

The Potential Future of L-S

December 14, 2010

Presentation to School Committee

The Challenge

Determine the best possible educational program within funding guidelines.

Projected shortfall: Over \$1.2 million

Time frame: Three years FY12 - FY14

Sudbury FinCom Three-Year Model

Fixed Variables:

- FY12 contractual obligations
- Obama “stimulus” funding ending
- Federal Jobs Grant ending

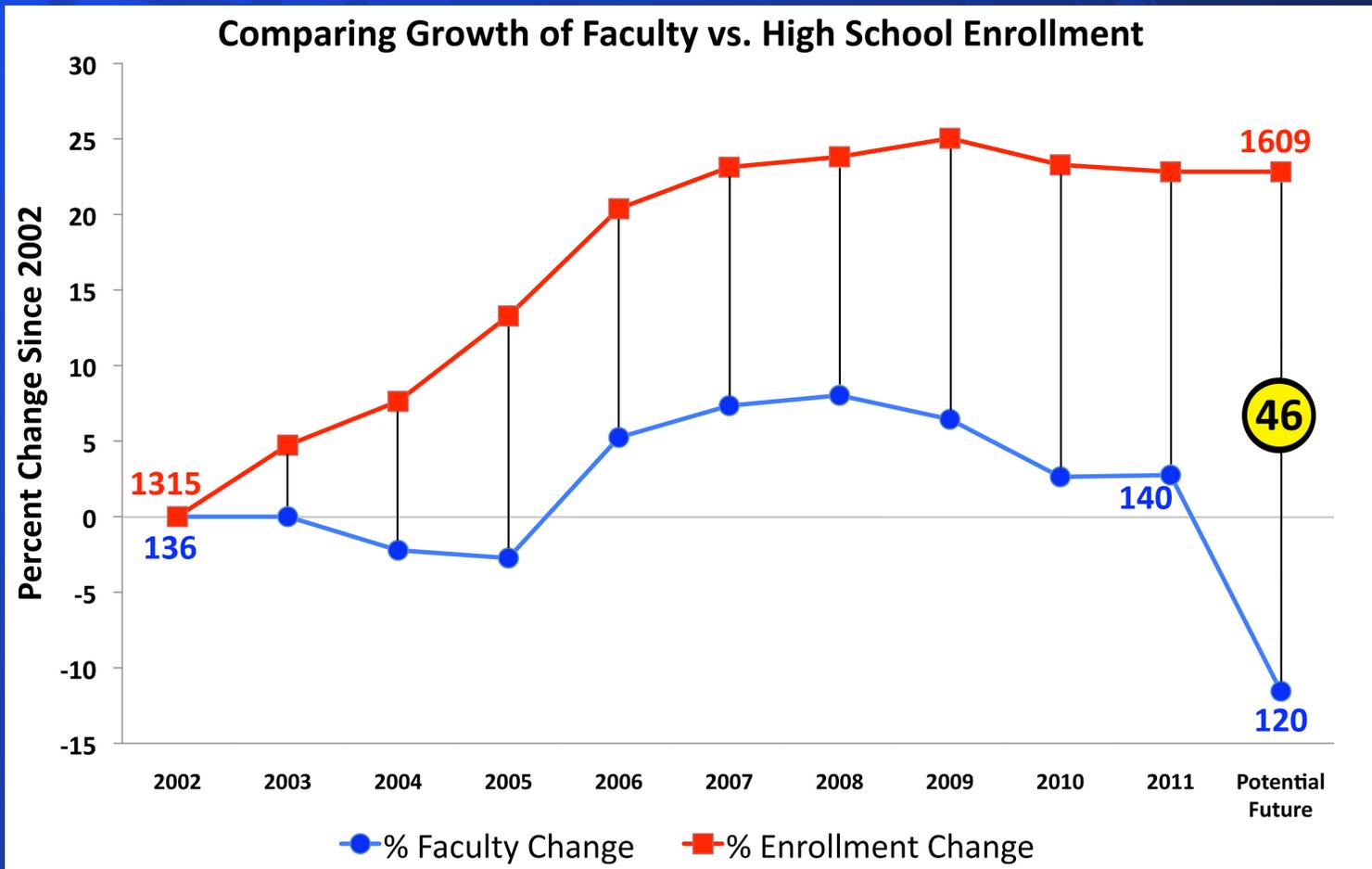
Assumptions:

- 0% *cost of living adjustment* - FY13 & FY14
- Level State aid
- Prop 2 ½ constraints

Areas of Concern:

- Escalating Out-of-District Costs
- Potential 10% cut in State aid

The Growing Gap



Overview

- Inclusive Process
- Review committee
 - Administration, School Committee, Teachers
- Communicate

What Parents Value

from parent group meeting with Superintendent/Principal

- Depth & Breadth of curriculum
- Courses meet students' needs
- Courses are appropriately rigorous
- Students bond with one or more adults
- Student success is nurtured by supportive staff
- L-S is a school where each teen finds a "home"

What Students Value

from a 2010 survey of 11th & 12th Graders

What students are proud of:

- Freedom/Choice
- Relationships
- Academic Excellence

What students would change or improve:

- Relationships
- Overcrowding
- Scheduling/Academic Concerns

What We Value

- Core Values:
 - Purposeful and rigorous academic program
 - Caring and cooperative relationships
 - Respect for differences
- Mission Statement - nurturing students who:
 - are critical thinkers and life-long learners
 - show active civic concern
- Results:



- The preparation graduates have for their futures
- The colleges our graduates attend

The Importance of Time

Students benefit when their teachers have time to:

- **Plan**
 - Research & prepare relevant, engaging lessons
 - Provide meaningful and timely feedback
- **Create**
 - Update, revise and expand content
 - Design new methods of instruction
- **Innovate**
 - Advance the curriculum – respond to demands on future graduates
 - Maximize student engagement
- **Inspire**
 - Connect one-on-one, motivate and go “above and beyond”

Concern for the Future

Compromised:

- **Academic Excellence**

- Less rigorous curriculum
- More generic assessments/less meaningful feedback
- Reduced academic risk taking

- **Experiential Learning - “Wait Your Turn”**

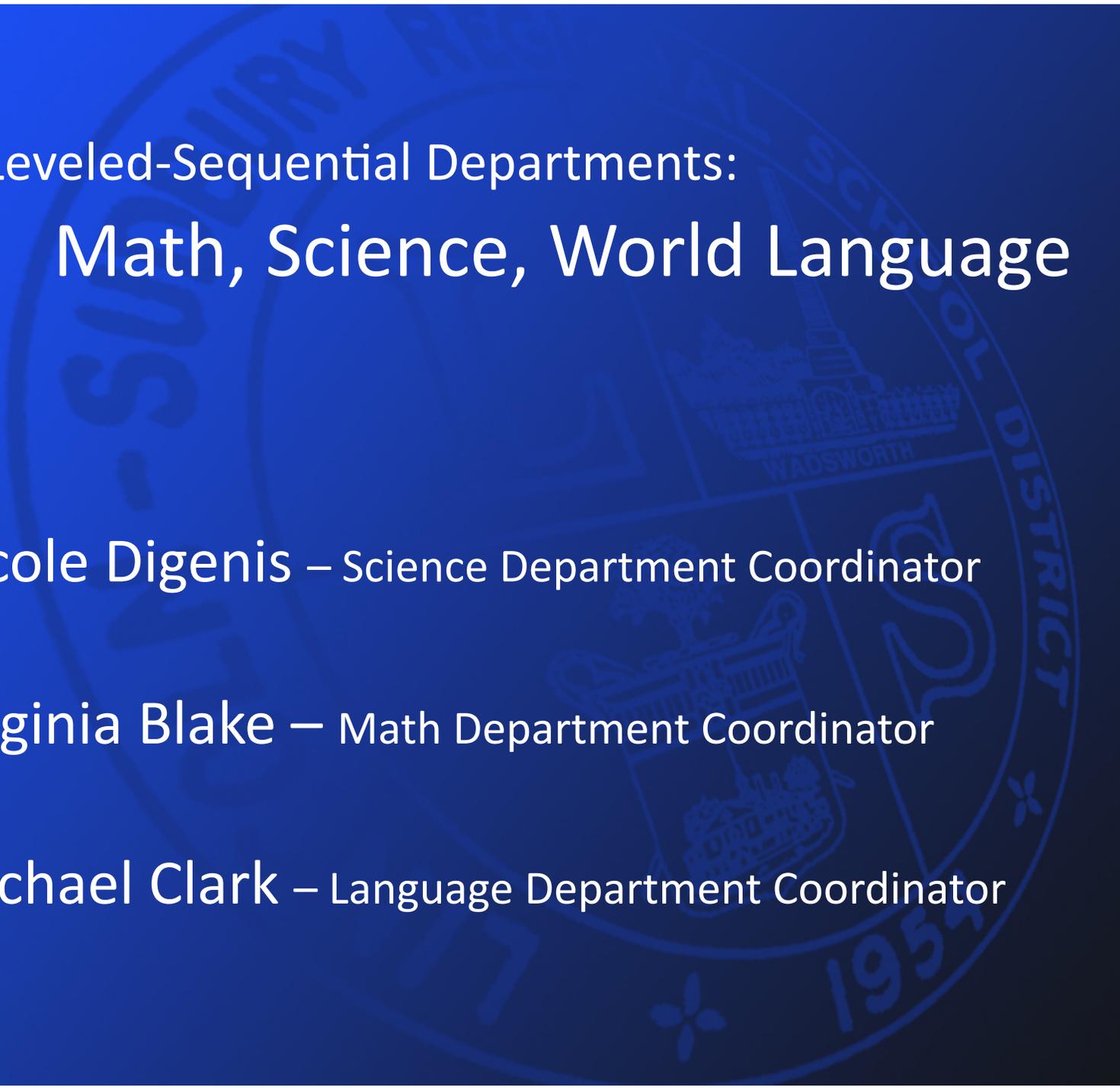
- Less “hands on” learning
- Active participants settle into becoming passive learners

- **Authentic Relationships**

- Reduced Individual attention
- Decreased ability of staff to identify and support emotional well-being

- **Choice**

- Less learning based on interest and motivation
- Curriculum driven more by scheduling constraints rather than student interest



Leveled-Sequential Departments:

Math, Science, World Language

Nicole Digenis – Science Department Coordinator

Virginia Blake – Math Department Coordinator

Michael Clark – Language Department Coordinator

Leveled-Sequential Departments

Common priorities:

- Serve all students with appropriate level course
- Allow for academic risk-taking by students
- Opportunity for students to explore interests
 - Choice and double-enrollment
- Individualized curriculum, instruction, and assessment

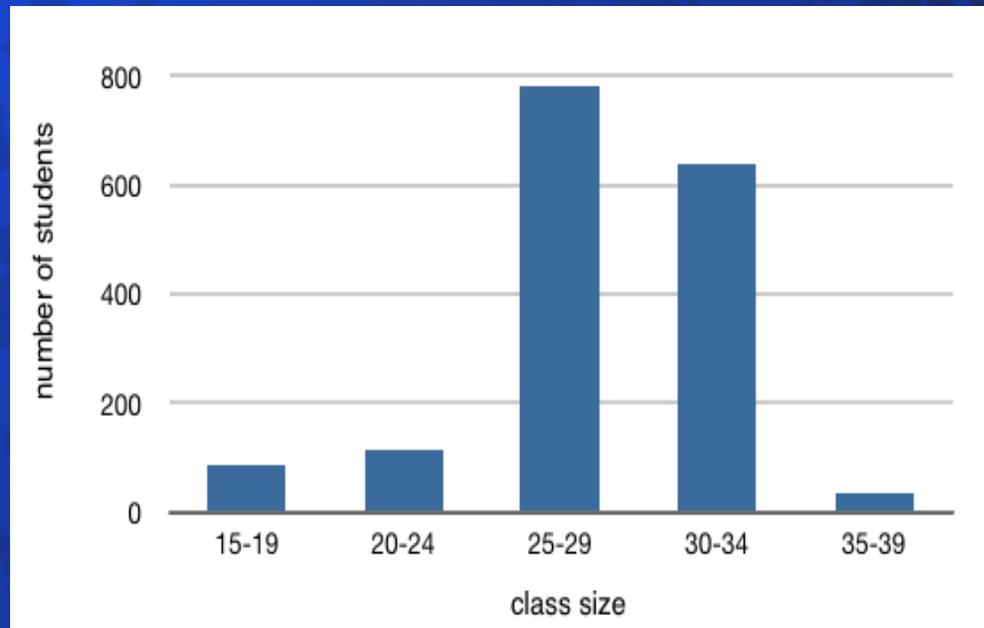
Priorities At Risk

- Ability to place all students in appropriate level course
 - Limited number of seats in a particular level of a course
 - Level placement/changes
 - Overrides and Double enrollment
- Academic rigor
 - Combining and blending/eliminating levels
 - Reduced content - depth/breadth
 - An example:
 - 40 students wish to take French 4
 - 20 students wish to take French 5
 - Only have two sections to accommodate these 60 students
- Time for individualized curriculum, instruction, and assessment

Math

Lose: 2.5 Faculty Positions/10 Classes/15% of Dept

- 88% of students in math classes over 25
- 40% in math classes over 30



- Less time for curriculum development, extra help and collaboration

Math

- **Some smaller classes**
 - Necessary to support students in meeting MCAS proficiency and college entrance requirements

Possibility of:

- **Significant changes to course content**
 - Upper level courses (AP Calculus, Intensive level)
- **AP Statistics eliminated**

Science

Lose: 2.5 Faculty Positions/10 Classes/15% of Dept

- **Reduce core program** – Earth Sci, Bio, Chem & Physics
 - All AP, Accel, and (1) level courses avg class size above 27
 - Try to maintain level (2) core courses at smaller sizes to support neediest students
- **Reduce Science elective sections**
 - Over 50% drop in Science double enrollment
- **Science elective courses at risk:**
 - Anatomy and Physiology
 - AP Biology
 - Advanced Chemistry*
 - Aquatic Biology
 - The Study of Infectious Disease
 - Forensic Science
 - Astronomy*
 - Environmental Science*

**not offered 2010-2011*

Science Compromises

- Further increase of class sizes, beyond lab classroom space design
 - Lab Classrooms designed for 24 students/class, per NSTA Lab Safety guidelines: www.nsta.org/pdfs/positionstatement_liability.pdf
- Lab experiences reduced
 - Greatly reduced *number* and *quality* of lab experiences due to space, safety, time & resource issues
 - Simplified or eliminated labs
 - Larger lab groups, more “wait-time” per student
- Lab Technician reduction would result in:
 - Increased department costs and reduced safety to students and staff
 - Less teacher availability to students due to increased lab prep time

Language Compromises

Lose: 2.25 Faculty Positions/9 Classes/15% of Dept

- **Maintaining 4 language offerings but...**
 - Will require careful monitoring of which introductory language is not offered
- **Maintaining a four year experience in our language offerings with...**
 - Restrictions on choice of language at the entry level
 - Number of introductory sections reduced to 7 (across all languages) with average class size of 24
 - Applied Language classes maintained as discrete offerings only as numbers allow
- **Some specific losses to our curriculum:**
 - In order to accommodate larger class sizes in fourth and fifth year courses, curriculum may merge, creating French 4-5 and Spanish 4-5 with average class sizes up to 32
 - 12th grade specialized options -- Spanish Cinema, French Cinema, and Exploración -- no longer offered



Wellness & Fine Applied and Technical Arts (FATA)

Susan Shields – Wellness Department Coordinator

Paul Sarapas – FATA Department Coordinator

Wellness & FATA

Benefits:

- Choice = investment in learning
- Develops multiple intelligences
- Experiential learning develops skills
 - kinetic, problem solving, communication, critical thinking and creative expression
- Provides an opportunity for students of all grades, abilities and challenges to work together
- Alternative experience
 - stress relief, creative expression and physical outlet

Wellness

Lose: 1.5 Faculty Positions/9 Classes per Quarter/15% of Dept

- **Courses eliminated:** Self-Defense, Back Country Travel
- **Reduced Curriculum**
Example: Outdoor Pursuits
- **Seniors and double enrollment**
 - Space available only
- **Limited offerings of:**
 - Rock Climbing, Nutrition,
High Adventure, Conflict Resolution
- **Increase large elective offerings**
 - Repeat electives for many students



FATA Compromises

Lose: 2.17 Faculty Positions/13 Sections per Semester/25% of Dept

- **Drama courses eliminated** - After school activity only
- **Reduced offering** - Applied Tech & Visual Arts
- **Limited Advanced courses**
- **Considering:**
 - Additional cuts to music
 - Ninth graders required general art class
- More difficult to offer classes that meet computer tech requirement due to limits on lab seats
- To offer *some* classes that service specialized students will need to offer more than half of all classes to service over 30 students
- Ability of FATA to offer a comprehensive program that services all students with a wide range of learning styles, needs and interest will be seriously compromised



English & History

Dan Conti - English Department Coordinator

Phil James - History Department Coordinator

English & History: Strengths

- **Variety and Choice**
 - Meet students' diverse learning needs and interests
- **Quality Writing Instruction**
- **Prepare students to read, write, research and think critically**
- **Strong Teacher – Student Relationships**
- **Personalized Attention & Instruction**

English: Program Changes

Lose: 2.5 Faculty Positions/10 Classes per Semester/15% of Dept

- **Reduce sections of 9th Grade English**
 - From 19 sections to 16 sections;
 - Average class size from 21 to 25;
 - Largest classes from 25 to 28
- **Limit Double Enrollment**
 - Space available ONLY
- **Suspend writing courses**
 - Three courses: Expository, Creative and Memoir
- **Offer courses alternating years**
 - “Year A” offerings; “Year B” offerings

English: Instructional Changes

- **Reduce number of writing assignments**
 - From 4-6 per semester to a minimum of 3 per semester
 - Maintain high quality of timely feedback
- **Active students become passive students**
 - Lower percentage of students contribute in class discussion
 - Quiet, shy, and reluctant less able to be heard will “get lost”
- **Fewer opportunities for individualized instruction**
- **Adverse effect on cooperating and caring relationships**

History Compromises

Lose: 2.5 Faculty Positions/10 Classes/15% of Dept

- Students' compromised ability to enroll in courses which meet their needs
- Students receive less direct attention from teachers in and out of classroom.
- Impact on thorough, timely feedback on written work

Student Services

Joanne Delaney – Student Services Director

John Flynn – Counseling Department Coordinator

Rebecca Reitz – Special Ed. Dept. Coordinator

Student Services

A **continuum** of support services & interventions ranging from temporary assistance to 24/7 services.

Tutoring	Academic Support Center, Peer Tutoring Coordinator, MCAS Preparation, Home & Hospital Tutoring, General Ed Tutors
Counseling	House, College Entrance, Clinical Support, Overall Transition Supports
Partnerships	Newton-Wellesley Hospital, Minuteman Tech
Other On Campus	English Language Learner (ELL), After School Program, Health Services, Specialized Transportation, Homelessness Services, Vocational Internships, Transition Programs, Psycho-educational Evaluations, 504 Accommodation Plans
Off Campus	Out-of-District (OOD) Placements

Counseling

Lose: 1.0 Guidance Counselor Position/11% of Department

- Impact on House System
- Future Planning
- Academic Counseling/Consultation
- Social/Emotional Counseling
- Communication

Impact on House System

- **Erosion of House**
 - System intended to make a big school smaller
 - Promote relationships between students and adults
- **Loss of “home base” connection**
 - Counselors may be in different locations than housemasters and house assistants
- **Reduced meeting time**
 - Your student becomes 1 of 240 instead of 1 of 200
 - Your student will find it more challenging to schedule time to meet with his/her counselor

Future Planning Concerns

- **College-advising**
 - Less frequent and more brief individualized meetings with parents and students
- **Recommendations**
 - May be less personal and more formulaic
- **College visits**
 - College representative visits to LS reduced or eliminated
- **College admissions**
 - Reduced awareness of admissions trends and information

Special Education Small Programs

- Academic Support
- Small Group Instruction
- Community & Life Skills
- Vocational Training
- Transition Skills & Planning
- Family & Agency Communication
- Social Skills
- Speech & Language Instruction
- Health & Sexuality Training
- Individual & Group Therapy
- Therapeutic Milieu
- Home Base – “go to person”

Out Of District Tuitions:

Cotting	\$ 77,056
BC Campus	68,868
Chapel Hill CN	63,000
NECfC	292,698
League	58,337
ACCEPT	55,172
Colebrook	55,000
LABBB	54,000
Chamberlain	107,586
Dr. F. Perkins	180,000

L-S Programs: Annex, Excel, Link, Reach

Learning Center Compromises

Lose: 1.0 Faculty Position

From 5.5 to 4.5
liaisons for
150+ students

Impact:

Fewer one-on-one minutes of
instruction

Fewer opportunities
for
parent, teacher & administration
consultation

Additional Reductions

Needed to meet \$1.2 shortfall

- Computer Department
Loss: 0.33 faculty position/2 classes per semester/13% of dept.
- Eliminate Public Speaking
Loss: 0.167 faculty position (Journalism cut FY10)
- Instructional Technology Coordinator
Loss: 0.17 faculty position + elimination summer hours (10% loss)
400% increase in equipment and users since 2003 with no increased staff
- Library
Loss: 0.25 Librarian (end of federal job grant) 11% of Library staff
- Communication – AV
Loss: elimination summer hours (16% of position)

Additional Reductions continued ...

- Educational Support Staff
15% reduction
- Athletics
15% reduction to portion of program supported by budget
- Building & Grounds
15% reduction
- Office Support Staff
15% reduction
- Teacher substitute budget
25% decrease
- General Supplies & Department Budgets
10-25% decrease

Faculty Reduction

Assuming a \$1.2 million shortfall

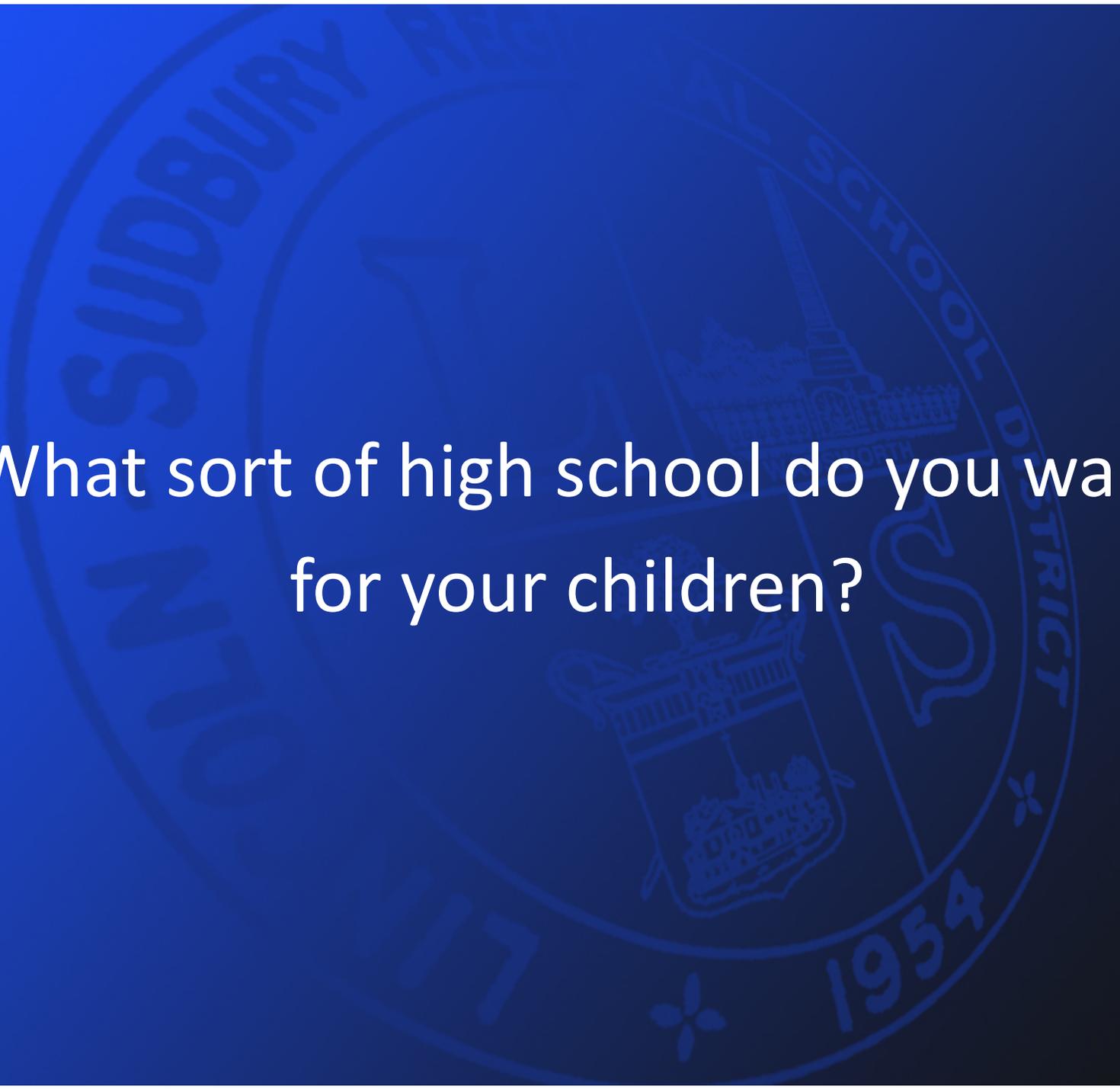
• English	2.50
• History	2.50
• Language	2.25
• Math	2.50
• Science	2.50
• FATA	2.17
• Wellness	1.50
• Counseling	1.00
• Special Ed/Student Services	2.00
• Computer	0.33
• Non Department – elective	0.17
• Instructional Tech Coordinator	<u>0.17</u>
	19.59
Federal Job Grant	<u>0.75</u>

Total Faculty Reduction 20.34

Three Elephants



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What sort of high school do you want
for your children?