

# Woodland Space Planning Survey for Staff

#1



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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**Q1: At which school do you work?**

All

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Collaboration time will have to be intentional.

**Q3: How should we manage staff transitions?**

Itinerants will just have to get use to driving between schools. I have done it for years and the distance was even greater when I worked in the Evergreen School District.

**Q4: How should we manage safety and facilities?**

Same as always.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	Two neighborhood primary schools
Scenario 1 Cons	None

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	None
Scenario 2 Cons	Not sure about Pre-K and K in the same building as the older kids

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	Students would have just three schools to attend - one less transition
Scenario 3 Cons	None

**Q8: Do you have any other comments, questions, or concerns?**

I feel scenario 5 and 6 are equally appealing options. I have no strong opinion for either one. As stated above, I personally don't like the idea the pre K and K with the older kids. Plus, having them in the primary schools would be a smoother transition for them when they start 1st grade.

# Woodland Space Planning Survey for Staff

#2



**COMPLETE**

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**Q1: At which school do you work?**

High school and middle school.

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

They will be across town from one another.

**Q3: How should we manage staff transitions?**

I only help at the middle school during lunch, I'm guessing that there won't be time for me to drive between the two for just lunch supervision.

**Q4: How should we manage safety and facilities?**

I would add lunch supervision to the locker room supervision for the current staff at the middle school.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Keeps all grades together for collaboration between teachers. I think this provides the best balance of all grades and buildings.

Scenario 1 Cons

Kids bouncing around town between buildings every few years.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

Consistency at the same building and staff for longer periods of time.

Scenario 2 Cons

Could create a feeling of one better school than the other.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Keeps students at a building for longer.

Scenario 3 Cons

Again creates the opportunity for a feeling of a hierarchy of a rich vs. poor building.

**Q8: Do you have any other comments, questions, or concerns?**

I think keeping the grades together as much as possible is the best course of action. It helps teachers and departments collaborate more efficiently. Having two different primary schools opens the door for parents to complain about there being a school that gets more resources or even feeling as if there is a "white" school or "hispanic" school.

# Woodland Space Planning Survey for Staff

#3



**COMPLETE**

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**Q1: At which school do you work?**

Woodland Primary

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Smaller grade-level teams = greater ability to plan together and coordinate schedules  
Less crowded buildings- space for IA's to work, classrooms for all specials teachers, etc...

**Q3: How should we manage staff transitions?**

With a smile :-)  
Invite staff input and placement

**Q4: How should we manage safety and facilities?**

-

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	Primary "feel", young and older children separated
Scenario 1 Cons	lots of transitions between schools

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	only one transition from primary to middle school
Scenario 2 Cons	Range of ages and influences can be difficult for younger children to handle

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	only one transition from primary to middle school
Scenario 3 Cons	Range of ages and influences can be difficult for younger children to handle

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

# Woodland Space Planning Survey for Staff

#4



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**Q1: At which school do you work?**

Test

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Test

**Q3: How should we manage staff transitions?**

Test

**Q4: How should we manage safety and facilities?**

Test

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	Test
Scenario 1 Cons	Test

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	Test
Scenario 2 Cons	Test

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	Test
Scenario 3 Cons	Test

**Q8: Do you have any other comments, questions, or concerns?**

Test

# Woodland Space Planning Survey for Staff

#5



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**Q1: At which school do you work?**

I work at Woodland Primary School.

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Collaboration between grade levels on a daily basis, and even weekly basis will be impossible with splitting grades between neighborhood schools.

**Q3: How should we manage staff transitions?**

I wish I had some good ideas and input on this, sorry.

**Q4: How should we manage safety and facilities?**

Eliminate portables and fence off area between parking lot/drive and the building. Allow Headstart and Co-op preschool their own access from driveway area, not past the primary building. Too many unknown adults walking by at all times of the day.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	existing MS building can accommodate 4th-6th sized students
Scenario 1 Cons	segregation of our culturally diverse neighborhoods

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	none
Scenario 2 Cons	no playground or appropriately sized bathrooms!

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	none
Scenario 3 Cons	No room for growth at grades PreK-4

**Q8: Do you have any other comments, questions, or concerns?**

I would prefer keeping out schools undivided by geography. Use current Primary for K-2, the Intermediate School for 3-5 or 3-4 and Middle School for 5 or 6-8th grades.

#6



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**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Prior to reconfiguration, it will be very important to collaborate with grade levels that are currently not in our building so we can create common ground and build a strong sense of community and working together.

**Q3: How should we manage staff transitions?**

Asking for volunteers first would seem logical. After that, filling needs with people that are qualified. Perhaps seniority should be considered.

**Q4: How should we manage safety and facilities?**

Not sure what this question is asking...all facilities should be as safe as possible for students and staff. Facilities should be modified/upgraded as much as possible over the summer prior to occupation with the new configurations.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	there would seem to be lots of room available for the lower grades
Scenario 1 Cons	where/how does 4th grade fit in?; equity of 2 elementary schools?

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	6-8 as one grade band makes sense
Scenario 2 Cons	Pre-K and K would be far removed from the rest of the elementary facilities and resources; equity of 2 elementary schools?

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	there would seem to be plenty of room available for the 5-8 grades
Scenario 3 Cons	equity of 2 elementary schools?

**Q8: Do you have any other comments, questions, or concerns?**

All 3 options are basically the same with VERY minor differences between them. Why is there no option that is different?

# Woodland Space Planning Survey for Staff

#7



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**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

It would be nice to have PD as buildings rather than as schools within a building. For example, 5-8 PD and K-4 PD. If schools are in separate building across grade band PD becomes more difficult.

**Q3: How should we manage staff transitions?**

Staff should be given options for grade levels and grade bands this spring. HQ comes into play for middle school

**Q4: How should we manage safety and facilities?**

Upgrades should be done to all existing facilities (except for maybe WIS). Examples would be classrooms that lock from the inside and a central front office where visitors are routed.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Makes good use of space

Scenario 1 Cons

PD is not a 4-6, 7-8 grade band

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Would you have to put in a playground and would the interaction between big kids and WMS and TEAM be too great? I would see more safety measures such as a fenced off area...

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

PD could be implemented effectively at all buildings, Grade configuration similar to bands for PD

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

#8



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**Q1: At which school do you work?**

Middle and High School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

It depends on which option is chosen. I believe option A will impact collaboration in the most positive fashion because of the opportunities for the intermediate grades (4 through 8) to work together on one campus.

**Q3: How should we manage staff transitions?**

Allow staff the opportunity to be at the school they are most passionate about. If it doesn't work out (ex. everyone wants to be at one school), then administration would have to make those decisions.

**Q4: How should we manage safety and facilities?**

There should be a safety assessment done at each campus (perhaps by ESD 112), then follow the recommendations of that assessment (within reason).

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Only 3 transitions for students, maximized collaboration opportunities, the opportunity for grade 6 students to make a smooth transition to "middle school" - by possibly taking some middle school courses while still being located in the "intermediate" side of the campus, we can get rid of portables, and this option gives us the best flexibility to handle growth, this option will require the least amount of facility changes - and no new playgrounds, this option will keep students the safest on campus. This option is the closest to the model we have right now, (Pre K thru 3, 4 through 6, 7 thru 8, 9 thru 12) except it's better because 4-8 will be on one campus.

Scenario 1 Cons

none for me.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

none for me.

Scenario 2 Cons

Having Pre K - K at a completely different building adds another transition for students and minimizes staff collaboration, You would have to build a new playground, the middle campus is not safe for pre K through K students.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

I like this option (same reasons as Scenario 1), but worry about how this option could handle growth

Scenario 3 Cons

I don't believe this option can handle growth as well as scenario 1.



## Woodland Space Planning Survey for Staff

### **Q8: Do you have any other comments, questions, or concerns?**

Scenario 1 will have the least amount of impact and makes the most sense. We shouldn't be afraid of neighborhood schools... it just gives us the opportunity to create more pride within those areas of our community - as well as give more kids the opportunity to rise as leaders at an early age. Community schools can work, and do not have to be about the haves and have nots. I also believe that community schools would allow us to focus resources where necessary (ex. our hispanic population).

# Woodland Space Planning Survey for Staff

#9



**COMPLETE**

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**Q1: At which school do you work?**

High School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Should have all grade level staff in same building so that collaboration can take place without staff having to travel to get work done.

**Q3: How should we manage staff transitions?**

very difficult to have staff transition from one building to another. Would be better if staff can stay in one place (have a home)

**Q4: How should we manage safety and facilities?**

As we currently to, try and keep most outside doors locked/secured and only allow access that goes by office door.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

overfilling current MS rooms, need for another principal?

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Need double the background items as have to supply two schools, ie -- library for two 1 - 5 grades so duplicate books, duplicate lab supplies, hard for staff of two schools to interact.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Probably the best utilization of space.

**Q8: Do you have any other comments, questions, or concerns?**

When the intermediate school was built, the community was adamant about not having two primaries, split grades. Due to the haves and have nots' of the district layout. Could cause a problem with student body make up?

Don't know current feelings now.

# Woodland Space Planning Survey for Staff

#10



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**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

With scenarios given we will not be able to work with entire grade level for planning.

**Q3: How should we manage staff transitions?**

- 1) Wish list granted based on seniority.
- 2) Let teachers choose a fellow teacher they would like to work with. Teaching partners are important.

**Q4: How should we manage safety and facilities?**

not sure...

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

This may be easiest as Intermediate Staff all shifted together.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

would not want young kids with older kids

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

not sure

**Q8: Do you have any other comments, questions, or concerns?**

Think Intermediate School should be named Lewis River Primary.

We will have to have two primary libraries now ..... do we have budget money for that?

# Woodland Space Planning Survey for Staff

#11



**COMPLETE**

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**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

There will have to be enough time for staff to travel on Monday to the different schools to collaborate.

**Q3: How should we manage staff transitions?**

The only fair way to manage the transitions would be first, based on individual input and secondly, based on seniority.

**Q4: How should we manage safety and facilities?**

I think our system now is fine.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

socio-economic division of school

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

pre-k and kindergarten do not need to be on the same campus

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

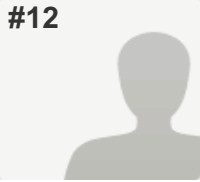
Scenario 3 Cons

socio-economic division of schools

**Q8: Do you have any other comments, questions, or concerns?**

The Woodland community has voiced their concerns before about having two primary schools. That is exactly why we built an Intermediate school as opposed to another primary school. Regardless of the belief that the schools will be divided equally, there will be a socio-economic division which will play out in test scores etc. Not a good idea. The staff it will affect the most is obviously the pre-k-6th grade teachers. I think that the middle school should remain the middle school and the current high school can be filled however. No sense in moving for no reason.

It's going to get ugly when determining which teachers will work at which building and which teachers will be with what principal.



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**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

-we will only get to collaborate for about 1 hour with all 6 or 7 teachers within the same grade level (Monday mornings) if we meet each week  
 -only about 3 teachers are collaborating per grade level if they have the same prep and Monday mornings to do it

**Q3: How should we manage staff transitions?**

-let staff pick at least 1 to 2 people who they really want to work with  
 -let them preference in order who they would like to collaborate with and what building

**Q4: How should we manage safety and facilities?**

-no portables, keep everyone in the building  
 -keep peers in same facilities (K with 6-8 doesn't sit with ell)

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	Primary, Intermediate and middle school aged kids stay together.
Scenario 1 Cons	Hiring more administrators, specialists, etc.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons	Prek and K are with 6-8 graders. I feel there is a concern for safety there. It only takes one older aged kid to think something is "funny" with a little innocent one. I feel very strongly about having a 4-6 year old in the building with pre-teens. What are the specialists going to do. Hurry over to the middle school to teach art, music, library, or P.E. then quickly come back over for the next class?
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**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	Primary, Intermediate and middle school aged kids stay together
Scenario 3 Cons	Hiring more administrators, specialists, etc.

**Q8: Do you have any other comments, questions, or concerns?**

Why was there no option to have K-2 all in one school, 3-5th at the intermediate, and 6-8th at the middle/high school?

#13



**COMPLETE**

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**Q1: At which school do you work?**

Woodland Middle School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I look forward to the Middle School being housed with earlier grades to facilitate cross-grade level planning and coordination, especially in math, science and music programs.

**Q3: How should we manage staff transitions?**

At the primary schools, I think attention should be given to mixing more senior staff members with newer hires. At the intermediate/middle level, staff should be encouraged to become "highly qualified" to teach specific subjects to provide flexibility of scheduling and staffing.

**Q4: How should we manage safety and facilities?**

I am concerned with having two primary schools, that we will create a "haves vs. have-nots" situation similar to what Longview SD finds itself in. Has the district considered the socio-economic ramifications of dividing the grade levels in this way?

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	The grade divisions make sense both for students and staff.
Scenario 1 Cons	Two primary schools may further exacerbate socio-economic inequity in the community.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	This option is the only one that has room for Kindergarten expansion.
Scenario 2 Cons	The Early Learning Center housed with sixth graders makes no sense. I wouldn't want my preschooler exposed to sixth graders on a daily basis!

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	Grade divisions make sense.
Scenario 3 Cons	Seems like adding 4th grade to both primary schools may lead to crowding down the road.

**Q8: Do you have any other comments, questions, or concerns?**

I think giving the community choice between the two primary schools will result in an inequitable division of socio-economic classes between the buildings, with the upwardly mobile attending the WIS building. The school district can still accommodate parent choice by offering the teacher preference protocol that is in play at WPS (where parents get to choose their top 4 teachers for the next grade level).

# Woodland Space Planning Survey for Staff

#14



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

Woodland Primary

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Positively and negatively. Positively staff will have an opportunity for collaborative time during their work day. 3-4 teachers per grade level gives the flexibility to provide common planning time in the schedule. Negatively, professional development will need to happen at 2 places or at a time both groups of staff can meet.

**Q3: How should we manage staff transitions?**

This decision should be based on what is best for students. A seniority based move will not ensure what is best for students. Administration should make this decision.

**Q4: How should we manage safety and facilities?**

WPS is in huge need of safety upgrades. The front office must be open to the front doors of the building. The campus should be fully fenced.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Some space left to grow

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

PreK-K would need access to a playground, library and specialists who would be housed at other buildings. These teachers would be isolated and not connected to the further learning their students will receive.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons

No space left to grow at WIS or WPS

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

#15



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

WMS and WHS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Splitting schools into smaller grade bands creates difficulty for CBL and Basic Life Skills classes. Larger grade bands would allow SPED teachers to remain in the same building, with the same class, all day, creating more consistency and increased learning opportunities for students.

**Q3: How should we manage staff transitions?**

Volunteers first, then preference based on seniority.

**Q4: How should we manage safety and facilities?**

I'm not sure I understand this.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros  
 Scenario 1 Cons

none  
 This would require splitting SPED CBL staff between buildings; definitely not enough space in the middle school for 3 grades! It's overcrowded with 2 grades. There is not a good space for recess in the existing middle school, and it is not as secure.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros  
 Scenario 2 Cons

Allows SPED CBL staff to remain in the same building with the same students all day. For 3 grades, at least part of the existing high school would be needed, as well.  
 This could result in segregation based on economic status; possible solution would be to draw creative boundary lines or house HiC at the existing primary campus. This may result in SPED Life Skills staff being shared between the middle and high school buildings

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros  
 Scenario 3 Cons

Would allow SPED CBL and Life skills staff to remain in the same building with same students all day, rather than splitting them. Would provide sufficient playground space for students  
 This could result in segregation based on economic status; possible solution would be to draw creative boundary lines or house HiC at the existing primary campus



## Woodland Space Planning Survey for Staff

**Q8: Do you have any other comments, questions, or concerns?**

none

#16



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Monday, April 07, 2014 11:02:15 AM  
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PAGE 1

**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Creating neighborhood schools is imposing an mammoth divide in staff, students and the community. No matter where the boundary lines are drawn, ultimately there is the "poor" school and the "rich" school, the haves and the have nots. If our district and community's goal continues ... "to educate all students to excel in their chosen endeavors while becoming productive members of society" this divide significantly reverts all progress. Knowing the animosity between all parties involved is a tough burden to bear. Teachers' collaboration time is already at a loss due to Common Core. Our Monday PD time this year has been devoted to Common Core, leaving my department 2 Monday mornings all year to collaborate. The two elementary schools will now spend time traveling to collaborate, if we are on the same schedule. At this rate, we will be back to close door teaching, this school does this, that school does this...how is that good for students with low SES that experience frequent housing changes. I feel employees will experience a higher "burn out", especially for those that might have to travel in between schools or are being asked to teach multiple grades/content.

**Q3: How should we manage staff transitions?**

This will be a difficult can of worms. What is fair? Seniority? Grade level? School proximity? Certificate area, content area, high qualified, experience, favoritism/bias, administration, school board? What will be considered a building? This is an issue that will require more than a survey question or a community meeting.

**Q4: How should we manage safety and facilities?**

I don't know what the question is asking?

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	Grades bands are more accurate, students 5-8 will have access to more academic offerings
Scenario 1 Cons	Who is going to teach all of the specialty areas? Music, art, PE, SPED, Library? Before and after school childcare

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	it does keep kids together longer
Scenario 2 Cons	this is a no brainer, it clearly won't work financially, physically, or with student population

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	early learning, students get to "move up" from buildings
Scenario 3 Cons	busing? Number of students that will walk? Before and after childcare

## Woodland Space Planning Survey for Staff

### **Q8: Do you have any other comments, questions, or concerns?**

Why does there have to be neighborhood schools. WMS is moving regardless of the options. From a parent POV, I want my children to be with the best WSD teachers. Just because a teacher is certified k-12, k-8, secondary or elementary does not equate quality teaching. I don't want my girls to see teachers leaving because they don't like the population, content or environment in which they are teaching. No one will ever be happy. It is what it is. The less political the transition the better. The past decade has sent the message to employees: Why bother with input, WSD knows what they want, so don't fake "input" just tell us what is happening.

#17



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Creating time for primary grades to collaborate will be difficult with the current schedules and the distance between schools. That will have to be a consideration with the schedule when the reconfiguration is complete.

**Q3: How should we manage staff transitions?**

The fair way would be to first ask for requests for placements or volunteers from the staff. After that, remaining transitions should be based on seniority and their preference for placement.

**Q4: How should we manage safety and facilities?**

The major safety concern is the middle school/high school campus. I would hope that a lot of focus would be placed on securing these facilities and their numerous outside entrances. Also classroom door locks should be replaced so that teachers are able to lock doors from inside the classroom rather than having to exit the room during a lockdown in order to secure their classroom.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

There is not enough space in the middle/high campus to house 5 grade levels. The current middle school campus could not house 4-6 and blending those grades/age levels would not be beneficial.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Housing PreK-K in parts of the existing middle school while at the same utilizing space for 6-8 grades would not be a good blend of space or resources. Those age levels should be kept in an area that has the same resources and age groups. Outside play areas would have to be a consideration as well as keeping the older students out of the PreK-K areas of the buildings. It would create too many problems.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

I believe this is the best option of the 3. It would be a good use of the space and resources available to all age groups. I do feel it is very important to keep 5-6 separate from 7-8 creating two different schools within the campus. Combining into one overall school combines quite a wide range of ages and maturities levels.

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

# Woodland Space Planning Survey for Staff

#18



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

More time will be needed for split grades to get together so every one is on the same page.

**Q3: How should we manage staff transitions?**

There is no easy way to do this. Major moves are in the works. Will staff be given extra paid days to make these moves?

**Q4: How should we manage safety and facilities?**

There are already a lot of safety issues in our buildings. Moving people around will not change that. They need to be addressed now ...not just waiting until the move.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	none
Scenario 1 Cons	creating split grades will only increase the need for more teachers, more collaboration time will be needed. Grade levels will not be able to interact with each other.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	none
Scenario 2 Cons	same as above. Plus...putting young children on the same campus as teenagers is not a good idea for several reasons.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	none
Scenario 3 Cons	Not a fan of splitting the primary grades at all. Unless it is a PreK-2 at existing Primary 3-4 at existing intermediate, 5-6 at existing MS, and 7-8 to existing HS

**Q8: Do you have any other comments, questions, or concerns?**

It seems as though we as a staff may be wasting our time giving our input. This should have been addressed BEFORE the committee was brought in to do the evaluations of the campuses. Common sense seems to go right out the window lately.

# Woodland Space Planning Survey for Staff

#19



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

Business Services

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Little to no impact

**Q3: How should we manage staff transitions?**

Consideration should be given to balance the two elementary schools in order to give equal educational opportunities to all students regardless of which location they attend.

**Q4: How should we manage safety and facilities?**

Create a district wide safety plan with clear and consistent guidelines for all staff to follow. Consider installing a phone system/communication system that connects all schools

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	neighborhood schools
Scenario 1 Cons	still using portables, 4th graders mixing with 8th graders

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	age groupings appropriate, little to no portables, most vulnerable students (prek-k) have their own area
Scenario 2 Cons	library/cafeteria issues

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	not moving dist office
Scenario 3 Cons	portables

**Q8: Do you have any other comments, questions, or concerns?**

Portable classrooms are a safety and security issue. Balancing our resources and staff should be a high priority when creating two elementary schools. It's very important that ALL of our students receive the same quality education and we do not create an "A" school and a "B" school.

# Woodland Space Planning Survey for Staff

#20



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

It is my hope that having a greater variety of grades levels in each building will increase collaboration between grades levels and that having less teachers at each grade level might make it easier to plan together as a grade band. I am not sure how it will impact collaboration between buildings.

**Q3: How should we manage staff transitions?**

I believe it is most important that staff is made aware of transitions with as much prior notice as possible. It is very difficult to pack up and move last minute so I believe it is important that decisions are made early so staff can plan for the move.

**Q4: How should we manage safety and facilities?**

I am not sure. I would imagine we handle safety the same as we have been. Tighter building security would be nice but I am not sure how this works for the primary school building.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

lots of transitions for students

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

easy collaboration from 1-5, less transitions for students

Scenario 2 Cons

transition for students after only 2 years, or 1 in some cases

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

no transition from prek-4!, great opportunity for collaboration

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

#21



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

Woodland Primary.

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Smaller grade level teams would allow for more input from those team members. A PreK-4 would benefit transition from grade to grade in a more traditional "Elementary" school setting.

**Q3: How should we manage staff transitions?**

Start the last week of school for that year so staff are not spending the summer packing up and so students have ownership in the move by actually helping pack up. It will be a once in lifetime chance opportunity for us all so let's use it as a learning time for our students.

**Q4: How should we manage safety and facilities?**

Hire extra manpower and trucks for the actual transporting of materials/furniture etc... for these weeks. Don't put the whole load on the custodial staff. Try to make it stress free as possible for those teachers moving and for those doing the actual lifting and transporting. You want a fresh, energized group of employees for that August. Not a tired, worn out bunch ready for.....a break. Realize too that teachers personal material will be transported so give them control in any way possible over where/how/when their accumulated teaching resources(their "stuff") is moved. A teacher moving their own particular chosen personal boxes is an option that might be presented.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Smaller grade levels k-3. Eighth graders not in same school as fifth graders. That grade level gap is wide 5-8.

Scenario 1 Cons

You've still got that primary feel instead of a more traditional Elementary school.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Kinder classes not part of school. Off by themselves. Poor for transitioning to first and giving that school community feel.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Ages fit more appropriately together. Prek-4 closes in on traditional Elementary school. Middle school set up sounds like it works either way.

Scenario 3 Cons

Don't see any.

**Q8: Do you have any other comments, questions, or concerns?**

Scenario 1 and 3 seem like the best bets with an edge to 3 for the Prek-4 set up. Plan 2 separates kids/staff (the PreK-K) and makes the school(s) mission more difficult and school community weaker in my opinion.



# Woodland Space Planning Survey for Staff

#22



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Monday, April 07, 2014 4:04:19 PM  
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PAGE 1

**Q1: At which school do you work?**

Woodland Intermediate

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Positive: if reconfigured to 1-5 or PreK-4, more elementary collaboration.  
Negative: Splitting of established grade level teams.

**Q3: How should we manage staff transitions?**

Give building priority first, then grade level. If you want to stay in same building, you may have to switch grade levels.

**Q4: How should we manage safety and facilities?**

The Intermediate school will have to make changes for younger, smaller students. 4th graders currently struggle to reach the cubbies and sinks.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros  
Scenario 1 Cons

Keeps grade level teams together for the most part.  
Intermediate school facilities will have to be changed for primary aged students. 4-5 are still isolated from elementary. This is difficult with common core.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros  
Scenario 2 Cons

Cross grade level collaboration for elementary grades.  
Intermediate school facilities will have to be changed for primary aged students.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros  
Scenario 3 Cons

Fewer building transitions for students. Cross grade level collaboration for elementary grades.  
Intermediate school facilities will have to be changed for primary aged students.

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

# Woodland Space Planning Survey for Staff

#23



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

Woodland Primary School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Smaller teams will facilitate easier teams in the schools, however two schools will make it difficult to collaborate across the entire WSD as far as grade level is concerned.

**Q3: How should we manage staff transitions?**

Seniority

**Q4: How should we manage safety and facilities?**

Not sure I understand this question.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros  
Scenario 1 Cons

PreK-3 is a good group for intermingling.  
I think fourth grade is just still a bit too young to be with 6th grade. Although there is a lot of difference between the maturity of a Kinder as compared to a third grader, I think the maturity is even more noticeable between a fourth grader and a sixth grader.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros  
Scenario 2 Cons

I don't really like this scenario at all. I can't think of a lot of pros.  
It seems like a huge transition for the little kinders to go from just PreK-K to a school that includes fifth graders.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros  
Scenario 3 Cons

I like this scenario the best. PreK-4th seem to flow together really well. Also I think that 5-6 together is a good transition before they move up to middle school.  
I think a 5-8 school would again be too many hormones together. I think it is better to have 5-6 together and 7-8 together.

**Q8: Do you have any other comments, questions, or concerns?**

Possibly another survey to discuss classroom configuration once the school configuration decision has been decided.

#24



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

WHS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I think the biggest challenge will be collaboration between WHS and WMS. It has been so easy to walk over to work with staff in the other building.

**Q3: How should we manage staff transitions?**

With staff reconfiguration, clearly some team building will be necessary. I'm also concerned about competition between two elementary schools. I worry that resources, including staff, coaches, and materials will be split. How do we decide how/which building gets what?

**Q4: How should we manage safety and facilities?**

There should be no portable classrooms on any campus. I'd like to see increased safety lights, more cameras as well as secured entrances and exits. There are far too many external doors at WMS.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

Having 2 elementary schools will create competition and decrease unity within the district.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Having 2 elementary schools will create competition and decrease unity within the district.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons

Having 2 elementary schools will create competition and decrease unity within the district.

**Q8: Do you have any other comments, questions, or concerns?**

I'm concerned with the idea of having two elementary schools (regardless of whether they are preK-3 or grade 1-5). I'm not pleased with any model that creates this sense of competition between two early learning programs.

#25



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

I work at WPS.

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

It would be better for all classes of one grade to stay in the same building for better collaboration.

**Q3: How should we manage staff transitions?**

Ask for volunteers.

**Q4: How should we manage safety and facilities?**

I believe that the schools need to be fenced off from the access of the general public during school hours with limited access for security reasons. I think each building should have control over it's own custodial services to allow for maximum performance in covering the needs of each plant.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

Neighborhood schools will have the kids in poor housing all going to a poor school. This was avoided by having all k-3 kids at one school when the intermediate school was built. Why would you put the younger students in the area surrounding the library at WPS? The classrooms were built for middle school sized kids. The smaller kids need to stay in the area where they are now being served where counters, sinks, faucets and toilets are their size.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Why have the kindergarten off by themselves? This doesn't seem to make sense. They need the support of older student for models as they grow in their years. It will not allow for academically high students to be served by first grade classes.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Having grades 5-8 in a middle school setting seems to make sense.

Scenario 3 Cons

What is the research that show that neighborhood schools are better than what we are doing now?

## Woodland Space Planning Survey for Staff

### Q8: Do you have any other comments, questions, or concerns?

Children in better housing (\$) will be in the new er school. (WIS) Children from poor housing would be in the old school (WPS) We opted to avoid this when we built WIS. Grade level collaboration will be impacted significantly. You would not have a strong grade level team of 6 teachers. There would be considerably less options for differentiation of instruction with fewer same grade level classes in each building. Currently we work as a large team to provide many options for student learning and remediation. Overall I do not favor any one plan due to the fact that the grade levels are being separated. I do see a problem with the facilities being the wrong size for kids at WPS the way the grades have been placed in the facility. Were teachers consulted when this plan was drawn up? What was the reasoning for neighborhood schools and putting little ones near the library in WPS?

#26



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Tuesday, April 08, 2014 8:44:36 AM  
**Last Modified:** Tuesday, April 08, 2014 9:09:54 AM  
**Time Spent:** 00:25:18  
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PAGE 1

**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

In some ways, it is easier to closely team with 3-4 teachers per grade level rather than 6 or 7. However, I think having the teams in 2 building will be a challenge to keep all on the same page.

A question I have is how will title I services be shared between two elementary buildings? Right now WIS has a cert + paras and WPS has all paras. Would the cert need to split buildings? Or will there be one building with higher need students due to the neighborhood school boundaries?

**Q3: How should we manage staff transitions?**

I'm wondering if it might be good to do a matching survey in which staff ranked their preference of placement (school and grade level). Principals then did the same. Then made matches (sort of similar to how they place doctors in their residency programs). Not sure if this would work...just a brainstorm.

Question: How will specialists be placed: PE/Music/Library/Tech/Art/Title/ELL configurations are different at the current WPS/WIS schools. How will they be balance in two similar elementary schools? I assume there are not funds to have all of them in both schools.

**Q4: How should we manage safety and facilities?**

I'm not sure the issues in this area.

One question I have regarding the physical settings is if/how the classrooms will be adjusted for smaller children (for example if the Pre-K/Ks are in the current middle school). And vice versa if older grades are in the current K rooms at WPS.

One red flag I see is that many of the options have gotten rid of the drop in lab at WIS. Will there be a portable lab to replace it? This is widely used and I'd hate to see it go.

Another red flag is that in most of the models, music is stationed next to the gym at WIS, separated only by a curtain. At the primary school, music is next to the cafeteria & the gym, separated only by a curtain. Since listening and sound are crucial to a successful music program, the noise of the cafeteria and gym would be highly detrimental to a music program.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Less social impacts of having neighborhood schools: one with students who are more middle class and the other with students with a lower SES (due to the young age of the children).

Scenario 1 Cons

The standards are written as a 3-5 band and a 6-8 band. This separates the 3rd grade staff from professional development opportunities and collaboration with the 4-5 team. It also separated the 6th grade team from the 7-8.

## Woodland Space Planning Survey for Staff

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

The standards are written as a 3-5 band and a 6-8 band. This model keeps the grade level bands together which facilitates professional growth and collaboration more easily. Also, placing Pre-K/K next to 6th grade classes creates an opportunity for some cross-age peer tutoring which could be a great opportunity for both age students. The cross age tutoring is also an option for both 1-5 schools.

Scenario 2 Cons

How do the reading specialists/title/resource/Music/Library/Art/Tech serve Pre-K, K & 6 effectively? Will the 6th be served by the specialists at the 7-8 level?

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons

The standards are written as a 3-5 band and a 6-8 band. This model separates the 5th grade staff from professional development opportunities and collaboration with the 3-4 team.

**Q8: Do you have any other comments, questions, or concerns?**

Thank you for asking for our input. We are excited for what lies ahead!

# Woodland Space Planning Survey for Staff

#27



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Tuesday, April 08, 2014 9:17:47 AM  
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**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

Woodland High School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Not at all

**Q3: How should we manage staff transitions?**

Unknown

**Q4: How should we manage safety and facilities?**

Expand video surveillance and maintain the equipment we already have.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	none
Scenario 1 Cons	Leaves to many portable buildings in use

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	Removes the need for so many portable classrooms
Scenario 2 Cons	none

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	none
Scenario 3 Cons	Leaves to many portable buildings in use

**Q8: Do you have any other comments, questions, or concerns?**

I'm bewildered by the condition of the Intermediate school. This school has been in use for less than 20 years and should not be in the condition it is in.

Also I believe the condition of some of our portable buildings is deplorable border lining on criminal. These buildings need to be removed or professionally repaired.



# Woodland Space Planning Survey for Staff

#28



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))

**Started:** Tuesday, April 08, 2014 11:13:37 AM

**Last Modified:** Tuesday, April 08, 2014 11:22:53 AM

**Time Spent:** 00:09:16

**IP Address:** 24.22.101.86

PAGE 1

**Q1: At which school do you work?**

Primary school

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

don't think it will if communication is kept up!

**Q3: How should we manage staff transitions?**

Ask for volunteers first? Not sure on this one, as I would love to go to a new school!

**Q4: How should we manage safety and facilities?**

Same way we do now, except better communication during lockdowns, fire drills, etc.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

pre K should be located close to K classes

Scenario 1 Cons

5th should stay with primary ages, 6th maturing already

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

6-8 together is good choice.

Scenario 2 Cons

pre K and K need to stay at same school for first years, not shift them around.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

none

Scenario 3 Cons

don't need the 5th graders maturing faster than they do

**Q8: Do you have any other comments, questions, or concerns?**

pre K thru 2 at primary, 3-5 at Intermediate, 6-8 at middle, 9-12 at new high school.

# Woodland Space Planning Survey for Staff

#29



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Tuesday, April 08, 2014 12:09:25 PM  
**Last Modified:** Tuesday, April 08, 2014 12:16:10 PM  
**Time Spent:** 00:06:45  
**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

High school

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

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**Q3: How should we manage staff transitions?**

.

**Q4: How should we manage safety and facilities?**

.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

I like the 4-5 in the middle school and 6-8 in the high school

Scenario 1 Cons

w here are the 4th graders?

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

w ho is in the high school?

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

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Scenario 3 Cons

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**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

# Woodland Space Planning Survey for Staff

#30



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Tuesday, April 08, 2014 12:09:43 PM  
**Last Modified:** Tuesday, April 08, 2014 12:28:49 PM  
**Time Spent:** 00:19:06  
**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

Intermediate Library

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I don't know .

**Q3: How should we manage staff transitions?**

Per contracts.

**Q4: How should we manage safety and facilities?**

I don't know .

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	I don't know .
Scenario 1 Cons	I don't know .

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	I don't know .
Scenario 2 Cons	I don't know .

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	I don't know .
Scenario 3 Cons	I don't know .

**Q8: Do you have any other comments, questions, or concerns?**

Reconfiguring and reprocessing library collections, text books, equipment, etc, to align w ith changing grade level/building configuration is a concern of mine. I'm also concerned that the reconfiguration of materials may leave a collection inadequate.

#31



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Monday, April 07, 2014 9:28:07 AM  
**Last Modified:** Tuesday, April 08, 2014 1:24:50 PM  
**Time Spent:** Over a day  
**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

WPS & WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

This will allow for more collaboration between buildings because the space issue will be removed. Currently, so much time is being used to address the space issue, as far as where to have something, or why something can't happen because there is no room for it. Also, this will impact collaboration because it will allow for more prep time for the teachers to get together and discuss. Right now most of the lower grade levels do not have enough "elective" classes given at one time. (For example, not enough art, music, PE, etc. to allow for all teachers of one grade level to meet during school hours). Hopefully this space reconfiguration will allow for that.

**Q3: How should we manage staff transitions?**

Staff transitions should be managed by including those that it will affect directly and indirectly for suggestions, ideas, needs, and so on.

**Q4: How should we manage safety and facilities?**

Safety should be one of the top focuses during this transition.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	Most younger grade levels will be in one location.
Scenario 1 Cons	I do not feel that 4th grade should be with the middle school levels.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	None
Scenario 2 Cons	Pre K and K grades do not belong in the same building as the middle school grades. This is a terrible option. This also would make library usage, playground usage, etc. extremely difficult.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	All younger grade levels are together, allowing for easier use of space (library, playground, etc.) and Art classes, music classes, etc.
Scenario 3 Cons	None.

**Q8: Do you have any other comments, questions, or concerns?**

I would have liked to have seen an option that included K - 2, 3 - 4, 5 - 6, 7 - 8 or K - 2, 3 - 5, 6 - 7, 8. I do not care for the neighborhood division. I feel this will bring many problems, as far as boundary because Woodland has some division of income, and I feel that one school would quickly become the lower income school. I also have concerns about placement of students if the family moves into another boundary, and feel that one option should have not been a neighborhood school division. I am disappointed and feel that the majority of the town will agree.

# Woodland Space Planning Survey for Staff

#32



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Tuesday, April 08, 2014 5:34:07 PM  
**Last Modified:** Tuesday, April 08, 2014 5:40:41 PM  
**Time Spent:** 00:06:34  
**IP Address:** 63.142.145.154

PAGE 1

**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

It will have a huge negative impact on my ability to collaborate with my peers specific to my grade level.

**Q3: How should we manage staff transitions?**

Not sure, will be difficult to say the least.

**Q4: How should we manage safety and facilities?**

Add another reconfiguring option, having only one Primary school.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros  
Scenario 1 Cons

More focus on K-3 curriculum and needs  
Splitting the district into "haves" and "have nots" if done by boundaries

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros  
Scenario 2 Cons

None  
Middle school set up is not age/space appropriate for younger students without extensive remodeling

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Best possible option of the three, makes the most sense

**Q8: Do you have any other comments, questions, or concerns?**

Within the configurations there is a "swapping" of classrooms. For example, the current WPS plan calls for putting K and 1st grade classrooms in the front of the existing building and moving older grades to the newer back addition. This makes no sense, as the back addition was specifically designed for younger, smaller students (i.e. lower counters, faucets, sinks, toilets). Moving older students into these spaces would be inappropriate.

# Woodland Space Planning Survey for Staff

#33



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Wednesday, April 09, 2014 9:39:40 AM  
**Last Modified:** Wednesday, April 09, 2014 9:43:55 AM  
**Time Spent:** 00:04:15  
**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I dont think it will that much...as we all have access to SIPS, email, and could have meetings as needed.

**Q3: How should we manage staff transitions?**

Tell us earlier than later so we can prepare mentally and physically (packing, etc.).

**Q4: How should we manage safety and facilities?**

I am unsure

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

4-6 would stay the same...we all seem to work well together and we can continue to make the improvements for our school wide plan that we have been focused on the past couple of years.

Scenario 1 Cons

all grades at current WIS would have to relocate, not just 6 or 5.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

More traditional elementary and middle school setting.

Scenario 2 Cons

6th grade being with kindergarten??

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

More opportunities for 5/6?

Scenario 3 Cons

I think 5th grade is too young to be in a middle school setting.

**Q8: Do you have any other comments, questions, or concerns?**

I think all teachers would like this decision made ASAP...as I am sure you do as well.

#34



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Wednesday, April 09, 2014 9:25:29 AM  
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**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Reconfiguration will most likely impact the efficiency of collaboration between grade-level teams, as each grade may be housed at multiple sites.

**Q3: How should we manage staff transitions?**

I think actively listening to (and genuinely following up on) staff concerns, checking in often on how the transition is going, and perhaps even setting up some partnerships and time for planning and adjusting to the change will all be important. Perhaps some of this can be incorporated into small group times for professional development. I think setting up an atmosphere for free exchange of ideas and providing support to allow staff to support one another through this transition will be key.

**Q4: How should we manage safety and facilities?**

A careful consideration of the physical layouts of the buildings will be key, as well as training, monitoring, and keeping (playground/etc.) staff accountable for the supervision and monitoring of zones for safety. It would be helpful to have consistent expectations and practices across buildings regarding how visitors to the school access the campus and are tracked.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	More square feet of facilities per student, keeps Pre-K-3 model
Scenario 1 Cons	not enough space for ELL, Behavior support, etc. - portables?

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	More square feet of facilities per student, room for all student support services
Scenario 2 Cons	6th grade students needing to access the SLP for services need to go to the kindergarten wing (stigma?).

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	More square feet of facilities per student
Scenario 3 Cons	not enough space for ELL, Behavior support, etc. - portables?

**Q8: Do you have any other comments, questions, or concerns?**

Thank you for accepting ideas, and working to create the most balanced and positive plan. I know there's a lot that goes into these decision and it's impossible to make everyone happy.

# Woodland Space Planning Survey for Staff

#35



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Wednesday, April 09, 2014 9:54:52 AM  
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PAGE 1

**Q1: At which school do you work?**

Woodland Intermediate

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

If grade levels are separated it will be tough to collaborate. It is already tough because of a lack of time to meet, but there will be no hope if teams are separated.

**Q3: How should we manage staff transitions?**

Time needs to be provided before the school year starts for staff to transfer and prep their new rooms.

**Q4: How should we manage safety and facilities?**

!

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros  
Scenario 1 Cons

Keeping 4-6 together important for relationships.  
Will division of students going to the primaries be divided equally or will 1 school be the "rich" school and 1 school be the "poor" school

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros  
  
Scenario 2 Cons

More community building, consistency, keeping pre-k and k together without older influences good idea, moving 6th grade to 8th grade will help 6th graders not get "too cool for school!" too soon.  
Division of the community, "poor" school/"rich" school,

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

able to do more activities geared towards students of same age/mind set,

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*



# Woodland Space Planning Survey for Staff

#36



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Monday, April 07, 2014 10:15:29 AM  
**Last Modified:** Wednesday, April 09, 2014 10:23:21 AM  
**Time Spent:** Over a day  
**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

WMS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Better if 5th and 6th grade are with 7th and 8th. I don't see a huge impact with HS

**Q3: How should we manage staff transitions?**

Soon as possible. I think this year staffing should be thinking about the future in two years. I think this is a huge and very complex process that needs to start now versus waiting until next year.

**Q4: How should we manage safety and facilities?**

Safety should be a DO concern. M. Green should be responsible for all safety procedures within all buildings. I'm not sure if this is the feedback you are looking for but the custodial services on each campus should be run by the building principal. Presently the current system does not work.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	none
Scenario 1 Cons	furniture for smaller children, still over crowded, no play ground equipment, safety

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	none
Scenario 2 Cons	safety for young kids, the current MS/HS campus is a safety nightmare, play ground equip, small children being with 7th and 8th graders,

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	good use of the campus, age appropriate, not over crowded with 5 grades
Scenario 3 Cons	I do not like the melding of 5,6, 7 and 8th all together. I would like to see 5 and 6th self contained with maybe a couple pull out options (band, PE, chorus).

**Q8: Do you have any other comments, questions, or concerns?**

Need to have a secured MS campus, new office area or fences, Staffing is going to be a long process because of all the different cert. and who can teach in what areas or grades, For the MS model somebody should go look at LaCenter's configuration. I have heard many good things about their school from teachers and from parents.

# Woodland Space Planning Survey for Staff

#37



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Wednesday, April 09, 2014 10:13:52 AM  
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**Time Spent:** 00:15:34  
**IP Address:** 169.204.230.98

PAGE 1

**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I think it will make it difficult for grade levels as well as special education staff to communicate as easily and regularly as we do know.

**Q3: How should we manage staff transitions?**

Not sure about that one. Seniority? Random?

**Q4: How should we manage safety and facilities?**

It would be nice to have fences around buildings that use portables.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Gives most space for growth in k-3, many of the staff working with multiple grade levels could likely stay the same, but commute between 2 buildings, smaller group of kids in the building for our youngest students

Scenario 1 Cons

difficult for grade level staff to meet and communicate,

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

Less transitions, keeps kindergarten grade level together

Scenario 2 Cons

Difficult for staff serving multiple younger grades to have them split across three buildings, lack of contact for KG teachers with materials and other teachers in first grade will make it more difficult to meet needs of higher kindergartners, There is not a play structure over there-would one need to be moved?, Having to transition after the first year might be very difficult for some of our kindergartners

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Kids wouldn't have to transition to a new building until 5th grade

Scenario 3 Cons

Less room for growth, difficult for grade level staff to meet and communicate,

## Woodland Space Planning Survey for Staff

### **Q8: Do you have any other comments, questions, or concerns?**

It looks like parents will be able to choose where their child goes based on the report?? If so, how are we going to keep our ELL population balanced between the schools since a significant number of them reside near WPS and would likely choose that as their school.

I am curious why none of the options consider keeping all the grade levels in one school k-3. We are a smaller town and district and I think that the fact that all our students are together throughout all their school years is one of the things that makes us special. If we send the littler kids over to WIS, will they get a more age appropriate playground? Will some of the on campus preschools (HeadStart, CoOp) move or stay where they are?

# Woodland Space Planning Survey for Staff

#38



**COMPLETE**

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PAGE 1

**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

If you choose to have 2 elementary schools you will need to spend about \$20,000 on each library to expand the collection to include books for all grades.

**Q3: How should we manage staff transitions?**

That will be dictated by the number of students in each building.

**Q4: How should we manage safety and facilities?**

Using stairs with primary students at WIS could be a hazard. WPS bathrooms and water fountains are lowed for young students. Playground equipment for younger students could cost over \$70,000 for the WIS. These problems will need to be addressed.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Pre-K-3rd should be in 1 building

Scenario 1 Cons

It will be very expensive to retrofit 2 buildings to include more grades.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

stairs, playground equipment and library are problems

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Ready for young students

Scenario 3 Cons

WPS would quickly run out of space with so many grades

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

#39



**COMPLETE**

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PAGE 1

**Q1: At which school do you work?**

middle school

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Common Core demands collaboration between teachers at certain grade bands. Grades 6-8 need to be able to work together on curriculum and common goals.

**Q3: How should we manage staff transitions?**

Starting 2014-2015, time should be given for new staff groups to get to know each other and work together.

**Q4: How should we manage safety and facilities?**

I'm not sure exactly what this question is asking. Keeping people in the loop as decisions are made will be very important.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

If grade 4 is combined with grade 5, the 4-5 grade band referred to often in common core remains intact

Scenario 1 Cons

I think grade 4 students still need a climate more associated with elementary school than with middle school

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

Students grades 6-8 could volunteer with younger children

Scenario 2 Cons

Adding the playground and other needed facilities would not be cost effective. Collaboration between early learning and 6-8 teachers would not be as appropriate as other configurations.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

If Woodland is ready for neighborhood schools, I think this division of grade bands makes sense, especially with CCSS talking about grades 6-8 in reading and writing standards.

Scenario 3 Cons

I would want this to be a 5-8 school with one principal rather than creating divisions around two leadership roles

**Q8: Do you have any other comments, questions, or concerns?**

Scenario 1 states all grades 4-6 housed in existing middle school (either a 5-6 school and a 7-8 school OR a 5-8 school). What happens to grade 4 in this scenario? Maybe I misunderstood the description. . .

# Woodland Space Planning Survey for Staff

#40



**COMPLETE**

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PAGE 1

**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Hard for grade level meetings, more low er children in one school than in the other and w ill not be able to keep up, can not have daily collaboration w ith other grade level teachers.

**Q3: How should we manage staff transitions?**

Teachers and staff should be able to chose if it gets split

**Q4: How should we manage safety and facilities?**

How w ould it be different than we do now ?

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

can have grade level meetings and collaboration daily except for prek-3

Scenario 1 Cons

Intermediate school is not facilitated for small children they w ould have to climb on to the toilets (disgusting and unsanitary) Not enough room for 4-6 in middle school no room for grow th

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

segragation more low income and migrant w orkers in one or the other. w here w ould the 6-8 do PE no playground for prek-k

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons

I don't like any of them

**Q8: Do you have any other comments, questions, or concerns?**

Segregation is my main concern and not being able to collaborate w ith other teachers in my grade level

# Woodland Space Planning Survey for Staff

#41



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PAGE 1

**Q1: At which school do you work?**

Intermediate

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

There is not collaboration between buildings so that will not be affected. Grade level collaboration will be impacted in that the grades involved will evolve.

**Q3: How should we manage staff transitions?**

Pay those who have transfer to a different building for moving time.

**Q4: How should we manage safety and facilities?**

Just like always, with the best interest of the staff and students.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Prek-3 would be a good combination to house together

Scenario 1 Cons

4-6 at MS would make it very crowded.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

None that I can see.

Scenario 2 Cons

It would have PreK-K around bigger kids. This option seems to present overcrowding at most buildings. Where does the old high school fit in with this scenario?

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

A good balance in the number of grade levels at each building

Scenario 3 Cons

Depends on what type it is. I think a 5-6 and a 7-8 would be better than a 5-8. These levels should stay separate due to beginning of the maturation process. The difference in "maturity" between a 5th and 8th grader is huge.

**Q8: Do you have any other comments, questions, or concerns?**

1. How would staff assignments be handled?
2. How would parents who request one school primary school over another for their child to attend be handled?
3. Why was a K-2, 3-5, 6-8 scenario not considered. That would seem to impact staff movement the least, accommodate crowding, and cut out the chance of a "good" K-4 school and a "not so good" K-4 school.

#42



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PAGE 1

**Q1: At which school do you work?**

Primary

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I feel this will be very detrimental to our reading program. Right now we are able to collaborate and work together to create 26 different levels for reading. With the switch even though we would have fewer students the need for those different levels would not change, but we will not be able to provide this. I feel one of the reasons our test scores are so high is the ability to individualize instruction for our students. Collaboration among teachers is often done in the hallway before and after school or at lunch, this would not be possible as a Whole grade level if we were not all in the same building. Travel tie back and forth from school to school on Monday mornings takes at least 15 minutes from our work time. There will be no afterschool whole grade level meetings.

**Q3: How should we manage staff transitions?**

This will be very difficult also. The only way I can think of is on a seniority basis....however that could leave you with all new teachers at one school and all experienced teachers at another

**Q4: How should we manage safety and facilities?**

video monitored entrance into schools  
 Fencing around the Primary school

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	I feel this is the best scenerio of the three.
Scenario 1 Cons	Not having all teachers of a grade level working together.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	3rd choice
Scenario 2 Cons	K needs to be in with a school, not just PK

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	2nd choice
Scenario 3 Cons	There is a big maturity difference between 5th graders and 8th graders

**Q8: Do you have any other comments, questions, or concerns?**

Curious if the playground, and bathrooms at the Intermediate school will be re-done to accomodate K-1? It will be tough for our little ones to reach the sinks and toilets in the Intermediate school...



# Woodland Space Planning Survey for Staff

#43



**COMPLETE**

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PAGE 1

**Q1: At which school do you work?**

Primary

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

This will be very difficult...like a long distance relationship....it is hard enough w ithin one building!

**Q3: How should we manage staff transitions?**

Seniority.....

**Q4: How should we manage safety and facilities?**

What we are doing now has been fine, how would that change?

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Age groups are a better blend at the primary level.....4,5,6 transitioning to 7-8 is a natural....closer proximity for the transitions to take place w ithout having to sw itch schools, since they are on the same campus! Better collaboration betw een Intermediate and MS teachers.....More room for expansion w ithin a larger campus for both Int. and MS.....

Scenario 1 Cons

None

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

None

Scenario 2 Cons

Taught 6-8 MS arrangement.....there is such a gap socially and physically betw een 8th graders and 6th graders....they need to be separated....

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

2nd choice, for much the same reasons for scenario 1

Scenario 3 Cons

The problem is less room for grow th and overcrow ding dow n the road....three or more classes crammed in....

**Q8: Do you have any other comments, questions, or concerns?**

I strongly feel that scenario number one is the best choice that allow s grow th to take place w ithin the campus.....

# Woodland Space Planning Survey for Staff

#44



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
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PAGE 1

**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

From what I see it is going to be difficult to even keep each grade level on track with each other. Yes it could be done with primary grades at 2 different locations but not without effort.

**Q3: How should we manage staff transitions?**

I don't know how that might look.

**Q4: How should we manage safety and facilities?**

More security cameras that are maybe centralized at one facility

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

I see zero pros for splitting our primary grades (PreK-3) at two different campuses

Scenario 1 Cons

rich school/poor school (ex. Ridgefield and RAlong/MarkMorris)

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

must have been a joke

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

I don't see any pro when splitting PreK-4 at two different campuses.

Scenario 3 Cons

How ever you look at it-a rich school/poor school, popular school/not popular school

**Q8: Do you have any other comments, questions, or concerns?**

Why wasn't a PreK-2 at existing primary school campus, 3-5 at intermediate school and a 6-8 middle school scenario looked at?

#45



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PAGE 1

**Q1: At which school do you work?**

High School and Middle School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

It is important to me that music is at all grade levels. I'm concerned that splitting the elementary up will mean less music for them. However, having more grades on the current HS/MS campus should allow for easier sharing between the 4-8 levels.

**Q3: How should we manage staff transitions?**

Make sure there is music coverage at all grades. This will include some staff needing to travel between buildings.

**Q4: How should we manage safety and facilities?**

Not sure I can help here.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Provides the most opportunity for music to be at all grade levels (with our current staffing). Less travel time for teachers that are shared between the grades at different schools.

Scenario 1 Cons

We currently have 2 grades in the MS campus and will be moving to 3. Will that overcrowd them or would we allocate part of the HS to their use as well?

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

If a second elementary music teacher is hired this situation would make a lot of sense.

Scenario 2 Cons

This situation will make music for the primary grades nearly impossible unless we hire another music teacher and have one at each primary school (in that case it would be a pro).

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Would allow for more students to receive music with our current staffing.

Scenario 3 Cons

One more grade at the primary level means less coverage for music for all students.

**Q8: Do you have any other comments, questions, or concerns?**

Again, music at all grade levels is important. Now is the time to address that issue when we have an opportunity.

#46



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PAGE 1

**Q1: At which school do you work?**

Primary

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I am sad to see that grade levels will be split up. I strongly feel that we have some of the best learning and teaching going on due to our ability to collaborate at any time. Yes, we have some collaboration time built into our professional development, but I feel that some of the most effective collaboration takes place in the hall before school or at recess, after school and during lunch. That will not happen with grades split up. We don't collaborate with other grade levels outside of our scheduled time, it's not something that needs to be done on a day by day basis.

**Q3: How should we manage staff transitions?**

I think first, volunteer, then seniority.

**Q4: How should we manage safety and facilities?**

I feel we have a lot of work to do in this area. At the Primary school, doors are propped open all the time. Anyone could enter at anytime of the day.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Keeping the younger kids separated from the older ones, is a great plan.

Scenario 1 Cons

Loss of collaboration and that gives us a low income and high income school. That is not the best for kids. I would think it would be expensive to remodel the intermediate school to fit 5 and 6yr olds. I would hope they wouldn't make us make do with a building not appropriate. Putting in a playground for k-2 is a huge expense.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

I see no pros to this scenario

Scenario 2 Cons

This too gives us a high and low income school, K needs to be with other primary grades, lessened collaboration time for grade levels. I would think it would be very expensive to remodel the Intermediate School to make it size appropriate for young children. Just moving them in and having them make do, is not ok. New playground, very expensive.

## Woodland Space Planning Survey for Staff

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

none

Scenario 3 Cons

low and high income seperated, looks like it could be crow ded. Same issue, the Intermediate School was not built for young children. I think it's a waste of money to remodel it when we already have appropriate facilities at the Primary.

**Q8: Do you have any other comments, questions, or concerns?**

I am concerned that so much work was done before the impact of learning and teaching was addressed. That should have been the top priority. It seems like it will be very expensive to remodel all these buildings to fit the students being moved. I would students would not be moved without a remodel for student size. I strongly believe that one reason our test scores are as good as they are is because we have consistent teaching across each grade level. I know the admin will say, that will be taken care of in Monday meetings, but I have to tell you that a lot of the collaboration takes place informally each day throughout the day, in the hall, at lunch, before and after school and during planning times. I think you need to really look at what happens in each building each day and how learning and teaching will be affected.

At the Primary school, we have a very effective Walk to Read. We are able to offer over 30 levels at one grade level. If we are split, we will only be able to offer half of that, but still will have kids across many more grade levels. We are giving students instruction at their instructional level every day in a small group setting. That will change and will greatly impact the learning and progress of our students in reading. I hope this is a consideration over whatever Pros are seen for splitting grade levels.

#47



**COMPLETE**

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PAGE 1

**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I think the collaboration between grade levels will increase. For building collaboration I think there needs to be time set aside for PD to work with teachers from other buildings.

**Q3: How should we manage staff transitions?**

Staff transitions per the bargaining agreement or seniority.

**Q4: How should we manage safety and facilities?**

The climate in classrooms needs to be addressed: When it is 75-80 degrees in my classroom with NO windows that open, it makes it hard for students to focus as they are extremely uncomfortable. With all the changes being made to the schools, AC should be installed. As a parent with children in the district, I would not want my child in a room that was 80 degrees.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

Basically, we end up with Primary schools and the Middle School becomes the Intermediate School. Probably having to have specialist split schools and have to travel or having to hire more staff to teach specials classes. Large playground will have to be added to MS campus.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

Common core is organized k-5 and 6-12. "Early Learning Center" for Pre-K and K is a great idea. Being near the 6-8 grade allows for older students to be reading buddies or mentors/helpers. Socially and emotionally, 6th graders can handle being near and are better suited to be placed with 7th and 8th grade. Middle school elective teachers may be able to also teach 6th grade electives without the district having to hire more staff.

Scenario 2 Cons

Will need to add playground for Pre-K & K

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons

5th grade is still too young to be placed with 8th grade. Too many transitions to have a k-4, 5-6, 7-8. Playground will have to be added to MS campus. More staffing would be needed to cover 5th and 6th grade elective classes.

## Woodland Space Planning Survey for Staff

### **Q8: Do you have any other comments, questions, or concerns?**

To save money on transportation I feel that there needs to be boundary lines that divide where students go to school. Open enrollment does not solve the transportation issue and creates other issues with "teacher shopping" and favoritism. Is it first come first serve? A lottery? A 6 hour line to sign your child up for the school of your choice?

I think there should be boundary lines but if space allows, parents can get boundary exceptions but would also have to provide transportation for their student, the district should not have to bus their child to a school out of their boundary area.

# Woodland Space Planning Survey for Staff

#48



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PAGE 1

**Q1: At which school do you work?**

Primary

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

depends on how we reconfigure

**Q3: How should we manage staff transitions?**

seniority ??

**Q4: How should we manage safety and facilities?**

needs basis

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros	<input checked="" type="checkbox"/>
Scenario 1 Cons	<input checked="" type="checkbox"/>

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros	<input checked="" type="checkbox"/>
Scenario 2 Cons	<input checked="" type="checkbox"/>

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros	<input checked="" type="checkbox"/>
Scenario 3 Cons	<input checked="" type="checkbox"/>

**Q8: Do you have any other comments, questions, or concerns?**

None of the above allow for growth and removal of portables at primary. (this was promised in the bond - we need to KEEP our promises if we expect to pass bonds in the future) We need to get ALL classrooms inside of the building for safety reasons. (including ELL, SPED, music, art, etc)



# Woodland Space Planning Survey for Staff

#49



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Thursday, April 10, 2014 3:30:02 PM  
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**Time Spent:** 00:33:04  
**IP Address:** 169.204.230.98

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**Q1: At which school do you work?**

WPS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

All teachers at a grade level need to be in the same building; we plan and discuss often during the day. Having a once a month collaboration time will not be sufficient. I think test scores will be affected if this happens.

**Q3: How should we manage staff transitions?**

very carefully

**Q4: How should we manage safety and facilities?**

All of the schools need to be safe and welcoming.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons

Please do not have 2 neighborhood primary schools.

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

Please do not have 2 neighborhood primary schools.

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons

Please do not have 2 neighborhood primary schools.

**Q8: Do you have any other comments, questions, or concerns?**

I think we need a fourth scenario in which students k-1 or k-2 stay together at ONE primary school. Students are perfectly fine making 4 transitions now, so reducing transitions does not seem like a good reason to split into two primary schools. Having two neighborhood schools could result in "us/them" feelings which could be damaging, hurtful and unproductive. Thank you for listening.

#50



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Thursday, April 10, 2014 6:13:13 PM  
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**Time Spent:** 00:39:49  
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**Q1: At which school do you work?**

Woodland Primary School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

I believe that the splitting of grades between two buildings will make it much more difficult for collaboration to occur between teams and dependent upon which scenario is chosen, will isolate some grade levels completely. This will make cross grade collaboration very difficult.

**Q3: How should we manage staff transitions?**

I would suggest transition choices be made with seniority in mind and that each staff member be given the opportunity to voice their preferences in the transition.

**Q4: How should we manage safety and facilities?**

I do not have suggestions only questions as to how we will make facilities like the intermediate and the middle school accessible and appropriate for PreK and Kindergarten students.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros  
 Scenario 1 Cons

Cross grade level collaboration still possible  
 Grade level teams separated. Will classroom accommodations at the intermediate school fit kindergarteners? Recess equipment? IA's for reading instruction?

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons

PreK and Kindergarten children will be in a middle school setting. Although they are segregated from the 6-8th graders it does not seem like an appropriate fit. Kindergarten teachers would be isolated from all other grades. This allows for no cross grade collaboration. How and where would the kindergarteners get to go to recess, music, library, PE and how would you accommodate with IA's for reading instruction and recess duties? How would they receive the same services that the other students do when they are separated? The teachers and children would also be isolated from the resources that they need, like coaching from Malinda, OT, ELL, Psych and Counselor. Where would the children eat lunch? How would you make the classrooms fit kindergarten and preschool students when it is part of a middle school?

## Woodland Space Planning Survey for Staff

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Cross grade level collaboration still possible

Scenario 3 Cons

Grade level teams separated. Will classroom accommodations at the intermediate school fit kindergarteners? Recess equipment? IA's for reading instruction?

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

#51



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Friday, April 11, 2014 9:42:41 AM  
**Last Modified:** Friday, April 11, 2014 5:18:09 PM  
**Time Spent:** 07:35:28  
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**Q1: At which school do you work?**

WIS

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

Creating two neighborhood schools, would split the grade level teams. This would limit the number of people available for collaboration within a grade level. With the neighborhood school scenarios it would be important that the district encourage grade level teams to collaborate across the district through directed/allotted time to do so. A benefit of neighborhood schools could be the cross grade level collaboration in regards to both students and content. This would help us to create a more fluid transition between grade-levels.

**Q3: How should we manage staff transitions?**

Choice and strengths

**Q4: How should we manage safety and facilities?**

???

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Pros

Same climate as the current Intermediate school - keeping the grade level teams together (HUGE benefit for collaboration with Common Core standards), smooth transition for 6th graders

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Pros

Cross grade-level collaboration regarding content and student progress/strengths/needs

Scenario 2 Cons

Divided grade level teams, possible "have"/"have not" school labels within the district and possibly drastic differences in socio-economic make ups of the buildings, building competition in regards to parents, possible competition between schools for resources and services available in the district

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Pros

Cross grade-level collaboration regarding content and student progress/strengths/needs

Scenario 3 Cons

Divided grade level teams, possible "have"/"have not" school labels within the district and possibly drastic differences in socio-economic make ups of the buildings, building competition in regards to parents, possible competition between schools for resources and services available in the district

**Q8: Do you have any other comments, questions, or concerns?**

*Respondent skipped this question*

# Woodland Space Planning Survey for Staff

#52



**COMPLETE**

**Collector:** Space Planning ([Web Link](#))  
**Started:** Sunday, April 13, 2014 1:37:27 PM  
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**Q1: At which school do you work?**

Woodland High School

**Q2: How will space reconfiguration impact collaboration between buildings and grade levels?**

No worries we need to do the best with what space we are given.

**Q3: How should we manage staff transitions?**

The best way we can on day at a time. Wait and see what happens.

**Q4: How should we manage safety and facilities?**

Take one day at a time just wait and see what happens.

**Q5: Please state your pros and cons for Scenario 1 (PreK-3 school at existing Primary and Intermediate Schools, All grades 4-6 housed in existing Middle School, All grades 7-8 housed in existing High School (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 1 Cons	5-6 @ WHS
Scenario 1 Pros	7-8 @ WHS

**Q6: Please state your pros and cons for Scenario 2 (Grade 1-5 school at both Primary and Intermediate, Early learning center (PreK-K) housed in some of the existing Middle School, Grades 6-8 throughout the existing Middle School):**

Scenario 2 Cons	Pre-K Middle School
Scenario 2 Pros	1-5 @ Primary and Intermediate

**Q7: Please state your pros and cons for Scenario 3 (PreK-4 school at both existing Primary & Intermediate schools, Grades 5-8 at existing Middle School/High School campus. (either a 5-6 school and a 7-8 school OR a 5-8 school)):**

Scenario 3 Cons	5-8 @ High School
Scenario 3 Pros	Pre-K Middle School

**Q8: Do you have any other comments, questions, or concerns?**

I will be missing a sink and water in my classroom and so will my students. After P.E. my students always are drinking water and watching their hands.