

# DRAFT

(As reviewed at February 25, 2016 Board of Education Workshop Session)

## Option F

### Early Childhood

1 Center Program @ HCC Site

### Elementary Schools

8 Schools K-5

### Middle Schools

3 Schools 6-8  
East, Power, Warner

### K-8 School. (STEAM)

Dunckel/Highmeadow

### High Schools

3 Schools 9-12  
Farmington, Harrison, North Farmington

The following tables are predictions of school populations over the next several years. These numbers are based on simply moving the current students forward in our presently established attendance boundaries. Beyond the class of 10th grade class of 16-17, this projection does not include movement of students between schools through school of choice, as is done for IB enrollment at HHS.

NFHS	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
9th	279	271	246	225	219	224	231	197	177
10th	319	279	271	246	225	219	224	231	197
11th	313	319	279	271	246	225	219	224	231
12th	282	313	319	279	271	246	225	219	224
Total	1193	1182	1115	1021	961	914	899	871	829
HHS	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
9th	260	229	217	179	224	217	196	192	191
10th	261	260	229	217	179	224	217	196	192
11th	298	261	260	229	217	179	224	217	196
12th	260	298	261	260	229	217	179	224	217
Total	1079	1048	967	885	849	837	816	829	796
FHS	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
9th	261	241	220	241	231	260	258	262	279
10th	298	261	241	220	241	231	260	258	262
11th	289	298	261	241	220	241	231	260	258
12th	294	289	298	261	241	220	241	231	260

Total	1142	1089	1020	963	933	952	990	1011	1059
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Due to declining enrollment and the restrictions of a 6 period day, we predict that it will not be possible to provide our current level of offerings at all three high schools. As the student population declines in schools, the number of offerings at each school will likely be curtailed.

Course choices will be curtailed by both population decline and limitations of our current scheduling model. Much of our current course catalogue was developed when our district functioned on either a block or trimester model. Strengths of both of these models was the ability of students to participate in elective course offerings.

The following table illustrates the impact of our movement from trimesters to semesters on the opportunity for students to take courses:

	6 period semester (current)	5 period trimester (past)
Periods available each year for courses	12	15
Periods available over 4 year career	48	60
Periods taken up by required course work, using current graduation requirements	36	38
Percentage of periods (time) taken by graduation requirements	75%	63%

The above chart clearly illustrates a decreased amount of time for students to allocate towards elective programming in our current model. A result of this will be the reduction of course offerings that can be supported at an individual high school. This impact can be minimized in two ways. First, larger schools can support a more diverse set of course offerings due to the increased volume of course requests. Second, having more schools (with fewer students), and assigning specific programming to each school. The later scenario forces students to make choices about where they will enroll based on course offerings.

In analyzing our 1st semester schedule at the three current comprehensive high schools, approximately 50% of the courses offered were either “singleton” or “doubleton” offerings. This means that these classes appeared either once or twice in the master schedule. For example, AP Chemistry would be offered only during 2nd period, and this would be a “singleton.” Compare this to Chemistry, which was offered 7 or 8 times during the same semester. The more courses that a school offers the more likely the opportunity for “singleton” and “doubleton” courses. Having so many of these courses makes scheduling difficult, creates course conflicts and limits the overall efficiency of scheduling. Efficiency in a master schedule is directly related to both work-load of teaching staff and the cost associated with operating the schedule.

A possible method for maintaining a broad course catalogue, while supporting smaller schools would be implementation of high school “academy” programs. The following academies are possible considerations for distribution into individual high schools:

- Project Lead The Way (including design, architecture and engineering courses)
- Automotive Services Academy
- Business Services Academy
- Computer Science Academy
- Health Services Academy
- AP Scholars (possibly AP Capstone) Academy (will not be located at the International Baccalaureate site)
- Fine Arts Academy
- Farmington Central Academy

Please consider the following possible example of academy distribution:

<i><b>High School A</b></i>	<i><b>High School B</b></i>	<i><b>High School C</b></i>
<b>Fine Arts Academy (Dance, Music, Visual Arts)</b>	No Dance Classes, Entry Level Visual Arts Classes, 2 levels of ensemble groups in each music discipline, No Acting Courses	No Dance Classes, Entry Level Visual Arts Classes, 2 levels of ensemble groups in each music discipline, No Acting Courses
No Medical Skills Classes, Will have basic & advanced Biology	<b>Health Services Academy</b>	No Medical Skills Classes, Will have basic & advanced Biology
School Store, Personal Finance, Marketing A/B, no Accounting, No Advanced Marketing, No College Accounting	School Store, Personal Finance, Marketing A/B, no Accounting, No Advanced Marketing, No College Accounting	<b>Business Services Academy</b>

Note that in the above example the number of elective offerings at schools will be reduced. The “core” of what a student takes will remain intact at each school, although a rotational schedule for AP courses will likely be necessary to implement. For example, AP Biology and AP Chemistry may operate on odd/even year schedule. The rotational schedule of AP courses may create conflicts for students who wish to take specific or multiple AP courses. Additionally, in the school housing the IB programme, AP courses will be intentionally, and significantly, limited when compared to the other schools.

Potential Impact on Central Services:

Administration offices are decentralized into available space around the district, the following is a possible pattern of assignment.

- Superintendent’s Office - 2 classrooms
  - East Middle School
- School Community Relations - 1 classroom
  - East Middle School
- Instructional Services - 3 classrooms

- Warner Middle School
- Human Resources - 3-4 classrooms
  - Power Middle School
- Business Services - 3-4 classrooms
  - Power Middle School
- Special Education Services - 3-4 classrooms
  - Warner Middle School
- Homeless Liaison - 1 classroom
  - East Middle School
- District Athletic Director - 1 classroom
  - East Middle School
- Farmington Youth Assistance - 1 classroom
  - East Middle School

Information Technology Services @ Harrison High School

- \$4.6 million currently allocated to “10 Mile Building” in bond

Maintenance @ 10 Mile/Middlebelt

- Allocate minimal bond dollars to upgrade (\$600k currently allocated in bond)

Transportation @ Stepping Stone

- Allocate \$2 million dollars towards purchase and remodeling
- Backfill additional expenses with proceeds from curtailed property sale and bond dollars currently allocated to “Central Office” and “10 Mile Building”

Curtailed Property:

Alameda, Farmington Community School, Maxfield Education Center, Transportation Center, Schulman Center, William Grace, Fairview

Maxfield Training Center (currently in process of evaluating a potential sale)

Bond Implications:

Reduction of 11 million dollars from current bond scope

- Current savings of 3 million dollars
- Reduce scope of work at HHS by 3 million dollars
- Savings of approximately 10% on remaining schools, representing the savings acquired in bidding process at 1st 4 schools.

Budget Implications:

Provides no relief to the general fund, because no current K-12 schools are vacated. Of course, as the population of students declines, fewer staff will be needed. This does not necessarily represent a savings as the reduction of staff will have to equate to the reduction of students.