CONSEIL D’ECOLE COMBINED PROS AND CONS

K-2/2-5

PROS

● Fewer teachers have to move buildings.
● Grade level collaborative work would be easier as everyone would be in the same building.
● Going to Oak in 3rd grade would allow a fresh start for students who may have had previous behavior issues at Cherry.
● Teaching resources are not divided between buildings so it is easier for everyone to access them and share as necessary.
● School unity would continue as it is.
● Concentrate support team where it’s needed: Having 200 KG students is heavy on one building support system but maybe we could have someone dedicated to help KG students with behavior to help.
● Demographics remain consistent
● Community/peer groups same/similar
● No campus competition
● Change of environment for the kids
● Consistent education for students (same teachers staying together)
● Consistent transportation plan
● 3 different start times
● Current campus configuration works for the different age levels
● Community relationships remain and/or increase
● AL won’t have to fight the image of demographic (in) equality
● Same grade one building
● Bell tie remains the same
● Fewer teachers have to move
● No decisions needed for enrollment
● K,1,3,4,5 teachers together (not 2nd)
● Diversity not an issue

CONS

● No common planning time for grade level teams during the day
● All new teachers for next years would be in the same building
● Environmental change with campus movement
● Potentially strained resources - nurse/social worker
● Transportation issues with families with multiple children/campuses
● 3 different start times
● Same kids for 6 years
● Three bell times
● Too many kindergartners for nurse
● Grade level team split
● Three transitions
● Moving classrooms
● English teachers will have different grade level
● A “baby” building – no older role models, not able to benefit from multi-age
● For support teachers = lack of variety and will be only teaching youngest students
• Majority of hiring, orientation falls on one building (nurse, social worker)
• More removed from academic accountability = no testing environment
• Parents could have kids at three campuses

(2) K-5 SET UP

PROS
• Common planning time for grade level teams during the day in each building
• Vertical curriculum alignment would be easier between grade levels
• Teachers know all students in the building so there is a continuity.
• Going to school closest to home (for most)
• Won’t have to change campuses until middle school
• Middle school is a new start - campuses coming together - new faces/friends
• Current building configuration can accommodate these numbers
• No splitting of 2nd grade
• Sense of smaller community
• Two bell times for AL network
• Building grade level meetings
• Less transition for students
• Siblings stay together
• Fewer transitions in K-8 career – research states less transitions = higher achievement and fewer social/behavior issues
• Simpler to organize common planning time with fewer teachers per grade level
• Multi-age benefits
• Responsibility for enrollment, orientation shared between buildings
• Middle school students have new friends when they merge into Armour

CONS
• No unity as a whole school
• Unhealthy competition between buildings
• Teaching resources would be split so it would be harder for teachers to access it
• Difficulty to build common assessments as the grade levels teams would not be able to cooperate during school days
• Recess organization: recess would need to be monitored as KG students do not play the same way than 5th graders and their size difference would not allow a common recess time.
• Demographic inequality
• AL always on the defense regarding racial makeup of each campus
• Title 1/ADA funding?
• Potential peer divide due to “zones”
• Administrative burden - requests for consideration of those in the ‘neutral/lottery’ zone
• Unhealthy Competition between kids/teachers/staff/curriculum/community)
• Financial ramifications
• Clubs/after school programming conflicts
• Students may end up going to the campus that is not closest to their home
• Lack of collaboration among teachers leading to inconsistent curriculum/teaching
• Potential inequity of resources
• Splitting of the AL community resources between the campuses
• PTSO division - designation of resources
• Potential legal issues
• Balance of the buildings: diversity
• Competition between the two buildings
• Loss of one school concept
• Same grade level team meetings
• Complicated transition plan – allocation of students, teachers, diversity
• Unity or alignment between building (curriculum, culture, etc.)
• Possible need to purchase more materials since resources can’t be shared