



## SPECIAL MEETING MINUTES

November 18, 2012  
Chatfield-LoPresti School  
7:00 p.m.

### BOARD MEMBERS IN ATTENDANCE:

Yashu Putorti, Chairman  
Jim Garofolo  
Saundra Gesek  
Kristen Harmeling  
Jay Hatfield  
Peter Kubik  
Jennifer Magri  
Fred Stanek (7:12 p.m.)  
Ed Strumello

### OTHERS IN ATTENDANCE:

Lee-Ann Dauerty, Board Clerk  
Christine Syriac, Superintendent of Schools  
Nancy Snopkowski, Associate Superintendent  
Rick Belden, Asst. Superintendent, Finance & Operations  
Ginny Tagliatela, Director of Special Services  
Glenn Lungarini, Principal, SHS  
Bernadette Hamad, Principal, SMS  
Mary Sue Feige, Principal, BS  
Kristopher Boyle, Assistant Principal, BS  
David Olechna, Principal, CLS  
Leslie Sojka, Assistant Principal, CLS  
Allison Cunningham  
Kelley Garofolo  
Darlene O'Callaghan  
Allison Sardo  
Stefanie Slie  
Gina Boxleitner  
Lisa Mariano  
Tara Petrino  
Agatha Parlak  
Adrienne Tomlinson  
Cindy Dion  
Curtis Dion  
Page Overhiser  
Jennifer Magonski  
Anthony Bunosso  
Elena Miller  
Jessica Fusco  
Dawn Adams  
Elizabeth White  
Scott Lang

**I. CALL TO ORDER**

The meeting was called to order with the Pledge of Allegiance at 7:00 p.m.

**II. REPORTS AND INFORMATION**

**A. School Improvement Plan Presentation**

1. Mr. Putorti introduced Mr. Olechna who thanked everyone who turned out for the presentation. The mission of Chatfield-LoPresti School says "The faculty and staff of Chatfield-LoPresti School are dedicated to creating an atmosphere where students can achieve their full potential as members of a strong community and to instilling a love of learning as we prepare our students for a productive future." Mr. Olechna reviewed the Sprint 2013 end of year DRA2/F&P At/Above Benchmark compared to spring 2012 Scores. He discussed the scores of each grade level as well as the overall gain. When discussing the 2012-13 goals, Mr. Olechna indicated the school is trending positively. He described a dip in scores in the 3<sup>rd</sup> grade which he said was in line with a state dip in the 3<sup>rd</sup> grade. He shared the comparison to the state scores in the other grades. He described some changes that have taken place to address the scores which included improving resources and changing how science is taught. Mr. Olechna also reviewed cohort information. He said he felt the training the teachers have received is working. He said they will be continuing with Readers Workshop and will be focusing on writing. He also said they will continue to improve communication by the use of newsletters, Twitter, and Edline. Mr. Olechna concluded his presentation by saying "We feel we are on our way." Ms. Magri asked if the 2013 assessment was based on a new version of the CMT and Mr. Olechna said no, this was the 4<sup>th</sup> generation test. She also asked about the dip in Grade 3. Mr. Olechna reminded her that there was a dip in the 3<sup>rd</sup> grade across state. When asked about the 10% goal, he said a 10% goal has always been done in K-5 and they felt they could meet this goal. Ms. Harmeling said she felt the goal was very ambitious. She also asked which teachers do DRA and which ones do Fountes Pinnell. Mr. Olechna said it was the teachers' choice. Mrs. Syriac explained that we are tracking reading at grade level and not comparing the assessments to each other. Mr. Strumello asked about collaboration, not just at grade level or across grade level but also cross collaboration between schools. Mr. Olechna indicated that there is collaboration across grade levels in professional development, and they have three common dates set up for training with Bungay School. He said he is also surveying the teachers to gather information on what professional development they are interested in doing. Mr. Putorti asked what was being done to address the dip at the 3<sup>rd</sup> grade level. Mr. Olechna said they are doing more reading and more writing about what they have read. Grade level meetings indicated we were not doing enough of this. The students were provided with journals in all content areas so they can do even more writing. The journals also provide an avenue for the teacher to ask questions of the student and their writing.

**III. PUBLIC COMMENT (re: Item II A)**

Ms. Jennifer Marganski, 8 Manners Avenue - Asked for more information about the dip in the Grade 3 scores. Mr. Olechna assured her that they are making progress but their scores are just not up to the DRA numbers. Grade 3 is the first year that the students take standardized tests. Ms. Marganski, who is an educator and a CLS parent, applauds what is being done at Chatfield-LoPresti School. She felt the school is doing a great job addressing the Common Core. She reminded parents that this represents one or two standardized tests and that is not a big deal. The students are trending in a positive manner and that is what is important.

Ms. Tara Petrino, 18 Woodcrest Road – How is SBAC going to factor into the goals? Mr. Olechna said we will need to wait for feedback on an individual basis in a year from now. Mrs. Syriac said data will be delayed with receipt expected in November. We will start over and reset the baseline. We cannot compare one assessment to the other.

#### IV. REPORTS AND INFORMATION

##### A. School Improvement Plan Presentation

##### 1. Bungay School – Mary Sue Feige

Ms. Mary Sue Feige and Kris Boyle welcomed everyone to the presentation and thanked them for coming. Ms. Feige reviewed the Bungay School Mission Statement and said everyone hears it every day. The Mission Statement says: "Bungay Elementary School is committed to providing a respectful and engaging learning environment where all students are expected to achieve their maximum potential and become lifelong learners!" Ms. Feige reviewed her school's DRA2/F&P at/above benchmark compared to the Spring 2013 assessment to the Spring 2012 Assessment and noted that 73% are on/or above grade level. She reviewed the data for each grade level. She said the data team looked at the data and tried to analyze what attributed to the loss and the reasons behind it. The data team has developed strategies to address concerns. She noted that the class size was a factor as well as several students were ELL students and in one class the teacher was out on sick leave. She reviewed the goals noting that 73% to 80% were on goal in reading. She said the parent survey indicated parents know how their child is doing prior to receiving report cards. The strategies they will continue to use include Readers Workshop, using the Language Arts Curriculum, grade level collaboration and cross school collaboration, they will be focusing on vocabulary. She said they looked at each individual student for rigor, vocabulary, and running records. They plan to increase communication with parents by using conferences, Edline, and Twitter. Ms. Harmeling thanked Ms. Feige for the detail. She asked what can be done to prevent loss of instruction when a substitute comes in on a long term basis. Ms. Feige said the Language Arts Consultant works closely with long term substitutes very similar to what is done with beginning teachers. Ms. Sryiac said while she appreciated Ms. Feige's input she felt that score variances are not due to long term substitutes and noted that all long term substitute teachers are certified, thoroughly interviewed, and are qualified. We provide them with support. Many substitutes have experience in the school they are substituting in. Mr. Hatfield asked about the 3<sup>rd</sup> grade. Ms. Feige explained that from grades K-2 they are learning to read and the 3<sup>rd</sup> grade is a transitional year. Mr. Hatfield asked if parents have access to their grades online like the middle school and high school. Ms. Feige said most communication is done through conferences and report cards with the expectation that the teacher will make contact with every parent before report cards are issued. Mr. Strumello asked about vocabulary strategies. Ms. Feige said they utilize word study.

##### V. PUBLIC COMMENT (re: Item IV A)

Cindy Dion, 18 Carriage Drive – She said her son had a long term substitute and he suffered for it. She said maybe if substitutes can be brought in earlier so they can work and be brought up to speed with the teacher for about a month. She also asked about teachers who are out on a regular basis for committee meetings if they can have the same substitute each time; doing this might provide consistency in instruction. Ms. Feige said this can be looked at.

Agatha Parlak, 239 Pearl Street – Asked about the kindergarten drop and the impact of class size since the chart indicated a drop in student enrollment in kindergarten. Ms. Feige pointed out this was correct and she was not referring to kindergarten when she spoke about class size.

Ms. Page Overhiser, 9 Oak Hill Road – Stated that her son was in the same 1<sup>st</sup> grade class and there was an impact on test scores with the long term substitute. Asked if the district can look into having the same substitute on more than one day in a room.... It makes a difference. She said she felt most substitute teachers are great. She also asked about what is going on in 3<sup>rd</sup> grade. Ms. Feige said she felt we would see improvement because the district now has full day kindergarten. Her data team is working on this issue.

Mr. Hatfield thanked all the parents and staff who came out to hear the presentation. He said we had changed the format to two meetings with the hope of increasing communication with the community.

**IV. RECOMMENDED ACTIONS**

**\* A. Discussion and possible action upon early reinstatement from expulsion**

*\* It is anticipated that the asterisked items will be discussed in Executive Session from which the public will be excluded.*

**MOTION:** (Mr. Hatfield/sec., Mr. Strumello) move that the Board enter Executive Session to discuss a matter that would result in the disclosure of public records or the information contained therein as described in Connecticut General Statutes Sections 1-210(b)(2) and (11/17). Further that the board invite the following individuals to attend the executive session. Christine Syriac, Superintendent of Schools.

**SO VOTED**

**AFFIRMATIVE:** Mr. Garofolo, Ms. Gesek, Ms. Harmeling, Mr. Hatfield, Mr. Kubik, Ms. Magri, Mr. Stanek, Mr. Strumello

Entered Executive Session at 8:09 p.m.

Out of Executive Session at 8:21 p.m.

**VII. ADJOURNMENT**

**MOTION:** (Mr. Hatfield/sec., Mr. Strumello) to adjourn the meeting.

**SO VOTED**

**AFFIRMATIVE:** Mr. Garofolo, Ms. Gesek, Ms. Harmeling, Mr. Hatfield, Mr. Kubik, Ms. Magri, Mr. Stanek, Mr. Strumello

The meeting adjourned at 8:22 p.m.

Submitted by:  
Lee-Ann Dauerty  
Board Clerk