

**MEETING OF BOARD OF EDUCATION
MONTVILLE HIGH SCHOOL
SUPERINTENDENT'S CONFERENCE ROOM
October 15, 2019 at 6:00 p.m.**

2018-2019 Board of Education Goal:

To engage in a cycle of continuous improvement to ensure all students are educated with high standards and achieve at the highest levels of learning in the Montville Public Schools.

Item 1. Call to order/ Pledge of Allegiance

Board Chair Robert Mitchell called the meeting to order at 6:00 p.m. All stood and pledged the flag. Board members present were: James Wood, Colleen Rix, Daniel Boisvert, Steven Loiler, Monica Pomazon, Dana Ladyga, Joseph Aquitante and Sandra Berardy.

Also present were Superintendent of Schools Laurie Pallin, Assistant Superintendent Dianne Vumback, Business Manager Kathy Lamoureux, Administrators Heather Sangermano, Rob Alves, M.J. Dix, Jason Daly, Amy Espinoza, Jill Mazzalupo, Will Klinefelter, David Gollsneider, Denise Dunning and Laura Zurell, and Town Council Liaison Wills Pike.

Presentation: A) Montville Marvels

It is recommended that the Board of Education acknowledge the following students, teachers, and community members in the areas noted:

Mohegan School: Montville Marvels. For his academic and social growth during his short time at Mohegan Elementary School: Daniel Morales.

For being a stellar student and person in all areas: Choenyi Lhatso.

Presented by Dan Boisvert and Will Klinefelter.

Murphy: Montville Marvels. For her contributions to school climate through the Rock Council: Melissa Ambrosio.

For their contributions to school climate by creatively educating the school as to our behavioral expectations at our quarterly town hall meetings: Ryley Desjardins, Bailey Torello, Beckett LaFleur, Tyler McLaughlin, Marcus Guerrero, Sienna Gressly, Sam Cook, Alexa Tufares, Isabella Peltier, Isabella Estelle, Tyler Macierowski and Jackson Holmes.

Presented by Colleen Rix and Amy Espinoza.

Oakdale School: Montville Marvels. For the effort put into understanding, planning, and preparing for the implementation of the NGSS science standards: Kelly Teuner, David Autencio and Jennifer Lathrop.

For their achievement, outstanding effort, and persistence in science: Ciena Feragne, Ethan LaCross, and Olivia Chin.

Presented by Steven Loiler and Jill Mazzalupo.

B) Oakdale School; NGSS Science Standards and Practices

Principal Jill Mazzalupo reported on Oakdale School's goal work for the 2019-2020 school year. She shared both the process for identifying the goals along with the data which has been analyzed. Setting school wide goals is part of the continuous cycle of improvement. Elementary teachers play a critical role in building the foundation for the future success of the students of Montville Public Schools. We engage in the goal setting process in order to deliver on the promise of high achievement for all students and to eliminate the opportunity gap to ensure that every graduate is a critical, creative and collaborative problem solver, ready to enter college and career in a global society.

Theory of action: If Central Office commits to working collaboratively with all stakeholders to effectively manage resources to offer high quality programs by utilizing research based curriculum focused on problem-solving, active engagement and cognitively complex tasks along with clearly defining effective instructional strategies, then principals will be able to give accurate and useful feedback about teachers' strengths and areas of need, as well as provide opportunities for relevant professional learning which will help teachers deliver high quality instruction, which will help students learn at high levels as measured by higher student achievement. This theory in action is based upon the understanding that improvement is a process and that the actions of many people will impact student outcomes and that through our collective efforts we will have the ability to make great changes.

We have a PBIS program at Oakdale School, and our expectations are: be responsible, be respectful, be safe and build community. It goes without saying that a positive climate begins with the adults. We looked at the responses from the staff to the statement on the school climate survey, "The culture of the emotional climate of the school is positive and supportive.", a question which was posed to staff on three different occasions over the past 6 years. Over time the response from staff to this question has changed. In 2013-14, the majority of the staff reported that the climate was positive and supportive most of the time or all of the time. In the most recent survey these feelings have shifted, and this data really stood out to me because I know that emotions matter. In order to create a positive environment for our students we must make sure that our adults feel positive and supported; we have some work to do in this area. This data was reported to the school leadership team recently. We have made it a goal this year to make sure that everyone feels supported and happy to be at Oakdale School.

This year at Oakdale School we will be focusing on Reading Achievement. At the top of the chart you will see some SBA Data from 2015-2019 beneath that there is some math data. In 2015 the entire district was focused on student achievement in the area of math, Oakdale School has seen solid growth over time in Math, but we noticed that we have not seen the same gains in reading, so that is where we are focusing our efforts this year. The data was presented to staff members and they all created student goals in the area of reading. Each student will have individual goals and we will work as a team to look at the types of interventions students are receiving during their WIN (What I Need) time. During this time every student goes somewhere to receive strategic intervention in their area of need.

We are beginning to implement the new NGSS standards. In November of 2015 the State Board of Ed adopted the new NGSS Standards. At the time of adoption the Connecticut Science Standards were eleven years old, and there was new research that said students should be learning science in a different way. These new standards are intended to engage learners by dramatically changing how science is taught, the most notable change is that students will be using science and engineering principles to observe, figure out, explain and provide evidence about what they are learning in a collaborative environment. The state presented a five year plan which Montville is closely aligned with. After years of preparing for the roll out of these new standards, students in grades 5, 8 and 11 took the NGSS assessment for the first time last spring. This year in K-5 one new unit is being implemented. These new standards are necessary because there have been major advancements in science and we want our students to be prepared for the future.

82% of last year's 5th graders at Oakdale School were proficient or above when tested in the spring, this is a testament to the work that the teachers have done working collaboratively to implement these changes.

Motion: To add Item 11, executive session.

Moved by: Colleen Rix
Seconded by: Steven Loiler
Vote: Carried (Vote 8-0)

Item 2. Hearing of delegates and citizens (regarding agenda items only)

None

Item 3. Letters and communications.

None

Item 4. Approval of the consent calendar.

Motion: That the Board approves the consent calendar as presented.

Moved by: Steven Loiler
Seconded by: Colleen Rix
Vote: Carried (vote 8-0)

a. Budget report from Kathy Lamoureux, Business Manager.

We would like to update the salary accounts previously reported on:

- *Certified staff (object 111) we continue to project a small surplus in the certified salary line item. Currently there was a late resignation that created a vacancy of a 0.5 art position at Mohegan Elementary School which is being covered with a substitute. Additionally there is a position at the High School being covered with a long-term substitute. Additionally, a teacher has requested an extended leave of absence which will result in his/her contract being adjusted. Once the leave is completed, we will be able to report the amount this leave will add to the projected surplus.*
- *Paraprofessional staff (object 116) - As you are aware, based on the Superintendent's weekly reports, there has been a need to hire additional paraprofessionals. This will increase the projected shortfall, however, because of the volatile nature of this account we will continue to monitor this and report out later as school year progresses. Currently only approximately 1/10th of the school year has been completed therefore, it is difficult to project this account with any certainty.*

New accounts to report:

- *Salary noncertified (object 112) - The projection appears to have a surplus at this time. This is the result of new hires, employees hired later than anticipated and the transportation department not being fully staffed. As the Superintendent's weekly report noted, the transportation department is continuing its hiring and training so we will continue to monitor this account and report out later in the school year.*
- *Salary monitors (object 113) projection appears to have a small shortfall. There are more monitor hours at the High School and Middle School per day than were budgeted. However, with the school calendar having some half days, we feel this account may land close to the budgeted amount unless there is an unanticipated need to add additional hours.*
- *Salaries for tutors and substitutes (object 114/120) are based on the school calendar and the pay calendar. In order for a good projection we will need to track these salary accounts as the school year progresses and more information is gathered.*

Regular Tuition (object 1100/560):

- *Learn Magnet Schools (RMMS, Friendship, Dual Language, Marine Science and Three Rivers) were budgeted for 79 students at a cost of \$312,243. Based on the 10/1 enrollment, it is projected that there are 72 students attending which will cost \$279,236 resulting in a surplus of \$33,000. An important note is there are an additional seven students attending the PK3 and 11 PK4 at the Friendship school with the parents paying the tuition for these children.*
- *New London Magnet Schools (Nathan Hale, Winthrop, Arts and Stem) were budgeted for 115 students at a cost of \$365,125. Based on the 10/1 enrollment it is projected that 91 students are attending at a cost of \$296,019 resulting in a surplus of \$69,100*

We are still waiting the Vo-Ag, Great Path, ACT and any other magnet schools with Montville residents enrolled that may have a tuition cost associated with them to determine the total surplus in this budget line item.

Capital Projects:

The sandpro was funded at \$25000 and was purchased under a State Contract and has been received for a total cost of \$24,949.60

Tyl Fire Pumps purchase orders have been issued for the \$73,000 which was funded in the capital plan

School vans were funded at \$53,000 and vans were purchased under a State Contract; they have been received for a total cost of \$46,994.34

Carpeting at Tyl was funded for \$52,559 which was replaced by BT tile and has been completed.

Tyl wireless was just approved by E-rate and Nic is in the process of coordinating the project and completing purchase orders.

Other projects under the capital plan which will be reported in the future include the Oakdale parking lot engineering, district security upgrades, and the Murphy roof project.

Item 5. Unfinished Business

- a. Set date for Community Forum.

Motion: To set November 14th at 6:00 P.M. as the date for the community forum.

Moved by: Jim Wood
Seconded by: Dana Ladyga
Vote: Carried (Vote 8-0)

Thursday, Nov. 14....gives people a month's notice and is a regularly scheduled meeting of the Communications Committee.

b. School Safety Report.

The committee met on Sept. 24th and established year 1 goals for use of security grant funds. Our first priority is to secure the vestibules and main offices to further restrict visitors' access to areas of the schools with students in them and to get higher quality walkie talkies in the buildings. Vic Lenda spoke to the committee about the goal of adding security personnel at each of the schools. He requested that committee members attend the next Public Safety Commission meeting which is scheduled for Oct. 28th. We are currently in the process of finalizing revisions to our district safety plan.

Item 6. New business

- a. Consideration and action to appoint a delegate to the CABA Delegate Assembly, November 14, 2019, Mystic Marriott, Groton.

Motion: That the Board appoints Bob Mitchell as the Montville delegate.

Moved by: Collen Rix
Seconded by: Steven Loiler
Vote: Carried (vote 8-0)

- b. Consideration and action to set June 17, 2020 as the graduation date for Montville High School.

Motion: That the Board sets June 17, 2020 as the graduation date for Montville High School.

Moved by: Monica Pomazon
Seconded by: Colleen Rix
Vote: Carried (vote 8-0)

Based upon the changes in legislation effective July 1, 2019, the BOE no longer needs to wait until April 1st to establish a graduation date. A firm date can be set at any time during the year provided that the date falls no earlier than the 180th day noted on the original calendar approved by the Board. Therefore I am asking that the Board set June 17 as the graduation date at MHS.

- c. Report on State Assessments.

Superintendent Pallin and Assistant Superintendent Vumbach presented the 2019 Assessment Date for Montville Schools.

Smarter Balanced Summative Assessments in English Language Arts and Math. This assessment is given to students in grades 3 through 8.

There are two ways we will present our student performance, by achievement and by growth. We will begin with showing you our students' achievement. Achievement or proficiency is a one-time snapshot measurement of a student's academic performance.

Smarter Balanced Achievement Levels: *The results of the Smarter Balance Assessments are based on Smarter Balanced Vertical Scale for ELA and Mathematics, a scale that spans the grades from 3 through 8. The ELA and Math scales range from around two thousand one hundred to two thousand eight hundred.*

Each vertical scale score is mapped into one of the four achievement levels per grade. The achievement level designations are Level 1 – Not Met; Level 2 – Approaching, Level 3 – Met and Level 4 – Exceeded.

SBA Math Percent at Level 3 and 4 (State and MPS): *Here we show you achievement change, which compares student achievement for all grades COMBINED across the years. Here you can see the improvement through the years.*

- *The percentage of students meeting or exceeding proficiency IN MONTVILLE from 2015 to 2019 has increased 20.4 percentage points*
- *The percentage of students meeting or exceeding proficiency ACROSS THE STATE from 2015 to 2019 has increased 8.0 percentage points*
- *Additionally, in 2015, we were behind the state average, making impressive growth from 2016 forward.*
-

SBA Math Proficiency by Grade Level

This slide shows the achievement change BY GRADE LEVEL from 2015 to current year 2019. Looking at the chart, you see

- *Significant growth from 2018 to 2019 in grades 4 and 7; moderate growth in grades 5 and 8.*
- *The decrease in proficiency in grades 3 and 6 may be due to a particularly high performing group of third and sixth graders, as the growth the year before appears to be more on par with a logical growth progression with this year.*
-

DRG F sorted by percent of students at Level 3 and 4 in MATH

This slide shows how Montville students performed overall on the smarter balance in Math compared to districts in our DRG, or district reference group. We ranked second in terms of the percentage of our students meeting or exceeding proficiency.

Performance Based Upon Growth – Math Growth Targets

The following slides in Math will show you student growth.

Student growth data compares the achievement of the same student from one grade in year 1 to the next higher grade in year 2.

This matched approach allows us to quantify the amount of growth achieved by the same students near the end of one grade to the end of the next grade. This is a good measure of curriculum and instructional effectiveness.

This slide shows you the expected growth for each student – based on their assessment scores from last year, they are given an achievement target, allowing educators to monitor student growth in achievement towards those targets, and identify students who are not growing at an adequate rate.

Math, Percent of Students who met their Growth Targets

Here we see that 45.9% of our students met their growth target, compared to the state average of 42.9%.

DRG F Sorted by 2019 Math Growth

This slide shows Montville students' growth overall on the Smarter Balance Math compared to school districts in our DRG. We ranked second in terms of the percentage of our students achieving their growth target.

ELA Percent at Levels 3 and 4 from 2015 and 2019

Here we show you achievement change, which compares student achievement for all grades COMBINED across the years. Here you can see the improvement through the years.

- *The percentage of students meeting or exceeding proficiency IN MONTVILLE from 2015 to 2019 has increased 7.2 percentage points*
- *The percentage of students meeting or exceeding proficiency ACROSS THE STATE from 2015 to 2019 has increased 3.3 percentage points*
- *Montville has consistently been ahead of the state average since 2015.*

SBA ELA Proficiency by Grade Level (State and MPS)

This slide shows the achievement change BY GRADE LEVEL from 2015 to current year 2019. Looking at the chart, you see

- *Significant growth from 2018 to 2019 in grades 4 and 7; moderate growth in grades 5 and 6.*

- *A decrease in proficiency in grades 3 and 8.*

DRG F sorted by Percent of Students Scoring Level 3 and 4 in ELA

This slide shows how Montville students performed overall on the smarter balance in ELA compared to districts in our DRG. We ranked third in terms of the percentage of our students meeting or exceeding proficiency.

ELA – Percent of Students who Met their Growth Targets

Here we see that 43.8% of our students met their growth target, compared to the state average of 39.9%.

DRG F Sorted by 2019 ELA Growth

This slide shows Montville students' growth overall on the Smarter Balance ELA compared to school districts in our DRG. We ranked third in terms of the percentage of our students achieving their growth target.

Item 7. Committee and liaison reports:

- a. Policy- At the policy committee meeting we reviewed the 2000 series of policies on Administration. These include policies on the role, recruitment, and evaluation of the superintendent, an administrative organizational chart, maintenance of the policy manual, and educational research conducted in our schools.*
- b. Educational Evaluation – No meeting was held tonight.*
- c. Communications Committee – No meeting, replaced November meeting with the community forum and will meet to review results in December.*
- d. Montville Education Foundation – Superintendent Pallin: I could not attend the meeting last Monday night as my grandson was on his way! Colleen Rix; I will get the results of the gold tournament and report them at our next meeting.*
- e. Principal Reports – Secondary*

Tyl Middle School

1. Academics—Phil Mazerolle's 8th grade science class is off to an engaging start with a hands on 7 day science lab. Students measured the growth of bean plants, one as a control plant and one experimental plant. The plants were germinated from seed with the control plant given light, oxygen, water and the experimental plant given the same amount of acid

based liquid, sun, oxygen. Growth rates were measured for both plants every day and recorded on data charts. Once the experiment was set up, students set to work writing up their formal reports which included graphing and analyzing their data. Students then are posed a question about DNA, Will the DNA change due to environmental differences? I.e.; will beans that are smaller due to growth conditions reproduce smaller beans?

Extra-Curricular

2. School Counselor Meghan Coiro and Social Worker Sasha DiScuillo along with the 8th grade teachers coordinated a Clap Out for the Senior Football Players, Soccer Players and cheerleaders. The half day of October 4 was Tyl Spirit Day and the school was decked out with orange and black signs covering the hallways. Cheerleaders, football players and soccer players dressed in uniform shirts. 20 minutes before the end of the day, classes entered into the hallways to cheer on the teams in a clap out as they ran a circuit throughout the school hallways and gym. It was simple, fun and a great way to honor our athletes before the football team's last game.

Life FAQ is beginning their mentoring program for 8 eighth graders. Students apply for the mentoring programming and once accepted they meet with their mentor once a week. Students set goals for the academic year and then are monitored by the mentor who reviews grades, attendance and discipline with the student. Last year we saw students appreciate the program and make good progress with their goals. This is the second year of the program at Tyl.

Something Extra, Culture, Climate

3. Advisory was re-organized this year and held every week for the first five weeks of school. Groups are between 10-12 students and are using the restorative circle to facilitate communication. The purpose is to provide a safe place for all students and create a space where they feel comfortable and respected and are given the chance to talk without judgement. Topics range from goals in school, how to make Tyl a better place, community and team work and then working together to create something. The first weeks will culminate in Tyl Day. A block is set aside for team building activities for each grade level. Activities were developed and organized by PE teacher Kathleen Franchi.

Attendance is a primary focus at Tyl. A new attendance committee was established which includes teachers, counselors, the secondary program leader Denise Dunning and social worker, Sasha DiScuillo. The committee meets every 4 days to review student attendance, make sure families have personal contact from a teacher at school when attendance is of concern and to strategize ways to meet the needs of the student and family. Several email blasts have been sent to parents regarding attendance. Our attendance letters have been re-written to be more parent-friendly and the committee is looking into ways to reinforce good attendance.

Upcoming Events: Advisory Tyl Day—October 22

Cross Country Pep Rally—November 1

Reading and Writing Consultant, Maggie Roberts will be at Tyl on October 31 to meet with ELA teachers throughout the day.

Palmer:

*Academics: The focus for Quarter 1 in English, science and social studies has been the impact social movements have had on America. Each of the three content areas has been working around the Driving Question: How do social movements continue to change in America? In social studies, students have learned about the influential movements of the 20th century such as Prohibition, food safety laws, workers' rights, and child labor laws and have had the opportunity to analyze and discuss primary sources from the era. Science has been focusing primarily on climate change and the direct impact that human activity has on animal and plant species. Students also discussed current teenage activists that are leading the charge in bringing awareness to the issue and evaluated their success. In English, students are reading *One Flew over the Cuckoo's Nest* by Ken Kesey through the lens of how the treatment of mental illness has changed throughout American history.*

Students are beginning their cumulative project that will incorporate components from their English, science and social studies classes. They will be asked to identify three social/environmental problems in American history, determine what factors led to a change and what resulted from that push for change. The goal is for students to evaluate the progress that we have made as a country in various areas and determine if more work needs to be done.

Students in Group 1 have been participating in Kripalu yoga curriculum. Students have participated in 16 sessions to date. This social emotional learning curriculum aligns with the Ruler program of Yale University by aiming to improve the emotional intelligence of students by teaching techniques that increase students' compassion for self, emotional regulation, and empathy for others. Students are taught techniques to be made aware of the experience of stress, breathing and visualization techniques to respond to stress, and relaxation techniques to move beyond stress in a proactive manner.

Extracurricular: The internship program is up and running with the focus being on students developing the soft skills needed for future success in career and college. A majority of our students are working with community partners at locations such as Montville Social Services, all three elementary schools, and UCP to name a few. Several new partnerships have been started this year including Donatello's and Tutto's. The school is always looking to develop new relationships with the community.

Our third group of students, our Pathways program, continue to work with Waterford Country School focusing on animal therapy.

We have had several students participate in football with one girl continuing to be part of the program.

***Culture:** The school community will participate in a Team Building Day at WCS on Tuesday, October 15th.*

MHS

***Academic:** Madeline Horkey is our new Poet Laureate this year. SAT prep class is underway, currently there are 47 juniors enrolled. English teacher Susan Laurencot has been asked to contribute a chapter for a book on teaching practice written by Jason Courtmanche, Director of the CT Writing Project.*

***Extracurricular:** MHS Drama has begun preparing for the December performance of "Radium Girls"- historical fiction centers around events that occurred in the 20s at the US Radium Corporation of Orange New Jersey where several women were poisoned by "their paint brushes" as they painted watch dials.*

Band students have adjusted well to the changes approved by the board last year, and are working hard prepping for their Pep Band performances which include students from all instrumental ensembles- which is a first for MHS

The math team has had a significant increase in participation this year after our 3rd place finish last year among all class S public school.

***Culture:** Advisory- our new structure is in place, all advisory groups are working on community service projects*

We had our first of three Open House style evenings. Included in that evening was a Back to School Night, Financial Aid Night and 7th and 8th grade orientation. We had a great turnout.

***Upcoming events:** October 17th: Dr. Martin Luther King Jr. Scholarship Dinner (Ashley Seldon)*

25th: Homecoming Game vs. Griswold/Wheeler

30th: 8th Grade Visit

November 8th: Community Sing (Music Department)

f. LEARN Bob Mitchell reported meeting was last week going over presentations, LEARN is now doing Eureka Math- Got to know the new LEARN director Katie Ericson

g. CABA/NSBA Bob Mitchell Reported -Hope to see our student reps at the November CABA convention. NSBA- California has withdrawn from the NSBA, also their executive director last week announced he's retiring.

i. Montville Youth Services Bureau – Dan Boisvert; Fall is a busy time of year 10/26 drug take back day, lights on after school, 10/24. Trick or Trunk is 10/26

depending on frost. Pancake breakfast 11/3

j. Student Representative Reports

Ashley Seldon:

Next week we will participate in spirit week and homecoming dance. Student government will be offering incentives to participate. Students can show off their outfits to staff during lunch waves and earn a sash to wear for the day. Staff may also participate and may earn Starbucks gift cards. New graduation requirements for incoming freshman, Spanish 5 students may earn the seal of bi-literacy, which is exciting. Last week was world mental health week, our school has many different support systems to make sure our students are ok. We have guidance, school psychologist and a social worker. Sometimes not all students feel comfortable sharing with an adult. As a school district we need to ensure that all students who do not feel mentally stable are accounted for. We need to continue to ponder and collaborate on how we can create safe spaces and forums at MHS for at risk students to seek help at the same time the conversation on mental health issues prevalent in teenage lives needs to become a narrative that is commonly discussed in classrooms. They can start with school articles and surveys but there is also a need for action.

Sandra: Don't we have a group of student mentors who students can speak with? Heather: I had heard there was a group in the past but that has not been the case in the last couple of years. Sandra: I believe that was very successful because sometimes students do not feel comfortable speaking with adults.

David Baukus:

Theater troupe is off to a strong start, student participation in clubs is extremely important. Student have begun to reach out to local businesses to secure advertising and to promote the show. There are 21 more rehearsals until opening night on December 5th. Casting crew are all putting in a lot of effort to get this production rolling and with Mrs. Walsh as the director she is holding the production up to the same high standard which previous production have been held to.

October is a busy month as spirit week and homecoming are coming soon. Students are ready to purchase tickets and are excited for the upcoming game and dance. Students chose the themes for spirit week in their advisory classes.

h. Other; Our board will have a new face in the coming months. We want to say a thank you to the members that are not going to be here.

Item 8. Superintendent's Report

a. Report from the Director of Special Services – Ms. Paula LaChance

I continue to meet with staff throughout the district on a regular basis which allows me to monitor programs, student progress and staffing needs. This month we took in 2 new special education students at the high school and one in primary grades. We have a few students really struggling emotionally to a level that is requiring additional measures. We have commissioned two FBAs to be conducted by the BCBA we have contracted with. Both of these students may need a change in placement. One being within the district with the other with more significant needs being a potential outplacement.

Last week my program leaders attended our annual ConnCase conference that had a very inspirational speaker on what is called the “Attuned School” which focuses on Relationships, regulation and resiliency thereby creating an emotionally safe, well-regulated, nurturing and attuned educational environment. Also covered at the conference were the new guidelines for transition implementation. Schools are now required to create transition goals for 14 year old students with an autism disability.

The new IEP will be piloted in 2021-22 with an implementation date for 2022-23. They have also indicated that all special education data will be in one system which will speak to PSIS and there will be no need for SEDAC. What this means for us is a much smoother state reporting process. Lastly discussed was the fact that all throughout CT the Special education numbers are going up while general education population is declining.

The family transition night last week was a success with 12 or 13 families in attendance coming from Tyl, MHS and the Transition Academy. The speakers assisted parents in navigating the DDS pipeline informing them of all the available services while they are waiting to be assigned a case manager. The next presentation will be in January with a Probate Attorney to present information on guardianship. This process can be difficult to navigate so it will be very helpful to our families with special needs children.

b. Report from Assistant Superintendent – Mrs. Dianne Vumback

PowerSchool

We continue to work on the implementation of PowerSchool, supporting schools across the district in a variety of ways from working out permissions and security, setting up progress reports and transcripts, accessing reports on discipline and attendance, and connecting to school messenger and IEP direct. Nic Savoie has continued to be the lead in troubleshooting issues to get all of us utilizing the system at its optimum. Several conference calls have been set up to get further support as well as to learn more about the features available to us.

Attendance

Schools have been monitoring the daily attendance of their students. We are charting each school with their attendance count and identifying specific students who are frequently absent to ensure we provide wrap around services and interventions for these students who are struggling to get to school. As many of you know, a student is considered chronically absent if they miss 10 percent or more of the school year. Keep in mind that to be

considered chronically absent today means you have been absent 4 out of the 33 days we have been in school to date.

c. Report from the Superintendent – Mrs. Pallin

Maintenance – Our two new maintenance workers are doing extremely well and we continue to bring work which was being done by outside contractors back into the district.

Legal – I continue to be in regular communication with our legal representation on several cases of pending litigation.

DCF – Our out-posted DCF social worker, Loretta Drain is working out extremely well. Administrators, teachers, and other staff have found it extremely helpful to be able to reach out to her when they have questions or concerns about a student. She is very available to us and provides useful insight.

There will be a Gun safety presentation put on by “Be Smart” and the Montville Police on gun safety in homes in the MHS auditorium tomorrow evening.

Technology – Nic will be reporting next month on recommendations for technology budgeting. I have asked him to look into a Chromebook lease to replace aging laptop carts at MHS. That would require 135 Chromebooks and the three-year lease cost for the Chromebooks and carts would be \$33,615 or just under \$1000 per month.

Item 9. Information Items

None

Item 10. Citizens’ comments

Wills Pike; About a month or so ago I met with Laurie and Kathy, I think we made great strides. We brainstormed a bit and I am going to advocate for a gym floor and a parking lot at Oakdale. Security is a problem. I will support an update to that if we can make it financially feasible.

Item 11. Executive Session

Motion: That the Board enters executive session to discuss a personnel matter and invites Laurie Pallin and Dianne Vumback into the session.

Moved by: Colleen Rix
Seconded by: Jim Wood
Vote: Carried (vote 8-0)

Motion: That the Board exits executive session will no votes taken at 7:52 P.M.

Moved by: Steven Loiler
Seconded by: Sandra Berardy
Vote: Carried (vote 8-0)

Item 12. Adjournment

Motion: To Adjourn

Moved by: Colleen Rix
Seconded by: Monica Pomazon
Vote: Carried (8-0)

The meeting adjourned at 7:54 P.M.

Respectfully submitted by,

Robert Mitchell, Chair
Montville Board of Education
Minutes Approved: _____

Colleen Rix, Secretary
Montville Board of Education