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

Comparing Growth of Faculty vs. High School Enrollment

Percent Change Since 2002

-15 -10 -5 0 5 10 15 20 25 30


% Faculty Change % Enrollment Change

1315 136 1609 140 120
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.

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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 0.17

19.59

Federal Job Grant 0.75

Total Faculty Reduction 20.34
Three Elephants

http://echeng.com/journal/images/misc/echeng071003_139866.jpg
What sort of high school do you want for your children?