LEXINGTON SCHOOL COMMITTEE MEETING
Friday, November 14, 2014
School Administration Building
Central Office Upper Level Conference Room
146 Maple Street

4:00 p.m. **Call to Order:**

4:05 p.m. **Agenda**:

1. K-5 Enrollment Concerns and Space Options (90 minutes)

5:35 p.m. **Adjourn**:

The next scheduled meetings of the School Committee are as follows:

- Saturday, November 15, 2014 – 1:00 p.m., School Administration Building, Central Office Upper Level Conference Room, 146 Maple Street
- Monday, November 17, 2014 – 11:00 a.m., School Administration Building, Central Office Upper Level Conference Room, 146 Maple Street
- Tuesday, November 18, 2014 – 7:30 p.m., Jonas Clarke Middle School Auditorium, 17 Stedman Road (Regular Meeting)
- Wednesday, November 19, 2014 – 7:30 p.m., Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue (School Committee Policy Review)

All agenda items and the order of items are approximate and subject to change.

Lexington Public Schools
146 Maple Street ❖ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: School Committee

From: Paul B. Ash, Ph.D.
Superintendent of Schools

Re: Fiske Redistricting Options

Date: November 12, 2014

As the Committee requested, I have prepared four options for redistricting Fiske School students to the Estabrook School. In order to illustrate and describe each option, I have attached a chart listing each option to this memorandum and provided a written description below.

Statement of the Problem

Next year, Fiske School is projected to need 23 classrooms, which is one classroom beyond the number of general education classrooms in the school. In order to avoid using an art or music room as the 23rd classroom or allowing class sizes to exceed the School Committee's guidelines, redistricting some students to the Estabrook School next September would reduce the Fiske School's enrollment and the need for the 23rd classroom. Currently, the Estabrook School has three unused general education classrooms.

Methodology

For the purposes of these illustrations, I selected the minimum number of students per grade that would need to be redistricted from Fiske to Estabrook, in order to eliminate the need for the 23rd classroom at Fiske. The minimum number is selected from the grade requiring the fewest number of students who need to be redistricted and eliminates one section. For example in 2015-2016, Fiske grade 1 meets that criterion, which is 17 students out of 79 students {four sections to three sections (79 students [20, 20, 20, 19 per grade] to 62 students [20, 21, 21 per grade]}. Any number of redistricted students fewer than 17, in any grade K through 5, would be insufficient to ensure a reduction of one section.

Once the minimum number of redistricted students for a single grade is established, then the same number of students is used when there are multiple grades redistricted. For example, in the K-2 option below, 17 students would be redistricted from kindergarten, 17 students redistricted from grade 1, and 17 students redistricted from grade 2. The same number is repeated since it is assumed that the number of students per grade is the same throughout the geographic area chosen. In other words, the density of students per grade is equal throughout the redistricted area. When only one grade is redistricted, the number of students transferred is based on the minimum number required to reduce one class.

Scenario 1 (51 Kindergarten through Grade 2 students redistricted from Fiske to Estabrook)

In this scenario, 17 students per grade are redistricted for a total of 51 students. By reducing each class by 17 students, Fiske's overall projected enrollment will be 458 students and Estabrook's projected enrollment will be 539 students. The number of projected class sections at Fiske would decline from 23 to 20 and Estabrook's projected class sections would increase from 24 sections to 26 sections. This

scenario is projected to reduce one teacher in the FY 16 budget. While this scenario may solve the Fiske School space problem for one year, would the new K-2 Estabrook students be redistricted back to Fiske in 2016-2017? If so, then these students would be redistricted twice in two years, which is not recommended. Or, would the district lines remain unchanged and grade 3 through 5 students be added to Estabrook? If so, then Estabrook's redistricted students would double in 2016-2017 to 102 students by adding another 51 students (17 students per class). Adding 102 students to Estabrook would increase the enrollment to 590 students before considering further in-migration, and would likely cause the school to exceed its capacity.

Scenario 2 (20 Grade 1 students redistricted from Fiske to Estabrook for one year)

In this scenario, 20 students in grade 1 would be redistricted from Fiske to Estabrook. By redistricting 20 Fiske grade 1 students to Estabrook, Fiske's overall projected enrollment would be 489 students and Estabrook's projected enrollment would be 508 students. The number of projected class sections at Fiske would decline from 23 to 22, which is the current school capacity. The projected class sections at Estabrook would increase from 24 to 25. This scenario will not require additional teachers in the FY 16 budget.

While this scenario would solve the Fiske School space problem for one year, it is reasonable to assume that these children would be redistricted back to Fiske in 2016-2017 as grade 2 students. If so, these students would be redistricted twice in two years, which would be very disruptive and educational unsound.

Scenario 3 (20 Fiske Kindergarten students redistricted to Estabrook for one year only)

In this scenario, 20 students in kindergarten from Fiske would be redistricted to Estabrook. By redistricting 20 Fiske kindergarten students to Estabrook, Fiske's overall projected enrollment would decrease to 489 students and Estabrook's projected enrollment would increase to 508 students. The number of projected class sections at Fiske would decline from 23 to 22 and Estabrook's projected class sections would increase from 24 sections to 25 sections. This scenario will not require additional teachers in the FY 16 budget.

While this scenario would solve the Fiske School space problem for one year, it is reasonable to assume that these children would be redistricted back to Fiske in 2016-2017 as grade 1 students. This scenario requires redistricting the children when they are six years old, just after they have made friends and learned established routines at Estabrook. This option would be educationally disruptive to such young children and is not recommended.

Scenario 4 (25 Fiske grade 5 students redistricted to Estabrook)

In this scenario, 25 students in grade 5 from Fiske would be redistricted to Estabrook. By redistricting 25 Fiske grade 5 students to Estabrook, Fiske's overall projected enrollment would decrease to 484 students and Estabrook's projected enrollment would increase to 513 students. The number of projected class sections at Fiske would decline from 23 to 22 and Estabrook's projected class sections would increase from 24 sections to 25 sections. This scenario will not require additional teachers in the FY 16 budget.

Since these students will "graduate" to Diamond Middle School in 2016-2017, no additional redistricting would be required.

Conclusions and Recommendations:

1. Option 1 is not recommended (Redistricting some students in grades K through 2 from Fiske to Estabrook). While this option would save one teacher, this plan would disrupt the lives of 51 students and would require transferring these students twice in two years. If, however, the decision is made to keep these students at Estabrook, maintain the district line, and add the grade 3 through 5 students, then Estabrook School would likely not have sufficient classrooms in September 2016.
2. Option 2 is not recommended (Redistricting some students in Grade 1 from Fiske to Estabrook for one year only). This option has the following problems: would separate some grade 1 students from their friends who remain at Fiske, would require the redistricted students to form new friends and relationships at Estabrook, and would require these students to be transferred twice in two years.
3. Option 3 is not recommended (Redistricting some students in Kindergarten from Fiske to Estabrook for one year only). This option has the following problems: would separate the youngest children in the school system from their older siblings, and would require these kindergarten children to be redistricted at the end of the 2015-2016 school year (leaving new friends, establishing new friends, establishing new relationships with faculty/staff, and learning new school routines.)
4. Option 4 is recommended (Redistricting some students in Grade 5 from Fiske to Estabrook).. While no redistricting option is ever desirable, grade 5 students are more mature and adaptable than K through 4 students, and would rejoin their Fiske friends in 2016-2017 when they move up to Diamond Middle School.

Lexington Public Schools
2015-2016 Projected Enrollment

	K-2 Scenario Shift 17 each K, 1, & 2 students to Estabrook		**Gr. 1 Scenario** Shift 20 Grade 1 students to Estabrook		**K Scenario** Shift 20 Kindergarten students to Estabrook		**Gr. 5 Scenario** Shift 25 Grade 5 to Estabrook	
Grade	Fiske	Estabrook	Fiske	Estabrook	Fiske	Estabrook	Fiske	Estabrook
K	20	19	19	19	19	19	19	19
	20	19	19	20	19	20	19	20
	21	19	20	20	20	20	20	20
		19	20			20	20	
1	20	22	19	18	19	18	19	18
	21	22	20	18	20	18	20	18
	21	22	20	18	20	18	20	18
		23		19	20	18	20	18
				19				
2	25	21	23	22	23	22	23	22
	25	21	23	22	23	22	23	22
	25	21	23	22	23	22	23	22
		21	23	23	23	23	23	23
		22						
3	22	20	22	20	22	20	22	20
	22	20	22	20	22	20	22	20
	22	20	22	20	22	20	22	20
	22	20	22	20	22	20	22	20
4	23	20	23	20	23	20	23	20
	24	20	24	20	24	20	24	20
	24	20	24	20	24	20	24	20
		20		20		20		20
5	25	21	25	21	25	21	26	22
	25	21	25	21	25	21	25	22
	25	22	25	22	25	22	25	22
	26	22	26	22	26	22		22
		22		22		22		22
								23
Total Enrollment	458	539	489	508	489	508	484	513
Sections	20	26	22	25	22	25	22	25
Projected Change from 2014-2015	-3	+2	-1	+1	-1	+1	-1	+1

November 12, 2014