EAST ALLEN COUNTY SCHOOLS

RECOMMENDATION FOR REDESIGN
What We Know

- It is expected that East Allen County Schools provide a quality education for all students who attend our schools.

- People in East Allen do not want the State to take over our underperforming schools.
What We Know

People want the Board to make a decision and begin implementation of a district redesign believing these discussions have gone on far too long creating instability within the communities continually “targeted for closing.”
What We Know

- East Allen is a great place to live and raise a family. Support for our schools will enable us to continue that tradition.

- The State expects us to do more for all students in the way of program offerings and student achievement (but does not financially provide for these expectations).
What We Know

- The revenue East Allen County Schools receives from the basic funding formula is less than we received in 2006 and is expected to decrease even more.

- The impact of the homestead deduction and circuit breaker tax credits on revenue received to our Capital Projects Fund has decreased more than $1.36 million since 2008.
What We Know

- The operating balance for EACS has decreased by $3.8 million since 2008.
- In 2010, EACS the operating balance is projected to decrease an additional $3 million.
- In 2011, without the consolidation of schools, a decrease of $8.7 million is projected. This would create an insolvency within East Allen County Schools by 2013.
What We Know

- East Allen County Schools has made reductions to the General Fund budget by more than $1.6 million in 2005, $1.5 million in 2009 and $3.8 million in 2010.

- We no longer have the financial means to maintain the operations of 18 schools.
What We Know

- We must enhance our educational program to provide the best education for all of our students.
What We’ve Heard

- It is important that East Allen County schools spend tax dollars efficiently.

- It is important that East Allen County Schools provide a quality education to all children.
What We’ve Heard

- It is important that East Allen County Schools build a district to where people will move because of the reputation of our schools.

- It is important to provide an infrastructure to support 21st Century educational technology.
What We’ve Heard

- It is important to offer more electives at the high school.

- It is important to offer more extracurricular opportunities at all levels.
What We’ve Heard

- We must maintain communities.
- Keeping five high schools is most important to maintaining communities.
- Maintain school choice.
Continue the Tradition

- 5 Communities
- 5 High schools
Heritage Attendance Area

K – 12

in a campus setting
Leo Attendance Area

K-3    Cedarville Elementary

4-6    Leo Elementary

7-12   Leo Jr./Sr. High School
New Haven Attendance Area

PK – 2    Early Childhood Academy
          (Highland Terrace)

3 – 6    New Haven Intermediate
          (North side of Lincoln Highway)

7 - 12    New Haven J r./Sr. High School
Paul Harding Attendance Area

PK - 2    Early Childhood Academy
          (Southwick)

3 - 6     Prince Chapman Intermediate

7 - 12    Paul Harding CCA
          College & Career Academy
Woodlan Attendance Area

K - 12

in a campus setting
Corporation Facilities

2  K-12 Facilities
2  Jr./Sr. High Schools (7-12)
1  College & Career Academy (7-12)
2  Intermediate Schools (3-6)
2  Early Childhood Academies (PK-2)
1  K-3
1  4-6
School Closures

- Harlan Elementary
- Hoagland Elementary
- Meadowbrook Elementary
- Monroeville Elementary
- Village Elementary
- Woodburn Elementary
<table>
<thead>
<tr>
<th>Renovation/Rehab/Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heritage</td>
</tr>
<tr>
<td>K-12</td>
</tr>
<tr>
<td>New Haven</td>
</tr>
<tr>
<td>Early Childhood Academy</td>
</tr>
<tr>
<td>Intermediate Complex</td>
</tr>
<tr>
<td>Jr./Sr. High School</td>
</tr>
<tr>
<td>Paul Harding</td>
</tr>
<tr>
<td>Early Childhood Academy</td>
</tr>
<tr>
<td>Harding College &amp; Career Academy</td>
</tr>
<tr>
<td>Woodlan</td>
</tr>
<tr>
<td>K-12</td>
</tr>
</tbody>
</table>
Strength of Program

- A focus on early childhood programming.
- Integrating Early Childhood Special Education.
- Improving RtI, academic interventions, and acceleration (extensions).
Strength of Program

- Longer elementary day.
- Consolidating intense intervention programs thereby increasing opportunities for special needs students.
- Improve vertical articulation across the district.
Strength of Program

- Alignment of secondary program with 7 period day and 2 semesters (7-12).
- Focus on educational program for all students K-12.
- Expand program options at all levels.
Strength of Program

- Align secondary program with community needs.

- Structure of grade levels across the district adds consistency in what we’re doing for all students.
Strength of Program

- New Paul Harding College & Career Academy.

- Restart with State (local control).
Facility/Operation Advantages

- Reduced facility costs.
- Community focus.
- Ability to maintain buildings with Capital Projects Funding.
Facility/Operation Advantages

- Upgraded facilities in each community.
- Improve accessibility in buildings (ADA).
- Long term solution to 20 year issue.
<table>
<thead>
<tr>
<th>Facility</th>
<th>Built</th>
<th>Additions/Renovations</th>
<th>Age</th>
<th>Plan Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedarville</td>
<td>1997</td>
<td>N/A</td>
<td>13 Years</td>
<td>16 Years</td>
</tr>
<tr>
<td>Harlan</td>
<td>1955</td>
<td>1968; 1987</td>
<td>55 Years</td>
<td>----</td>
</tr>
<tr>
<td>Highland Terrace</td>
<td>1967</td>
<td>1996</td>
<td>43 years</td>
<td>46 Years</td>
</tr>
<tr>
<td>Hoagland</td>
<td>1927</td>
<td>1957; 1974; 1996</td>
<td>83 years</td>
<td>----</td>
</tr>
<tr>
<td>Leo</td>
<td>1932</td>
<td>1958; 1965; 1979</td>
<td>78 years</td>
<td>81 Years</td>
</tr>
<tr>
<td>Meadowbrook</td>
<td>1961</td>
<td>1965</td>
<td>49 years</td>
<td>----</td>
</tr>
<tr>
<td>Monroeville</td>
<td>1913</td>
<td>1927; 1957; 1977</td>
<td>97 years</td>
<td>----</td>
</tr>
<tr>
<td>New Haven</td>
<td>1964</td>
<td>N/A</td>
<td>46 years</td>
<td>----</td>
</tr>
<tr>
<td>Southwick</td>
<td>1966</td>
<td>1967; 1996</td>
<td>44 years</td>
<td>47 Years</td>
</tr>
<tr>
<td>Village</td>
<td>1953</td>
<td>1954; 1955; 1957; 1972; 1992</td>
<td>57 years</td>
<td>----</td>
</tr>
<tr>
<td>Woodburn</td>
<td>1973</td>
<td>1996</td>
<td>37 years</td>
<td>----</td>
</tr>
<tr>
<td>New Haven</td>
<td>1954</td>
<td>1958; 1964; 1977</td>
<td>56 years</td>
<td>56 Years</td>
</tr>
<tr>
<td>PCA</td>
<td>2002</td>
<td>N/A</td>
<td>8 years</td>
<td>11 Years</td>
</tr>
<tr>
<td>Heritage</td>
<td>1968</td>
<td>1976; 2004</td>
<td>42 years</td>
<td>45 Years</td>
</tr>
<tr>
<td>Leo</td>
<td>1953</td>
<td>1967; 1979; 1982; 1998</td>
<td>57 years</td>
<td>60 Years</td>
</tr>
<tr>
<td>New Haven</td>
<td>1977</td>
<td>N/A</td>
<td>33 years</td>
<td>36 Years</td>
</tr>
<tr>
<td>Harding</td>
<td>1973</td>
<td>N/A</td>
<td>37 years</td>
<td>40 Years</td>
</tr>
<tr>
<td>Woodlan</td>
<td>1958</td>
<td>1968; 1999</td>
<td>52 years</td>
<td>55 Years</td>
</tr>
<tr>
<td>Park Hill</td>
<td>1947</td>
<td>1964; 1980</td>
<td>63 years</td>
<td>----</td>
</tr>
<tr>
<td>Service Center</td>
<td>1985</td>
<td>N/A</td>
<td>25 years</td>
<td>28 Years</td>
</tr>
<tr>
<td>Administration</td>
<td>1960</td>
<td>1982</td>
<td>28 years</td>
<td>----</td>
</tr>
<tr>
<td>Heritage</td>
<td>N/A</td>
<td>N/A</td>
<td>----</td>
<td>0</td>
</tr>
<tr>
<td>Woodlan</td>
<td>N/A</td>
<td>N/A</td>
<td>----</td>
<td>0</td>
</tr>
<tr>
<td>North New Haven</td>
<td>N/A</td>
<td>N/A</td>
<td>----</td>
<td>0</td>
</tr>
<tr>
<td>Buildings &amp; Average Age</td>
<td>N/A</td>
<td>N/A</td>
<td>21; 48 Years</td>
<td>15; 35 Years</td>
</tr>
</tbody>
</table>
# Facilities – Current CPF Costs

<table>
<thead>
<tr>
<th>School</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>Cedarville</td>
<td>$38,425</td>
</tr>
<tr>
<td>Harlan</td>
<td>$285,000</td>
</tr>
<tr>
<td>Highland Terrace</td>
<td>$384,000</td>
</tr>
<tr>
<td>Hoagland</td>
<td>$2,840,000</td>
</tr>
<tr>
<td>Leo</td>
<td>$500,000</td>
</tr>
<tr>
<td>Meadowbrook</td>
<td>$540,000</td>
</tr>
<tr>
<td>Monroeville</td>
<td>$265,000</td>
</tr>
<tr>
<td>New Haven</td>
<td>$1,079,200</td>
</tr>
<tr>
<td>Southwick</td>
<td>$520,000</td>
</tr>
<tr>
<td>Village</td>
<td>$920,590</td>
</tr>
<tr>
<td>Woodburn</td>
<td>$600,000</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
</tr>
<tr>
<td>New Haven</td>
<td>$7,260,000</td>
</tr>
<tr>
<td>Prince Chapman Academy</td>
<td>$0</td>
</tr>
<tr>
<td>Heritage</td>
<td>$914,500</td>
</tr>
<tr>
<td>Leo</td>
<td>$1,080,000</td>
</tr>
<tr>
<td>New Haven</td>
<td>$6,080,000</td>
</tr>
<tr>
<td>Paul Harding</td>
<td>$6,997,900</td>
</tr>
<tr>
<td>Woodlan</td>
<td>$345,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$30,649,615</td>
</tr>
</tbody>
</table>
## Facilities – Utilization

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Current Capacity</th>
<th>Projected Capacity</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heritage Attendance Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage [K-12]</td>
<td>1,214</td>
<td>928</td>
<td>1,400</td>
<td>K-12 Facility</td>
</tr>
<tr>
<td><strong>New Haven Attendance Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Academy [PK-2]</td>
<td>622</td>
<td>600</td>
<td>650</td>
<td>Possible Classroom Addition (Qty 2)</td>
</tr>
<tr>
<td>New Haven Intermediate [3-6]</td>
<td>740</td>
<td>n/a</td>
<td>800</td>
<td>New Facility</td>
</tr>
<tr>
<td>New Haven [7-12]</td>
<td>1,852</td>
<td>1,333</td>
<td>2,000</td>
<td>Addition and Renovation</td>
</tr>
<tr>
<td><strong>Paul Harding Attendance Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Academy [PK-2]</td>
<td>576</td>
<td>600</td>
<td>600</td>
<td>ADA</td>
</tr>
<tr>
<td>Prince Chapman [3-6]</td>
<td>641</td>
<td>1,071</td>
<td>1,000</td>
<td>No Change</td>
</tr>
<tr>
<td>Paul Harding [7-12]</td>
<td>728</td>
<td>1,190</td>
<td>1,000</td>
<td>Renovation</td>
</tr>
<tr>
<td><strong>Woodlan Attendance Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlan [K-12]</td>
<td>1,274</td>
<td>1,285</td>
<td>1,400</td>
<td>K-12 Facility</td>
</tr>
</tbody>
</table>
## Facilities – Plan Costs

<table>
<thead>
<tr>
<th>School</th>
<th>Cost / Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heritage Attendance Area</td>
<td>Heritage [K-12] $16,000,000 / Bonding &amp; CPF</td>
</tr>
<tr>
<td>New Haven Intermediate [3-6]</td>
<td>$16,000,000 / Bonding &amp; CPF</td>
</tr>
<tr>
<td>New Haven [7-12]</td>
<td>$21,600,000 / Bonding &amp; CPF</td>
</tr>
<tr>
<td>Paul Harding Attendance Area</td>
<td>Early Childhood Academy [PK-2] $ / Capital Projects</td>
</tr>
<tr>
<td>Paul Harding [7-12]</td>
<td>$11,997,900 / Bonding &amp; CPF</td>
</tr>
<tr>
<td>Woodlan Attendance Area</td>
<td>Woodlan [K-12] $16,000,000 / Bonding &amp; CPF</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$81,597,900 / Bonding &amp; CPF</strong></td>
</tr>
<tr>
<td><strong>Current Renovation Needs [10 Yrs]</strong></td>
<td>existing buildings $4,321,925 / Capital Projects</td>
</tr>
<tr>
<td><strong>Intermediate Steps</strong></td>
<td>existing buildings $4,750,000 / Capital Projects</td>
</tr>
<tr>
<td>Possible Demolition Costs</td>
<td>existing buildings $1,618,132 / Capital Projects</td>
</tr>
</tbody>
</table>
## Facility – Related Costs

<table>
<thead>
<tr>
<th>Current Structure</th>
<th>Facility Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Annual Debt Service Payment</td>
<td>$5,917,195</td>
</tr>
<tr>
<td><strong>Current Tax Rate (with Excise Taxes)</strong></td>
<td>0.2296</td>
</tr>
<tr>
<td>Outstanding Debt Service Payments</td>
<td>$45,743,526</td>
</tr>
<tr>
<td>- Series 2000 [PCA] – ends in 2020</td>
<td></td>
</tr>
<tr>
<td>- Series 2003 {HEHS} – ends in 2021</td>
<td></td>
</tr>
<tr>
<td>Annual CPF Shortfall [Building Needs]</td>
<td>$1,700,000</td>
</tr>
</tbody>
</table>

**Recommendation**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities</td>
<td>-$301,400</td>
</tr>
<tr>
<td>Operational Costs</td>
<td>-$1,875,611</td>
</tr>
<tr>
<td>Construction/Bonding</td>
<td>$81,597,900</td>
</tr>
<tr>
<td>Yearly Debt Service Payment (23 years)</td>
<td>$6,101,357</td>
</tr>
<tr>
<td>Average Long Term Tax Rate (w/o Excise Taxes)</td>
<td>0.2740</td>
</tr>
</tbody>
</table>
Transportation

- Heritage K - 12
  - Currently use 1 tier a.m., 2 tier p.m., with 22 buses.
  - Anticipate 1 tier with 21 buses.
  - No shuttles.
Transportation

- Leo Area
  - Eastern 8 square miles boundary moves to Woodlan.
  - Currently use 2 tier with 19 buses.
  - Anticipate 2 tier with 21 buses (2 from former Harlan El).
Transportation

- New Haven Area
  - Currently use 2 tier with 15 buses.
  - Anticipate 2 tier with 24 buses (10 from Harding).
  - K – 6 busing less complicated.
  - May be able to use 3 tier to reduce busing needs.
Transportation

- Paul Harding Area
  - Currently use 2 tier with 20 buses.
  - Anticipate 2 tier with 13 buses (remaining buses to New Haven).
  - May be able to use 3 tier to reduce busing needs.
Transportation

- Woodlan K - 12
  - Currently use 1 tier a.m., 2 tier p.m., with 14 buses.
  - Anticipate 1 tier with 19 buses (5 from Harlan El).
  - Eastern 8 square miles boundary from Leo.
  - No shuttles.
Transportation

- Private Schools
- Shuttle system in Heritage, New Haven and Woodlan still intact (419 students).
- 2 tier system for Amish schools in Leo area (220 students).
- Creates issues in Woodlan area for Amish schools (500 students).
Transportation

Advantages to Redesign

- Independent bell times for each attendance area increasing flexibility for transportation.
- Boundaries aligned K - 12 (Reduces fragmented boundaries).
- Eliminates shuttles.
- Broader range of daycare options for parents.
- Better driver/student/parent relationships decreasing disruptive behavior.
Transportation

- Costs
  - 385 additional students to be bused
  - 4 routes added for private/parochial busing ($120,000)
  - 4 routes added for EACS busing ($120,000)
  - $11,500 saved with elimination of shuttles
Academic Program

- Enhance the Education
- Continue the Tradition
What We Know

- Nearly ½ of all new jobs in the next 10 years will require some college.

- Only 30% of students who take a remedial course in college earn a degree in 6 years.
What We Know

- In the workplace, over $\frac{1}{2}$ of all new jobs by 2014 will require some college.

- Estimates are that as high as 45% of high school graduates don’t possess the skills necessary to advance beyond entry level work.
What We Know

- The math and reading skills needed by electricians, plumbers, etc., etc., etc. are the same as those required to succeed in college.

- Graduates lacking skills are relegated to marginal employment and citizenship opportunities.
What We’ve Heard

- Community members and parents demand increased rigor in our high school curricula.

- Our high schools are our community centers and serve as the impetus for our pathways for students.
The Research Says . . .

- The best predictor of student success in college and in the workplace is the RIGOR of the high school’s curriculum.

- This RIGOR begins in Kindergarten.
Academic Program

- Seven Keys to College and Career Readiness
Academic Program

- Key 1
  - Read at advanced levels in Grades K – 2.

- Key 2
  - Score Pass+ in Language Arts in Grades 3 – 8.

- Key 3
  - Complete Algebra I by Grade 8 and Algebra II by Grade 10 with a grade of “B” or better.
Academic Program

- Key 4
  - Complete an advanced science course (physics or chemistry) by Grade 11 with a grade of “B” or better.

- Key 5
  - Score 3 on an AP Exam or complete dual credit courses with a “B” or better.
Academic Program

- Key 6
  - Score 1650 on the SAT or 24 on the ACT.

- Key 7
  - Complete an advanced technology class with a grade of “B” or better.
Academic Program

Key 1: Reading at an advanced level in Grades K – 2.

- Students who are reading level C books by the end of the school year in kindergarten are more likely to read at advanced levels in the later grades.
Academic Program

Key 2: Pass+ on Language Arts ISTEP in Grades 3 – 8.

- Students who score Pass+ on the ISTEP demonstrate more complex reading, writing, thinking, and creative problem-solving skills.
Key 3: Complete Alg. I by Grade 8/Alg. II by Grade 10 with a grade of “B” or better.

- Students are more likely to perform better on SAT or ACT.
- Students are less likely to need remedial math in college.
- Students are better prepared for college entrance exams and success in both college and the workplace.
Academic Program

- Key 4: Complete an advanced science course by Grade 11 with a “B” or better.
  - Physics promotes logical thinking and encourages students to think differently to understand the world around them.
  - Chemistry is the study of the manner in which chemical and elements interact with each other.
  - Students are less likely to need remedial science in college.
Academic Program

- Key 5: Score 3 on AP exam or complete dual credit class with “B” or better.

- Students may earn advanced standing in college with AP exam score of 3.

- Students leave high school with college credit with dual credit class(es).
Academic Program

- Key 6: Score 1650 on SAT or 24 on ACT.
- Greater chance of college admission at first choice of schools.
- Opens the door to academic grants and scholarships.
- Allows greater opportunity in workplace or military.
Academic Program

Key 7: Complete an advanced technology class with a grade of “B” or better.

- New and ever evolving skills in technology are necessary for all students.
- Technology motivates our students particularly in later years.
- Students must be able to master a range of functional and critical thinking skills in technology to compete for college entrance and for high level career employment.
- Technology has embedded itself in all career fields and occupations.
An East Allen Graduate will have these skills...

- Learning and Innovation Skills
- Information, Media, and Technology Skills
- Core Subjects and 21st Century Themes
- Life and Career Skills
Academic Program

- K – 12 campus settings
- Increased articulation between grade levels.
- High acceleration through advanced pathways.
- Increased interventions for remediation.
- Community resources for support.
Academic Program

- 7 – 12 Jr./Sr. High School settings
- Increased collaboration for advanced courses.
- Increased opportunities for internships and service learning projects.
- Every teacher on teams for collaborative inquiry.
Academic Program

- Paul Harding College and Career Academy

- Models 7 Keys philosophy with a targeted goal of 100% of students going to college.

- Students may earn college credit in high school.

- Project based learning.

- Intentional internships and partnerships with community businesses & colleges.

- Targeted college counseling with graduation coach.
Academic Program

- Grades 3 – 6 Intermediate Schools

  - Focused instruction on comprehension, writing, and language development through EACS curriculum.
  - Concentration of resources to provide enrichment or remediation based on student need.
  - Pathways to success in mathematics and reading/writing with acceleration options.
  - Effective interventions for students having difficulty.
Academic Program

- PK – 2 Early Childhood Centers
  - Expanded opportunities for high quality learning in pre-school.
  - Advanced reading proficiency before Grade 3.
  - Seamless movement between grade levels allowing for targeted remediation and enrichment/acceleration.
  - Enhanced parent involvement.
  - Community resources for support.
Academic Program

- District-wide benefits
  - PL 221 school improvement consequences are eliminated.
  - Title 1 school improvement consequences are eliminated.
  - Title 1 resources are reallocated to early childhood intervention and to areas of greatest need.
Special Education Services

- East Allen County Schools Redesign will REFOCUS on the needs of special learners.
Special Education Services

- Early Childhood Special Education Services
  - Services will be located in one or both Early Childhood Academies.
  - Integration with typically developing preschool peers will be possible.
  - Access to general education preschool curriculum and instruction will be available.
Special Education Services

- Mild Intervention Services

- Services will be delivered in all K – 12 campus settings.

- Students will have access to inclusion with general education peers, targeted interventions, general education curriculum, and the 7 Keys to College and Career Readiness.
Special Education Services

- Intense Intervention Services
  - Services will be delivered in two cluster programs with smooth articulation across K - 12 campus settings.
  - Programs will be divided with a developmental focus on Primary, Intermediate, Jr. High and High School.
  - Young Adult Services will be developed for 18-22 year olds with an emphasis on transition to career and adult services.
Special Education Services

- Emotional Intervention Services

  - Services will be delivered within a K - 12 campus setting.
  
  - Program will be divided with a developmental focus on Primary, Intermediate, Jr. High and High School.
  
  - Students will have increased access to targeted behavioral and academic interventions, general education curriculum and 7 Keys to College and Career Readiness.
Special Education Services

- Speech and Language Services

  - Speech and Language Services will be available to children in all schools per their IEP’s.
Special Education Services

- Related Services

  - OT, PT, APE, Vision and Hearing services will be available to children in all schools per their IEP.
Special Education Services

- LINX: Special Education Alternative to Expulsion
  - Expanded to include Grades 7 – 12.
  - Emphasize academic and behavioral skill development.
  - Expect successful transitions back to home school.
Special Education Services

- Advantages for those with Special Needs
  - Focus on developmental levels.
  - Smooth transitions.
  - Improved tracking of student academic and behavioral skills from K – 12.
  - Less travel time for related service staff and more service time for students.
  - Emphasis on 18-22 year olds career and adult preparation.
Special Education Services

- Advantages for those with Special Needs
  - Focus on curriculum.
  - Focus on interventions.
  - Skill building for success.
  - Linking education to 7 Keys to College and Career Readiness.
  - Community-based instruction.
Transition - Heritage

- August 2011
- Move students from Monroeville and Hoagland to the Heritage Campus.
Transition – New Haven

- August 2011
- New Haven Elementary becomes a Freshman Academy including PHHS freshmen.
- Elementary students transferred to Highland Terrace or Meadowbrook.
Transition – New Haven

- August 2011
- New Haven HS holds Grades 10 – 12 including PHHS students.
Transition – Paul Harding

- August 2011

- High School students go to New Haven Freshman Academy or New Haven HS.

- 7th and 8th Grades from PCA move to Paul Harding HS.
Transition – Paul Harding

- August 2011
- Prince Chapman Academy houses Grades 3 - 6.
- Village elementary closes.
- Southwick becomes an Early Childhood Academy.
Transition – Woodlan

- August 2011
- Move students from Harlan and Woodburn to the Woodlan Campus.
Referendum

- Support operational costs not reduced by closing a high school.

- Preschool – training, curriculum, staff.

- Concentrated interventions, particularly in reading and math.

- Acceleration (extensions) for mathematics pathway in Grades 3 – 12.
Referendum

- Expanded summer school options.
- Added SAT classes for college preparation at each high school.
- Increased dual credit and AP class offerings.
- Expanded technology course offerings.
- Service learning requirement for every high school student.
Referendum

- Digital student portfolio for every high school student.
- Increased extra curricular opportunities.
- High quality professional development for skilled, diagnostic interventions K – 12 such as project based learning, Restorative practices, STEM.
- District-wide alternative programming.
Referendum

- Advanced utilization of technology across the district.
- Improvement of student/teacher ratio.
- Maintenance of effort upon the elimination of ARRA stimulus funding.
Referendum

- Compensation for further reduction in revenue from the State of Indiana.

- Commitment to not exceed an increase of 37.09 cents per $100 assessed valuation for any General Fund Referendum and Capital Referendum combined.
East Allen County Schools Redesign

- Enhance the Education
- Continue the Tradition