

Idea/Question/Comment/Concern	Staff Feedback	Follow Up/Furniture Structure
Instructional Questions:		
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?	Group 1: • 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 Group 2: • 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 Group 3: Front Office • 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 Group 4: Special Ed/Behavior Specialists • Group 5: Preschool/Speech	• Visit other schools

	• 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 Group 6: • 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 Group 7: Related Arts • Community building	
How can instructional practices be enhanced PreK-3 with the Reconfiguration Plan? How can office admin be enhanced K-3 ?	Group 1: • 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 Group 2: • 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 Group 3: Front Office • Welcome area • Parent Resource - Can create now • Delegate and have specific areas of expertise • Need an attendance/support person • Staff the parent resource room •	
How could classes and instructional teams be set up for optimal learning? (subjects, self-contained, ability,	Group 1: • Multi grade learning communities - • Specialties in each learning community • Intervention Specialist on each community rather than a tenth section	Support Specialist is the Specialty Expert, NOT the learning communities grouping - Cannot have all high ability on one team,

looping, grade level teams, subject teams, multigrade level teams)	• No looping - but stay in the cohort - flexible movement in the cohort • Flexible movement within a learning community Group 2: • 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. • Group 6: • Peer mentoring • Group 7:Related Arts • Same procedural language - consistent expectations • Easier for parents - transportation	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.
How will the restructure impact alignment PreK-6, (specifically PreK-3) academically, socially, emotionally, and physically?	Group 1: • Beginning to align curriculum K-8 NOW in Math and Reading • STEM Group 2: • Grade level clusters • Whole staff or content PLC's Group 7:Related Arts	

	• Like the idea of each learning community having a specialty (high ability, EL, etc.) • Like the idea of flexible grouping opportunities	
How does this restructure impact differentiated instruction? (Remediation, Title III, High Ability) How can you group and regroup students under this new plan?	Group 1: • World Language/Culture related arts beginning in K Group 2: • 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... Group 6: • Flexible grouping on learning communities to meet students' needs Group 7: Related Arts •	Support Specialist is the Specialty Expert, NOT the learning communities!
Space and Building Questions		
How does restructuring impact the physical layout of the building/classrooms/teaming?	Group 1: • 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 Group 2: • Group 3: Front Office • 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 Group 4: Special Ed/Behavior Specialists • Special Education Resource Room with an attached/enclosed calm down room • Title Room is separate from SpEd Resources Room	Visit Center Grove and Hamilton Southeastern In-Classroom Bathroom Wall to wall carpeting Stapelable Walls Bathroom in each learning community

	• Sensory Space in the Counseling Center Group 5: • Preschool Speech Teacher • 2 Speech Spaces and Teachers located centrally Group 6: • 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 •	
How can the space be utilized most effectively for optimal differentiated learning?	Group 1: • Group 2: • Group 3: Front Office • Group 4: Special Ed/Behavior Specialists • Group 5: • Group 6: • Group 7: Related Arts •	
How will adding a PreK to the campus impact K-3? (physically, socially, emotionally, academically, financially)	Group 1: • Group 2: • Group 3: Front Office • Group 4: • Group 5: • Group 6: •	Preschool laws, requirements, funding...

	Group 7:Related Arts •	
Support Questions		
How does the restructure affect SEL/behavior management/PBIS?	Group 1: • Group 2: • Group 3: Front Office • Group 4:Special Ed/Behavior Specialists • alternative to expulsion program Group 5: • Group 6: • Group 7:Related Arts •	More sinks in the art room Springs on the doors
What are some foreseeable support needs with housing PreK-3 at one campus? (administration, counseling, instruction, custodial, behavior)	Group 1: • Group 2: • One Principal, 2 Vice Principals, 2 counselors, Group 3: Front Office • Guidance area in the center • Family - Parent Center • Attendance Officer - tardies, absences, letters, tracking - Group 4:Special Ed/Behavior Specialists • 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 •	Wayne Township for preschool
How do we continue to build collaborative relationships between	Group 1: •	

K-3 teachers/staff NOW?	Group 2: • Group 3: Front Office • Group 4: • Group 5: • Group 6: • Group 7: Related Arts •	
How do we communicate with the community, parents, and students about this possible change in grade level alignment?	Group 1: • Group 2: • Group 3: Front Office • Group 4: • Group 5: • 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 • How do we ask community for more? •	
What are some of your concerns?	Group 1: • 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??? • 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?
--	---

	• 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?	
Questions Previously Asked? 1. How will the restructure affect the beginning/ending school times? 2. How will the restructure affect the transportation?	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	