

Suffield Board of Education
Student Programs & Services Subcommittee Meeting Minutes
February 10, 2014 – 3:00 p.m.
Central Office Conference Room

Present: Lori D'Ostuni; Jeanne Gee; Scott Schneider; Natalie Semyanko; Karen Baldwin, Jim Collin, Scott Dunn, John Warrington, Sophia Gintoff, Kim Loveland, Kris Pryce, Margo Vachon, Ashley Molden, Phyllis Hameroff, Trish Charette

Meeting called to order at 3:00 p.m.

Superintendent Baldwin provided the context for the academic support model grounding the change in program effectiveness and the connection to overall district continuous improvement efforts.

Dr. Collin said data has documented where the academic support model can demonstrate student learning gains and alignment across the SRBI Tiers I/II/III. This is evident at Spaulding K-2. In addition, data has identified where student achievement is not evident, nor aligned across the SRBI Tiers I/II/III. Kris Pryce illustrated a specific successful example and process from AWS. Kim Loveland provided a specific, and less than successful, example from grade 5 math labs.

Dr. Collin reviewed the coaching and intervention position chart, highlighting Quality Tier I definitions and the coaching continuum chart. Sophia Gintoff and Ms. Loveland described the outcomes expected from the coaching model in terms of SRBI and with reference to the position chart and the Quality Tier I document.

Trish Charette gave an example from grade 6 mathematics, highlighting the importance of differentiated instruction, materials to support instruction, and additional teacher/parent support. Ms. Pryce shared how she has used the lesson planner and developed differentiated lessons. She also explained how she supports the process at Spaulding through coaching, developing interventions, monitoring progress, getting results and building on-going in class supports. Ashley Molden shared how the readers/writers workshop professional development work underway has led to coaching opportunities. She provided an example of her work with a third grade teacher.

Board of Education members asked several questions throughout the meeting regarding the pace of change, model differences in ELA and Math, K-12 Supervisors' roles, and the creation of more positions that do not directly touch students.

Meeting adjourned at 5:15 p.m.