

# DRAFT DOCUMENT

This is a working document and will be updated regularly  
as planning work continues.



## Facility Utilization Options for Housing the District Educational Program in 2019-20

November 18, 2018

Version 1.1

**Option I:** Grade 6 students stay at elementary schools and grades 7 & 8 remain at Bedford. This option would include the Stepping Stones Preschool moving to a rented facility and **Long Lots K** attending CES in the space opened up from the movement of the preschool out of CES. All other elementary schools would house grades K-6. The core program would remain intact, but there would likely be modifications to encore classes.

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>-- would likely maintain current core programming for grade 6, including advanced math and world language offerings</p> <p>--adjustments to encore classes are likely</p> <p>--possible impact to co-curricular activities</p> <p>--challenge to provide equity for teams with different configurations, e.g. 3,4, and 5 teacher teams (CES projected for 3 sections and LLS projected at 5 sections)</p>	<p>--nearly all of Westport's students remain at their current schools</p> <p>--extra transition for Long Lots kindergarteners</p>	<p>-- space (Do we need portables?)</p> <p>--scheduling encore classes</p> <p>--staffing (many teachers become itinerant)</p> <p>--transportation</p> <p>--material storage i.e. science, stem, art</p> <p>--grade 6 teachers would be isolated, making collaboration more challenging</p> <p>--appropriate reading level materials for grade 6</p> <p>--would require new location for preschool</p> <p>--curriculum work could be a challenge</p> <p>--additional staffing would likely be required to ensure the same world language and math offerings</p>	<p>--Will students still have a grade 6 play/musical?</p> <p>--Will students be able to participate in the Science Olympiad?</p> <p>--How many portables will we have to add to the elementary schools?</p> <p>--Could we go to trimesters, rotating specials?</p> <p>--Can we provide after school experiences, i.e. musical?</p> <p><i>Note: LLS location presents great challenge to adding any portables to increase capacity as an elementary school. There are opportunities to use portables more readily at the four other elementary schools.</i></p>

<p>Pros:</p> <ul style="list-style-type: none"><li>-- may maintain current core programming for grade 6</li><li>--nearly all of Westport's students remain at their current schools</li><li>--middle school team model would remain in place</li></ul>	<p>Cons:</p> <ul style="list-style-type: none"><li>--adjustments to encore classes are likely</li><li>--challenge to maintain all co-curricular experiences, e.g. musical</li><li>--providing equity for teams with different configurations will be challenging, e.g. 3,4, and 5 teacher teams</li><li>--extra transition for Long Lots kindergarteners</li><li>--staffing (many teachers become itinerant)</li><li>--additional staffing would likely be required</li><li>--impact to all elementary schools</li><li>--additional modular classrooms would be needed</li><li>--new location for preschool would be required</li></ul>
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**Option II:** Grade 6 students stay at elementary schools and grades 7 & 8 remain at Bedford. This option would include Stepping Stones Preschool moving to a rented facility and **Long Lots 6th grade** attending CES with that open space of the preschool being relocated. All other elementary schools would house grades K-6. The core program would remain intact, but there would likely be modifications to encore classes.

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--would likely maintain current core programming for grade 6, including advanced math and world language offerings</p> <p>--adjustments to encore classes are likely and may be significant</p> <p>--possible impact to co-curricular activities</p> <p>--all sixth grade teams would remain four-teacher teams</p>	<p>--nearly all of Westport's students remain at their current schools.</p> <p>--extra transition for Long Lots 6th grade</p>	<p>-- space (Do we need portables?)</p> <p>--scheduling encore classes</p> <p>--staffing (many teachers become itinerant)</p> <p>--transportation</p> <p>--material storage i.e. science, stem, art</p> <p>--Grade 6 teachers would be isolated, making collaboration more challenging</p> <p>--appropriate reading level materials for grade 6</p> <p>--would require new location for preschool</p> <p>--curriculum work would be challenge</p> <p>-- additional staffing would likely be required to ensure the same world language and math offerings</p>	<p>--Will students still have a grade 6 play/musical?</p> <p>--Will students be able to participate in the Science Olympiad?</p> <p>--How many portables will we have to add to the elementary schools?</p> <p>--Could we go to trimesters, rotating specials?</p> <p>--Can we provide after school experiences, e.g. musical?</p> <p><i>Note: LLS location presents great challenge to adding any portables to increase capacity as an elementary school. There are opportunities to use portables more readily at the four other elementary schools.</i></p>

<p>Pros:</p> <ul style="list-style-type: none"> <li>--may maintain current core programming for grade 6</li> <li>--nearly all of Westport's students remain at their current schools (social/emotional benefit)</li> <li>--middle school team model would remain in place (all teams would be four-teacher teams)</li> <li>--CES and LLS combined 6th grades would form two separate four-teacher teams maintaining the four-teacher team configuration for 6th grade</li> </ul>	<p>Cons:</p> <ul style="list-style-type: none"> <li>--adjustments to encore classes are likely</li> <li>--challenge to maintain all co-curricular experiences, i.e. musical</li> <li>--extra transition for Long Lots 6th grade</li> <li>--staffing (many teachers become itinerant)</li> <li>--additional staffing would likely be required</li> <li>--additional classrooms would be needed</li> <li>--new location for preschool would be required</li> <li>--impacts all elementary schools</li> </ul>
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**Option III:** Grade 6 students stay at elementary schools or go to Bedford. This option would include:

- Stepping Stones Preschool moving to a rented facility;
- Long Lots 6th grade attending CES;
- SES and KHS grade 6 students going to Bedford (including using portables at BMS);
- GFS grade 6 would remain at Greens Farms; and
- Grades 7 & 8 remain at Bedford.

The core program would remain intact, but there may be modifications to encore classes.

<u>Academic</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>-- would likely maintain current core programming for grade 6, including advanced math and world language offerings</p> <p>--adjustments to encore classes are possible</p> <p>--possible impact to co-curricular activities</p> <p>--all sixth grade teams would remain four-teacher teams</p> <p>--6th grade would be in three buildings, easing the challenges of scheduling and staffing</p>	<p>--many students would move to a new school</p> <p>--extra transition for some 6th grade students</p>	<p>--scheduling encore classes</p> <p>--staffing (many teachers become itinerant)</p> <p>--transportation</p> <p>--Grade 6 teachers would be in three buildings as opposed to two, making collaboration more challenging</p> <p>--appropriate reading level materials for grade 6</p> <p>--would require new location for preschool</p> <p>--curriculum work would be challenge</p> <p>-- additional staffing would likely be required to ensure the same world language and math offerings</p>	<p>--Will students still have a grade 6 play/musical?</p> <p>--Will students be able to participate in the Science Olympiad?</p> <p>--How many portables will we have to add to the elementary schools?</p> <p>--Could we go to trimesters, rotating specials?</p> <p>--Can we provide after school experiences, e.g. musical?</p>

<p>Pros:</p> <ul style="list-style-type: none"><li>--maintains current core programming for grade 6</li><li>--middle school team model would remain in place</li><li>--CES and LLS combined 6th grades would form two - 4 teacher teams maintaining 4 teacher team configuration for 6th grade</li><li>--6th grade would be in three buildings, easing the challenges of scheduling and staffing</li></ul>	<p>Cons:</p> <ul style="list-style-type: none"><li>--adjustments to encore classes are likely</li><li>--challenge to maintain all co-curricular experiences, e.g. musical</li><li>--extra transition for some 6th grade students</li><li>--staffing (many teachers become itinerant)</li><li>--additional staffing would likely be required</li><li>--new location for preschool would be required</li><li>--impacts two elementary schools and Bedford</li></ul>
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**Option IV:** All students in grades 6-8 attend Bedford with a staggered schedule. One possible **example** of staggered model: grade 6 attends school 7:00 a.m. to 1:45 p.m. and grades 7 and 8 attend school 9:15 a.m. to 4:00 p.m. (Allows the classrooms to be used more times each day.)

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--maintains current core programming</p> <p>--anticipate modifications to encore classes will be limited</p>	<p>--maintains current grade configuration and programming</p> <p>--minimizes impact of changing schools to majority of schools and students</p> <p>--allows all middle school teachers the opportunity to collaborate</p> <p>--efficiency gained when combining all middle school students</p>	<p>--space</p> <p>--maintaining current programming for encore</p> <p>--scheduling PE, lunch and other specials that require dedicated space, e.g. art</p> <p>--necessitates additional transportation for two shifts of students at same school – students will be at bus stops at periods of darkness during periods of the year</p>	<p>--What configuration would work best, e.g. grade 6 starts the day and grades 7 &amp; 8 come later?</p> <p>--Will fire code allow 1,300 students in Bedford?</p> <p>--How would after school activities be coordinated?</p> <p>--What are optimal start times?</p> <p>--Bedford is currently struggling to accommodate PE. How will this be address when we add additional students?</p>

<p>Pros:</p> <ul style="list-style-type: none"><li>--maintains current core programming</li><li>--modifications to encore classes will be limited</li><li>--maintains the current grade configuration and programming</li><li>--middle school team model would remain in place</li><li>--minimizes impact to majority of schools and students</li><li>--allows opportunity for all middle school teachers to collaborate</li></ul>	<p>Cons:</p> <ul style="list-style-type: none"><li>--Bedford would be crowded</li><li>--scheduling PE, lunch and other specials that require dedicated space, e.g. art would be challenging</li><li>--potential for some impact to current encore classes</li><li>--CMS and BMS students would be impacted</li><li>--new transportation plan would be required (new bus schedule/resources)</li><li>--lack of space may impact programming</li></ul>
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**Option V:** Maintain Current Configuration - All 6th and 7th grade students go to Bedford, Bedford 8th grade goes to Bedford, and Coleytown 8th grade goes to Staples.

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--maintains current core programming</p> <p>--maintains current encore programming</p>	<p>--maintains the current grade configuration with the exception of Coleytown 8th grade</p> <p>--Coleytown 8th grade is isolated from other middle schools students</p>	<p>--space (may need to add portables to Staples)</p>	<p>--Will the existing schedule at Bedford be modified (improved)?</p>
<p><b>Pros:</b></p> <p>--maintains current core programming</p> <p>--maintains current encore programming</p> <p>--middle school team model would remain in place</p> <p>--all challenges are known and many can be addressed</p> <p>--transportation plan is in place</p> <p>--allows opportunity for all middle school teachers to collaborate</p>		<p><b>Cons:</b></p> <p>--Coleytown 8th grade removed from peer group.</p> <p>--continued impact to Staples</p> <p>--may require modular classrooms at Staples</p> <p>--limitations to schedule because some teachers will be working at Staples and Bedford</p> <p>--impact to CMS and BMS students</p> <p>--continued stress for teachers moving from one school to another</p> <p>--continued pressure on space to provide optimal instructional spaces</p>	

**Option VI:** All students in grades 6-8 attend Bedford on the same school schedule

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--maintains current core programming</p> <p>--middle school team model would remain in place</p>	<p>--maintains the current grade configuration (grades 6-8 remain at middle school)</p>	<p>--Availability to schedule all classes in appropriate spaces, including lunch, physical education, and specialized learning spaces</p> <p>--Need to consider repurposing library (constructing classrooms inside this area) and create other spaces for instructional space for the entire year</p>	<p>--Will the existing schedule at Bedford be modified (improved)?</p>
<p><b>Pros:</b></p> <p>--maintains current core programming</p> <p>--maintains the current grade configuration (grades 6-8 remain at middle school)</p> <p>--middle school team model would remain in place</p>		<p><b>Cons:</b></p> <p>--pressures on space may compromise delivery of educational program</p> <p>--impact of housing approximately 1,300 student in one space for the entire school day together with repurposed common areas</p> <p>-- continued pressure on space to provide optimal instructional spaces</p>	

**Option VII:** All students in grades 6-8 attend Bedford with a split schedule (double sessions), e.g. Session I: 7:00 a.m. to noon, Session II: 12:30 p.m. to 5:30 p.m.

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--maintains current core programming</p> <p>--middle school team model would remain in place</p> <p>--modifications to encore classes may be significant</p> <p>--decrease in overall instructional time</p>	<p>--maintains the current grade configuration (grades 6-8 remain at middle school)</p> <p>-- this model would entail some type of split i.e. CMS and BMS or splitting grade levels</p> <p>--possibility to incorporate transition planning for 8th grade to prepare for high school transition</p> <p>--students would remain home alone for a significant portion of the day</p>	<p>--Maintaining current programming for encore</p> <p>--Time</p> <p>--necessitates additional transportation for two shifts of students at same school – students will be at bus stops at periods of darkness during periods of the year</p>	<p>--What configuration would work best, e.g. grade level split or CMS/BMS split?</p> <p>--How would after school activities be coordinated?</p> <p>--Optimal Start times?</p>
<p><b>Pros:</b></p> <p>--maintains current core programming</p> <p>--maintains the current grade configuration (grades 6-8 remain at middle school)</p> <p>--middle school team model would remain in place</p>		<p><b>Cons:</b></p> <p>--modifications to encore classes may be significant</p> <p>--decrease in overall instructional time – just meet the minimum CT State requirement</p> <p>--students would remain home alone for a portion of the historical school day</p> <p>--Transportation (new bussing schedule/resources may be required)</p> <p>--significant impact to CMS and BMS students and families</p>	

**Option VIII:** Find alternative site for some part of our learning continuum of our educational program. This would mean housing one of the following at a different, rented location:

- early learning center (Stepping Stones Preschool and all kindergarten classrooms districtwide)
- 6th grade
- 8th grade
- all of CMS

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--middle school teaming could stay in place</p> <p>--programming may be impacted i.e. can we find a location that has a gym?</p>	<p>--other students and buildings would not be impacted</p> <p>--significant disruption to large number of students</p>	<p>--finding a location that is suitable and large enough to accommodate 450 students and have the specialized spaces to support the delivery of the educational program, e.g. science labs</p> <p>--transportation (new bussing schedule/resources may be required)</p> <p>--significant modifications to the new site are likely</p>	<p>--Would this be a building the BOE would rent?</p> <p>--Have we identified a possible building?</p> <p>--Does the new location restrict programming?</p>

**Option VIII continues on next page.**

Notes:

**Scenario of Stepping Stones Preschool and all kindergarten classes located together in a rented facility:**

- Grades 1-6 would be housed in the five elementary schools with little or limited need for any additional portables.
- Grades 7-8 attend BMS for a population of approximately 850, the same size as previous BMS 6-8 for part of the Town.
- Grades 9-12 attend SHS.

**Scenario of Grade 6 located at a rented facility:**

- Preschool does not move, all elementary remain K-5
- Grades 7-8 attend BMS for a population of approximately 850, the same size as previous BMS 6-8 for part of the Town.
- Grades 9-12 attend SHS.

**Scenario of Grade 8 located at rented facility:**

- Preschool does not move, all elementary remain K-5
- Grades 6-7 attend BMS for a population of approximately 850, the same size as previous BMS 6-8 for part of the Town.
- Grades 9-12 attend SHS.

**Scenario of all of CMS at a rented facility:**

- Preschool does not move, all elementary remain K-5
- BMS continues serving 6-8 for part of the Town.
- CMS in new location continues serving 6-8 for part of the Town.
- Grades 9-12 attend SHS.

*Note: These four scenarios will be presented as separate options in the next iteration of these choices, with the individual pros/cons for each one specifically. The generalities of the impact of these plans are presented below. The major drawback especially for grades 6 and 8 plans are additional transitions, and the District has not yet found any rental space for all of CMS.*

**Pros:**

--middle school teaming will stay in place  
--programming may be impacted i.e. can we find a location that has a gym?  
--other students and buildings would not be impacted

**Cons:**

--impact to programming is unknown until a site is determined  
--transportation (new bussing schedule/resources may be required)  
--time students are on busses may be impacted  
--limitations of site would likely impact existing programming  
--to accommodate all CMS students it is likely multiple sites will be needed, increasing the number of transitions for these students

**Option IX:** Utilize one of our five elementary schools to house CMS. Redistrict the elementary students from impacted school to the four other elementary schools. (Reduce elementary from five to four schools.)

<u>Academic:</u>	<u>Social Emotional/Level of Disruption:</u>	<u>Resource Challenges:</u>	<u>Questions:</u>
<p>--middle school teaming will stay in place</p> <p>--limited if any impact to middle school programming</p> <p>--academic programming for all students would be limited</p> <p>--co-curricular activities may be impacted</p>	<p>--one of the District's elementary schools would be eliminated and students and staff would be reallocated to the four other elementary schools</p>	<p>--transportation (new bussing schedule/resources may be required)</p> <p>--redistricting of the students of an entire elementary school</p> <p>-Most likely, Stepping Stones Preschool would need to be relocated</p>	<p>--How would it be decided what school would be closed and where those students would be reassigned?</p> <p>--Have we identified a possible building?</p> <p>--Does the new location restrict programming?</p>
<p><b>Pros:</b></p> <p>--middle school teaming will stay in place</p> <p>--current programming and schedules will remain intact</p> <p>--limited to no impact to core program or encore classes</p>		<p><b>Cons:</b></p> <p>--significant disruption to students and families of the impacted elementary schools</p> <p>--may require complicated redistricting plan</p> <p>--transportation (new bussing schedule/resources may be required)</p> <p>--would require new facility for Stepping Stones Preschool</p> <p>--potential impact to some co-curricular activities</p>	