

# “Trainwreck”: New schedule sparks outrage

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The planned schedule for all three high schools in Stamford Public Schools, proposed by Superintendent Dr. Tamu Lucero and her team, has sparked fierce backlash across the city, with students, parents, and teachers unified in opposition.

Despite pressure from educators and members of the Board of Education, including a petition signed by five hundred people on Change.org, officials have stayed the course, resisting pressure from Board of Education representatives and the Stamford Education Association, parents, and teachers alike, to reverse their changes.

“The 4x4 flexible schedule is built for failing students and inflates graduation rates,” Dr. Rebecca Hamman, a Board of Education member, said. “There has been no analysis done by central office leaders, who receive doctorate stipends, on the effectiveness of block learning time periods.”

The new schedule, a variation of the A/B schedule implemented in 2023, would require students to take four unique classes every day for a semester, with a rotation in January to four completely new classes (save for some exceptions like some Advanced Placement classes). Though this schedule was originally proposed in 2022, it was scrapped that year due to late scheduling concerns from high school principals, along with concerns from students and teachers, who questioned the practicality of the schedule. The viability and quality of that schedule is what is at question.

“I think it’s terrible,” Taren Reis (‘26) said. “I think it’s super inconsistent. If you take an AP class, it’s all year-round, so you have to take two APs or an even amount, unless there will be nothing to fill that schedule. It makes it really hard to choose the classes that you want.”

The altered schedule that lasted from 2022-2024 involved a designated ‘A’ and ‘B’ day, each with four different classes every day. From 2024-2025, due to concerns regarding teacher time with students after complaints from elementary schools, the schedule changed to have three different classes every day, with a shorter fourth period that would run every day. Some people in the district wish to resurrect the A/B 4x4 schedule that was in place for two years, 2022-23 and 2023-24. However, if all goes according to plan, the proposed schedule will go into effect in August. Though the district has cited the fact that the student body is diverse, and thus has students with unique needs and dif-

ferentiated schedules, students, parents, and teachers have cited the fact that it will have adverse effects on learning. Effects including lower-quality education due to the intense workload taken on by teachers, along with a high-stress, high-speed learning environment that will make it difficult to retain information.

“I just feel like instruction’s gonna go at a breakneck pace,” Ms. Tobin, an English teacher and representative for the Stamford Education Association, said. “If you’re a kid who struggles in English, the tests and quizzes that you’re going to have for English class are going to come a lot more quickly with less time in between to engage with the material.”

“I think it’s a problem,” Lilah Studebaker (‘26) said. “Instead of prioritizing student and teacher performance, we’re prioritizing finances. The schedule will increase student burnout and give more trouble to teachers, which will only increase the problems schools are already facing.”

Another aspect of the controversy regarding the new 4x4 schedule is the lack of hard data given to support the fact that the new schedule benefits students. Though Dr. Lucero cited the fact that the current schedule disadvantages high performers and struggling learners, others believe the schedule is not being pushed in good faith. There are very few schools nationwide with a similar schedule, and teachers and representatives have cited a lack of data supporting the effectiveness of the schedule.

Another constantly mentioned issue with the schedule was the lack of collaboration with both students and teachers regarding the details of the new schedule, preventing the public from voicing their opinions until January.

“It’s just telling us that our expertise is not valued, not important,” Tobin said. “[Central Office] does not care what teachers think or know. It does not care to include teachers in decision making.”

Issues with the new schedule reached the public in a Board of Education meeting in January 2025, where students, teachers, and parents voiced their outrage over the new schedule and the various impacts it will have, including harming the majority of students.

“What about the teacher shortage? My son hasn’t had a Language Arts teacher since November 4th, which would equate to half a year,” a parent said at the meeting. “What



“SILENCE” A photo of Westhill High School, where more than two thousand students will be affected by the new schedule. Photo by Chidube Kalu (‘25).

about when students are out sick, or need surgery, or have mental health issues? What will all of these changes do to our students’ mental health or self-esteem when they fall behind?”

Some believe that the future of the 4x4 schedule remains uncertain. On May 8, Dr. Lucero responded to six Board of Education members who had criticized the new schedule, attempting to address what she termed “misconceptions” about the plan.

“This decision was made with the full knowledge of the BOE, which supported the one-year transition to the 7-block schedule, the decision to revisit teacher schedules with the SEA as part of the negotiations for a new collective bargaining agreement, and the FY26 operating budget that was based on implementing a flexible schedule in our high schools,” Lucero said in the letter.

While public discussion of the schedule has quieted, the new budget won’t take effect until July 1, leaving a glimmer of hope for those opposing the schedule’s implementation.

There will be a public BOE meeting on June 24th at 7 pm, allowing those who are against the schedule to speak up against it.

“We the people do have great solutions when collaboration is allowed. The collective ‘we’ can truly make a difference,” Hamman said.

*If you wish to make your voice heard, write an email to the Board of Education through the email address [boe.elected@stamfordpublicschools.org](mailto:boe.elected@stamfordpublicschools.org).*