

WELCOME BACK

- Responses to Questions from Prior Meeting
- Pros / Cons for K-2 and 3-5 centers
- Questions and additional information needed

AGGENDA

Q & A

- **Q- Can a member of a neighboring school district with a centers-type school talk to us about how their center works and results?**
- **A- Yes, scheduled for Nov. 30 meeting.**

Q & A

- **Q- Is there data that shows that we will provide a better education and increase our test scores in a centers-type school?**
- **A- A Centers model allows more effective implementation of our District Priorities, which are**

Q & A

- **Q- What is the primary focus of the District- Save money? Increase scores and rigor? Balance population?**
- **A- We need to be concerned about all three.**

Q & A

- **Q- What is the projected kindergarten enrollment?**
- **A- 2008 (232); 2009 (254); 2010 (254); 2011 (229); 2012 (?)**

Q & A

- **Q- Is implementing a K-2 and 3-5 configuration the only way we can institute full day kindergarten?**
- **A- No, but this configuration provides an opportunity to institute it with minimal costs to the District due to more efficient deployment of staff. Need additional 3.5 teachers to deploy in current K-5 configuration = \$264,775**

Q & A

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- **Q- Will the decision be made before budget decisions need to be made?**
 - **A- See budget timeline. h/o**

Q & A

- **Q- When will teachers be notified? Will they have time to plan together? How will the three schools come together to select classrooms?**
- **A- Early 2012.**

Q & A

- **Q- When would families be notified if they would be moving to a different building? Would they have an opportunity to visit the school in session?**
- **A- Early 2012.**

Q & A

- **Q- Is the administration and board leaning towards moving to centers?**
- **A- We are acquiring and analyzing as much data as possible to look at objectively. We know much about what is (K-5), so we are compiling as much information regarding educational possibilities provided in a Centers model.**

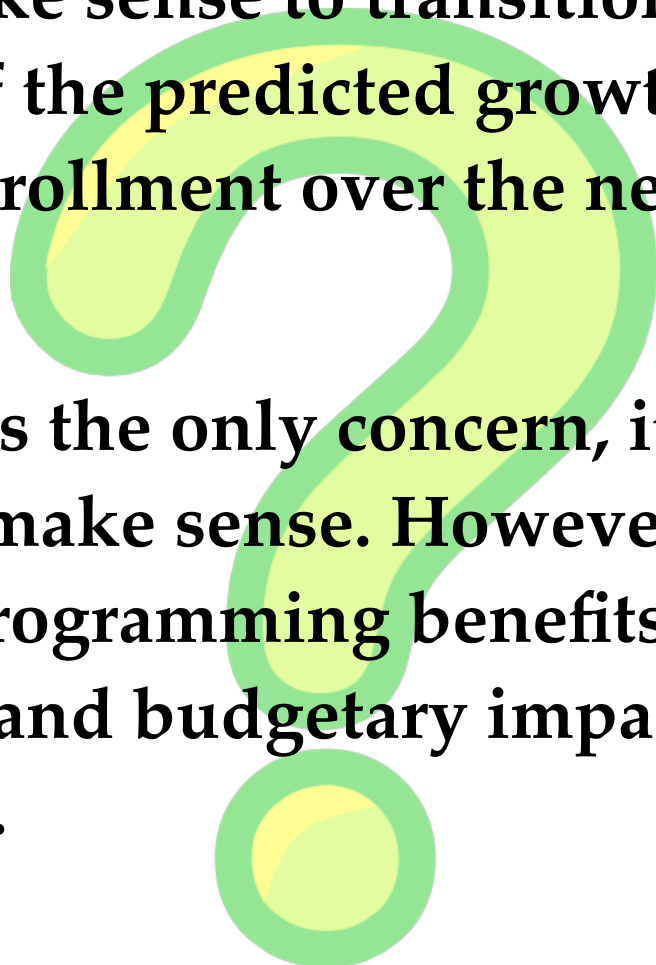
Q & A

- **Q- Are the four Plus / Delta categories weighted the same? If not, please share the weighting distribution.**
- **A- There was no pre-determined weighting of categories. Assigning categories was an attempt to help organize the information.**

Q & A

- **Q- How will having K-2 Centers at Rocks and West correct the population issues / enrollment for elementary grades already in existence?**
- **A- See floor plan.**

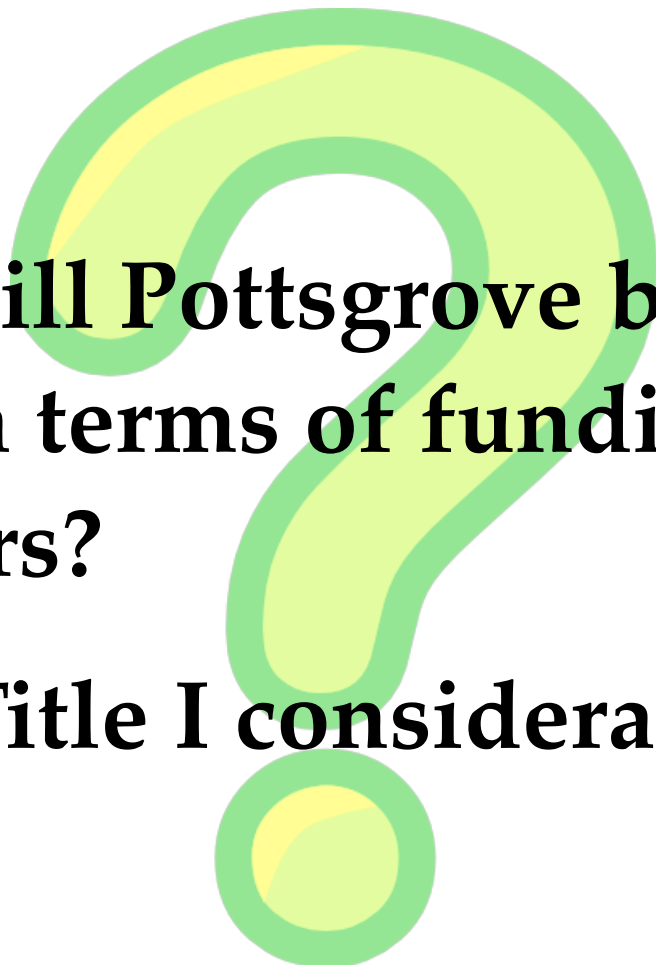
Q & A

- **Q- Does it make sense to transition Pottsgrove into Centers if the predicted growth of elementary enrollment over the next 10 years is only 100?**
 - **A- If space was the only concern, it would probably not make sense. However, when considering programming benefits in a Centers configuration and budgetary impact, it should be considered.**
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Q & A

- **Q- Will parents in the District be notified of the dates of the vote by the Board regarding this matter?**
- **A- The Board will deliberate on this issue in January. The two January Board Meeting dates are Jan. 10 and Jan. 24. Agendas are posted on the District web page the Friday prior to the Tuesday meeting.**

Q & A

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- **Q- How will Pottsgrove be affected in terms of funding with K-2 Centers?**
 - **A- Some Title I considerations.**

Q & A

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- **Q- How many children currently participate in band and strings?**
 - **A- 130 in Orchestra & 156 in Band**

Q & A

- **Q- Is looping also being considered for Centers?**
- **A- Not at the current time but it certainly is a possibility for consideration in the future.**

Q & A

- **Q- How would Kid Writing be impacted at a K-2 Center? Who would be available to help.**
- **A- Assistance would look very similar to what is in place this year. Also, the implementation would be more effective if all K sections were full day.**

Q & A

- **Q- Is there research out there that shows the positive impact of full day kindergarten leveling off around 3rd grade?**
- **A- (See WestEd Policy Brief)**

Q & A

- **Q- How will the schedule work in a 3-5 Center?**
- **A- Most likely two teams per grade level.**

Q & A

- **Q- Is the charge of the committee to discuss/analyze possible line changes if the decision is made to keep the current configuration?**
- **A- Yes, we will need to create line change recommendations for both options. (Nov. 30 meeting)**

Q & A

- **Q- What are the estimated costs of signage and school name changing?**
- **A- Minimal.**

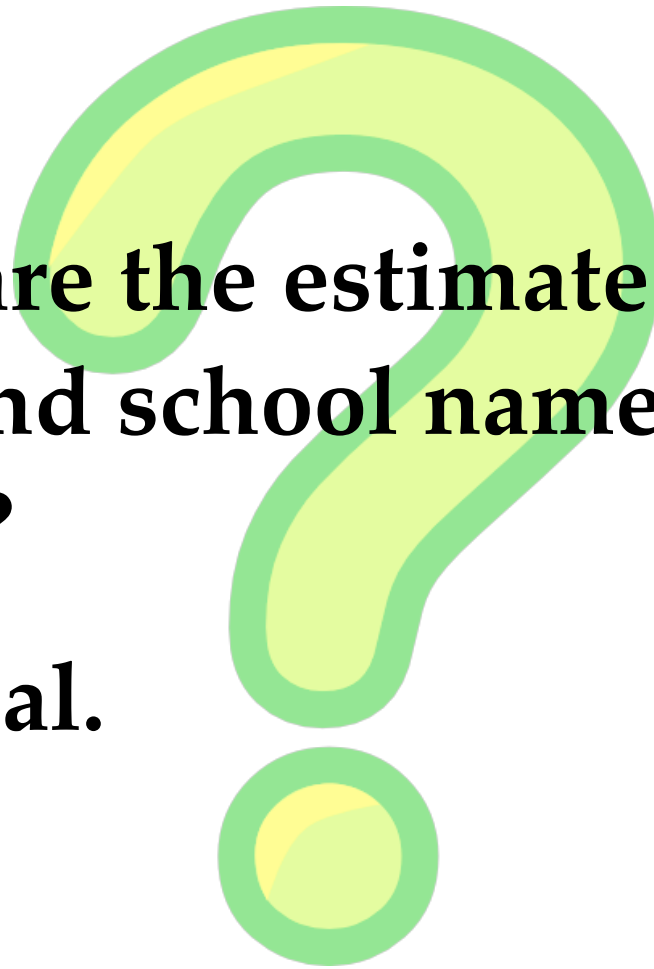


Table of Pros and Cons of the K-1 & #5 Centers Configuration

| K-1 & 3-5 Centers Configuration | PLUS (pro) | DELTA (con) |
|---------------------------------|---|---|
| Family Impact | <ol style="list-style-type: none"> 1. Opportunity to offer full day kindergarten at little or no cost through staff realignment | <ol style="list-style-type: none"> 1. Less comfort with a new configuration 2. Siblings separated 3. Lose "Neighborhood" school 4. After-school care transitioning more complex 5. Travel time increases for 3-5 students from Stowe 6. Changes to PTO structure 7. Less familiarity with instructional staff and school policies 8. Lessens family history with school |
| Instructional Impact | <ol style="list-style-type: none"> 1. Balanced class size 2. Opportunity for district-wide collaboration at grade level 3. Increased consistency in feeder schools to next level 4. Develop a literacy focus / culture in K-2 schools 5. Focused resources on RtII in K-2 6. Opportunity to expand subject area expertise in 3-5 school 7. Enhanced special education programming- co-teaching, more "pure" programming, improved continuum of services as local level allowing District to pull students back from expensive out-of-district placements 8. Focused and efficient support for Encore and Extracurricular activities 9. All elementary strings and band in one building 10. Greater opportunities to match teachers to student learning styles 11. Focused professional development and support based on level 12. Greater opportunities to offer advanced programming for 3-5 school 13. More focused gifted programming at appropriate grades | <ol style="list-style-type: none"> 1. Older "buddies" not available for tutoring 2. More difficult to "connect" with students when not in neighborhood school. |
| Budgetary Impact | <ol style="list-style-type: none"> 1. Consolidated transportation for after school programs 2. Reduced costs for Food Service 3. Reduced travel between buildings for specialists 4. Eliminate bussing of gifted students 5. Substantial savings in special education costs | <ol style="list-style-type: none"> 1. No increase in Transportation costs |
| Behavior / Emotional | <ol style="list-style-type: none"> 1. Sense of community built across district for grades 3-5 prior to entering middle school 2. Opportunity to develop a culture around age-appropriate whole | <ol style="list-style-type: none"> 1. Lose opportunity for older "buddies" working with younger students 2. Lose Safety Patrol program in each school 3. Less familiarity with school by |

Exit Slip



- Questions
- Additional Information Needed
- Next meeting date and time:

November 29, 2011 at 7:00 PM

Thank you!