

# Winchester Redistricting Committee Community Forum

June 9, 2004

7pm - McCall Auditorium

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## Agenda

- Introduction/ Review
- Redistricting Committee
- Timeline
- Guiding Principles
- Progress to Date
- Models
  - Models Evaluated
  - Models Eliminated
  - Models Remaining
- Next Steps

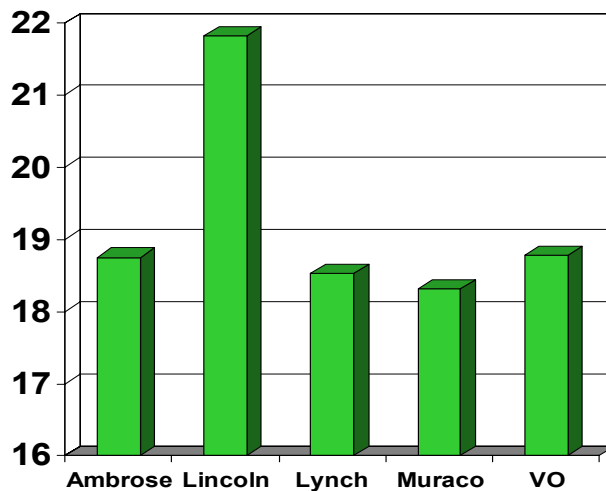
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# Introduction

- Why Redistrict?
  - Currently Lincoln is overcrowded
  - The new Ambrose School will have 5 additional classrooms

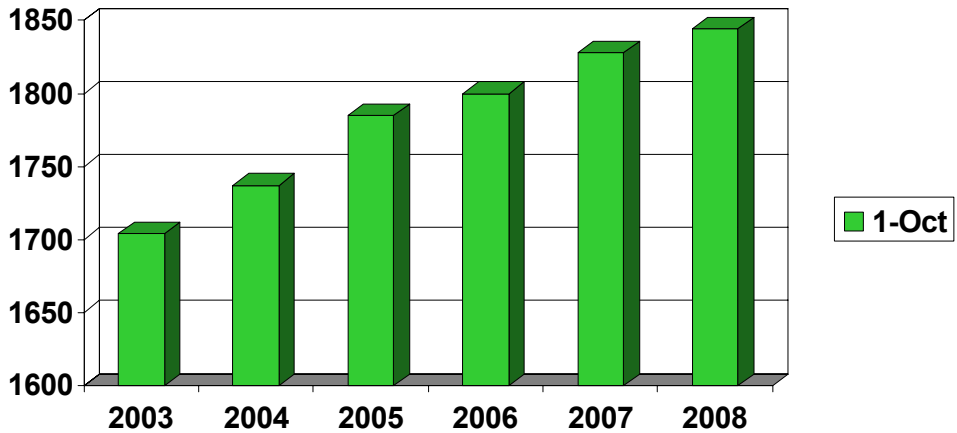
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## Winchester School Department Elementary Average Class Size October 1, 2003



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## Winchester K-5 Enrollment October 2003 to October 2008



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## The Redistricting Committee

- Advisory to the Superintendent, who will make recommendation to the school committee
- School Committee will make final decision
- Members include:
  - Jim Marini, Superintendent of Schools
  - Sam Rippin, Director of Finance
  - Bob Belmont, Director of Special Education
  - Sam Kounaves, School Committee Member
  - Principals from each elementary school: Rich Burchill, Guido Sabelli, Rosalie Tashjian, Frank Row, and Lisa McManus and.....

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# Parent Representatives

- Hillary Baker, Lynch School
  - hillary@hcbweb.com
- Eve Coffey, Special Education Representative
  - ejcoff@comcast.net
- Lauren Duerr, Muraco School
  - lsduerr@yahoo.com
- Ann Olmsted, Lincoln School
  - ann.olmsted@comcast.net
- Judi O'Neil, Vinson Owen School
  - oneiljo@peoplepc.com
- Betsy Wall, Ambrose School
  - betsywall@comcast.net

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# Timeline

- Recommendation to the School Committee in Fall 2004
- School Committee vote in Fall 2004
- Implementation September 2005

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## Guiding Principles

- Meet class size guidelines established by SC
- Sustainability- 5 year minimum
- Examine all viable options
- Educational priorities for elementary schools established by Winchester School Department Master Plan dated Dec. 2, 1996

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## Educational Priorities- Highlights \*

- “Equity in opportunities and programs to the extent possible” (dedicated art/music space in all schools)
- Average elementary class size
  - K-2 18-20
  - 3-5 20-22
- Each school will accommodate its own special education students with full accessibility to the extent possible

\* Source Facilities Master Plan & School Committee Guidelines

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## Special Education

- Inclusion of special education into neighborhood schools will continue to be evaluated by the School Department
- Changes in current special education programs will only be carried out after a full analysis of needs and implementation strategy

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## Progress to date

- Reviewed current and projected enrollments
- Reviewed available space at all schools
- Reviewed work papers from last redistricting
- Evaluated numerous models and maps
- Worked with outside consulting firm to conduct software analysis based on Geographic Information System (GIS) and census data
- Eliminated models which weren't viable
- Reviewed community feedback from last forum
- Determined school administration offices may move to achieve sustainability under some models

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## Models Evaluated

- Traditional Redistricting
- Reconfiguration
- Buffer Zones
- Sixth School

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## Models Eliminated

- Sixth School
  - Financially not feasible
    - Staffing
    - Fixed costs
    - Facility upgrade
- Buffer Zones
  - Requires redistricting to then set the buffer zone

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## Models Eliminated – Reconfiguration

Lynch as Pre-K, K Center,

Muraco and VO as grades 1-2 only

Lincoln and Ambrose as grades 3-5

- Underutilizes space at Lynch
- Lincoln, Ambrose and Muraco overcrowded

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## Models Eliminated – Reconfiguration

Grades K-2 at Lynch and Ambrose

Grades 3-5 at Lincoln , Muraco and V-O

- Ambrose and Lynch overcrowded
- Not sustainable

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## Models Remaining for Consideration

- Reconfiguration
  - Two Reconfiguration Models
- Redistricting
  - Two Traditional Redistricting Models

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## Models Remaining –Reconfiguration 3A

- Grades K-3 at Lynch, Ambrose and Lincoln
- Grades 4-5 at Muraco and VO

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## Reconfiguration Model 3A- Pros

- Allows for greater collaboration among teachers
- Allows for increased focus on grade level curriculum
- Greater Opportunity to Balance Class Size

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## Reconfiguration Model 3A- cons

- Three K-3 schools feed into two 4-5 schools causing the town to be split east-west
- Doesn't allow all children to move with their peers from grade 3 to 4
- Requires school administration to relocate
- MCAS head-to-head competition at grade 4
- Lose ability for older students to "mentor" younger students
- Families spread across more schools

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# Reconfiguration - Model 3A 5 Year Projection

School	Available Classrms	Max Cap	Redistributed Students Based Upon Projected Maximum Enrollment				Redistributed Students Based Upon Current Enrollment (2003-04)		
			Growth Assumption	Avg Class Size	Scenario 3-C % Filled	Scenario 3-C Students	Avg Class Size	% Filled	Students
Ambrose	20	400	109.4%	19.2	96.1%	384	18.2	90.8%	363
Lincoln	19	380	111.9%	20.3	101.3%	385	18.8	93.9%	357
Lynch	24	528	108.4%	18.9	86.0%	454	17.9	81.3%	429
Muraco	15	300	108.8%	21.2	106.0%	318	18.4	92.0%	276
Vinson-Owen	16	320	104.4%	18.2	90.8%	291	16.9	84.4%	270

**Summary:**      **94**      **1928**      **108.1%**      **19.5**      **95.0%**      **1832**      **18.0**      **87.9%**      **1695**

# Reconfiguration – Model 3A Map



High resolution pdf maps available at <http://www.winchester.k12.ma.us/SC/>

## Reconfiguration - Model 3C

- Grades K-3 at Ambrose, Lincoln, Muraco and VO, Grades 4-5 at Lynch
- Preschool and Central Administration at Parkhurst
- 4<sup>th</sup> and 5<sup>th</sup> Grade Intermediate Learning Center at Lynch
- K-1 Learning Center at Ambrose
- Primary Learning Center at Ambrose

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## Reconfiguration Model 3C–Pros

- Provides best opportunity to balance class size at grades 4 and 5
- Allows for greater collaboration among teachers
- Allows for increased focus on grade level curriculum
- Eliminates MCAS competition among the elementary schools at grade 4

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# Reconfiguration Model 3C– Cons

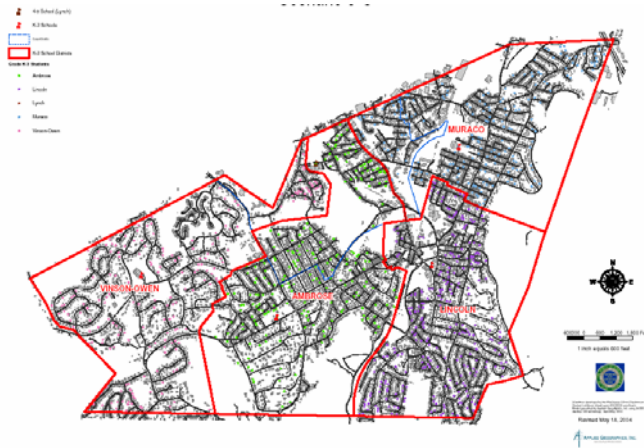
- Lose ability of older students to “mentor” younger students
- Lose neighborhood schools for grades 4-5
- Lynch becomes a very large school with two grades
- All of Lynch K-3 students redistricted
- School administration and preschool relocated
- Families spread across more schools

# Reconfiguration Model 3C 5 year projection

School	Availabl Classrms	Max Cap	Redistributed Students Based Upon Projected Maximum Enrollment				Redistributed Students Based Upon Current Enrollment (2003-04)		
			Growth Assumption	Avg Class Size	% Filled	Students	Avg Class Size	% Filled	Students
Ambrose	20	400	109.4%	16.6	82.8%	331	15.7	78.3%	313
Lincoln	19	380	111.9%	18.3	91.4%	347	16.9	84.7%	322
Lynch	30	660	108.4%	20.9	95.2%	628	18.2	82.7%	546
Muraco	15	300	108.8%	17.5	87.6%	263	16.5	82.7%	248
Vinson-Owen	16	320	104.4%	17.1	85.4%	273	16.6	83.1%	266

**Summary:**      100      2060      108.7%      18.4      89.4%      1843      17.0      82.3%      1695

# Reconfiguration-Model 3C map



High resolution pdf maps available at <http://www.winchester.k12.ma.us/SC/>

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# Redistricting- Model 2G

- School Administration moves from Lynch
- Some Lincoln students moving to Ambrose
- Some Muraco students moving to Lynch
- Some Vinson Owen students moving to Ambrose
- Some Ambrose students moving to Lynch

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## Redistricting Model 2G– Pros

- Maintains five K-5 schools
- Sustainable for the longest period of time

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## Redistricting Model 2G– Cons

- New district lines at all schools
- School administration relocates

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# Redistricting - Model 2G

## 5 year projection

School	Availabl Classrms	Max Cap	Redistributed Students Based Upon Projected Maximum Enrollment				Redistributed Students Based Upon Current Enrollment (2003-04)		
			Growth Assumption	Avg Class Size	Scenario % Filled	Scenari Students	Avg Class Size	% Filled	Students
Ambrose	21	441	109.4%	19.4	92.2%	407	17.7	84.4%	372
Lincoln	20	420	111.9%	20.1	95.6%	401	18.0	85.5%	359
Lynch	22	462	108.4%	18.3	87.1%	403	16.9	80.3%	371
Muraco	16	336	108.8%	18.7	89.0%	299	17.2	81.8%	275
Vinson-Owen	17	357	104.4%	19.5	93.0%	332	18.7	89.1%	318

**Summary:**      96      2016      108.6%      19.2      91.3%      1841      17.7      84.1%      1695

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# Redistricting- Model 2G Map



High resolution pdf maps available at <http://www.winchester.k12.ma.us/SC/>

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## Redistricting- Model 2I

- Approximately 100 Lincoln students moving to Ambrose

## Redistricting Model 2I– Pros

- Maintains neighborhood schools
- Least disruption to school communities

# Redistricting Model 2I– Cons

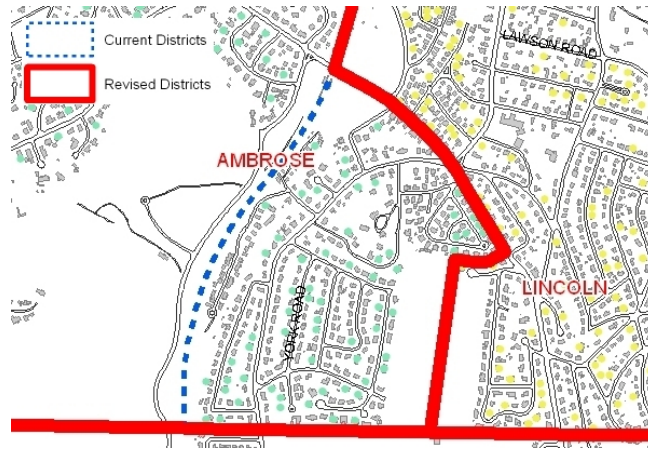
- Has the least capacity in number of classrooms
- Assumes Master Plan goes forward

# Redistricting Model 2I 5 year projection

School	Available Classrms	Max Cap	Redistributed Students Based Upon Projected Maximum Enrollment			Redistributed Students Based Upon Current Enrollment (2003-04)			
			Growth Assumption	Avg Class Size	Scenario 2-1 % Filled	Scenario 2-1 Students	Avg Class Size	% Filled	Students
Ambrose	21	441	109.4%	20.2	96.1%	424	18.5	88.0%	388
Lincoln	20	420	111.9%	21.0	99.9%	419	18.8	89.3%	375
Lynch	17	357	108.4%	19.3	91.7%	328	17.8	84.6%	302
Muraco	16	336	108.8%	19.7	93.9%	315	18.1	86.3%	290
Vinson-Owen	17	357	104.4%	20.9	99.4%	355	20.0	95.2%	340

**Summary:**      91      1911      108.6%      20.2      96.3%      1841      18.6      88.7%      1695

# Redistricting- Model 2I Map



High resolution pdf maps available at <http://www.winchester.k12.ma.us/SC/>

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## Next Steps

- Community Input
- Evaluate input to determine if changes are necessary
- Make recommendation to School Committee

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