TEACHERS FORUM

OPTION 1 (K-2 /2-5)

PROS

- All grades but 2nd are together but unable to collaborate at same time
- Cherry better equipped for K-1
- Cheaper to manage-admin, nurses, social worker, resources
- Security -recess
- Kindergarten teachers have developed a strong collaboration and the team can work together to tackle challenges
- Creates more cohesion within a grade level
- System for subbing may be easier to address
- Keeping the division of campuses easier in terms of racial and socioeconomic diversity
- All major testing would start at Oak so there would be less disparity and we could look at test scores in terms of a whole school
- Sports, clubs and after school activities easier to coordinate
- All K and 1 teachers will be together
- Easier to work with 3 new colleagues on each team
- Consistency
- No moves for K and 1 teachers
- Helpful for K parents/students to form a cohesive group
- Easier to manage grade-wide behavior expectations/PBIS
- Cherry building is more adapted for smaller kids
- Better for busing / safer, easier to manage behavior on buses
- No issue with diversity
- Most groups stay together
- Full diversity
- Easier vertical collaboration
- No geographical issue (about parents preferences)
- Most groups stay together
- Full diversity
- Easier vertical collaboration
- No geographical issue (about parents preferences)
- Being able to keep grade levels together in K-2
- Keeping the community together
- Logistics are simpler (geography and diversity)
- Recess (K kids are not with 5th graders)
- All grades are together. There will be no split.
- Building culture- The focus could be on this particular age group (climate for students and teachers) to utilize the space to work with the grade levels.
- Special Services (i.e. Speech, Title One. ELL): Access to students that help in the same building will become easier. This would be the best option for special services to work with.
CONS

- Still splitting 2nd grade
- Lack of collaboration time for grade levels because of number of each grade level
- Isolation of younger students
- K can be most difficult and use most resources, the teams might be stretched thin
- Geographical limitations and transportation issues
- Overflow of car-rider lines due to more Kindergarteners. Transportation logistics need to be analyzed
- Many new teachers to be trained and adapt to the school at same campus
- Issues with start and end times if you have students at the two different campuses.
- 2nd grade is the only grade divided
- Potential competition between 2 parts of 2nd grade team and/or parents of different parts
- Seems difficult to work out for English
- English teachers currently share materials - need double materials?
- Makes English collaboration difficult
- All K in 1 building makes a much heavier load for nurse, social worker and support
- For reading intervention, fewer people available to take groups
- Separation of current 2nd grade team
- Concerns about support teacher participation in care team
- Additional support staff may be needed for large numbers of K
- 2nd grade split
- Too many grade levels (no time for collaboration time)
- Teachers and parents going to three different campuses
- MAP testing, only one building for all groups
- Big school, big grade level teams, decisions longer to take
- We can’t meet as a team...no common planning time.
- Unbalanced space and numbers for year 1 and 2
- Second grade is split
- Students go through more transitions
- Imbalance of one group/grade of students for the support teachers….which means hiring more staff. No budget for extra staff.

- Parents having to be split between two campuses, picking up children from two buildings
- Second grade is split between two buildings
- English teachers may be required to teach multiple grade levels. This often causes problems with grade level planning, prep, etc.
- Having two of the same grade levels in two separate buildings will raise issues of equal services in each building.
- Second grade scheduling and services will be difficult. Neither option seems to work for the second grade.

OPTION 2 (TWO K-5)

PROS
- Collaboration with the team each week rather than every other week
- Easier for families to attend
- Vertical collaboration-
  - Relationships are there for K-5
- May be easier to work in smaller teams
- Balancing the new teachers with old teachers more effectively
- Being able to communicate between grade levels to know more about students that are coming into your grade level - Alignment of teachers
- When the student goes to middle and high school, they will get to meet new students and make new friends
- With more centralized communication and administrators, it should be possible to keep structures of a school district, assuming budget permits us to have these types of coordinators
- Keeps siblings together
- 5th graders have a chance to be leaders
- Students will meet new friends when they transition to middle school
- Divides the K workload
- More opportunity for vertical collaboration K-5
- Opportunity for professional change and growth
- Easier collaboration between teams
- Going back to smaller schools
- Fewer school transition for students
- Easier Generations' Day (important for revenue)
- Easier developmentally (age wise)
- Siblings can stay together longer
- Common planning time
  - Both campuses are put in a position to make sure the same learning, environment, experiences, etc. are taking place
  - It might be easier for teachers from same grade levels to collaborate
  - This will create an opportunity for teachers and staff to be held accountable

**CONS**

- Divides resources-competition
- Would require more personnel to assure "equality"
- Our brand could be damaged by diluting or setting up two different schools
- More needs admin, nursing?
- Geographical limitations and transportation issues
- Competitions between campuses - who is more “successful” or which campus is “better” - unhealthy and healthy competition.
- Coordination needs for the grade levels - will collaboration across grades or within subject levels suffer? How do we quality control?
- We will need more team leaders and this may fall upon those who have already participated a lot, forcing the responsibility on certain teachers. Often there is no choice
- We will be two/three different schools and despite trying to collaborate, we may not be able to truly consider the two to be one school.
• Creates a feeling of separation - if there is a preferred campus. This could create a sense of isolation.
• This will disrupt with coordination of the Common Assessment unless there is a district coordinator
• Challenges of clubs and sports and other organized after school activities to keep parent involvements and continue our success.
• Possibility of support teachers traveling between buildings - and need to move equipment in order to teach
• Seems difficult to work out for English
• English teachers currently share materials - need double materials?
• Makes English collaboration difficult
• Makes grade-level collaboration difficult
• Competition or competitive attitude between schools
• Difficult to be consistent
• More prep required for support teachers
• Possible difficulty with maintaining diversity
• Separate PTSOs
• Possible need for additional special education support/staff?
• Bigger sense of separation
• 2 (3 incl. new campus) separate communities
• Effectively we will have 2 separate grade-level teams for each grade
• 3 distinct teacher communities
• Separation of current teams
• Concerns about support teacher participation in care team
• Less diversity
• Competition between the two campuses
• More controversy (diversity, social economy)
• Safety issue (Kindergarten and 4-5 grades on the same playground, hallways)
• Who goes where?? (teachers, staff members)
• Kindergarten would have to eat in classrooms in one building
• Competition between the 2 buildings
• Need for community cohesiveness between the 2 buildings (logistics)
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• Need for community cohesiveness between the 2 buildings (logistics)
• Moving kindergarten classes back to Oak, students will not have bathrooms in each classroom.
• Recess- Cherry recess equipment/environment is more adapted to smaller kids.
• Two (K-5) campuses will cause it to become to very different schools/climates
• Some students will attend school across town, although they may live within walking distance from the school.
• Second grade scheduling and services will be difficult. Neither option seems to work for the second grade.