

What Does

Reconfiguration Solve?

To the Editor:

At every BOE meeting, someone has asked, "What does reconfiguration solve?" The idea was first proposed at a Facilities and Space Needs workshop, however, Superintendent Dr. Robert Cronin has stated on numerous occasions that it will not solve the space issue.

Then they said it was a curriculum issue. Moving students will not change or enrich the curriculum. The state writes a framework for all schools to follow. Districts usually tweak them to make them their own.

Once our central office finishes this process all teachers will be expected to follow the same curriculum. Math is not complete. Administrators are responsible for ensuring proper implementation of the curriculum and keeping teachers on track. This is not a location problem, it is an administration problem.

Equity of education was the next issue this was thought to solve. In a way, it does, because there is no longer anything to compare. There is no way to measure if the kindergarten through second-grade school is run as well as the third- to fifth-grade school.

We will no longer be able to look at what each school is doing right and learn from the experience. Principals will have no horizontal communication.

The fifth grade will be together, but not at the elementary level. They also won't enjoy many of the activities that preceding fifth graders were afforded. This plan brings a greater inequity into our schools.

Full-day kindergarten will be offered to a few more than 10 percent of those enrolled. These lucky students will make gains that will likely help them throughout their academic careers. Aren't all of our children entitled to build their academic careers on the strongest foundation possible?

With nothing solved, why do our youngest students need to board buses early in the morning to go to a problematic school?

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