

The Regional School District 13 Board of Education Student Achievement Committee met remotely in special session on Wednesday, May 24, 2023 at 4:30 PM.

Recording of meeting: <https://www.youtube.com/watch?v=uXDwb-BSNsU&t=1193s>

Committee members present: Mrs. Dahlheimer, Dr. Darcy (arrived late) and Mr. Roraback

Committee members absent: Mr. Mennone

Board members present: Ms. Betty, Mrs. Caramanello, Mrs. Petrella and Mrs. Roy

Administration present: Dr. Schuch, Superintendent of Schools; Stephanie Quarato, Associate Director of Learning, Innovation and Development; Liza Siegel, Associate Director of Learning, Innovation and Accountability; Debra Stone, Principal of Coginchaug Regional High School; Katie Trainer, Assistant Principal of Coginchaug Regional High School; Cheryl Gonzalez, Principal of Strong School; and Tom Ford, Principal of John Lyman School.

Mrs. Dahlheimer called the meeting to order at 4:32 PM.

Pledge of Allegiance

The Pledge of Allegiance was recited.

Public Comment

None.

Approval of Agenda

Mr. Roraback made a motion, seconded by Ms. Betty, to approve the agenda, as presented.

In favor of approving the agenda, as presented: Mrs. Dahlheimer and Mr. Roraback.

Approval of Minutes - April 26, 2023

Mrs. Dahlheimer proposed a change on page 4 to read Mrs. Quarato summarized that there is no structure change in grade 5, but just going to monitor to see what they need.

Mr. Roraback made a motion, seconded by Ms. Betty, to approve the minutes of the April 26, 2023 meeting, as amended.

In favor of approving the minutes of April 26, 2023, as amended: Mrs. Dahlheimer and Mr. Roraback.

Measures of Success

Dr. Schuch explained that they had discussed this back in November, brought it up again at the retreat and talked about it at the last meeting. They were looking for some direction about specific items or the entire concept. They felt it was important to have defined measures of success that can be reported on. Mrs. Siegel added that while the state has 12 accountabilities for each district, they are looking to add to that to make it a more community-based approach.

Mrs. Siegel reviewed the different measures they are proposing, including benchmark assessments, current testing that is used, high school credits before grade 9, graduation rates, graduate life plan, kindergarten readiness, college credits and certificates, college success, internships, gainful/meaningful employment, financial security, school climate, physical fitness, mental and physical wellness, community service, and civic engagement.

Ms. Betty asked how this draft was any different than the measurable outcomes they were given back in November. Mrs. Siegel stated that they had received feedback requesting more assessments be added, which they have done. She asked if the committee would like them to pursue how these measures could help in creating accountability. Dr. Schuch added that it was a bit overwhelming when it was first presented, so this revision makes the graphics a little clearer along with adding some things in that board members had asked for. They have not moved forward with this because they are waiting for direction from the board. Dr. Schuch felt that this would make the district very vulnerable because the results may not be what they want to see, but that is how to measure progress.

Dr. Darcy liked the idea of looking longitudinally, but also felt that it is important to look at things that are outside of the student and the district that could have an impact. She would want to be sure that the matrix is relevant and measurements take things outside of the learners' control and the district's control into account. Dr. Schuch explained that they are not saying these will be the exact measures, but they don't want to put work into them if the board doesn't think they are viable. He added that a lot of this came from a ThoughtExchange that was done with both parents and learners.

Mrs. Dahlheimer stated that there was a framework laid out that seemed to have a lot of student-centered learning in the Strategic Plan from 2018-2019 and the board's direction was to move forward with that plan. She would like to see how they can take Portrait of the Citizen and combine these ideas together. Dr. Veronesi had a lot of clear vision and buy-in with the district and Mrs. Dahlheimer felt that they are losing a lot of that in the wording of the Measures of Success and the Strategic Plan as well. Dr. Schuch stated that he did look at that work, but did not see Measures of Success at this level.

Mr. Roraback stated that this seems to be another flavor-of-the-day, but he does like and appreciates it. He felt it needs to be backed up with substance and felt that it was a good idea to reach out to parents and students. As far as tracking student progress, the district's contract is basically over once the students graduate and it would be extraordinarily difficult to track employment, etc.

Ms. Betty thanked them for working on this, but felt that there is still a question about the direction that the board wants to go in with the Strategic Plan. She wasn't sure that it made sense to move forward with this until the Strategic Plan is defined. Mrs. Caramanello felt that the two need to align and that they do not have the Strategic Plan finalized.

Mrs. Dahlheimer asked if the committee felt comfortable having this put on the agenda for the next board meeting. Mr. Roraback wondered if there was a way to measure progress at each grade level or school. This will be brought to the full board for the June meeting.

NEASC Update

Dr. Schuch explained that the New England Association of Schools and Colleges accredits universities, public schools and private schools. The majority of high schools in New England participate in this

process. Dr. Schuch suggested pivoting from doing a high-school-only NEASC visit and move toward a district-level NEASC accreditation process. This is possible because NEASC significantly changed their process in 2019 and recently updated their standards. It used to be extremely time-consuming and cumbersome without a lot of value. They feel it is important to continue with NEASC, but to focus on the district level. Dr. Schuch felt that the value of this would be to help the different schools in the district make sure they are communicating with each other, that they are aligned and that the program actually looks preK-12. He felt it would be a feather in the cap of the district.

Dr. Darcy is not familiar with the new process, but she couldn't imagine it is so much different that it not the absolute horror story that it was. She agreed with the reasons for doing it district-wide, but there is a lot of work needed to prepare for that visit. She added that it is also expensive and can be done without NEASC. She felt that they have to do it for the high school, but it would be a huge burden to put on elementary and middle school teachers.

Dr. Schuch explained that NEASC has reduced the number of standards from 13 to 5 to simplify the process. They have reduced the number of indicators from 60-something to 30 and have gone away from the prescriptive model where certain things need to be done.

Mrs. Stone explained that she was very hesitant, but they met with Mr. Kennedy from NEASC and it has turned from a prescriptive piece to a reflective piece. It is more of a celebration of where you are instead of where you need to be. Mrs. Stone felt that the cost would not be significantly more to include the whole district and it would give the district some clout.

Mrs. Trainer added that she went through the process as a teacher in North Branford and felt that it makes a lot more sense now. It is very manageable and the data process is much less cumbersome. She agreed that it is a much more reflective process now and felt that the time spent was well worth it.

Mrs. Caramanello asked when they felt it would happen in the buildings on top of everything else that is happening. Dr. Schuch explained that Mr. Kennedy met with the leadership team and he could also meet with the committee or the full board. If the district is interested in doing this, they would apply sometime in the next school year, but nothing would start until the 2024-2025 school year. He also noted that teachers can volunteer or even take a stipend position to participate in this. NEASC's visits would then be divided throughout all of the schools.

Mrs. Dahlheimer asked what the drawbacks would be to going district-wide. She felt that the elementary schools aren't consistent in their approach, so she worries about a denial. Dr. Schuch noted that he had asked Mr. Kennedy that question and he didn't feel there was danger of not being accredited unless they do not see progress and growth. Dr. Schuch reviewed that there are five standards, including student learning, learning resources, learning support, learning culture and professional practices.

Mrs. Dahlheimer thought that the process mandates a 12-K curriculum for every subject that has to be aligned and backwards designed and asked if the district has that. Dr. Schuch reiterated that coming in and judging the district is not the process that was described to them. If something was missing, it would be identified and they would want to see that progress is made over two years. He understood that one of the changes is that it went from a pass/fail grade type of thing to one that is measuring growth. Mrs. Stone felt that this would help the district align their objectives and start building consistency. She felt

that NEASC would recommend, guide and reflect with the district afterward. Mrs. Stone added that NEASC does not want the administration running this process, so the teachers really get a good feel for it.

Mr. Roraback added that NEASC is also the only game in town and that makes him a bit nervous. He would not be in favor of doing it for the entire district, but is in favor of it for the high school. He asked if there is a benefit for the students at the high school and Dr. Schuch believed that not doing it would be a mistake because everybody else does it. He felt there is a perception that it would somehow hurt the learners applying for colleges, but wasn't sure that it actually would. Dr. Schuch is not aware of anything similar in the area and explained that his colleagues are all going to do either the high school or the district.

Mrs. Dahlheimer felt that there was so big a load on the staff right now with the EL program and she worried about this taxing them. She was also concerned because they are still trying to figure out reconfiguration and buildings. She wasn't sure it was the right time to do a full district accreditation, but would be in favor of doing the high school. Mr. Roraback felt that it would be valuable to the teachers to go through the reflection process and work with fellow educators, but that isn't necessarily a benefit to the student. He has seen over and over again that every time NEASC finds issues with a facility, it is used on a regular basis to request new buildings and new roofs, etc.

Mrs. Petrella felt it would be worth looking into because she likes the idea of someone on the outside looking at the schools. She likes the idea of reflection as that would help drive future decisions. Mrs. Petrella also felt that it would improve the students' learning and asked everyone to never doubt the teachers because they know what's going on.

Mrs. Stone reiterated that it would not just be classroom teachers participating and related arts staff and counseling staff would participate as well. Mrs. Stone also felt that any reflection anyone does improve teaching.

Mr. Roraback felt that reflection should be a normal part of teacher evaluation and the district isn't lacking that. There are many opportunities for teachers to reflect and a good teacher does it every day anyway. Mr. Roraback added that NEASC also likes to recruit people which raises a red flag with him.

Mrs. Caramanello recognized the benefit of the process and likes the growth model. However, she felt that there are other ways to do that internally. Dr. Schuch reiterated that he is not aware of another organization with the credibility of NEASC that could do this. He agreed that a consultant could be hired to do something like this, but it wouldn't be assessed against the NEASC standards. Dr. Schuch reiterated that it bears some consideration before it is just dismissed. He asked if the committee would like to meet with the NEASC rep. Mrs. Dahlheimer reiterated that the district doesn't have a full Strategic Plan yet and the EL program hasn't started, but if there was no urgency, she would be willing to have the rep come in. Dr. Schuch explained that the only time restraint is if they aren't going to do it district-wide, they would like the high school to go ahead with the process. Mrs. Stone felt that Mr. Kennedy would work with them on that.

Mrs. Caramanello asked if the principals at the elementary and middle schools have even asked their staff about this. Dr. Schuch didn't think they had had that conversation yet because they wanted to bring it to the board first. The principals did have a concern about something happening next year with the curriculum rollout, but Mr. Kennedy explained that would not happen.

Ms. Betty would want to know if the staff is interested in doing this and also noted that she saw in the link Dr. Schuch provided that it was mostly high schools that are accredited in Connecticut. Dr. Schuch explained that the district accreditation process is relatively new and District 13 would be on the cutting edge if they decided to do this which may be a reason to do it or a reason not to do it. Ms. Betty wondered why Middletown has not already looked into this and wasn't sure it was needed at the elementary level.

Mrs. Petrella would like to have the NEASC rep come to a board work session in July or August.

Mrs. Roy felt it would be valuable to get input from the staff that would actually be participating. She feared that they may be spreading them too thin and wasn't sure it was a priority to be a cutting-edge district.

Mr. Roraback asked when the current accreditation for the high school expires and Mrs. Stone explained that the process had been started last year but was then delayed. She added that since they were granted a waiver, they had scheduled their visit for next year. The accreditation doesn't expire as the waiver was granted. Dr. Schuch added that NEASC got backlogged during the pandemic as well. Mr. Roraback asked if the high school could start the process, whether they decide to do the entire district or just the high school. Mrs. Stone explained that if they decide to do the entire district, they would get another year and the high school could not be a year ahead.

Mrs. Dahlheimer asked if the fact that they would get an additional year is a reason to do this district-wide. Mrs. Stone felt that it was a good opportunity for the district as it would seem to hold some weight, but she wasn't sure what that really would be. Mrs. Dahlheimer suggested that they submit questions to NEASC ahead of the board meeting.

CRHS Updates

A. New Courses for 2023-24

Mrs. Trainer explained that the Program of Studies is available on the CRHS website and the learners participated in course registration pretty early this year. New for the 2023-2024 school year are AP Precalculus, Music in Our Lives, Music Exploration Lab, Piano and Music in Theater (which will be combined with the current class of Backstage). Mrs. Trainer noted that some of the classes are running next year while some are not. There is a PE 9 requirement for freshmen students but students in grades 10 through 12 can choose from a number of electives. New ones added this year are touch football and net sports.

B. Daily Schedule 2023-24

Mrs. Trainer explained that they are making one minor change that they hope will have an impact on providing time for the senior students to take part in more opportunities, getting them out of the building for internships and job shadows. The team leaders seem to be in agreement that the schedule will be viable. The major change is that the last two blocks on Monday and Tuesday will be flip-flopped, meaning Mondays and Thursdays will end with the same class period as will Tuesdays and Fridays. This

will allow seniors the opportunity to use those blocks for internships and job shadowing. Career class has also been purposely scheduled during period 3 and period 8 for the same purpose.

C. Quarter Course Offerings 2023-23

Mrs. Trainer explained that they are experimenting with more quarter course offerings in hopes of eliminating study halls. PE and health classes are quarterly right now. They are proposing Intro to Foods and Advanced Foods as well as more PE and health options.

Mrs. Caramanello thanked them for pushing the Capstone for junior year.

D. Capstone and Career Exploration

Mrs. Stone explained that this was the first year that the state required a Capstone offering. She thanked Mr. Thompson who is the career counselor and Capstone coordinator who gave the kids the opportunity to have a meaningful experience. They are looking at how to better that for next year and have met with the juniors already. The junior advisors are already working with their students. Presentations will also be moved up to the winter.

Mrs. Stone reviewed some of the Capstone projects that were done, including a young man who built a reptile business, one recorded his own album, others were in healthcare or computer science.

Career Exploration will be held during the last block of the day. When they talked to the students, they were told that the hardest thing for them was talking on the telephone. Mr. Thompson runs a Lunch and Learn series where professionals come in and talk to students during lunch. Mrs. Siegel helped them make a connection through the Joe Abate Charitable Foundation to join Igniting Talent to help students who have no idea where their interests lie. Two students are currently participating in this program.

E. Advisory 2023-24

Advisory is a work in progress and Mrs. Stone would like to push of this work out earlier. Mr. Fitzgerald is working on mini-lessons to assist with the transition from 8th grade to 9th grade. They spent time at a faculty meeting brainstorming soft skills that are needed, including collaboration, communication, and self-awareness as well as how and when to use a cell phone correctly.

F. Mastery Transcript Consortium

Mrs. Stone explained that they have partnered with the Mastery Transcript Consortium that provides the ability for learners to build their own learning record. Capstone is currently required as a pass/fail, but it cannot be totally captured by that. This learning record will go alongside the transcript with their grades.

Mr. Roraback appreciated the Capstone presentations and Mrs. Caramanello appreciated the focus on meaningful advisories. She asked about adding more STEM classes and felt the courses are music-heavy. Mrs. Stone agreed and stated that they have been talking to the kids about what they would want, including a Basic Economics course. The numbers interested in particular classes wax and wane each year. Mrs. Trainer added that they combined levels one and two in some STEM classes this year in order to run them.

Mrs. Caramanello also asked if Financial Literacy has been added to the offerings and Mrs. Stone explained that it was not but will be added back in for the coming year. A Ramsey course is being offered where students can access modules independently. She felt that the state will be requiring Financial Literacy starting next year.

Strong MS Elective Update

Mrs. Gonzalez reviewed that they gave elective options to all incoming 6th, 7th and 8th graders and had enough seats in the classes. She noted that 99.9 percent of the students got into their first choice. Mrs. Petrella asked how many students that were eligible took advantage of the electives as opposed to study hall. Mrs. Gonzalez felt that the majority of students signed up for a course, but more stayed in study hall than she had expected. Some students chose classes for certain quarters. Mrs. Gonzalez believes that once students start hearing about what's going on in the classes, they may see students want to join in. One elective is offered per quarter.

Mrs. Dahlheimer asked if they looked at limiting the number of study halls that students can have and Mrs. Gonzalez stated that they can have up to three a week. Mrs. Dahlheimer asked if parents are up-to-date on these electives and Mrs. Gonzalez stated that they have not done that yet as there are still some potential changes.

EL Education Professional Development Update

Mrs. Dahlheimer explained that a few board members have asked for an update on how the professional developing roll-out is going with the EL program, how spring went and what they anticipate for Summer PD. Mrs. Quarato stated that they had virtual K-5 professional development provided by Better Lesson, the partner of Open Up, last Tuesday and all K-5 teachers and teacher assistants, special education teachers, interventionists, OTs and PTs and some of the SLPs were invited. Prior to that, Mrs. Quarato had a lot of discussion with Better Lesson to help them understand what the coaches had already been working on. They had a technology issue, but, for the most part, it went very well. One group of K-2 teachers did not receive the PD that Mrs. Quarato had hoped they would get and she has been in contact with the rep. The district will be receiving a \$2,500 refund for that PD because it wasn't what they had talked about. Mrs. Quarato felt that the other sessions were very appropriate.

Since last week, Mrs. Quarato obtained all of the recordings, slide decks and notes and put them on a Google classroom. Better Lesson also provided access to a lot of other PD that teachers can learn from. Mrs. Quarato also met with all K-2 teachers to discuss their thoughts and hopes for next year. She felt that they are feeling a little better after last week's PD. Coaches will come in over the summer to do a bit of work.

Any time teachers spend on professional learning over the summer can be logged toward their two flex days at the end of next school year. They will also provide PD again in August, but Mrs. Quarato wasn't sure exactly what that will look like.

Mrs. Dahlheimer asked if there has been any feedback from the elementary schools about whether the current approaches at each school are changing how EL is being rolled out or if it is making things more cohesive. Mrs. Quarato reviewed that they have received a mixture of feedback, but it seems to be better

since last week's PD. Some teachers are feeling a little overwhelmed, but they will have time with their coaches. She has also been in touch with a teacher from Massachusetts who has offered to Zoom with some of the district's teachers over the summer. The kindergarten teachers have all decided which two modules they want to do next year together, regardless of school, because they realized that they were already topics that are covered in kindergarten. She believes they will be really diving into module one at the end of September, beginning of October, so that they can focus on benchmark assessments when the students start the year. Mrs. Quarato feels that everyone is feeling more comfortable.

Mrs. Dahlheimer asked if they are making sure that the grade levels and teachers in different schools are collaborating. Mrs. Quarato explained that the teachers are having those conversations with the instructional coaches at the building and the instructional coaches are speaking to each other. The grade level teachers are all in agreement with how they want to start this next year. Once the teams had the conversations in the separate buildings, the coaches came together and everyone was pretty much in agreement.

Mrs. Dahlheimer then asked how the roll-out will work with the current fifth graders and those coming into fifth grade. Mrs. Quarato has not seen any issues as of now and Mrs. Durkin has been working on scheduling for that while talking to the fifth-grade team. Mrs. Dahlheimer asked if the classrooms will switch next year and Mrs. Quarato did not know that yet. Dr. Schuch added that no final decision has been made and Mrs. Durkin is waiting to see how the vacancy is filled. He did not feel that each teacher will teach all the subjects in fifth grade, but probably something in between. Mrs. Dahlheimer felt that was important for the full board to discuss.

Summer Enrichment Grant Update and Programming

Mrs. Siegel received an email from the state on May 11th notifying her that there had been over 300 applications for the grant and the district did not get the grant. She is looking for some enrichment opportunities for after school next year and she would also like to have an enrichment camp program possibly for next summer. She will also look to see if there is something that can be done at the middle school level next year with possibly some sort of pay option, with scholarships available.

Dr. Darcy added that the odds of getting grants are much better if you partner with a community organization.

One Track Model Discussion

Mrs. Dahlheimer explained that some board members had requested that the committee discuss the one-track model that was decided back in 2019 and how the district is working to make sure that the kids are on the same track when it comes to curriculum and approach.

Dr. Schuch noted that he read the minutes from December, 2018 and January, 2019 and ended up being more confused about the direction the district was going in. He felt that the decision was tied to the hope to close a school and have all grade levels under one roof. There was a specific desire to take about four years to get everything into one place. There was also a deliberate effort not to abandon practices that had been happening at other schools right away, especially those identified with ID and HOT. He felt that they wanted a deliberate effort to import some of those practices to other schools. Dr. Schuch felt that there is now a stark contrast between what was happening and what is happening now, but there was also

the grade level move of grade six to Strong and grade three from Brewster to Memorial. Dr. Schuch believes there is one program and one curriculum.

Dr. Schuch is aware that concern has been raised about approaches and that may be where things get more difficult to describe. He reiterated that the board did not want to abandon many of the practices that were going on at Strong, Memorial and Lyman, specifically in the Integrated Day program.

Mr. Ford agreed and added that some of the conversation in 2018-2019 was also centered around the Portrait of the Citizen work at that time. He also felt that a lot of the conversations were based on a school closing. Both he and Dr. Schuch felt that the pandemic interfered with a lot of this. Mr. Ford added that part of that conversation included fifth and sixth grade as well as the middle school because historically the tracks were K-8 and still existed at that time. Mr. Ford felt that the K-8 distinction faded out with the moves of sixth grade to Strong and third grade from Brewster to Memorial.

Mrs. Stone noted that both programs were running at the same time in both Memorial and Strong and that multi-age piece caused a bit of differences. She too felt that the pandemic interfered, but it was meant to align curriculum while integrating the best of both worlds. Mrs. Stone felt that they never got to plan that due to circumstances beyond their control.

Mrs. Caramanello agreed that they were looking to get the best of both worlds, but they talked extensively about how it was supposed to be one track, meaning all kids in each grade would get similar experiences. Arts was a huge component and that has been adopted at Brewster. Assemblies are being done at Brewster, which wasn't happening before. She felt that somewhere the message or the focus has stopped. Mrs. Caramanello felt that they can no longer use COVID as an excuse for that. When she taught at Brewster and third grade moved to Memorial, parents were upset because their children had to move and get up earlier but the other third graders didn't have to do that. Mrs. Caramanello remembers telling parents that it was because of the goal to be one track and the other third graders would be moving over there as well. She felt that the community is tired of hearing about it, but not seeing it.

Ms. Betty noted that she is a parent of a child who was a third grader last year who had to get up an hour-and-a-half earlier than her peers were. She has always heard about one track and closing a school and felt that people are finally get fed up with it. The opportunities that the children have are so far off and are not equal in any sense. Her fourth grader has only been on field trips in kindergarten and not since. If the district is going to say they are one track, the students need to be together or figure out a way to make it more equal. To Ms. Betty, Memorial is an elementary school, not a middle school, and she doesn't think it's fair to run it like a middle school.

Mrs. Caramanello added that they were adamant that school choice should not continue. She felt that the competition happening between the two elementary schools was absolutely ridiculous. If they truly are one track and aligned, what exactly do people have to choose? She believes that since school choice is still happening, they are under the assumption that there is a major difference between the schools. Mrs. Caramanello agrees that this will probably not going away until school reconfiguration is figured out, but the number one thing that needs to be done this year is to figure out how to remove school choice and how to make the schools fair between grade levels.

Mrs. Dahlheimer agreed that a program was never developed, yet it had been instructed to be developed to go along with the one-track program. She felt that parents should have been given direction as opposed

to just waiting for the program to start and now they are confused and concerned. Mrs. Dahlheimer has heard that parents want to change schools so that their kids get different experiences. She would like the schools to offer the same experiences and use the same approach.

Mr. Roraback felt that this is a very powerful argument for unifying within one building, but realizes that will be a ways off. He empathizes with the building administrators and understands that it is hard to get out of a bit of an auto-pilot mode. Greater communication would be wonderful and anything that can be done to unify things would be helpful. He added that they could go back to community schools, with Middlefield kids going to Lyman and Durham kids going to Brewster.

Ms. Betty echoed Mrs. Caramanello's comments about school choice. She understands that Lyman is still using a lot of the HOT school approach and she thinks that that's great. She does, however, feel it can be utilized in all three of the schools. Ms. Betty felt that school choice gives the impression that completely different things are going on in the schools. She has been asking to have school choice removed for the past year. The district really needs to address this situation, especially if the Memorial School project does not move forward.

Mrs. Dahlheimer felt that this discussion should go back to the full board.

Dr. Schuch thanked Mr. Ford and Mrs. Stone for their input. He noted that it's been almost five years since this was discussed and he felt like the district is still in the same place. There are two parts to it, a grade configuration/capital utilization process and a discussion around what learning should look like. He felt that it might be years before all grade levels are under one roof, which leaves the question of what happens between now and then. Dr. Schuch felt that all of the points brought up are valid, but noted that it is important to understand that it is difficult to try to operate three schools as if they were one school even with all of the administrators talking together all of the time. He also added that a lot of work in classrooms is done independently by the teachers. Dr. Schuch didn't feel that the prior board had an expectation that anything would change overnight.

Mrs. Caramanello stated that no one on this committee or the board is questioning anything or having any issue with any administrator or teacher and the board wholeheartedly supports them. She felt that the board's words and frustrations keep getting twisted so that it seems like they have an issue with administrators or teachers. Mrs. Caramanello was a little disappointed tonight because this conversation happened over and over again in Dr. Schuch's interview process. She felt that the board is trying desperately to align the schools by reconfiguring buildings.

Dr. Darcy felt that it may behoove the leadership team to develop a conversation around what the district does, what is expected, what is accepted and what is appropriate. She agrees that the buildings cannot be exactly the same, but it sounds like the district doesn't have a framework about what's non-negotiable, what all students should experience and what is within the school's or classroom's purview.

Mr. Ford agreed with Dr. Schuch in that buildings will differ because of different groups of people. He felt that the commonality starts with the curriculum and he felt that that is more aligned now than ever. He agreed that the buildings are structured differently, but added that they are no longer multi-age classrooms. Mr. Ford felt that it was more the experiences that the learners are receiving that are not specific to the curriculum. He also agreed that the leadership team needs to work closely on these issues.

Mr. Ford added that there has been significant change at Brewster since 2018-2019 with assemblies and visiting artists and other programs. He felt that the EL program will help with the commonality as well. Mr. Ford fully agreed that there will be variability, but the more they can work together, the better it will be for the kids.

Mrs. Stone added that they were aligning everything, but she and Mr. Ford had not begun to collaborate on things like field trips, field days and other events. She knows how hard the other principals are working to get closer aligned in the district's first full year back to being able to do the things they want to do. Mr. Ford noted that the various grade moves to Memorial were part of the equation as well.

Mrs. Caramanello reiterated that this needs to be a priority because she hears from parents and the community loud and clear. She felt that they may have to relook at the preK-2 and K-4 schools to make things fair. Mrs. Dahlheimer stated that this discussion needs to be on the agenda for the June board meeting.

Adjournment

Dr. Darcy made a motion, seconded by Ms. Betty, to adjourn the meeting.

In favor of adjourning the meeting: Mrs. Dahlheimer, Dr. Darcy and Mr. Roraback.

The meeting was adjourned at 6:59 PM.

Respectfully submitted,

Debi Waz

Debi Waz
Alwaz First