



SOUTH EASTERN SCHOOL DISTRICT

PROVIDING PROGRESSIVE EDUCATION TO STRENGTHEN THE GLOBAL COMMUNITY

Grade Re-alignment/Consolidation

April 16, 2019

6:00 pm

SEMS Library

Agenda/ Minutes

(in attendance: Stacey Alexander, Joe Devilbiss, Elizabeth Miller, Zane Fake, Terri McCormick, Jon Horton, Judy Burinsky, Pam Hobbs, Becky Swanson, Melissa Daisey, Bobbi Lamond, Travis Moore, Preston Jacka, Kim Nalls, Nadine Sanders, Jennifer Herman, Sandra Ness, Doug Bryant, Jeff Hughes)

- I.** Welcome/Distribution of March 19, 2019 Minutes

- II.** Programs and Research Discussion
 - Create Survey for Review (Mr. Horton)
 - What do the community, teachers, parents, and students value?
 - Create Before and After Maps (Dr. Bryant, Mr. Mulder, Mr. Horton, Dr. Fake, Ms. Herman, and Ms. Lamond)
 - a.** What will it look like before/after if we do consolidate?
 - b.** Using current school map, write the following:
 - What programs are currently in the room?
 - How many students use the room?
 - c.** Using current map, write what it would look like if we consolidate?
 - What programs would be in each room?
 - How many students would use the room?

The team had the opportunity to review the “before and after” school maps for each building.

A brief discussion about the development of a survey for parents / students was held with the group. However, the feeling from the group was that we needed to have more concrete answers to some of our questions before we could survey. Also, there was discussion that perhaps a Community Forum should take place before any type of survey.

There was no draft of a survey to review. However, Mr. Horton did state that SEIS has developed “what we value” with respect to educational programs (attached). Perhaps this list can be the basis for a survey.

The committee would like to see the following:

- **A cost analysis of savings, renovation costs, energy upgrades, and the cost to reopen a building (once it is shutdown). The administration will work to gather that requested information.**
- **To start to develop answers to the 8 pages of questions that have been developed (attached)**
- **Ensure that we can address "what we value" if there is consolidation**
- **We should consider a Community Forum prior to any survey**
- **Will we look at outside resources to "crunch" numbers**
- **Notice and Wonders (attached)**

There is some information that the committee would like to review and due to the fact that there will be a new Superintendent (in the future), we have decided that there will be no meeting in May. The administration will work to send out a cost analysis (hopefully in June) to the members. We will look for our next meeting in August of 2019.

III. Next Steps - To be determined

IV. Next Meeting - To be determined (August 2019??)

Notice	Wonders
<ul style="list-style-type: none"> ● Classrooms for 5th grade : Fawn would need-3 Stewartstown-4 Delta-3 <p>Seems to have rooms available in each school...smaller groups would need to be relocated from the bigger classrooms.</p> <ul style="list-style-type: none"> ● Fawn's 1st grade classes are really small...could combine for second grade into 2 classes(20 each) Some teachers would move to 5th grade. ● No rooms available at the Middle School. ● 2 Reading Specialist and 2 Intervention teachers per school. ● Enrollment is down 35 kids from Dec. 17-Dec.18 (School board minutes) 	<ul style="list-style-type: none"> ● What other extra-curricular/intramurals are held at each building that may impact building usage? ● If you move 6th grade to the middle school...Do you offer foreign language to them? ● After school clubs for 6th grade? ● Health is offered to 3&4...would that change with 5th grade moving down? ● Special area teachers from SEIS would they split time between elementary schools? ● What savings does the district receive for consolidating schools? Tax relief? If there isn't any savings to the community...why do it?That's what they will ask! In order to "sell it" to the community...there has to be something in it for them.

<p>Packet from Meeting - 5th graders get gym or health everyday.</p>	<p>If we proceed with the consolidation, I wonder if this will still occur or if they will get a longer recess every day.</p>
<p>Packet from Meeting - SEIS has a lot of unique equipment for physical education that was not available at the Elementary Schools.</p>	<p>If we proceed with the consolidation, I wonder where does SEIS gym equipment go and if 5th and 6th graders will have access to them? Rock Wall, Cycling, Weight lifting, gaga, sports equipment (lacrosse sticks, etc)</p>
<p>Packet from Meeting - The elementary school guidance classrooms were identified as potentially free at Fawn and Delta.</p>	<p>If we proceed with the consolidation, I wonder where if there is another classroom available for the guidance counselor to meet with students and groups of students. With SEDS's focus on student safety, and that being tied to mental health, I wonder if we are unintentionally reducing resources for our guidance counselors.</p>
<p>Packet from Meeting - Reviewing the classroom availability.</p>	<p>I wonder what the maximum class size is that SEDS considers reasonable.</p>
<p>Packet from Meeting - There are no available rooms at SEMS.</p>	<p>I wonder if an addition of 6 rooms will meet the needs of eight 6th grade homerooms, if we expect enrollment to go down enough for</p>

	6 classrooms to meet the needs, or if class sizes will change.
Packet from Meeting - There is no ELA and Math intervention for 4th graders at Delta.	<p>If we proceed with the consolidation, I wonder how adding more students to that school will impact already limited resources or if additional staff beyond 5th grade teachers would be added.</p> <p>Note from Sandy: I wonder if consolidating would allow us to reconfigure our interventionists to use them more effectively</p>
Packet from Meeting and parent experience -There are a lot of additional opportunities for students at SEIS which add to student engagement at that influential age (club time, jazz band, select chorus, school play, morning announcements, quarterly assemblies)	If we proceed with the consolidation, I wonder if the elementary schools will add these opportunities or if extra-curricular opportunities for 5th and 6th graders will be reduced.
<p>Packet from Meeting -The LIU classrooms were identified as available if we consolidate.</p> <p>(note from Sandy - it says potential to be available - that would assume that we would ask LIU to leave...for which I would not advocate if at all possible - I would actually advocate to look for opportunities to host other classes where possible, K-12, in order to keep students traditionally sent from the district at home)</p>	<p>If we proceed with the consolidation, I wonder if the school district will lose funding if we don't house the LIU, and how that compares the money saved.</p> <p>Note from Sandy - (We are not penalized for having under our "fair share" of classes, but would have to pay mainstreaming costs for applicable students to other districts).</p>
Parent Experience - Family and Evening Events at Stewartstown are already very crowded, sometimes limiting who can come. These events are very important to the students and families. They add to the community feel of the school.	If we proceed with the consolidation, I wonder how adding another grade of approximately 80-100 students will further impact that. If the answer is to split it by grade level and hold multiple events, it is already hard to get enough parent and teacher volunteers to support these events, so they would likely not occur or only some families could come.
Parent Experience - Students get very little time for lunch and are already eating lunch early and late in the day.	If we proceed with the consolidation, I wonder how putting more students in the schools will impact lunch time. I wonder if we could overlap lunch times to give more time (with or without consolidation).
Comp Plan/MCL - The comp plan discusses	If we proceed with the consolidation, I wonder

<p>implementing Mass Customized Learning. This has amazing potential to differentiate and achieve on-level instruction for all learners. This is a pretty extreme shift in the teaching model though so see I wonders :)</p>	<p>if there will be significant resources invested in professional development to ensure that our teachers are equipped to establish quality learning paths. I wonder if a budget to fund this PD during the summer will be created and if a new bargaining agreement needs to be negotiated or if a budget for significant substitute teachers for PD during the school year will be required.</p>
<p>MCL - MCL approach stresses use of technology for differentiation. High use of screen time is already a concern of many district parents.</p>	<p>I wonder how the school district and administration will ensure the quality of the online learning that will be assigned.</p>
<p>MCL - In the book Inevitable, it indicated students are on the computer approximately 2 hours a day (balanced by group work, interpersonal seminars, etc)</p>	<p>I wonder if we will have a similar expectation and how it will be monitored.</p>
<p>MCL - In the book Inevitable it talked about the school district creating the paths and framework.</p>	<p>I wonder how our pathway curriculum will be developed, if there is a software already available, or if our staff would create it. I wonder what additional resources, consultants, teachers will be necessary to adequately develop the framework and to ensure success.</p>
<p>MCL- The MCL model is being used in Central School District</p>	<p>I wonder is they have seen significant improvement in achievement. I wonder what obstacles Central York and other school systems have encountered and how we can establish a Lessons Learned dialog with them. I wonder if we can each shadow different students at Central to get a variety of viewpoints of how and what is working.</p>
<p>Comp Plan - MCL - Relative to MCL for High School it says that each student will have the opportunity to personalize a career pathway.</p>	<p>I wonder how this differs from a learning path identified in Inevitable, and if it is specific to a career or specific to post high school plan (college, trade, job, etc). I wonder how much flexibility there would be for students that are not sure of what they want to do.</p>
<p>MCL - Online websites and apps do not have</p>	<p>I wonder if SEDS will invest in ad-free</p>

<p>regulated advertisement content. I have seen extremely inappropriate ads on apps rated 4+ on my phone. With the MCL approach students will spend more time online.</p>	<p>resources, and if not how SEDS will ensure inappropriate content is not presented to students.</p>
<p>MCL - In the book Inevitable, each learning coach had 12-15 students they supported.</p>	<p>I wonder if our staff will need to increase. If it does not, I wonder if this can be implemented properly and what steps would be needed to successfully implement with a higher learning coach ratio..</p> <p>Note from Sandy - just doing quick math - in December, (not counting the IU class and teacher that could be their own MCL group), there were 762 students at KD and approx. 72 professional staff members (including guidance counselors and administrators) - this would be 10.58 students per learning coach. If you factored out guidance and administration, it would be 11.55 students per learning coach.</p>
<p>MCL - Implementing MCL is a strategy to help us improve academic performance to put us more in line with countries that exhibit high academic standards.</p>	<p>I wonder if we are also looking at the amount of time those countries allot for lunch and recess. :)</p> <p>--Note from Sandy - and the structure of their school year/day...</p>
<p>I notice that currently there are less special education teachers per building at the elementary level to service students in a greater span of grade levels than at the intermediate or middle school levels</p>	<p>I wonder if by consolidating, we would be better able to reconfigure special education services, caseloads and interventions to be more effective</p>
<p>I notice that the possibility of staff furloughs were mentioned at our committee meeting (not surprising).</p>	<p>I wonder if we did consolidate, if certain staff members would incur a heavier case load. Elementary Guidance Counselors, for instance, adding 70-100 additional students to their responsibilities. I have heard from fellow parents that their student was not able to be seen by a guidance counselor because of their already heavy load.</p>
<p>I notice that we discuss the "number" of transitions as a way to infer that consolidation is better.</p>	<p>I wonder if more gradual transitions are easier for the students.</p>

Building Consolidation Subcommittee Q & A

Questions	Answers
What other extra-curricular/intramurals are held at each building that may impact building usage?	The SEIS gym will remain open to accommodate for after school events.
If you move 6th grade to the middle school, do you offer foreign language to them?	It is not currently part of our curriculum.
After school clubs for 6th grade?	
Health is offered to 3&4...would that change with 5th grade moving down?	Grades 3 & 4 would continue to receive instruction in both physical education, health and wellness.
Special area teachers from SEIS would they split time between elementary schools?	Administration would determine where special area teachers who be assigned.
What savings does the district receive for consolidating schools? Tax relief? If there isn't any savings to the community...why do it?That's what they will ask! In order to "sell it" to the community...there has to be something in it for them.	<p>Savings to the district is in energy costs, repairs/maintenance, and some personnel. Mr. McCleary has an estimate of monthly savings. Repairs of approximately \$1.8 to \$2.0 million are needed to put SEIS into good working order.</p> <p>Both SEMS and SEIS were last renovated in 2001-2002. Both buildings have outdated equipment. Financially it doesn't make sense to replace systems at SEIS and SEMS if only one building is needed and it makes sense educationally. In addition, there is space for the 5th graders in the recently renovated elementary schools, which are under capacity.</p> <p>Tax Relief – The millage rate on property is the same as it was for the 2015-2016 school year, and the Board's intent is to not increase taxes again for 2019-2020. IF consolidation occurs, the savings generated on repairs/maintenance, equipment replacement, and energy costs would provide funding for the Capital Plan for facilities (inside and exterior and grounds) and technology infrastructure and equipment.</p> <p>The average annual operating cost for SEIS has averaged approximately \$278K per year over the past three years.</p> <p>Transportation may be able to save 2 bus runs or about \$48,000 per year. This would be helpful as a cost savings as well as helping with the bus driver shortage. Patti reported other districts having to combine runs due to lack of bus driver personnel.</p>

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<p>I wonder what the maximum class size is that SESD considers reasonable.</p>	
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<p>If we proceed with the consolidation, I wonder if the school district will lose funding if we don't house the LIU, and how that compares the money saved.</p>	<p>We are not penalized for having under our "fair share" of classes, but would have to pay mainstreaming costs for applicable students to other districts.</p>
<p>If we proceed with the consolidation, I wonder how adding another grade of approximately 80-100 students will further impact that. If the answer is to split it by grade level and hold multiple events, it is already hard to get enough parent and teacher volunteers to support these events, so they would likely not occur or only some families could come.</p>	
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How will the specials be scheduled at the middle School? Would 6 th grade follow a traditional junior high schedule or would it be a school within a school?	
Will all students have the opportunity to take Art and Music each year?	
If Art and Music are offered to every student every year, a second Art and a separate Music room will be needed. One Art teacher and One Music teacher cannot instruct 600 students. That means two additional rooms will be needed in the construction.	
Where will the additional PE locker space be provided? Currently the Middle School does not have enough PE lockers for the 7 th and 8 th grade students.	
Will 6 th grade have Research? Research instruction is provided by the Librarian which gives the ELA teachers more instructional time for literacy and preparation for PSSA.	
Will 6 th grade remain as a two person team or will 6 th grade be on a four teacher team or will teaming be eliminated in lieu of a traditional junior high schedule?	
Will there be daily team time for teachers to collaborate if teaming does occur?	

<p>A Biztown is currently instructed by the two teams that participate together. Will that opportunity be available with four teachers?</p>	
<p>Will MTSS exist at 6th grade? Currently there is no MTSS at the Middle School. MTSS meets on team every cycle and the building team MTSS meets every Wednesday. MTSS is not consistent across all elementary buildings.</p>	
<p>Will there be an Intervention period built into the schedule for both 5th and 6th grade? Currently the Intermediate School students receive intervention and enrichment four times in the cycle.</p>	
<p>Will the cycle room be dismantled and bikes given to all buildings? Currently there are 30 cycle bikes which is enough for a class set. If divided equally, then each building would receive 7 with two left. This will not be enough for a class set. Just this year we had one team in 5th grade pair with PE to create a cross cycle country Project Based Learning Unit. If the 30 bikes are brought to the Middle School, will there be a dedicated cycle room added?</p>	
<p>Will there continue to be an elementary musical or will there be a new middle school musical? Currently the Intermediate School is the only school other than the high school that produces an all school musical. This has been a huge success and has started to feed into the high school program.</p>	
<p>Which school will receive the climbing wall or will it remain at the Intermediate School?</p>	
<p>What space has been created to accommodate outside agencies in all buildings once the consolidation is complete? There are no additional rooms in the blue prints at the Middle School and if all classrooms are used for that purpose in the elementary, what space will be created for them?</p>	

<p>Will PE be provided at a minimum of four days a cycle at the elementary and the middle schools?</p>	
<p>Will Mr. Dietrich travel to all three elementary schools to service the 5th grade students and continue to service the 6th, 7th and 8th grade students or will that additional 5th grade responsibility be placed on Kathryn Curry? Will the 5th grade project continue at the elementary school after the consolidation?</p>	
<p>Will there be a Student Golden Rams committee at each building? Currently our student RAMS committee plans our building activities for the school year.</p>	
<p>Will club selection continue at 6th grade and how will that look at 5th grade? Will class meetings continue at 6th grade? It is questionable if class meetings occur at the Middle School. Will they look similar at the elementary schools?</p>	
<p>Where will the math interventionist and the reading specialists be assigned? Will 5th grade travel between buildings? Will 6th grade continue to service 6th grade at the Middle School or will they be responsible for all 600 students? Currently there is no space included in the blueprints for a reading specialist and math interventionist.</p>	
<p>Will 5th grade continue with that team approach at all elementary buildings or will they become self-contained?</p>	
<p>How will the Band and Choral programs be scheduled? How will 6th grade Band be scheduled at the Middle School? Currently there is no room during the BOC block to accommodate 6th grade Band. Will 6th grade Band be scheduled at another time? Currently 6th grade Band meets twice a cycle. Will Mrs. Stolfus travel between buildings or go to the Middle School?</p>	

<p>Will 6th grade be included in the World Language rotation?</p>	
<p>Will Computer Science continue in the rotation at the Middle School especially since the Elementary Buildings are adding this to their programs? Will Computer Science be offered at each grade level? If so, there needs to be another classroom added to accommodate a second computer teacher.</p>	
<p>Is there enough gym space to accommodate three grade levels at the Middle School?</p>	
<p>How will the School Counselors be assigned? Will the 5th grade School Counselor go to the elementary building with the greater numbers or the greater need? Currently there is a developmental need at 6th grade compared to 7th grade. Will the 6th grade counselor remain with 6th grade or will the three counselors divide the building numbers into three by alphabet? Will this division meet the elementary needs of our 6th grade?</p>	
<p>Will 6th grade have the same access to programs and resources such as the book room, book fairs, school store, recess, Read Across America, Dr. Seuss week, etc. at the Middle School?</p>	
<p>Will a community meeting be held to discuss consolidation to give parents an opportunity to voice their opinion (similar to the safety forum held)?</p>	
<p>Have the potential housing developments been considered and their potential impact just a few years from now?</p>	<p>Hopewell township confirmed that in addition to the development where houses already being built off High Street that there is a new development going in off 851 in Stewartstown with approximately 111 units of townhomes and duplexes. They also confirmed the additional development off Plank Road is earlier in its stages but would be approximately 155 units. This one geared towards active adults, but would be open to anyone.</p>
<p>Did you know there is an online forum about changes in SESD?</p>	<p>A poll was conducted in the forum where 134 opposed the closure and 10 were in favor.</p>

<p>What classes will be offered for each grade level (5 & 6)?</p>	
<p>How many teachers will the students have in a day?</p>	
<p>What programs will continue and which go away if we consolidate?</p>	
<p>Where's the side by side comparison we talked about in the fall when we started?</p>	
<p>For teachers moving out of their current arrangement at the 5-6 building, how long does it take for them to adjust to teaching in this new format? Are their studies related to teachers changing positions and how long before they are functioning at their best?</p>	
<p>If we get rid of the intermediate building, how does it affect funding we get from the state/federal level or does it remain unchanged?</p>	
<p>Does the subcommittee for curriculum need some additional help from the larger group since it seems that they ended up with the biggest part of the project?</p>	

What the Intermediate School values and whether these values can continue after consolidation.

Values

Things we value as a health and PE department:

- 1- The fact that we are the ONLY building in our district that offers health and PE to our students.... check out any CDC website to find out the importance of this (I have research upon research to support this)
- 2- Our weight room
- 3- Our bike room
- 4- Field day and our community involvement
- 5- Tennis courts and their proximity
- 6- Outside basketball nets for PE
- 7- The fact that we have a locker for EVERY student in the locker room because we value the importance of adolescents changing clothing after working out
- 8- The SIZE of our gym which is adequate for the students in our building
- 9- Our rock wall which helps to improve upper body strength in which our students lack
- 10- Our cross curricular work done in PE to improve test score... vocab, math, close reading etc.

Values of Library:

- 1) The both the print and eBook libraries at SEIS has been carefully curated to focus on the reading interests and levels of 5th and 6th graders as well as support the curriculum of those grade levels. This allows SEIS to provide a much more diverse selection of texts that is appropriate for the SEIS students. Even if it was possible for all three elementary schools to purchase the same materials, they simply do not have the space necessary to display the same diversity of texts currently available to our 5th and 6th grade students. Also, having fifth grade in the elementary level would mean that the elementary libraries would need to offer slightly more mature offerings that aren't always appropriate for other students who check out chapter books.
- 2) In my opinion, the space currently available to house and display library materials in the middle school library would be inadequate if you moved the sixth grade into that school building. This would mean the district would have to choose between the relocation or elimination of the makerspace or simply having a library that would be inadequate to meet the needs of the 6-8 students.
- 3) The book to student ratio would plummet drastically. The current ratio at the middle school is approximately 22 print book and/or eBook per student. The addition of the sixth grade would drop this to approximately 15 print book and/or eBook per student. A similar effect (to a different degree) would occur at the elementary schools as well. Making high quality texts available to students is critical for their growth and success as a reader. Restricting access to books would be counterproductive to our district's goals.
- 4) The Pennsylvania Young Reader's Choice Awards program is a K-12 statewide program that our district participates in K-12. However, student participation drops off very significantly once students go to the middle school because they are no longer coming to the library every cycle for instruction.

5) The real estimated value of all library resources currently in the SEIS collection is \$284,000. What would happen to these materials if SEIS is closed? I would hope we'd keep as many of them to add to the other school library collections. In my estimation, this process would take multiple librarians working together weeks working full time over the summer. Even then, many of the books would end up being discarded due to space restrictions, etc.

6) Would sixth grade still have Research as a special?

7) What would happen to the eBook collection on MackinVIA? It is possible that the license of these titles makes them non-transferable to any other school in our district so they may be lost completely. Additional research would need to be done in this area.

8) Digital resources such as World Book Online are appropriate and selected specially to support the students at SEIS. Currently, the elementary schools do not subscribe to these resources. To continue to provide these digital resources to fifth grade students after consolidation, the district would have to subscribe at all three elementary schools, tripling the cost.

9) Would they still have a regularly scheduled time to come to the library to return and check out books?

General Values of all Building Personnel:

1. Our building serves as a natural transition to greater student independence.
2. 10 minute recess every day (no recess at Middle School – not built into schedule)
3. During a 2 hour delay schedule, our building meets with each class. Some elementary buildings do not follow such a schedule.
4. Music and Art classes meet 2x per cycle.
5. Physical Education meets 4 days a cycle (6th grade) and 5 days a cycle (5th grade)
6. Patriot Program
7. Clubs - (½ year) and Character Building with a school read aloud (½ year)
8. Intervention Class - 2 x per cycle
9. 5th and 6th graders ride the school bus with elementary students - keeps innocent a little longer.
10. Grade level content meetings - meet once every 2 cycles.
11. The 5/6 schedule allows teachers to focus on 2 subject areas, instead of 4.
12. Made to Order Salad on the lunch menu - every week
13. MTSS - with fidelity
14. Homogeneous grouping for the gifted population.
15. Late Bus availability
16. Students gain more responsibility - lockers, movement to other classes, lunch, etc.
17. Tutoring available
18. Musical
19. Video announcements - green screen
20. Envirothon
21. Safety Committee
22. Detention
23. Rockwall

24. Stationary bikes
25. Principal's secretary is an EMT
26. 2 Guidance Counselors - one counselor is a former police women
27. Classroom furniture, bathroom fixtures, and cafeteria seating - size appropriate
28. 3-D Printers
29. MakerSpace
30. JA Biztown
31. 5th grade is just the right age to bring the district's elementary students together.
32. Science Rooms
33. Tennis Courts
34. Student Golden Rams Committee
35. Emotional Support students would not need bussing to another elementary school - SEIS is a central location
36. Intensive Learning Support
37. Emotional Support
38. Paraprofessionals
39. Kids on the Run
40. Student movement throughout the day - changing classrooms
41. 2 specials a day
42. Classroom Meetings
43. Art Room - brand new kiln
44. Middle School does not have Art available to all students
45. True North - rooms available
46. **Team Planning time to discuss the social, emotional and academic needs of students**
47. **RAMS Bucks, Golden RAMS tickets for students and Adults**
48. **I-pads, two MAC computers, Oz Bots, and other technology**
49. **Mandatory conferences for at-risk students - meet with others as needed**
50. **Building of GaGa Pit by former student/Eagle Scout Candidate**
51. **Student hand prints on the walls to symbolize when KD graduating classes first come together - bring back graduates to find hand prints at graduation. Also emphasizes we accept all students from all elementary schools for their differences.**
52. **Students have input in our Career Day**
53. **Career Day that provides students with 30+ careers to explore. Ninety percent of the career presenters are parents or former KD graduates.**
54. **Guidance Counselors loop with students to better understand student needs**
55. **Firm yet fair discipline appropriate to grade level by administrator**
56. **Supported and understanding administrator**
57. **Caring and compassionate yet firm school nurse**
58. **A nurse who will advocate for her students to make sure their needs are met**
59. **Age appropriate field trips and activities for grade level**
60. **Team Leader at each grade level to address issues and concerns**
61. **Coding as a special for all students**
62. **Art and Music classes have classroom set of I-pads for integration of technology**
63. **SEIS News Station -students rotate through job responsibilities so more students can participate. It is not limited to one group of club members**
64. **Health program at both 5th and 6th grade**

- 65. Math and Reading Intervention teachers at each grade level - teacher/student ratio allows more students to receive services and reduce referrals for Learning Support**
- 66. Book Fairs**
- 67. School Store**
- 68. Book Room**
- 69. A building wide support of reading from all teachers regardless of content**
- 70. Spot Light Assemblies each marking period to give awards for academics, attendance, behavior, sportsmanship, and character traits.**
- 71. Students of the Marking period nominated by team by student that support the character traits of PBIS**
- 72. Sixth grade picnic**
- 73. Our new student/teacher Golden RAMS sponsored Lip Sync contest**
- 74. Ag Lab for 6th grade**
- 75. Classroom set of Ukulele in music**
- 76. Intermediate Bell Choir**
- 77. Student Upstanders Committee to promote anti-bullying among students**
- 78. Student Safety Committee that monitors hallways and does building safety checks**
- 79. Faculty and staff are able to have a greater influence at this age level as students developmentally begin to question values and beliefs. This is the time to help them make informed choices without the influence of students in grades 7 and 8 who have already formed values and beliefs that may not always be appropriate.**

Values after Consolidation

Based on the architect's blueprints and the values listed above, the following questions need to be addressed to determine what the educational programs will be at the Middle School and to a lesser degree at the Elementary Schools. Until curricular decisions are made, determining if the current educational programs offered at the Intermediate School can be sustained at the Middle School and the Elementary Schools cannot be accurately addressed. Will more rooms be needed at the Middle School and even some of the Elementary Buildings just to provide the physical space to deliver the current Educational programs valued at the Intermediate School?

Question- How will the specials be scheduled at the middle School? Would 6th grade follow a traditional junior high schedule or would it be a school within a school? Will all students have the opportunity to take Art and Music each year? If Art and Music are offered to every student every year, a second Art and a separate Music room will be needed. One Art teacher and One Music teacher cannot instruct 600 students. That means two additional rooms will be needed in the construction.

Question- Where will the additional PE locker space be provided? Currently the Middle School does not have enough PE lockers for the 7th and 8th grade students.

Question- As mentioned above, Will 6th grade have Research? Research instruction is provided by the Librarian which gives the ELA teachers more instructional time for literacy and preparation for PSSA.

Question- Will 6th grade remain as a two person team or will 6th grade be on a four teacher team or will teaming be eliminated in lieu of a traditional junior high schedule? Will there be daily team time for teachers to collaborate if teaming does occur? JA Biztown is currently instructed by the two teams that participate together. Will that opportunity be available with four teachers?

Question- Will MTSS exist at 6th grade? Currently there is no MTSS at the Middle School. MTSS meets on team every cycle and the building team MTSS meets every Wednesday. MTSS is not consistent across all elementary buildings.

Question, - Will there be an Intervention period built into the schedule for both 5th and 6th grade? Currently the Intermediate School students receive intervention and enrichment four times in the cycle.

Question- Will the cycle room be dismantled and bikes given to all buildings? Currently there are 30 cycle bikes which is enough for a class set. If divided equally, then each building would receive 7 with two left. This will not be enough for a class set. Just this year we had one team in 5th grade pair with PE to create a cross cycle country Project Base Learning Unit. If the 30 bikes are brought to the Middle School, will there be a dedicated cycle room added?

Question- Will there continue to be an elementary musical or will there be a new middle school musical? Currently the Intermediate School is the only school other than the high school that produces an all school musical. This has been a huge success and has started to feed into the high school program.

Question- Which school will receive the climbing wall or will it remain at the Intermediate School?

Question – What space has been created to accommodate outside agencies in all buildings once the consolidation is complete? There are no additional rooms in the blue prints at the Middle School and if all classrooms are used for that purpose in the elementary, what space will be created for them?

Question- Will PE be provided at a minimum of four days a cycle at the elementary and the middle schools?

Question – Will Mr. Dietrich travel to all three elementary schools to service the 5th grade students and continue to service the 6th, 7th and 8th grade students or will that additional 5th grade responsibility be placed on Kathryn Curry? Will the 5th grade project continue at the elementary school after the consolidation?

Question- Will there be a Student Golden Rams committee at each building? Currently our student RAMS committee plans our building activities for the school year.

Question- Will club selection continue at 6th grade and how will that look at 5th grade? Will class meetings continue at 6th grade? It is questionable if class meetings occur at the Middle School. Will they look similar at the elementary schools?

Question- Where will the math interventionist and the reading specialists be assigned? Will 5th grade travel between buildings? Will 6th grade continue to service 6th grade at the Middle School or will they be responsible for all 600 students? Currently there is no space included in the blueprints for a reading specialist and math interventionist.

Question- Will 5th grade continue with that team approach at all elementary buildings or will they become self-contained?

Question- How will the Band and Choral programs be scheduled? How will 6th grade Band be scheduled at the Middle School? Currently there is no room during the BOC block to accommodate 6th grade Band. Will 6th grade Band be scheduled at another time? Currently 6th grade Band meets twice a cycle. Will Mrs. Stolfus travel between buildings or go to the Middle School?

Question- Will 6th grade be included in the World Language rotation?

Question- Will Computer Science continue in the rotation at the Middle School especially since the Elementary Buildings are adding this to their programs? Will Computer Science be offered at each grade level? If so, there needs to be another classroom added to accommodate a second computer teacher.

Question- Is there enough gym space to accommodate three grade levels at the Middle School?

Question- How will the School Counselors be assigned? Will the 5th grade School Counselor go to the elementary building with the greater numbers or the greater need? Currently there is a developmental need at 6th grade compared to 7th grade. Will the 6th grade counselor remain with 6th grade or will the three counselors divide the building numbers into three by alphabet? Will this division meet the elementary needs of our 6th grade?

Question - Will 6th grade have the same access to programs and resources such as the Book Room, Book Fairs, School Store, Recess, Read Across America, Dr. Seuss week, etc., at the Middle School?

A survey will need to be developed once some of the questions are addressed.

Parent Input

1. PTO-Don't feel it will be sustained at a Middle School
2. Character Traits/Assemblies
3. Parent felt too young to be with older students
4. Parent felt ½ transition is a good transition for students
5. Sixth grade students not ready to be with 8th grade students
6. Want to keep 6th grade innocence
7. RAMS program
8. Positive behavior incentives
9. Provides confidence as they mature
10. CORE classes focused on content
11. Me and My Gal Dance
12. Me and my Guy activity
13. Like classroom teacher teams of two teachers- feel great transition to Middle School where they have four teachers
14. Golden RAMS committee- great leadership
15. Musical- social development

16. SEIS always looks to add more to benefit students
17. It is obvious that the teachers enjoy the students.
18. SEIS has a great staff
19. There is a focus on self
20. I teach at a Middle School and can't see my 6th grade student with 8th grade
21. Felt this is a necessary transition

