

PATERSON PUBLIC SCHOOLS

*Paterson – A Promising Tomorrow
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MIDDLE SCHOOL MODEL IMPLEMENTATION CONTINUED
PATERSON BOARD OF EDUCATION WORKSHOP
JUNE 8, 2022



NEIL MAPP CHIEF OFFICER OF FACILITIES AND CUSTODIAL SERVICES / DMR ARCHITECTS + ROSS HABER ASSOCIATES

WHAT IS A MIDDLE SCHOOL MODEL?

- Creates a cohort of students for grades 6th through 8th
- Setting is ideal for young adolescents to help them strive academically and socially
- Teachers are experts in their content area
- Develops a community of learners where teachers get to know these learners in a cooperative way from 6-8 grades
- Students experience a schedule like that of high school students
- Better prepares students for high school to make informed decisions of the high school to apply for based on their exposure to the pathways

TIMELINE FOR DEVELOPMENT OF THE MS MODEL

The MS Model was approved by DOE in the 2015-2020 5-year Long Range Facility Plan (LRFP), as a result:

- OE approved the New Roberto Clemente conversion from an Elementary School Pre-k-8 to a 6-8 Middle School format.
- Approved the replacement of Don Bosco with the new Joseph A. Taub Middle School (Sept. 2021 School Opening)

In 2021, efforts were initiated to develop a framework to support the continued process of moving the district's Elementary School (ES) programming into a Middle School (MS) Model.

- PPS engaged DMR Architects, led by Donna O'Gorman and Ross Haber, a consulting Demographer, to establish a framework and basis for the continued implementation of the M.S. Model that was purely based on enrollment and building capacity.

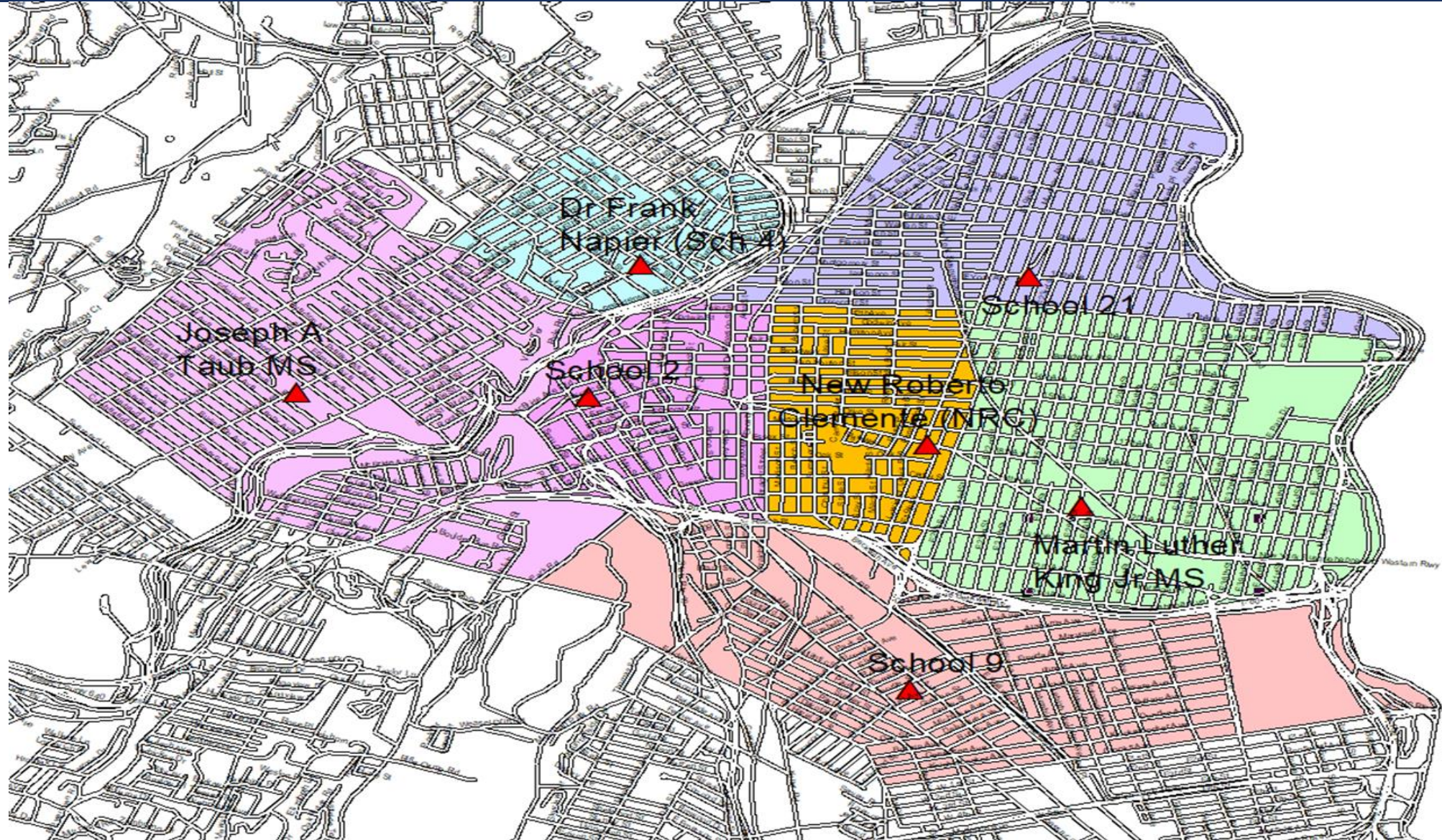
M.S. MODEL FRAMEWORK DEVELOPMENT ACTION STEPS

- Step 1 – Reviewed previous LRFP from 2010-2014 and 2015-2020
 - Analyzed ES enrollment data trends to determine if the LRFP goals were achieved;
 - For the outstanding goals that were not met, reevaluated their merit under current facility conditions.
- Step 2 – Performed existing condition surveys of all ES buildings
 - An exhaustive classroom count was done in all ES and existing capacities were established and documented as part of the 2021-2025 LRFP update.
- Step 3 – Created an advisory team of administrators for input on current needs and challenges of providing educational services within the current ES programming format.
 - Susana Peron (Deputy Superintendent), Joanna Tsimpedes (Assistant Superintendent for Academic Services and Special Programs, Cheryl Coy (Assistant Superintendent of Special Education and Services, Lisa Vainieri-Marshall (Director of Central Registration & Transportation Services)

STEPS TO CONTINUED IMPLEMENTATION OF THE M.S. MODEL - FRAMEWORK

- Using the district's enrollment data every student in the district was geo-coded.
- *Geocoding is an instantaneous look at enrollment of the entire ES population by home addresses relative to their neighborhood schools (the school closest to the student's home).*
- A grouping of schools in seven attendance areas, anchored by a selected middle school, were created.
- All general education and special education students in grades 1-8 and Kindergarten general education were assigned to an attendance area.
 - PreK (gen. ed.) and Pre-school Disabled (PSD) were not counted or assigned.
 - K-Self-Contained Special Education was counted but not assigned.
 - Charter school students (4,449) were not assigned.
 - Net rooms available in each area are identified on charts.
- Calculations were based on capacities and available classroom space.
- The student data used for this presentation was collected in March 2022.
- Recommendations were data-driven and not influenced by specialized programming.

MIDDLE SCHOOL AREAS



GEOCODING FINDINGS:

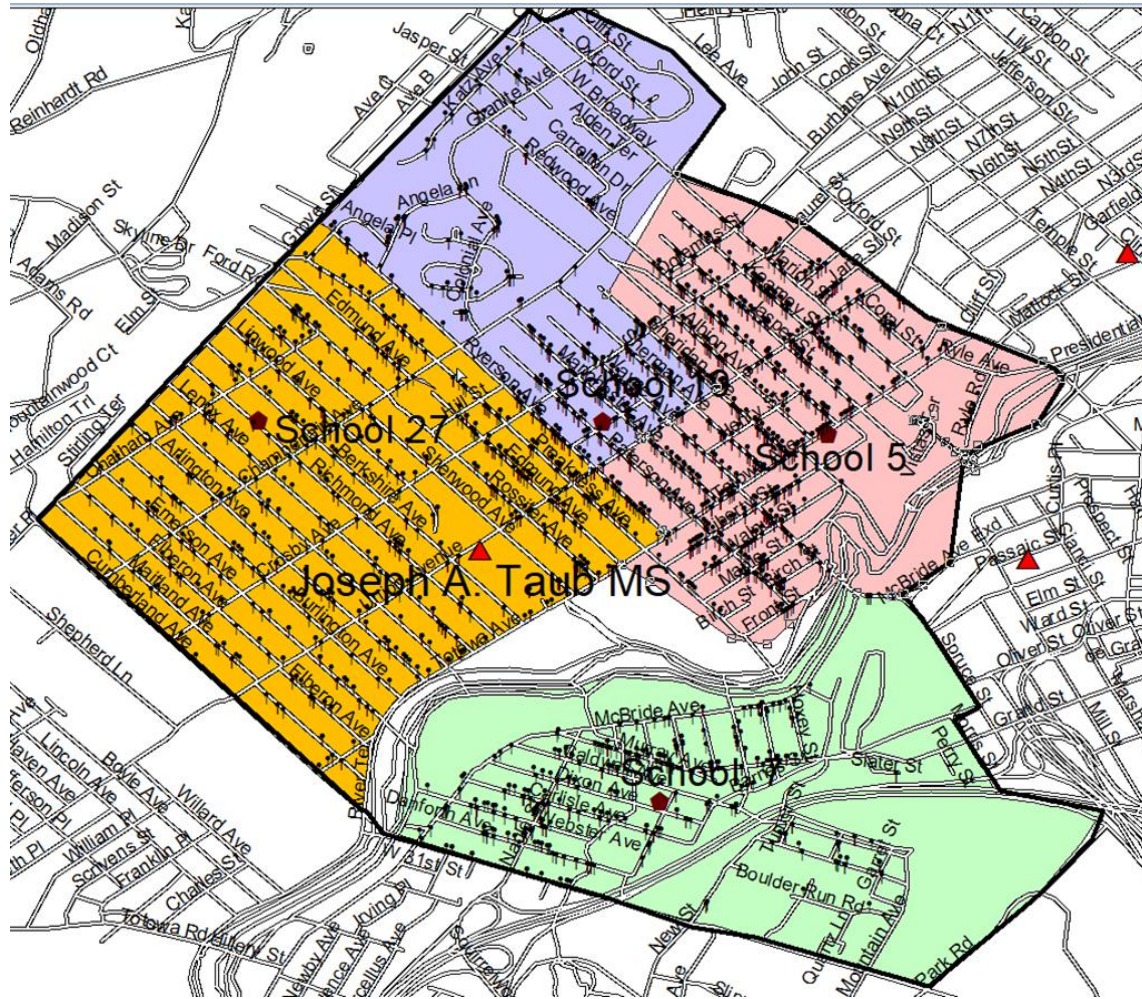
- Students are leaving their neighborhood area to access educational services
- Shows an imbalance of enrollment across the district at the E.S. level
- As a result, there is excess capacity of room counts, based on student residency in the geographic area
 - the need for specialized programming spaces was not considered regarding room capacity (Self-contained rooms and Pre-K)

DEMOGRAPHIC PROJECTIONS:

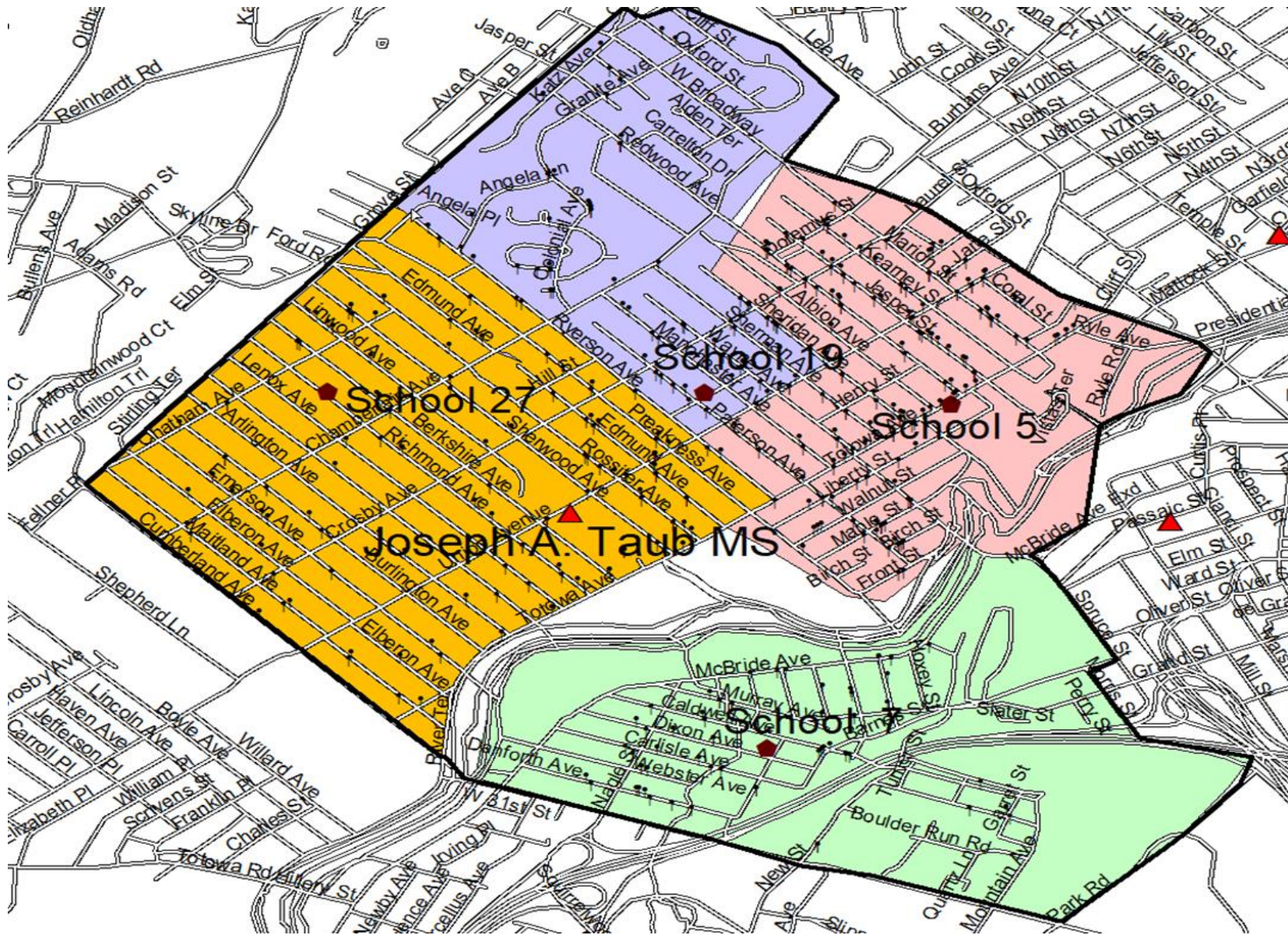
- Between 2014-15 and 2019-20 the District enrollment grew by approximately 5%.
- Based upon births and enrollment history, the District will remain stable over the next five years with a marginal increase of 0.5%.
- When combined with the projected new housing units, the District enrollment will grow by 4.3% over the next five years.
- Overall, this will result in an increase in student enrollment of 4.8% over the next five years, predominantly due to additional housing

EDUCATIONAL BENEFITS OF A MIDDLE SCHOOL MODEL

- Creates unified academic programs, allowing for consistent course offerings (fine and performing arts, robotics, maker-spaces, etc.).
- Decreases the need for in-District transportation, providing a cost savings.
 - kindergarten students will be reduced by 25%.
- Reduce class sizes to meet educational adequacy standards.
 - Maximum sizes: SCSE (12), PK (15), K-1 (21), 2-5 (23), 6-8 (25)
 - Creates balance in the class size across all buildings
- Offers accessibility and flexibility for in-District special education programs and Preschool programs
- Create neighborhood attendance area for all students reducing absenteeism.
- Better supports social distancing when required.



MIDDLE SCHOOL AREA 5

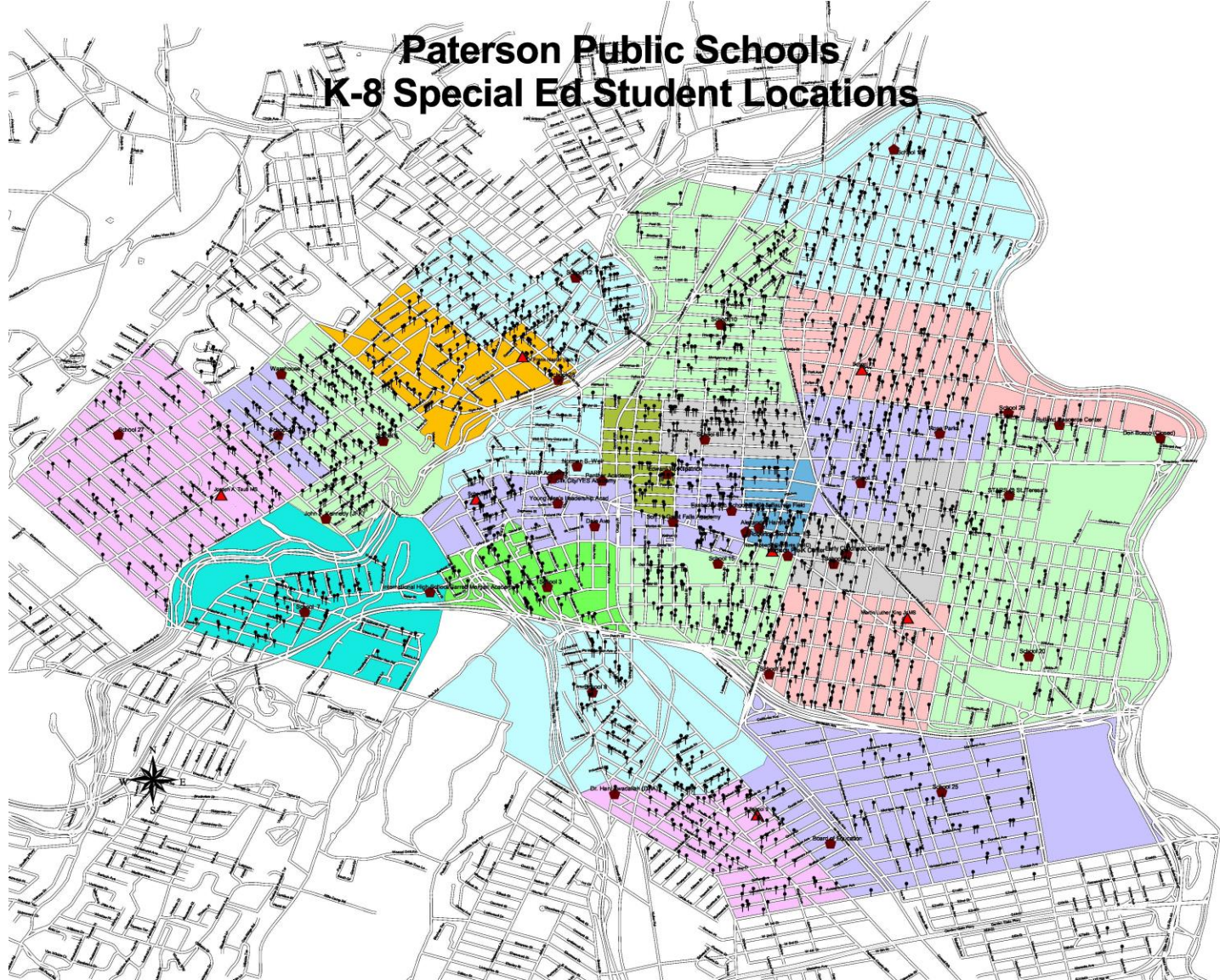


AREA 5- GEO-CODED SPED STUDENTS

SPECIFIC IMPLICATIONS FOR SPECIAL EDUCATION STUDENTS

- Limits the number of student moves throughout their PK-8 school experience
 - Currently, a SPED student risks being moved multiple times because they age out of a program housed in one location
 - The middle school cohort model will sustain a neighborhood environment for special education students even if they don't live in the existing neighborhood
 - This change could reduce the number of moves to 1 (from Elementary School to Middle School), providing more continuity for families
- Standardized bus routes within the neighborhood area can reduce overall costs for the district
- Builds a cohesive network of supports for families
 - builds student capacity with longevity of peer relationships
 - supports continuous relationships with staff; administration, staff, child study teams, and related service providers
 - fosters student familiarity with surroundings

Paterson Public Schools K-8 Special Ed Student Locations

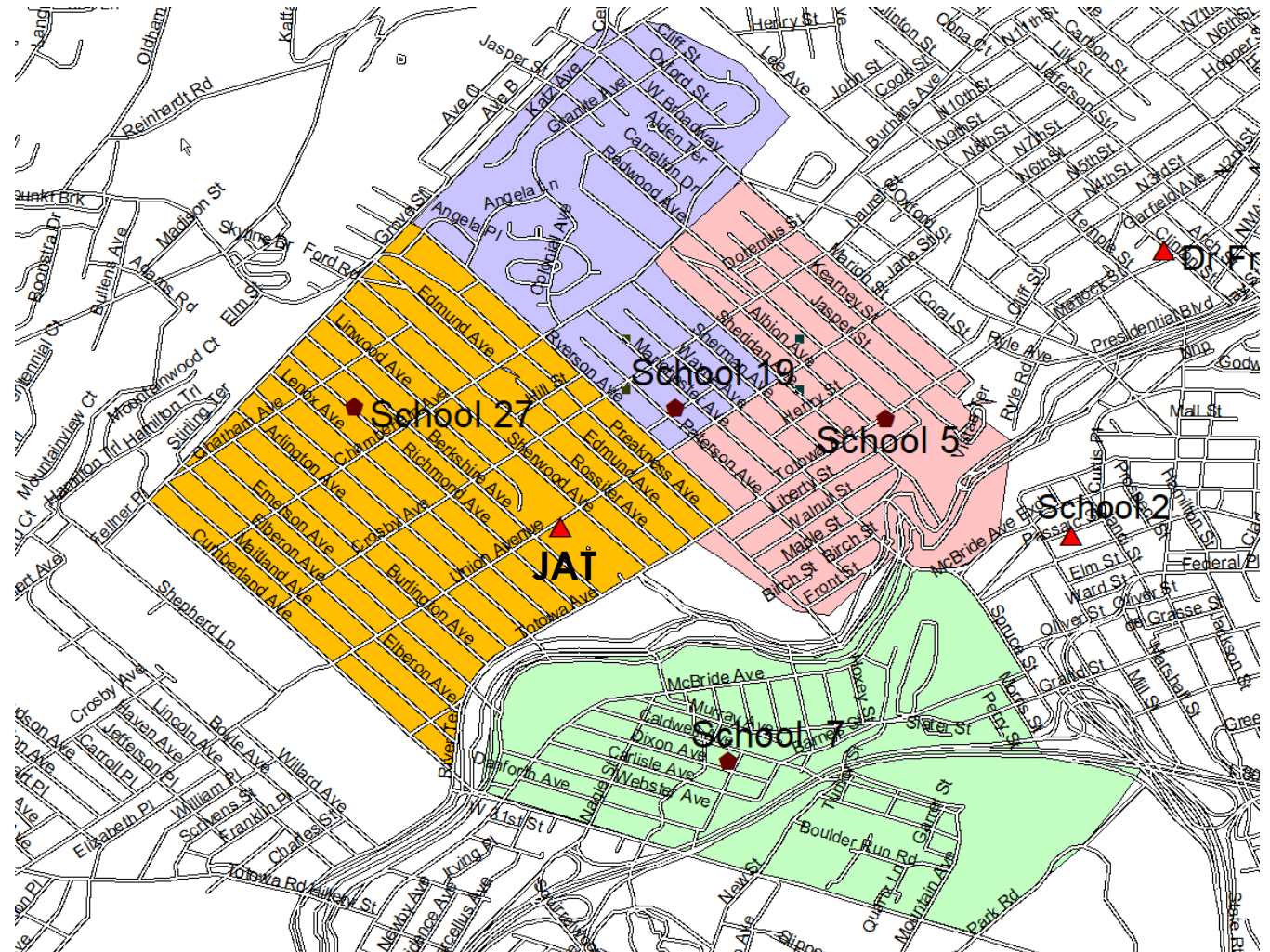


SPECIFIC IMPLICATIONS FOR SPECIAL EDUCATION STUDENTS

- Centralize resources and programs for the middle school cohort
- Provide parity in specialized facilities in each neighborhood area
 - Sensory rooms
 - Calming rooms
 - Child study team rooms
 - Related service provider services rooms

EXAMPLE OF THE MS MODEL

- Area 5 consists of five schools
 - P.S.05, P.S. 07, P.S.19, P.S. 27 and Joseph A. Taub (JAT)
- JAT serves as area MS for grades 6-8
- MS grades removed from the ES
- P.S. 07 shifts from a 5-8 program to a K-5 program; P.S.29 has been shuttered
 - Current P.S. 07 students move to JAT;
 - Current P.S. 29 students move to P.S. 07
- Shift creates approximately:
 - 27 additional rooms for specialized programming in ES
 - 8 additional rooms for specialized programming in MS



AREA 5 NEIGHBORHOOD SCHOOL ENROLLMENT & CAPACITY DATA

Area 5	Grade Levels	Capacity		Total	Rooms Needed	Rooms Available	NetRms
School 19	K-5	222	All Students	233	12	15	3
			<i>Self-contained</i>	22			
School 5	K-5	630	All Students	583	29	36	7
			<i>Self-contained</i>	85			
School 27	PK-5	658	All Students	498	22	36	14
			<i>Self-contained</i>	66			
School 7	K-5	322	All Students	265	14	17	3
			<i>Self-contained</i>	34			
Joseph A Taub	MS	1100	All Students	740	32	50	8
			<i>Self-contained</i>	117	10		

EDUCATIONAL / LOGISTICAL IMPACT TO AREA 5

- Some Busing Required for PS 07 students to JAT
 - Traffic and geographic features
 - No safe pedestrian corridors and pathways on Glover Avenue
- Allowed for staffing transfers, to areas of high need, based on consolidation
- Provides an opportunity to offer specialized programs to all students within their neighborhood area
 - Bilingual (could offer Bengali magnet program at School 5 (7 classes) and JAT (8 classes))
 - Gifted and Talented (could be offered at School 27 (14 classes) and JAT)
 - Fine and Performing Arts (could be offered at School 7 (3 classes) and JAT)

CONCLUSIONS

The recommendation to continue to implement the middle school model will yield:

- Reduced class sizes
- Balances school enrollment throughout the district
- Reduces need for busing across the district
- Encourages community pride
- Keeps siblings and families in the same attendance area from PreK-8
- Consolidates PreK-5 school services
- Centralizes middle school programs

NEXT STEPS

- Discuss the five-year plan for the continued implementation of the middle school model
 - Introduce model to stakeholders and host charettes
 - Area 5 implementation - September 2022 school opening
 - Identify next area to implement middle school model

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