



Elementary Building Use Task Force

Public Forum
September 30, 2013

The Charge

The Superintendent's Elementary Building Task Force (Phase 2) will research the elementary space options recommended by the first Task Force, conduct a detailed cost/benefit analysis for each option and continue to solicit public and staff input.

Based on this information, the Task force will recommend to the Superintendent the preferred option with a proposed implementation timeline in a written report which summarizes the reasons for its recommendation.

The underlying goal is to ensure an equitable, high quality educational program for all elementary students.

Composition of the Task Force

- **3 Current Parents** – One from each Elementary School
- **3 Community Members** – One from each of the three elementary school districts as they were previously constituted.
- **3 Teachers**
- **3 Elementary Principals**
- **3 Central Office Administrators:** Director of Student Services, Assistant Superintendent, Superintendent
- **1 School Committee Member**

Recommended Options

- **K -5 Schools** – Each of the three buildings would house students in Grades K-5, within its geographic catchment area.
- **Lower Elementary** – Loker would house all K and Grade 1 students. Claypit Hill and Happy Hollow would each house Grades 2-5.
- **Upper Elementary** – Either Loker or Happy Hollow would house all the students in Grades 4-5. The remaining two buildings would each house students in Grades K-3.

The Ongoing Work: An Overview

The Task Force set out to research the three identified options in the following manner:

- Reviewed student demographic information and its impact on the total number of classes per grade level.
- Conducted a review of related research studies.
- Visited the Georgetown and Norton School Systems.
- Identified the relative pros and cons of each model.

Enrollment and Classroom Projections

School Year	K	1	2	3	4	5	Total
2014-15	164	172	212	206	196	201	1151
	9	9	10	9	8	9	54
2015-16	155	174	181	218	212	200	1140
	8	9	9	10	9	9	54
2016-17	172	165	184	187	226	217	1151
	9	9	9	9	10	9	55
2017-18	166	183	174	190	194	232	1139
	9	10	8	9	8	10	54
2018-19	163	177	193	180	197	199	1109
	9	9	9	9	8	8	52
2019-20	166	174	187	200	186	202	1115
	9	9	9	9	8	9	53
2020-21	165	177	184	194	207	191	1118
	9	9	9	9	9	8	53
2021-22	166	176	187	190	201	212	1132
	9	9	9	9	9	9	54
2022-23	165	177	186	194	197	206	1125
	9	9	9	9	8	9	53

54 Regular Classrooms

- Based on our revised projections, the Task Force determined that, for planning purposes, we needed to anticipate at least 9 classrooms at each grade level, or 54 elementary classrooms in all.
- We learned that Wayland's demographics will not support a K-5 Model that has 3 classrooms per grade at Happy Hollow, 3 at Loker, and 4 at Claypit Hill. That would equal 60 classrooms.

Two K-5 Options

We learned that with 54 classrooms, there are essentially two K-5 viable options:

- The 2,3,4 K-5 Option: In this option, Claypit Hill would have 4 classrooms per grade, or 24 classrooms total. Either Loker or Happy Hollow would have one school of 2 classrooms per grade, or 12 classrooms total. The remaining school would have 3 classrooms per grade or 18 total.
- The 3,3,3 K-5 Option: In this option, all three schools would have 3 classrooms per grade, or 18 total.

Classrooms per Option (Given 54 Classrooms)

	Happy Hollow	Loker	Claypit Hill
K-5 (3-3-3)	18	18	18
K-5 (2-3-4)	12	18	24
K-5 (3-2-4)	18	12	24
Upper Elementary	16	18	20
Lower Elementary	16	18	20

The Variables

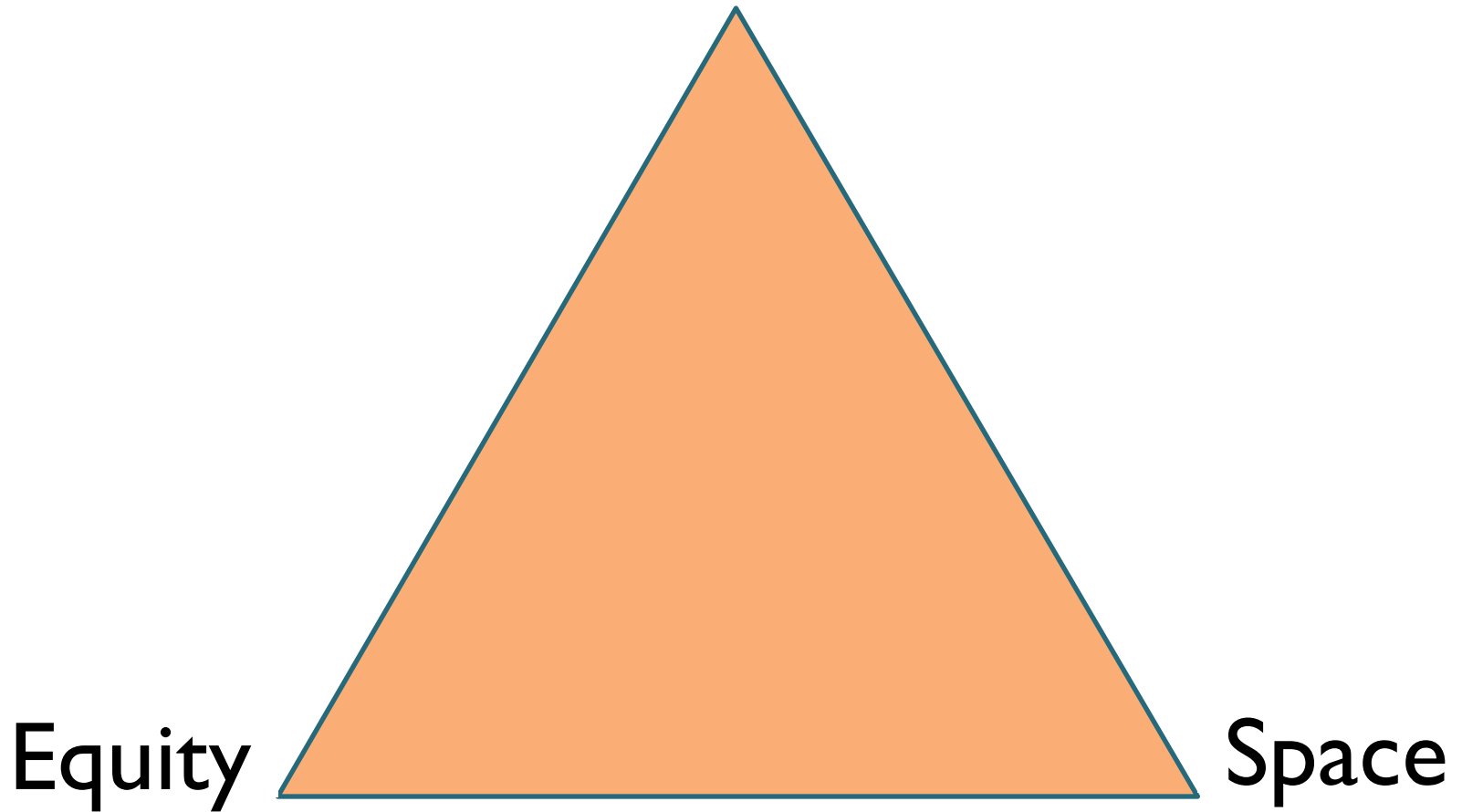
- Impact on the whole child
- Academic impact
- Staffing
- Class size
- Future flexibility
- Implications for the transition to the new model from the Current Model
- Redistricting
- Space Use
- Transportation
- Cost

Analyzing the Variables

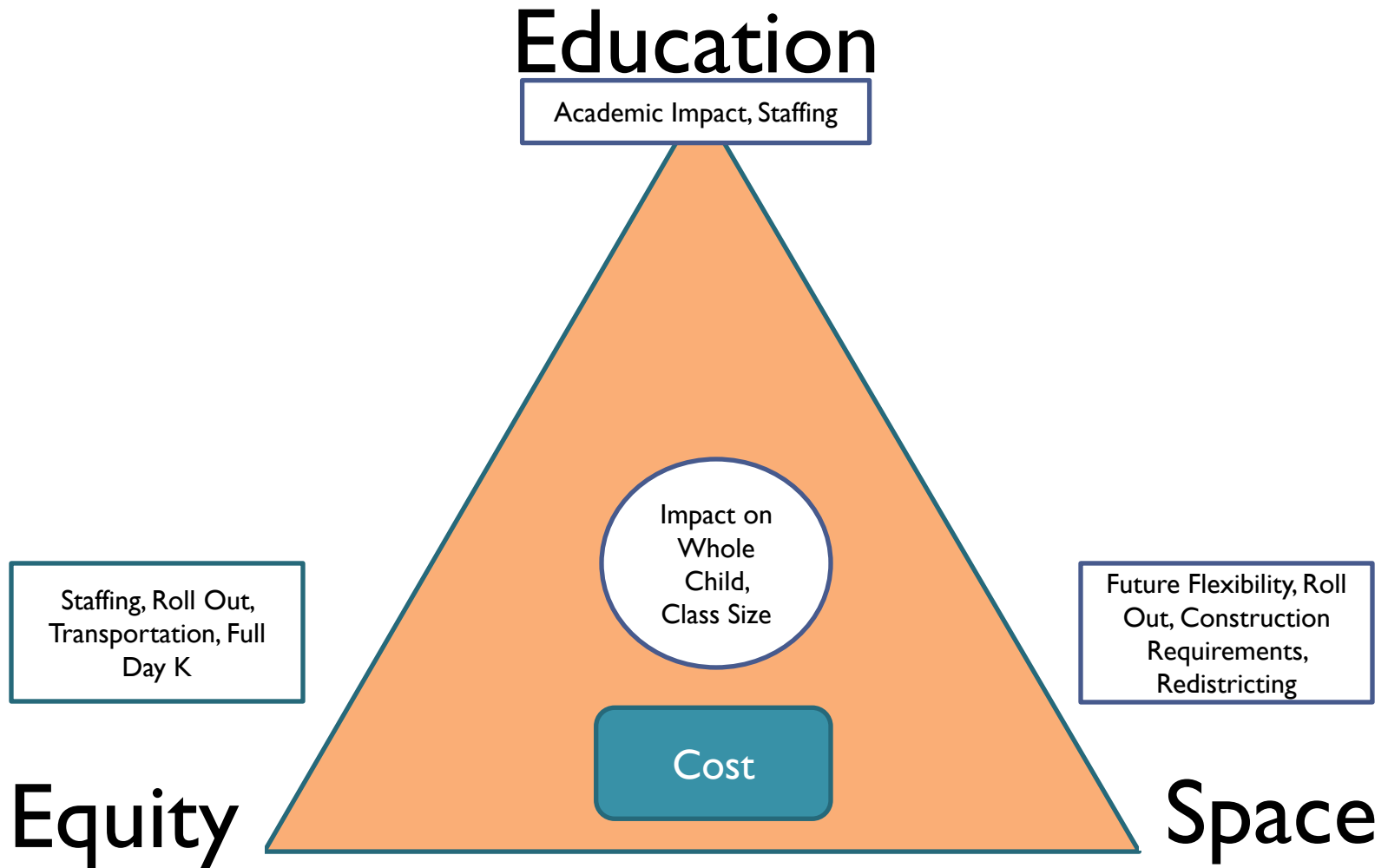
Elementary Building Use Options by Variable	
Options	Variable
K - 5	
Lower Elementary School	
Upper Elementary School	

The Triangle: A Balancing Act

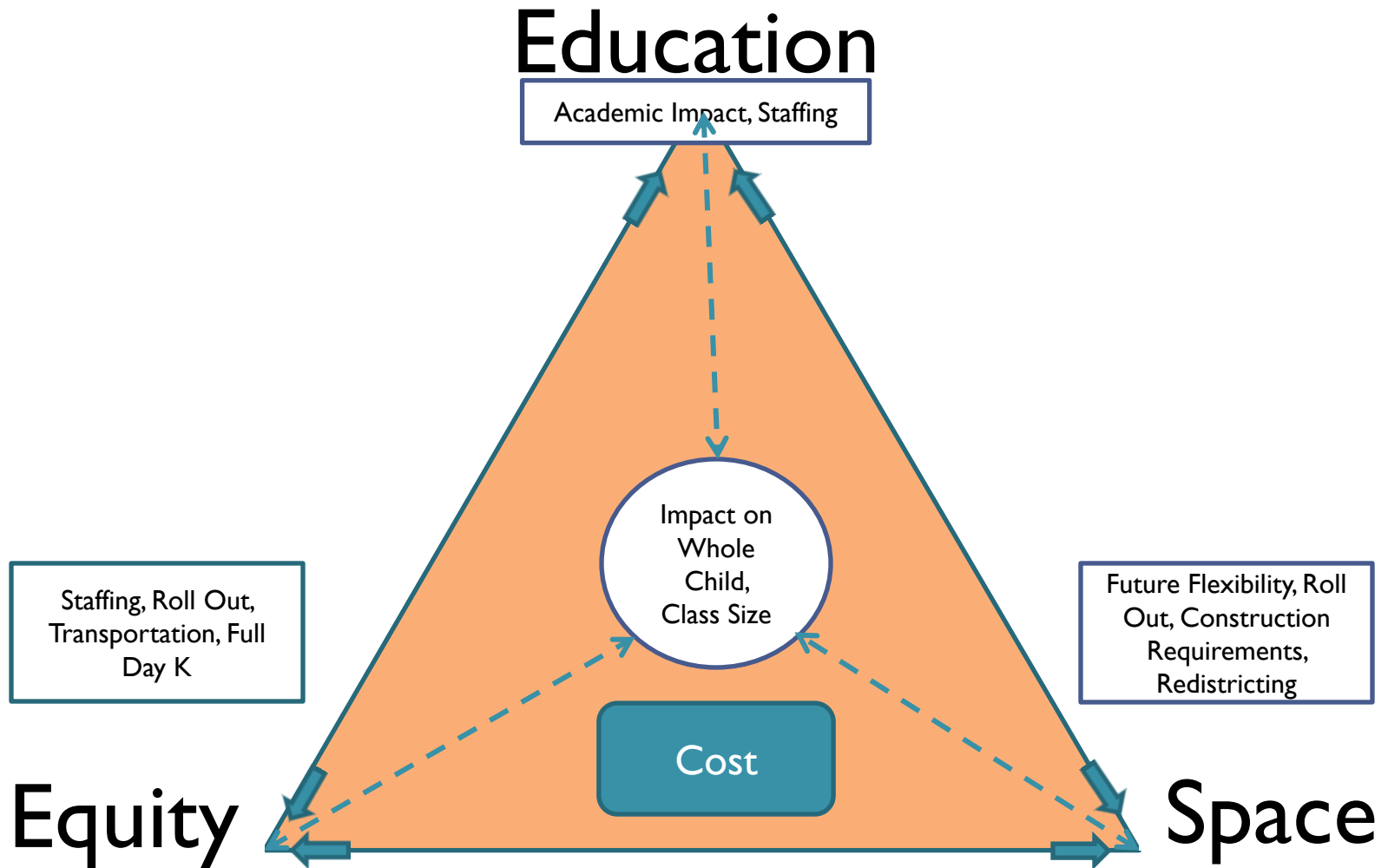
Education



The Triangle: A Balancing Act



The Triangle: A Balancing Act



Ongoing Costs: Rough Estimates

	K-5		Lower		Upper	
Cost	#	\$	#	\$	#	\$
Principal	0.7	\$ 77,600	0.7	\$ 77,600	0.7	\$ 77,600
Building Sub	1.5	\$ 36,465	1.5	\$ 36,465	1.5	\$ 36,465
Secretary	1.0	\$ 24,310	1.0	\$ 24,310	1.0	\$ 24,310
Custodian	1.0	\$ 43,800	1.0	\$ 43,800	1.0	\$ 43,800
Classroom Teachers	1.0	\$ 63,245	0	\$ -	-2.0	\$ (126,490)
Librarian	0.4	\$ 25,298	0.4	\$ 25,298	0.4	\$ 25,298
Specialist	0.8	\$ 73,382	0.4	\$ 36,691	0.4	\$ 36,691
Special Education	3.0	\$ 189,735	1.5	\$ 94,868	2.5	\$ 158,113
Guidance	0.5	\$ 31,623	0.3	\$ 18,974	0.5	\$ 31,623
Speech	0.2	\$ 12,649	0.2	\$ 12,649	0.2	\$ 12,649
ELL	1.0	\$ 63,245	0.3	\$ 18,974	1.0	\$ 63,245
Busing	0	\$ -	1.0	\$ 50,000	1.0	\$ 50,000
TOTAL		\$ 641,352		\$ 439,628		\$ 433,303

The Options Revisited

The Task Force has concluded that each of the four options are preferable to the status quo.

Making a case for each option

5 Strengths

2 Challenges

The Options Revisited

Highlights of the (3,3, 3) K-5 Model

5 Strengths

1. No transitions Grades K through 5
2. Transportation efficiency for bus routes and parents.
3. Wide grade span keeps siblings together and eases vertical alignment (peer modeling, shared communication among staff, continuity in relationships)
4. Equal resource allocation and staffing
5. Strong sense of school community

2 Challenges

1. Redistricting will impact many families; need for ongoing buffer zones.
2. Limited long range flexibility for two of the schools.

The Options Revisited

Highlights of the (2,3,4) K-5 Model

5 Strengths

1. No transitions Grades K through 5
2. Strong vertical alignment (peer modeling, shared communication among staff, continuity in relationships)
3. Strong sense of school community
4. More students are closer to home
5. Flexibility for future changes in population in two schools.

2 Challenges

1. The “2” School will have fewer academic and social configurations.
2. Redistricting will impact many families; need for ongoing buffer zones.



The Options Revisited

Highlights of the Lower Elementary Model

5 Strengths

1. Efficient use of building space, flexibility in two schools
2. Fosters strong early childhood community culture
3. Most flexibility with full day kindergarten
4. Optimized class sizes and educational groupings in Grades K-1.
5. Easiest transition to implement

2 Challenges

1. Grades 1-2 Transition, Vertical Alignment
2. Longer bus rides for students in Grades K-1



The Options Revisited

Highlights of the Upper Elementary Model

5 Strengths

1. Grade 4-5 School is better able to focus school on developmental needs of older elementary students
2. Strong teacher collaboration at Grades 4-5
3. Equitable resources for Grades 4-5.
4. K-3 provides for early childhood communities, with expanding community for students in Grades 4-5 prior to middle school
5. Optimized class sizes and educational groupings in Grades 4-5

2 Challenges

1. Grades 3 to 4 transition, vertical alignment
2. Longer bus rides for students in Grades 4-5

Next Steps and Timeline

Public Comment and Questions