



Questions & Answers Full-Day Kindergarten & School Realignment Options

(rev. 12-04-14)

If your question or concern is not addressed here, please send an email to: Questions@lincoln.k12.or.us

ISAAC NEWTON MAGNET SCHOOL – NEWPORT

The following questions and comments were stated at the Newport meeting on Oct. 29, 2014, but were not originally posted as there were no immediate answers available. For the sake of accuracy, we are including those questions and comments here. Answers to these and other questions related to INMS will be given at a community meeting on **Monday, Dec. 15, beginning at 6 PM at Newport Intermediate School.**

- My dream is that the best of what has been happening at INMS and what's best at Newport Prep Academy (NPA) – collaboration and project based learning – can continue. Save what is working and make the best school out of the two.
- Worried about competition between INMS and NPA. The kids are stressed about friends choosing one school over the other. The new school should have genuinely advanced programs to meet all needs of all students.
- INMS is thematic, flexible, collaborative, and creative. Teachers work together on thematic aspects of learning.
- There is a great relational value at INMS because students attended for three years.
- The student-teacher-family relationships at INMS are really strong.
- One of the advantages of NPA is being located at the high school campus for easier access to higher level classes.
- What is going to be done at a grade 6-8 school?
- One of the main concerns of INMS families is finding a haven for “quirky kids.” It's a tough period. Will we be able to keep those relationships and ensure that a school of excellence will not be lost?
- INMS has given my kids a sense of a smaller environment where connections can be made. Can that be maintained in a larger school setting? The small, cozy setting makes students feel safe and encourages parent support.
- Would the one-to-one device plan be in place at the new school? How would that work? Will this plan follow students into high school?
- How do you create a small community within the middle school setting? The sense of community that our kids need is essential. It works because it is small and the kids don't feel lost.
- It would be great to have the new community of teachers come together to build teams and work together.

NORTH AREA SCHOOLS – LINCOLN CITY

- **HAVE THERE BEEN THOUGHTS OF WHERE THE HELP CENTER WOULD MOVE TO?** There are possible locations at Taft 7-12 but nothing firm has been discussed.
- **HAVE WE LOOKED AT OTHER MODELS OF K-2 AND WHAT THAT WOULD LOOK LIKE WITH NO STATE TESTING?** Yes, we have been looking at other models. Preliminary discussions are being held in the district around K-2 assessments and needs.
- **WHEN WILL THE DECISION BE MADE? WHEN WILL ANSWERS TO QUESTIONS BE PROVIDED?** Answers are being provided as we learn them, at meetings and on the district website. Final recommendations to the school board will not be made until everything has been fully researched and a solid, long-term plan developed. Superintendent Boynton hopes to present a proposal to the school board in early 2015.
- **HOW MANY SECURITY MONITORS ARE AT EACH ELEMENTARY?** 16 security cameras will be added to each elementary school, funded by bond monies.
- **HOW DO I KNOW IF MY CHILD NEEDS FULL DAY KINDERGARTEN OR IF HALF DAY AT A PRIVATE AGENCY IS APPROPRIATE?** Readiness information will be available to help parents decide.
- **IF HALF-DAY KINDERGARTEN IS AN OPTION, WILL PARENTS GET TO CHOOSE HALF DAY FROM A FULL-DAY CLASSROOM OR WILL HALF DAY BE ITS OWN ROOM?** Kindergarten is not compulsory education, so parents may choose whether to send their child to school for a full day or a half day. Exact placement has not been discussed.
- **IS THERE SPACE AVAILABLE TO ADD ON AT THE OCEANLAKE ELEMENTARY SITE?** Yes.
- **WHAT ABOUT THE TAFT ELEMENTARY “RUBBER ROOM” BECOMING A MEDIA CENTER AND MAKING THE MEDIA CENTER INTO TWO CLASSROOMS?** This would not work. In plans, a wall will be pulled out in the media center to expand the computer lab, and two classrooms wouldn't fit.
- **IF WE CONTINUE TO GROW, WILL WE HAVE TO RECONFIGURE AGAIN?** That would depend on student enrollment, which has fluctuated through the years. However, adding on to Taft 7-12 is possible.
- **ARE WE LOOKING AT BLENDED CLASSROOMS?** Blends have not been discussed.
- **WOULD THERE BE “HIGH” OR “LOW” CLASSES AT EACH GRADE LEVEL?** All student instruction and learning will be provided at their individual level. Structures have not been discussed.
- **ARE THE KIDS WHO ATTEND HALF DAY KINDERGARTEN AT A DISADVANTAGE BECAUSE OF SQUEEZING ALL THE LEARNING IN?** Yes. However, we are trying to move forward and meet each student need.
- **WILL UPDATED ANSWERS BE PUT ON THE WEBSITE?** Yes.
- **IS ISAAC NEWTON MAGNET SCHOOL AT RISK BECAUSE OF FULL DAY KINDERGARTEN?** Restructuring of grade levels at the Lincoln City and Newport Schools may or may not impact Isaac Newton; more information is needed before that decision can be made. However, we believe the restricting of grade levels will provide robust programs to serve more students. Lincoln City is also reviewing a more focused middle school approach.

- **WOULD THE PRINCIPALS STAY THE SAME?** Personnel discussions have not been held at this time.
- **WHAT IS THE PLAN FOR INDOOR RECESS AT TAFT ELEMENTARY SINCE THE “RUBBER ROOM” WILL NOT BE AVAILABLE?** Taft Elementary would need to look at other options for indoor recess (i.e. classrooms, gym, etc.).
- **IS THIS STRICTLY A MONEY ISSUE OR WILL IT BE WHAT IS BEST FOR KIDS?** This is not about money; providing the best situation for meeting student learning needs is imperative.
- **HOW LONG WILL STUDENTS BE ON THE BUS?** LCSD contracts with Mid-Columbia Bus Company for its transportation services. Mid-Columbia is currently evaluating routes.
- **WILL THE RECONFIGURATION IMPACT CLASS SIZES?** Yes, class sizes would be more balanced. This is because the boundary line between the two elementary schools would be eliminated and all students in one grade will be located at one school, making it easier to have balanced class sizes.
- **WHY ARE THE PROPOSED GRADES BEING CONSIDERED (K-2, 3-6, 7-12) FOR BREAKING POINTS?** The divisions are based on building size and student program needs. The split between grade 2 and grade 3 are natural divisions between students who are “learning to read” and those students who are “reading to learn.”
- **HOW WILL MEDIA CENTER OFFERINGS BE SUPPLIED?** Staff will shift resources, materials, and technology based on need, so the appropriate materials would be located at each school.
- **WILL STUDENT PHYSICAL NEEDS BE ADDRESSED (I.E. BATHROOM AND PLAYGROUND)?** Yes, our Facility and Maintenance staff will continue to evaluate.
- **HOW WILL PARENTS PICK UP STUDENTS IN MULTIPLE BUILDINGS?** Building dismissal will be explored, evaluated, and staggered to allow for transportation.
- **WILL ALL THREE SCHOOLS HAVE THE SAME CALENDAR?** The School Board approves calendars for each school year. Currently, all three schools have the same calendar.
- **HAS THE DECISION BEEN MADE OR IS THERE STILL TIME FOR INPUT?** LCSD is still gathering information. Community input is welcome by contacting your local school principal or Superintendent Boynton.
- **HOW WILL SPECIAL EDUCATION BE STRUCTURED?** Programs will be evaluated and structured to meet student needs.
- **WHAT WILL TEACHER PREP TIME, PLANNING TIME AND COLLABORATION LOOK LIKE?** Schedules and contracts will be considered throughout the process.
- **WHAT ABOUT OCEANLAKE OTTER AND TAFT ELEMENTARY PANTHER PRIDE?** All schools will work collaboratively toward Tiger Pride. The advantage of having one primary school, one elementary school, and one high school in a community is unity of school pride.
- **SOME PEOPLE LIKE OL OR TAFTES BETTER. COULD THIS HELP WORK TOWARDS “TIGER PRIDE”?** Working toward Tiger Pride would be a goal for all three schools and the community.
- **WHY NOT CONSIDER OCEANLAKE AS THE TIGER PUPS, TAFT ELEMENTARY AS THE TIGER CUBS, AND TAFT HIGH AS THE TIGERS?** This proposal certainly has everyone working toward Tiger Pride.
- **WHO DECIDES WHICH PERSONNEL GO WHERE?** Personnel discussions have not taken place at this time.

- **WILL SCHOOL-WIDE TITLE I PLANS NEED TO BE REDONE?** Title I is a federal education program that provides financial assistance to schools with high numbers or percentages of low-income households to help ensure that all children meet challenging state academic standards. LCSD is in conversation with the Oregon Department of Education about Title needs in connection with any school grade realignment.
- **HOW WILL SPECIALISTS WORK (I.E. PE, MUSIC, ESOL, COUNSELORS, ETC.)?** Student needs will be met at all buildings. Physical education, music and art are district priorities.
- **WHAT WILL HAPPEN TO THE AFTER-SCHOOL PROGRAM?** LCSD will explore options.
- **IS IT TIME TO CONSIDER ADDING A MIDDLE SCHOOL?** A middle school building is not within current property and budget abilities.
- **WILL WE NEED ADDITIONAL MATERIALS, FURNITURE, ETC.?** Student material and furniture needs will be met. Classroom setup is included in the planning budget.
- **WITH ALL OF THE TEACHERS WHO ARE NEW TO THE DISTRICT, IS THIS THE BEST TIME TO MAKE THE SHIFT?** ODE is strongly encouraging full-day kindergarten for students and LCSD is following that recommendation.
- **WITH AN ADDITIONAL TRANSITION BETWEEN SCHOOLS HOW WILL WE ENSURE THAT STUDENTS FEELS SAFE AND SUPPORTED?** Administrators and staff will work on transition plans for this option to ensure smooth transitions for all students.
- **WILL JOBS BE LOST?** Personnel discussions have not been had at this time. However, current considerations include discussing expansion.
- **WHY CAN'T THE HELP CENTER AND/OR EARLY INTERVENTION SERVICES MOVE TO OPEN UP CLASSROOM SPACE AT TAFT ELEMENTARY?** These are among the non-classroom services being considered for relocation to accommodate space restrictions.
- **DO WE ABSOLUTELY HAVE TO CONSIDER RECONFIGURATION?** LCSD is considering three options for the Lincoln City Schools in connection with full-day kindergarten. However, reconfiguration is being further investigated.
- **CAN WE ADD A COVERED PLAY AREA FOR RECESS LIKE THE OTHER SCHOOLS?** Estimates can be made for possible structures. Bond money was used for the most recent covered play structure at Newport Intermediate School.
- **HOW MUCH CAPITAL IMPROVEMENT/BOND MONEY IS LEFT?** LCSD has access to approximately \$400,000 to \$500,000 in unexpended bond funds; and approximately \$650,000 in Construction Excise Tax funds.
- **DOES THE PROPOSED TRIMESTER SCHEDULE IMPACT AVAILABLE SPACE AT TAFT 7-12?** Trimester implications are still be analyzed.
- **WHERE WILL THE PERSONNEL MOVING TO TAFT 7-12 BE LOCATED? WHAT DOES THAT DO TO THE TAFT 7-12 BUILDING CONFIGURATION?** Room assignments and location adjustments will be evaluated based on classroom and program needs.
- **WILL HALF-DAY KINDERGARTEN BE ENOUGH FOR A CHILD ENTERING FIRST GRADE?** No. Based on research and data, LCSD administrators believe full-day kindergarten is vital to reduce learning deficits in grades 1-3.

- **WOULD IT BE AN OPTION TO DO HALF DAY AT A PRIVATE KINDERGARTEN AND HALF DAY AT OCEANLAKE?** Parents will have the option of sending their child to kindergarten for half-day sessions.
- **WILL THERE BE OPPORTUNITIES FOR ADVANCED SECOND-GRADERS TO ACCESS HIGHER LEVEL WORK?** Students will continue to be presented with content and materials at their level so each student continues to grow.
- **IS IT OK TO BE TRANSITIONING STUDENTS TO A NEW SCHOOL/STAFF DURING A BENCHMARK TESTING YEAR?** Yes, staff will work to ensure a smooth transition from one building to the next with an emphasis on continuity of learning.
- **IS THE DISTRICT FOCUSED ON THE K-2/3-6 RECONFIGURATION OPTION?** At this time, LCSD is further investigating the reconfiguration option.
- **DO ANY BUS ROUTE CHANGES CONSIDER HAVING STUDENTS IN GRADES K-12 ON THE SAME BUS?** Mid-Columbia Bus Co. is exploring transportation routes; one option may require K-12 busing.
- **HISTORICALLY, RECONFIGURATIONS HAVE INCLUDED STAFF CUTS AND HIGHER CLASS SIZE. WILL THAT HAPPEN?** Options have all included expansion of current staff, and class size will be closely monitored.
- **HOW WILL BUS ROUTES BE MADE SHORTER?** Mid-Columbia Bus Co. is exploring options in overall route time. K-12 busing may help with route time.
- **THERE ARE SOME REALLY EXCITING THINGS ABOUT THE K-2 AND 3-6 FOCUS. NURTURING STUDENTS IS IMPORTANT.** Nurturing students through a transition would be an area of focus at all buildings.
- **WAS FULL-DAY KINDERGARTEN CONSIDERED DURING RECENT CONSTRUCTION?** It was not considered during planning for the bond and was not included as part of the bond measure that voters approved in 2011. Over the past nine months it has been considered.
- **WILL WE LOSE THE BENEFITS OF A K-6 SCHOOL (I.E. READING BUDDIES, MENTOR STUDENTS, ETC.)?** These relationships would look different but will continue to happen.
- **IS FULL-DAY KINDERGARTEN MANDATED BY THE OREGON DEPARTMENT OF EDUCATION?** No, but it is highly recommended.
- **IF KINDERGARTEN IS FULL DAY, WILL IT LOOK DIFFERENT (I.E. RECESS, BREAKS, LUNCH)?** Yes. Kindergarten in the current half-day model will have to change; it will not look like a half-day program spread out over the full day. Teachers and administrators are already discussing options.
- **I LOVE THE STAFF AND SUPPORT AT OCEANLAKE. TAFT ELEMENTARY ALSO HAS GREAT STAFF/COMMUNITY.** The staff at both schools already work together and collaborate, knowing that nurturing schools are important.
- **COULD WE STILL HAVE FAMILIAR TEACHERS IN THE NEW SCHOOLS I.D. HAVE SECOND-GRADE TEACHERS ROLL UP TO THIRD GRADE?** Personnel discussions have not been had at this time. Ideas are being collected for future evaluation.
- **HOW WILL TRIMESTERS AT TAFT 7-12 IMPACT ELECTIVES?** Taft 7-12 staff are exploring the trimester schedule and elective offerings. This will be further addressed during the year.

- **HOW CAN THE PARENT GROUPS AT OCEANLAKE AND TAFT ELEMENTARY WORK TOGETHER FOR THOSE WHO HAVE KIDS IN BOTH SCHOOLS?** Both parent groups are strong. This question will be shared with both parent groups for them to consider.
- **HOW OFTEN WILL CHANGES CONTINUE TO HAPPEN?** Change is considered when it is either financially/logistically necessary or would allow us to offer something better for our students.
- **HOW DO TEACHERS FEEL ABOUT IT?** As with any change, there are many viewpoints to consider, so staff members have begun compiling considerations, too.
- **HOW WILL WE ENSURE THAT FULL-DAY KINDERGARTEN DOESN'T GO AWAY AGAIN AFTER A COUPLE OF YEARS?** Full-day kindergarten is a priority for Superintendent Boynton and strongly encouraged by the Oregon Department of Education.
- **ARE PORTABLE BUILDINGS BEING CONSIDERED INSTEAD OF REMODELING?** No. Portable buildings are meant to be temporary structures, yet it took the district 40 years to replace the last of its portables with permanent structures.
- **IS THERE TRAINING OR ASSISTANCE AVAILABLE FOR TEACHERS TO HELP WITH THE SECOND-GRADE TO THIRD-GRADE TRANSITION?** Specific professional development will be offered to staff to support them in the transition so students will benefit.
- **HAS THE COST OF BOXES, MOVING, AND TIME BEEN FACTORED IN TO THE OVERALL COST?** Yes. Over the past 10 years we have shuffled classrooms and offices several times. We know the process and budget required.

WEST AREA SCHOOLS – NEWPORT

- **WILL THE NUMBERS OF STUDENTS ATTENDING THE SCHOOLS BE THE SAME IF WE SPLIT THE SCHOOLS INTO TWO K-5 SCHOOLS AS OPPOSED TO HAVING A K-2 SCHOOL, A 3-5 SCHOOL, AND A 6-8 SCHOOL?** It can vary as people may choose to send their children to one K-5 school over another K-5 school. LCSD will gather numbers to project enrollment for each level.
- **IS IT A CERTAINTY THAT THE STATE WILL FUND FULL DAY KINDERGARTEN?** The governor has made it a priority to include \$300 million in the state budget for all-day kindergarten, but it is uncertain whether or not the Oregon Legislature will fund it. If it is not funded, LCSD will have to reconsider its priorities and answer the questions: Do we have the funding? Is it feasible? The current projection is that the state budget will include full rollup costs plus the \$300 million.
- **IF IT ISN'T FUNDED IS THERE A PLAN TO RELIEVE SOME OF THE OVERCROWDING AT NHS?** LCSD doesn't have a fully fleshed out plan if the state does not allocate the funds.
- **ARE THERE REASONS WHY WE HAVE TO ACT BEFORE WE KNOW?** The school district is required by law to build a budget for the next fiscal year, even before knowing how much funding it will receive from the state. Once funding is known, the budget will be adjusted accordingly.
- **THE INCREASE OF STUDENTS THAT HAS CAUSED THE OVERCROWDING – DO WE KNOW WHERE THEY ARE COMING FROM?** No. Projections by PSU are counter to what is actually happening.
- **EVEN IF THE ENROLLMENT DROPPED, WOULD OPTION 3 STILL BE VIABLE?** Most likely not; it depends on how much enrollment would have to drop.

- **WHAT WOULD BE THE ADDITIONAL COSTS REGARDING ADMINISTRATION AND RUNNING A NEW SCHOOL?** The entire reconfiguration would be cost neutral. The additional funding for full-day kindergarten would cover the cost of any additional staffing.
- **WHY WAS YAQUINA VIEW CLOSED AT THE END OF THE 2007/2008 SCHOOL YEAR?** It was a perfect storm – there was a drop in enrollment plus a decrease in funding. It was more efficient to have one grade school.
- **THE LAST TIME WE HAD FULL DAY KINDERGARTEN, WE HAD IT FOR TWO YEARS AND THEN THE STATE FAILED TO FUND IT. IF THE MONEY DISAPPEARED AFTER TWO YEARS, WOULD WE STILL BE ABLE TO AFFORD IT?** At this point, we do not know the answer to that question.
- **WHAT IS THE PER PUPIL FUNDING RATE?** Approximately \$6,600.
- **ARE WE GOING TO GET RID OF INMS?** That decision hasn't been made yet. However, our proposal to bring all Newport seventh and eighth graders together in one building would allow us to combine the best features of Isaac Newton Magnet School and the best features of Newport Prep Academy.
- **WHAT WOULD FULL-DAY KINDERGARTEN LOOK LIKE?** The Superintendent is advocating for an exploratory, experiential kindergarten experience.
- **WOULD THIS REQUIRE SPECIALISTS AND COULD THEY BE USED AT OTHER GRADE LEVELS?** Yes, it would require hiring specialists in music and art, and they could be used at other buildings. Next year, we will do this whether or not we offer full-day kindergarten. By restructuring our schools, we can better utilize resources to reach all students. We can also restructure the way we use Title funding; by having the classroom teacher provide Title support, it would free up money that could be used for specialists.
- **WILL CERTAIN HIGH SCHOOL COURSES BE OFFERED AT THE MIDDLE SCHOOL?** Yes, we would bring the curriculum to the middle school and when a student shows proficiency in that subject, we could award high school credit.
- **INMS COEXISTED WITH OTHER PROGRAMS AT ONE TIME AND THERE WERE BULLYING ISSUES. HOW WILL WE HANDLE THAT?** We have had a strong emphasis on anti-bullying efforts in recent years at all of our schools. It's about building a school community that works together for a respectful, safe environment.
- **DOES THE SIZE OF THE SCHOOL COMMUNITY AFFECT THE OUTCOME OF BUILDING ENVIRONMENT?** We believe the best outcome is based on giving every kid what they need and having enough resources to go around. There is no "magic number" for school size; rather, it is making the connection of the kid to the school.
- **WILL INMS STUDENTS WHO WANT TO BE PUSHED BE PLACED IN CLASSES WITH KIDS OF LIKE LEVELS?** We need to meet the student at his level; the grade band does not define that level. Some classes, such as PE, art and music, can be multi-level.
- **HAVE YOU THOUGHT ABOUT THE PHYSICAL PLACEMENT OF GRADES IN THE BUILDING?**
- That would be the building administrator's decision.
- **HAS THE TRANSITION BETWEEN BUILDINGS AND THE EFFECT ON KIDS BEEN TAKEN INTO ACCOUNT?** Yes. Administrators and other staff members have had long conversations on this topic – how many transitions can students handle? How can we help them and help teachers with the transition? What plan can we have in place to mitigate the transitions?
- **WILL KIDS BE SHIFTING AROUND FROM CLASS TO CLASS TO BE WITH THEIR DIFFERENT LEVELS DURING THE DAY?** Yes, the idea behind mass customization is meeting students at their level and helping them to learn and move on to the next level. This means that placement can be fluid. If all students are brought together to be taught, we cannot be sure that every student is

learning to the best of their ability. Students at INMS and NPA are already being pulled out to their appropriate levels in math, with excellent results.

- **IF NPA AND INMS ARE MERGED, WILL THE INMS TEACHERS STILL HAVE JOBS?** Yes, we are talking about adding, not taking away.
- **HOW MANY STUDENTS WOULD THERE BE IN GRADES 6-8?** Approximately 400.
- **COULD INMS MOVE TO ARCADIA?** It's still an option, but resources will be allocated according to the numbers.
- **HOW ARE SPECIALISTS CURRENTLY PROVIDED FOR INMS?** INMS and NIS share P.E., music and art teachers.
- **WILL THERE BE ELECTIVES FOR GRADES 3-5?** Yes. It is important to meet every child at his or her point of development every day.
- **REALISTICALLY, HOW MANY DIFFERENT LEVELS CAN YOU SEE IN A SCHOOL?** Students tend to cluster in levels and teachers provide instructions in those levels, with the curriculum dependent upon the grade band. We would look at the data we have and build class schedules from there. There are currently six clusters at or below grade level and two advanced clusters.
- **WITH A PINPOINT FOCUS ON SKILLS, IS THERE STILL A FOCUS ON THE BIGGER IDEAS?** Yes! In addition to teaching skills, our teachers work on the application of skills, on applying the skills in a meaningful way.
- **I'M CONCERNED THAT IT LOOKS LIKE TRACKING FOR THE YOUNGER KIDS.** The difference between what we are doing and tracking is time. Students can progress through multiple levels in a year; they are not stuck at one level. If a student learns at a 12th grade level, they need to be taught to that level. In rethinking our Title support, teachers will be able to push in to other classes to meet kids at their level. But the specifics of what that would look like will be up to the building administrator.
- **IS INTERDISCIPLINARY AND PROJECT BASED LEARNING PART OF WHAT IS PLANNED?** Yes. The extensive planning work that LCSD teachers are now doing is exactly about incorporating that: project-based, hands-on learning.
- **ONE OF THE ADVANTAGES OF IINMS WAS THE ABILITY OF THE TEACHERS TO WORK TOGETHER TO BUILD INTERDISCIPLINARY GROUPS. WILL THAT OPPORTUNITY BE INCLUDED IN THE PROPOSED NEW STRUCTURE?** Yes. The work in progress will be a K-12 continuum, so opportunity will be built in all the time. Having more teachers to work together will give the teachers more opportunity to collaborate and focus on teaching.
- **WHAT ARE THE NEXT STEPS IN THIS PROCESS?** District administrators will flesh out the details and take a recommendation to the Board of Education for their approval. It could be an action item for January, with staffing decisions made in March. Regardless, the district is moving ahead with remodeling at Yaquina View.
- **WILL THE COMMUNITY HAVE INPUT INTO THE ADMINISTRATIVE STAFF AT EACH SCHOOL?** If hiring of school principals is done from within, no. If hiring is from outside the district, yes.
- **CAN COMMUNITY MEMBERS BE PART OF A COMMITTEE THAT PUTS TOGETHER THE FINAL PROPOSAL FOR THE SCHOOL BOARD'S CONSIDERATION?** No, however parents and community members are encouraged to share their ideas with their school principal or directly with Superintendent Steve Boynton.
- **ARE WE ONLY LOOKING AT THE LAST OF THE THREE OPTIONS PRESENTED?** It seems like the best option for providing the best opportunity for the most kids. Option one would exhaust the district's resources, and would not be a viable option. Regardless of what happens with full-day kindergarten, Yaquina View must be reopened to give Newport High School the opportunity to expand.

- **WILL OLDER STUDENTS BE ABLE TO GO TO OTHER SCHOOLS TO WORK WITH YOUNGER KIDS?** Yes, it can be beneficial to have structured interaction between different age levels. As an aside, Superintendent Steve Boynton commented that he has two young children who attend LCSD schools so any proposal will impact his children and that he simply wants the best “for all of our kids.”
- **ARE THERE ANY RESTRICTIONS ON HOW BOND MONEY CAN BE SPENT?** Yes, it must be spent on school building improvements/construction. It cannot be used in the general fund or for such things as salaries.
- **WHAT IS THE TIME LIMIT FOR USING THE BOND MONEY?** There is a limit but we are not running up against that.
- **WHAT FUNDING DO WE HAVE TO COVER FULL TIME KINDERGARTEN?** State funding will be available for operating expenses but not for construction.
- **WHEN WAS THE LAST TIME SAM CASE SCHOOL SCORES WERE AT OR ABOVE STATE AVERAGE?** Three years ago when the state scores were upped, the Sam Case results dipped. Then they did the math, and results were down again. The following year they made the test more difficult and that resulted in fewer students meeting the standard.
- **WHERE DOES THE RESEARCH COME FROM THAT SUPPORTS FULL-DAY KINDERGARTEN AS GOOD FOR KIDS?** The Oregon Department of Education and many other agencies have supporting research; we will provide that information in an upcoming meeting.
- **OTHER STUDIES SHOW THERE IS NO CORRELATION BETWEEN FULL-DAY KINDERGARTEN AND 3RD GRADE OUTCOMES.** Sage Resource and Center for Public Education are two resources that have information about the effectiveness of full day kindergarten.
- **HOW MANY CLASSROOMS DO WE HAVE TO ADD?** We would need four additional classrooms at Sam Case to cover kindergarten plus specialist space for support.
- **WHY WOULD WE SEGREGATE SO SMALL AN AGE BAND (K-2)? THERE IS BENEFIT IN YOUNGER KIDS SEEING THE BEHAVIOR OF THE OLDER STUDENTS, AND ADVANTAGES FOR OLDER KIDS TO MENTOR YOUNGER ONES.** Libba Sager, principal at Sam Case Primary School (grades K-3) says there are fewer behavior problems at Sam Case with the younger students not seeing the behaviors of the older students.
- **WHAT’S THE ANNUAL OPERATING COSTS FOR REOPENING YAQUINA VIEW SCHOOL?** The extra expenses will come from the physical plant, secretary, and custodial costs. The extra funding received from the state for full-weight kindergarten will cover the additional operating costs.
- **WILL THAT FUNDING BE AVAILABLE IN THE FIRST YEAR?** Oregon decides its budget funding in May, with the final approved amount going a little one way or another depending on the state’s current economic situation.
- **IS KINDERGARTEN MANDATORY?** No. Children are not required to attend school until the age of 7.
- **WHAT ABOUT TRANSITIONS BETWEEN SCHOOLS. KIDS NEED TO LEARN THE NEW SCHOOL. THERE IS RESEARCH THAT SHOWS THAT KIDS LOSE GROUND WHEN TRANSITIONING BETWEEN SCHOOLS.** We have purposeful planning to ensure smooth transitions from one school to the next, with a continuous progression of learning.
- **IF STATE FUNDING ISN’T ASSURED OR SUFFICIENT TO COVER THE COST OF FULL-DAY KINDERGARTEN, THEN WHAT HAPPENS?** Our understanding is that the state will fund full-time kindergarten. They have promised to support it, but they haven’t put their budget together. We have to plan based on what they are saying now.
- **IF WE GO FULL DAY, WHERE WILL THE MONEY COME FROM TO SUPPORT ADDITIONAL STAFF?** The additional money will come from state funding for full-day kindergarten.

- **WHEN DID THIS DISCUSSION START? IT SEEMS LIKE WE ARE RUSHING INTO THIS.** The discussion started a couple of years ago under Superintendent Tom Rinearson. He and Rich Belloni, director of LCSD Support Services, reviewed all the available buildings to determine what would be needed. About two weeks ago, Belloni presented his plan to Superintendent Steve Boynton. If the district proceeds with having full-day kindergarten, it is imperative to begin planning now in order to have schools ready in August 2015.
 - **WHAT ARE THE OPTIONS FOR THE EARLY INTERVENTION SERVICES? CAN IT BE IN TOLEDO? DOES IT HAVE TO BE IN NEWPORT?** The E.I. program does not have to be in Newport. It could be in one of our Toledo buildings.
 - **IF WE HAD AN IDEA THIS WAS COMING, WHY WASN'T IT INCLUDED WITH THE BOND?** Bond planning took place several years ago, with the vote happening in May 2011. The bond measure was written with provisions and numbers based on the current enrollment at that time.
 - **I WANT TO KNOW WHERE MY KINDERGARTENER IS GOING TO PLAY?** We have some preliminary ideas of refencing, taking out the JV field, putting in grass, and adding new swings and a playground. Our teachers would review any plans and safety concerns would be foremost in any planning.
 - **WHY MOVE K-2 TO YAQUINA VIEW AND NOT TO SAM CASE?** The gym is more suited for grades 3-5 at Sam Case.
 - **WHAT ABOUT THE PLAYGROUND EQUIPMENT AT NEWPORT INTERMEDIATE?** The equipment at Newport Intermediate is not easily moved.
 - **ARE THE PLAYGROUND AND FACILITIES AT SAM CASE FIT FOR GRADES 3-5?** They are fine for third grade. Some of the sinks and water fountains are low. The playground itself is not a problem.
 - **WHAT WILL HAPPEN TO THE LCSD STAFF LOCATED AT YAQUINA VIEW (I.E. TECH, NURSES, MENTORS, ETC.).** The alternative school and tech department would come to Newport High school; planning is underway for the others.
 - **WHAT WILL THE CLASSROOMS ON THE WEST CAMPUS OF NEWPORT HIGH SCHOOL BE USED FOR AFTER NPA IS RELOCATED?** Some agencies may come over from Yaquina View and there would be three to four open classrooms.
-