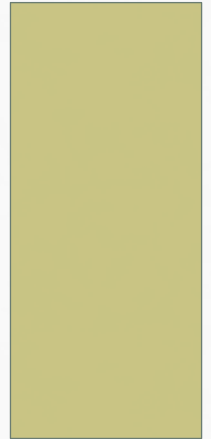




MADISON PUBLIC SCHOOLS

MIDDLE LEVEL CONSIDERATIONS



ABRIDGED RECAP...

- Action of Prior Board of Education – October 17, 2017
- Facilities Study – 3 Year Process
- Narrowed Focus to K-3 Over Past Year
- Can? Should?
- Referendum Aftermath...Due diligence

SOME ASSUMPTIONS...

- Contract to 5 schools (enrollment forecast)
- Available space at the middle schools
- Grade 4 moved to middle level:
 - an intermediate model and middle school model
- Polson absorbs three grades
- No perfect solution, any model presents strengths and flaws
- Budgetary Matters...can/should??
- Weaknesses/challenges = “problem solving” opportunities

ASSUMED MODEL/ ADDITIONAL CONSIDERATIONS

- Assumed model – 4/5 and 6-8
 - Additional consideration – 4-6 and 7/8
- Assumed location 4/5 Brown and 6-8 Polson
 - Additional consideration – 4-6 Polson and 7/8 Brown
- Although additional considerations look different by grouping model, the BOE has consistently held to its commitments:
 - Contracting from 6 to 5 schools
 - Absorbing grade 4 at the middle level
 - Three grades at Polson
 - Due diligence

ANALYSIS

- Full administrative team
- Subgroup of Administrative team
- Central Office Administrative Team (COAT)
- Whole Child Wellness Team
 - 12 member subgroup of classroom teachers and related service staff
- Site visit with DRA –viability, full range of opportunities/constraints
 - Polson and Brown both
 - Exterior grounds – playground

NEXT STEPS...

- Window of opportunity
- Collective thinking and analysis
 - SWOT
 - Whole Child Wellness Team
- Questions, clarifications...

PRIMARY CONSIDERATIONS

(LISTED IN RANK ORDER OF IMPORTANCE)

1. Developmental Needs
2. Programs/Specials (PAL, Pre-K, music, arts, etc.)
3. Classroom Size (square footage)
4. Transitions
5. Location /transportation
6. Facilities
7. Exterior grounds/security
8. Faculty Certification

ASSUMED MODEL: BROWN - GR 4/5 & POLSON GR 6-8

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Assumed model• Gr 6-8 is a common model• Smaller school community for youngest• Proximity for Gr 6-8 to DHHS• Less "one time" moving costs• Ability to group Gr 6 separately• Central location for Gr 6-12	<ul style="list-style-type: none">• Smaller classroom size (sq ft) for younger students• Gr 6-8 Bus Runs• Gr 4/5 Bus Run distance• Certification (K-6 vs. 7-12)• Brown facility layout - Gr 4th graders• No room for expansion at Brown• Playground location at Brown• Locker "mismatch"

ASSUMED MODEL: BROWN - GR 4/5 & POLSON GR 6-8

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none">• Gr 4 model/location• Ryerson students experience one K-5 campus• Extending PEP to Gr 7/8• Program expansion for Gr 4 (i.e. theater, arts, music, etc.)• Gr 6 wing at Polson• Move fitness room to DHHS	<ul style="list-style-type: none">• # of transitions for first cohort• # of transitions for younger children• Gr 4 instructional paras• Programmatic decisions for Gr 5 (Music, Theater, Spanish, etc.)

ADDITIONAL CONSIDERATION

POLSON — 4-6 & BROWN — 7-8

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Developmental distance – Gr 4-6• Larger classrooms – Gr 4-6• Polson - one level facility• Preserving “Brown Model”• Bus runs – 4th and 6th• Gr 4 wing, separate entrance• Limits transitions by one year• Certifications• Brown classroom size Gr 7-8• Useable lockers at Brown• Gym/locker rooms usage Gr 7/8	<ul style="list-style-type: none">• Need Gr 4 usable student storage option• One time moving costs• Shared certified core staff• Fields update at Brown for Gr 7-8

ADDITIONAL CONSIDERATION

POLSON — 4-6 & BROWN — 7-8

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none">• Gr 4 model/location• Working relationship with HS kids• Community playground – Polson• Jeffrey students experience one K-6 campus• Program expansion - Gr 4 (ex: theater, arts, music, etc.)• Move fitness room to DHHS	<ul style="list-style-type: none">• ESS – two campuses• Gr 4 instructional paras• Maintaining building use protocols by DHHS students since bell time changes (16-17)

WHOLE CHILD WELLNESS TEAM

- **Developmental Milestones**

- Social/emotional
- Physical
- Cognitive

- **Programming**

- Recess
- Teaming Models
- Scheduling
- Advisory Models

- **Grade Configurations**

- **Facilities**

- Classroom size
- Playground
- Building layout
- Meeting spaces

PRIMARY CONSIDERATIONS

(LISTED IN RANK ORDER OF IMPORTANCE)

1. Developmental Needs
2. Programs/Specials (PAL, Pre-K, music, arts, etc.)
3. Classroom Size (square footage)
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Questions/Comments