

The Public Schools of Northborough

Grade Level Configuration Study Group Report - 2022

Purpose:

The Public Schools of Northborough formed a Grade Configuration Study Group to evaluate enrollment trends, projections, and current grade level configurations. The configurations being reviewed are the current model (neighborhood schools) or a Partner School Model (K-2)(3-5). The goal is to identify opportunities to effectively maximize school facilities and resources to improve educational experiences for students. The Study Group's purpose is to present its findings and recommendations to the Northborough School Committee.

The Public Schools of Northborough Grade Level Configuration Study Group acknowledges that examining facilities, programming, and capital investments requires a community partnership. Parents, students, educators, citizens, and the Town of Northborough are key stakeholders in vetting recommendations and determining the next steps. As the District considers the advantages and disadvantages of grade-level configurations, the District must consider student transportation, moving schedules and plans, staff contracts and distribution, and effects on families, educators, and students. The report is intended to serve as a catalyst for the District and the School Committee to engage all stakeholders in future decisions about what grade configuration model will best serve all stakeholders.

Grade Configuration Study Group Members:

First Name	Last Name	School	Role
Linda	Broderick	Lincoln Street School	Educator Representative
Alana	Cyr	Proctor School	Principal Representative
JoAnne	Gorham	Zeh School	Educator Representative
Ariella	Greenspan	Peaslee School	Educator Representative
Kelly	Guenette	School Committee	School Committee Representative
Keith	Lavoie	District	Assistant Supt. of Operations
Clare	Kelsey	Peaslee School	Educator Representative
Jennifer	Lipton	Peaslee School	SEL Coordinator
Greg	Martineau	District	Superintendent
Rebecca	Mihopoulos	Zeh School	PTO Representative
Andrea	Pagnozzi	Proctor School	Parent Representative
Rebecca	Pellegrino	District	Director of Finance
Susan	Sartori	Lincoln Street School	Community Representative
Stefanie	Reinhorn	District	Assistant Supt. of Teaching and Learning
Elizabeth	Walsh-Mathews	Lincoln Street School	Educator Representative
Jennifer	Wright	Lincoln Street School	Principal Representative

Process:

In the spring of 2020, The Public Schools of Northborough and Southborough reauthorized its strategic plan entitled - *Vision 2026: Educate, Inspire, Challenge*. This plan is grounded in a careful examination of student performance data and a thoughtful approach to continuous improvement in all facets of the organization. The plan identifies five strategic objectives: Empowering Learners, Equity of Opportunity, Healthy and Balanced Learners, Educator Learning and Leadership, and Finance and Operations to Support Teaching and Learning. The fifth strategic objective identifies the importance of “developing, supporting, and operating sustainable, functional, and well-maintained schools” (Vision 2026). This work is anchored in ensuring our buildings maximize the student experience in a cost-effective, energy-efficient manner.

Information in this report results from the following work by the Study Group, Principals, and Central Leadership Team, which is outlined below:

- Reviewed research on the impact of grade-level configuration on student programming.
- Reviewed New England School Development Council’s (NESDEC) 2021-2022 Enrollment Projection Report to evaluate enrollment trends, and projections.
- Evaluated the District’s current grade-level configurations.
- Analyzed programmatic goals and aligned goals with how to best utilize current school facilities and resources.
- Reviewed short- and long-term capital projects that impact the configuration options.

Overview of Current Model:

The Public Schools of Northborough’s elementary program is organized into four neighborhood schools. The neighborhood model has been in place for more than two decades. Each school serves as an anchor point in their neighborhood, attracting families looking for affordable, top-quality education for their children. In Northborough, neighborhood schools have provided families with opportunities to build relationships with other families in their neighborhood, building cohesion and trust. Families have become interwoven through their strong neighborhood public schools. As the students develop life-long relationships through their neighborhood schools, the parents also build strong relationships. Each neighborhood school has served as its community center by hosting various school and community events.

Overview of Facilities:

Current Northborough School Buildings

The Public Schools of Northborough currently maintains four elementary school buildings each serving kindergarten through fifth grade. Northborough students in kindergarten through grade five are currently assigned to a school by their residence geographic location. Preschool is currently located at Mary E. Finn School in Southborough, Massachusetts.

Fannie E. Proctor Elementary School

Originally constructed in 1956, the Proctor Elementary School serves students in kindergarten through grade 5. The building was partially renovated and expanded in 1996. The pitched roof was recently replaced in 2015, and the flat portion is considered a top priority for FY23 Capital Plan. The Proctor School is a 48,000-square-foot facility with adequate space for most educationally appropriate activities.

Lincoln Street Elementary School

The Lincoln Street Elementary School serves students in kindergarten through grade 5. The building was originally opened in 1965. The building was renovated to its current 44,000 square foot design. The renovation was completed in 2015. The design of the building, from classroom configuration to common spaces like the library, cafeteria, and gymnasium, are conducive to a variety of learning experiences. The renovation of the building included modifications to classrooms to accommodate kindergarten students. For example, the kindergarten classrooms contain age-appropriate bathroom fixtures (E.g., toilets, and sinks).

Marion E. Zeh Elementary School The Zeh School is the largest of the four elementary schools at 68,000 square feet. The school was constructed in 1950 and was completely renovated and expanded in 1998. The building is divided into a lower and upper wing and benefits from a full-size gymnasium with separate community access. For years, the building housed our preschool program, which is now housed at the Mary E. Finn School in Southborough, Massachusetts.

Marguerite E. Peaslee Elementary School

The Marguerite E. Peaslee Elementary School serves students in kindergarten through grade 5. The Peaslee Elementary School was erected in 1962 and is a 44,000 square foot building. Peaslee Elementary School has been identified as the District's priority for renovation. While maintained over the years, most of the facility's building systems and components are nearing the end of life expectancy, especially the HVAC and electrical systems. To support this determination, the District will complete a facilities conditions assessment in the fall of 2022. The District's priority is to modernize the Marguerite E. Peaslee Elementary School to a condition that supports current and future educational programming.

Overview of Facilities Conditions:

The Northborough Public Schools Fiscal Year 2023-2029 Facilities Capital Plan outlines the required capital investments to maintain each of the District's five facilities. The Fannie E. Proctor Elementary School and the Marion E. Zeh Elementary School require several capital investments, including new roofs. The Proctor and Zeh roofs are the current priority capital projects, with Proctor's flat roof being in urgent need of repair. The District will seek to partner with the Massachusetts School Building Authority's (MSBA) Accelerated Repair Program to replace roofs, windows, and heating and ventilation projects. The Lincoln Street Elementary School was renovated in 2015; however, the flat roof was not replaced due to its good condition. It will require replacing in the next seven to ten years.

The future major capital investments include the renovation or replacement of Marguerite E. Peaslee Elementary School and Robert E. Melican Middle School. Again, the District will partner with MSBA and seek support from MSBA through its Core Building Program. The timing of a Peaslee building project should be considered if a change in grade configuration is determined to be in the best interest of students, educators, families, and the community. Ideally, if a change occurs, a building project would align with the timing of a change in grade configuration.

Overview of Current Enrollment and Projections:

Current Enrollment

A key consideration for changing grade configuration is student enrollment. As of April 28, 2022, the elementary student enrollment was 1,019 students, which is outlined in Table A. In 2021-2022, The Northborough Public Schools Preschool Program was housed at the Mary E. Finn Elementary School in Southborough, Massachusetts. The partnership with The Public Schools of Southborough provides

an opportunity for the towns of Northborough and Southborough to maximize educational resources, such as special education staff, and create an early childhood center. It is important to note that a cohort of students doesn't attend their neighborhood schools due to enrollments at particular schools and grade levels exceeding class size recommendations. The Northborough School Committee's Class Size Policy I-240 seeks to ensure class sizes are within the Policy's recommendation. As of May 2022, 12% of students (119) do not attend their neighborhood schools due to the Class Size Policy I-240.

Table A

School	Grade Span*	Classroom Spaces	Occupancy Permit	Septic Capacity	Current Enrollment (2022)*	Projected Enrollment (2030)
Lincoln	K-5	18	540	Sewer	269	269
Peaslee	K-5	18	540	Septic	250	269
Proctor	K-5	20	520	Sewer	252	269
Zeh	K-5	23	520	Sewer	248	269

*Based on the 4/28/2022 Enrollment Projections report

Enrollment Projections:

The District utilized the New England School Development Council's (NESDEC) 2021-2022 Enrollment Projection Report to project school space needs in relation to enrollment. NESDEC identified a 5.0% increase in enrollment from 2021 to 2031, representing approximately fifty-one students. Based on NESDEC's projections, the four elementary schools can support the space required for the projected enrollment. Enrollment projections must be monitored as it can be difficult to determine enrollment projections in five to ten years.

Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2021-22	1068	1024	1597	1553	712	529	337	1301	772
2022-23	1056	1012	1610	1566	720	554	369	1291	737
2023-24	1069	1024	1617	1572	714	548	380	1257	709
2024-25	1085	1040	1609	1564	707	524	356	1229	705
2025-26	1102	1056	1626	1580	713	524	339	1238	714
2026-27	1100	1054	1647	1601	728	547	356	1271	724
2027-28	1104	1057	1666	1619	732	562	379	1281	719
2028-29	1122	1075	1671	1624	727	549	377	1260	711
2029-30	1133	1085	1671	1623	722	538	358	1255	717
2030-31	1138	1090	1679	1631	743	541	355	1273	732
2031-32	1124	1075	1697	1648	759	573	369	1309	736

Research Review:

Published research on the impact of grade-level configuration and student achievement does not identify or support one grade configuration as the most effective. Much of the research on grade configurations relates to school-to-school transitions and specifically focuses on the potential impact that such transitions have on student achievement. This is also a common concern cited by districts considering changes to their schools' grade spans. Researchers generally find that a higher number of school transitions may result in decreased student achievement and "affect instructional continuity and communication across grades."⁽⁴⁾

Multiple research studies in the 1990s by John Alspaugh conclude that academic loss across all content areas should be expected during transition years between elementary and intermediate grades, regardless of the grade level. Achievement typically rebounds in the second year after a school transition.⁽⁶⁾

Research into the potential impact of grade configurations is generally inconclusive, with results difficult to generalize to other districts. However, studies suggest that students perform better at schools with more grade levels. Research on school transitions finds that academic loss across all content areas should be expected during transition years. To address concerns and mitigate the impact of changing schools, districts should implement ongoing and comprehensive transition plans that engage students, teachers, and parents.⁽¹⁾

Key Findings:

- Grade-level configurations are typically driven by available space, not by programmatic design.⁽⁴⁾
- Grade-level configuration significantly impacts whether resources are being used efficiently (time, people, materials, and instructional resources).⁽⁷⁾
- Reducing the number of transitions between schools in a K-5 experience does impact student performance and a student's/family's sense of community.⁽¹⁾
- How educators are logically grouped across buildings impacts the opportunities for teachers to collaborate.⁽²⁾
- Researchers generally find that a higher number of school transitions may result in decreased student achievement and "affect instructional continuity and communication across grades."⁽⁶⁾

Overview of Models:

The Northborough Grade Level Configuration Study Group analyzed two models: Neighborhood Elementary Schools Model (K-5) and a Partner Schools Model (K-2)(3-5). The Northborough Grade Level Configuration Study Group reviewed and evaluated its programmatic design and current grade level configurations. The Public Schools of Northborough provides students with a comprehensive educational experience, including core content areas, music, art, physical education, world language, and digital literacy. Class sizes are in accordance with the Northborough School Committee's Class Size Policy, I-240.

The Northborough Grade Level Configuration Study Group, in its space needs analysis, uses the following programmatic assumptions:

- No change to Northborough School Committee’s Class Size Policy, I-240
- No change in the current level of programming (E.g., Music, art, physical education, special education, etc.)

What are the advantages/disadvantages among the various models?

Partner School Model: PreK-2 and 3-5

Neighborhood Schools Model: PreK-5

Advantages of a Partner School Model:	Advantages of a Neighborhood Schools Model:
<p><u>Students:</u></p> <ul style="list-style-type: none"> • Increased number of peer-aged students at a grade span. • Greater opportunity for social connections with other age-level peers. • More options for classroom placement would allow for a variety of social experiences across years. • Increased student opportunities to engage in aligned social/emotional curriculum that is developmentally appropriate. This extends to discipline practices and student handbooks. • Reduce the number of students that are placed out of their neighborhood zone. (currently 12%) due to capped class enrollment. • Transitions to middle school may be smoother coming from a larger grade-level cohort. 	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Greater opportunity for social connections across grades with wider grade spans (K-5), • Students have many connections with peers that have come from their neighborhood school. • Students may develop deeper connections with staff members due to stability in school assignments. • Older students have the opportunity to serve as role models for younger students. • Fewer transitions reduce the risk of negative outcomes associated with student transitions.
<p><u>Families:</u></p> <ul style="list-style-type: none"> • Families and students will have the opportunity to meet other students and families outside of their direct neighborhood. This presents opportunities to build new relationships and connections. There are also greater opportunities for families and the community to work together on behalf of students (i.e., consolidating resources to support a larger group of students). • Opportunities for two placements during elementary years can allow for a fresh start through a natural transition at grade three. 	<p><u>Families:</u></p> <ul style="list-style-type: none"> • Families and students will have the opportunity to make strong connections with faculty and staff over a six-year period. • Simplified transportation and timing for families with multiple children at the elementary level. • Families feel committed to neighborhood school culture and community.
<p><u>Faculty and Staff:</u></p> <ul style="list-style-type: none"> • Expanded opportunities to work with a wide range of grade-level colleagues. Grade level 	<p><u>Faculty and Staff:</u></p>

teams would be four to six educators with greater potential to develop and align developmentally appropriate curriculum and teaching strategies and sharing planning tasks.

- Fewer grade-level teams across the District (reduced by 50%) increases educators' access to District supports such as ELA and math coordinators.
- Scheduling of grade-level team meetings is easier with three per building.
- Fewer grade-level teams within each building make it easier to collaborate with specialists, special educators, and English language development teachers.
- Greater collaboration among grade-level educators will increase the ability to ensure that staff members are using the vetted, foundational curriculum resources.
- Educators will have the ability to align curriculum and teaching practices/methodologies. (E.g., Ability to align school cultures, Ability to streamline transitions and plan effectively, Share resources and supports across partner schools, and Opportunities to align SIP plans)
- Target the developmental needs (academically and socially/emotionally) of students through professional development,
- Opportunities, and time to cultivate a new culture and community of educators, families, and students.
- With a larger group of peers per grade level, increased opportunities for flexible grouping of students across classes and for developing appropriate groups for students receiving specialized instruction.
- With fewer grade levels per school, specialists would have more focused planning responsibilities.
- Coordination with Melican Middle School would involve fewer schools simplifying transition planning and alignment activities.

- Continue to work with colleagues K-5 with greater opportunities for vertical alignment within schools.
- Opportunities and time to cultivate and maintain the current community of educators, families, and students.
- Ease of sharing resources across grade levels to meet the needs of all learners.
- Easier to schedule common planning times for grade-level teams because the team is small with 2-3 teachers per grade.
- Educators feel committed to their school culture and community.
- In specialized programs, students have continuity with the same educators and location for six years.

Next Level of Work and Recommendations:

Based on the analysis of the four scenarios, it is The Public Schools of Northborough Grade Level Configuration Study Group's position that both grade configuration models have merit. The current elementary school facilities can accommodate either of the models based on the enrollment projections. As part of the Study Group's work, it surveyed families, community members, faculty, and staff to create a baseline data set of perspectives on each model. These data will be used

as baseline data to compare to future surveys administered. The baseline data can be viewed in the Appendix. Each model has advantages and disadvantages and it is the recommendation of the Study Group to complete the next level of work in the 2022-2023 school year:

1. Identify key questions that remain unanswered from the report
 - a. Impact on transportation
 - b. Timeline for Marguerite E. Peaslee Elementary School building project
 - c. Which model maximizes resources
2. Educate all stakeholders on the advantages and disadvantages of each model by
 - a. Holding community forums
 - b. Holding listening sessions
 - c. Surveying key stakeholders on preferred model
3. If a change in grade configuration is recommended, create a timeline for a change
4. Present a formal recommendation to the Northborough School Committee for a vote.
 - a. February or March 2023

The Public Schools of Northborough Grade Level Configuration Study Group acknowledges that making a change to its current grade configuration is a significant change that has the potential to impact all stakeholders in how they work and experience elementary education in the District. A decision of this magnitude should not be made lightly and it is essential that the process moves slowly to ensure that a decision is well-vetted and supported by key stakeholders.

References

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- Black, Susan. (2006). The Right Size School. American School Board Journal, 193, 63-65 ⁽²⁾
- Clouter, Amy. “Grade Level Configuration Report: Educational Considerations.” (October 2017) Shrewsbury Public Schools, Shrewsbury, MA ⁽³⁾
- Hanover Research. “Early Grades Reconfiguration Analysis: Prepared for Attleboro Schools,” (April 2018) Arlington, VA. ⁽⁴⁾
- Hooper, D.W. (2002, March). Configurations alone don’t breed success. School Administrator, 59(3), ⁽⁵⁾
- Hanover Research. “Early Grades Reconfiguration Analysis: Prepared for Attleboro Schools,” (April 2018) Arlington, VA. ⁽⁶⁾
- Klump, J.(2006) What the research says (or doesn’t say) about K-8 versus middle school grade configurations: Assessing the benefits of K-8 schools. Northwest Education, 11 ⁽⁷⁾

Appendix:

1. 2021-2022 NESDEC Enrollment Projections

2. 2023-2029 Capital Plan
3. Analysis of Current Elementary Space (2021-2022)
4. Analysis of Current Resources (2021-2022)
5. Potential Partner School Configuration Example
6. [Baseline Survey Data](#)

Analysis of Current Elementary Space (2021-2022)

Question	Lincoln	Peaslee	Proctor	Zeh
How many instructional classroom spaces are there at each school?	18 full-sized classrooms Is there space for an extra classroom?	18 full-sized classrooms with student closets	20 full-sized classrooms	23 full-sized classrooms
What are the spaces available at each school for specials (music, art, PE, etc)?	Dedicated space for library, art, music. Dedicated gymnasium	No dedicated space for library, art or music. Dedicated gymnasium	Dedicated art room (new class), music room, library and gymnasium.	Dedicated art room, music room, library and gymnasium.
What are the spaces available for lunch? Recess? Technology?	Dedicated cafetorium Outdoor recess and playground Full-size gymnasium	Dedicated cafetorium Outdoor recess and playground space No dedicated technology classroom or space	Cafeteria, Upper Wing Playground w/ swings, old baseball diamond, open field, basketball courts, and gaga pit. Lower wing playground 25 years old, no swings (PTO adding) Copy Room	Dedicated cafeteria (with stage); 2 spaces for recess: playground with jungle gym, swings and gage pit and field with soccer nets and a baseball diamond and we also have a basketball court in a separate area that is used for PE sometimes; Dedicated computer lab
How many classroom spaces are required for each grade level at each school?	All classrooms are used for grade-level or special education programs.	Currently, we are using 14 of the 18 full-sized classroom spaces for grades K-5	13 classrooms for grade level. 2 classrooms for grades K, 1, 2, 4, 5. 3 classrooms for grade 3	2 rooms per grade so 12 rooms for grade-level classrooms (2 classrooms have bathrooms)
What specialized programs are housed at each school?	Therapeutic Program	CASTLE Program; NEDP	CASTLE Program; NEDP	CASTLE Program; NEDP
How are current spaces being	1 full-sized classroom used for	1 full-sized classroom used for	1 standard-sized classroom for 11 grade	4-Specialist all have a space

<p>utilized at each school?</p>	<p>TLP. 3 additional spaces for SSS. 2 - K classrooms</p>	<p>library 1 full-sized classroom used for CASTLE Program 2 full-sized classrooms used for Sped Services and Reading Specialists</p>	<p>levels and art. 2 endwing rooms with central bathrooms for kindergarten. 2 endwing rooms for CASTLE and Music</p>	<p>(music, art, PE, library); 3-Special Education classrooms (full size); 1-Special Education classroom (1/2 classroom); 2-OT & Speech have a full-size room; 1-EL (2 teachers) share a room; 1-office with conference table for School Psychologist; 1-same as above for Behavior Therapist; 1-Reading Specialist (1/2 classroom); 1-CASTLE program full classroom (w/bathroom); 1 - small room used for OT in CASTLE Program; 2 - small rooms that are used when needed (offices in past); and 1 - Conference room with a large conference table. 1. Cafeteria capacity (the cafe has a stage) 2. Capacity for NEDP population depending on grade span 3. Do you need to consider the kitchens in any way?</p>
<p>Are there opportunities to</p>	<p>Good utilization of space.</p>	<p>Space is limited</p>	<p>Staff are flexible and classrooms can be</p>	<p>Computer lab?</p>

<p>better utilize space?</p>		<p>Renovation needed for - library, gym, classrooms, main office, nurse office, parking lot, etc.</p>	<p>moved. Cafeteria is small</p>	<p>Divided classroom in 5th-grade wing Cubbies to hallway Classroom countertops Nurse office location Playground</p>
<p>What relationship does space have with the grade-level configuration of each school?</p>	<p>K-rooms w/ bathrooms.</p>	<p>Lower wing hallway for K-2 and an upper wing hallway for 3-5</p>	<p>Lower wing and upper wing but hallways have blended over the past few years.</p>	<p>There are 4 wings - Kindergarten is in one wing, 5th grade is in another wing, 1st and 2nd grade are in the third wing together and 3rd and 4th are in the fourth wing together.</p>

Analysis of Current Resources (2021-2022)

Resource Category	Current Neighborhood Schools Model	Partner School Model (Gr. K-2 school paired with Gr. 3-5 school)	Questions to be explored
Transitions between schools	<p>No transitions K-5 - easier communication across grades, vertically</p> <p>Staff have the possibility of getting to know students/families really well over time</p> <p>Four schools coordinating with Melican</p> <p>Students can be redistricted to non-neighborhood school if grade level is capped due to size</p>	<p>One transition K-5, moving with their peers</p> <p>Two schools coordinating with Melican</p> <p>Reduce amount of redistricting of students to non-neighborhood schools</p> <p>Staff have a shorter amount of time with students/ families before they move to next school</p> <p>Less opportunity to see the growth of students over time.</p>	
Placement of students	<p>2 (sometimes 3) classes</p> <p>Few options for student groupings</p> <p>Easy to have vertical conversations across grade levels</p>	<p>4-5 classes</p> <p>More options for student groupings</p> <p>Increase options for flexible grouping across classes and co-teaching- more opportunities for differentiated instruction</p> <p>Second graders are the “big kids” in their school and might rise to the occasion</p> <p>Students with special needs are more likely to have appropriate cohorts of students to work with</p> <p>When place students across schools (grade 2 - 3) need to have dialogue across schools in process and post-placement</p> <p>Younger students will not have older role models and older students will not have younger students to lead - older students' source of motivation could be lost.</p>	
Staffing Special Education teachers Service providers (OT,	<p>Grade level teams: Grade level teams are 2- 3 educators- less opportunity to share the planning and tasks - if one person is absent no additional colleagues to collaborate with</p>	<p>Grade level teams: Grade level teams would be 4 - 6 educators - more people to develop ideas together and to share planning and tasks</p>	<p>If ELD is pulling larger groups of students with more students at the same level, the current classroom</p>

<p>PT, Speech) Specialists Grade level team configurations</p>	<p>More difficult for District leaders to support grade-level teams with 24 teams.</p> <p>Scheduling of grade-level team meetings is challenging with 6 per building.</p> <p>Easier to schedule coverage for grade-level meetings for 2-3 teachers at same time.</p> <p>SSS, ELD, Reading teachers: Some service providers are shared and some are not</p> <p>Behavior Specialist/ School Psych -different models in different schools eg. LSS has split roles in two people</p> <p>Specialists: Specialists teach range of K-6 grades</p>	<p>Fewer grade level teams increases access to District supports such as ELA coordinator</p> <p>Scheduling of grade level team meetings easier with three per building</p> <p>With fewer grade level teams, easier to collaborate with specialists</p> <p>Challenge of scheduling common planning time for 4-6 people at same time</p> <p>SSS, ELD, Reading teachers: Service providers might have to be shared in some cases</p> <p>Not all grade level teachers can be in sync on schedule so impacts pulling groups</p> <p>Special Education teachers may have to think differently about how to group students if spread across more classes (pull out or inclusion services)</p> <p>ELD - Staffing - ELD teachers could focus on grade level if split across buildings or could split so that they follow students/ families through the grades - fewer teams to connect with if assigned to a single building</p> <p>ELD educators could organize larger groups</p> <p>Teachers with OG, Wilson, or other specialized training might have greater flexibility of students to group together with a larger group of students in that developmental range</p> <p>Reading specialists are currently focused on K-3 - need to determine staffing across buildings. Reading teachers also support teachers K-5- how do we maintain educator support for all grade levels but focus on early literacy for intervention?</p>	<p>spaces may not be large enough.</p> <p>Is there greater opportunity for ELD teachers and Special Ed teachers to join PLCs and teacher team meetings?</p>
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		<p>Specialists: Specialists teach a developmentally focused grade band - could have more focused direction for planning - curriculum development</p> <p>With fewer grade levels, less prep for specialists Specialists teach same class more times and might be less enthusiasm</p> <p>Specialists- harder to develop relationships with kids since less time and less years - depends how split buildings for those assigned to multiple buildings</p> <p>Specialists who work in two buildings could span grade levels K-5 or could work in two upper elemen. Or two lower elem. Buildings.</p> <p>If want to expand programs such as world language in select grades, easier to split across two schools as opposed to four</p> <p>General Staffing: Reorganizing of teams could provide some staff a fresh start with new colleagues and new leaders - new dynamics</p> <p>Reorganizing of teams might require some staff to move away from newer facilities to older facilities</p> <p>For those who are K-3 certified, if they are in the upper building, less mobility possible for grade levels</p>	
<p>Specialized Programs</p>	<p>Continuity of 6 years in one building 6 years is a long time for the staff and students to be together in small groupings with intensive needs.</p> <p>Sometimes a lot of adults when you have inclusion and only two classes to push into</p>	<p>Introduces one transition</p> <p>For push-in inclusion of students in specialized programs, you can spread out and not have as many adults in the room. Would reduce the amount of IEP meetings gen ed teachers attend.</p> <p>TLP - might need an additional TLP class at different age groups (can be expensive)- transitions are often mid year and we would</p>	

		<p>need to be able to accommodate that</p> <p>CASTLE would need one classroom in each building</p> <p>For teachers, students and families there would be a new group of providers after three years rather than having the same providers for 6 years.</p>	
Technology iPads vs Chromebooks licenses	<p>K-1 iPads, 2-5 Chromebooks and some shared iPads</p> <p>Different decisions made at each building about licenses so students have access to different resources even at the same grade level - not equitable access</p>	<p>DLCS standards - organized by K-2 and 3-5- could have a planner who then shares with grade level</p> <p>Device distribution plan easier to implement for tech team</p> <p>Still need to ensure a wide range of access to licenses for students who might need something different than grade level peers</p> <p>Might be easier to coordinate decisions across schools about licenses to align student access to content</p>	
Curriculum Resources - Classroom resources libraries	<p>Can share books/ resources across grade levels when needed - have wider span of levels available</p>	<p>May need to duplicate some resources to have a full range of options at each building for extension and support</p> <p>Can have a deeper collection since it might need to have as wide of a span of levels</p> <p>A lot of work to re-sort libraries, book rooms, and other resources</p>	
Equipment	<p>PE and Recess equipment to fit K-5</p>	<p>Recess and PE equipment can be specialized for developmental range</p>	
Preschool			<p>Will we move to universal preschool? What would it look like if we are mandated to provide pre-k for all students?</p>
Extracurricular	<p>Band, chorus and musical instruments starting upper grades but instructors split across four schools</p>	<p>Band, chorus, instruments across two schools - might make it easier to add in third-grade</p>	<p>Facilities group: Where do we put these huge musical groups, and how do</p>

		<p>Instruments Allow for bigger musical groups to practice together</p> <p>Numbers might allow for a flex block and have chorus/ band/ theater -- but that might force choices. Might have enough kids for a third option.</p> <p>Chorus Bigger numbers create new possibilities</p> <p>Might be harder to recruit students into programs because they might not know teachers as well.</p>	<p>we schedule them throughout the day?</p> <p>Where do we store instruments that we own and instruments that students bring to school the day of rehearsal?</p> <p>Finding space large enough to host band in 3-5 building</p> <p>Need climate controlled space to store instruments</p> <p>Music stands</p>
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Potential Partner School Configuration Example

East West Schools	Students	Teachers
Lincoln K-2	259	14
Peaslee K-2	244	13
Proctor 3-5	256	13
Zeh 3-5	250	13
Total	1009	53

North South Schools	Students	Teachers
Lincoln K-2	249	13
Peaslee K-2	254	14
Proctor 3-5	242	13
Zeh 3-5	264	13
Total	1009	53