



***NORTH ATTLEBOROUGH
PUBLIC SCHOOLS***

***RECONFIGURATION
AND
CONSOLIDATION MODEL***

Purpose:

- To analyze multiple reconfiguration and consolidation models of the schools that make up the North Attleborough School Department and measure them against the current model.
- To optimize student learning experiences including, but not limited to, academic achievement (intellectual development), social emotional development and civic development.
- To propose a model that is fiscally responsible while furthering education in the 21st century thus better preparing our students to be college and career ready.

Models to be investigated:

- **Model 1 - Refurbished High School, consolidate and reconfigure the elementary schools into two buildings Pre-K-2 and 3-5**
- **Model 2 - Put an addition on HS & Refurbish, consolidate and reconfigure elementary schools into two buildings Pre-K-2 and 3-5.**
- **Model 3 - Put an addition on HS & Refurbish with grades 8-12, consolidate and reconfigure Middle School to be grades 5-7, consolidate and reconfigure elementary schools into two buildings grades Pre-K-1 and 2-4.**
- **Model 4 - Any of the above with adjustments to include a separate Pre-K program in its own building.**

Elements to be studied:

- **Element 1 - Academic Achievement/Intellectual Development/Physical Development**
- **Element 2 - Social and Emotional Development**
- **Element 3 - Estimated Financial Costs/Savings**

Element 1 – Academic Achievement/Intellectual Development/Physical Development

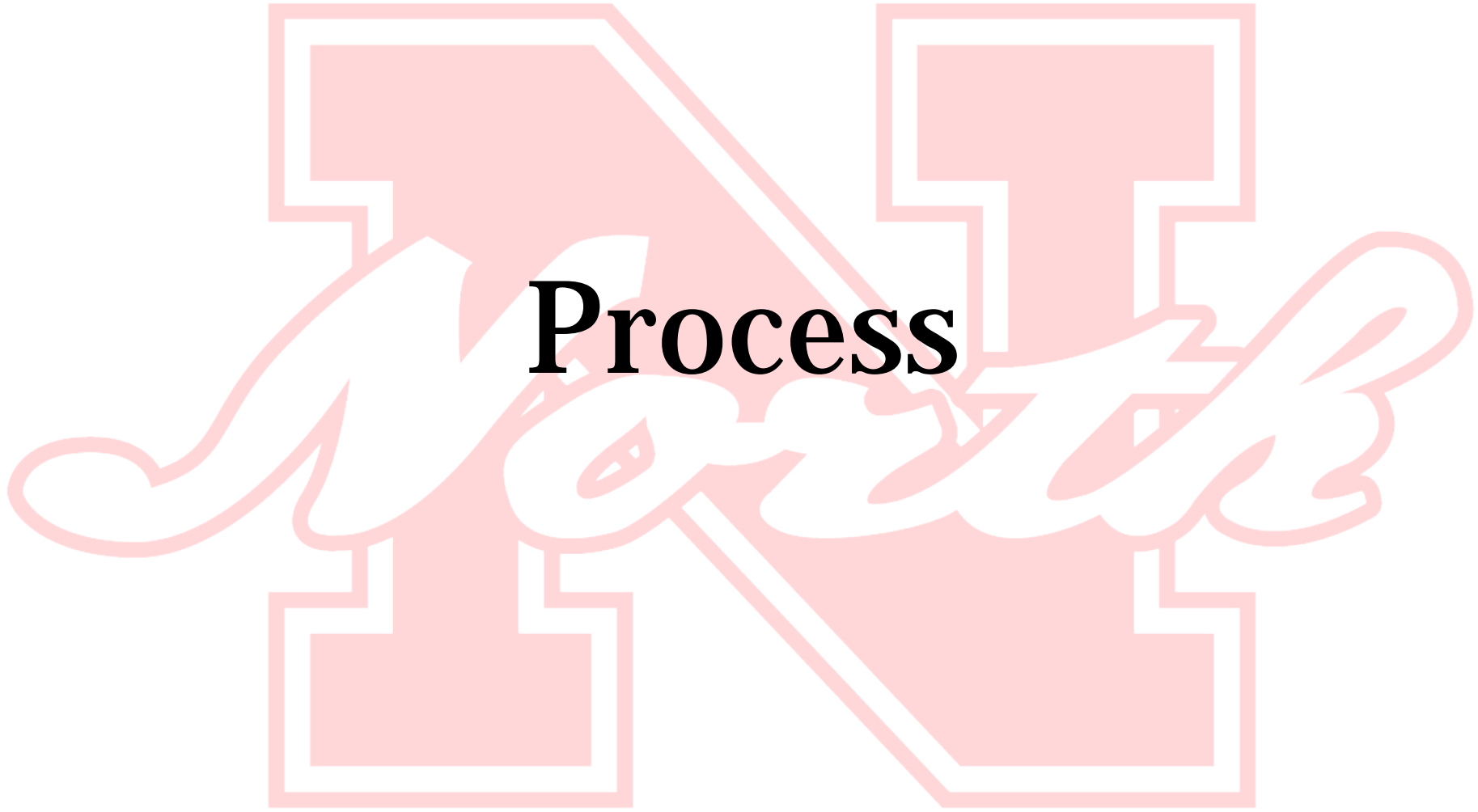
- Each model will be measured as to its strengths and weaknesses against academic achievement/intellectual development/physical development.
- We will investigate/analyze the benefits of separate elementary schools vs. reconfigured/consolidated elementary schools using numerous variables such as: equitable learning environments including curriculum delivery, curriculum resources, common planning time, PTO fundraising, enrichment events, common assessments, data utilization, etc.

Element 2 – Social and Emotional Development

- Each model will be measured as to its strengths and weaknesses against Social and Emotional Development.
- SEL is defined by CASEL as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
- We will investigate/analyze the benefits of separate elementary schools vs. reconfigured/consolidated elementary schools assessing the equitable implementation of SEL Core Competencies such as self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

Element 3 – Estimated Financial Costs/Savings

- Each model will be analyzed to predict a cost/benefit analysis.
- The cost/benefit analysis will be two pronged:
 - Looking at only the financial impacts + and –
 - Measuring the costs against Academic Achievement/Intellectual Development/Physical Development and Social & Emotional Development



Process

Develop a Task Force to include: (potentially 12-14 members)

1. School Personnel – Administrators and Teachers
 - a) Superintendent
 - b) Business Administrator
 - c) Buildings & Grounds Director
 - d) Elementary Principal(s)
2. PTO President(s)
3. HS Students
 - a) 2-4 Students interested in this topic vetted by the Superintendent of Schools
4. 1 BOS Liaison
 - a) Justin Pare
5. 1 FinCom Member (possible Liaison)
6. 1 RTM Coordinating Committee Member (Possible Liaison)

A large, stylized logo in the background consisting of the letters 'N' and 'T' in a light pink color with a white outline. The letters are blocky and have a decorative, slightly ornate feel. The 'N' is on the left and the 'T' is on the right, both with a small square-like shape at the top and bottom. The logo is centered behind the text.

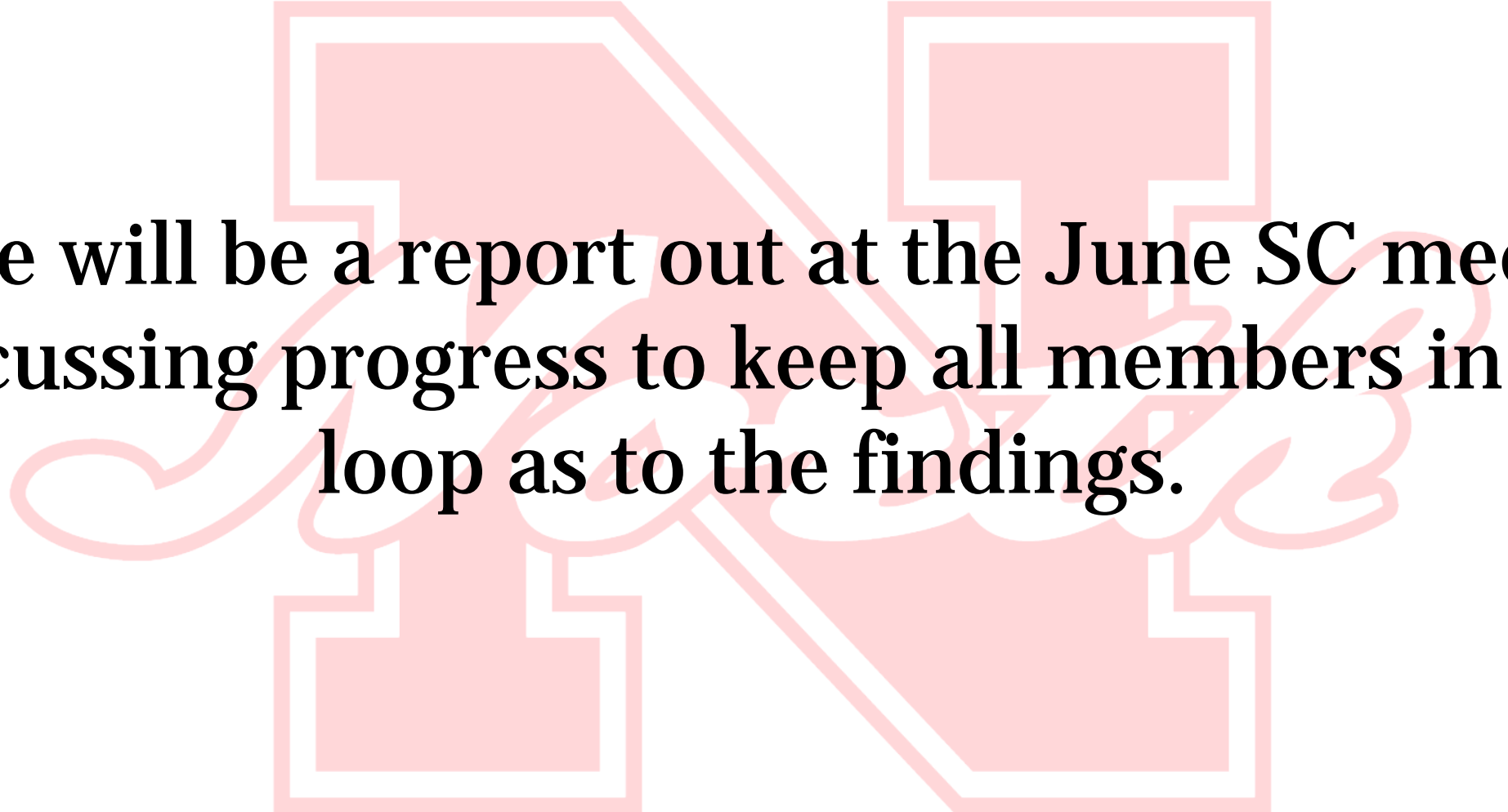
Next Steps - May, 2018

Establish Task Force

- **Invitations sent out to invite members to become official Task Force Members**
- **Phone calls and emails to the presidents of the boards ensuring transparency**
- **Set first meeting date, time and location**
- **Provide an agenda and all necessary paperwork in the form of a three ring binder and electronically**
- **Bring food and drink to meeting(s)**

Meet with Task Force to:

- **Articulate the goal**
- **Pass out and review all necessary papers (3-ring binders)**
- **Participate in a consensus building activity.**
- **Map out next steps and assign members to sub-groups to maximize workflow.**

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There will be a report out at the June SC meeting discussing progress to keep all members in the loop as to the findings.