

Questions/Concerns for consideration

1. Budget for subject areas. Will we order supplies from the high school this June for next year or through cbms in some way? Was the line item for this increased at cbms to reflect the increase in need / supplies? Maybe a concurrent decrease in HS budget to match?
2. In the [schedule](#) Tom created there is no space for common planning time or ELO's. Both are integral to the success of students and teams. Will these be added?
3. Will we be given time to pack up all of our supplies (I have a HUGE closet full) during the school year or will that be expected to happen over the summer? Is there money set aside to pay us per diem to do work over the summer? Also, where will I store my closet of supplies at cbms when I drive the stuff over? Will any summer "work" be mandatory?
4. All four core math teachers are certified 5-9, with no additional hs cert. Will the ones not going to cbms be absorbed into the high school as grade nine?
5. next year will require a brand new curriculum, for just the year, in science and social studies. Will PD time be built in for the rest of this year and next year to help put that together. In effect we are all first year teachers again, creating a curriculum from scratch.
6. How many interventionists will be at cbms. Will Melissa greenwoods position go over in addition to the one they are adding?
7. Is it possible at any point to add back in a special educator to cbms?
8. How will we handle step up day / days? It would be great to have kids come together for a couple of days. Maybe one day off site at an adventure center of some sort? It will be particularly difficult for the HUMS 7th coming over for just their 8th grade year. T-shirts? Like they get on step up day when they come together for Route 100 games. I would imagine team placement needs to be completed by step up, which leads to the next two questions.
9. How will teams of students be organized? Would we shuffle all of them all up and place them on new teams, with new teacher combinations? I worry about HUMS students all being placed on one team as it would single them out in many ways. When will this be determined?
10. How will teams of teachers be organized? Do teachers have a say about who they would like to work with? When will this be determined. Would be great to have some time to plan before step up day.

11. How will rooms / team areas be designated?

12. Has there been any consideration for behavioral support in classes? Would be great to have that in place considering large class sizes.

13. Article 11.8 of the Master Agreement allows for Crossett Brook administrators to assign up to 100 minutes per week of non-teaching duties. Can this be eliminated considering the obvious need for extensive team and individual planning?

14. Does the proposed schedule for 'specials' reflect the existing class time? If not, high school curriculum will need to be adjusted.

15. Has there been any consideration about delaying start time at cbms to accomodate for the students coming from Warren?

16. Will we have access to pods? Or will we be assigned to existing classrooms?

17. Can HUMS middle school take the gallery furniture with them to cbms?

18. From the Google Form...

The music dept, like art, is highly specialized in our skills: IE chorus, band, jazz/technology or crafts, painting, digital/graphic design... how is this going to work?

Without MS, none of us have enough classes here to be full time. Will I run down to CBMS every afternoon to teach the last block chorus? Will Chris help cover some lessons? Will Bruce teach some music tech at CBMS? They talk about adding a .5 there (CBMS) but none of us will be full time here (HUHS) so it just seems like no one has thought this out very well or thoroughly.

With that in mind, we can never have an empty department office here... there is just too much going on at any given time. So one of us (Chris and Stefanie) always has to be present at Harwood to deal with field trips, fundraisers, lessons, auditions, and other inquiries.

On a similar note, Molly usually directs the MS musical which, this year, had way too many people in it. She was so stressed out and it was difficult for her to manage, understandably so. Will she be able to split the musical into two shows? A 5/6 show and then also a 7/8 show? She mentioned wanting to do this anyway but now it seems even more necessary as you're going to have a bunch more kids wanting to be involved. I know it's co-curricular, so probably way down on the priority list, but it is something that will have to be dealt with eventually.

Side note: Thank you Tom and Duane for everything you've done and are about to do for us. I hope you know your work and caring is so very appreciated by us all.

-stefanie-

With the increase in students, will there also be an increase in support staff for the # of IEPs being added?

<p>What about co curricular things?</p> <p>Do I lose middle school</p> <p>Jazz band or does my seniority apply they're</p> <p>I've been doing that for 26 years</p>
<p>How will students and teachers be split up into teams? When will we tell students/families that they might not have us for two years?</p> <p>At what point will we know if we will be bumped up to the high school?</p> <p>What time will we be given to plan with our new teams?</p> <p>Where will the teams be housed in the school?</p> <p>What is the plan for AAs?</p>
<p>How should we answer kids questions and concerns about what their team structures will look like next year? Is there a plan to discuss the changes with students in a timely manner?</p>
<p>Can you tell us more about the "pods"? Who will be going into them? What will the space allocations look like, when will the move happen, etc. Are they connected to the school, or will people need to walk outside? Where will they be?</p>
<p>Will the World Language teachers be losing their classrooms? Will the new schedule accommodate transitions between classes for AA? In other words, does one class end while another begins for AA?</p>
<ol style="list-style-type: none"> 1. If there are going to have to be outdoor "pods" for classrooms at CBMS, how many will there be and how will it be determined who has to move into them? 2. How does RIFFING and seniority work - specifically? How many positions are we talking about? What positions are being cut, and how many folks could lose their jobs to a teacher with greater seniority? 3. What new configuration(s) of 7-8 teams are we looking at with the influx of new students from HUHS? 4. How will the addition of the 5-6 students from Moretown impact current team configurations at 5-6? Are we adding a whole new classroom? Will there need to be a 3-person team again?
<ol style="list-style-type: none"> 1. When will we know where we will be placed in the district? Is there a date we will be notified by? 2. It seems like a very clear message this year has been sent to teachers that our opinions are no longer valued in this district by administration. Are we moving away from a shared leadership model? If so, why? If not, when will we be returning to operating that way?
<p>The Music Tech/General Music trimester classes at Harwood are working very well , and serving a lot of kids. It would be a shame to lose that momentum. Has there been any thought as to preserving the amazing Harwood lesson program thats been serving Middle School kids for 25 plus years?</p>
<ol style="list-style-type: none"> 1. Will world language teachers be assigned to a team? (That would be a great way to emphasize a "home base" feeling for students and teachers.) Or will there be a space where world language teachers will have shared work space for class prep? 2. Will world language teachers share classrooms with each other? Will they teach off of carts? If so, what role can they play in choosing the type of cart?

TECH: We're optimistic, and here's what's on our minds...

---How will budgeting and purchasing (or device & charger transfer) work for student 1:1 Chromebooks, staff Chromebooks, and software licensing.

---We will need to increase manpower. Crossett should have a full time Integration/Coordinator combo and increased summer assistant hours. Will sharing of HUHS Tech power be implemented or an increase of current contract hours (re: Tech Assistant)?

---When new classroom spaces are considered, we'll need to assess and plan for: projectors, projector mounts, screens, document cameras, cabling, Chromecasts, phones, clocks. How will decisions about physical space be made?

---Will CBMS institute a school-wide Chromebook Home program for 7th and 8th grades? When 7th and 8th grade teams came together September 2019 to discuss Devices Home potential, there was very little interest from teachers. This year we implemented an "opt in" model. We need to consider and decide whether or not to charge for damages / repairs (as HUHS does).

Just curious about the third 7/8 team science lab and where it will be. I heard the 5/6 teams took out all the sinks and outlets / counters. Science needs sinks and outlets.

May 1st seems too late to be deciding on summer work. Many people make summer plans far in advance and need to know dates ASAP.