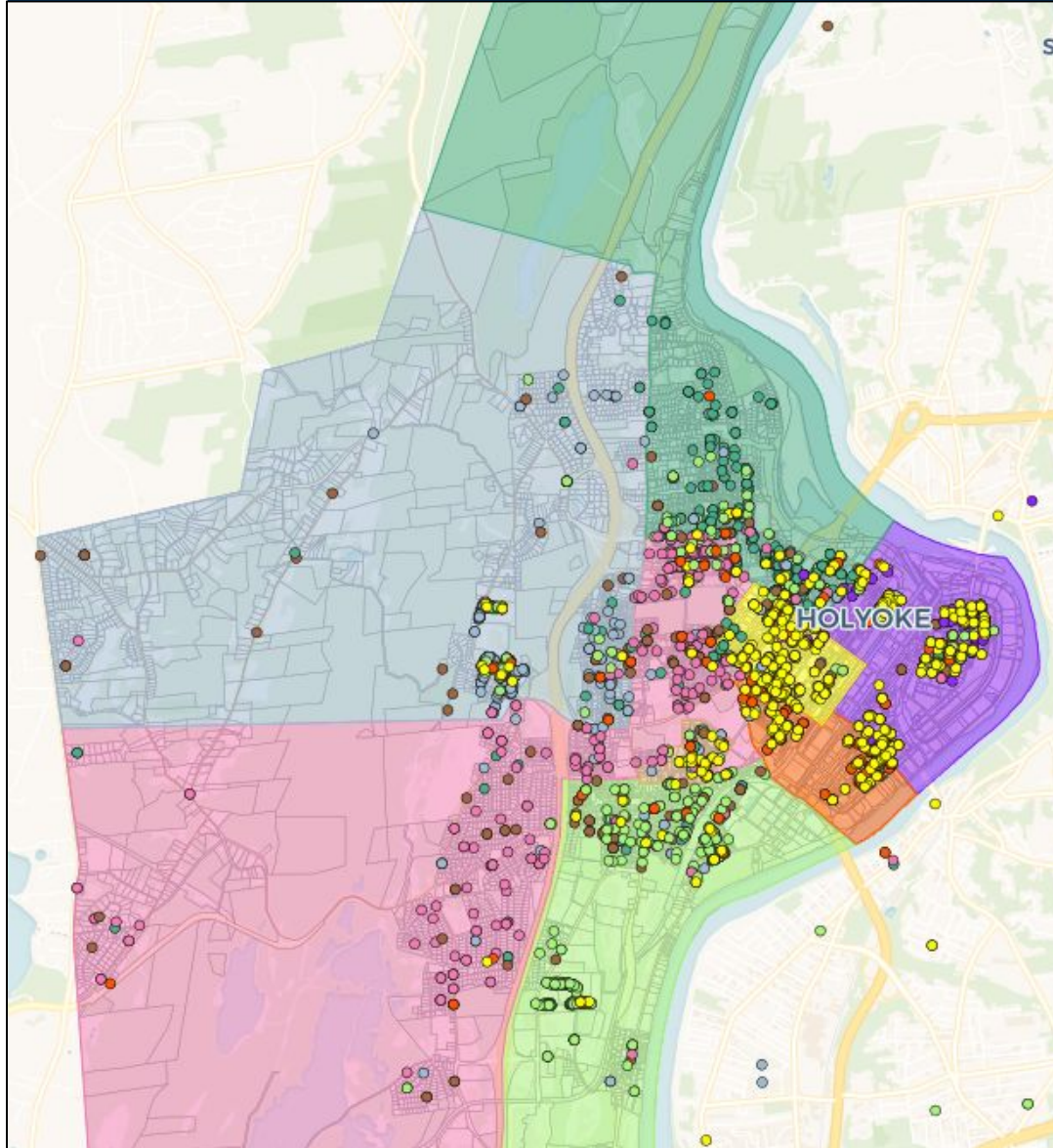
- ▲ School
- Donahue / STEM
- Kelly / Holyoke Middle
- Lawrence / Peck
- McMahon
- Morgan / Holyoke Middle
- Peck / Lawrence
- Sullivan
- White / STEM

Capacity

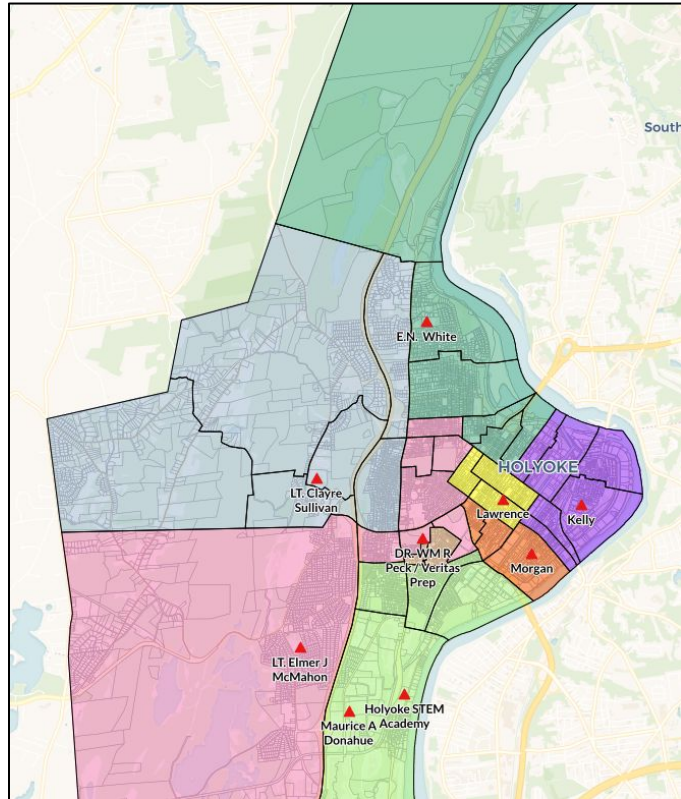
Demographics

School	Total Students	Capacity	% Capacity	% English Learners	% Special Ed	% Economically Disadvantaged
Donahue	393	674	58%	16%	43%	95%
Kelly	294	680	43%	23%	24%	97%
Lawrence	185	587	32%	12%	16%	96%
McMahon	353	432	82%	11%	32%	81%
Metcalf	356	-	-%	31%	24%	74%
Morgan	298	553	54%	13%	25%	97%
Peck	223	727	31%	25%	39%	98%
STEM	257	-	-%	24%	32%	91%
Sullivan	458	662	69%	16%	26%	90%
Veritas	408	-	-%	31%	36%	97%
EN White	415	593	70%	7%	25%	76%

Current Student Distribution



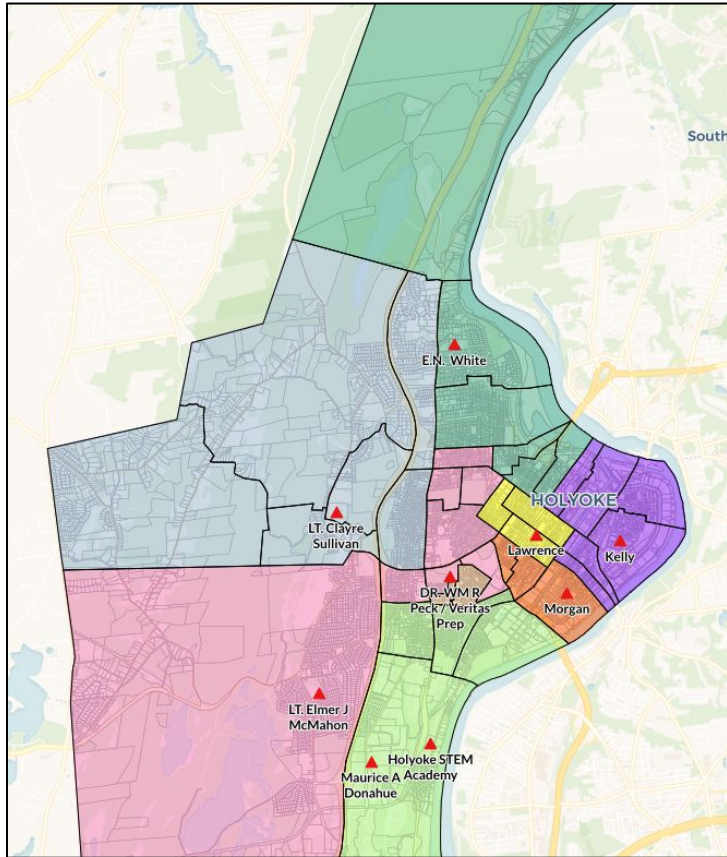
Current Zones - Grade Breakdown



Grade Breakdown

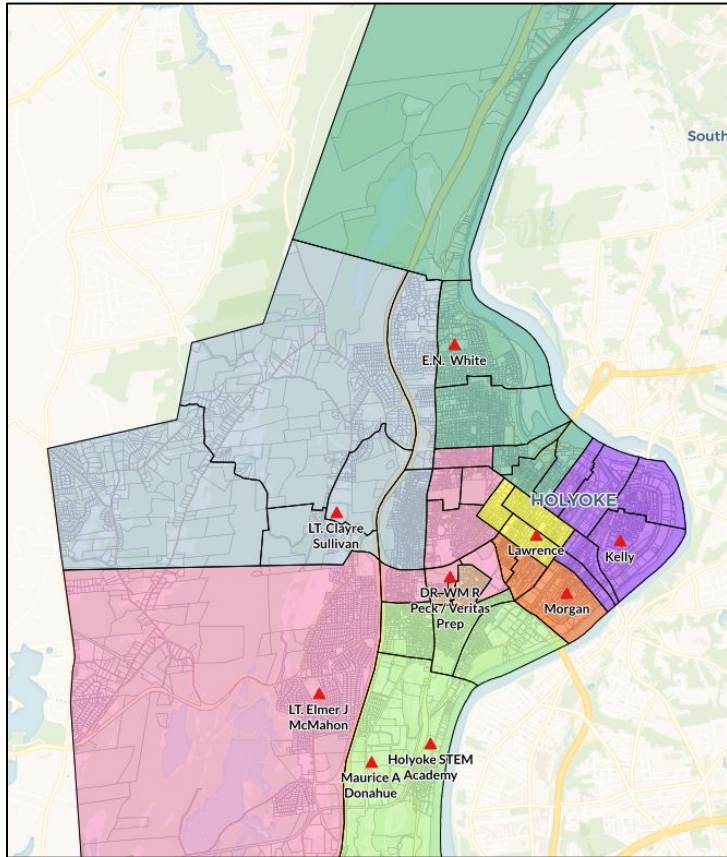
School	PK	K	1	2	3	4	5	6	7	8	Total Students
Donahue	33	52	59	48	58	55	45	0	0	43	393
Kelly	19	52	63	57	51	52	0	0	0	0	294
Lawrence	16	33	52	39	45	0	0	0	0	0	185
McMahan	24	28	33	41	34	40	47	28	37	41	353
Metcalf	33	39	45	43	38	41	45	41	31	0	356
Morgan	113	30	35	47	34	39	0	0	0	0	298
Peck	0	0	0	0	0	40	51	41	37	54	223
STEM	0	0	0	0	0	0	0	96	103	58	257
Sullivan	37	36	34	49	48	36	64	46	50	58	458
Veritas	0	0	0	0	0	0	93	105	92	118	408
White	73	55	63	63	59	47	55	0	0	0	415

Current Zones - Racial Demographics



School	% White	% Hispanic	% Black	% Asian	% Other
Donahue	10%	82%	5%	1%	2%
Kelly	4%	90%	4%	0%	2%
Lawrence	6%	82%	5%	1%	6%
McMahon	26%	66%	3%	2%	3%
Metcalf	20%	76%	2%	0%	2%
Morgan	4%	92%	4%	0%	1%
Peck	8%	82%	6%	0%	4%
STEM	13%	82%	4%	0%	1%
Sullivan	9%	86%	2%	1%	2%
Veritas	1%	93%	4%	1%	1%
EN White	22%	69%	4%	0%	5%

Current Zones - Busing Eligibility



Percent of students living outside a 1 mile (Elementary) and 1½ mile (Middle School) driving distance from their assigned school in this plan.

School	Percent Eligible for Busing
Donahue	63%
Holyoke STEM	76%
Kelly	9%
Lawrence	8%
McMahon	82%
Metcalf	65%
Morgan	15%
Peck	42%
Sullivan	34%
Veritas Prep	67%
EN White	93%

Appendix: Phase 1 Rezoning Survey Results

Fall 2022

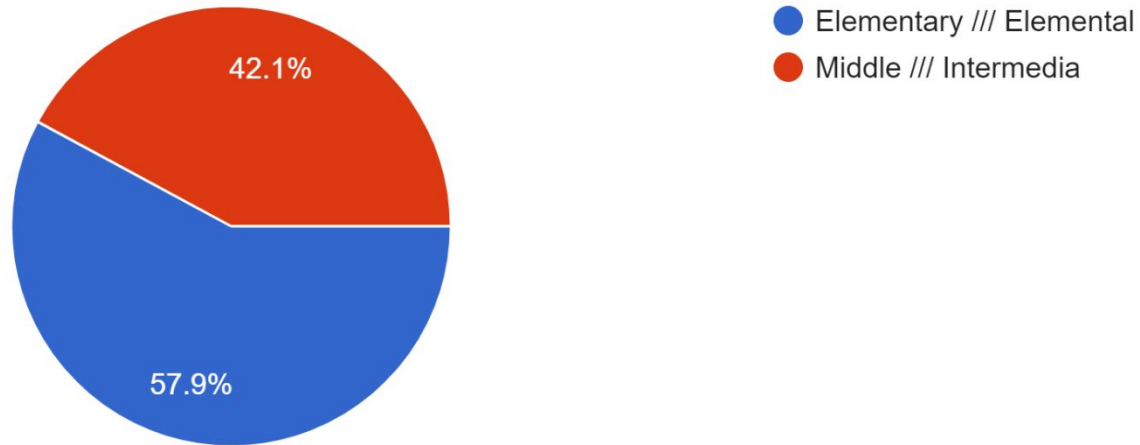


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Walking to elementary school is more important than walking to middle school

If you had to choose, is it more important for students and families to be able to walk to elementary school or middle school?

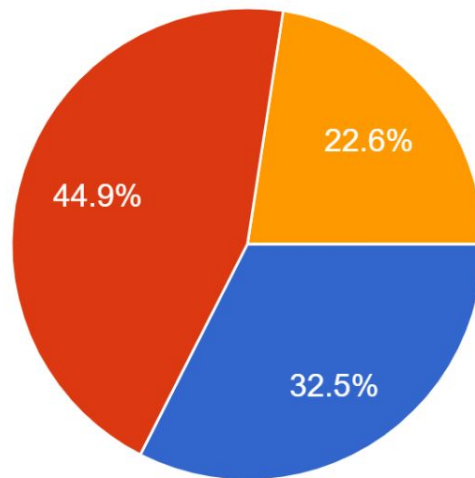
432 responses



Stakeholders do not prefer a middle school in the Flats

HPS needs two middle schools. Holyoke is trying to build a new middle school at the Peck location outside of downtown. HPS needs to decide where an...ddle school being located in the Flats (Ward 1)?

434 responses

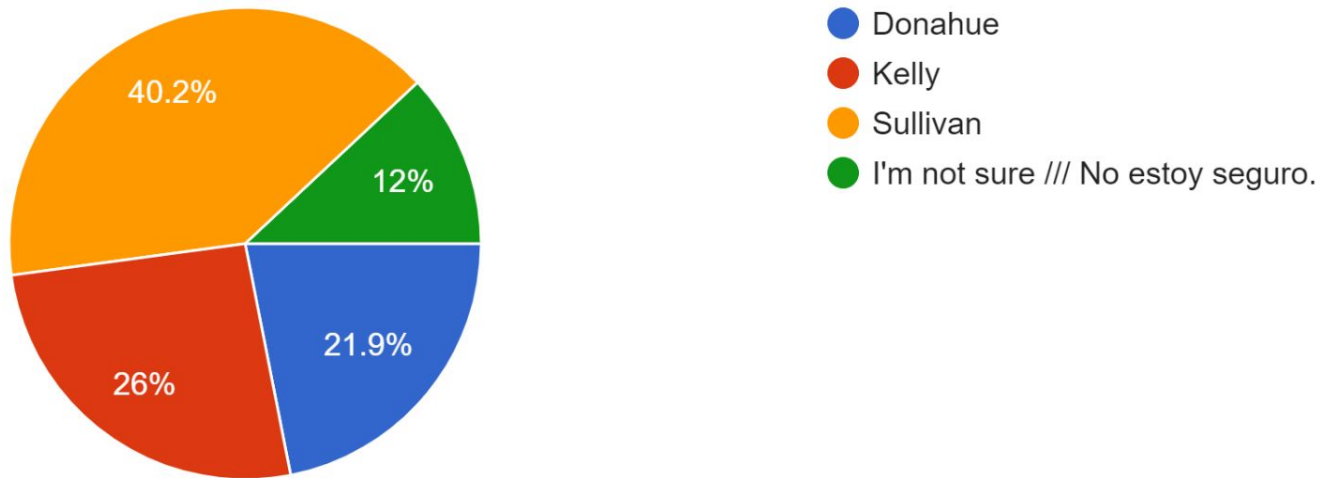


- I think having a school in the Flats close to where many students live is great. This convenience is more important than whether or not the building is new. // Creo que tener una escuela en los Fla...
- I don't like the perception of using an existing building for middle school students in the Flats, when students in other parts of the city could get a new middle school building at Peck. // No...
- I'm not sure. // No estoy seguro.

Sullivan is the top choice to be a middle school

In 2026, Peck will be one of the middle schools. Which other school is your FIRST choice to be a middle school?

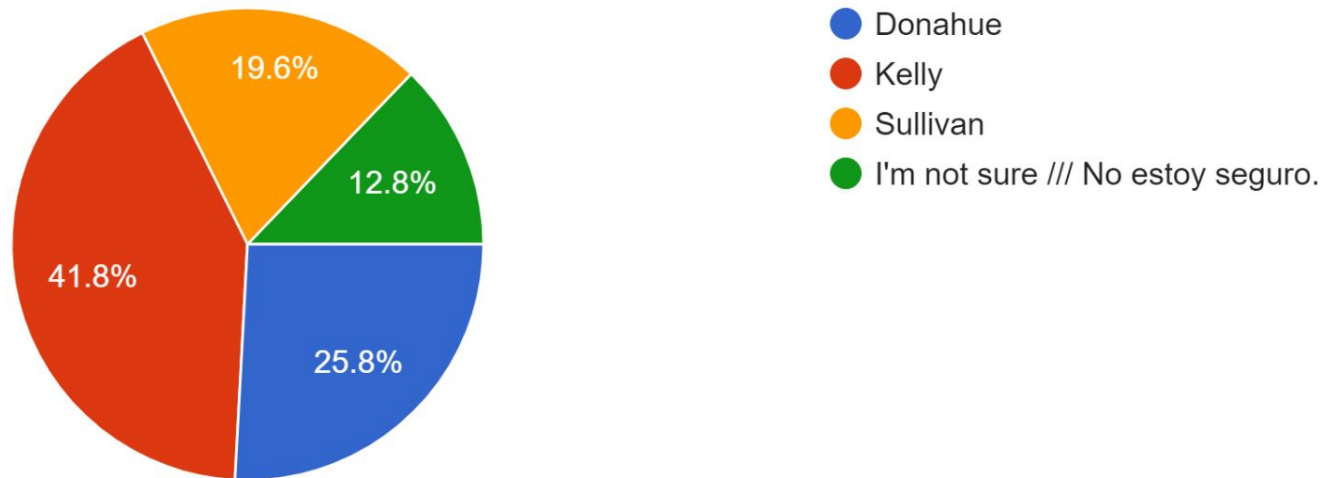
443 responses



Kelly is the last choice to be a middle school

In 2026, Peck will be one of the middle schools. Which school is your LAST choice to be a middle school?

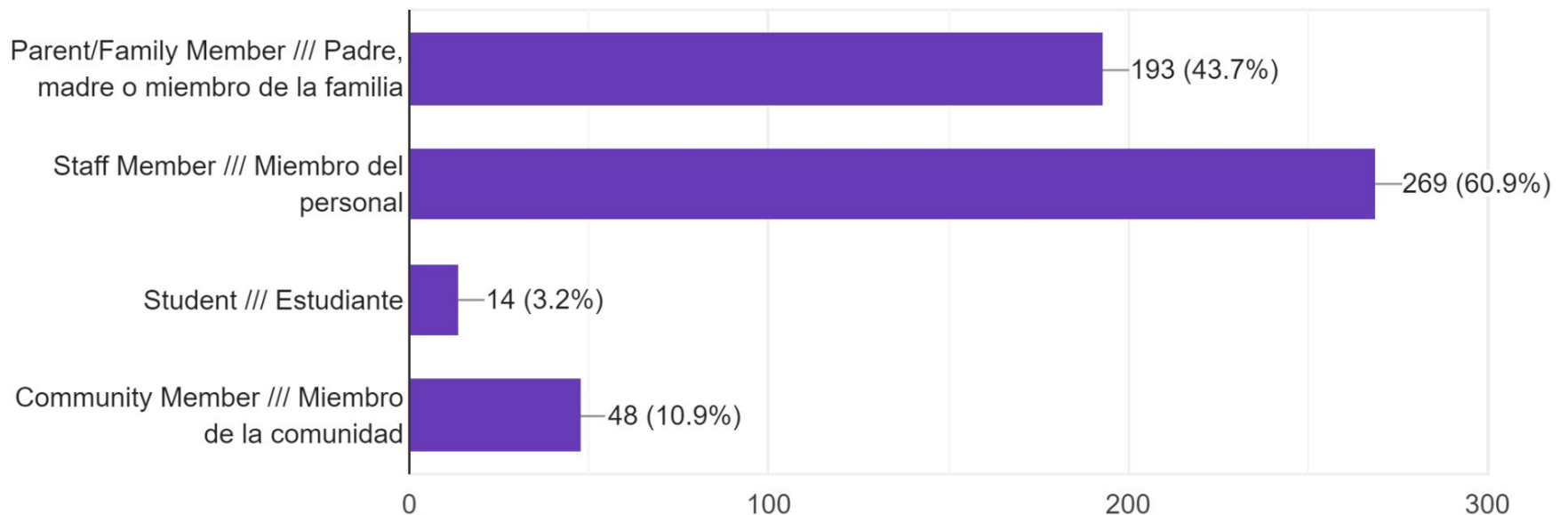
445 responses



Many types of stakeholders took the survey

Please identify your relationship with the Holyoke Public Schools. (Check all that apply.)

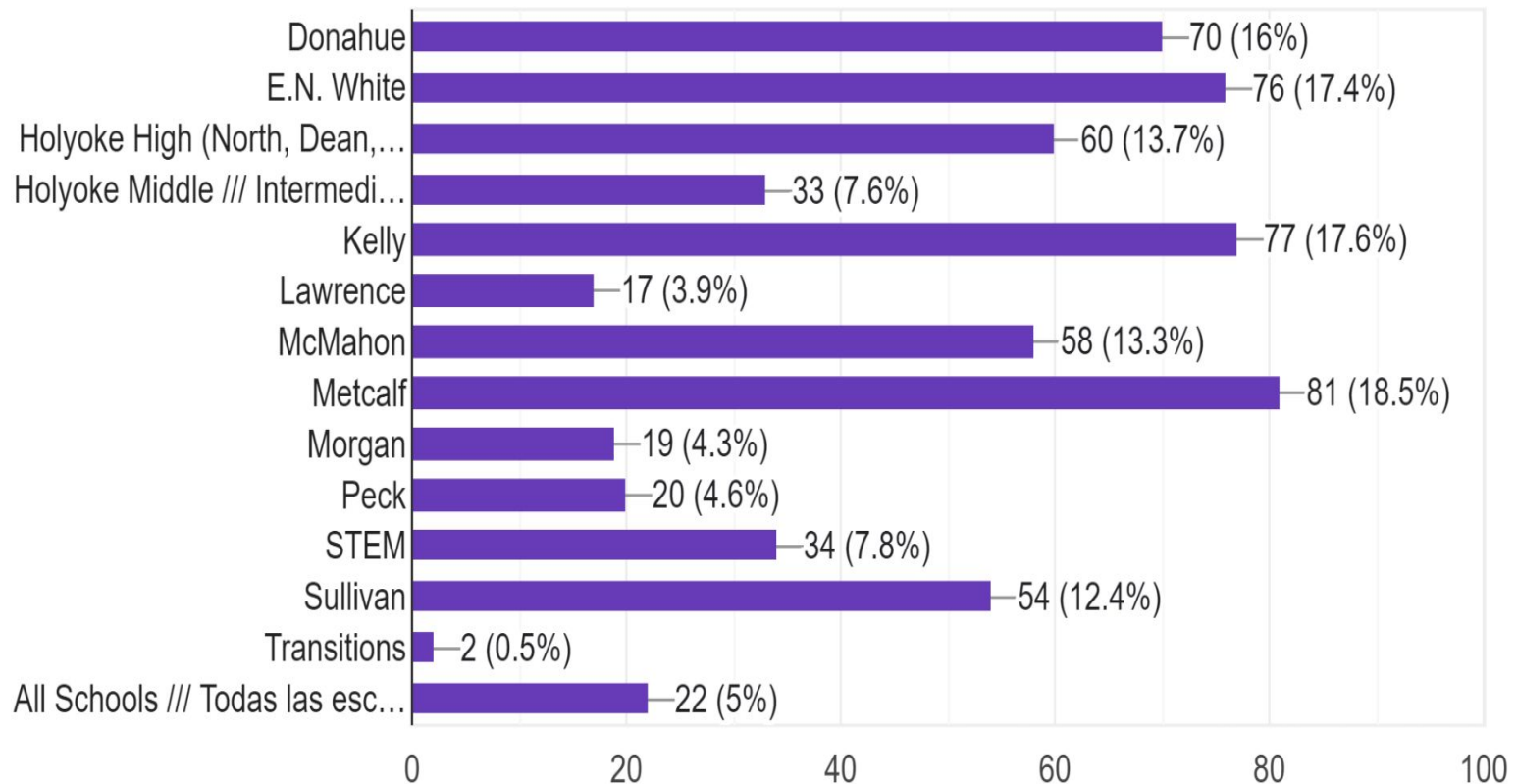
442 responses



Survey respondents represented all schools, with 50+ respondents from all 3 schools being considered as a middle school

Please identify the schools you are affiliated with. (Check all that apply.)

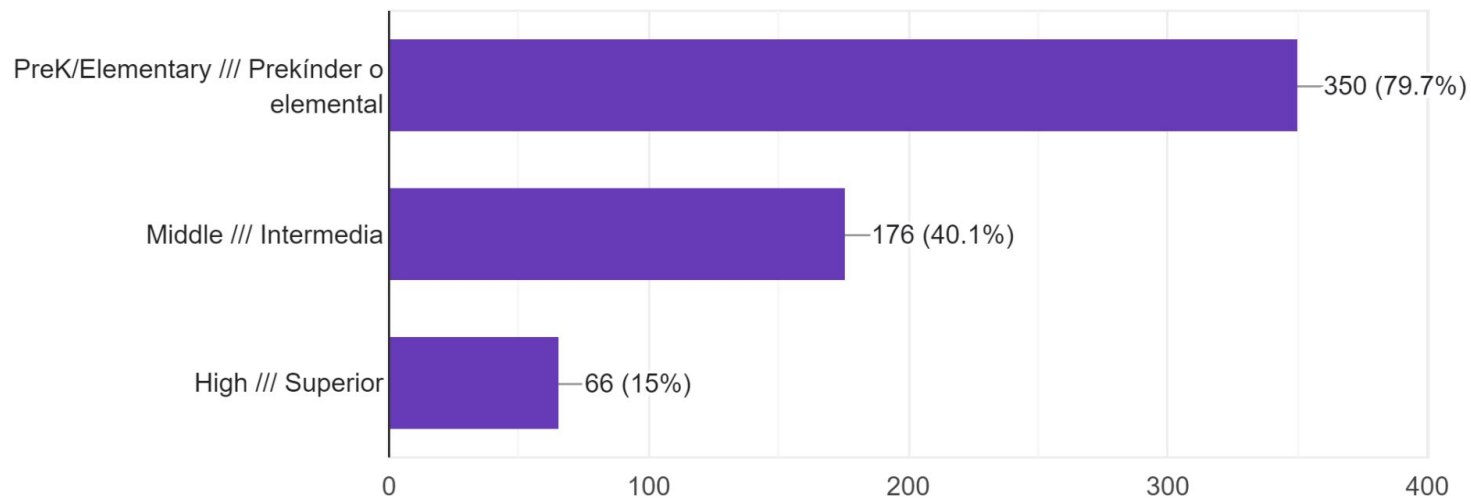
437 responses



Elementary and Middle grade spans were strongly represented, in proportion to number of students impacted

Please identify the grade span you are affiliated with. (Check all that apply.)

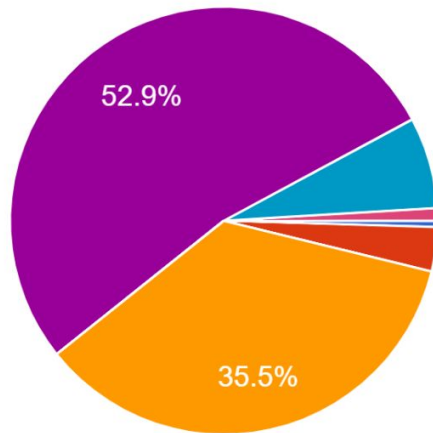
439 responses



All races represented, with white being over-represented compared to combination of staff/student statistics

Please identify your race or ethnicity.

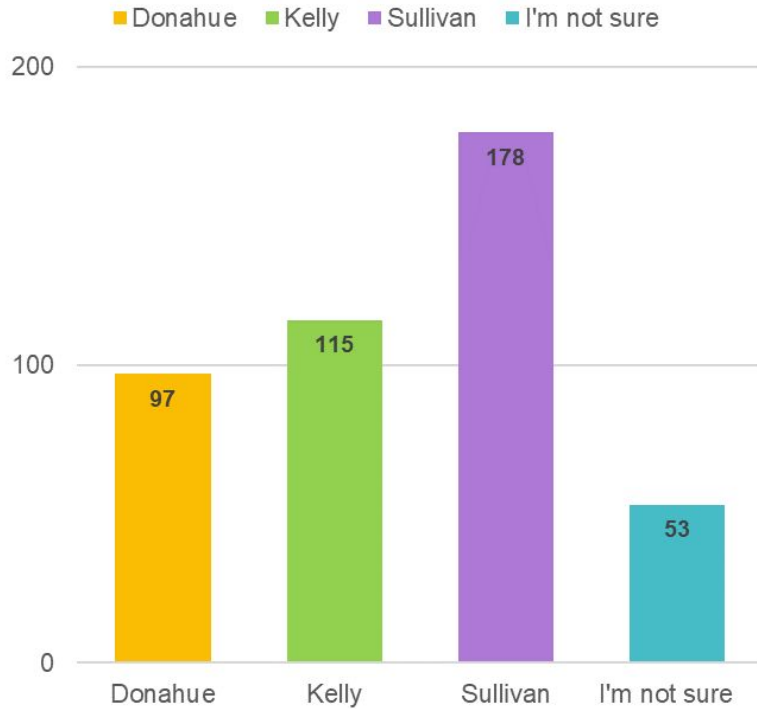
420 responses



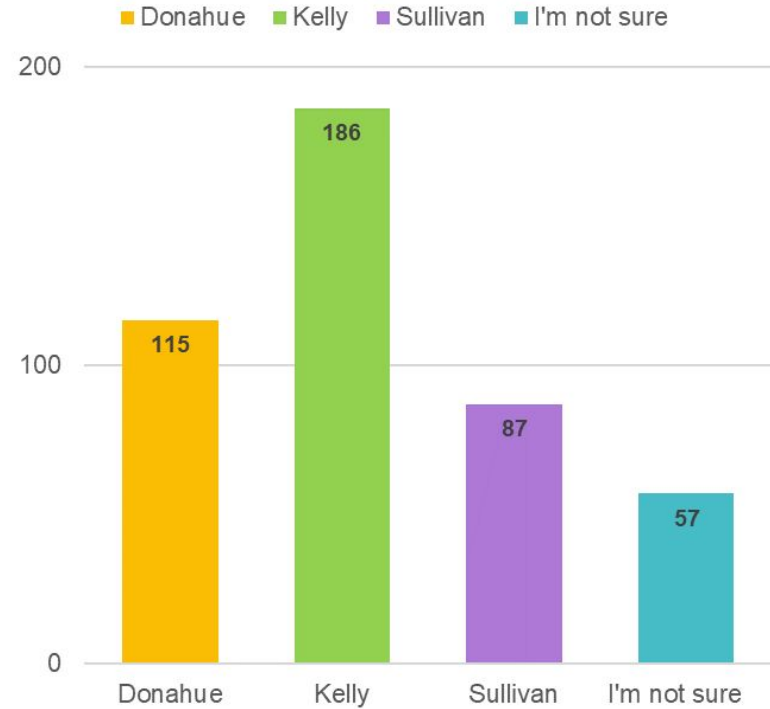
- Asian /// Asiático
- Black or African American /// Negro o Afroamericano
- Hispanic or Latino /// Hispano o Latino
- Native American /// Nativo Americano
- White /// Blanco
- Two or more races/ethnicities /// Dos o más razas y etnicidades
- Other /// Otro

Overall First and Last Choice

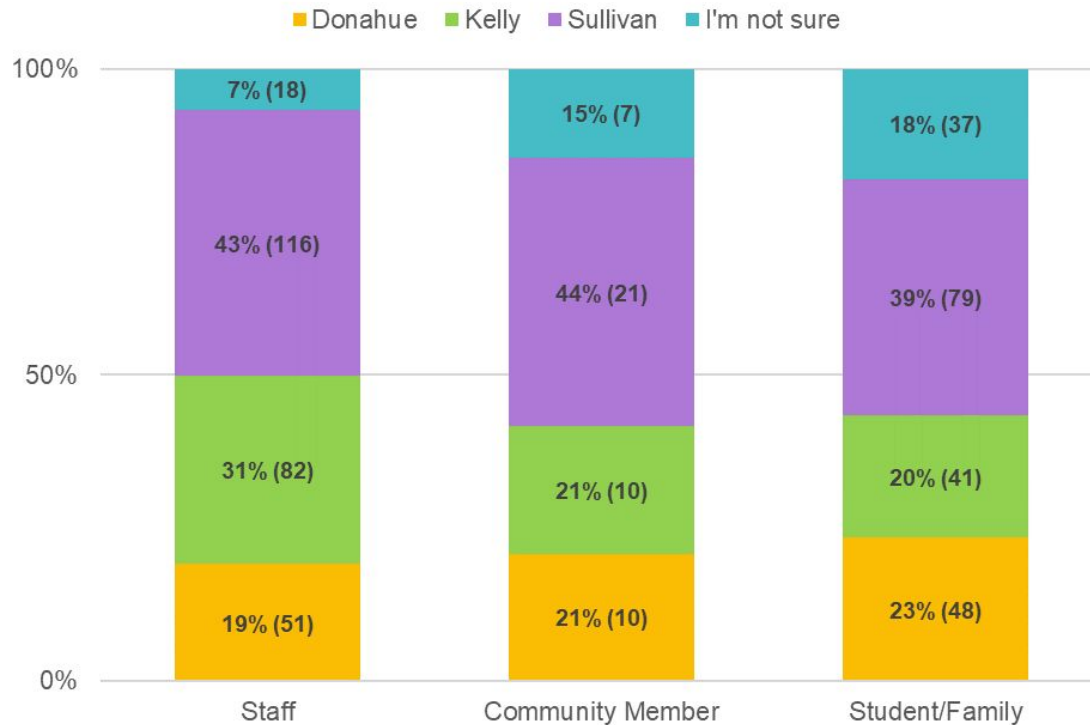
First Choice Schools



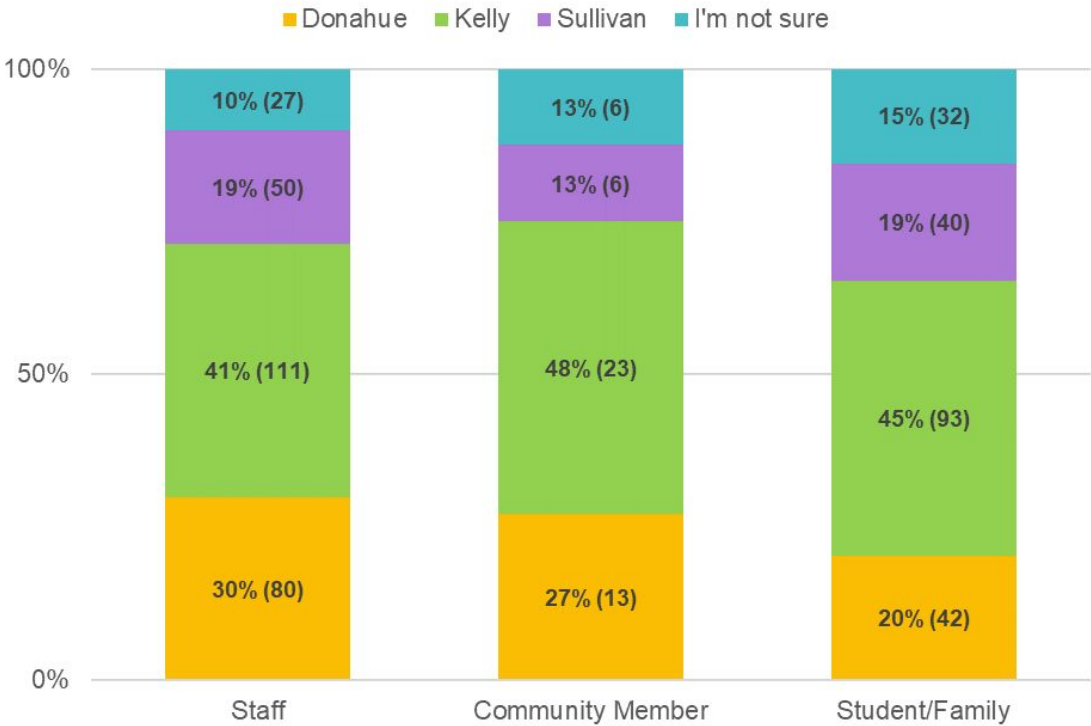
Last Choice Schools



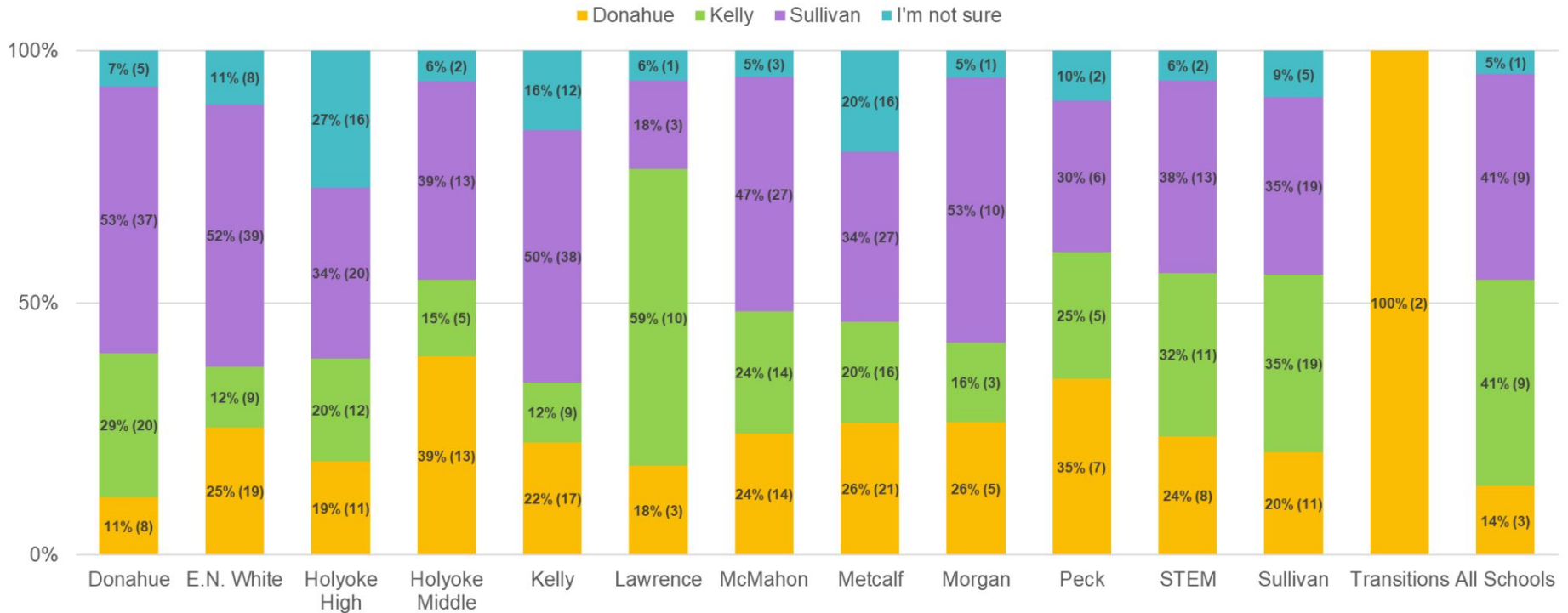
First Choice by Stakeholder Group



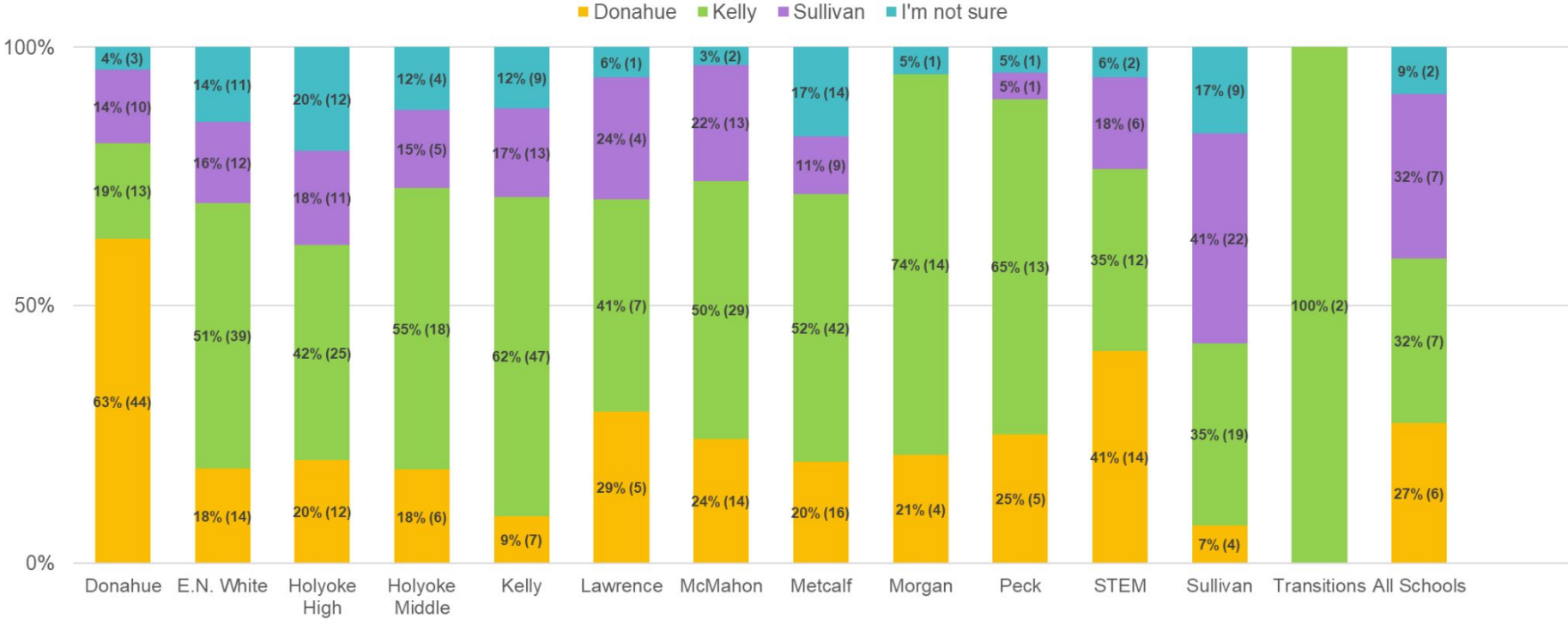
Last Choice by Stakeholder Group



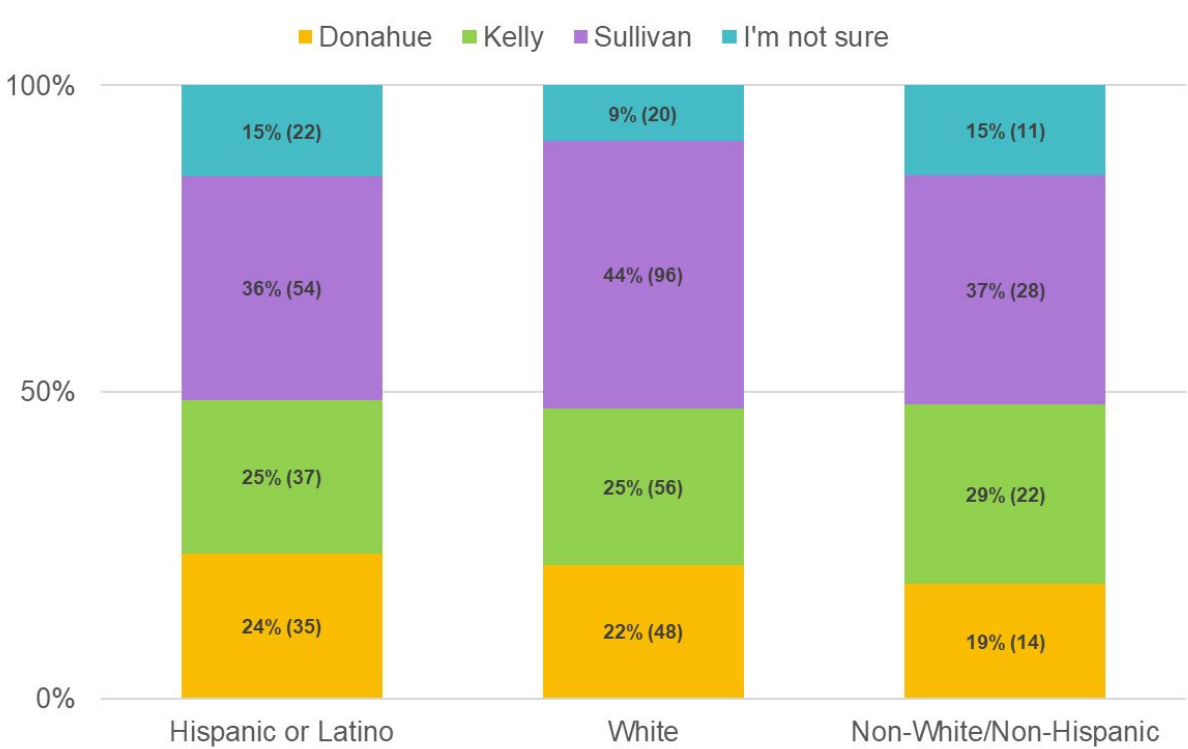
First Choice by School



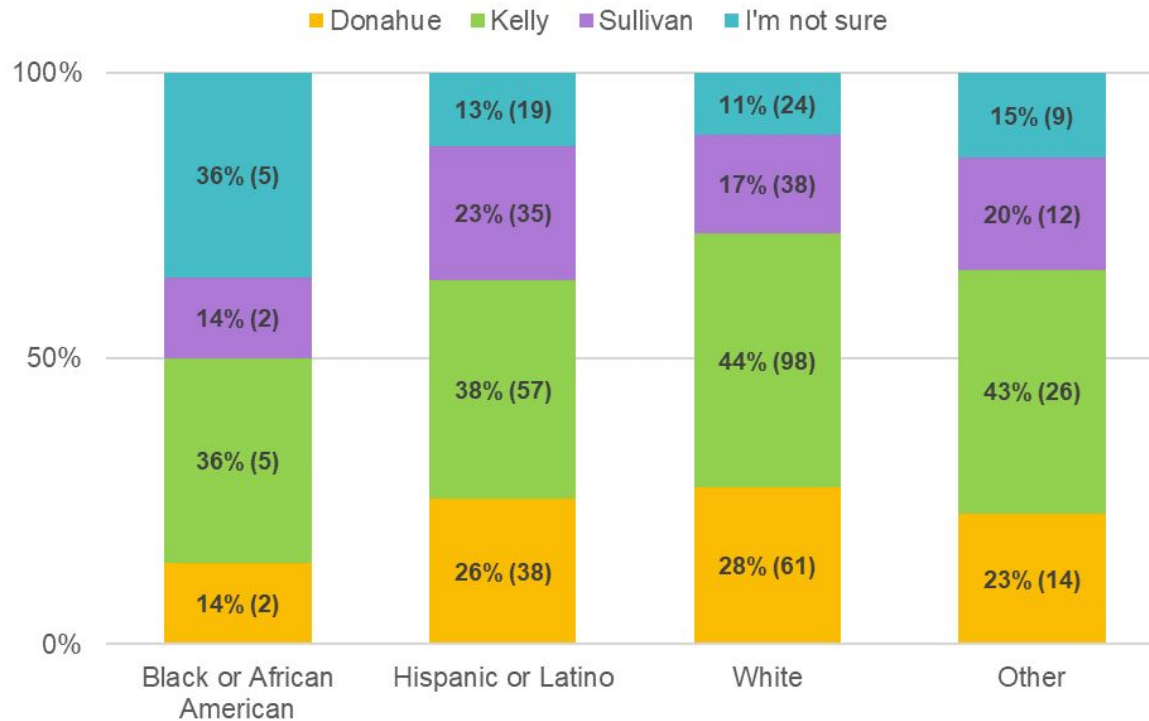
Last Choice by School



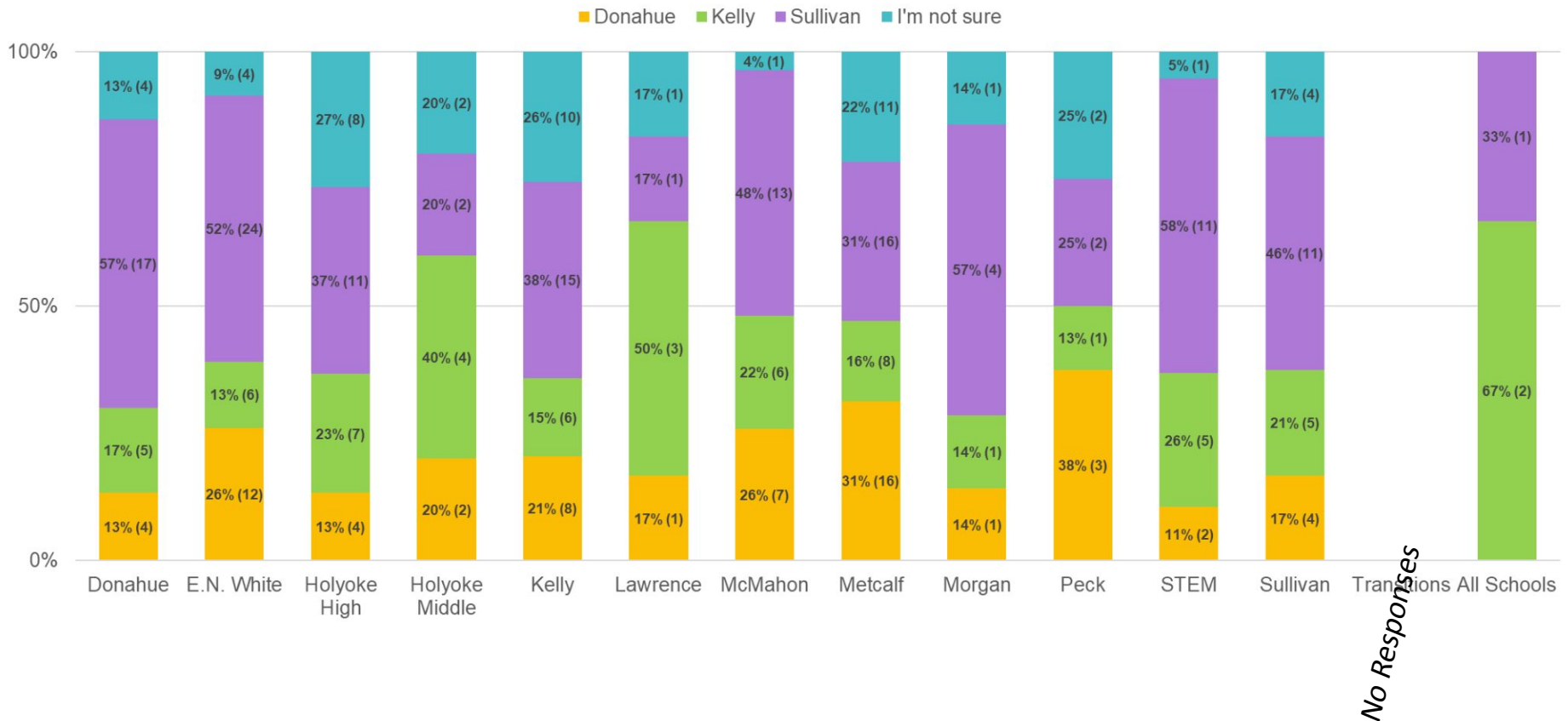
First Choice by Race



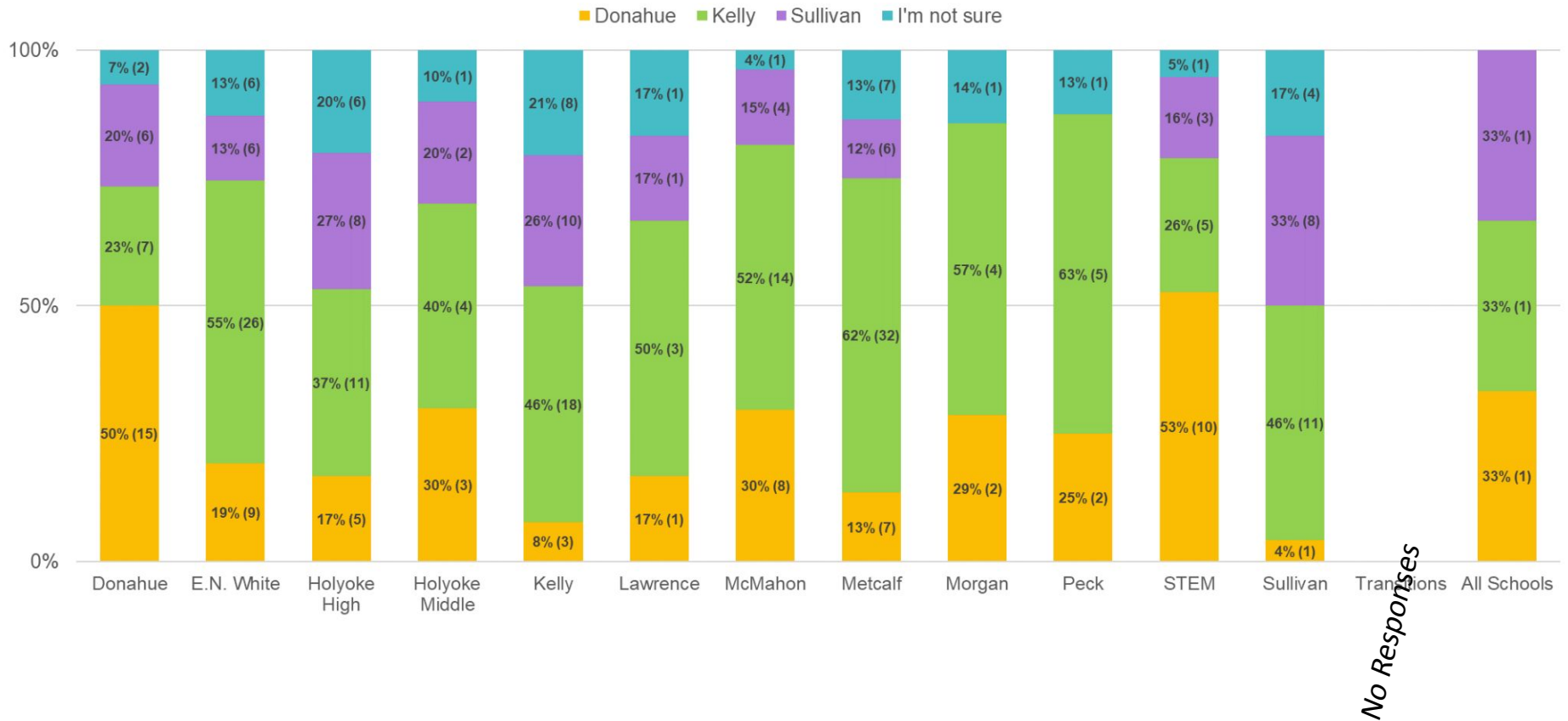
Last Choice by Race



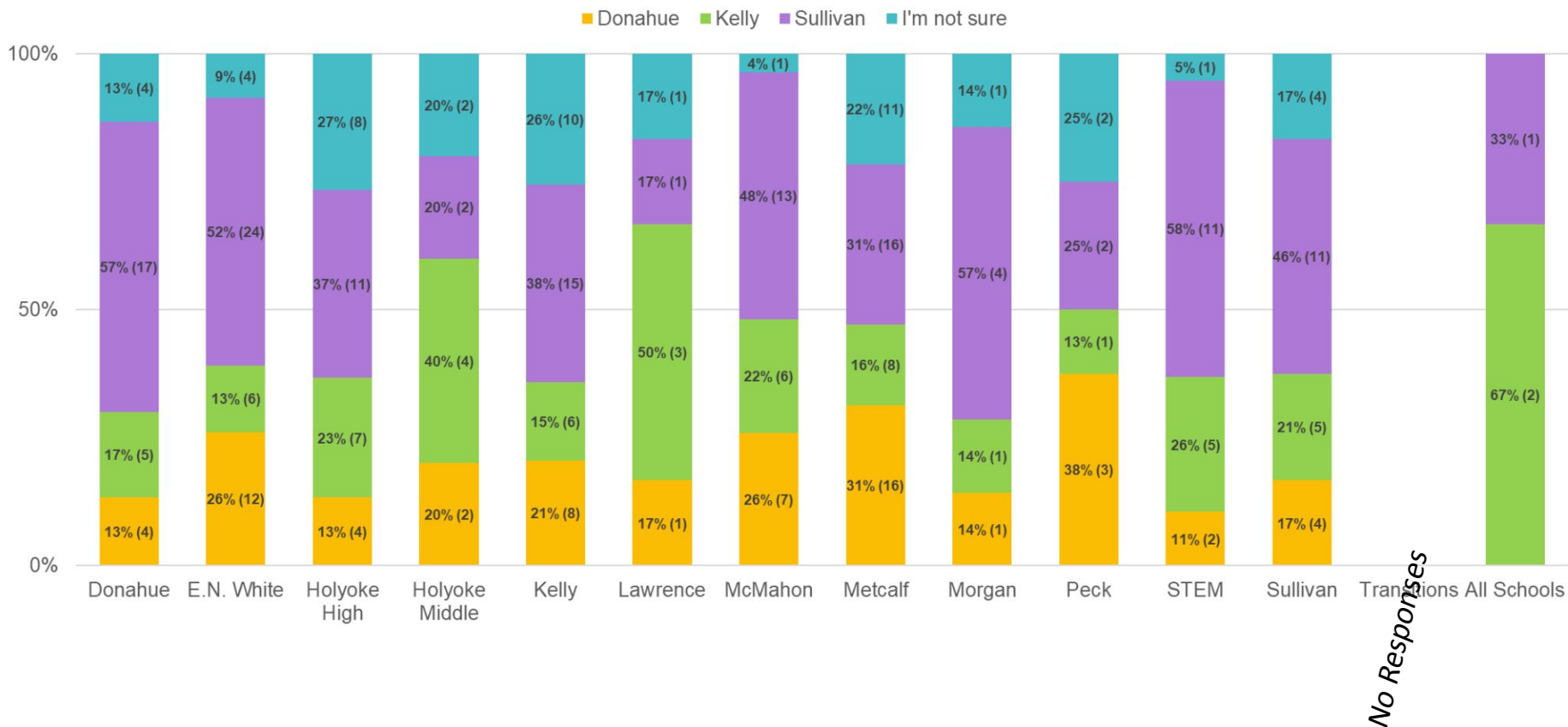
Parents/Family, First Choice by School



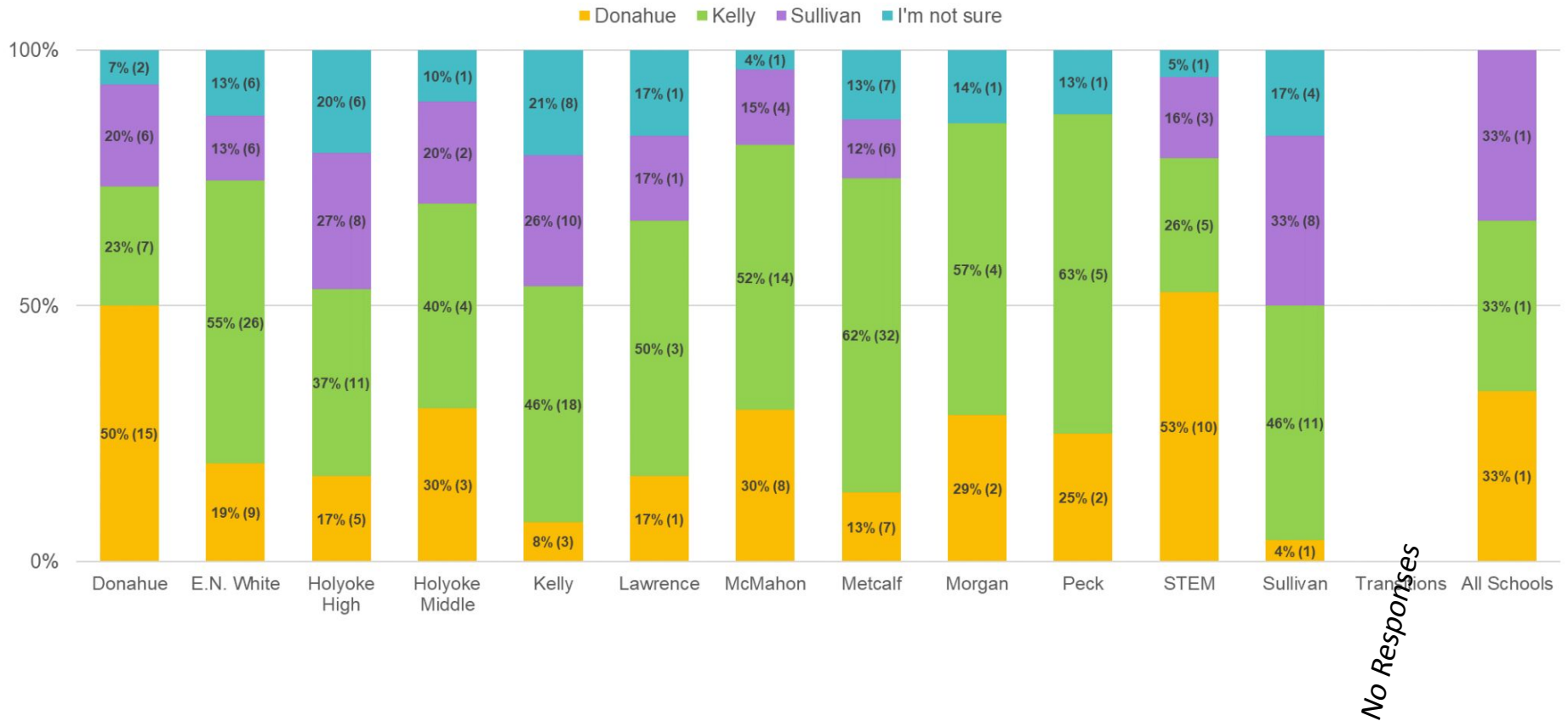
Parents/Family, Last Choice by School



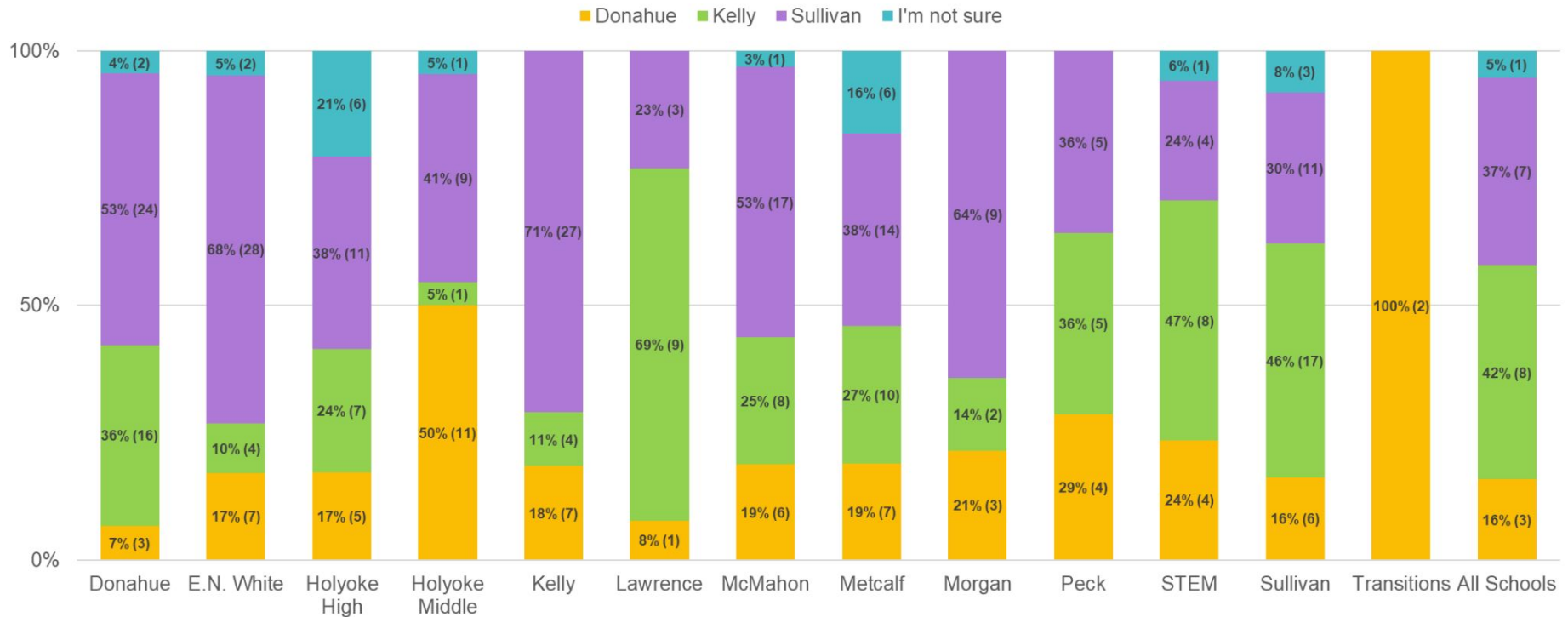
Parents/Family, First Choice by School



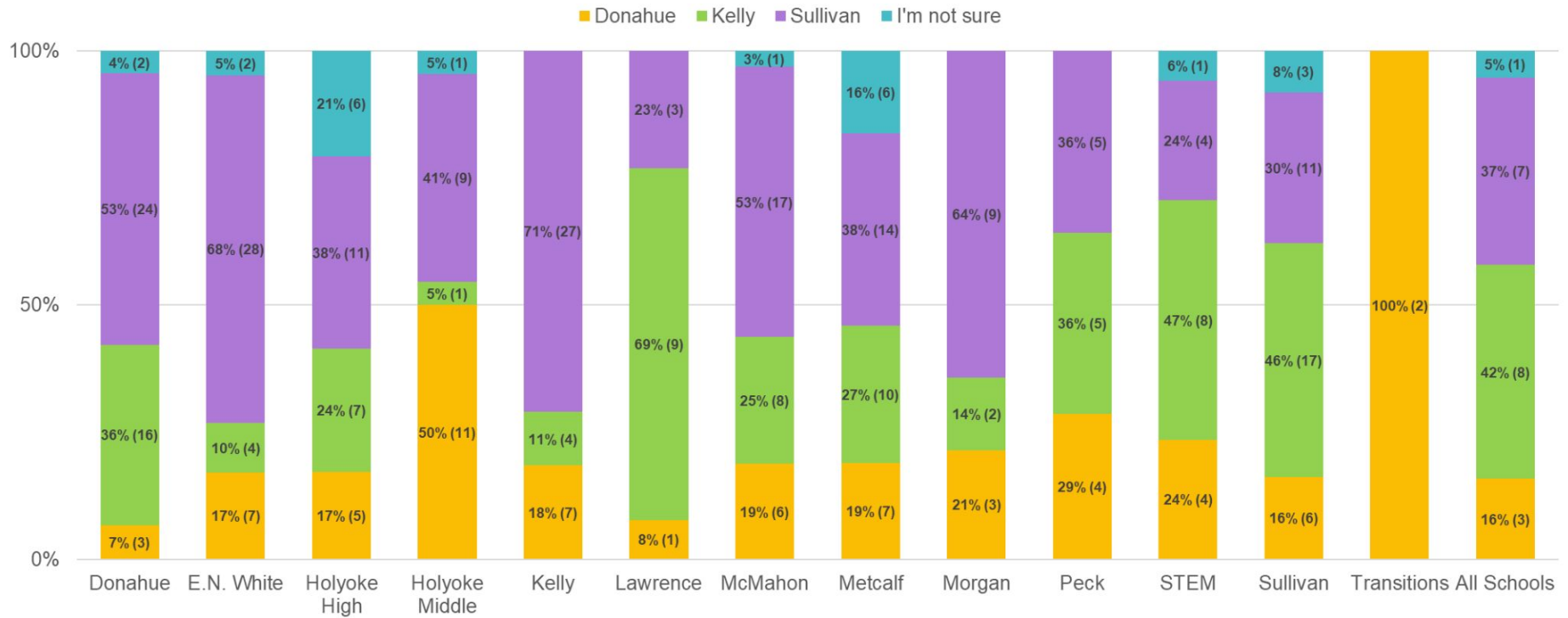
Parents/Family, Last Choice by School



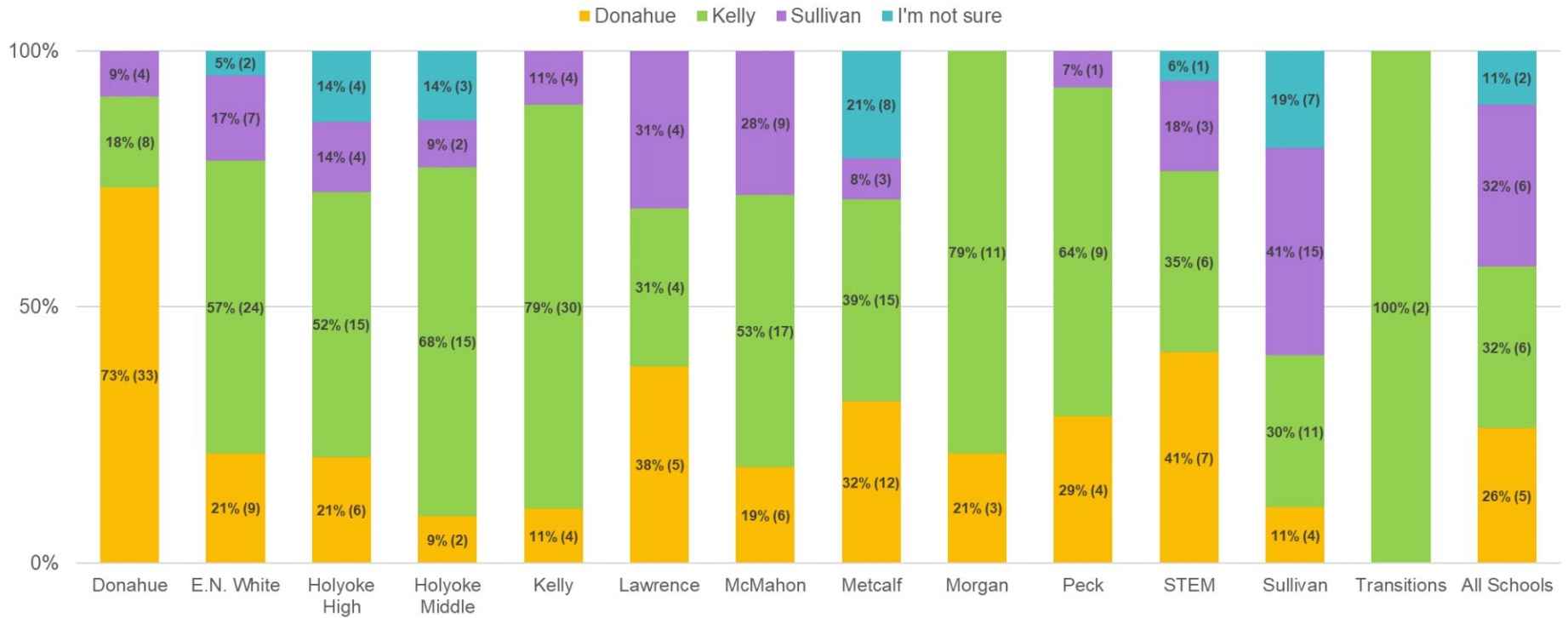
Staff, First Choice by School



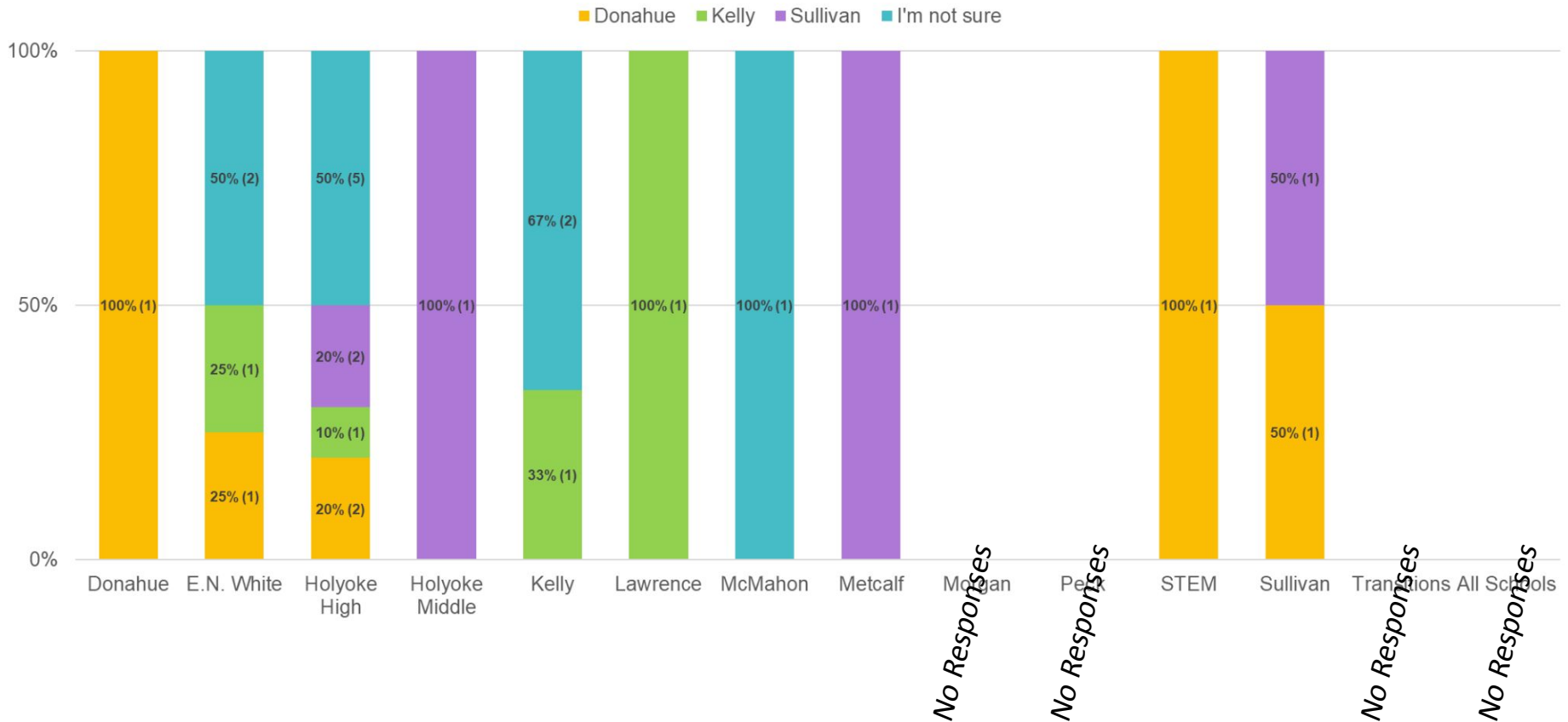
Staff, First Choice by School



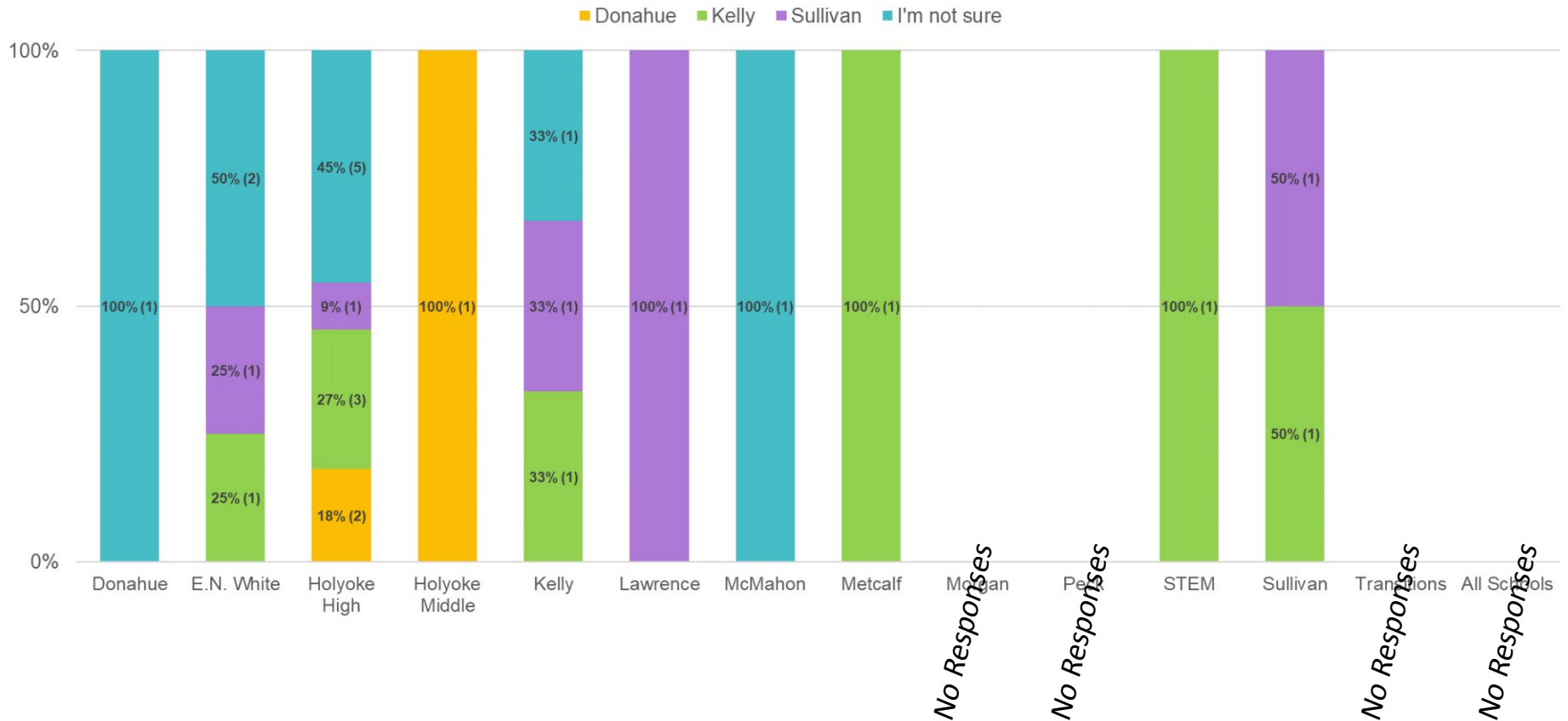
Staff, Last Choice by School



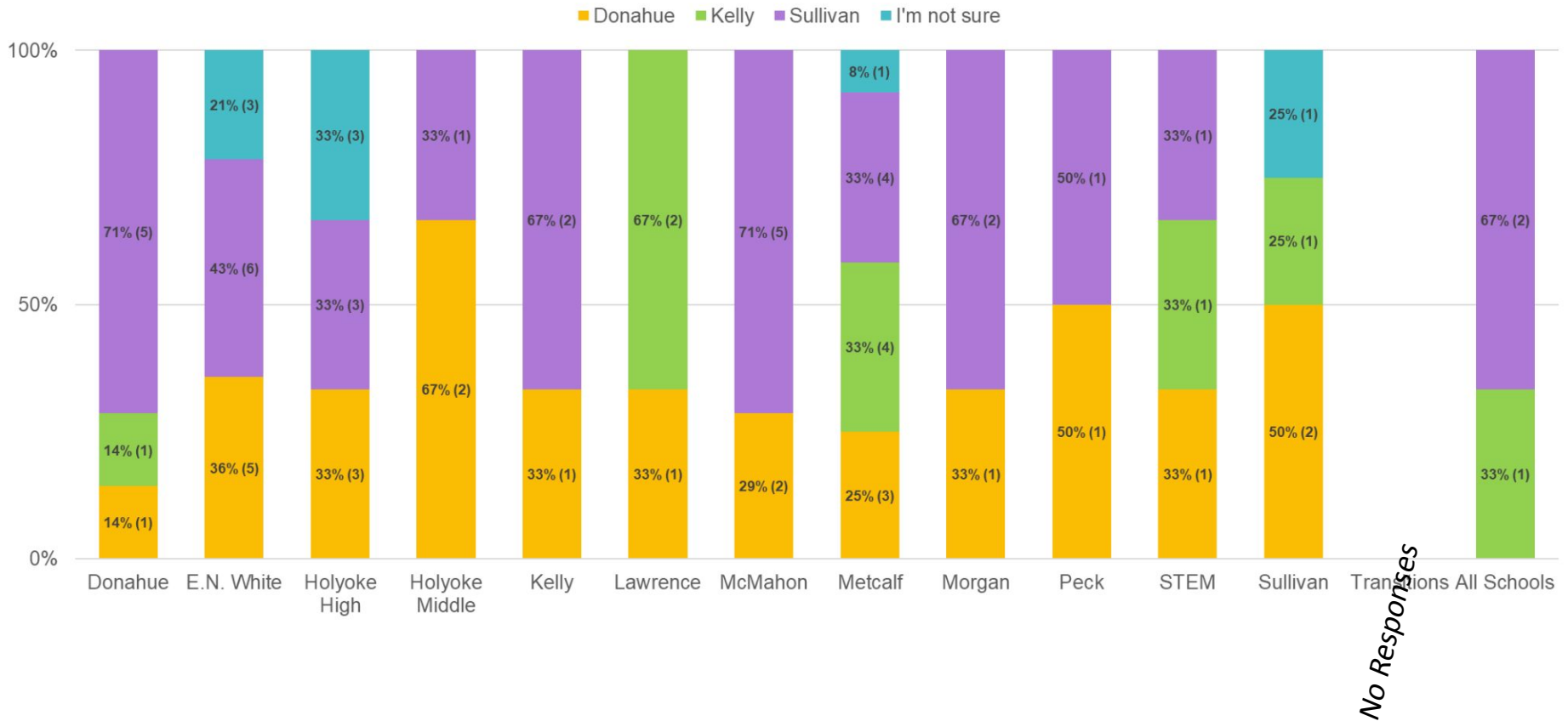
Students, First Choice by School



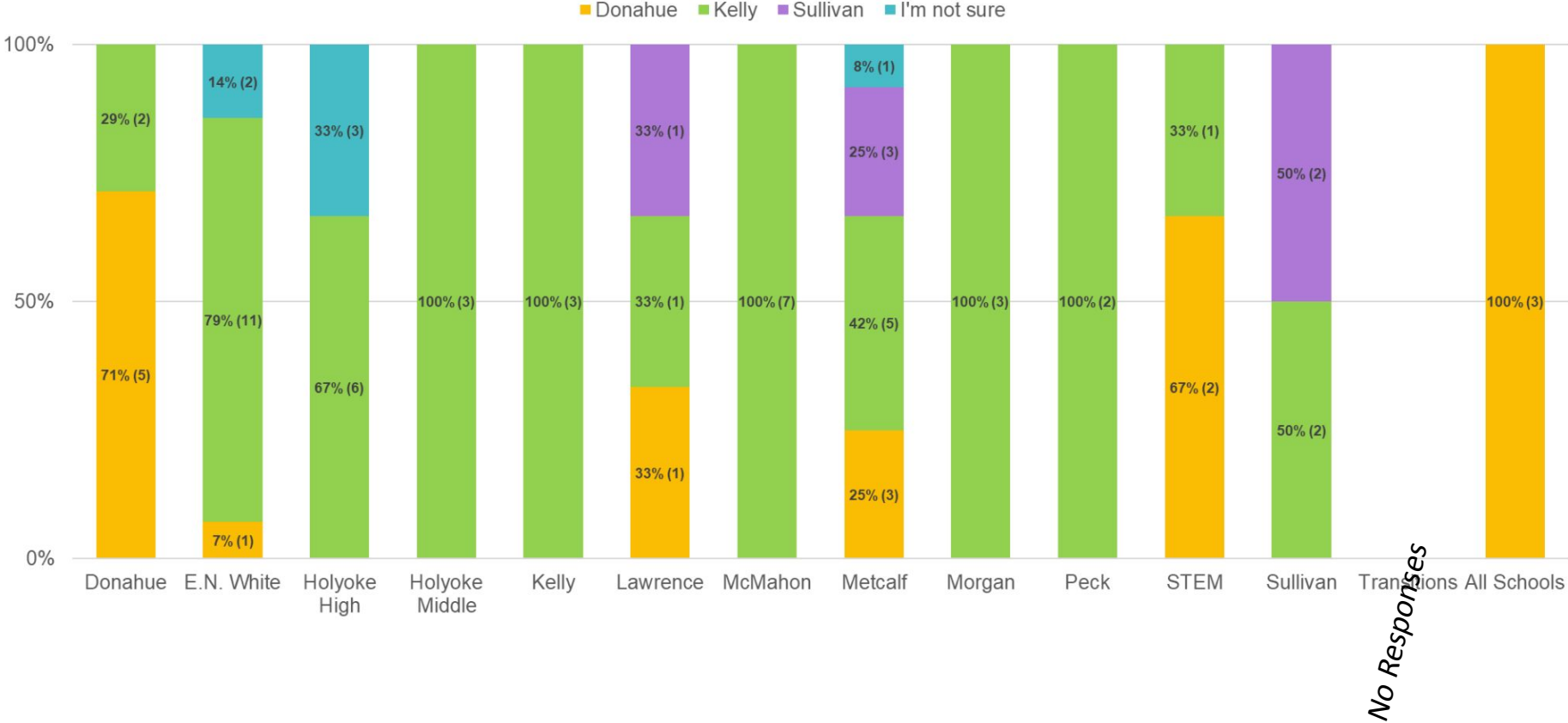
Students, Last Choice by School



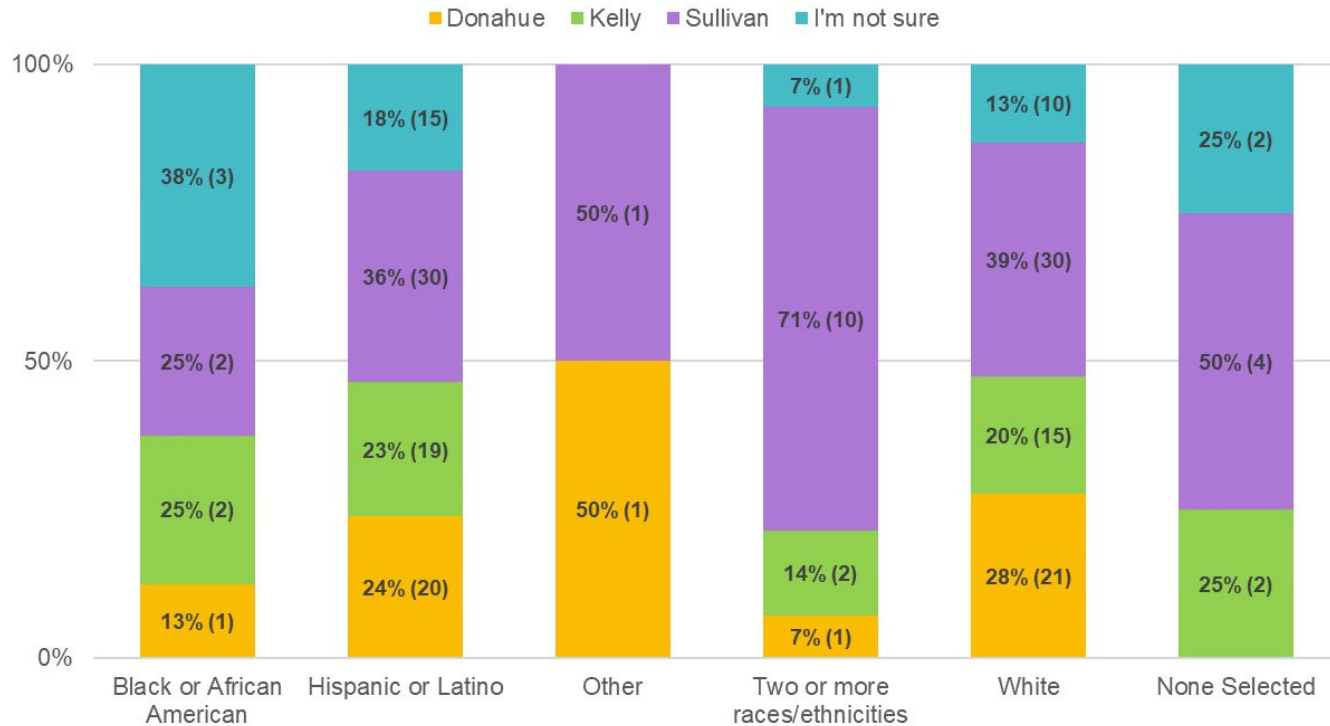
Community Members, First Choice by School



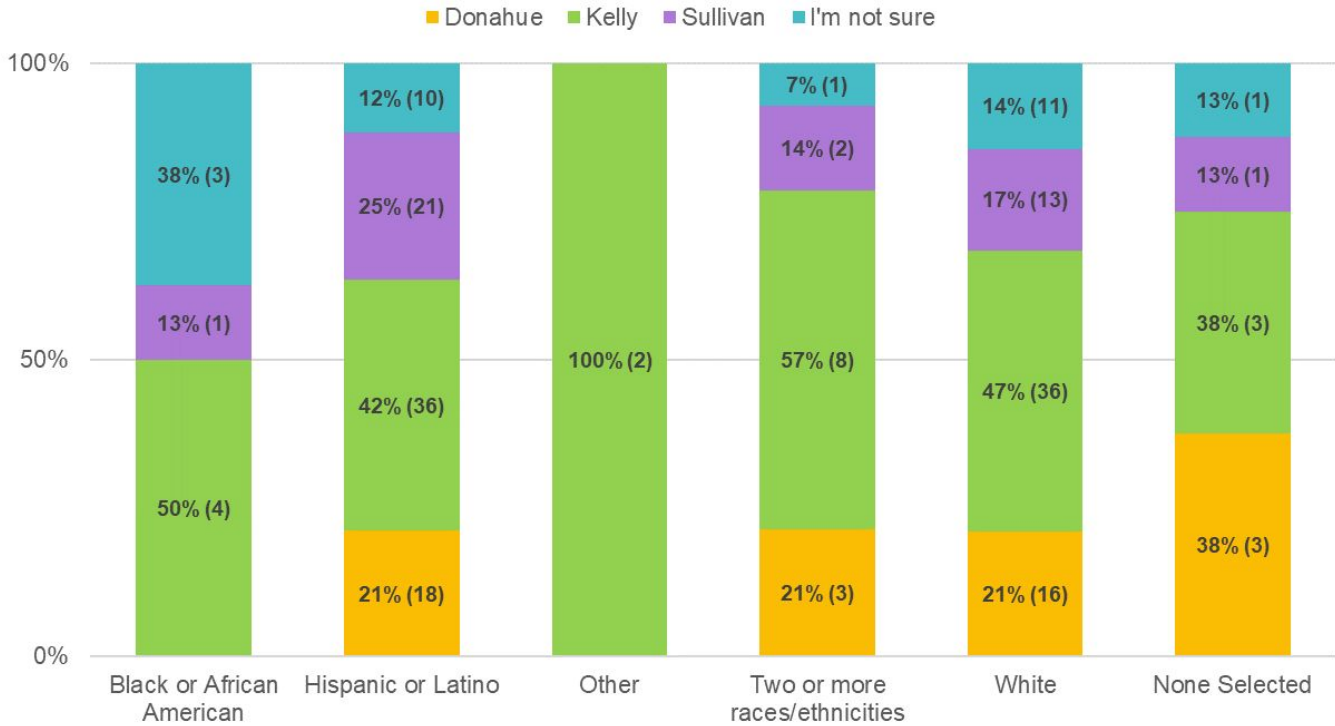
Community Members, Last Choice by School



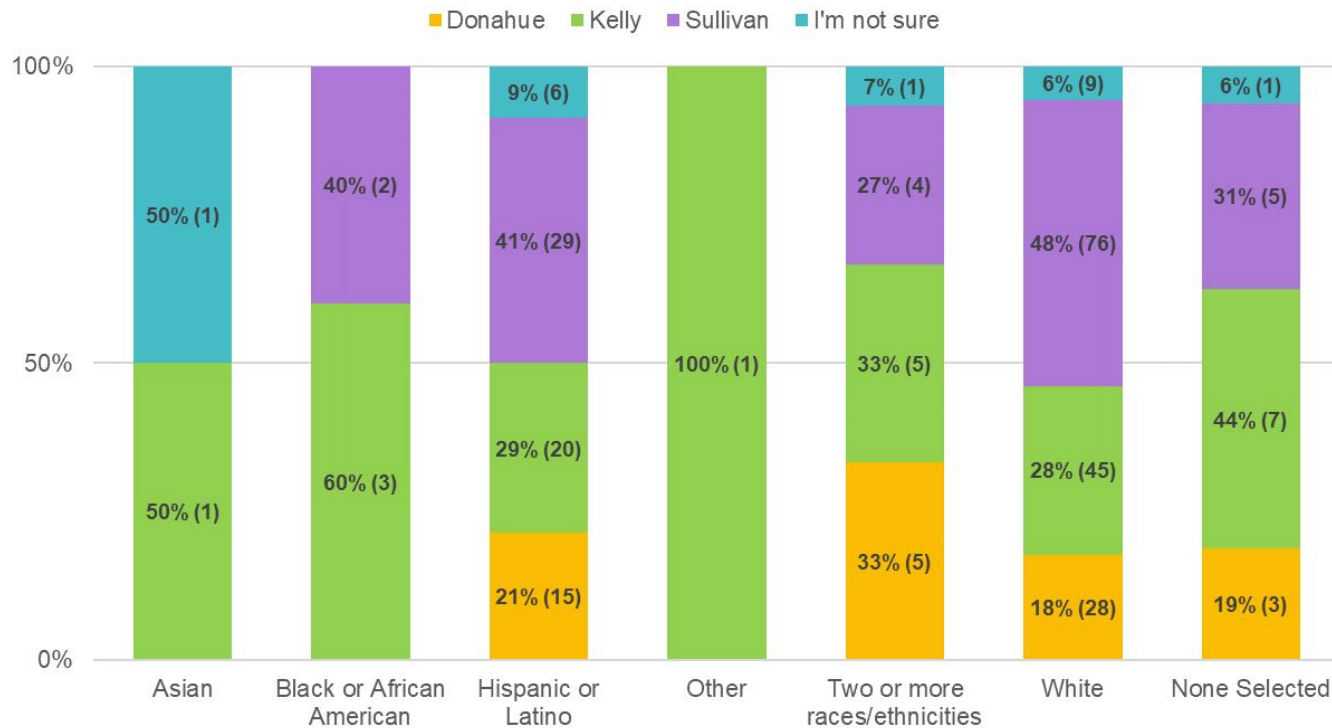
Parent/Family, First Choice by Race



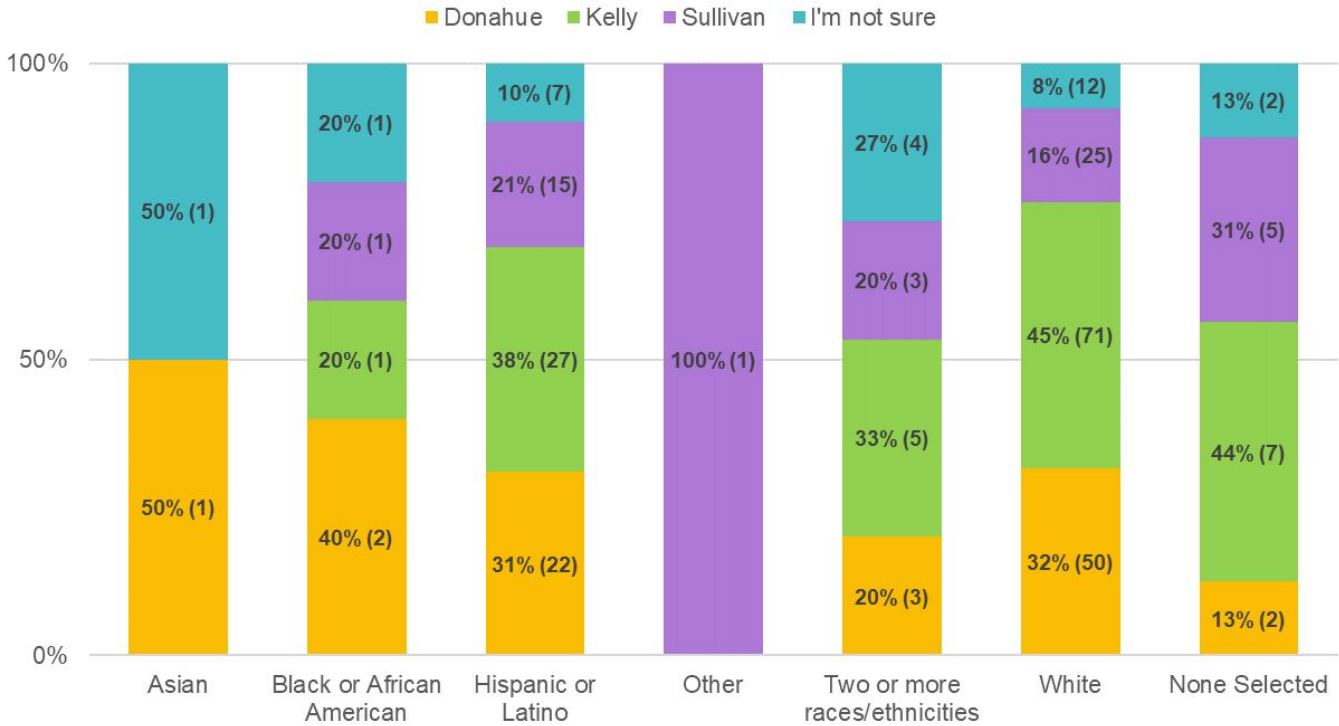
Parent/Family, Last Choice by Race



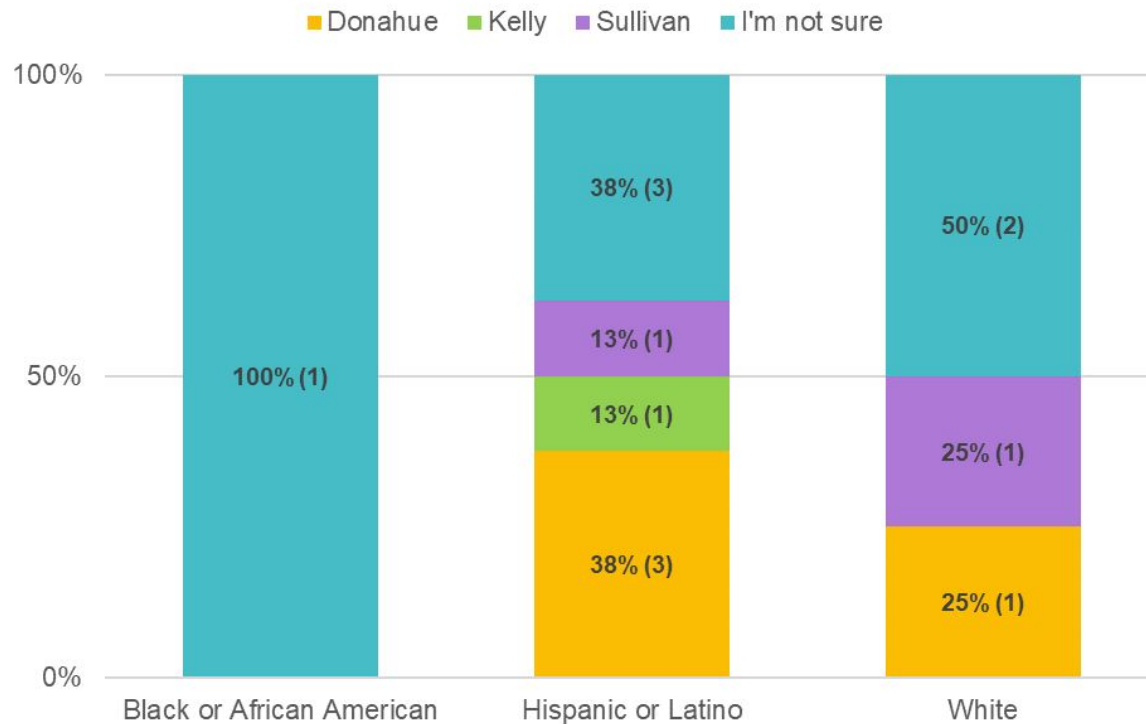
Staff, First Choice by Race



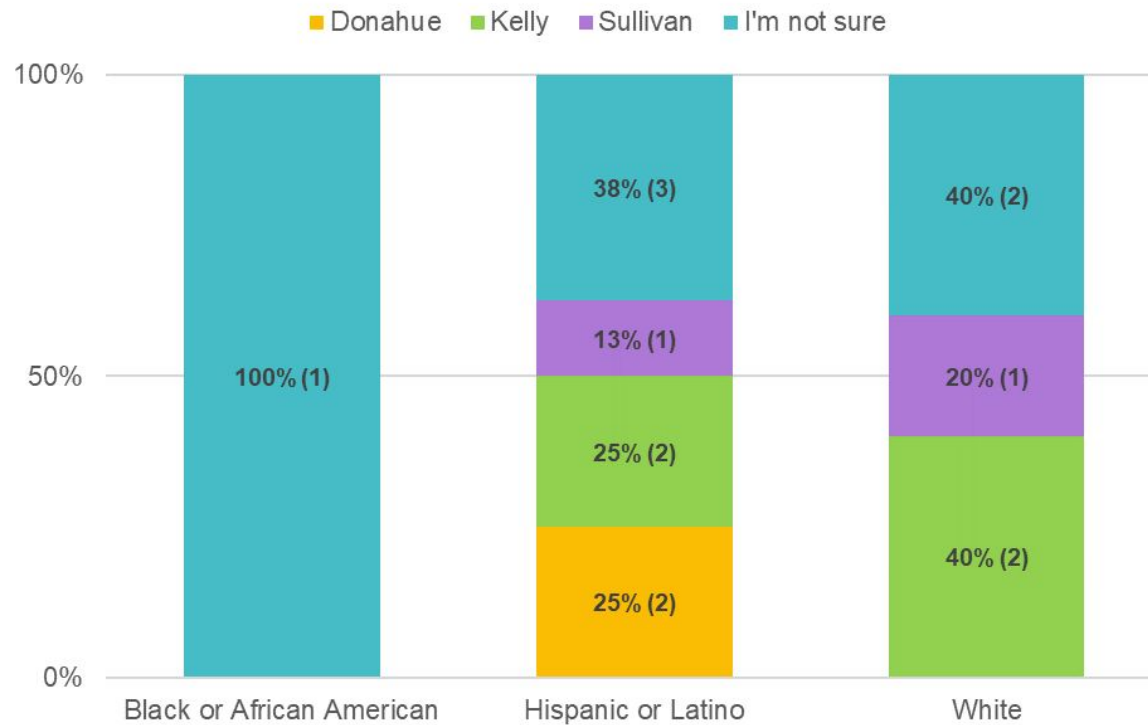
Staff, Last Choice by Race



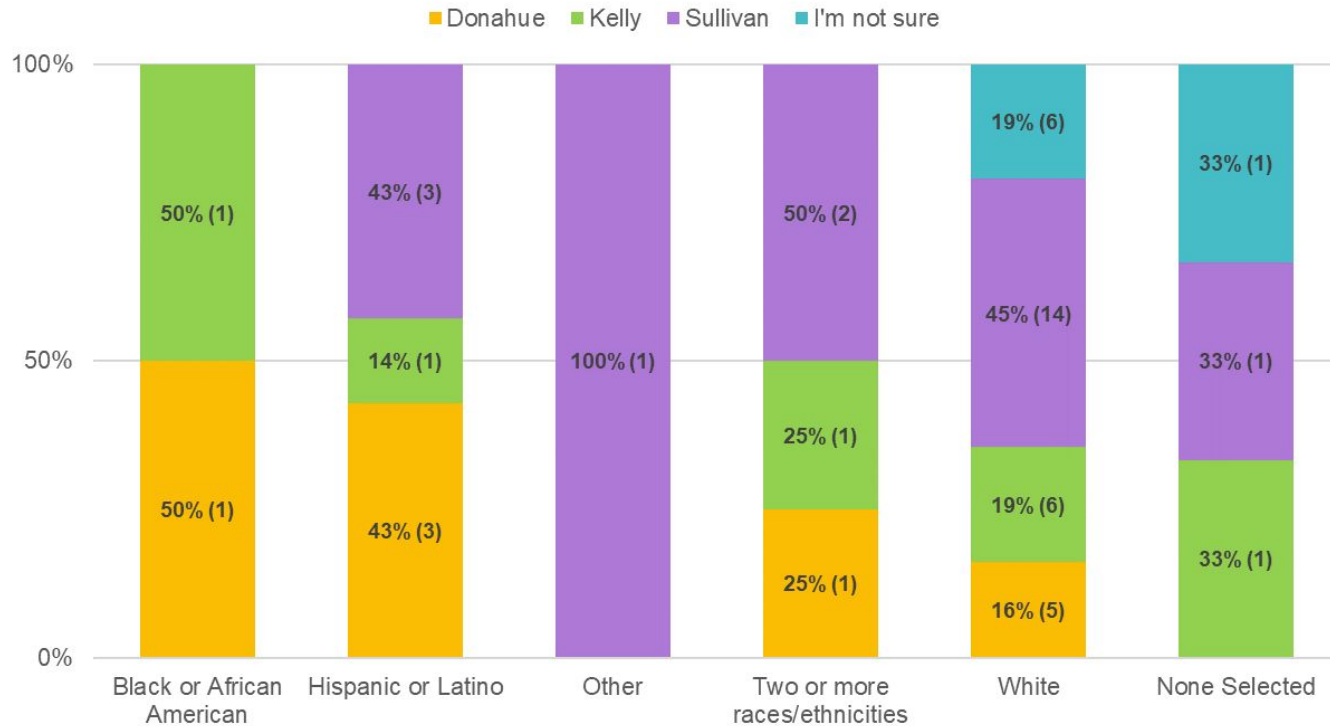
Students, First Choice by Race



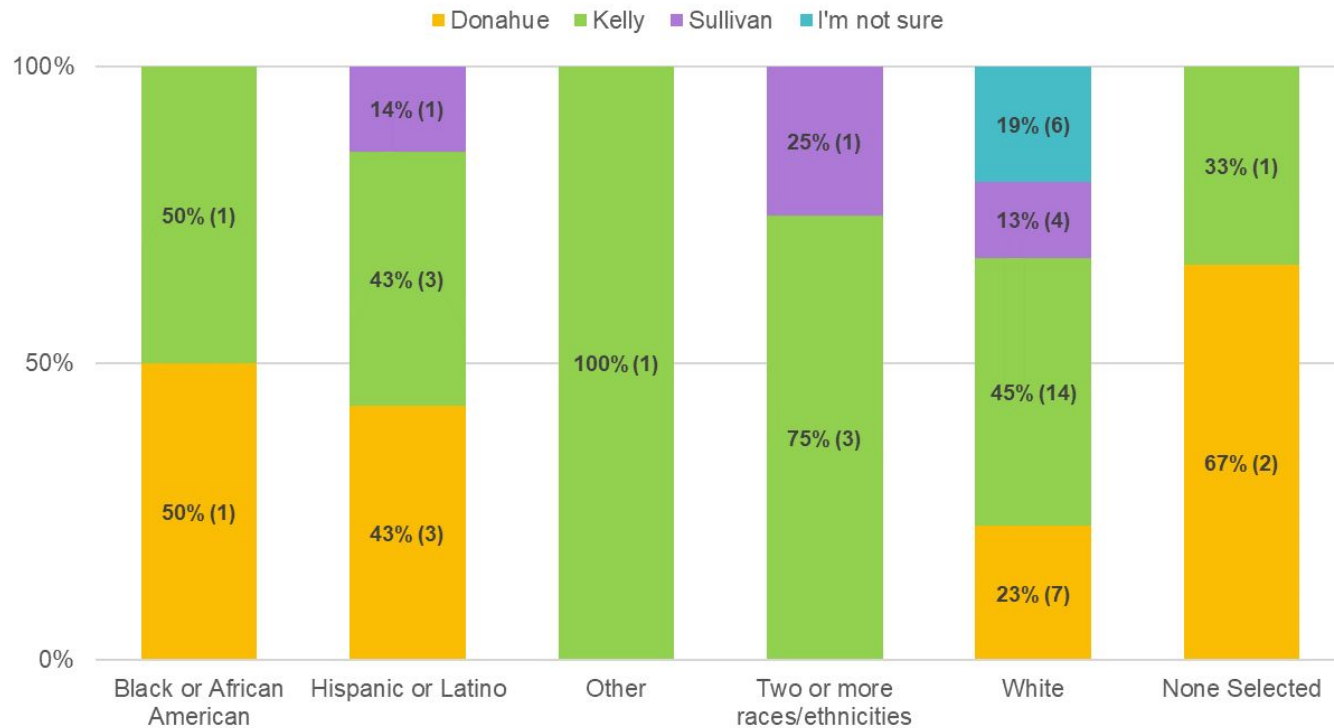
Students, Last Choice by Race



Community Members, First Choice by Race



Community Members, Last Choice by Race



Appendix: Phase 2 Rezoning Survey Results

November 2022

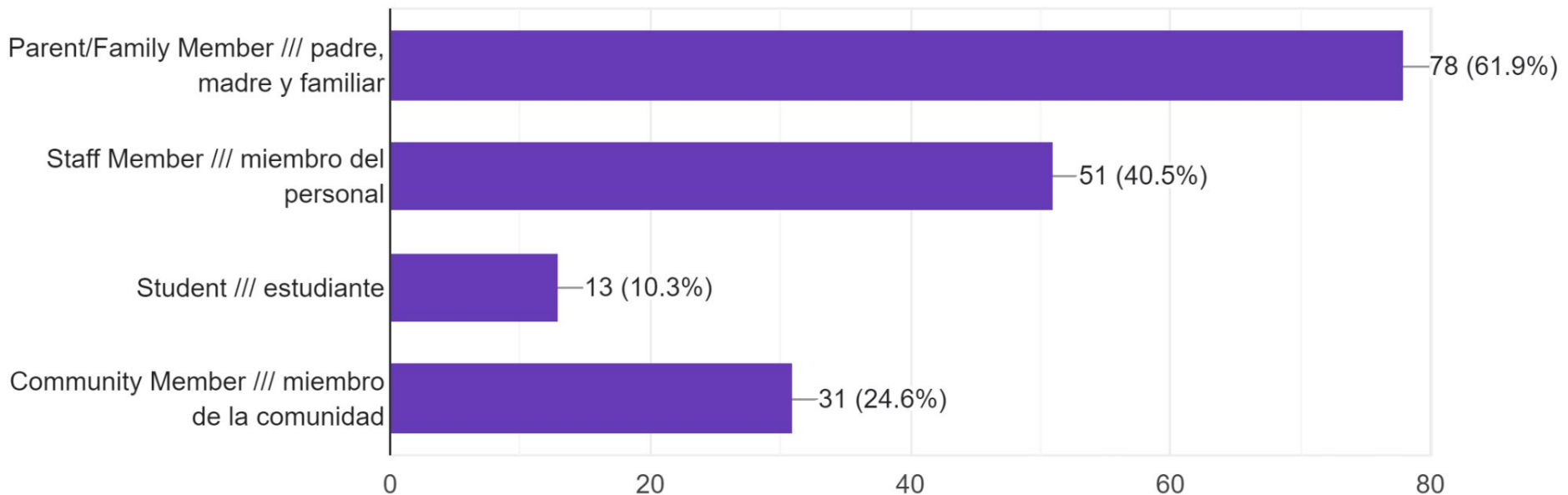


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Relationship with HPS

Please identify your relationship with the Holyoke Public Schools. (Check all that apply.) Por favor, identifique su relación con las Escuelas Públicas de Holyoke. (Marque todo lo que corresponda).

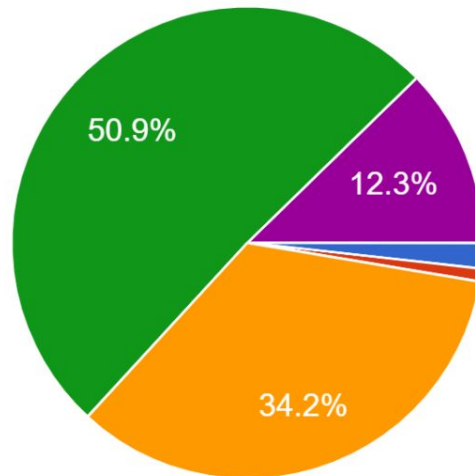
126 responses



Race/Ethnicity

Please identify your race or ethnicity. Por favor, identifique su raza o etnicidad.

114 responses

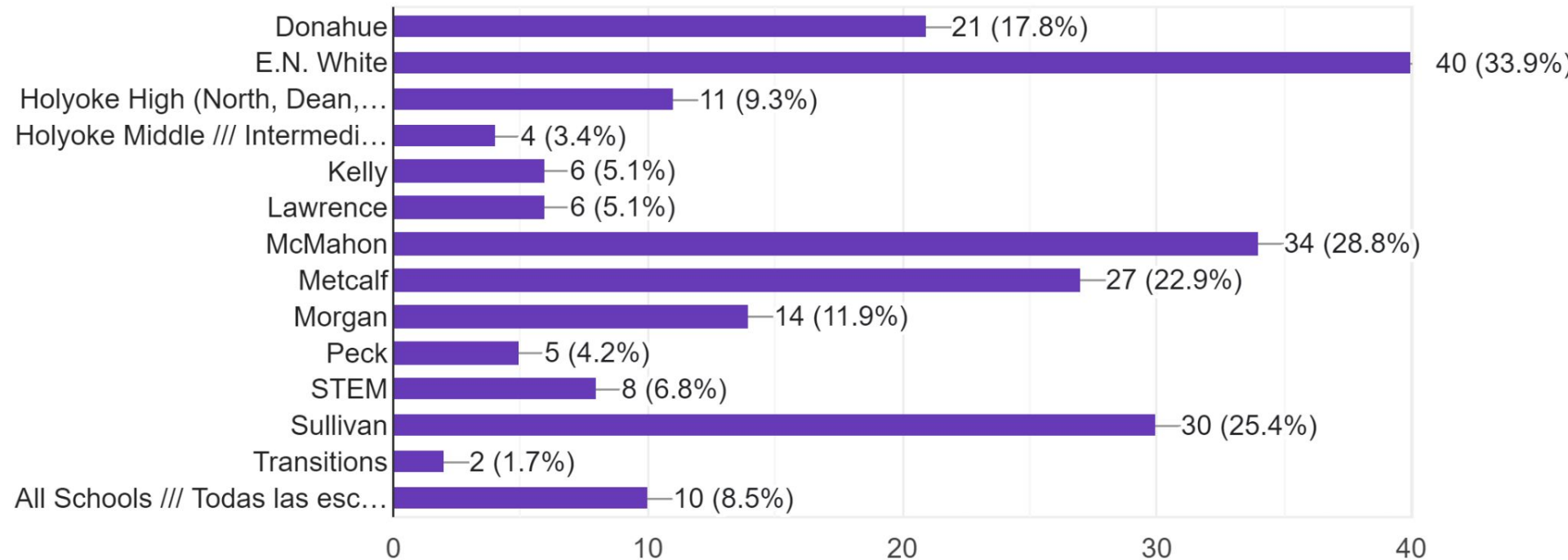


- Asian /// asiático
- Black or African American /// negro o afroamericano
- Hispanic or Latino /// hispano o latino
- White /// blanco
- Two or more races/ethnicities /// dos a más razas o etnicidades

Affiliated Schools

Please identify the schools you are affiliated with. (Check all that apply.) Por favor, identifique las escuelas a las que está afiliado. (Marque todas las que correspondan).

118 responses



Most important things to tell students and families about their new school (102 responses)

- Start and end times (80%)
- Transportation (58%)
- School leader names (56%)
- Teacher names (53%)
- Opportunities to learn about the new school (e.g. tour, orientation) (46%)
- Uniform requirements (45%)
- After-school activities (39%)
- Number of homerooms per grade (36%)
- Programs offered (34%)
- Whether PreK is offered (33%)
- Enrichment or exploratory classes (33%)
- Selected by <30% of respondents: before-school care availability, mascot, school events, curriculum, teaching approach, school handbook, school report card, grading policy

Elementary Exploratory Classes

What are the most important exploratory or enrichment classes for elementary students? (Select up to 4)

- Physical education (83%)
- Music (75%)
- Art / Visual Arts (73%)
- STEM (53%)
- Selected by <40% of respondents:
 - Health (25%)
 - Library (23%)
 - World languages (20%)
 - Dance (17%)
 - Drama/Theater (5%)

Note: 112 Responses

Middle Exploratory Classes

What are the most important exploratory or enrichment classes for middle school students? (Select up to 6)

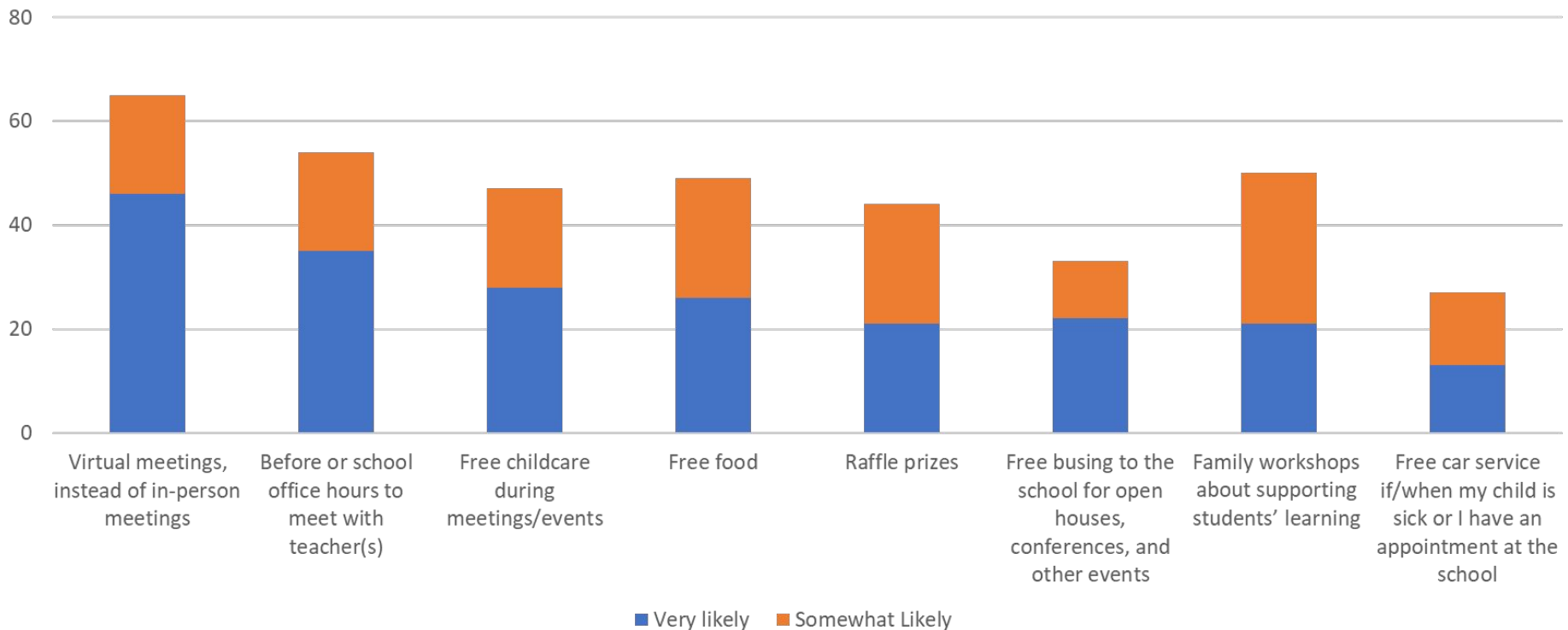
- Physical education (66%)
- Art / Visual Arts (61%)
- STEM (61%)
- Consumer Sciences (e.g. cooking, sewing, balancing checkbook) (58%)
- Health (57%)
- Music (57%)* <Some people may have chosen both, so 57% may be overstated>
 - Instrumental (35%)
 - Choral (23%)
- Career vocational exposure / “shops” (53%)
- World languages (41%)
- Selected by <40% of respondents:
 - Drama/Theater (26%)
 - Library (18%)
 - Dance (14%)

Note: 110 Responses

Services to offer to promote family involvement

(note: many schools had low participation)

FOR PARENTS/GUARDIANS ONLY: We want to promote family involvement at all schools. Research shows that family involvement in middle school decreases, especially if the school is not within walking distance to the home. How likely are you to use any of the following resources? (Very likely, somewhat likely, not likely)



Additional slides from Phase 1 Summary



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Additional Recommendations from Phase 1

- Keep staff and students together to the extent possible
- Provide opportunities for staff and students who move schools to get to know the new school and each other
- Limit the disruption and/or carefully plan for the transitions for students in sub-separate programs (especially ABL)
- Consider allowing next year's 5th grade students to remain at their current school so they don't move two years in a row

Common Questions/Considerations from Phase 1

- Which elementary school should have the full vs. partial DL program?
- How many school-zone preference vs. district-wide seats in the dual language program?
- How will families be supported in accessing the school if not within walking distance of the school?
- Who will be eligible for transportation?
- What improvements will be made to facilities?
- How will school hours change?
- How will zone appeals be handled?
- Where will students who choice into HPS go to school?
- What will the uniform expectations be?
- How will HPS/the school encourage strong family involvement?

Staff Reassignment/Transfer Process

- Overall: Puts student needs first, while honoring the importance of relationships
- Timeline Highlights:
 - October 28: final process shared
 - Mid-November: Impacted status notification
 - Mid-December: Reassignment
 - January: Special transfer process opens

Staff Reassignment/Transfer Process

- Extensive discussion on whether to collection preferences upfront - decided not to because:
 - Majority of staff liked staff reassignment first
 - Would delay the timeline of notification until potentially after December break
 - Could compromise ability to ensure equitable staffing across buildings
- Based on feedback, we made modifications:
 - Named the factors considered in reassignment
 - Named staying with current teams when possible
 - Added notifying all staff of status, not just impacted staff
 - Knowing the placement of leadership teams before the transfer process