

LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Special Board of Education Meeting

Lyme-Old Lyme High School

February 12, 2014

Board Present: James Witkins, Chairman; Paul Fuchs, Vice Chair; Michelle Roche, Treasurer; Beth Jones, Secretary; Rick Goulding; Diane Linderman; Nancy Lucas Edson; Jean Wilczynski

Absent by Previous Arrangement: Sarah Smalley

Administration Present: Ian Neviasser, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; James Cavalieri, Principal of Lyme School; Patricia Downes, Principal of Mile Creek School; Nancy Johnston, Director of Special Services; Christopher Pomroy, Principal of Lyme-Old Lyme Middle School; John Rhodes, Director of Facilities; Marilyn Warren, Business Manager; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Pam Russell, RETA Co-President; Tisha Kirk, AFT President; Deb Duffy, AFT Representative; Ryan Chaney, LOLMS Teacher; Meredith Britton and John Fairfield-Sonn, High School Student Representatives; 1 community member from LOL; Kim Drelich, *The Day*

I. Call to Order:

The meeting was called to order by Chairman Witkins at 7:00 p.m.

II. Approval of Minutes:

The minutes of Regular Meeting of January 8, 2014; Executive Session of January 8, 2014; Special Meeting of January 15, 2014; Special Meeting of January 22, 2014 #1; Special Meeting of January 22, 2014 #2; and Special Meeting of January 23, 2014 were approved as presented.

III. Visitors:

1. Student Representatives

Meredith Britton and John Fairfield-Sonn reported on the following activities at the five buildings:

At Mile Creek: meeting of the student council; beach blanket bingo event; and an African dance cultural event.

At Lyme School: kindergarten registration; 100th day of school celebration.

At Center School: pajama bingo night; student council discussion on themes for spirit day; teacher review of Smarter Balanced Assessment Consortium (SBAC) schedule; and thanks to PTO for sponsoring the “bubblemania” event.

At LOLHS: musical production of Pirates of Penzance; boys indoor track wining shoreline tournament and breaking records; course selection for underclassmen; and CAPT breakfast honoring scholars.

At LOLMS: winter running club; upcoming Willie Wonka musical production with a 90 student participation; and random acts of kindness week.

2. Public Comment

Mr. Wygonik commended the boys indoor track team for their accomplishment of winning the Shoreline Tournament.

IV. Administrative Reports:

1. Superintendent’s Report

Mr. Neviasser reviewed the February 2014 personnel report.

Mr. Neviasser reviewed the February 2014 enrollment report which reflected a total of 1,436 students.

Mr. Neviasser reported that the Strategic Planning Committee is reviewing the draft goals and mission/vision statement and once all input has been received, he will report the outcomes to the Board and the communities.

Mr. Neviasser updated the Board on the information received so far from the Connecticut State Department of Education regarding Connecticut’s education reform agenda.

Mr. Neviasser reviewed the budget calendar as a reminder of the schedule for the remainder of the budget season.

Mr. Neviasser reported that the middle school is again planning to host students from the exchange school in Paris in the fall. In May, Mrs. Russell, LOLMS World Language Teacher, will attend the Board meeting to report on this spring’s LOLMS trip to France as well as request permission to return next year.

Per Policy #6270, Mr. Neviasser reported on the donation of \$1000 from Critical Skills Education & Training owned by Doug Lo Presti and Colleen Atkinson. The donors are interested in making the donation to the Physical Education Department at LOLHS, "to promote the heart-healthy lifestyle that these classes inspire." This is the result of the CPR initiative that began last year at the high school.

Mr. Neviasser reported on the cancellation of school the following day (Thursday, February 13) due to the pending storm. He also discussed the possible scenario for Friday, February 14, which is a scheduled half day of school due to professional development for teachers. If storm lasts as predicted, it would not be viable to have a delayed opening. Two options would be to cancel school altogether (students and staff) OR cancel school for students and still hold the professional development day for teachers. Follow-up discussion centered on the cost of adding days to the end of the school year.

Mr. Neviasser also discussed the flexibility of the district when making up snow days at the end of the school year due to the 183 school day schedule and the state requirement of fulfilling 180 days. It was Mr. Neviasser's suggestion to end the school year on Friday, June 20, 2014. This would allow for 182 school days for students which is above the state mandated 180 days and will continue to keep the district well above the required 900 hours of instruction per year. This scenario was only in the event there were no more snow days for the remainder of the school year and is subject to change with any additional school closures.

2. Business Manager's Report

Ms. Warren provided a year to date budget status report as well as a contingency fund report. She also reported on a meeting with the new Anthem representative and their joint effort to resolve billing issues.

V. Educational Presentation:

1. Update on Educator Evaluation and Common Core State Standards

Dr. Borden provided an update on the educator evaluation plan which included an overview of the four teacher evaluation models; the rating system and the use of ratings; the state recommended definition of effectiveness; year one update of evaluation plan usage; Lyme-Old Lyme recommendations and State Board of Ed recommendations relative to the plan. A copy of Dr. Borden's presentation is attached to these minutes for informational purposes.

Questions and comments on the teacher evaluation process followed the presentation and included the volume of observations and the tie to testing and student progress.

There was Board consensus to charge the Teacher Evaluation Committee with resubmitting the District Teacher Evaluation Plan in accordance with the State Board of Education recommendations for Board of Education review at the March meeting.

Dr. Borden provided an update on the Common Core State Standards including its impact on instruction and resources. A copy of her presentation is attached to these minutes for informational purposes.

Question and comments on the common core state standards followed the presentation and included: writing tasks on CMT vs. CCSS tests; increase in mathematics instruction and support for students and related professional development for teachers; speed of change required by State (change in standards and its tie to teacher evaluation); misconceptions over Common Core State Standards – its purpose and direction; possible legislation relative to Common Core; standards for science and social studies and using same skills and techniques as those used in ELA and mathematics; and impact on teaching special needs students.

VI. Chairman & Board Report:

Mr. Witkins advised on possible legislative activity in Hartford regarding Common Core and teacher evaluation.

VII. New Business:

1. Selling of Crew Boat

Mr. Neviasser advised that the crew program has withdrawn this request; thus, there would be no action required of the Board at this time. Mr. Neviasser did explain Policy 6250 relative to selling district property.

2. Emergency Replacement of Waste Water Treatment Plan Filtration Membrane

Mr. Rhodes explained that the membrane assembly in the main campus waste water treatment facility needs to be replaced. Funds for this repair will come from the contingency maintenance account.

MOTION: Mr. Fuchs made a motion, which was seconded by Mrs. Linderman, to approve the expenditure of \$19,431.00 to replace the membrane assembly in the main campus waste water treatment facility.

The Board discussed the normal useful life of the membrane and the possibility of additional costs. Mr. Rhodes will provide follow-up should there be any additional costs.

VOTE: the Board voted unanimously in favor of the motion to approve the expenditure of \$19,431.00 to replace the membrane assembly in the main campus waste water treatment facility.

3. Update and Review of 2014-2015 Budget

Mr. Neviasser reported on the budget adjustment that was discussed at the January Board meeting. He reviewed the 2014-2015 budget numbers as presented at the Budget Forum prior

to the meeting. This reflected an increase of \$221,612 (0.70%) over the current year's budget.

MOTION: Mrs. Linderman made a motion, which was seconded by Mr. Fuchs, to approve the proposed 2014-2015 budget in the amount of \$31,963,401 (.70% increase).

VOTE: the Board voted unanimously (including the Board Chair) in favor of the motion.

4. Tuition Request

Mr. Neviaseer reviewed a request for a tuition student at Lyme-Old Lyme High School for the 2014-2015 school year. Mr. Neviaseer recommended acceptance of this student.

MOTION: Mr. Fuchs made a motion, which was seconded by Mrs. Lucas Edson, to accept the tuition request of Student X as a tuition paying, non-resident student at Lyme-Old Lyme High School for the 2014-2015 school year.

The Board discussed the benefits and possible drawback of allowing out of district students to attend district schools. They also discussed the screening process.

VOTE: the Board voted unanimously in favor of the motion to accept the tuition request of Student X as a tuition paying, non-resident student at Lyme-Old Lyme High School for the 2014-2015 school year.

VIII. Old Business:

1. Report of Committees

Facilities. No report.

Building. No report.

Technology. Dr. Jones suggested that this committee explore different technology models for student use (notepad, laptops, etc.) Follow-up discussion centered on percentage of students who bring their own devices to school.

Policy. No report.

Communications. Mrs. Roche reported on a future meeting where they will work on the budget edition of *Focus on Education*.

Finance. No report.

Human Resources. Dr. Jones reported that the market adjustment for the nurses' salaries was included in the proposed budget. She also reported that insurance issues were discussed with the Business Manager at their last meeting.

Enrollment & Equity. Dr. Jones reported that this group has discussed the current class size guidelines and fully endorsed them. Additional discussion followed on the proposed budget and its relation to class size and the flexibility with any change in enrollment over the summer months.

LEARN. No report.

Comcast. No report.

IX. Correspondence:

There was no correspondence to report.

X. Executive Session:

There was no need for an executive session.

XI. Adjournment:

The regular meeting adjourned at 9:35 p.m. upon motion by Dr. Goulding and seconded by Mrs. Wilczynski.

Respectfully submitted,

Beth Jones, Secretary

Lyme-Old Lyme Schools Teacher Evaluation Plan



FEBRUARY 2014

Presentation Overview

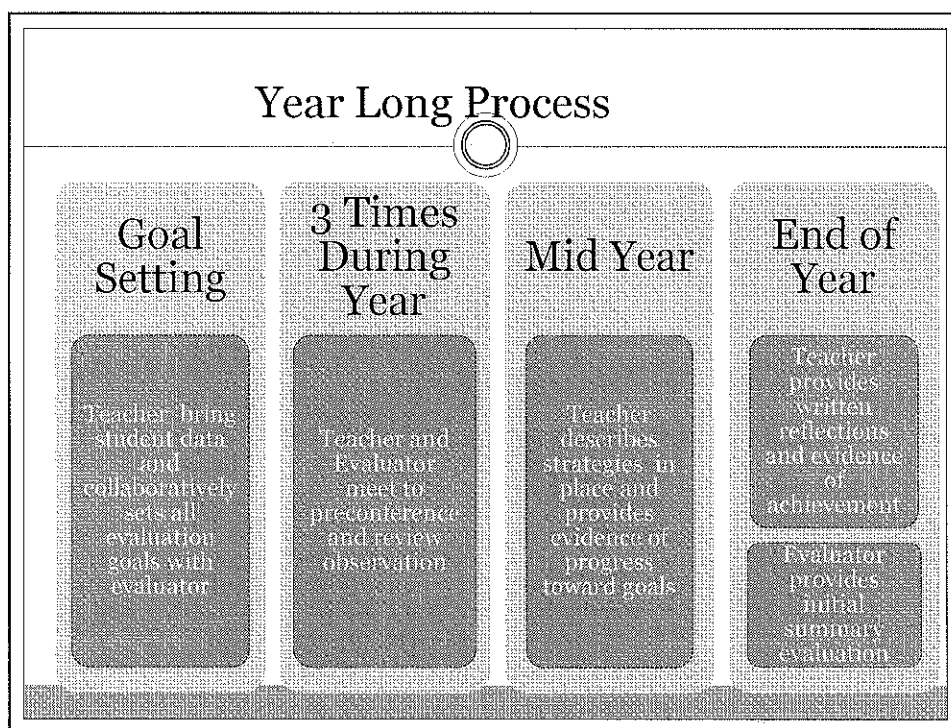
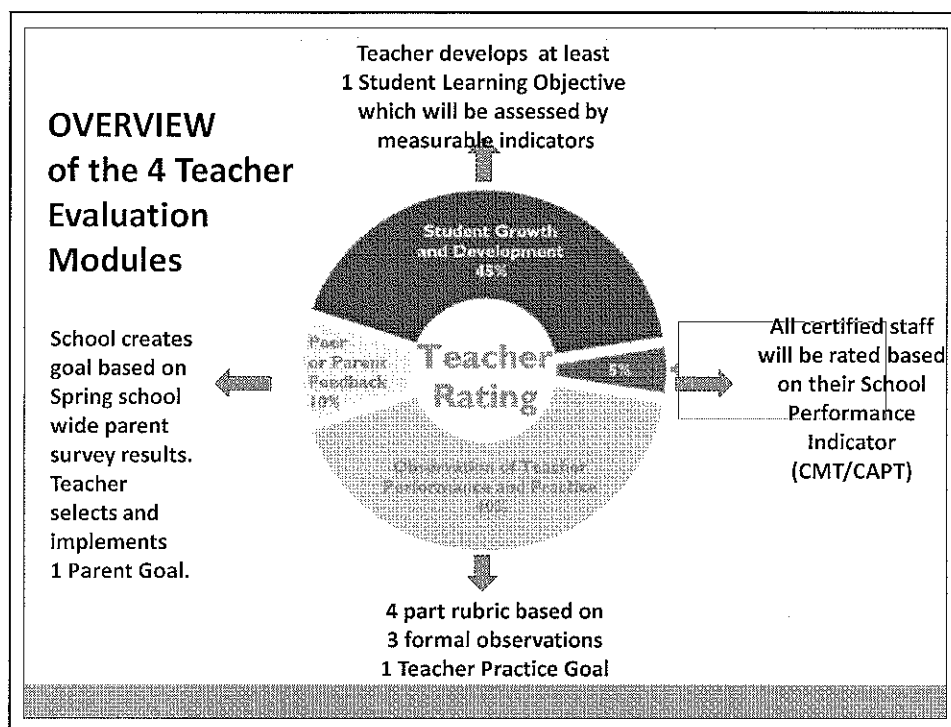
A Quick Overview of SEED

Lyme-Old Lyme – Year 1

Lyme-Old Lyme Recommendations

State BOE Recommendation

Recommendation to the BOE



Rating System

4
Exemplary

- Substantially exceeding indicators of performance

3
Proficient

- Meeting indicators of performance

2
Developing

- Meeting some indicators of performance but not others

1
Below Standard

- Not meeting indicators of performance

Use of Ratings

Professional Development

- Teacher sets goal for following year
- Based on low scoring area

Results Sent to State

- _____ % Exemplary _____ % Proficient
- _____ % Developing _____ % Below

Effectiveness Standards

- State has defined "Effectiveness"
- Teachers must meet this standard to remain in good standing

State Recommended Definition of Effectiveness



- *Novice teachers shall generally be deemed effective if said educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.*
- *A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time.*

Lyme-Old Lyme – Year I

Intensity of
Observation
Cycle

- All Teachers Receive 3 formal Observations (this year 1/3)
- Lengthy process driven pre and post conferences
- More than 4 times Observations completed in the past

Extensive and
Cumbersome
Documentation

- Administrators script and then "tag" observations
- Teachers uploading all evidence
- Significant time spent on evidence gathering

Is this the best
use of time?

- Less focus on teachers in need
- Less authenticity due to focus on process
- Less time for parents and students as well as other initiatives

Lyme-Old Lyme Recommendations

Remove link to State Test results at this time

- Use district based data
- Hold off on SBAC data until "usable"
- Use District SPI once state re-establishes them

Reduce Volume of Observations

- Maintain current number of observations for new teachers and those not yet proficient
- Observe fewer times and include "walk-throughs" for teachers deemed proficient or exemplary

Modify Documentation to be more Authentic

- Replace scripting and tagging with authentic evidence
- Make collaborative decisions about what is archived

State BOE Recommendation for 2013 & beyond

One Teacher Goal for Student Growth

- Evidence based on district criteria
- Not tied to state assessments at this time

New teachers and those not previously deemed proficient

- 3 Formal Observations
- No Change

Teachers with 3 years who have previously been deemed proficient

- One formal Observation every 3 years
- Three informal Observations all other years
- One review of practice every year

Additional Modifications to Manage Evaluation Data

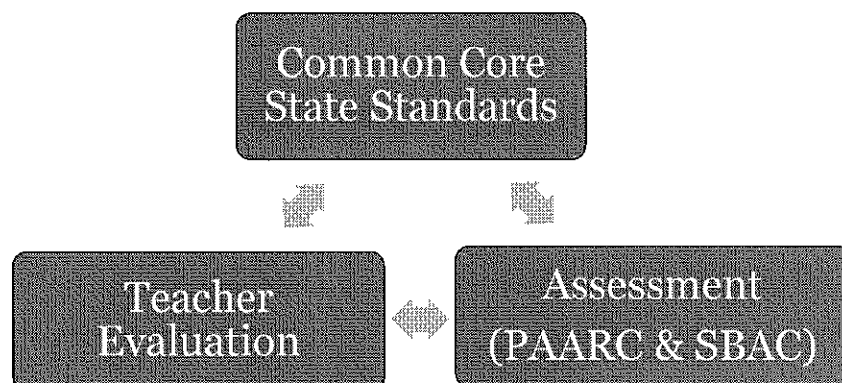
- Streamline data collection as District deems appropriate
- Review state collection and use of data

Recommendation



***Charge the
Teacher Evaluation Committee
with resubmitting the
District Teacher Evaluation Plan
in accordance with
State BOE recommendations
for BOE review at March Meeting.***

Three Separate but Related Initiatives



Lyme-Old Lyme
Public Schools
Impassioned with Pride and Purpose

Preparing for CCSS

February 2014

Agenda

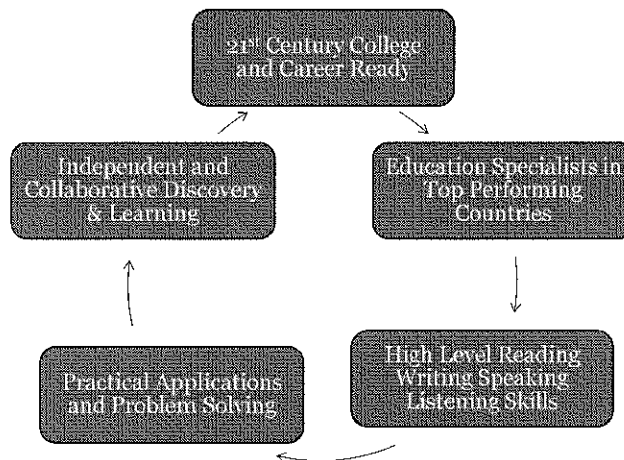
Common Core of State
Standards

Impact on Instruction

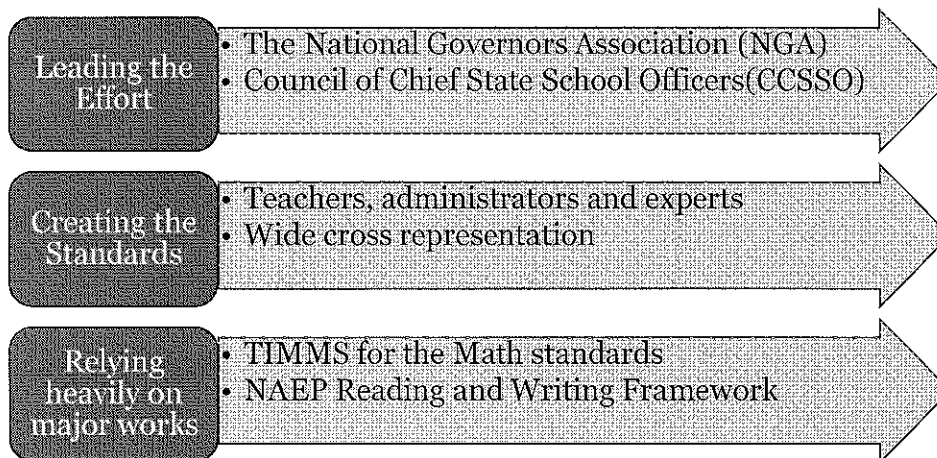
Impact on Resources

Common Core State Standards

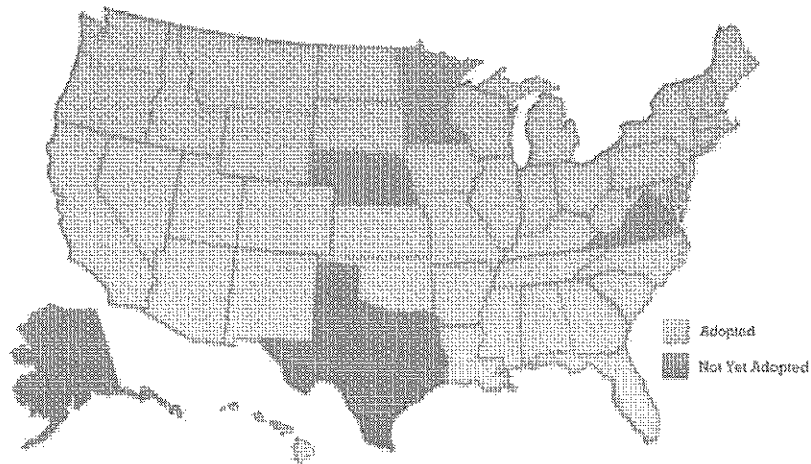
Why Did CT Adopt Them?



Development of the CCSS



States that Adopted CCSS



CCSS English Language Arts (ELA)

What are the Big Shifts?

Reading

Grade Appropriate
Fiction & Non-
Fiction Text

Ask & Answer In-
Depth Questions

Close Reads for
Evidence

Writing

Argument

Explanatory

Narrative

Speaking Listening

Increase in
Academic
Vocabulary

Frequent Speaking
and Discussion
Opportunities

Research & Present

College and Career Readiness Anchor Standards for Reading K-5 Key Ideas and Details: <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and issues develop and interact over the course of a text. Craft and Structure: <ol style="list-style-type: none"> 4. Analyze how and why various parts of a text (e.g., sentences, paragraphs, sections, and chapters) are organized, and analyze how different parts relate to one another and the whole. 5. Analyze the structure of a text, including how specific sentences, paragraphs, and sections of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how one part of a text relates to other parts (e.g., how a particular sentence in a paragraph relates to the rest of the paragraph, or how a paragraph relates to the rest of the text). Integration of Knowledge and Ideas: <ol style="list-style-type: none"> 7. Analyze and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in written form. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Analyze how two or more texts address similar issues or topics in relation to one another to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity: <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts relevant to students' and teachers' worlds. 	
College and Career Readiness Anchor Standards for Writing K-5 Text Types and Purposes: <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of an issue or topic, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly and accurately through the selective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing: <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge: <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing: <ol style="list-style-type: none"> 10. Write routinely over extended time frames (e.g., weeks or months) and shorter time frames (e.g., a day or two) for a range of tasks, purposes, and audiences. 	
College and Career Readiness Anchor Standards for Speaking and Listening K-5 Communication and Collaboration: <ol style="list-style-type: none"> 1. Prepare for and participate in discussions and presentations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Analyze and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and language. Presentation of Knowledge and Ideas: <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence that follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience. 5. Make strategic use of oral media and visual displays of data to improve communication and increase understanding of important issues. 6. Respond to a variety of speakers, and communicate information and ideas effectively in diverse media and formats, including visually, quantitatively, and orally. 	
College and Career Readiness Anchor Standards for Language K-5 Conventions of Standard English: <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language: <ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use: <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using general strategies and analyzing the word's context, including identifying the word's principal meaning in the context. 5. Consult general and specialized reference materials for word meanings and etymology. 6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 7. Apply and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when discussing an topic or text, as needed to support comprehension. 	

Sample Grade 4 Writing Prompt Based on Previous CT Standards

Imagine that you are walking in the water at the beach. You look down and see something shiny, half-buried in the sand.

Write a story about what happens.

Sample Grade 4 Task Based on CCSS

Task:

Your science club is learning about animals and how they survive. You have been chosen to write an article in a newsletter about how animals live in different types of environments. Before you decide what animals you will write about, you do some research and find two articles that provide information about animals that live in different environments.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an informational article for the newsletter.

In Part 2, you will write an informational article using information you have read.

CCSS Mathematics

What are the Key Shifts?

Focus & Coherence

Fewer Topics at Greater Depth

K-5 Mastery of Whole Numbers & Fractions

Algebra II Exposure

Key Mathematical Practices

Independence & Perseverance

Problem Solving

Communicating

Rigor

Conceptual Learning

Fluency

Application

	Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	<ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems. 	<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems. 	
The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. 	<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 	<ul style="list-style-type: none"> Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations	<ul style="list-style-type: none"> Apply and extend previous understanding of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables. 	<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 	<ul style="list-style-type: none"> Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions			<ul style="list-style-type: none"> Define, evaluate, and compare functions. Use functions to model relationships between quantities.
Geometry	<ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume. 	<ul style="list-style-type: none"> Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measures, area, and surface area, and volume. 	<ul style="list-style-type: none"> Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Statistics and Probability	<ul style="list-style-type: none"> Develop understanding of statistical variability. Summarize and describe distributions. 	<ul style="list-style-type: none"> Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use and evaluate probability models. 	<ul style="list-style-type: none"> Investigate patterns of association in bivariate data.

Grade 6 Problems Based on Common Core

Before Common Core

Last season's points scored per game for a high school football game are shown below.

23 15 15 7 0 13 21 12 18 10

What is the MEDIAN number of points scored?

With Common Core

The heights, in inches (in.), of four students are 48, 50, 52, and 50. The mean height of these students is 50 in. A student is added to the group. The mean height of the five students is 49 in. How tall is the shortest student in the group of five students?

Impact on Resources

Math

- Investment in K-5 & 6 to 8 Mathematics Programs (~\$100,000 one time expense)
- Reallocation of grants to support Gr 6-12 Math

ELA

- Investment in fictional/nonfiction resources (\$12,000 plus grant money)

Final Thoughts

CCSS Focus is on preparing to take on 21st Century challenges

Some money & attention has shifted from other areas

LOL Teachers are rising to the challenge in amazing ways