



Northville Public Schools Managing Our Future: K-12 Program Elementary Education

Research proves that the elementary level impacts more cognitive, psychomotor, and psychosocial developmental stages than any other level: K-16. Further, a growing body of evidence suggests a positive relationship between teacher collaboration and student achievement. Students attend one art, music, media, world language, and two physical education classes each week. When students attend these classes, classroom teachers have the opportunity to collaborate and have planning time.

Class size is shown to impact student achievement indirectly with greater impact on lower elementary classes. Research shows that the effect of class size remains secondary to the effect of teacher quality.

Northville Public Schools prioritizes early intervention to prevent early learning failure. Each Building Intervention Team is made up of 1.5 – 2.0 FTE resource room teachers, two days service from a social worker, a full time speech and language teacher, and a full time learning consultant. This support system is interdependent and every member is vital to its continued success.

Most recently, to accommodate reductions in education funding, the elementary level has reduced 4 classrooms teachers, resulting in increased class sizes; eliminated one social worker; eliminated building paraprofessionals; and reduced media paraprofessional positions.

<i>Examples</i>	<i>Description</i>	<i>Implications</i>	<i>Budget Reduction</i>
<p>Class size:</p> <ul style="list-style-type: none"> • Increase class size +2 above current parameters K: 24; 1,2: 27; 3: 30; 4-5: 31 • Utilize split classes as needed. • Increase class size AND utilize split classes as needed. 	<ul style="list-style-type: none"> • Number of students in classes would be higher than current numbers • Class configurations would include combinations of grades 2 & 3; grades 3 & 4; grades 4 & 5 at increased class size • Increase class size and include split classes at increased class sizes 	<p>All:</p> <ul style="list-style-type: none"> • Potential influence on student achievement; • Reduction in teachers saves money 	<p>Save ~\$325,000 to 455,000 due to staff reductions (-5 to -7 teachers)</p> <p>Save ~\$195,000 to \$325,000 due to staff reductions (-3 to -5 teachers)</p> <p>Save ~\$-520,000 to 780,000 due to staff reductions (-8 to -12 teachers)</p>
<p>Eliminate one humanities (art, music, world language, media and/or physical education) class</p>	<ul style="list-style-type: none"> • Students would have fewer humanities classes each week (45 minutes each for grades 1-5; 30 minutes for Kindergarten) 	<ul style="list-style-type: none"> • Reduction in non-core academic curriculum; • Program change could have indirect implications on student learning; • Reduction in teacher planning time; • Increased amount of time student is in their classroom; • Reduction in teachers saves money 	<p>Save ~\$260,000 - \$390,000 due to staff reductions (-4 to -6 teachers)</p>

NOTE: To the extent that any of these considerations could be implemented only through the collective bargaining process, the School District would, of course, comply with its legal and contractual obligations in this regard.



Northville Public Schools Managing Our Future: K-12 Program Elementary Education

<i>Examples</i>	<i>Details/Description</i>	<i>Implications</i>	<i>Budget Reduction</i>
Reduce paraprofessionals for Learning Consultant and Resource Room to .5 positions	<ul style="list-style-type: none"> Fewer staff to serve in support roles for <i>At Risk</i> students; reduction of support intervention initiatives 	<ul style="list-style-type: none"> Indirect implications on student achievement; Reduced early intervention efforts; Reduction in paraprofessional staff may compromise supervision of students and impact student safety 	Save ~\$161,250 due to staff reductions (-6 paraprofessional staff)
Eliminate / Reduce Specialized Programming: ALPS	<ul style="list-style-type: none"> Return students in ALPS (gifted) program to home school to make staffing more efficient; reduce transportation costs 	<ul style="list-style-type: none"> Eliminates specialized program to meet the needs of academically talented elementary students; More efficient scheduling reduces number of teachers; Transportation costs could be reduced 	Save ~\$130,000-\$260,000 due to staff reductions (-2 to -4 teachers)
Eliminate / Reduce Specialized Programming for Early Intervention: 5 Resource Room teachers; 6 Learning Consultants	<ul style="list-style-type: none"> Allocate only enough resource room teachers to support identified special education students; eliminate or reduce Early Intervention reading programs. 	<ul style="list-style-type: none"> Eliminates current Northville Instructional Support (IS) model of Intervention; Greatly reduces intervention support resources; Potential increase in number of identified Special Education students; Fewer teachers reduces costs 	Save ~\$357,500-\$390,000 due to staff reductions (-5.5 to -6 teachers)

NOTE: To the extent that any of these considerations could be implemented only through the collective bargaining process, the School District would, of course, comply with its legal and contractual obligations in this regard.