

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 22, 2018

The regular meeting of the Southington Board of Education was held on Thursday, March 22, 2018 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:32 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent.

Guest: Sgt. Brian Leppard, Southington Police Department

2. EXECUTIVE SESSION ~ SCHOOL SAFETY AND SECURITY AND UNAFFILIATED WAGES FOR JUMP START

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing School Safety, Security and Unaffiliated Wages for Jump Start, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:22 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:28 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

Student Representatives present were Joseph Martin, Sean Young and Bianca Spataro.

4. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence in memory of Mr. Tom Gormley who was employed by the Southington Public Schools for 35 years.

5. APPROVAL OF MINUTES ~ March 8, 2018

MOTION: by Mr. Derynoski, seconded by Mr. Brown:

“Move to approve the regular Board of Education minutes of March 8, 2018, as submitted.”

Motion carried by voice vote with Mr. Oshana abstaining.

6. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communication from Board Members

Board members addressed the following:

- The distress teachers feel about budget cuts.
- Attending the CABA (Connecticut Association of Boards of Education) “A Day on the Hill” with state legislators and discussing the impact of the state budget.
- Discussed the 2017-2018 Minimum Budget Requirement (MBR) at length. Every town is required to provide at least the minimum funding for education by state statute and cannot approve a budget below the previous year’s spending. Mr. Connellan explained the MBR in detail including compliance / non-compliance issues. Non-compliant school districts could forfeit the Education Cost Sharing (ECS) Grant funds. Southington will be compliant once the Town Council and Board of Finance appropriates the remaining two of three agreed upon installments of \$850,000 at the proposed “mile posts”. The intention of the Southington school district was to never to fall below the MBR this year and has never done so in the past. Mr. Connellan also explained at length the impact to school districts if the state were to eliminate the MBR. Problems arose from the Board of Education passing their budget in May (as required) and the State did not pass their budget until November, which was extremely overdue. Mr. Goralski will write a letter to the State Board of Education stating that the Southington Board of Education firmly supports MBR and would like to see it improved and not allow for reductions when minor fluctuations exist.

- A Technology Advisory Board meeting was held last week and Mr. Derynoski indicated that there was interest to come up with a design to fix the produce stand at Grosky Farm with the town Farm Heritage Committee providing the materials and the SHS Tech Department working it into the curriculum to fix the produce stand on a volunteer basis.
- The Commission on Disabilities in Southington, chaired by Karen Leary, will hold their first annual Ann Dandrow Memorial Education Event on Tuesday, April 24, 2018 from 6:00 p.m. to 9:00 p.m. at Hawk's Landing Country Club.
- STEPS (Southington Town-wide Effort to Promote Success) is opposing two marijuana dispensaries that are proposed to be built in Southington. Mr. Goralski will be attending the next Planning and Zoning Hearing on April 3 at 7:00 p.m. as a citizen, not representing the Board of Education, to express his personal opinion opposing the proposals.

c. Communication from Administration

Administration reported on the following:

1. School Safety and Security Plans Update: Mr. Connellan explained that administration had been working with the Southington Police Department since the fall to improve school safety, Security Plans and Procedures. He acknowledged the work of the police department, who have been very involved as the experts in this area. The central office staff and the command staff of the police department have been meeting with every building administrator to review the procedures in place and new terminology for their building. He thanked the Southington Police Department, in particular Officer Brian Leppard, for their partnership.
2. Vision of the Graduate: Mr. Madancy spoke to the Chamber of Commerce at their monthly morning breakfast about the potential 21st Century skills the businesses would like to see in the high school graduates when they become part of the workforce. He discussed learning opportunities for the students to partner with some of the local businesses. He will also be talking to the Southington Educational Foundation (SEF) in the next couple of weeks for their partnership and support to provide opportunities for teachers around professional development and mini-grants for 21st Century Skills for students.
3. Town Council Meeting: Mr. Connellan stated that the Board of Education is on the agenda for the Town Council Meeting on Monday, March 26, 2018 at the beginning of the meeting.
4. SAT Day: Mr. Connellan explained that the SAT Day was postponed to April because of the snow day and school cancellation.

d. Communications from Student Representatives:

Ms. Spataro reported on the following:

- On March 24, 2018, Kristen's Closet will be held in the SHS cafeteria, which is a program by Youth Services to provide prom essentials to students at a discount.
- Wednesday, March 14, 2018, the student Walk Out occurred and lasted 17 minutes with 500 students walking out to honor the Parkland students. Some students stayed in the building. She participated in the walkout and was happy that the administration and police department were supportive of the students.
- On March 14, 2018, the National World Language Honor Society ceremony was held in the school atrium with selected students who take German, Latin, French and Spanish were inducted. The Italian induction will occur in the spring.

Mr. Young reported on the following:

- The Unified Theatre production was held on March 16, 2018.
- The SAT scheduled for Wednesday was rescheduled to April due to the weather.
- The end of the marking term is Monday, March 26, 2018.

Mr. Martin reported on the following:

- The Drama Club production of “Les Miserables” was held two weekends ago with all production dates sold out.
- March 30th is Good Friday and the schools will be closed.
- Spring recess is April 9-13, 2018.
- The Marching Band trip to Washington, D.C. will be held the following week.
- The Skills 21 with the Project-Lead-the-Way Engineering Program has been postponed to early April.
- For the student walk out, he stayed inside the school and spent the 17 minutes in silence as a sign of respect. He was aware of the discussion that there were some problems with administration taking over from the students; however, he understood that with 500 students walking out it needed to be done safely.

7. OLD BUSINESS

a. Town Government Communications

Mr. Goralski announced the upcoming budget meetings:

- Board of Finance adoption of budget, March 27, 7:00 p.m. at Town Hall
- Town Council Public Hearing, April 23, 7:00 p.m. at the Municipal Center
- Town Council adoption of budget, May 14, 7:00 p.m. at the Municipal Center
- Board of Finance setting of the Mill rate on May 16, 7:00 p.m. Town Hall

b. Budget 2017-2018

Mr. Goralski reported that the Budget Mitigation Plan was submitted and approved at the last Board meeting and also shared with the Board of Finance and Town Council. It will be discussed at the next Self Insurance Committee meeting in executive session because a big piece of the Mitigation Plan is the Self Insurance piece.

8. NEW BUSINESS

a. Presentation ~ World Language

Mr. Madancy stated that he was very proud of the Southington High School World Language Department for the extra effort to improve themselves professionally and for hosting the MOPI (Modified Oral Proficiency Interview) training for the east coast. Mrs. Tina Riccio, World Language Department Chair, introduced World Language teachers, Alexa Marquardt (Spanish teacher) and Kate Tavera Collins (Italian teacher) who spoke at length about their MOPI Training experience on February 20-21, 2018 at Southington High School. The interview training included the following:

- The ACTFL rating scale, the structure of the Oral Proficiency Interview (OPI) and techniques of administering and rating the OPI from novice to the advanced levels. Participants observed and conducted live practice interviews.
- Trainers came from a variety of universities across the country.
- Seventeen (17) Southington World Language teachers participated along with 50 Southington High School students participating who received feedback on their proficiency level and how to advance to the next level.
- On Day 1, they reviewed the levels and sub-levels of proficiency and practiced with students.
- On Day 2, they reviewed the advanced level and did more practice interviews. All training was done in the target language.

The World Language teachers discussed at length the path to proficiency, the way they teach languages to students to improve proficiency, and the Seal of Biliteracy that shows employers or universities their mastery of the language rather than how much time they spent in the classroom.

The teachers discussed the results of the AAPPL (Assessment of Performance of Proficiency in Languages), which 38 SHS Italian students recently piloted for free with seven students receiving the Seal of Biliteracy.

Mr. Patrick Nobou, French Teacher at the high school, and student, Rebecca, gave a spontaneous, unrehearsed, example of an interview to the Board members in French. Rebecca has had two years of middle school French and two years of high school French. Chloe, a senior French student, transcribed what they were conversing in French about for the Board members to understand.

Julia, a senior at Southington High School, has studied Italian from 9th-12th grade. The trainer from Yale University interviewed her and she received a score of Advanced-Low. She also studied Spanish from 7th-12th grade and received a score of Advanced-Low/Advanced-Mid from her trainer. She stated that studying Spanish for two years helped her with her study of the Italian language. Advanced-Low is a qualification for a teacher certification.

Mr. Brown asked if the colleges were in line with this new methodology and Mrs. Riccio replied that the colleges are in line with it but Southington is more ahead than the colleges. Mr. Nobou also teaches a class at UConn and his advisor observed his class in Southington and plans to replicate it at UConn.

The World Language teachers showed a video of an English Language (EL) class being interviewed and thanked Beth Hosmer for attending the training and recording and editing the video.

The Board members were impressed by the presentations and praised the participants. They spoke of their experiences with learning a foreign language in high school and the memorization involved versus speaking conversationally. Mrs. Riccio distributed a handout on How to earn the Seal of Biliteracy (*Attachment #1*). Mr. Madancy gave a recap of where the school district is now and how this connects to it and prepares Southington students for global citizenship. This information will be added to the high school profile.

Mr. Goralski asked Mrs. Riccio to thank her department on behalf of the Board of Education and that the Board members want to see world language expanded in the district and await the day to get the funding to allow that to occur.

b. Presentation ~ Middle School Grading

Mr. Richard Terino, Principal of Kennedy Middle School and Mr. Frank Pepe, Principal of DePaolo Middle School and Mrs. Rebecca Savelkoul, Instructional Technology, gave a PowerPoint presentation on the issue of middle school homework. Homework is still assigned, students are accountable for doing their homework, and it is recorded in the student information system whether it is completed or not. The only shift is that it is not calculated into the overall final grade in middle school because they wanted that grade to be a more accurate indicator of what a student knows and is able to do.

The middle school principals took data from Trimester 1 from last year and matched it against Trimester 1 of this year to cohort's grades 6 and 7. They looked at the number of missed assignments in four core academic courses. In 2016-2017, there were 428 total missed assignments and in 2017-2018 there were 4,275 missed assignments. The middle school principals discussed the minimal impact on grades and the honor roll.

Mrs. Carmody had a problem with homework being inconsistent between the schools and that having students pursue habits of work, which follow them for the rest of their life, was important. When the middle school students go to the high school homework will be part of their grade. Mr. Pepe and Mr. Terino were happy to see that even when the homework accountability piece within a grade was removed, they still had close to 80% of the students completing nearly all of their homework assignments. Teachers notify the parents if any student misses a lot of homework assignments, even though there is no grade for it. If the student does not complete their homework then they do not qualify for a "reteach" opportunity. Mr. Oshana felt that the homework habits have to be there otherwise the students will be at a disadvantage when they get into high school, college and work. Mr. Pepe stated that the feedback from parents was consistent with the feedback from the Board. He agreed that work habits are important and something that is carried on through life and just because it is not showing up as a percentage in the student's grade does not mean that it does not count. The reality is if you do not do the work outside of class, then you are not going to do well on the performance assessments. The Board members had many questions about consistency of homework and what is being done and how it is being done, habits of work, and a study skills time management course on how to do homework.

Mr. Goralski thought they needed to teach students how to study. Part of studying is homework, work ethic, and support systems outside of the teacher and family. He thought that studying needed to be taught from kindergarten to grade 12 and that Mr. Madancy's job was to make sure that there was consistency. He thought that between Mr. Terino and Mr. Pepe they had to do more with the transitions. Mr. Goralski thought that the Board had to work with the middle school principals with the tools they need to work on the study skills, work ethic and changing the report card.

c. Mid-Year Report on Superintendent's Goals for 2017-2018

Mrs. Queen questioned page two of Mr. Connellan's memo regarding the Professional Development and Evaluation Committee (PDEC) and having a better model than offered by the state. Mr. Connellan replied that the state model was put into place specifically because the state

was engaged in the Race to the Top dollars. It was hastily put together using the Charlotte Danielson Model, which was never intended as an evaluation model. He discussed this at length.

Mrs. Queen addressed some public misconceptions regarding the budget and perceived wasteful spending. She asked Mr. Connellan to address professional development for teachers and staff, which directly benefits students. Mr. Connellan stated that the two things most important for a child's development are a child's parents and the quality of the teacher in the classroom. The more the district invests in the whole process of hiring, recruiting, retaining and developing good teachers, the better our students are going to perform. Everything that the school district does is related to the students in the classroom. Every person in the school district organization has an important role such as the secretaries, custodians, and maintenance employees, which is all interrelated in providing education to students. If it is in the budget, it helps educate our children.

Mr. Goralski asked Mr. Connellan to let the Board know how they can help him to meet these goals and what they don't get to do this year, they will work with him for next year.

Mr. Brown stated that he served on the original PDEC Committee and that they tried to change the evaluation process. He was happy that administration was going to the state to try to change it because he thought that it was a terrible system and not helping teachers to get better at what they do. Mr. Madancy stated that Southington's model Teacher Evaluation system was going to be one that teachers will value and appreciate, not resent. They are going to see it as a tool that is meant to support and grow them professionally. The administrators are going to see it as a tool to help them too. Two districts have recently resubmitted completely redesigned plans and gave him information about what the state is willing to accept.

10. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

"Move to adjourn."

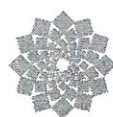
Motion carried unanimously by voice vote.

The meeting adjourned at 9:30 p.m.

Respectfully submitted,
Linda Blanchard
 Recording Secretary

How to earn the Seal...

Assessment or Evidence	Comparable to ACTFL “Intermediate Mid”
<u>Assessment of Performance toward Proficiency in Languages (AAPPL) Measure</u>	I-3 in all 4 domains
Oral Proficiency Interview (<u>OPI</u>) or <u>OPIc</u> and Writing Proficiency Test (<u>WPT</u>)	Intermediate Mid
International Baccalaureate (IB) World Language Exam	4 or higher
<u>Advanced Placement (AP) World Language Exam</u>	3
<u>ASL Proficiency Interview</u>	3
<u>Sign Language Proficiency</u>	Intermediate
<u>Avant STAMP</u> (STAndards-based Measurement of Proficiency)	Intermediate Mid
<u>ALIRA Latin Interpretive Reading Assessment</u>	I-3
<u>DELE</u> (Diplomas of Spanish as a Foreign Language)	B1
<u>DELF</u> (Diplomas of French as a Foreign Language)	B1



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INTERPERSONAL LISTENING/SPEAKING

Score	AAPPL Score Description	Strategy
N-1	Your AAPPL Interpersonal Listening/Speaking score of N-1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.	When you answer questions, try to use more than one word and even a phrase. Practice asking questions and keep learning new words.
N-2	Your AAPPL Interpersonal Listening/Speaking score of N-2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.	Practice asking more questions on more topics. Combine your words and phrases into simple sentences. Keep learning new words!
N-3	Your AAPPL Interpersonal Listening/Speaking score of N-3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.	Practice lots of conversations in which you start it, keep it going, and end it; practice asking questions in order to do this. Practice saying as much as you can about yourself. Try to use as many sentences as you can.
N-4	Your AAPPL Interpersonal Listening/Speaking score of N-4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.	Keep the conversation going by asking follow up questions on the same topic, working with your partner to figure out what you don't understand and talking around words that you don't know. Keep saying more about more topics. Pretend you're in a situation where you need to get something or do something.
I-1	Your AAPPL Interpersonal Listening/Speaking score of I-1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.	Jump into as many conversations as you can, especially outside of class. Once you've answered a question, try to add something more (another fact, thought, or even another question).



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I-2	Your AAPPL Interpersonal Listening/Speaking score of I-2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.	Try putting sentences together using words such as "but," "because," and "when." Practice asking questions in different ways. Keep adding new information so that everything is more complete and clear. Say more about more topics.
I-3	Your AAPPL Interpersonal Listening/Speaking score of I-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.	Practice adding words to be more specific in describing things (quality, quantity, size) or to accomplish what you need (when or in what order). Think about how events unfold in a story and try to tell it. Use words like "then," "so," "afterwards," and "finally." Ask more specific questions to get more detailed information.
I-4	Your AAPPL Interpersonal Listening/Speaking score of I-4 means that you keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.	Practice telling stories from beginning to end. Once you've told a story, go back, and add something to each part of it. Describe everything you see in your class, your neighborhood or home and then add more detail to it. Practice having conversations about topics beyond your immediate environment. Pretend you're in a situation where you need to do or get something and a problem arises. Practice resolving the complication.
I-5	Your AAPPL Interpersonal Listening/Speaking score of I-5 means that you keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.	Practice telling more complete stories about things that are happening, happened or will happen. Describe things in a way that the person you're talking to can form a mental picture of what you're saying. Practice adding detail every time you can. Report and discuss events beyond your immediate environment. Imagine trying to deal with a problem and propose a variety of solutions.



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A	<p>Your AAPPL Interpersonal Listening/Speaking score of A means that you participate fully in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.</p>	<p>Continue developing your skills in narration and expanding your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions, discuss an issue from an abstract perspective or hypothesize.</p>
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