

**PENDING BOARD OF EDUCATION APPROVAL**  
**REGULAR BUSINESS MEETING OF THE PLAINVILLE BOARD OF EDUCATION**  
**PLAINVILLE, CONNECTICUT**  
**MONDAY, MAY 8, 2017**  
**Plainville High School Cafeteria**  
**Plainville, Connecticut**

**Order of Business**  
**7:00 pm**  
**Plainville High School Cafeteria**

**I. CONVENE: PLEDGE OF ALLEGIANCE**

Board Chair Andrea Saunders called the business meeting of the Plainville Board of Education to order at 7:09 PM. Foster White led the Pledge of Allegiance.

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

**Also Present:** Maureen Brummett, Ed.D., Superintendent of Schools  
Steven LePage, Asst. Superintendent  
Samuel Adlerstein, Director of Business and Operations

**Absent:** Olivia Cretella, Student Representative  
Nathan Michalek, Student Representative

**Late Arrivals:** None

**Early Departures:** None

**Returns:** None

**II. SPECIAL PRESENTATIONS:**

**A.** Karen Vibert, CABE representative, presented the CABE Award of Excellence to Lynn Davis for Excellence in Educational Communications.

**B.** Dr. Brummett, Mrs. Saunders and Mr. Medic awarded Alexa St. Jean and Jonathan Olson the CABE Student Leadership Award. Because Jonathan could not attend this evening's meeting the award was accepted by his parents.

**C. "Everyday Hero" Presentations\*:**

**Michaela Moore, Pre-K Teacher, Linden Street School**

\*Each month, Dr. Brummett will honor an individual or individuals who have been nominated as an "Everyday Hero". An Everyday Hero may be a staff member or student who has gone above and beyond for another student or colleague. This could be a colleague/student who has shown resiliency, support, and/or initiative that makes this district an even better place to be.

**III. APPROVAL OF MINUTES**

**A) A MOTION WAS MADE BY DEBORAH HARDY TO APPROVE THE MINUTES OF THE BOARD'S REGULAR BUSINESS MEETING OF APRIL 17, 2017 AS PRESENTED. THE MOTION WAS SECONDED BY FOSTER WHITE. THE MOTION UNANIMOUSLY CARRIED.**

**B) A MOTION WAS MADE BY FOSTER WHITE TO APPROVE THE MINUTES OF THE BOARD'S SPECIAL MEETING OF MAY 1, 2017 (POLICY SUBCOMMITTEE) AS PRESENTED. THE MOTION WAS SECONDED BY CHERYL PROVOST. THE MOTION UNANIMOUSLY CARRIED.**

**IV. CITIZEN COMMENTS**

**A) RESPONSE TO CITIZEN COMMENTS**

**V. COUNCIL LIAISON**

Mrs. Pugliese reported that water samples have been taken throughout the town and schools to test water quality levels. A public meeting will take place on Thursday, June 8 at 7 PM in the Middle School Auditorium to discuss concerns and findings.

Street paving remains on schedule and will continue throughout the summer.

Mrs. Pugliese reported that 72% "yes" votes (Town Budget) and 67% "yes" votes (BOE Budget) were obtained at the April 26 Town Budget vote. She was very happy the budget passed. She stated that the mill rate will be set in June. However, due to State budget concerns, it is difficult to prepare a financial outlook when things are not known. It is possible that the State will not pass a budget until late summer or early fall.

A school building project hearing (Wheeler School project and High School paving project) took place on April 24<sup>th</sup>. The hearing included a walk- through of Wheeler School. The Town Council also voted to send the project to referendum which has been set for Tuesday, June 6. A mailing will go out to all town residents explaining the project expenditures. Mrs. Pugliese stated that Wheeler School has been in need of upgrades for many years and hopes residents will come out to support the project.

**VI. SUPERINTENDENT'S REPORT**

**A. Adult Education and Plainville Family Resource Center Reports**

Dr. Brummett introduced Jill O'Brien, Coordinator of Adult Education and Donna Cavallaro, Program Site Coordinator/Parent Educator of the Plainville Family Resource Center, who gave a brief overview of the Plainville Adult Education and Plainville Family Resource Center programs.

Mrs. O'Brien reported that there are 1,421 Plainville residents without a high school diploma and 274 who do not speak English well. Typical Student Profiles include 62 females and 29 males; ages 25-44 years old; ABE/GED (32) ESL (30) CDP (25) CIT (4); improve basic skills and progress toward a diploma; unemployed (56); and those who have children (41). She noted the country of origins and showed a video of Jonathan Ramirez, a 34 year old student who commented on the positive aspects of the Credit Diploma Program.

Mrs. O'Brien stated that this is an enrichment program that is self-sustained serving residents and non-residents. A small fee is acquired for evening classes. There are new classes each semester and registrations for FY16 included 147 students. With the help of the Elizabeth Norton Trust Fund, the program included a John Adams: pizza, a movie,

and a history lesson night at the Public Library. Twenty seven individuals enrolled and were given a book list, library card and exposure to materials.

As part of Community Connections, summer ESL classes take place at the Plainville Community Food Pantry and Saturday ABE/GED classes take place at the Plainville Public Library. Donations from area businesses warrant an excellent attendance program. A program-wide holiday gift drive benefits children recovering from surgery at the CT Children's Medical Center. Sixteen scholarships were provided by the Plainville Community Food Fund II at the Main Street Community Foundation; and God's Grocery Store sponsored by the SDA Church in Plainville provides food for many. A workshop resource, Pierette's Closet (donations by the Plourde family) donated \$500 in supplies and \$2,981 in clothing donations. Mrs. O'Brien concluded by announcing the date (June 8) for the Adult Education graduation. The graduation will take place in the High School Auditorium at 7 PM. Liberty Bank has donated \$2,000 in scholarships.

Mrs. O'Brien then introduced Donna Cavallaro who gave a brief overview of the Plainville Family Resource Network. Mrs. Cavallaro gave a brief history of the Family Resource Center and shared the seven components of the program. She then reviewed the PFRN offered services; the clientele serviced; the Play2Learn Group; the SOARING Eagles Program; various special events offered to clientele; Community Collaborations; funding sources; and grants awarded by the Community Foundation of Greater New Britain. Mrs. Cavallaro then asked four individuals who have benefitted from the Family Resource Center to speak.

**Maria Samaniego** stated that she is from Ecuador and spoke no English when entering this country. She stated that the PFRN was instrumental in helping her to learn English and was able to do so because of the childcare program offered by the PFRN who took care of her daughter Milagros while she was in class. She is very grateful for the program. Milagros distributed hand-made flowers to all BOE members and administration. The flowers were made in one of the PFRN classes.

**Michelle Chaput** is a parent of a four year old and a newborn. Mrs. Chaput thanked the PFRN for the many programs being offered to children. Her son attends the Play2Learn Program and also participates in SOARING Eagles. She stated that she is very thankful for both programs as she has seen a significant change in her son due to his socialization with other children. She hopes the PFRN will continue so that her daughter will be able to enjoy these programs when she gets a little older.

**Kylie Sepko** who also has a son and daughter attending the PFRN, stated that when her children are in playgroup they learn to share and play well with others. She stated that the teachers are passionate about what they do which in turn helps prepare the children to enter school comfortably. She also stated that the various activities offered to adults, fills the sense of community between parents. It is because of these programs that her family has stayed in Plainville.

**Sara Wartonick** has a 3<sup>rd</sup> grader and a 1<sup>st</sup> grader in Plainville schools and is now a nanny to a 2 year old. She stated that she and her family started coming to the PFRN back in 2009 when she and her husband had opposite work schedules. She felt her children needed socialization and heard about the program. Her husband started taking their son to the PFRN during the day. She could not say enough about the fundamental resources of the program, the socialization given to the children and the information provided to parents. She stated that many adult relationships are made there and that the programs help kids with school transitioning. She hopes that the Center will continue to be funded.

*Dr. Alex Merkulov* told a story to highlight the great value of the program. He stated that he had a friend who was a very competitive person. He wanted his son to learn how to swim. He hired a coach to teach the child but the child was still afraid. He tried bribing his son with candy and that didn't work. He hired a lifeguard to teach him and that didn't work. When the child turned four he decided to throw a pool party for his son. While at the party, his son jumped into the deep end of the pool and began to swim across the pool. When the father went running over to his son he asked how he had learned to swim and the child said he always watched the other kids. Dr. Merkulov stated that this is the value of the PFRN..... that children learn from each other.

Mrs. Cavallaro thanked the Board Members, Paula Eshoo, Sam Adlerstein, Steve LePage and Dr. Brummett for their continued support of this program. She mentioned that she will be going to the State Capitol next week to advocate for the continued funding of these centers.

Dr. Brummett thanked Jill O'Brien and Donna Cavallaro for their indepth presentations and thanked the PFRN parents and staff for all that they do.

Mrs. Cavallaro reminded everyone that the Family Fun Fest will be held on Saturday, May 20 from 10:30-3:30 at Linden Street School.

#### **B. Test Results/Special Education Compliance**

Dr. Brummett then introduced Rosa Perez, Director of Curriculum, Instruction and Assessment and Tawana Graham-Douglas, Coordinator of Elementary Curriculum and Instruction, who gave a presentation on Teacher Professional Development and the State Next Generation Accountability Indicators.

Ms. Perez began by reviewing the sessions (15 morning and 13 afternoon presentation choices) for the March Professional Development day for teachers. She discussed the benefits afforded the Professional Learning Communities as well as its challenges. She and Ms. Graham-Douglas went on to discuss the 2017 Curriculum Academy (curriculum writing) which will be held the week of June 26-30 in the PHS Learning Commons from 8 AM to noon. They then reviewed the 2015-16 School Accountability Report which includes the 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life; the points in accountability by percentage; report cards; and the achievement and graduation rate gaps. Both Ms. Perez and Ms. Graham-Douglas are happy to report that as a district, Plainville is above the State Index/Rate in all indicators; the Achievement gap in Plainville is lower than the State in all areas; Plainville has achieved maximum target in Arts Access and Postsecondary entrance (2015 Cohort) provided 98.6 out of 100 points. They then discussed next steps. (PowerPoint is attached)

Dr. Brummett thanked Ms. Perez and Ms. Graham-Douglas and then introduced Ms. Vicki Trzeinski, the district's Director of Special Education. Ms. Trzeinski began with the Annual Performance Report based on data from the 2014-15 school year and stated that the district continues to meet requirements for general supervision and timely and accurate reporting. She also discussed other indicators of performance such as High School drop-out rates; participation rates for statewide assessments; proficiency rate for ELA grades 3-8 and increased placements in general education and time with non-disabled peers.



In addition, she discussed the State-Identified Measurable Results—the State goal is “to increase the reading performance of all 3<sup>rd</sup> grade students with disabilities statewide, as measured by Connecticut’s English Language Arts (ELA) Performance Index”. Plainville’s index score is 58.6 and the State target index score for all high needs students is 75. She discussed the Prevalence Rate, students placed in separate schools (In 16-17, 21 students were placed in separate schools, compared to 16 students in the 15-16 school year). In conclusion, she discussed the action plan for the Special Education Department which includes the following:

- ▶ Continue to monitor identification and performance data for students with disabilities
- ▶ Continue to collaborate with general education teachers and support district-wide professional development to ensure all students can access the general education curriculum
- ▶ Reduce the number of students placed in separate schools by further developing in-depth special education programs and services.

Dr. Brummett thanked Ms. Trzcinski and her staff for all the work that they do.

## **VII. BOARD SUBCOMMITTEE REPORTS**

### **A. Student Representative Report—No Report**

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

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

The Policy Subcommittee met on May 1<sup>st</sup> and brought forward three policies and one regulation to this evening’s Board meeting for approval.

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

### **E. Advocacy Update—No Report**

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

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

Mr. White reported that the next PHS PAC meeting will be held on May 10<sup>th</sup> at 7 PM in the PHS Learning Commons. They will elect new officers at this meeting. Parents are encouraged to attend. He reported on the following:

- ▶ The Annual PHS Tag Sale will take place on Saturday, May 13 at the High School in the PHS parking lot. All donated items should be dropped off at the High School (at the Auto Shop Door from 5:30-7:00 PM) on May 10. Volunteers are needed. Krispy Kreme doughnuts will be sold at the sale.

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

Nicole Palmieri stated that the Toffolon PTO met on Thursday, April 20 at 7 PM in the Toffolon Cafeteria. Topics of discussion included:

- ▶ Fundraisers update: Flower Power and Munson chocolate sale netted \$1,400.
- ▶ May 18<sup>th</sup> is Bike Prevention day
- ▶ A Pet Parade took place at Toffolon on May 4.
- ▶ A recycle program is underway at Toffolon

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

Mrs. Hardy reported that the Linden PTO will meet on May 10<sup>th</sup>.

### **J. PTC Liaison--Middle School of Plainville Report**

Mrs. St. Lawrence reported on the following:

► Dr. Brummett spoke about the town budget and renovation projects at the last PTC meeting.

► PTC members set-up a concession stand at the annual Town Fishing Derby on May 7. Proceeds will be used for the Grade 8 Graduation Dance which will be held on Friday, June 9 at the Middle School. The next meeting of the PTC will be held on May 9 at 7 PM in the MSP Library.

**K. PTO Liaison--Wheeler Elementary School Report**

Mrs. Saunders reported that the next PTC meeting is scheduled for May 31 at 6 PM in the Wheeler Library. She noted that the Wheeler Project Referendum will take place on June 6<sup>th</sup> from 6:00 AM to 8:00 PM at the Fire House. All residents are urged to support the project.

**L. CREC Council Report—No Report**

**M. Chairperson's Report**

Mrs. Saunders thanked Linden staff for the wonderful job they did during National Children's Book Week. Board Members were asked to read to Linden students on May 5. All enjoyed their experiences.

She also thanked Susan Bradley, Maria Colangelo, 2016-17 Teacher-of-the-Year, Tina Gryguc and Lynn Davis for all the work they did for this year's Volunteer Dinner on May 2. Volunteers enjoyed an authentic Italian meal with Italian music. Those honored include Ann Bucchi, Mentor-of-the-Year and Kristen Costantini, Volunteer-of-the-Year.

This year's Memorial Day parade will be a special event. The gold star mothers' memorial monument will be unveiled. Dignitaries from throughout the state have been invited.

**VIII. UNFINISHED BUSINESS**

**IX. NEW BUSINESS**

**A) Board Open Forum**

Cheryl Provost thanked Lynn Davis for her hard work and dedication as the district's Communication Specialist and congratulated her for receiving the CABA Award of Excellence in Educational Communication.

Ms. Provost also thanked Linden staff and teachers for including Board Members in their National Children's Book Week festivities. She read to children in Ms. Grabowska's Grade 1 class and was thrilled with the children. She also thanked Mrs. O'Brien and Mrs. Cavallaro for their work in the Adult Education Program and PFRN. She stated that these two individuals bring a multitude of resources that help both children and adults. She stated that one of her favorite festivities throughout the year is to attend the Adult Education graduation.

Becky Tyrrell reported that the "One Book" Picnic will take place on May 9<sup>th</sup> at Norton Park from 6-7 PM. This year's book is *White Fur Flying* by Patricia MacLachlan.

Foster White stated that the book is a great book for children to read as it sends a positive message.

Becky Tyrrell also congratulated Lynn Davis and thanked Karen Vibert for coming back to Plainville to present Lynn with the award.

In addition, she stated that the PFRN affords a great presence to residents in Plainville with its many resources. She stated that the most difficult job in the world is being a parent and that the programs presented by the PFRN benefit parents greatly.

She too asked residents to support the upcoming referendum on June 6<sup>th</sup>. She stated that the Wheeler School project renovations are much needed and hopes the town will take advantage of the State funding opportunity.

She commented on the great job staff is doing with the focus of mental health during PLC's.

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

There are currently 23 out-placements, plus 7 transition services and support placements and 7 magnet and tech support placements. The original budget for tuitions is as follows: \$755,000. Budgeted Excess Cost Payments: \$650,000. Anticipated Excess Cost grant increase: \$304,085. Revised budget for tuitions: \$1,709,085. Expenditures to date: \$1,273,478. Expected Remaining Expenditures: \$939,692; Expected Choice Reimbursement: \$(404,085) which now includes a Projected Deficit of \$100,000.

Mr. Adlerstein stated that the Special Education staff is working hard to reduce the impact while also managing to the students' best interests.

**C) Request to Approve Contract: CT Institute of the Blind (Oak Hill) for 09/01/17 to 08/31/18 (Middle School)**

**A MOTION WAS MADE BY BECKY TYRRELL TO AUTHORIZE THE SUPERINTENDENT OF SCHOOLS TO ENTER INTO A ONE-YEAR CONTRACT WITH OAK HILL ACADEMY FOR THE USE OF SPACE AT THE MIDDLE SCHOOL OF PLAINVILLE. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.**

**D) Request Approval of Business-Food Service Lunch charges, Policy No. 3542.43—  
1<sup>st</sup> Reading**

Mr. LePage reviewed the three policies and one regulation brought forward by the Policy Subcommittee.

**A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE BUSINESS—FOOD SERVICE LUNCH CHARGES POLICY NO. 3542.43 AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.**

**A MOTION WAS MADE BY FOSTER WHITE TO TABLE THE BUSINESS-FOOD SERVICE LUNCH CHARGES POLICY NO. 3542.43. BECKY TYRRELL SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.**

**E) Request Approval of Personnel-Security Check/Fingerprinting; Criminal History Record Information (CHRI), Policy No. 4112.52 & 4212.52-1<sup>st</sup> Reading**

A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE PERSONNEL-SECURITY CHECK/FINGERPRINTING; CRIMINAL HISTORY RECORD INFORMATION (CHRI) POLICY NOS. 4112.52 & 4212.52 AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

A MOTION WAS MADE BY FOSTER WHITE TO TABLE PERSONNEL-SECURITY CHECK/FINGERPRINTING; CRIMINAL HISTORY RECORD INFORMATION (CHRI) POLICY NOS. 4112.52 & 4212.52. BECKY TYRRELL SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

F) Request Approval of Instruction-Guidelines for Alternative Education Settings, Policy No. 6172—1<sup>st</sup> Reading

A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE INSTRUCTION—GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS POLICY NO. 6172 AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

A MOTION WAS MADE BY FOSTER WHITE TO TABLE INSTRUCTION—GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS POLICY NO. 6172. BECKY TYRRELL SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

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

- (A) Budget Object Summary
- (B) Food Service Report
- (C) Check Registers
- (D) Request Approval of Personnel-Security Check/Fingerprinting; Criminal History Record Information (CHRI), Regulation No. 4112.52 & 4212.52
- (E) Request Approval of Adult Education PEP Grant
- (F) Request Approval of PHS Baseball and Softball Teams' trip to Disney World, ESPN Wide World of Sports, Orlando, FL, April 7-14, 2017
- (G) HR Report (Informational Item)
- (H) Private Donation for the month of April (Informational Item)  
--Liberty Bank to Plainville Adult Education Program for Scholarship...\$2,000

A MOTION WAS MADE BY FOSTER WHITE TO APPROVE THE CONSENT AGENDA AS PRESENTED. DEBORAH HARDY SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

**XI. ADJOURNMENT**

A MOTION WAS MADE BY BECKY TYRRELL TO ADJOURN THE MEETING. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED. The meeting adjourned at 8:56 PM.

Respectfully submitted,



Joan Calistro  
Recorder of Minutes



**REGULAR BUSINESS MEETING OF THE PLAINVILLE BOARD OF EDUCATION  
PLAINVILLE, CONNECTICUT  
SUMMARY OF MOTIONS  
MONDAY, MAY 8, 2017**

**Approval of Minutes**

2054. A MOTION WAS MADE BY DEBORAH HARDY TO APPROVE THE MINUTES OF THE BOARD'S REGULAR BUSINESS MEETING OF APRIL 17, 2017 AS PRESENTED. THE MOTION WAS SECONDED BY FOSTER WHITE. THE MOTION UNANIMOUSLY CARRIED.

2055. A MOTION WAS MADE BY FOSTER WHITE TO APPROVE THE MINUTES OF THE BOARD'S SPECIAL MEETING OF MAY 1, 2017 (POLICY SUBCOMMITTEE) AS PRESENTED. THE MOTION WAS SECONDED BY CHERYL PROVOST. THE MOTION UNANIMOUSLY CARRIED.

2056. Request to Approve Contract: CT Institute of the Blind (Oak Hill) for  
09/01/17 to 08/31/18 (Middle School)

A MOTION WAS MADE BY BECKY TYRRELL TO AUTHORIZE THE SUPERINTENDENT OF SCHOOLS TO ENTER INTO A ONE-YEAR CONTRACT WITH OAK HILL ACADEMY FOR THE USE OF SPACE AT THE MIDDLE SCHOOL OF PLAINVILLE. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

2057. Request Approval of Business-Food Service Lunch charges, Policy No. 3542.43—  
1<sup>st</sup> Reading

A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE BUSINESS—FOOD SERVICE LUNCH CHARGES POLICY NO. 3542.43 AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

A MOTION WAS MADE BY FOSTER WHITE TO TABLE THE BUSINESS-FOOD SERVICE LUNCH CHARGES POLICY NO. 3542.43. BECKY TYRRELL SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

2058. Request Approval of Personnel-Security Check/Fingerprinting; Criminal History Record Information (CHRI), Policy No. 4112.52 & 4212.52-1<sup>st</sup> Reading

A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE PERSONNEL-SECURITY CHECK/FINGERPRINTING; CRIMINAL HISTORY RECORD INFORMATION (CHRI) POLICY NOS. 4112.52 & 4212.52 AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

A MOTION WAS MADE BY FOSTER WHITE TO TABLE PERSONNEL-SECURITY CHECK/FINGERPRINTING; CRIMINAL HISTORY RECORD INFORMATION (CHRI) POLICY NOS. 4112.52 & 4212.52. BECKY TYRRELL SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.

**2059. Request Approval of Instruction-Guidelines for Alternative Education Settings, Policy No. 6172—1<sup>st</sup> Reading**

**A MOTION WAS MADE BY BECKY TYRRELL TO APPROVE INSTRUCTION—GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS POLICY NO. 6172 AS PRESENTED. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.**

**A MOTION WAS MADE BY FOSTER WHITE TO TABLE INSTRUCTION—GUIDELINES FOR ALTERNATIVE EDUCATION SETTINGS POLICY NO. 6172. BECKY TYRRELL SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.**

**2060. Consent Agenda--Board Approval**

- (A) Budget Object Summary
- (B) Food Service Report
- (C) Check Registers
- (D) Request Approval of Personnel-Security Check/Fingerprinting; Criminal History Record Information (CHRI), Regulation No. 4112.52 & 4212.52
- (E) Request Approval of Adult Education PEP Grant
- (F) Request Approval of PHS Baseball and Softball Teams' trip to Disney World, ESPN Wide World of Sports, Orlando, FL, April 7-14, 2017
- (G) HR Report (Informational Item)
- (H) Private Donation for the month of April (Informational Item)
  - Liberty Bank to Plainville Adult Education Program for Scholarship...\$2,000

**A MOTION WAS MADE BY FOSTER WHITE TO APPROVE THE CONSENT AGENDA AS PRESENTED. DEBORAH HARDY SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED.**

**2061. Adjournment**

**A MOTION WAS MADE BY BECKY TYRRELL TO ADJOURN THE MEETING. FOSTER WHITE SECONDED THE MOTION. THE MOTION UNANIMOUSLY CARRIED. The meeting adjourned at 8:56 PM.**





# News from the Curriculum Office



BOE Presentation  
May 2017





# March Professional Development

- 15 morning and 13 afternoon presentation choices
- 1 hour presentation with Dr. Irene Abramovich for all faculty: Spotlight on Mental Illness- Implications for Plainville Community Schools.
- 5 Breakout sessions to extend the hour presentation: Demystifying Mental Illness, Anxiety in Children, Healing from Childhood Trauma, Behavior-Self Regulation and How do I grade Them: Accommodations and Modifications
- 7 sessions to further extend technology in the classroom
- 15 sessions to extend knowledge in literacy strategies, art therapy, data analysis, instruction, bias in education and grading practices



# Professional Learning Communities- Benefits

- ★ Allows for district collaboration, co-planning and dialog
- ★ Time to discuss big ideas and what a particular group needs
- ★ Sharing ideas to support and plan for struggling students
- ★ Half-day time to work together
- ★ Depth of understanding around grade level learning targets
- ★ Time for discourse and problem solving around problem of practice and how to support struggling students
- ★ Allows departments to examine and discuss discipline specific standards and expectations
- ★ Time to review student and discuss student understanding of standards
- ★ Time to analyze data, student work and discuss modifications to instructional practices
- ★ Forum for sharing instructional strategies and discuss areas of less success
- ★ Allows to check in on pacing of curriculum within district
- ★ Collaboration among schools has strengthened our common direction and goals
- ★ Students in 3 elementary schools are getting the same experiences
- ★ A true feeling that we are not "fighting the battle" alone
- ★ Allowing us autonomy to decide the focus for each PLC
- ★ Camaraderie among colleagues that may not always work together or see each other



# Professional Learning Communities- Benefits

- ★ Having a common interest and area of expertise
- ★ Being able to collaborate with others who teach the same specialized instruction
- ★ Having the ability and TIME to brainstorm student needs/issues/concerns
- ★ Sharing of ideas and strategies that work
- ★ Having conversations where folks are personally and professionally invested, common goals, common interest, a sense of "belonging" and support
- ★ We always learn something we can use from colleagues
- ★ Share new ideas with technology to be added into our classes
- ★ Reassurance that we are all on the same page and students are being taught the standards of the common core
- ★ Cross-school mixing helps unite the team
- ★ Clear agenda with goals gives the PLC structure and sets the purpose and expectations
- ★ Being able to develop a "common language" of what we do in our classrooms has been extremely valuable
- ★ A movement towards the idea that **ALL students in the district are "our" students**
- ★ Improvement of quality of assessments
- ★ Once the common assessments were created we gained solid data to improve student's primary source reading skills



# Professional Learning Communities- Challenges

- Lack of alignment between PLC time and Elementary Assessment Calendar. Does not allow for student work discussion in “real time”
- Meetings could take place in different locations
- Should allow more opportunity for interdisciplinary work
- Teachers need to be invested in the power of collaboration and be engaged during PLC time. Not just be physically present due to obligation
- People from different schools lose some momentum and stall until next PLC
- Too many meetings when PLC is followed by grade level meetings, a bit much!
- Allowing teachers to set the agenda, will make it more meaningful for all teachers
- The host school should facilitate the meeting
- Having a PLC with multiple grade levels (elementary-high school) scheduling is a slight issue
- How to meet the needs of students who are not mastering or progressing with the standard over the course of the year or years
- Balancing literacy PLC meetings between reading and writing instruction
- Fear of sharing data



# Professional Learning Communities- Challenges

- Time for high school and middle school instructional leaders to plan and coordinate direction for the PLC time
- Specific direction tailored to our department/grade level -- ie: clarification when to work together as large group and when to split
- Utilizing PLC time efficiently allowing time to get curriculum work completed
- Time to meet with director of curriculum to help solve problems/answer questions about specific needs/wants for our grade level band
- While we have increased the number of meeting times, sometimes the work can feel disjointed if we haven't met for a couple of weeks (or months)
- Some may feel that it is not worth the loss of instructional time with the kids
- Frequency of PLC meetings is disruptive to rigor of instruction and creates longer day for High School teachers
- Getting the team to build a Primary source reading program with common questions and appropriate grade level readings



# 2017 Curriculum Academy

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- The Curriculum Academy will be held the week of June 26th-30th in PHS-Learning Commons from 8:00am- 12:00pm
- This year's participants:

MSP and PHS- Math and Science

PHS- English

Elementary- Pre-K, Grades 1, 2 and 3 English Language Arts and

NGSS workshops





# 2015-2016 School Accountability Report



Source:  
Ct State Department of Education





# Accountability Systems

## Serve Important Purposes

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The new system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time. -CSDE

### Two Main Differences

1. In addition to measuring academic achievement, the new system also focuses on student growth over time.
  - a. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance.
2. The new accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access.

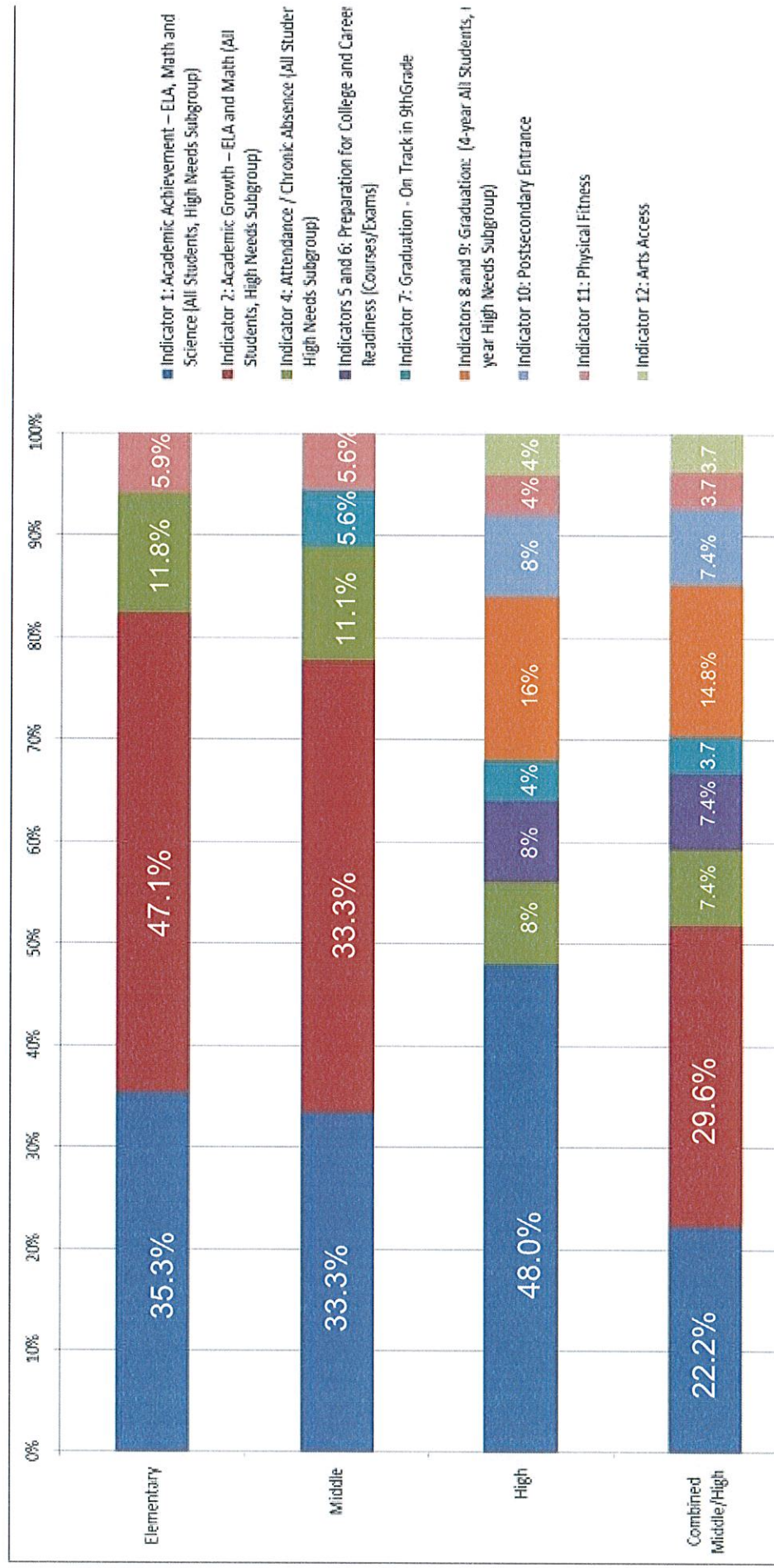


# What are the 12 Indicators?

1. Academic achievement (Performance Index) High School
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort High School
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access



## The points in the accountability system are expressed as percentages:





second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement which is available on the [Next Generation Accountability Resources page of the CSDE Performance Office](#).

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.










Not	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	67.8	75	45.2	50	90.4%	67.7
1b.	ELA Performance Index – High Needs Students	61.5	75	41.0	50	82.0%	56.7
1c.	Math Performance Index – All Students	61.6	75	41.1	50	82.1%	61.4
1d.	Math Performance Index – High Needs Students	55.7	75	37.2	50	74.3%	49.9
1e.	Science Performance Index – All Students	59.0	75	39.3	50	78.7%	57.5
1f.	Science Performance Index – High Needs Students	50.9	75	33.9	50	67.8%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	65.7%	100	65.7	100	65.7%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	61.4%	100	61.4	100	61.4%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	63.7%	100	63.7	100	63.7%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	59.0%	100	59.0	100	59.0%	57.4%
4a.	Chronic Absenteeism – All Students	8.2%	<5%	43.7	50	87.4%	9.6%
4b.	Chronic Absenteeism – High Needs Students	13.9%	<5%	32.1	50	64.3%	15.8%
5	Preparation for CCR – % taking courses	69.5%	75%	45.3	50	92.6%	67.6%
6	Preparation for CCR – % passing exams	37.9%	75%	25.3	50	50.5%	40.7%
7	On-track to High School Graduation	88.7%	94%	47.2	50	94.4%	85.1%
8	4-year Graduation All Students (2015 Cohort)	89.0%	94%	94.7	100	94.7%	87.2%
9	6-year Graduation – High Needs Students (2013 Cohort)	82.7%	94%	88.0	100	88.0%	78.6%
10	Postsecondary Entrance (Class of 2015)	73.9%	75%	98.6	100	98.6%	71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	96.3%	51.5%	34.3	50	68.6%	89.2%
12	Arts Access	60.9%	60%	50.0	50	100.0%	47.5%
	<b>Accountability Index</b>			<b>1047.6</b>	<b>1350</b>	<b>77.6%</b>	

Participation Rate	Rate
ELA – All Students	99.8%
ELA – High Needs Students	100.0%
Math – All Students	99.8%
Math – High Needs Students	99.8%
Science – All Students	98.5%
Science – High Needs Students	98.3%

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 S.D.***	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.1	61.5	11.6	16.5	
Math Performance Index Gap	66.5	55.7	10.8	18.9	
Science Performance Index Gap	65.2	50.9	14.4	17.2	
Graduation Rate Gap (2013 Cohort)	94.0%	82.7%	11.3%	15.3%	N

\* Non-High Needs Rate is the average of the 2015 Cohort's Performance Index and the 2015 Cohort's graduation rate. \*\* Size of gap is calculated as the difference between the High Needs Rate and the Non-High Needs Rate. \*\*\* One standard deviation above the mean.



No:	Indicator	Index/ Rate	State Avg Index/Rate	Target:
1a.	ELA Performance Index – All Students	67.8	67.7	75
1b.	ELA Performance Index – High Needs Students	61.5	56.7	75
1c.	Math Performance Index – All Students	61.6	61.4	75
1d. 	Math Performance Index – High Needs Students	55.7	49.9	75
1e. 	Science Performance Index – All Students	59.0	57.5	75
1f.	Science Performance Index – High Needs Students	50.9	47.0	75
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	65.7%	63.8%	100
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2d. 	Math Avg. Percentage of Growth Target Achieved – High Needs Students	59.0%	57.4%	100
4a. 	Chronic Absenteeism – All Students	8.2%	9.6%	<=5%
4b.	Chronic Absenteeism – High Needs Students	13.9%	15.6%	<=5%
5	Preparation for CCR – % taking courses	69.5%	67.6%	75%
6 	Preparation for CCR – % passing exams	37.9%	40.7%	75%
7	On-track to High School Graduation	 88.7%	85.1%	94%
8	4-year Graduation All Students (2015 Cohort)	 89.0%	87.2%	94%
9	6-year Graduation - High Needs Students (2013 Cohort)	 82.7%	78.6%	94%
10	Postsecondary Entrance (Class of 2015)	73.9%	71.9%	75%
11	Physical Fitness (estimated part rate) and (fitness rate)	 96.3% 51.5%	89.2% 50.5%	75%
12	Arts Access	60.9%	47.5%	60%
	Accountability Index			







# Achievement and Graduation Rate Gaps

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- A district/school is identified as having an “achievement gap” if its gap size is substantially different from the average statewide gap in any subject area
- A district/school is identified as having a “graduation gap” if its gap size is substantially different from the average statewide gap



Gap Indicators		Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?						N
	ELA Performance Index Gap	73.1	61.5	11.6	16.5	
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Graduation Rate Gap (2013 Cohort)		94.0%	82.7%	11.3%	15.3%	N



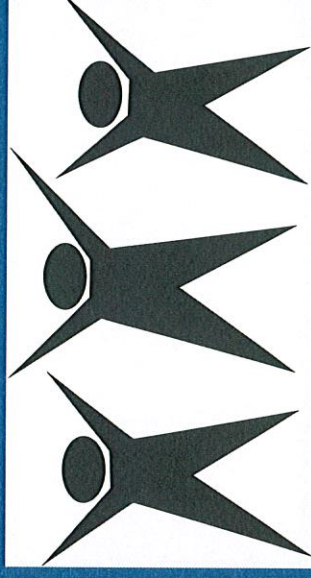
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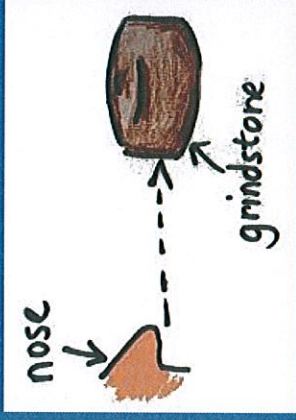
# Let's Celebrate!

As a District:

- Above State Index/ Rate in all Indicators
- Achievement Gap Lower than the State in all Areas
- Achieved Maximum Target in Arts Access
- Postsecondary Entrance (2015 Cohort) provided 98.6 points out of 100







## Let's Get to Work



- Chronic Absenteeism
- High Needs Group
- Growth
  - Math
  - ELA
- Science Performance

### Next Steps:

NGSS

Discussion(s) with building  
leaders

Craft Improvement Plans



## Next Generation Accountability Indicators

### INDICATOR 1: ACADEMIC ACHIEVEMENT (STATUS)

Indicator	Weight	
	Year 1	Years 2 and 3*
Subject Performance Index (0-100) in ELA, Math, and Science		
• All Students		
• Students in <i>High Needs Subgroup</i>	300	150
	300	150

The academic achievement indicator provides the most current status of achievement of the students in a school or district.

**High Needs supergroup—** (i.e., a student belongs to at least one of the following ESEA subgroups – Eligible for Free- or Reduced-Price Meals, English learners or Students with Disabilities).

This indicator will produce performance indices for English Language Arts/Literacy (ELA) and Mathematics based on results from the Smarter Balanced assessments for Grades 3-8, SAT for Grade 11 beginning in 2015-16, the Connecticut Alternate Assessments (CTAA) in all available tested grades (i.e., 3 through 8 and 11) in the district/school. Science index scores will be generated based on results from the Connecticut Mastery Test (CMT) assessments and the Connecticut Academic Performance Test (CAPT) assessments (both the standard form and Skills Checklist) in all available tested grades (i.e., 5, 8, and 10) in the district/school.

***This indicator weights tested subjects equally.***

### INDICATOR 2: ACADEMIC GROWTH (LONGITUDINAL)

Indicator	Max Points	
	Year 1	Years 2 and 3
Average percentage of growth target achieved by students in grades 4 through 8 (½ SB-ELA; ½ SB Math)		
• All Students	N/A	200
• Students in <i>High Needs Subgroup</i>	N/A	200

The vertical scale enables the evaluation of growth achieved by the same kids over time. A district/school won't be deemed successful on this metric simply because it enrolls students who are historically high performing. Success on this metric is earned by helping all students, whether low or high performing, to achieve adequate growth from one year to the next.

The Smarter Balanced (SB) Assessment in English Language Arts/Literacy (ELA) and Mathematics are used for measuring student achievement growth. In spring 2015, Connecticut students took the SB ELA and Mathematics in grades 3-8. In both subjects, the test scores are vertically scaled across grades and facilitate tracking student growth within the same subject across grades, despite differences in test content and difficulty. Each vertical scale ranges from 2000-3000 score points. By subtracting a student's current score (e.g., a grade 5 score of 2400 in Mathematics) from the student's previous score in the same subject (e.g., a grade 4 score of 2300 in Mathematics), a teacher or administrator can assess the individual student's growth in Mathematics performance over a one year period (a growth of 100 points in this example).

### INDICATOR 3: PARTICIPATION RATE

This indicator will evaluate participation rates on all assessments for ELA, Mathematics, and Science for All Students group and the High Needs supergroup. High participation rates for all students across subgroups is critical if accountability reports are to be representative of all students.

The validity of conclusions one can derive from assessment results is partly dependent on the percentage of students who participated in the assessment. For example, one cannot make generalizations about a school's performance if a large number of eligible students did not participate in the test. Additionally, without high participation rates, fair comparisons across schools and years cannot be made.

### INDICATOR 4: CHRONIC ABSENTEEISM

For example, children who are enrolled for the full



Indicator	Max Points – All Years
Percentage of students chronically absent	
• All Students	50
• Students in <i>High Needs Subgroup</i>	50

A district/school/subgroup chronic absenteeism rate is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences.

The following formula is used to convert the chronic absenteeism rate into points:

$$\frac{(30\% - \text{Chronic Absenteeism Rate})}{25\%} \times 50$$

For example, a school with an “all students” chronic absenteeism rate of 15% would earn 30 of the possible 50 points for the “all students” component of Indicator 4. The calculation is as follows:

$$\begin{aligned} & \frac{(30\% - 15\%)}{25\%} \times 50 \\ &= \frac{15\%}{25\%} \times 50 = \frac{3}{5} \times 50 = 30 \text{ points} \end{aligned}$$

school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason. Because aggregate school/district-wide attendance rates can mask the extent of individual absenteeism, chronic absenteeism is a better indicator of student attendance.

Students need to attend school daily to succeed and data must guide local efforts to improve student attendance.

Regardless of subgroup membership, national reports/research as well as state level data analyses highlight the association of chronic absenteeism to student academic achievement and high school graduation.

#### INDICATOR 5: PREPARATION FOR POSTSECONDARY AND CAREER READINESS – COURSEWORK

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: Two courses in AP/IB/dual enrollment; <i>or</i> Two courses in one of seventeen CTE categories; <i>or</i> Two workplace experience “courses” in any area.	50

This is an access metric. It evaluates whether students in grades 11 and 12 have participated in coursework during high school that prepares them for success in college and/or careers. In recognition of the diverse pathways of our students, credit is awarded if students pursue traditional college-preparatory courses

(e.g., Advanced Placement, International Baccalaureate), career-technical education courses, or workplace experience/internship opportunities.

Students in Grade 12 include students with disabilities who are 18 to 21 years of age and are receiving transition only services. These students are engaged in workplace experience and will contribute positively to a school’s Indicator 5 calculation.

**Note:** CSDE modified its data collection to begin collecting information about dual enrollment courses.

#### INDICATOR 6: PREPARATION FOR POSTSECONDARY AND CAREER READINESS - EXAMS

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 achieving CCR benchmark on <i>at least one</i> of the following: Smarter Balanced 11 <sup>th</sup> <i>or</i> SAT <i>or</i> ACT <i>or</i> AP <i>or</i> IB	50

This metric evaluates whether students in grades 11 and 12 have attained benchmark scores on at least one of the most prevalent college/career readiness exams.

In addition to looking at “access” (i.e., indicator 5), it is also important to evaluate “performance”. In recognition of the exam options available to students, this metric recognizes attainment of the benchmark score in any of those options.

Points will be awarded to the All Students group based on the percentage of 11th and 12th graders who meet the following benchmark scores on the respective exams:

- Grade 11 Smarter Balanced – Level 3 or higher on both ELA and Math; or
- SAT (until January 2016) – composite score of 1550 or higher on the old SAT; or
- SAT (effective March 2016) – Evidence-Based Reading and Writing score of at least 480 and a Math score of at least 530 on the Redesigned SAT; or
- ACT – meeting benchmark on 3 of 4 exams (benchmark varies based on subject); or
- AP – 3 or higher on an AP exam; or
- IB – 4 or higher on an IB exam.

#### INDICATOR 7: GRADUATION - ON-TRACK IN 9TH

On-track students are more than three and one-half



## GRADE

Indicator	Max Points – All Years
Percentage of 9 <sup>th</sup> graders earning at least five full-year credits in the year <i>and</i> no more than one failing grade in English, Mathematics, Science or Social Studies	50

For 2014-15 and 2015-16, this indicator calculates the percentage of 9th graders earning at least five full-year credits in the year. In the future, CSDE will consider adding the criteria that there be no more than one failing grade in English, Mathematics, Science or Social Studies in the school year.

Ninth grade is a critical year. The University of Chicago's Consortium on Chicago School Research "identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school.

times more likely to graduate from high school in four years than off-track students. The indicator is a more accurate predictor of graduation than students' previous achievement test scores or their background characteristics."

This indicator is applicable to all districts and schools that offer grade 9. It will also be applied to districts/schools where grade 8 is the terminal grade in order to serve as an indicator of how well the middle school is preparing students for success in the first year of high school.

## INDICATOR 8: GRADUATION – FOUR YEAR ADJUSTED COHORT GRADUATION RATE – ALL STUDENTS

Indicator	Max Points – All Years
Percentage of first time 9 <sup>th</sup> graders who graduate with a regular high school diploma in four years or less – All Students	100

The four year adjusted cohort graduation rate represents the percentage of first time 9th graders who graduate with a regular high school diploma in four years or less.

Graduating from high school is an important milestone in a student's education. The inclusion of the specific four-year adjusted cohort graduation rate is a requirement of ESEA Flexibility.

## INDICATOR 9: GRADUATION – SIX YEAR ADJUSTED COHORT GRADUATION RATE – HIGH NEEDS

Indicator	Max Points – All Years
Percentage of first time 9 <sup>th</sup> graders who graduate with a regular high school diploma in six years or less – <i>High Needs Subgroup</i>	100

The six-year adjusted cohort graduation rate represents the percentage of first time 9th graders who graduate with a regular high school diploma in six years or less.

For a variety of reasons, some students (e.g., English learners who newly arrive in the country in middle/high school, low income students who may need to work part time to support their family, student with disabilities who need additional "transition only services" to facilitate the transition from school to adult life) benefit from having an extra year or two to complete high school. Unlike in the four-year rate, the graduation accomplishment of these students can be counted as a success in the six year rate.

## INDICATOR 10: POSTSECONDARY ENTRANCE RATE – ALL STUDENTS

Indicator	Max Points – All Years
Percentage of graduating class who enrolled in a 2 or 4-year postsecondary institution any time during the first year after high school graduation	100

This rate is the percentage of all students in a graduating class who enrolled in a 2 or 4-year postsecondary institution any time during the first year after high school graduation.

## INDICATOR 11: PHYSICAL FITNESS



Indicator	Max Points – All Years
Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of the CT Physical Fitness Assessment	50

The Third Generation CT Physical Fitness Assessment (CTPFA) is focused on health-related fitness. The program mirrors options in the President's Challenge Physical Fitness Program and FitnessGram/ActivityGram.

Cardiovascular fitness has been shown to correlate with improved academic performance.

Since the early 1990's, the assessment has been administered to all students in grades 4, 6, 8, and 10. Effective 2016-17, high schools were granted flexibility (explained below) allowing the assessment to be administered in other grades.

## INDICATOR 12: ARTS ACCESS

Indicator	Max Points – All Years
Percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year	50

This is an "access" metric that evaluates the extent to which students in high school participate in at least one arts course in the school year in dance, theatre, music, or the visual arts.

Every student needs and deserves a high-quality education in the arts, including dance, music, theater and the visual arts. The arts are an integral component of the comprehensive curriculum provided to all Connecticut students at every grade.

The points in the accountability system are expressed as percentages:

