



TO: Dr. Colleen Palmer, Superintendent
FROM: Dr. Anthony Buono, Assistant Superintendent of Teaching and Learning
SUBJECT: Bedford/Coleytown Status Report
DATE: February 15, 2019

PROJECT SUMMARY: TO DESIGN A DETAILED AND COMPREHENSIVE BLUEPRINT FOR HOUSING ALL 6TH, 7TH, AND 8TH GRADE STUDENTS AT BEDFORD MIDDLE SCHOOL FOR THE 2019/2020 SCHOOL YEAR.

The entire middle school administrative team met on 2/13/19 to review the draft 6-8 schedule (attached) and discuss the feasibility and impact of scheduling CMS and BMS students separately. For a number of reasons, including the importance of establishing a sense of community and positive school climate the middle school administrative team does not support this approach. However, the team does recommend keeping the current counselor structure in place so relationships can be maintained and continue to evolve. In addition to concerns regarding the climate and culture of the school, issues of equity were also examined. Scheduling CMS and BMS separately would create numerous substantial discrepancies in class sizes as well as team structures. It is the collective belief of the team that scheduling CMS and BMS separately would enhance the divide between schools and students and hinder the potential for achieving a balanced schedule. In summation, the middle level administrative team recommends placing a proportional number of students from CMS and BMS onto each teaching team.

In terms of transition after the 2019-2020 school year, the team does not believe the model that would blend CMS and BMS students would create difficulty once CMS is back online. The team unanimously agrees that blending CMS and BMS is the optimal approach regarding equity, culture and the efficiency of scheduling and staffing. That being the case, the administrative team has initiated Phase I of the design team process so outstanding issues associated with this model can be closely examined. Design Teams will largely be comprised of teachers and administrators, but may involve other staff members as appropriate. Phase I items will be addressed and recommendations for each topic will be made by **March 15th**. (All future planning is based on the organizational design and staffing outlined.)

Organizational Structure:

- 4.5 teams per grade level
- BMS/CMS combined teams (proportional number of students)
- Proposed Staffing Levels:
 - 54 core teachers (reduction of 6 core teachers)
 - Administration - six administrators (reduction of one administrator)
 - Psychologist and mental health support – addition of one school psychologist and one mental health position to be decided (school counselor, psychologist, or social worker)
 - Three nurses & one health aide (reduction of one health aide)
 - Custodians: 13 (2 person reduction)
 - Secretaries: 5.5 (reduction of .5)
 - Library/Media: one library media specialist (reduction of one library media specialist)

- Support Teachers
 - 2 gifted teachers (level staffing)
 - 2 literacy intervention teachers (level staffing)
 - 2 mathematics support teachers (level staffing)

Phase I: Design Teams (to be completed by March 15th)

- ***Pupil Services Team - Facilitators Dr. Mannarino/Dr. Babich***
 - Counselor/psychological services
 - Counselor and school psychologist configuration
 - Developmental guidance curriculum
 - Implementation of RULER
 - Special education configuration and room allocation
 - Response to intervention configuration and room allocation
- ***Scheduling Team - Facilitators: Jackie Mellin/Micah Lawrence***
 - Core academics and unified arts (encore/specials) room allocations, staff concerns, developing a common team name structure, etc.
- ***Co-curricular Design Team - Facilitator: Dr. Rosen***
 - Will blend CMS and BMS sports, clubs and activities
- ***Security Planning Team - Facilitators: Administrative Team***
 - Fencing, cameras, parking/traffic, safety procedures, etc.

Phase II: Design Teams (to be completed by April 20th - some items will be worked on concurrently with Phase I)

- ***Facility and Additional Instructional Space Needs***
 - teacher work spaces/offices (architect review)
 - 150 additional student lockers (possibly near gym)
 - parking spaces/lot limitations
 - Organization (reorganization) of classroom cabinets, desk spaces in and out of classrooms
 - Bookshelves and improved organizational systems for classroom libraries