

Board of Education Regular Meeting
November 17, 2015
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 7:33 p.m. Chairman Fitzgerald led the Pledge of Allegiance.

Present: Jessica Bowler; Galen Cawley; John Dean; Jean Fitzgerald; Alison Keating; Happy Marino; Cindy Mead; Katie Stein

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

Seth Klaskin entered the meeting at 7:36 p.m.

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

2.1. Recognition: Connecticut Association of Public School Superintendents Student Leadership Award Danielle Marzitelli and Matthew Henry

Superintendent Scarice stated what a great accomplishment these students have made and recognized the parents and what a big impact that they had on their children.

Superintendent Scarice introduced Daniel Hand High School Principal Salutari. Principal Salutari read the following regarding Danielle Marzitelli and Matthew Henry

Danielle Marzitelli

It is my pleasure to introduce to you Danielle Marzitelli as one of Daniel Hand's recipients of the 2015-16 CT Association of Public Schools Superintendents Award. Danielle has grown into a great leader in our school and community. As a student, she has earned remarkable grades in our most challenging courses. Due to her efforts, she has earned many academic awards including, the D.H.H.S. Social Studies Academic Excellence Award and the D.H.H.S. Outstanding Spanish Achievement Award. Her teachers describe her as a great role model, top of her class, motivated, passionate, and sincere. One teacher stated, "Danielle sustained superior academic performance in my class, she is a great role model." Another teacher stated that Danielle is a respectful, hard-working student who enjoys learning."

Outside of the school community, Danielle has volunteered through her church youth group by serving meals in local homeless shelters, raising funds for various causes, and volunteer work during mission trips to Massachusetts and New Jersey. Additionally, she has dedicated many hours of community service to the VA Hospital where she has gained a great appreciation for the service and sacrifice of our veterans. In our school community, she tutors classmates, assists in

organizing books at a local elementary school, volunteers at our local library as a “Reading Buddy”, and is involved in a variety of social awareness groups and an environmental group.

Danielle is an outstanding student and person who is very deserving of this special recognition.

Matthew Henry

It is my pleasure to introduce to you Matthew Henry as one of Daniel Hand’s recipients of the 2015-16 CT Association of Public Schools Superintendents Award. Matthew Henry has been a constant source of leadership and commitment at Daniel Hand. He is described as a “student of life”; someone who pursues knowledge for knowledge sake. In the classroom, he has many outstanding academic accomplishments and has demonstrated intellectual proficiency across the disciplines as he has the ability to comprehend subjects at the core level. His teachers discuss his, “motivation, maturity and strong ability to express himself orally and on paper.” He is also a very talented artist where his work is truly creative and reflects strong analytical thought. Teachers in his core classes are overjoyed that Matt will integrate his artistic aptitude in class projects. Unanimously they describe him as, “bright, articulate conscientious and creative.” Matthew embodies all the qualities for success academically and socially. He sticks to his beliefs and will not be easily swayed. He delights in learning and is excited for college in order to pursue his passions at the next level.

Outside the classroom, Matthew is involved with athletics and community and school service. He was a former participant in the Madison Youth Soccer Club and is currently a member of the D.H.H.S. soccer team and also a member of a regional team. Matthew has also contributed to many school and civic organizations. He is a D.H.H.S Peer Advocate, a member of the Diversity Club, and plays in the D.H.H.S. Orchestra. Matthew also volunteers his time at Yale New Haven Hospital.

Matthew is an outstanding student and person who is very deserving of this special recognition.

2.2. Recognition: American Education Week
Mike Ginsberg, MEA President, Paul Coppola, MEA Vice President

Superintendent Scarice stated how important our teachers are and the impact they have on students. Superintendent Scarice noted that a former student of Daniel Hand High School who is currently a freshman at Yale reached out to her former DHHS teacher to let her know that she was being published in the Spanish Literary Magazine. Superintendent Scarice stated that it’s these moments when former students reach out, that you feel like you are doing your job.

Ms. Fitzgerald quoted the following:

William Butler Yeats once said, “Education is not filling a pail, but the lighting of a fire.”
Really good teachers know how to light that fire.

Really good teachers inspire their students to look, but they don’t tell them what to see.

Really good teachers show students to read not to contradict and confute, but to weigh and consider the possibilities.

Really good teachers focus on the question rather than the answer.

Really good teachers know that it is as much about passion as it is about reason.

Really good teacher's help their students to find their place

Really good teachers care for their craft, they have a passion for it, and convey that passion to their students.

Really good teachers inspire hope, ignite the imagination, and instill a love of learning.

Really good teachers watched the events unfold in Paris this past week and thought about how they would help their students make sense of it.

Really good teachers care, nurture, and develop the minds and talents of their students.

And really good teachers teach because in the end it's the most effective and enjoyable way to change the world.

So, on behalf of the board and parents in our district thank you, to all the teachers in Madison, who are all really good teachers.

2.3. Recognition: Madison Association of Educational Supportive Services (MAESS)
Chris Auffant and Judy Shaw - MAESS Co-Presidents

Superintendent Scarice stated that American Education Week presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education. Superintendent Scarice gave the following statement regarding the history of American Education Week: The National Education Association was one of the creators and original sponsors of American Education Week. Distressed that 25 percent of the country's World War I draftees were illiterate and 9 percent were physically unfit, representatives of the NEA and the American Legion met in 1919 to seek ways to generate public support for education. The conventions of both organizations subsequently adopted resolutions of support for a national effort to raise public awareness of the importance of education. In 1921, the NEA Representatives Assembly in Des Moines, Iowa, called for designation of one week each year to spotlight education. In its resolution, the NEA called for: "An education week observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting those needs." The first observance of American Education Week occurred December 4-10, 1921, with the NEA and American Legion as the cosponsors. A year later, the then U.S. Office of Education joined the effort as a cosponsor, and the PTA followed in 1938. Other cosponsors are the U.S. Department of Education and national organization including the National; PTA, the American Legion, the American Association of School Administrators, the National School Boards Association, the American Federation of Teachers the American School Counselor Association, the Council of Chief State School Officers, the National School Public Relations Associations, the national Association of State Boards of Education the National Association of Elementary School Principals, and the National Association of Secondary School Principals. American Education Week is always celebrated the week prior to the week of Thanksgiving.

Ms. Fitzgerald quoted the following:

The Ever Increasing Burden on America's Public Schools

BY JAMIE ROBERT VOLLMER

America's public schools can be traced back to the year 1640. The Massachusetts Puritans established schools to: 1) Teach basic reading, some writing and arithmetic skills, and 2) Cultivate values that serve a democratic society.

Sadly many people believe that this is still the limited scope of the schools responsibilities. But in reality, we have continued to add to the responsibilities and expectations of the schools.

From 1900 to 1910, we shifted to our public schools responsibilities related to

- Nutrition
- Immunization
- Health (Activities in the health arena multiply every year.)

From 1910 to 1930, we added

- Physical education (including organized athletics)
- The Practical Arts/Domestic Science/Home economics (including sewing and cooking)
- Vocational education (including industrial and agricultural education)
- Mandated school transportation

In the 1940s, we added

- Business education (including typing, shorthand, and bookkeeping)
- Art and music
- Speech and drama
- Half-day kindergarten
- School lunch programs (We take this for granted today, but it was a huge step to shift to the schools the job of feeding America's children one third of their daily meals.)

In the 1950s, we added

- Expanded science and math education
- Safety education
- Driver's education
- Expanded music and art education
- Stronger foreign language requirements
- Sex education (Topics continue to escalate.)

In the 1960s, we added

- Advanced Placement programs
- Head Start
- Title I
- Adult education
- Consumer education (purchasing resources, rights and responsibilities)
- Career education (occupational options, entry level skill requirements)
- Peace, leisure, and recreation education [Loved those sixties.]

In the 1970s, the breakup of the American family accelerated, and we added

- Drug and alcohol abuse education
- Parenting education (techniques and tools for healthy parenting)
- Behavior adjustment classes (including classroom and communication skills)
- Character education
- Special education (mandated by federal government)
- Title IX programs (greatly expanded athletic programs for girls)
- Environmental education
- Women's studies
- African-American heritage education
- School breakfast programs (Now some schools feed America's children two-thirds of their daily meals throughout the school year and all summer. Sadly, these are the only decent meals some children receive.)

In the 1980s, the floodgates opened, and we added

- Keyboarding and computer education
- Global education
- Multicultural/Ethnic education
- Nonsexist education
- English-as-a-second-language and bilingual education
- Teen pregnancy awareness
- Hispanic heritage education
- Early childhood education
- Jump Start, Early Start, Even Start, and Prime Start
- Full-day kindergarten
- Preschool programs for children at risk
- After-school programs for children of working parents
- Alternative education in all its forms
- Stranger/danger education
- Antismoking education
- Sexual abuse prevention education
- Expanded health and psychological services
- Child abuse monitoring (a legal requirement for all teachers)

In the 1990s, we added

- Conflict resolution and peer mediation
- HIV/AIDS education
- CPR training
- Death education
- America 2000 initiatives (Republican)
- Inclusion
- Expanded computer and internet education
- Distance learning
- Tech Prep and School to Work programs
- Technical Adequacy
- Assessment
- Post-secondary enrollment options
- Concurrent enrollment options
- Goals 2000 initiatives (Democrat)
- Expanded Talented and Gifted opportunities
- At risk and dropout prevention

- Homeless education (including causes and effects on children)
- Gang education (urban centers)
- Service learning
- Bus safety, bicycle safety, gun safety, and water safety education

In the first decade of the twenty-first century, we have added

- No Child Left Behind (Republican)
- Bully prevention
- Anti-harassment policies (gender, race, religion, or national origin)
- Expanded early childcare and wrap around programs
- Elevator and escalator safety instruction
- Body Mass Index evaluation (obesity monitoring)
- Organ donor education and awareness programs
- Personal financial literacy
- Entrepreneurial and innovation skills development
- Media literacy development
- Contextual learning skill development
- Health and wellness programs
- Race to the Top (Democrat)

We have added all these things with little to no increase in the hours in a school day or the days in a school year. So the question becomes how do schools do it? The answer is with the help of the incredible support staff that are the members of MAESS. So from the bottom of our hearts please know that your work is acknowledged and respected as an integral part of the Madison Public School system.

Mr. Mike Ginsberg stated that he was grateful to the Board for taking time out to recognize the work they do. Mr. Ginsberg also thanked the Board for all of the work they do.

2.4. Recognition: The District is being recognized at the 2015 CABA/CAPSS Convention on November 20th as a Level II CABA Board Distinction Award Recipient

Superintendent Scarice made the following statement.

CABA believes that Boards of Education and Educators which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The CABA Board Recognition Awards are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One CABA Board Leadership Award.

In order to appropriately recognize those Boards which are truly exemplary, CABA has now established a second level of awards, the Board of Distinction Award. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the Board of Distinction Award. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

The District will be recognized at the CABA/CAPSS Convention on Friday, November 20th for Level II - CABA Board of Distinction Award.

2.5. Public Participation

No comments were made.

3. Board of Education Student Representatives' Report Paige Calvert and Aidan Hughes

Ms. Calvert and Mr. Hughes reported on the following:

Exams start this Friday and continue on to next Monday and Tuesday.

The DHHS play this year is MASH. The show dates are December 3-5, 2015. Tickets will be going on sale soon.

Leadership meeting was held to discuss Go Joe Go day. On December 17th the students will all be wearing blue in honor of Joe. There will be Go Joe Go bracelets for sale. Students will be able to make video messages that will be sent on to Joe wishing him a happy holiday as well as a speedy recovery.

Next Tuesday the powder puff girls will be played at DHHS turf at 7:00 PM.

Next Wednesday is the last football game of the season. DHHS will be playing against Guilford High School

4. Superintendent's Report Thomas R. Scarice

4.1. Overview of District Vision (on file)

Superintendent Scarice stated that over the last 3-4 years the District Vision has had a significant number of community members (50-60) involved developing it

4.2. SBAC Report (on file)

Superintendent Scarice made the following statement regarding SBAC.

Tests are designed with a purpose. The SBAC test was designed to measure the college and career readiness level of students through their achievement on the Connecticut Core educational standards in English Language Arts and Mathematics in grade 3-8 and 11. In addition, as in prior years, the science CMT/CAPT test was administrated in Grades 5, 8 and 10.

One Singular test provides an extraordinarily limited view of individual student performance. This particular test is based on an incomplete view of “college and Career readiness”. In fact, this test endeavors to provide parents and educations with a predictive measure of an individual student’s college and career readiness by mere achievement of educational standards in English Language Arts and Mathematics. The reliability of these predictions is imprecise and suspect at best.

Resources provided by the CSDE clearly start that characterizing a student’s achievement solely in terms of falling in one of four categories is an oversimplifications, and that the

specific achievement levels should not be interpreted as infallible predictors of student's failures.

Perhaps most concerning in the student reports is the definitive nature of the claims made about an individual student based on one test. This can be found in the language that declares whether or not your child has "met the achievement level" expected for a specific grade, and whether or not your child will need "substantial support to get back on track for success in the next grade". These claims are particularly alarming given the inadequacies, imperfection and lack of reliable evidence on one singular test to make such assertions. A balance of assessment tools at the school level provides a more complete picture of individual student performance, as well is timely and actionable data. We encourage parents to look at student performance over various measures understanding the academic performance of their child

4.3. Program of Studies at Daniel Hand High School (Gail Dahling-Hench and Anthony Salutari) English Language Arts Black American Literature – New Course Language Arts Course Titles and Descriptions (on file)

Principal Salutari reported to the Board the Program of Studies for 2016-2017 at Daniel Hand High School. Principal Salutari discussed the homework regulations in order for the students to engage in a meaningful learning experience out of the classroom. Principal Salutari also stated that homework policies/expectations are clearly communicated at the beginning of each course and posted in the teacher's website. Principal Salutari noted that teachers should refrain from making assumptions about availability of resources available in students' homes, such as technology (internet, printer, etc.), and provide accommodations for unexpected technology glitches.

Principal Salutari also discussed the time management planner. If typical nightly homework assignments are expected to take longer than 30 minutes, the expectation is communication in the Program of Studies. As students elect their courses for next year, they will be provided a Homework Time Commitment Chart to help estimate their schedule. The goal is for the students to achieve a balance among their free and family time, their academic commitments, and their extracurricular activities, in and out of school.

Principal Salutari also discussed new courses Introduction to Business, Black American Literature, Advanced Placement Computer Science as well as Effective School Solutions. Principal Salutari also provided a list of current class titles with their new class titles for 2016-2017 school year. Also noted that there are three courses that will be removed from the 2016-2017 Program of Studies.

4.4. Daniel Hand High School Report Class of 2015 (Jen Hawley) (on file)

Ms. Hawley presented to the Board the DHHS Class of 2015 Report which included ACT score summary, SAT score summary and the advanced placement summary. Ms. Hawley also presented the Board with the post-secondary plans for the class of 2015

4.5. 2016-2017 School Calendar

Superintendent Scarice noted that there is a draft of the 2016-2017 District school year calendar in the Board package. Superintendent Scarice stated that the next step will involve the calendar going to the Policy Committee.

4.6. Other Matters

Superintendent Scarice reported that the Board of Selectmen and the Board of Finance will be attending the December 15, 2015 Board of Education regarding an update on the School Utilization Study and Health Insurance (Joe Spurgeon).

Superintendent Scarice handed out to the Board a copy of a preliminary draft of the Budget Assumptions for them to review.

Superintendent Scarice spoke about an article from The Washington post regarding a venture capitalist exploring education. Superintendent Scarice stated how Ted Dintersmith along with Dr. Tony Wagner recently released a book titled “Most Likely to Succeed: Preparing Our kids for the Innovation Era” Also, earlier this year there was a documentary produced “Most Likely To Succeed”.

5. Board Members' Comments

No comments were made.

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

6.1. Planning Committee

No report was given.

6.2. Personnel Committee

Mr. Dean reported that the Personnel committee met last Thursday into Friday regarding an agreement with the teachers union. The teachers union is in the process of reviewing with their Board and will be meeting again with the Personnel Committee. Mr. Dean said he is hoping it will be voted on.

6.3. Policy Committee

No report was given.

6.4. Finance Committee

No report was given.

6.5. LEARN Liaison

No report was given.

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: \$14,273.10 2014-2015 Budget and \$212,157.66 - 2015-2016 Budget

8.2. Line Transfers: \$1,072.04

MOTION: by Bowler seconded by Keating
to approve the Consent Agenda.
AYES: Bowler; Cawley; Dean; Fitzgerald; Keating;
Klaskin; Marino; Mead; Stein
NAYS: None
ABSTAIN:
MOTION CARRIED: 9-0

9. Action Item: Minutes of the November 10, 2015 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Klaskin seconded by Bowler to
approve the minutes of the November 10, 2015 Board
of Education Meeting.
AYES: Bowler; Cawley; Dean; Fitzgerald; Keating;
Klaskin; Marino; Mead; Stein
NAYS: None
ABSTAIN:
MOTION CARRIED: 9-0

10. Action Item: Designation of Standing Committee Membership (Ref. Bylaw #9450)

Planning

Jessica Bowler, Chair
Cindy Mead and Galen Cawley

Personnel

John Dean, Chair
Alison Keating and Happy Marino

Finance

Cindy Mead, Chair
Alison Keating and Jessica Bowler

Policy

Alison Keating, Chair
Katie Stein and Seth Klaskin

LEARN Liaison

Katie Stein

MOTION: by Keating seconded by Klaskin to approve the designation of Standing Committee members.

AYES: Bowler; Cawley; Dean; Fitzgerald; Keating; Klaskin; Marino; Mead; Stein

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

11. Action Item: Designation of Capital Improvement Program Committee Members

Jean Fitzgerald and Jessica Bowler

MOTION: by Keating seconded by Mead to approve designation of Capital Improvement Program Committee Members.

AYES: Bowler; Cawley; Dean; Fitzgerald; Keating; Klaskin; Marino; Mead; Stein

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

12. Action Item: Connecticut State Department of Education District Consolidated Application for ESEA Federal Grants 2015-2017 (Reference Bylaw #9540.8)

MOTION: by Bowler seconded by Klaskin approve the application for the Connecticut State Department of Education District Consolidated ESEA Federal Grants 2015-2017.

AYES: Bowler; Cawley; Dean; Fitzgerald; \Keating; Klaskin; Marino; Mead; Stein

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

13. Old Business

No old business was discussed.

14. Future Agenda Items

Superintendent Scarice stated that the next Public Hearing will be held on December 8, 2015.

15. Meetings / Dates of Importance (see attached)

November-December

16. Adjournment

MOTION: by Dean seconded by Bowler to adjourn the meeting at 9:52 p.m.

AYES: Bowler; Cawley; Dean; Fitzgerald; Keating; Klaskin; Marino; Mead; Stein

NAYS: None

ABSTAIN:

MOTION CARRIED: 9-0

Approved at the December 1, 2015 BOE Meeting
LAF