

**UTILIZATION COMMITTEE
COMMUNITY SURVEY
SPRING 2018**

Background

The Utilization Committee of the Board of Education conducted a survey to better understand community sentiments toward the building and grade configuration options being explored in response to declining enrollment and to maintain a cost-effective education. The options discussed below are further described in the 2018 folder on the region's website: <http://www.rsd13ct.org/Board-of-Education/Utilization/index.html> where a copy of this report will also be placed.

It should be noted that at the time of the survey there was no formal discussion of "Option D". What is reflected below as Option D was interpretation of write-in responses (with benefit of the doubt given to inclusion).

The survey was posted on the RSD13 website on April 13th and mailed to homes on or about April 19th; additionally, paper copies were made available at both towns' town halls and libraries. The original deadline for responses was May 5th and then extended. Results presented are from surveys received by May 17th.

Results

370 responses were received. Not all respondents completed all sections, so the top choice responses do not tally to 370. Obvious duplicates (same email address with the same rankings) were counted once in the tabulation of numbers, but varied commentary was included. No other controls were applied to secure against multiple responses from a single person.

A copy of the survey is included at the end of this report to help make clear how the 7-level scales for the six "considerations" categories were presented to respondents.

- Option A, a single building track for all students, received 153 top choice responses (43% of responses). Capital costs/future savings was the main motivator indicated by this cohort (average of 6.1 out of 7 on the consideration scale), followed closely by the location of 8th grade (5.6 out of 7) and creating a single district-wide program (5.2 out of 7).
- Option B, two K through 4 elementary schools, with a 5-7 middle, accomplished by moving the 8th grade to the high school, had 31 (9%) top choice responses. For this cohort the considerations were closer, with capital costs/future savings and maintaining the ID program coming in even, at an average of 5.3 out of 7, followed by the number of building transitions at 4.4 out of 7.
- Option C, status quo, had 127 (35%) top choice responses. Maintaining the ID program was the main motivator indicated by this cohort (average of 6.5 out of 7 stars), followed by the location of 8th grade (5.3 out of 7) and maintaining the Contemporary program (5.2 out of 7).
- "Option D", the write-in option, had 48 (13%) responses indicating it as the top choice of which 46 (13%) responses were for two K-5 schools. For this cohort, maintaining the ID program was also the main motivator (average of 6.3 out of 7), followed equally by the number of building transitions and maintaining the Contemporary program (both at 5.5 out of 7).

Beyond the numeric answers summarized above, many respondents took the time to share their fuller thoughts around the subject matter. All responses are included on the following 18 pages. They are loosely arranged by themes, and the town of the respondent appended (when available – not all paper responses included town). No other editing was applied to the commentary.

- Appreciate what you are doing. (Durham)
- Thank you for your consideration and time. (Middlefield)
- I am the parent of one current 2nd grader at John Lyman and one District 13 graduate who is now in college. I think the overriding factors are #1 Cost Savings (we have a declining enrollment but expenses and average cost per student keep rising while performance measurements do not) and #2) Keeping the High School 9-12. 8th Graders are too young and not mature enough to be in an environment with 12th graders. They are still children. You'll hear a lot about keeping Lyman separate, the benefits of the HOT school environment, and looping. I think the best practices from both schools shot be merged and brought to all children. Looping has its advantages for the younger class members, but in their second year the older class members spend much of the year repeating previous work. Regardless of program kids will learn if placed in the right environment with teachers who are capable and motivated. (Durham)
- "#5 - Contemporary (normal) #6 - Is that a choice? Hope all tax payers respond??? Need to start being concerned about town taxes. (Durham)
- As enrollment and state aid both decline, so should the overall school system budget. (Durham)
- Class of 1954 - Durham High School. The elderly and retirees can't afford to live in Durham anymore. Go back to necessities not ""wants"". (Durham)"
- Due to cut in state aid, we must look at ways to save taxpayers money. (Durham)
- Financial consideration should be top priority. Taxes are too high in Durham, if we need less space, then close another building! (Durham)
- My children have graduated from CRHS. Rising taxes are getting more difficult to handle especially for retirees. Fewer buildings to maintain should result in lower costs. The increasing costs of education are unsustainable. The day will come when the taxpayers just won't be able to afford the cost anymore. (Durham)
- Please close Lyman School. Our district needs to consolidate now. With the State of Ct. in dire straits, the district needs to tighten our belts. I was never in favor of all the schools that children had to go thru in order to graduate. I came from a district that had 4 elementary schools that went to 6th grade. We had a middle school and a high school. We knew everyone in our elementary school and when everyone came together at the middle school it was great. More opportunity to meet new kids. And then we were all ready to go to the high school. I believe the Pre k - 5 at Brewster and the K-5 at Memorial, Strong 6-8 and the High School 9 - 12 makes the best sense. We do have a group of parents that are fighting for the Lyman program, but our district, towns and state will not be able to support. NOW is the time to be diligent in our spending and put all of our efforts in putting together 2 GREAT elementary schools, an EXCELLENT middle school and the PRIDE of our towns, CRHS. (Durham)"
- Residents can't afford to keep paying for the school system. Need to get back to basics, town populations are dropping, more are leaving the state. The elderly are giving up their homes, can't afford to at taxes, BOE needs to make cuts - can't keep all programs/staff anymore. (Durham)
- Sighting Ct. tax situation, we're in times to be frugal... (Middlefield)
- The increasing cost of education versus the tax implications are out of line in this district. The towns are slowly shrinking, however the same number of staff/employees are employed. (Middlefield)
- The taxes keep going up in this town. If there are less students enrolled and the enrollment trend is going down why not close another school (Lyman) and save the taxpayers money. (Durham)
- Two distinct programs costs us too much money to maintain. (Durham)
- Your costs are out of control - no need to continue with two programs condense them. More students in classroom. Get back to basics! (Durham)

- 8th grade does not belong in the high school and 5th grade does not belong in Strong. (Durham)
- Don't favor mixing 8th grade with 9 - 12 (Durham)
- Feel very strongly about 8th grade NOT being in the high school (Durham)
- I am very concerned about integrating 8th grade into the High School, especially with two daughters. My oldest daughter is currently in Kindergarten and would be only 12 YEARS OLD going into 8th grade (and remain 12 for the first 3-4 months of the school year). Sending a 12-year old girl to a high school with 17/18 year olds would be unacceptable, in my opinion. The differences in maturity level, among other things, would not be acceptable, and would likely make me consider two actions that I'd rather avoid: waiting an extra year for my youngest daughter to begin Kindergarten; and seriously consider relocating my family to another school district. I just moved to Middlefield last year, and I absolutely love the school district and the town. However, I have serious concerns regarding proposed Option B. (Middlefield)
- I believe this decision needs to be made based on long-term savings not short term. I also believe it needs to maintain what our district currently offers two separate programs and placing eighth graders in the high school is flat out a horrible idea. Closing Lyman saves the district money . So start there . We can not make this Decision solely based on what is the cheapest idea. Having 12 year olds and 18 year olds in the same building is just not a good idea. If district 13 gets rid of choice what does it have left . I can tell you if I were moving and my choices were of a district with no choice and my 8th grader would be in the high school - It would move this district very far down the list . It is very sad to see this district falling apart . We moved here for the schools and now we are thinking we will most likely send our younger son out of district for MS and HS due to these up coming changes . (Middlefield)"
- I do not like the idea of having 8th grade at the high school (Middlefield)
- "I don't think moving 8th gr to CRHS is a good idea! (Durham)"
- My wife and I have major concerns about any decision that would have 8th grade student attending school with high school age students. (Middlefield)
- No 8th graders in the high school. No pre k in the high school (Durham)
- Our taxes are too high to have 8th graders in the same building as 12th graders. (Durham)
- The most important consideration is no 8th grade at the high school. Changes to accommodate the 2 K-5 schools does not have to involve major state-of-the art changes, but should account for a playground at Memorial if needed. (Durham)
- Don't like the idea at all of putting 8th grade at the high school. I always thought closing Lyman was part of the reduction. Lyman should be closed. (Durham)
- A single program top priority!!!!!! It appears that this survey was not received by all the residents in both towns. Therefore I think the survey results should be reviewed keeping this fact in mind. I don't think the District should be building permanent class rooms when we have a continuing decline in student population. It looks like roughly a 11%-12% decline over the next 3 years. (Durham)"
- As sad as it is for Lyman parents to see Lyman School close I think the time as come for one district wide elementary school. Children in our district will do well no matter what building they are being educated in. (Middlefield)
- Attended Durham schools 1-12 pre Reg 13. I favor one district wide program, closing Lyman. It's about the program not the buildings, ultimately the curriculum winds up being the same if we are to be "fair" (Durham)
- close Lyman and get rid of ID program. consolidate schools. limit busing, bus stops, overhead, infrastructure costs, etc. Create one "education campus" between Strong and the High School so everybody goes to one spot. Simplify! (Durham)
- From son, a recent CRHS alumnus: The two programs always seemed like a bad idea that only created tension between the "teams (as Strong called them). As a contemporary student, it always made me

feel like the control in an experiment. ID students always seemed to be more responsible students and as a contemporary student I felt like everyone would have done better in the other program. (Rockfall)

- Happy to see a streamlined updated education vision that is the same for all. (Durham)
- I am concerned about costs but I don't like any of the options. I would like to see one program or neighborhood schools that lean more towards contemporary program. I am not in favor of multi-age classrooms, looping or required assemblies and democratic practice. Some children just don't want to be public speakers. I prefer a focus more on math, science, technology and engineering. I don't think there should be a focus on student led learning in the younger grades. Younger children need structure, discipline and an understanding of how school works before they start leading the learning. (Durham)
- I am ok with a blended program but I am against mixed age classrooms and weekly assemblies. (Durham)
- I am open to anything except putting eighth grade at Coginchaug. I believe having one program would unify the community and would be a better option in the long term. (Durham)
- I believe it is in the best interest of students, staff and our community to proceed with one program that represents the best practices and curriculum our district has to offer. (Durham)
- I believe that integrating the two programs (with no looping) would ultimately bring our community together and not have it so split. (Middlefield)
- I can appreciate the passion of the Lyman parents, but trust that the Board and Dr. Veronesi can use their best judgment to develop a program that works for all. There has, and continues to be a very definite line between the two programs and, in the end, that does not benefit the children. Ask them; they don't like the competition and prefer when they all come together in the high school. (Middlefield)
- I chose Option B because of finances and transitions. As a teacher, I feel strongly that Option A would be developmentally detrimental to our children. Little ones should be supported in a structured program as long as possible before disrupting learning behaviors by moving them to another building. Likewise, lumping 8th graders (13/14 year-olds) with 9-12th graders (17/18 year-olds) would expose them to physical and behavioral differences that they might not be mature enough to process. Why force our children to experience such challenges when more age-appropriate Options are available?
We were a Lyman family, and were thrilled by the HOT education that our now-thriving-adults received... but finances must be considered. Thank you for your work in ensuring that such a program will be incorporated into whichever Option is chosen. (Middlefield)
- I feel that closing John Lyman and having one school program which has the best of both programs is very important to both the children and the school system. For far too long children being separated in elementary school has happened and the issue carries on throughout high school. By having one program with all students involved in it is far better for social development. We have to realize we are a district that continues to shrink and we have to accept change. I feel like Option A is best because I do not feel that 8th grade should be in with High School. I see how freshman are treated by some upperclassmen and it is not very nice. 8th grade is far too young to be with high school. Bussing them together is enough. (Middlefield)
- I had one child go thru the Contemporary program and 2 went thru ID, but transferred back to Contemporary in 5th grade, so my perspective is somewhat unique. I have also been a substitute in all the schools. I suggest that we go to Option A--with the proper level of collaboration by the BOE and administrators, a hybrid program approach is something that can be easily developed. Keep the best of each program but keep it simple, rigorous, supportive and creative. With any savings that are derived, there should be a major focus on recruiting only the BEST teachers when we have openings. (Durham)
- I understand people want to keep their HOT program, but I don't like the split programs because if we are to give our children the best opportunities then I think knowing all the kids they can in town is better. Making both schools HOT programs is a viable option. (Durham)
- If keeping 2 separate programs (ID & Contemporary) for our schools means more spending to maintain these programs, with far less students than in past years, I think it's time to combine the programs.

Having been a substitute for 20 years in this district and seeing both programs "in action", it is my firm belief that both programs teach and enrich all of our students' lives equally.

Further, I feel the two programs unnecessarily separate our students to the point of an "us vs. them" mentality which lingers for many years. My solution would be to combine the programs by taking the best elements of each program and create an entirely new single model for everyone. (Durham)

- If the district should end up closing Lyman and move to a one track for all, maybe the district could use a portion of the cost savings to incorporate some of the music/arts and other HOT programs into the new configuration. Another concern is having the children in portables. If approximately 2 million is being spent, then I would prefer to see permanent classrooms attached to the main building. (Middlefield)
- Integrate the philosophies of the ID programs and HOT schools into the curriculum for all students. Much of it could be done even without multiage classrooms. ID philosophy and Hot School programs have much to offer to every student regardless of the name of the school or program. Every student should have equal participation in the best programs, not determined by the mindset of the parents who may or may not be inclined to try what might be considered a non-traditional approach, but by educators who know what makes the most sense and produces the best academic and social results. (Middlefield)
- Interested in combining best elements of each program into one strong program. Do not want multi-grade looping as the only available option. (Middlefield)
- It is fiscally irresponsible to maintain so many buildings and added staff just so that people can have a label! The label means nothing. Schools have gradually been eliminating the ID style programming because it does not lead to greater success. This is obvious as more and more requests come in to have students switch programs in middle school. Lyme/Old Lyme eliminated their I'D program and their academic achievement scores soared. The boards people brag about are only open to some and the Democratic process is a popularity contest. (Durham)
- It is time to do away with the 2 program option. We don't have enrollment to sustain them both. And admin costs are too high with both programs. And the BOE has never provided guidance on which program is stronger. I would like to see the top 20 ranked student for each class over the last 10 years. What program did they come from? That should provide insight. Can the BOE provide this list on a no-name basis? (Durham)
- Its time to combine the programs (Durham)
- It's time to combine. (Durham)
- Its time to dump the Integrated Day Program and move on. We can no longer afford to support the 70's Hippy dream. If parents think the kid deserves better, then send them to private school and take on the cost burden themselves. (Durham)
- Lyman and the ID program reach the smallest number of students. Each year many students switch to contemporary. We need to ask why? One fantastic program with age and developmentally appropriate buildings and academic focus can be attained with option a. (Durham)
- My kids got a wonderful education going thru the regular program (its time to close Lyman + integrated program (Durham)
- One program is what I believe is best for our children and future. I also believe 8th graders should not be in the high school. (Rockfall)
- one single (best of the best/HOT) district wide program with maximum cost savings represents my highest preference (Middlefield)
- Our community is divided due to program choice. My hope is that offering one program to all students will heal and unify our community, although things may get worse before they get better since change is hard. Thank you for your thoughtful consideration of doing what is right for children rather than what is popular according to the loudest and most often heard voices of our community. (Rockfall)

- Our small school system does not need to offer 2 elementary school programs. I believe both are good programs but surely the teachers and admin could pull the best aspects from both to create one program. (No need for consultants). (Durham)
- The two programs are more similar than different. (Durham)
- There is no research which indicates that the ID program needs to stand alone and is a more effective learning model - to keep up with new learning methods we can imply go to one overall learning curriculum (but use the ID curriculum as guidelines where it makes sense. Our overall cost/value method (high cost per pupil/ per standard scoring where we place overall in high schools is too low. We need to make adjustments now. (Durham)
- We must be fiscally responsible and we need to do what benefits the majority of the students. Let's take what's best from both programs and create ONE excellent school system! (Middlefield)
- We need to make the best decision for ALL, NOT one group of people in the district. We need to stop being concerned over which building the K-4 are sitting in- as long as they are getting a good quality education -where they are sitting should be irrelevant. People need to stop bashing the Brewster program for fear of their school being closed. (Durham)
- We recently moved into the area this is our first year in RSD13. It amazed our family who has paid for private school how much RSD classrooms sizes are so small compared to the private school ratio. We feel to continue to be cost effective the school needs to adjust to declining enrollment especially knowing state funds will continue to not exist. Lastly, we feel the two option program is not necessary as long as you have a strong 1 system model that allows for flexibility. However, for current students a transition plan should have been given for families to understand how IF went to the 1 system model how that would work. ie Phase out, abruptly everyone at one time, etc. We did not attend the meeting but there is no written documentation we have read that explains the process. Thank you for reading! (Middlefield)
- As an professor in higher education and a school psychologist the future of RSD-13 weighs heavily in minds for our 3 y.o. son. While capital cost savings is a reality of public education, decisions on reconfiguration should focus on curricular needs, enrollment, and ensuring the most quality, satisfaction, and value in educational endeavors for the students of RSD-13. (Durham)
- I do not currently have children in the school system, but I work with many families who do - I am also a former teacher with an MS in Education. I believe Option B will be the best strategy for the students, teachers, and district. Please let me know if you need any assistance implementing the program! (Durham)
- 8th is too young to be mixing with Highschools for a full day. It's one thing to be on a bus for a few mins in the day but the whole day is too long. As someone who went through the RSD13 and having to be in 7 and 8 grade on the bus with highschoolers was already a stressful part of my day but it was a small part and I may deal with it.
PerK school at the highschool shouldn't be a thing either for the same reason 8th shouldn't. Age groups should stay together for developing reasons as well as the extra help that would be easier to have all together in the same building and to help the perk also transition to K.
- Another point is that going through RSD13 and seeing first hand on how everyone took the 2 different programs. Even with the mixing in music and gym and what not you could see the clicks. The hate for each other for no reason. I sat at one of the only mix lunch tables because my friend lives acrossed the street from me and we had both move into the RSD13 at 5 and 6 grade. So we never understood the reasoning for hating the "other side" But we saw it all the time. It didn't really break down till 10th. Took a whole year in the highschool before they all mixed and forgot about how they were in different programs. So the idea of having that start in the k-4 seems really silly. So I love the idea of having one program. (Rockfall)
- Based on the information session I don't believe that the strategic board has completed enough logistic recommendations for the board to vote on reconfiguring building structure. (Durham)

- Discussion should consider not only physical capacity but configuration of the school system creating an optimum quality education for all students of all needs. We don't want to choose a building configuration which would dictate our educational program outcomes. The highest quality educational program should be accommodated with a building configuration following from the program needs. It seems option C is the best option until the intended educational program is defined. (Durham)
- Do more research, add parent reps from all sides to you committee (Durham)
- Do NOT Rush this- More time needs to be spent on the Strategic Visioning before configuring buildings. The CHOICE needs to be available until it can be shown that a blend will be possible and the right course (Middlefield)
- Expenditures often run over and savings aren't realized as expected, and this will be a large distraction for our kids and educators. Will Korn closing actually net out with any savings as we are just moving expenses from one town budget to another? Just getting these buildings off BOEs books doesn't look like it will save the tax payers in the long run. Focus on performance. Back when class sizes were the size they are projecting to be again now (about 20 years ago, when we added on to 3 schools, now under utilized), rsd13 was a well-ranked school in ct. Performance is what will bring young families to our towns and help alleviate the tax burden. (Durham)
- I attended many of the recent Utilization, BOE and Strategic Visioning meetings. I am not entirely opposed to having one curriculum, but ask that you take into consideration all programs when creating this new . There are reasons why parents chose certain programs for their children. We chose Contemporary, and I would be very upset if we have to have multi-level classrooms and assemblies every week. While that may be a key constituent of the ID/HOT program, it is not something that everyone supports (which is evident by the >50% selection into the Contemporary program). I also think it is very difficult to chose a school configuration without knowing programming. For that reason, I think status quo is the way I would prefer at the moment. (Middlefield)
- I believe that everyone (children, teachers, parents, town residents) would be best served by a considered, inclusive discussion of what matters to us as we consider the education of our children, the unique value of the highly successful ID program, the centrality of choice for families in our towns, and the effect on real estate values of removing choice and the ID program. As an educator, with a particular focus on pedagogy, I am entirely unconvinced that the amalgamation of the two programs will result in a better educational experience for the children of this district. The speed and the lack of information that have characterized the process that has brought us to this juncture are more than unfortunate. There is a great deal of confusion and anger among parents of students in our schools now and alumni of our school system. The issues of school closure and the termination of the ID program and choice policy should be considered separately. They warrant longer, community-wide conversations with good information and clarity conducted in an open manner. I am very disappointed in both our Board of Education and the RSD #13 leadership.
While I am appreciative of the availability of a survey, it should have been offered to parents, teachers, and residents long ago as the basis for a community conversation. The survey itself is not particularly well designed, and has technological problems (at least with some browsers) that make it time-consuming to complete. I urge you to develop a survey that elicits more specifically residents' ideas and values as they pertain to education and use the results to design a community conversation prior to any changes in the building configuration and curriculum.
Thank you for your attention. (Middlefield)"
- Introduce a language emergence program or more STEM. (Durham)
- Please publish the results of this survey. We urge you to slow down this decision and not rush the vote this year. Please do your due diligence (i.e. How much money will be saved per tax payer by closing John Lyman & How much will it cost per tax payer to keep John Lyman open? Based solely on building expenses, not salaries, etc.). We urge you to maintain both the ID and Contemporary programs at the K-5 level, at least. We need to preserve this choice in the district. And market more this unique choice that our towns provide to our community (to attract more people to our community). Too many families

depend on this program choice (many have moved to our community specifically for this choice). Perhaps experiment with a unified program in the middle school setting with grades 6-8 at Strong. What are other ways to utilize the extra space at the HS? Maybe offer extra AP classes and open them up to other districts/teachers outside our district to use. (Rockfall)

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- "You're doing this backwards. We need to back up & decide as a community what type(s) of program(s) this district will offer & then decide on a building plan that will fit those needs. Perhaps 2 K - 5, 1 6 - 8, 1 9 - 12. Pre-K moves elsewhere (Korn?).
#7 - We'd like to see (once Strategic Visioning is completed) another architectural firm consulted & building plan strategies compared to the original option ideas.
What % reimbursable would RSD 13 get and what drive getting it and %? (Rockfall)
- Having a H.O.T. and an Integrated Day Program makes the district a more marketable place to live for new families and those families living here. It also provides the students with an exceptional student centered learning experience, focusing on the arts and Gardner's Multiple Intelligences, leading to well rounded leaders of the community. Also having a building that would house Pre-K to 5 would allow for a reduced budget and also allow looping and leadership experiences for the students. Allowing the younger students to learn from the older students and the older students opportunities to become mentors and build amazing character. Parent and student choice may still be available as part of a classroom set-up, pod or floor in a section of the school, if that is what the parents would still like. However, it must be done without "teacher shopping" year after year. I am strongly opposed to Option B because it does not pose the H.O.T. school model or even choice. It also puts 8th graders with 12 graders, crossing in the hallway and riding the same buses. I believe this puts the 8th graders at physical and emotional risk. (Durham)
- HOT program is very important to my family. (Rockfall)
- Maintain ID in its own building (Durham)
- My daughter attended John Lyman and I can't say enough WONDERFUL things about the Integrated Day program. My understanding is academic outcomes support that assertion that the Integrated Day is more effective. Why is it never an option to discontinue the CONTEMPORARY program? (Middlefield)
- The integrated day program is a gem and should not be dismantled or diluted. (Durham)
- I believe Option A would be the best choice for our district as a whole. I would like to see both programs be available at Brewster. I do not believe in classroom looping or having non structured learning time. My child would not do well in that environment which is why I chose the Contemporary program. If we move forward with 1 program, then I urge you to have parents on the committee that would make that decision NOT just teachers and administrators. Choosing 1 program over the other is not ok. If the majority of families choose Contemporary then it would make sense to take a lot of things from the Contemporary program and a few things from the Integrated Day program and vice versa. If having a HOT school is so important then why are there only 47 schools in CT that have participated in this program since 1994? Wouldn't all schools be trying to achieve HOT status? From what I have read on the RSD13 website and have learned from meetings (I could be misunderstanding what has

been said) is that the plan is to move towards more of a HOT school and only take a few elements from the Contemporary program. By doing this the board in essence is saying that the ID program is better than the Contemporary program. Which is NOT the case. Both programs are equal in value and it depends on the learning style of the child. My son who is in 5th grade reads 2 grades above grade level and went through the Contemporary program. It is all about what works best for each child not that a school is HOT. From what I understand test scores are better even between the 2 programs, that right there should tell you one is not better than the other. I urge you to please take a step back and see if there is a way to have both programs in Brewster as they do at Memorial and Strong. (Durham)

- #6 - big mistake (Middlefield)
- #6 - I don't want it (Middlefield)
- #6 - negatively, I don't want a single district-wide program (Middlefield)
- #6 - program choice should be maintained (Durham)
- choice is key (Durham)
- Equal opportunity education is priceless. Our children are thriving now and have been for decades, don't take that away from them. Keep both programs. Keep our children and teachers strong. Every child is unique with unique needs and unique ways of understanding things, let their uniqueness shine bright as it has for the last 50 years. Changing to one program will hurt the children, the school district and the entire community. Raise taxes if need be, do whatever it takes to maintain both contemporary and Integrated Day programs. (Durham)
- Given the current financial constraints the school district is presently facing, it is understandable that we need to look at closing a building. However, the current tone seems to indicate that while doing this, a number of BOE members are ignoring the reality that RSD13 parents very much want to maintain both programs.

A large number of people are disenchanted and distrustful of the current leadership as a result of this, in addition to the fact that there has been no consideration at this point as to how building utilization will work with programming needs.

I voted for option B as my first choice because I believe that the leadership is going to plow ahead with these changes regardless of public input. If this is the case, the board needs to seriously pursue maintaining the dual programs by utilizing the two elementary buildings via option B.

Ideally, the BOE would table this decision until there is a clear plan regarding utilization and programming, as well as the future of the Lyman property after it closes. While this may not be under the scope of the BOE, consideration needs to be given, as we are not only parents looking out for the best interests of our children, but tax payers who deserve to be informed about the plans for large parcels of town property that our tax dollars still go to.

The fact that we are 2 years past the closing of Korn, and there has been little forward motion and no guarantees that the town of Durham will purchase it for the desired intent is a disgrace.

I would like to close by thanking the BOE members who have listened to our concerns and realize how important maintaining both programs are. There are no easy decisions to be made, but when we as parents are treated as valuable members of a team, rather than road blocks to a poorly implemented plan, the results will be far more beneficial for all involved.

Thank you for your time and consideration. (Durham)

- Having the two programs make the town feel bigger. Two programs. Close one school. No 8th grade at CRHS. Addition onto a school. Put bathrooms in at the track/field @ CRHS. (Durham)
- I do not feel that any changing/reconfiguring will save a significant amount of money that would offset the loss of property value by having the two programs. (Durham)
- I feel that school choice makes our town stand out from the other small towns in the area. Without it, our town will no longer be special and unique.

I also feel that ID/Hot school must be a choice. Families that do not value this style of teaching will eventually move the district away from this model, if the district tries to impose ID/Hot school on all

students and families through the consolidation of the two programs and school choice. Families who do not value the arts, assemblies, project work, looping, multi age classrooms etc, will eventually put an end to these experiences, if they are forced to participate in them. We need to maintain school choice in order to preserve the integrity of the ID/Hot School model.

This change will not effect my children. All three benefited from this wonderful opportunity to have school choice. My heart now breaks for the children that I do not even know and the families that I have not even met, because they will not have what my children and my family had. Program choice, a true Hot School, a curriculum that is full of rich art and the love that is felt by all who chose John Lyman and Memorial ID programs. Please continue this unique and special educational program. Help our towns continue to stand out and be special. Thank you. (Rockfall)

- I feel the HOT/ID program is very important to this school district. People move here just for this program. It is nice if the town can offer the option of both ID and Contemporary elementary schools where parents can choose based on your child's learning needs. Some parents choose Brewster for more class structure, whereas some choose Lyman because their child learns better in a hands-on independent environment. Both options for the town are great and why this district has great schools. I also feel that trying to integrate them into 1 school is not a good idea because it's the entire school's overall vibe and having them under 1 roof might create a feeling of 2 separate teams. I liked option B turning Memorial into Lyman basically. (Durham)
- I had a child go through the Lyman system. It tailored to his learning style that resulted in him excelling and not getting lost in a large classroom. He was accepted to all colleges applied for and got a top job at Woods Hole Oceanographic Institute out of college. 20 years later we are ready to put our 2nd child through the Lyman system. As a preschooler he's reading and writing and needs the attention that Lyman can provide for his learning style and advancement. Losing Lyman would be detrimental to our kids with unique learning needs/styles!!! I'm staying in Middlefield not because of the high taxes but for the EXCELLENT school system and education that my first child received! If we were to lose this school we would consider moving out of Middlefield. (Middlefield)
- I have 2 Regional 13 graduates, both went through the ID program, Both have gone on to successful college and work careers. I feel we need to keep the choice of ID and contemporary, it is important for families to evaluate what way their children learn best so they can thrive. I feel it's our job as parents and school officials to make sure that we give the children at RSD13 every opportunity to succeed. (Durham)
- I specifically moved to Durham because of the school system and the ID program. It is a GEM to have this program and the HOT designation. The ID program is AMAZING and teaches these kids skills that I teach at the graduate level. (Durham)
- I strongly believe that if we do away with school choice in our district, we will ultimately lower our tax base. School choice is unique to RSD13 and consequently justifies the higher taxes we pay. If choice disappears, we will have little to sway potential new residents to join our communities rather than others with lower tax rates and similar school districts. Ultimately, our population will decline, home prices will flatten or lose ground, and our tax base will suffer. In addition, I have recommended a two K-5 school configuration in order to minimize the amount of times students must transfer school sites. It was imperative for our family to have our two boys in the same schools for as long as possible so as to build their investment in each school. Also, more years at a particular school allows students and teachers to build deeper relationships, which is critical for young children. (Durham)
- I think a survey of parents of high schoolers about their plans to stay in Durham/Middlefield may be important. My oldest of 3 children is a sophomore, and by the time he is part way through college, we intend to sell our 4 bedroom home and leave the towns. We have loved raising our children here, but we don't need our home for just the two of us. I think that is being totally underestimated. Every house I see of older families that sells is replaced by a family with young children. Having a choice in programs is one of the few things that differentiates us from other towns. We are competing for those people to buy our homes. This is no longer towns of people that are 3 or 4 generations living in town.

Given the cost of living in CT, and the fact a majority of our taxes go to schools, people just aren't going to stay. I feel that in the demographic studies, this has been largely ignored or under played. I also think you may be better off further regionalizing. If the high school gets too small, it will not be as good. I love our schools but this current plan seems to take all the positives away. (Middlefield)

- I work in a school district that has an ID program not in a separate school, and I have seen the program slowly get eroded over the years. I think being in a separate building, with a principal dedicated to its integrity is vital. While my husband and I don't have children at this time, we love living in an area with a school district that has such excellent options for children. (Rockfall)
- I would like to see the continuation of both the Integrated Day and Contemporary Programs regardless of the number of buildings. I'm also concerned of the costs both short and long term of closing Lyman's. The BOE still owns Corn and if Durham doesn't purchase it (which I don't support the purchase), there will be two property liabilities with no plan to control costs. Who is actually in the market for a school building, it will require high cost for any development and I don't think the BOE has included sufficient cost impacts when this closure occurs in these options. Can the BOE show the actual cost savings for closing Corn and how they compared to the original estimates? What happens if you can't sell either property? (Durham)
- I, like many other people my age, moved to Durham for the good school system and quiet living. Closing John Lyman and/or taking away the HOT program would take away the towns appeal for a lot of people, including my family. My daughter is thriving at John Lyman and I don't feel she would be doing nearly as well in a typical school system. Please leave the John Lyman school and its program alone. Once more kids move to the town, it will cost the town a lot more money in the future to accommodate the increase in population if the school closes and needs to be reopened and restaffed. You already closed one school, there couldn't possibly be that much of a need in the budget to close another. (Durham)
- It is more important to me that our children have high quality teachers who are allowed to do the job they know how to do than to have new furniture or new buildings. It is more important to me that we continue to offer 2 programs so our children can choose the program that best fits the particular way each child learns, rather than combining programs in hopes of saving a little money. I believe the stability gained from fewer transitions is something we should aim for, and I think that 7th graders on the bus with 12th graders scares me more than having 8th graders in the same building as seniors. I believe that investing in our kids is the best thing we can do for our community, that in so doing, we will create responsible, well-educated, active members of our future community. (Durham)
- Maintaining program choice is critical to bringing new families into the district. If we don't have anything different to offer then why would people pay the extremely high taxes that we have? (Durham)
- Please consider keeping the HOT School status intact. That's a huge benefit to our towns and students. Thank you. (Middlefield)
- Please consider the fact that our communities are asking for school choice, as well as two K-5 elementary schools. (Durham)
- Please maintain our choice of program- this is why so many people live in our towns- and minimize transitions between schools for our students, allowing for continuity and mentorship between students. Thank you very much for all of your work and thoughtfulness on behalf of our students. (Durham)
- PreK child is going to Lyman in the fall (Middlefield)
- Program choice should remain until at least 4th grade, Program choice should be removed in Strong. There is no need at that age and has created animosity between the students of the two programs. (Middlefield)
- School choice makes our towns and school district unique and attractive to parents. Without it we become just another expensive CT community. This coupled with the fact that students under Option A must undergo 3 transitions makes our school district even less attractive to young families. Our family would not have moved to Durham if the schools were broken up as in Option A. Lastly, if we dismantle Lyman and Brewster we diminish the qualities that make these schools special and distinctive. Let's

celebrate their unique cultures and preserve them for present and future students, staff and families. (Durham)

- Taking away the choice for integrated day makes many of the parents I've spoken to very uncomfortable because of their love for that program. (Durham)
- The community and academic quality developed at Lyman, including the already existing HOT school status, is a tremendous resource for our community and should be preserved if at all possible. (Durham)
- The full ID program is very important to our family. I believe the strategic visioning is not concrete enough to be making decisions on utilization. We need to have solid vision plans before we can make any well informed votes on utilization. More research on the academic approach needs to be done. I had a lot of concerns after attending the Q&A. I am simply not confident that the BOE is ready to implement such drastic changes within the projected timeline. (Middlefield)
- The ID program in this district is very important. This is the reason we are in the district, and I strongly believe removing this program will make our district less desirable. If the ID program is removed, I believe our district and towns will see negative effects years from now. Please don't just look at the savings in the next few years, but where we want to be 10+ years down the road. (Durham)
- The Integrated Day Program + HOT school is big for us. We also think we should AVOID 8th grade @ CRHS. 12 yr olds should not be w/17 + 18 yr olds. (Durham)
- The reason to move to this town was the school system. By taking away the Independent Day Program you would be ruining our schools and driving people out of town. (Middlefield)
- The school choice & ID program is the only reason we still live in the RSD13. Lived here 16 years before children and after ALL THE TAXES with NO SERVICES, we get it taken away. And taxes GO UP and property values are BELOW 16 YEARS AGO. The opinions expressed by other citizens in this area in opposition to clean water, renewable energy, and good schools really makes us question if this is the place for us to live. (Durham)
- The school choice system we have in RSD13 is a model for other communities to follow. A public school system with a one size fits all approach will fail too many students. My children attended ID. I truly believe that he would have struggled greatly in a traditional education setting. I also feel very strongly that as a society we need to move away from age segregation rather than towards it. All humans benefit from regular interactions with those older and younger than themselves. In an educational setting this takes on the added benefit of community building. A student is responsible for those younger and to those older. The many benefits of mixed age groupings show up in all research on the topic. Although, not enough research in this area is available. What also shows up in the research is the benefit of fewest school transitions possible. (Middlefield)
- The system is not broken. We moved back to Durham specifically for the school system and were strongly considering Lyman. (Durham)
- The whole process needs to be thought out more. The visionary team and utilization team need to have a DEFINITIVE PLAN- not answers like ""I honestly don't know what that will look like"" . This district needs to maintain an ID AND contemporary program. That why we moved here !! Not for some blended program - THE CHOICE (Middlefield)
- Though my children are graduated or nearing graduation I believe that maintaining program choice is vital to our students, community + home values. (Rockfall)
- Very disappointed in the consideration of losing the only positive thing RSD 13 has going for it = choice - can't put a price on it (Rockfall)
- We are planning to expand our family and moved to Middlefield for the ID program. We love the outdoor enrichment at John Lyman (Middlefield)
- We feel that we are lucky to have two such special programs in our District. Because of there different learning styles, one of our children went to the Integrated Day Program and one to the Contemporary Program. They thrived in each of the respective programs. We would hate to see the District lose

either of those programs as each provides an optimum learning environment for children suited to the program best for them. (Durham)

- We want choice! Please consider two K - 5 schools. (Durham)
- "#2 - more transitions best #3 - 8th too young for high school #4 - main feature of district without that we are undistinct and real estate will suffer like watered down ID program as it is in 5th + 6th grade with no looping of classes #5 - cutting off your nose to save your face. Bad idea! #6 - so District 13 can be like everyone else around us? Don't be so shortsighted #7 - cutting the best will get you the worse Memorial has no playground - not age appropriate - bathrooms in K rooms Bad idea. (Rockfall)
- "#2 - That is why I chose John Lyman. Less transitions. #7 - We don't need a community center knock that building down and be done with it. Cost savings. (Durham)
- "#4 - If the HOT program could have been implemented before why has it not been done.
- I agree with this attached article from Town Times - referencing a letter to the editor in opposition of closing John Lyman. (Middlefield)
- 1. Regarding question 6, I would like to see one program at the middle school level, incorporating the identified priority themes and design elements. I would prefer that students housed together in a building participate in the same program.
2. The design elements of ""multi-age classrooms, project-based and self-directed learning, school-wide assemblies, HOT school framework including strong arts/arts integration, and democratic practices"" all currently exist at Lyman. It does not make sense to take apart a working model of what we want to exist throughout the district and rebuild it again from scratch. Instead, let's keep the working model together and let the other schools learn from and adapt Lyman's program to the needs of their students and teachers.
3. When both of my children were in younger grades, it was very helpful for our family to have them at the same school. For instance, if my kindergartener's class was sharing at assembly, I did not have to worry about being home to meet my third grader's bus. The frequent grade transitions under Option A could prove to be logistically difficult for families.
4. From a parental perspective, it is very important to minimize transitions between schools. Over the five years my fifth grader attended Lyman, she was able to develop a strong connection to the Lyman community. After she had been at Lyman for 2-3 years, everyone in the building knew her and she knew and trusted them. I do not see her developing the same type of connection to Memorial where she will only be a student for another year. Most of the faculty and staff do not seem to know who she is, and she will be gone before they have time to find out. It is valuable to have a child's first experience in our district be one where she can develop that deep sense of community the five years at Lyman currently provides. I think it would be excellent if all elementary students in our district have this opportunity.
5. I think the idea that the community will not support two K-5 elementary schools is a false narrative. The Utilization Committee never took its preferred plan to the public before deciding it could not be supported, so you don't actually know whether this is true. I strongly urge you to pursue your original plan of two K-5 elementary schools, and if you can reduce cost by not renovating as-new, all the better. Thank you for taking the time to seek out public input. (Durham)
- Both our sons went through integrated - it is amazing! (Middlefield)
- I am very concerned that closing a school will lead to larger class sizes. Yes enrollment is going down, but not as drastically as projected. I moved here for smaller class sizes and for the ID Program. Creating 1 new program makes me fearful that it will be ""watered down"" and not authentic. The connection students have with their classroom teachers in both Lyman and Memorial, the sense of community in the classroom, the integration of subjects, creative, hands-on learning and dedication of teachers is impossible to deny. The pros for keeping the ID program far outway the cons! Yes many aspects are similar in both programs, but if you created 1 program, you cannot force a teacher to try a looping approach if they do not want to. ID teachers chose the looping method and

that's why it works. You also cannot force parents to buy into the looping approach if they do not agree with it. Without parents and teachers working together the looping method will not work. Without looping you also destroy the program.

Now our district will be like everywhere else, and why should I continue to struggle to make ends meet in this pricy town if the education is ordinary and common. (Durham)

- we are a respected district because we've respected the needs of each individual child for nearly 50 years. Do what is right and give today and tomorrow's children of District 13 what they need and the respect they deserve, give them a choice. It's the only right thing to do. (Durham)
- keep things the way they are. I will pay whatever amount needed so our children can be successful and have a fair opportunity education. (Durham)
- I am very concerned about separating the lower grades from the upper grades of elementary. The modeling and mentoring that the third and fourth grade students do, directly and indirectly has great value and I believe ALL students in the district should experience this, in one unified program, but in schools that are K-4. I would have my Kindergarten student in a classroom that is "on the small side" before electing to keep him/her separated throughout the school term from third and fourth graders. (Middlefield)
- I believe minimizing transitions will be best for all children. Ideally, the district should explore options to offer both ID/HOT and a contemporary program. These features make RSD 13 unique and appealing for families moving to the area. We must invest in programs which make our students competitive on a global scale. 8th grade students should NOT be in a high school setting. (Durham)
- I really love the idea of PreK-5 and K-5. I'm also excited about the work we are doing in the strategic vision group. Thank you for getting our input! (Durham)
- Ideally I would like to see two programs, option A gets ranked as number one over option C because of financial reasons (Durham)
- Limiting number of transitions is important to student achievement (supported by research) which is why we like the idea of K-5. Choice of program at the elementary level was important to our family in deciding to move to the district. ID is beneficial for some young children but not for others. From our experience, it seems that the middle school level (Strong) would be the appropriate place to experiment with moving toward one track, emphasizing the priority design elements identified in the survey literature. Starting here would eliminate the "competition" between programs going into high school, and would allow for some groundwork time, reflection, and observation of how teachers and students respond to the implementation of these elements in a single track. It seems that changing the entire district at the forefront may be too ambitious of a goal and not in line with what the community as a whole is seeking. (Durham)
- Please consider two K-5 schools and maintain both programs up to middle school (Durham)
- We insist that John Lyman be kept open and the integrated school program be kept. We still have not seen tangible evidence that this would produce the BOE's assertion of saving the district money after the upgrades required to accommodate the John Lyman students in Brewster are factored into the costs. Furthermore, the bus ride from the corner of Rockfall to Brewster would be absurd. (Rockfall)
- As a Rockfall/Middlefield resident I think it is terrible that we would be losing an elementary school in our town. (Rockfall)
- Middlefield residents need a local Elementary school option. (Middlefield)
- Lyman's ID + HOT program could be a magnet program to keep costs down (Middlefield)
- Lyman's ID + HOT program could be a magnet school to keep costs down (Middlefield)
- Open up the id/hot programs to other districts as a magnet program to get more students (from other districts) to attend RSD 13 and bring their money.
- Foster the educational stuardship by offering high shoolers internship credits to work with preschoolers. This will be an additional draw (magent) to RSD13 (Middlefield)"

- #6 - depends what the program is (Durham)
- I do not want to see looping, open classroom, 2 grades combined, whatever else it maybe called become the only choice for children (Durham)
- I do not, fundamentally, dislike the idea of having only one program. My concern is that, as written, the single program looks more like ID than Contemporary. I know the ID parents make the most noise, but I chose Contemporary for both my children because I think that was the best model for an excellent education for my children. It disturbs me very, very much that the not one of the "priority themes" (connection, voice, choice, etc.) has anything to do with educational excellence. (Durham)
- I've lived in Durham for 33 years. I chose to remain in town with my children because of the great school system (contemporary style) As you can see I'm a mother of 4 kids and we'll be living in town till the last kid graduates if not forever. I'm very firm on education my oldest is an honors student and we'll respected by his teachers and classmates. I accredit this to home values I have instilled in him as well as the dedicated teachers from Brewster, Korn and Memorial school.
I feel multi-age classrooms is not appropriate for the average child, age based class rooms is a standard in learning. self-directed learning is not ok for my children at all, I send them to school to be taught and led by the teacher, they are there to learn. If I learned anything from my professors in college it's that school is a dictatorship, if we all got to choose what we wanted to do and when to do it, we would not learn anything nor get anything done. Life is about following rules and directions. school-wide assemblies is fine as long as it's limited and not interfering with academic learning. I am 100% extremely against democratic practices in the schools I feel it has no place in the learning space. In my opinion, based on everything I have learned about the ID program, is that's its a specialized program for a different approach to learning that's different from the norm. If families are not happy with the school system that's in place that has worked for years, then they have the option to homeschool, attend private school or a magnet school. IDS in Middlefield rings a bell... what it comes down to is we can't afford two programs and I believe which is based on what I have heard around town is a lot of ID parents think they are getting a private school atmosphere without having to actually dish out any extra "out of pocket" funds. And that's not right. I feel the learning model that best gets students ready for the "real world" is contemporary. And that's what we need to be focused on. It's planned, straight forward and consistent, which young learning minds need. Thank you for your time. I hope to be at the next meeting. (Durham)
- I think that the work that the Strategic Visioning Committee has done is thoughtful and future oriented. I understand the desire to incorporate those elements into all schools in District 13. However, as a recently retired educator, I know that change comes slowly and these changes are not simply curriculum or PD days but a change in mindset for staff and parents as well. It's a herculean task but I believe it's possible to keep choice and to move all students and schools forward one step at a time. (Middlefield)
- It seems like this survey and buildings decision may be a little premature. We believe there needs to be a marry of the strategic visioning outcome and the utilization study to allow D13 to have the best education opportunity for the children of our community. (Durham)
- My first choice is to hold off on reconfiguring the buildings until the strategic visioning has been completed and a plan has been approved by everyone. Let's not rush this very important decision. The ID program is the reason we live in the district - it seems that the initial consultants never took the ID program into consideration when making their recommendations. (Middlefield)
- There needs to be a DEFINITIVE PLAN regarding buildings AND curriculum put forth before action is taken. planning to have children in school system in future- just purchased a in town. Specifically bought property in Middlefield for the school system (Middlefield)
- There needs to be more planning. (Middlefield)

- This process needs more time and dialogue. Having a strategic vision in place would help this process go more smoothly. (Durham)
- Knowing the cost associated with each option would be helpful to make a more informed decisions. Unless the savings is significant, we should leave as is. (Middlefield)
- Please keep the current configuration! We have a 4-year-old we want to attend Lyman. (Durham)
- The ultimate dream would be to leave Lyman as is and use money to bring the building up to speed instead of used to add to other schools just to move Lyman kids into. The program at Lyman works amazingly and the loss of that would be devastating. (Durham)
- We built our home due to this district as it is today. (Durham)
- The number of general transitions should be considered in this survey, not just building transitions. I am concerned with the transitions tied to removing multiage classrooms. There is less "gear up" time in multiage classrooms, which has been particularly beneficial for my child who has learning difficulties. I understand the current strategic visioning plan may lean toward this type of model, but having been part of the utilization discussion now for quite some time, I am concerned that this vision is more lip service and that all things "ID" will fade under the current administration. I think the ID program needs to stay "as-is" at the elementary level. RSD13s scores are not struggling at John Lyman or Brewster. But we are one level away from potential state intervention at Memorial and Strong. Test your "vision" there; combine the programs together sooner I did not vote for Option 3 because as much as I would love to keep things status quo, I recognize there are budget considerations. But I urge you to not make town schools. With only 1 in Middlefield and the rest in Durham, you will create the same "elitist" effect you claim John Lyman parents are currently exhibiting. A comment which I was personally offended by - for the record. Please do not generalize a community. While I understand there are some parents in the school who display that mentality, you are letting a few rotten apples spoil the bunch, and further more, you are letting your feelings about the parents affect the children. This district needs to get creative and stop being vindictive. Thank you. (Middlefield)
- In the absence of financial considerations, I favor the status quo. On the other hand, the status quo is not sustainable given the cost and not justifiable given declining enrollment in the district. I moved to the district for the quality of its public education. Option B is the best compromise. (Durham)
- I am not in favor of portable classrooms. (Rockfall)
- If you plan to keep Lyman open you should combine busing with Memorial kids. Just like Korn and Brewster did. What a waste to run all those buses. (Durham)
- "Let's also remember the savings in busing. You would no longer have 2 buses serving the same neighborhood for elementary school. While you are at it, the bus routes need to be consolidated. I see too many half full buses leaving or going to schools. Let's also reconsider how people drop their children off at Strong School in the morning. Cars backed up on Main St. in both directions is a hazard and a major inconvenience for anyone having to travel through our town in the morning. Also, who is left to monitor those middle school students who choose to go the the Library or Dunkin' Donuts after school for some free babysitting service? (Durham)
- This would save money on buses when there are currently 2 buses going to the same neighborhood for elementary students. What about all of the cars backed up onto Main St. in front of Strong School in the morning? It is truly a hassle getting through there to go to work. State Police don't want us to take Maple Ave. as an alternative route. Consolidate the buses. Too many half filled buses going by my house. (Durham)
- I am a Durham taxpayer, I'm not sure why my opinion isn't also valued even though I don't fit any of these categories. (Durham)
- Bd of Ed Members - Get your act together! (Durham)

- I have three children that have gone through and are still in RSD13. Currently and for multiple reasons, I have the least confidence and faith in the administration than I've ever had. Very disappointing and sad. (Middlefield)
- I lost all respect and trust the meeting Phil Augur tried to push through the vote, I had negative respect the meeting after when you said that you needed to send surveys and have the public information hearing, but implied it was only to make us feel involved and give input with absolutely zero intent to change you Option A plan, and gave up all hope in the board last night when Phil Augur again stood up and yet again forced your Option A and the "urgent" need to give "as much time as possible for administration".
I don't know about you, but I don't think ANYTHING should be rushed when you don't even have a plan for what the one track program would look like. How can we support an option when we don't even know how our children would be learning? We should put trust that the administration and board would do right by our kids after what you did this year? No thanks. I don't put blind faith in a group of people that so deliberately tried to go behind the backs of the parents and tax payers who fund that budget. I have always felt the Superintendent was behind us, but her speech last night saying we need to suck it up and embrace change with a smile on her face told me otherwise. How do we embrace change with no program plan? Forgive me if I won't put blind faith in any of you anymore.
You need to delay this building configuration and hire the consultants to design program tracks to give an idea on how you plan to put the programs together. This is not like closing Korn. Korn moved kids yes, but did not change the program track. (Durham)
- The info sheet is completely biased for Contemporary program among much else. I want to know why we wasted more money hiring a new firm when options were already nearly decided on that meant wasting money by adding 3 classrooms at Brewster. This needs to stop. (Durham)
- We are very concerned with the political games we have witnessed so far.
John Lyman school has been a successful part of our educational community.
Large class sizes have proven to be less effective for educating our children, especially K-8. (Middlefield)
- Word has leaked that K - 4 = neighborhood school. Survey is irrelevant. (Durham)
- #2 - Its the same amount no matter what option is chosen (Rockfall)
- #7 - Financial savings are not represented properly. Request: cost savings realized from Korn closure vs. what was projected! Figures not accurately estimated. (Middlefield)
- BOE Code of Ethics #1 "Children First". Stop focusing on saving money, focus on the best education for our children. Maintaining the current configuration, which provides program choice (contemporary or integrated day), is the best option for the children. (Middlefield)
- I do not believe that adequate financial information has been made available to the public regarding annual savings/capital costs involved with the different configurations. Specifically no financial information has been shared about potential savings if the district considered closing one building, while maintaining program choice with the 8th remaining at Strong. (Durham)
- The ways the questions were worded will cause confusion and the answers can be taken in different ways and used in how the School board wants verse what the people might want. The questions should have written differently as well some should have been removed. An example would be "How important is a single district-wide program?" Plus the transition building question has no factor in the main topic of the survey. (We host exchange students every few years.) (Middlefield)
- This was an unbelievably POORLY DESIGNED survey. If one answers that "creating a single program" was a large factor does that mean the person filling out the survey is for or against it? And question 9 is poorly laid out. Why is there a blank at the end of the question? Anyway, I am extremely dis-appointed with the BOE. We have an amazing thing in this town with having school choice and John Lyman is an amazing school. I do not know how you could still consider ending the JL program and school choice after hearing from so many people who moved to this town for this choice option and/or for John Lyman School- one of the top HOT, integrated day programs in the state. Our

enrollment will decrease even more if you eliminate this as people will not move here for the schools anymore. Furthermore, it will take years before a "one program system" is in place that is well done. You have excellent teachers in this district that are well trained and doing a great job at Lyman and Brewster. It would be pretty difficult to try and merge these programs. I urge the BOE to explore other options instead of wrecking one of the best things this town has going for it. Two K-4 schools with the two different programs maintained, 5-6 at Memorial, and 7-8 at Strong. Please do not move the 8th graders to the high school. No one I know is in favor of this. (Middlefield)

- Where did the financial data come from for this survey? The numbers do not relate to the facilities restacking study financial comparison of options. In the study Option B has a maximum cost of \$1.38m, but your survey says it will be \$2m. That's a 50% increase. Why? Option A ranges from \$1.6-\$4.2m, but you list it as \$2m in your survey. Is that because you assume reimbursements per footnote 3 that you don't think will actually happen and you ignore the transitional costs of footnote 5? These disparities are deeply concerning.
On a more constructive note, it is imperative that any building plan adopted by the BOE continues to support the ID program at Lyman. That requires that at least grades k-4 be together. The program simply does not work with a K-2 school. As a result I could never support a version of Option A. (Durham)
- Population trends can be cyclical. What happens in 10 years when enrollment increases and we have a building shortage. (Middlefield)
- Reduce administrators and teachers. No one wants to build a new school in 5 years after the demographics change again in these two towns. (Rockfall)
- Lyman should be given a decorated retirement. I understand the feelings but logic precludes this decision. However, I've seen swings in school populations before. Before someone gets too happy with that budget axe, consider that Lyman could again have a purpose in a future school lineup. Probably much cheaper to refurbish at that time than rebuild. It does need a gym, for example. (Durham)
- How should the saving of money factor into my consideration? Does money saved mean more money spent on students? Does money saved mean my taxes get reduced? Does money saved mean teachers get raises? What learning program would be used in Option A? (Middlefield)
- Move PreK from Brewster to old Korn, reduce capital \$ and still save operating \$ (Durham)
- Town has no services other than a good school system. No trash pickup and I'm lucky if my road gets plowed twice a snow storm. Town wastes money and resources on square dances and other "fun" programs, but it makes its first cuts in the budget to our children. This town has a growing number of younger people moving in as more people are moving to get their kids into a good school system. Don't ruin the town's only redeeming quality. (Durham)
- Parents should pay to play. If they have children in the school system they should pay for the extra activities or any additional expenses incurred. Also, maybe we might want to consider a surcharge for families over two children. Gone are the days when property taxes should pay for schools expenses especially based upon the size of one's home. (Middlefield)
- You have the wrong address for your website on the paper form - forgot the ct. Frustrating! (Durham)
- I am a RD13 alumna (Middlefield)
- The town deserves a meaningful opportunity to (Middlefield)

Utilization Survey

1. Please rank in order your preference for the grade reconfiguration options (1-4):

Option A

Your answer _____

Option B

Your answer _____

Option C

Your answer _____

Other: Please indicate configuration

Your answer _____

For questions 2-7, please rank the following:

2. How large a factor was NUMBER OF BUILDING TRANSITIONS FOR STUDENTS in your ultimate ranking of the options?

1 2 3 4 5 6 7

Not a consideration Very large consideration

3. How large a factor was 8TH GRADE'S BUILDING LOCATION in your ultimate ranking of the options?

1 2 3 4 5 6 7

Not a consideration Very large consideration

4. How large a factor was MAINTAINING THE INTEGRATED DAY PROGRAM in your ultimate ranking of the options?

1 2 3 4 5 6 7

Not a consideration Very large consideration

5. How large a factor was MAINTAINING THE CONTEMPORARY PROGRAM in your ultimate ranking of the options?

1 2 3 4 5 6 7

Not a consideration Very large consideration

6. How large a factor was CREATING A SINGLE DISTRICT-WIDE PROGRAM in your ultimate ranking of the options?

1 2 3 4 5 6 7

Not a consideration Very large consideration

7. How large a factor were CAPITAL COSTS/FUTURE SAVINGS in your ultimate ranking of the options?

1 2 3 4 5 6 7

Not a consideration Very large consideration

Questions/Comments

10. Please use the space below to add any additional questions or comments:

Your answer _____

SUBMIT