

**PLAINVILLE BOARD OF EDUCATION**  
**Special Meeting Minutes**

**Meeting Title:**

*--Anticipated Executive Session--*

1. Discussion concerning the performance of a board member
2. Possible action concerning the performance of a board member
3. Other

**Date:**

Monday, March 11, 2019

**Time:**

5:30 PM

**Place:**

Plainville High School, Main Office Conference Room  
47 Robert Holcomb Way, Plainville, CT 06062

**Attendees:**

Lori Consalvo, Michael Giuliano, Deborah Hardy, Nicole Palmieri, Laurie Peterson, Crystal St. Lawrence, Becky Tyrrell, Kathy Wells and Foster White

**Members Absent:**

None

**Early Departures:**

None

**Also Present:**

Maureen Brummett, Ed.D., Superintendent of Schools  
Atty, Jessica Ritter, Shipman & Goodwin LLP

Chair Deborah Hardy called the meeting to order at 5:30 PM.

A MOTION WAS MADE BY FOSTER WHITE TO ENTER INTO EXECUTIVE SESSION AND TO INVITE DR. MAUREEN BRUMMETT AND ATTY. JESSICA RITTER INTO THE SESSION. MICHAEL GIULIANO SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

The Board discussed a recent action/performance of a fellow Board of Education member.

A MOTION WAS MADE TO BY BECKY TYRRELL TO MOVE TO PUBLIC SESSION AND TO ADJOURN THE MEETING. LAURIE PETERSON SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED. THE MEETING ADJOURNED AT 6:50 PM.

Minutes respectfully submitted,

Maureen Brummett, Ed.D.  
Recorder of Minutes



**PENDING BOARD OF EDUCATION APPROVAL**  
**REGULAR BUSINESS MEETING OF THE PLAINVILLE BOARD OF EDUCATION**  
**PLAINVILLE, CONNECTICUT**  
**MONDAY, MARCH 11, 2019**  
**Plainville High School Cafeteria**  
**Plainville, Connecticut**

**7:00 p.m.**

**Regular Business Meeting of the Plainville Board of Education, PHS Cafeteria**

**I. CONVENE: PLEDGE OF ALLEGIANCE**

Board Chair Deborah Hardy called the regular business meeting of the Plainville Board of Education to order at 7:02 PM. Nicole Palmieri led the Pledge of Allegiance.

**Members Present:** Mesdames Consalvo, Hardy, Palmieri, Peterson, St. Lawrence, Tyrrell, Wells, Messrs. Giuliano and White

**Also Present:** Maureen Brummett, Ed.D., Superintendent of Schools  
Steven LePage, Assistant Superintendent  
Madeline Rund, Student Liaison

**Absent:** Sam Adlerstein, Director of Business and Operations

**Late Arrivals:** Allie Chambrello, Student Liaison

**Early Departures:** None

**Returns:** None

**II. SPECIAL PRESENTATIONS:**

Dr. Brummett and Mrs. Hardy presented the Everyday Hero Award to Lynn Davis, Director of Community Relations.

The Board received gifts from district schools' in honor of Board Appreciation month. Dr. Brummett thanked the Board for all that they do.

**III. APPROVAL OF MINUTES**

A) A MOTION WAS MADE BY LAURIE PETERSON TO APPROVE THE MINUTES OF THE BOARD'S REGULAR BUSINESS MEETING OF FEBRUARY 11, 2019 AS PRESENTED. THE MOTION WAS SECONDED BY NICOLE PALMIERI. THE MOTION UNANIMOUSLY CARRIED 9-0.

B) A MOTION WAS MADE BY FOSTER WHITE TO APPROVE THE MINUTES OF THE BOARD'S SPECIAL MEETING OF FEBRUARY 26, 2019 (POLICY SUBCOMMITTEE) AS PRESENTED. THE MOTION WAS SECONDED BY BECKY TYRRELL. THE MOTION UNANIMOUSLY CARRIED 9-0.

**IV. CITIZEN COMMENTS**

**Marilyn Speranza, 49 Park Street**



Ms. Speranza is a Plainville resident, as well as a music teacher for the Plainville Community School. She thanked the Board for all that they do. She stated that she is disheartened and personally offended by the anti-Semitic tweet posted by the Board's Vice Chair. She stated that as a teacher she must help students develop character. They must be taught to cooperate, respect others, have empathy, and to treat others with respect. She stated that children should look to elected officials and see the embodiment of these character traits. She commented that due to this incident, she feels her work as an educator, who teaches to foster a culture of acceptance, is being undone. In addition, she grew up with a Jewish grandmother. She stated that she is astonished that an elected official would not apologize for offending her fellow community members.

In conclusion, she used the following phrase: "Tweet others as they would like to be tweeted".

**Quentin Johanson, 371 Woodford Avenue**

Mr. Johanson stated that he appreciates the hard work of Board of Education member's everywhere. Likewise, he is deeply disturbed by the anti-Semitic tweet by the Board's Vice Chair and the failure to take ownership of it and apologize for it. He stated that unfortunately, the connection between Jewish people and money is a very deep and vicious one that goes way back. He stated that as we hold Representative Ilhan Omar (Congress) accountable for her remarks, we need to hold our local officials to the same standards. Show a message of kindness, justice and respect.

**Shelly Johnson, 69 Rockwell Avenue**

Ms. Johnson stated that she was appauld by the lack of response by the Board of Education, by not calling out or responding to the tweet. She referred to several Board policies and the MSP Handbook referencing such topics as bullying and harassment. She stated are all mentioned policies are considered the philosophy of the Board and are therefore required by students, yet there is no accountability. She stated that Ms. Palmieri never apologized for what she said and that the defense of, I didn't know and I didn't realize, without an apology, rings hollow.

**Rebecca Martinez, 8 Irving Street**

Mrs. Martinez stated our town's principles have no room for anti-Semitic insinuations or rhetoric. Our children deserve representation from Board of Education members who are keenly attuned and sensitive to ethnic and religious slurs or insinuations of any type.

She stated that she tried putting herself in Ms. Palmieri's position. If you really didn't mean it or it wasn't your intent, it still shows a lack of forethought and judgement before expressing oneself online which also sets a poor example for students. She went on to say that after being fired from the campaign and having the Jewish Federation Association of Connecticut speak out against her tweet, as well as the ADL, Ms. Palmieri, continues to show no empathy or compassion for having offended a religious community. She has not yet apologized and refuses to take down her tweet. She asks Ms. Palmieri to take into consideration that she represents the students and the Town of Plainville.

**Gayle Dennehy, 28 Perron Road**

Ms. Dennehy stated that she is a Plainville resident and also on the Republican Town Committee Chair. She stated that Ms. Palmieri came to a recent meeting and explained what happened and was very transparent about the incident she was involved in. At the meeting Ms. Palmieri gave her point of view and described what happened and how she felt about it. Although Ms. Dennehy does not speak for other members of the Party, she



stated that this is all a large misunderstanding. She stated that she too is Jewish and in her opinion never thought Ms. Palmieri said anything that was anti-Semitic in any way. If someone wants to talk to her, it would be the best thing to do.

She stated that she is very proud of the Republican Town Committees, Board of Education, and Town Council, as they have accomplished a lot. They are hardworking people who give their time and energy. They have proven their dedication, expertise, education, and experience to get tasks completed in a timely manner. She stated that they work very well together and she looks forward to many more accomplishments of the Town Council and Board in the months to come.

**Becky Tyrrell, 174 West Main Street**

Mrs. Tyrrell read a statement that represents the feelings of herself, Mr. White, Mrs. Wells and Mrs. St. Lawrence as private citizens. The statement reads:

*As Board of Education members, we have a little bit of a different understanding, or tact, or feeling about this situation. We know as elected officials, it is incumbent upon each of us to recognize that our words/actions and in particular our social media communications, reflect upon much more than ourselves. As elected officials who serve as school board members, the potential negative impact is even greater affecting the Board and the district. Any offence is a potential offence to our students, our staff, and our community.*

*The past several weeks have been a very difficult time for this Board of Education. We have been publically asked what action we will take as a body to admonish a member of the Board.*

*First, we need people to understand that the Board of Education has no jurisdiction over actions taken by an individual member of the Board. While we are not able to clearly determine the intent of this communication, we are also unable to remain silent. We are concerned that our silence will be construed as agreement or acceptance and we want to ensure those who we represent, that our focus is on what is best for the Plainville schools, and the students, as we move beyond this unfortunate incident.*

**Attorney Norman Pattis**

Attorney Pattis stated that he is not a Plainville resident but is representing Ms. Palmieri. Attorney Pattis urged Board of Education members to seize this opportunity to educate both the importance of freedom of speech and leaping to conclusions.

He stated that in a culture that is steeped in identity where everyone panders to identify for political advantage, it is important to leap to conclusions too quickly. He urges the Board to put this incident behind them, as Ms. Palmieri has legal remedies that will pursue otherwise against people who have defamed her by taking a neutral tweet and labeling her as a racist.

**Michael Giuliano, 26 Norton Place**

Mr. Giuliano stated that he does not go to social media but his wife brought the tweet to his attention. He stated that in his opinion he did not see the tweet as racist. He stated that we talk about liberty and justice but are quick to condemn and not listen. He stated that no one asks, "What do you mean by that?" "What are you trying to say?" What do we teach our students? What about comparison, fairness, justice, integrity? How do you teach kids if you condemn a person without knowing their side? He stated that people



have to listen to both sides. If you tell the truth, you should stand up for the truth. He then thanked all of those who came forward to speak.

**Michael Boncimino**

Mr. Boncimino is not a Plainville resident but teaches in the Plainville school system. He stated that he loves teaching in Plainville and loves working here. He stated that great things are done in this community with regard to the education field. The Board was in fact recognized for this. He stated that, "Unfortunately, this one thing that will be remembered is the complicity of this issue." He stated that his family is Jewish and stated that there are long time stereotypes. He stated that we must teach children that words matter. He concluded by saying that he appreciates all that the Board does for the children of Plainville Community Schools.

**Deborah Hardy, 17 Maria Road**

Mrs. Hardy, Board Chair, stated that she is shocked that this issue got as far as it did for someone who was working on an outside project. She stated that what Ms. Palmieri said was not meant to be negative and has nothing to do with the children of Plainville. Everyone has their own opinion. Some don't like what they hear. This issue has nothing to do with the Plainville Board of Education. Whatever Ms. Palmieri did was on her own time. She stated that she doesn't believe that this has anything to do with the work being done by the Board of Education, as the Board is here for teachers, children and the school system.

She stated that Ms. Palmieri's statement was not intentionally meant to be as negative as it has become and blown out of proportion. She stated that to take this and put it on the Board of Education is not right. She wishes that everyone will understand that this has nothing to do with the way the Board will continue to teach the children and help provide what is needed for the school system.

**Cheryl Castonguay, 41 Reliance Road**

Ms. Castonguay stated that after hearing everyone speak, she felt she had to speak her peace. She fully believes that Ms. Palmieri didn't realize the impact of what she said, but the impact of her not apologizing for it is uncomprehensible. She does represent the Town, as do all of the Board members. It is being made a big deal because a lot of people are offended by it. She had to say something, as what was said was not right, and it is not right that it will be left alone. A lot of people feel that way.

**A) RESPONSE TO CITIZEN COMMENTS**

No Response to Citizen's Comments

**V. COUNCIL LIAISON—No Report**

Mrs. Pugliese could not attend this evening's meeting.

**VI. SUPERINTENDENT'S REPORT**

**A) State of the Elementary Schools**

Dr. Brummett introduced the three elementary principals, Phil Sanders, Science/Math Instructional Leader, Alicia Atterato, Science/Math Resource Teacher and Tawana Graham-Douglas, Coordinator of Elementary Curriculum, who will give an overview of the State of the Elementary Schools and NGSS.

Paula Eshoo began by thanking the Board for all that they do for the district. She then referenced the coherent line throughout the three schools and how they will provide equal opportunities and experiences for the children. She also referenced the district's



Mission and Vision statement. Ms. Eshoo explained that NGSS (Next Generation Science Standards) have been identified with three common goals which will represent the schools' district-wide focus. She stated that students will improve learning through responsive instruction by incorporating evidence and research-based instructional strategies, concepts, processes, and practices.

Improving Instruction in Literacy—Guided Reading

Improving instruction in Math—Number Talks

Improving instruction in Science—NGSS—Productive Talk

Each school is committed to these three parts of the goal.

Lynn Logoyke discussed the NGSS Instructional shifts which include: Phenomenon Based Learning; Inquiry Based Learning; Developing and Using Models and Constructing Explanations; Productive (Accountable Talk) and Assessment. All students should have access because all students need science education skills. It may not become their careers, but it will help them understand and make meaning of the world around them.

Mrs. Logoyke stated that this year, the district began to shift its teaching to support the NGSS science standard which is very different from what has been done in the past, shifts in teaching to process, i.e., Think like a scientist. Wonder about the world (A video was then shown)

She stated that we want to make science fascinating and interesting for all students. Provide support for all students. Once instituted, a wide variety of students were successful, verbal/explaining, thinking/wondering, created models, some were unexpected. She stated that the district needs to develop students who wonder about the world, and have some way to begin to structure those wonderings into questions and think about ways to explore answering their questions. All students should be interested in Science and Science is open to them.

Phenomenon and Inquiry Based Learning:

Some phenomenon questions asked of students: Why do leaves change color? How do bubbles work? Why does water stay in a bucket when you swing it around? What happened on the CT River last year? What are those big chunks of ice? Why don't they appear every year? Why is some snow good for making snowmen and other snow not good? And...Why is corn growing in our classrooms?

Tawana Graham-Douglas stated that the elementary schools are focusing on how to teach science in accordance with the vision of the NGSS authors. By the end of the unit, students are expected to develop understanding of the corn unit. The ultimate goal is to make sure students were able to develop important ideas related to plant growth.

As an example of the Phenomenon unit, Phil Sanders then took a baggie, filled it with water and asked volunteers to place pencils through the bag with the water in it. He asked, Why does the bag not break or leak? He stated that it helps to have kids think about things and question what is going on in the world around them and to find the answers.

Guided Reading:



Mr. Batchelder stated that Guided Reading is small group of students reading instruction that allows teachers to meet students where they are and accelerate students' reading levels with intent and precision.

Teachers strategically organize groups of students based on assessment data in accordance with a common need. Teachers will plan for "teaching point(s)" based on students' needs and for each lesson point based on reading behaviors that need to be acquired at that level. Students will also read text slightly higher than their comfort level. Then, the teacher will listen in to each student's whisper read and coach students in the moment with new fluency and comprehension strategies. Teacher's use the Fountas and Pinnell Literacy Continuum as a reference for reassessing and analyzing student reading behaviors and making adjustments to student groups in order to increase their reading skills and continually advance their reading levels.

A short video clip was shown so everyone can better understand what the whisper reading and coaching aspect looks like. Leading up to this, the teacher had reviewed a previously taught strategy called STP Stop Think and Paraphrase for this lesson, she had introduced a new strategy called BME- Kids thinking about the beginning, middle and ending while reading and summarizing.

#### Number Talks:

Alicia Atterato then gave a few examples on Number Talks (developing fluency with numbers and operations). Ms. Atterato stated that kindergarteners start with visual recognition i.e., dot cards. Grades 2-5 work on problem solving, using flexible strategies. They are encouraged to justify their thinking which helps build confidence. They also work and learn from their peers. She stated that this year's foundation strategy is addition. In the future they will move on to subtraction, division, multiplication, fractions and decimals.

Mr. Batchelder stated:

- So this is the work in which we all have been highly engaged in an effort to build coherence and increase teaching capacity around teaching number talks, guided reading instruction, and the new science standards (NGSS). This collaborative work is done during our PLCs and weekly grade level meetings.
- These meetings afford teachers opportunities to share ideas, analyze student work and results on common assessments
- This work ultimately leads to us fulfilling the Theory of action led by Dr. Brummett and carried out by building administrators and teachers.
- Key teacher leaders who have been catalysts for PLCs achieving stage 5 have been our instructional resource teachers, our Math Resource Teacher, and our Math Instructional Leader. Each of them is assigned to a PLC and they are facilitators. They help PLCs arrive at collective commitments, establish agendas, and organize the bullets that you see on this slide so our PLC time is maximized to the fullest extent.

The PowerPoint created by the team is attached.

#### **B) Plainville Community Schools Report Card**

Dr. Brummett reported that a few weeks ago the district received their annual report card from the State. This reflects how well our district is growing on a variety of indicators such as academic achievement, attendance, graduation rate, student preparedness for graduation, physical fitness and others. She then introduced Tawana Graham-Douglas, Coordinator of Elementary Curriculum, to share some positive and exciting news about how our students are doing at Plainville Community Schools.



Ms. Graham-Douglas stated that the Next Generation Accountability Report has been released. Ms. Graham-Douglas commented that our school district is more than the results on a State test. The twelve indicators or areas of this report provide a more complete picture of the district and our schools within. It also allows us to demonstrate progress on pre-cursors or indicators which lead to academic success. Including other measures wards against narrowing the curriculum by focusing on areas such as language arts and math. The indicators within the report recognize the importance of the whole student and the delivery of a well-rounded, high quality education which incorporates the areas of arts and physical fitness. This report is considered a tool to guide and track our improvement efforts.

She stated that the methodologies used within this report are different for each of the twelve indicators and she would be more than happy to provide everyone with the specifics for how each is calculated. For our purpose this evening, you can read each of these as a percentage.

Please note: The High-Needs subgroup includes who belong to one or more of the following groups: English learners, students with disabilities, or students who are eligible for free or reduced priced lunch at the time of testing.

**We have improved in 8 of the 12 indicators:**

- ELA Performance (All and High) - 1.6 and 2.7
- Math Performance (All and High) - 3.9 and 4.2
- ELA Growth
- Math Growth
- Chronic Absenteeism Indicators
- Preparation for College and Career Coursework
- Preparation for Performance of College and Career Exam
- Percentage of students on track for Graduation (as indicated by their passing of classes in grade 9)
- Areas of Physical Fitness

Overall the district is up 5 points from last year.

Focus points over the last three years include absenteeism, high needs group performance, and growth.

Ms. Graham Douglas stated that Principals, teachers, Instructional Leaders and students should all be commended for their work.

She stated that when it comes to students participating in state testing, we can celebrate that we have a 99% participation rate which is consistent with last year. Also, please note that our achievement gap between high-needs and non-high need students is lower than the state and similar to our performance last year.

In addition, Plainville has two Schools of Distinction which means they ranked in the top 10% of schools statewide in their respective areas:

Linden Street School in the area of Language Arts performance for their high needs students and Toffolon School in the area of Math for the performance of all their students.



Moving forward, Ms. Graham-Douglas focused on the following areas:

We will continue:

- to reduce Chronic Absenteeism
- to increase performance in Physical Fitness
- preparing students by continually improving instruction and incorporating interim assessments into the curriculum
- using data for decision making that guides improvement
- strengthening the SOC/SST/SAM—process to determine targeted student interventions.

Discussion ensued.

Dr. Brummett thanked Ms. Graham-Douglas for her in-depth review of Plainville Community Schools' report card.

The PowerPoint created by Ms. Graham-Douglas is attached.

## **VII. BOARD SUBCOMMITTEE REPORTS**

### **A. Student Representative Report**

Student Madeline Rund reported on the following:

- ▶ College Planning Night will be held on March 12 from 6:00-8:00 PM
- ▶ There will be no school for students on Friday, March 15 as it is Professional Development Day
- ▶ The Winter Play will take place on Friday, March 15 at 7:30 PM and Saturday, March 16 at 2:00 PM in the PHS Cafeteria.
- ▶ There will be a half day for all PHS students on Wednesday, March 20 due to Parent/Teacher Conferences
- ▶ Mr. PHS Show will take place on March 21 at 7:00PM in the PHS Auditorium. Proceeds benefit Project Graduation. Ms. Rund will be hosting.
- ▶ In school SAT Day is scheduled for March 27
- ▶ The Townwide Band Concert will be held on Wednesday, March 27 at 7 PM in the Wood Gym
- ▶ A Pasta Supper will be hosted by the Class of 2021 on March 28 as a fundraiser benefitting the class
- ▶ The World Language National Honor Society Ceremony will take place on March 28 at 6:30 PM in the PHS Auditorium
- ▶ The third quarter will officially close on March 31
- ▶ Winter Athletes Awards Night will take place on Wednesday, March 13 at 6:30 PM in the PHS Cafeteria
- ▶ Spring sports will kick-off on Monday
- ▶ Congratulations to PHS Co Ed Cheerleading team for becoming the 2019 CIAC Co Ed State Champions
- ▶ The hockey team defeated #1 ranked Watertown Friday night. They are moving on to the State Championships. The next game will be played on March 12 at Yale at 7:00 PM
- ▶ Both Basketball teams (girls and boys) advanced to the State Tournament and made it to the first round. Congratulations on an impressive season!
- ▶ Spring sports started conditioning sessions' afterschool. The Official sessions start next Monday.

### **B. Facilities Subcommittee Report—No Report**

### **C. Policy Subcommittee Report**



A Policy Subcommittee met on Tuesday, February 26<sup>th</sup>. The policies may be found under New Business and the regulations under the Consent Agenda.

**D. Finance Subcommittee Report—No Report**

**E. Advocacy Update—No Report**

**F. Turf Committee Report—No Report**

**G. PAC Liaison--Plainville High School Report**

The PHS PAC meeting was held on Tuesday, March 5 at 7 PM in the PHS Learning Commons. Mr. White reported on the following:

- ▶ Mr. Johnson reported that over 50% of PHS students did select courses online.
- ▶ Open House for the PHS Class of 2023 will take place on April 29 in conjunction with the Superintendent's Showcase. The Open House was originally scheduled for Wednesday, February 13<sup>th</sup> but due to inclement weather, was rescheduled.
- ▶ At this year's Super Senior Banquet, students will receive achievement pins instead of plaques.
- ▶ The PAC treasury balance is \$2,799.77
- ▶ The Project Graduation Committee will be selling chances for families to upgrade from VIP seats to premiere seats as well as premiere parking for graduation.
- ▶ The PAC is sponsoring their Butterbraid fundraiser from March 4-18. Butterbraids will be delivered on April 12.
- ▶ The next PAC meeting is scheduled for May 8<sup>th</sup> at 7 PM in the PHS Learning Commons

**H. PTO Liaison--Toffolon Elementary School Report**

Mrs. Consalvo reported on the following items:

- ▶ Last Friday, Toffolon students participated in a History Assembly. The assembly involved a lively and musical walk through American history. The Assembly was awarded through the Norton Trust grant.
  - ▶ Fourth graders recently went to the Connecticut Science Museum
  - ▶ Fifth graders will be spending March 14<sup>th</sup> at the Connecticut Science Museum also
  - ▶ Kindergarteners will take a field trip to the Plainville Public Library on March 12
  - ▶ Toffolon Kindergarteners' have been learning about spring and will sponsor a Pajama Day on March 19<sup>th</sup>.
- The next Toffolon PTO meeting is scheduled for March 14<sup>th</sup> at 7 PM in the Toffolon Cafeteria.

**I. PTO Liaison--Linden Street Elementary School Report**

Mrs. Wells reported on the following:

- ▶ The smoothy fundraiser at AM Fitness raised \$150.00, however, AM Fitness doubled the amount and gave the PTO \$300.00.
- ▶ The bake sale at the Snowflake Sway made just under \$200.00.
- ▶ The Snowflake Sway was a success, Elsa appeared along with Olof and Lindy
- ▶ A Kid-A-Thon took place recently at Linden
- ▶ Parent/Teacher Conferences will take place March 19-21
- ▶ Easter Bunny Breakfast will take place on April 6
- ▶ A Game Show and Book Fair Night is scheduled for April 26



► The next Linden PTO will be held on Wednesday, March 13

**J. PTC Liaison--Middle School of Plainville Report--No Report**

Ms. St. Lawrence reported on the following:

► The PTC did not meet on February 12. Their next meeting will take place on March 12 at 7 PM in the MSP Library.

**K. PTO Liaison--Wheeler Elementary School Report--No Report**

Ms. Palmieri reported on the following:

The February Wheeler PTO meeting was canceled. The next meeting is scheduled for Wednesday, March 13<sup>th</sup> at 6 PM at Wheeler

**L. CREC Council Report--No Report**

**M. Chairperson's Report**

Mrs. Hardy reported on the following:

► Mrs. Hardy congratulated the Coed Cheerleading Team as they won the State Championship on March 3<sup>rd</sup>.

► There seems to be many differences of opinion on the topic of regionalization. This is an on-going topic.

► The Wheeler renovation is coming along smoothly. Special thanks to the Architects, construction workers, Mr. Batchelder, Steve Busel, Dr. Brummett, faculty and students for their hard work. The Wheeler Parking lot will be ripped apart on the last day of school. The new pick-up and drop-off area will be completed for the beginning of school in September. The new Playscape and basketball court will be installed during the summer and by April, 2020, a grassy field will be growing at Wheeler.

**VIII. UNFINISHED BUSINESS**

**IX. NEW BUSINESS**

**A) Board Open Forum**

Foster White attended the CTEA VEX Robotics Championship at the Middle School on Saturday. He was happy to see the various schools compete. He stated that teachers and staff did an amazing job. It was an exciting event.

Michael Giuliano stated that he was grateful for the gifts from the various schools. He stated that he is proud to serve such a great district.

Becky Tyrrell also thanked the schools for their gifts. She stated that it was much appreciated. She then congratulated Mrs. Davis who was awarded the Everyday Hero Award. She stated that there is no one more deserving. Mrs. Tyrrell also thanked all of the speakers who expressed their opinions at this evening's meeting. She stated that it helps students see the purpose of our government.

Mrs. Tyrrell also reported that the proposed budget is a lean budget and hopes that all residents will come out to support the Board's budget on April 30.

Dr. Brummett reminded everyone about the Superintendent's Showcase which will take place at PHS on April 29 and also reminded everyone that she will meet with the Town Council on the 13<sup>th</sup> to review the proposed capital and operating budgets at the Town Council worksession at 6:30 PM in Council Chambers. All are invited.



**B) Quarterly Special Education Cost Report (October, January, April and June)—No Report**

As of March 11<sup>th</sup> there are currently 20 out-placements, plus 3 transition services and support placements and 13 magnet and tech support placements. The original budget for tuitions is as follows: \$1,605,000. Budgeted Excess Cost grant amount: (\$600,000). Open Choice tuition reimbursement: (\$250,000). Total revised budget for tuitions: \$755,000. Expenditures /Encumbrances to date: \$1,648,343. Expected remaining expenditures: \$3,657. Expected excess cost reimbursement: (\$599,000). Expected Choice Reimbursement: (\$298,000). Total expected expenditures: \$755,000. Forecast Surplus/Deficit: \$0.

Mr. Adlerstein will report on the Special Education Tuition Costs at the April meeting.

Mrs. Hardy asked Mr. LePage to speak about the following policies and regulations.

Mr. LePage stated that he is responsible for monitoring legislative changes and updates that impact school policies and regulations, which impact school procedures and often related training. Through regular review of state changes, coupled with policy updates from CAFE and Shipman and Goodwin, he reviews policies needing attention. The goal is to serve the best interests of the district, to stay current with the law and state regulations, and to ultimately ensure a safe and orderly school district for all stakeholders. Policies should drive and guide practices in the district, so it is important work that he must be aware of. He thanked the Policy Subcommittee for all that they do and reviewed each of the policies.

**C) Request Approval of Policy: Students—Child Abuse, Neglect and Sexual Assault, Policy No. 5141.4—1<sup>st</sup> Reading**

**D) Request Approval of Policy: Personnel—Affirmative Action, Policy No. 4020—1<sup>st</sup> Reading**

**E) Request Approval of Policy: Students—Attendance and Excuses, Policy No. 5113—1<sup>st</sup> Reading**

**F) Request Approval of Policy: Students—Truancy Policy No. 5113.2—1<sup>st</sup> Reading**

**G) Request Approval of Policy: Students—Discipline—Use of Reasonable Physical Force Policy No. 5144—1<sup>st</sup> Reading**

**H) Request Approval of Policy: Students—Administering Medication Policy No. 5141.21—1<sup>st</sup> Reading**

\*Please note that Policy No. 1331 Community Relations—Smoking in School Facilities and Policy No. 1250 Community Relations—Visits to the Schools, were mistakenly placed under the Consent Agenda along with the regulation.

**A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE POLICIES, ITEMS C-H AS PRESENTED, AND TO INCLUDE POLICY NO. 1331 COMMUNITY RELATIONS—SMOKING IN SCHOOL FACILITIES AND POLICY NO. 1250 COMMUNITY RELATIONS—VISITS TO THE SCHOOLS WHICH WAS MISTAKENLY PLACED IN THE CONSENT AGENDA. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED 9-0.**



A MOTION WAS MADE BY BECKY TYRRELL TO TABLE POLICIES, ITEMS C-H AS PRESENTED, INCLUDING POLICY NO. 1331 COMMUNITY RELATIONS—SMOKING IN SCHOOL FACILITIES AND POLICY NO. 1250 COMMUNITY RELATIONS—VISITS TO THE SCHOOLS. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED 9-0.

**X. CONSENT AGENDA--Board Approval**

- (A) Budget Object Summary
- (B) Food Service Report
- (C) Check Registers
- (D) Non-Renewal of Non-Tenured Teachers
- (E) Request Approval of Regulation: Students—Administering Medication Regulation No. 5141.21
- (F) Request Approval of Regulation: Community Relations—Smoking in School Facilities Regulation No. 1331
- (G) Request Approval of Regulation: Community Relations—Rules and Regulations in the Use of School Facilities Regulation No. 1330.1
- (H) Request Approval of Regulation: Community Relations—Visits to the Schools Regulation No. 1250
- (I) Request Approval of PHS Baseball Team trip to Yankee Stadium, Bronx, NY, April 13, 2019
- (J) Request Approval of PHS Cheerleaders trip to compete in New England Cheerleading Championships at Worcester State University, Worcester, MA, March 16, 2019
- (K) HR Report (Informational Item)
- (L) Private Donation for the month of February (Informational Item)
  - There were no private donations during the month of February

A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE THE CONSENT AGENDA AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED 9-0.

**XI. Adjournment**

A MOTION WAS MADE BY BECKY TYRRELL TO ADJOURN THE MEETING. MICHAEL GIULIANO SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED. The meeting adjourned at 8:19 PM.

Respectfully submitted,



Joan Calistro  
Recorder of Minutes



**REGULAR BUSINESS MEETING OF THE PLAINVILLE BOARD OF EDUCATION  
PLAINVILLE, CONNECTICUT  
SUMMARY OF MOTIONS  
MONDAY, MARCH 11, 2019**

**Approval of Minutes**

2216. A MOTION WAS MADE BY LAURIE PETERSON TO APPROVE THE MINUTES OF THE BOARD'S REGULAR BUSINESS MEETING OF FEBRUARY 11, 2019 AS PRESENTED. THE MOTION WAS SECONDED BY NICOLE PALMIERI. THE MOTION UNANIMOUSLY CARRIED 9-0.
2217. A MOTION WAS MADE BY FOSTER WHITE TO APPROVE THE MINUTES OF THE BOARD'S SPECIAL MEETING OF FEBRUARY 26, 2019 (POLICY SUBCOMMITTEE) AS PRESENTED. THE MOTION WAS SECONDED BY BECKY TYRRELL. THE MOTION UNANIMOUSLY CARRIED 9-0.

C) Request Approval of Policy: Students—Child Abuse, Neglect and Sexual Assault, Policy No. 5141.4—1<sup>st</sup> Reading

D) Request Approval of Policy: Personnel—Affirmative Action, Policy No. 4020—1<sup>st</sup> Reading

E) Request Approval of Policy: Students—Attendance and Excuses, Policy No. 5113—1<sup>st</sup> Reading

F) Request Approval of Policy: Students—Truancy Policy No. 5113.2—1<sup>st</sup> Reading

G) Request Approval of Policy: Students—Discipline—Use of Reasonable Physical Force Policy No. 5144—1<sup>st</sup> Reading

H) Request Approval of Policy: Students—Administering Medication Policy No. 5141.21—1<sup>st</sup> Reading

\*Please note that Policy No. 1331 Community Relations—Smoking in School Facilities and Policy No. 1250 Community Relations—Visits to the Schools, were mistakenly placed under the Consent Agenda along with the regulation.

2218. A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE POLICIES, ITEMS C-H AS PRESENTED, AND TO INCLUDE POLICY NO. 1331 COMMUNITY RELATIONS—SMOKING IN SCHOOL FACILITIES AND POLICY NO. 1250 COMMUNITY RELATIONS—VISITS TO THE SCHOOLS WHICH WAS MISTAKENLY PLACED IN THE CONSENT AGENDA. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED 9-0.
2219. A MOTION WAS MADE BY BECKY TYRRELL TO TABLE POLICIES, ITEMS C-H AS PRESENTED, INCLUDING POLICY NO. 1331 COMMUNITY RELATIONS—SMOKING IN SCHOOL FACILITIES AND POLICY NO. 1250 COMMUNITY RELATIONS—VISITS TO THE SCHOOLS. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED 9-0.



**2220. CONSENT AGENDA--Board Approval**

- (A) Budget Object Summary
- (B) Food Service Report
- (C) Check Registers
- (D) Non-Renewal of Non-Tenured Teachers
- (E) Request Approval of Regulation: Students—Administering Medication Regulation No. 5141.21
- (F) Request Approval of Regulation: Community Relations—Smoking in School Facilities Regulation No. 1331
- (G) Request Approval of Regulation: Community Relations—Rules and Regulations in the Use of School Facilities Regulation No. 1330.1
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- (K) HR Report (Informational Item)
- (L) Private Donation for the month of February (Informational Item)
  - There were no private donations during the month of February

**A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE THE CONSENT AGENDA AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED 9-0.**

**2221. Adjournment**

**A MOTION WAS MADE BY BECKY TYRRELL TO ADJOURN THE MEETING. MICHAEL GIULIANO SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED. The meeting adjourned at 8:19 PM.**

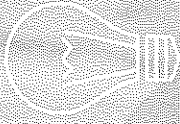
**RECEIVED**

**MAR 20 2019**

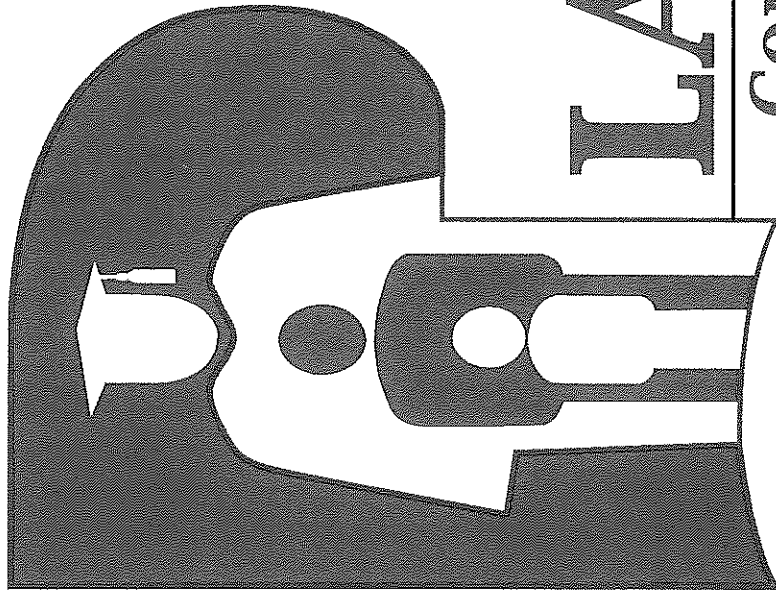
  
**TOWN CLERK**



## h 2019







#TogetherWeCan

*Inspire Prepare Engage*

**LAINNVILLE**

**COMMUNITY SCHOOLS**



## VISION

To ***inspire*** and ***prepare*** lifelong learners to follow their passion, ***engage*** in their communities, and positively impact our global society

## GOALS:

### STUDENTS

Develop a student centered curriculum with an emphasis on the mastery of power standards and essential skills that ensure students are college and career ready upon graduation.

### TEACHING

Provide teachers with regular collaboration time, relevant professional development, and meaningful feedback to promote innovative teaching practices.

### LEARNING

Ensure that systems for assessing and measuring learning targets provide data to improve teaching practices and student learning.

## ACTIONS:

- Embed global competencies
- Support positive school climate/PBIS
- Implement Capstone experience
- Enrich STEAM / Makerspace opportunities

- Maximize technology resources and supports
- Continue Instructional Rounds
- Expand student access to curriculum through multiple pathways
- Support the continuous improvement of Professional Learning Communities

- Develop alternative programs
- Provide engaging digital resources for learning
- Align curriculum to CT Core and Next Gen. Science Standards
- Audit assessments to ensure they inform instructional practices

## OUTCOMES:

- Expanded high quality preschool
- Increased parent/family engagement
- Enhanced community collaboration
- Authentic, innovative, and creative curricular experiences
- College and career proficiency

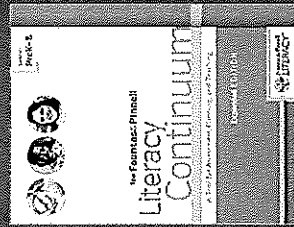
- Flexible teacher evaluation plan
- Professional development aligned to district vision and goals
- Meaningful technology integration
- Increased teacher collaboration time
- Culturally responsive teaching practices
- Teacher recognition for innovative practices

- Learning targets aligned with college/career standards and global competencies
- Teachers utilize assessment data to determine student learning needs
- Standards based grading practices
- District wide curriculum writing academy is established

2017-2019



**Goal: Improve student learning through responsive instruction by incorporating evidence and research- based instructional strategies, concepts, processes, and practices.**



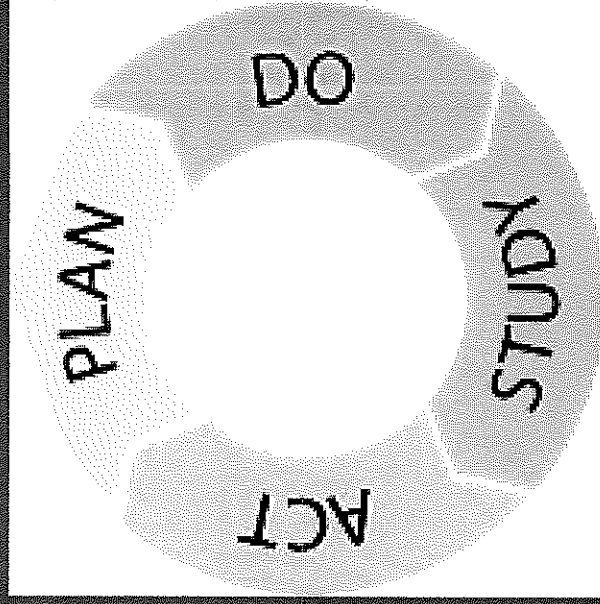
1. Improving instruction in literacy.
  - a. District Level: Guided Reading



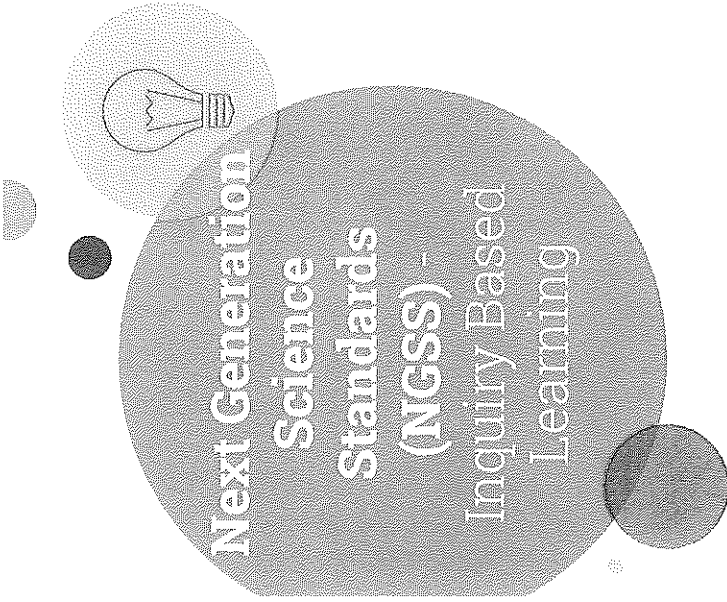
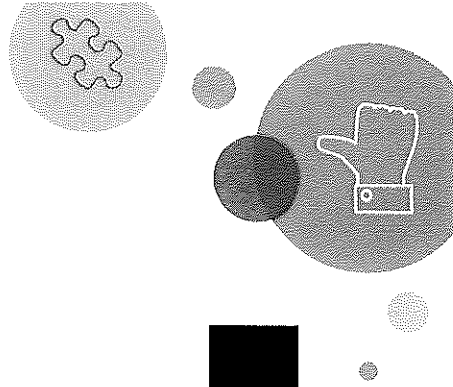
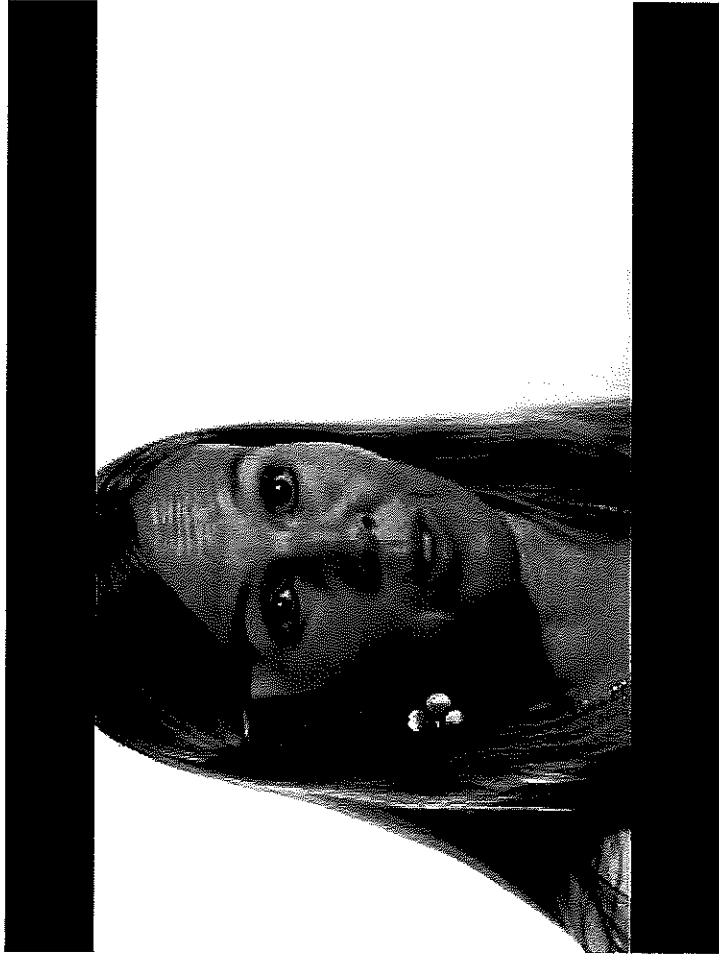
2. Improving instruction in math.
  - a. District Level: Number Talks



3. Improving instruction in science.
  - a. District Level: NGSS - Productive Talk

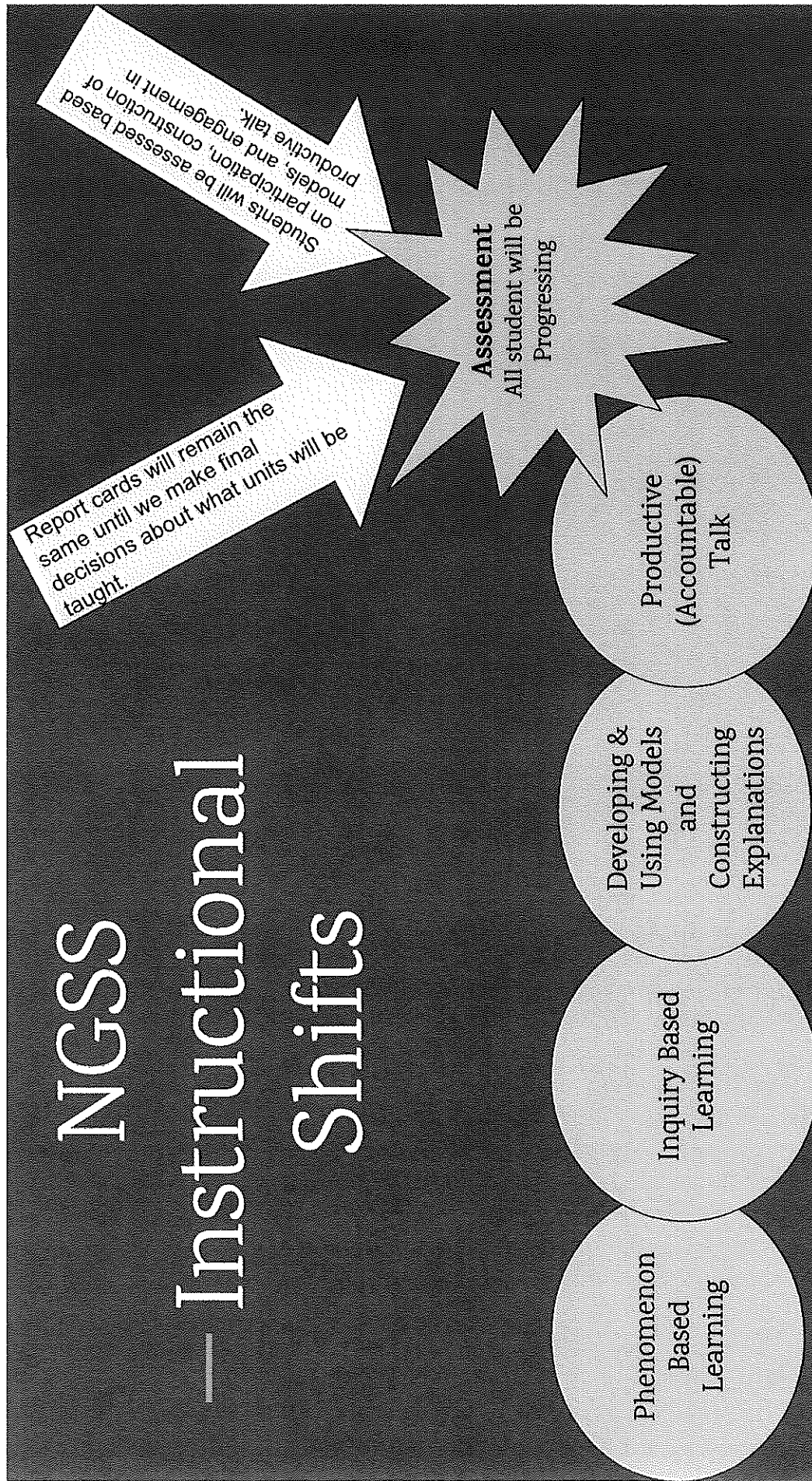






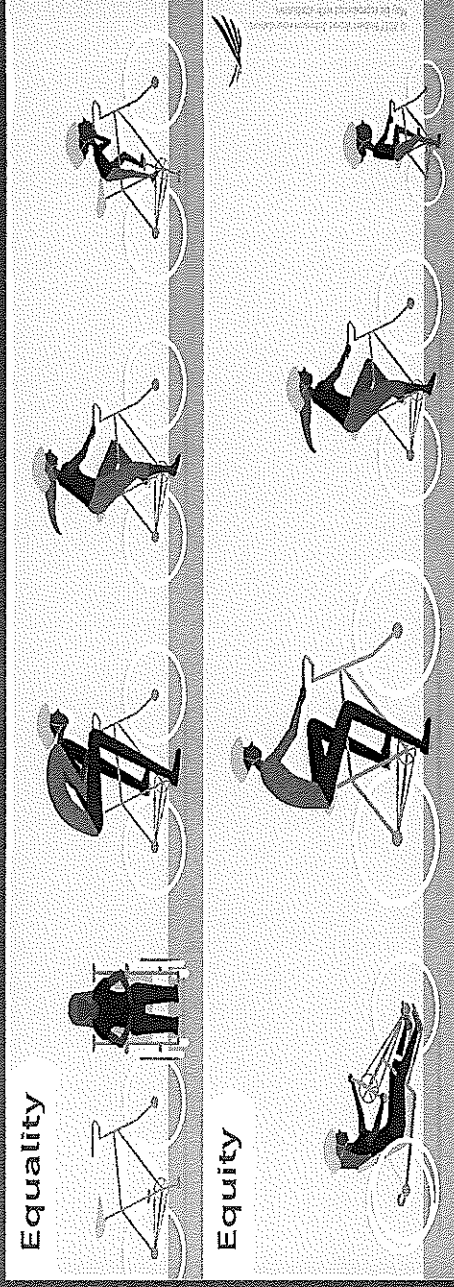


# NGSS — Instructional Shifts





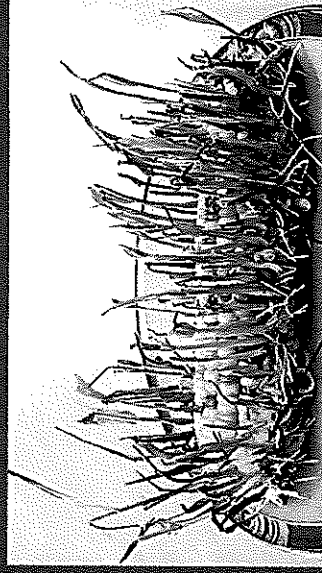
# Equity



All students should have access because all students need science education skills. It may not become their careers, but it will help them understand and make meaning of the world around them.



# Phenomenon and Inquiry -Based Learning



Why does the Water  
Stay in the Bucket?



# The NGSS Corn Unit

Implemented in PrK-5 classrooms

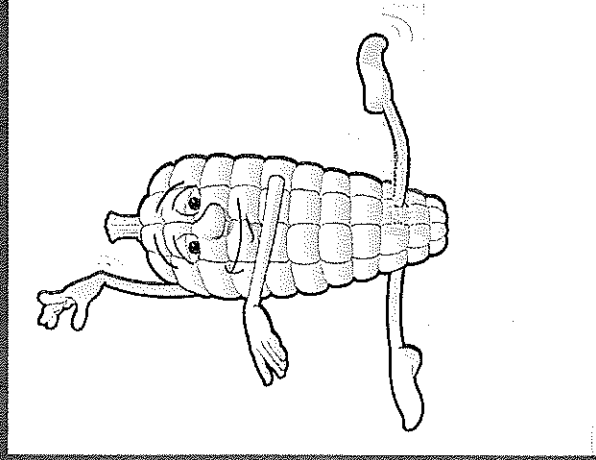
Model of a Phenomenon Based learning sequence

Students tasked with figuring out "Why is the corn changing?"

Students recorded findings/changes through daily observations and developing Models as visual representations

Students conducted investigations, or experiments , to determine the importance of sunlight, water, and to figure out where the plant growth was originating from.

Students engaged in productive talk - student lead discussion, teacher acting as facilitator





# Corn Unit

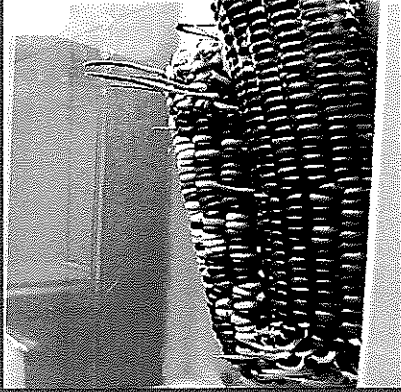
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## Content Knowledge

By the end of the storyline students develop important ideas related to plant growth. These ideas include:

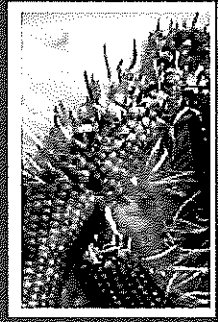
- Plants need light and water to grow.
  - Plants have different parts that help them survive and grow
  - Roots help plants get water.
  - Leaves help plants get light.
  - There is something inside a seed that needs water to start growing structures that will become the plant.
- \* You can plan and design investigations to answer questions about what causes things to happen that you see going on in the world around you.





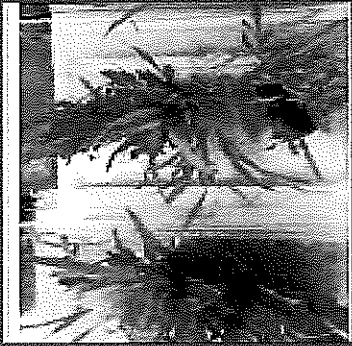
# Teacher Success

I will know I am successful  
when.....



- ☐ I provide opportunities for students to ask questions.
  - ☐ I provide opportunities for students to design and conduct investigations.
  - ☐ I provide opportunities for students to create and use models to *describe, predict and/or explain*.
  - ☐ I provide opportunities for students to construct explanations.
  - ☐ I provide opportunities for students to use evidence to support their explanations.
-

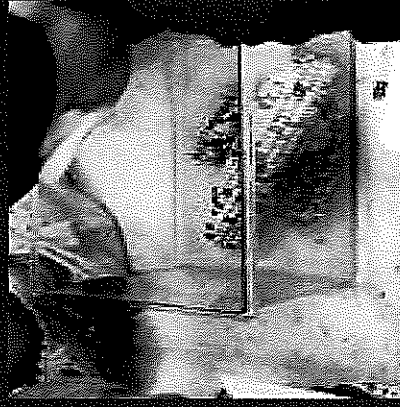




# Student Success

I'll know students are successful  
when...

- ☐ Students are asking questions.
- ☐ Students can explain their thinking.
- ☐ Students create and use models to describe, predict and/or explain.





# Phenomena and Inquiry-Based Learning

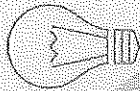
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## Procedure for Baggie and Pencil Experience

1. Make sure your **pencil** is sharpened. (The sharper the better!)
2. Hold up the baggie with one hand and use the other hand to firmly push the pointy end of the **pencil** through the side of the **bag**. ...
3. What do you notice? What do you wonder? Share with your partner.

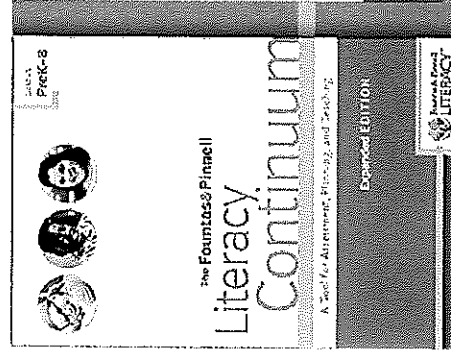


# Guided Reading - Building Responsiveness and Differentiating Instruction



Guided Reading is...	Guided Reading is not...
<ul style="list-style-type: none"> <li>Using leveled reading materials to support the reader at an <b>instructional level</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Working with groups of students using the same text for each group, regardless of reading level.</li> </ul>
<ul style="list-style-type: none"> <li>Working with students with a <b>common need</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Reading texts that are too easy or too hard</li> </ul>
<ul style="list-style-type: none"> <li>Modeling what good readers do: predicting, clarifying, questioning and summarizing.</li> </ul>	<ul style="list-style-type: none"> <li>Asking the student to read without establishing a purpose to read and without making connections to the reader's experience.</li> </ul>
<ul style="list-style-type: none"> <li><b>Shifting groups</b> often by re-assessing the strategies and comprehension</li> </ul>	<ul style="list-style-type: none"> <li><b>Leaving the groups the same</b> for long periods of time or all year</li> </ul>
<ul style="list-style-type: none"> <li>Developing <b>independent readers</b> who whisper read and coaching during real time reading moments</li> </ul>	<ul style="list-style-type: none"> <li>Using round-robin reading (one student reads at a time and others listen) with the teacher providing the corrections.</li> </ul>

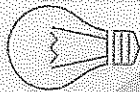
Video





# Number Talks

## Developing Fluency with Numbers and Operations



### Mathematical Number Talks

18x5

Problem Set	Problem Set	Problem Set
1. 18x5	18x5	18x5
2. 18x5	18x5	18x5
3. 18x5	18x5	18x5
4. 18x5	18x5	18x5
5. 18x5	18x5	18x5
6. 18x5	18x5	18x5
7. 18x5	18x5	18x5
8. 18x5	18x5	18x5
9. 18x5	18x5	18x5
10. 18x5	18x5	18x5

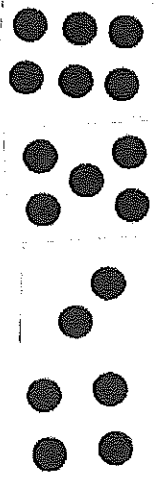
Problem Set	Problem Set	Problem Set
11. 18x5	18x5	18x5
12. 18x5	18x5	18x5
13. 18x5	18x5	18x5
14. 18x5	18x5	18x5
15. 18x5	18x5	18x5
16. 18x5	18x5	18x5
17. 18x5	18x5	18x5
18. 18x5	18x5	18x5
19. 18x5	18x5	18x5
20. 18x5	18x5	18x5

18x5 = 90

$$34 + 16 = 50$$

$$4 + 6 = 10$$

$$30 + 10 + 10 = 50$$



Handwritten mathematical work showing various addition and subtraction problems, including  $10+10=20$ ,  $12+13=25$ ,  $10+11=21$ ,  $14+15=29$ , and  $20+1=21$ . The work includes diagrams of number lines and arrays.

Top left:  $10+10=20$  (number line from 10 to 20, +10)

Top middle:  $12+13=25$  (array: 12 + 13 = 25)

Top right:  $10+10=20$  (array: 10 + 10 = 20)

Middle left:  $10+11=21$  (array: 10 + 11 = 21)

Middle middle:  $12+13=25$  (array: 12 + 13 = 25)

Middle right:  $14+15=29$  (array: 14 + 15 = 29)

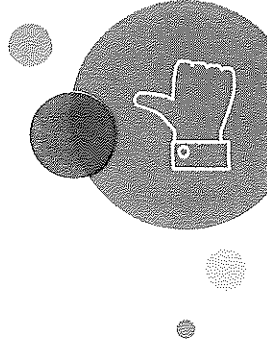
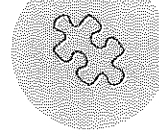
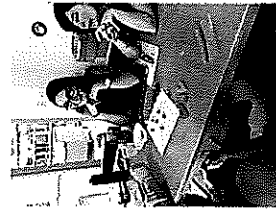
Bottom left:  $10+10=20$  (array: 10 + 10 = 20)

Bottom middle:  $20+1=21$  (array: 20 + 1 = 21)

Bottom right:  $10+11=21$  (array: 10 + 11 = 21)



-Coherence Builders!  
-Improve teaching capacity to  
improve outcomes



PLC  
and  
Grade Level  
Meetings





# Stage 5

## Theory of Action #1

If we utilize PLC's to analyze student performance and discuss adjustments to instructional practices, then student achievement will increase.....

- Professional learning teams begin to shift their focus from teaching to learning.
- Teachers spend time looking and dissecting student work, analyzing the strengths and areas of improvement for each student.
- Teams can be very motivated in this stage and can be driven by results.
- Collective intelligence provides a never ending source of solutions for addressing shared challenges.






Questions?







# News from the Curriculum Office

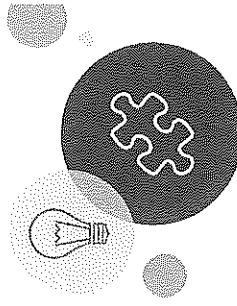
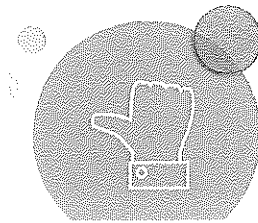
*17/18 Next Generation  
Accountability Report*



# Let's Celebrate!

Indicator	2016-2017 D	2017-18 D	State
1a. ELA Performance Index - All Students	68.1	69.7	67.6
1b. ELA Performance Index - High Needs Students	61.2	63.9	57.5
1c. Math Performance Index - All Students	62	65.9	62.7
1d. Math Performance Index - High Needs Students	54.6	58.8	52
1e. Science Performance Index - All Students	55	.	.
1f. Science Performance Index - High Needs Students	49.6	.	.
2a. ELA Academic Growth - All Students	56.00%	65.40%	60.70%
2b. ELA Academic Growth - High Needs Students	55.90%	63.90%	55.60%
2c. Math Academic Growth - All Students	58.20%	75.10%	61.90%
2d. Math Academic Growth - High Needs Students	51.30%	70.00%	55.40%
4a. Chronic Absenteeism - All Students	10.30%	9.30%	10.70%
4b. Chronic Absenteeism - High Needs Students	16.70%	14.80%	16.60%
5. Preparation for CCR - Percent Taking Courses	70.80%	70.90%	74.80%
6. Preparation for CCR - Percent Passing Exams	42.80%	45.80%	44.80%
7. On-track to High School Graduation	86.70%	87.00%	87.50%
8. 4-year Graduation: All Students (2017 Cohort)	91.00%	90.10%	87.90%
9. 6-year Graduation: High Needs Students (2015 Cohort)	84.90%	84.50%	81.80%
10. Postsecondary Entrance (Graduating Class 2017)	73.50%	70.90%	70.90%
11. Physical Fitness (estimated participation rate = 92.0%)	54.40%	56.20%	50.10%
12. Arts Access	64.80%	59.70%	51.20%
	75.10%	80.8	74.9





Assessment Participation Rates	
Indicator	Rate %
ELA - All Students	99.4
ELA - High Needs Students	99
Math - All Students	99.4
Math - High Needs Students	99
Science - All Students	99.6
Science - High Needs Students	99.6

Gap Indicators				
Indicator	Non-High / High Needs	Size of Gap	State Gap	Outlier?
ELA Performance Index Gap	75	63.9	11.1	15.9 N
Math Performance Index Gap	72.4	58.8	13.6	18.2 N
Science Performance Index Gap	.	.	.	.
Graduation Rate Gap (2015 Coh	94	84.5	9.5	12.7 N



# Let's Celebrate

## 2 Schools of Distinction

- Linden ELA (High Needs Students) 71.5
- Toffolon Math (All Students) 78.1

Above the state in 9 out of 12 indicators

Closing the growth gap between all students and special populations

Reducing chronic absenteeism from

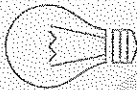
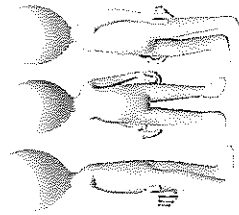
previous year

Academic Growth  
ELA (All) +9.4

Academic Growth  
ELA (High Needs)  
+8

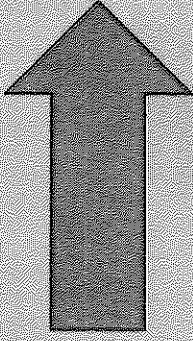
Academic Growth  
Math (All) +16.9

Academic Growth  
Math (High Needs)  
+18.7





## Moving Forward



We will continue:

- to reduce Chronic Absenteeism
- to increase performance in Physical Fitness
- preparing students by continually improving instruction and incorporating interim assessments into the curriculum
- using data for decision making that guides improvement
- strengthening the SOC/SST/SAM - process to determine targeted student interventions

