**MOHAWK STAFF FEEDBACK: BSE September 21, 2016  
P-K to Grade 2**

**Benefits**

**1. Specific focus on early education (10 related comments)**

• Keeps all early childhood together (1 “check” in support)

• More focus on early childhood needs

• Focus resources

• Staff/admin can focus on best practices in early childhood: environments, curriculum, materials, assessment, PD, social/emotional curriculum (1 check)

• More chances for 1st & 2nd to focus on early childhood perspective (2 checks)

• Early childhood curriculum can be a focus

• A school that focuses on early childhood

• Can focus on early childhood needs only

• Greater ability to focus on early childhood – play

• Could focus on good early childhood practices

**2. Sharing of resources/collaboration (7 related comments)**

• Team teaching approach. Resources – similar materials. Special ed services remain the same. (1 check)

• Shared resources (2 checks); [*added comment:* Or not enough to go around]

• Able to share ideas and resources

• Support of other PK-2 teachers; share experiences and problem solving (2 checks)

• Collaboration and sharing of materials is easier with more than 1 teacher at a grade level (1 check)

• Keeps early childhood certified teachers together = more collaboration = more developmentally appropriate practices

• Early childhood benefits for consolidating teacher training

**3. Keeps youngest close to home (5 related comments)**

• Keeps younger kids in the community (2 “checks” of agreement)

• Youngest children in town would not have to commute to another school (1 check)

• Younger kids in home towns; can modify to be more specific for early childhood needs

• Children able to stay in town = more likely parents will bring them = more likely to stay in district

• Benefit of having a pre-school local – you might lose families if you don’t have a “local” pre-school otherwise

**Other**

• Having no interruptions due to MCAS (6 checks)

• No stress about MCAS (2 checks)

• Chance to mix up class configurations to find the best working group (2 checks)

• Assemblies/special events can be appropriate for all students (posted +1 check)

• Plan more developmentally appropriate all-school meetings

• More opportunities for students to develop friendships [*added comment*: Within grade levels but not across grade levels based on maturity/immaturity] (1 check)

• PK – 2 grouping spans a good academic learning span, with the scholar fully engaged and ready to move to 3rd grade. This type of grouping would bring focus to refining the learning that sets up grades 3-6

• PK – 2 allows the 2nd graders to feel the accumulation of learning skills that will propel them forward into deeper scholarly-ness of 3-6. The 2nd graders get to be graduates in a sense of the early learning years

• Many skills overlap educationally

• Not having only 1 class of every grade

• Easier for motor therapists to do “all class” interventions more equitably/equally

• Opportunity for all PK-2 students to access a motor room

• Focusing literacy concerns and interventions when it is most critical

• Opportunity for well-focused interventions; support staff SPED staff, related arts working with a smaller grade span

• Specialists (e.g., reading) could devote more time to early literacy/math, maybe even do 1-on-1 tutoring

• Keeping all young children together allows for greater focused collaboration (1 check)

• Bring play back in – YES

• Allows younger kids to be leaders/big kids

• Primary school multi-groupings (1 check)

• A safer environment; fencing around playgrounds, for example

• Wouldn’t be influenced by older students

• This would be nice in that the specific concerns of small people could be acknowledged

• If there were full-time support staff – more time for individual intervention to “catch” the students who need more support

• Focus on learning to read at early elementary; continue to have both adult/student models across grade levels

**MOHAWK STAFF FEEDBACK: BSE September 21, 2016  
P-K to Grade 2**

**Concerns**

**A. Lack of role models/buddy classes (35 related comments)**

• Younger students and older students working together, such as buddy classroom (1 check)

• No older role models; kids within same family going to different schools (2 checks)

• Kids need positive role models (2 checks)

• Missing older students for role models, activities like buddy classes, buddy reading to look up to and look forward to, etc.

• No older students to act as role models or to have as “buddies” (1 check)

• The kids would miss out on the “buddy classrooms” with upper grades

• No older grades for role models – buddy classes

• Less chances for younger students to have older buddy classrooms, role models (2 checks)

• Won’t be influenced by older students

• PK students would not/may not have benefit of older students as role models or reading buddies, plays put on by older students, etc.

• Less mentoring by older students; reading buddies won’t be as rich

• One of the most valuable things to happen in an elementary school is an older student – younger student partnership (like 6th graders + preschoolers together). This wouldn’t be possible in this configuration.

• Lack of other grade levels for mentoring, reading buddies, role models

• Lack of cross-grade interactions (buddies, etc.); fewer mentoring opportunities (upper and lower)

• Cross age group role models are lost in a PK-2 school

• No older role models for younger kids

• Children need older role models

• Less role models for the younger students

• Younger students don’t have older role models to interact with

• Students wouldn’t be able to interact with older age groups

• Buddy class partnerships limited – Middle/upper grades to primary grades interaction, modeling lost

• 2nd grade will have no role models (1 check)

• Lack of older role models; no reading buddies (2 checks)

• Need older role models; 2nd grade still needs to be children

• Losing opportunity to be around older kids, i.e. buddy classrooms

• Older student role modeling, buddy classrooms

• Younger kids learn so much from older peers, especially socially

• Limited interactions with older peers

• Lose connection with “buddy classrooms”

• Older students miss chance to be role models and helpers for younger students

• Older students won’t have younger students to act as role models for (1 check)

• No older role models in upper grades

• Less modeling by older students

• Less opportunities for 3rd grade and up to work with and assist younger students

• Limiting role models (reading buddies, etc.); separating siblings; lack of strong student leaders

**2. Loss of siblings in upper grades (11 related comments)**

• Siblings being divided (2 checks)

• Lack of reassuring older siblings

• Siblings would be separated; not as much time with each other

• Siblings would potentially be separated – may be difficult for some students and families

• Sibling separation at a young age

• Sibling separation is an educational impact (more chaotic home time leads to tired kids!)

• Some families will have children spread among several schools (1 check)

• Students would not have older siblings in their buildings. Older students can provide comfort for younger (1 check)

• Siblings may be separated. Traditionally 2/3 get along well and are developmentally similar. Sending kids away for 3rd grade would break up friendships and siblings at small schools

• Lack of family-sibling connection when school is only PK-2; hard on families (1 check)

• Parental involvement w/ classrooms, projects, special events may be negatively impacted when siblings at different schools

**3. Family Hardship – Parents with children at multiple schools (6 related comments)**

• Families in multiple schools districtwide. Difficult for families w/ transportation (1 checks)

• For the smaller schools, PK-2 would seriously reduce numbers. How can there be a school with 20 kids?

• Loss of more families; parents may not want to drive to 2 different schools to pick up [different comment]…move to different school

• If parents want all kids at one school and move their K-2 kids, the classes will shrink further (1 check)

• Parents would be less likely to stay in the public schools; chance they will go to charter if elementary isn’t throughout

• Parents would not be as involved in a broader community with young(er) kids at home

**4. Loss of community (5 related comments)**

• Loss of full school community. No upper grade students to be role models or learning partners

• Less “community” feel, unable to watch and enjoy growth of students throughout their elementary years

• Not having the community of the school like reading buddies, mentoring – all-school sharing and trips to look forward to

• PK to 2 ONLY (with no 3-5) is discouraging community; not encouraging kids to be role models; 2nd graders are too young to not have peers to look up to (1 check); lack of community, and such a drastic change, can affect academics and exposure of what’s to come. Ex: 2nd graders in a 2/3 pod, seeing 3rd grade projects and learning from these

• Lack of community; school community limited

**5. Busing/transportation (3 related comments)**

• Longer bus ride for 3-5 students which may make kids more tired = less focus on learning (2 checks)

• 3rd graders are too young to ride on a bus from Heath to BSE

• Children on bus longer

**Other**

• Only if there are multiple classes per grade

• The PTO won’t exist. [Added comment with check] Or maybe it will but not at next elementary level.

• Early grade teachers will not have 3-6 teachers to discuss curriculum ideas – disconnect in education

• Specials – music, etc; Services such as OP, OT, speech

• There would be no extra activities for the kids to look forward to during the day, school meetings, science fairs, country reports, etc.

• Harder for 2nd grade staff to communicate move-up concerns to 3rd grade staff at end of year (1 check)

• Challenging to have continuity from 2nd to 3rd (+) grades re programs/methods used

• Lots of building transitions during child’s educations

• Lack of awareness of MCAS prep

• Class sizes; Class size 10-15 pupils? If class sizes are not suitable for age of children learning will be negatively impacted

• Appropriate number of staff for quality EC programs; will need reading interventionists at PK-2 and 3-5 (3 checks)

• Fewer opportunities for academic acceleration for 2nd graders; [additional comment] my kids benefitted from this!

• Fewer colleagues to collaborate with (1 check)

• Increased anxiety for 2nd graders who will need to change schools in 3rd grade (2 checks)

• Loss of school traditions; less to look forward to (3 checks)

• Fewer staff working together on a daily basis – lose continuity [comment added] and sharing of strategies and ideas

• Specialists would have to travel? Not as efficient – less time for working with kids

• PK is really their own “world.” I see separate developmental needs, but I don’t disagree with PK-2

• 2nd graders not mature enough to be school leaders

• PK-2 concerns me as the other students who are 3-6 are our leaders and they are somewhere else

• Youngest students would be together for 3 years in the small community, then will be thrown into large school with larger classes

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P-K to Grade 2**

**Questions**

• Would we provide transportation? (2 checks) What about parents who have to visit two schools?

• Transportation; families across multiple schools. Before & after care

• Families that have older children: communities, busing, end/start times

• PK to 2 students…would they operate as a completely separate entity?

• What would you do with the empty space in the school?

• Building use/empty space

• Would there be a loss of specialist/interventionist time due to serving a smaller population?

• Specialists?

• How would art, PE, music be delivered to schools with small number of classrooms (lots of travel)?

• Will students be able to go deep with their learning as they move along PK-2 learning continuum? Their learning should be taken seriously as they are mastering a group of skills to support them in the upper elementary years.

• How often would second and third grade staff get to communicate about curriculum/students moving up to 3rd? (2 checks)

• Unclear on what this “configuration” is. Where are 3-5 graders?

• How is having part of a school still using it saving any money? Educationally how is PK-2 helping those students excel?

• What will the average class size be? Will teachers/paras lose positions in district?

• Specials? How would that work? (1 check)

• Do we have any working successful models to look at? (1 check)

• How would academic specialists be affected? Small population = less than full day. Educators would spend part of day traveling not planning/reflecting

• Would there be combined classes? (1 check)

• What would the class sizes look like? Early childhood should have small sizes

• What would the range of class size be?

• How do we support families who will have to drive to 2-3 schools a day? (3 checks)

• If buses’ cost is an issue now, wouldn’t it be worse? (1 check)

• Would they still get all specialists & how would that work? (speech, PE, music, Art, OP/O…) (2 checks)

• Will specialists and interventionists need to travel between schools? (3 checks)

• What would principal models look like? What carryover of behavioral programs across grades?

**Is there a better breakpoint than PK – 2?**

• Personally, PK-3 would developmentally be a more natural time. At Grade 4 the curricula becomes more abstract

• Break: PK-3/4-6 possible? (2 checks)

• Third graders are still consolidating basic reading skills – often makes sense to group w/ second graders; PK to 3 makes more sense

• PK-3 better break point? 4-6 together to keep younger 6th graders at elementsary schools but could share classroom teachers for interventions.

• Feel the way state has assessments managed at this time PK-2 school is best break w/MCAS/PARCC starting at 3 for now

• The break might be better PK-3 and 4-5. Third graders are developmentally ready to be leaders in a school.

• I agree with PK – 3.

• PK to 5 would be the best break point socially, emotionally and academically

• PK – 2 is not how I’d break this; including 3, 4 and 5 gives role models and higher levels of learning to observe in the building

• Learning to read = PK-3; reading to learn is 4+ (ideally); better to have PK-3 and 4-6

• IMHO – Break the grades after Grade 4; 5 an 6 could ride bus longer instead of grades 3-4

• Think it should be PK-3

• PK-2 is the certification; split makes sense