

Unapproved

Milford Board of Education

Meeting Minutes

June 13, 2011

Board members present:

Tracy Casey
Suzanne DiBiase
Josip Jukic (left at 10:00)
Diane Kruger-Carroll
Jay Tranquilli
Jack O'Connell
Greg Oliver
Dr. Mark Stapleton, Chair

Board members absent:

David Amendola - work
Robert M. White – family matter

Administration present:

Dr. Elizabeth Feser

I. Call to Order

The Milford Board of Education held a Business Meeting on Monday, June 13, 2011, in the Board Room at the Parsons Government Complex. Chairman Stapleton called the meeting to order at 7:03 p.m. with the reciting of the Pledge of Allegiance immediately following.

Mr. O'Connell made a motion to move item IX. 2. New Business to agenda item II. Mrs. Casey seconded. The motion passed unanimously.

II. New Business

Mr. O'Connell made a motion to approve the addition of Lacrosse as a high school sport. Mr. Oliver seconded.

Mrs. Casey asked for clarity as to what the board will be voting on. She also asked administration if the district will be able to fund the programs long term.

Mr. Cummings explained the decision is in the best interest for the students. The intention is to support the program. The hope is to have a boys and girls team at both high schools. However, the logistics will need to be finalized.

The board discussed other things that needed to be addressed, such as transportation, insurance etc.

Mr. Cummings explained the district would start with a Junior Varsity team for the first year according to the rules of the CIAC.

The motion passed unanimously.

Mr. Oliver made a motion to approve Indoor Track as a high school sport. Mrs. Casey seconded.

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Mrs. Casey asked Mr. Russell to look into the budgeted amount versus the projected cost. She thought there was a discrepancy.

Mrs. Kruger-Carroll asked if there would be enough interest. Mr. Russell told her that it is a good way for athletics to prepare for spring sports.

The motion passed unanimously.

III. Student/Staff Recognition

The following groups were recognized:

Diversity Dream Team from Jonathan Law – The goal of the Diversity Team was to raise awareness and foster appreciation for diversity. The team hosted a “Read to Me Day” at Orange Avenue. Every team member had the opportunity to read to and interact with students and promote the importance of valuing and accepting people of all races, ethnic groups, genders and abilities.

Community Service – Elena Soviero, a third grade student from Meadowside was diagnosed with a mass in her brain. After undergoing extensive surgery to remove the mass, she decided to organize a fundraiser to help the program she was a part of when she stayed at the hospital. Elena organized “MisMatch Day” and raise \$350 to donate to the Child Life Program at Yale New Haven Hospital.

Student Liaisons – Both outgoing and incoming liaisons were recognized. Dr. Feser thanked the outgoing liaisons for their interest and dedication for attending the board meetings, updating the board on school happenings and updating the student body on board matters. The incoming liaisons were awarded with a pen and pad to help prepare them for the year ahead.

IV. Consideration of Minutes

Mr. Oliver made a motion to approve the minutes of the May 9, 2011 Business Board Meeting. Mrs. Casey seconded. The motion passed unanimously.

Mr. Oliver made a motion to approve the minutes of the May 16, 2011 Special Meeting. Mrs. Casey seconded. The motion passed unanimously.

Mr. Oliver made a motion to approve the minutes of the May 23, 2011 Committee of the Whole Meeting. Mrs. Casey seconded. The motion passed unanimously.

Mr. Oliver made a motion to approve the minutes of the May 26, 2011 Special Meeting. Mrs. Casey seconded. The motion passed unanimously.

Motion to approve the minutes of the June 6, 2011 Special Meeting. Mrs. Casey seconded. The motion passed unanimously.

V. Student Reports

Gabrielle Novak and Matthew Ouellette reported on the latest activity and upcoming events occurring at Jonathan Law High School. Kate Sylvester and Daniel Evanich presented the report for Joseph A. Foran High School. Both reports are on file.

VI. Public Comment

Nick Cassarro – Mr. Cassarro supported the newly approved lacrosse program.

Cathy Berni – 96 Centennial Drive – Mrs. Berni stated that she was surprised by the past year. Mathewson and Meadowside have teamed up together well. She is disheartened by the reduction of 16 paraprofessionals and would prefer the academics to be valued before the sports programs. She knew Danny Wasson as a friend and supports the new flagpole. She does not understand why the district does not want to earn money from the state healthy food program.

Kathy Bonetti – Mrs. Bonetti is the PTA Council president. She reported on the recent roundtable meeting and reminded the board the Council will host a board candidate forum in the fall.

Cheryl DelPiano-Kirk – Ms. DelPiano-Kirk is the president of the paraprofessional union. She is concerned for the 13 paraprofessionals being laid off. It will take away from the student's learning experience.

VII. Chair's Report

Chairman Stapleton told the board that he attended the End of the Year Ceremony earlier in the evening. It was very uplifting.

Mrs. Casey updated the board on the Permanent School Building Committee meeting. The Pumpkin elevator and Foran Phase III projects continue.

VIII. Superintendent's Report

1. Instructional Division

Elementary Reconfiguration

Dr. Feser turned the meeting over to Mr. Madancy, Principal of Pumpkin Delight and Mr. Sean Smyth, Principal of John F. Kennedy who narrated a PowerPoint (attached) presentation which portrayed the elementary reconfiguration.

The principals shared their experiences, both challenging and positive. The past year was certainly a challenge; however, the reconfiguration was done to enhance the learning experience for kids.

The board recessed at 8:50 p.m.

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Chairman Stapleton called the meeting back in order at 9:00 p.m.

Instruction Plan Priorities

Mr. Cummings began by explaining that each year the staff of the Milford Public Schools declares instructional priorities designed to improve student learning. The needs are identified through both student data and staff input. Some instructional priorities are K-12 in scope and others are particular to a grade, level or subject, but all become the basis for the work of the district. A full implementation plan for each priority is developed and used to chart progress towards program goals. Modifications in the implementation but not the goal are made based on staff and student feedback.

He then shared a PowerPoint (attached) which included the specific work that will be done to address each priority. The priorities are: Clear articulation of what constitutes good instruction

- Improved K-5 literacy instruction and practice with the incorporation of the Common Core State Standards
- Improved numeracy instruction and practice with the incorporation of the Common Core State Standards
- Strengthening of staff capacity to teach to the instructional expectations of new curriculum units
- Deeper implementation of SRBI in the middle and high schools.

Mr. Cummings will give a status report on the priorities at the February 2012 Board of Education business meeting.

2. Operational Division

Update on Energy Conservation

Mr. Whitaker and Mr. Corwine (Energy Education) gave the board an update on the energy conservation. They explained the first steps are to gauge how much energy usage is actually being used. To do that, data loggers and a software program have been purchased. While the system currently in place with the school district does contribute savings, the loggers will read the actual temperatures in the rooms/areas at all times. Mr. Whitaker also noted that he has visited every building and is working with staff to shut down computers, lights and machines. Anything with a light is using energy and with the square footage of the buildings, shutting down will add to a savings.

CT Healthy Food Certification Program

Dr. Feser explained the program is designed to help schools create the healthiest school environment. However, the district is not in the position to take on the responsibility of the program at the current time. The program would need to be instituted July 1st, thus not giving the PTA's and other fundraising groups time to plan. She told the board the program is on the radar for the 2012-13 school year.

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Personnel Report

Mrs. Kopazna reported there have been 14 teacher retirements and two administrator retirements. She also reported that all teacher assignments have been communicated. Salary agreements will go out in the next week.

Budget Report

Mr. Russell presented the Quarterly Budget Report to the board.

IX. Consent Agenda

Mr. Oliver made a motion to approve Consent Agenda Items a-d. Mrs. Casey seconded.

- a. Voucher List (Disbursements): Administration recommends approval of the Disbursement report. (EL-6, EL-7)
- b. Healthy Food Certification Program: Administration recommends approval not to participate in the Healthy Foods Certification Program as listed in CGS 10-215f.
- c. Flagpole Dedication: Administration recommends approval of installing a new flagpole at the Foran football field. The flagpole is to be dedicated to Police Officer Daniel Wasson. The project when completed would consist of a new/taller flagpole, shrubbery, memorial stone, flowers and fencing. The cost would be paid by the Foran Booster Club.
- d. Board of Education Meeting: Administration recommends that the August 8, 2011 meeting be rescheduled to August 22, 2011.

The motion passed unanimously.

X. Board Comment

Mrs. Kruger-Carroll asked the superintendent how many tickets are issued for the middle school closing ceremonies. The superintendent will research it and follow up with the information at a later time.

XI. Executive Session

Mr. Oliver made a motion to go into Executive Session to discuss non-certified non-union salaries and benefits. Dr. Feser, Mr. Cummings, Mr. Russell, Mrs. Kelleher and Mrs. Kopazna were invited into the session. Mrs. Casey seconded the motion. The motion passed unanimously. (10:15 p.m.)

XII. Reconvene

The board reconvened into Public Session at 11:14 p.m.

XIII. Action

Mr. Oliver made a motion to authorize administration to use \$35,200.00 for purpose of providing raises to non-certified non-union employees and direct the Superintendent to

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distribute funds based on performance and pay range. Mrs. Casey seconded. The motion passed 5 – 1(Kruger-Carroll).

XIV. Adjournment

Mrs. Casey made a motion to adjourn. Mrs. Kruger-Carroll seconded. The motion passed.





The meeting adjourned at 11:15 p.m.

Recording Secretary:

Pam Griffin

Corresponding Secretary:





Robert M. White

Milford Public Schools K-2/3-5 Reconfiguration


One Year Later

A presentation to the Board of Education, June 13, 2011

One Year Ago


Just one year ago, the Milford Educational Community was engaged in a dialogue considering:



- The closing of an elementary school, going from 9 to 8 buildings
- Reconfiguring our grade span from K-5 to a K-2/3-5 system
- Pairing into 'Partner Schools'

One Year Ago

The issues of greatest concern regarding configuration included:



- Benefit to Educational System
- Before/After School Care
- Transportation
- Transitions
- Community Collaborations

Benefits to the Educational System

When we first unveiled the concept of reconfiguring our elementary schools into K-2/3-5 Partner schools, we believed there would be automatic benefits.

- With more teachers of the same grade, in the same school, we believed each grade level would be more unified in philosophy and students would experience similar programs in each classroom
- Grade-level curricula, instruction, and special programs, e.g., assemblies and field trips, would be more consistent across the four schools.

Benefits to the Educational System

- Purchasing and inventorying materials would become more efficient with three grades housed within a building (and having only 4 each of those buildings)
- Instructional spaces would be better utilized
- Classroom and grade level enrollment would be more balanced
- Fewer grades in each building would enable greater grade level targeted instruction

Benefits to the Educational System

- Support services (speech, resource, reading intervention), could be provided more smoothly since the providers would be assigned to one building for a full day.
- An opportunity to build a school culture specific to primary grades and specific to intermediate grades would now be possible, while honoring the past

Collaboration, 2010-11

Once the decision was made to reconfigure our elementary schools, numerous steps were made to collaborate with constituent groups. Some of these were:

- Mr. Cummings' Monthly E-Blasts
- Open Houses
- Electronic Surveys
- Community Input Group meetings
- And many, many more

Reconfiguration: A Case Study



John F. Kennedy

Grades K-2
Sean Smyth, Principal



Rumpkin Delight

Grades 3-5
Steve Madancy, Principal

Reconfiguration: A Case Study

What went well?

- Teachers returned to school with a positive attitude, even though many were new to the building
- Students adjusted quickly
- Improved focus on age-group needs (consistency, collaboration, special programs, age-appropriate programs)
- Work toward building a new school community
JFK Initiatives/Pumpkin Delight Initiatives



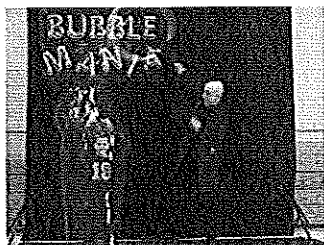
Reconfiguration: A Case Study

JFK School logo changed to better suit K-2 kids



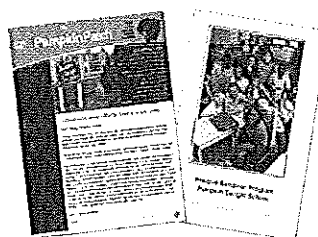
Reconfiguration: A Case Study

School assemblies were suitable for more of the student body



Reconfiguration: A Case Study

School communications were targeted as a vital piece in creating a partnership within the school community.



Reconfiguration: A Case Study

What went well?

- PTA/PTO collaboration
- Grade 2-3 Transitions (both last year *and* this year)



Reconfiguration: A Case Study

Planned Transition points

- May 18th: Spec. Ed. teachers from JFK to collaborate with Pumpkin Delight
- May 27th: Reading Specialists from JFK will collaborate with PD
- June 1st: Mr. Madancy (principal/PD) visited every 2nd grade at JFK to introduce himself and tell students about PD
- June 7th: Mr. Madancy visited JFK's PTO meeting, again as an introductory measure
- June 9th: Transition Night: parents and students will visit Pumpkin Delight to hear about the school and take a tour of the facility.
- June 15th: Grade 2 teachers from JFK will meet with the Grade 3 teachers from PD to inform them about the students coming to their school next year.



Reconfiguration: A Case Study

What was challenging?

- Procedures: everything was new for students/families (arrival, dismissal, snack, lunch, special programs)
- Buses
- Scheduling activities with partner school
- PTO/PTA Coordination -- work continues
- Some Parents had difficulty adjusting (loyalty/miss old school)



Reconfiguration: A Case Study

What is the work going forward?

- Continue the work of building the school community (both individually AND w/ partner school)
- Apply lessons learned this year
- Improve capacity to meet individual needs
- Consistency across all elementary schools
- Improve event planning; PTA/O coordination & scheduling
- Improve sustainable operational issues



Milford Public Schools



Elizabeth E. Feser, Superintendent
Michael Cummings, Asst. Superintendent
Philip Russell, Deputy Superintendent

Milford Public Schools 2011-12 Priorities

THE MISSION OF THE MILFORD PUBLIC SCHOOLS

Students who graduate from the Milford Public Schools will:

Demonstrate mastery of reading, writing, and numeracy;

Comprehend, organize, and analyze information in order to independently solve problems and articulate solutions

Demonstrate the attributes of good citizenship and community/school engagement.

Need: Clear articulation of what constitutes good teaching and communication of this to all professional staff.

The Work:

Committee to define the attributes of good instruction

Creation of draft rubric for use in observing classrooms and lessons

Draft document shared in August and at faculty meetings throughout the year dedicated to discussion and analysis of components in the rubric

Feedback to be gathered from staff and used to finalize the rubric

Rubric will become basis for revisions to the evaluation plan for 2012-13.

Need: Improved K-5 Literacy Instruction and Practice with incorporation of the Common Core State Standards

The Work:

Refinement of district expectations for best instructional and structural practices in the literacy block

Individual students have appropriate literacy materials for their level and interest

Coordinated interventions through the Child Study Team process

Targeted professional learning experiences in literacy aligned to the needs of individual teachers

Increasing the time principals spend in classrooms

Ensure fidelity to the literacy model giving particular attention to guided and independent reading.

Need: Improved Numeracy Instructional practices with incorporation of the Common Core State Standards

The Work:

Implementation of *Math Investigations* series for Kindergarten through grade 2 in September, 2011

Continued implementation in Grade 3 in 2012-13, Grade 4 in 2013-14, and Grade 5 in 2014-15.

Math Investigations is a program that concentrates on the developing conceptual understanding of math. It requires students to be actively engaged in their learning through problem solving, math puzzles and the use of manipulatives.

Need: Strengthening Staff Capacity to meet the instructional expectations of new curriculum units.

The Work:

Finalize curriculum revisions in all grades 6 to 10 courses using the Understanding by Design model. Begin work to complete curriculum revisions in grades 11 and 12.

Implement revised 6 to 10 curriculum in September, 2011

Need: Deepen Implementation of SRBI in middle and high schools

The Work:

Make use of study halls, literacy and numeracy support centers, flex periods of support, and other supports identified in the intervention matrix to meet the needs of all learners

Milford Public Schools

Energy Program Report



June 13, 2011

BACKGROUND

- December 2010 Administration approves concept of program to conserve energy and save dollars
- January 2011 Board of Education approved the Energy Program presented by Energy Education Inc.
- March 2011 candidates for Energy Specialist were interviewed
- March 17, 2011 Energy Specialist first day on job; beginning of initial training
- April – May 2011 Computer/software setup; commencement of data collection; start of audits, monitoring and analysis

Objectives of Program

Maintain Comfort & Safety In Occupied Areas

- Coordinate usage of facilities and monitor operational efficiency

Eliminate Energy Waste

- Audit buildings during unoccupied times.
- Monitor building usage during occupied times
- Track & analyze consumption for building efficiency
- Use diagnostic loggers to track waste
- Maintain energy policy and guidelines

Save Dollars

- Minimize consumption and demand charges
- Audit and monitor utility bills & meters for errors and/or overcharges
- Evaluate usage trends for abnormalities
- Investigate rebate & grant programs

Accomplishments

- Communicated newly adopted Policy & Guidelines
- Met staff to personally share program expectations
 - Administrator meeting
 - School staff meetings
 - Individual Principals, Teachers, and other staff
- Building a historical record (baseline) of consumption into database (12 months of consumption back to 12/2009)
- Reviewed and reduced building occupied schedules to match building usage

Accomplishments

- Reviewed and changed occupied temperature set points to adopted energy management policies
- Energy Specialist: learning, identifying and understanding the mechanical equipment at all sites
- Had 17 training visits from 5 different EEI Consultants
- Performed 191 extensive audits of buildings

What is an Audit

- Observation of building conditions
 - Lighting
 - Temperature
 - HVAC equipment (internal)
 - Office equipment and personal electric devices
 - Computers, monitors, printers, copiers
 - Covers entire building
 - Roof-top units (heating, air conditioning, exhaust)

What is an Audit

- Walk-through inspections are performed at varied times using the audit form
 - Occupied
 - Non-occupied
 - Nights
 - Weekends
 - Holiday

Tools used

- EnergyCap software to track and compare usage
- Johnson Controls computerized management system (for mechanical support)
- Data Loggers to track and verify space conditions over a period of time
- Infrared Temperature sensors
- Flashlight

Measurement + Verification

- EnergyCap, an independent 3rd party software product is used to keep track and verify utility savings
- EnergyCap meets International Guidelines for Measurement & Verification (IPMVP)
- In order to have true and accurate comparisons from year to year, certain usage adjustments should be made:
 - Changes in weather
 - Changes in building square footage and portable buildings
 - Added/removed mechanical systems and new technology
 - Differences in the length of billing cycles from month to month

Working Partnership

- Program essential partners
 - Board of Education
 - Energy Education, Inc. (EEI)
 - Energy Specialist
 - Director of Building and Grounds
 - Central Office Administration
 - Building Administration and Staff
 - Maintenance and custodial staff

What next

- Continue to conduct audits of buildings
- Continue to adjust and verify building schedules, settings, and equipment
- Work extensively with all personnel in the district to increase awareness of the program
- Report energy reductions and corresponding savings to the Board (semi-annually) starting this fall