Lee Antonello Elementary School
Organizational Team Minutes, 4/16//26, 3:30 pm

The Lee Antonello Elementary School Organizational Team meeting was called to order at 3:30 pm on April 16, 2026. The meeting was held via Google Meet. Start Time 3:30 pm

Members present:

Dr. Kathianne Rozek - present
LeahAnn Ferrario - Present
Lena Scolaro - RBG3 - present
Rhyan DeLaTorre- present
Lordes Especial - No
Jamela Howe- No
Mariella Sullivan - present
Angela Cruzate - present

Members absent:

Welcome and Roll Call

2.0 Approval of Minutes:

Motion to approve: Ms. Cruzate
2nd Ms. Sullivan

3.0 Discussion: Photography

Contacted several photography companies, including **Dorian Studio** and **Photo Guys**, to review options for school pictures and promotion ceremonies.
Dorian Studio offers:

- In-house photography services
- Kindergarten and 5th-grade promotion photos with cap and gown
- À la carte purchasing options
- 10% school rebate on all pre-orders

Photo Guys is scheduled for picture day on **Wednesday, May 28** and provides a complimentary student photo and certificate.
Parent feedback regarding **Photo Guys** has been largely negative, indicating concerns with previous experiences and overall satisfaction.

Vote with parents next SOT

Public comment: none, No questions

Agenda Items

4.0 -Discussion

4.1 Closed Campus and Dismissal Procedures Update

To enhance the safety and security of students, staff, and families, the school will implement a closed campus during dismissal. Parents and visitors will not be permitted on campus during dismissal procedures. This decision was made to prioritize student safety, reduce opportunities for conflicts, and ensure an orderly dismissal process. Parents should not address other students regarding behavior concerns or discuss another child's behavior with other parents on campus. The closed campus model also helps protect staff and families by minimizing interactions that could escalate into confrontational situations.

A stakeholder focus group was established to develop dismissal procedures, routines, and a campus dismissal map. The group identified concerns related to student altercations, middle school students entering campus during dismissal, and safety issues involving scooters and e-bikes. The resulting plan creates designated dismissal locations and clear expectations for students and families.

Dismissal Locations and Procedures

- Kindergarten: Dismissal from the multipurpose room (MPR).
- First Grade: Dismissal through the double gates.
- Bike Riders: Students will be released directly to the designated bike rack area.
- Walkers (Grades K–3): Students will exit through the MPR doors. Older siblings will pick up younger siblings before leaving campus together.
- Families with Multiple Children: Siblings will report to the dismissal area of the youngest child to reunite with parents or guardians.

The committee also reviewed concerns expressed by families, particularly regarding traffic and congestion along Hollowridge. While some parents expressed disappointment about the need for a closed campus, many acknowledged that the change is necessary to improve safety for students, staff, and families.

Next Steps

- Develop a family survey/form to identify each student's daily dismissal plan.
- Implement backpack identification bands to provide a quick visual reference for dismissal staff.
- Finalize and communicate dismissal procedures for all students and families.
- Continue collaboration with community partners regarding crosswalk safety and crossing guard support.
- Promote Safe Routes to School initiatives and provide student training on proper street-crossing procedures.
- Explore additional police support and address community concerns related to traffic and safety.
- Establish procedures for families who need to change dismissal plans during the school day.
- Communicate all dismissal expectations, maps, and updates through ParentSquare/ClassDojo and other school communication platforms.

These measures are intended to create a safe, efficient, and consistent dismissal process while ensuring that every student arrives home safely each day.

4.2 Standard Student Attire Proposal

The School Organizational Team discussed the implementation of Standard Student Attire (SSA) beginning in the 2026–2027 school year. The proposal aims to create a positive learning environment by establishing consistent expectations for student dress while reducing frequent dress code violations that require administrative intervention.

Several team members noted that a standard attire policy could help create a stronger culture of learning, minimize distractions, and reduce the amount of instructional time lost when students are referred to the office for dress code concerns. Parent feedback shared during the discussion was largely supportive, with many families expressing appreciation for the consistency and simplicity that standard attire could provide.

The proposed attire guidelines would include:

- Standardized school-approved shirts and bottoms.
- Closed-toe shoes with a secure back strap for safety.
- A designated School Spirit Day on Fridays, allowing students to wear school spirit attire.

Additional discussion centered on affordability and accessibility for families. Potential school-order pricing options will be explored to keep costs reasonable. The team also discussed utilizing student-generated funds and community support resources to assist families who may need financial assistance purchasing required attire, ensuring equitable access for all students.

Next Steps

- Continue gathering input through grade-level and team meetings.
- Share sample attire options and estimated pricing with families.
- Conduct a community vote by May 31, 2026.
- Develop procedures and support systems for families needing financial assistance.
- If approved, begin implementation planning for the 2026–2027 school year.

The goal of this proposal is to promote student safety, increase school pride, and foster a focused academic environment while ensuring all students have access to appropriate school attire.

4.3 Grading Policy Discussion

The School Organizational Team discussed the possibility of transitioning from the traditional A–B–C grading system to a Standards-Based Grading (SBG) model. Under this model, student performance would be reported using a four-point scale that reflects mastery of grade-level standards:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Approaching Expectations
- 1 – Emerging Skills

The purpose of standards-based grading is to provide families and students with a clearer understanding of a student's current level of learning and progress toward specific academic standards rather than relying solely on traditional letter grades.

Discussion included the possibility of implementing a hybrid grading model, combining elements of traditional grading and standards-based reporting during a transition period. Survey results indicated that approximately 52% of stakeholders support exploring a transition in grading practices.

Team members noted several benefits of standards-based grading:

- Provides more detailed information about student learning.
- Clearly identifies areas of strength and areas needing improvement.
- Focuses on mastery of standards rather than averaging assignments.
- Gives families a more accurate picture of a student's current performance.

Several challenges and considerations were also discussed:

- The need for extensive teacher training and ongoing professional development.
- Ensuring consistency in scoring through common rubrics and grading practices.
- Addressing concerns about whether a hybrid model may be confusing for students, families, and teachers.
- Providing clear communication and education for the community regarding grading changes.
- Determining how grades will be entered and reported through Infinite Campus and report cards.

Next Steps

- Establish a grading focus group to research implementation options and gather stakeholder feedback.
- Develop common rubrics aligned to academic standards.
- Explore hybrid grading models currently used in other schools and districts.
- Provide teacher training and opportunities for collaboration before implementation.
- Engage families and community members through informational sessions and surveys.
- Consider phased implementation with standards-based report cards issued at designated reporting periods (e.g., December and May).
- Gather additional teacher feedback regarding concerns, clarity, workload, and transition support needs.

The team agreed that further research and stakeholder input are necessary before making any final decisions regarding a transition to standards-based grading.

5.0 Next Meeting

Next Meeting: Antonello SOT Monthly Meeting
Thursday, August 2026, 3:30 – 4:30 pm

Motion to adjourn:

Motion to adjourn - Cruzate 2nd, Mariella Sullivan