



**Frederick Classical Charter School, Inc.**

**Board of Trustees Meeting Minutes  
Public Session**

**December 10, 2018**

*Minutes submitted by Allison Rizzo, Approved January 7, 2019*

**Present:** Nkechi Ileka-Adeoye – Chair  
Laura Mears  
Paul Ormsby (by conference call, arrived onsite 9:26pm)  
Allison Rizzo  
Jen Schneider  
Shelly Smallwood  
Tim Summers

**Other Participants:** Camille Bell

**PUBLIC SESSION – Called to order at 7:40pm**

Welcome from Mrs. Ileka-Adeoye.

**I. Agenda**

**MOTION:** It was moved by Mrs. Rizzo, seconded by Mrs. Mears, to approve agenda with addition of vote to accept trustee resignation. VOTE: 7-0-0. Motion passed.

**II. Meeting Minutes**

**MOTION:** It was moved by Mrs. Rizzo, seconded by Mrs. Schneider, to approve November 12 meeting minutes. VOTE: 7-0-0. Motion passed.

**III. Public Comment**

Board comment – process for public comment is to hear it today and respond at the next regular board meeting.

- Lisa Irvine
- Shelia Lieu
- Pamela Stinnett
- Tosin Ogunbiyi
- Viral Patel
- Kinjal Raval
- Cara Beverage
- Karen Tittle-Cook
- Rose McNeely
- Nanci Jacobo
- Lora Ransohoff
- Tammy Van Orden
- Brooke Steele
- Tara Dodson
- Ashley Wingard – Speaker noted that the comments were signed by herself and 35 other members of school community.
- Lydia Wiedeman and Cynthia Roy – written submission read aloud
- David Pietropaoli – written submission read aloud
- Rebecca Brown – written submission read aloud
- Corinne Zeitler – written submission read aloud
- Brett Bickel – written submission read aloud
- Jaime Rice – written submission read aloud
- Debbie Partlow – written submission read aloud
- Ashley Wingard – written submission read aloud
- Nkechi Ileka- Adeoye
- Laura Mears

**IV. Quote of the Day – Laura Mears**

“Patience is not merely the ability to wait – it’s how we behave while waiting.” – Joyce Meyer

**V. Curriculum Discussion**

**MOTION:** It was moved by Mr. Summers, seconded by Mrs. Ileka-Adeoye, to change order of agenda to move iReady discussion to now. VOTE: 5-1-1. Motion passed. Mr. Ormsby abstained.

Discussion regarding Ready curriculum materials, and history and science instructional schedule.

Board Comments:

- iReady was approved for use during enrichment block. Using Ready for reading and writing outside of the enrichment block was not approved.
- Material changes have been made without BOT approval or concurrence from membership or BOE.
- BOT has obligation to uphold the charter, there is a concern for following process and that BOE is aware of changes that are made. There is no public school in the county that the curriculum can be changed without following an approval process.
- At the time that approval was given, the BOT said that it would further research and evaluate - asked for information and it was not provided.
- History and science is more of a scheduling issue than a curriculum concern.
- The final schedule was approved by the Board in September, after the implementation of the schedule.
- Board member requested the following information be provided by Administration to help assess curriculum and program:
  - o Testing windows calendar (PARCC, iReady, DIBELS, Singapore, History, Science)
  - o RTI plan and clarification of current use of specialized intervention tools/programs (such as SIPPS), by grade/by tier/by diagnosis, etc.
  - o List of all core and supplemental curriculum materials in use, by grade, by subject
  - o Scope and sequence updates

Information reported by Dr. Bell:

- Due to deficits shown in the data, recommendation has been made that the core curriculum in reading and writing is substandard and needs to be replaced.
- Dr. Bell and Curriculum Associates trained teachers on Ready curriculum.
- Currently have enough Ready materials for the students and no financial impact to the decision.
- 6th grade novels were reinstated.
- Prefer a 90 minute ELA block.
- Dr. Bell supports the decision made by Grade 1 teachers early in the year to alternate teaching of history and science by term in order to deliver more quality instruction, especially because it is difficult to transition with that age group.
- 3<sup>rd</sup> grade writing during history block was included on the master schedule that was approved by the BOT.

**MOTION:** It was moved by Mr. Summers that the implementation of the Ready program and iReady assessment tool be used only as intended and change back to the original curriculum. Motion withdrawn.

**MOTION:** It was moved by Mrs. Smallwood, seconded by Mr. Summers, to rescind the motion made in Closed Session on November 12, 2018 to retain Ready reading and writing materials for the 2018-2019 school year as currently being implemented as we evaluate all options. VOTE: 4-3-0. Motion passed.

**MOTION:** It was moved by Mrs. Smallwood that Reading and Writing programs will not disrupt history and science programs in place. Motion withdrawn.

**MOTION:** It was moved by Mrs. Rizzo, seconded by Mrs. Schneider for 5 minutes recess. VOTE: 6-0-1. Motion passed. (9:19pm) Mr. Ormsby was not audible on the conference call and did not vote, recorded as abstention.

Call to order at 9:35pm

**MOTION:** It was moved by Mr. Summers to amend the motion to utilize Ready for existing reading program. Motion withdrawn.

**MOTION:** It was moved by Mrs. Schneider, seconded by Mrs. Ileka-Adeoye, to approve use of Ready Reading instructional material for ELA period to replace Reading Street for the remainder of the 2018-2019 school year. VOTE: 5-1-1. Motion passed. Mrs. Smallwood abstained.

**ACTION:** Dr. Bell to review the schedule and provide alternatives for history and science block to be reinstated for grades K-4, recognizing that time is needed for writing subject.

**ACTION:** Dr. Bell to provide information to BOT about when to expect 5<sup>th</sup> grade will begin reading novels again.

## **VI. President's Report**

A security camera was installed in a non-student area without any awareness by the BOT or Administration. It has been removed. Working to ensure the school is following proper procedures. FCPS completed a walkthrough to evaluate security camera system.

## **VII. Head of School Report**

Presentation of the ESSA 4 star report card by MSDE. Available at [mdreportcard.com](http://mdreportcard.com). Student growth was lowest achievement area for FCCS and affected results the most. Actions taken this school year should improve performance. There may be an error for not getting credit for well-rounded in middle school – Dr. Bell has sent request for correction. Discussion.

Presentation of the FCCS Continuous Strategic Improvement plan. Discussion.

Further discussion regarding standard mastery assessments.

**ACTION:** Dr. Bell to provide standards mastery data to the BOT.

**VIII. Trustee Resignation**

**MOTION:** It was moved by Mrs. Rizzo, seconded by Mrs. Mears, to defer remaining items on the agenda to a future meeting to be scheduled for December 17, except for a vote on trustee resignation and financial account signers. VOTE: 7-0-0. Motion passed.

**MOTION:** It was moved by Mrs. Rizzo, seconded by Mrs. Schneider, to accept the resignation of Phil Anderson as Trustee. VOTE: 7-0-0. Motion passed.

**IX. Financial Account Signer Authorization**

**MOTION:** It was moved by Mrs. Schneider, seconded by Mr. Ormsby, to add Shelly Smallwood as authorized signer on the United Bank checking account. VOTE: 6-0-1. Tim Summers abstained. Motion passed.

Move to closed session 11:05pm.

**CLOSED SESSION HELD**

Items discussed included Trustee appointment, personnel and security.

**Adjournment**

Meeting adjourned by general consent at 11:45pm.

Attachments:

2019 Continuous Strategic Improvement Plan – [link here](#)

ESSA MSDE report card – [link here](#)

Public Comment

## **Public Comment on December 10, 2018:**

### Lisa Irvine

Requested more information about curriculum changes and plans for iReady use. Stated experience with the iReady product at another school and in grade K at FCCS. Expressed support for continuing current use of reading program.

### Shelia Lieu

Conveyed support for the school due to a classical curriculum and Singapore Math. Expressed concern about program changes and the fact that parents have not been included in the discussion. Requested more information regarding intervention for advanced students as included in the charter.

### Pamela Stinnett

Expressed support for continuing current intervention program.

### Tosin Ogunbiyi

Requested information about what curriculum has been changed and what has not.

### Viral Patel

Expressed concern that her child is using iReady more than classical curriculum. Expressed non-support for continuing use of the program.

### Kinjal Raval

Expressed concern that her child is using iReady too much and not enough other curriculum.

### Cara Beverage

Explained personal experience in finding hidden camera on November 27 in custodian closet that she used for pumping breastmilk. Expressed discomfort with lack of boundaries and involvement from the Board of Trustees. Requested that the school reevaluate the amount of power and autonomy that the charter allows.

### Karen Tittle-Cook

Expressed support for the Ready program and its integration of writing with reading. Stated that she is seeing growth in students that were struggling and students are feeling challenged. Reading Street was hard to put together for her as Kindergarten teacher. Would like students to be getting more history.

### Nanci Jacobo

Expressed appreciation for the data provided by iReady, but concerned about replacement of curriculum, especially history that teaches kids about other cultures and religions. Shared observation that the charter has never been fully implemented as designed. Requested 1<sup>st</sup> quarter invention results.

Lora Ransohoff

Requests more information about what data shows the school is failing. Expressed thoughts about the sacrifice that parents make to bring children to school here and the choice to attend based on a belief in classical education.

Tammy Van Orden

As parent of 4 children in the school, expressed concerns mostly about 6<sup>th</sup> grade. Supports focus on writing and meeting children where they are. Requests that the approach be stopped since there is no joy in the classroom as students do a workbook everyday. Also, expressed that her student is getting more out of Mathcounts once per week than five days in the classroom.

Brooke Steele

As parent of 3 children in the school, shared experiences of each child. Expressed concern that the curriculum change is being discussed as all or nothing and not meeting the needs of students.

Tara Dodson

Expressed appreciation to Dr. Bell for how she handled Ms. Beverage's situation. Expressed thoughts that the school was built by parents and would like to see parents supporting one another. Shared concern about not being told that science was not being taught in 1<sup>st</sup> grade in the first term. Also shared concern that child complains of poor student behavior in Latin class.

Rose McNeely

[comments shared verbally and as written submission] Good evening. It is my concern that certain members of the membership community may have let their beliefs about instructional methods and methodology interfere with the interests of the students our school needs to nurture and serve.

In the 21st century, we as society expect more from our children than ever before. In some ways this has narrowed our view of what education means down to how well do our kids do on tests, at least partly because it is much easier to score a math test than it is to measure citizenship and judgement. In other ways it has opened amazing opportunities for our children by giving them access to things our generation could only imagine.

Classical Education, at its root, is supposed to build well rounded individuals who can see the big picture. They should be able to do rational analysis of situations, sifting fact from fiction, using diverse data sets, to come to their own conclusions and solve problems. It is the art and science of seeing the forest, seeing the trees, and understanding both before you pick up an ax. Frankly, accomplishing anything like that kind of synergy is amazingly challenging, and if you have lost your glasses and can't see at all it becomes impossible.

I think it is time to face facts. At some point a significant portion of our student population lost their glasses. Our state mandated testing has revealed that to the Board of Education and the public. Our scores on basic skills drop steadily as we go up the grade levels. We need to address this problem directly if we want to be able to pursue our goal of cultivating scholars who can in the words of Thomas Jefferson become a citizen able to "calculate for himself," "express and

preserve his ideas, his contracts and accounts,” and “improve, by reading, his morals and faculties.”

There are many many ways to learn, and many different kinds of learners. Some children learn by doing. “Please write your spelling words out 5 times each.” Some learn by reading. “Please read chapter 10 and answer the questions at the end of the chapter.” Some are music and/or movement oriented. “A, B, C, D...” All of us learn better when we practice at our level, and grow at our speed.

I do not see why a tool designed to provide individualized practice is at all out of alignment with Classical Education. I actually see it as a building block device like flash cards, or enrichment texts. The fact is without the basic foundations in math and literacy our kids will not be able to take advantage of the richer environment FCCS is designed to provide.

I also do not know why technology is seen as such a danger. It is a tool like anything else. Project Guttenburg gives the world access to literature only the greatest scholars on the planet used to be able to access. My child was using her laptop to work on a research paper on Mozart this weekend. If she asks us a question in the car we tell her to google it and then we discuss what she finds as a family. There are amazing tools out there, and our scholars should know how to use them. We must teach our scholars to assess their sources, analyze them, and come to their own conclusions.

Yes, it is dangerous out on the web... but we all teach our kids not to get in cars with strangers, and how to cross the street. This is our job too.

I want all of our students to be able succeed, thrive, and grow up to be world changing individuals in their own right and in their own way.

I want FCCS to give them the basic tools they need to have a chance to meet that very ancient goal in our modern day. You have to walk before you can run, and I want them to fly.

I support I-Ready, as one more tool in our box for building amazing, well rounded, humans.

#### Ashley Wingard

[comments shared verbally, and as written submission by Rane Lederer] It is our concern that Frederick Classical Charter School is not implementing the program that was promised.

Administration has implemented a new core curriculum that is not approved and a new pedagogy that is against the vision of the school’s founders. The Board of Trustees appears to be turning a blind eye to these changes.

Communication from school leadership and teachers to explain these changes and forthcoming plans have been abysmal and inadequate, particularly given the significant curriculum and cultural adjustments that have been made. We are pleased that the school is increasing focus on the needs of struggling students. However, children are being tested too frequently and the approach is not giving space for teachers to teach and scholars to learn. It is clear that “teaching to the test” has taken over many of our classrooms and not just to mandated standardized tests, but to unproven internal diagnostic tests. The school’s founders emphasized the importance of aligning required standards to the curriculum, not teaching only to the standards.

The vision of Frederick Classical is to prepare scholars for further learning and contributing to their world by making connections, understanding the whole picture and whole self. The seeking of the true, the good, and the beautiful that we want our children to experience at

Frederick Classical now seems out of reach. As a classical school, we expect a rich curriculum that balances and integrates the subjects of reading, writing, math, history, science, and fine arts. We expect teachers to prepare strong lessons that impart foundational principles, excite curiosity, inspire creativity, and develop character. We expect minimal and purposeful technology use during school.

As members of FCCS, Inc. we demand that this be resolved immediately by the school administration and Board of Trustees. If corrective action does not occur swiftly, we will have no other recourse than to activate our membership and turn our school's fate over to the Board of Education for non-compliance with the charter.

Here are our expectations:

- Written public statement from the Board of Trustees regarding the status of our core curriculum.
- Removal of Curriculum Associates materials from unapproved use.
- Evidence of research-based strength of the iReady diagnostic and Ready intervention support.
- Clarification of the research-based process that is used to introduce new curriculum or policies and gain necessary approval.
- Restoration of history and science curriculum and adjustments to the schedule that allow sufficient time for it.
- Restoration of the teaching of literature, especially in grades 5-6.
- Integration of subject matter.
- Restoration of the use of songs, rhymes, and chants to support academic learning, especially in lower grades.
- Restoration of the integration of virtues into conversation and lessons.
- Clarification of our school's test plan, including mandated, diagnostic, and standards mastery or unit tests.
- Clarification of our school's intervention plan and resources that support struggling students and any gaps or limitations that are known.
- Clarification of our school's enrichment plan and resources that support advanced students and any gaps or limitations that are known.
- Consistent implementation of practices across classrooms and grades.
- Assurance that teachers are aware of approved curriculum and the requirement to teach it.
- Frequent, detailed communication from Administration about our school that highlights more than just iReady or events.

Having seen no evidence that the Board approved a curriculum change, we can assume that Administration has implemented unapproved core curriculum. We would like to better understand Dr. Bell's motivations and her knowledge of and willingness to implement the charter. We hear rumbling from staff and see evidence of their stress along with their dissatisfaction in working at the school now, but they cannot speak up about their concerns for the school and students for fear of their jobs. We too feel that we cannot speak up about our concerns for the school independently for fear of retribution.

Phillip W. Kilgore, a classical education thought leader whose work was mentioned at a recent FCCS parent education night, states that "...teaching classically treats the classroom activity with an appropriate degree and mixture of richness, dignity, wonder, and love of the subject, so that those same qualities are cultivated in the student, enabling him to mature into knowledge

and self-government so that, in the words of Jefferson, he may work out his own greatest happiness.”

We see only glimmers of the richness, dignity, wonder, and love of the subject that Kilgore refers to in our current school environment and curriculum. We desperately want it and our students deserve it. [Speaker noted that the comments were signed by herself and 35 other members of school community.]

Lydia Wiedeman and Cynthia Roy

[written submission] As the 1st grade team, we would like to express our desire to continue using the I-ready Program. Using the I-ready program has proved helpful and beneficial to first grade students. Miss Wiedeman has seen a difference in her students’ abilities to use comprehension strategies. She has also felt growth as a teacher using the program because it has taught her how to make these strategies accessible to her students. Reading Street in the past has been helpful in teaching students’ phonics patterns and helping to increase fluency, but when teaching reading strategies it does not serve the students or teachers well. Mrs. Roy enjoys the quality of the texts that are used during the read- aloud portion. The stories are engaging and specifically target the use of comprehension strategies that help clarify students’ understanding. Students are given the opportunity to revisit the stories during the course of a unit while they learn how to read for different purposes. Mrs. Roy and Miss Wiedeman have enjoyed using the I-ready program not just for reading but also for enrichment. It has given informative data that has helped direct their instruction and better meet the needs of their students. We both wish to continue using the I-ready program.

Respectfully,

Mrs. Roy and Miss Wiedeman

David Pietropaoli

[written submission]

Rebecca Brown

[written submission] Both Reading Street and the i Ready Reading program were created with the same end in mind-to teach the standards. Their approach to reach that end are different. The i Ready Reading is systematic and methodical in how and what it teaches. Not knowing the full extent of the debate and questions, here is my take on the subject. At this time, i Ready Reading is being utilized in our classrooms, and it would be a disservice to students to change programs or try to work within both programs at one time. The two programs were not created to be taught together. We all know what happens when you try to switch horses midstream.

Brett Bickel

[written submission] I feel compelled to write a short letter of support for the Ready Reading program that we are currently using. Even though I cannot speak to the direct implementation of the program since I do not teach in a content area that uses the Ready Reading program I can attest to many areas surrounding the program. First and foremost, this is the first year I have seen staff excited to have resources in front of them that are organized and that are easy to

use. It is a one stop shop for teaching materials that I know we did not have before. This was a huge complaint by teachers in the past that has gone away. For the first time in 6 years we have accurate and strong data that we can use to drive instruction in the I Ready program. We can easily see where students are struggling and directly focus on that small strand to help fill any learning gap for any student. Before this program it was much harder to identify the exact strand that a student may be struggling with and we did not have the resources necessarily to directly address that particular need. With the I Ready program the resources are there for you to get you started in helping that student. Just sitting in on an I Ready training for an entire day learning how the tools work and what possibilities are open to you as a teacher I can see the importance of the program.

For me it comes down to what does the data show for our school. The data for the past four years has shown a steady decline in reading scores that is while we were using the Reading Street program. Now there are always several variables and reasons for scores to be strong or poor however it is evident based on the data that something is not working properly. It would be devastating for students and staff if a change is made in the middle of the year to return to the Reading Street program without giving the Ready Reading Program time to collect data on its effectiveness. If a change is made students would have a huge change in routine, their progress made would likely be lost or stalled due to the change in programs, and certainly confusion would be widespread. The effect it would have on teachers specifically that teach reading would be devastating, they once again would no longer have adequate resources. The hours and hours of planning while teaching that they have done and continue to do would change greatly once again and would drop their morale greatly. The effect it would have on staff like myself who do not teach reading would be huge as well. The Board would be viewed as being indecisive in going back and forth without having evidence to make a change. The Board would be viewed as unchanged perhaps which hasn't always been shown in a positive light from staff.

I do want to thank the Board for all that you do. Few have seen the amount of work you all do simply because you want what is best for your kids and other students as well. Most of the time you all do not get enough thanks for what you do to help the school as a board liaison for some time I gained a glimpse of the time you dedicate to the school and I do appreciate it. I know that your intentions and heart are in the right place.

I encourage you to trust in what Dr. Bell is doing here in our school. Since the start of the school we have not had a leader quite like her. I liked all of our leaders before who had so many great qualities but we lacked the how to get to where we want to go. From the moment she walked into the building it was clear Dr. Bell KNOWS how to get our school on the right path and I think if you give the data time to reveal itself it will show that our Ready Reading Program is the right path.

#### Jaime Rice

[written submission] As a parent and teacher here at FCCS, I originally had mixed feelings about the use of I-Ready for reading. My 5th grader started off with a novel and was very disappointed when it was taken away and replaced by the i-Ready workbook. However, I have found that the book provides structure and lessons that could not be taught initially by novels. I see that the stories are engaging and students can work directly in the book to annotate

important details. It makes it easy to go back and find details when she is writing a response. It is right there as opposed to having to search through a book. Having administered PARCC, I know that the writing requirements are rigorous and do not allow for frivolous details. This program has taught my child to preview questions and essay prompts so she knows what to annotate and what is her purpose for reading. I look forward to a time in the future when she has learned these skills and they can be applied to reading novels and answering questions about her reading. Unfortunately with our current writing scores, I do not feel that my daughter is prepared to write at an appropriate level. She went from a 4 on PARCC in third grade and scored a low 3 in writing in 4th grade. I hope with this program and the progression into literature, my student will become a more rounded reader and writer.

### Corinne Zeitler

[written submission] I had sent the following questions to the board via email on Nov 7, and followed up on Nov 15, Nov 21 and Nov 30. My inquiries have not only received no response, they have not been acknowledged. Therefore, I am presenting them to the board this evening via public comment since curriculum is on the agenda.

1. How was the i-Ready program vetted by the board before approval?
2. What other programs were reviewed before a decision was made?
3. What peer-reviewed data was taken into consideration?
4. It seems our school has taken a drastic turn towards the standard "teach to the test" philosophy. Can you provide non i-ready data showing that our students are so below standard that we should drop our classical curriculum and move towards this philosophy?
5. Since PARCC testing is being removed and replaced, how will this i-ready program assist with future testing?
6. What peer-reviewed data has showed a correlation between i-ready scores and other standardized test scores?
7. Has this i-ready system been show to be efficacious in a school where the students test scores are already near the top of the county? For example, has this been a proven method in schools other than those on the bottom of the test score range? Again, peer reviewed data would be outstanding to see.
8. How is this being integrated WITH classical education, because right now most of us are seeing a replacement, not an integration. The math and ELA coming home with students is not Singapore methods or any classical reading. What has the singapore math consultant said about the integration of this program?

I think more information, that is not an i-ready advertisement, would be helpful in my understanding of the choices the board/school is making for our curriculum.

We teach our scholars to seek the true, the good and the beautiful. Encouraging our students to do that should not end with 8th grade. When parents are trying to do the same thing, it should be seen as a teachable moment for everyone.....that seeking of knowledge should not end with the completion of your education. It should be noted that parents asking questions is not a criticism of anyone's work, but merely concerned parents attempting to understand the significant changes made this year, with very little communication from the board or the administration. Thank you all very much for your time and I look forward to hearing from you!

Debbie Partlow

[written submission] I'm a new FCCS mom with children in K, 3 & 7. I am unable to attend the Board of Trustees meeting tonight regarding curriculum. But I want to express my thoughts regarding this subject. I am very curious why things don't seem Classical.

At ages 4 through 4th grade, my oldest son was memorizing short history, science, math, grammar, geography and Latin facts plus a history timeline. In addition we did reading/phonics/spelling instruction, copywork (and later, dictation) of history or literature sentences, grammar instruction (First Language Lessons), Story of the World, science, and math.

I'd expected more memorization with the younger grades and more integration of the curriculum. I'd thought we'd see more literature-based history and writing throughout all the grades.

I've been surprised by the way the curriculum seems rather similar to our local schools, especially at the Logic Stage (except Singapore Math in the younger grades). I've been disappointed that writing replaced time for history in the Grammar School. I'd think that instead of writing replacing history, history would be used as the basis for teaching writing. And my 7th grader hasn't seemed to have Socratic discussions in any of his classes (possibly some in Mrs. Rasband's class). I expected that he'd be reading literature for history and having Socratic discussions in most of his classes. I'm not sure, but I don't get the impression that is happening.

Overall I'm disappointed that the curriculum isn't Classical. We made significant changes in our 3rd & 7th grader's lives for a Classical education, and this isn't what they're receiving.

Ashley Wingard

[written submission] I am writing in regards to concerns about the I-Ready program and the extent to which it is being used in the classroom. We were told this was to be used to drive intervention and to be used as a supplement, but my child is bringing home I-Ready books instead of curriculum books. They have not been using the IEW writing program that was approved during the first year of the school. One grade is alternating between science and history for the term instead of having them simultaneously. Another grade is bouncing between I-Ready writing, not IEW, and history each week. Science and history were to have the same merit that Math and English were, but now we are cutting them back and stating it is for enrichment? Another grade missed history and science for a week to take another I-Ready math assessment? Why are we replacing core classes for something that was proposed to us as enrichment?

One of my children was receiving SIPPS intervention last year and at our review in July he was still to receive this intervention until he completed the program or tested out. On his I-Ready assessment he tested Yellow and Red (so according to the test, one to two grade levels behind) in reading, comprehension being the main one. I had to push and push to have his SIPPS started back up. I was told he would be getting I-Ready enrichment in replacement of SIPPS. I pushed back and stated that we did not agree to that at our previous meeting and he was doing much better since receiving SIPPS last year. They agreed to start back up per our agreement. The next week I get an email that he has tested out of the program and will just continue with I-Ready. How can my child test a full two grade levels behind but test out of intervention? The program

was presented in a way that it would DRIVE intervention, not stop it. It seems as though something is not adding up for that.

My daughter tested at grade level or further into her grade level and is still completing I-Ready work daily. She is no longer using novels and is using I-Ready writing and reading? How is that enrichment?

It seems as though we have moved to I-Ready as our curriculum and are supplementing it with the curriculum that was approved for the school. And since this seems to be the case, I am now demanding answers. Was the program fully vetted before it was implemented? At what point were parents to be notified of this change? Since this change has happened can you provide the research and data to support it? Why were we not given an opportunity to vote on the change as members of this school community? Are you willing to risk our charter for this change? Without going through the proper steps, we risk to lose our entire school over this. We are allotted changes for supplementation and enrichment, but not allowed to change the curriculum without first providing research and data to the members of the school and getting their approval and then presenting it to the BOE and receiving their approval. The basis of the classical model is that we are not to jump on every trendy thing that comes along. We have proven curriculum.

I am truly disgusted with the lack of communication regarding these very important curriculum changes and how they were set up as “enrichment.” This is not what our charter stands for. As members of this school, we are demanding answers and the change BACK to what the curriculum is supposed to be. We will not stand for the backhanded undermining way that this was brought about.

Nkechi Ileka- Adeoye

Expressed thoughts on classical education as a method of delivery but not curriculum.

Laura Mears

Expressed thanks to everyone for time and commitment to the school and scholars. Shared Aristotle’s quote – “Educating the mind without educating the heart is no education at all.”