

Millis Public Schools

Budget FY13 New Requests

Urgent Educational Needs/Restorations:

Personnel

** Restore Grade 5/6 Health- MS	0.4	20,000.00
** Restore Grade 7/8 Art - MS	0.4	20,000.00
** Kindergarten Aides-restore 1.5	1.5	17,069.00
Alternative HS Program	1	60,000.00
Alternative Class Aide	1	17,000.00
Elementary FLES (Foreign Language in Elementary School) Spanish Program	0.4	20,000.00
District .5 Technician	0.5	20,000.00
HS Spanish	1	55,000.00
.6 HS Science	0.6	30,000.00
	Total	259,069.00

Expenses

Personalized Learning iPad Initiative	50,000.00
Curriculum Materials/Instructional Resources: (\$60,000.00 in a warrant)	
Curriculum Materials/Technology Resources	60,000.00

Total Urgent Needs 369,069.00

** = Partial restoration of previous reductions

.4 Gr. 5/6 health

Rationale

The results of the Metro West Health Survey spoke volumes about the need for Health Education in the Middle School. There is a high number of students who have tried alcohol and drugs at an early age. Adding this to the Unified Arts rotation produces more choices for students and smaller, more productive class sizes.

Restore .4 Grade 7/8 Art

Rationale

This year our grade 7/8 students did not have an Art instruction as part of their Unified Arts rotation. Students missed out on the opportunity to develop their artistic skills. Without Art, the number of choices for students was limited and class size was pushed to the limit.

1.5 Restore Kindergarten Aides

Rationale

3 Kindergarten Paraprofessionals from 0.5 FTE status to 1.0 FTE status. Overall addition of 1.5 Kindergarten Paraprofessionals (5 at 0.5). Necessary for Tools of the Mind implementation; reinstates positions that were decreased during FY12

HS 1. + Aide- Alternative Class

Rationale

For the past three years we have averaged two high school students a year being placed in out-of-district programs due to social-emotional reasons. We do not have an interim step at Millis High School that could prevent such restrictive placements. Presently, we have three high school students in need of an increase in therapeutic programming due to social-emotional issues. A therapeutic program staffed with an adjustment counselor may provide students with the extra support that could allow them to stay in a less restrictive program in-district. It is likely we need a full-time position for the remainder of the year more but we could probably work with some existing staff to fill gaps in programming if we found a high quality part-time person. Cost for a full-time position would be approximately \$30,000 for the remainder of the year. We currently only have one full-time School Adjustment Counselor to serve 818 students in the Middle and High Schools.

The looming cost of \$10,000 for each student for a 45-day therapeutic program could be avoided with this position. In the past, after the 45 day placement program most students have gone into full out-of-district placements rather than returning to Millis. The tuition for a full therapeutic program, if after the 45 days a student cannot return to Millis, is between \$46 – 55,000 plus summer programming costs of approximately \$10,000. Thus, in order to avoid costs this year of between \$30,000 and \$65,000, I recommend that we immediately approve funding of this position.

.4 Spanish Elem FLES (Foreign Language in Elementary School)

Rationale

Expansion of FLES Spanish program into Grade 2. Currently all students in Kindergarten and Grade 1 learn Spanish due to the volunteer efforts of Immersion teachers and native speaking aides and parents. The benefits of early language learning are great and include enhanced math, language, cognitive skills as well as a heightened interest in other cultures and languages. The FLES program would expand from K-Grade 2.

District .5 Technician

Rationale

Part-time Technician. Due to the daily increase in demand for our technician services due primarily because of an exponential increase in mobile iPad devices throughout the district. Technician will handle imaging, training, maintenance and support of the iPads throughout the district. Currently we have over 200 iPads and iPods in district. Expanding over the next two years to 500 iPads.

1 HS Spanish Teacher

Rationale

Since the 2007-2008 school year, Millis High School's student enrollment has grown significantly. In 2007 - 2008 there were 261 students enrolled in 15 sections of Spanish. For the 2011-2012 school year 320 students are enrolled in the 15 sections of Spanish offered at Millis High School. Additionally, 14 Spanish Immersion students are enrolled in an online elective course, "Spanish for Business." In 2007, we were able to offer the Spanish Immersion elective course at the high school, but staffing has prevented us from offering the course for the past two years. Our Spanish program has increased by 59 students without any additional sections of Spanish being offered. We have a number of Spanish classes with extremely high enrollments including a Spanish II Honors class with 32 students and a Spanish II College class with 28 students. As a result of staffing, we are only able to offer one section of Spanish IV college (29 students), and we are unable to offer a Spanish V college class. Seniors interested in continuing on to Spanish V may only take the honors class. Our three Spanish teachers in the high school not only have large class sizes, but also have very few classes that aren't "singletons." Sara Ames and Nicole Paladino teach four different courses ("4 preps"). Alaina Seymour teaches five different courses (5 preps). This is incredibly demanding in terms of class preparation. The average high school teacher has two or three preps. An additional Spanish teacher in the high school would reduce class size and give us more flexibility. For example, with an additional staff member we could teach the Spanish Immersion elective. We could add another section of Spanish IV college and add a Spanish V college offering. We could offer a second section of Spanish III Honors next year to accommodate the 32 students currently in Spanish II Honors

The freshman and sophomore classes are our largest at the high school. With more students wanting to take Spanish beyond the state-required two years, numbers in upper level Spanish courses will continue to grow. Under current staffing levels, we will have to shut some students out of these courses. The Spanish program is acknowledged as a great strength of our school. The program is presently under a great strain. I believe the addition of a 1.0 Spanish teacher in the high school will allow us to keep our program strong and to continue to provide our students with an exemplary foreign language experience.

0.6 HS Science

Rationale

There are currently 3.4 (FTE) science teachers at the high school who teach 17 sections of science. Students are required to take three years of science in order to graduate. A number of students would also like to take additional electives in science if available.

The schedules and enrollment for the 3.4 high school science teachers break down as follows:

Mr. Alconada	Ms. Copice	Mr. Oliphant	Ms. Cheney
AP Bio 20	Honors Chem 26	Conc. Physics 17	Anat/Phys 16
Honors Bio 26	Honors Chem 13	Astronomy 27	College Bio 18
Honors Bio 20	College Chem 24	College Phys 19	
Std. Bio 16	College Chem 24	Honors Phys 28	
College Bio 21	AP Chem 21	College Phys 19	
Totals 103	108	110	34

For safety reasons, we try to maintain class sizes of 25 or fewer in the laboratories. This year there was a biology class, physics class, and Astronomy class that exceeded this limit. Our largest class will become juniors' next year creating difficulties for scheduling given our current staffing. An additional .6 science teacher would enable us to have safe class sizes and expand our science elective offerings (possibly to include an engineering-based class).

iPAD Grade 9, Personalized Learning Initiative

Rationale

Today's students will be graduating into a world that is very different from the one their parents graduated. Students must be challenged and supported to master content as well as develop the skills often referred to as "21st Century Skills". These include: creativity and innovation skills, critical thinking and problem solving, excellent communication and collaboration skills, technology literacy skills, civic and cross-cultural skills, and the productivity and leadership skills which will enable them to be responsible, self-directed learners and employees.

The essential elements to create an effective personalized learning environment are:

- Flexible anytime/anywhere learning
- Redefine the teacher's role from director to facilitator/coach
- Provide authentic learning experiences
- Provide student driven learning opportunities
- Provide mastery, progression pacing for the essential learning outcomes.

The goals of the one-to-one iPad Personalized Learning Initiative are:

- Increase student engagement
- Increase student productivity
- Increase 21st century skill development
- Extend and expand learning beyond the school day
- Increase access to online academic resources, multimedia and technology tools
- Promote self directed learning
- Support personalized learning

Gr. 9 teachers and students have been trained in blended learning and how to utilize iPads to achieve all of the above. A strong foundation has been laid in the Gr. 8 pilot for creating a rigorous, project-based learning environment in which students are engaged in learning at a higher level of Bloom's taxonomy- creating, evaluating, analyzing, and applying their content knowledge and skills to real-world problems.

Curriculum Materials/Instructional Resources (Warrant)

Warrant funding, while providing elementary resources, has not been sufficient for ELA, Math, or Science adoptions at the secondary level. Many Middle School classes have only one classroom set of materials (Social Studies and Spanish) and thus, students are not able to take books home. We would be able to address the need for higher quality and more recent instructional resources through a combination of on-line texts, traditional texts and time for teachers to create curriculum aligned to the new Common Core in the learning management system.

Student achievement in Middle School Mathematics is a concern and is a priority for program evaluation and materials review which started last year and continues. Materials aligned to the new Common Core curriculum are necessary.

Textbooks at the High School average ten years of age and some are 29 years old. High School Math courses in particular are in great need of revision and realignment with a different Pre-Calculus text.

Curriculum Materials/Technology Resources \$60,000

Digital Resources are now available as textbooks or to supplement traditional hard copy curriculum materials. There is practically an “app” for everything imaginable. Millis teachers, especially at the secondary level are trained in how to create blended learning environments that capitalize on the effectiveness and cost-efficiency of digital resources by building on-line learning environments that students can access 24/7 using ITS Learning or Moodle software.

Digital resources are often less expensive and more effective resources and there are many advantages to using them. To name just a few:

- Student backpack weight is reduced,
- Students are able to take notes and manipulate the text right in the application,
- Powerful algorithms in software such as Lexia Reading alter the difficulty of the material based on how the student is performing, thus enabling teacher to differentiate the level of challenge for students
- Digital resources are usually more engaging to students
- Digital resources help students learn through utilizing multiple modalities so that students can see and listen to content many times.
- Digital resources can help students become more productive and organized
- Twenty first century skills are needed for every high paying career, and even lower paying jobs and our students need to be prepared to compete in a global marketplace. Competency in using digital devices to learn and apply content knowledge, think critically, and collaborate and communicate across cultures, economic and political systems, and geographies are essential skills for students graduating today.