

Final Recommendation From The Working Group Committee

Presented to the Board of Trustees
Bolinás-Stinson Union School District
On February 17, 2005

Recommendations are based upon the following *Core Beliefs* that have been developed and discussed by the Working Group Committee.

Core Beliefs:

- Core Belief 1: Students will be provided a rigorous academic program of instruction based upon adopted Standards. This comprehensive program includes language arts, mathematics, history, social studies, science, environmental education, physical education, visual arts, performing arts, and opportunities to learn a foreign language. Students and staff will be accountable for effective learning and teaching.

Critical factors for the delivery of these services and programs are an integrated K-8 campus and the sustaining of small class sizes. Sustaining small class sizes supports an emphasis on hands on learning, project based activities, and academic achievement.

- Core Belief 2: The arts will continue to be a major focus of the Bolinas Stinson School District. There is a long history and tradition of success with the arts program. This emphasis will provide a balance in terms of experiences and instruction in the visual and performing arts.
- Core Belief 3: The school environment and programs will support students developing an understanding, appreciation and respect for their local environment and the larger environment in which they live. This will include developing a sense and understanding of the need for environmental stewardship.
- Core Belief 4: The school environment and programs will support students actively participating and contributing as members of the Bolinas Stinson community and will promote students becoming confident, caring, responsible, and respectful citizens.
- Core Belief 5: All students will receive complete and comparable services. Students and staff will have access to all support and facilities. Staff will team and work closely with their colleagues.

AREA: TEACHING AND LEARNING

Activity or Action	Resources	Timeline	Who
<p>1. Beginning with the 2005-06 school year, students in grades K-3 or K-4 will be in multi-age classrooms. Given current enrollment projections, there will likely be one less classroom in 2005-06. Plans for the transition to additional multi-age classrooms will occur early in the 2005-06 school year and will be presented to the Board in March 2006.</p> <p>Tentative class configurations for 2005-06, 2006-07 and 2007-08 will be presented to the Board as an information item in March 2005. The configuration will be based on the following tenets:</p> <ul style="list-style-type: none"> -The District will continue to have all eligible classes participate in the State's Class Size Reduction program as a means of maintaining small classes. This is imperative as small classes enhance learning. -Classroom configurations will be based on effective practices and stages of child development and not just driven by demographics. The Board shall receive and review the criteria used for configuring multi-age classrooms. <p>Staff will receive professional development to ensure that students receive an appropriate and challenging grade level program of instruction.</p> <p>Specific plans for students in multi-age classrooms who are performing at grade level and/or exceed grade level expectations, and are ready for greater challenges will be developed and provided at the first parent/teacher conference each year. Consideration will be given to student participation in such enrichment programs as <i>Odyssey of the Mind</i>, <i>Mathathletes</i>, and <i>the Academic Pentathlon</i>. In addition, staff will explain how appropriate grade level material will be taught and learned for all students in multi-age classrooms.</p>		<p>Tentative class configurations for 2005-06, 2006-07 and 2007-08 will be presented to the Board as an information item in March 2005.</p> <p>All staff</p> <p>All classroom teachers</p>	<p>Principal/ Superintendent</p>

AREA: TEACHING AND LEARNING

Activity or Action	Resources	Timeline	Who
<p>2. Using staff expertise, a Middle School program will be developed to serve students in grade 6, 7 and 8. In support of this recommendation, the Board will receive research-based information about the effectiveness of creating a middle school program for 6, 7, and 8th grade students by May 2005. The program would include elective offerings. Elective offerings would include Spanish and Technology. Visual and Performing Arts could also be offered. In addition, consideration will be given to offering other electives in place of those listed above. Electives could also be developed based upon the interests and avocations of staff and/or community members. All electives will have defined standards and expectations, and targeted outcomes for promotion will be determined. A plan and schedule will be developed by May 2005.</p> <p>Note: Spanish will only be offered as a Middle School Elective</p>	<p>Allocation of planning time with middle school staff – 1 day is needed prior to April 1. Cost: .20 FTE Spanish Teacher \$9000, release time for planning \$300</p>	<p>An analysis of credentials and possible configurations will be presented to the Board in May 2005.</p> <p>A plan will be presented to the Board in May 2005. The plan will include a calendar for recruiting qualified elective teachers and hiring procedures. It will also include details of a proposed schedule, scheduling of a parent information night, and the process for course selection.</p>	<p>Principal/ Superintendent and 6,7, and 8 grade teachers</p>

AREA: TEACHING AND LEARNING

Activity or Action	Resources	Timeline	Who
<p>3. Beginning in early 2006, a weeklong inter-session program will be established. Staff will determine the specific scheduling of the first inter-session based upon the school calendar and scheduled events. This program will be based on staff and community expertise and student interests. Most important, inter-session offerings will have an academic foundation and teach/reinforce language arts and mathematics adopted standards. The inter-session program will include opportunities for cross-age grouping of students according to interests.</p> <p>During inter-session, students will be grouped for Project Based Learning. Community expertise would also be recruited to provide additional offerings. The plans would provide the opportunity for thematic or interdisciplinary teaching and the integration/application of standards in cross-curricular areas. Projects would be showcased annually.</p> <p>Immediately following the first school-wide inter-session program, the program will be evaluated. Consideration will be given to providing two inter-sessions annually. It is intended that the inter-session program be scheduled and provided annually</p>	<p>Allocation of staff planning time will be needed prior to December 1, 2005.</p> <p>Community expertise will need to be recruited.</p>	<p>A plan for implementation will be presented to the Board in December 2005.</p>	<p>Principal/ Superintendent and entire staff</p>
<p>4. All subjects taught by certificated and classified staff will be mapped. Beginning in the Spring 2005, Language Arts instruction and curriculum will be mapped by staff.</p> <p><i>Definition of mapping:</i> Mapping includes having teachers define the content they have taught throughout the year. In addition, it includes an analysis of what is being taught as compared to Board adopted Standards and how the curriculum flows from year to year. It will also include identifying the essential or “must teach” standards. These “must teach” standards will then be reviewed and evaluated to ensure appropriate progression from grade to grade.</p> <p>Annually, the following content areas will be mapped: 2005-06 – Mathematics, Physical Education, Visual and Performing Arts 2006-07 – Science 2007-08 – Social Studies</p>	<p>Allocation of staff meeting time to initiate process and establish a calendar of tasks that each individual teacher would then implement.</p>	<p>March – June of each year</p>	<p>Principal/ Superintendent, Classroom Teachers, Resource Specialist, Classified Specialists</p>

AREA: TEACHING AND LEARNING

Activity or Action	Resources	Timeline	Who
<p>Staff will map the identified area of curriculum by the end of the designated year. With the annually identified area for curriculum review, staff will plan and use an ongoing system of examining student work and assessments. Assessment information will be analyzed annually to ensure students are learning what is being taught and as a basis for necessary modifications to the instructional program. This annual activity of curriculum mapping will support a process of articulation to ensure that learning effectively transitions from grade to grade. Teacher leaders will be identified to lead and sustain this process (see Activity #2 in FACILITIES, OPERATIONS AND OTHER AREAS).</p>			
<p>5. As multi-age classrooms are established, all classified and certificated teaching staff will receive appropriate training. All teaching staff will receive training in differentiated instruction to support meeting the diverse needs of students.</p>	<p>Allocation of staff meeting time and training sessions Estimated cost: \$5000 per year</p>	<p>In preparation for the 2005-06 school year, professional development dates will be scheduled by the end of March 2005.</p>	<p>Principal/ Superintendent</p>
<p>6. Key concepts for Environmental Education linked to Science Standards will be defined by grade level. This is intended to be a task of collating existing curriculum and practices so that it is better defined and articulated. These concepts will then be reviewed by staff and presented to the Board for adoption. Environmental education will be integrated across the curriculum.</p>	<p>Allocation of time during the summer. 2 days of time for 3 teachers at agreed upon rate. Estimated cost: \$2000</p>	<p>January 2006</p>	<p>Leadership Team</p>
<p>7. Annually, there will be a school-wide focus and effort on developing social responsibility and emotional intelligence. School wide activities will be focused around this effort. Such programs as <i>Tools for Tolerance</i>, <i>Conflict Resolution</i>, and <i>Tribes</i> will be considered for implementation across the school.</p>	<p>Allocation of staff meeting time to discuss.</p>		<p>Counseling providers and Leadership Team</p>

AREA: TEACHING AND LEARNING

Activity or Action	Resources	Timeline	Who
<p>8. Student Council will be revitalized to provide a means of developing student leadership skills. Student Council will be guided to establish a process to orient and welcome new students and visitors.</p> <p>Student Council will identify ways to improve the school environment. In addition, Student Council will be responsible for organizing activities for all students to participate in a school or community service project. These projects may be on the school site as well as benefiting the Bolinas-Stinson Beach Community. Students will be recognized for their contributions to the school and/or community.</p>	<p>Stipend of \$500</p>		<p>Coordinated by Leadership Team</p>
<p>9. Annually, a staff retreat will be scheduled prior to the start of school to plan staff development, curriculum mapping process, determination of expectations by grade level, and all other aspects of the school plan. A determination of who participates will be made depending on the areas to be addressed in planning.</p>	<p>Cost not to exceed \$9500. Cost includes payment for staff to work an additional 3 days beyond the term of their contracted work year. In subsequent years, the Board will receive a proposed budget and plan for a planning retreat in April. It is expected that the need for as many days will decrease as this overall school plan is implemented.</p>	<p>Late August</p>	<p>Leadership Team</p>

AREA: STUDENTS WITH SPECIAL NEEDS & STUDENT SUPPORT SERVICES

Activity or Action	Resources	Timeline	Who
1. Students with Special Needs will receive a comprehensive and quality program based upon their needs.			Resource / Intervention Specialist
2. Service will be provided by classroom teachers teaming with the Resource/Intervention Specialist and instructional aide. Consideration will be given, when and where appropriate, to implementing a “push in” model. Use of this model will provide additional opportunities for collaboration and teaming in addressing the needs of identified children.	Time and FTE instructional aide to be determined based upon need		Classroom teachers and Resource/ Intervention Specialist
3. Annually, there will be a review of students to identify special needs and ensure services are being appropriately provided. The first priority for the Resource/Intervention Specialist will always be to serve children who have IEPs. In annually reviewing the needs and caseload, there will be opportunities for other students to receive services. It is imperative that it be acknowledged that annually there will be exceptional cases requiring intensive interventions and services.	Allocation of staff time for meeting with Resource/ Intervention Specialist	September 2005	Principal/ Superintendent
4. Specific plans for students in multi-age classrooms who are performing at grade level and/or exceed grade level expectations, and are ready for greater challenges will be developed and provided at the first parent conference each year. Consideration will be given to student participation in such enrichment programs as <i>Odyssey of the Mind</i> , <i>Mathatheletes</i> , and <i>the Academic Pentathlon</i> . In addition, staff will explain how appropriate grade level material will be taught and learned for all students in multi-age classrooms.			All classroom teachers and classified staff with teaching responsibilities
5. Counseling services will be provided to identified students who have social, emotional, academic issues challenges. In addition, as part of the 2005-06 budgeting process, there will be an analysis of counseling services to determine if current expenditures might support a different pattern of staffing.	Allocation of psychologist and intern time	September 2005	Principal/ Superintendent
6. Annually, ELL students will be identified and a district plan will be developed to meet their specific needs.			Teachers, Resource/ Intervention Specialist

AREA: VISUAL AND PERFORMING ARTS

Activity or Action	Resources	Timeline	Who
1. Instruction in the Visual Arts will continue to be provided by the Art Shop program. Having fewer students and classes will require the Art Shop staff to meet and plan how best to provide services to students in K-8 classrooms, some of which will be multi-age classrooms. Options for delivery of the program will be developed for Board consideration.	Funds for 1 day of planning: \$600 in 2005	Options to be developed and presented to Board by May 2005	Principal/ Superintendent and Art Shop instructors
2. Students in grades K-5 will continue to have classroom music, provided 60 minutes per week, by a music specialist. Students in grades 6-8 will have opportunities to participate in music elective(s) in instrumental and/or vocal music for 90 minutes per week. Additional opportunities for instrumental and/or vocal ensemble work may occur before or after school and/or during the noon hour.	Cost to be determined	Beginning in September 2005	Principal/ Superintendent
3. Drama and dance may be integrated into offerings provided during inter-sessions and as part of classroom curriculum as well as being provided after school. Dance will continue to be integrated into the PE program.			Principal/ Superintendent
4. Community expertise will be sought to provide a noontime choral opportunity for students.	Community Volunteer		Principal/ Superintendent

AREA: LIBRARY AND INFORMATION SERVICES

Activity or Action	Resources	Timeline	Who
<p>1. All students will continue to learn how to use technology as a tool in support of learning. They will continue to have access to internet, media and print material and continue to learn how to effectively use library resources. -Two computer workstations for research will be added to the library.</p>	<p>2 work stations for research - \$2500</p>	<p>September 2005</p>	<p>Library Specialist</p>
<p>2. The Library Specialist will receive training on integrating technology/information services with print material.</p>	<p>2 days for training and visitations off site</p>	<p>To be calendared in September 2005</p>	<p>Library Specialist and Principal/ Superintendent</p>
<p>3. By January 2006, plans will be developed on how best to integrate technology and library services. Plans will include details to increase access of students between the technology lab and the library. The plans will be presented to the Board in January 2006.</p>		<p>By January 2006</p>	<p>Library Specialist and Principal/ Superintendent</p>

AREA: FACILITIES, OPERATIONS AND OTHER AREAS

Activity or Action	Resources	Timeline	Who
<p>1. In support of establishing effective multi-age classrooms, providing for consistent staff development for all staff, ensuring that all students receive comparable services and have access to all programs, facilities and opportunities, for maximizing opportunities for staff collaboration, teaming and articulation between grade levels, and for enhancing a sense of identity of a small school community, all students will be housed at the Bolinas campus.</p> <p>It is the consensus of the Working Group that it is desirable to have all students at the Bolinas campus in an integrated K-8 setting as soon as possible. The Working Group stated that this transition should occur as soon as possible, ideally by the start of the 2005-06 school year. The Working group also discussed the need for the community to study and review this recommendation prior to any action. This makes the transition to a single integrated campus for K-8 student more likely to occur at the beginning of the 2006-07 school year.</p> <p>Implementation will be contingent on an analysis of space requirements, the need for storage and for the development of detailed plans for a successful move.</p> <p>The Board will establish a Committee to develop a plan for the ongoing use of the Stinson site. The Committee should include a Board member with business expertise, community representatives and the District Business Officials.</p> <p>Consideration also needs to be given to hiring a school facilities consultant to assist a District Facilities Committee in identifying long-term facility needs and uses.</p>	<p>Time from maintenance staff, and additional days for staff to prepare and move classroom supplies, materials and equipment. Approximate costs: \$2000</p> <p>Cost of hiring a facilities consultant to assist a District Facilities Committee in identifying long-term facility needs and uses.</p> <p>Time allocated for 6 meetings.</p>	<p>Move to be completed by July 1, 2006.</p> <p>October 2005- March 2006 with the Board receiving a report in April 2006, conducting a public hearing on possible uses of the Stinson site and consideration of Board action.</p>	<p>Principal/ Superintendent, teachers, and maintenance staff</p> <p>Board and Business Officials</p>

AREA: FACILITIES, OPERATION AND OTHER AREAS

Activity or Action	Resources	Timeline	Who
<p>2. Teacher Leadership will be utilized by creating a Leadership Team of the Principal/Superintendent and teacher leaders. The Teacher Leaders will assist the Principal/Superintendent in planning and implementing school activities and tasks such as articulation and curriculum mapping, coordinating staff development, defining environmental education, planning and implementing an intersession program, and other tasks as assigned. In annually determining who will serve on the Leadership Team, the Principal/Superintendent shall consider individual strengths and expertise of instructional staff and specific program and school needs. The positions of Teacher Leaders will be stipend positions. Teacher Leaders will share the responsibility of teacher-in-charge when the Principal/Superintendent is off-site. The Leadership Team will be accountable to the Principal/Superintendent.</p>	<p>\$9000 for stipends</p>	<p>Selected in May</p>	<p>Principal/ Superintendent</p>
<p>3. In September 2005, the Board will establish a study committee for the consideration of establishing a District operated Pre K – childcare program. Existing Pre K program providers will be included in this process. Childcare could also be considered by this study committee. All services could be considered to be provided at cost and might also have an impact on a use plan for the Stinson site. The Board will receive a report in April 2006.</p>	<p>Time allocated for meetings</p>	<p>October 2005- March 2006 with the Board receiving a report in April 2006</p>	<p>Principal/ Superintendent and Business Officials</p>
<p>4. Support services such as custodial services, maintenance and grounds, transportation, cafeteria and clerical and accounting services need to be reviewed to determine if there are potential economies or efficiencies that could be instituted. Staff will provide input into the determination of needs and hiring.</p>		<p>Completed by April 2005 for Report to Board</p>	<p>Business Officials and Principal/ Superintendent</p>
<p>5. Annually, as part of the Budget Process, the Board will receive a detailed list of all programs and services that are subsidized by (encroach upon) the General Fund. The Board should annually consider whether any encroachment is appropriate and should be continued.</p>		<p>April-May of each year</p>	<p>Business Official</p>