

Seymour Board of Education



REGULAR MEETING MINUTES

July 12, 2018
Seymour Middle School Library
7:30 p.m.

BOARD MEMBERS IN ATTENDANCE: Jennifer Magri
James Garofolo
Kristen Harmeling
Christopher Champagne
Fred Stanek
Ed Strumello

Jay Hatfield
Ed Hendricks
Pete Kubik

BOARD MEMBERS ABSENT:

OTHERS IN ATTENDANCE: Michael Wilson, Superintendent of Schools
Rick Belden, Assistant Superintendent
Vonda Tencza, Associate Superintendent
Dr. Madonia
Julie Nintzel
Paul Sponheimer
David Willadsen
Josh Magri
Sukhman Singh
Ariana Wheeler
Pat Boyle, Board Clerk

I. CALL TO ORDER

A. Ms. Magri called the meeting to order with the Pledge of Allegiance at 7:35 p.m.

II. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Recognitions

None

B. Correspondence

None

C. Media Coverage

Honor Roll:

https://valley.newhavenindependent.org/archives/entry/seymour_middle_school_honor_roll1/

https://valley.newhavenindependent.org/archives/entry/seymour_high_school_honor_roll5/

Graduation:

<https://www.nhregister.com/valley/slideshow/Seymour-High-School-graduation-2018-182636.php>

<https://www.ctpost.com/graduations/slideshow/Seymour-High-School-graduation-2018-182559.php>

<http://www.rep-am.com/news/news-local/2018/06/19/seymour-graduating-class-invincible-to-the-core/>

Baseball State Champs:

<http://thezone.rep-am.com/strike-zone/baseball/2018/06/11/core-7-all-seniors-led-seymour-to-baseball-state-championship/>

Insurance Grievance:

<https://www.nhregister.com/valley/article/Union-employees-in-Seymour-file-grievances-13035549.php>

III. PUBLIC COMMENT

None

IV. CONSENT AGENDA

"IT'S ALL ABOUT STUDENT LEARNING"

A. Approval of Minutes

1. Regular BOE Meeting Minutes-June 4, 2018
2. Special BOE Meeting Minutes-June 25, 2018
3. Nutrition, Health and Safety Committee Minutes-June 6, 2018

B. Financial Management Summer-Ending June 30, 2018

Removed from the consent agenda as the Finance Board Committee Meeting was cancelled.

C. Nutrition Services Financial Report-End of Year 2017-2018

MOTION: (Mr. Kubik /sec. Dr. Hendricks) to approve the consent agenda items A1, 2, 3 and C as presented

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Ms. Harmeling, Mr. Hatfield, Dr. Hendricks, Mr. Kubik, Ms. Magri

Motion passed 6-0

V. ITEMS REMOVED FROM THE CONSENT AGENDA

VI. INFORMATION

A. Staff Resignations-Certified

1. Justine DeSimone
 - Seymour Middle School
 - Special Education Teacher
 - Effective June 30, 2018

B. Staff Resignations-Non-Certified

1. Jacqueline Velez
 - Chatfield-LoPresti Elementary School
 - Instructional Paraprofessional
 - Effective June 15, 2018
2. Shane Press
 - Seymour High School
 - Instructional Paraprofessional
 - Effective June 20, 2018
3. Courtney Luyando
 - Chatfield-LoPresti Elementary School
 - Instructional Paraprofessional
 - Effective June 20, 2018

C. Staff Resignations-Appendix E

1. Brandt Schneider
 - Cross Country Coach
 - Seymour Middle School
 - Effective June 25, 2018

D. Staff Hiring-Certified

1. Gabrielle Bellavance
 - Seymour Middle School/Seymour High School
 - Speech and Language
 - Effective August 21, 2018
 - Replacing Jayne Bachyrycz
2. Kristen Smith
 - Bungay Elementary School
 - Special Education Teacher
 - Effective August 21, 2018
 - New Position
3. Jeannine Weaver

- Bungay Elementary School
- Special Education Teacher
- Effective August 21, 2018
- Replacing Deborah Griffin

E. Staff Hiring-Appendix E

Seymour High School Department Chairs hired: Melissa Anelli, Guidance Department Chair; Lisa Cheney, English Department Chair; Eric DeMarco, Social Studies Department Chair; Cathy Federowicz, Math Department Chair; Sara Morgatto, Special Education Department Chair; Erin Scozzafava, Science Department Chair

Mr. Hatfield has concerns with the amount of time and work needed by the department chairs to re-apply for these positions every year. Mr. Belden stated this position is required by contract to be posted every year. After discussion it was decided not to pursue changing the contract to extend the position past the 1 year as stated in the contract at this time.

F. Staff transfers:

1. Katie Furino, BES, Grade 2 from BES Grade 1
2. Kristine Yoxall, BES, Grade 5 from BES Grade 3
3. Barbara Gruttadauria, CLS, Grade 1 from CLS Grade K
4. Lisa Mariano, CLS, Grade 2 from BES Grade 5
5. Julia Pinkussohn, CLS, Grade 5 from CLS Grade 3
6. Brandt Schneider, CLS, Music from SHS Music
7. Jennifer Widlar, SMS, full time special education was split SMS/SHS
8. Tom Lennon, SHS, Math from split SMS/SHS Library Media
9. Kayla Salvati, SHS, .5 school counselor (remains .5 at CLS)
10. Janet Tropeano, SHS, .5 World Language from split SMS/SHS

Ms. Magri asked Mr. Wilson to explain the transfers. The transfers were done based on student enrollment and at the building level by the school principals. Mr. Schneider transferred to music at CLS as this was a full time position and the high school music position has been reduced to .5 based on enrollment. Mr. Lennon who is certified in math was moved from the Library/Media position; the math position was deemed a higher priority. The library will still be opened and manned by non-certified staff; the board has concerns as to how this would affect NEASC. The Library/Media position will be reviewed in the fall when we receive a report from NEASC. Also, we will continue to research a defined Library/Media Curriculum. Kayla Salvati moved to full time by splitting her time between CLS and SHS.

VII. REPORTS AND DISCUSSION

A. Committee Meetings

Nutrition, Health and Safety Committee Minutes-June 6, 2018

B. High School Student Reports-Boys' and Girls' State

Joshua Magri, Sukhman Singh, and Ariana Wheeler gave a brief presentation on their experiences at Boy's and Girl's State. They stated it was very interesting to learn how government worked: running for elected office and passing legislature, seeing firsthand how bills become laws as well as having the opportunity to meet many state elected officials including Senator Richard Blumenthal and Susan Bysiewicz. They all agreed it was a wonderful experience and would recommend it to others.

C. Board of Education Report

1. Chairman's Comments

Ms. Magri just wanted the board to be aware that negotiations are in the process of starting and to remind everyone of the Special Meeting on July 18, 2018 to meet with Cigna Representatives.

2. Board Member Comments

None

D. Peter Madonia- will present a draft of the Strategic Plan

Dr. Madonia is a professor at SCSU and has over 30 years of educational experience from grade school through high school. He did an overview of the draft of the attached Strategic Plan. He wanted the board to

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know that he was very impressed with the committee that worked on the Strategic Plan. There were over thirty individuals including teachers, administrators, board members and students. The purpose of the Strategic Plan is to promote student success. There are three critical parts in the plan. One is a clear focus, the second is a long term plan that is broad in scope with a three, five or seven year time frame, and finally it is a plan that engages us in thinking out of the box. The plan itself has three strategic areas with eight total goals. The committee felt this was manageable. The next step after the board has reviewed the plan is to put together a smaller committee to refine it further and then to implement it. Mr. Wilson stated that the plan would be reviewed at the Administrative Retreat and after getting the administrators input he would bring the plan back to the board and then implement it with fidelity. Mr. Wilson reminds the board that to be effective the plan must be a living breathing document that will change as it is implemented. Mr. Wilson thanked Dr. Madonia as well as the Strategic Planning Committee on the hard work that went into this document. Ms. Magri also thanked the committee and Dr. Madonia and felt that we should share the plan, possibly at a town hearing, and invite business people to attend. Mr. Hatfield felt that especially since there is a Parent Component that this should be presented at the "Meet the Teachers" nights at the schools. The board will digest the plan and if they have any follow up questions they will contact Mr. Wilson.

E. Superintendent's Report

Mr. Wilson thanked all of the board of education members that attended the end of the year programs, graduation, moving up, and promotion ceremonies. He felt it was a job well done by all administrators and teachers and made for a smooth ending of the school year.

VIII. RECOMMENDED ACTIONS

A. Policy Revision

1. Adopt Policy 5125 Students Records: Confidentiality

MOTION: (Dr. Hendricks /sec. Mr. Garofolo) to adopt Policy 5125 Students Records: Confidentiality

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Ms. Harmeling, Mr. Hatfield, Dr. Hendricks, Mr. Kubik, Ms. Magri
Motion passed 6-0

B. Intra District Waiver Requests – Students Currently Attending Waiver School

MOTION: (Mr. Garofolo /sec. Mr. Kubik) to accept the recommendation of the Superintendent to approve the 2018-2019 Intra District Waiver Request for students: Juliana Alonza, Niko Alonza, Mary Mae Cust, Felix Echevarria, Kyle Echevarria, Ayden Frey, Lillian Knutson, Dylan Krajcik-Casey, Christian Lafayette, Gavin Miller, Payton Motyl, Isaiah Sand, Jaden Sand, Aubrey Shay-Hogan, Jacey Sullivan, Mason Vazquez, Aubree Wait, and Lily Wimmer-Jennings

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Ms. Harmeling, Mr. Hatfield, Dr. Hendricks, Mr. Kubik, Ms. Magri
Motion passed 6-0

IX. PUBLIC COMMENT

None

X. EXECUTIVE SESSION

MOTION: (Dr. Hendricks /sec. Mr. Garofolo) to enter into Executive Session and invite Superintendent, Michael Wilson in to discuss his evaluation.

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Ms. Harmeling, Mr. Hatfield, Dr. Hendricks, Mr. Kubik, Ms. Magri
Motion passed 6-0

Entered Executive Session 9:15 p.m.

Exited Executive Session 10:42 p.m.

No Action Taken

IX. ADJOURNMENT

MOTION: (Mr. Kubik /sec. Mr. Garofolo) to adjourn at 10:43 p.m.

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Ms. Harmeling, Mr. Hatfield, Dr. Hendricks, Mr. Kubik, Ms. Magri

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Seymour Public Schools Strategic Plan Draft June 11, 2018
Town of Seymour Strategic Plan – Pillar 2 Educational Excellence

Strategy Area 1 - Culture & Climate

Promote a student success mindset reflecting Seymour Public Schools Core Beliefs that are embedded in the Vision and Mission of the Seymour Public Schools a community of families, educators and student focused on shaping, influencing and promoting the learning of every student.

<p>Communicate the SPS Vision & Mission to obtain a full understanding of the vision and mission of the SPS as the basis for working as a community students, teachers, parents, and community members.</p>	<p>Plan for dialogues and opportunities for communication activities, enlarging the understanding of all groups about the depth and breadth of our commitment and beliefs about students' success.</p> <ul style="list-style-type: none"> • Adult to student and student-to-student relationships in achieving best conditions for learning will be identified and pursued. • Students will know their 	
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<p>The commitment of the SPS vision and mission will focus on meeting the academic and social emotional needs of our students as learners.</p> <p>Ensure schools are physically safe and academically challenging but supportive of a learning environment that supports and boosts student learning and coping abilities.</p>	<p>school environments as places of comfort, safety, and encouragement for learning.</p>	
<p>Ensure a community wide understanding of the vision and mission that is pursued by the entire school community, including students, teachers and parents.</p>	<ul style="list-style-type: none"> • Build and Achieve consensus within and across all schools for a clear focus on striving to realize the success of all students. • Identify and commit to activities to engage in collaboration with all stakeholders in pursuit of a culture of commitment to achievement. 	
<p>Achieve highly informed and invested families and communities in support of the efforts and happenings of the school system.</p> <p>SPS beliefs and goals related to its vision</p>	<ul style="list-style-type: none"> • Decisions of the district will align with strategic priorities to build support for district initiatives promoting successful outcomes for all students. • Expectations and policies of schools will reflect consistent 	

<p>and mission will reflect a shared understanding across grade levels and schools Prek-12.</p>	<p>beliefs and values of the SPS pre-k-12. Grade and school transitions will be seamless.</p>	
<p>An implementation plan for strategic actions and deliverables will be developed to include prioritization of goals, details of short and long-term action steps, and monitoring procedures.</p>	<p>Stakeholder data will be collected and reviewed to help inform prioritization of specific needs and goals aligned with the district vision mission and goals, implementation and monitoring of efforts as determined necessary.</p>	
<p>Implementation Plan</p>		
<p>Ensure fidelity in implementation of actions and programs across schools.</p>	<ul style="list-style-type: none"> Identify and create a plan of implementation that strives for fulfillment of the vision and mission of the SPS as students transition to new grade levels and schools 	
<p>Identify and implement a consistent plan for our vision of student socio and emotional learning crossing all grades and schools</p>	<ul style="list-style-type: none"> Identify and ensure needed resources to help school staff facilitate classroom and school- wide implementation of Responsive Classroom 	

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	<p>programs at the elementary level, comparable efforts at the secondary levels, uniformly committed to student socio and emotional growth.</p> <ul style="list-style-type: none">• Develop and sponsor activities that incorporate families.• Ensure fidelity in implementation of actions and programs across schools	
<p>Promote a student success mindset that is understood and practiced by the school community including students, teachers, administrators, and parents. Identify and promote supportive contexts necessary for student success and personal growth.</p>	<ul style="list-style-type: none">• Identify and implement a plan of action steps to achieve clear understanding and commitment to student success supporting a focus on coherence of work efforts across all schools and grade levels Pre-k-12.	
<p>Promote clearly understood positive norms and expectations that help to further encourage students/staff to feel safe, connected and engaged.</p> <p>Administrators and teachers use specific SEL strategies to build relationships and develop school culture that promotes caring, kindness, and respect.</p>	<ul style="list-style-type: none">• Build adult competencies that result in strengthened school and classroom contexts that are supportive of adult and student practices that promote healthy relationships, positive classroom management and learning environments.	

	<ul style="list-style-type: none"> • Build adult competencies supporting ongoing integration of SEL student competencies in day to day school experiences centered on problem solving skills 	
<p>Students will actively participate and contribute in the formation of a kind caring culture that supports the commitment of the SPS vision and mission</p>	<ul style="list-style-type: none"> • Develop actions to reach out to students by groups, grades, grade levels to create and provide opportunities for students to know and embrace the commitment of vision and mission • Students will become productive members of the community 	
<p>Our schools will strive to be a safe, healthy and orderly learning environment in which students feel motivated to grow and excited to learn.</p>	<ul style="list-style-type: none"> • Students in all 4 schools will achieve and demonstrate a personal understanding the "Wildcat Way". • The response of students will reflect understanding of appropriate behavior standards, effective problem-solving skills and fairness in treatment and interactions with all others (peers and adults). 	

Provide a range of opportunities for parents to become stronger team members and partners in the education of their children.

Help Parents understand the language of education. Provide new and additional ways for parents to become better connected and able to follow and support the progress of education for their children.

- New school, family and community partnerships will be developed that further enrich the experience of students in the SPS.
- Promote a stronger parent presence in the work of the SPS.
- Develop and sponsor activities that incorporate families.

Strategy Area 2 – Student Engagement - Curriculum

A high quality curriculum is one that provides students with the knowledge and skills they will need for success in life. At its core curriculum is about how students, teachers and content are connected in the process of teaching and learning. Student success results from the creation and support of a range of conditions that engage, enable and inspire all students to become fully a part of their learning. Students come to understand and value what it takes to be successful in their learning process, to enjoy learning with others building relationships with their peers or working autonomously. They grow to feel confident and competent in their success and abilities. At the center of involvement of students are teachers facilitating conditions and opportunities for their students to collaborate and tackle challenging learning situations defined by high expectations for all. Student involvement thrives when there is a sense of community that welcomes all students, learning is relevant and students become productive/contributing citizens in the community at large.

Student achievement and success as realized in the instructional programs of the SPS will hold a position of prominence in the work of all in the SPS.

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- The instructional program of the SPS will reflect educational outcomes and an organized plan of learning aligned with state and national standards and local expectations for the success of all students.
- Knowledge, skills and lessons of learning will shape and impact the attitudes and dispositions of students for life-long learners ready to take their place in the world.
- Instructional experiences of students will focus on engagement of all learners and the development of personal responsibility in the learning process.
- How context, content, and format serve to shape learner experiences in pursuit of educational outcomes will be communicated widely to build a shared commitment for student success.

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	<ul style="list-style-type: none"> Assessment practices aligned to match curriculum standards will result in improvements to curriculum program and delivery methods. 	
Enhance community wide understanding educational initiatives, priorities, mandates and the like. via written communications.		
Develop a deeper understanding of what defines meaningful student involvement/engagement in each of the following respects: intellectual, emotional, behavioral, physical, social and cultural.	<ul style="list-style-type: none"> Continue to identify and implement specific actions and district-wide initiatives to achieve desired outcomes promoting student involvement aligned with the defined expectations of the SPS. Apply specific and well-supported strategies promoting increased student engagement. Transition between schools will seamlessly reflect the overall vision and mission of the Seymour Public Schools for student success 	
Curriculum development will focus on and promote personalized learning that: <ul style="list-style-type: none"> Works best for the child Differentiates instruction based on current skills, knowledge, and 	<ul style="list-style-type: none"> Curriculum will reflect real world connections for students and promote critical thinking and problem solving. Develop and promote leveraging 	

<p>abilities.</p> <ul style="list-style-type: none"> • Taps into children's interests and passions. • Achieves identified district goals for student success. 	<p>of best pedagogical practices including technology and other resources that serve to make curriculum more relevant and authentic for students.</p>	
<p>Develop strategies that further empower students to articulate and make decisions related to their learning goals and outcomes.</p>	<ul style="list-style-type: none"> • Identify and promote conditions that impact student motivation and initiative for learning. • Implementation of multiple opportunities for students to be directly engaged in innovative learning and student centered learning practices. 	
<p>Students have agency in their learning.</p>	<ul style="list-style-type: none"> • Motivation, engagement and voice in the learning process will focus learning activities seeking to instill in students initiative, interdependence, and personal responsibility needed to become capable of independent thinking. 	
<p>Explore opportunities to expand the role of parents in partnering schools to promote conditions that excite and involve students.</p>	<ul style="list-style-type: none"> • Pilot student led report card conferences. • Identify and pilot additional activities or experiences/events that go beyond very traditional and routine experiences such as reports card meetings, change or level/school, college preparation and the like. 	

<p>Expand the nature and focus of programs and activities that succeed in getting students on grade level to include experiences that excite student learning and build off of classroom enrichment, activities that raise student curiosity, garner student attention, elicit passion and interest and motivation for learning.</p>	<ul style="list-style-type: none"> • Build a plan for professional development strategies to further advance the success of students in achieving grade level expectations. 	
<p>Work with students will reflect increased levels of engagement of students in their learning activities.</p>	<ul style="list-style-type: none"> • Explore and pursue a deep understanding of how to measure student engagement in learning and use this information to further effectively engage students in the learning process. • A range of identified resources for increased student engagement through projects, technology; social emotional learning will be utilized to promote "hands on" learning. • Pilot activities from a database of strategies and tips shown to successfully engage students in learning in schools acknowledged for achievement in this area. 	
<p>Ensure practices utilized to address variance in student learning and success and the application of additional resources in support of students with special needs reflect consistency and application of proven</p>	<ul style="list-style-type: none"> • Monitoring strategies for consistency in implementation approaches for Tier 1 supports in each building across grade levels and schools will be developed 	

resources seeking student progress and success.	and evaluated.	
Explore activities that further enrich student learning and promote increased levels of interest and engagement and relevance to real world interests.	<ul style="list-style-type: none"> Promote during and after school enrichment activities and programs to expand student-learning opportunities. 	
Expand ways in which extracurricular activities and community engagement opportunities can provide stronger connections with classroom learning and overall student success.	<ul style="list-style-type: none"> Field trips connect students to classroom learning such as Yale Museum, New Haven Orchestra. 	

Establish goals that reflect strong parent	<ul style="list-style-type: none"> Develop a parent 	
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presence in support of schools.	communications plan.	
Explore and provide a range of opportunities for parents to connect to school initiatives and activities		
Advance communication efforts that are timely, clear and concise with all parents and students.		
Strategic Initiatives		
<p>Make Community involvement a priority. Identify a means to realizing this priority. Identify and support specific opportunities to further community engagement.</p>	<ul style="list-style-type: none"> Develop and articulate a vision for community involvement and partnerships. 	
<p>Ensure that the community knows, understands and supports the vision and mission of the Seymour Public Schools.</p> <p>Examine and study the potential of community involvement as an important resource in support of the vision and mission of the Seymour Public Schools.</p>	<ul style="list-style-type: none"> Form an Action Team Partnership Group to define and develop an action plan and opportunities to identify ways in which community can become a strong resource for school success. 	
<p>Actively pursue opportunities for community partners working with school leaders, teachers and parents.</p>	<ul style="list-style-type: none"> Develop out reach opportunities to expand significant and meaningful school community group involvements. Reinstate mini-grant programs to spur teacher led community 	

	engagement activities.	
Identify and implement meaningful opportunities for community learning and civic mindedness for students at each level.		
Create a communications plan to proactively inform the community on an ongoing basis about the work of the schools and success of students. Seek input and feedback from the community, listen and respond seeking to build relationships and interest.		