

**K-2/3-5 Study Committee**

**January 29, 2014**

Place: **MS/HS Library**

Time: **6:00 p.m.**

**Minutes**

**1. Committee Members**

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Carrie Beattie    | <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 type="checkbox"/> Kerry Hynes                | <input type="checkbox"/> Debbie Passno             |
| <input checked="" type="checkbox"/> Cathy Buckley     | <input checked="" type="checkbox"/> Julie Jock      | <input checked="" type="checkbox"/> LeeAnn Short   |
| <input checked="" type="checkbox"/> Amy Campbell      | <input checked="" type="checkbox"/> Gary Lambert    | <input checked="" type="checkbox"/> Sarah Vagi     |
| <input checked="" type="checkbox"/> Sara Chapman      | <input checked="" type="checkbox"/> Daniel Mannix   |  |

**Others**

Austin Jewell  
Robert Burnham

2. **Minutes** – It was moved by Carrie Beattie, seconded by Elaine Dixon and carried, that the previous meeting held on December 5<sup>th</sup>, 2013 be approved.

3. **Public Comment**

Request was made to get right to the findings because those in attendance are interested to hear what was found.

4. **Subcommittee Preliminary Findings**

a. **Impact on Students** – Elaine Dixon

- i. Recurring themes:
  1. Transitions are harmful to students
  2. Minimize transitions
- ii. This model (K-2/3-5) creates four transitions
  1. The studies showed that the longer a student stays in one building, more success
- iii. Researched impact on Special Education
  1. Didn't find much
- iv. Culture based, thought of ways to make what we do better
- v. Socially, emotionally, economically better in our current model
- vi. Positives to a K-2/3-5?
  1. Can group students better by having more options

b. **Transportation** – Amy Campbell

- i. Bus ride could be as long as 93 to 100 minutes for some students
- ii. To reduce length of bus ride, would need more busses and additional staff

- iii. Could reduce bus ride by having students driven to one school and then shuttled to the appropriate school, this would mean starting school 20 minutes later to accommodate the transport from one school to the other
  - iv. Only positive would be a reduction in busses and runs by all busses going to the same place
  - v. Mr. Mannix shared that the Transportation Study draft has been completed and the findings parallel the committee's findings
- c. Educational Research on Grade Configuration
- i. Committee looked at Student Achievement as well as Psychological and Social/Emotional Impact
  - ii. When there is an increase in the number of transitions:
    - 1. Increase likelihood of decreased achievement
    - 2. Reduces social-emotional well-being
    - 3. Increases misbehavior
    - 4. Increased incidents of High School drop outs
  - iii. Research was clear on the following:
    - 1. New buildings and new schools, negative overall impact
    - 2. Best configuration is K-8
    - 3. Specifically the research discussed being in a bigger building, not in size but in perception
      - a. Fourth Grade currently has 8 sections in two buildings
      - b. Number of fourth graders does not change
      - c. When put in one location, the perception is one of going to a bigger school
  - iv. No guarantee that because teachers are in the same building they will all be on the same page. In one building or multiple buildings, how teachers collaborate speaks to leadership not location
  - v. Negative impact of Middle School can be alleviated with a strong transition program. We do such a good job of transitioning, we actually see a better trajectory of student performance when we look at the data
  - vi. From a scheduling perspective, we currently are able to have all teachers at the same grade level eat lunch together which allows for collaboration, and common planning time. When the number of classes at a grade level doubles, that will not be possible.
  - vii. The research on Special Education did not present any strong positive reasons for making a change
- d. Public Relations
- i. General discussion
  - ii. Two major building projects on Rugar Street will impact our population

- iii. May need to re-district because CHES will not be able to absorb the increase
- iv. Within 18 months 60 – 2-bedroom apartments
  - v. 250 home housing project will be added over time
- vi. Surveys
  - 1. What options we have available
    - a. Phone and web allow us to compile the data quickly
- vii. 2015-2016 State Testing
  - 1. Computerized
  - 2. Will be easier to allocate resources, support, and materials in current configuration
- viii. Research spoke to challenge of PTO support because parents have to choose between buildings to support and volunteer
- e. Financial Considerations
  - i. 2 additional bus drivers
  - ii. 2 more busses in cycle
  - iii. Transportation of classroom and supplies (one time cost)
  - iv. Merge things together
    - 1. No spot to eliminate or save on staff to improve the program
  - v. Special Education
    - 1. Can't run both programs in both buildings
    - 2. Change would be more equal
    - 3. Three grades now, one or two in new configuration
    - 4. Would need to add staff
    - 5. Could Special Education equalization occur?
      - a. Only at additional cost to the District
      - b. Special Area teachers would be easier in concentrated grade levels

## 5. Next Steps

- a. Informal survey, 4 out of 5 people say no to change
- b. We need to get feedback from the community
  - i. Surveys
    - 1. Owe community to have the opportunity to have their voice heard
    - 2. Community will feel more involved and have a stronger bond
    - 3. More data for what may appear in the paper
- c. Continue our study of this topic to assure thoughtful consideration
- d. Subcommittees should meet one more time
  - i. Impact Subcommittee should meet with Public Relations Subcommittee to draft a survey
  - ii. CHES PTO will host a meeting to
    - 1. Review information we have so far

- 2. Collect feedback
- iii. BES will do the same as CHES
- iv. Each subcommittee will:
  - 1. Provide a brief overview of findings
  - 2. Develop questions for the survey
  - 3. Submit to Gary Lambert by February 10
- v. Financial Considerations (new subcommittee)  
LeeAnn Short, Dan Mannix & Carrie Beattie
- e. Faculty will be asked to complete the same survey as the public
- f. Notifications of survey will be released, survey will be available online, at the District Office and in each of the buildings

**6. Next Meeting**

Rescheduled for March 5<sup>th</sup> at 6:00 p.m. in the MS/HS Library

**7. Adjournment** - Meeting adjourned at 7:30 p.m.

Respectfully Submitted,  
Amy Campbell, MS Principal