

**Morrison Reeves Library February 20, 2018 22 community members attended**

**Jennifer O'Brien and Sheila Hobbs Intermediate 5-8 - Conversation**

LOGOS meets the academic, social and emotional needs located in separate locations

Possibly Cluster grades

High Ability at risk – Meet their social and emotional needs also

Licensing – teachers licensed

Positive at CYS – music was just added – give kids enrichment activities

Need - Provide staff with trauma training

Possibly Magnet school

Arts and Academics are positive at all RCS schools

Positive - students can choose band and choir

Would like to see foreign language available at all intermediate

Life skills works well with LOGOS students

Expand social services

**Jennifer O'Brien and Sheila Hobbs Intermediate 5-8 – Notes**

**Positive**

Special Ed, High Ability and English Learners

LOGOS programing – Academic and Social Emotional, Partner Life Skills/Early College

**Would like to see....**

Cluster ok – could grow

High Ability – At risk – lack of support/expertise (keep together)

Licensed issues

**Alternative Education (CYS)**

Need to keep CYS – high level need

Music was added

Positive for CYS – Discipline HB 1421

Need trauma training

### **Creative Arts - Positive**

Band and Choir – can be in both (Dennis)

Facilities/Connection to community

- a. Opportunities to learn strengths in schools (magnet schools)

Need Foreign Language

Early College works well with Life Skills and LOGOS

Social Services is a positive but continue to expand

### **Corey Hartley and Karen Scalf Elementary Prek-4 - Conversation**

Positive - wrap around social services (boys and girls club in buildings)

Would like to see improvement on high achieving levels in the buildings. Provide expanded programming for those “Left Behind” in other elementary buildings

Would like to see “not all about a test score”

Possibly clustering schools

Pre-K curriculum consistent across the district

Want more creative arts in each building

Look at magnet schools – they could attract new people into the district

Social services aspect of buildings

PD – for teaching styles, etc

### **Corey Hartley and Karen Scalf Elementary Prek-4 – Notes**

#### **Strengths**

Boys and Girls Club at Fairview

### **Would like to see....**

More differentiation for various levels for higher achieving at non-Hibberd schools

ie: high achieving pullout (more) or expand Hibberd programming for those “left behind”

ie: it not just about test scores

ie: clustering at every school like pre-Hibberd programming

PreK – More consistent structure across schools and instructors – it’s not “up to snuff” in instruction

### **Wants**

More Creative arts

Could we look at magnet schools at elementary level

- a. attract new/different
- b. school within a school

Look at resource driven planning for buildings utilization – social services, professional development

### **Mike Shunneson and Chuck Reynolds High School 9-12 - Conversation**

Like the freshman orientation – nice breakdown for students and parents

Look at options for AP classes for All students

Alternative offerings are good – please expand to meet needs of at risk kids

Expand the basement alternative education program

Addition – robotics at the high school

Need - Mentor program

### **Mike Shunneson and Chuck Reynolds High School 9-12 – Notes**

#### **What is going well.....**

Freshman Orientation – Breakdown for students and parents

Options for Students

Would like to see AP for “ALL”

#### **Improvement**

Is alternative school forced or is it a choice? What drives that?

More face to face support for alternative educations (more of a regular check-in with teachers)

How to expand the "Basement" alternative program

Robotics

Mentorship program (more robust)

## **Grade Configurations**

### **Corey Hartley and Karen Scalf Elementary Prek-4 - Conversation**

Programing should drive grade configurations

Whatever we do, make sure we look at the vast wealth of research base of grade configurations

Keep in mind the development age of students

### **Corey Hartley and Karen Scalf Elementary Prek-4 – Notes**

Need the have programming decided first – based configuration on programs and location of programs

Look at and consider research based transition and configurations

Heard discomfort with 5<sup>th</sup> grade in intermediate schools

### **What if.....**

PreK-2 (more PreK together while keeping transitions smooth)

3<sup>rd</sup> grade bum with ISREP/IREAD may be more beneficial for a number os reasons ie:

### **Jennifer O'Brien and Sheila Hobbs Intermediate 5-8 - Conversation**

Depends on the kid

Neighborhood schools are an advantage

Current configuration gives older students chance to mentor younger students

Whatever is done, needs to be done with thought around programming

Do not want to find out about change at the end of school year for next year

Time for staff to have training

With this configuration we do not hear about as many bus issues

Not convinced with 7/8 going to high school

### **Jennifer O'Brien and Sheila Hobbs Intermediate 5-8 – Notes**

Depends on kid

“Neighborhood” schools

Walk to school (need)

Opportunity to mentor younger students

How to do it – correct programming in each building

Bus issues with k-6 (doesn't appear to be as rough k-4)

7/8 not in high school – transition would be tough

Grade segregation – at levels depend on needs

5-8 (build relationships) – more grade levels

### **Mike Shunneson and Chuck Reynolds High School 9-12 - Conversation**

What best serves our community?

Like PreK in the elementary buildings - one less transitions

Need nice spaces for preK to have success

### **Mike Shunneson and Chuck Reynolds High School 9-12 – Notes**

#### **PK-4**

Kids at PK get to know the building

Look at valued space within the facilities for PreK

#### **5-8**

Like keeping 5<sup>th</sup> separate within the 5-8 building

**3-8 Hibberd**

Bubbles of students is nice (3-4) (5-6) (7-8)