

Idea/Question/Comment/Concern	Staff Feedback	Follow Up/Furniture Structure
Instructional Questions:		
<p>What are the educational and instructional advantages of the PreK-6 Reconfiguration Plan in the Strategic Planning Goals that were provided to you? Advantages specific to PreK-3?</p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Watching kids progress from PreK-3 • Relationship building • Articulation • Peer Mentoring - 2-3 graders will be great role models • Cadet teachers can be more involved and helpful • Share instructional ideas/strategies • Flexible instruction with opportunities to meet student needs - high • Multi grade level peer mentoring - especially with students struggling at home • Peer check-in check-out system • Variety of related arts opportunities • Build Camaraderie between the two staffs - become ONE unit for the STUDENTS <p>Group 2:</p> <ul style="list-style-type: none"> • All on the same page academically with less transition • Student learning progression K-3 • Peer mentoring • Easier for parents • Siblings stay together longer • Back to School - Meet the entire Learning Community Team - It is about the "whole student" • Siblings can be on the same learning community • Opportunities for professional change - grade changes <p>Group 3: Front Office</p> <ul style="list-style-type: none"> • Consistency • More convenient for parents - less drop offs • Great advantage to connect with parents • Parents have asked for ALL DAY preschool • On average getting 2-3 days a week asking about preschool • Support system for students PreK-3 - watch them grow • Behaviors should improve - no relearning of expectations <p>Group 4: Special Ed/Behavior Specialists</p> <ul style="list-style-type: none"> • <p>Group 5: Preschool/Speech</p>	<ul style="list-style-type: none"> • Visit other schools

	<ul style="list-style-type: none"> • Alignment • Consistency • Big jump to have to change schools at 2nd grade • Parent support and help - get them in K and keep them through 3rd! • Resolves space issues • Parent relationships • Communication <p>Group 6:</p> <ul style="list-style-type: none"> • Fewer behavior problems on the bus - older role models with younger students on bus • Easier for parents • Cadet teacher opportunities • Cohesive with communication, families, staff, everything <p>Group 7: Related Arts</p> <ul style="list-style-type: none"> • Community building 	
<p>How can instructional practices be enhanced PreK-3 with the Reconfiguration Plan?</p> <p>How can office admin be enhanced K-3 ?</p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Alignment - everyone on the same page = easier to do in same building • Increase awareness between students, families, teachers • Share assessments, grouping, fluid movement, data = Consistency K-3 • Clear communication - consistency - lessen the gap in progression • Data conversations = more meaningful and student centered • Sharing resources <p>Group 2:</p> <ul style="list-style-type: none"> • Not looping, but staying in one grade = experts in your grade/content/team • School Families to promote multigrade level relationship building within the learning communities • Easier tracking <p>Group 3: Front Office</p> <ul style="list-style-type: none"> • Welcome area • Parent Resource - Can create now • Delegate and have specific areas of expertise • Need an attendance/support person • Staff the parent resource room • 	
<p>How could classes and instructional teams be set up for optimal learning? (subjects, self-contained, ability,</p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Multi grade learning communities - • Specialties in each learning community • Intervention Specialist on each community rather than a tenth section 	<p>Support Specialist is the Specialty Expert, NOT the learning communities grouping - Cannot have all high ability on one team,</p>

<p>Looping, grade level teams, subject teams, multigrade level teams)</p>	<ul style="list-style-type: none"> • No looping - but stay in the cohort - flexible movement in the cohort • Flexible movement within a learning community <p>Group 2:</p> <ul style="list-style-type: none"> • K-3 learning communities working together • Interventions more consistent with less interruption - close the gap more quickly • Flexibility with the grouping within a learning community • I was just thinking it might be worth looking at the learning communities being in groups of 8, two groups of K-3. 12 seems like a large amount of classes when the idea is to have a smaller, more familial community. I also think this would alleviate Title 1 strain. Right now, we have 2.5 title 1 specialists servicing 9 classrooms and they are booked solid and working each minute of the day. It seems unrealistic that one title 1 specialist could service 12 classes. I think 8 classes might be more manageable although this may mean hiring more title 1 specialists. • I also think 8 teachers for collaboration is a "sweet spot" number. You have plenty of ideas and "brains" working together for a common goal, but there is not too many people where it might feel overwhelming. We would also have a grade level partner in this scenario which would be wonderful for planning together, etc. <p>•</p> <p>Group 6:</p> <ul style="list-style-type: none"> • Peer mentoring • <p>Group 7: Related Arts</p> <ul style="list-style-type: none"> • Same procedural language - consistent expectations • Easier for parents - transportation 	<p>all EL on one team = They need to be spread out on all teams and have the Instructional Specialist be trained in High Ability, EL, etc.</p>
<p>How will the restructure impact alignment PreK-6, (specifically PreK-3) academically, socially, emotionally, and physically?</p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Beginning to align curriculum K-8 NOW in Math and Reading • STEM <p>Group 2:</p> <ul style="list-style-type: none"> • Grade level clusters • Whole staff or content PLC's <p>Group 7: Related Arts</p>	

<p>How does this restructure impact differentiated instruction? (Remediation, Title III, High Ability) How can you group and regroup students under this new plan?</p>	<ul style="list-style-type: none"> • Like the idea of each learning community having a specialty (high ability, EL, etc.) • Like the idea of flexible grouping opportunities <p>Group 1:</p> <ul style="list-style-type: none"> • World Language/Culture related arts beginning in K <p>Group 2:</p> <ul style="list-style-type: none"> • World Language/Culture related arts beginning in K • Moving students to various teachers/grade levels to meet student needs • Like the idea of having teams specialize in something - High Ability, EL, etc... <p>Group 6:</p> <ul style="list-style-type: none"> • Flexible grouping on learning communities to meet students' needs <p>Group 7: Related Arts</p> <ul style="list-style-type: none"> • 	<p>Support Specialist is the Specialty Expert, NOT the learning communities!</p>
<p>Space and Building Questions</p>		
<p>How does restructuring impact the physical layout of the building/classrooms/teaming?</p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Counseling Center/Nursing Station - Adult and Child, Parent Resource room, laundry facilities, home-school advisors/counselors, mindful moment room, Fine arts is an extension/Food and clothing pantry, shower facility • Need to have a parent resource area with direct access to the outside • Protective covering outside to get students in safely in inclement weather • Need multiple playgrounds <p>Group 2:</p> <ul style="list-style-type: none"> • <p>Group 3: Front Office</p> <ul style="list-style-type: none"> • Parent Resource Center - could receive not only resources, but also "Learning Stationing" • Anticipated traffic flow • When kids enter and exit the office they need to be able to be seen - no one can sneak in • Kiosk - receptionist/welcoming person and Attendance Officer, Admin. Assistant, Guidance Secretary <p>Group 4: Special Ed/Behavior Specialists</p> <ul style="list-style-type: none"> • Special Education Resource Room with an attached/enclosed calm down room • Title Room is separate from SpEd Resources Room 	<p>Visit Center Grove and Hamilton Southeastern In-Classroom Bathroom Wall to wall carpeting Stapelable Walls Bathroom in each learning community</p>

	<ul style="list-style-type: none"> • Sensory Space in the Counseling Center Group 5: <ul style="list-style-type: none"> • Preschool Speech Teacher • 2 Speech Spaces and Teachers located centrally Group 6: <ul style="list-style-type: none"> • Parent hub full of resources - if parents feel supported, they are more likely to support you • Free wi-fi, food pantry, clothing pantry, etc. Group 7:Related Arts <ul style="list-style-type: none"> • 	
<p>How can the space be utilized most effectively for optimal differentiated learning?</p>	<ul style="list-style-type: none"> Group 1: <ul style="list-style-type: none"> • Group 2: <ul style="list-style-type: none"> • Group 3: Front Office <ul style="list-style-type: none"> • Group 4:Special Ed/Behavior Specialists <ul style="list-style-type: none"> • Group 5: <ul style="list-style-type: none"> • Group 6: <ul style="list-style-type: none"> • Group 7:Related Arts <ul style="list-style-type: none"> • 	
<p>How will adding a PreK to the campus impact K-3? (physically, socially, emotionally, academically, financially)</p>	<ul style="list-style-type: none"> Group 1: <ul style="list-style-type: none"> • Group 2: <ul style="list-style-type: none"> • Group 3: Front Office <ul style="list-style-type: none"> • Group 4: <ul style="list-style-type: none"> • Group 5: <ul style="list-style-type: none"> • Group 6: <ul style="list-style-type: none"> • 	<p>Preschool laws, requirements, funding...</p>

	<ul style="list-style-type: none"> Group 7:Related Arts 	
Support Questions		
<p>How does the restructure affect SEL/behavior management/PBIS?</p>	<ul style="list-style-type: none"> Group 1: Group 2: Group 3: Front Office Group 4:Special Ed/Behavior Specialists <ul style="list-style-type: none"> alternative to expulsion program Group 5: Group 6: Group 7:Related Arts 	<p>More sinks in the art room Springs on the doors</p>
<p>What are some foreseeable support needs with housing PreK-3 at one campus? (administration, counseling, instruction, custodial, behavior)</p>	<ul style="list-style-type: none"> Group 1: Group 2: <ul style="list-style-type: none"> One Principal, 2 Vice Principals, 2 counselors, Group 3: Front Office <ul style="list-style-type: none"> Guidance area in the center Family - Parent Center Attendance Officer - tardies, absences, letters, tracking - Group 4:Special Ed/Behavior Specialists <ul style="list-style-type: none"> If we have ED and CIP, how do we transport them? If not transportation - We need the program in each building. Group 5: Group 6: Group 7:Related Arts 	<p>Wayne Township for preschool</p>
<p>How do we continue to build collaborative relationships between</p>	<ul style="list-style-type: none"> Group 1: 	

<p>K-3 teachers/staff NOW?</p>	<ul style="list-style-type: none"> • Group 2: • Group 3: Front Office • Group 4: • Group 5: • Group 6: • Group 7: Related Arts 	
<p>How do we communicate with the community, parents, and students about this possible change in grade level alignment?</p>	<ul style="list-style-type: none"> • Group 1: • Group 2: • Group 3: Front Office • Group 4: • Group 5: <ul style="list-style-type: none"> • Appeal to elders • Community Center on Main street - not have drive on Emerson - within walking distance • Appeal to why we are undoing what we did previously • Group 6: • Group 7: Related Arts <ul style="list-style-type: none"> • How do we ask community for more? • 	
<p>What are some of your concerns?</p>	<ul style="list-style-type: none"> • Group 1: <ul style="list-style-type: none"> • Size • Transportation • Community Backing • School start and start times - Younger should start earlier than the high school • 7:30 ideal time • How will pre-school fit in here? • Group 2: 	

- What will teams look like?
- Admin?
- 7:30 ideal time to start
- How will the construction impact HP instruction during that time???
- How will we get another referendum passed? Community support - Teacher support - Get the word out
- How will the district sustain the leadership dollars? - Reallocation of people - No new administration hiring -

Group 3: Front Office

- How will the transportation pick-up, drop off policy work? What happens when no one is there to pick up students?

Group 4: Special Ed/Behavior Specialists

- How does the leadership work? Possible Assistant Principal for each LEarning Community? 2 Instructional Coaches and 2 Assistant Principals?
- Make sure teachers are fully supported from the beginning - to set the standard
- How will the preschool be led???
- Will they have their own administration?
- If looking at CIP and EH back, where will they be? They are typically not in the same building
- Bring back BGHS and BGMS students back from Rise FIRST - parents want, job opportunities, easier transition
- Will special Education have a Resource and Instructional room in EACH learning community? yes

Group 5: PreSchool/Speech

- CIP programming?
- Community Center location and accessibility for elderly
- Questions about public preschool option.

Group 6:

- Suggest a Tiered bus drop off, pick up
- School times need adjusted for transportation
- Multiple drop off and pick up lines
- Younger students go earlier than high school 7:30
- Who is going to make the teams?

Group 7: Related Arts

- Will Related Arts teachers continue to do Tier 2 interventions?
- Will we continue to have a Social Emotional Class/Curriculum as a related arts class?

	<ul style="list-style-type: none"> • Would the SEL class be more effective on an “as need elective”? • How are we going to sustain financially? - Reallocate administration - move people around • Smaller class sizes? Will not cut transfer students - but will put a cap on class size - Can control the size with transfer students • Intervention specialist in lue of additional teacher on each team • Parking? • Will the current HP rooms increase? 	
<p>Questions Previously Asked?</p> <ol style="list-style-type: none"> 1. How will the restructure affect the beginning/ending school times? 2. How will the restructure affect the transportation? 	<ol style="list-style-type: none"> 1. School times will change and be more aligned PreK-6 and 7-12. PreK3 will start later than BGHS 2. Transportation times will change and be more aligned PreK-6 and 7-12. PreK3 will start later than BGHS. Building additions will include parking and transportation plans/patterns 	