**BEST EDUCATIONAL INPUT**

**District-wide 3-5 at One School**

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| **Educational Benefit** | **Concerns** | **Questions** |
| **Greater pool of peers/more variety for friendships and class groupings—12**  **Greater cultural diversity—2**  **Older students would have the opportunity to form relationships before going to Mohawk—5**  **Smoother transition to Mohawk-3**  **More intervention group opportunities with larger student/teacher #s—5**  **Opportunity for greater teacher collaboration/team teaching—15**  **Consolidation and sharing of resources—6**  **Access to technology more consistent—2**  **Common curriculum/Continuity—4**  **Better opportunity for developmentally appropriate school-wide activities/procedures etc.—3**  **Response to Intervention (RTI) easier to implement--1**  **Less need for monthly grade-level meetings=less time out of classroom=less $ spent on subs—2**  **More networking possibilities for families—3**  **Longer lasting relationships with students in their communities—2**  **More unified scope and sequence so all children would be offered equal opportunities—3**  **Children could be grouped with similar learners—3**  **Teachers able to address both the academically challenged and the gifted—3**  **Opportunity to have more equal class sizes—6**  **Greater opportunity for a more cohesive band program and for the creation of additional bands, i.e., beginner/advanced/jazz—2**  **Middle grades may gain a bigger policy voice in the Athol to Pittsfield region—1**  **Older students can handle longer bus rides--1** | **Long bus commute—16**  **Misbehavior might be more likely on a long bus ride--1**  **Additional mental and physical stress on children with a long commute--5**  **Loss of older role models—10**  **Less opportunity for cross-grade work/collaboration between older and younger—1**  **Third-Fifth graders seem too young to be sent to a centralized school--1**  **Class size would be over-crowded especially for Special Education Service delivery/for effective Response to Intervention (RTI)and for students with 504’s and IEP—4**  **Added stress to the specialists and interventionists who have to work in both lower and upper schools--1**  **More difficult/anxiety-producing transition from Second to Third Grade—3**  **More anxiety with more school transitions—8**  **Adequate space in classrooms to accommodate larger classes—4**  **Increase in numbers in each class—3**  **Older/bigger students would “dominate” younger/smaller students—1**  **Possibility that staffing would benefit the upper grades--1**  **Loss of connections and security/trust that is built in individual communities and their hometown schools—10**  **Loss of town cultural opportunities—3**  **Loss of opportunity to teach curriculum/projects and traditions unique to a child’s home school--1**  **Less family involvement for families who do not live in the Buckland-Shelburne area—2**  **Loss of the tradition of children going to the same school their parents went to—1**  **Loss of schools’ diversities--1**  **Stress on families who have their children split up into multiple schools—12**  **Might be less appealing/more confusing to people considering moving to the area and might impact home sales here—1**  **More difficult to coordinate curriculum across all grades-1**  **Second grade teachers would not be able to connect with third grade teachers as easily—1** | **Is a ‘Stay the Same’ option being considered?—2**  **Can’t we work on improving and enhancing our current schools in order to attract to our district?—2**  **Have we observed a working model that utilizes this approach?—1**  **Transportation:**  **How much time will children spend on the bus and how much time is okay for 3-5 Graders?—4**  **How will students be bussed?—1**  **How long is the longest bus ride?—1**  **Is there really a saving in bussing costs?—4**  **Has the variable price of gas been a consideration?—2**  **What about the stress for parents who have students at different schools, on different buses?--2**  **Class Size**  **What would class size look like?—11**  **What is the maximum number of students in a class?—2**  **Would there be a deliberate mixing of towns in each class?—2**  **How do teachers still have the time to focus on each individual child that they have now?—2**  **Will there be an attempt to keep all the classes equal in numbers?—2**  **Teacher-Student ratio?—1**  **Sanderson/BSE already are close to capacity. If Pre-K numbers continue to grow and those children remain in our schools, the schools will be filled to capacity. What happens if these numbers continue to grow?—4**  **Does the consolidation of schools seem short-sighted? With Pre-K numbers growing, might we be looking at wanting to switch the model back in 10 years?—1**  **Have you considered the size of the numbers of children at recesses?—2**  **Do we really have the space?—2**  **Does it make more sense to have Grades 4, 5, 6 at one school?—7**  **Curriculum/Services**  **How would the music, art, and physical education programs be affected?—2**  **Would we expand offerings to this age group such as foreign languages, computer and technology, STEM?—2**  **Can we afford a computer lab large enough for these kinds of numbers?—2**  **Can we still offer the traditional school trips such as to Mexico and Nature’s Classroom?—1**  **Will the curriculum be adjusted to maximize the developmental learning capacity which could be accessed by grouping children on this particular learning continuum?—1**  **Will PARA’s be present in each classroom for academic support?—2**  **Would all children who have 1:1 PARA support maintain that support?—2**  **Would there be a quiet space ensured in each classroom?-1**  **What would happen to the HUB?—1**  **Would speech/OT/PT reading/math intervention staffing be increased?—7**  **What about the space required for duplicate specialists when there are 2 classes at the same time: music, art, PE? OT/PT, reading and math?—2**  **Would the Mary Lyons’ group have to leave BSE (they help teachers a lot)?--1**  **Would teachers still teach 1 group all day or would everyone “specialize?”—1**  **Will there be additional administrative support?—3**  **Will specialists and interventionists have to travel?—1**  **What about the scheduling for 2-District teachers?—1**  **After School Programs**  **How would this number of students affect the ASP?—3**  **Have you considered how this would affect the parents of children in 2 different locations?—3**  **Even if a ‘late bus’ is considered, what happens when a child isn’t met at a bus stop in winter, in the dark?—2**  **Parental Involvement**  **How can we expect to have the same sort of involvement from parents when so many will have to come from out of town?--2** |