

**TC/BOE STRATEGIC PLAN SUBCOMMITTEE**  
**Meeting Minutes**  
**May 6, 2010**

**Call to Order:** Meeting called to order at 6:30 PM in the Enfield Room of the Town Hall (820 Enfield Street) by Greg Stokes.

**Members Present:** Board of Education Members: Greg Stokes, Chairman; Judy Apruzzese-Desroches; Joyce Hall; Charles Johnson. Town Council Members; Scott Kaupin, Mayor; Bill Lee; Cindy Mangini; Patrick Crowley.

**Also at the Table:** Matt Coppler, Town Manager; Paul Russell, IT Director; John Gallacher, Superintendent of Schools.

**Discussion:** John Gallacher made opening remark regarding what presentation will be made tonight. He asked that everyone keep the big picture in mind.

Mr. Duffy and Mr. Newton, high school principals presented their proposals of reconfiguring the high schools into one school. Mr. Newton presented the information related to facilities. Dr Gallacher stated he spoke to a representative of CREC regarding their interest in Enfield High School and to purchase it to fund renovations at Fermi. CREC will take a look at Enfield High School. Mr. Duffy presented the information related to scheduling and staffing. (Attachment A)

Scott Kaupin requested that the Town Manager speak with to Bond Council regarding the options of using possible money from purchase of Enfield High School to renovate Fermi.

Mr. Neville presented information regarding reconfiguration at the junior High School. (Attachment B)

Scott Kaupin requested to the Town Manager to see if Buildings and Grounds would be able to do the internal modification to JFK and make the move.

Mrs. Maureen Sample presented information regarding configuration of Pre-K-5<sup>th</sup> Grade. (Attachment C)

Mr. Van Tassel presented a single building Pre-Kindergarten-Kindergarten. (Attachment D)

Request for the proposals to be intergrated and provide a timeline for the recommended action implemented.

Requested were made for review of the contracts to make sure there are no conflicts.

Further contact with CREC.

Discussion took place on the meeting schedule for upcoming dates; May 13, 18, 20 (community conversation at JFK Cafeteria) and the 25<sup>th</sup> to present to BOE.

**Adjournment:** At 9:34 PM, Mr. Lee moved, and Mrs. Mangini seconded a motion to adjourn. Motion passed unanimously.

Respectfully Submitted

Matthew Coppler  
Recorder

**HIGH SCHOOL REORGANIZATION REPORT**  
**CONSIDERATIONS AND RECOMMENDATIONS**

**FACILITIES SECTION SUBMITTED BY: PAUL NEWTON**

**SCHEDULING AND STAFFING SECTION SUBMITTED BY: TOM DUFFY**

**FACILITIES CONCERNS AND RECOMMENDATIONS:**

1. School Organization: We feel that in order to best meet the needs of our high school age students that the high school should maintain its 9 –12 organization.
  
2. Grouping: We do feel that there is considerable merit to regrouping the students into a 10-12 environment and a separate 9<sup>th</sup> Grade Academy (or grouping). Having all ninth graders together in the same "wing" or facility will allow us to provide a better transition from middle to high school. Further it will allow us to implement a "team" structure to the ninth grade classes that should benefit students both academically and emotionally. Considerable research exists that supports ninth grade teaming. This said all of the students (9-12) need to be housed in the same school environment. This is essential for access to a variety of courses and so that credits can be managed by the school responsible for the student's graduation. We are not inclined to support a reorganization that would group ninth grade students in a junior high apart from the other high school courses. Our research found that there are no districts in Connecticut that offer a 7-8-9 / 10-11-12 grouping practice.
  
3. Site Selection: We feel that the current site of Fermi High School would be preferable if we are moving from two high schools into one. We feel that the size of the building is more appropriate for housing the combined population of students. We also feel that there is more usable space for the physical plant expansion that would be necessary.

We considered using Enfield High School with Enfield St. School as the ninth grade academy however we rejected this as a viable option. Our rationale for this was that it would result in the need for renovation and additions to both of these building. EHS is not large enough to house the existing 10-12 population without an addition and considerable renovation. ESS is not large enough to house the projected 450-500 ninth graders without an addition and considerable renovation to make the facility appropriate for high school aged students. Further, the distance between EHS and ESS makes it very difficult to have students in ESS access courses at EHS. In times

of inclement weather or extreme temperatures it makes sharing of facilities very difficult. We also would be concerned about being able to properly supervise the passing of students between these two facilities as they are currently situated.

4. Renovations Needed and Physical Plant Limitations:

- Ninth Grade Academy – We believe that an addition would need to be added so that all of the ninth graders could be housed together in a separate part of the school. We would be looking to add additional 20 – 24 classrooms that would be designed to meet the needs of the ninth grade courses and curricula. Some electives like art, technology, and music would share the current facilities with the upperclassmen. These additional classrooms would allow us to group and create teams for the ninth graders and keep them separate from the older students to a larger degree. We would recommend that 2 administrators oversee and work with this "academy" which would be approximately 500 students in size. We would like to see a separate "satellite" cafeteria and an auxiliary gym as part of this new construction that would be only for the use of the ninth graders.
- Fermi High School – Because of the new construction all of the OCR renovations would need to be addressed.
- Cafeteria – Renovation should be considered in the cafeteria. The current design, with the dish room in the middle, takes up valuable space and consolidation or redesign should be considered so that 60-70 additional seats can be added to the cafeteria.
- Science Labs – Our current number (3) of science labs is insufficient to accommodate the 1400 – 1500 students in grades 10 –12. We estimate that 3 classrooms in the "B Wing" will need to be redesigned to incorporate our need for additional science labs.
- Storage Space Our current storage rooms are full and storage was an issue in our past NEASC report. We managed that by emptying out very old and damaged items to create more storage space. The consolidation of all of the items from 2 schools into 1 would necessitate the creation of additional storage spaces in all department areas.
- Technology Education Classrooms – We will need to make some decisions about the number of technology courses that we will offer post-consolidation. Our current shop space will limit the number of sections that we can offer. If we decide that offering more courses is preferable then a renovation of the shops and a small expansion may be warranted.
- Band Room – We need to carefully evaluate if the existing Band Room can accommodate the additional bodies and instruments of the combined program. We may need to expand the current classroom into the storage area and then

relocate or recreate an instrument storage area.

- Faculty and Student Parking – We currently have 144 parking spaces available for staff. We would need to "create" additional 40-50 spaces to accommodate the additional staff and expanded visitor parking. We currently have 209 parking spaces available for students. If we were able to conjoin the upper and lower student parking lots we would pick up a good number of usable parking spaces. This would at the very least offset the number that we need for teachers. We could closely examine the open spaces on campus to see if any additional parking could be found. With approximately 450-500 seniors we would limit parking to "seniors only".
- Lockers — We have sufficient lockers to accommodate grades 10-12. We would recommend adding lockers to the ninth grade academy wing if it is constructed.
- Auditorium — Since OCR is requiring that renovation is necessary in the auditorium we would recommend also considering expansion or redesign of the seating to all for more than the 586 seats that we currently have available. If expansion is not possible then we would not be able to meet with more than one class of students at a time.
- Library — The addition of 800 students and all of the current LMC materials from EHS would necessitate a reevaluation of the useable space in our LMC. Reorganization and/or expansion might be worthy of consideration.

**1 Options for JFK School Configuration  
for 2010-2011  
2011-2012**

Tim Neville, Principal  
JFK Middle School

**2 Task:**

Design a school organization that will:

- Accommodate all of Enfield's 6th-8th or 7th-9th grade students
- Meet the developmental and educational needs of these students
- Be able to be partially or fully implemented for September 2010
- Maximize all resources (staff, materials, facilities, etc.)

**3 Assumptions:**

- Enfield needs a school organization that is developmentally appropriate and reflects best practice, both statewide and nationally.
- There is a need to adjust to current demographic trends and economic realities.
- At least one elementary school is closed.
- Change may be disruptive to all stakeholders (students, parents, staff) and may bring some resistance.
- Timely communication with these groups and the general public is vital.

**6 Option # 1**

- Move all sixth graders to JFK over a 2 year period.
- Move some sixth graders (200-250) to JFK for September 2010
- 2
- Move remaining sixth graders to JFK for September 2011

5

**Supporting Data**

- Projected Enrollment: (2010 - 2011)
  - 6th grade: 200- 250 students
  - 7th grade: 463 students\*
  - 8th grade: 425 students\*
- Total: 1088 - 1138 students

• Supporting Data

- Projected 6th Grade Class Size (2010-2011)
- Current 5th Grade Class Size (2009-2010):
- With 436 students in 9 different elementary schools, class size ranges from 17 to 26 per class.
- Based on the current 5th grade enrollment the total number of 6th grade teachers across all elementary schools is 21.

Supporting Data

Projected 6th Grade Class Size (2010-2011) based on 200 to 250 students at JFK  
(rest at elementary schools):

**8 Pros to Option # 1: 6-8**

*(200-250 6th graders to JFK for 2010)*

- 6th – 8th grade model is the most prevalent middle school organization statewide and nationwide.
- Equitable distribution of 6th grade classes (size).
- JFK administrators and staff have successfully implemented this model before and have considerable experience with 6th graders.

9

- Provides JFK 6th grade teachers access to TAC and use of eSchool for report cards (on a pilot basis).
- More 6th graders will have access to the after school resources and JFK after school program.
- There are economies of scale in more fully utilizing JFK's building and district staff resources.

10

- Incremental adoption of the model will:
- Provide gradual change vs. drastic change
- Minimally affect K-5 student population for 2010-11
- Provide a year to carefully redefine the school boundaries and communicate impending changes to all constituencies

11

- Can be successfully implemented in the time frame allotted (September 2010) only if the following conditions are met:
- sufficient time, staff and material resources are provided
- summer programs scheduled for JFK (TOE and EPS) relocated to other buildings

**12 Cons to Option #1: 6-8**

*(200-250 6th graders to JFK for 2010)*

Partial implementation not equitable for all district 6th graders

Need to open pool as a teaching station.

Move teaching materials and supplies

Need to relocate summer programs at JFK (TOE and EPS) to other buildings to facilitate transition.

4

13

•

Option #2

Move all sixth graders to JFK for

September 2010.

14

• Supporting Data

• Projected Enrollment: (2010-2011)

• 6th grade: 436 students

• 7th grade: 463 students\*

• 8th grade: 425 students\*

Total: 1324 students

15

• Supporting Data (same as option #1)

• Projected 6th Grade Class Size (2010-2011):

Current 5th Grade Class Size (2009-2010):

• With 436 students in 9 different elementary schools, class size ranges from 17 to 26 per class.

• Based on the current 5th grade enrollment the total number of 6th grade teachers across all elementary schools is 21.

16

• Supporting Data

• Projected Class Sizes based on 436 students:

### **17 Pros to Option #2: 6-8**

*(ALL 6th graders to JFK for 2010)*

• Mostly the same as option # 1.

• There are economies of scale in more fully utilizing JFK's building and district staff resources.

• Transition will happen only once and not over two years.

### **18 Cons to Option #2: 6-8**

*(ALL 6th graders to JFK for 2010)*

- Limited time to communicate these significant changes to all constituencies.
- Will require total redefinition of the elementary boundaries and affect the majority of the K-5 population.

**19 Cons to Option #2: 6-8**

*(ALL 6th graders to JFK for 2010)*

- This is a larger and more drastic change than option #1
- **Can NOT be implemented for September 2010**

**20 \*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Pros to 7-9 Junior High at JFK
- None

**21 \*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- 6
- This model is a remnant of the early 20th century, when not all students went on to high school
- This model does not exist in any Connecticut public school
- This model is not considered best middle school practice and is not supported in current research
- Not developmentally appropriate for this age group

**22 \*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- Physical, social, and emotional needs are different within this age group
- 11 year olds – 16 year olds are at very different phases of development, not compatible

**23 \*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- 9th graders take high school credits, 7th and 8th graders do not
- 9th grade courses would need to be replicated in a 10-12 school
- Some needed 9th grade courses would address a very small population, such as French 3 (11th grade course) or Biology (10th grade course). These courses will need to be offered.



24 **\*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- Language classes would be mixed with 7th, 8th, and 9th graders. Also, only 9th graders would receive credit. This would require drastic changes to the master schedule within eSchool.
- Delivery of health curriculum within PE for 9th graders would be very difficult to carry out.
- Staff would need to be shared between the junior high and high school. Therefore, both schools would need to be on the same schedule. Teacher availability for duties would be limited by this sharing.

25 **\*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- 7
- Would need to look at all 7-12 teachers' certifications to ensure appropriate skill sets to teach upper level courses.
- Would require changes in teacher contract as to what constitutes "seniority by level."
- 9th grade attendance policy is different from the 7th/8th policy

26 **\*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- Problem with what to do with 9th graders during March, when 7th and 8th graders are engaged in CMT testing.
- Problem with what to do with 7th and 8th graders during 9th grade exams in January and June.

27 **\*\* NOT RECOMMENDED \*\***

**7-9 Junior High School @JFK**

- Cons to 7-9 Junior High at JFK
- \*\*\*Would need to implement within eSchool two schools – 9th and 7th/8th to accommodate different scheduling and grading/credit needs.
- Study hall issues
- Sports – 9th graders needing to be bused to the high schools for varsity and JV sports

28 **Our  
Recommendations**

### 30 Summary of Options for JFK School

#### 31 Questions that still need to be answered:

- What are the IEP needs for the incoming 6th graders?
- How do these needs translate into additional sped teachers/paras/space?
- PE: How many PE sections will be required to address the 6th grade PE needs? 2 classes per week? How will this affect staffing needs?
- Art/Music: How many art/music sections will be required to address the 6th grade student curriculum needs and teacher contractual needs?

8

#### 32 Questions that still need to be answered:

- Lunch Waves: Supervision needs, need to add a lunch wave?
- Recess: location to go to for good weather – tennis courts, basketball courts? Rainy weather – classroom, cafeteria, library?
- Busses: use 7th/8th grade busses? (may need few additional busses to accommodate the additional students)
- Band/Chorus: will there be a 6th grade band? A 6th grade chorus?

#### 33 Supplemental Data

- Scheduling/Room Utilization:
  - : 6th grade:  
9-11 dedicated classrooms
  - : 6th grade:  
16-19 dedicated classrooms
- Both Proposals #1 and #2:
  - 7th grade: 16 dedicated classrooms
  - 8th grade: 13 dedicated classrooms + 3 floaters (dept chairs)

#### 34 Supplemental Data

- Current Staffing at JFK  
*Depending on the configuration for 2010-11, the final staff needs to accommodate the influx of 6th grade will take a minimum of two weeks to determine additional staff needs.*
  - 4 world language teachers in the 3 portable classrooms
  - 3 art teachers in 3 art classrooms
  - 2.6 FACS teachers in 3 FACS labs
  - 3 tech ed teachers in 3 tech ed labs/shops
  - 4 PE teachers in 3 teaching stations

35

- Current Staffing at JFK  
*Depending on the configuration for 2010-11, the final staff needs to accommodate the influx of 6th*

*grade will take a minimum of two weeks to determine additional staff needs.*

- 3.6 music teachers in 5\* music spaces
- 9.6 SPED teachers\*
- ? SPED teachers\* for 6th graders (will be able to share some of the above SPED space TBD whether they will need additional space to meet IEP needs)
- 1 remedial math teacher (7th and 8th grade) in 1 classroom
- 8.6 reading teachers (7th and 8th grade) in 5 classrooms (space to be shared)

**Elementary School  
Pre-Kindergarten Grade 5**  
Configuration Research Report

*Proposal 1*

Pre-K & K / Grade 1 – 5  
(1 school) & (7 schools)

*Proposal 2*

Pre-K-2 (112 day K)/Grades 3-5  
(6 buildings)

*Proposal 3*

Pre-K-2 (1/2 day K)/Grades 3-5  
(7 buildings)

*Review of Parent's Proposal*

May 6, 2010

***Task:***

To design a Pre-Kindergarten through Grade 5 configuration that will:

Accommodate all of Enfield's Pre-Kindergarten through Grade 5 students,

- > Meet the developmental and educational needs of these students,
- > Maximize all resources (staff, professional development, materials, and facilities).

***Planning Process:***

- > Options provided in each scenario are based solely on current enrollment and physical capacity in each building,
- > Further consideration will need to be given to analysis of potential district realignment and transportation needs and costs,
- > Further study will be needed to consider cost savings, facility use analysis, and their impact on the district's budget,
- > Other options may need to be considered once all essential information has been collected.

Room Type	Alcorn	Barnard	Crandall	Enfield St	Hale	Memorial	Parkman	Stowe	Whitney
Preschool Rooms				2					3
K Classrooms	3	3	2	2	1	2	2	1	2
Classrooms (Grades 1-6)	13	18	16	14	12	16	13	12	15
<b>Total Classrooms Available</b>	<b>16</b>	<b>21</b>	<b>21</b>	<b>18</b>	<b>15</b>	<b>19</b>	<b>20</b>	<b>15</b>	<b>24</b>
Art	1	1	1	1	1	1	1	1	1
Barnard Learning Center		1							
Café/Multi-Purpose Room	1	1	1	1	1	1	1	1	1
Computer Lab	1	1	1	1	1	1	1	1	1
Conference Room	1	1	1		1		1	1	
ELL						1/2			
Family Resource Room	2								
Guidance Office	1	1	1	1	1	1	1	1	1
Gymnasium	1	1	1	1	1	1	1	1	1
Health						1/2			
Library	1	1	1	1	1	1	1	1	1
Main Office	1	1	1	1	1	1	1	1	1
Math	1	1	1	1	1	1	1	1/2	1
Music	1	1	1	1	1	1	1	1	1
Nurse's Office	1	1	1	1	1	1	1	1	1
OT/PT Room/Office	1/2		1	1	1	1	1	1	1/2
PE Office	1	1	1	1	1		1	1	1
Primary Adaptive Learning (PAL)					1				
Principal's Office	1	1	1	1	1	1	1	1	1
Psychologist Office	1	1/2	1	1	1	1	1	1/2	1
Reading	1	1	1					1	
Reading Consultant Office		1							1/4
Social Worker								1/2	1/4
Special Ed/ASD Classroom							2		
Special Ed/ECP Classroom								2	
Special Ed/Resource Room	2.5	2	2	2	2	3	2	1	1.5
Speech	1	1/2	1	1	1	1	1	1/2	2
Teacher's Lounge	1	1	1	1	1	1	1	1	1
TLC Reading Lab*	1	1	1	1	1	1	1		1
Support (Academic)/Small Group Instruction				1		1	2		1

\*TLC Lab would be available in any grade 3-5 configuration

\*Total Classrooms Available - Increases in total classrooms available would be due to reorganization of current space

PK – 5 Protected Class Sizes  
(based on 2009-2010 enrollment)

PK (# of students – 90)

5 classes                      10 sections (AM/PM)                      8-12 students per section

Grade K (# of students – 438)

*FULL DAY*

17 students per classroom	25.7 (25) classrooms
21 students per classroom	20.8 (21) classrooms

*HALF DAY*

17 students per classroom	12.8 (13) classrooms
21 students per classroom	10.4 (11) classrooms

Grade 1 (# of students – 433)

17 students per classroom	25.4 (26) classrooms
21 students per classroom	20.6 (21) classrooms

Grade 2 (# of students – 433)

17 students per classroom	25.4 (26) classrooms
21 students per classroom	20.6 (21) classrooms

Grade 3 (# of students - 426)

23 students per classroom	18.5 (19) classrooms
25 students per classroom	17.4 (18) classrooms

Grade 4 (# of students - 435)

23 students per classroom	18.9 (19) classrooms
25 students per classroom	17.4 (18) classrooms

Grade 5 (# of students - 436)

23 students per classroom	18.9 (19) classrooms
25 students per classroom	17.4 (18) classrooms

# Proposal #1

Grades 1 - 5  
(7 buildings)

*NOTE: Whitney will house all Pre-K & K students. Alcorn will be reutilized.*

Grade 1 & 2 — 21 students per class

Grade 3, 4, & 5 — 23 students per class

Barnard (21 rooms)

Gr. 1:	4	
Gr. 2:	4	
Gr. 3:	3	(86%*)
Gr. 4:	3	
Gr. 5:	3	
PAL:	1	

Crandall (21 rooms)

Gr. 1:	4	
Gr. 2:	4	
Gr. 3:	3	(81%*)
Gr. 4:	3	
Gr. 5:	3	

Memorial (19 rooms)

Gr. 1:	4	
Gr. 2:	4	
Gr. 3:	3	(89V)
Gr. 4:	3	
Gr. 5:	3	

Parkman L20 rooms)

Gr. 1:	4	
Gr. 2:	4	
Gr. 3:	3	(85%*)
Gr. 4:	3	
Gr. 5:	3	

Hale (17 rooms)

Gr. 1:	4	
Gr. 2:	4	
Gr. 3:	3	(100%*)
Gr. 4:	3	
Gr. 5:	3	

Enfield St. (18 rooms)

Gr. 1:	3	
Gr. 2:	3	
Gr. 3:	2	(79%*)
Gr. 4:	2	
Gr. 5:	2	
ASD:	2	

Stowe (15 rooms)

Gr. 1:	3	
Gr. 2:	3	
Gr. 3:	2	(93%*)
Gr. 4:	2	
Gr. 5:	2	
ECP:	2	

TEACHERS

Current #

Required

Grade 1	26	Grade 1 26 (0)
Grade 2	23	Grade 2 26 (+3)
Grade 3	19	Grade 3 19 (0)
Grade 4	20	Grade 4 19 (-1)
Grade 5	21	Grade 5 19 (-2)

\* percentages indicate use of classroom space

Currently we have 109 teachers. This configuration would require 109 teachers, resulting in no loss of teachers.

If racial imbalance is addressed, Alcorn School could be considered as 1 of the 7 schools.



# Proposal #1

Grades 1 5  
(7 Buildings)

- Pros:
  - Preserves neighborhood school concept
  - Permits siblings to attend school together which would increase family participation in school events
  - Less transitions for students.
  - Grade 6 moving into middle school configuration  
Will address racial imbalance at Alcorn
  - Maintenance of peer coaching and modeling
  - Collaboration between primary and intermediate grade teachers
  - ASD, ECP and PAL would each remain in one building; no duplication of programs.
- Cons:
  - Need 8 schools for this configuration (7 grade 1-5; 1 PreK-K)
  - PAL and ASD would have to relocate
  - Relocation of Pre-K, K and grade 6 would require significant planning
  - Difficulty maintaining equitable class sizes district-wide  
Would require significant planning and mass movement of furniture and supplies
  - Possibly jeopardize Title 1 funding for staff and material
  - If PAL is moved to Barnard construction costs would be incurred (handicap bathroom)

## Proposal #2

Grades Pre-K – 2 (1/2 day K) & Grades 3 – 5  
(6 buildings)

*NOTE: Whitney will house all Pre-K students. Alcorn, Stowe and Hale will be reutilized,  
(Pre-K Classrooms are composed of Special Education Students and :<sup>1</sup>A Typical Peers)*

<h3 style="margin: 0;">K-2</h3>			
(21 students per class)			
<b>Barnard (21 rooms)</b>			
Gr. K:	4		
Gr. 1:	7	(95%*)	
Gr. 2:	7		
PAL:	1		
ECP:	1		
<b>Memorial (19 rooms)</b>			
Gr. K:	3		
Gr. 1:	7	(95%*)	
Gr. 2:	7		
ASD:	1		
<b>Whitney (24 rooms)</b>			
Pre-K	5		
K:	4	(96%1	
Gr. 1:	7		
Gr. 2:	7		
<b>TEACHERS</b>			
<u>Current #</u>		<u>Required</u>	
K	15	K	11 (-4)
Grade 1	26	Grade 1	21 (-5)
Grade 2	23	Grade 2	21 (-2)

<h3 style="margin: 0;">3-5</h3>			
(25 students per class)			
<b>Crandall (21 rooms)</b>			
Gr. 3:	6		
Gr. 4:	6		
Gr. 5:	6		
ECP:	1		
<b>Enfield St. (18 rooms)</b>			
Gr. 3:	6		
Gr. 4:	6	(100%*)	
Gr. 5:	6		
<b>Parkman (20 rooms)</b>			
Gr. 3:	6		
Gr. 4:	6	(95%*)	
Gr. 5:	6		
ASD:	1		
<b>TEACHERS</b>			
<u>Current #</u>		<u>Required</u>	
Grade 3	19	Grade 3	18 (-1)
Grade 4	20	Grade 4	18 (-2)
Grade 5	21	Grade 5	18 (-3)

- percentages indicate use of classroom space  
Currently we have 124 teachers. This configuration would require 107 teachers, resulting in the loss of 17 teachers.  
Full Day kindergarten would require 11 additional classrooms at Barnard (4), Memorial (3) & Whitney (4).

# Proposal #2

## Grades Pre-K – 2 (1/2 day K) & Grades 3-5 (6 Buildings)

- Pros
  - Closes 3 elementary schools
  - Sister school concept
  - May minimize the travel of 3 kindergarten teachers between buildings
  - Provides opportunity to balance class sizes
  - increase collaboration among teachers at a single grade level
  - Professional learning opportunities could be more focused
  - Pre-K – 2 will not have CMT disruptions
  - Balances class sizes
  - Reduction to teacher salary line in district budget
- Cons:
  - Due to high percentage of classroom use, new students may have to attend another school (out of district would be affected)
  - Requires significant planning
  - Need for additional space for TLC labs (this configuration does not decrease the need for current number of TLC tutors and LA consultants (grade 1 only))
  - This configuration would require primary numbers to be 21 students per class and intermediate 25 per class based on current enrollment
  - Half day K would eliminate Project Choice program
  - Duplication of special education programs (ECP, ASD) due to no K-5 building
  - Possibly jeopardize Title 1 funding for staffing and materials
  - Facility upgrades:
    - May need to renovate bathrooms for children in Pre-K and K
    - Not all Pre-K/K rooms will have bathrooms in the rooms
    - May need to adjust coat hooks and storage space. Will lose the opportunity for peer coaching by older students
  - Meeting the contractual prep time for teachers-will be extremely difficult and will impact the scheduling, staffing structure and space availability for PE, Art and Music
  - Will lose the opportunity for peer coaching by older students
  - Lack of older student role models
  - More difficult to achieve on-going planning and communication between primary and intermediate grades
  - Outplacement costs may increase
    - ASD and ECP would be split, requiring duplication of programs
    - Construction costs for ECP at Barnard and Crandall
    - Will impact busing

# Proposal #3

Grades Pre-K 2 (1/2 day K) & Grades 3 – 5  
(7 buildings)

*NOTE: Whitney will house all Pre-K students. Alcorn and (Stowe or Hale) will be reutilized.*

<h2 style="margin: 0;">K-2</h2>			
<p>(17 students per class)</p>			
<b>Barnard (21 rooms)</b>			
Gr. K:	3		
Gr. 1:	8	(95%*)	
Gr. 2:	8		
ECP:	1		
<b>Memorial (19 rooms)</b>			
Gr. K:	3		
Gr. 1:	7	(95%*)	
Gr. 2:	7		
ASD:	1		
<b>Whitney (24 rooms)</b>			
Pre-K	5		
K:	3	(83%*)	
Gr. 1:	6		
Gr. 2:	6		
<b>Hale (17 rooms) / Stowe (15 rooms)</b>			
Gr. K:	3		
Gr. 1:	5	(82%*) / (93%)	
Gr. 2:	5		
PAL:	1		
<b>TEACHERS</b>			
<u>Current #</u>		<u>Required</u>	
K	15	K	11 (-4)
Grade 1	26	Grade 1	26 (0)
Grade 2	23	Grade 2	26 (+3)

<h2 style="margin: 0;">3-5</h2>			
<p>(23 students per class)</p>			
<b>Crandall (21 rooms)</b>			
Gr. 3:	7		
Gr. 4:	7	(100%*)	
Gr. 5:	7		
<b>Enfield St. (18 rooms)</b>			
Gr. 3:	6		
Gr. 4:	6	(100%*)	
Gr. 5:	6		
<b>Parkman (20 rooms)</b>			
Gr. 3:	6		
Gr. 4:	6	(100%*)	
Gr. 5:	6		
ASD:	1		
ECP:	1		

<b>TEACHERS</b>			
<u>Current #</u>		<u>Required</u>	
Grade 3	19	Grade 3	19 (0)
Grade 4	20	Grade 4	19 (-1)
Grade 5	21	Grade 5	19 (-2)

\* percentages indicate use of classroom space

Currently we have 124 teachers. This configuration would require 120 teachers, resulting in the loss of 4 teachers.

Full Day kindergarten would require additional classrooms at Barnard(3), Memorial(3), Whitney(3) and Hale(3).

# Proposal #3

## Grades Pre-K – 2 (1/2 day K) & Grades 3-5 (7 Buildings)

### Pros

- Provides opportunity to balance class sizes
- Increased collaboration among teachers at a single grade level
- Professional learning opportunities could be more focused to the needs of primary grades
- May minimize the travel by 3 kindergarten teachers between buildings
- During CMTs no disruption to schedules in primary grades
- Reduction to teacher salary line in district budget
- Will address racial imbalance at Alcorn
- Paraprofessionals could be more focused by grade level
- School culture and environment will be developmentally specific

### • Cons

- More information needed (busing, redistricting numbers) to make informed decision
- Would require significant planning
- Construction cost to ECP program at Barnard
- Feeder schools would have to be determined
- Loss of neighborhood school concept
- Increased number of transitions for students
- Families could be split between schools
- Duplication of self contained special ed programs (ECP, ASD)  
May impact transportation
- Need for additional space for TLC labs (this configuration does not decrease the need for current number of TLC tutors and LA consultants
- Facility upgrades:
  - May need to renovate bathrooms for children in Pre-K and K
  - Not all Pre-K/K rooms will have bathrooms in the rooms
  - May need to adjust coat hooks and storage space, Will lose the opportunity for peer coaching by older students
- Meeting the contractual prep time for teachers will be extremely difficult and will impact the scheduling, staffing structure and space availability for PE, Art and Music
- Possibly jeopardize Title 1 funding for staffing and materials.  
Will lose the opportunity for peer coaching by older students
- Lack of older student role models
- More difficult to achieve on-going planning and communication between primary and intermediate grades
- Outplacement costs may increase
- Due to high classroom use percentages new students may have to attend another school (out of district would be affected)

# Special Education

## Self Contained Classrooms

- Primary Adaptive Learning (PAL) program, presently housed at Hale, services students in grade K-6 (4 students)
- Educational Counseling Program (ECP), presently housed at Stowe, is currently grades K-3 (7 students) and Grades 4-6 (7 students).
- Autistic Spectrum Disorder (ASD) program, presently housed at Parkman, is currently K-2 (7 students) and 3-6 (5 students).

# Review of a Parent's Re-organization Proposal

## PRE-K - 2

Pre-K – Grade 2 (17 students per class)

- Whitney - 24/24 (100%)
- Barnard 23121 (\*)
- ESS – 21/18 (\*)

Pre-K – Grade 2 (21 students per class)

- Whitney - 20/24 (83%)
- Barnard – 20/21 (95%)
- ESS – 18/18 (100%)

\* indicates insufficient classrooms available

NOTE: This information is based on <sup>1</sup>/<sub>2</sub> day kindergarten. This configuration would not work with full day kindergarten.

## Grades 3 & 4

– Grade 3 & 4 (23 students per class)

- Memorial - 12/19 (63%)
- Parkman – 12/20 (60%)
- Crandall – 12/21 (57%)

Grade 3 & 4 (25 students per class)

- Memorial - 12/19 (63%)
- Parkman – 12/20 (60%)
- Crandall – 14/21 (67%)

NOTE: This configuration will not utilize total classrooms available.

## Grades 5 & 6

– Grade 5 & 6 (23 students per class)

- JFK – 39 classrooms needed

– Grade 5 & 6 (25 students per class)

- JFK – 36 classrooms needed

NOTE:

• Information still needed to determine number of available classrooms.

• Current JFK space does not meet the curriculum needs of current grade 5 & 6 students (i.e. shop rooms, home economics rooms)

# **Hazardville Memorial or Eli Whitney Pre-Kindergarten – Kindergarten**

## Configuration Research Report

May 6, 2010

### **Proposal 1**

Hazardville Memorial as a Pre-K and 1/2 Day Kindergarten school

### **Proposal 2**

Eli Whitney as a Pre-K and 1/2 Day Kindergarten school

### **Proposal 3**

Hazardville Memorial as a Pre-K and Full-day Kindergarten school

### **Proposal 4**

Eli Whitney as a Pre-K and Full-day Kindergarten school



## **Task:**

To design a Pre-Kindergarten & Kindergarten School that will:

- Accommodate all of Enfield's Pre-Kindergarten and Kindergarten students
- Meet the developmental and educational needs of these students
- Maximize all resources (staff, professional development, materials, and facilities)

## **Assumptions:**

- Enfield needs a Pre-Kindergarten and Kindergarten organization that is developmentally appropriate and reflects trends in early childhood education as related to:
  - Best practices in early childhood instruction
  - Guaranteed and viable curriculum
  - Horizontal and vertical coherence
  - Rigorous and relevant academic programming
- There is a need to adjust to current demographic trends and economic realities
- Systemic change will impact all stakeholders (students, parents, staff, and community) and be met with some resistance. Communication with these groups and the general public will be vital as we move forward.

**Proposal 1**  
**Hazardville Memorial**  
**Pre-Kindergarten and 1/2 Day Kindergarten School**

**Proposal 1:**

- To move all Pre-Kindergarten and Kindergarten students to Hazardville Memorial

**Supporting Data**

**Projected Enrollment: 557 students**

- 2010 - 2011 Pre-Kindergarten 90 students
- 2010 - 2011 Kindergarten 438 students
- 2010 - 2011 Preschool Itinerant Speech 29 students

**Pre-Kindergarten Classrooms**

- Ten 1/2 Day Sections (5 classrooms) with 8 – 12 students per class
  - Larger class sizes are permissible, but not optimal as per needs of students
  - Classrooms are composed of 1/2 Special Education Students and 1/2 Typical Peers

**1/2 Day Kindergarten Classrooms**

- **Projected class size (2010 – 2011) based on 438 students**
  - 219 AM students/11 Classroom teachers = 21 average class size
  - 219 PM students/11 Classroom teachers = 21 average class size
  - \* reduction of 4 classroom teachers**

**or**

  - 219 AM students/13 Classroom teachers = 17 average class size
  - 219 PM students/13 Classroom teachers = 17 average class size
  - \* reduction of 2 classroom teachers**

### **Room utilization:**

- Currently 19 classrooms (9 with bathrooms)
  - 1/2 day Kindergarten proposal would require a maximum of 18 classrooms
    - 5 Pre-Kindergarten classrooms
    - 13 Kindergarten classrooms (17 average class size)
- or**
- 11 Kindergarten classrooms (21 average class size)

### **Projected Staffing Needs:**

- Pre K with 1/2 day Kindergarten
  - Principal
  - 1 Secretary
  - .5 Office Assistant
  - 11 Classroom Teachers (21 average class size) or 13 Classroom Teachers (17 average class size)
  - 5 Pre-K Special Ed. Teachers
  - 10 Pre-K Paraprofessionals
  - 4 Kindergarten Paraprofessionals
  - 1 OT
  - .5 PT
  - 1.5 Speech
  - .5 Itinerant Speech
  - 1 Psychologist
  - 1.5 Special Education Teachers (25 Special Education students)
  - 1 Nurse
  - .5 Art (34 min. class)
  - .5 Music (34 min. class)
  - 1 PE/Health (34 min. class)
  - .5 Library Aide
  - 2 custodians (1 full/2 part time)

### **Pros to Proposal 1 – Pre-K and 1/2 Kindergarten at Hazardville Memorial**

- Reduction to teacher salary line in budget
- Provides opportunity to balance class sizes

- Increased collaboration among teachers at Pre-K and Kindergarten grade levels
- Professional learning opportunities could be more focused to the needs of Pre-K and Kindergarten
- Will eliminate travel by Kindergarten teachers between buildings
- During CMT's no disruption to schedules in the primary grades
- Creates a nexus for transportation from daycares throughout the district
- Staff needed for Pre-K to Kindergarten "Transition PPT's" will be in single building
- School culture and environment would be developmentally specific
- Facility is equipped with bathrooms in classrooms
- Nice play area
- School may qualify for breakfast program
- Joint purchases can be made for entire school
- Could allow for Pre-K to Kindergarten teacher articulation
- 1/2 day program would eliminate the need for lunch staff
- Paraprofessionals will be more affective due to their focus on fewer grade levels
- Could house a Family Resource Center
- Addresses racial imbalance at Thomas G. Alcorn School

### **Cons to Proposal #1 – Pre-K and 1/2 Kindergarten at Hazardville Memorial**

- District could possible jeopardize Title I funding of staffing and supplies
- More difficult to achieve on-going planning and communication between primary and intermediate grades
- Facility upgrades may be necessary
  - Tile floors
  - Boiler
  - Lower bulletin and dry erase boards
  - Toilets and sinks will need to be lowered
- Bus routes will increase and may take longer for students to arrive at school and home
- Library resources will need to be restocked to be more developmentally appropriate
- Air conditioners may need to be installed
- Books and materials will need to be inventoried and relocated
- Elimination of Project Choice full day Kindergarten program

**Proposal 2**  
**Eli Whitney**  
**Pre-Kindergarten and 1/2 Day Kindergarten School**

**Proposal 2:**

- To move all Pre-Kindergarten and Kindergarten students to Eli Whitney

**Supporting Data**

**Projected Enrollment: 557 students**

- 2010 - 2011 Pre-Kindergarten 90 students
- 2010 - 2011 Kindergarten 438 students
- 2010 - 2011 Preschool Itinerant Speech 29 students

**Pre-Kindergarten Classrooms**

- Ten 1/2 Day Sections (5 classrooms) with 8 – 12 students per class
  - Larger class sizes are permissible, but not optimal as per needs of students
  - Classrooms are composed of 1/2 Special Education Students and 1/2 Typical Peers

**1/2 Day Kindergarten Classrooms**

- **Projected class size (2010 – 2011) based on 438 students**
  - 219 AM students/11 Classroom teachers = 21 average class size
  - 219 PM students/11 Classroom teachers = 21 average class size
  - \* reduction of 4 classroom teachers**

**or**

- 219 AM students/13 Classroom teachers = 17 average class size
- 219 PM students/13 Classroom teachers = 17 average class size
- \* reduction of 2 classroom teachers**

### **Room utilization:**

- Currently 24 classrooms (4 with bathrooms)
- 1/2 day Kindergarten proposal would require a maximum of 18 classrooms
  - 5 Pre-Kindergarten classrooms
  - 13 Kindergarten classrooms (17 average class size)
  - or**
  - 11 Kindergarten classrooms (21 average class size)

### **Projected Staffing Needs:**

- Pre K with 1/2 day Kindergarten
  - Principal
  - 1 Secretary
  - .5 Office Assistant
  - 11 Classroom Teachers (21 average class size) or 13 Classroom Teachers (17 average class size)
  - 5 Pre-K Special Ed. Teachers
  - 10 Pre-K Paraprofessionals
  - 4 Kindergarten Paraprofessionals
  - 1 OT
  - .5 PT
  - 1.5 Speech
  - .5 Itinerant Speech
  - 1 Psychologist
  - 1.5 Special Education Teachers (25 Special Education students)
  - 1 Nurse
  - .5 Art (34 min. class)
  - .5 Music (34 min. class)
  - 1 PE/Health (34 min. class)
  - .5 Library Aide
  - 2 custodians (1 full/2 part time)

### **Pros to Proposal 2 – Pre-K and 1/2 Kindergarten at Eli Whitney**

- Reduction to teacher salary line in budget
- Provides opportunity to balance class sizes
- Increased collaboration among teachers at Pre-K and Kindergarten grade levels

- Professional learning opportunities could be more focused to the needs of Pre-K and Kindergarten
- Will eliminate travel by Kindergarten teachers between buildings
- Eli Whitney is centrally located
- Plenty of space for growth of Pre-K and possible full day Kindergarten
- During CMT's no disruption to schedules in the primary grades
- Creates a nexus for transportation from daycares throughout the district
- Staff needed for Pre-K to Kindergarten "Transition PPT's" will be in single building
- School culture and environment would be developmentally specific
- Facility is equipped with bathrooms in classrooms
- Nice play area
- Pre-Kindergarten is already presently at Eli Whitney
- Pre-Kindergarten play area already exists
- Air conditioned rooms
- School may qualify for breakfast program
- Joint purchases can be made for entire school
- Could allow for Pre-K to Kindergarten teacher articulation
- 1/2 day program would eliminate the need for lunch staff
- Paraprofessionals will be more affective due to their focus on fewer grade levels
- Could house a Family Resource Center
- Addresses racial imbalance at Thomas G. Alcorn

### **Cons to Proposal 2 – Pre-K and 1/2 Kindergarten at Eli Whitney**

- District could possible jeopardize Title I funding of staffing and supplies
- More difficult to achieve on-going planning and communication between primary and intermediate grades
- Facility upgrades may be necessary
  - Lower bulletin and dry erase boards
  - Toilets and sinks will need to be lowered
- Bus routes will increase and may take longer for students to arrive at school and home
- Library resources will need to be restocked to be more developmentally appropriate
- Air conditioners may need to be installed
- Books and materials will need to be inventoried and relocated
- Elimination of Project Choice full day Kindergarten program

**Proposal 3**  
**Hazardville Memorial**  
**Pre-Kindergarten and Full-day Kindergarten School**

**Proposal 3:**

- To move all Pre-Kindergarten and Kindergarten students to Hazardville Memorial

**Supporting Data**

**Projected Enrollment: 557 students**

- 2010 - 2011 Pre-Kindergarten 90 students
- 2010 - 2011 Kindergarten 438 students
- 2010 - 2011 Preschool Itinerant Speech 29 students

**Pre-Kindergarten Classrooms**

- Ten 1/2 Day Sections (5 classrooms) with 8 – 12 students per class
  - Larger class sizes are permissible, but not optimal as per needs of students
  - Classrooms are composed of 1/2 Special Education Students and 1/2 Typical Peers

**Full-day Kindergarten Classrooms**

- **Projected class size (2010 – 2011) based on 438 students**
  - 438 students/21 Classroom teachers = 21 average class size  
**\* addition of 6 classroom teachers**

**or**

  - 438 students/26 Classroom teachers = 17 average class size  
**\* addition of 11 classroom teachers**



### **Room utilization:**

- Currently 19 classrooms (9 with bathrooms)
  - Full-day Kindergarten proposal would require a maximum of 31 classrooms and a minimum of 26 classrooms
    - 5 Pre-Kindergarten classrooms
    - 26 Kindergarten classrooms (17 average class size)
- or**
- 21 Kindergarten classrooms (21 average class size)

### **Projected Staffing Needs:**

- Pre-K with Full-day Kindergarten
  - Principal
  - 1 Secretary
  - .5 Office Assistant 21
  - 26 Classroom Teachers (17 average class size) or 21 Classroom Teachers (21 average class size)
  - 5 Pre-K Special Ed. Teacher
  - 10 Pre-K Paraprofessionals
  - 6 Kindergarten Paraprofessionals
  - 1 OT
  - .5 PT
  - 1.5 Speech
  - .5 Itinerant Speech
  - 1 Psychologist
  - 1.5 Special Education Teachers (25 Special Education students)
  - 1 Nurse
  - .7 Art (34 min. class)
  - .7 Music (34 min. class)
  - 1.5 PE/Health (63 periods – 34 min. class)
  - .7 Library Aide
  - 2 custodians (1 full/2 part time)

### **Pros to Proposal 3 – Pre-K and Full-day Kindergarten at Hazardville Memorial**

- Provides opportunity to balance class sizes
- Increased collaboration among teachers at Pre-K and Kindergarten grade levels

- Professional learning opportunities could be more focused to the needs of Pre-K and Kindergarten
- Will eliminate travel by Kindergarten teachers between buildings
- During CMT's no disruption to schedules in the primary grades
- Creates a nexus for transportation from daycares throughout the district
- Staff needed for Pre-K to Kindergarten "Transition PPT's" will be in single building
- School culture and environment would be developmentally specific
- Facility is equipped with bathrooms in classrooms
- Nice play area
- School may qualify for breakfast program
- Joint purchases can be made for entire school
- Could allow for Pre-K to Kindergarten teacher articulation
- Paraprofessionals will be more affective due to their focus on fewer grade levels
- Could house a Family Resource Center
- Addresses racial imbalance at Thomas G. Alcorn

### **Cons to Proposal 3 – Pre-K and Full-day Kindergarten at Hazardville Memorial**

- Requires district to hire an additional 11 – 6 classroom teachers
- District could possible jeopardize Title I funding of staffing and supplies
- More difficult to achieve on-going planning and communication between primary and intermediate grades
- Facility upgrades may be necessary
  - Tile floors
  - Boiler
  - Lower bulletin and dry erase boards
  - Toilets and sinks will need to be lowered
- Bus routes will increase and may take longer for students to arrive at school and home
- Library resources will need to be restocked to be more developmentally appropriate
- Air conditioners may need to be installed
- Books and materials will need to be inventoried and relocated
- Full day program would require the need for a lunch staff

### **Conclusion:**

**Based on current enrollment, Hazardville Memorial would not be able to accommodate full-day Kindergarten without the construction of 12 additional**

classrooms (for an average class size of 17 students) or 7 additional classrooms (for an average class size of 21 students).

**Proposal 4**  
**Eli Whitney**  
**Pre-Kindergarten and Full-day Kindergarten School**

**Proposal 4:**

- To move all Pre-Kindergarten and Kindergarten students to Eli Whitney

**Supporting Data**

**Projected Enrollment: 557 students**

- 2010 - 2011 Pre-Kindergarten 90 students
- 2010 - 2011 Kindergarten 438 students
- 2010 - 2011 Preschool Itinerant Speech 29 students

**Pre-Kindergarten Classrooms**

- Ten 1/2 Day Sections (5 classrooms) with 8 – 12 students per class
  - Larger class sizes are permissible, but not optimal as per needs of students
  - Classrooms are composed of 1/2 Special Education Students and 1/2 Typical Peers

**Full-day Kindergarten Classrooms**

- **Projected class size (2010 – 2011) based on 438 students**
  - 438 students/21 Classroom teachers = 21 average class size  
**\* addition of 6 classroom teachers**

**or**

- 438 students/26 Classroom teachers = 17 average class size  
**\* addition of 11 classroom teachers**

### **Room utilization:**

- Currently 24 classrooms (4 with bathrooms)
  - Full-day Kindergarten proposal would require a maximum of 31 classrooms and a minimum of 26 classrooms
    - 5 Pre-Kindergarten classrooms
    - 26 Kindergarten classrooms (17 average class size)
- or**
- 21 Kindergarten classrooms (21 average class size)

### **Projected Staffing Needs:**

- Pre-K with Full-day Kindergarten
  - Principal
  - 1 Secretary
  - .5 Office Assistant
  - 5 Pre-K Special Ed. Teacher
  - 10 Pre-K Paraprofessionals
  - 26 Classroom Teachers (17 average class size) or 21 Classroom Teachers (21 average class size)
  - 6 Kindergarten Paraprofessionals
  - 1 OT
  - .5 PT
  - 1.5 Speech
  - .5 Itinerant Speech
  - 1 Psychologist
  - 1.5 Special Education Teachers (25 Special Education students)
  - 1 Nurse
  - .7 Art (34 min. class)
  - .7 Music (34 min. class)
  - 1.5 PE/Health (63 periods – 34 min. class)
  - .7 Library Aide
  - 2 custodians (1 full/2 part time)

### **Pros to Proposal 4 – Pre-K and Full-day Kindergarten at Eli Whitney**

- Provides opportunity to balance class sizes
- Increased collaboration among teachers at Pre-K and Kindergarten grade levels

- Professional learning opportunities could be more focused to the needs of Pre-K and Kindergarten
- Will eliminate travel by Kindergarten teachers between buildings
- Eli Whitney is centrally located
- Plenty of space for growth of Pre-K and possible full day Kindergarten
- During CMT's no disruption to schedules in the primary grades
- Creates a nexus for transportation from daycares throughout the district
- Staff needed for Pre-K to Kindergarten "Transition PPT's" will be in single building
- School culture and environment would be developmentally specific
- Facility is equipped with bathrooms in classrooms
- Nice play area
- Pre-Kindergarten is already presently at Eli Whitney
- Pre-Kindergarten play area already exists
- Air conditioned rooms
- School may qualify for breakfast program
- Joint purchases can be made for entire school
- Could allow for Pre-K to Kindergarten teacher articulation
- Paraprofessionals will be more affective due to their focus on fewer grade levels
- Could house a Family Resource Center
- Addresses racial imbalance at Thomas G. Alcorn

### **Cons to Proposal 4 – Pre-K and Full-day Kindergarten at Eli Whitney**

- Requires district to hire an additional 11 –6 classroom teachers
- District could possible jeopardize Title I funding of staffing and supplies
- More difficult to achieve on-going planning and communication between primary and intermediate grades
- Facility upgrades may be necessary
  - Lower bulletin and dry erase boards
  - Toilets and sinks will need to be lowered
- Bus routes will increase and may take longer for students to arrive at school and home
- Library resources will need to be restocked to be more developmentally appropriate
- Air conditioners may need to be installed

- Books and materials will need to be inventoried and relocated
- Full day program would create the need for lunch staff

**Conclusion:**

**Based on current enrollment, Eli Whitney would be able to accommodate full-day Kindergarten with average class sizes of 21 with minor renovations. For class sizes of 17, Eli Whitney would require the construction of 5 additional classrooms.**