

**Madison Public Schools
Board of Education Regular Meeting
December 20, 2016
7:30 PM
Town Campus Hammonasset Room**

MEETING MINUTES

1. Call to Order / Attendance

The public meeting of the Madison Board of Education was called to order by Chair Jean Fitzgerald at 7:34 p.m. Chairman Fitzgerald led the Pledge of Allegiance.

Present: Jessica Bowler; Galen Cawley; John Dean; Jean Fitzgerald; Alison Keating; Matt Keller; Seth Klaskin; Happy Marino; Katie Stein.

Also present: Thomas Scarice, Superintendent of Schools; Gail Dahling-Hench, Assistant Superintendent for Curriculum, Instruction and Assessment; students; and community members.

2. School / Community Session - 7:30 p.m.

2.1. Public Participation

No comments were made.

3. Board of Education Student Representatives' Report

Aidan Hughes and Emily Baker (Aidan Hughes did not attend the meeting)

Emily Baker reported on the following:

Exams went well. The new start of Trimester 2 had positive and negative feedback. Some students preferred jumping right into Trimester 2 while other students enjoyed the day separating Trimester 1 and Trimester 2 to be able to finish things with teachers, etc.

Spirit week is taking place. Yesterday the students had pajama day and they are also having character day as well as ugly sweater day.

Friday a pep rally will take place with the students wearing the school colors. This will be the 1st winter pep rally.

Winter sports are in full swing. The orchestra concert was a great success and they received a lot of support. Report cards will be distributed Thursday. PAW group will be decorating the doors in themes.

4. Superintendent's Report

Thomas R. Scarice

4.1. Leadership Team Analysis - The global market place and need for instructional transformation.

Superintendent Scarice, Brian Bodner, Kelly Spooner and Julie Phelps discussed the following:

Superintendent Scarice stated that a few weeks ago he spent approximately 20 hours visiting every class K-12.

Superintendent Scarice noted how jobs continue to change and stated that he can clearly see an instructional transformation in the District's classrooms. It is clear that students will be going into a very different marketplace and the need for transformation in the classroom is critical.

The administrators discussed the work that the district is presently doing K-12 to better prepare our students and the need to provide our teachers with ongoing professional development to assist them with making the pedagogical changes that our new curriculum requires. They discussed the recent readings our administrative team has done on automation, artificial intelligence, and its current and potential impact on the global marketplace, society, and education.

They discussed the challenges we face today that directly impact our way of life, our social norms, our livelihoods and sustainability. It was noted that society will have to accept that the world is changing at a rate that is unprecedented. We can embrace this change by effectively preparing our children for their future. We need to prepare our students to meet its challenges by being adaptive, self-motivated reflective learners who can think globally, critically and creatively, with the ability to synthesize information and make accurate judgments.

4.2. Madison Instructional Technology Team (MITT) Update

Arthur Sickel, Gail Dahling-Hench, Lauren Warner, Mike Kiefer

A twenty-one member team analyzed the instructional vision of the district and collectively defined the work that the committee envisioned teachers and students doing, and the role of technology.

Accessing resources on the web is the critical goal. Our Google Suite of apps has become even more central after the passage of the CT student privacy law.

In addition to prioritizing the ability for increased internet access, the committee reviewed the district's learning management system, Finalsity, as well as the initial results of the Google Classroom pilot involving 40 teachers, grades 3-12. The committee concluded that Google Classroom has great promise, specifically for its instructional tools. Yet Google Classroom has shortcomings compared to Finalsity with regards to parent access.

The Proposed Plan Includes:

- Use of Google Classroom as an instructional tool while continuing to have teachers utilize Finalsity for parent communication;
- Teachers continue to post on Finalsity for parent communication/homework;
- Students and teachers (paras) can work in Classroom as an option, focusing on the tools for instruction; and
- Offering teachers training for optimal use of Google Classroom/Finalsity.

Hardware

Consideration was given to budgetary concerns, existing and increased obsolescence replacement requirements, shrinking enrollment, and the evolving facilities plan. Additionally, the District will look for efficiencies regarding the distribution of existing equipment within and across buildings.

A phased approach is recommended to allow for consistency of annual funding requests, and the simultaneous phased implementation of improvements to Wifi and network infrastructure. These improvements are necessary to support any significant addition to the number of devices to the network, as well as ever-increasing bandwidth requirements for web content and video traffic.

Devices

Device / Availability Recommendations K-8

- K-2 6 full size iPads per classroom with occasional access to Chromebooks.
- 3-4 1 Chromebook cart (25 units) per every 2 classrooms with occasional access to iPads on an as needed basis.
- 5-8 Chromebooks to be allocated 1 Chromebook per every 2 students at a minimum. The goal for the end of this 3 year plan is to approach a 1:1 ratio. This ratio is to be achieved purchasing a minimal number of devices given shrinking enrollment and potentially replacing one or more stationary labs with mobile devices.

Device / Availability Recommendations 9-12

Formally implement a Bring Your Own Device (BYOD) Model, in conjunction with providing devices to students, to achieve a 1:1 program at the high school only, phasing the program in over 4 years, starting with the 9th grade student population in the 2019-2020 school year.

- Minimum specifications for student-owned devices will be published annually. Students will be allowed and encouraged to bring and use their own device. For those students who cannot afford to, or choose not to bring their own device, a Chromebook will be provided and assigned to that student for the year.
- To take advantage of a District-owned device, families will be asked to pay a fee of \$50 per device per year. These fees will be pooled as a self-insurance fund. These funds would be used to fund repairs and replacements as needed. Families experiencing financial hardship will be accounted for in the plan. Internet filtering (off campus) for District-owned devices will be implemented.

All Grade Levels:

Gradual implementation of dedicated video streamer devices (Apple TV, Chromecast, Roku...) will begin with this plan. The roll-out of streaming devices will be prioritized by need and the likelihood the classroom configuration will remain stable. LED Monitors are to be implemented rather than projectors where no projection currently exists, and where mounted LCD projectors require replacement.

Infrastructure

The District is committed to providing sufficient access to content-rich internet resources. Increased device use by students and faculty requires significantly increased network performance.

Current infrastructure is sufficient for existing demand and moderate growth; however, improvements are necessary to support goals of the Instructional Technology Plan and the effective delivery of the adopted curriculum.

4.3. Reading Coach

Michelle Horn and Laleh Karimi reported on the following:

Ms. Horn noted that she has been coaching for three years and that over the three years the coaching model has evolved. During the first year the focus was the completion of curriculum writing in grades 5 & 7. During the second year, the subsequent curriculum writing was completed for grades 6 & 8. For the first time, the entire language arts program across the entire K-12 system is aligned. In year three, a more formal Instructional Coaching Model was adopted which gave teachers a structure for continuous learning.

The goal as coaches is to make the instruction meet the needs of our learners. Ms. Horn stated she was here to highlight the work that she does every day and how it benefits the students. Ms. Horn stated that Ms. Karimi is one of the teachers who works within a coaching cycle.

Developing the relationships with teachers has been an important piece of the coach's work in the District. In order to grow professionally, a trusting relationship is required. If you trust someone, you are more open to suggestions and share your needs both your weaknesses and strengths.

A coaching cycle lasts anywhere from 3-6 weeks and currently our model works best with a 5-6 week cycle because given that the coaches serve 5 schools and are not located individual schools.

Our instructional coaching model document outlines 3 guiding principles. These principles highlight the District goals as well as help guide the coach's work with teachers. The first guiding principle speaks to the idea of continuous improvement and learning. This is where the teacher picks an area of focus with a coach, essentially a collaborative effort to grow instructional practice.

The second guiding principle speaks to making instructional decisions based on the work of students, and coaching the teacher to use the work of the students in planning. Coaches give a level of permissiveness to make decisions in the curriculum. We wrote this curriculum but it doesn't mean that every class and every student needs everything in the curriculum. This allows for increased individualized instruction for all students.

An example was shared where the coach and teacher thought about a particular essay assignment and how to personalize it so that students use their own voice when writing a critical skill for all students.

This last guiding principle of the instructional coaching model speaks to the true work of the coach providing ongoing PD that is responsive to the needs of the teacher as well as the students. Providing teachers with the appropriate resources helps to support instruction.

4.4. World Language Curriculum

Kristin Mancini reported on K-12 World Language Curriculum

K-4 Spanish Update

New methodology adopted, K-4, using the TPRS approach

Grade K approved and being piloted

Grades 1 - 4 currently writing

Pioneer of the TPRS method, Blaine Ray, returned to teach, and model for teachers, in a 2nd grade Spanish class at Jeffrey School. Mr. Ray also provided modeling and training while teaching at Polson for grade 7 Spanish and grade 8 French.

Ms. Mancini stated that round table discussions take place regarding the pilots.

The curriculum represents Dynamic and living documents –a process is in place for “suggested edits” to unit documents. Ms. Mancini noted that the 5th grade class shipped books which they made for kindergarten students to Costa Rica. The 5th graders enjoyed seeing the pictures of the kindergartners in Costa Rica reading their books.

4.5. Other Matters

No other matters were discussed.

5. Board Members' Comments

No comments were made.

6. Board Committees / Liaison Updates (Ref. Bylaw #9450)

6.1. Planning Committee

Members: Jessica Bowler, Chair; Galen Cawley, Alison Keating

School Utilization Study

The Planning committee reviewed the meeting that took place with Collier Group on 12/13/16. The project is moving forward as planned into the next phase and working toward getting answers to our questions and we are moving towards an 11/7/2017 referendum date.

Reading Coach (Presented earlier in the meeting)

Working with the teachers to help identify their area of focus and be able to support them.

Examples of coaching support:

- Support in planning phase
- Trying different methods with the students
- Reviewing student work
- Watch the coach “model”
- Check in emails/meetings
- Watch the teachers “teach”
- Create a level of comfort moving forward and increase the toolbox tools

World Language Update:

- K-4 Spanish update
TPRS rolling out at kindergarten level
- How is the work going?
Pilot of new curriculum
How to handle what is not working?
Make them living documents
Teachers are meeting and discussing what is working and what is not
Using Google docs to log this information and then updates are made to the curriculum documents

MITT - Madison Technology Plan

MITT – Madison Instructional Technology Team

The Team has been working on a new Three Year Instructional Technology Plan for the District. Efforts over the past twelve months have focused on development of the plan. Two subcommittees were formed, one to consider devices and impact on network infrastructure, the other to consider software tools and the District's Learning Management System (LMS). Members of each sub-committee presented their conclusions and described the processes used to arrive at their recommendations.

The Software Tools Subcommittee recommended continuing to use Finalsight as the District's main LMS / Parent communication tool for the duration of time covered by this Instructional Technology Plan, and to continue to use Google Classroom as a member of the suite of Google apps currently being used to support the distribution and submission of work assignments.

The Devices Subcommittee concluded that more access to devices is needed to effectively deliver the curriculum. Recommendations regarding device type by grade level, as well as the ratio of devices to students were discussed.

The Finance Committee had initial discussions regarding costs associated with the recommendations in the proposed plan at their meeting earlier this evening.

6.2. Personnel Committee

Members: John Dean, Chair, Alison Keating, Happy Marino

No report was given.

6.3. Policy Committee

Members: Katie Stein Chair; Seth Klaskin, Matt Keller

Ms. Stein reported in the following:

The following policies are being retired and replaced with Curriculum Policy #6070.2. Action will be taken later in the meeting.

Policy #6080.3	Mathematics Education
Policy #6080.4	Social Studies Education
Policy #6080.5	Science Education
Policy #6080.6	Physical Education
Policy #6080.7	Visual Arts Education

Policy #6080.8	Music Education
Policy #6080.9	World Languages Education
Policy #6080.10	Applied Education Program
Policy #6080.14	Health Education
Policy #6080.14.2	Family Life Education
Policy #6080.14.3	Acquired Immune Deficiency Syndrome Education
Policy #6080.14.1	Drugs, Alcohol and Tobacco Education
Policy #6060.1	Early Childhood: Preschool
Policy #6060.2	Early Childhood: Kindergarten
Policy #6060.3	Primary Grades Program
Policy #6060.4	Intermediate Grades Program
Policy #6060.5	Middle Grades Program
Policy #6060.6	High School Program

The following policies are being presented to the full Board for first reading.

Ms. Stein stated that the Committee would like to amend the policies to read "as outlined in the Board of Education approved student handbook".

Policy #4112.1	Certification
Policy #5090.3.3	Student Conduct on School Buses
Policy #5090.3.6.1	Hazing
Policy #5090.3.1	Student Dress
Policy #5120.9	Homeless Students

6.4. Finance Committee

Members: Alison Keating, Chair; Alison Keating, Jessica Bowler, Happy Marino

Ms. Keating reported the following:

2017-2018 Budget recommended budget was discussed. Current health care trends with an increase of 7%, which is an increase of \$110,000. There will be a cost savings with the adult education program, as well as in the technology area.

6.5. LEARN Liaison - Katie Stein

Ms. Stein reported on the following:

Thomas Girard, Superintendent of Waterford Public Schools presented on that district's initiatives and innovations.

Dr. Howley made a presentation "Sustainability in a Time of Change" which provided an overview of RESCs, LEARN's funding management/budget summaries and the resulting challenges and opportunities presented moving forward.

7. Audience Response to Information Presented (Ref. Bylaw #9540.10)

No comments were made.

8. Consent Agenda (Ref. Bylaw #9540.2 and #9540.8)

8.1. Bills Payable: \$5,145.62 2015-2016 Budget and \$434,188.51 2016-2017 Budget

8.2. Line Transfers: \$16,549.35

MOTION: by Bowler seconded by Keating
to approve the Consent Agenda.

AYES: Bowler; Cawley; Dean; Fitzgerald; Keating; Keller;
Klaskin; Stein

NAYS: None

MOTION CARRIED: 8-0

9. Action Item: Minutes of the December 6, 2016 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Klaskin seconded by Keating to approve the
minutes of the December 6, 2016 Board of Education
Meeting.

AYES: Bowler; Cawley; Dean; Keating; Keller;
Klaskin; Stein

NAYS: None

ABSTAIN: Fitzgerald

MOTION CARRIED: 7-0

10. Action Item: To replace the following policies with Policy #6070.2 Curriculum:

#6080.3 – Mathematics Education #6080.4 – Social Studies Education #6080.5 – Science
Education #6080.6 – Physical Education #6080.7 – Visual Arts Education #6080.8 –
Music Education #6080.9 – World Languages Education #6080.10 – Applied Education
Program #6080.14 – Health Education #6080.14.2 – Family Life Education #6080.14.3 –
Acquired Immune Deficiency Syndrome Education #6080.14.1 – Drugs, Alcohol and
Tobacco Education #6060.1 – Early Childhood: Preschool #6060.2 – Early Childhood:
Kindergarten #6060.3 – Primary Grades Program #6060.4 – Intermediate Grades
Program #6060.5 – Middle Grades Program #6060.6 – High School Program

MOTION: by Policy Committee to replace the following
policies with Policy #6070.2 Curriculum.

Dean; Fitzgerald; Keating; Keller; Klaskin; Stein

NAYS: None

ABSTAIN:

MOTION CARRIED: 8-0

11. Old Business

No old business was discussed.

12. Future Agenda Items

No future items were discussed.

13. Meetings / Dates of Importance (see attached)
December/January Calendars

14. Adjournment

MOTION: by Dean seconded by Bowler to adjourn the meeting at 10:10 p.m.

AYES: Bowler; Cawley; Dean; Fitzgerald; Keating; Keller; Klaskin; Stein

NAYS: None

ABSTAIN:

MOTION CARRIED: 8-0

Approved at the 1/10/17 BOE Meeting
LF