

PTA Community Meeting Minutes

2.20.2026

Attendees: Jen Bryan, Millie Smith, Sam Pugh, Lauren Hanson, Lindsey Sumida, Anne Badger, Yvonne Steinberg, Luisa Rosen, Alexa Cares, Jeff VanIwarden, Sara Remington, Sarah Dunbar, Kim Insel, Stephanie Hauser, Noelle, Katie Hanel, Laura Allen, Danielle Weiss, Sarah Lord, Thomas Goodwin, David Guy, Grace Zindell, Abby Burford, Srdjan Pajic, Jon Kudas, Jess Marston, Susan Connelly, Meg Lafontan, Niki Cox, Jon Mihaly

1. Welcome

- There is a lot of information coming out about the district-wide low enrollment. During a future PTA community meeting, we will discuss the school engagement plan and next steps.

2. Principal's report

- CCE 2026-27 enrollment
 - On Friday, February 26, the district will pull enrollment numbers for staffing. The staff discusses it after spring break and then it will be shared more widely.
 - We are currently sitting in the mid- to high-40s for Kindergarten. The other grades are staying stable.
- Updates from the Community Engagement Board meeting (Jan. 21)
 - There will be a City Council meeting on Feb. 24. Rob Price, the assistant superintendent, will give the presentation. The meeting is open to the public.
 - The engagement plan outlines that the district would like to build understanding of the problem, gather input and inform school adjustment options
 - Community engagement will not guarantee preservation of schools, delay action or transfer decision-making authority away from the Board of Education.
 - Future decisions should:
 - Maintain and improve learning outcomes
 - Distribute students so all schools have the right level of students and resources to maintain learning experiences
 - Stabilize enrollment by retaining current students and attracting new students
 - Maximize efficiencies to address ongoing fiscal challenges
 - CCE's capacity is 516 students; there are currently 270 students.
 - CCE's goal is to show a positive engagement in the process.
 - Engagement phases:
 - Phase 1: Preparation (January-February)
 - a. Engage principals and teachers
 - b. Orientation sessions with Board and Superintendent advisory committees
 - c. Begin to engage with municipalities
 - Phase 2: Building understanding of the problem and collect input (March-May)

- a. Regional community group meetings and stakeholder specific sessions (more information and dates will come out from the district)
 - Phase 3: Develop school adjustment options (June-August)
 - a. Present summary of community engagement to Board (June)
 - b. Staff to develop facility planning options (June-August)
 - Phase 4: Present school adjustment options to the Board (August)
 - Phase 5: Present final plan for study to the Board (September)
 - Phase 6: Present final plan for action to the Board (October)
 - Phase 7: Student/staff transition planning and support (Nov 2026-August 2027)
- Charter schools are not impacted as they run their own processes.
- There are four K-8 schools in BVSD.
- There could be three options for the 2027-28 school year:
 - Grade reconfiguration (e.g., 2 rounds each at 2 schools becomes 3 rounds at 1 school)
 - School consolidation
 - Closure
- Next steps
 - We don't know when the listening sessions will happen; they will likely be smaller breakout sessions led by district leaders.
 - Jen Garfield and Luisa Rosen will develop common talking points that we can share during the listening sessions during another meeting.
 - Jeff expects to receive a presentation that provides more information.

3. Math curriculum presentation and Q&A with Mr. O (Imagine IM Learning)

- The new curriculum looks a little different for each grade level.
- The previous curriculum was Math Expressions.
 - It was first adopted in 2012.
 - The previous curriculum was pushed out due to COVID. It had online materials that no longer align with the district, so they changed to Imagine IM.
- Imagine IM
 - The district started with a rubric to identify key needs and then sent proposals from publishers and received responses from 4 publishers. There was a teacher representative from each school (Mr. O) who tried out an entire unit.
 - The district then voted, and there were two programs chosen, which were very similar. For the dual language schools, this program was better.
 - It is built from Illustrative Mathematics v360 curriculum and is based on problem-based curricula grounded in educational research.
 - Learning design: It follows the mentality of "You Do, We Do, I Do" (and therefore flips the usual teaching model).
 - It starts with the kids trying to figure out the reasoning, followed by everyone working through it and the teacher coming in to finish it/put a bow on it.

- The focus is on building language development, and it provides collaborative talk structures for working as a team.
- While it is enriched with technology, that is not the focus.
- It also has a multi-cultural aspect that is based on real people and images versus cartoons, so it's more respectful of students.
- Modeling a lesson
 - Lessons oftentimes starts with a video.
 - Next, warm-ups last about ten minutes
 - For example: How many do you see, and how do you see them? Or What do you notice and what do you wonder?
 - These help to bring everyone into a new way of thinking
 - These generally start easier and then get more difficult; they also help them work through questions and builds confidence.
 - Fo K-1, the first units are more about how do I do math, rather than how do I do this math?
 - The second part of the lesson covers the following:
 - Independent think time
 - Discussing with a partner to figure out a question together and then writing down the answer where and explaining their thinking in writing
 - They will then share with the teacher who helps facilitate group conversation and makes sure everyone is on the same page
 - Then the class may solve some problems
 - At the end of every lesson, there is a synthesis
 - Cool down
 - Lessons always end with a cool down where they do a problem on their own
- Questions from meeting attendees:
 - How does iXL factor into the curriculum?
 - iXL is used as an add-on to this math curriculum, and tests are done at the beginning, in the middle and the end of the year.
 - How, if at all, are teachers helping students along the way?
 - Teachers will reframe the questions or stems to help students get to the answer, rather than giving them the answer; there are also notes available for advanced student thinking that they can refer to in order to advance thinking.
 - How can families facilitate more practice or homework at home?
 - Some parents are asking for practice problems at home; in 3rd grade, the teachers send home practice problems for every unit since they don't have time for them during class. CCE staff will talk more about this during the first day of summer break. They understand that it would be helpful to have recommendations for materials to use at home.
 - CCE is an early adopter of this new curriculum; one of the downsides is that there are some growing pains, and we are still learning about how to best adopt it for the school.