

Pro's-

- Consolidate resources
- Decided to talk to us about this
- No 206a
- Allocation of administrative resources
- Students in a grade would know each other through high school
- Horizontal alignment- (But do we have to reconfigure to solve this)
- More opportunities for students to interact with different grade level peers
- Less opportunity for bullying among older kids and younger kids
- Changes/transitions build resiliency in students
- More continuity in curriculum
- 4th&5th graders working with middle schoolers
- More opportunities for gifted/supported students
- More of a community school instead of separates
- More options for before & after school child care/programs
- Shared resources ex...library & additional classroom resources for same age group
- Cross level planning
- Ability to group like skill level together,more skill time for individualized work
- Class size smaller
- More options for differentiation
- Departmentalize-more options for this
- Decrease negative feelings related to blending schools in 6th grade
- All gifted students would have access to middle school resources
- Funding

Con's -

- The community is still hypersensitive to forced transitions resulting from closing brady and Jackson miller.
- Have to buy same licenses for same number of teachers(books,programs) with no benefit for consolidating.
- Separation of siblings.
- Loss of peer leadership, role models
- Loss of 4-5 grade tutoring
- Country, City, Brady kids will be affected again
- Effect of parent involvement due to transition of multiple kids at different schools
- Less family time due to busing times
- Research shows scores and bad behavior with a transitions
- The remodelings that will need to take place
- After school activities coordinators will be hard on parents
- Dont like the grade splitting
- Emotional stress change separation anxiety

- Move/lose 6 months of educational potential
- More transition scores went down goes into schools and teacher evaluation PVAAS
- Loss of study/lunch buddy options for K-1
- Social interaction between grade levels lessened
- K lunch and recess without the upper grades
- Less adult supervision with the longer bus rides
- Less sleep with longer bus rides
- Parents do not want to fundraise because upset with this potential change
- Children need consistency-not transitions
- Master scheduling- younger kids will have to have specials in the AM, then core content in PM when tired
- People have bought homes in certain areas because they wanted their children at a particular school
- Different busing for a family of several children
- Not being with older siblings
- Fundraising for two different schools
- Doctor apartments for different siblings
- comfort zone= no familiarity
- behavioral issues, too big of change
- increased bullying, too many older kids in one building
- one more building change for K-1
- loss of friendships by daycare changes and school changes
- loss of familiar teachers
- loss of consistent breakfast rituals. ie children who eat with older siblings and or friends
- Increased anxiety in younger children that is not necessary
- Increased in missing days/tardys in school which results in lower grades because of parents not wanting to take children to different schools
- The number of transitions between schools
- Feelings of insecurity
- Presents problems for teachers regarding the grouping of students within the grade level
- Incoming K class would have to make four school transitions within the first six years of education
- Difficulty with blending and unifying different grades
- Distrust of the school board and superintendent if this goes through considering the overwhelming negative reaction of the community
- Reconfiguration will not solve the 206 a waiver problem it creates bigger child care problems
- Bathroom safety issues related to younger children on longer bus rides
- Longer bus rides leads to hunger issues which leads to behavioral issues
- Loss of community relationships
- Too many students, kids won't form strong bonds
- All resources for children with disabilities are at standing stone K-5
- Grades 2-5 are still disparate(school wide prog.)
- 206 A you may not opt to go to a different building

- Just getting used to last merger
- Older siblings caring for younger siblings before and after school
- More orientations needed after K
- In both Buildings the physical limitations ie sink heights toilet heights
- redistribution of title support services
- opportunities to make new friend groups and reinvent themselves in 6th grade
- instructional time lost to prepare 1st graders for the transition

Questions -

Education-

- If higher student achievement isn't overwhelmingly why consider this?
- How would special education staffing be handled..ie..K-1 & 2-5 would each need a life skills/autistic support teacher?
- Are the two schools already aligned for curriculum?
- How will common planning happen among same grade level teachers?
- How would teachers be reassigned?
- What less extreme measures(to improve education)have been explored?
- What is the staffs opinion of this concept?
- Would Administration also be redistributed?
- What do you do if this doesn't work?
- What are the evaluation measures?
- How often would this be evaluated?
- Can we have more researched data for next meeting,teacher from the school district to attend?
- Why can't the current situation stay but allow for a 5 day cycle?
 - How will the research be completed and how will the results be distributed?
- Will the research be done by an outside party?
- What problems have you identified that this would fix?
- Could these problems be addressed with the current configuration?
- Where would pre-k and headstart be housed?
- How does SVCCS fit into this proposal?
- What trust would you have from the community if this was implemented after knowing parents thoughts/concerns?
- Can we charter school our children?
- will more kids go to charter school?
- Why was a needs assessment never done?
- Why not improve education district wide despite location of grade configuration?
- Why not hire more teachers?
- Will speciality classes be longer?
- Will you be taking the arts/activities away from the intermediate?

- How will this change affect the kids with paraeducators?
- Will this school times, delays, early dismissals conflict?
- What about the teachers that need to travel?
- Is there a vast difference between student achievement between schools within each grade?
- How will special ed services be affected at K-1 when very few are identified by IEP's at this age?

Classrooms-

- Why not adjust dividing line between school zones to even out class sizes & for free and reduced lunch figures?
- Now that kids can go to an upper class room for reading what do you do with a 1st grader that can read at a 3rd grade level?
- What happens if there is an influx of students in a particular grade that would affect class size?
- Why not K-2? 3-5?
- Will we be able to adhere to 20 or less in a classroom?
- Have you considered multigrade classrooms as a way of evening out class sizes at southside?
- If class size is a problem why don't you redistrict?
- How will you accommodate all K teachers at south side when there's not enough rooms?

Transportation-

- What other ways can students be more evenly distributed..ie..boundary lines between buildings?
- Has any other school done this configuration?
- Will school district provide additional bus for extra curricular activities?
- How long will the bus rides be, extra miles added?
- Would transportation be all elem., all HS, or mixed?
- What impact on teacher performance does a longer transportation schedule impose?
- What are the start times for pickup and drop off?
- Will there be transportation for day care? ex..daycare in south side school is standing stone
- What will be the added costs of more transportation?
- How would the supervision be handled on the bus with the longer bus rides?

Money-

- Is money the real issue?
- Were there too many staffing cuts made causing class sizes to increase?
- Where would the PTG savings acct. go?
- What are the costs to move rooms, equipment, supplies?

- How would it work if K,1,2 most money for 5th grade trip?
- What is the cost to bring buildings to code?
- Will money be lost/needed to start and go back if needed?
- Will this require a tax increase?
- Where are we financially?
- Is the funding and resources for the head start programs being factored into this decision?
- What is the financial benefit?
- How much money will this save the school district a year?

Common Questions-

- How do parents participate for special events/ family events at schools?
- How do they do 5th grade yearbook pictures with siblings?
- Outdoor school, will they all go together or do you divide?
- Southside was recognized by PA DED for good behavior, why change?
- Will there be a news program for K-1 in school?
- Will parents have to attend conferences at 2 schools?
- How will this affect student teacher relationships?
- How will the technology delivery be?4-5 bring to K 1 2?
- How will parents pick up students at two different schools?
- How do you have lunch with over 200 students in lunchroom?
- Where is the elected school board tonight?
- When is the next meeting when we will be informed?
- What pros will outweigh the obvious cons?
- Is this being considered for fall 2015?
- What initiated this option?
- Faculty meeting resulted in numerous cons, why proceed beyond that?
- Why not do one large community school?
- why not add on to schools or reopen old schools?
- Will the schools have different start and end times?
- Would we create more child care?
- How would the PTG model look like?
- Have you looked at the future (birth to K)?
- Will it change social economics?
- What is lacking?
- Are there issues/information that the public should know?
- Will the community vote before the school board votes?

General Comments

- Now the class sizes are 2-3 students more,less different but other years the size would be equal.
- 2nd grade is still primary.
- Teachers would have guaranteed planning daily,allowing more time to collaborate,Also allowing more time for cross-building planning.
- Our teachers have so much to offer, give them time to collaborate and share/build on that knowledge.
- You do not make decisions or start thinking about change without first knowing the financial outcome.
- We should not even be having this conversation.This mock process should stop and it should go through the proper procedure to be legitimate.
- We are concerned we don't have enough background research- Socially,academic,emotional,developmentally.
- Dont fix something that isn't broke.
- There are other ways to improve the school, but this is not it.
- Unified curriculum is necessary before uprooting children and families.
- Teachers in upper levels can be familiar to the younger students in K-5.
- If this is not broke K-5 leave it alone.you want to improve quality of education.
- Not a significant finding to change.
- This community came from the school consolidation movement in which we were asked our opinion,and it happened anyway. This community is approaching this from that stance.