

K-2/3-5 Study Committee

December 5, 2013

Place: MS/HS Library

Time: 6:00 p.m.

Agenda

Committee Members

<input type="checkbox"/> Carrie Beattie	<input checked="" type="checkbox"/> Sara Chapman	<input checked="" type="checkbox"/> Daniel Mannix
<input type="checkbox"/> April Bingel	<input checked="" type="checkbox"/> Elaine Dixon	<input checked="" type="checkbox"/> Ricki Marin
<input checked="" type="checkbox"/> Shane Brink	<input checked="" type="checkbox"/> Garth Frechette	<input checked="" type="checkbox"/> Valarie Matott
<input checked="" type="checkbox"/> Christina Bronson	<input checked="" type="checkbox"/> Kerry Hynes	<input checked="" type="checkbox"/> LeeAnn Short
<input type="checkbox"/> Cathy Buckley	<input checked="" type="checkbox"/> Julie Jock	<input type="checkbox"/> Pauline Stone
<input checked="" type="checkbox"/> Amy Campbell	<input checked="" type="checkbox"/> Gary Lambert	<input checked="" type="checkbox"/> Sarah Vagi

Debbie Passno, Board President was also in attendance.

Visitors

Austin & Kamie Jewell
Robert Burnham
Kaley Nephew
Kendi Ranki

1. Welcome
 - Mr. Mannix reviewed the process of how people were selected for the committee. He stated that additional people could join the subcommittees that would be forming to look at the various aspects of this study.
2. Introductions
 - Essential Questions: *Will a reorganization of the Elementary Schools into a K-2, 3-5 design result in increased learning opportunities for students in each building?*
 - Rumors about the reasons behind this study may be inaccurate. The study has been on the Board goals for three years and the purpose behind the current process is to move forward and complete the discussion. The question to be answered is the impact on student learning opportunities.
 - Study was originally commissioned to look at the financial impact of a change in the structuring. However, since then we have had many losses in staff.
 - No one is looking at this as a means to further cut positions
 - It could cost more but if the academic gain is supported, then it could be worth the cost
 - Reviewed collaborative norms

3. Process

- a. Previously the process was driven entirely by the Board
 - i. Breakout to each stakeholder group
- b. New process is to bring all of the stakeholders together to review the information and come to a consensus
- c. The purpose of this meeting is organizational. As each member reviews documentation from the study, they should be prepared to discuss their view of the questions asked in the report.
- d. Documents that should be reviewed prior to the next meeting:
 - i. Class sizes in a new configuration based on current enrollment at each grade level
 - ii. *Some Possible Options to Explore in Delivering the Beekmantown Central School District K-5 Program Over the Next Five Years*
 - iii. Elementary Grade Restructuring Meeting Minutes
 1. December 13, 2012
 2. February 28, 2013
 - iv. Potential Impact of a K-2 and 3-5 Building on Special Education
 - v. Scenario 1, 2, and 3
 - vi. Elementary Program Delivery Study
 1. Available on the website
 2. <http://www.bcsdk12.org/files/calendar/elementary%20program%20delivery%20study%20prepared%20by%20dr.%20paul%20seversky%20may%202010.pdf>

4. Sharing of Conceived Notions

- a. Mr. Mannix
 - i. If we were to reconfigure, I could potentially have a child in three different schools on three different busses. It would be inconvenient but not if it is the best educational system for my children.
 - ii. We are looking for 80% certainty or a high degree of certainty that reconfiguring will be the best solution
- b. Concerns shared
 - i. Time on the bus
 - ii. Numerous changes happening in the schools now, why add this?
 - iii. Logistical nightmare
 1. How far apart the District is
 2. Distance between buildings if you need to pick children up
 - iv. How would this effect Pre-K?
 - v. Lose Neighborhood school aspect
 - vi. Mentoring and Peer Mentoring would be lost

- 1. Modeling of behavior
 - vii. Comfort level of children
 - 1. Know what future years will look like
 - viii. Most difficult on third graders
 - ix. Need to ask what will we lose as well as what will we gain
 - x. Our teachers do a phenomenal job working together even though they are in different buildings
 - xi. As a Cumberland Head student, I was an outsider when I came to the main building. No one would be an outsider, all classes together
 - xii. Proposed school day times?
 - 1. Adjusting school times is a collective bargaining issue
 - xiii. Distribution of Resources
 - 1. Class Sizes
 - 2. Grade level some are 29/26
 - a. Difficult to have such large classes
 - b. Current model does not allow for equalization
5. Sub-Committees (*Set a sub chair and may add other members to be on the subcommittee through the Superintendent's office.*)
- a. Special Education Sub-Committee
 - i. For now will be included under Impact on Students and Educational Research
 - b. Committees will be assigned through Superintendent's Office
 - i. Each member of the committee ranked the committees in order of preference and gave the information to the Superintendent who would be sending an e-mail later in the week with Sub-Committee assignments
 - ii. Sub-Committees are:
 - 1. Impact on Students
 - 2. Transportation
 - 3. Educational Research on Grade Configuration: Benefits to Student Achievement
 - 4. Public Relations
 - 5. Financial Considerations
6. Next Steps
- a. Sub-Committees will be assigned
 - i. Rank information as how it pertains to each sub-committee
 - b. Look at literature and bring ideas to next meeting
 - c. Share information and resources between sub-committees
 - d. Sub-Committees

- i. Choose Chairperson
 - 1. Responsibilities of Chairperson
 - a. Run meeting
 - b. Produce minutes
 - ii. Meet once or twice between now and the next full meeting of the committee
 - e. Next meeting of full committee:
 - i. January 29th @ 6pm (MS/HS Library)
 - f. Contact information for all committee members will be provided to everybody
 - i. There will be separate contact information for members of the audience who would like to be kept informed
 - g. Any required demographic information for sub-committees can be generated by the Registrar's Office
7. Additional Comments
- a. If not this then what... are there other configurations we should be looking at to create a cohesive culture in the District
 - b. Deadline for a decision
 - i. End of school year but may stretch into next year depending on the depth of work necessary
 - ii. We want to be conscious of announcing any major findings or changes just prior to the Budget Vote
 - 1. People vote on emotion and the findings of this committee could impact the budget vote if this committee is making an unpopular decision
 - c. This committee was formed to represent a cross-section of stakeholders
 - d. Nothing is broken – if we can make it better, ok – otherwise don't fix what isn't broken

The meeting was adjourned. Time 7:15 p.m.

Respectfully Submitted,
Amy Campbell