



**DRAFT**

## **Worthington City School District Community Dialogue 4 Results**

as of May 31, 2017 Meeting

and online survey June 13, 2017



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## Results:

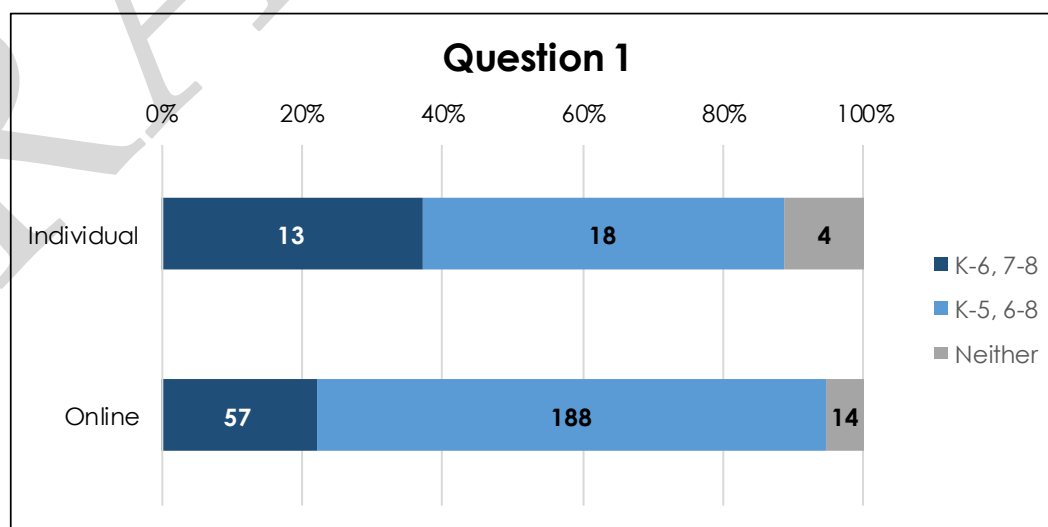
Did you attend the Community Meeting on May 31, 2017?

	Online
Yes	38
No	221

## Results: Question 1

Based on the information that has been provided, of the 2 Options presented, which do you prefer?  
Please select one.

Question 1	Individual	Online
K-6, 7-8	13	57
K-5, 6-8	18	188
Neither	4	14



## Results: Question 2

### What do you believe are the strengths associated with the K-6, 7-8 Option?

#### Individual

- 1. Transiting students from small elementary school to midsize MS to larger HS setting. 2. 6th grade stays at elementary level. 3. I do not think community will support construction of new MS. Many will not understand that Phoenix is being utilized and will see this as irresponsible spending. 4. Programming options increased. 5. Love the flexibility of Kilbourne MS/elementary.
- 2 middle schools at capacity. No need for new buildings immediately. Allows for magnet school.
- 7-8 are truly transitional years for students. Current model is successful.
- A magnet elementary school could be attractive if there is a change - immersion.
- Costs less. New option is to be decided on later. 2 Middle schools allows for more efficiency at that level. I trust the creativity of district to create elementary magnet.
- Developmentally it is more appropriate for a 6th grader to be grouped with 7th and 8th graders rather than elementary school students. More building flexibility.
- Developmentally, I believe that the maturity of 6th grade students is more appropriate for the elementary level. I realize that we are the only central Ohio school that doesn't have that grade in MS. It would be ok if 6th grade had their own building.
- I do not see as a particular strength. Kept important is to balance school utilization. I think balancing the feeder to middle and high school is a plus especially factoring in an appropriate upsizing of number of students from elementary to middle to high school.
- It fits with a system we are familiar with and seems least disruptive. It seems to allow for more flexibility if enrollment projections are too high. This means the district could save money. It's slightly cheaper. It also seems like it would be easier and less expensive to find land for an elementary instead of a middle school.
- Keeping kids in elementary school through 6th grade is very important to me.
- I think it's good for 6th graders to stay in elementary school for an extra year (questionable if it's good for K-1 to be exposed to 6th graders). I like the concept of balancing feeders but would prefer 4 middle and build an additional ES so that 2 MS aren't as massive as the high schools. Prefer gradual step up.
- Keeping siblings together for a year for car pool
- Keeps current district set-up (K-6). Magnet school sounds like good opportunity - gifted program?
- Keeps Worthington's traditional K-6 structure. Increases elementary school capacity.
- Leadership opportunity for 6th graders, strong sense of community at elementary schools.
- Like keeping 6th with elementary (esp. with increased social media use, etc.) Not academic difference, but social difference. Believe this to be more economical plan. May not need additional land. Living in Riverlea am already struggling with additional taxes in fixing storm water issues. Provides better bonding and cohesiveness among middle school and high school transitions. Seems like it might more quickly deal with elementary issues. Boundary changes are needed. Glad your looking at a magnet option even if it never happens.
- Magnet school would definitely make district unique. Maintains K-6 elementary. Incremental growth through school. Stronger MS connection with high school.
- Maintains current structure. Fewer middle school may make transition to HS easier. Less expensive. Includes magnet school. I will not support any levy that doesn't include grandfathering current ES students and a sibling clause.
- Option to not build new in these 2 if numbers estimated don't increase/ No program changes, option to provide another program at elementary level. Four new elementary not needed - replace Worthington Estates? How does this address too many students in NE quadrant? (for elementary). I'd rather see an option to not balance high schools instead of K-5/6-\*. Need capacity and utilization broken down by high school. Will WKHS swell to uncomfortable size?
- Personally there are none. Society is now having children mature earlier and are no longer fitting in as 6th grade in elementary.
- Potential for an alternative elementary school - a foreign language school would be amazing.
- Pre-K to 6 is a huge age span. 6-7-8 are more the same age.
- Puts money in high need buildings. Allows for contraction after bubble of growth.
- Smaller middle schools = more of a community feel at these grades - so long as programs remain (this requires adequate staffing). Middle schools align with neighboring districts. STEM schools retain neighborhood identities. Middle school utilization caps at 85% (opposed to 89%) allowing room for unpredicted growth/ other variables.
- The only strength is boundary change.
- Too late. I don't really trust the board to be good stewards of this money.

## Results: Question 2

### What do you believe are the strengths associated with the K-6, 7-8 Option?

- Two middle schools - allows kids to get to know all their classmates prior to high school. Land available for ES as UMCH property. Personally, I far prefer to keep 6th graders in ES. Very helpful to nurture 6th graders in an ES. Environment not that in MS environment. Ability to provide spearheaded MS programs geared towards 7 & 8th graders.
  - With the drug problems in central Ohio, 6th grade children should be sheltered from middle school.
  - Balancing High School Enrollment.
  - Balancing the high schools.
  - best use of existing buildings
  - Boundary changes and balancing enrollment at the high schools.
  - Continuity and budget is smaller
  - Current option, not as much change
  - Dr. Bowers noted that half of sixth graders are better served at the elementary level. While you can enrich and enhance extracurricular activities for kids who are more mature - there is no opportunity to step-down middle school. Once you start, you don't go back. This last year of elementary school provides an opportunity to allow further maturation, strengthen self-confidence, encourage critical thinking, etc. in a contained and smaller environment. I think this makes sense. I also believe the k-6 model is a point of differentiation for the district. We see value in this model, it's worked for us.
  - Elementary magnet for what?
  - -Elementary magnet school is appealing and seems like it would help enrollment management at the various elementary schools. -Keeping K-6 is status quo and will probably be easier for people to feel a level of comfort with that
  - Having a dedicated building for gifted services.
  - Historical preference of the district
  - I believe that the required boundary and/or feeder adjustments across all grade levels is a strength because it will help balance the numbers across the district.
  - I believe the strength of the k-6 option is the time for maturity before being with a more aggressive age group.
  - I believe there are no strengths in this option.
  - I do not want to convert KMS into an ES
  - I don't like this one. I don't think a magnet school is the way to solve overcrowding. Too many issues about pulling certain number of kids from district in equal proportions by grade. Capacity exists at the middle school level. Makes sense to utilized the middle school space more.
  - I don't personally see many strengths associated with this option.
  - I don't see any
  - I don't think there are any
- Online**
- 2 middle schools should save operating cost; with the continuing escalation of salaries (far in excess of the private sector), savings will be needed.
  - 6th graders are not yet ready to socialize with 8th graders due to the differences in maturity levels.
  - 6th grades continues to be served at the elementary level which their is sufficient current academic research to support this being the most beneficial for 6th grade.
  - 6th in elem building
  - Allowing for boundary and feeder adjustments is a positive step for Worthington. Two large middle school might allow for more course options, both large schools would have access to outdoor sports facilities, district resources could be used wisely into two large spaces rather than 4, however, these organizational strengths should take a back-seat to realizing the needs of students.
  - As an educator, I work with many children in grades 4-8, and I can see first hand the benefits of a K-6 elementary system. Keeping Worthington K-6 shapes our children profoundly, and the benefits extend both into the community and the future. When 6 stays at the elementary school, we as a community give them permission not to grow up as quickly. Having 6 at the elementary gives the 5s, 4s, and so on more breathing room in their growth.
  - Attendance boundary adjustments at all grade levels
  - balance between sides of the river. Nobody can complain about 2 MS on one side and 1 on the other. Gives advantages and disadvantages equally across district. Allows 6th graders to be kids a year longer.
  - Balanced high schools elementary utilization drops
  - balances high school enrollment cheaper
  - Balances high school enrollment Fixes the overcrowding issue in the Elementary Schools Keeps Worthington's traditional K-6 structure

## Results: Question 2

### What do you believe are the strengths associated with the K-6, 7-8 Option?

- I like neighborhood schools, and the K-6 option keeps children close to home for longer. Worthington already has too many middle schools and building another one does not make sense. Middle school and high school benefit from concentration that allows for more specialized programs (e.g., STEM).
- I like the idea of a 2 year middle school personally. I do not think kids in 6th grade are quite ready to deal with the challenges that kids in 8th grade are facing.
- I like the idea of a magnet school for specialized courses
- I like the middle school as a ,7-8
- I prefer the idea of two MS rather than 4 MS. That 6th grade year still in elementary gives the kids a lot of opportunity for growth and leadership; and keeps them in a more "innocent" environment for one more year - a critical year of development. It gives them an awesome opportunity to develop some great independent learning and student skills before the big leap to lockers, class periods, and MS teams and rotations.
- I really am not a fan of this plan as it increases attendance at Brookside by almost double.
- I see very few strengths.
- I think anything that is in the best interest of the students is fine I'm not opposed to Queda five and 6 to 8 or the other way around
- I was pleasantly surprised to see the use of KMS turned into a magnet school to help maneuver students and reduce capacity in other ES. I think the spend is a better use of monies than building 4 elementary schools. I think the overall associated plan is a better use of monies. I am however still a supporter of K-5 primarily, so decision is based on money appropriation not educational value for K-6.
- I'm not sure, maybe the sense of community from being at one school for 7 yrs
- It is cheaper than the K-5 6-8 option.
- It is slightly cheaper.
- It is traditional in this area. For students who are less mature, it may provide more teacher support and a more comfortable environment.
- It maintains the k-6 configuration.
- It solves the problem of elementary school capacity.
- It would be the same grade configuration, and this is what the kids and district are used to.
- K-6 is important for Worthington. We don't want our 6th graders to have to grow up too soon. This works and is why we moved to Worthington. Two middle schools makes sense and this makes the high schools similar.
- Keep similar school structure to what the district has now and most believe works best since it has been around so long
- Keeping 6 in elementary.... that is a roughly year for kids, and I feel it is best handled from an elementary stand point. If room is needed at the high schools I would rather see 9 drop to middle.
- Keeping 6th grade at elementary school, 1 middle school feeding into each high school. Option for magnet elementary to compliment programs offered at Phoenix and Linworth. Option for new elementary school, if needed, that could be built where needed.
- Keeping 6th grade in elementary
- Keeping 6th grade in the elementary schools
- Keeping 6th graders away from 8th graders is valuable for appropriate adolescent development.
- Keeping 6th graders grouped with younger children, which research has shown is better for their learning and overall well-being.
- Keeping 6th graders in the elementary school.
- Keeping kids in elementary until 6th grade is more developmentally appropriate. Care After School offered to 6th graders
- Keeping middle school classes smaller is more effective for kids
- Keeping our 6 th graders in elementary school, magnet school concept interesting, balancing high school enrollment
- Keeping our children in elementary school, having before and after care available
- Keeping our current buildings and using them differently is a good option. A lot of parents would prefer 6th graders stay in elementaries.
- Keeps current configuration
- Keeps the cure configuration and seems to allow more immediate relief of the elementary school crowding. Better, more efficient use of current space.
- Keeps the middles school smaller- less students
- Keeps things similar to how they are now.
- Keeps WCS at K-6 which could be considered a unique advantage over similar districts in central Ohio. Overall less disruption to student population. Ultimately

## Results: Question 2

### What do you believe are the strengths associated with the K-6, 7-8 Option?

- dropping to two middle schools might prove prudent when enrollment does stabilize.
- Kids grow up too fast and are exposed to many things at such a young age. So disappointed when I heard that 6th grade was being forced to move. We moved here for the school and wouldn't have had we known that there wasn't enough room. Who was in charge of planning? Bad enough that the MAC had to be used, so it was known that there was a space issue. I've heard several bad things from families who were forced out last year and I'm hopeful that something can be done quickly before my child has to leave ESE.
  - Less change with what the community is used to.
  - Less rework needed. More efficient.
  - Let the kids be kids a bit longer. Research shows that moving kids LESS is better, and certainly not at younger ages.
  - Lower cost
  - Lower cost
  - Lower hurdle with new building
  - Magnet
  - Magnet Elementary School
  - Maintaining 6th grade in elementary school is a potential benefit. The idea of a magnet school is intriguing.
  - Maturity of 6th graders- they aren't ready for middle school and being in a school with 8th graders
  - Meeting the needs at the elementary buildings sooner (phase 1).
  - might benefit a small percentage of students who are not ready for middle school
  - More money is allocated to elementary renovations, Thomas Worthington will be renovated with an addition, elementary boundary changes will not be until phase 3 (could be 10 years away), and keeping 6th grade in the elementary schools is a positive.
  - More students to try out for athletics
  - More time for kids to mature in k thru 6
  - No strength that I can see.
  - None, this option loses the opportunity for Worthington to embrace the 6-8 option. Being able to provide 6th graders with the same academic experiences that they get in other districts require that they are not in the elementary schools and are moved to a middle school setting. This is also a much more age and developmentally appropriate option than in the elementary schools where they currently are.
  - None. 6th grade belongs in middle school. We can't be so stuck on tradition and 'that's the way it's always been' that change won't happen. 6th grade is SO much older than kindergarten and 1st grade and there are MANY issues on the bus!
  - Parents believe that kids are in the bubble longer so they are safe. I really can't think of strengths for a k-6.
  - Peer modeling to younger kids
  - Rebuilding Brookside is necessary.
  - Recent Harvard Research supports K-6 schools and 7-8 schools being developmentally and academically the best option.
  - Same format as today
  - Seems like a better plan as I read both.
  - seems to be less redistricting if we were to just add onto Worthingway and combine the middle schools especially since KMS and WW combine many sports already. Then utilizing KMS as a Magnet schools allows a new option for kiddos. It also has less disruption of schools while schools are being revamped.
  - Smaller middle schools Classes.
  - Some people really appreciate 6th included at the elementary level, so this might be a strength for them—I do not have a strong need for 6th at the elementary.
  - Students having reached the level of sixth grade in an elementary environment are granted deserving benefits that reflect their developmental needs and potentials. When social media and marketing encourages children to mature too quickly, a sixth grader in K-6 is reminded daily of just how small and young he/she was only a short few years ago rather than being catapulted into a stressful, competitive environment just a bit too soon. Well-conducted K-6 programs will have aspects that encourage interaction. For example, as a 6th grader, I visited a 3rd grade classroom weekly to read to them. This was a small step in community building, which served my development as well as role modeling for the younger students. Research abounds in the benefits of such interventions, yet we continue to get further and further from center without strong justification. A child's desire to mature and achieve independence must be tempered with guidance and patience while strengthened by education and opportunities to see themselves as role models. Please do not take them away from them.

## Results: Question 2

### What do you believe are the strengths associated with the K-6, 7-8 Option?

- That you keep the sixth graders in with the elementary school for an additional year. Don't know if they are quite mature enough to interact with 7th and 8th grade. Think this may prepare them both from an emotional and physical standpoint better academically and for their turbulent pre teen/teenage years. Also if lucky to get into an aftercare program, a child can stay there for another year before maybe being allowed to stay at home by themselves after school. Not everyone is a stay at home mom/dad.
- The idea of a magnet elementary school is intriguing
- The K-6, 7-8 set up is unique to the central Ohio area and will attract home buyers with young families. Keeps things the most the same (less change) I like that there would be two middle schools that feed into two high schools. Keeps kids together once friendships are made in middle school. Cheaper - no purchase of additional land for a new middle school.
- The K-6, 7-8 split is a strength of the Worthington City School District. It would be sad if it were changed due to facilities concerns instead of on the basis of what is best educationally and developmentally for Worthington's students.
- The new elementary school would be built during phase 2, which means that those plans could be scrapped if there is an economic downturn or if it isn't needed after all. There would be 2 equally-sized middle schools that would feed into the 2 high schools. It is slightly less expensive.
- The sixth graders have another year to mature. There are still recesses for all of these students.
- There are no strengths to this plan. Another elementary school will not readily resolve a population surge moving through the district and adding another elementary school will likely radically change many school boundaries, cause confusion for a time and then those boundaries will have to be redone again once the District eventually builds the needed Middle School. This plan seems to resolve no issues that are facing the District long term.
- There are parents who feel that 8th grade kids are a bad influence on younger 6th graders, so they prefer to keep the 6th grade at the elementary.
- Think middle school kids require more individual attention which is easier to achieve with fewer kids. It is a time of great transition.
- This maintains the current grade configuration which I feel is very important to the overall development of the students. I feel the it is much more important to keep the sixth grade student with the elementary school rather than subjecting them to the pressures and requirements of the older students. In addition it provides the district with the opportunity to develop a magnet school which can be used to target specific learning opportunities not available in a traditional setting.
- tradition in Worthington
- Tradition of keeping 6th grade in elementary school makes us unique. This plan allows for a magnet school. I also like the idea of having only 2 middle schools. The larger numbers will be a good ramp-up for high school.
- Using a building already in existence, keep K-6, and the much needed redistricting.
- We moved to Worthington to the k-6 model. Letting the 6th graders be the "king of the castle" at such an awkward age allows them an additional year to become secure in their values and morals. That age is very impressionable and putting them with 7/8th graders forces them to deal with social and emotional issues that their brains developmentally aren't ready for.
- We need to redistrict, and I like the idea of adding a smaller school in the form of an elementary school. I also like that you add more "walking distance" in Kilbourne schools for the little kids because your boundaries are crazy right now.
- What I hear people say about keeping 6th grade students in the elementary school is that it feels nice to keep them younger for an extra year. I thought this same thing until I had a 6th grader, now I disagree.
- With 2 daughters going through Worthington Schools since Kindergarten- one just graduated and one will be a Sophomore, I feel that 1 extra year of elementary caring and nurturing with the teachers and staff was so wonderful. I just feel like they were still kids and friends with everyone in Elementary school. Their friend groups started broadening in 7th grade which was good but I was happy they got to stay in their little bubbles for 6th grade. Also in our elementary school, 6th graders were paired up with a kindergartener for a buddy system which was great for both the 6th grader and the kindergartener.
- Would mostly maintain the current boundaries. Maybe creating a magnet school is a positive?

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

#### Individual

- 2 middle school too big. 6th graders are a big influence on K, 1st, 2nd, and so on
- 20 mil for selective replacements. 26-30 gets you new. Do it right. TWHS needs more! ASAP
- 6th graders can feel out of place in elementary, especially in terms of counseling and character lessons which seem more appropriate or targeted for younger ages. Students can become a bit burned out going to the same school. Differences and needs between youngest students and oldest is so vast that it is difficult to meet the needs of all students. Middle school is so brief (2 years) that it is difficult to develop a strong community.
- 6th graders with the younger kids. 6th graders have matured over the years.
- 6th grades have matured beyond ES. More academic options by being in school with 7th/8th. Having only 1 MS feed a HS limits students from meeting near students in HS i.e. my son was/felt bullied in 7th grade at McCord and went to private for 8th grade. Kilbourne was not an option because it would be the same kids.
- Age difference in K-6. Brookside has access issues. In this plan it is not at the top of the list.
- All of these plans seem 10 years too late.
- Boundary adjustments - plus it would be academically beneficial to shift the large number of ESL at Brookside (Queensbridge Townhomes). Minus—we love Brookside staff and community. Don't want "my kid" to be adjusted.
- Fails to address Wort Estates at all. Parking issues with increased capacity at Worthingway. TWHS condition seems to need more money in earlier phase.
- Finding land where needed and cost not included. Boundary/feeder adjustments may be a hard sell to the community (I did like the way you explained this part).
- High capacity in middle school and elementary schools. Higher number of boundary/feeder changes. Still will take a few years to get ES back to K-6. Kilbourne won't be ready until 2020.
- I see no weaknesses in this option.
- If you purchase new land (if you can find it) - costs not reflected.
- Keeping 6th grade students in the elementary environment forces them to remain in an environment that does not meet their needs. It also makes the school environment less appropriate for younger students.
- Keeps over active 6th graders with impressionable young students, which can inhibit some child development.
- Large middle schools near capacities.. Land for new school potentially needed. Worthington Estates replacement not listed.
- More competition and/or some kids not able to play sports, etc. If there are only 2 middle schools.
- None at are relevant.
- Parking issues at Worthingway? Less flexibility.
- Renovation in ES waits. Increase MS capacity..
- Slower "fix" of elementary capacity issues.
- Students in grade 6 will not get options that other grade 6 students in Ohio are getting. Grade 6 students developmentally are different than their K-5 peers.
- The major downfall of this plan is that it requires boundary changes. There were options presented to keep K-6 and not have boundary changes. This would be a preferred plan. Having only 2 MS with huge class size is not preferable. It is unclear why certain ES will be replaced and other now (how was this decided? oldest?). All of your increased ES capacity is south of 270. Given available neighborhoods I don't see how it is even possible to change boundaries to even make sense.
- Unknown boundary changes, though less than the K-6, 7-8 (feeder). Where is there available land in the NE quadrant? Or is reopening Perry an option for the 4th (5th) MS?
- Would Kilbourne MS function well as an ES? Land for new ES? Boundary adjustments likely.
- You work very hard to be equal, btw. TWHS and WKHS how can you in good conscience discount the needs of the Linworth students in the mix? No costs allocated to Linworth all students need to (and dismissed) be considered equal (your answer to this question is not adequate to me). How are Linworth students counted when the school is not even listed? Choice is a new elementary school or a new middle school for the same price? No out of the box thinking here. Much talk about community sharing all which has evaporated in a same, vanilla approach. District may have more space but there is no indication for monies we are any better off. This has not taken advantage of the opportunity. Why consider a magnet school if you ignore the need as the alternative student.

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

#### Online

- I am concerned about the expansion of middle schools to 900 students. While the additions and renovations may alleviate the crowding associated with the expansion it is concerning without seeing the plans. The availability of land and the cost associated with it is a big concern. I am concerned about the potential ballot success of the bond issue combined with the need for operating levies. We will be asking the voters for a significant increase in the taxes.
- 2 middle schools for the district would be very large, perhaps overwhelmingly so - this is my #1 concern. Making Kilbourne MS an elementary school concentrates lots of elementary schools in the same area. Both boundary and feeder changes increases potential disruption.
- 6th grade--many are ready for middle school (some are not) i feel we need space in elementary schools--for k-5 more of those classrooms--lower numbers in classes especially kindergarten 26 in kindergarten is crowd control--all day is not able to utilize the purpose for all day.
- 6th graders are DONE with elementary don't really fit in with the elementary schools.
- 6th graders are too old for elementary school. They're not learning the skills they need to be successful in middle school
- 6th graders need to go to middle school, they are ready For the challenge and sports. They are bored in elem.
- 900 students in a middle school is A LOT. McCord feels really large now. 6th graders don't get as much access to sports in the middle school - compared to nearby districts. If the student is in a difficult situation in elementary school it delays the process of moving on to middle school and widening their friend group.
- 900 students per middle school is too large. Research supports student populations to the 300 mark.
- Absolutely do not want boundary changes to happen
- Academically and socially, 6th graders would be better to be in a middle school setting (vs. elementary school). KMS is a very old building and may not be conducive to housing an elementary school. May be too costly to retrofit school to be "size appropriate" for small elementary students.
- Administration can not handle 900 students.
- As an elementary school teacher, students are ready to move on for 6th grade. They are exploring adult language and that negatively affects the atmosphere of elementary school.
- Being in middle school for only 2 years does not help to build community at the middle schools.
- boundary changes for elem schools, Middle Schools are too large.
- Boundary changes Increasing the sizes of the buildings (Brookside to 600), MS to 2,000 by combining. Uncertainty for families about where their kids will go to school (feeder buildings) Trying to sell building a new school in an undetermined location.
- Brookside is the only elementary school being addressed in phase one.
- Builds a new elementary in lieu of replacing WE, using 13 elementary schools may negate the operating savings of having only 2 middle schools.
- By 6th grade the students are not interested in sharing a school with very young students. Also I now feel VERY uncomfortable with the idea of 6th graders sharing bathrooms (and 5th graders) with kindergartners and 1st graders. 6th graders would be served well by joining the middle-schoolers and having more educational opportunities.
- By 6th grade, most students are developmentally in puberty and their social and emotional needs are more like 7th and 8th graders than like their younger counterparts.
- Continuity
- Cost Large middle schools
- Cost not sure if it is best educationally for the students.
- Crowded elementary schools
- Do not like magnet elementary
- Doesn't seem to address immediate issues at hand
- Elementary schools will not be renovated until phase 3 (10 years away), and there will be boundary changes for all elementary schools.
- Enrollment at other MS goes up dramatically.
- Entire middle school student population in just 2 schools - difficult to manage all of the issues that come along with middle school student population with that many students in each building. Preference would be a separate building, dedicated strictly to Fifth + Sixth Grade enrollment plus, if possible, a separate building / campus for Pre-Kindergarten and Kindergarten. Both options appear limited in vision and optimizing this situation as a chance to increase the District's academic

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

- excellence and programming.
- Everything
- Finding a new site for another elementary building and keeps sixth graders with the younger students
- Having 6th grade still in elementary school
- Having two middle schools feeding into two high schools means cliques and possibly social issues earlier on than high school. I have heard this about McCord and believe it could very well be true. I think it might be better for sports and teams since Worthingway and KMS share most sports now. I do believe 6th grade is a good grade to bring up into middle school, though I did not think that many years ago and have changed my opinion since. It also avoids building right now and just remodeling.
- Higher capacity reached which doesn't allow as much room for growth.
- I am concerned about the idea of a "magnet" gifted school. So many studies have been done showing the benefit of inclusion in school -- and this isn't just for special education on the IEP level, this extends to EEP learners too. When you are able to include enriched education in the classroom spaces - it positively impacts all students. The idea of separating out the "gifted" also stigmatizes both those children attending the school and those who do not qualify as "gifted" by the district's standards. Now, the idea of a magnet school focused on an area of interest (STEM or STEAM, Language immersion, Global Learning, etc.)... that is very appealing to me as a parent. I see any child, regardless of skill level, able to benefit from a lottery position into a school like this. Just as Phoenix and Linworth have provided alternative paths for kids who seek different ways of learning, I think this could address unique interests and learners at the elementary level.
- I am concerned about the LARGE size of the two middle schools. Middle school years are tough for kids -- they need more one-on-one attention.
- I am not a fan of keeping 6th in the ES structure; Ultimately, I would like to see 6th grade segregated from 7-8 and definitely from K-5. I don't see the value explained for Kilbourne High renovations; I can assume it's valid, but it's not explained.
- -I believe that 2 giant middle schools will simply become junior highs. The mainstream middle schools are already lacking teaming. An additional 400-500 students in these junior highs appears to increase the chances of young adolescents falling between
- I believe the smaller middle schools are the biggest advantage to attending Worthington schools for the middle grades. The best example we have currently is Phoenix Middle school. It is successful for many reasons, but the small nature of the school is what really allows for effective communication between staff/parents/students. It was built off of the old Worthington middle school model - small teams of students/teachers that feel a strong ownership to their school and have a vested interest in their learning. Two large schools of 900+ would need careful consideration for how to care for the needs of such a large number of young adolescent students. I worry that the Junior High model would lead to an increased chance of students who feel lost in the shuffle. The small cost savings in the K-6 plan does not off-set the huge cost to student's social/emotional needs. A magnet school for elementary students is not in the best interest of our community.
- I can imagine if a kid did not have a great experience in Elementary School or made a few bad choices in elementary school, they may want a fresh start sooner that later... Also some physically "bigger" kids may be teased for being too old for elementary school.
- I dislike the idea of a magnet school.
- I do not think building a new elementary school is necessary. Not providing any cost estimates for what will surely be an expensive undertaking is irresponsible. - Reducing the number of middle schools = bigger student population at each middle school.
- I do see there is a huge gap between k and 6 and some problems might arise from that, but school officials do a great job of keeping them separate
- I don't think a magnet elementary school is a good idea on a number of fronts.
- I don't think that KMS would make a good elementary school. Where would the playground be? Do you want a kindergartner crossing the street to get to the field for gym? Also, I don't like that the middle schools would have 900 kids. That's just too many kids for a middle school. Middle school is a time of transition and I believe that kids benefit from a smaller school population.
- I don't understand the benefits of a magnet elementary school, and don't understand how exactly that works and functions, so my initial instinct is that it's a weakness. Assuming it functions like Phoenix and Linworth, I've seen parents heartbroken when their kids didn't get in. I don't love lottery systems... I would be sad to see the middle school in old Worthington go, although I must admit that it's partially because it's the one we're currently zoned for. I love that my kid could walk there, walk to the library, etc. So, losing Kilbourne as a middle school is a negative to me. (My oldest is 3, so we're a ways off.)

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

- I don't understand the need to build another elementary school in phase 2 if you open KMS as an elementary and make Brookside and Colonial both bigger?
- I feel like if we don't have more middle schools in my lesson it then we're going to end up having the same issue years from now so may as well have more middle schools and add onto some elementary schools
- I see no weaknesses in this option, and I find it patronizing to be told plainly that there exists equal research for both arguments without any supporting academic discussion. I have zero faith in administrators who are apparently unable to produce such research yet remark on its existence confidently while maintaining full control of the floor in a public forum. It's demoralizing. I refuse to be placated by mention of such suggested mutually nullifying research as it is more obvious that the truth is the literature has not been reviewed and/or the intelligence of the community and our ability to have academic discussions has been disregarded.
- I think 6th graders should not be in elementary schools
- I think having 900 kids in a middle school is way too many. This is a difficulty time / transition for kids this age and that seems very overwhelming
- I think having a 6-8 grade option is better to have students in the school for 3 years as opposed to 2 years. I think it gives them more time to establish new friendships, get acclimated, etc.
- I think the 6th graders should be with the older kids, not the younger kids
- I work with upper elementary and middle school students in my job. I believe that 6th graders and K-2nd graders do not belong in the same setting (bus, school, playground, CAS) because of the disparity in maturity, subjects discussed, etc. I also believe that seven years in one school is entirely too long. By 6th grade, the students I work with are ready for a different kind of environment than what elementary school offers.
- If you are changing the core of the school system by making kids attend a school that's not in their walkable neighborhood, that is a problem.
- Increasing enrollment of Brookside to 600 is too large. Would like to see the reopening of Perry Middle School.
- It costs a lot of money. It doesn't address aging facility. It spends money to get to two middle schools (who ever said we needed this?). It adds capacity where the facilitator said we don't need capacity.
- It does not deal with the issues of aging facilities. The plan should include the long-term plan to rebuild the existing schools.
- It was important to us coming into Worthington schools to find a good community based school and it feels like that is being taken away from our neighborhood school
- Keeping the current format of k-6,7-8 option will most likely result in the need to build new elementary schools due to overcrowding. New developments in Columbus and transient population in Columbus contributes to the increase in these grade levels.
- KMS as an elementary school
- Large middle schools.
- Lesser middle schools, means that there is the chance that class sizes may increase at the 7th and 8th grade level.
- longer time for completion
- Many students are ready for a middle school experience by 6th grade. I've watched the related arts teachers treat them like young children as sometimes they have difficulty adjusting from a kindergartener to a 6th grader. The cafeteria rules are far too strict for 6th graders, and they need some time and space they don't get in elementary. Science curriculum does not have the same perks that middle school 6th graders have due to lack of lab space.
- Middle School utilization numbers are higher. Requires more disruptive feeder changes at the middle school level? Makes McCord a very large school
- Middle schools too large
- Middle schools will be larger.
- Middle Schools would be too large at 900 students each.
- Most districts have already gone to K-5 and 6-8 . Most of our kiddos are ready to move onto middle school by grade 6.
- Moving school boundaries. People move into their homes based upon schools their children will be attending. I know we did. However I'm a bit confused how some boundaries were set or never re-examined. There are several students who attend our home school and live closer to other elementary schools in Worthington.
- MS school capacity exceeds 600
- MS utilization at 89% - no room for growth
- Need to ensure grandfathering our children into their schools . Will note vote for a levy unless this occurs

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

- No need for Worthington to have 4 Middle Schools.
- Only district in central Ohio operating that option. Need to progress the district forward. We also need to clear space at the elementary schools and middle schools.
- Only two middle schools could result in overly large class sizes.
- Only two middle schools for such a large district? Those schools would be massive!
- Only two middle schools is a weakness, I prefer 4 smaller middle schools rather than two very large middle schools. I believe 6th grade should be in the middle school, not elementary school based on maturity levels of 6th grade kids.
- Only two middle schools with 900 students! This means kids leave elementary and go to a school where there are 450 kids in their class. I worry this will severely limit opportunities in academics, sports, and extracurricular activities. I also think that this approach will make the school buildings less flexible in the future.
- Over populated schools
- overcrowding at the elementary level 2 middle schools = too large of grade size
- Overcrowding in Middle School. Too many boundary changes.
- Possible overcrowding in the middle schools.
- Pressure on KES to be as good as Evening Street by the snobs who live down there.
- puts schools at higher % of capacity
- Redistricting
- Redistricting, separating kids-this might happen while my son is attending school at KMS, so it's quite a disruption. Middle schools will be too crowded-lose the teacher-student attention
- Redistricting. Don't think it is wise \$ wise to turn KMS into a elementary school.
- Replacing an entire Elementary School with enrollment of almost 400 would cause logistical nightmares - as a resident of Brookside I'm DEEPLY concerned about double the enrollment size of an elementary school in a neighborhood that already deals with a lot of cut-thru and speeding traffic - and our neighborhood does not have sidewalks to safely protect children walking to/from school now - I cannot imagine what it would be like if we doubled vehicle traffic.
- requires boundary adjustments. I do not believe it is a good idea to break up neighborhoods/students from existing schools. We bought our home so that we could attend a specific elementary school.
- seems like larger redistricting/feeder pattern changes needed.
- Seems to be the more disruptive of the two options.
- Short transition period and short time span to develop maturity and independence before HS.
- Sixth graders and kindergartners in the same building is a huge age gap. Course offerings in sixth grade (band, orchestra, higher-level math classes) are not conducive to an elementary schedule.
- Sixth graders are ready for middle school. Don't like the idea of KMS as magnet elementary school. Pulling kids from the other side of the district I think would be a challenge. No space for playground or parking on this site. Pick up and drop off would be an issue.
- Some kids are more mature, in fact a number of kids, especially those whose parents held them back a year for whatever reason, do seem too old to be in elementary school.
- Sometimes it seems like the 6th graders are too old to be in school with the Kindergartners. But, if the school is run well, then it is an opportunity to mentor and lead the younger grades. Also, it is off-pace with the rest of the area (mostly K-5/6-8) schools, so I definitely see a disparity in maturity and opportunity when compared with kids of different districts.
- Still cramming the elementaries - what do you mean an elementary magnet? Not sure we need more tracks, earlier.
- Still feels like a narrow solution, why not split k-2, 3-5- 6-8 each in different buildings. Feels like we are still looking at neighborhoods and not the district as a whole.
- That is way too many children in a middle school. Too many boundary and feeder adjustments. As a parent, I would look into other options for Middle School and then probably high school as well if this was approved.
- That it would require boundary and feeder adjustments. It especially seems like boundary adjustments would be undesirable, and I'd like to see that avoided as much as possible!! I'm also not too keen on the magnet school idea, though I may just not understand it entirely. As far as I can tell, I would not be interested in that for my kids.
- The KMS building as an Elementary School is unacceptable. Having little ones go up and down stairs is hazardous. The building is not designed for the elementary age students. 6th graders would be more successful at the middle school level. If teachers grades 6-8 are collaborating with each other they can better prepare

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

- students for high school and beyond. There would be more support for the students "on the edges" both the gifted and students needing additional academic support.
- The mega middle school model limits extra-curricular developmental opportunities for kids at a critical time. That's less kids getting to participate on the teams and leads to lower numbers of kids coming to the high schools with experiences playing sports, going through try-outs, etc.
- The middle and elementary schools still have a high percent capacity Middle schools have way too many kids per school (900 is way too many) Logistically, where do kids go while KMS and Brookside are being renovated
- The middle school would be way too big.
- The middle schools are too big. There would be redistricting
- The one drawback of K-6/7-8 is that when we provide a targeted alternative education (e.g. Phoenix), the intervention is for only two years. In a K-5 /6-8, that intervention would be for three years and be much more beneficial.
- The physical and mental difference between a kindergarten and 6th grader is far greater than that of a 6th and 8th grader.
- The plan maintains a high amount of utilization at both the middle school and High school levels.
- The renovations are not equal across the district. Some schools will be replaced while others get little or deferred renovations. This seems unfair. Look at where the property tax dollars are being generated and align the investment appropriately. Voters will not support investments that do not have a return for their area.
- The size of middle school is a huge concern. My children are in (and have gone through) KMS. The school is a small size that I think is highly beneficial. A 900 student middle school is too large. It means less opportunity for sports, clubs and drama activities. I liked that KMS has many opportunities for kids to explore and take advantage of since the school is smaller scale.
- The size of the middle schools are too large. No short term solution to help alleviate overcrowding at elementary schools until the capital projects can begin. District should move 6th graders to middle schools and change boundaries immediately to balance student to teacher ratios at the elementary schools. With no short term solutions, we are going to have to wait 3-5 years for the elementary overcrowding issue to be addressed, which is unacceptable.
- The weakness is that Kilbourne middle would be turned into a elementary school.
- The weakness is the two larger middle schools. I don't want a 900 student 7-8 grade building. That is too large in my opinion. More kids on more busses. One less neighborhood middle school in the part of the district where so many kids can walk to school. I love that so many kids can walk to KMS. The size imposes many limits. It limits the community aspect of the schools. It limits the kids opportunity to participate in school activities due to the large number of students. It limits the kids identity with the teachers of a school. The kids feel like 1 in a large, giant pool. It limits the kids getting to know who is who is the building. I liked that KMS and Worthingway are joint sports teams for larger teams. I liked how they are individual teams for smaller sports. KMS Drama Club has been wonderful for my kids. If the school had 900 students in it, then how many could be in Drama? Would there be more Drama club performances to enable all the kids to perform? Would they have to try out to be included/eliminated. The value in Drama Club is that the kid who wants to try it got to be in the play. He/She didn't need experience and great ability to be included. The opportunity for kids to be exposed to and participate in several activities in limited once the school gets to large. There are just too many kids to include all those who want to be there. Also, the magnet elementary, while an interesting idea, is yet another specialty program that could negatively impact the rest of the district. There isn't enough room for all the kids who might want to be in it.
- There aren't any.
- Too big of an age range Sixth graders are ready for middle school Opens up rooms in the elementary buildings
- Turning KMS into a district elementary school
- Turning the middle school into an elementary building would be way too big of a building for an elementary school. Kindergarteners would have a difficult time navigating a building so big. The classrooms were not designed with young children in mind and a playground would need to be added.
- TWO (only) middle schools with NINE HUNDRED STUDENTS each!!! Wow, that won't be hard to keep that many students under control= heavy sarcasm!
- Two big middle schools is a BAD option. Having that many students at middle school will make it difficult for teachers and administrators to run the school in the highly effective way we've come to expect in Worthington.
- Unknown New ES cost not factored into proposal. Only 2 middle schools will be a very big change for 7th graders going from relatively small ES to a very large MS.
- We do not need a magnet school/program. The competition in the district with K,

## Results: Question 3

### What do you believe are the weaknesses associated with the K-6, 7-8 Option?

Phoenix and Linworth lotteries, along with the EPP program, is enough and already causes great conflict in some elementary communities. We need balanced heterogeneous classrooms.

- We don't have the space to accommodate this option. The current research supports K-6 and school size of 600 or less. This option presented the option for 2 middle schools that were 900+ students in size.
- Whatever is gained by keeping children together k-6, it is lost when they are only in jr high for two years. Adolescence is such a tough time for kids with so many changes. Being able to stay at one school for three years, instead of a quick two year stop would provide more stability for teens.
- Will this really work in future or will we be selling and repurposing things again?
- Worthington estates needs to be rebuilt!

## Results: Question 4

### What do you believe are the strengths associated with the K-5, 6-8 Option?

#### Individual

- 4 middles
- 6-7-8 seem to fit better. Easier to implement because of land space.
- Better MS experience for kids. Fix WES!
- Better prepared MS -> HS students
- Creates more overall capacity. Allows more budget for much needed renovations. Balances high school enrollment. Feel like this makes more sense to fix over-crowding issues while also being able to make renovations more quickly. Most school districts in Columbus are K-5 and if we commit to that district-wide will be better able to accommodate 6th graders needs, i.e. programs more recess, etc. Replacement of more elementary schools.
- ES renovated soon. Magnet school option. 4 middle school allows increased capacity.
- Greatly alleviates ES. More flexibility.
- If 4 schools split 2-Kilbourne and 2-Thomas it would give in good feeder pattern where kids stay together in last 6-7 years of school.
- Is this the solution that will make us a top district in central Ohio? Simply more of the same? Good but not great.
- Keeps neighbors/neighborhoods in tact - a factor that is very important to everyone I have talked to. Having all 6th graders across the district in the same setting is more equitable than asking some 6th graders to go to MS and some to remain in ES> This doesn't seem to be a priority at this time.
- Lower utilization of buildings = more space. Does this happen faster?
- Moving to a 6-8 middle school
- More developmentally appropriate setting for 6th graders. The middle school setting will better fit their needs academically, socially, and emotionally. It will also allow younger students a safe and age appropriate building. More classrooms will also be available for other grades to have smaller class sizes.
- No new land needed until Phase 2. More realistic? Grades (programming remains the same (6th grade) - less change/disruption.
- None. this is a bad idea.
- Relieve over-crowding at some ES and make room for Pre-K and/or all day K. 6th graders are ready to move on from ES. More academic stimulation. 2 middle schools to feed HS - see above.
- Seems to be easier to implement and more flexible.
- Sixth graders get more age appropriate support. 3 years of middle school creates strong pride/sense of community.
- Smaller capacity MS's --> better transition for students from ES. ES utilization (82%) allows for increased flexibility/increased programs.
- Smaller middle school sizes.
- Space? Maybe great programming.
- Students in grades K-5 are more similar. A school can focus on common goals working on developing the whole child.
- Students in the 5th grade are already ready to go to the middle school.
- Takes a chunk of students out of elementary to free up space for K-5 capacity with existing school. 6th grade students out of elementary will not have such an influence on younger grades. More room for growth.
- The kids in the 6th grade are already ready to go to MS. It is more fiscally responsible.
- The use of the buildings, the ages of the kids, and the plan projections all seem to be in appropriate alignment.
- This plan allows for the older kids to be with more peers. Every district around us is K-5, 6-8. In all outside school activities are set this way as well.
- Utilization is lower than the other plan. Much faster fix than other plan.
- Very quickly opens capacity for elementary schools. This is critical for young students to be on good footing for an academic career.
- W. Estates condition addressed
- When students front he 6th grade are with older students the quality of their questioning will increase. Teachers will also have the ability to co-teach at the middle grades in creative ways and improve student learning in preparation for high school and beyond.

#### Online

- - I think it makes sense to configure middle school as a three year program. - It is probably programmatically simpler than creating a magnet elementary school in the K-6 proposal.
- 1) district wide utilization in 80% 2) Gifted or advanced 6th graders can take higher level classes without having to leave school 3) Four middle schools

## Results: Question 4

### What do you believe are the strengths associated with the K-5, 6-8 Option?

- 1. It provides more independence and options for academic specialization, acceleration and support. Most students this age are ready for that. 2. Students are generally into puberty by 6th grade and their social and emotional needs are more similar to 7th and 8th graders than younger students. 3. Students who have 3 years in the middle school have more time to build relationships and develop skills at the middle school level before moving on to high school.
- 4 middle schools
- 4 middle schools for a district of our size makes sense - they wouldn't be as huge as only 2. This could ease the transition for students to MS and then HS. K-5/6-8 brings Worthington in line with most other districts in the area. Fewer boundary adjustments would be required.
- 6th grade belongs in middle school. They are ready to move on.
- -6th grade maturation is better suited in the MS -Band and possibly strings would no longer have to travel, can be built into block scheduling -Provides students and parents more time to be part of the MS community. Under current structure it takes time t
- 6th graders need to be in a different setting.
- 6th graders out of Elementary schools
- 6th graders should be in middle school, like they are in almost every other district in Central Ohio.
- 75% of all Ohio schools use k-5
- Academically and socially, 6th graders would be better to be in a middle school setting (vs. elementary school).
- Add a middle school up near Worthington Park and Slate Hill No boundary adjustment
- Adding a Middle School, balancing the enrollment at the Middle School level to a more manageable, successful level
- Adding to existing middle schools or adding one more middle school seems more efficient and less disruptive to alleviate issues/constraints across 10 elementary schools. It also seems to be a more accepted approach to grade configuration amongst comparable districts in central Ohio.
- Additional middle school built allows for smaller classes. In middle school where more advanced learning is needed.
- Addresses Capacity issues within 2 years. No Elementary boundary adjustments in phase 1. Keeps middle school classroom size at an acceptable range.
- Addresses elementary crowding and high school balancing. Plus I feel students are ready for different type of environment by 6th grade (more responsibility etc.)
- Allows for growth without further building after new middle school is built. Allows some breathing room in schools.
- As above, when we provide a targeted alternative middle school education (e.g. Phoenix), that intervention can be extended to three years.
- As an upper elementary school teacher and parent of school age children, I believe it is more age appropriate to have a 6-8 configuration for middle school. The curriculum and developmental levels support it, and it would provide more opportunities for our students.
- Attendance boundary adjustments most grade levels
- Balances high school enrollment Fixes the overcrowding issue in elementary schools while keeping the percent capacity low in both middle and elementary schools Much needed renovations to schools can happen earlier on in the process Could have a middle school in the Northeast Quadrant so they don't have such a long commute
- Better community for middle school experience, changes now could impact how they add on to the buildings... could adjust so that sixth graders have their own area of the middle school and 7-8 have an area, with shared common areas. Be thoughtful about how you build on, and the buildings could shift over the years as needed.
- Better percent utilization of all schools - allows for growth at all levels
- By the time students are 11-12 they have worldly knowledge that doesn't always need to be shared with the younger student. I would like to see the 6th graders moving on to the middle school where their maturity is more likely to be respected. Most school districts around central Ohio are K-5 and curricular programs for schools are often written with this fact in mind.
- Chance to balance schools
- Changing elementary schools for k-5 is a positive.
- Cheaper. Better management of existing resources.
- Closest thing to maintaining current model
- completion for housing students is quicker
- Creates more age appropriate arrangements in each building and broadens the opportunities for sixth graders. Kilbourne remains a middle school

## Results: Question 4

### What do you believe are the strengths associated with the K-5, 6-8 Option?

- Developmentally and academically appropriate for 6th grade to be with 7/8. This allows for more differentiation with curricular (class) options based on students' needs and interests.
- Developmentally, children are still children in 5th grade. It keeps the school environments close-knit. As well, 6-8 grade is a longer time frame so expectations are more clear when transitions are not so often.
- Elementary school isn't very appropriate for 6th graders. I also like having more middle schools to keep enrollment lower at those schools.
- Elementary schools are to be renovated at phase 1, so my children would still benefit, Thomas Worthington will be renovated with an addition, Worthington Estates will be replaced, and there are no other boundary changes for elementary schools.
- Elementary schools get renovated in phase 1.
- Elementary schools will be smaller.
- Family buy into middle school more if they are there for 3 years. Build relationships with staff
- First and foremost, this option creates a more cohesive middle school model with 6th graders OUT off the elementaries and into the middle schools where they belong. This is a more age and developmentally appropriate option for 6th graders.
- Fixes stuff
- Four middle schools makes sense.
- Having four middle schools, two on each side of the district, would be best for students at that age level.
- helps keep attendance lower. Moving 6th grade to middle school does not seem like a huge shock to the system
- I am not as sold on the K-5 option. I like the idea of four middle schools to shrink grade level sizes but the reality of large grade levels is only delayed for high school -- so they will experience it somewhere along the line.
- I appreciate the new utilization rates in the elementary schools. It gives us "space" in the event additional student growth occurs. I also like the option of four middle schools and keeping the high schools balanced.
- I believe 6th graders have too big of a maturity difference from the elementary school age kids and should be in middle school where they are separate from little kids.
- I believe that having a larger number of middle schools will provide smaller class sizes at the middle school level, which will help teachers in terms of classroom management and provide students with more opportunities for quality hands-on learning experiences.
- I believe that the strength is that the overall education of our students will continue as we have in the past.
- I believe this option allows for more growth in the future and will help to balance out enrollment in the elementary and middle schools. Also almost every other surrounding district structures their grades this way, because it works. It is time for Worthington to join them.
- I can imagine if a kid did not have a great experience in Elementary School or made a few bad choices in elementary school, they may want a fresh start sooner that later... Some physically bigger kids may want to be a middle schooler than an elementary schooler.
- I do not like this option.
- I do not see any relative strengths to this when compared strictly to a K-6, 7-8 option.
- I know it's not popular but I don't see anything wrong with having sixth graders in the same school is eighth graders most other districts do that anyways and sometimes six graders are just too old to be in with kindergartners
- I like that a new school will be built, and that three elementary schools will be replaced.
- I like the 4 middle school option. I had a child from evening street that went to KMS this year in 6th grade and it was a positive experience. I think 6th grade is more appropriately placed at the middle school level
- I like the idea of 6th graders as part of a middle school rather than an elementary school.
- I like the restructure of the K-5 program, I think it's a better social fit for the kids.
- -I see increasing the number of mainstream middle schools from 3 to 4 as a much stronger choice than reducing the number of middle schools to 2. -Increasing the time in middle school from 2 to 3 years with the addition of 6th graders, I believe will give
- I suppose a magnet school. Reads to me as a bone being thrown to Evening Street parents who are going to have kids redistricted.
- I think 6th graders should be at the middle school level like the majority of districts

## Results: Question 4

### What do you believe are the strengths associated with the K-5, 6-8 Option?

- around us.
- I think it will better maintain current neighborhood elementary schools and I think a K-5,6-8 option allows the school model to be better balanced and spread resources more evenly. (I went to a well regarded public school system in central Ohio and we had a K-5, 6-8 model then, and I thought it worked well. They have actually since moved to an intermediate school model, with a school in between elementary and junior high, because of capacity issues)
  - I think the kids are ready to move on to middle school. It will spread out the students while using less resources and without having to redistrict students
  - I think the use of the existing facilities is better thought out in this option. You are also using funds to renovate and not replace in Phase I which could be a logistical nightmare to replace two elementary schools in the same Phase of the option.
  - Increased academic, athletic and extra curricular options for 6th grade students. Like the 4 middles schools to 2 high schools to balance enrollment and gradual increase in student population from k to 12.
  - It didn't state that boundary adjustments would be needed, and that seems like a big plus of this plan in my opinion! I would really be upset if our kids were moved from Granby. My son just starting getting attached to the place, and it would really be undesirable to switch him at this point. I would also like my younger kids to follow in their brother's footsteps and still go to Granby. I figure it could also be nice to be in middle school for an extra year, and combined w/ new friends from the other schools for a little longer. I went to Delaware City Schools where middle school was 6-8 (at least at that time), so it doesn't seem strange to me. Also, I'm pretty sure several other districts in the area do K-5 and 6-8, so this idea really seems pretty "normal" to me. Going to middle school in 6th rather than 7th would mean our kids "grow up" a little sooner, I suppose, but it's going to happen one way or another...it's just a difference of a year, which doesn't seem like that big of a deal to me.
  - It follows national models of education as well as extra curricular activities such as cub scouts who become boy scouts half way through 5th grade and start interacting with kids in middle and high as school level boys on a weekly basis.
  - It is "fair."
  - It keeps the middle schools a better size. It keeps KMS as a neighborhood middle school. This allows a large portion of the student body to continue to walk to school. We moved here to have kids walk to school. I don't want my kids on a school bus. Balancing High School Enrollment
  - It looks like the most viable option for capacity, which middle school reaching capacity @ 85% with this option as opposed to 89% with the K-6, 7-8 option. I prefer lower capacity, smaller class sizes and more room for growth.
  - It solves elementary school capacity.
  - K-5 will educate elem kids with kids their age rather than having 5 year old's and 12 (some are 13 due to red shirting) being in the same building.
  - Keeping Kilbourne a middle school.
  - Keeps schools as community/neighborhood schools. Likely make MS a neighborhood school as well. More space for the elementary schools. Better student: teacher ratio.
  - Less boundary changes.
  - Less changes for students. Smaller Middle Schools. Sixth grade students are typically too mature to mix with younger students.
  - Longer term sustainability
  - Longer time in middle school would help to build more of a community.
  - Love that all of the schools will be more balanced, and I appreciate the idea of middle school being 3 years.
  - lower % of capacity 6th grade students gifted in athletic ability or academically may have more options without having to travel to another building 6th graders will be able to get more sleep if middle school start times remain
  - Maintains a slightly lower utilization at the middle school level.
  - Makes better use of existing school space. Building new schools will not be necessary at this time, saving the community money. Sixth graders are better suited to be with 7-8 grade interests rather than with first graders. The transition will be ok. Redistricting boundary lines will help. Slate Hill should go to McCord Middle and then to WKHS. They have the space at McCord/ WKHS to accommodate more students. WKHS would benefit from more students as well and be able to offer more courses. That would free up space for incoming Sixth graders from WES to go to Worthington and into Thomas.
  - Manages the elementary crowding better and alleviates some of the redistricting
  - More middle schools
  - More middle schools allow for smoother transition from elementary to high school.
  - More middle schools. Having sixth grade in the middle school as opposed to the elementary schools. Less boundary and feeder adjustments than the other plans.

## Results: Question 4

### What do you believe are the strengths associated with the K-5, 6-8 Option?

- Also, I moved to Old Worthington so my kids could walk to elementary, middle and high school and if KMS becomes an elementary, they may not be able to walk.
- More rooms available to the elementary setting
- More space in elementary schools
- More specialization at elementary level. Often 6th graders don't fit in and are too big for playground/gym equipment. Worthington joins many other districts that have 6-8 middle school, Evening Street 6th graders not the only ones in a middle school.
- more time at middle school to get to know classmates and less time at larger high school
- More time at MS level for development, friendships, learning a new type of school atmosphere. The School District gets a new building out of the proposal. Overall lower utilization to give more room for growth.
- Most districts already do this. But I am not sure if I am a component of adding a new middle school building when we could just make WW larger. Also what about Phoenix and utilizing that as an all 6th grade building and then updating to include a separate area for middle schoolers. the alternative schools help many of our kids but if we don't have the space for the majority then we need to rethink this.
- Most other nearby districts are using the K-5, 6-8 model. It would be nice to have our kids in the same model so when they are in various sports, academic bowls, youth group, etc. they are aligned with middle schoolers (like their peers from other schools) starting in 6th grade. This model also opens valuable additional classroom space in elementary schools, which will help alleviate the over-crowding issues at elementary schools.
- MS %
- New elementary
- Nice distribution of students.
- No boundary changes
- No Boundary changes Keeping the elementary buildings smaller (even if just by removing Grade 6 to MS)
- No redistricting, most middle schools are already 6-8
- None. It would be purely for space considerations, not for the sake of our kids or their education.
- Not much.
- Old ES are replaced. Some MS enrollment is down (and even Worthingway doesn't increase as much as under the other plan). Research suggests 6th graders are ready for MS.
- Our middle schools can function the same as most of the other ones in central Ohio. It also reduces the range of ages in one building which is helpful.
- Overall lower utilization numbers. Four middle schools to better serve neighborhoods More long term focused
- Replaces WE rather than building another elementary, operating savings from 2 fewer elementary schools than K-6.
- School populations will be more spread out reducing student population per school building.
- sixth graders are able to be with more students at the same maturity level. I feel that students also have more stability when they are in jr high for three years vs. two.
- Sixth graders are ready for middle school. More class offerings could potentially be available. By moving the 6th graders, the elementary classrooms are freed up. Of the two scenarios presented I think this one is best. Another option would be to have three middle schools and instead of building a new one, expand McCord to be the size of two smaller middle schools.
- Sixth graders with other students closer to their age. Allows students a sense of belonging for 3 years instead of only 2. Sixth grade students can take band, orchestra, leveled classes within the same building without having to miss other class to do so.
- size of the grade is kept smaller frees up space at the elementary level
- Smaller age gap and safer environment for young minds. Earlier opportunity for 6th graders to be exposed to higher expectations.
- Smaller learning environments, tighter-kit teaching staffs, kids less likely to get lost in the shuffle. I also like that more middle schools mean more kids will get to be basketball players, cheerleaders, etc. That participation is huge during middle school years.
- Smaller middle school numbers.
- Smaller middle schools - less kids in each "class" .
- Smaller middle schools, lower projected cost.
- Some 6th graders are too big for ES.

## Results: Question 4

### What do you believe are the strengths associated with the K-5, 6-8 Option?

- Space for the other grade levels. Also 6th grade tends to departmentalize any way
- That we have four middle school locations. Moving from eleven elementary schools to four middle schools to two high schools feels like the best option.
- The 4 middles with smaller class size. I believe that smaller class size in middle school would provide a better stepping stone to high school. In addition, smaller class size will give kids more opportunities to explore (and excel in) academics, sports, and extracurricular activities. I also believe that this configuration would make the school buildings more flexible in the future.
- The new building and extensively increased capacity of the middle school.
- the opposite of above. You keep the boundaries which is good for those who chose where to live based upon what school their child(ren) would be attending, friendships established through school, etc.
- The size of the middle schools is preferable with this option. Balancing high school enrollment.
- The student population would be more evenly distributed between the elementary and the middle schools. And I feel that the 6th grade kids are ready for middle school. And you could swing the kids from the new middles school over to Kilbourne high school, and even out the high school populations.
- The weaknesses above are the strengths that belong in this box. Middle school has been amazing for my first 2 and I wish they had those freedoms in 6th.
- There aren't any - kids need to stay in elementary until starting 7th grade.
- There would be more classroom space freed up at the elementary level. It seemed like there would be less transitions for students in the process. There would be 4 middle schools as opposed to 2, keeping the size of the grades smaller.
- This better aligns us with the surrounding districts and those MS opportunities. It puts the more mature 6th graders in a more mature environment.
- This is the most efficient way to tackle the schools problems. When I was in school in Cincinnati this is the way our school system was set up, K-5, 6-8.
- This keeps middle schools smaller. Less change for students/families. I believe 6th graders belong in the middle school.
- This option seems more traditional. Middle schools start later, so it's a nice break from early morning start times for elementary school.
- This plan adds functional capability to handle an influx of new students as they pass through all levels of the district. The existing elementary schools can have the areas they serve change up boundaries to allow flexibility for the district to meet localized needs at the K-5 grades and then feeding into 4 middle schools instead of 3 will allow for much easier handling of the new surge of students without pushing class sizes to overly large ratios. Plus a lot of data has shown that 6-8 schools are a good mix for middle school.
- This plan maintains the unique Worthington middle school design -smaller groups of students at each grade level. Four buildings of mainstream 6th-8th grade students is an advantage for students and staff. The smaller groups of students and staff allow for creative responses to student needs and flexibility that a large building would not have. A smaller school with three grade levels will also have an increased ownership from staff, students and families. The current 7th-8th grade model has a unique challenge in building school community and PTA buy-in. Students come and go in just two short years. By allowing for another grade level to join the middle school scene, we would provide for a stronger middle school community. This plan allows for feeder adjustments that have needed attention in recent years. Additional elementary schools will get the repair/maintenance needed. Could Worthington Estates get a selective replacement (keep gym/music wing?)
- Utilization rates are lower.

## Results: Question 5

### What do you believe are the weaknesses associated with the K-5, 6-8 Option?

#### Individual

- #1 cost! It doesn't look like it is appropriately represented or fully vetted. Where is the land? Cist if land not included. Personally and professionally (former teacher) feel 6th graders are better staying in elementary. (taught 4th grade and coached MS cross country).
- 6th graders transitions
- Cannot consider the dollars complete, need a poll study of all costs in each solution, believe the number to be low thus a voter ask would be more. There is not plan C. Kind of feels like \$165M was pre determined (number has not really changed since the beginning). Seems to be the voice of a single man shaping the solution. Would love the District to take a stand on what we need as a district-lead, don't observe.
- Change in grade structure that Worthington schools is known for. Slightly more expensive. Building a new elementary may take a few years.
- Change in programming
- Change in programming-over haul 6th grade. Immediate need to land to build.
- Don't really see any.
- Four MS's --> difficult for kids to know their classmates when entering HS. I am impressed with both plans. Thank you to the school board, the task force, and the consultants!
- Have to find land right away for new middle school.
- Have we considered a 6th grade only building as in Hilliard? (Phoenix/Perry)
- It will expose 6th graders to greater drug addition problems.
- Land for new MS?
- Land needed immediately for middle school. Slightly higher cost.
- Many elementary schools are in serious need of replacement and only 3 are addressed in the span of the program (at least 10 years). What happened to the other aging ES? I'm unclear why when you replace Worth. Estates you are decreasing capacity by 100 students. Is there an option to renovate multiple ES's instead of replacing Worth. Estates? It is really hard to fully consider either plan when the transition plan for the next 2-3 years is not flushed out.
- Maturity (or lack there of) of 6th grade students. Would not want 6th grade students influenced by 7th or 8th grade students.
- More expensive. More elementary students displaced creates issues for working parents for before and after.
- No boundary change to make all elementary schools more diverse.
- No incremental growth through school tiers.
- No land for 4 MS's. cost and location issues. I think a 4th MS will be a difficult sell to the community mainly b/c many will question why not using Phoenix.
- None
- None, really
- People's ability to adapt to change
- Relies on finding land for new facility.
- Sixth graders lose security and leadership opportunities at elementary. Some 6th graders may face challenges adapting to middle school environment.
- The need to purchase land immediately.
- Traditional community members taking time to adjust to the new grade level system.
- Unknown boundary/feeder changes - at all levels. Very large middle schools become junior highs. Are we Hilliard? Pickerington? Fewer extracurricular opportunities result - 2 teams instead of 4, 2 plays, bands, choirs. etc. Middle school utilization approaches 90%. What if projections are wrong? Closing/repurposing buildings disrupt staff.
- What do you do with 4th MS if enrollment declines? TWHS needs more! ASAP

#### Online

- 6th grade is moved to the middle school level.
- 6th graders will be out of elementary school.
- A little more money..
- Acquiring more land in our infill suburb will be costly. Also, not sure you are taking into account all of the potential future development sites in the community that are likely to be single and multi-family
- Added operating costs of 4 middle schools, which may not be able to offer as much programming as 2 large middle schools.
- As noted above, the idea of having 6th graders attend school with 8th grades is a bit worrisome for me - as a past student at Worthington schools I like the 2 year middle school program and would hope it'd continue with the next option.
- Believe 6 graders benefit from staying in elementary school

## Results: Question 5

### What do you believe are the weaknesses associated with the K-5, 6-8 Option?

- Both plans need additional land. Both plans cost pretty much the same.
- Building a middle school on land the district doesn't yet own seems like a potential minefield. I prefer the K-6 elementary arrangement as it allows our students to mature more in a smaller environment before they go on to middle school.
- building a new middle school when we have one already is NOT responsible. How many students are being served with the Phoenix/Academy programs? What is the cost per pupil based on square footage in that building? Make it a traditional middle school again and move the other programs to WKHS.
- Building a new middle school.
- Building another middle school
- Change
- Changing the traditional Worthington grade structure by sending kids to middle school in 6th grade Slightly more expensive Must find land for the new middle school
- Children not prepared for middle school
- Cost
- Current research suggests that 6th grade students are best placed with K-5 for developmental and academic needs.
- Elementary schools receive \$10 million less in renovations and I'm not sure that they can make renovations that are best for students and staff with such a small budget, sending 6th graders to middle school concerns me, Worthington Estates will not be rebuilt until phase 3, which will probably not benefit children who are currently there, and there will be an Estates boundary change.
- Eliminating the K-6 configuration. If 6th graders are moved to middle school, it's important to do it in a way that keeps them protected, possibly having a 6th grade wing or floor to keep them somewhat isolated. If a new middle school is built, why is it necessary to buy new land? Aren't there large fields on the Phoenix Middle school site that can be accessed? Also, if middle schools are changed to 6-8, wouldn't that increase the number of students at Phoenix to 240, or would it remain 7-8 school?
- Ensuring the equality of facilities for all middle schools
- Everything
- Exposing our children to middle school pressures earlier
- Exposure to older kids is a concern for some but I don't give it a lot of validity. My 5th grader learned too much from the 6th graders on his bus this year so it works both ways.
- Feeder adjustments and that my oldest kid (going into 2nd grade) and younger twins (1.5 yr old) would not be in the same school together for as long.
- Feeder changes
- Finding a location for the new middle school. Would it be a school where some kids could walk to it?
- Finding a site large enough for a middle school and all the associated accessory structures/functions (sport facilities)
- Having to build a new middle school.
- Having to build an additional middle school
- Having to purchase land for a new middle school and redistrict the middle schools. Redistricting middle schools would be rough for many with older children, I'm sure.
- Higher cost
- How to fit all the K-5 kids at some schools where they already don't fit (i.e. Evening Street).
- I am concerned about the potential ballot success of the bond issue combined with the need for operating levies. We will be asking the voters for a significant increase in the taxes.
- I am not a huge fan of moving 6th grade into the middle school. After having a sixth grader this year, I can tell he is ready to be a middle schooler, but there are some developmental maturity issues that the district really needs to address if they move to the 6-8 option.
- I believe 6th should stay elementary
- I do not think 6th grade should be in junior high. Many people chose Worthington because of this.
- I do not think building a new middle school is necessary. It is also irresponsible to not provide a cost estimate for what will surely be an expensive undertaking. - The summary slides are also misleading as the K-6 option is actually three middle school
- I don't see a weakness with this option.
- I don't see any.
- I feel that these are the years that each year could make a huge difference on their maturity. Some 8th graders may even be sexually active (in addition to the

## Results: Question 5

### What do you believe are the weaknesses associated with the K-5, 6-8 Option?

- foul language at this age). A 6th grader hanging out with an 8th grader may be forced to deal with the "maturity" too soon.
- I know some parents of 6th graders are concerned about their child's exposure to social media, peer pressure of middle school, etc. But I believe our Worthington educators are excellent and can help equip kids for this; and if parents partner with educators and counselors, they'll be prepared to help their kids navigate this social world/challenges. Truthfully, I know many 5th and 6th graders already entrenched in social media - they don't wait until they are officially middle school students.
- I see no weaknesses in this programming for students.
- I think this is an "us too" move. Worthington has done well with the K-6 model. Changing it to K-5 without solid reasoning or a great desire on behalf of teachers/parents seems like we are just looking to align with other districts. Worthington is different, and that isn't a bad thing. Where would the other middle school go? It's not a small question. If the land doesn't realistically exist, and the reality of building an entire new school is a longer term project, this may not actually be a good option for Worthington - and our CURRENT overcrowding issues that aren't going away.
- I'd prefer elementary to include sixth grade, but considering what our options are, I think this is the best choice. Thank you for listening to the community and coming up with some different options after the last round of meetings. Very much appreciated
- I'm not in favor of building a new middle school in phase 1. It's a big expenditure for a building that might end up under-utilized in the future. It would create unequally-sized middle schools. I would think that Phoenix would have to add 6th grade; otherwise it would be difficult to get children interested in the program once they're established at the other middle schools. It's a little more expensive.
- I'm not sure the cost is best spent on the new middle school. I think pragmatically turning Phoenix back over makes more sense.
- Inconsistent sizes of middle schools. Building a new middle school, when the Phoenix Building exists and it used to be a middle school. The Phoenix program was started during a time of lower enrollment in the district. Maybe it's time to end the program for a bit of time. Maybe it's time to put that program elsewhere and open the Phoenix Building back up into a traditional middle school.
- It is a change, and change is hard.
- It's slightly more expensive.
- I've had a 6th grader placed in the middle school with 7th and 8th graders. While my child was OK with it, and most of the children seemed to agree that it was fine, parents universally were NOT OK with the shift. There was a lot of bullying, exposure to older kids (6th graders dating 7th and 8th graders), not to mention the lack of windows, outdoor space and a terrible shift with the "specials" that the kids lost out on. Music education (outside of band/orchestra was a complete joke and waste of time with the laziest teacher I've encountered in Worthington Schools, having gym for only one semester doesn't address the exercise and movement ALL kids need THROUGHOUT the school year.
- Kids being forced to grow up too quickly. The kids that were 7,8th graders didn't want the 6th graders there. They weren't made to feel welcome and there was bullying type behavior. The 6th grade teachers weren't accountable in either space. Disappointing.
- Kids going to middle school at a younger age
- Lack of Administration presence in the buildings.
- Land availability for the 4th middle school
- Land is expensive, but the district closed one of their elem schools just a few years ago.
- Land purchase
- Larger class sizes in the middle school
- Larger numbers in old middle school buildings.
- Major change in philosophy in Worthington to move 6th graders to middle school. The change will be stressful on young families. Students may lose touch with their elementary friends when the move to middle school earlier. More Costly - since we need to purchase land to build new middle school. I'd rather see the district spend the money on existing buildings that to purchase new land for new school when there is a way to do it without that additional cost.
- many 6th graders are not ready to be merged with 7th and 8th graders developmentally.
- Maturity of 6th graders
- More disruption up front Potentially underutilized school buildings if enrollment decreases long-term.
- More expensive. More wasted space.
- Moving our 6th graders out of elementary school, cost

## Results: Question 5

### What do you believe are the weaknesses associated with the K-5, 6-8 Option?

- Moving the 6th graders up when they may not be ready to enter a jr. high, etc. My school was like this and moved to a K-6 configuration due to multiple studies. Also as mentioned above you may have a 10-11-12 year old in 6 grade, they don't have aftercare available, so parents would need another option.
- MS school capacity exceeds 600
- New building and purchase of land will be additional money
- New MS will require some changes for a portion of students. Disruption.
- New schools
- No boundary changes at the elementary school or no other elementary renovations until phase 3.
- No recess or outside time for the 6-8 crowd. What happened to the option of reclaiming Perry Middle School? That seems like a simple solution for all of this. That school would naturally feed into Kilbourn High School. And building on the land that is available at the Linworth Alternative School seems to easy for you all. It doesn't really address the issue of 'diversity', but perhaps there is a reason people choose to buy houses in the WKHS catchment.
- Not sure educationally where 6th graders belong. Hate to see Perry renovated yet again.
- Nothing
- only 2 middle schools
- Overall weakness is only that there will be some people that will not embrace the change.
- Parents' hesitation that students will "grow up too fast"; however that's a risk at any age so the school district cannot ignore an issue based on that fear
- People don't like change and are afraid of having 6th grade in same building as 8th graders. Freshman are in the same building as Seniors in h.s., that is less of an age/maturity span than K/1st to 6th grade.
- People will not want to vote to build a new middle school when they "perceive" Perry as being an underutilized building in close proximity to the feeder schools. Not knowing where this new MS would be located is a hard sell. Pushing back the Elementary rebuilds to Phase 2. This will strain the capacity of the current buildings for much longer.
- potential drafting new boundary lines
- Preference would be a separate building, dedicated strictly to Fifth + Sixth Grade enrollment plus, if possible, a separate building / campus for Pre-Kindergarten and Kindergarten. Both options appear limited in vision and optimizing this situation as a chance to increase the District's academic excellence and programming.
- Prior to the widespread penetration of social media, weaknesses may have been fewer to enumerate outside of the converse answered above regarding strengths of a K-6, 7-8 option. Nonetheless, because of the added factors of this reality, increased vigilance is necessary in educating our youth to navigate media for information and entertainment. This is best accomplished in a 7-8 grade configuration, where the student demographic is narrow enough to adequately equip them for high school and beyond. The traditional (pre-internet) pressures remain a strong argument against the K-5, 6-8 option, especially in districts with urban characteristics, i.e., greater population density and access to questionable material. New technology increases those pressures at least an order of magnitude and place undue burden on teachers when the demographic is expanded as proposed.
- Pushes 6th grade children up sooner than is ideal. There will need to be more money (currently unbudgeted) for building a new middle school.
- Puts 6th graders in with older kids who are more likely to encourage sex and drugs than younger ones, as well as other middle school drama
- Putting 6th grade in elementary schools. 4 middle schools, which means smaller groups of kids and less options for class
- Removes the tradition of our kids being in elementary school in 6th grade. If we go to 4 middle schools the special programs in each of them may be spread too thin.
- Same as above
- Should not find new land to build a new middle school, need to reopen Perry Middle school instead.
- Slightly more expensive.
- Slightly more expensive.
- Slightly more expensive.
- Some community members will look at changing 6th grade to 7/8 through their own individual lens, such as wanting their own child to stay one more year in same building as younger sibling. In practice, a 6th grade student rarely interacts with a younger primary student due to the large developmental and academic differences. A few school communities rely heavily on "tradition" and emotional attachments to a building structure rather than looking towards future growth and

## Results: Question 5

### What do you believe are the weaknesses associated with the K-5, 6-8 Option?

- opportunities for change and improvement. This mindset does not benefit the Worthington school community as a whole and sends the message that the school system is divided.
- Some parents would not like their 6th grade kids in with the older 7th & 8th grades. The Worthington community is very attached to their traditions, and won't want to change.
- The 6th graders being placed with 7th and 8th graders.
- The biggest weakness is making changes to the district's instructional model because of facilities and not student learning. Building a new school seems like it would delay the renovation/rebuilding of the district's existing aging school. It would be better to improve utilization of the current buildings in the district and start sooner on rebuilding the existing schools.
- The community will have to adjust not only to redistricting, but also this new grade configuration. Some worry about sixth grade exposure to seventh and eighth graders, but since this has been the case at KMS this year and was very successful, this shouldn't be an issue.
- The existing middle schools are not setup to handle three grades. McCord Middle, for example, already has an issue with the cafeteria not being large enough to handle the students currently attending the school and they are forced to leave the cafeteria very shortly after entering and move to the gym halfway through their lunch time so they can allow more kids to come into that space. Adding a third grade to this poorly designed lunch routine will just make it worse and will further anger children and parents. I am sure there are other examples of similar space utilization issues at the existing middle schools and these will only be exacerbated if they need to host an entire new grade in their facilities. It seems likely that trailers or other temporary classrooms will need to be pressed into service, with additional construction at the three current middle schools being foreseen in the near future and that costs associated with this plan will be higher than the K-6 plan. That doesn't mean this isn't the correct plan to go with, it just means it will be more expensive.
- The k-5 option caused the most disruption for students who are redistricted and creates yet another small middle school. My wife and I grew up in a community with a large high school and two middle schools. Large schools are more efficient than small schools because the common functions are distributed across more students and specialized programs (e.g., STEM) have critical mass.
- The need for new land for the 4th middle school presents a challenge, but is not necessarily a weakness.
- The weakness is the modification needed to our buildings to accommodate the students in the buildings.
- There will be some redistricting but not everyone can be happy. My concern is if we have to add a new building how does that look for redistricting??
- This does not give the district the option to have a magnet school and there is not potential for savings as in the first plan should the additional elementary school not be required.
- This is a bad idea.
- This option does not state there will be boundary changes, this needs to be done! It's been 20 + years since the last change, stop kicking the can down the road! No short term solution to help alleviate overcrowding at elementary schools until the capital projects can begin. District should move 6th graders to middle schools and change boundaries immediately to balance student to teacher ratios at the elementary schools. With no short term solutions, we are going to have to wait 3-5 years for the elementary overcrowding issue to be addressed, which is unacceptable.
- This option is more expensive.
- We will have small middle schools and a lot of them. It spends money it doesn't need to spend. It doesn't address aging facilities.
- Where would you build a fourth middle school? This would increase cost to buy land.
- While K-5/6-8 benefits a minority of children by allowing them to cocoon in a small, alternative educational setting (e.g. Phoenix) for three years instead of two, it forces the vast majority of students to grow up faster. Putting 6 at the middle school doesn't just impact 6, but also 5, 4, and so on. It affects how the younger students see their place in the continuum of education, and not in a good way. I would like to note that we will be subjecting our children to a great deal of upheaval--construction, renovation, redistricting. Is there really a compelling reason to add grade-restructuring on top of that?
- Worthington does K-6 really well. 6th grade was an AMAZING year for my students and I don't believe this would have been the same experience if it had been a first year of MS rather than a last year of elem. 6th grade in MS can be a difficult year because of culture shock and different rates of maturity. I think it really opens at-

## Results: Question 5

### What do you believe are the weaknesses associated with the K-5, 6-8 Option?

risk kids up for bullying and other negative situations if they are slower to mature, develop, etc. What would happen to the Phoenix program? Take in 6th grade? Is there room/staff for that? Would Phoenix stay 7-8 - so then those kids change schools two years in a row, then again for HS?

- You are going to move students out of their current school. I want everybody to be able to stay in their current feeder pattern. My children have struggled to make friends and changing feeder patterns will set them back in that area.
- You still haven't addressed the changing boundaries - how are we to know what you have in mind?

DRAFT

## Results—Demographics (Optional)

With which school do you most closely affiliate?

Check all that apply.

Question 6	Individual	Online
Bluffsvue ES	0	11
Brookside ES	3	12
Colonial Hills ES	2	10
Evening Street ES	9	74
Granby ES	1	13
Liberty ES	1	15
Slate Hill ES	5	8
Sutter Park ES	1	14
Wilson Hill ES	3	19
Worthington Estates ES	5	25
Worthington Hills ES	2	22
Worthington Park ES	4	8
Kilbourne MS	7	49
McCord MS	3	28
Phoenix / Worthington Academy	2	15
Worthingway MS	7	18
Linworth HS	3	10
Thomas Worthington HS	14	47
Worthington Kilbourne HS	2	31
All	3	6
None	0	2