

Brevard Public Schools
Re-Imagining Schools Task Force Meeting
April 28, 2022
Meeting Minutes

Present: Stephanie Soliven, Christine Ferrer, Stephanie Booth, Cathryn Thornton, Catherine Bramlett, Shereen Luchten, Danielle McKinnon, Kyle Savage, Meara Trine, Catherine McNutt

Absent: Matthew Gent, Patricia Adams, Giselle Fransisco, Tara Harris, Vivian Jones, Christopher Reed, Jason Sherburne, Jasmine DeLaughter, Vanessa Skipper

Visitors: Greg Garver

I. Student Government / Student Congress

- a. Providing students with a voice could possibly be a solution to behavior issues
- b. Possibly having an SGA representative from each homeroom
 - i. This has many benefits
 - ii. Could result in more voices heard and more diverse representation of students
 - iii. Organize and structure 6th grade first semester thru 12th grade second semester (What would this look like at an elementary level, MS level, and high school level?)
 - iv. How would we accomplish this at the elementary level?
 1. It is very important to link elementary SGAs with middle school SGAs and middle school SGAs linked to high school SGAs
 2. Group agrees it needs to be structured within the school day for more diverse participation.
- c. Group unanimously agrees that some sort of student government representation is necessary and vitally important to student success, creating a positive school culture, and overall student development.

II. Article “Why American Teens Are So Sad”

- a. Schools may be the only place students feel most safe.
- b. It is important to keep human connection at the center of the learning environment.

III. Transitions, Programs, and Middle School Structure

- a. Cellphones
 - i. No one is going to win the battle against cell phones.
 - ii. We must prioritize relationships and engagement where kids are so engaged that they forget their phones.
 - iii. Vandalism in the bathrooms due to TikTok trends... media has power
- b. Teaming & PLCs
 - i. Establishes a sense of community
 - ii. Offers support for students
 - iii. Provides a sense of belonging for both teachers and students

- iv. Increases teacher efficacy
- v. Helps parents transition from elementary to secondary
- vi. Team family nights/fieldtrips/activity nights
- vii. Teaming is difficult to schedule... but 100% possible (even with high number of ESE students)
- viii. It is imperative that some sort of common planning period is scheduled for teacher collaboration (either with team or department PLC)
 - 1. If common planning periods are scheduled by 'teams' then it might be beneficial to organize departments (subject areas) in close proximity to one another in order to foster more organic collaboration.
- ix. It was agreed across the room that we have gotten away from teaming due to complicated logistics not due to what is proven best for increased student performance. We can work through the logistics.
- x. How do we do this in Elementary?
 - 1. Departmentalize
 - 2. Split kids/classes up by ability
 - a. Differentiated support
 - b. Must remain fluid (kids moving in and out of groups based on progress monitoring data)
 - c. Does this work within the time requirements (90 min?) (rotation model)
 - d. How does this work with a three-member team? Two-team? Four-team?
 - i. How can we make this work in a very small elementary school?
 - ii. It is agreed that a single, solid model cannot work across the board and in all schools.
 - 3. It is agreed upon that more conversations with other elementary schools to come up with solutions to this problem is needed.
 - 4. We need to be very cautious of any (all) potential roadblocks if we are to make this a model for all elementary schools.
 - 5. Can we develop a model for each scenario at the elementary level?
 - 6. One of the main barriers from departmentalizing 6th graders based on performance is due to accelerated programs requiring a certified math teacher.
 - a. It was brought up the possibility of partnering with FLVS.
 - b. The data more than proves that kids that are exposed to algebra concepts at an earlier age perform at higher levels than those that are held back.
 - 7. Group is in agreement that there needs to be change at the elementary level in providing students with prealgebra exposure. The data overwhelmingly supports the need for more rigorous math and science curriculum in 6th grade to better prepare students for more rigorous math in middle school and beyond.
 - a. It is a more reasonable lift to advocate change that will allow a K-12 certified teacher to be able to teach prealgebra in our 6th grade classrooms.

- b. Another reasonable solution would be to use FLEX FLVS within the school day (math period).
 - c. Itinerant pre-algebra is another option. (A traveling teacher)
 - d. Use departmentalization partnered with the Itinerant pre-algebra.
- 8. Group agrees that elementary group members need to meet with elementary principals and leaders to gain feedback and ideas.
- 9. Another idea is to use a paraprofessional to supervise while a certified teacher (Teacher of Record) is on zoom.

IV. New Team Members:

- a. New ESE Teacher on Team (Patty Adams)
- b. Diedrich Brown
- c. We are still in need of an ESE elementary teacher.

V. November 3rd – 5th (Conference)

- a. Afterwards we will be mapping out our middle school design plans

VI. Next Meeting

- a. We can reschedule our May meeting if there is a conflict with testing.