

BUILDING THE EDUCATIONAL FUTURE OF SLATE VALLEY

EXPLORATION OF FACILITIES NEEDS AND PROPOSED DISTRICT RENOVATIONS/BUILDING IMPROVEMENTS

WORKING DOCUMENT - SLATE VALLEY INNOVATION COMMITTEE

Draft 3B (Revised)

March 7, 2019, 2019

Executive Summary:

To be added

Introduction:

The formation of the new *Slate Valley Unified Union School District* has opened the door to new possibilities in our collective journey to strengthen and enhance the educational opportunities for all the children we now serve. Over the past year with the help of citizens across our district, the Board forged a new and vibrant vision of the future of our schools:

District Vision: *All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.*

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers and learners who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity and culture, act responsibly, and contribute to our community.

Our Educators believe in providing for the social, emotional, and academic needs of every child so that they feel connected, safe, and respected. They are committed in offering a challenging and engaging atmosphere in which all members of the school community can learn and grow.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child's education. Our community is passionate about equitable educational outcomes for all students.

Our Schools offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

It is now time to establish specific strategies that will make that vision a reality. To that end, The Slate Valley Unified Union School Board (SVUUSD) established the *Slate Valley Innovation Committee* to develop a plan to expand educational opportunities for students and help address the financial burden of rising operational costs and growing deferred maintenance needs.

Specifically, The Slate Valley Unified Union School Board charged the Innovation Committee with exploring the educational costs and benefits of:

- Addressing the current facility and infrastructure needs of schools across the district (including core maintenance);
- Creating a new district Middle School for 7th and 8th graders;
- Enhancing the delivery and quality of district preschool educational programs through a collaboration with Castleton University;
- Identifying facility enhancements to support the educational and instructional vision and goals of the district;

through the creation of a long-term facilities plan that is fiscally responsible, ensures equity and opportunity for all Slate Valley students, and delivers schools that are both energy efficient, and environmentally friendly .

The short and long-term facilities needs of Slate Valley schools including an energy audit of our existing buildings, the educational specifications for designing a district middle school including a cost/benefit analysis of undertaking such a project, and an exploration of a proposed partnership with Castleton University to better serve our Pre-kindergarten students, are all outlined below:

PART 1: CORE FACILITY NEEDS AND PROPOSED DISTRICT-WIDE RENOVATIONS/ENHANCEMENTS

1. Introduction:

What follows is a comprehensive list of the current facility needs in Slate Valley and proposed enhancements required to secure our district's educational future. Some of those needs involve major upgrades in core infrastructure that will most likely require a multi-year bond to address properly. Others, like ongoing maintenance, are in the process of being evaluated and prioritized for possible inclusion in the district's annual budget(s). It is possible, however, that some maintenance issues might best be addressed through bonding as well. The final category identifies potential facility upgrade/enhancements designed to support the district's current and emerging educational/instructional goals. As such, this entire list is tentative and developed for the purpose of generating discussion throughout the district aimed at arriving at a long-term facilities plan for Slate Valley.

Note: This current facilities overview was generated by district and building level sub-committees but still needs additional vetting by the Innovation Committee, School Board, and community before being finalized and costed out.

2. Summary Rationale:

The rationale for developing a long-range facilities plan for Slate Valley is grounded in two important challenges facing the schools in our district:

1. Our current facilities, in varying degrees, have serious problems that need immediate attention related to aging infrastructure; ADA and other compliance issues; student safety, security, and quality of life; and deferred maintenance. In addition, any goal to control long-term increases in district spending would benefit from steps aimed at making our schools more energy efficient and operationally cost-effective.
2. Our schools no longer fully support either the existing or future educational programs that this community desires for its children. Addressing our facility needs is an essential step in realizing our district's educational vision. (*see above*)

Specifically, our district is currently in the process of implementing major instructional initiatives to achieve a fully realized system of proficiency-based teaching and learning designed to:

- Increase student engagement by providing more opportunities for personal responsibility and by encouraging and guiding our students to act with "voice and choice" in charting their learning.
- Increase student academic performance and mastery through remediation and enhancement of student learning in individualized and small group instruction.
- Encourage and support our teachers to:
 - Employ an expanded array of differentiated, student-centered instructional practices that are at once rigorous, authentic, experiential, and individualized.
 - Develop instructional programs that recognize that learning happens everywhere - programs that shift their focus to teaching students how to learn and to make that learning "stick" by connecting that learning to the real-life challenges facing them both now and in the future.
- Build more supportive learning communities through emotional support and targeted intervention programs designed to serve all our students, but particularly those in crisis.
- Foster within our greater students environmental awareness and responsibility.

In addition, our district is working closely with its instructional staff to support them in developing and employing student-centered practices designed to achieve these goals – learning opportunities that shift the focus of instruction towards teaching students how to learn and connect that learning to the real-life challenges that will face them when they graduate regardless of the next step in their lives.

These initiatives require facilities that offer flexible, resource rich classroom configurations for large and small group instruction; rooms for individual conferencing and intervention; enhanced building security; student project and maker spaces (including space for students to store their work); alternative program spaces; outdoor and community-based learning venues; not to mention new instructional spaces dedicated to teaching interdisciplinary approaches to the study of Science, Technology, Engineering, Art, and Math.

In addition, these facilities need to welcome, encourage and enable families and community members to become active partners in the education of our community's children. Finally, as a unified district our facilities must reflect and support our collective effort to ensure equitable educational opportunities for all the students we serve.

3. Elementary Facility Needs and Proposed Renovations by School:

Benson Village School:

Core Infrastructure:

Roof Replacement

Maintenance:

Flooring replacement

Window replacement

Painting

Bathroom upgrades: toilets, stalls, tile, etc.

Phone system

Intercom Upgrade

Security System Upgrades

Paving

Proposed Facility/Program Upgrades:

Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Benson will pick up 1 classroom (science) to address some of these needs)

Draft Plan for Reconfiguring Classroom Space at the Benson Village School
December 12, 2018

Plan to address the following facility/education goals:

- Create a new STEM Science/Discovery instructional space

With the matriculation of 7th and 8th graders to a new district middle school, Benson will gain 1 science lab classroom. We recommend that it be refurbished as a PreK-6 building level science/discovery space.

If enrollment numbers increase to 10 per grade level, we will separate our 1/2 and 3/4 combined grades back out. This will still leave us with the opportunity to keep our newly created Tech Room, Home School Coordinator Office, and Spanish classroom intact.

We will also have the ability to run a full day PreK program and utilize all of the Specials and the cafeteria with our PreK students.

Additional Upgrades for consideration:

- Upgraded Art and Music Space
- Outdoor Learning spaces

Castleton Elementary School:

Core Infrastructure:

HVAC

Maintenance:

Concrete classroom entrances walkways

Classroom Snow Guards

Electrical subpanel upgrades

Interior lighting

Resurface/Crack fill parking lot

Rear parking lot paving

Oil tank replacement

Main entrance hall lighting/ceiling

Front entrance doors/security

Phone system

Security System Upgrades

Note: Recommended priorities: Address safety/security, then compliance issues.

Proposed Facility/Program Upgrades:

Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Castleton will “lose” 1 general classroom areas to accommodate the return of 6th graders. The consensus at the building level is that the school has enough underutilized space to meet the educational needs of those additional students.

CES Innovation Draft Plan for Castleton Elementary Integration of Grade 6
December 10, 2018

Plan to address the following facility/education goals:

- Make room for “returning” 6th graders from Castleton Village School

CES will lose one classroom when 6th graders return to our building. This is not an issue as we have space to move/reconfigure current classrooms to accommodate this.

Our draft plans for reconfiguration include placing the 6th graders in the wing where the gym is. We propose moving the band room to that wing as well. Current special education rooms, the alternative room, the conference room and Latitudes may need to move. We have space to relocate these rooms in other parts of the building.

Upstairs, we propose possibly locating a special educator for grades 4 and 5 who will remain on the second floor. This might involve soundproofing a room due to noise from the gym directly below.

Soundproofing would be necessary for the band room if it is relocated near the gym.

Other plans include taking some large classrooms, such as the current schoolwide teacher's rooms and/or special educator's rooms and speech and making those larger classrooms two rooms instead of one. This would involve putting up a wall, which could be permanent or a sliding wall. We do not support dividers as they still let in a lot of noise and are not conducive to focusing students on instruction.

Additional Upgrades for Consideration: (Prioritized)

1. Pre-School Playground Upgrades (Access and Fenced in) (Compliance issue)
2. STEM/Tech Space
3. Stage/Performance Space
4. Upgraded Maker Spaces
5. Outdoor Learning areas
6. Designated After School Program Area

Castleton Village School:

Core Infrastructure:

Deferred part of planning process pending exploration of the benefits and costs of creating a district Middle School.

Maintenance

Suspended ceiling old section building
Replace air handlers
Courtyard pavement removal
Resurface/Crack fill parking lot
Front entrance
Principal's office enlarge storage room
Rear drive pavement

Proposed Facility/Program Upgrades:

Deferred part of planning process pending exploration of the benefits and costs of creating a district Middle School.

Fair Haven Grade School:

Core Infrastructure:

Elevator Replacement
ADA Access to 4th Floor
HVAC – 4th floor

Maintenance:

Current #1 priorities:

- Front Walkway
- Oil tank replacement
- Office relocation / security updates

Other Maintenance:

- Gym Entrance Concrete
- Resurface/Crack fill parking lot
- Front door replacement
- Phone system
- Security System Upgrades
- Window Upgrades in “old section” of building?

Note: Unclear when roof will need additional work

Proposed Facility/Program Upgrades:

Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Fair Haven Elementary will pick up 5 general classroom areas to address some of these needs)

Draft Plan for Reconfiguring Classroom Space at the Fair Have Grade School
December 12, 2018

Plan to address the following facility/education goals:

- ADA access to 4th floor: (move current classrooms)
- Reconfigure Music Area
- Maker Spaces including STEM/Tech area
- Office Space for Service Providers
- Conference Spaces
- Additional Storage

This year:

Move main office to grade 2 classroom by ramp entrance. Reconfigure current office to a classroom, and student support center space (keep Asst. Principal and Special Education. Director office as one room for student support center).

Future plan if grades 7 & 8 go to the high school:

Move grades 4-6 to the current middle school floor. They would have access to a science lab facility that would complement STEM projects and include technology.

The vacated 4th and 5th grade space would then become support services and office space. School-wide teachers, special educators, SLP's and mental health providers would have

instruction and office space on this floor. That would free up classroom space on the handicapped accessible floors.

Alternative program for grades 4-6 will remain on the current middle level, providing integrated opportunities with grade 4-6 Tier 1.

Potential reconfiguration of the learning center/ large conference room to include a makers space/STEM space with new furnishings that is size appropriate and student friendly.

Potential reconfiguration of small conference room, school-wide room, speech room, guidance room to make Conference room spaces.

Potential reconfiguration of the cafeteria to include the band space with updated acoustical sound softening. Updated cafeteria design/ seating needed to accommodate two lunches K-3, 4-6. Use folding petition for band rehearsal.

Additional Upgrades for consideration:

High Priority:

- Reconfigured Bus Drop-Off and Pickup and Student Entrance Area
- Expansion of cafeteria space to free up gym and ease scheduling conflicts (possibly into current music room)

2nd Tier:

- Stage/Performance Space
- Upgrade Kitchen facility – Freezer Coolers
- Outdoor learning areas
- Designated After School and Vacation Program Area
- Pre-School Playground Upgrades (Access and Fenced)

Orwell Elementary School:

Core Infrastructure:

Gym
Cafeteria
Kitchen
HVAC

Maintenance:

Fire Panel Replacement
Intercom Upgrades
Phone System
Security System Upgrades
Bathrooms (old wing)
Roof maintenance
Oil tanks
Window Upgrades

Proposed Facility/Program Upgrades:

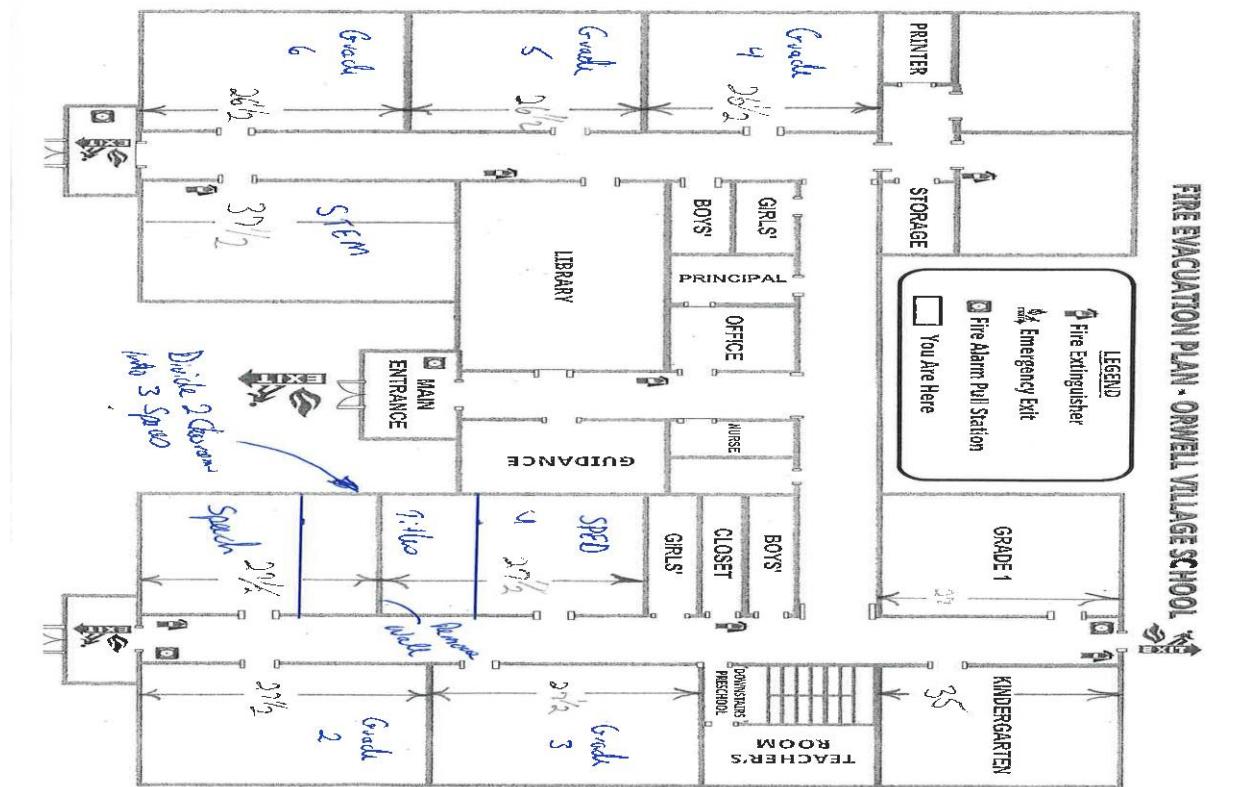
Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Orwell will pick up 2 general classroom areas to address some of these needs)

Draft Plan for Reconfiguring Classroom Space at the Orwell Elementary School
December 12, 2018

Plan to address the following educational goals:

- Creating a 4, 5, 6 “upper school wing
- Creating a new STEM/Tech Maker Space
- Allocating additional space to support programs

Proposed Drawing:



Additional Upgrades for consideration:

- Create covered walkway for bus pick-up and drop-off.
- Larger art/music spaces
- Parking
- Storage Space

4. Facility Needs and Proposed Renovations Fair Haven Union High School:

Statement of Need/Rationale:

To be added

Core Infrastructure:

HVAC Replacement

Electrical Upgrade

Plumbing Upgrade

ADA Compliance

Kitchen Facility Upgrade

Capacity to secure areas of building when some sections are open for public use.

Elevator

Maintenance:

Bathrooms

Floor Tiles

Ceiling Tiles

Painting

Interior lighting

Resurface/Crack fill parking lot

Restripe parking lot

Locker replacement – Fewer and larger lockers needed; hallways seating, display areas?

Intercom Speakers

Security System Upgrades

Proposed Facility/Program Upgrades:

High Priority:

- » 1 Cognitive Impairment Classroom Area: (6-8 students)
- » Upgraded Athletic Locker and Team Rooms
- » Reconfigured/Re-Designed Art and Music areas; more music storage; practice areas with capacity of 400-450 Multi-purpose performance/exhibition/presentation space (*shared space with middle school*)
- » Upgraded Science Rooms – furniture and fixtures
- » Student Gathering/Social Spaces – Renovation of cafeteria for and Multi-use (and Kitchen); study areas, conversation areas; small exhibition/performance spaces for student exhibitions and presentations, coffee houses, etc.
- » Multiple Fabrication/Maker/Tech Spaces for student projects – different focus/use.

- » Additional Field Space.

For Additional Consideration:

- » Improved access to exterior green houses
- » Conference spaces
- » Small group student work areas
- » Gallery and exhibition spaces for student work
- » Teacher work areas/desks and prep areas to promote collaboration and maximize instructional use of core classrooms
- » Green spaces within building
- » Natural lighting – skylights? Re-open front of building?
- » Turf Field – increased use, longer seasons

Note: A second gym with elevated indoor track listed as part of educational specifications for a district middle school.

5. Proposed District Facility/Program Upgrades:

Alternative Education Spaces - Embedded in existing school(s):

- One K-3 program (6-8 students) at Fair Haven Grade School
- One 4-6 program (6-8 students) at Castleton Elementary School
- One 7/8 program (6-8 students) at District Middle School
- One Cognitive Impairment program (6-8 students) at High School

PART 2: PROPOSED DISTRICT MIDDLE SCHOOL – EDUCATIONAL SPECIFICATIONS

Introduction:

The formation of the Slate Valley Unified Union School District has opened up the possibility of creating a district middle school to serve all of the 7th and 8th grade students across the communities that make up the new union – Benson, Castleton, Fair Haven, Hubbardton, Orwell, and West Haven. Currently these students are served in four separate elementary schools across the district – The Benson Village School, The Castleton Village School, The Fair Haven Grade School, and Orwell Village School.

Over the last 5-10 years, many of our elementary schools have seen a drop in their total enrollment, a trend that while stabilizing somewhat is expected to continue in some of our communities.

Currently, 7th and 8th grade enrollment is:

	7 th Grade	8 th Grade	Combined
Benson Village	10	11	22
Castleton Village	34	39	73
Fair Haven	33	39	72
Orwell	15	14	29
Total	92	103	195

By 2023-2024, that enrollment is expected to drop further by 14 students. **Based on current enrollment and existing enrollment trends.*

	7 th Grade	8 th Grade	Combined
Benson Village	7	3	10
Castleton Village	33	37	70
Fair Haven	46	24	70
Orwell	11	20	31
Total	97	84	181

In light of these enrollment trends, one of the central goals of this proposal is to create facilities that support educational programs that will make Slate Valley an attractive district for families to move to in order to raise their children.

In addition, in the face of declining enrollments, one of the instructional challenges facing the district is ensuring equitable educational opportunity for all our students. As enrollments decline, there is often not a critical mass of students to support the full range of program offerings typically offered to 7th and 8th grade students in Vermont. e.g. Arts, Foreign Languages, STEM, etc. and/or to provide these opportunities with the requisite number of instructional minutes needed to fully support quality instruction in these areas of the curriculum. In addition, a district comparison of the program offerings at each of the district's elementary schools revealed that some disparities, while not great, already exist in our instructional programs and may become greater if not addressed.

In addition, maintaining educational opportunity in the face of declining enrollments becomes increasingly more expensive for local communities. As teachers serve fewer and fewer students, education spending per equalized pupil rises, driving homestead tax rates higher at the local level. (*See: Slate Valley Unified Union Act 46 Final Report*) When class sizes diminish too much, programs are often cut in an attempt to control spending, leading to reduced educational opportunity for students throughout the district.

Given those realities, the essential question before the committee is, "Would the creation of a district middle school lead to increased educational opportunity and a more diverse and developmentally appropriate learning environment for our children while at the same time delivering those benefits in a more cost-effective manner for Slate Valley taxpayers."

Education Specifications:

I. Description of Instructional Program to be Housed -

A. Enrollment: 180 – 200

B. Program to be Housed:

- Multiage 7/8 instructional groups
- Team Structure:
 - Four Core Teachers: Language Arts; History/Social Studies; Math; Science; Special Educator.
- 2-3 Core Instructional Teams
- 7-hour, 15-minute school day (435 minutes)
- Flexible Block Schedule:
 - Capacity for teachers to adjust daily instructional plan and groupings.
 - Teacher Planning Time
 - Team Planning Time
 - Flex: Instructional Support/Enrichment Time; Advisory; Team Meetings.

C. Curriculum/Program of Study: (See Below)

D. Site/Facility/Design Needs:

- Building identity/separation if housed on current high school site.
- Gym and cafeteria access that does not drive schedule.
- Student gathering areas - Capacity for Team and All-School Meetings.
- Room organization built around team/pod structure.
- Flexible core instructional spaces; capacity to open one core classroom to another.
- Resource centers for books, media, and tech.
- Multiple small-group, maker, and conference spaces for each team and for support programs. Small group/maker spaces with specialized uses – arts electives, tech, life skills, STEM, etc.
- Individual student project areas – (sightlines, oversight)
- Small Exhibition/Presentation Areas/Spaces (in resource areas)
- Performing arts instructional space organized around a 400-450 Multi-purpose performing arts performance/exhibition/presentation space. (*shared space with high school*)
- Outdoor Education areas; easier access to outdoors
- Teacher work areas for preparation, collaboration, and team meetings
- Office/conference space for admin team and support staff
- Storage for furnishings, etc.
- Student lockers big enough for coats, books, and athletic storage.
- Balance security needs with openness
- Recycling Areas, composting, etc.
- Single user bathrooms along with larger bathrooms – gender issues; special needs
- Lots of natural lighting; natural materials – wood, stone
- Color and flexible room shapes – not boxes; connections between classrooms and areas
- Common areas with multiple purposes – eating, etc.
- Gym and locker room/additional field space

E. Location:

After reviewing potential sites for locating a new district middle school within the geographic boundaries of the new Slate Valley Unified Union School District, the Committee concluded that the only educational complex large enough to meet the needs of a self-contained, autonomous middle school was on the grounds of Fair Haven Union High School.

In addition, locating a middle school on the grounds of the current high school would provide students with additional opportunities for academic acceleration and

enriched access arts and co-curricular programs (athletics, clubs, and extra-curriculars)

Finally, siting a middle school on the grounds of the current high school would lead to:

- Greater operational efficiency – space utilization, staffing, field space.
- A more cost-effective district-wide renovation plan to address our school's current facility needs.

II. Draft Curriculum/Program of Study:

TWO-TEAM INSTRUCTIONAL MODEL: #1 – PROGRAM ANALYSIS

(Note: See Appendix A for Two-Team Schedule Mock-up)

A. Core Instructional Block (Meets Daily for 200 minutes) (Team led and designed)

- a. 2 Core Instructional Teams – serving 90-95 students
- b. Average class size: 22-24 students
- c. **Core content: English, Math, Science, Social Studies**

B. Specials/PE/Flex Time Block

- 100 Minute Block: Specials *scheduled against* PE/Flex Time

Specials Block:

- Two Specials blocks per day - One block for each team; 50-minutes per block
- Individual Specials rotate every 9 weeks/4 times per year
- Proposed Course Offerings: Art/Health/Tech/World Language/Music (Other?)**
- Average Class size: 11-12 students
- Team planning time during specials block

PE/Flex Time Block:

- Two PE/Flex Time blocks per day - One block for each team
- PE Program Alternates with Flex Time
- Alternating Day Schedule or 3/2 weekly rotation that changes each quarter
- 3 days of PE and 3 days of Flex over 6-day rotation
- Physical Education**
- PE Class size: 22-24 students
- Requires a full-size gym with divider to accommodate two PE classes per block led by two teachers.
- Flex Time: Enrichment/Remedial Support; Class Meetings; Advisory**
- Flex Time Class Size: 9-11 (45 students – 4 core teachers and 1 special educator)

C. Lunch/Arts Block

- 100-minute block divided between Lunch/Recess and Arts Electives
- 50-minute elective classes per day; 50-minute lunch/recess period per day
- Arts Block: Band, Chorus, Studio and Performing Arts electives. (other?)**
- Student choice of electives.

- Possible configurations in Band and Chorus – whole group and sectional rehearsals;
Note: music students could access another elective during a sectional rehearsal they are not attending or access individual practice rooms, projects, etc.)

THREE-TEAM INSTRUCTIONAL MODEL: #2 - ANALYSIS

(Note: See Appendix B for Three-Team Schedule Mock-up)

A. Core Instructional Block (Meets Daily for 200 minutes) (Team led and designed)

- 3 Core Instructional Teams – serving 60-66 students
- Average class size: 15-17 students
- Core content: English, Math, Science, Social Studies

B. Rotational Blocks – Specials; PE/Health; Flex Time

- 3 Rotational blocks each day
- Each rotational block = 45 Minutes, 5-days per week
- Every Team scheduled for 45 minutes per day of Specials, PE/Health, and Flex Time

Specials Block

- Three specials classes per day - One class for each team
- Specials rotate every 9 weeks/4 times per year
- Specials: Studio Art, World Languages, STEM (Engineering/Robotics), Research (Humanities/Media Production), General Music, Life Skills, (other choices/sequences?)**
- 45-minutes per class
- Class size = 15-17 students
- Team/Individual planning time during specials block

PE/Health Block

- Three PE/Health classes per day - One PE/Health rotation for each team
- 45 minutes per class
- Program: 4 days of PE and 2 days of Health over 6-day rotation**
- Class size = 20-22 students
- Requires a full-size gym with divider to accommodate two PE classes per block led by two teachers.
- Team/Individual planning time during PE/Health block

Flex Time Block

- Flex time: Remediation, Enrichment; Individual and Group Project Time; Advisory (PLP's); Whole group meeting time**
- Class Size: 12- 14 (60 students working with core team – 4 teachers, 1 special educator, support staff)
- Flex meets 5 days per week for each team; one block daily
- 45-minutes per block

C. Lunch/Arts Block

- 90-minute block divided between Lunch/Recess and Arts Electives
- 45-minutes for Arts each day
- Band, Choral, Drama, Studio Art – (pottery, stained glass, jewelry, painting)
- Student choice of electives.
- Possible configurations in Band and Chorus – whole group and sectional rehearsals;
Note: music students could access another elective during a sectional rehearsal they are not attending or access individual practice rooms, projects, etc.)
- 45-minute lunch/recess block per day.

Two-Team vs Three-Team Program Comparison

Two Team Structure	Three Team Structure
Core Program:	Core Program:
Same Program of Study	Same Program of Study
200 Minutes per day	200 minutes per day
Core Program Class Size: 22-24 students	Core Program Class Size: 15-17 Students
Specials:	Specials
50 Minutes per day	45 Minutes per day
4 Rotations every nine weeks	4 Rotations every nine Weeks
4 Electives including Health	4 Electives (not including Health = additional subject area)
Average Class Size: 22-24 students	Average Class Size: 15-17 students
Flex Time (Alternates with PE)	Flex Time
50 Minutes	45 Minutes
Class alternates w/ PE (5 days per week (180 classes – 8100 m)
90 classes; 4,500 minutes of instruction/year	180 classes; 8,100 minutes of instruction/year
“Class” Size: 6 - 10 students	“Class” Size: 6 - 14 students
Physical Education (Alternates with Flex)	Physical Education (Alternates with Health)
Same Program of Study	Same Program of Study
50 minutes	45 Minutes
Class alternates w/ Flex	6 day cycle = 4 periods PE and 2 periods Health
90 classes; 4,500 minutes of instruction	30 cycles = 120 classes; 5,400 minutes/year
Class Size: 22-24 students	Class Size: 20-22 students
Health (as part of Specials rotation)	Health
50 Minutes	45 Minutes
Class Meets for 9 weeks	6 day cycle = 2 periods Health and 4 periods PE
45 Classes; 2,250 minutes per year	30 cycles = 60 classes; 2,700 minutes per year
Average class size 22-24 students	Average class size 20-22 students
Arts Electives	Arts Electives
Same Program of Study	Same Program of Study
50 Minutes per day	45 Minutes per day
Lunch/Recess	Lunch/Recess
50 Minutes per day	45 Minutes per day

III. Projected Staffing: (*Estimates for architectural planning only*)

A. Instructional Model #1 – 2 Core Teams

Instructional:

Core Instructional Staff (English, Math, Science, Social Studies):	8 FTE
Physical Education	0.8 FTE
Music (.2 band; .2 chorus)	0.4 FTE
Additional Electives	0.4 FTE
Studio Art (Special)	0.4 FTE
World Languages (Special)	0.4 FTE
Health (Special)	0.4 FTE
STEM (Special)	0.4 FTE
Resource/Media/Tech Integration Specialist	1 FTE

Instructional Total: (Current: 19.41) 12.2 FTE

Special Education

Teachers	2 FTE
Alternative Program	1 FTE

Special Education Total: (Current: 3) 3 FTE

Notes:

Teacher FTE's based on projected case loads

Para's are student specific (no way to predict)

Administrative/Support

Principal	1 FTE
Ass't Principal/Special Ed Director	1 FTE
School Nurse (Shared with High School)	1 FTE
School Counselor	1 FTE
School-Based Clinician	1 FTE
Home/School Coordinator	1 FTE
School Secretaries	2 FTE

Administrative/Support Total: 8 FTE

Total FTE: **23.2 FTE**

B. Instructional Model #2 – 3 Core Teams

Instructional:

Core Instructional Staff (English, Math, Science, Social Studies):	12.0	FTE
Physical Education	1.2	FTE
Health	0.6	FTE
Music (.2 band; .2 chorus)	0.4	FTE
Additional Electives (Arts, etc.)	0.4	FTE
Studio Art (Specials)	0.6	FTE
World Languages (Specials)	0.6	FTE
STEM (Specials)	0.6	FTE
Research (Specials)	0.6	FTE
Resource/Media/Tech Integration Specialist	1.0	FTE

Instructional Total: (Current: 19.41) 18.0 FTE

Special Education Total: (Current: 3) 3 FTE

Notes:

*Teacher FTE's based on projected case loads
Para's are student specific (no way to predict)*

Administrative/Support

Principal	1	FTE
Ass't Principal/Special Ed Director	1	FTE
School Nurse	1	FTE
School Counselor	1	FTE
School-Based Clinician	1	FTE
Home/School Coordinator	1	FTE
School Secretaries	2	FTE

Administrative/Support Total: 8 FTE

Total FTE: 29 FTE

IV. Summary: Proposed Educational Specifications for District Middle School (new section)

Note: Facility differences between the models are highlighted in green.

A. Instructional Model #1 (Two Core Teams)

- » School Gathering/Resource Center – Multi-purpose: individual and small group seating arrangements; food service areas; resource and project areas, presentation spaces; meeting spaces, etc.
- » 8 Total Classrooms (2 team classroom pods); {4 Core Classrooms per “pod”- 1 Language Arts; 1 History; 1 Math; 1 Science lab} {Flexible teaching and work areas for whole, small, and individual instruction}
- » 4 Maker Spaces:
 - 1 Life Skills Space – Work Kitchens, Washer/Dryer, etc.
 - 1 STEM Space – Engineering, woodworking, metalworking, robotics, etc.
 - 1 Research/Media Lab – computers, 3-D printers, music/pod-cast recording and editing equipment, video recording and editing, green screen, etc.
 - Art Studio
- » 1 Music Classroom? (depending on Specials rotation)
- » Band and Choral facilities – perhaps as part of a shared multi-purpose performance space with high school.
- » 1 Gym with fitness and aerobics areas (dance, aerobic workouts); and running track (elevated?)
- » 1 (425-450 seat) Multi-purpose “black box” for performing arts including music, theater, and dance; practice areas; large and small group meetings/presentations, flexible seating, etc. (perhaps shared with high school)
- » 1 alternative classroom area (7/8 grades) (6-8 students)
- » Office/Conference Spaces for Administrative Team and Support Staff

B. Instructional Model #2 (Three Core Teams)

- » School Gathering/Resource Center – Multi-purpose: individual and small group seating arrangements; food service areas; resource and project areas, presentation spaces; meeting spaces, etc.
- » 12 Total Classrooms (3 team classroom pods); {4 Core Classrooms per “pod”- 1 Language Arts; 1 History; 1 Math; 1 Science lab} {Flexible teaching and work areas for whole, small, and individual instruction}
- » 4 Maker Spaces:
 - 1 Life Skills Space – Working Kitchens, counters, cabinets, washer/dryer, etc.
 - 1 STEM Space – Engineering, woodworking, metalworking, robotics, 3-D printers, etc.
 - 1 Research/Media Lab – computers, 3-D printers, music/pod-cast recording and editing equipment, video recording and editing, green screen, etc.
 - 1 Art Studio

- » 1 Music Classroom? (depending on Specials rotation)
- » Band and Choral facilities – {perhaps as part of multi-purpose performance space}
- » 1 Gym with fitness and aerobics areas (dance, aerobic workouts); and running track (elevated?)
- » 1 (425-450) Multi-purpose “black box” for performing arts including music, theater, and dance; practice areas; large and small group meetings/presentations, flexible seating, etc. (perhaps shared with high school)
- » 1 alternative classroom area (7/8 grades) (6-8 students)
- » Office/Conference Spaces for Administrative Team and Support Staff

Projected Construction and Program Delivery Costs

To be added

Summary Costs/Benefit Analysis

To be added

**PART 3: PROPOSED PK PARTNERSHIP WITH CASTLETON
FUTURE OF CASTLETON VILLAGE SCHOOL**

To be done

PART 4: ENERGY AUDIT – PROPOSED RENOVATIONS/UPGRADES

To be done

PART 5: COST/BENEFIT ANALYSIS & SUMMARY RECOMMENDATIONS

To be done

PART 6: PROJECT TIMELINE

To be done

Appendix A:

Mock Schedule #1: Two-Team Instructional Model

Total School Day: 7 hours 25 minutes with 5-minute passing times; 7 hours 15 minutes with 5-minute passing times.

	Monday	Notes
8:00 - 8:20	Morning Meeting	
8:25 – 10:05	Team 1: Core Block A Team 2: Core Block A	205-minute core instructional block
10:10 – 11:50	Team 1: Core Block B Team 2: Core Block B	
11:55 – 1:35	Lunch/Recess 1 then Band/Theater or Dance ----- Chorus/Arts then Lunch Recess	{Teacher Lunch plus whole school teacher meetings, student support meetings, and teacher leadership meetings depending on duty schedule} <i>Note: If a single lunch for all students were possible:</i> <input type="checkbox"/> Lunch/Recess: 11:55 – 12:35 (40-minute lunch/recess) <input type="checkbox"/> Arts: 12:40 – 1:30 <i>Rest of schedule moves up 5 minutes – day ends at 3:20 pm.</i>
1:40 – 2:30	Team 1: Specials Team 2: PE/Flex	Team 1 Teacher have core planning time; Team 2 teachers doing Flex.
2:35 – 3:25	Team 1: PE/Flex Team 2: Specials	Team 2 Teachers have core planning time; Team 1 teachers doing Flex

PE/Flex Rotation:

Team 1 Rotation: Block 4 {Students in Team 1 divided into 4 groups according to flex time needs}{e.g. half the team in Flex and half the team in PE}

PE Classes = 45 students and 2 teachers (22-23 students per section)

Flex Time = 45 students and 4 core teachers, special educators etc. (Flex groups 6-10 students depending on need and staffing)

	Monday	Tuesday	Wednesday	Thursday	Friday
Section 1	PE 1 (Teacher A)	Flex	PE 1 (Teacher A)	Flex	PE 1 (Teacher A)
Section 2	Flex	PE2 (Teacher A)	Flex	PE 2 (Teacher A)	Flex
Section 3	PE 3 (Teacher B)	Flex	PE 3 (Teacher B)		PE 3 (Teacher B)
Section 4	Flex	PE 4 (Teacher B)	Flex	PE 4 (Teacher B)	Flex

Team 2 Rotation: Block 3 {Students in Team 2 divided into 4 groups according to flex time needs};

PE Classes = 45 students and 2 teachers (22/23 students per section)

Flex Time = 45 students and 4 core teachers, special educators etc. (Flex groups 6-10 students depending on need and staffing)

	Monday	Tuesday	Wednesday	Thursday	Friday
Section 1	PE 1 (Teacher A)	Flex	PE 1 (Teacher A)	Flex	PE 1 (Teacher A)
Section 2	Flex	PE2 (Teacher A)	Flex	PE 2 (Teacher A)	Flex
Section 3	PE 3 (Teacher B)	Flex	PE 3 (Teacher B)		PE 3 (Teacher B)
Section 4	Flex	PE 4 (Teacher B)	Flex	PE 4 (Teacher B)	Flex

Specials – 4 Core Programs; Rotate every 9 weeks

Specials = 90-95 students divided into four rotating sections (22-23 students per section)

Appendix B:

Mock Schedule #2: Three-Team Instructional Model

Total School Day: 7 hours 25 minutes with 5-minute passing times; 7 hours 15 minutes with 5-minute passing times.

	Monday - Friday	Notes
Block A 8:00 – 11:20 Core (200 minutes)	Team 1: Core Instruction Team 2: Core Instruction Team 3: Core Instruction	{Core curriculum block – schedule of classes set by teachers}
Block B 11:20 – 12:50 Arts/Lunch (90 minutes)	Lunch: 11:20 - 12:05 Arts: 12:10 - 12:55 Note: Chorus plus electives ---- Arts: 11:25 – 12:10 Note: Band plus electives Lunch: 12:10 – 12:55	{Teacher Lunch plus whole school teacher meetings, student support meetings, and teacher leadership meetings depending on duty schedule} <i>Note: If a single lunch for all students were possible:</i> <input type="checkbox"/> <i>Lunch/Recess: 11:20 – 12:00 (40 minute lunch/recess)</i> <input type="checkbox"/> <i>Arts: 12:05 – 12:50</i> <input type="checkbox"/> <i>Rest of schedule moves up 5 minutes – day ends at 3:20 pm.</i>
Block C 1:00 – 1:45 Rotation #1 (45 minutes)	Team 1: Specials Team 2: Flex Time Team 3: PE/Health	{Team 1&3 Teachers: Team and Individual Planning Time}
Block D 1:50 – 2:35 Rotation #2 (45 minutes)	Team 1: PE/Health Team 2: Specials Team 3: Flex Time	{Team 1&2 Teachers: Team/ Individual Planning Time}
Block E 2:40 – 3:25 Rotation #3 (45 minutes)	Team 1: Flex Time Team 2: PE/Health Team 3: Specials	{Team 2&3 Teachers: Team/ Individual Planning Time}

PE/Health Rotation:

6 Day Rotation:

Class Size:

Health: 20-22 (1 Teacher)

PE: 40-44 (2 Teachers)

Teacher Color Code

Health Teacher
PE Teacher 1
PE Teacher 2

Note: PE Teachers: Team Teaching - Joint Planning and Delivery of Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
PE (Teacher 1)	Health (Section 1)	PE (Teacher 1)	PE (Teacher 1)	Health (Section 1)	PE (Teacher 1)
PE (Teacher 2)	PE (Teacher 2)	Health(Section 2)	PE (Teacher 2)	PE (Teacher 1)	Health (Section 2)
Health (Section 3)	PE (Teacher 1)	PE (Teacher 2)	Health (Section 3)	PE (Section 2)	PE (Teacher 2)

Specials – 4 Core Programs; Rotate every 9 weeks

Studio Art/STEM/World Language/Research(Ethics) (Other core offerings?)