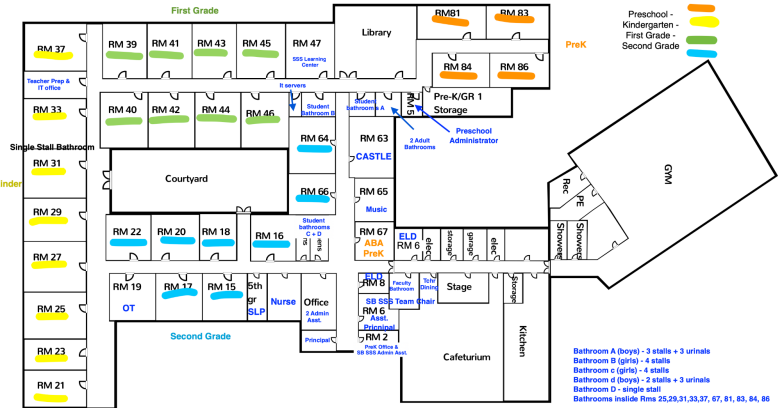


Overarching Notes on Implications

The addition of Grade 2 to Mary E. Finn Elementary School requires changes to space utilization, staffing, and programming.

To maintain the current level of educational programming for Prek - 2, an expansion of the building is required.

Discipline/ Area	Implications: description of the space that would need to be added	approximate square footage
Educators/Programs that do not have a space in the proposed floor plan are listed below with specific explanation of the needs for space		
Art	An art classroom (MSBA guidelines specify 1000 sq ft plus 150 sq ft for art storage) or art would be offered to grades k-2 on a cart which restricts the type of activities the art teacher can offer. It also impacts the general education teacher's ability to use the classroom during their prep period for planning, meetings, communication with parents and colleagues.	1150
World Language	World Language classroom where the teacher can have visual aides, hands on materials and a Spanish book library available to students. An additional Spanish classroom would be needed to provide classes to all sections but this classroom possibly could be shared with another teacher, however, not with a specialist as they would likely need to teach at the same times. If Spanish is on a cart, as it was for 3/4 of a year, there is an impact to the activities that the teacher can provide to students, an impact to the Spanish teacher who does not have a classroom.	950
Speech and Language Pathologist	The Speech and Language pathologists (multiple itinerant providers) need a quiet space to work with individuals and small groups of students. They could share a classroom but it would need to be at least the size of a half classroom to be able to run multiple therapy sessions at once.	500
School Psychologist	An office with enough space for testing and to meet with individuals or small groups of students.	500
.5 School Psychologist/ .5 Behavior Specialist	Office for testing and a space for meeting with individual or small groups of students. The part time behavior specialist and part time school psychologist could share a space (and be scheduled to be at their other building at opposite times)	500
PT/ Adaptive PE	A space can be shared by PT and Adaptive PE with careful scheduling of teaching sessions. This creates additional scheduling constraints.	950
ELD	A small group room to meet with individual and groups of students for the 3rd ELD teacher	500
Conference Room	Two designated conference rooms for special education meetings, teacher team meetings, and administration team meetings.	700
Reading Specialist 1.5	A full-size classroom to be shared by two reading specialists (1.5 FTE) or two smaller spaces to meet with individual or small groups of students for reading intervention.	950
Reading Tutor	A small group room for a reading tutor to meet with individuals or groups of students. The reading tutor could share with a .5 reading specialist, but it would not be possible for all three educators to share one space, as the level of distraction for students would be too great.	500
Teacher workspace	A designated teacher workspace teachers, ESPs, volunteers, and PTO to prepare materials including a place for photocopiers and laminators and other tools that are shared by educators.	300
faculty bathrooms	Need investigation of the code requirements of bathrooms. Currently, there are limited bathrooms for teachers so possibility of need for more. Depending on the placement of the CASTLE classroom, a faculty bathroom potentially needs to be designated for use by CASTLE, which would increase the need to two faculty bathrooms.	TBD
Additional Implications of adding second grade at Finn		
Music	If there is a 1.0 music teacher, that person could meet needs of three grades for general music but could not teach preschool. To continue to provide music to preschool we would need additional staff. If we add additional staff to maintain the preschool music program we would need an additional space.	
Library	There would be efficiency gained in library staffing. The district could remain with three librarians (already been reduced from four given the possibility of future consolidation of schools). However, with consolidated buildings the efficiency is gained because those three librarians do not need to travel and libraries are consistently staffed in all three schools. Currently three librarians across four schools means that libraries are sometimes closed or have to be staffed by other adults.	
Cafeteria	Current lunch schedule is: PK: 11-11:30, Gr1: 11:45- 12:15, K: 12:30- 1:00. The maximum seating students at lunch is about 145 students. Therefore we could not accommodate two grades or split a grade across lunches. We would need to add a fourth lunch wave from 10:15 - 10:45 or from 1:15 - 1:45. Additional staff would be traveling across schools which creates additional constraints in terms of scheduling, efficiency and matching staff to students. Would we split the staff between Woodward (gr 3/4) and Trotter, and then also split other staff between Finn (prek-2) and Woodward? Or, would we split staff such as school psychologist or behavior specialist between Finn and Trotter which is more efficient but means that those faculty members are working with a Prek-2 and Grade 5.	1500
Additional itinerant faculty- Music, Behavior Specialist, School Psychologist, Physical Education, assistant principal, art	Scheduling is constrained and complex with shared faculty as the buildings have to coordinate across schools which creates significant constraints. Itinerant faculty are paid a stipend for travel based on number of schools they visit per day. Itinerant faculty have reported a decreased sense of belonging and connection. The increase in shared spaces can have an impact on professional culture and climate.	
Drop off and Dismissal	Drop off and dismissal would take longer due to increased number of families and students. Increased traffic for cars and busses that could impact community including and beyond the school.	
Parking	Additional daily parking needed for faculty and staff as well as event parking for parents	



	learning spaces approximate square footage needed	9000	Not inclusive of hallways, restrooms, etc							
Additional square footage does not resolve all challenges related to shared spaces such as the gym and cafeteria unless there are additions for those activities										