

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

Accountability and Support Committee

Wednesday, March 14, 2018
450 Columbus Plaza North Hearing Room J
Hartford, Connecticut

Minutes

I. Call to Order

Pursuant to notice filed with the Secretary of the State, Committee Chairperson Dr. Estela López called the meeting to order at 4:07 p.m.

Committee Dr. Estela López, Chairperson
Members Present:

Committee Erin D. Benham
Member Absent: William P. Davenport
 Donald F. Harris, Jr.

Staff Present: Desi Nesmith
 Iris White
 Dr. Regina M. Hopkins
 Carla Ghostlaw

Guests Present: Melony Brady-Shanley, Superintendent, Winchester Public Schools
 Barbara Silverio, Principal of Pearson School, Winchester
 Lori Snyder, Literacy Coach, Pearson School, Winchester

II. Approval of Minutes of the December 13 Meeting

Minutes were not approved due to a lack of quorum.

III. Pearson School, Winchester

Mr. Nesmith expressed pleasure in having Pearson School in Winchester as part of the Commissioner's Network. The redesign of the school's leadership team has enabled them to increase students' academic performance. The school is doing well and has successfully improved their benchmark results in reading and math.

Ms. Melony Brady-Shanley, Superintendent of Winchester Public Schools, Barbara Silverio, Principal at Pearson School, and Lori Snyder, Literacy Coach updated the committee on the strategies they are implementing to achieve consistent growth across all different assessments in all grades. Teachers are provided on-site professional learning and coaching to support instruction, curriculum, and program development. Pearson has also participated in school climate trainings provided by the Connecticut State Department of Education to support the implementation of Restorative Practices and the building of a strong school community. Through professional learning and planning, Pearson School has seen significant progress and growth. Some of the good things happening include support and guidance from the central office leadership, funding and vision from the state, and coaching support for teachers. Teachers maintain progress and pace. Coaches work 80 percent in the classrooms instructionally assisting, co-planning and developing assessments with their teachers. There is a lot of support from administration and coaches. Ms. Brady-Shanley mentioned she meets every two weeks with

her team which creates strong leadership between principals, coaches, and teachers. The data helps them assess the different needs of their students. Dr. Lopez was very happy to see that Pearson School continues to build on what is working to ensure results are achieved.

IV. Restorative Practices Overview

Dr. Regina Hopkins, Turnaround Consultant presented to the Board an overview of Restorative Practices in Connecticut. Training in Restorative Practices represents a mindset and paradigm shift from a focus on doing things to people with punitive consequences for rules broken, to a focus on relationships and building community with people. When harm is done the response is to identify appropriate restorative consequences and supports necessary to repair and promote/maintain strong relationships because the goal is to keep students in school learning. Adult perceptions of students and their behaviors, and subsequent decision-making about who is punished, the reasons for the punishment, and the motives for harsher sanctions for children must be centered and explored if the goal is equity and excellence for all students. Moreover, because authentic, caring relationships are the foundation of restorative work, it is important to acknowledge and confront any barriers to positive attachments.

Dr. Lopez highly applauds Dr. Hopkins' work and commitment to providing assistance and support to schools and districts as a work to implement Restorative Practices.

The meeting was adjourned at 4:59 p.m.

Prepared by: Carla Ghostlaw