

Southington Board of Education Meeting

Thursday, August 15, 2013 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss Administrators' Contract & Possible Action Regarding Proposed Agreement Concerning Teacher's Resignation ~ 6:30 p.m.
3. Board of Education Recognitions ~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes of June 27, 2013
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
8. Superintendent's Report
 - a. Personnel Report
9. Committee Reports
 - a. Policy & Personnel Committee Meeting ~ July 1, 2013
 - b. Finance Committee Meeting ~ August 6, 2013
 1. Bid Approval - Snow Removal/Sanding Bid #2014-BID-16
 2. Energy Conservation & Renewable Energy Measures (SHS)
 3. Surcharge for Turf Replacement Fund
10. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Administrator Evaluation Plan Update
 - d. Teacher Evaluation Plan Update
11. New Business
 - a. Superintendent's 2012-2013 Annual Report
 - b. Superintendent's Proposed Goals for 2013-2014
 - c. Opening of Schools Dates 2013-2014
 - d. Closeout of 2012-2013 Budget
 - e. Class Size Report
 - f. Staff Update 2013-2014
 - g. Instructional Time - Professional Development / School Governance
 - h. Personnel Matter Regarding a Teacher's Resignation
12. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JUNE 27, 2013

The regular meeting of the Southington Board of Education was held on Thursday, June 27, 2013 at 6:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

2. EXECUTIVE SESSION FOR SCHOOL SAFETY ~ 6:30 P.M.

An Executive Session meeting was held 6:33 p.m. through 7:04 p.m. (*Minutes attached*).

3. BOARD RECOGNITIONS ~ 7:00 P.M.

At 7:07 p.m., in Celebration of Excellence, the Board recognized the following honorees:

SOUTHINGTON HIGH SCHOOL ALL-STATE ATHLETES

Football	Stephen Barmore, Zachary Maxwell
Girls Soccer	Erica Kosienki
Girls Volleyball 1 st Team Class LL	Corinne Horanzy, Danielle Kaminsky
Boys Volleyball	Jeffrey Kolb, Alexander Zajda, Daniel Connolly
Cheerleading – Academic All-State:	Jillian Pesce
Girls Basketball – Academic All-State	Meaghan Chapman
Gymnastics – All-State 1st Team:	Kayla Nati, Alexandra Rothstein
Gymnastics – All-State 2 nd Team:	Sarah Leahy, Marilyn Sporbert
Gymnastics – Academic All-State 1 st Team:	Erin Malone
Ice Hockey - All-State Division III 1 st Team:	William Thompson
Ice Hockey - All-State Division III 2 nd Team:	Justin Rose
Wrestling – Academic All-State:	Zachary Maxwell, Zachary Bylykbashi, Zachary Murillo, Nathan Solomon, Austin Sullivan
Softball:	Jordyn Moquin, Sydney Ferrante, Rachel Harvey
Baseball:	Brett Susi
Baseball – Academic All-State:	Andrew Goralski

The students were presented with a Certificate of Excellence from Mr. Goralski, Board Chairman, assisted by Mr. Eric Swallow [Athletic Director] and Ms. Helen Crowley [Assistant Principal].

4. RECONVENE MEETING ~ REGULAR SESSION ~ 7:30 P.M.

The regular session was reconvened at 7:30 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent was Mrs. Terri Carmody.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; and Dr. Perri Murdica, Director of Pupil Personnel Services.

There were approximately 10 people in the audience.

5. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Leon Peschel, former student representative who was in the audience.

6. APPROVAL OF MINUTES ~ June 13, 2013

MOTION: by Mrs. Notar-Francesco, seconded by Mrs. Clark:

“Move to approve the Board of Education minutes of June 13, 2013, as submitted.”

Motion carried unanimously by voice vote.

7. COMMUNICATIONS

a. Communications from Audience

Mr. Thomas Eng, 63 Mandel Drive, spoke as a parent of a student identified as gifted whom he felt will not be receiving a challenged education next year due to the elimination of the SOAR program for the most academically gifted and talented students (*Attachment #1*). He asked the Board of Education to reinstate a program for those who have been identified as gifted and talented in Grades 3-12.

b. Communications from Board Members and Administration

Communication from the Board Members:

Mr. Goralski requested a consensus of the Board regarding cancelling the July 11, 2013 Board of Education meeting due to a light agenda and Board members not being able to attend. If cancelled, the next Board meeting would be August 15, 2013.

Mrs. Johnson was concerned with the time span between meetings if they cancel the July meeting. She would like to have updates throughout the summer from administration. She asked if it was possible to have another meeting the beginning of August in addition to the August 15 meeting. Mrs. Notar-Francesco suggested cancelling the July 11 meeting and, if the Superintendent had anything that needed to be addressed, Mr. Goralski would call a special Board of Education meeting. Mrs. Johnson preferred a planned meeting that everyone could schedule on their calendars, which could be cancelled if there was nothing pressing. Mr.

Goralski wished to stay with the planned calendar that the Board agreed on over one year ago. However, because there are no agenda items for July, he favored canceling the July 11 meeting. Mr. Derynoski agreed with Mrs. Johnson and did not want to wait until August 15, especially if there was something that needed Board action, which did not leave much time before the start of school.

Dr. Erardi noted that the Board is always kept abreast of staffing, enrollment and programming. He will hold onto the August 1, 2013 date and around July 11, if there is concern on the Board or administration's part regarding holding a meeting, he will then inform the Board of a meeting. He felt that they were at a terrific starting point right now regarding enrollment.

Mr. Goralski summarized that the consensus was to cancel the July 11 meeting and pencil in their calendar August 1, 2013, but it is not an official meeting. If a special meeting is necessary on August 1, 2013, they will be informed. Dr. Erardi will continue his weekly updates, the sub-committee minutes will continue to be shared with the Board, and if there is something pressing a special meeting will be called.

Mrs. Lombardi asked for follow-up from administration on the following:

- Applied Behavior Analysis Program: In March, the Board asked for a plan on the measurement of this program. She noted that also of critical importance was to hire an administrator to supervise this program. She asked for a report on these items in August. Dr. Erardi replied that it would be part of the August agenda.
- Bring Your Own Device: In March, the Board talked about surveying the teachers on how this was working. She asked to see results on this. Dr. Erardi replied that when Mrs. Karen Veilleux [Technology Director] returns from vacation he will have an update to the Board regarding this survey on or before August 1, 2013.
- Because of 26: On June 15, the Because of 26 program was held. She thanked the community and everyone who was involved for presenting an amazing program. Mrs. Lombardi distributed knitted butterflies to the Board members.

Communication from Administration:

Dr. Erardi reported on the following:

1. Class Size Update: Dr. Erardi provided the Board with a June 27 elementary school class size grid. He noted that, if they started school tomorrow, the school district would be in terrific shape. The Board will have the opportunity to review the number of changes that take place during the summer because centralized registration is ongoing.
2. Hiring Update: Dr. Erardi noted that the concern was the need to hire three outstanding world language teachers this summer.
3. "Big Bets" Initiative: Dr. Erardi noted that this is a new term that will be used in the district in the 2013-2014 school year. He has asked every administrator to respond to him on or before June 28 on what their "Big Bet" is for next year. The question was, "How will they go forward and end with a successful year knowing that they accomplished...what?" He asked the administrators not to focus this question on the survival of Teacher Evaluation in 2013-2014. He planned to put the "Big Bets" of the administrative team together, which will become part of the

- Administrative Institute and what will be done to support the site level administrators.
4. JAD / JFK Office Relocation: Dr. Erardi announced that the DePaolo Middle School administration will be moved to Hatton Elementary School and the Kennedy Middle School administration has moved to South End Elementary School.
 5. 2011-2012 Student Representative – Leon Peschel: Dr. Erardi asked Leon Peschel, former student representative, to speak on his transition from Southington High School to the University of Connecticut.

Mr. Peschel gave a candid talk on how the Southington Public Schools prepared him for higher education. He thought that he was very well prepared when he arrived at UConn. He did not feel that he needed to attend the guidance meetings at UConn that are held to ensure a smooth transition. He stated that he felt very prepared and took more than the minimum of classes. He noted that other Southington High School students did the same thing and did exceptionally well too. To be more specific, he felt that the Advanced Placement classes at the high school prepared him with an element of independent study going into college, which he thought was the key to his success at college. He felt that independent study needed to be stressed and expanded upon along with self-accountability. Mr. Peschel felt that his English classes at Southington High School prepared him with the level of writing, which was far beyond what was required of him during his freshman year at college. He felt very prepared in his writing skills because it is one of the most important things that a student can have in college. Mr. Peschel explained that he was pursuing a dual degree in finance and international relations.

Mrs. Johnson asked if he learned time management skills in high school that were transferable to college. Mr. Peschel replied that having the opportunity for extra-curricular activities was incredibly helpful. He thought that the Board had done a great job recognizing accomplishments in extra-curricular activities and that it should be continued to be encouraged. He felt that at Southington High School he had enough academic work balanced with extra-curricular that transferred to his college experience.

Mrs. Clark asked what Mr. Peschel thought that the Board of Education could do better in preparing the students for college. Mr. Peschel responded that was hard to answer because what makes college so different was the student's own motivation. Everything at college is basically on your own and at your own will. He felt what would help students transition from high school into college was facing problems that are not necessarily easy to solve and taking the students out of their comfort zone. At college, the students have to teach themselves. There has to be an emphasis on homework not just being busy work and that homework is learning outside of the classroom. He felt that the students who are able to teach themselves and get themselves through the frustrating problems are the ones who are able to succeed. He thought that the teachers at Southington High School do an amazing job at being available to the students after school.

Mrs. Queen asked Leon if he felt that homework should not be graded and that homework was work that a student does on their own. Mr. Peschel replied that in an ideal world you would not want to have homework graded and students would magically do it and do exceptionally well on all their tests. He stated that this was not realistic and was not realistic in college either because most students do not do their homework if it is not required. He thought that there should be a balance between grading homework on whether it is done or not and grading it on whether or not a student learns the material.

Mr. Goralski thanked Leon for his advice and wisdom and welcomed him to return at any time to share his thoughts. He congratulated Leon for becoming an Eagle Scout.

Dr. Erardi reported that two years ago the Board received well over \$325,000 from Mrs. Genevieve Thalberg in conjunction with the estate of her deceased husband, Reuben E. Thalberg, who is the namesake of the elementary school. Today, in order to completely closeout the trust, he was handed a check for well over \$22,000 to be designated for technology in the middle schools and high school. Mr. Goralski stated that Mrs. Thalberg was very generous and noted that not only did she donate the land for the school building named after her husband, but she has also updated the technology in the entire school district.

Mrs. Johnson noted that the offices of the two middle schools were relocating to two elementary schools. She asked if the telephone numbers were going to be the same as the middle schools or revert to the elementary school phone number. Mrs. DiNello replied that administration was in the process of reprogramming the automated attendant so a caller to the middle schools will be informed that the office has temporarily relocated to Hatton or South End School along with that school’s phone number. Mrs. Johnson asked if the phones could just be call forwarded. Mrs. DiNello replied that phones are not under her direction and that she was trying to do her best to address the issues in the absence of staff members. Mr. Goralski thought that the school system had Cox Communications for the phone lines and asked that, when the phone expert returns, they look into call forwarding.

Mrs. Notar-Francesco thought that the South End School enrollment numbers for Kindergarten were low and questioned if the numbers included the Open Choice anticipated seats. Mrs. Smith replied that they did not. Mrs. Johnson asked when those numbers would be available. Mrs. Smith responded no later than August 1, 2013.

8. COMMITTEE REPORTS

a. Policy and Personnel Committee Meeting ~ June 17, 2013

Mrs. Clark reported that the committee discussed the job description for the Accounting / Purchasing Manager and made a few changes based on suggestions by Board members who were not on the committee, whom she thanked. The committee also discussed their future meeting dates for 2013-2014 so they can hold their meetings on a regular basis and post on the calendar. The Board will be taking action on the Accounting / Purchasing Manager job description later on the agenda.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that there was nothing to share at this time.

b. Construction Update

Dr. Erardi stated that Mr. Cox was on vacation and asked him to report that both DePaolo and Kennedy Middle School bids for the sub-contracting work have come in to the good of both projects. The staging is in place and the work has begun. Both of the middle schools’

administration and staff were very appreciative for the half days that allowed them to prepare for the first day of on-site construction. Last week was the formal groundbreaking for both projects.

Mr. Goralski, who is a member of the Public Building Committee, added that DePaolo Middle School was four days ahead of schedule as of Tuesday and that the demolition was going exceedingly well at both buildings. He noted that, when the Building Committee awarded all the contracts, they were currently \$1.1 million under budget.

Mr. Derynoski was concerned regarding the demolition work and the point before the beginning of school when the demolition stops and they have to start putting things back in place for the schools to be ready to open on time. Mr. Goralski replied he would bring that up at the next Public Building Committee.

Mrs. Johnson questioned the fall sports at the middle schools and how they would be accommodated with the construction. Dr. Erardi replied that all sports have been relocated to different fields and all the fall sports in both buildings have been accommodated. Mrs. Johnson asked who will be paying the transportation costs for this. Dr. Erardi replied that the Board of Education will be picking up the cost. It will be one-way, with the school district transporting and parents picking up the student athletes.

- c. Administrator Evaluation Plan Update**
- d. Teacher Evaluation Plan Update**

Mrs. Smith reported that the Administrator Evaluation Plan team has met four times and will meet again on August 13, 2013. They have learned that there are four categories in which all administrators with the 092 certificate will be judged. The categories include:

1. Leadership Practice
2. Stakeholder Feedback
3. Student Learning
4. Teacher Effectiveness

Mrs. Smith explained that, when all four categories are added up, they will equal 100%; although, not all categories are equal. The Leadership Practice will represent 40%, Stakeholder Feedback 10%, Student Learning 45% and Teacher Effectiveness 5%. At the end of the year, there is a summative review which is the end of year rating and based upon scores in those four categories. The combination of categories Leadership Practice and Stakeholder Feedback equal 50% of the summative rating. The combination of Student Learning and Teacher Effectiveness will equal the other 50% of the summative rating.

Mrs. Smith explained that at the end of the year the administrators will be ranked similarly to teachers. The ranking will be in categories of exemplary, proficient, developing and below standard. There is a numerical representation for administrators as well as teachers. If an administrator is responsible for other administrators, then the calibration of weight of categories is different. Mrs. Smith noted that this plan is very closely aligned to the Teacher Evaluation Plan.

Mr. Smith reported that July 8-11, 2013 there will be a four-day workshop at CREC in Hartford that some of the committee members will be attending. The workshop will be

presented by Connecticut Association of Schools (CAS) employees who have been trained to go into the RESCs and do professional development for administrators.

Mr. Oshana asked if there would be feedback during the year so at the end of the year no one is shocked. Mrs. Smith replied that there is a fall goal-setting target date, and then no later than mid-year (December-January) there is another face-to-face individual meeting to titrate how they are doing with the goals. The goals are student learning objectives similar to what the teachers have as well. There will be three formal face-to-face opportunities. She noted that they will be working with the technology program, BloomBoard, which is free for one year. Through that software program, communication from the administrator to evaluator and teacher to evaluator will be ongoing.

Mr. Oshana stated that in the mid-year evaluation there would be a goal review. He asked if at that point there would be a follow-up on the four categories. Mrs. Smith replied that there would be follow-up because she and Dr. Erardi will need to do a certain number of formal and informal observation of every administrator similar to what administrators are doing for teachers. They will have conducted some (not all) of their required evaluations of administrative staff that will be calibrated and they would be giving feedback immediately and then a mini-summative mid-year.

Mrs. Lombardi asked if there would be self-evaluation in the process. Mrs. Smith replied that self-evaluation is very much a part of it because there is also a professional objective. Mrs. Lombardi asked if the committee was addressing what is required for development if a person is rated in a lower category and needs remedial or developmental assistance. Mrs. Smith replied there was nothing in-depth yet. She hoped that it would be part of their training at the workshop. She noted that there is an intensive assistance plan and a special assistance plan that they will be following that currently exists. Mrs. Smith shared that, if there should be a staff member who at the end of this school year finds themselves in the below standard or needing special assistance or intensive assistance, then they automatically carry-over into the new school year beginning as a developing teacher.

Mr. Goralski clarified that Board members do not have any formal role in the evaluation of anyone other than the Superintendent of Schools. He thought that it was important to get the updates to the items that Mr. Oshana and Mrs. Lombardi brought up because the Board has to justify the need for the labor as these are very labor-intensive projects. He felt that they are going to need staff to do this right. This is an enormous amount of work and the state put this upon them by mandating it.

Dr. Erardi explained that the present practice of the Board of Education for hiring administrators who have evaluation responsibilities is to interview the three best candidates administration recommends. With the new SEED teacher evaluation, every administrator in the district is now an evaluator, which means that all the coordinators would go before the Board for hiring. Mr. Goralski stated that, before the Board takes on the responsibility for hiring coordinators, he would want to discuss it at the committee level and talk about it as a Board. He felt that the current practice will not change because of the responsibility change and that it would have to go through committee.

Mr. Oshana noted that one of the things the Board will be talking about at their next meeting is the current assessment regarding time taken out of the classroom. He thought that it

was horrible how teachers are pulled out of the classroom for a variety of reasons. He noted that the Teacher Evaluation process that starts next year will add to it and take a significant time out of the classroom. He felt that they will have to start monitoring how much time the teachers are being pulled out for this. He thought that it was critical.

Mrs. Smith added that one of the recommendations from the state that both she and Dr. Erardi endorse is the idea of collegial visits as the best way to provide in-house professional development, which requires time out of the classroom to visit a colleague who is instructing. She noted that, on one hand, they are being told that they have to give supportive professional development and on the other hand there is the time study issue.

Mr. Oshana agreed that the one-on-one, peer-to-peer activity, regardless of what business someone is in, cannot be beat and is wonderful to be able to do. The thing he would hate to see is a classroom being sent to the cafeteria because there is no one to cover the class.

Mrs. Queen noted the master teacher concept that was discussed in the budget process and questioned how that would weave into what they are talking now. Dr. Erardi stated that they would have that discussion again in November.

10. NEW BUSINESS

a. 2012-2013 Annual Report ~ School Resource Officer

Dr. Erardi reported that the Board of Education has worked in partnership with the Southington Police Department for 16 years. He noted that Officer Don MacKenzie was finishing his first year as the Resource Officer at Southington High School. The practice of the Police Chief is to rotate the School Resource Officer every two years.

Mrs. Notar-Francesco noted that on Officer MacKenzie's report he hoped to reduce the total number of arrests by working with students and faculty next year. She congratulated him for being proactive. She noted that arresting students could change their young lives and anything that they can do to help prevent this going forward was welcomed.

Mrs. Lombardi thanked Officer MacKenzie for all that he does. She asked him who he counseled as an informal counselor and what the process looked like. He responded that he had an open door policy for students and offered a place for them to vent. It is student initiated, and he listens and tries to give guidance. He noted that he was not a counselor. He felt that he is putting out fires by talking to students if they are having a bad day. He noted that it was a lot different than 20 years ago when he was in high school because the students have social media, such as Facebook and Twitter, right at their fingertips and everybody is talking about somebody.

Mrs. Queen remarked that at the All-Night Graduation Party she saw many students going up to Officer MacKenzie and he was congratulating them on their success and graduating. She witnessed some of the relationships that he clearly has established with the students.

Mrs. Johnson noted in his report that he wanted the opportunity to guest lecture in more classes. She asked him what it is he talks about when he lectures. Officer MacKenzie replied he lectured in health classes on drug and alcohol related topics, and in Psychology classes on how

he would deal with people with mental disorders and meeting people at the worst possible time in their life. In Civic classes, he would talk about the search and seizure laws.

Mr. Goralski thanked Officer MacKenzie and stated that the Board has zero tolerance for drugs, alcohol and violence in our schools and that the officer played a big role in reminding the students of the consequences of bad choices.

b. Overnight / Out-of-State and Foreign Field Trips Approval

Mrs. Smith noted that the Spring Vacation is April 14-18, 2014. She invited Dr. Adina Alexandru, World Language Chair, to the podium to answer any questions from the Board.

Dr. Alexandru explained that the Spanish exchange trip started two years ago. It was offered this year and she planned to offer it again next school year with the same school, which is a Catholic school outside of Madrid. In the first year, there were 10 students who traveled and in the second year, 12 students. If it is approved, they will offer it in early September 2013. Last year, the Spanish exchange was followed by the French exchange for the first time. There were 18 students who traveled to France, and they are expecting 20 French students to come to Southington on October 10-20, 2013. She has applied for the French exchange to be repeated the following year during the April 2014 vacation. The trip that has been added to these well-established exchanges is the Italian exchange because of the interest by the students taking Italian. About two years ago, an exchange was established with a school in Florence with the students exchanging e-mails and now they are ready to travel to each other's country. The planning for these trips is similar to what has happened in the past.

Mrs. Notar-Francesco noted that there was a discrepancy on the Italian trip: in one place on the form it indicates April 9 as the departure date and in another place it states April 10. Dr. Alexandru replied that it was the same for all the trips because the airplane leaves on April 9 and arrives on April 10 due to the time difference.

Mr. Derynoski noted that the trips were the week of the April vacation, plus three school days. He thought that these trips were wonderful, but it seemed each year a day was added and detracts from classroom time for other subjects. Dr. Alexandru emphasized the fact that the students were attending school in Italy, France and Spain, along with the students of those countries and learning math and other subjects. She thought that it was a learning experience for the students to see how math was taught abroad compared to Southington. She pointed out that they were not tourists, they were actually students abroad. All the students take the assignments that are given to them ahead of time by the teachers at Southington High School and complete them during that time.

Mrs. Lombardi noted the VoiceThread technology seemed to be Dr. Alexandru's method for every trip to report out as a project for students. She asked if it was altered based on the level of the language proficiency of the students. Dr. Alexandru replied that VoiceThread was a platform of recording and posting student narratives or dialogues that they record abroad. This year, every student who went on the French trip was given a mini-recorder and was assigned to have dialogue with the people who were hosting them or in school so they can record authentic voices. The level of the language is based on the dialogue that they are having with the person whom they are interviewing. Mrs. Lombardi asked if the writing and literature of the culture was integrated into that project. Dr. Alexandru replied that they are striving for language students to

develop speaking more than writing. Mrs. Lombardi was looking at the career aspect after high school because what is lacking is the reading and writing of forms that are being converted to other languages. Dr. Alexandru thought that it was a good idea to be integrated into the program.

Mrs. Clark questioned why the Spanish students coming to Southington would be going to the middle schools. Dr. Alexandru replied that, when they travel, they are asked to see the entire educational system. In Spain and France, the high school starts in Grade 7 through 12. The age level is completely different than here, so she thought that it was a good idea for the Spanish exchange to travel to the middle schools and elementary schools here because our students are given the opportunity to learn about their school system when they go to those countries. The Spanish students follow their host for several days and then are given the opportunity to visit the middle school.

Mr. Goralski asked that for consistency the dates on the forms be the date that they leave the United States and return to the United States so that all dates will be reflected consistently. Mrs. Notar-Francesco pointed out that on the Italian trip in the right-hand corner the date of trip is listed as April 10-21 and the departure date states that they are leaving on April 9. Mrs. Notar-Francesco asked Mrs. Smith if she approved the field trips because she signed the forms, but did not date or check off the box that they were approved.

Mrs. Queen thanked Dr. Alexandru for providing these extraordinary educational experiences for the students. Mr. Goralski loved the enrichment that goes both ways.

Mr. Derynoski asked how many of Southington’s staff will be traveling. Dr. Alexandru replied two employees who would require substitutes.

Coach Derek Dion stated that the Wrestling team will be attending a two-day regional tournament in Lowell, Massachusetts on December 27 and 28 when school is not in session.

Dr. Erardi stated that the Board of Education has the right to rescind any trip up to and through departure and, if the Board does rescind approval, it is at no cost to the Board of Education. If the Board cancels the trip, all staff must report to work.

MOTION: by Mrs. Lombardi, seconded by Mrs. Queen:

“Move to approve the SHS Wrestling Team overnight trip and the three student exchange trips to Spain, Italy and France with the caveat that the Board has the right to withdraw approval of the foreign trips up to the day of the trip with no cost incurred by the Southington Board of Education and all other stipulations as stated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

c. Job Description ~ Accounting / Purchasing Manager

MOTION: by Mrs. Clark, seconded by Mrs. Notar-Francesco:

“Move to approve the job description for Accounting / Purchasing Manager, formerly entitled Purchasing Agent, as recommended by the Policy & Personnel Committee.”

Motion carried unanimously by voice vote.

d. Compensation for 2013-2014 Unaffiliated Employees (*After Executive Session*)

e. Evaluation of Superintendent of Schools 2012-2013 and Compensation 2013-2014 (*After Executive Session*)

11. EXECUTIVE SESSION FOR COMPENSATION FOR 2013-2014 UNAFFILIATED EMPLOYEES, EVALUATION OF SUPERINTENDENT OF SCHOOLS 2012-2013 AND COMPENSATION 2013-2014

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Compensation for 2013-2014 Unaffiliated Employees, Evaluation of Superintendent of Schools 2012-2013 and Compensation 2013-2014, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

The regular Board meeting adjourned at 8:50 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

EXECUTIVE SESSION #1
JUNE 27, 2013

Board Members Present: Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

Board Members Absent: Mrs. Terri Carmody.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools.

Others Present: Gina LaPorte and Daniel LaPorte.

1. CALL TO ORDER

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 6:33 p.m.

2. EXECUTIVE SESSION FOR SCHOOL SAFETY

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing School Safety, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

The Board went into Executive Session at 6:33 p.m.

MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move to reconvene into public session.”

Motion carried unanimously by voice vote.

The Board exited Executive Session and recessed at 7:04 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION #2
JUNE 27, 2013**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:02 p.m.

Board Members Present: Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

Board Members Absent: Mrs. Terri Carmody.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Compensation for 2013-2014 Unaffiliated Employees, Evaluation of Superintendent of Schools 2012-2013 and Compensation 2013-2014, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Dr. Erardi left the Executive Session meeting at 9:45 p.m.

MOTION: by Mr. Oshana, seconded by Mrs. Johnson:

“Move to reconvene into public session.”

Motion carried unanimously by voice vote.

The Board reconvened into public session at 10:37 p.m.

d. COMPENSATION FOR 2013-2014 UNAFFILIATED EMPLOYEES

MOTION: by Mr. Derynoski, seconded by Mrs. Notar-Francesco:

“Move to approve the salary increases for non-union personnel as listed on the attached grid, including adjustments to health plan design and contributions and modifications as appropriate to employment agreements.”

Motion carried unanimously by voice vote.

**e. EVALUATION OF SUPERINTENDENT OF SCHOOLS 2012-2013 AND
COMPENSATION FOR 2013-2014**

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to increase the Superintendent’s salary by 2.3%, and approve a new three-year contract, effective July 1, 2013, with modifications.”

Motion carried unanimously by voice vote.

The Board of Education agreed that on Monday, July 1, 2013 Mr. Goralski would issue a press release on behalf of the Board regarding the Superintendent’s evaluation.

12. ADJOURNMENT

MOTION: by Mr. Oshana, seconded by Mrs. Clark:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 10:41 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

Non Union Salary
Board of Education Approved 6-27-13
7/1/13-6/30/14

POSITIONS	2012-13 ADOPTED	2013-14 ADOPTED	\$ INCREASE	% INCREASE
CERTIFIED ADMINISTRATORS				
ASSISTANT SUPERINTENDENT	\$143,600	\$ 147,908	\$ 4,308	3.0%
DIRECTOR OF BUSINESS AND FINANCE	\$117,995	\$ 120,709	\$ 2,714	2.3%
CLASSIFIED ADMINISTRATORS				
OPERATIONS DIRECTOR	\$100,912	\$ 103,233	\$ 2,321	2.3%
TECHNOLOGY DIRECTOR	\$92,817	\$ 94,952	\$ 2,135	2.3%
SUPERVISOR of BLDG & GRDS	\$81,108	\$ 82,973	\$ 1,865	2.3%
PERSONNEL MANAGER	\$72,835	\$ 74,510	\$ 1,675	2.3%
OTHER STAFF				
TECHNOLOGY ANALYSTS	\$46,570 - \$61,457	\$46,570 - \$62,993	\$0 - \$1,536	2.5%
(lead tech analyst) stipend	\$ 2,060	\$ 2,112	\$ 62	2.5%
SOFTWARE SPECIALIST	\$47,839	\$27 per hour		
TECHNOLOGY ASSISTANT	\$13.00	\$ 13.33	\$ 0.33	2.5%
AUDIO VISUAL TECHNICIAN	\$50,392	\$ 51,652	\$ 1,260	2.5%
PAYROLL SUPERVISOR	26.91	\$ 27.58	\$0.67	2.5%
MAINTENANCE FOREMAN	\$65,778	\$ 67,422	\$ 1,644	2.5%
SECRETARIAL				
EXECUTIVE ADMINISTRATIVE ASSISTANT	\$31.84	\$ 32.64	\$0.80	2.5%
EXEC SECRETARY: ASST. SUPERINTENDENT	\$25.90	\$ 26.55	\$0.65	2.5%
EXEC. SECRETARY: DIR BUS & FIN.	\$25.90	\$ 26.55	\$0.65	2.5%
PART TIME CERTIFIED STAFF				
SUMMER SCHOOL DIRECTOR	\$5,906	\$ 6,009	\$103.36	1.75%
JUMP START DIRECTOR	\$4,303	\$ 4,378	\$75.30	1.75%
CONT. EDUCATION DIRECTOR	\$12,116	\$ 12,328	\$212.03	1.75%

Non Union Salary
Board of Education Approved 6-27-13
7/1/13-6/30/14

POSITIONS	2012-13 ADOPTED	2013-14 ADOPTED	\$ INCREASE	% INCREASE
OTHER STAFF				
BOARD MEETING SECRETARY	\$23.78	\$ 24.37	\$0.59	2.5%
SUBSTITUTE SERVICE	\$12,750	\$ 13,069	\$ 319	2.5%
PT. TIME CUSTODIAN	13.81- 14.24	13.81 - 14.60	\$0 - .36	2.5%
SCHOOL PHYSICIAN	\$11,750	\$ 12,020	\$270.25	2.3%
MATRONS	\$15.16	\$ 15.54	\$0.38	2.5%
CROSSING GUARDS	\$15.47 PER SHIFT	\$15.86 PER SHIFT	\$0.39	2.5%
PART TIME CLERKS	14.68 - 18.17	14.68 - 18.62	\$0 - .45	2.5%
ESY/ JUMPSTART AIDES	8.10 - 8.86	8.10 - 9.08	\$0 - .22	2.5%
ESY/JUMPSTART PARAS (non union)	10.93 - 12.71	10.93 - 13.03	\$0 - .32	2.5%
SUBSTITUTE PARAS	\$10.00	\$ 10.25	\$0.25	2.5%
SUBSTITUTE CUSTODIANS	\$13.50	\$ 13.84	\$0.34	2.5%
SUBSTITUTE NURSES	\$19.02	\$ 19.50	\$0.48	2.5%
SUBSTITUTE SECRETARIES	\$12.00	\$ 12.30	\$0.30	2.5%
TUTORS- MATH & LITERACY	12.91 - 13.69	12.91 - 14.03	\$0 - .34	2.5%
ELL TUTORS	13.00 - 17.96	13.00 - 18.41	\$0 - .45	2.5%
HALL MONITORS DES	10.00	\$ 10.25	\$0.25	2.5%
SUBSTITUTE TEACHERS	\$70 DAY	\$70 DAY	\$0.00	0.0%
NON UNION LPN	20.11	\$ 20.61	\$0.50	2.5%
FUNDED OUTSIDE OF OPERATING BUDGET				
FOOD SERVICE DIRECTOR	61,392	\$ 62,804	\$1,412	2.3%
SECY/BOOKEEPER LUNCH	23.36	\$ 23.94	\$0.58	2.5%
FOOD SERVICE CLERK	11.30	\$ 11.58	\$0.28	2.5%
EARLY CHILDHOOD COLL. - DIRECTOR	37,246	\$ 38,177	\$ 931	2.5%
EARLY CHILDHOOD COLL. - PROGRAM COORD.	16.89	\$ 17.31	\$0.42	2.5%

NON UNION HEALTH PREMIUM SHARE COPAY

ADOPTED 6-27-13

	Union		
	Administrator's	Teachers	AFSCME
08-09	17.0%	14.0%	8.5%
09-10	18.0%	15.0%	10.5%
10-11	19.0%	17.5%	10.5%
11-12	19.0%	17.5%	10.5%
12-13	20.5%	19.0%	11.5%
13-14	22.0%	20.0%	13.5%

2012-2013 Prescription co-pays	\$5/25/40	\$5/25/40	\$5/25/40
2013-2014 Prescription co-pays	\$10/30/50	\$10/25/40	\$5/25/40

ASSISTANT SUPERINTENDENT
DIRECTOR OF BUSINESS
OPERATIONS DIRECTOR

INCREASE 20.5% TO 22%
INCREASE 20.5% TO 22%
INCREASE 20.5% TO 22%

TECHNOLOGY DIRECTOR
SUPV BLDG & GROUNDS
PURCHASING AGENT
PERSONNEL MANAGER

INCREASE 19.5% TO 20.5%
INCREASE 17.5% TO 18.5%
INCREASE 17.5% TO 18.5%
INCREASE 17.5% TO 18.5%

ALL OTHER UNAFFILIATED

INCREASE 11.5% TO 13.5%

	Follow SAA	Follow SEA	Follow AFSCME
CURRENT PRESCRIPTION COPAYS	\$5/25/40	\$5/25/40	\$5/25/40
PROPOSED PRESCRIPTION COPAYS	\$10/30/50	\$10/25/40	\$5/25/40
OFFICE VISITS	\$30	\$30	\$25

Salutation

Good evening members of the Board, Superintendent, Dr. Erardi, Assistant Superintendent, Mrs. Smith, faculty, staff, and fellow Southington residents!

Concept Definition: Gifted and Talented

The Connecticut State Department of Education, in the Special Education Section (10-76a-2), defines "Gifted and Talented," and I quote,

"Gifted and talented" means a child identified by the planning and placement team as
 (1) Possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and
 (2) Needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential.

The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.

Connecticut General Status 10-76a

So there are two parts, they have been identified as having something and they have been identified as needing something. They have a gift and they need special education.

Approach to Special Education of Gifted and Talented

By acknowledging unique education required to satisfy a student with extraordinary learning ability, educators should recognize that to provide appropriate curriculum and instruction, it is not merely more of the same and it is not merely extra-curricular.

Unacceptable Approaches:

1) Not Merely More. Similar to a child with a learning *disability*, the child with learning *exceptionality* needs special education. Requiring the child to do twice the homework, to read extra books, act as tutors, or to do "busy work" while the teacher focuses on those still coming to grasp with the material can result in unchallenged, bored, and frustrated students, who develop bad study habits and subsequently low achievement and grades. *Imagine being required to practice addition, when you already known multiplication.* More is not a solution.

2) Not Merely Extra-Curricular. The sustaining protein of a challenging education is what most students crave and receive during their school day. No student should be forced to endure bread and water for 6 hours, with the promise of receiving real food during hours 7 and 8, while their peers enjoy the liberty to pursue karate, soccer, or whatever. *Imagine being required to choose between baseball and math club. Imagine requiring a learning disabled student to pass the time until being appropriately challenged.* Wait-until-later-to-learn is not a solution.

3) Not Merely AP Courses in High School. Also, children identified as Gifted and Talented and needing special education in the 3rd grade, should not be made to wait until grades 11 and 12 to be appropriately challenged within the normal school hours.

I had the privilege to meet with Dr. Erardi and Mrs. Smith, both of whom I believe to be supporters of properly educating Southington's top 5%, and we brainstormed a number of enrichment ideas.

Acceptable Approaches:

1) Training and Resources. Teachers need training on how to identify and educate highly able students. Gifted and Talented students need teachers and resources which challenge them through advanced work, more rigor, and higher-level thinking. If on-site resources or funds are inadequate, students could be bused to a central location where shared resources are present.

2) Personalized Learning. Allowing students to participate in independent study is a good approach but it also requires supervision / guidance.

3) Community / Partnership Mentoring. Involving the community is a great way to build cohesiveness between the education system and industry. It does not require an instructor to become a subject matter expert and teach, rather, it requires an administrator / talent coordinator to facilitate. This type of program includes volunteers.

Closing

In order for "each student" to "achieve their personal best," as the Vision 2020 Strategic School Planning objective states, or, as the Southington High School Core Beliefs for All Classes states, "have access to" "rigorous and relevant course content," "quality instruction that is differentiated," and "authentic and challenging tasks that stimulate them to be active, life-long learners," then the Town of Southington Board of Education needs to reinstate a program/service for those who have been identified as Gifted and Talented for grades 3 - 12.

I thank you for your attention and time.

Respectfully submitted,

H. Thomas Eng

Southington parent of student identified as gifted and not serviced.

**Board of Education
Thursday, August 15, 2013
Administrative Report**



1. **Assistant Principal of the Year Reception**
 - a. **Thursday, October 17th, at 6:30 p.m. in Portland. The event will be held in the Saint Clements Castle**

2. **Enrichment Update**
 - a. **C and I Committee ~ Monday, August 19th**
 - b. **Board of Education ~ Thursday, September 12th**

3. **Middle School Informational Meetings**
 - a. **Parent Meeting – Tuesday, August 27th – JAD: 7:00 p.m./ JFK: 7:30 p.m.**
 - b. **Student / Parent Meeting, Wednesday, August 28th JFK/JAD: 3:30 p.m. – 6:00 p.m.**

4. **CMT / CAPT Overview 2012-2013**

5. **ABA Program Evaluation (Attachments)**

6. **Safety Update: Readiness 2013 – 2014 School Year**

7. **Grant Award: Federal Funded Competitive Grant - \$1,173,993.00: K-5 Mental Health Grant**

8. **Introduction: Mr. Steve LePage – 2013-2014 Central Office Intern – Superintendent of Schools**



AUTISM PROGRAM QUALITY INDICATORS

The Autism Program Quality Indicators (APQI) are a compilation of the best practices in educating students with autism, developed by the New York Autism Network (NYAN). See here for details: <http://www.p12.nysed.gov/specialed/autism/apqi.htm>

Structure and Content of the APQI

The APQI are organized into the following 14 areas with the seven categories in the left-hand column relating to the specific aspects of the educational process for students, and the seven categories in the right-hand column referring more broadly to program characteristics and supports.

- Individual Evaluation
- Development of the Individualized Education Program (IEP)
- Curriculum
- Instructional Activities
- Instructional Methods
- Instructional Environments
- Review and Monitoring of Progress and Outcomes
- Family Involvement and Support
- Inclusion
- Planning the Move from One Setting to Another
- Challenging Behavior
- Community Collaboration
- Personnel
- Program Evaluation

Each of the 14 areas is described by a single summary sentence, followed by more specific "quality indicators." The items contained within the APQI do not reflect specific instructional strategies or theoretical approaches. Instead, they reflect methods that have consistently been found to be effective in improving learning in children with autism. Additionally, where items reflect practices that are broadly appropriate to educating all children (e.g., involving and supporting families in the educational process), the APQI focus on those aspects most important for educating students with autism.

How should the APQI be used?

The APQI were developed to apply to programs that serve children between the ages of 3 and 21, on the full range of the autism spectrum (including Asperger syndrome and Pervasive Developmental Disorder–Not Otherwise Specified {PDD-NOS}) and ability levels, and in all educational settings. Some items may, therefore, not apply to every program.



AUTISM PROGRAM QUALITY INDICATORS

Score	Description
NA	Not applicable. The program is not responsible for this area.
0	There is no evidence of this indicator.
1	There is minimal evidence of this indicator, but clear evidence exists that the program is in the process of planning for implementation and/or staff development.
2	There is some evidence of this indicator <i>or</i> there is clear evidence of the indicator for only a portion of students with autism.
3	This quality indicator is clearly evident for all students with autism.

INDIVIDUAL EVALUATION: Thorough diagnostic, developmental, and educational assessments using a comprehensive, multidisciplinary approach are used to identify students' strengths and needs.	Score	Comments
1) Evaluations are conducted by multidisciplinary teams made up of qualified personnel who are familiar with the characteristics and response patterns of students with autism.		
2) The medical and developmental history review factors specific to autism.		
3) Evaluations include the examination of the individual skills and strengths of students with autism, as well as their needs.		
4) Evaluations use a variety of measures and sources of information, including: a) appropriate standardized, developmental, and observational methods, b) autism-specific measures, c) parent and family input, d) review of recent progress and functional level.		



5)	For both verbal and nonverbal students, speech and language evaluations use standardized measures, parental report, observation, and spontaneous language samples to assess: a) receptive language, b) expressive language, c) speech production, d) communicative intent, e) pragmatics.		
6)	Evaluation reports integrate results from all areas in ways that lead directly to programmatic recommendations for instruction.		
7)	Evaluation reports are written in a meaningful, understandable manner.		
8)	Evaluation reports are shared with the student (if appropriate), parents, educators, and other professionals who work collaboratively with the family.		
Summary Rating for Individual Evaluation			

DEVELOPMENT OF THE INDIVIDUALIZED EDUCATION PROGRAM: The Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE) use evaluation results, parent and family concerns, and present levels of performance in developing individualized education programs (IEPs) to meet students' needs.		Score	Comments
1)	The IEP identifies developmental, health, social-emotional, and behavioral needs.		
2)	While the IEP addresses a broad range of developmental and educational needs, it specifically includes the areas of: a) communication, b) social interaction, c) behavior and emotional development, d) play and use of leisure time.		
3)	Goals and objectives:		



	<ul style="list-style-type: none"> a) relate directly to the student's present level of performance and identified needs, b) reflect parental input and family concerns, c) are observable and measurable, relate to long-term outcomes, d) are selected to achieve long-term outcomes. 		
4)	The IEP identifies program modifications, including environmental and instructional adaptations and accommodations, that are needed to support the student.		
5)	"Parent counseling and training" is indicated as a related service as appropriate.		
6)	Augmentative and alternative communication systems are considered for students with limited verbal abilities.		
7)	Opportunities for interaction with nondisabled peers are provided as appropriate.		
Summary Rating for Development of the IEP			

CURRICULUM: The program uses a curriculum that addresses the significant skill deficits of students with autism and relates to the New York State Learning Standards.		Score	Comments
1)	The curriculum contains a written statement of goals and philosophy from which instructional objectives, methods, and activities proceed.		
2)	The curriculum focuses on maximizing independent functioning in home, school, vocational, and community settings.		
3)	The curriculum is adapted to the different ages, abilities, and learning styles of students with autism.		
4)	The curriculum emphasizes the development of: <ul style="list-style-type: none"> a) attention to social stimuli, b) imitation skills, c) communication and language, d) social relationships, 		



	<ul style="list-style-type: none"> e) symbolic play, imagination, and creativity, f) self-regulation, g) skills to meet the learning standards, h) vocational skills. 		
5)	With respect to communication, the curriculum emphasizes the development of a functional communication system for both verbal and nonverbal students with autism.		
6)	With respect to social relationships, the curriculum emphasizes the development of social interaction skills with adults and peers for a range of occasions and environments.		
7)	The curriculum focuses on the maintenance and generalization of learned skills to more complex environments.		
Summary Rating for Curriculum			

INSTRUCTIONAL ACTIVITIES: The program provides a variety of developmentally and functionally appropriate activities, experiences, and materials that engage students in meaningful learning.		Score	Comments
1)	Instructional activities: <ul style="list-style-type: none"> a) enhance response opportunities, b) are appealing and interesting, c) promote active engagement of the student, d) focus on basic skills before more complex skills, e) provide multiple opportunities for practicing skills identified on the IEP, f) are (whenever possible) embedded within ongoing and natural routines of home, school, vocational, and community settings. 		
2)	Activities use a variety of instructional formats—one-to-one instruction, small group instruction, student-initiated interactions, teacher-directed interactions, play, peer-mediated instruction—based upon the skill to be taught and the individual needs of the		



	student.		
3)	IEP goals and instructional methods are compatible and complementary when the program uses components of different intervention approaches.		
4)	Instructional activities are adapted to the range of ages, abilities, and learning styles of students with autism.		
5)	Daily instruction is provided to meet the individual communication needs of students with autism.		
Summary Rating for Instructional Activities			

INSTRUCTIONAL METHODS: Teaching methods reflect the unique needs of students with autism and are varied depending on developmental appropriateness and individual strengths and needs.		Score	Comments
1)	Instructional methods are adapted to the range of ages, abilities, and learning styles of students with autism.		
2)	Instructional methods reflect empirically validated practices or solid evidence that demonstrates effectiveness over time.		
	The degree of structure and intensity of teaching are geared to the functional abilities of the student.		
4)	Instructional methods: a) emphasize the use of naturally occurring reinforcers, b) promote high rates of successful performance, c) encourage communication and social interaction, d) encourage the spontaneous use of learned skills in different settings.		
5)	As instruction proceeds, an effort is made to teach students to cope with the distractions and disruptions that are an inevitable part of daily living.		
6)	There is a clear plan showing methods for systematically promoting the maintenance and generalization of learned skills to new and different environments.		



Summary Rating for Instructional Methods		
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INSTRUCTIONAL ENVIRONMENTS: Educational environments provide a structure that builds on a student's strengths while minimizing those factors that most interfere with learning.		Score	Comments
1)	Environments are initially simplified to help students recognize relevant information.		
2)	When needed (particularly for younger students), classrooms have defined areas that provide clear visual boundaries for specific activities.		
3)	Environmental supports (e.g., the use of visual schedules) are available that facilitate the student's ability to: <ul style="list-style-type: none"> a) predict events and activities, b) anticipate change, c) understand expectations. 		
4)	Communication toward and with students: <ul style="list-style-type: none"> a) is geared to their language abilities, b) is clear and relevant, c) encourages dialogue (when appropriate), rather than being largely directive. 		
Summary Rating for Instructional Environments			

REVIEW AND MONITORING OF PROGRESS AND OUTCOMES: The program uses a collaborative, ongoing, systematic process for assessing student progress.		Score	Comments
1)	The program provides regular and ongoing assessment of each student's progress on his/her specific IEP goals and objectives.		
2)	Student progress is summarized and reviewed by an educational team.		



3)	Students are assessed and the instructional program is refined when: <ul style="list-style-type: none"> a) target objectives have been achieved, b) progress is not observed after an appropriate trial period, c) target objectives have not been achieved after an appropriate trial period, d) there is an unexpected change in a student's behavior or health status, e) significant changes occur in the home, school, vocational, or community setting. 		
4)	The program routinely reports to the CPSE or CSE when there is a need to consider modifications to the IEP.		
Summary Rating for Review and Monitoring of Progress			

FAMILY INVOLVEMENT AND SUPPORT: Parents are recognized and valued as full partners in the development and implementation of their children's IEPs.		Score	Comments
1)	Parents and family members are supported as active participants in all aspects of their child's ongoing evaluation and education to the extent of their interests, resources, and abilities.		
2)	Parents are informed about the range of educational and service options.		
3)	The program demonstrates an awareness and respect for the culture, language, values, and parenting styles of the families they serve.		
4)	The program makes available "parent counseling and training" services, which: <ul style="list-style-type: none"> a) provide parents with information about child development, b) assist parents to understand the needs of their child, c) foster coordination of efforts between school and home, d) support the family in behavior management, e) enable parents to acquire skills to support the implementation of their child's IEP. 		
5)	Parents are provided with opportunities to meet regularly with other parents and professionals in support groups.		



6)	Parents receive regular communication from the program regarding their child's progress.		
7)	Parents are assisted in accessing services from other agencies (when available and as appropriate) such as respite, in-home behavior support, home health care, transportation, etc.		
Summary Rating for Family Involvement and Support			

INCLUSION: Opportunities for interaction with nondisabled peers are incorporated into the program.		Score	Comments
1)	The program offers opportunities for interaction with nondisabled peers in both informal and planned interactions.		
2)	In their contact with nondisabled peers, students are provided with instruction and support to maximize successful interactions.		
3)	The program provides nondisabled peers with knowledge and support (e.g., peer training) to facilitate and encourage spontaneous and meaningful interactions.		
4)	Training and ongoing support are provided to the general education teachers and staff.		
Summary Rating for Inclusion			

PLANNING THE MOVE FROM ONE SETTING TO ANOTHER: Parents and professionals work collaboratively in planning transitions from one classroom, program, or service delivery system to another.		Score	Comments
1)	All aspects of planning include the student (whenever appropriate), parents and other family members, current and receiving professionals, and other relevant individuals.		
2)	Transitional support services are provided by a special education teacher with a background in teaching students with autism.		



3)	Transition planning: a) begins while the student is in the current placement, b) provides the student and family with the opportunity to visit the new setting (i.e., meet teachers, view classrooms).		
4)	Planning integrates considerations of future placements (i.e., skills needed in the next classroom or school setting) with the student's current program.		
5)	Planning includes teacher preparation and other supports to ensure success of the student in the new classroom, school, or work site.		
Summary Rating for Planning the Move from One Setting to Another			

CHALLENGING BEHAVIOR: Positive behavior supports, based on a functional behavioral assessment (FBA), are used to address challenging behavior.		Score	Comments
1)	The program has a school-wide behavioral system that: a) defines expectations for appropriate behavior in all instructional settings, b) uses proactive approaches to managing behavior, c) has established strategies for crisis intervention, d) provides training for staff in recommended behavioral strategies.		
2)	A FBA is used to direct intervention planning for persistent challenging behaviors.		
3)	Multiple methods (e.g., direct observations, functional analysis, rating scales, and interviews) are used in conducting the FBA.		
4)	The FBA identifies both immediate (e.g., request to perform a task) and more distant (e.g., poor sleeping habits) factors that increase challenging behaviors.		
5)	The FBA identifies one or more functions for the challenging behaviors.		
6)	Environmental accommodations and adaptations are used to prevent or minimize occurrences of the problem behavior.		



7)	Instruction in alternative, appropriate skills (e.g., communication, social, or self-regulatory skills) is routinely incorporated into behavior intervention plans.		
8)	Behavioral interventions are based on positive supports and strategies.		
9)	Behavior intervention plans focus on long-term outcomes (e.g., making new friends, participating in extracurricular activities).		
Summary Rating for Challenging Behavior			

COMMUNITY COLLABORATION: The program links with community agencies to assist families in accessing supports and services needed by students with autism.		Score	Comments
1)	The program develops links with different community agencies that provide the comprehensive services often needed by students with autism.		
2)	The program assists parents in defining their child's outside-of-school needs, such as respite, in-home behavior support, home health care, transportation, etc.		
3)	Parents are assisted in accessing services from community agencies.		
Summary Rating for Community Collaboration			

PERSONNEL: Teachers, teacher aides and assistants, related service providers, school psychologists, administrators, and support staff are knowledgeable and skilled related to the education of students with autism.		Score	Comments
1)	Staff are knowledgeable and skilled in the areas of expertise specific to autism, including: a) characteristics of autism, b) familiarity with assessment methods,		



	<p>c) developing IEPs to meet the unique needs of each student,</p> <p>d) curriculum, environmental adaptations and accommodations, and instructional methods,</p> <p>e) strategies to improve communication and social interaction skills,</p> <p>f) classroom and individual behavior management techniques.</p>		
2)	Staff participate in continuing professional development (e.g., consultation, workshops, conferences) designed to further develop their knowledge and skills.		
3)	Staff are available in a ratio sufficient to provide the support necessary to accomplish IEP goals.		
4)	Teachers and related service providers have access to students' IEPs and are informed of their responsibilities for implementation.		
5)	Paraprofessionals receive specific and direct instruction and supervision regarding their IEP responsibilities to the student.		
6)	Ongoing support and technical assistance are available to resolve concerns related to learning and behavior.		
Summary Rating for Personnel			

PROGRAM EVALUATION: Systematic examination of program implementation and impact is conducted, including the aggregation of individual student outcomes and consumer satisfaction.		Score	Comments
1)	<p>The program incorporates evaluation systems that assess program-wide effectiveness in the areas of:</p> <p>a) students' progress toward mastery of IEP goals,</p> <p>b) student performance on State and districtwide tests (including, as appropriate, student performance on the State Alternate Assessment)</p> <p>c) students' generalization of skills,</p> <p>d) student progress toward long-term outcomes.</p>		



2)	The program evaluates short-term (e.g., weekly or bi-weekly), intermediate (e.g., quarterly), and long-term (e.g., yearly) changes in student progress.		
3)	Parents regularly receive feedback on their child's progress toward meeting IEP goals and objectives.		
4)	Program evaluation includes measures of consumer satisfaction with services.		
5)	Information obtained from program evaluation is used for program improvement.		
Summary Rating for Program Evaluation			



SUMMARY TABLE

	Summary Rating
Individual Evaluation	
Development of the Individualized Education Program	
Curriculum	
Instructional Activities	
Instructional Methods	
Instructional Environments	
Review and Monitoring of Progress and Outcomes	
Family Involvement and Support	
Inclusion	
Community Collaboration	
Planning the Move from One Setting to Another	
Challenging Behavior	
Personnel	
Program Evaluation	



Rethink Program Evaluation Process

What is it?

Rethink assists with a systems evaluation to ensure district special education meets high standards. We collaboratively identify elements of the program and services that result in effective outcomes, regardless of particular instructional methods utilized.

How is it conducted?

Through a multi-step process of data collection and observation, the existing program is compared against benchmarks of quality programs serving students with autism spectrum disorders.

Why is it important?

The process provides *evidence* of quality best practices that are currently in place. This information can be shared with stakeholders. Action steps for improvement are identified, as well.

What is the process?

Evaluators assist the district in a guided review to target areas for improvement. One of the tools used is the Autism Program Quality Indicators (APQI), a self-review and quality improvement guide of best practices in schools and programs supporting students on the autism spectrum. Document review, site observations, and interviews are also utilized to identify areas of high quality and need.

What areas of the program are evaluated?

Areas of brief review include:

Evaluations, IEP development, curriculum, instructional activities and methods, review and monitoring of progress and outcomes, family involvement and support, inclusion, community collaboration, planning the move from one setting to another, challenging behavior, personnel, and program evaluation.

What does the district need to do?

The district participates in three key ways: providing various sources of evidence, allowing observations of educational settings, and arranging for interviews or focus groups with staff.

- A checklist of suggested information sources is provided and includes items such as random sample IEPs or evaluations, curricula examples, lesson plans, behavior plans, district mission statements, attendance and test scores, outcome measures, or program compliance data.
- Rethink Autism specialists will observe various instructional settings such as inclusion classrooms, common areas, and self-contained classrooms.
- The district will arrange for brief staff focus groups and selected 1:1 interviews throughout the process.

What is the outcome?

Rethink creates a comprehensive summary report and recommends actions steps for improving the program. Evidence of successful best practices already in place is emphasized for stakeholders.

Contents of the Report

1. Description of results and scores of APQI
2. Summary of program documentation
3. Direct observation summary
4. Program supervision review
5. Staff training areas
6. Recommendations

For more information: Jamie Pagliaro, Chief Learning Office, jamie@rethinkautism.com

Sample Audit Schedule

Rethink suggests a series of focus groups, interviews, and planned observations at various district sites. A customized schedule will be developed based on size of the district and types of instructional settings. This sample is provided to show one example of a 2-day audit.

Day 1

District Offices

- 8:00- 9:00 Administrative Focus Group at central location to include special education leaders, case managers, diagnosticians, administrators, etc.
- 9:00-10:30 On-site review and verification of documents and data sources

Site Visits

- 12:30-1:30 Site 1: Self Contained Observation
- 1:30- 2:30 Site 1: Inclusive Setting Observation
- 2:30-2:45 Site 1: Common Area Observation (Playground and Halls)
- 2:45-3:15 Site 1: Teacher, paraprofessional, or related service provider Interviews
- 3:45-5:00 Instructional Staff Focus groups at central location

Day 2

District Offices

- 9:00-9:30 Collaboration with administration to for upcoming site visit review

Site Visits

- 9:30-10:30 Site 2: Self Contained Observation
- 10:30-11:30 Site 2: Inclusion Setting Observation
- 11:30-12:10 Site 2: Common Area Observation (Lunch)
- 12:10- 12:40 Site 2: Teacher, paraprofessional, or related service provider interviews
- 12:40-1:40 Site 3: Self Contained Observation
- 1:40-2:40 Site 3: Inclusive Setting Observation
- 2:40-3:00 Site 3: Common Area Evaluation (Playground and Halls)
- 3:15-4:00 Finalize data collection and arrange for delivery of any missing items
- 4:00-6:00 Wrap-up meeting and plan next steps (e.g., identify date for follow up meeting to present audit report findings and recommendations)

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2013

Decision Requested X Agenda Code 8.a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2013 – 2014.

Background: The attached report lists personnel activity from June 1, 2013 through July 31, 2013.

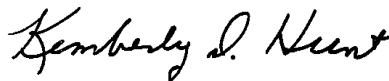
Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

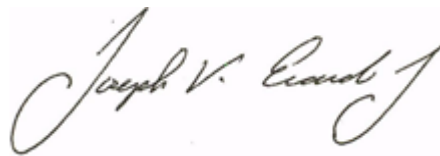
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Personnel Report be approved as submitted.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

PERSONNEL ACTIVITY REPORT

FOR: August 2013

APPPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Nichols, Kelly	Assistant Principal	DES		July 1, 2013	6 th Yr.	Central CT State University	\$110,412.00
Gadbois, Allison	BCBA	District		July 29, 2013	MA	Cambridge College	\$84,000.00
Adams, Sarah	Social Studies Teacher	SHS	0.20	August 26, 2013	BA	Central CT State University	\$8,640.00 prorated
Brooks, Teresa	Business Teacher	SHS		August 26, 2013	MA	University of New Haven	\$48,500.00
Carvalho, Rachel	Kindergarten Teacher	Flanders		August 26, 2013	BA	Central CT State University	\$43,200.00
DeCicco, Elizabeth	Literacy Specialist	Hatton	0.50	August 26, 2013	BA	Southern CT State University	\$37,000.00 prorated
Dudley, Jessica	Art Teacher	TH & HES		August 26, 2013	BA	Southern CT State University	\$43,200.00
Freer, Kelly	Speech / Lang. Path	DES		August 26, 2013	MA	Southern CT State University	\$51,950.00
Grover, Heather	Music Teacher	KES & S.End		August 26, 2013	MA	University of Hartford	\$47,440.00
Hoganson, Lauren	Art Teacher	KES, TH ,PL, DES		August 26, 2013	BA	Central CT State University	\$44,025.00
Kellnhauser, Lauren	Grade 5 Teacher	Flanders		August 26, 2013	MA	PACE University	\$46,750.00
Morek, Danielle	Speech / Lang. Path	DES		August 26, 2013	6 th Yr.	Southern CT State University	\$51,170.00
Moriarty, Valerie	Grade 4 Teacher	Kelley		August 26, 2013	BA	University of Hartford	\$44,025.00
Palko, Robert	English Teacher	SHS		August 26, 2013	BA	Marist College	\$43,200.00
Serafino, Carolyn	Grade 3 Teacher	DES		August 26, 2013	MA	University of Connecticut	\$49,625.00
Thomas, Julia	Music Teacher	KES & PES		August 26, 2013	MA	University of Connecticut	\$47,440.00
Valentine, Jennifer	Grade 3 Teacher	Thalberg		August 26, 2013	BA	William Jewell College	\$44,025.00
Zimmitti-Rosa, Adele	Family & Consumer Science Teacher	SHS	0.50	August 26, 2013	BA	University of Connecticut	\$22,972.50 Prorated
Turci, Sarah	Grade 3 Teacher	South End		August 26, 2013	BA	Central CT State University	\$43,200.00
Duke, Cassie	Math Teacher	JAD		August 26,2013	BA	Eastern CT State University	\$44,025.00
Jardine, Brian	Special Ed Teacher	JAD		August 26, 2013	MA	University of St. Joseph	\$47,440.00
Rosario, Mryna	World Lang. Teacher	JAD / JFK		August 26, 2013	6 th Yr.	Central CT State University	\$62,410.00

APPOINTMENTS

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Kowalski, Paul	Assistant Head Custodian	SHS	40.00	August 12, 2013	\$21.69
Cello, Jennifer	ABA Therapist	Hatton	28.00	August 26, 2013	\$17.00
Crowley, Linda	ABA Therapist	Hatton	35.00	August 26, 2013	\$17.00
Malachowski, Brenda	ABA Therapist	Hatton	35.00	August 26, 2013	\$17.00
Neagle, Molly	ABA Therapist	Hatton	35.00	August 26, 2013	\$17.00
Sirois, SheriLynn	ABA Therapist	Hatton	28.00	August 26, 2013	\$17.00
Lowell, Jamie	Kindergarten Paraprofessional	Flanders	15.75	August 29, 2013	\$13.74
Walling, Ann	Kindergarten Paraprofessional	Strong	15.75	August 29, 2013	\$13.74
Del Debbio, Kelly	Library Paraprofessional	JFK	18.75	August 29, 2013	\$13.74
Nesprido, Melanie	School Nurse	JAD	15.00	August 29, 2013	\$20.61
Bannon, Bridget	Special Ed Paraprofessional	DES	15.75	August 29, 2013	\$13.74
Bylyku, Erida	Special Ed Paraprofessional	Hatton	19.50	August 29, 2013	\$13.74
Calderoni, Amanda	Special Ed Paraprofessional	DES	15.75	August 29, 2013	\$13.74
Davis, Haley	Special Ed Paraprofessional	DES	15.75	August 29, 2013	\$13.74
Fitzmaurice, Christine	Special Ed Paraprofessional	Flanders	15.75	August 29, 2013	\$13.74
Frechette, Bonnie	Special Ed Paraprofessional	Plantsville	15.75	August 29, 2013	\$13.74
Gibbons, William	Special Ed Paraprofessional	Plantsville	15.00	August 29, 2013	\$13.74
Griffin, Carla	Special Ed Paraprofessional	Hatton	15.50	August 29, 2013	\$13.74
Hubeny, Pamela	Special Ed Paraprofessional	Plantsville	15.75	August 29, 2013	\$13.74
Kalvaitis, Staci	Special Ed Paraprofessional	Thalberg	15.75	August 29, 2013	\$13.74
Keltonic, Kaitlyn	Special Ed Paraprofessional	Strong	16.25	August 29, 2013	\$13.74
Langland, Victoria	Special Ed Paraprofessional	DES	15.75	August 29, 2013	\$13.74
LeBlanc, Emilene	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Mancarella, Melanie	Special Ed Paraprofessional	Strong	15.75	August 29, 2013	\$13.74
Mattie, Linda	Special Ed Paraprofessional	DES	15.75	August 29, 2013	\$20.11
McKenney, Sarah	Special Ed Paraprofessional	Thalberg	15.75	August 29, 2013	\$13.74
McMahon, Colleen	Special Ed Paraprofessional	Derynoski	15.75	August 29, 2013	\$13.74
Ragozzine, Shelly	Special Ed Paraprofessional	Thalberg	15.75	August 29, 2013	\$14.24
Russo, James	Special Ed Paraprofessional	DES	31.25	August 29, 2013	\$13.74
Storm, Danielle	Special Ed Paraprofessional	South End	31.25	August 29, 2013	\$14.24
Swanson, Kimberly	Special Ed Paraprofessional	Plantsville	15.00	August 29, 2013	\$13.74
Thom-Dunphy, Lisa	Special Ed Paraprofessional	Plantsville	15.75	August 29, 2013	\$13.74
Uliasz, Sharon	Special Ed Paraprofessional	JAD	19.50	August 29, 2013	\$13.74
Whitney, Kathleen	Special Ed Paraprofessional	Flanders	19.50	August 29, 2013	\$13.74
Allen, Ashley	ABA Therapist	Hatton	35.00	September 10, 2013	\$17.00
Hung, Jessica	Technology Secretary	BOE	28.00	August 5, 2013	\$21.94

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Nichols, Kelly	Special Education Teacher	JAD	June 30, 2013	8 years	No
Brandien, Megan	Math Teacher, Grade 7/8	JAD	July 1, 2013	1 year	No
Prior, Stephanie	Speech / Language Pathologist	Hatton	July 1, 2013	10 years	No
Syme, Jane	Speech / Language Pathologist	DES	July 1, 2013	7 years	Yes
Carey, Rosanne	Special Education Teacher	SHS	August 1, 2013	19 years	Yes

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Sirois, SheriLynn	PT Special Ed Paraprofessional	DES	June 22, 2013	6 months	No
Mattie, Linda	FT Special Ed Paraprofessional	DES	July 3, 2013	15 years	No
Ragozzine, Shelly	FT Special Ed Paraprofessional	Thalberg	July 10, 2013	2 years	No
Del Debbio, Kelly	Clerk	JFK	July 29, 2013	1 year	No
Storm, Danielle	PT Special Ed Paraprofessional	DES	July 31, 2013	1 year	No
Mauro, Anthony	Custodian	SHS	August 15, 2013	13 years	Yes
Nesprido, Melanie	Full-Time Registered Nurse	Strong	August 15, 2013	3 years	No
Giammatteo, Roberta	Secretary, Class II, Guidance Department	SHS	January 1, 2014	27 years	Yes

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
McCarthy, Amanda	.8 FTE Speech/Lang .2 FTE Itinerant	DES Pre-K	Speech / Language Path.	Hatton Pre-School	August 26, 2013
DiDomenico, Elizabeth	Music Teacher	Kelley & South End	Music Teacher	Derynoski	August 26, 2013
Ruiz-Diaz, Katherine	Music Teacher	Kelley & Plantsville	Music Teacher	PES & TES	August 26, 2013
Buden, Christie	Grade 3 Teacher	South End	Grade 5 Teacher	Hatton	August 26, 2013
Ward, Kathryn	.5 FTE World Lang .5 FTE World Lang	JAD JFK	1.0 FTE World Lang Teacher	JAD	August 26, 2013
Monte, Danielle	Grade 3 Teacher	Thalberg	Literacy Specialist	Derynoski	August 26, 2013

Classified

Name	From Position	From School	To Position	To School	Effective Date
Colegrove, Teresa	Secretary to Director of Technology, Class I	Central Office	Principal's Secretary, Class I	JAD	July 16, 2013
Dufresne, Jodi	Registered Nurse	JAD	Registered Nurse	Strong	August 28, 2013
DiDonato, Frank	Full-Time Paraprofessional	JFK	Part-Time Paraprofessional	JFK	August 29, 2013

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No Unpaid Leaves of Absence in the months of June & July					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Lee, Kathleen	Year Book Advisor	JFK	2012 – 2013 school year	\$499.00
Nichols, Elizabeth	Assistant Coach, Girls Volleyball	SHS	August 26, 2013	\$3,091.00
Craigie, Victoria	Team Leader, Grade 7	JFK	August 26, 2013	\$1,403.00
Laudati, Courtney	Head Coach, Girls Soccer	JAD	August 26, 2013	\$2,576.00
Perry, Amy	Team Leader, Grade 6	JFK	August 26, 2013	\$1,403.00

Resignations

Name	From Position	School	Effective Date
Powers-Salamon, Nancy	Team Leader, Grade 6	JFK	July 16, 2013
Craigie, Victoria	Team Leader, Grade 8	JFK	July 25, 2013
Perry, Amy	Team Leader, Grade 7	JFK	July 25, 2013
Fontana, Dorothy	Department Chair, Family & Consumer Science	SHS	July 30, 2013



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting July 1, 2013

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:35 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, Mrs. Patricia Queen.

Administration Present: Mrs. Karen Smith, Assistant Superintendent of Schools.

Meeting Dates for the 2013-2014 School Year

The Policy and Personnel Committee meetings were reviewed for the 2013-2014 school year. All meetings will begin at 5:30 p.m. at the Municipal Center in Conference Room #2 unless otherwise noted. The dates are as follows:

Monday, August 19, 2013	Monday, February 24, 2014
Monday, September 16, 2013	<i>Tuesday, March 18, 2014</i>
Monday, October 21, 2013	Monday, April 21, 2014
Monday, November 18, 2013	Monday, May 19, 2014
Monday, December 16, 2013	Monday, June 16, 2014
<i>Tuesday, January 21, 2014</i>	

Job Description Review

The committee will review the two job descriptions listed below at their August 19, 2013. Dr. Perri Murdica will be present at this meeting.

- Board Certified Behavioral Analyst (BCBA) ~ this position was formerly held exclusively by CREC.
- Applied Behavior Analysis (ABA) Therapist ~ the ABA therapists were also formerly employed by CREC.

In addition, it was requested that the administration review the job descriptions for the Superintendent of Schools and the Assistant Superintendent for Instruction and Learning. The committee plans to review those job descriptions at a future meeting.

Review of the 3000 Series

The committee began their review of the 300 series and will continue the process at future meetings. Policy #3155, Capital Outlay, will be further discussed, as will Regulation #3280, Gifts.

Other

The committee would like to discuss how the high school communicates our system of leveling to colleges and universities and how it might affect student acceptances into a variety of institutions. An invitation will be extended to the Southington High School Guidance Department Chairperson, Mrs. Julie Robertson, to attend the August 19, 2013 meeting.

Motion:

By Mr. Oshana, seconded by Mrs. Queen

“Move that the Policy and Personnel Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:00 p.m.

Respectfully Submitted,

Karen L. Smith
Assistant Superintendent for Instruction and Learning

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

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ZAYA G. OSHANA

PATRICIA A. QUEEN

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

**BOARD OF EDUCATION
Southington, Connecticut**

FINANCE COMMITTEE MEETING MINUTES

Tuesday, August 6, 2013, 7:00 p.m.

Municipal Center, Conference Room #2, 200 N. Main St., Southington, CT 06489

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski, Patricia Johnson, Terry Lombardi,
From Administration: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Sherri DiNello, Director of Business and Finance; Fred Cox, Director of Operations

The meeting was called to order at 7:04 p.m.

1. **SELF INSURANCE REPORT ~ JUNE 2012-2013 FINAL:**

Mrs. DiNello reviewed the self insurance report with the committee though June 2013.

- The 2012-2013 Board of Education claims were \$902,189 less than the amount budgeted.
- The self insurance fund claims were \$569,871 less than the amount budgeted.

She shared that the reduced claims will assist in increasing the Board of Education's reserve fund balance within the overall fund.

2. **BID APPROVAL:**

a. Snow Removal/Sanding (SHS, DES, HES, KES, PES)

BID #:

2014-BID-16

The committee reviewed the Snow Removal/Sanding Bid for Southington High School, Derynoski, Hatton, Kelley, and Plantsville Elementary Schools. The committee endorsed the Snow Removal/Sanding Bid and recommended it be presented to the Board of Education as submitted.

3. **ENERGY CONSERVATION & RENEWABLE ENERGY MEASURES (SHS):**

Mr. Cox introduced Gary Lane and Eric Bartone from DBS Energy. They shared a proposal to implement a cost-effective energy-saving conservation and renewable energy solution at Southington High School. They are looking to replace a 2,700 gallon electric heating system from 1974 that consists of four 100,000-watt electric heating elements and replace it with two new modular natural gas condensing boilers for optimal efficiency.

The representatives discussed power factor penalties that are imposed when building with a high load create resistance. The new boilers will reduce the penalties, as well as the electricity utilization which will provide savings over the life of the boilers. In addition, the Board of Education will save the maintenance costs that would be expended to replace elements that are currently not working on the hot water system.

The cost of the replacement is funded through the savings generated; therefore, there wouldn't be additional operating cost to the school budget. The system is expected to save approximately \$850,000 over the twenty-year life of the boilers and the payback period on the project cost is 4-5 years.

Mr. Cox assured the committee that the school will not have any time without hot water and there aren't any hazmat concerns. The new system would be on the energy management system eventually.

The committee members are in favor of the proposal and recommended it be presented to the Board of Education as submitted.

4. **TRANSPORTATION CONTRACT ~ DISCUSSION:**

a. Transportation Advisory Service (TAS) Proposal Review

Mrs. DiNello provided the committee with background information regarding to the current transportation contract with New Britain Transportation (NBT) that expires in June 2014. Southington has contracted the services of NBT since 1987. The transportation budget is close to \$4,000,000, not including the costs associated with athletic transportation. Dr. Erardi shared that he felt an obligation to the School Board and the community that we do our due diligence to ensure that the district provides safe transportation for students, as well as make sound financial decisions pertaining to the cost of transportation. He felt strongly that there was a need to bid transportation services in order to fulfill the obligation to the community. Committee members weighed in on the history of the contract, a prior bid, and past Board of Education decisions that were made to extend the contracts with NBT.

The administration shared a two-phase proposal from Transportation Advisory Services (TAS) for an efficiency study and bid process management. The committee discussed at length the scope of the proposal and the district lacks capacity to perform these services in-house. The cost for both phases totaled \$18,100, which is just under a half-of-a-percentage of the transportation budget. Administration recommended contracting with TAS for both phases. They felt that if a five-year contract was awarded, the investment over the life of the contract would be less than a tenth-of-a-percent per year of the transportation budget. The process could provide an overall cost avoidance or savings. They recommended utilizing some of the savings in the workers compensation account to fund the proposal.

The committee understood the internal capacity concern to complete the work in-house but would like more detail from TAS on the proposal so they can determine the type of services to engage in. The committee agrees and is comfortable with bidding transportation services if a review of the current contract shows that it is in the best interest of the district and the community.

The committee is requesting a presentation be made to the Finance Committee by TAS before making a recommendation to the full Board.

5. **SURCHARGE FOR TURF REPLACEMENT FUND:**

The committee reviewed the recommendation from the Turf Committee of adding a \$10 surcharge to the family pass and a \$5 surcharge to the adult and student passes. The surcharges would go towards the funding of the turf replacement account. The committee does not recommend adding \$5 to the student pass because they want to encourage students to attend games and not increase overall cost. They prefer to allocate \$5 from the current \$30 charge to go toward the replacement. The committee will pass on this recommendation to the full Board. Mrs. DiNello informed the committee that, in addition to the passes, \$1 of every ticket sale will also go the replacement fund that's held by the town.

6. **TIME & ATTENDANCE SYSTEM ~ SPECIAL PROJECT 2013-2014:**

Mrs. DiNello reminded the committee that there was \$16,284 approved in the current year budget for an electronic time and attendance system or the electronic time sheet application through ALIO. During the budget cycle, the Board asked the administration to do additional research and return with a recommendation. Mrs. DiNello, the Director of Technology, and payroll staff attended presentations from both ALIO and TimeCentre to learn more about the capabilities. Administration agreed with comments from the Board during budget discussions that a true-time and attendance system is the better choice. Current cost projections to implement for the hourly paid staff is \$36,000 which is \$20,000 more than budgeted. The recommendation would be to phase in the project throughout a one-year period. The committee is interested in the cost of having all staff use the

system because it would provide the district with more accurate attendance records. The committee requested that Mrs. DiNello bring proposals to a future meeting for further review that includes costs for all staff.

7. **FINANCE COMMITTEE MEETING DATES 2013-2014:**

The committee reviewed the suggested list of meeting dates, however, due to calendar conflicts they decided to meet on either September 4 or 5 and October 2. The additional dates will be determined at a later time.

8. **CLOSEOUT 2012-2013 BUDGET:**

Mrs. DiNello shared a draft of the year end close out. She explained that they ran the last batch of old year checks were run earlier that day and there were still journal entries that need to be posted. The year ended with a balance of \$12,399.27. She informed the Board that all items included in the purchase plan during reallocation were funded in the 2012-2013 budget. This included Phase 1 of the technology infrastructure upgrade, new textbook purchases, and the furniture and curriculum needs for all day kindergarten. The committee accepted the year end close out as presented.

9. **MISCELLANEOUS:**

Mrs. DiNello shared that Attorney Mark Sciota was developing a lease for the Margaret C. Griffin Daycare Center. The center uses space at Derynoski Elementary School and the town receives the rental income. He wanted to know if the Board had a preference as to the length of the lease. The committee preferred a three-year lease but is also comfortable with a roll-over feature that would essentially give them five years.

The meeting adjourned at 9:12 p.m.

Respectfully Submitted,



Sherri P. DiNello
Director of Business & Finance

mp/dinello

Purchasing Department
Southington Public Schools

BID APPROVAL REQUEST

Snow Removal/Sanding Bid

The attached compilation of the above listed bid is submitted for **APPROVAL** by the Superintendent of Schools, Board of Education Finance Committee and Board of Education.

This bid seeks the pricing for Snow Removal and Sanding at five locations: Southington High School, Derynoski Elementary/JVPyne Center; Hatton School, Kelley School, Plantsville School.

Funding Source: 32910

Proposed Budgeted Amount - \$76,898

Signature of Purchasing Agent

7/31/13
Date

Superintendent's Direction:

Approved as Submitted (submit to Finance Committee for approval)
 Hold (pending future action)
 Rejected all _____
part _____ adjust as directed below

Direction:

Signature of Superintendent of Schools

8/1/13
Date

Hold (pending future action)
 Rejected all _____
part _____ adjust as directed below

Direction:

Signature of Finance Committee Chairperson

Date

8/6/13

Board of Education's Direction

Approved as Submitted (submit to Board of Education for approval)
 Hold (pending future action)
 Rejected all _____
part _____ adjust as directed below

Direction:

Signature of Board of Education Chairperson

Date

PUBLIC SCHOOLS OF SOUTHTON
SOUTHTON, CONNECTICUT

LEGAL NOTICE
INVITATION TO BID

The Board of Education is accepting bids for:

SNOW REMOVAL AND SANDING SERVICES
2014-BID-16

SEALED, MARKED BIDS will be accepted by the Purchasing Department, in Room 7, Administration Building, 200 N Main Street, Southington, Connecticut 06489 until:

2:30 p.m. E.D.S.T on

at which time all submitted bids will be publicly opened and read.

Bids must be submitted on the forms and in the manner specified.

Bid forms and specifications may be obtained from the Southington Public Schools' web site:

www.SouthingtonSchools.org Purchasing Department RFP & Bid Invitation

Bid envelopes are to be returned to the address below with bid number clearly marked on the outside of the envelope

Purchasing Office
Board of Education
200 N Main Street
Southington CT 06489
Bid Number – 2014-BID-16

Lisa R. Jones
Accounting/Purchasing Manager
(860) 628-3200 ext 216

ADDITIONAL INFORMATION

To assist prospective bidders, the following time schedules are provided. Adjustments may be possible based on individual requirements and/or changes. Bidders are to confirm afternoon departure times with the principal of each site.

A. Arrival of custodial/teaching staff

Site	Arrival Time
Southington High School	6:00 a.m.
Derynoski Elementary School/JV Pyne Center	6:00 a.m.
Hatton Elementary School	7:00 a.m.
Kelley Elementary School	6:30 a.m.
Plantsville Elementary School	7:00 a.m.

B. Arrival of student buses

Site	Arrival Time
Southington High School	7:00 a.m.
Derynoski Elementary School/JV Pyne Center	8:40 a.m.
Hatton Elementary School	8:20 a.m.
Kelley Elementary School	8:30 a.m.
Plantsville Elementary School	8:10 a.m.

C. Early dismissal – unless otherwise directed

Site	Early Dismissal Time
Southington High School	12:15 p.m. – all grades
Derynoski Elementary School/JV Pyne Center	1:30 p.m. – grades K-5
Hatton Elementary School	1:10 p.m. – grades K-5
Kelley Elementary School	1:30 p.m. – grades K-5
Plantsville Elementary School	1:10 p.m. – grades K-5

SPECIFIC DIRECTIONS

- A. A separate sheet is provided on which bidders are to list equipment information.
- B. A separate sheet is provided on which bidders are to provide employee information.
- C. Before bidding a visit should be made to the school to review with the building principal or designate, the areas and the scope of work that will be required
- D. Unless otherwise specifically directed, the snow plowing operation will begin when a minimum accumulation of 1" has been reached.
- E. **Snow Storm**
All accumulation resulting from the effects of a named storm counts as one occasion. In the cases where the snow event is too insignificant to receive a name, a storm occasion will be defined as a continuous snow event depositing 1" or more, with a break in the precipitation of no more than six (6) hours.
- F. To provide maximum safety for faculty and students, the spreading of a salt/sand and/or ice melt product will be done **when and where it is needed at the discretion of the successful bidder** based on bidder's ongoing inspection for the duration of the storm and beyond, of each site awarded to him/her or by request of the school principal or the Building and Grounds Supervisor.
- G. **Bidders must agree to provide the removal service and sanding, or ice melt spreading if and when needed to the schools on a top priority basis within the time frames stated or as might be directed by the School System Administration.**
 - 1. Staff parking areas and an access walkway as designated by the building principal must be cleared by the time staff arrives – see page 16. This must be completed even if the regular school day has been canceled or delayed in opening. To maximize available parking spaces, all snow must be removed completely from all spaces. This will alleviate problems in subsequent storms.
 - 2. Sufficient emergency vehicle access plowing and/or sanding must be done when accumulation has met the minimum as stated above or when ice conditions dictate sand or ice melt should be applied. This access clearing and/or sanding must be done on all storm days and/or when required by a thaw/freeze situation.
 - 3. Removal and/or sanding of the complete areas as described on the individual school specification sheets must be completed by the opening of school. This is to be based on each school's opening time as is to be discussed with the principal.
- H. Special care must be taken when removing snow and/or ice from school property which directly abuts neighboring residences.
- I. Immediate replowing, resanding or ice melt application, on a no-charge basis, will be attended to upon request of the school principal and/or Supervisor of Building and Grounds at his/her discretion if the original operation is not satisfactorily completed.
- J. Salt and mix applied to asphalt driveways and play areas is to be at a **ratio of one part salt to four parts sand. Sand is to be stone-free and is to be textured - white or clear.** Average requirement per site per storm is listed for a per storm basis award. **Invoices must state the yards actually applied.**

SPECIFIC DIRECTIONS – continued

- K. The ice melt/sand mix product is to be safe for concrete and shall be used on all concrete walkways, stairs, landings and steps. Bidder is to list the ice melt product he proposes to use. Descriptive literature including Material Safety Data Sheets must accompany information on product the bidder proposes to use (see page 32).

Site	Total Average Cubic Yard Requirement Sand/Salt Ice Melt/Sand Per Application
Southington High School	14
Derynoski Elementary School/JV Pyne Center	7.3
Hatton Elementary School	7.9
Kelley Elementary School	6
Plantsville Elementary School	8

- L. The successful bidder is encouraged, but not required, to stake the sites prior to anticipated storms for the purpose of identification of plowing areas as well as obstacles.
- M. At sites with oil fills, access to oil fills must be provided and the area around the fill pipe cut back sufficiently so as to eliminate thaw/freeze water problems. At all sites access to flagpoles and milk delivery sites must be provided.
- N. Whenever the word **CLEAR** is used on the bid sheets contained in this bid, it is to be defined as meaning removal down to the underlying surface of all snow accumulation.
- O. It is to be understood that clearing of stairs, landings, entrance pads, handicapped access ramps, flagpole sites and steps are the responsibility of the bidder. These areas are to be maintained so as to allow full accessibility to the building. No snow is to be left blocking any door.
- P. Vendors need to respond to all calls regarding snow removal and sand/ice issues in a courteous and timely manner.
- Q. Prospective bidders shall note that award and/or rejection of this bid in total or in part will be at the discretion of the Board of Education and the award will not be based solely on prices bid. All factors as indicated in these bid sheets will be considered in the award process. Awards and/or rejection will be made in a manner which will best serve the interests of the Southington Public School System.
- R. It is the intent of the Board of Education to consider one, two or three-year contracts. Multi-year contracts will be awarded during similar time frames contingent of previous year's performance (see Bid Conditions item #23).

REMOVAL PRECAUTIONS

1. No snow is to be piled on existing walks or drives.
2. No snow is to be piled or blown into entrance drives and/or walks.
3. During each storm, snow is to be cleared from all parking spaces. This will maximize parking and avoid problems in future storms.
4. All curbing is to be carefully avoided. Snow is not to be piled against fences. Fence damage and turf and curb repair will be the responsibility of the vendor.
5. When removing snow from or sanding walkways, landing and stairs, consideration is to be given to weight of equipment so that marking and/or cracking of walkways will not occur. Should damage occur, the bidder accepts full responsibility for the repair of damage to the satisfaction of the Board of Education.
6. Snow is not to be pushed or deposited on adjoining property or roads.
7. ~~Access cutouts between the street crosswalk and sidewalk for children walking are included in this bid and will be designated by the principal.~~
8. Special attention is to be given to all handicapped ramps and parking areas. As in all other areas, these are to be cleared and well sanded.

SPECIFIC BID CONDITIONS

Bidder must furnish to the site principal, Operations Administrator, Supervisor of Building and Grounds and Purchasing Agent at the Board of Education, in writing, within 10 days of bid award, a phone number where they can be reached or where messages and instructions may be left for them from the hours of 6:00 a.m. to 8:00 p.m. Monday through Sunday, inclusive.

The Board of Education reserves the right to discontinue service at any school or any athletic area if conditions or internal arrangements are made after bids are accepted.

Inadequate performance at any given school could result in termination of the agreement and the loss of payment for the same. Evaluation as to adequacy of performance will be determined by the site principal or Supervisor of Buildings and Grounds.

At the end of each month of service the contractor must provide an invoice to the accounts payable office. All invoices must be cross-referenced to a Board of Education purchase order number covering the service for which the invoice is being submitted. Payments for any given work will be withheld until all work for the period is complete and corrected to the satisfaction of the Board of Education or its authorized representative.

Successful vendor will revisit the schools awarded to him/her and review with the building principal, the snow removal procedures and areas to be plowed and cleared **prior to the first snowfall**. A plot plan will be provided which will identify current conditions on site BEFORE the plowing/sanding begins. ~~Once an agreement between school personnel and vendor is reached, both parties will sign the plot plan.~~ At the end of the snow season any damage which is determined to be caused by vendor must be repaired/replaced, at no cost to the Board of Education, prior to release of last payment.

Work and payment for such which is deemed outside of the bid content shall be arranged through the securing of a specific purchase order and no work outside the bid content shall be entered into without an approved, written purchase order issued by the Board of Education purchasing department and being received by the contractor.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

SHS	Southington High School 720 Pleasant Street Southington CT 06489	860.628.3229	Dr. M. Semmell, Principal
DES/JVP	Derynoski Elementary School JV Pyne Center 240 Main Street Southington CT 06489	860.628.3286 860.628.3392	Mrs. J. Verderame, Principal Mr. C. Beleveau - JVP
HES	Hatton Elementary School Spring Lake Road Southington CT 06489	860.628.3377	Mrs. S. Kamerbeek, Principal
KES	Kelley Elementary School Ridgewood Road Southington CT 06489	860.628.3310	Mrs. Marilyn Kahl, Principal
PES	Plantsville Elementary School 70 Church Street Plantsville CT 06479	860.628.3450	Mrs. P. Corvello, Principal

Last Year's Pricing

Southington High School	\$38,500 per season price
Derynoski Elementary School/JV Pyne	\$11,849 per season price
Hatton Elementary School	\$ 6,350 per season price
Kelley Elementary School	\$ 5,000 per season price
Plantsville Elementary School	\$12,960 per season price

BID DIRECTIONS

Bids to be considered must be presented on the sheets provided within this bid. Additional information sheets may be attached. All entries must be typed or entered in ink. Pencil entries may be cause for rejection of the bid.

No bidder may withdraw his bid for a period of 45 days after the opening date.

Prices must hold for a full season.

no	Bid bond is required with this bid	see page 2 – item 30
yes	Proof of insurance is required with this bid	see page 2 – item 31
no	Performance bond will be required by successful bidder	see page 3 – item 34
no	Prevailing Wage Project	see page 3 – item 45
no	Samples required with this bid	see page 1 - item 16
yes	References are requested with this bid.	see page 2 – item 28
yes	Workplace Analysis must be returned with this bid	see page 12
no	Descriptive literature and item(s) specifications must be submitted with bid	
yes	Non-collusive bid statement must be submitted with bid	

NO BID

In the event you are unable to submit a proposal against this bid, please complete below, clip and mail to the address listed. Failure to respond will result in your name being removed from our bid list.

To: Board of Education
Purchasing Department
49 Beecher Street
Southington CT 06489

2014-BID-16

Our firm will not submit a bid at this time for the following reason(s):

Company Name
Response By

BID SHEET

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM
SOUTHINGTON HIGH SCHOOL**

Drives and Parking Areas

1. Clear main entrance driveway from Pleasant Street to Flanders Street.
2. Clear center island driveway along with single parking lane.
3. Clear connector driveway and the four (4) double semi-circular parking areas running from main driveway to connector.
4. Clear south entrance driveway to the kitchen loading area and the driveway to the old Vocational Agriculture Center.
5. Clear south parking area and Technical Education driveway and parking area.
6. Clear new Vocational Agriculture parking lot and area around all three sides of building.
7. Salt/sanding-ice melt/sanding of areas 1 – 6 above.

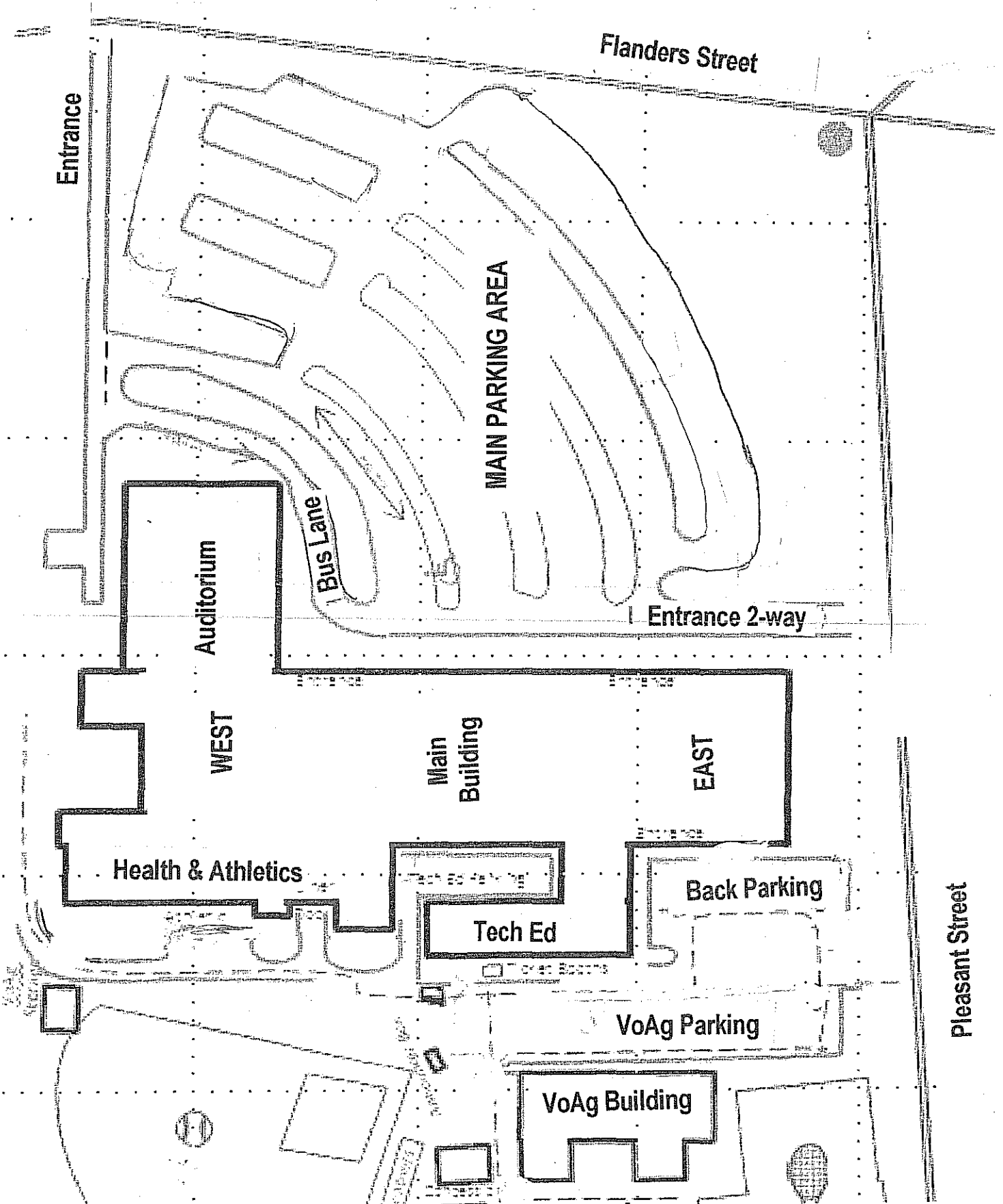
All Walks

1. Clear 8' path along main driveway from Pleasant Street to Flanders Street – including main entrance.
2. Clear north entrance and approach walk from main walk including walk and stairs along east side of building to both faculty parking areas.
3. Clear bus loading sidewalk located on northeast side of center island.
4. Clear walkway, stairs, sidewalk adjacent to Technical Education and old and new Vocational Agriculture areas.
5. Special care must be taken when clearing the main school entrance (**the front Promenade**). This area has heating elements in front of the three main doorways. For this reason, a **snow blower or skid loader is to be used. Skid loader (or like vehicle), is not to exceed an operating weight of 4500 pounds.** Be aware that any damage to the promenade must be repaired at vendor's expense. This will be discussed at the mandatory walk-through.
6. Ice melt/sanding of areas 1 – 4 above.

NOTE: Caution is to be exercised when plowing over speed bumps. Special care is to be taken so as to not block the Vocational Agriculture Center storage shed access

			2013-14	2014-15	2015-16
Option 1	a. Snow Removal	price per storm *	\$	\$	\$
	b. Salt/Sand Spreading	price per yard	\$	\$	\$
* Vendor must notify the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm					
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Salt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$

SHS Property Map



BID SHEET

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM
DERYNOSKI ELEMENTARY SCHOOL/JV PYNE CENTER**

Drives and Parking Areas

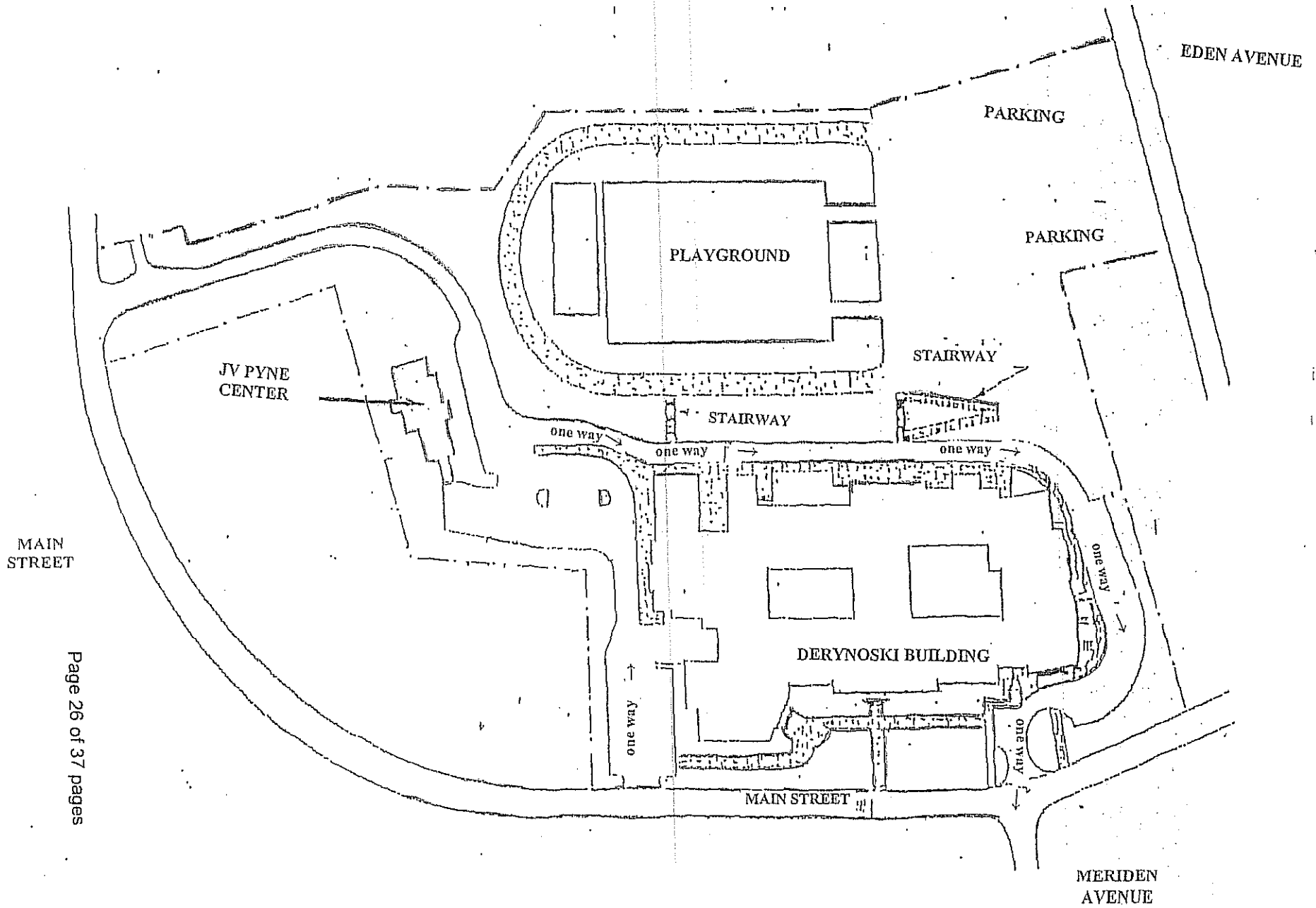
1. Clear all paved parking areas on the north, west and south sides of building
2. Clear lower parking area and play area on athletic field level.
3. Provide exit to Eden Avenue, plow lower portion of the Eden Avenue parking lot and ramp.
4. Clear driveway which enters from Route 10 across from Walgreen's and extends behind the school and exits on Main Street opposite Meriden Avenue.
5. Clear between the building to the rear and clear receiving platform.
6. Clear access drive and parking area to the front, side and rear of the JV Pyne Meeting Center.
7. Salt/sanding-ice melt of areas 1-6 above.

Walks – Including All Landings, Entrance Pads, Stairs and Steps Listed or Unlisted

1. Clear Main Street sidewalk.
2. Clear four approach walks.
3. Clear crosswalk from south parking lot across front of building to north parking lot.
4. Clear public walk along property on Eden Avenue.
5. Clear approach way to crossing walk on Route 10, Main Street.
6. Clear sidewalk from gym lobby around the west side of the building to the auditorium lobby.
7. Clear handicap ramps – gym and auditorium.
8. Clear two stairways and handicapped ramp and stairs from lower level to the upper level to the rear of the building.
9. Clear walk entrance and rear entrance and parking area to JV Pyne Center
10. Snow must now be plowed on lawn and shrub areas on front entrance of the JV Pyne Center.
11. Ice melt/sanding of areas 1-9 above.

			2013-14	2014-15	2015-16
Option 1	a. Snow Removal	price per storm	\$	\$	\$
	b. Salt/Sand Spreading	price per yard	\$	\$	\$
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Salt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$

Note: This bid includes the removal of sand from the bus access drive extending from the JV Pyne Center to Route 10 across from Walgreen's – item 4 on the previous page. When covered with sand, this curve creates a safety concern. Therefore, sand is to be removed on an as-required basis as soon after the storm as is practical. This is to be determined by the Administration.



MAIN STREET

BID SHEET

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM
HATTON ELEMENTARY SCHOOL**

Drives and Parking Areas

1. Clear circular drive in front of school.
2. Clear driveway and parking lot on west side of building.
3. Clear oil delivery and milk delivery areas in front of All Purpose Room.
4. Clear drive and play areas on east side of building.
5. Salt/sanding-ice melt/sanding of area 1 – 4 above.

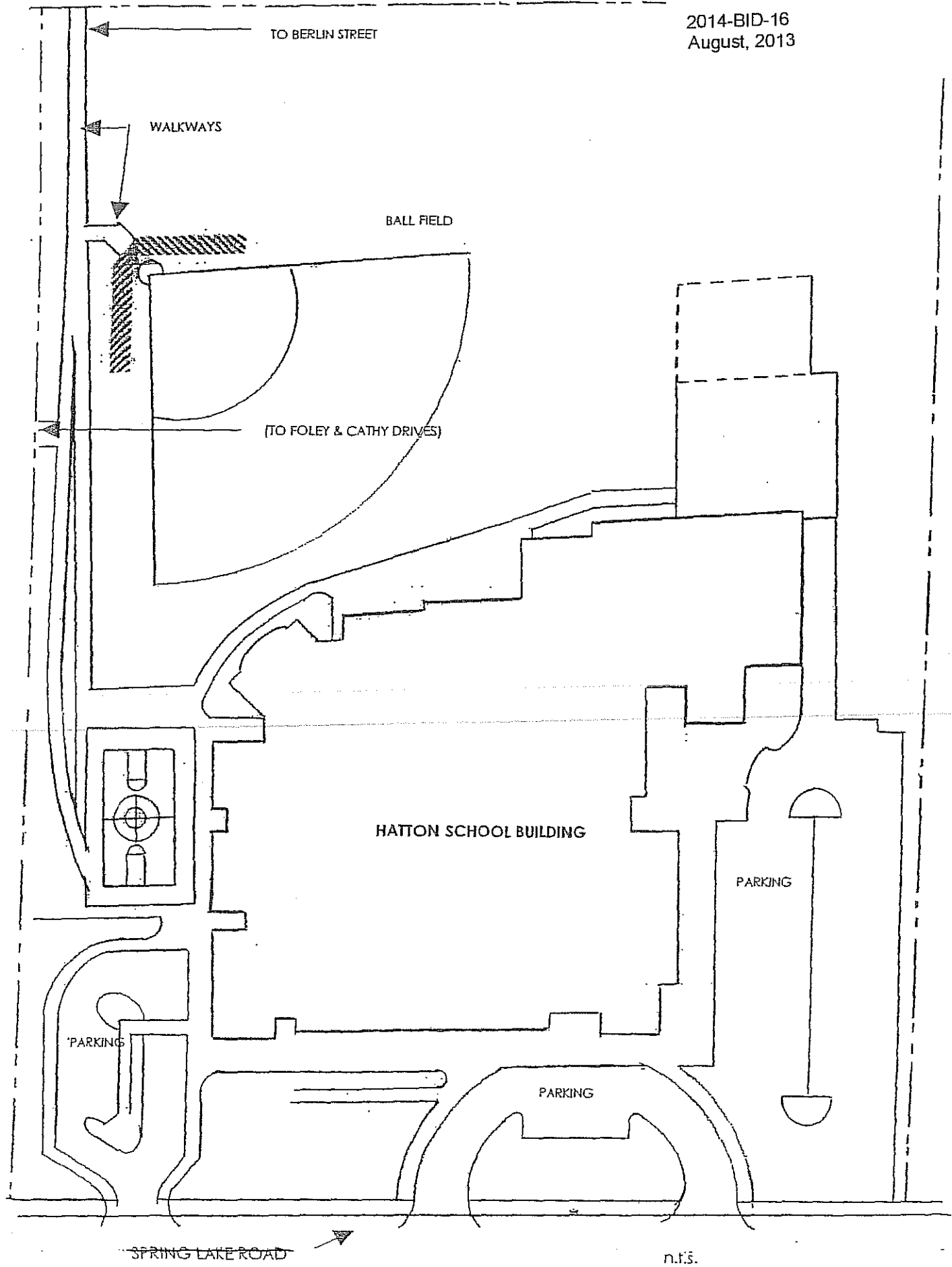
Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted

1. Clear main in front of building from circle to bus unloading area.
2. Clear walk from All Purpose Room to kindergarten play area including two (2) approach walks leading to this walk and lower entrances.
3. Clear access walk from basketball court to Berlin Street.
4. Clear walk from access walk to Cathy Drive.
5. Ice melt/sanding of areas 1-4 above.

Play Areas

1. Clear primary play area on south side of building including area adjacent to classroom on east side.
2. Salt/sanding of area above.

			2013-14	2014-15	2015-16
Option 1	a. Snow Removal	price per storm	\$	\$	\$
	b. Salt/Sand Spreading	price per yard	\$	\$	\$
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Salt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$



SPRING LAKE ROAD

n.f.s.

BID SHEET

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM
KELLEY ELEMENTARY SCHOOL**

Drives and Parking Areas

1. Clear driveways from Hightower Road across front of building to Ridgewood Road.
2. Clear adjacent parking area in front of building.
3. Clear drive and parking area in rear of building.
4. Swing gate must be cleared and full range of motion available after plowing.
5. Salt/sanding-ice melt/sanding of areas 1 – 4 above.

Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted

1. Clear path in front of building from Hightower Road to Ridgewood Road
2. Clear walk to kindergarten entrances, front and north sides.
3. Clear walk to main entrance.
4. Clear walk to south entrance.
5. Clear blacktop sidewalk from paved playground to door entrance by library.
6. Clear sidewalk along fence line from Hightower Road to Ridgewood Road.
7. Clear walk from rear entrance to north paved play area.
8. Clear walk from kindergarten to Ridgewood Road.
9. Clear two blacktop sidewalks from cafeteria to the rear driveway.
10. Ice melt/sanding of areas 1 – 9 above.

Play Areas

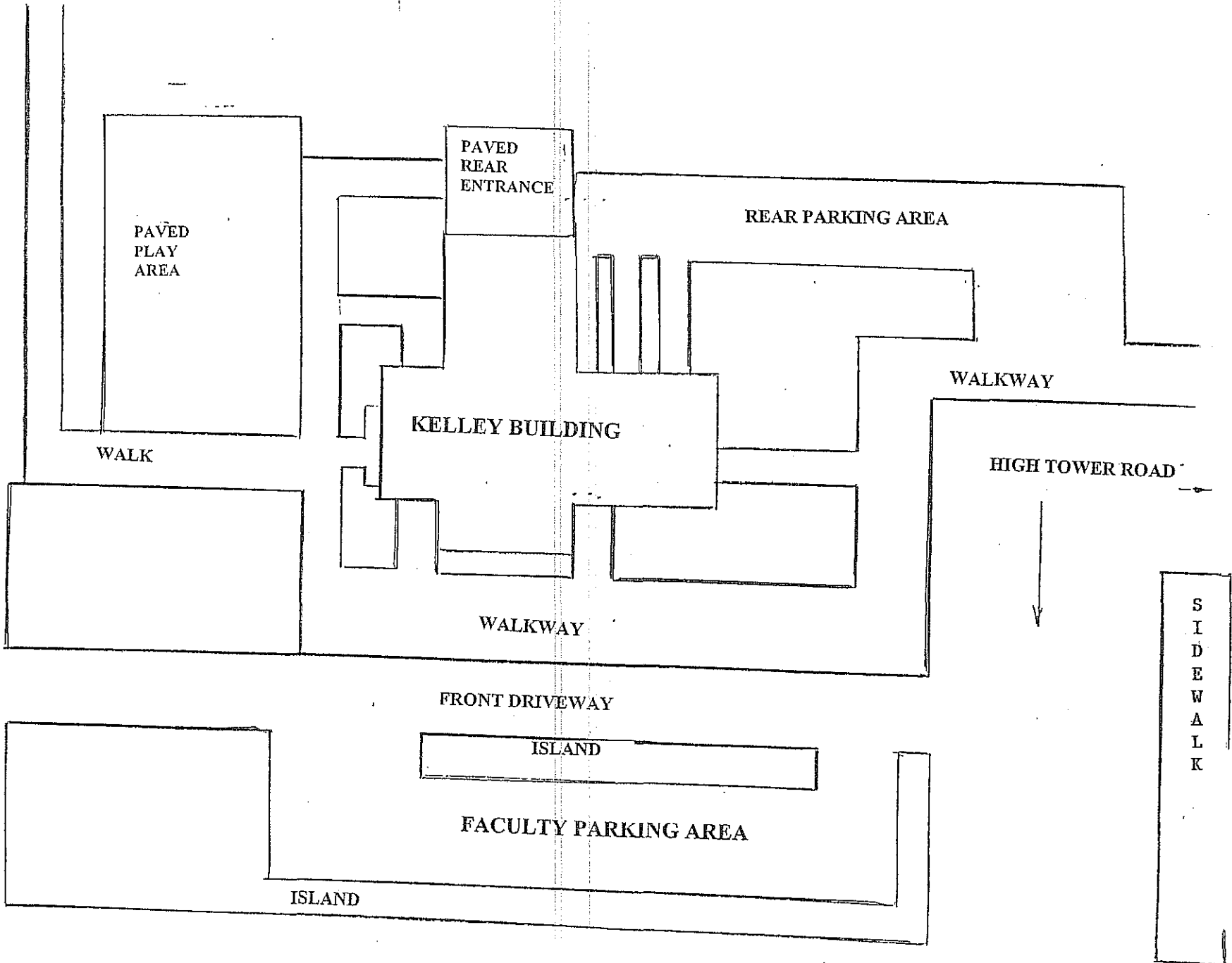
1. Clear blacktop play area located in outdoor basketball court area.
2. Salt/sanding of area 1 above

			2013-14	2014-15	2015-16
Option 1	a. Snow Removal	price per storm *	\$	\$	\$
	b. Salt/Sand Spreading	price per yard	\$	\$	\$
* Vendor must notify the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm					
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Salt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$

KELLEY SCHOOL

nts

R I D G E W O O D
R O A D



BID SHEET

**BID FORM AND SNOW AND SAND REMOVAL SPECIFICATIONS
 PLANTSVILLE ELEMENTARY SCHOOL**

Drives and Parking Areas

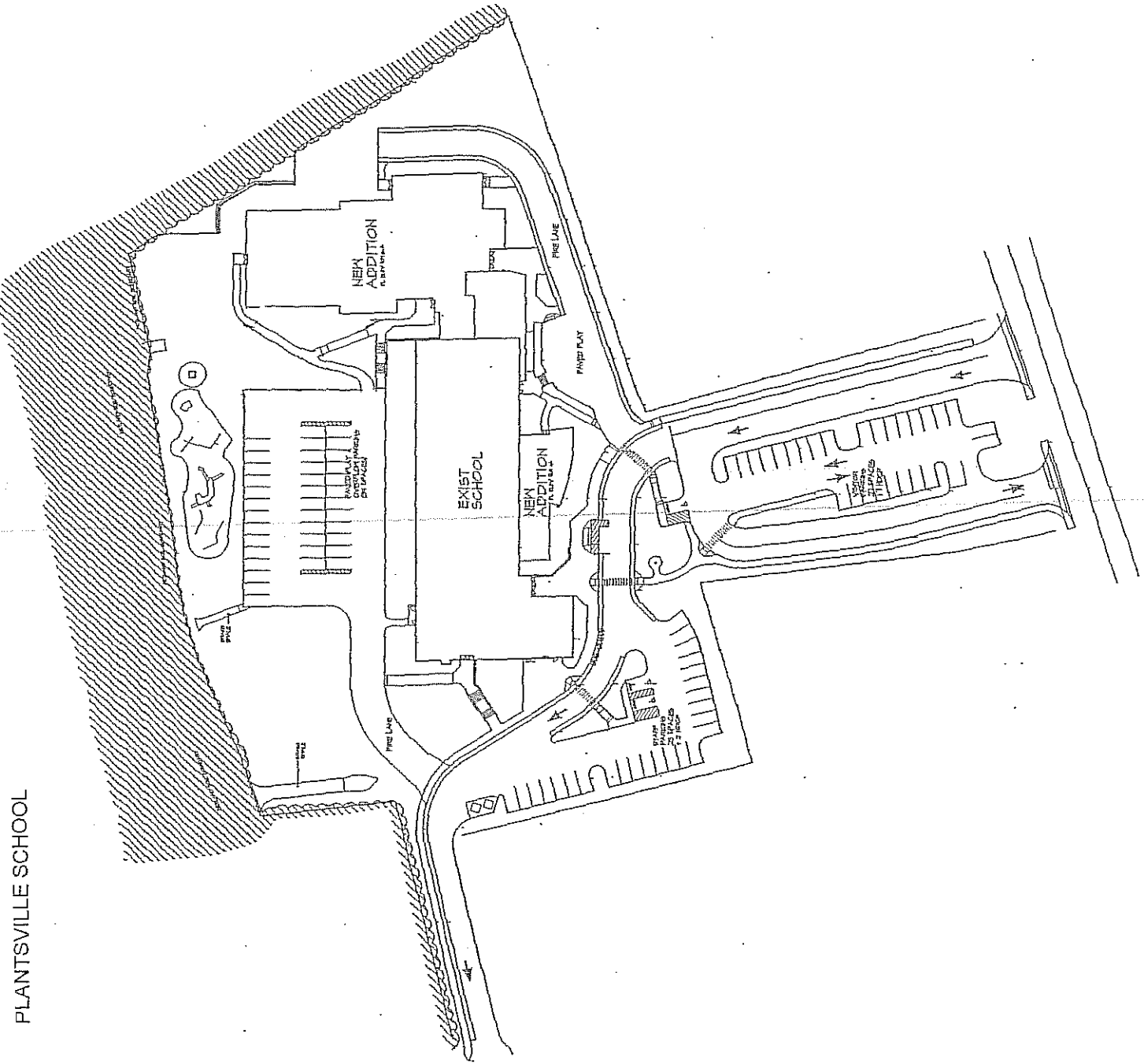
1. Clear Church Street drive and circle.
2. Clear West Main Street drive.
3. Clear all parking lots
4. Clear walk to lower level.
3. Salt/sanding-ice melt/sanding of areas 1 – 4 above.

Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted

1. Clear sidewalk on Church Pleasant Street.
2. Clear walk from Church Street to school.
3. Clear walk from school to West Main Street.
4. Clear approach walk in front of building and to lower level – south and west sides.
5. Clear walk on south side of building to rear playground.
6. Clear walk on north entrance to front of building and to rear playground.
7. Clear walkway to flagpole area.
8. Ice melt/sanding of areas 1 – 7 above.

			2013-14	2014-15	2015-16
Option 1	a. Snow Removal	price per storm *	\$	\$	\$
	b. Ice Melt/Sand Spreading	price per yard	\$	\$	\$
<i>* Vendor must notify the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm</i>					
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Ice Melt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$

PLANTSVILLE SCHOOL



BID SHEET – continued

EQUIPMENT

Please list all of the equipment which will be used in the course of regular performance of snow removal and sanding. If equipment is not owned by you, please list the owner(s) below under remarks.

	Description	Quantity	Owned by Bidder	Owned by Others
1				
2				
3				
4				
5				
6				
7				

Remarks:

PROPOSED ICE MELT PRODUCT WITH SALT – descriptive literature including Material Safety Data Sheet must accompany information below

Brand Name	
Manufactured By	

PROPOSED ICE MELT PRODUCT WITHOUT SALT - descriptive literature including Material Safety Data Sheet must accompany information below

Brand Name	
Manufactured By	

BID SHEET – continued

EMPLOYEE INFORMATION

List all employees who will be used in the course of regular performance of snow removal and sanding. Indicate part or full time status for each employee listed.

	Name	How Long Employed	Full Time	Part Time
1				
2				
3				
4				
5				
6				
7				

Remarks:

Customer References – 3 Required

Provide the following information regarding your largest (acreage maintained) account:
(even if your firm has worked for the Board of Education in the past, this section must be filled out)

1	Name	Approximate Acreage
Address		
Contact		Phone

2	Name	Approximate Acreage
Address		
Contact		Phone

3	Name	Approximate Acreage
Address		
Contact		Phone

BID SHEET – continued

When snow accumulation requires relocation of snow accumulation on-site or off-site, such relocation and the amount to be relocated shall be determined and authorized prior to any movement by:

Mr. Charles Beliveau Supervisor of Buildings and Grounds 860.628.3392
or
Mr. Fred Cox Operations Administrator 860.628.3200

No decision to relocate, or the amount to relocate, will be made by the contractor unless a safety concern is confronted. In such cases, the contractor shall remedy the safety concern and report the action to Mr. Cox (phone number above) as soon as practical.

Please provide your contingency plan should the accumulation of snow require the removal of snow from the premises or from one area to another on-site. Show and describe what equipment you would employ (i.e. number of vehicles, type of vehicles, size of vehicles), ownership of said equipment and the proposed hourly cost of each piece of equipment inclusive of the manpower as required for each piece of equipment.

List the legal disposal site you will use if removal from the premises becomes necessary and list the machinery to be used and the cost of each per hour.

Disposal Site Address	

Name/Address of Site Owner	
	Phone

Equipment to be used:

Description	Cost Per Hour Including Operator

Equipment Owned By: _____

Address: _____

BID SHEET

By submitting this bid, bidder agrees to all of the provisions and conditions contained herein pages 1 through 37.

The Board of Education reserves the option to extend any contract or award developed under this bid, under the same terms and conditions, for a period not to exceed the length of the original award, if agreeable to both parties.

NON COLLUSIVE BID STATEMENT

The undersigned bidder, having fully informed himself regarding the accuracy of the statements made herein, certifies that:

1. The bid has been arrived at by the bidder independently and has been submitted without collusion with and without any agreement, understanding or planned common course of action with any other vendor of materials, supplies, equipment or services described in the invitation to bid, designed to limit independent bidding or competition, and
2. The contents of the bid have not been communicated by the bidder or its employees or agents to any person not an employee or agent of the bidder or its surety on any bond furnished with the bid and will not be communicated to any such person prior to the official opening of the bid.

The undersigned bidder further certifies that this statement is executed for the purpose of inducing the Board of Education to consider the bid and make an award in accordance therewith.

Legal Name of Business	
Business Address	street
	city
	state
	zip
	phone
	fax
	Email address
Person Authorized to Sign for Company	
Signature of Authorized Person	
Date	



1

**PROPOSAL TO IMPLEMENT COST EFFECTIVE ENERGY
SAVING CONSERVATION & RENEWABLE ENERGY
SOLUTIONS
AT
SOUTHINGTON HIGH SCHOOL**

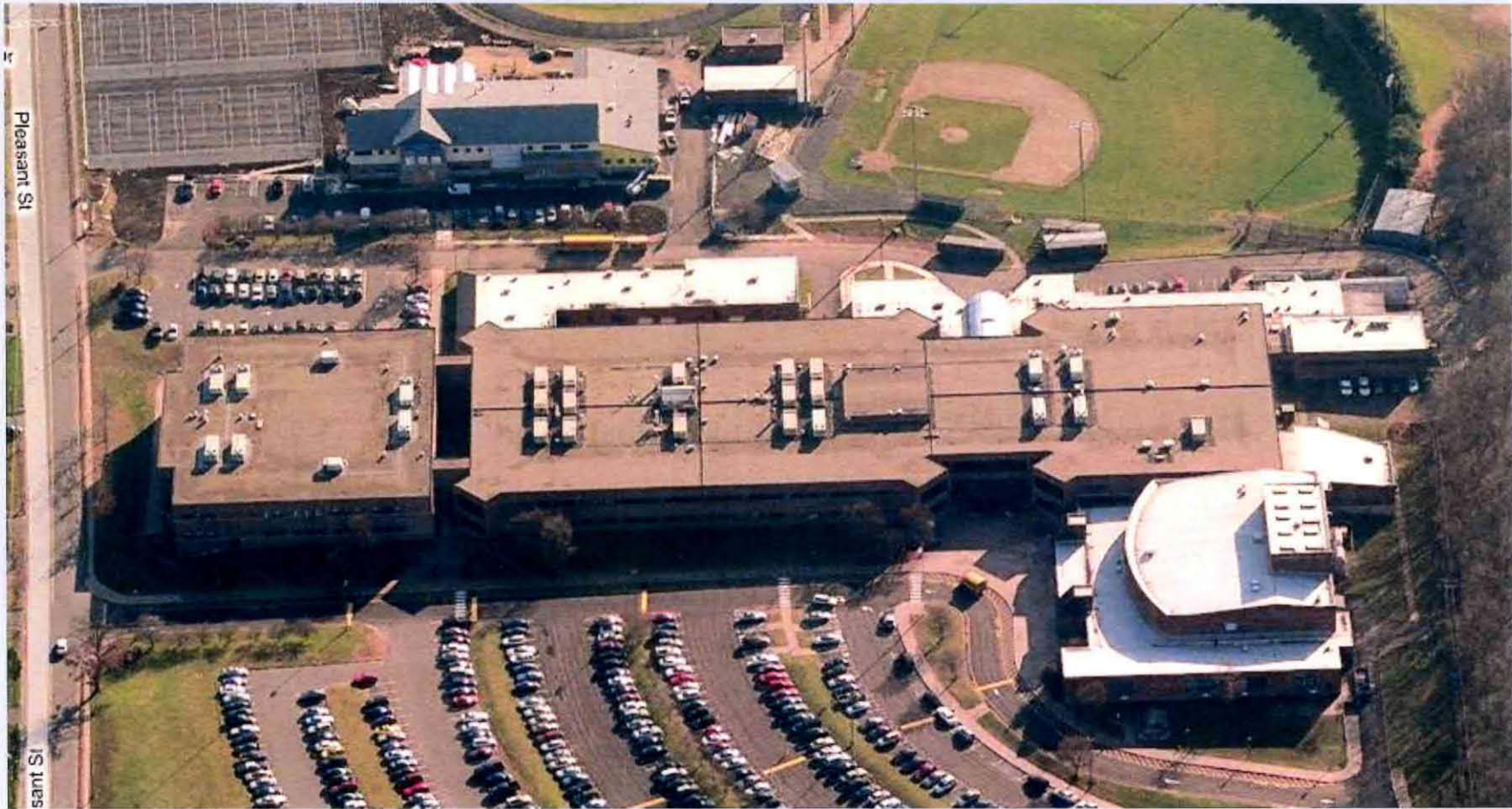
AUGUST 6TH, 2013

PROPOSED PROJECT LOCATION – SOUTHINGTON PUBLIC SCHOOLS

SOUTHINGTON HIGH SCHOOL, SOUTHINGTON, CONNECTICUT

2

DOMESTIC HOT WATER CONVERSIONS & POWER FACTOR CORRECTION SOLUTIONS



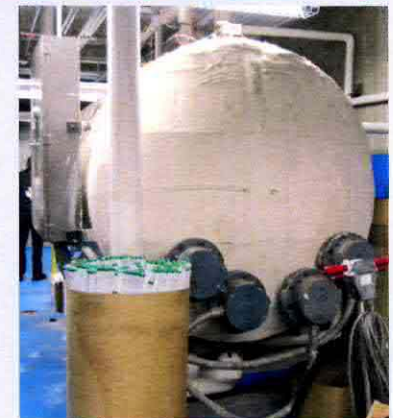
EXISTING CONDITIONS ASSESSMENT

3

EXISTING CONDITIONS:

Domestic Hot Water:

- Southington High School's Domestic Hot Water is supplied by a 2,700 gallon electric heating system
 - Electric heat consists of four (4) 100,000-watt electric heating elements
 - This system costs over \$20,000 annually in CL&P Demand Charges alone. In addition, the oversized storage of domestic hot water costs \$000's per month in kilowatt hour charges



Power Factor Correction:

- Southington High School electricity rates penalize the school for poor power factor (\$25,000 annually in penalties)
- Poor power factor is generally caused by over-sized non-resistive loads within the building including; electric motors, compressors, pumps, etc. that create magnetic resistance and require the electric utility to supply greater amounts of electricity to meet building demand.



PROPOSED ENERGY CONSERVATION MEASURES

4

PROPOSED ENERGY CONSERVATION MEASURES:

Natural Gas Domestic Hot Water Conversion:

- Remove 2700 Gallon Electric Hot Water System & replace with two (2) new modular Natural Gas Condensing Boilers for optimal efficiency
- Install integrated solar thermal hot water system with hot water storage capacity in the primary DHW system

Operational & Financial Benefits:

1. Eliminates electric demand charges and KWh consumption
2. Significantly reduces natural gas consumption and optimizes system efficiency
3. Optimize gas conversion efficiency (95% +)
4. Minimize heat loss compared to existing Hot Water Storage volumes



PROPOSED ENERGY CONSERVATION MEASURES

5

PROPOSED ENERGY CONSERVATION MEASURES:

Power Factor Correction:

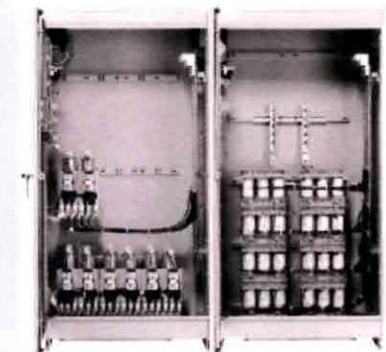
- Install whole building power factor correction system at Southington High School
- Installation is done at the building's main electrical distribution panel(s)
- Features of Power Factor Correction Panel:
 1. Optimizes building's power factor by providing offsetting capacitance to non-resistive electric building loads
 2. Real-time metering of power factor can verify results
 3. Equipment is CL&P compliant with 30 year life

Operational & Financial Benefits:

1. Eliminates CL&P Power Factor Penalties currently being charged on the CL&P utility bill
2. Improves power quality within the building which extends useful life of high tech. equipment



AUTOMATIC PFC



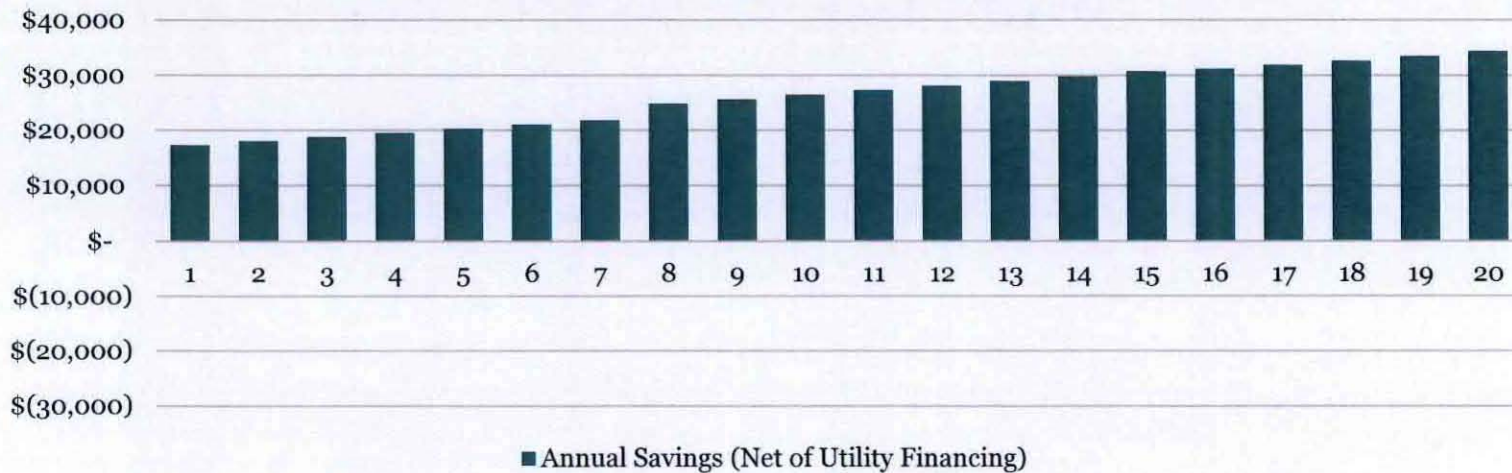
FINANCIAL PROFORMA MODEL

6

FINANCIAL PROFORMA HIGHLIGHTS:

- Programs are funded by a combination of utility and CT Clean Energy Fund Grants and zero-percent financing (similar to previously implemented energy conservation projects)
- Southington Public Schools (“SPS”) can achieve immediate reductions in energy costs during the first year of implementation. Avoided cost savings will grow as energy costs increase
 1. SPS can avoid over \$850,000 in energy costs over the useful life of the proposed measures

Annual Net Savings to Southington Public Schools Operating Budget



Athletic Passes
 Recommendation for the implementation of sur charge
 2013-14

Fee Structure	2012-2013	2013-2014	Turf committee recommendation
Family Pass	\$ 100	\$ 100	add \$10 sur charge for turf field replacement
Student Pass	\$ 30	\$ 30	
Finance committee recommends holding student price but allocate \$5 to turf replacement			
Adult Pass	\$ 40	\$ 40	add \$5 sur charge for turf field replacement

The plan would be to monthly transfer the sur charges collected on passes or ticket sales to the Town Finance office for deposit into the turf field replacement account

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 15, 2013

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

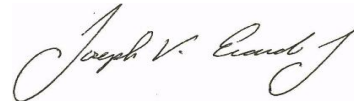
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A



Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ X _____

Board Meeting Date August 15, 2013

Decision Requested _____

Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Construction Update

Summary of Issue: Phase II Construction and Renovation/Expansion of buildings are listed below with their current status.

Phase II Construction Projects:

South End Elementary School - New Construction:

Plantsville Elementary School – Renovation/Expansion:

The State Construction Support Services Unit held a meeting on Friday May 17th with Newfield Construction to review final change orders.

Kennedy & DePaolo Middle School - Renovation/Expansion:

The planned asbestos and PCB abatements are on schedule. Paving is scheduled for the week of August 12th. Foundations have been started for building additions.

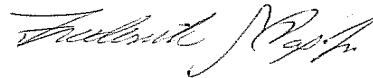
Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

Cost (if applicable): \$15,825,000 – Plantsville \$16,860,000 – South End \$89,725,000 – Middle Schools

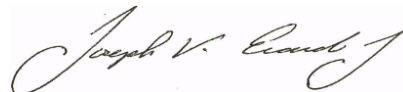
Funding Source: State & Local

Beginning Date of Program/Project: Varied **Ending Date of Program or Project:** Varied

Recommendation or Comment: _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **X** _____

Board Meeting Date August 15, 2013

Decision Requested _____

Agenda Code 10 d

AGENDA REPORTING FORM

Agenda Topic: Teacher Evaluation Plan Update

Summary of Issue: The State Department of Education developed a model for the evaluation and development of teachers in Connecticut. SEED is Connecticut's System for Educator Evaluation and Development and it's based on the Connecticut Guidelines for Educator Evaluation that was developed by a diverse group of educators in June 2012 and on best practice research from around the country. All districts are responsible for implementing a new educator evaluation system in the 2013-14 school year. The administration will provide the Board of Education with an update surrounding the evaluation plan.

Background: As of July 2013, all Connecticut School Districts are required to have an evaluation plan in place that meets the State of Connecticut guidelines. The Board of Education approved the Teacher Evaluation Plan that was presented at the April 11, 2013 meeting.

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A


Beginning Date of Program or Project: _____

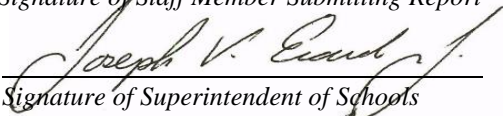
Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Titles of Attachments:

1. _____



Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2013

Decision Requested x Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2012-2013

Summary of Issue: The Superintendent's Annual Report summarizes the significant events and issues of the preceding school year. This report is incorporated into the Town's Annual Report.

Background: N/A

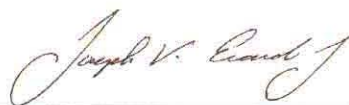
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 2012

Ending Date of Program or Project: June 30, 2013

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2012-2013 school year be approved as submitted.



Signature of Superintendent of Schools

Title of Attachment

1. Superintendent's Annual Report

SOUTHINGTON PUBLIC SCHOOLS



Superintendent's Annual Report 2012~2013



**Superintendent's Annual Report
2012 ~ 2013**

Southington Board of Education

Brian S. Goralski, Board Chairperson

Terri C. Carmody, Vice Chairperson

Jill Notar-Francesco, Secretary

Colleen W. Clark

David J. Derynoski

Patricia P. Johnson

Terry G. Lombardi

Zaya G. Oshana

Patricia A. Queen

Central Office Staff

Dr. Joseph V. Erardi, Jr., Superintendent of Schools

Karen L. Smith, Assistant Superintendent for Instruction and Learning

Sherri DiNello, Director of Business and Finance

Frederick G. Cox, Director of Operations

Dr. Perri Murdica, Director of Pupil Services

Kimberly Hunt, Personnel Manager

Philip Goodwin, Purchasing Agent

Karen Veilleux, Director of Technology

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SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



Superintendent's Executive Summary

SUPERINTENDENT'S EXECUTIVE SUMMARY

This district, along with every other school district, completed its most complex school year in the history of public schools in Connecticut.

With legislated widespread school reform, due to the pardon from No Child Left Behind, administration and staff spent an extraordinary amount of time preparing for:

- the impact on teaching and learning as directed by the Common Core State Standards;
- the legislated Teacher Evaluation Program;
- the legislated Administration Evaluation Program;
- the legislated Student Assessment Program.

Along with successfully meeting all school reform initiatives, the Southington Public Schools moved forward on a number of local initiatives:

- A successful transition in partnership with the town to relocate central office.
- Completing a comprehensive “2020 Long-term Planning” initiative that will serve as a guide for the Board of Education.
- Breaking ground on the Renovate-to-New Middle School Building Project.
- Completing the all-day Kindergarten study resulting in the 2013-2014 All-Day Kindergarten Program for all incoming students.
- Completing a three-year phase-in technology study that will ensure equity with technology for all students across the district.
- Completing a facility upgrade at Southington High School with the installation of artificial turf on Fontana Field.

Under the direction of the Assistant Superintendent, teaching and learning was a powerful year demonstrated by student outcomes at all levels. The district's public report card remained impressive at all levels with student achievement measuring well above state average in nearly all annual tests. The 2012-2013 school year found students in Grades 3-8 being measured with their peers throughout the state by their performance on the Connecticut Mastery Test and students in Grade 10 taking the Connecticut Academic Performance Test. The Southington Public Schools continue to be a Connecticut model for K-12 mathematics and is recognized as an exemplar with Columbia University with both reading and writing.

Southington High School's two-year report (Accreditation 2010) received high marks from the New England Association of Schools and Colleges as nearly all self-study recommendations have been successfully imbedded in the school's daily practice. Significant leveling changes have taken place for all students during this school year. In addition, the Board of Education enthusiastically endorsed an expanded choice of Advanced Placement (AP) courses and continued to support the regionalization of Alta, the district's Alternative High School.

Celebration was continuous throughout the year as students were recognized on the state, regional, and national level. Staff recognition was highlighted by Linda Bass Reilly, an educator at Thalberg Elementary School, chosen as the district's “Teacher of the Year” and the staff member who will represent Southington in Connecticut's state competition. The district also celebrated the performance of 13 employees with its annual Profiles in Professionalism program and ended the year recognizing scholarship and leadership of students, staff, and parents by celebrating the Scholars' Luncheon at Southington High School and hosting the Third Annual

Parent Volunteer Luncheon. In addition, the Board of Education saluted and recognized ten Class of 2013 graduates who entered the military.

Although the year had extraordinary accomplishment, it will forever be earmarked by the tragedy of Sandy Hook Elementary School. This heinous crime sobered the state, country, and world. The Board of Education's response and reaction was to first assure the community that safety will always be set at the highest priority possible by school officials. Thus, the school board worked tirelessly on enhancing school safety within all aspects of the teaching and learning day and extended day. The plan was built in partnership with the town and it was centered on meaningful, sustainable, and practical enhancements to the existing protocol. This, despite extraordinary work by the Board of Education with facility, technology, programming, and instruction, could be the greatest accomplishment of the recently completed 2012-2013 school year. Elected and town officials embraced the Board's proposed Safety Plan and funded the plan in full to make sure that all aspects of the redesign would be ready for the 2013-2014 school year.

Challenges were enormous this school year. Solutions were endorsed by a unified Board of Education that met each challenge and never lost sight of what was "best for children."

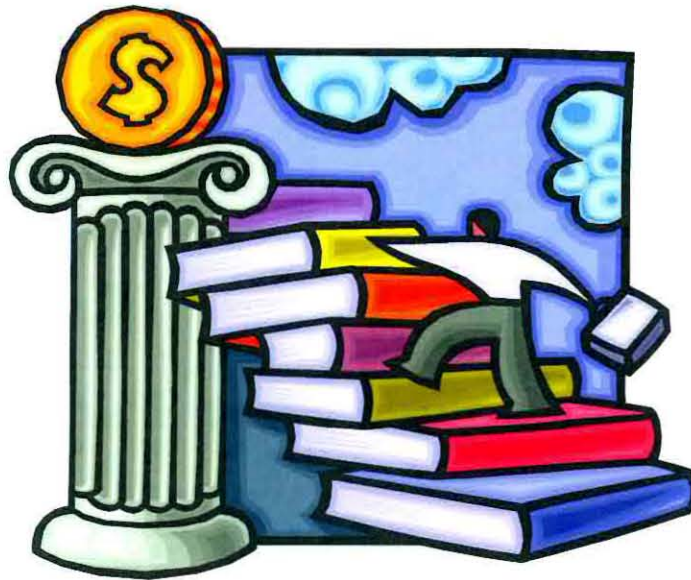
The Southington community, once more, distinguished itself as a town that takes great pride in their schools. Unfortunately, it is uncommon for elected and appointed officials, administration, staff, and parents to move in the same direction for students. However, in this hard-working town that finds a way, our schools may have completed one of its finest years ever despite hurdles that were placed in the path of success.

The Southington Board of Education remains on a course to have the finest school district in the country measured by making a difference in the lives of every student...one student at a time.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



**Assistant Superintendent for
Instruction and Learning**

ASSISTANT SUPERINTENDENT FOR INSTRUCTION AND LEARNING

Administrative Retreat - August 2012

The retreat focused on new learning associated with the Common Core State Standards that are forming the basis of all curricular revisions, especially in the areas of English Language Arts and Mathematics. A two-day summer workshop was held for administrators to learn about the Common Core and how it translates into new learning for adults and students.

Pathways to the Common Core

The Lucy Calkins book, Pathways to the Common Core, served staff well as teachers formed book clubs within the district to share with one another key points within various chapters. School Improvement Plans focused on new learning with the Common Core State Standards and included objectives that were specifically created for teachers' questioning techniques. Throughout the year, higher level comprehension skills defined the new standards and influenced much of the professional development work that occurred in the district.

School and District Improvement Plans

These plans included data from the State Department of Education that reflected the results of the Connecticut State Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). This year, the results also included assessment data in the form of each school receiving a School Performance Index Score (SPI) that tracks student and school progress over time. In turn, this translates to a District Performance Index (DPI) score that does the same for the public school system. Schools used this data to highlight specific action planning that was targeted particularly for various subgroup populations. School Improvement Plans also included sections on School Safety, Community Partnerships, and Professional Growth.

Columbia Teachers College and the Connecticut Center for School Change (CCSC)

Our district expanded the partnerships with both organizations. Literacy work surrounding the standards in reading and writing was emphasized within the middle and high schools. English and social studies teachers teamed-up to continue learning how to integrate subjects at both the middle and high school levels. All content area teachers are learning how to integrate literacy skills, including writing, within all subjects. The CCSC experience included projects and information pertaining to the new Teacher Evaluation and Support Plan. This was a valuable experience for our team as we learned how this major shift of practice would match the Common Core initiatives. Southington's participation within the CCSC benefitted the leadership of the district. We teamed with other Connecticut school communities and connected all local work to 21st century learning. We continued working with the State Education Resource Center (SERC) around best practices with the Early Intervention/Scientifically Researched-Based Intervention Model of providing supports to students. Each elementary school completed a self-assessment, met with the SERC visiting team, and examined instructional practices within schools. Future work will continue throughout the 2013-2014 school year.

Transition Teams

The middle and high schools formed mathematic transition teams. Teachers at both levels partnered with one another and made collegial visits to each other's classrooms. Mathematic assessments were reviewed by each team with the goal of providing a more effective academic transition from middle to high school. This initiative began during the 2011-2012 year with the English Language Arts teams. Southington High School developed a Grade 9 team that has the potential to provide common planning time for teachers similar to that of the middle school teams. This is a major step that we will work to improve upon with our transition goals. Rigor is

increasing within all levels of instruction at the high school through the Common Core State Standards. This was the year that we condensed course leveling with the goal of making all students' college and career ready. Southington High School received an outstanding progress report from NEASC as they move to full implementation of the recommendations made during the review.

Full-Day Kindergarten

A proposal was made and approved by the Board of Education for a Full-Day Kindergarten program. This program will begin at the start of the 2013-2014 school year in all eight elementary schools. A committee of over 20 members worked for more than a year to study full-day Kindergarten programs and to create the proposal. After much community input, the team is prepared to move forward with a developmentally appropriate program in place for our youngest learners.

Teacher and Administrator Evaluation Teams

Teams were formed this year to address the new State of Connecticut Department of Education requirements for the development and implementation of a new evaluation and support plan for all educators. These committees met regularly throughout the year and developed a plan that complies with State requirements and, more importantly, meets our desire to create a system that supports adult and student learning. A major reason for the success of the work of the Teacher Evaluation and Support Team is due to the equal representation on the committee of teachers and administrators. The official roll-out of the plan on May 21, 2013 was done by teachers and administrators as partner presenters. Much professional development will be required to successfully implement all aspects of this plan for the upcoming school year. Technology learning is part of the new evaluation system. As part of that new learning, administrators and teachers have participated in a variety of computer offerings provided by our district's technology department.

Committee Work

The Board of Education Curriculum and Instruction and Policy and Personnel Committees have done some outstanding work this year. Relevant topics for discussion with the Curriculum and Instruction Committee have included:

High School Leveling, English-Language Arts Common Core Curriculum (Grades K-8), Mathematics Common Core Curriculum (Grades 6-8), Physical Education and Health Curriculum (Grades K-12), World Language at the Elementary School Level, Student Success Plans (Grades 6-12), Role of Teacher Leaders, Pre-School Program at Hatton Elementary School, S.O.A.R., Full-Day Kindergarten, CMT/CAPT Review of Data, New Accountability System – School Performance Index

The Policy and Personnel Committee continues to revise policies within the Board of Education Policy Manual. We have completed the review of the 1000 series, Community Relations, and the 2000 series, Administration. The committee is currently in the process of completing the review of the 3000 series, Business and Non-Instructional Operations. These series will be presented to the Board of Education for approval in the fall of 2013.

Summary

There are many other activities and events that defined the curriculum and instruction work of the 2012-2013 school year that may not be reflected within this highlight overview. However, a summary statement would have to include that this has been an instructional year for everyone. One filled with challenges that have been successfully met, decisions that represent a

Superintendent's Annual Report – 2012-2013 – Assistant Superintendent

collaborative leadership style, and one that continues to target the improvement of student learning as our major focus in all that we do. The challenges that face educators as we look to a new evaluation plan, higher and more rigorous standards for student learning, and increased accountability for everyone, is to never lose sight of the needs of the whole child. Our collective challenge will be to model what “balance” looks like within our classrooms, our schools, and our district and to always do what is best for our students. I look forward to the new school year with enthusiasm.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



Director of Business & Finance

BUSINESS OFFICE

The Business Office has accomplished the following items during the 2012-2013 school year.

Contract Negotiations

The Director of Business and Finance, Sherri DiNello, worked closely with the Southington Board of Education negotiating team and the Board Attorney in contract negotiations with the Southington Education Association (SEA). A new three-year contract was settled in mediation. Wellness screening language was added for all teachers and dependents.

Southington Education Association Wellness Screening Rollout

The teachers' contract for 2013-2016 contains an incentive for participation in wellness screenings. The Director of Business and Finance worked with representatives from Anthem Blue Cross/Blue Shield and Ovation Benefits to develop marketing material for distribution. Information meetings were scheduled in January at every school to apprise the teachers of the new language.

School Lunch and Breakfast Program

The School Nutrition Standards for the National School Lunch and Breakfast Program were changed as of July 1, 2012. The Food Service Director, Nya Welinsky, trained staff on the new changes during the fall of 2012. She continues to enhance offerings that meet nutrition guidelines. The Southington school district was awarded the USDA's *Healthier US School Challenge* (HUSSC) Bronze award to all eight of our elementary schools in April 2013. Only 5.5% of eligible schools nationwide earned this distinction.

The program also received over \$30,000 for the in-classroom breakfast funding. The Director of Business and Finance worked with the Food Service Director to determine how to implement changes and use the funds.

alio® Web-based

The Director of Business and Finance assisted in coordinating the transition of alio® to a web-based program. The conversion took place in May 2013 and our Technology Department was instrumental in providing a seamless transition.

Full-Day Kindergarten

In the fall of 2012, the Business Office provided the cost and feasibility of offering a All-Day Kindergarten Program for the 2013-2014 school year. This included determining needs and pricing classroom furniture and curriculum items. Site visits were made to determine what furniture the district owned that could be moved and utilized. Funding for teachers and paraprofessionals as well as transportation savings needed to be factored. A presentation was made to the Board of Education on November 15, 2012 and approved for implementation by the Board of Education on May 23, 2013.

Budget 2013-2014

The 2013-2014 Board of Education Operating Budget was approved in the amount of \$84,233,204. The budget included the implementation of All-Day Kindergarten in the fall of 2013.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



Director of Operations

OPERATIONS OFFICE

Facility Advisory Committee:

- The renovation of North Center Elementary School into municipal and school district office space was completed during the summer/fall of 2012. The official opening ceremony took place on December 2, 2012.
- Following the school district's Central Office move into the Municipal Center (formally North Center School) during September 2012, the 49 Beecher Street office complex was turned back to the town.

Middle School Projects:

- Environmental tests at the two middle schools revealed PCB contaminants in each building. The substantial projected clean-up costs forced a second referendum on March 19, 2013 requesting an additional \$4.725 million dollars in funding. This second referendum passed with a vote of 1,377 in favor with 354 no votes.
- Construction bids were advertised in April 2013 and awarded in June. Renovations began second shift on the last day of school, which was June 21, 2013.

Southington High School Turf Project:

- A committee was formed including representation from the Town Council, Board of Finance and Board of Education to review the feasibility of installing turf on the varsity football field.

The results were positive for turf and the Town Council procured funding for a summer 2012 installation. Several sporting events took place on the turf field in late October 2012.

Building Maintenance – Health and Safety:

- The Blizzard of 2013 “Nemo” took place on February 7, 2013 and shut down the state of Connecticut while leaving behind approximately 23 inches of snow in Southington. District schools were closed for four days due to difficulty clearing town streets and school sites.
- Following the Newtown tragedy of December 14, 2012, the district reviewed and expanded on its current security practices. The following safety measures were put into place or enhanced:
 - Protocol standards for lockdown methods
 - Posted visitor responsibilities
 - Required staff identification badges
 - Heightened overall safety awareness
- In April, the Board approved a contract with Redflex Student Guardian for the use of cameras on school buses. The goal was to identify red light violations by motorists. A winter/spring 2013 pilot program identified an average of .6 violations per school day.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



Personnel Manager

PERSONNEL OFFICE

The Personnel Office continues to provide the necessary services to obtain the most “highly qualified” staff in order to support our student population, as well as support current staff in all aspects of their employment. The goal of the department is to provide these services in a friendly, professional “customer service” manner. With the move to the Municipal Center, we find ourselves not only providing “customer service” to Board of Education employees, but also to the general public. The Personnel Office has become the “Information Center” for visitors to the Board of Education and town offices alike.

Specific work that was accomplished in 2012-2013 within the Personnel Office includes the following:

Administrative Hiring:

Spring 2013 was a very busy time in the Personnel Office. This year, we had four building level administrators retire. The spring was spent reviewing over 400 applications for the four positions, preparing documentation for and participating in hiring committee interviews. The committees consisted of administrators, teachers and parent representatives from each effected school. With such a large pool to draw from the decisions were difficult; but, I feel that through this lengthy process the best candidates were presented to the Board of Education for their final interview and decision.

Team Program:

This year, the Personnel Office, in conjunction with certified staff, was able to assist with 39 student teachers from area colleges such as Central Connecticut State University, University of St. Joseph, Southern Connecticut State University and University of Hartford. In addition, the TEAM Program was in its third full year. This program replaced BEST for new teaching staff. With Southington's election to do all module paper reviews in-house, a TEAM Committee was established with Pat Corvello as the district TEAM Facilitator. The TEAM Committee met several times during the year to review and accept or reject new teacher submissions. The State of Connecticut provided a rubric for the “readers” to follow to determine if the submitted module was acceptable. Once the non-tenured teacher completed the necessary modules, they were eligible to apply for their Provisional Educator Certification.

Internships:

As we try to do each year, this year we placed 15 interns from the University of Bridgeport and Quinnipiac University within our schools. As well as assisting as substitute teachers, they also worked closely with principals on special projects. With the changed requirements for certification, these interns are also completing their student teaching requirements with us. The goal of the university in this program is to give the student a broad experience base as they pursue their degree in education.

Substitute Scheduling:

This year was the most difficult year in the past eight years in the area of substitute coverage. Obtaining an adequate level of available substitutes over the past few years has been difficult because many surrounding towns pay a higher per diem rate. Each year the Personnel Office rebuilds our substitute teaching pool because over the summer many of our highly qualified

substitutes are hired as permanent teaching staff. This reflects well on the caliber of substitutes that we are utilizing, but limits our availability of substitute teachers. This year was difficult because during the year we added tutor positions to assist our students in math and language Arts. Many of our newly hired substitutes were offered a commitment for the school year as a tutor. With the tutor rate of pay higher than a substitute teacher, those that were offered the tutor position chose to accept it for the year.

Substitute Training:

In August, the Personnel Office continues to hold an annual substitute teacher training. During this three-hour session, current and new substitutes were walked through Title IX training, State Mandated Reporting criteria, dress code, and procedural expectations. In addition, they view the mandated “Bloodborne Pathogen and Food Allergy” videos.

New Teacher Orientation:

Each year the Personnel Office works with the Assistant Superintendent's Office in coordinating the New Teacher Orientation. These meetings run for two half-days immediately prior to the return of teaching staff. Similar in some aspects to the Substitute Training, it includes Title IX training, Mandated Reporting, Bloodborne Pathogen and Food Allergy training. It also includes technology training on PowerSchool, production of a webpage and GradeBook. During this orientation, we have a seasoned teacher speak to the new teachers, as well as several members of last year's new teacher cohort, to give the new teachers some insight of what their first year will look like.

Worker's Compensation:

The Personnel Office continues to coordinate all Workers' Compensation issues. The office is working with CIRMA to ensure accuracy and timely reporting of all employee accidents in the workplace. In addition, the Safety Committee is working with CIRMA to obtain training for our Administrators to better investigate accident causes and solutions.

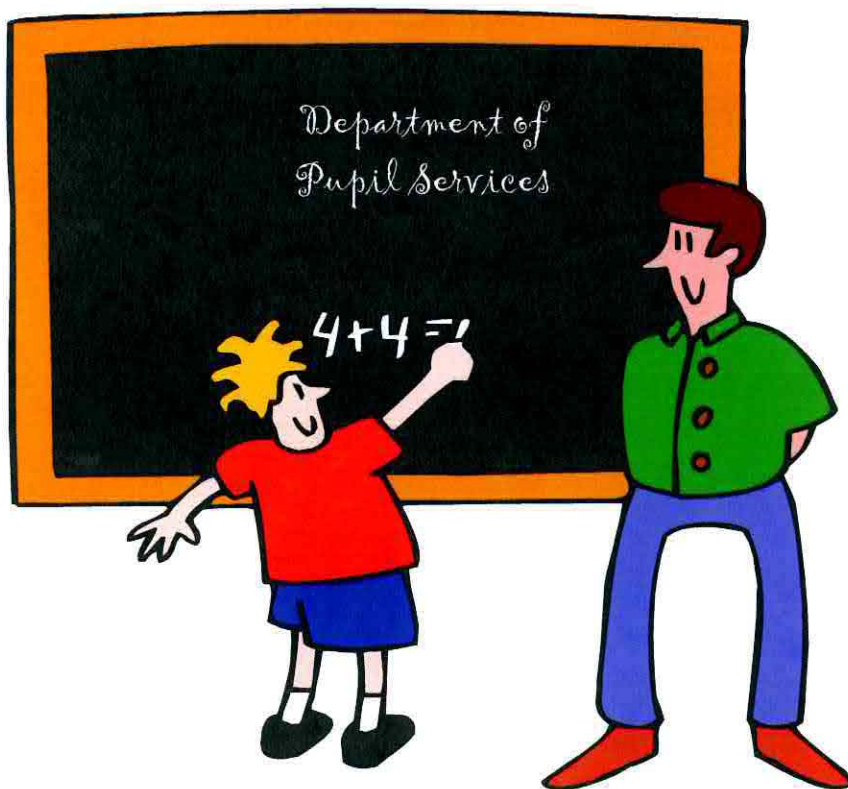
Employee Newsletter:

This year, the Personnel Office produced four quarterly newsletters. All cabinet members are contributing to the publication to make it as informative and interesting as possible.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



Director of Pupil Services

SPECIAL EDUCATION DEPARTMENT

Helen Keller once said, "Alone we can do so little; together we can do so much." During the 2012-2013 school year, the Special Education Department, collectively a team of three Special Education Coordinators, a Director of Pupil Services, and four support staff worked together to address refining and expanding partnerships, practices, procedures, and programs. Our vision for students is to provide an education that results in students becoming successful learners and being prepared to transition to the community, workforce, and/or postsecondary education upon graduation.

Community and Parent Partnerships:

Community partnerships were promoted and expanded upon in the area of our transition programming. Partnerships with local businesses and organizations within the town of Southington have been very successful for both our 18 to 21-year old high school students and the high school students preparing for entry into the community, workforce, and postsecondary education. Parent partnerships have continued with our families who have children and young adults with disabilities. Informational sessions were provided around transitioning to the high school and beyond. The Special Education Department continues to collaborate with a district parent group in town (Next Steps) to provide updates and parent training. This partnership has led to the creation of a middle school student group (Junior Next Steps), which is another extracurricular social opportunity for middle school students.

Student Achievement:

With teachers at the heart of student achievement, building their capacity to support student achievement more intensely was a theme this past school year. A focus on the academic and behavioral systems within a Scientific Research-Based Interventions (SRBI) framework formed the basis for professional development. From regional training in the Common Core State Standards (CCSS), to identifying effective reading interventions and assessments, to collection and analysis of behavioral data, to development of student IEPs that consist of SMART goals for behavior and academics, and incorporating technology in meaningful ways for our students to achieve at higher levels, a continued focus on supporting the continued learning of teachers and related services staff was realized. This was accomplished using the expertise of our own staff, bringing in expertise when needed, sending staff to out of district trainings as appropriate, and a collaborative opportunity with a local university. All in all, the goal was to enable and empower staff to work more succinctly and effectively with those students with academic and behavioral challenges. As our teachers become more expert, our students benefit from increased access to the curriculum and their own learning and progress when critical supports are provided.

State and Federal Compliance:

The Special Education Department must maintain compliance with the federal regulations of the Individuals with Disabilities Education Improvement Act (IDEIA) and Connecticut State Regulations for Special Education. The district recently received some news worthy of celebrating from the Connecticut State Department of Education (CSDE). On the most recent *District Annual Performance Report*, Southington was named a district that "Meets Requirements." The CSDE reports annually on state and district progress on 20 performance indicators in special education. In the past few years, Southington has not met requirements. Southington met the requirement in all three high school areas, which are transition, graduation rates, and drop-out rates. There were other improvements noted in this report as well.

Compliance is also required with Section 504 of the Americans with Disabilities Act, which is overseen by the Special Education Department. Important staff training on the complexities of this legislation has continued and has been refined through work with guidance counselors, nurses, and related services personnel.

School Readiness:

This year, the district, including the Special Education Department, was very busy making improvements in programming for school readiness and early intervention. The Early Childhood Collaborative of Southington will team up with the district's grant funded *Age 3 to Grade 3* team to broaden community awareness of the importance of early childhood education and to improve communication with families of preschoolers to gain access to preschool programs and resources. At the preschool level, the Applied Behavior Analysis (ABA) Early Intervention Program is transitioning from services provided by an outside agency to the staff of the Southington Public School district. The preschool staff members are prepared to create a seamless transition that engages families and produces positive outcomes for our students. At the elementary level, early intervention team's at all eight schools were examined through the work of SERC to ensure that our early intervention practices are functioning in a preventative way.

Middle School Level:

Participation continues for students with special needs in school related activities such as Drama Club, Bowling Club and Environmental Club, as well as continued participation in local and regional Unified Sports events. The alternative district-wide middle school program for students with special needs, housed at Kennedy Middle School, continues to be successful and transition planning is already in place as students get ready to move to Southington High School at the start of the 2014-2015 school year. The district has continued their partnership with Emergency Mobile Psychiatric Services (EMPS). Updates were provided to staff at the middle school on handling emergency mental health situations. Junior Next Steps, the newly formed student group, was highly successful in providing additional social opportunities at the middle school level.

High School Level:

The pilot 5th Year Transition Program has become fully operational and is an incredible success. Use of the van secured with grant funds last year from the New Britain Foundation is an integral part of the program, providing transportation for our students to job sites and community-based activities within the town of Southington. In addition to the current community partnership, a plan is in place to establish a relationship with Lincoln College and their Occupational Therapy Department to provide our students in the fifth year program an opportunity to interact with their same aged peers on a college campus.

Looking Ahead:

The Special Education Department will continue to make the changes necessary for students to be successful and lifelong learners. Finding creative ways to engage students, their families, and community members will continue to be critical in increasing student achievement. A partnership between general education and special education continues to be a vital component in meeting the needs of students early on in their school career, preventing the need for more intensive services later on.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



Director of Technology

TECHNOLOGY OFFICE

The 2012-2013 school year proved to be a productive year for the Technology Department. Several initiatives were completed including the BYOD (Bring Your Own Device) pilot, computerized Standards-Based Report Cards, and a pilot connecting Southington PowerSchool to the State of Connecticut Department of Education through SIF (Schools Interoperability Framework).

New technologies were purchased and implemented including a refresh of technology for Derynoski Elementary School and Wi-Fi access for Southington High School.

Standards Based Report Cards:

New report cards were designed through PowerSchool to look as closely as possible to our existing report cards. All elementary teachers were trained on entering grades. All elementary teachers were able to successfully print report cards for parents. The feedback was very positive on this objective. This will be ongoing since report cards must be changed to reflect the Common Core State Standards.

Middle School Projects - Plan for new technologies in coordination with Building Committee:

A plan has been developed in order to remove all technology in rooms that will be abated this summer. Although not many rooms are affected, there are many things that need to be coordinated for this move. During meetings, it was determined that the MDF (main wiring closet off the library) for both schools will not be abated this summer and a fiber connection will be installed from the old closet to the closet in the new library. This fiber connection will need to be maintained until all the renovation is done and all classrooms/offices are wired back to the new closets.

Bring Your Own Device (BYOD) Pilot - Develop and evaluate BYOD Pilot with committee:

Although this pilot had some issues, overall it was deemed successful. Obstacles to this pilot were lack of reliable Wi-Fi and varying devices. There was valuable learning that occurred after the school day ended with students using technology from home. Although the pilot is over, the practice of students using devices continues in the classroom. Since technology is ever-changing, it is important to constantly test and re-evaluate practices. To this end, we are now testing Google Chromebooks in classrooms at the high school and middle schools.

New Technology – Across the District:

Through leasing, all technology was replaced at Derynoski Elementary School. Teachers were trained and provided with a laptop computer. Over 30 SMARTBoards were purchased and installed at Derynoski Elementary School and the high school.

Wi-Fi at Southington High School:

An enterprise Wi-Fi network was installed using Aerohive™ devices at Southington High School. This allows for different security levels and ties in with Active Directory.

alio®:

In coordination with the Business and Finance Department, alio® web was installed and has been running successfully. Training was given in June 2013.

Pilot SIF for the State Department of Education:

This pilot connects PowerSchool to the State Department of Education. Since connected to SIF, we have reduced the number of errors throughout the year. This will continue as the state adds additional reports and converts all K-12 schools in Connecticut.

Municipal Center:

Complete Network upgrade for the Municipal Center and install new switch, test and certify wiring. Plan and coordinate technology with the town for the Public Assembly Meeting Room. Servers were moved from the administrative offices at 49 Beecher Street at the end of the work day and our data center was up and running in the new location within a few hours. The town applied for a grant for the Public Assembly Meeting Room, which was delayed until the monies were awarded. The audio and video system was recently installed in the meeting room and is working well.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2012 ~ 2013



School-Based Activities



BLUE KNIGHTS

Southington High School

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Principal
Martin J. Semmel, Ed.D

Assistant Principals
Andrew S. Bayer
Helen A. Crowley
Brian R. Stranieri
Richard J. Terino

Annual Report 2012-2013

Southington High School continued to make great strides during the 2012-2013 school year. Our focus throughout the school year, as always, was on improving both curriculum and instruction.

Enhancements:

We welcomed our new leveling system which appropriately challenged and supported our students no matter their level of course work. We were excited to provide more technology to our students and teachers for the purpose of increased student engagement and learning. This technology came in the form of new SMARTBoards, document cameras, computers, and graphing calculators. Additionally, we focused on school climate by developing our Southington High School Think Tank and Knights of the Round Table. Both of these groups have student input and student voice as the key component. At the same time we developed our Advisor-Advisee groups which connect 12-15 students with one adult in our building for the purpose of developing strong, positive relationships. To further support our students we continued to develop our Early Intervention Process (EIP). Each grade level had its own EIP team whose major function was to identify struggling students and develop a plan for success. One of those potential supports was our newly developed literacy program, designed to support students in and out of their classrooms. Our process for being present “where the learning occurs” continued throughout the school year where our School Improvement Team completed over 1,400 mini-observations of our classrooms. Finally, we managed to develop a teaming approach for about 20% of our incoming student population. This team approach will improve communication between teachers and between teachers and parents. Many of the accomplishments above were captured in our two-year report to the New England Association of Schools and Colleges (NEASC). NEASC commended our school on reducing the instructional levels, increasing the amount of technology available for teaching and learning, focusing on literacy across the whole school, changing our bell schedule to increase instructional time, developing a successful student advisory program, and providing training for our teachers. These were just some of the 25 commendations that the commission bestowed on Southington High School in its review of our progress.

Celebration:

Southington High School had much to celebrate during this school year. Two members of our staff were honored by the Southington Board of Education as a “Profiles in Professionalism” award recipient. The Superintendent of Schools recognized both Jen Paul (Literacy Teacher) and Marianne Fish (Assistant Department Chair for Special Education) for their professionalism. Additionally, we were notified that the district’s Paraprofessional of the Year was our very own Cathy Riccio. Mrs. Riccio has done tremendous work at Southington High School and represents her colleagues well. Furthermore, a representative team of teachers presented at the National Learning Forward Conference in Boston. We successfully presented our collective work for school improvement to a room full of educators. We celebrated the success of our Robotics Team by presenting our coveted Order of the Blue Knight to Dr. and Mrs. Gino Brino

and Mr. Lance Florian. Bryan Davis, a senior, earned a highly competitive National Merit Scholarship. Our work with the Chamber of Commerce continued to flourish as our Training for Tomorrow program provided close to 50 of our students with a nine week internship opportunity in the community. Finally, we celebrated the launch of our new Facebook page and new front page of our school website this school year. Both of these upgrades should increase the level of communication that occurs between school and home.

We continue to celebrate great success with our co-curricular activities. Our music programs had another great year placing in the Berklee Jazz Festival and State Marching Band competitions. Surround Sound was a ghoulish experience as our talented students brought Halloween to Southington High School in March. Our Robotics Team reigned supreme again as their robot "Odd Job" dismantled the competition winning multiple regional championships and the state championship and performed extremely well in the national competition. We are excited that Southington High School will host a district-wide robotics competition in March of 2014. Our newest edition of the Chronicle, our school yearbook, was a huge success this year. The Chronicle set out to tell the story of the year through its publication and the team did not disappoint. Our FBLA and DECA programs continued to represent our school with distinction in both state and national competitions. Our Unified Theatre, Unified Arts, Best Buddies, and Unified Sports programs continued to prove what is right with our schools. Students and adults came together to overcome differences and challenges to produce overwhelming results.

Our sports programs continued to meet with significant success. The new turf field became usable in November and our student-athletes have made great use of the new amenities. Our softball team dominated the competition this year and won the Class LL State Championship. Just as impressive was Erin Malone who became the all-around New England Champion in gymnastics. Our baseball team continued to show their dominance as they excelled in the state tournament and eventually earned the runner-up trophy in the Class LL Division. In addition, our football team ended the regular season with an impressive 10-0 record. Our Unified Sports program continued to set the bar high as they hosted a number of tournaments capped with a track and field tournament.

Ongoing Work:

As we look to the new school year, we are excited about the strong foundation that has been developed over the past years. Our continued focus will be on providing our students and community with the best educational programming possible. We will continue to build school climate with our focus on our Think Tank, Knights of the Round Table and Advisor-Advisee programs. Our work with the Early Intervention Process (EIP) should be in full gear and provide a more comprehensive support structure for our students and teachers, which should, in turn, lead to greater student success. We will continue to take on the challenge of integrating the new Common Core State Standards (CCSS) into our instructional units and curriculum. Coupled with the CCSS, we must prepare for the new assessments that our students will engage. We will continue to challenge all of our students and encourage all students to take at least one Advanced Placement course before graduation. We will continue to focus on communication with our parents by using tools such as Naviance, PowerSchool, Facebook, and SchoolMessenger; but, we will work hard to personalize our communication through open houses, parent-teacher conferences, emails, and phone calls. We will continue to focus on preparing our students for a successful transition to life after high school.



ALTA

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Annual Report 2012-2013

Facilities/Equipment

This year, a SMART Board was installed in the math classroom at Alta. Interactive projectors have been installed in the social studies and English classrooms. Alta students will be using Chromebooks as a learning tool next year with technology continuing to be integrated in instruction. A new high-speed copier was installed in September. Alta is also being included in all security measures taking place throughout the district.

Staffing

Ms. Alyssa Fontana successfully completed her first year as the Alta English teacher. Ms. Lisa Olsen was hired as the new secretary and now runs the main office. All other instructional staff will be returning for the 2013-2014 school year.

Instruction

Alta teachers are more involved and connected with Southington High School teaching staff and departments than ever before. This has created opportunities for mutual collaboration and more efficient communication regarding possible student referrals and homebound instruction. Our curriculums are closely aligned and we are also moving in that direction with the development of student assessments. Instructional rigor continues to increase as does student accountability. We will continue to focus on increased literacy and an interdisciplinary focus to teaching and learning. We will move with the district as the “personal learning” piece is developed.

Students

Alta’s senior class was smaller this year with nine Alta students earning diplomas. The 2013-2014 projected senior class is almost twice the size. We are continuing to house a variety of students with more complex issues and variables and are working with a host of outside agencies to best serve the students. Teamwork was excellent this year. Through this work, three students, who might not have graduated, earned their diplomas. There are three confirmed tuition students starting in the fall of the 2013-2014 school year and that number is expected to grow. Districts continue to inquire about the alternative program, which is very encouraging.

My Work

I will continue to focus on instructional support through the walkthrough format next year. Walkthrough’s were incredibly beneficial this year. I will continue to develop the tuition part of the alternative program. Work is currently being done to develop a student contract that will be approved by Dr. Erardi and Dr. Semmel to further increase student accountability and “buy in” at Alta with the specific goal of improving student attendance. Much of my work will be entrenched in the implementation of the new teacher evaluation policy and I will be helping with the evaluation process at Southington High School, as well. I will be working with Mr. Mark Hill, Alta Guidance Counselor, to further develop and define our transition program for seniors and create more work/internship opportunities for Alta students. Alta continues to be heavily involved with the community regarding community service. We will continue to work with United Way, Southington Social Services, Bread for Life, and the YMCA moving forward.

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Joseph A. DePaolo Middle School



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Assistant Principal

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Annual Report 2012-2013

Broad Based Enhancements:

Joseph A. DePaolo Middle School enjoyed another successful year. The Town of Southington stood tall for education by passing two referendums to facilitate renovation projects at both middle schools. The year was spent preparing for the summer remediation and construction. Packing and cleaning occurred after school hours so as to not disrupt any teaching and learning time. Plans were reviewed with staff over the course of the school year and weekly school building committee meetings kept all involved updated. The project is slated to be completed within two years.

Celebrations:

DePaolo's motto of "Catch Students Being Good" continued in a variety of forms. Student academic and behavioral achievement was celebrated throughout the school year. The following is a small sample of formal events and the respective number of students recognized.

- Honor Roll: There were 2,047 students recognized over the course of the first three semesters. Students were identified by high honors or honors dependent on the semester grading.
- Students of the Month: There were 120 students nominated over the course of 10 months. Students were nominated by teachers based on both academic achievement and citizenship.
- Principal Bagel Breakfast: Nine breakfasts were held over the course of the academic year. Students were invited to have bagels and juice while their nomination forms were read to the audience celebrating students for academic achievement, improvement and/or citizenship. There were 302 students in all who were honored.
- Good News Cards: Over 339 students received "Good News" post cards from staff members.
- Gold and Platinum Reward Cards: There were 2,566 cards that were earned granting students special privileges in and out of school.
- Eighth Grade Awards: On June 4, 2013, 110 students were honored during an evening awards assembly.

Ongoing Work:

DePaolo's Continuous School Improvement Plan focused on data-driven differentiation. August workshop days were spent reviewing data from the year past to determine if teacher indicators were accurate. The data days also provided staff time to analyze their incoming classes of students and determine focus areas for goal setting. Staff goal setting revolved around targeted literacy and numeracy goals as well as Depth of Knowledge (DOK) work. The design of using student achievement data to drive instructional interventions was not new although the DOK work was. Staff spent a great deal of time researching the four different DOK levels and tracked their frequency on assessments and assignments. After formal observations, the reflection would focus on the DOK level of questioning within the assignment. As the year progressed, staff learned that their DOK level prompts were important, but not as important as the DOK level of the student answer. This is where the real work began to occur. Developing prompts and rubrics to guide student answers to be thorough and complete ended up being the most critical work of the year. This process has begun to change the manner in which teachers are examining and designing lessons and assessments that will continue next year as well.



John F. Kennedy Middle School

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Principal

Pam Aldi
Assistant Principal

Annual Report 2012-2013

Broad Based Enhancements:

This year, John F. Kennedy Middle School students, parents, and staff endured a busy, yet, productive year. Student Advisory was rolled out with all staff members and students meeting three Wednesday's a month to develop relationships and work collaboratively on Student Success Planning (SSP) through the use of the Naviance program. Additionally, afterschool club opportunities were increased in order to maximize opportunities for students to be connected to the school with the addition of the Improv Club, Code Academy (a computer programming club) and a Minecraft Club to bring the afterschool club total to 25. The administration, in partnership with staff, worked vigorously to increase communication with parents and the community through the use of the "Week in a Peek" tool in which all teams communicated weekly happenings with parents. The administration sent out a brief personalized eBlast every Friday as well to communicate with all families about current issues, topics, and happenings at Kennedy Middle School. Finally, all staff worked together during the latter part of the school year in preparation for the impending renovation.

Celebrations:

Kennedy Middle School continues to enjoy much success with our students academically and socially. In addition to our weekly "Caught Being Good" roll call, we embraced and brought the ABC (Asset Building Classroom) concepts along further with the regularly monthly meetings of our ABC team. This work resulted in the creation of several events that were successful with the highlighted events being the staff basketball game with 450 students in attendance, the "Bonding to School Day" with 120 students staying afterschool and enjoying various activities with staff, and a school-wide Zumba-thon to raise money and awareness of the needs of children admitted to the Hartford Children's Medical Center.

Additionally, the concept of the "Kennedy Cup" was introduced where homerooms, grade levels, and teams competed for the cup with the prize being the intangible reward of school pride. This internalized reward leads to increased student ownership and participation and greatly improved the camaraderie and culture within the building. This concept will be continued and built upon for the 2013-2014 school year.

Other highlights included the following:

- Kennedy took 1st and 2nd Place, respectively, in the Town-wide Spelling Bee.
- Two Kennedy students won the state award for the Investwrite Stock Market Contest and were recognized for their outstanding work at a luncheon held at The Hartford.
- Three teams placed in the State Science Fair held at Quinnipiac University this year.
- Our Science Bowl team placed 4th respectively out of 27 teams statewide in our first ever attempt at the Science Bowl held at the University of Connecticut.

- Forty students participated in our first ever “STEM Academy” held afterschool over a period of three weeks with the end result of students learning about and designing their very own prosthetic limb.
- There were 97 students inducted into the National Junior Honor Society.
- There were 216 students recognized during grade level celebrations held monthly in the auditorium for achievements ranging from Academic Growth to Civic Excellence.
- In Grades 6-8, there were 94 students recognized on June 6, 2013 at our Evening Awards Celebration for achievement in all academic areas.
- An additional 60 students were recognized during the Daytime Awards ceremony for further excellence academically within subject areas and the unified arts.
- There were 108 students recognized over 10 months through our monthly Student of the Month celebrations and luncheons.

Ongoing Work:

J. F. Kennedy Middle School's Continuous Improvement Plans focuses on two areas: 1) Student mastery on high stakes state assessments and, 2) Improved alignment of instruction to the Common Core State Standards. In the area of student mastery, the School Performance Index (SPI) was dissected by staff and various Student Performance Indices were recorded for students considered priority (any student not meeting goal) and high priority (students on the threshold of going up or down a performance level; i.e., goal to proficient). As performance was tracked throughout the year, student needs were differentiated appropriately.

Relative to our work in aligning our instructional practices with the standards put forth in the Common Core, all teachers in all content areas focused on the concept of Depth of Knowledge (DOK), which is basically the level of rigor required within the instruction and assessment that occurs daily that is necessary in order for students to meet or exceed these national standards. Staff met regularly, by grade level and department, to discuss, analyze, and design the tasks that were put in front of students within the culmination of their work; resulting in evidence and samples of student work shared by teachers at all end of year evaluation meetings.

Additionally, staff was reorganized for the 2013-2014 school year to balance and align the strengths of the teams to promote increased growth for students. Furthermore, there are ongoing conversations and work around our grading and operating practices in order to provide consistency and understanding of both.

School safety remains a top priority for all students and staff going forward in light of all the work that was done this year in order to improve upon school safety.



WALTER A. DERYNOSKI ELEMENTARY SCHOOL

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Principal

Marilyn Kahl
Assistant Principal

Annual Report 2012-2013

The 2012-2013 school year at Derynoski Elementary School was filled with learning and excitement! The Derynoski community continued our work with educating the “whole child” and put emphasis on teacher and student leadership throughout the year.

As we embraced our new goal to integrate the Common Core State Standards (CCSS) into our practice, staff completed a professional read, Pathways to the Common Core to collectively analyze the standards and practices. Faculty meetings throughout the year addressed this text as staff and administration dissected each chapter and assessed its alignment with our current practices and units of study. Each grade level completed professional development for both Math and Language Arts where the shifts in practice with the integration of the CCSS were addressed and implemented throughout the year. During SIP and grade level meetings, teachers targeted the development of Depth of Knowledge (DOK) questions with a focus on level three and four to promote application and critical thinking skills in their classroom lessons. This will continue to be highlighted next year with further focus on ensuring that our strategies and curriculum include the rigor needed to meet this next level of work.

Following the review of student achievement data, a structured data decision-making process for all grade levels was put in place and teams analyzed data and planned instruction to increase all students’ academic performance. Along with this practice, a School Improvement Team met to review school and district data and determined trends and adjustments needed at each grade level to increase performance. This model led to the development of “literacy blocks” that incorporated an additional 30 minutes a day for six to eight week intervals. All students were provided instruction at their level including skill development and enrichment. The Kindergarten team at Derynoski led the district with their mid-year scores in reading this year. This was impressive and as colleagues learned of the Kindergarten team’s success with this practice, they began their work to try to replicate it at their level. Although scheduling was a challenge, all teachers saw increased achievement and commented that this practice allowed them to target all students at their level with explicit instruction. This structure will be put in place next year and our learning community is anxious to see the results!

The goal to enhance our STEPS program with afterschool clubs came to fruition this year with a generous grant from the Calvanese Foundation. Through this \$3,300 grant, our school was able to provide 120 students with an afterschool program that offered bus transportation. Teachers, paraprofessionals and parents volunteered their time to this eight week program. The need for further afterschool opportunities was noted following an in-school STEPS survey completed by third, fourth and fifth graders that noted that only 67% of our students attended afterschool activities in the community. Post surveys this year indicated an increase from 67% to 90%. Next year, both fall and spring sessions will be offered. We also had another 60 students participate in a music club after school where they put on a production on “bullying.” This production was put on DVD and shared with all elementary schools to support our work on bullying prevention in our district. Coach Nunes and other teachers also volunteered their time after school to offer three sessions of intramural sports that targeted over 120 students. Our goal was to touch as many

students as possible on a more “personal” level by sharing fun, non-academic experiences with them throughout the year. Through the support of the staff, we accomplished this goal.

Student leadership was also a focus this year with students spearheading community fundraisers both in our school and in the community. Students raised over \$5,000 for local charities. Through their work, they earned a star on our “Hero’s” board. Student council and Student STEP leaders developed our school spirit days and supported our “building blocks of good character” all year through various activities. Our school newspaper, The Dragon’s Tale, was facilitated by a community volunteer and staffed by fifth grade students. The students completed all work during recess and at home. This was a great success with six editions put out this year. Being on the newspaper staff, students learned leadership skills such as time management, organization and community involvement. Students interested in participating on the school newspaper had to fill out an application and essay. These students were then interviewed by the current newspaper staff. We have new staff in place for next year and are seeking a community volunteer.

The PTO continues to be a critical component of the Derynoski School community. This year, they continued their commitment to enhance the technology in each of the grade level classrooms by completing the purchase of SMARTBoards. This has enhanced our student engagement and provided a medium to access websites and information and share it out visually to the class. Next year, our goal is to place SMARTBoards in the special education and literacy rooms. The PTO has also continued their commitment to purchase books to enhance classroom libraries through their Scholastic Book Fairs. The PTO also realized their end of the year goal, which was to purchase a large projector for the auditorium with a cost of over \$6,000. With their consistent support through fundraising and donations, it will be purchased this summer and put up by our maintenance staff. This projector will allow families to have movie nights next year in the auditorium and also support our programs throughout the year.

Kindergarten:

The Kindergarten year seems to have flown by. We began the year assessing all of our students and assigning them to intervention groups. The results were very positive so we reassessed and reformed our groups. By the second round in November there were 38 children in guided reading groups. The January DRA scores were very impressive and slightly above the district. We were also very happy with our May scores. More students received a DRA Level 6 or more than any other year. The children were introduced to the math Common Core State Standards and most of them met the end of the year goal. Our work advanced professionally this year with many new initiatives that our school implemented with positive results.

Grade 1:

This year, we implemented intervention groups among all five classrooms. We grouped the students according to their needs and each day the students left their rooms and joined their groups. It was a six week intervention block that was held daily for a half-hour. We tracked student progress and were pleased with the results. We are excited to start earlier next year. In addition, this year we all challenged our first graders to read 100 books from January to May. They had a paper link of 100 slips. The team was pleased that 56 students met the challenge. They were rewarded with a celebration!

We have all enjoyed our SMARTBoards and use them daily to enhance our instruction in all academic areas. Many of us have signed up for the summer training so that we can increase our

skills and become “experts” on the SMARTBoard. We continue to align our practices to the Common Core State Standards and will continue this focus next year.

Grade 2:

After reflecting on the past school year, the second grade team has continued successful implementation of the Readers and Writers Workshop models. There has been a focus on implementing the Common Core Standards into our daily instruction. The use of personal laptops, along with SMARTBoards and document cameras, were instrumental in developing and implementing lessons for instruction, seamless planning, effective and timely communication with peers and families. Technology also aided our data collection and tracking. We used this data weekly in our afterschool team meeting to differentiate and plan weekly class instruction as well as literacy intervention and boost groups.

Grade 3:

This year, our team took on many new initiatives. To support student achievement in the area of reading, we became familiar with DOK level of questioning and implemented intervention blocks. In addition to supporting basic skill development, we also provided enrichment experience for highly capable readers that aligned with Common Core expectations. Common Core State Standards were woven into our current math curriculum. Lessons were created to integrate technology into both instruction and student practice. Throughout the year, grade level meeting time was devoted to the data decision process to provide appropriate instructional strategies and support students at all levels. We also designed an interdisciplinary unit based on the social studies curriculum that provided further opportunities to develop DOK level 3 and 4 activities and to promote higher-level thinking skills. Parent communication continued with newsletters, e-mails, and workshops.

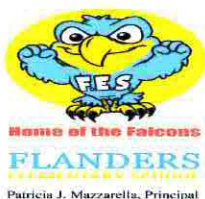
Grade 4:

Aligning Readers and Writers Workshop to the Common Core State Standards was a major focus for this year. All levels of DOK questions were emphasized throughout each of the reading units of study. In addition, a yearlong series of reading interventions were developed to enhance our reading instruction. In writing, there was a particular focus on nonfiction and expository writing. Students also had to learn and develop their note taking skills. Throughout Readers and Writers Workshop, Literacy Specialists and tutors provided small group and individual support that enhanced student learning. In addition, explicit instruction in grammar was implemented to help students learn how to edit and revise their own work. In mathematics, the GWM pacing schedule was revised to more closely follow the Common Core as well as specific objectives within our School Improvement Plan. Students benefitted from the support of the math tutors. Students enjoyed a hands-on approach to science inquiry. All subject areas were enhanced with the use of the classroom SMARTBoards. Improved technology access such as Grolier and Brain Pop also improved lessons and student learning. Our existing Character Counts program was improved by incorporating the STEPS district-wide initiative. Our afterschool programs facilitated adult role models for students as they learned cooperative learning skills during fun activities.

Grade 5:

In reading and writing, we continue to implement a new curriculum that coincides with the Common Core State Standards. This included more nonfiction reading and researched-based writing. To support this, we piloted the “Bring Your Own Device” (BYOD) program. Students brought in Smartphones, Kindles, iPods, and tablets. We also used the MacBook Air laptops for research and publishing. We received support from the Literary Specialists and had additional

training from Columbia Teachers' College. We used grade level data to form intervention and enrichment groups that focused on a variety of reading strands and standards. As part of our professional development, we created DOK questions and learned about the new scoring rubrics. In addition, we incorporated the CBAS write Internet site to assist students in composing and editing their writing. In math, we implemented a new curriculum that coincides with the Common Core State Standards. Additional resources supplied by the math department were used to challenge our learners. We modified our science fair to include students and parents in an open house format. This format provided the opportunity for all students to share their projects. The developmental asset building blocks of the STEPS program could be seen throughout our classrooms, specifically through our Veterans' Program. Our Veterans' Program was implemented by our students and involved their family members. We invited local Veterans to discuss Veterans' Day and Memorial Day, and we sponsored clothing and supply drives for the State Veterans Home in Rocky Hill. Our students participated in numerous fundraising activities to support various charities and organizations throughout the community.



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Annual Report 2012-2013

School Accomplishments:

At Flanders Elementary, we are a diverse neighborhood school community with a strong connection to its parents and the general community. Our school mascot is the Flanders Falcon and our school slogan is “Soaring to New Heights.” We continue to connect with the greater community by supporting Relay for Life, Community Soup Kitchens, YMCA Camp Sloper and Park and Recreation Programs. Our PTO supports the staff through fundraising to enhance our instructional and cultural initiatives. This year, their hard work supported the development of our dodge ball court, field trips, free family fun nights and our science lab. They also promote positive family activities such as Family Picnic, Family Bingo, Read Aloud Day, Winter Read across America Program, Ski Club, Drama Club, Scouts and Flanders Cares programs. This year, the PTO met their goal of having free family fun nights so that every family could attend and not worry about cost.

This academic school year, our Continuous School Improvement Plan worked on student achievement and teacher accountability in the following areas: Common Core State Standards (CCSS) in Numeracy and Literacy with a focus on reading comprehension for the whole school and one subgroup, School Safety/Climate, and School/Family Partnerships.

Key items and events that we are most proud of are:

- School and Home Connections via a Principal’s Monthly Newsletter, Kindergarten Special Day Celebrations, Grade 1 - First Fridays for Families, Grade 2 - Poetry Night, Grade 2 - Reader’s Theater, Grade 3 - Mystery Readers Program, Grade 3 - Poetry Day, Grade 4 - Reader’s Theater Presentations, Grade 4 - Writing Celebrations, Grade 5 - Writing Celebrations, Grade 5 - Science Fair Expo, Principal Coffees, and grade level information in monthly newsletters.
- Instructional focuses for 2012-2013 included, but are not limited to, the following: The Southington Public Schools Mission Statement, ABC School Asset Building strategies, exemplary classroom libraries, expanding our non-fiction collections, Writers Workshop, Readers Workshop, development of Depth of Knowledge (DOK) levels of questioning based on the new Bloom’s Taxonomy, and “breaking out” and implementing the new Common Care State Standards in English Language Arts (ELA) and math.

Superintendent's Annual Report 2012-2013 – Flanders Elementary School

- Flanders served as a Columbia Readers Workshop lab school (year five) hosting training for teachers across the district in Grades 1-5. The Flanders Elementary School and district staff participated in Columbia workshops in writing and extending our work in non-fiction as required in the CCSS. Our Grade 4 team also served as hosts to Grade 4 teachers from Region 17 demonstrating the workshop model in action and then debriefing to answer questions. This district is just in the beginning implementation stages in the Columbia work. The work of our teachers and performance of our students, once again, brought acclaim to our school from the Columbia staff and staff from the district.

We are very proud of our SIP process at Flanders School. We are ready with our end of year data to begin work on our new SIP based on the new teacher evaluation plan and the state SPI data that will come out in the summer. Our work in student achievement for right now will focus on CCSS and reading comprehension. We plan to continue to enhance our strong school/family connections with a variety of initiatives such as Literacy Nights, Numeracy Nights, Instructional Celebrations, community service projects, parent involvement in our A.L.O.T./STEPS program and increased participation in PTO meetings.

Kindergarten: We met our goal set for this year of sending a greater number of students with exposure to vocabulary beyond the Kindergarten list. Achievement in this year is noted in our end of year data. We also began our retell work earlier. We hope to provide reading tutor (intervention) support earlier in the year for all students to achieve greater end of year reading levels.

Grade 1: We spent the year working to increase student achievement in reading through vocabulary development and fluency work. In writing, the teaching continues to focus on elaboration in writing, which has moved students to higher achievement. “First Fridays for Families” continues to be a parent favorite with significant parent participation.

Grade 2: The second grade at Flanders School has worked as a team to implement the Common Core State Standards (CCSS) in English Language Arts (ELA) and math. They have completed an analysis of levels of questioning to enhance student achievement in ELA and math, which will help them plan for next year. This year, they have focused on reading comprehension strategies of retelling, fluency and author’s message. Instructional celebrations continue on a regular basis in this grade level.

Grade 3: We focused on literacy instruction with the support of Literacy Specialists, which also involved the implementation of the CCSS in ELA, a great deal of non-fiction reading and writing, and a focus on fine tuning interventions for struggling students. During the mystery story unit of instruction, parent “mystery readers” was a big hit with the students.

Grade 4: The focus was on the ELA in CCSS, particularly working with non-fiction materials and having students do research. The students participated in the Smarter Balanced Assessments this spring. Our Grade 4 team hosted teachers from Region 17 who were learning about Readers and Writers Workshop instruction. This team is leading the way in using technology to deliver content material and involve students in interactive practice.

Grade 5: The students have participated in a business building enterprise with the support of a Southington Education Foundation grant for the second year in a row. The students have grown in all content areas. Instructional celebrations such as the Social Studies Living Museum, Science Fair, and Young Author’s programs drew in a majority of our fifth grade parents who all had very positive feedback about student achievement and success.



Hatton Elementary School

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Sally Kamerbeek
Principal

Annual Report 2012-2013

School Accomplishments

Hatton School has a strong home/school partnership with a very active PTO. This year, in addition to fundraising to support cultural arts programs and field trips, the PTO sponsored many activities including two Book Fairs, Pasta Supper, Ice Cream Social, Bingo Night, Grade 5 Carnival, Field Day and the end of year Family Picnic. Parents and Grandparents also became literacy volunteers and worked with our primary students who needed daily fluency practice.

Many Hatton staff members participated in “Active Classroom” training this year. During a daylong workshop, teachers from Kindergarten to Grade 5 learned about activities that connect learning and motion in an effort to get children moving throughout the day.

The Hatton ABC Committee, comprised of teachers, students and parents, planned monthly activities to promote the 40 Developmental Assets. This year, we also held four Town Meetings to celebrate the positive assets.

Celebrations

Preschool:

- This year, the Preschool Program implemented the use of two family handouts, which were developed during professional development. The goals for these tools were multi-fold in order to increase family involvement in the preschool, to establish consistency in behavioral strategies between school and home, and to provide extra support to families involved in the preschool.
- We instituted the second year of employing fifth grade students as mentors in the Special Olympics Young Athletes Program and invited parents to share in the medal ceremony, showcasing the events.
- We worked on aligning the State of Connecticut Preschool Benchmarks to the Common Core Curriculum and will be revising our report card within the alignment framework.

Kindergarten:

- The Kindergarten students learned many strategies that they were able to apply to the nightly reading assignment of “just right books.”
- The Mother’s Day Tea celebration this year included songs and student authors sharing their narrative writing pieces with their moms.
- In science, the students compared and contrasted goldfish and guppies as well as living and non-living things. They also watched the life cycle of a butterfly in each of the classrooms.
- The students had their first experience with public speaking as each child had a speaking part in the Flag Day program

Grade 1:

- Through the Readers and Writers Workshop instruction, students have experienced a range of strategies and styles. Students showed impressive success with the different topics in their language arts work including character study, non-fiction reading and book clubs.
- This year, the math team aligned the math units to the Common Core State Standards. The first grade team utilized the resources provided by the math team to best instruct our students to the new Common Core State Standards.
- In science, the children learned about animal life cycles by raising frogs, insects, and chickens. All three classes were able to incubate eggs and hatch chickens.

Grade 2:

- This year, we collaborated weekly as a team with the literacy specialist to preview units, incorporate Common Core State Standards, and create a variety of Depth of Knowledge (DOK) questions of various levels.
- Grade 2 attended Eli Whitney Museum in Hamden to complement our science unit on rocks. We made rock boxes and sorted various types of rocks that we learned about in the unit.
- To supplement our social studies unit on Southington and communities, we had our second production of “My Town, My World,” with some changes. This year, rather than just the second grade team writing the script, we had students research Southington by talking to community members and using digital resources to come up with their own facts about Southington. Those facts became the students’ lines in the play.

Grade 3:

- The third grade classes learned about the state of Connecticut and its resources. They enhanced this unit of study by taking a trip to the Old State House in Hartford.
- The students incorporated technology into all subject areas and made public service announcements, integrating the language arts and science curriculum.
- In writing, the students have worked to become confident writers and created and published both narrative and nonfiction writing pieces.

Grade 4:

- Students researched and composed biographies. They also presented their findings, in character, for their parents and classmates.
- Students attended a force and motion workshop at the Eli Whitney Museum where they each constructed and tested a catapult.
- Students ended the school year with a trip to the Connecticut Science Center where they could use hands-on methods to further study the various topics within our science curriculum.

Grade 5:

- All students learned how to respond to Depth of Knowledge questions aligned with the Common Core State Standards after listening to a read aloud or reading independently.
- Grade 5 students and parents produced a STEPS / ABC video focusing on youth as resources in the Hatton community.

- The fifth grade visited the State Capitol, Legislative Building, and Supreme Court Building/Museum. They were fortunate to have been given a tour of these buildings by Senator Joseph Markley and Representative Dave Zoni who also gave them so much information and allowed all students to ask questions. At the end of the trip, the students had a surprise visit from Governor Malloy.

Ongoing Work / School Improvement:

Collaboration was an important goal for the Hatton staff this year as we worked in grade level teams and vertical teams at our monthly meetings. We spent time learning more about the Common Core State Standards and its impact on teaching and learning. We addressed the goals and objectives of the School Improvement Plan at monthly meetings and during grade level common planning time. Next year, we will continue to closely monitor student progress, collect and analyze data and make instructional adjustments throughout the year as needed to ensure student success. We will also continue the work of aligning our curriculum with the Common Core State Standards and increasing the rigor in our classrooms. Staff will need ongoing professional development and support in English language acquisition (ELA) and mathematics to make this happen. Time will be allocated at monthly meetings to better understand the new teacher evaluation program as we begin year one of implementation. School safety will continue to be a primary focus.



Urbain T. Kelley School

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ELIZABETH V. LUTZ
PRINCIPAL

Annual Report 2012-2013

School Accomplishments:

Kelley School has had a great year! We focused on the implementation of the Common Core State Standards (CCSS) in order to promote student achievement, along with a specific focus on Depth of Knowledge (DOK). These areas were determined as focal points after reviewing our data and looking at what needs to happen in order for our students to achieve. Teachers in all grades and all subject areas actively participated in the implementation of these objectives.

At Kelley, we are proud to say we educate the whole child. Our celebrations are academic, social and personal. We focused on the ABC (Asset Based Classrooms) program where students support the Kelley community and the Southington community. Students, parents and teachers were heavily involved in this initiative in order to improve assets in our children. We had many opportunities for children to help others through food drives, raising money for the Southington Education Foundation, visits to area facilities and participation in the St. Jude's fundraiser.

We have a very active PTO and welcome parents to work in partnership with our school. Some events that we held this year are: Family Picnic, Donuts for Dads, Muffins for Moms, bingo and book fairs. The PTO raised funds for classroom field trips and for cultural events. Our teachers attended PTO meetings monthly.

Celebrations:

Kindergarten:

This year, we are very proud of our DRA scores. Out of 50 students we only had six below grade level, 14 at grade level, and 30 above grade level. These scores are a reflection of our hard work in Readers and Writers Workshop. We created lessons and resources to support the CCSS. In math, most students achieved mastery in all areas. We challenged and supported each student throughout the year with materials that we created. These materials reflected higher level DOK questions. We are also proud of our multiple celebrations that we held this year. Students participated in an October Song Fest where they sang songs and read poems. We also had a Reader's Theater and writing celebration. Students read from a script and used character's voices. They also shared their writing with their families. Our final celebration will be a graduation to celebrate the accomplishments of all students.

Grade 1:

We worked as a team to develop four DOK questions using Kevin Henkes' books. We incorporated DOK questions throughout the curriculum. We attended a full professional development day on Math. A new unit on chick development was added to our science curriculum. We held a Mother's Day program and participated in an all-day Writing Celebration. We also held a celebration to honor our retiring principal, Mrs. Lutz.

Grade 2:

At the beginning of the year, we were given one-day of professional development introducing us to DOK questioning. We modeled these types of questions pertaining to the CCSS during our Read Aloud throughout the year. Children gradually were exposed to the different levels of questioning both orally and through written work. We began with DOK one and two questions and worked up to levels three and four. The students were stronger with answering and understanding levels one and two independently. Levels three and four were scaffolded for them. This allowed them to have a better understanding of how to answer these questions. At the end of April, we were given additional professional development on DOK questions. This furthered our understanding of DOK and CCSS.

Grade 3:

Our celebrations included Bio-Bottles and Young Author's. We have practiced DOK level four questions by having students compare and contrast two articles. Our mystery unit ended with persuasive writing. Students researched the Northeast and they are currently working to complete an iMovie. In math, teaching conceptually was emphasized, as well as math language.

Grade 4:

We integrated DOK questions of various levels into the curriculum. Students participated in several academic celebrations dealing with writing and social studies. Field trips included Mystic Aquarium and two visits to Camp Sloper. A shift was begun in math, writing, and reading towards the CCSS. New concepts were taught. Students were introduced to the CBAS (Connecticut Benchmark Assessment System), which a computer based writing program and had opportunities to draft and revise pieces of writing as well as select activities to individualize instruction.

Grade 5:

We have focused on the implementation of the CCSS, with emphasis on Depth of Knowledge (DOK) across all curriculum areas. We focused on developing students' higher level thinking skills to respond to various levels of questioning. In writing, we began using the continuum to score various genres of writing. In addition, as a grade level, we participated in a professional book club using "Pathways to the Common Core." We also used DOK questioning in math to help students develop reasoning skills. This year, we attended the play "Annie" at J. F. Kennedy Middle School, several cultural arts programs at Kelley School, and visited Old Sturbridge Village to support Social Studies content learning. We also attended the STEPS Asset Building Day at Sloper Pond for middle school, and had academic celebrations throughout the school year.

Ongoing Work/School Improvement Plan:

All students at Kelley School were active participants in lessons to foster their academic, social and personal development. We had a very successful year with the implementation of our School Improvement Plan.

Staff and students at all grade levels focused on student achievement in reading, writing and math. We met throughout the year to analyze data, review student work, and improve instruction. We expected students to respond to higher level questions and to think deeper about the work.

Next year, we will continue to target areas in reading, writing and math that are weak. We will review all data in August in order to help us target specific areas. We will incorporate the Common Core standards into our work. We will also continue to focus our efforts in making sure that the individual needs of each Kelley student are met.

Our focus on the district mission will continue to guide us in our work at U. T. Kelley Elementary School.

TEAM: “Together Everyone Achieves More”



Plantsville Elementary School

Patricia Corvello
Principal

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Annual Report 2012-2013

School Accomplishments:

Plantsville School continues to grow as a school community with children coming from various parts of the country and with our participation in the Open Choice Program.

The staff continued working with our mutually revised Continuous Improvement Plans. Literacy and numeracy goals are directly related to Connecticut Mastery Test objectives as well as district benchmarks. Meetings on student data from the previous years were held and teachers aligned their instructional goals based on the results of that data and our plans. The teachers use differentiated instruction based on student need as they see it developing in their instructional setting. Both Writers and Readers Workshops are fully implemented in all classrooms, as all teachers are now fully trained in both models. Writing skills are emphasized across subject areas, as children write in all classes every day. Small flexible groups within the math classrooms are based on student need within strands. Areas of weakness are addressed by our literacy specialist, special educators, and literacy and math tutors. Teachers and students have become comfortable using our technology on a daily basis as our facility is full of diverse technology. Teachers, paraprofessionals and students have used our interactive SMARTBoards, document cameras, and computer technology in all teaching areas, including our library/media center and adjacent lab. It is also not at all unusual to see children using the computer cart on wheels in the classrooms and in the halls.

The Plantsville faculty demonstrated a strong commitment to our academic programs. Teachers continued to attend professional development on Columbia's Reading Workshop both in-district and at Columbia. Math workshops are also attended as we go forward with the common core in these areas. Several teachers continue their education with college courses; many have requested to attend professional development opportunities outside of those offered by the district. Afterward, they share important information and technique with staff. Our staff also gives back professionally serving as cooperating teachers for young student teachers and as TEAM mentors for new teachers.

We are proud of our music, art, and physical education programs. The school held two instrumental and two vocal concerts. Physical education classes integrated literacy and numeracy goals and science and social studies objectives with a variety of unique centers. Teachers integrate their teaching on nonfiction with social studies and science.

Plantsville School is fortunate to have a strong and supportive PTO. Along with our cultural programs, the PTO is active in many areas such as sponsoring two book fairs, an ice cream social, and funding our Field Day and class field trips where real life experiences are provided outside of the classroom. PTO members also dedicate their time as volunteers in the classrooms. With our partnership with Calendar House, Plantsville students have continued their outreach to older adults in the community. We were part of the district Relay for Life team again as well as many other charitable contributions for community needs.

Student Achievements:

Kindergarten: Our half-day Kindergarten students experience a balanced program of literacy and numeracy. The highlight of their social studies curriculum was a visit to the local Fire House where they saw firsthand what these community members do for them. Science and literacy were supported by a trip to Indian Rock. Writing has shown growth throughout the year with their stories having more detail.

Grade 1: The first grade literacy program is highlighted in the spring by their participation in our school-wide Young Authors' Celebration. Family members are invited and each student read a sample of their writing. Theme days focusing on winter holidays, Apple Day, and Thanksgiving integrate social studies, math, language arts, and science through various center activities. There is an international flair in Grade 1 with a variety of cultural events. The science curriculum was also enhanced by a visit to the Beardsley Zoo and a presentation by a local dentist.

Grade 2: The science curriculum in Grade 2 was supported by a trip to Nature's Art in Montville, Connecticut and by guest speakers. The children learned firsthand about local history with a visit from the director of the Barnes Museum. The year ended with Beach Day, which was an integration of all second grade curricular work around a common, festive theme.

Grade 3: Individual pieces of literature were published and shared with peers. Students participated in book clubs, created maps of Connecticut, participated in countless hands-on science experiments, created timelines, kept journals, and worked through many math processes, reaching the abstract stage for many topics. They also became active recyclers after the presentation at the Science Center.

Grade 4: There were monthly celebrations in reading and writing through Writers Workshop. Best writing was shared with peers and conversations about best books were held. The children's radio station integrated social studies regions and literacy as news and sports events were announced, weather reports given, and editorials showed students' skill at inference. A trip to the Eli Whitney Museum highlighted the science curriculum where they created their own simple and compound machines. Technology took on new meaning for fourth graders as they created a PowerPoint presentation on different states.

Grade 5: Readers Workshop is a way of life in Grade 5. Grand conversations were held about literature, writing was published, and book clubs were held. Every Friday, a mystery reader shared his or her favorite book with the class. The Science Fair showed students testing a hypothesis through experimentation and coming to valid conclusions. The trip to Sturbridge Village gave the class a real life look at early American life. Visiting The Summit several times created a partnership with our neighbors.

Ongoing Work:

Teachers and administration will continue to use data-driven decision-making when deciding what the best instruction for each child is. As a faculty, we will study our Continuous Improvement Plan and revise our objectives to not only include those areas of need seen in Connecticut Mastery Testing, but also those of our district assessments and daily student work. Teacher goals will be based on this analysis. We will continue our professional development in the common core that has already begun to drive our instruction. The expansion of leveled classroom libraries will continue, especially in the area of nonfiction. We will continue our work as an inclusive setting so that every child is in his or her least restrictive environment. We will strive to become even more technologically literate, updating web pages and using technology, when appropriate, to enhance student learning.



SOUTH END ELEMENTARY SCHOOL

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Jim Quinn
Principal

Annual Report 2012-2013

School Accomplishments:

South End Elementary School nurtures the whole child and engages the support of families and the community as we work with our students. Our first school-wide Young Authors' celebration saw more than 80 family members turn out to celebrate their children's writing. Our Parent Teacher Organization (PTO) remains a vital thread in the fabric of our school community. Parent volunteers enriched our offerings by bringing in afterschool activities such as our Brownie troops, Valentin's Karate, Zumba, ice cream social, spring picnic, and monthly movie nights. They coordinated the musical production "Alice in Wonderland, Jr." The PTO's fundraising efforts allowed all students to enjoy several cultural arts programs and busing for field trips.

Southington's Veterans are also becoming increasingly involved at South End. This year, we had servicemen visit on Veterans' Day to teach the students about their experiences serving our country. On Flag Day, we invited seven members of the American Legion to attend a special observance honoring our nation's star-spangled banner. In a very moving ceremony, the Veterans presented our school with a flag at the end of the assembly.

This year, we continue to be an Open Choice school welcoming 16 children as part of our student body. We further our character-building lessons by participating in school-wide activities connected to the STEPS program, our Asset Building Classrooms and accepting "Rachel's Challenge" to promote kindness in our community. Furthering the promotion of kindness in our community, we had nearly 20 students participate in singing "What a Wonderful World" and planting a butterfly bush as part of the "Because of 26" event.

Celebrations:

Extended Day Kindergarten:

- Learning stations were an integral part of the Extended-Day Kindergarten program this year. Students spent one hour in each session daily rotating through the stations where they received direct instruction from the teacher, the paraprofessional, the literacy tutor and working on literacy-enhancing software programs.

Kindergarten:

- We started the year off with a very successful "Popsicles in the Park" get-together for students and families to meet prior to the beginning of school.
- Students spent much of their time immersed in science. They experimented with sinking and floating objects; they turned liquids into solids and back again; they learned the life cycle of butterflies; they compared and contrasted guppies and goldfish; and they experimented with popcorn to see which popped best – frozen kernels, baked kernels or kernels soaked in water.

Grade 1:

- First graders did author and character studies that culminated in a field trip to see a live theater performance.
- The children's literature classic, The Polar Express, was brought to life for them through special activities in December.
- Students studied animals and their life cycles, which concluded with a trip to the Hungerford Nature Center and a live animal demonstration.

Grade 2:

- The children had their annual trip to Nature's Art where they have the chance to learn about the classification of rocks and minerals as well as the rock cycle.
- Teachers participated in a coaching model with the literacy specialist. They focused on new units of writing and their alignment with the Common Core.

Grade 3:

- Students hosted three writing celebrations this year: An "Expert Showcase" nonfiction writing celebration in November; a pizza party to share their persuasive writing in April; and their "Poetry Café" in June.
- This year, the students attended two field trips: 1) Harriet Beecher Stowe and Mark Twain Houses and, 2) Trash Museum.
- The annual Alex's Lemonade Stand raised over \$350 to support research for treatments for childhood cancers.

Grade 4:

- Many of our fourth-grade students initiated fundraising projects to benefit a variety of charitable organizations including the Humane Society and Easter Seals.
- Our students participated in a field trip to the Eli Whitney Museum where they spent the day doing hands-on science activities.

Grade 5:

- The students were our STEPS Ambassadors this year and participated in the Asset Building Day at Camp Sloper for incoming sixth graders. They gave back to our school and the community in a variety of ways this year:
- Students earned money and bought Christmas gifts for families in need.
- Our chorus sang at Mulberry Gardens for the residents in December and in May.
- Students partnered with children in Grade 2 to help edit and revise their writing with them.

Ongoing Work/School Improvement:

As we move into next year, our school will continue the important work we began this year to implement the Common Core State Standards. As part of this transition, teachers worked to create questions and tasks that would increase students' depth of knowledge, which will be a continued focus next year. We will also continue our ongoing efforts to maintain the highest level of safety for our students and staff. Perhaps the greatest school improvement efforts we will make next year will be in launching our Full-Day Kindergarten Program. Our school is ready to fully undertake this outstanding opportunity to provide the richest experience possible to our youngest learners.



LINDA M. LACKNER
PRINCIPAL

William M. Strong Elementary School

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Annual Report 2012-2013

School Accomplishments:

The Strong School staff implemented the school's Continuous Improvement Plan by improving student performance in English Language Arts (ELA) and mathematics through the incorporation of the Common Core State Standards (CCSS). The staff worked on the CCSS and Depth of Knowledge (DOK) questions during Staff/SIP/Grade Level Meetings. The staff read the book, *Pathways to the Common Core*, and viewed the video, *Connecticut's Vision of Implementing the CCSS*, by Dr. Sandra Alberti. Teachers researched text sets including videos on the same topic and created questions that were DOK Levels 3 and 4 in their lessons and performance tasks. Teachers instructed their students on decoding skills, fluency, building vocabulary and comprehension using more difficult questions. All students were immersed in reading various nonfiction texts using nonfiction text features and were taught note-taking skills to obtain important information. Students were instructed to highlight important information and answer questions using evidence from the text. In writing, the staff focused on having students write more literary, informational, and persuasive essays. Teachers instructed their students on writing a cohesive essay using the pillar outline. Teachers were given the CBAS Writing Assessment to use with their students. Students were directed to write online and this program evaluated their essays in regard to organization, word choice, elaboration, sentence structure, grammar, and mechanics. Students enjoyed this program and desired to improve their scores. They reviewed the online lessons on their weakest area and revised their essay. Students were pleased when their scores increased.

In mathematics, teachers continued to use the Growing With Mathematics Program. The Math/Science Coordinator supplemented this program and held workshops for teachers demonstrating the new way of teaching math. Teachers were eager to learn how to teach base ten notations, partial products and quotients, using fractions and decimals to plot lines, and the understanding and creating of more expansive equations. Teachers changed their morning math work to incorporate the new CCSS and utilized the content areas to teach the writing of informative essays and persuasive essays in social studies. Researching and synthesizing the material read broadened the students' knowledge base. In technology, the SMARTBoard was used continuously to present various lessons. The library media specialist worked with each grade level on learning keyboarding. She provided four lessons in the month of October on setting each student up in the Type To Learn Program and teaching them how to work their way through the program. Afterwards, she worked with them once a month in keyboarding and teachers continued the keyboarding practice in the classrooms. From February to April, Strong School was chosen to test fifth grade with the Scientific Smarter Balanced Assessment and third and fourth grade with the CCSS Aligned Practice Assessment. Grade 4 took the National Assessment of Educational Progress.

For the second year, staff implemented the Asset Building Classrooms Program (ABC). The committee planned the program for each month, explained the "Asset of the Month" and had

students do an activity focusing on the asset. Students earned “Blue Tickets” for working on the asset and winners had their pictures taken for the newsletter and received a stuffed dolphin, the mascot. The Wee Deliver Program encouraged students to write letters. Strong School would like to thank the Cub Scouts, Brownies, and their leaders for making and painting the new mailboxes and Home Depot for the supplies. As a result, numerous letters were written. Students (Grades 3-5) were given an ABC survey and results were shared with parents and staff. The Asset Building Classrooms Program proved to be a great program for students.

Due to the unfortunate event in Sandy Hook, the staff focused a lot of attention on security. Classroom doors were kept in a locked position and all exterior doors were locked. Staff and students practiced lockdowns in the classrooms, in the cafeteria, and on the playground. This year, the School Climate Committee was created. The members worked on improving student behavior. The committee changed the procedure for dismissal, tackled behavior in the cafeteria and on the playground, and developed a short set of rules.

Strong School had two administrative interns this year. Staff presented a Math and Reading Night for first grade parents and the math coordinator presented a math workshop to all grade level parents. The staff presented a Breakfast Program for our Veterans' near Veterans' Day. Each grade level participated by giving a specific presentation and students were also given lessons on the meaning of Veterans' Day. This year, Strong School collected money and food for various needs. We collected for the Sandy Hook tragedy, the Mill Foundation For Kids, the victims of the Hurricane Sandy, Strong Cares, Bread for Life, and other organizations. In addition to field trips/cultural arts programs, students participated in the Summer Reading Celebration, Career Day, Read Aloud Day, Junior Achievement Program, Grandparents Breakfast, Celebration of Writing, Field Day, Flag Day, Earth Day, Band/ Orchestra/Choral Concerts, Young Authors' Program, Fifth Grade Recognition Day, End of the Year Kindergarten Program, etc. Students received many opportunities to broaden experiences.

Students' Achievements:

Kindergarten:

- The students have been developing strategies to read “just right” books and brought these books home to practice fluency.
- In science, students compared and contrasted goldfish and guppies, and living and non-living things. They observed the life cycle of a butterfly by watching the caterpillars grow, molt, and change into a pupa, then a butterfly.
- The students have written observations like scientists, “how to” books, and small moment stories.
- Learned about fire safety in the home and community from the local fire department.

Grade 1:

- Viewed the play, *Click Clack Moo*, at Lyman Auditorium for enrichment.
- Participated in inquiry-based activities involving the life cycle of chickens, frogs, butterflies and mealworms.
- Promoted home/school reading partnership through reading logs and decoding tool box.
- Built bridges between home/school through a Family Literacy Night and Math Night.
- Continued a community partnership in literacy with the Southington Rotary Club.
- Studied different family traditions and created a Family Traditions Cookbook.
- Compared and contrasted holiday cultures around the world.

Grade 2:

- The students participated in a presentation on China's traditions/ culture/ celebrations presented by a parent and presented what they learned in morning announcements.
- The students explored a variety of nonfiction topics to become experts, wrote books and created posters about their topics to teach others.
- Complemented the FOSS Plants Unit with a field trip to Roaring Brook Nature Center.
- Students learned the history of the town of Southington from Mrs. Secondo of the Barnes Museum and from a presentation from Mr. Secondo from the Chamber of Commerce.
- Participated in safety program on "Stranger Danger" and "Bike Safety".
- The students adopted a troop in Afghanistan and sent care packages and letters.
- The students maintained a partnership with The Mill Foundation For Kids.

Grade 3:

- Created attractive Connecticut brochures after researching the state's history, geography, and economy.
- Created bio-bottles representing famous citizens from Connecticut Nutmeggers.
- Explored iMovie to develop presentations after researching states in the northeast region
- Focused on Brazil to enrich students' understanding of other cultures.
- Southington Mountain Bike Search and Rescue, an associate of CERT, presented to the students and students donated non-perishable food items to Bread for Life.
- Indian Rock taught students how they could help the environment.
- Learned about conservation and how to reduce, reuse, and recycle.
- Implemented a School Safety Patrol to ensure the safety of all students at Strong School.
- Wrote persuasive reviews and distributed them to Connecticut businesses.

Grade 4:

- Created PowerPoint presentations to explain regions of the United States.
- Focused on characters, biographies, and nonfiction themes.
- Addressed electrical safety through a lecture from CL&P.
- Created a short comic strip based on a life of a famous person.
- Attended Camp Sloper science field trips to learn about habitat/ecosystems.
- Developed a partnership with Southington Community Services to hold a cereal drive.
- Honored Veterans on Veterans' Day by creating poems and posters to depict each war.
- Held a poetry day in which the students read their published poems and a famous poem.

Grade 5:

- Problem-solving is the key to our math program. Students think, speak, and write mathematically as they apply knowledge and skills in meaningful activities.
- Participated in hands-on investigations following the Scientific Method and completed a Science Fair Project applying skills and concepts learned.
- Students were involved in virtual field trips, interactive activities, and historical debates.
- Read A Dog's Life, learned the purpose of the Southington Animal Rescue, made gourmet dog bones, and sold them to raise money for the Dog Pound and visited the Dog Pound.
- Went on a field trip to Old Sturbridge Village.
- Read Wonder by R.J. Palacio, learned the importance of acceptance and empathy, and wrote precepts to inspire each other.
- At the Grade 5 Asset Building Day (STEPS) at Camp Sloper, students met fifth graders from other schools and participated in workshops to prepare them for middle school.



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MEGAN BENNETT
PRINCIPAL

Annual Report 2012-2013

Introduction:

Thalberg School is a Kindergarten through Grade 5 school housing 430 students. The staff is a high achieving group of professionals. The professional development for the staff focused around the Common Core State Standards, Data Driven Decision Making, Intervention Strategies and SRBI. Students have participated in monthly Asset Building Pep Rallies, monthly Character Counts Breakfasts, Smart Kids At Thalberg Elementary (SKATE) enrichment activities, patriotic celebrations with Veterans (Veterans' Day and Flag Day), weekly garden club experiences with Orchard Valley Garden Club, quarterly cooking classes, monthly banking partnerships, weekly Book Buddies and a number of other experiences to promote community connections as well as developing strong character. Students, staff, and community came together to make Thalberg School a safe, healthy and dynamic place to learn.

Technology:

- All of our classrooms utilized the SMART Board technology in their daily lessons. Through the efforts of the prior PTO and Beecher LaJoie (retired principal), Thalberg School has a document camera and SMARTBoard in all of the classes. This year, the staff was able to tap into the resources the technology afforded us within the classroom.
- Grades 3-5 will pilot iPad mini technology in order to promote the additional function of the connection between the iPad and the SMARTBoard. The iPad minis will allow remote access to the SMARTBoards.

Interventions:

- Our literacy support was reduced further as the literacy specialist was reduced from 1.3 to 1.0 in April 2013. Support was provided to increase the tutoring support by 0.4. The additional tutoring support did help in continuing services to our students, but did not allow for the coaching support for the staff.
- The math tutors started at the end of January. Thalberg School had 7.5 hours of math tutoring support weekly. Additional support would be beneficial in this area.
- Training was provided for the SRBI Tiered Intervention Model of support during SIP after school meetings. The team shifted from the EIP terminology to the SRBI and provided the structure for the support process.
- Connecticut Mastery Test groupings helped teachers target skills during the weeks prior to the administration of the Connecticut Mastery Testing. These groups helped the teacher target areas not covered as the focus shifted to the Common Core State Standards.
- Grade 5 offered lunch club support. Students were able to come in to receive additional supports prior to testing as well as after difficult concepts were introduced.
- Grade 4 offered after school support and enrichment opportunities in the areas of mathematics and literacy. Students were able to explore books and have conversations and learning opportunities connected to a specific text.
- Data Driven Decision Making teams were held at the grade levels during the common planning time as well as during the Grade Level Team Meetings held monthly.

Contributing to our Community:

- Events were held to connect the school to the community. The following events were attended by the community as well as representatives joining our festivities: Grandparents/Special Friends Day, Dr. Seuss Day, United Way Readers, Young Author's, and Activate Southington.
- Donations were made to the following: Relay for Life by the Thalberg Cares Committee in the amount of \$900, Martin Richard Library, Bread For Life, Red Cross (Hurricane Sandy Relief), Sandy Hook Bracelets, St. Jude's Mathathon raised \$2,800, Clothing Drives, the Jimmy Fund, and Stop and Shop Gift Cards for Local Needy Families.
- School/Business Partnerships: The school received one grant from the Southington Education Foundation, Orchard Valley Garden Club (Winter Planting Box), "Free Money" from Price Chopper, Stop & Shop, Shop Rite, and Target, TD Bank Monthly Banking, Oak Hill School, and Donor's Choose (Headphone sets & Document scanner).
- Cultural Arts by the PTO: Anti-Bullying Laser Light Show, History of Jazz Music, Rainforest Animals/Conservation
- School Based Experiences: Recycling Program, Conservation, Mount Everest Summit Climber, Author Visit, and ABC Pep Rallies.

These partnerships and community connections allowed the staff and students the opportunity to connect learning in a very meaningful way to bring the classroom teachings to the world around them. Our connection to the community has been mutually beneficial.

School Wide Accomplishments:

This year, the staff focused on learning the components of the Common Core State Standards (CCSS) expectations for learning. The staff was able to participate in the curriculum development under the direction of the literacy and mathematics coordinators for the district. The staff was able to translate their curriculum learning into instructional chances and changes. The staff did a jig-saw learning of the book Pathways to Common Core, which allowed them to connect to their learning as well as stretching their comfort to teach others. During staff meetings, the teachers were able to develop and discuss Depth of Knowledge questions using the book Out of My Mind.

Teachers continued with the Readers Workshop model of instruction for reading. This vehicle of instruction allowed for the CCSS focus during the reading time across the school. The classroom libraries were expanded with Board and PTO dollars. The Writers Workshop also continued to be implemented and refined. Mathematics changed the pacing guide and the delivery of the math lessons from the Growing with Mathematics program. The shift in the district assessments towards the CCSS made historical data trends difficult to respond to as a school.

Staff was able to collaborate around data and determine the next steps for teaching. The data was a little new to the teachers as their objectives and expectations had changed to reflect the new standards for the students. The staff was able to discuss philosophy around the new standards as well as attempt new instructional practices. There were points during the school year in which the CCSS was difficult and felt disjointed, but the teachers were able to stay true to the Depth of Knowledge questioning techniques. When the focus came off of the Connecticut Mastery Testing, the teachers took risks in chance. There was a sense of uncertainty as the time of the CMTs came closer. The reward was teachers noting, even without the focus on the CMTs, the higher-level thinking that resulted in better-prepared students.

The Parent Teacher Organization (PTO) was a partner in success this year. There was a strong push to include parents into our school-wide activities. The PTO allowed for clubs such as the Ski Club, Bowling Club and other activities to thrive this year. The PTO funded our field trip opportunities and provided the resources to support the learning experience for students. Through past PTO fundraising, technology was able to be a valuable resource in the classroom. The PTO was able to provide family events that brought families together as well as connecting the Thalberg community. They provided opportunities for students' talents to be showcased and supported. The PTO also garnered donations and support for the nonfiction books to be brought into the grade levels that were not funded by literacy monies due to cutbacks. The Thalberg community joins together to make sure the students have all the tools necessary to be successful students and contributors to their community and society.

Grade levels each created academic opportunities for their students this year.

Kindergarten:

- Students worked to reach the grade level DRA 4. Students were able to use the classroom library books and the conferencing in order to progress into developing readers.
- The mathematics focus shifted from the traditional patterns towards understanding numbers. There was significant focus provided on the “teen” numbers.
- Mother’s Day tradition was continued to the delight of the parents. Students celebrated their caretakers through song and treats.
- The field trip to Hungerford allowed the students to explore farms and animals from their science learning.
- The Kindergarten team was able to collaborate to deliver the pep rally for the whole school on “Parents as Role Models” as the Asset Building Characteristic.

Grade 1:

- A proud moment for the first grade team was their “Souper Bowl” Pep Rally in which they collected 400 cans of food to give to the Bread for Life.
- Students were able to produce reflections through their journal writing. This allowed the students to tap into the Depth of Knowledge (DOK) levels of thinking.
- In mathematics, the students focused on understanding the number system and the basic facts. Students demonstrated fluency in their ability to relate numbers.
- A highlight of the year was again the arrival of the chicks. The hatching and the development of the chicks brought the science unit on development into view for all students to learn and connect.
- The first grade team was a high functioning team who brought fun and joy to learning this year.

Grade 2:

- Students progressed through the development of oral retell into written articulation of thoughts. Students were able to meet the challenge of the written response on the DRA measure of learning.
- Lessons were developed on the SMARTBoard and the comfort with the technology increased and became the primary vehicle for delivering instruction.
- Writing emphasized on narrative writing. The students were able to work with rubrics and develop their mechanics through the Writers Workshop model.
- In science, students focused on healthy bodies and ways to promote healthy living.

- Grade 2 students were proud to present their “Cultural Competence” asset to the school at the Pep Rally. Teachers shared bilingual abilities of fellow students for children to embrace and celebrate differences.

Grade 3:

- Students shifted into more nonfiction reading and writing this year as the CCSS was the focus for curriculum.
- In writing, there were a variety of writing pieces the students were able to explore. The students attempted argumentative essays as well as the traditional narrative writing pieces of the past.
- The social studies unit allowed the students to focus on Connecticut and learn about the state and the history. This culminated in the field trip to the State Capitol.
- Students were able to produce research projects that reflected the various curricular foci. As students were able to share their learning from their web-based research.
- In mathematics, students were able to challenge themselves with applications rather than just skills in isolation. With the help of parent volunteers, students were able to practice math facts and gain confidence to attempt more challenging problems.

Grade 4:

- Students were able to participate in afterschool support and enrichment clubs in both mathematics and reading.
- Parents were encouraged to participate in the students Book Club of Lemonade Wars in which the parents joined the staff for an evening of book conversation with their children and others in the class.
- Poetry Reading in the garden was another tradition that brought parents and students together to celebrate learning.
- Mathematics focused on fractions and partial numbers. Students were challenged with understanding fractional computation and application during lessons.

Grade 5:

- Students were able to channel the writing assignments to explore complex social issues and developing a sense of understanding around social relations.
- Nonfiction reading was the focus for reading. Students were encouraged to explore other genres around their areas of interest.
- In mathematics, students spend a large amount of time with fractions and decimals. Students became proficient in their ability to utilize partial numbers and conceptualize number relationships with fractions and decimals.
- Field trips this year brought to life the solar system, history, character building and appreciation of the arts. Students were able to visit the planetarium, Sturbridge Village, drama productions and Slopers.
- The SMARTBoard continued to be an integral part of the daily instruction.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2013

Decision Requested X Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Proposed Goals 2013-2014

Summary of Issue: Goals are submitted to the Board of Education at this time every year for review.

Background: N/A

Alternative Strategies: That the Superintendent's goals be modified.

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: 2013-2014 School Year

Ending Date of Program or Project: June 2014

Recommendation or Comment: That the Proposed Superintendent's Goals be approved.



Signature of Superintendent of Schools

Title of Attachment

1. Proposed Superintendent's Goals



DR. JOSEPH V. ERARDI, JR.
SUPERINTENDENT OF SCHOOLS

MEMO **To:** Southington Board of Education
 DATE: August 2013
 RE: Superintendent's Goals 2013 - 2014

Superintendent's Goals for the 2013-2014 School Year

The 2013-2014 district goals are intended to represent the combined focus areas of the Southington Board of Education and the Superintendent of Schools. The Superintendent's work will also represent the district's cabinet, administrative team, and staff.

The preemptive work that began in the previous school year around *Common Core State Standards* and *Teacher Evaluation* will allow the district's strategic long-term planning to move from paper to practice.

The following focus areas are presented to you for your consideration and endorsement.

INSTRUCTIONAL:

Implementation: All-Day Kindergarten Program

The following components of the All-Day Kindergarten Program will be in place on or before the start of the 2013-2014 school year:

- **Hiring:** All certified and non-certified staff will be aligned with the full-day opportunity at all elementary schools.
- **Curriculum:** Instructional pedagogy will be finalized and understood by all Kindergarten staff and by elementary school administrators.
- **Communication:** Correspondence will be sent from the Southington Public School district to appropriately inculcate and inform all parents of the All-Day Kindergarten Program expectations.

Review: Middle School Unified Arts to Align with 21st Century Skills (Building Project)

This time-sensitive review will assure the community that student needs will be embraced with the renovate-to-new middle school project.

- On or before September 1, 2013, additional recommendations to the Board of Education and the Public Building Committee to be made pertaining to the focus areas of family and consumer science and technology education.
- On or before January 1, 2014, convene with the Board of Education's Curriculum and Instruction Committee to share the proposed transformation on the role middle school unified arts instruction will play in moving all students to a deeper and more meaningful understanding of being a competent digital citizen.
- On or before May 1, 2014, present to the Board of Education the proposed unified arts course offerings for the 2014-2015 school year.

Pilot: Southington High School Grade 9 Teaming

The work will represent the ongoing commitment to the Grade 8/9 transition.

- On or before September 1, 2013, meet with secondary school administrators to formally identify the pilot work of dedicating Southington High School staff to a "teaming" model.
- On or before December 1, 2013, report to the Board of Education with qualitative, quantitative and comparative data pertaining to the controlled group.
- On or before May 1, 2014, report to the Board of Education the results of the Grade 9 teaming pilot.

Board of Education Focus – Teaching and Learning

Within the Board of Education's self-reflection at the close of the 2012-2013 school year, there was overwhelming consensus to spend quality time reviewing student outcomes.

- On or before August 1, 2013, solicit from Board of Education members the priority (big bets) areas of examination to take place during the 2013-2014 school year.
- On a monthly basis, present to the Board of Education a reoccurring agenda item dedicated to teaching, learning, and student outcomes in the following areas:
 - Public Report Card: CMT, CAPT, AP data;
 - Collegiate Report: Process, practice, and placement;
 - Digital Citizenship: "Bring Your Own Device", EBooks, "Cloud" use, online learning;
 - Personalized Learning: Staff professional development / Board of Education understanding;
 - Enrichment K-12: Differentiated instruction to meet the needs of all learners;
 - Alternative Programming: Practice and outcomes of the district's alternative high school;
 - Professional Development: Focus areas and impact on classroom instruction.

Student Use – Technology

- On or before June 2014, administration will share its Technology Long-Term Planning Study that will include hardware, software, and student needs for the immediate future.

FACILITY AND TECHNOLOGY:

- To successfully navigate the renovate-to-new middle school project as an occupied building throughout the school year.
- To examine payroll/timecard efficiencies and report to the Board of Education on or before November 1, 2013.
- On or before March 1, 2014, begin discussions and community conversations on the renovation needs of Derynoski, Kelley, and Flanders Elementary Schools.
- To complete a student distribution equity plan (balance DePaolo / Kennedy enrollment) for Board review on or before January 1, 2014.
- To continue in partnership with town officials on the further development of the Town of Southington Capital Improvement Plan.

PARTNERSHIPS:

- To remain active in the following:
 - Collaborating with the Town Manager. On or before January 1, 2014, bring to the Board of Education the potential department merges that would offer enhanced services to the consumer.
 - Engaging and informing parents (PTO Executive Council, attend PTO meetings, 6:30 a.m. open hour).
 - The Southington Education Foundation as they launch the SEF/BOE *Virtual STEM University*.
 - Engaging and working with the Veterans' of Southington.
 - Collaborating with safety officials (police / fire) and community safety organizations (STEPS).
 - Central Connecticut State University (Administrative Cohort Program).

With greater anticipation and excitement than ever before, I look forward to working in partnership with the Board of Education to continue offering exceptional opportunities to all children.

I remain privileged to represent your work and the work of the district.

Respectfully submitted,



Dr. Joseph V. Erardi, Jr.
Superintendent of Schools

OPENING OF SCHOOL DATES 2013-2014

EVENT	DATE	TIME	PLACE
Substitute Teacher/Tutor Training	Tuesday, August 20, 2013	8:30 a.m.	Hatton Elementary School
New Teacher Orientation	Thursday, August 22, 2013 Friday, August 23, 2013	8:30 a.m.	Hatton Elementary School
Opening of School Health Fair Opening of School Convocation	Monday, August 26, 2012	7:00 a.m. 9:00 a.m.	SHS Cafeteria SHS Auditorium
Executive Parent Council Meeting	Tuesday, August 26, 2013	7:00 p.m.	Hatton Elementary School
Staff Professional Development	Tuesday, August 27, 2013 Wednesday, August 28, 2013	Check SPS Website	Designated Schools
First Day of School	Thursday, August 29, 2013		All Schools
Open House Strong Elementary School Thalberg Elementary School	Wednesday, September 4, 2013	6:30 p.m. 6:30 p.m.	Designated Schools
Open House Joseph A. DePaolo Middle School John F. Kennedy Middle School	Tuesday, September 10, 2013	6:30 p.m. 6:00 p.m.	Designated Schools
Open House Derynoski Elementary School Flanders Elementary School Kelley Elementary School Plantville Elementary School	Wednesday, September 11, 2013	7:00 p.m. 7:00 p.m. 7:00 p.m. 6:30 p.m.	Designated Schools
Board of Education Meeting	Thursday, September 12, 2013	7:30 p.m.	Municipal Center
Open House Hatton Elementary School South End Elementary School	Monday, September 16, 2013	6:30 p.m. 6:30 p.m.	Designated Schools
Open House Southington High School ALTA	Thursday, September 19, 2013	6:00 p.m.	Designated Schools
Board of Education Meetings	Thursday, September 26, 2013	7:30 p.m.	Municipal Center
Music of the Knight	Saturday, October 19, 2013	5:00 p.m.	Southington High School
Wall of Honor	Monday, October 21, 2013	6:00 p.m.	Southington High School
Southington Education Foundation Gala	Friday, October 25, 2013	7:00 p.m.	Aqua Turf

**2012-2013
ADOPT-A-SCHOOL
BOARD REPRESENTATIVES**

SCHOOL	SCHOOL BOARD REPRESENTATIVE
ALTA @ Pyne Center	Brian S. Goralski Terri C. Carmody
Southington High School	Brian S. Goralski Terri C. Carmody Patricia P. Johnson Zaya G. Oshana Patricia A. Queen
DePaolo Middle School	Terry G. Lombardi Patricia A. Queen
Kennedy Middle School	Colleen W. Clark Patricia P. Johnson Zaya G. Oshana
Derynoski Elementary School	David J. Derynoski Patricia P. Johnson
Flanders Elementary School	Jill Notar-Francesco
Hatton Elementary School	Patricia A. Queen
Kelley Elementary School	Terry G. Lombardi
Plantsville Elementary School	David J. Derynoski Jill Notar-Francesco
South End Elementary School	Colleen W. Clark
Strong Elementary School	Brian S. Goralski
Thalberg Elementary School	Terri C. Carmody David J. Derynoski
Open Choice	Colleen W. Clark Jill Notar-Francesco

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 15, 2013

Decision Requested x Agenda Code 11 d.

AGENDA REPORTING FORM

Agenda Topic: Closeout of 2012-2013 Budget

Summary of Issue: The fiscal year 2012-2013 ended with a balance of \$12,399.27.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** 2012-2013 Budget

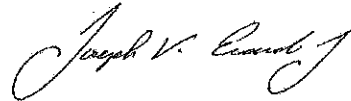
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: To approve the fiscal year closeout for 2012-2013.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Title of Attachment:

1. Expenditure Summary Report

For 07/01/12 - 06/30/13

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
11110 ADMINISTRATIVE SALARIES	692,977.00		692,977.00	.00	701,447.70	701,447.70	-8,470.70	101.22
11120 CLERICAL SALARIES	342,889.00		342,889.00	.00	364,923.74	364,923.74	-22,034.74	106.43
11135 DATA PROCESSING SALARIES	499,658.00		499,658.00	.00	498,250.67	498,250.67	1,407.33	99.72
11140 FISCAL SALARIES	313,640.00		313,640.00	.00	318,068.42	318,068.42	-4,428.42	101.41
11210 PRINCIPALS & COORDINATORS SALARIES	2,682,684.00		2,682,684.00	.00	2,655,246.42	2,655,246.42	27,437.58	98.98
11300 TEACHER SALARIES	28,083,613.00		28,083,613.00	.00	27,549,479.51	27,549,479.51	534,133.49	98.10
11500 LIBRARY/MEDIA SALARIES	526,924.00		526,924.00	.00	527,246.56	527,246.56	-322.56	100.06
11600 SCHOOL SECRETARY SALARIES	1,385,743.00		1,385,743.00	.00	1,344,542.61	1,344,542.61	41,200.39	97.03
11710 SCHOOL PHYSICIAN SALARY	12,080.00		12,080.00	.00	13,650.00	13,650.00	-1,570.00	113.00
11715 STUDENT PHYSICAL FEES	3,000.00		3,000.00	.00	1,001.92	1,001.92	1,998.08	33.40
11720 REGISTERED NURSES SALARIES	514,340.00		514,340.00	.00	532,005.33	532,005.33	17,203.67	96.87
11740 LICENSED PRAC. NURSES SALARIES	152,649.00		117,780.00	.00	116,789.45	116,789.45	990.55	99.16
11810 CUSTODIAL SALARIES	1,485,816.00		1,485,816.00	.00	1,409,677.17	1,409,677.17	76,138.83	94.88
11820 MAINTENANCE SALARIES	908,157.00		908,157.00	.00	897,987.96	897,987.96	10,169.04	98.88
11900 GUIDANCE SALARIES	1,315,478.00		1,315,478.00	.00	1,287,095.15	1,287,095.15	28,382.85	97.84
11910 COACHING SALARIES	350,449.00		350,449.00	.00	329,873.50	329,873.50	20,575.50	94.13
11915 ATHL. ATTENDANTS SALARIES	12,000.00		12,000.00	.00	9,990.26	9,990.26	2,009.74	83.25
11916 EVENT SUPERVISOR & CHAPERONES	28,000.00		28,000.00	.00	26,105.59	26,105.59	1,894.41	93.23
11920 STIPEND SALARIES	75,733.00		75,733.00	.00	73,066.95	73,066.95	2,666.05	96.48
11922 DETENTION SALARIES	10,200.00		10,200.00	.00	6,453.88	6,453.88	3,746.12	63.27
12100 PARAPROFESSIONAL SALARIES	522,151.00		522,151.00	.00	461,402.54	461,402.54	60,748.46	88.37
12150 RETIREMENT COMPENSATION	206,780.00		206,780.00	.00	745,456.71	745,456.71	-538,676.71	360.51
12200 TEACHER SUBSTITUTES	425,894.00		425,894.00	.00	675,290.31	675,290.31	-249,396.31	158.56
12205 TRACHER SUBST: SCHOOL BUSINESS	48,000.00		48,000.00	.00	37,345.00	37,345.00	10,655.00	77.80
12220 SECRETARY SUBSTITUTES	4,500.00		4,500.00	.00	12,892.98	12,892.98	-8,392.98	286.51
12230 CUSTODIAL SUBSTITUTES	20,000.00		20,000.00	.00	89,429.11	89,429.11	-69,429.11	447.15
12400 PARAPROFESSIONAL SUBSTITUTES	2,000.00		2,000.00	.00	385.28	385.28	1,614.72	19.26
12500 FEES FOR PHYSICAL EXAMS	.00		.00	.00	625.00	625.00	-625.00	.00
12510 ATHLETIC TRAINER SERVICES	14,900.00		14,900.00	.00	14,900.00	14,900.00	.00	100.00
12700 NURSE SUBSTITUTES	61,400.00		61,400.00	.00	97,954.90	97,954.90	-36,554.90	159.54
12820 SUMMER MAINT. SALARIES	10,000.00		10,000.00	.00	7,802.46	7,802.46	2,197.54	78.02
12830 CROSSING GUARD SALARIES	97,000.00		97,000.00	.00	94,055.48	94,055.48	2,944.52	96.96
12840 SECUR. ATTENDANTS SALARIES	107,654.00		107,654.00	.00	127,061.08	127,061.08	-19,407.08	118.03
14100 WORK STUDY SALARIES	6,000.00		6,000.00	.00	4,283.96	4,283.96	1,716.04	71.40
14300 TUTOR SALARIES	.00		.00	.00	124,658.05	124,658.05	-124,658.05	.00
20110 MUNICIPAL RETIREMENT ADMIN. FEE	827,434.00		827,434.00	.00	819,616.34	819,616.34	7,817.66	99.06
20210 SOCIAL SECURITY FEES	485,798.00		485,798.00	.00	387,013.25	387,013.25	18,784.75	95.37
20230 MEDICARE FEES	496,732.00		496,732.00	.00	495,493.76	495,493.76	1,238.24	99.75
20310 HEALTH INSURANCE	8,773,029.00		8,773,029.00	.00	8,672,575.47	8,672,575.47	100,453.53	98.85
20320 LIFE & DISABILITY INSURANCE	98,900.00		98,900.00	.00	78,604.81	78,604.81	20,295.19	79.40
20410 UNEMPLOYMENT INSURANCE	50,000.00		50,000.00	.00	62,484.56	62,484.56	-12,484.56	124.97
20510 WORKERS' COMPENSATION	615,980.00		615,980.00	.00	591,671.00	591,671.00	24,309.00	96.05
31200 PROFESSIONAL DEVELOPMENT	66,000.00		66,000.00	.00	29,734.52	29,734.52	36,265.48	45.05

For 07/01/12 - 06/30/13

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
31800 LEGAL FEES	75,000.00		75,000.00	.00	102,318.67	102,318.67	-27,318.67	136.42
31900 PROFESSIONAL & TECHNICAL SERVICES	49,000.00		49,000.00	.00	59,780.75	59,780.75	-10,780.75	122.00
31950 DATABASE SERVICES	8,611.00		8,611.00	.00	8,495.25	8,495.25	115.75	98.66
32110 WATER AND SEWER	92,756.00		92,756.00	.00	79,065.91	79,065.91	13,690.09	85.24
32120 ELECTRICITY	1,698,500.00		1,698,500.00	.00	1,573,931.84	1,573,931.84	124,568.16	92.67
32125 ENERGY CONSERVATION	24,240.00		24,240.00	.00	21,363.00	21,363.00	2,877.00	88.13
32140 CONTRACTED REFUSE	86,555.00		86,555.00	.00	74,421.37	74,421.37	12,133.63	85.98
32200 CONTRACTED CUSTODIAL SERVICES	265,255.00		265,255.00	.00	266,431.25	266,431.25	-1,176.25	100.44
32201 SHS HVAC	39,067.00		39,067.00	.00	51,516.50	51,516.50	-12,449.50	131.87
32301 UPKEEP OF GROUNDS	31,000.00		31,000.00	.00	24,682.04	24,682.04	6,317.96	79.62
32302 MAINTENANCE OF ATHLETIC FIELDS	47,710.00		47,710.00	.00	41,475.08	41,475.08	6,234.92	86.93
32303 REPL. OF WINDOW COVERINGS	2,007.00		2,007.00	.00	1,236.00	1,236.00	771.00	61.58
32304 REPAIR OF GLASS	7,212.00		7,212.00	.00	7,842.59	7,842.59	-630.59	108.74
32305 BURNER/BOILER REPAIR SERVICES	16,203.00		16,203.00	.00	16,577.00	16,577.00	-374.00	102.31
32306 CONTRACTED SERVICE HEAT REPAIR	52,666.00		52,666.00	.00	53,680.60	53,680.60	-1,014.60	101.93
32307 CONTRACTED CLOCK & BELL REPAIR	7,640.00		7,640.00	.00	3,576.24	3,576.24	4,063.76	46.81
32308 CONTRACTED PUBLIC ADDRESS SYSTEM	28,045.00		28,045.00	.00	26,152.53	26,152.53	1,892.47	93.25
32309 CONTRACT SERVICE ELEVATORS	30,197.00		30,197.00	.00	32,702.39	32,702.39	-2,505.39	108.30
32310 OTHER EXPENSES FOR REPAIR	16,027.00		16,027.00	.00	13,417.81	13,417.81	2,609.19	83.72
32313 COPIER REPAIR	94,681.00		94,681.00	.00	92,926.01	92,926.01	1,754.99	98.15
32316 ALL OTHER CONTRACTS	10,884.50		10,884.50	.00	6,470.93	6,470.93	4,413.57	59.45
32317 MUSICAL INSTRUMENT REPAIR	15,899.00		14,924.00	.00	11,232.72	11,232.72	3,691.28	75.27
32318 INSTRUCTIONAL EQUIPMENT REPAIRS	11,205.00		11,205.00	.00	8,380.50	8,380.50	2,824.50	74.79
32319 OTHER EQUIPMENT REPAIR	38,016.00		38,016.00	.00	48,209.52	48,209.52	-10,193.52	126.81
32320 SPECIAL EQUIPMENT REPAIR	15,425.00		15,425.00	.00	20,807.12	20,807.12	-5,382.12	134.89
32322 ROOF REPAIR	4,244.00		4,244.00	.00	7,280.39	7,280.39	-3,036.39	171.55
32323 COMPUTER MAINTENANCE INSTRUCTION	25,059.00		25,059.00	.00	25,073.83	25,073.83	-14.83	100.06
32324 COMPUTER MAINTENANCE HARDWARE	25,178.42		25,178.42	.00	25,043.10	25,043.10	135.32	99.46
32325 COMPUTER MAINTENANCE SOFTWARE	166,198.08		166,198.08	.00	167,173.75	167,173.75	-975.67	100.59
32405 PROPERTY/LIABILITY/ AUTO INSURANCE	192,780.00		192,780.00	.00	191,861.50	191,861.50	918.50	99.52
32415 STUDENT INSURANCE	12,891.00		12,891.00	.00	15,554.00	15,554.00	-2,663.00	120.66
32510 RENTAL & LEASING OF EQUIPMENT	297,259.00		297,259.00	.00	295,258.93	295,258.93	2,000.07	99.33
32520 RENTAL OF FACILITIES	225,370.00		225,370.00	.00	197,197.10	197,197.10	28,172.90	87.50
32800 HAVO AND OTHER AV REPAIRS	3,000.00		3,000.00	.00	1,910.77	1,910.77	1,089.23	63.69
32900 CARE OF GROUNDS	57,271.00		57,271.00	.00	44,358.00	44,358.00	12,913.00	77.45
32910 CARE OF DRIVES & WALKS	142,539.00		142,539.00	.00	179,117.41	179,117.41	-36,578.41	125.66
33100 SYSTEMWIDE TRANSPORTATION	1,491,825.00		1,491,825.00	.00	1,492,405.57	1,492,405.57	-580.57	100.04
33300 VOCATIONAL EDUCATION TRANSPORTATION	139,420.00		139,420.00	.00	147,833.55	147,833.55	-8,413.55	106.03
33700 NON-PUBLIC SCHOOL TRANSPORTATION	340,632.00		340,632.00	.00	349,140.08	349,140.08	-8,508.08	102.50
33800 MAGNET SCHOOL TUITIONS	351,080.00		351,080.00	.00	400,670.00	400,670.00	-49,590.00	114.12
33810 PRINCIPALS / TEACHERS PROF. CONFERENCES	10,000.00		10,000.00	.00	6,141.54	6,141.54	3,858.46	61.42
33900 BOARD OF EDUCATION EXPENSES	4,800.00		4,800.00	.00	10,817.99	10,817.99	-6,017.99	225.37
33905 ADMINISTRATIVE EXPENSES	1,000.00		1,000.00	.00	412.60	412.60	587.40	41.26

For 07/01/12 - 06/30/13

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
33910 CENTRAL OFFICE CONFERENCES AND TRAVEL	8,000.00		8,000.00	.00	7,925.90	7,925.90	74.10	99.07
33920 BUSINESS OFFICE TRAVEL EXPENSES	1,500.00		1,500.00	.00	1,055.39	1,055.39	444.61	70.36
33925 OTHER ADMINISTRATIVE TRAVEL EXPENSES	19,000.00		19,000.00	.00	18,769.96	18,769.96	230.04	98.79
33930 TEACHERS' TRAVEL EXPENSES	5,400.00		5,400.00	.00	6,343.98	6,343.98	-943.98	117.40
33950 NURSES' TRAVEL EXPENSES	300.00		300.00	.00	.00	.00	300.00	.00
33960 MAINTENANCE TRAVEL EXPENSES	7,400.00		7,400.00	.00	3,560.02	3,560.02	3,839.98	48.11
34100 POSTAGE	43,000.00		43,000.00	.00	41,814.64	41,814.64	1,185.36	97.24
34200 TELEPHONE	220,000.00		220,000.00	.00	237,984.26	237,984.26	-17,984.26	108.17
35100 RECRUITING	3,000.00		3,000.00	.00	6,439.56	6,439.56	-3,439.56	214.65
35200 ADVERTISING	2,000.00		2,000.00	.00	1,181.07	1,181.07	818.93	59.05
36100 PRINTING EXPENSES	11,800.00		11,800.00	.00	12,511.35	12,511.35	-711.35	106.03
36200 RECYCLING SERVICES	13,402.00		13,402.00	.00	7,165.41	7,165.41	6,236.59	53.47
39200 MIDDLE SCHOOL ATHLETIC TRANSPORTATION	13,516.00		13,516.00	.00	13,662.14	13,662.14	-146.14	101.08
39300 HIGH SCHOOL ATHLETIC TRANSPORTATION	72,794.00		72,794.00	.00	81,802.97	81,802.97	-9,008.97	112.38
39440 BAND & ORCHESTRA FIELD TRIPS	22,000.00		22,000.00	.00	23,506.26	23,506.26	-1,506.26	106.85
39450 SYSTEMWIDE FIELD TRIPS	25,000.00		25,000.00	.00	20,352.79	20,352.79	5,647.21	78.28
39470 STUDENT ACTIVITIES	4,160.00		4,160.00	.00	1,351.25	1,351.25	2,808.74	32.48
40110 CENTRAL OFFICE CLERICAL SUPPLIES	15,500.00		15,500.00	.00	17,154.32	17,154.32	-1,654.32	110.67
40210 AUDIO VISUAL SUPPLIES	26,970.00		27,270.00	.00	15,634.18	15,634.18	11,635.82	57.33
40300 GENERAL TEACHING SUPPLIES	225,139.00		221,259.00	.00	172,530.08	172,530.08	48,728.92	77.98
40305 CONTENT AREA LITERACY SUPPORT	14,850.00		33,840.15	.00	27,886.28	27,886.28	5,953.87	82.41
40310 KINDERGARTEN CLASSROOM SUPPLIES	15,000.00		15,000.00	.00	69,867.18	69,867.18	-54,867.18	465.78
40320 COORDINATORS PROGRAM SUPPLIES	12,200.00		12,200.00	.00	10,660.88	10,660.88	1,539.12	87.38
40400 ART SUPPLIES	63,506.00		63,506.00	.00	39,856.96	39,856.96	23,649.04	62.76
40600 TECHNOLOGY EDUCATION SUPPLIES	45,918.00		45,918.00	.00	32,052.02	32,052.02	13,865.98	69.80
40700 FAMILY & CONSUMER SCIENCE SUPPLIES	26,587.00		26,587.00	.00	17,320.01	17,320.01	9,266.99	65.14
40800 OCCUPATIONAL SERVICES	3,456.00		3,456.00	.00	2,591.12	2,591.12	864.88	74.97
40900 MUSIC SUPPLIES	34,497.00		34,497.00	.00	25,689.14	25,689.14	8,807.86	74.47
40910 INSTRUMENTAL MUSIC SUPPLIES	11,750.00		11,750.00	.00	5,206.91	5,206.91	6,543.09	44.31
40920 PHYSICAL EDUCATION SUPPLIES	15,551.00		15,931.00	.00	9,751.10	9,751.10	6,179.90	61.21
41100 TESTING SUPPLIES	31,000.00		31,000.00	.00	25,386.83	25,386.83	5,613.17	81.89
41150 MATH SUPPLIES	22,448.00		22,448.00	.00	16,575.80	16,575.80	5,872.20	73.84
41200 SCIENCE SUPPLIES	69,376.00		69,376.00	.00	54,168.34	54,168.34	15,207.66	78.00
41300 HEALTH SUPPLIES	20,095.00		20,095.00	.00	13,525.51	13,525.51	6,569.49	67.31
41410 CUSTODIAL SUPPLIES	163,640.00		163,640.00	.00	155,178.59	155,178.59	8,461.41	94.83
41420 OPERATION OF VEHICLES	27,000.00		27,000.00	.00	43,591.17	43,591.17	-16,591.17	161.45
41430 REPAIR OF BUILDINGS	187,500.00		187,500.00	.00	181,251.79	181,251.79	6,248.21	96.67
41440 ENVIRONMENTAL & SAFETY	21,000.00		21,000.00	.00	27,398.82	27,398.82	-6,398.82	130.47
41500 OIL HEAT	244,940.00		244,940.00	.00	223,399.60	223,399.60	21,540.40	91.21
41650 GAS HEAT	438,801.00		438,801.00	.00	317,891.72	317,891.72	120,909.28	72.45
41800 MISCELLANEOUS EXPENSES	15,000.00		10,839.16	.00	7,316.07	7,316.07	3,523.09	67.50
41850 GRADUATION EXPENSES	13,200.00		13,200.00	.00	13,439.69	13,439.69	-239.69	101.82
41950 COPIER SUPPLIES	36,112.00		36,112.00	.00	37,358.80	37,358.80	-1,246.80	103.45

For 07/01/12 - 06/30/13

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
42100 TEXTBOOK REPLACEMENT	101,600.00		84,609.85	.00	65,137.09	65,137.09	19,471.96	76.99
42200 NEW PROGRAM TEXTBOOKS	.00		.00	.00	134,310.83	134,310.83	-134,310.83	.00
42250 MATH CONSUMABLE WORKBOOKS	64,000.00		64,000.00	.00	64,718.85	64,718.85	-718.85	101.12
42300 CONSUMABLE ACTIVITY BOOKS	94,874.00		92,874.00	.00	54,095.96	54,095.96	38,778.04	58.25
42500 COMPUTER SOFTWARE	38,400.00		36,400.00	.00	25,672.27	25,672.27	12,727.73	66.85
42600 COMPUTER SUPPLIES	66,900.00		66,600.00	.00	58,954.99	58,954.99	7,645.01	88.52
42800 HEALTH EDUCATION SUPPLIES	3,639.00		3,639.00	.00	2,431.05	2,431.05	1,207.95	66.81
43100 LIBRARY BOOKS	45,210.00		45,210.00	.00	30,091.52	30,091.52	15,118.48	66.56
43200 OTHER LIBRARY EXPENSES	6,609.00		6,609.00	.00	2,803.15	2,803.15	3,805.85	42.41
44100 SUBSCRIPTIONS	12,016.00		11,016.00	.00	7,219.00	7,219.00	3,797.00	65.53
46200 NEW ATHLETIC EQUIPMENT	10,000.00		10,000.00	.00	9,996.60	9,996.60	3.40	99.97
46300 MIDDLE SCHOOL REPLACEMENT OF ATHLETIC EQ	2,000.00		2,000.00	.00	2,118.00	2,118.00	-118.00	105.90
46400 HIGH SCHOOL REPLACEMENT OF ATHLETIC EQUI	33,500.00		33,500.00	.00	33,499.58	33,499.58	.42	100.00
46470 HIGH SCHOOL FIRST AID SUPPLIES	5,237.00		5,237.00	.00	5,292.41	5,292.41	-55.41	101.06
46472 AWARDS AND PROGRAMS	9,300.00		9,300.00	.00	13,835.78	13,835.78	-4,535.78	148.77
46473 OFFICIATING EXPENSES	24,150.00		24,150.00	.00	20,400.00	20,400.00	3,750.00	84.47
46500 MIDDLE SCHOOL REPAIR OF ATHLETIC EQUIPME	200.00		200.00	.00	.00	.00	200.00	.00
46600 HIGH SCHOOL REPAIR OF ATHLETIC EQUIPME	14,296.00		14,296.00	.00	14,550.49	14,550.49	-254.49	101.78
46900 MIDDLE SCHOOL FIRST AID SUPPLIES	400.00		400.00	.00	395.06	395.06	4.94	98.77
46910 MEDICAL SERVICES	1,800.00		1,800.00	.00	1,300.00	1,300.00	500.00	72.22
48100 PETTY CASH	2,200.00		2,200.00	.00	1,305.74	1,305.74	894.26	59.35
49310 BUSINESS EDUCATION SUPPLIES	13,275.00		13,275.00	.00	9,113.26	9,113.26	4,161.74	68.65
49600 ALTERNATIVE EDUCATION PROGRAM	15,000.00		15,000.00	.00	10,051.56	10,051.56	4,948.44	67.01
49700 GUIDANCE SUPPLIES	12,418.00		12,418.00	.00	6,423.00	6,423.00	5,995.00	51.72
49900 ALIO & POWER SCHOOL SUPPLIES	20,000.00		20,000.00	.00	17,429.11	17,429.11	2,570.89	87.15
54100 EQUIPMENT ADMINISTRATION	5,000.00		5,000.00	.00	15,843.45	15,843.45	-10,843.45	316.87
54200 SCHOOL BASED EQUIPMENT	15,711.00		24,346.84	.00	89,139.76	89,139.76	-64,792.92	366.12
54300 TECHNOLOGY EQUIPMENT CONTING.	10,000.00		10,000.00	.00	-1,681.45	-1,681.45	11,681.45	-16.81
64000 DUES & MEMBERSHIP FEES	29,000.00		29,000.00	.00	41,188.91	41,188.91	-12,188.91	142.03
70101 HIGH SCHOOL SPECIAL PROJECTS	16,011.00		16,011.00	.00	13,548.73	13,548.73	2,462.27	84.62
70105 SYSTEMWIDE SPECIAL PROJECTS	.00		.00	.00	270,674.10	270,674.10	-270,674.10	.00
70117 BUILDING SPECIAL PROJ	.00		.00	.00	346.00	346.00	-346.00	.00
70126 MAINTENANCE DEPARTMENT SPECIAL PROJECTS	.00		.00	.00	31,387.98	31,387.98	-31,387.98	.00
74400 MAJOR PROJECTS & EQUIPMENT	114,565.00		114,565.00	.00	107,055.25	107,055.25	7,509.75	93.44
80200 JUMPSTART	24,221.00		24,221.00	.00	19,787.51	19,787.51	4,433.49	81.70
81112 SALARIES- DIRECTOR	4,000.00		4,000.00	.00	11,929.73	11,929.73	-7,929.73	298.24
81113 SALARIES- TEACHERS	10,000.00		10,000.00	.00	17,167.63	17,167.63	-7,167.63	171.68
81116 SALARIES- CLERICAL	3,000.00		3,000.00	.00	9,211.75	9,211.75	-6,211.75	307.06
81418 INSTRUCTIONAL SUPPLIES	2,000.00		2,000.00	.00	-2,551.94	-2,551.94	4,551.94	-127.60
82113 VOAG - TEACHER SALARIES	322,926.00		322,926.00	.00	327,938.55	327,938.55	-5,012.55	101.55
82116 VOAG - CLERICAL SALARIES	29,407.00		29,407.00	.00	35,133.45	35,133.45	-5,726.45	119.47
82118 VOAG - CUSTODIAL SALARIES	97,779.00		97,779.00	.00	100,790.96	100,790.96	-3,011.96	103.88
82203 VOAG - HEALTH INSURANCE	132,936.00		132,936.00	.00	132,936.00	132,936.00	.00	100.00

For 07/01/12 - 06/30/13

Expenditure Summary Report

FYEKS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
82319 VOAG - WATER & SEWER	1,810.00		1,810.00	.00	1,492.78	1,492.78	317.22	82.47
82320 VOAG - GAS	20,158.00		20,158.00	.00	20,726.10	20,726.10	-568.10	102.82
82321 VOAG - ELECTRICITY	42,000.00		42,000.00	.00	40,346.91	40,346.91	1,653.09	96.06
82323 VOAG - PROPERTY SERVICES	5,500.00		10,900.00	.00	8,122.83	8,122.83	2,777.17	74.52
82324 VOAG - PROPERTY INSURANCE	5,000.00		5,000.00	.00	5,000.00	5,000.00	.00	100.00
82338 VOAG - PROFESSIONAL TRAVEL	1,150.00		5,400.00	.00	5,002.16	5,002.16	397.84	92.63
82339 VOAG - TEACHER TRAVEL	200.00		400.00	.00	400.00	400.00	.00	100.00
82342 VOAG - TELEPHONE	450.00		450.00	.00	450.00	450.00	.00	100.00
82394 VOAG - FIELD TRIPS	1,700.00		3,036.90	.00	3,036.80	3,036.80	-.10	100.00
82401 VOAG - OFFICE SUPPLIES	900.00		1,000.00	.00	936.88	936.88	63.92	93.61
82402 VOAG - AUDIO VISUAL SUPPLIES	1,320.00		2,000.00	.00	1,704.07	1,704.07	295.93	85.20
82403 VOAG - TEACHING SUPPLIES	5,000.00		18,441.95	.00	17,451.30	17,451.30	990.65	94.63
82414 VOAG - CUSTODIAL SUPPLIES	3,500.00		4,500.00	.00	4,263.63	4,263.63	236.37	94.75
82421 VOAG - TEXTBOOKS	1,200.00		1,500.00	.00	739.00	739.00	750.92	49.27
82423 VOAG - WORKBOOKS	1,320.00		1,045.52	.00	738.75	738.75	306.77	70.66
82425 VOAG - COMPUTER SOFTWARE	1,000.00		1,750.00	.00	1,492.50	1,492.50	257.50	85.29
82426 VOAG - COMPUTER SUPPLIES	1,500.00		2,000.00	.00	1,471.15	1,471.15	528.85	71.56
82431 VOAG - LIBRARY BOOKS	750.00		187.50	.00	.00	.00	187.50	.00
82440 VOAG - PERIODICALS	700.00		539.13	.00	283.61	283.61	255.52	52.61
82445 VO-AG EQUIPMENT	.00		37,500.00	.00	37,675.15	37,675.15	-175.15	100.47
90100 APPROPRIATED REVENUES	398,982.00		398,982.00	.00	398,982.00	398,982.00	.00	100.00
10 REGULAR EDUCATION	62,691,718.00	64,300.00	62,756,018.00	.00	62,906,999.53	62,906,999.53	-150,981.53	100.24
15 SPECIAL EDUCATION								
20110 MUNICIPAL RETIREMENT ADMIN. FEE	353,211.00		353,211.00	.00	372,924.43	372,924.43	-19,713.43	105.58
20210 SOCIAL SECURITY FEES	182,316.00		182,316.00	.00	176,018.29	176,018.29	6,297.71	96.55
20230 MEDICARE FEES	140,105.00		140,105.00	.00	136,561.52	136,561.52	3,543.48	97.47
83110 CLERICAL SALARIES	203,205.00		203,205.00	.00	208,690.51	208,690.51	2,514.49	98.76
83111 PRINCIPAL SALARY	31,979.00		31,979.00	.00	30,749.28	30,749.28	1,229.72	96.15
83112 ADMINISTRATIVE SALARIES	358,626.00		358,626.00	.00	358,626.00	358,626.00	.00	100.00
83113 TEACHER SALARIES	3,433,269.00		3,433,269.00	.00	3,317,815.38	3,317,815.38	115,453.62	96.64
83114 GIFTED PROGRAM TEACHER SALARIES	166,845.00		166,845.00	.00	158,634.40	158,634.40	8,210.60	95.08
83115 SPEECH PATHOLOGISTS SALARIES	662,845.00		662,845.00	.00	657,442.02	657,442.02	5,402.98	99.18
83116 PSYCHOLOGISTS SALARIES	509,820.00		509,820.00	.00	486,399.00	486,399.00	23,421.00	95.41
83117 SOCIAL WORKERS SALARIES	444,680.00		444,680.00	.00	425,937.02	425,937.02	18,742.98	95.79
83118 GUIDANCE SALARIES	216,899.00		216,899.00	.00	224,988.80	224,988.80	-8,089.80	103.73
83120 PRESCHOOL TEACHER SALARIES	234,133.00		234,133.00	.00	237,289.00	237,289.00	-3,156.00	101.35
83121 PARAPROFESSIONAL SALARIES	3,335,737.00		3,335,737.00	.00	3,163,088.94	3,163,088.94	172,728.06	94.82
83122 SUBSTITUTE SALARIES	138,545.00		138,545.00	.00	138,545.00	138,545.00	.00	100.00
83123 HOMEBOUND INSTRUCTOR SALARIES	100,000.00		100,000.00	.00	146,565.74	146,565.74	-46,565.74	146.57
83124 PARAPROFESSIONAL SUBSTITUTES	27,000.00		27,000.00	.00	58,488.35	58,488.35	-31,488.35	216.62
83125 EXTENDED SCHOOL YEAR SALARIES	85,000.00		85,000.00	.00	80,710.85	80,710.85	4,289.15	94.95
83203 HEALTH INSURANCE	3,378,125.00		3,378,125.00	.00	3,378,125.00	3,378,125.00	.00	100.00
83205 WORKERS' COMPENSATION	163,741.00		163,741.00	.00	157,278.00	157,278.00	6,463.00	96.05

For 07/01/12 - 06/30/13

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
15 SPECIAL EDUCATION								
83206 LIFE & DISABILITY INSURANCE	37,080.00		37,080.00	.00	33,288.22	33,288.22	3,791.78	89.77
83313 OCCUPATIONAL / PHYSICAL THERAPY	520,000.00		520,000.00	.00	504,088.06	504,088.06	15,911.94	96.94
83314 EVALUATION & DIAGNOSTIC	45,000.00		45,000.00	.00	21,888.75	21,888.75	23,111.25	48.64
83315 VOCATIONAL SERVICES	17,000.00		17,000.00	.00	8,805.17	8,805.17	8,194.83	51.80
83318 LEGAL SERVICES	15,000.00		15,000.00	.00	94,008.78	94,008.78	-79,008.78	626.73
83319 PURCHASED SERVICES	100,000.00		100,000.00	.00	136,098.41	136,098.41	-36,098.41	136.10
83320 DIAGNOSTIC CENTER	105,000.00		105,000.00	.00	185,750.56	185,750.56	-80,750.56	176.91
83332 IN-TOWN TRANSPORTATION	599,995.00		599,995.00	.00	643,876.07	643,876.07	-43,881.07	107.31
83335 OUT OF TOWN TRANSPORTATION	1,226,811.00		1,226,811.00	.00	1,236,635.86	1,236,635.86	-9,824.86	100.80
83337 PROFESSIONAL DEVELOPMENT	15,000.00		15,000.00	.00	12,077.60	12,077.60	2,922.40	80.52
83338 PROFESSIONAL MEETINGS	2,500.00		2,500.00	.00	1,094.02	1,094.02	1,405.98	43.76
83339 ADMINISTRATIVE TRAVEL	5,500.00		5,500.00	.00	4,738.08	4,738.08	761.92	86.15
83340 TRAVEL FOR INSTRUCTION	2,000.00		2,000.00	.00	3,213.72	3,213.72	-1,213.72	160.69
83350 AUDIOLOGICAL SERVICES	145,780.00		145,780.00	.00	141,649.32	141,649.32	4,130.68	97.17
83369 APPLIED BEHAVIOR ANALYSIS PROGRAM	658,916.00		658,916.00	.00	689,408.00	689,408.00	-30,492.00	104.63
83370 OUT OF TOWN TUITION	2,049,002.00		2,049,002.00	.00	1,986,143.95	1,986,143.95	62,858.05	96.93
83371 AGENCY TOWNMENT TUITION	299,437.00		299,437.00	.00	276,565.84	276,565.84	22,871.16	92.36
83400 CLERICAL SUPPLIES	1,950.00		1,950.00	.00	1,923.96	1,923.96	26.04	98.66
83401 OFFICE SUPPLIES	2,000.00		2,000.00	.00	1,916.14	1,916.14	83.86	95.81
83402 AUDIO VISUAL SUPPLIES	528.00		528.00	.00	285.25	285.25	242.75	54.02
83403 GENERAL TEACHING SUPPLIES	4,536.00		4,536.00	.00	2,812.49	2,812.49	1,723.51	62.00
83404 ART SUPPLIES	3,080.00		3,080.00	.00	1,711.04	1,711.04	1,368.96	55.55
83410 PHYSICAL EDUCATION SUPPLIES	352.00		352.00	.00	185.65	185.65	166.35	52.74
83411 TESTING SUPPLIES	25,500.00		25,500.00	.00	23,501.96	23,501.96	1,998.04	92.16
83412 SCIENCE SUPPLIES	1,144.00		1,144.00	.00	482.12	482.12	661.88	42.14
83414 MATH SUPPLIES	228.00		228.00	.00	154.20	154.20	73.80	67.63
83417 PROFESSIONAL MATERIALS	1,800.00		1,800.00	.00	148.20	148.20	1,651.80	8.23
83421 TEXTBOOK REPLACEMENT	3,256.00		3,256.00	.00	854.46	854.46	2,401.54	26.24
83422 NEW PROGRAM TEXTS	2,500.00		2,500.00	.00	.00	.00	2,500.00	.00
83423 CONSUMABLE TEXTS	1,408.00		1,408.00	.00	910.63	910.63	497.37	64.66
83424 PERIODICALS	500.00		500.00	.00	264.99	264.99	235.01	53.00
83425 COMPUTER SOFTWARE	30,000.00		30,000.00	.00	28,458.41	28,458.41	1,541.59	94.86
83493 GIFTED & TALENTED SUPPLIES	3,000.00		3,000.00	.00	2,413.60	2,413.60	586.40	80.45
83494 SYSTEMWIDE SPEECH SUPPLIES	4,000.00		4,000.00	.00	2,650.02	2,650.02	1,349.98	66.25
83495 INSTRUCTIONAL SUPPLIES	16,000.00		16,000.00	.00	5,164.66	5,164.66	10,835.34	32.28
83496 SPECIALIZED MATERIALS	20,100.00		20,100.00	.00	12,276.64	12,276.64	7,823.36	61.08
83497 VOCATIONAL SUPPLIES	2,500.00		2,500.00	.00	429.79	429.79	2,070.21	17.19
83498 PRESCHOOL SPEECH SUPPLIES	1,000.00		1,000.00	.00	362.12	362.12	637.88	36.21
83499 PRESCHOOL PROGRAM SUPPLIES	4,000.00		4,000.00	.00	4,020.74	4,020.74	-20.74	100.52
83542 EQUIPMENT FOR INSTRUCTION	5,380.00		5,380.00	.00	4,427.99	4,427.99	952.01	82.30
15 SPECIAL EDUCATION	20,144,864.00	.00	20,144,864.00	.00	19,981,483.20	19,981,483.20	163,380.80	99.19
3 FY 2012/2013	82,836,582.00	64,300.00	82,900,882.00	.00	82,888,482.73	82,888,482.73	12,399.27	99.99

**ELEMENTARY ENROLLMENT
2013-2014**

As of 8.14.13

SCHOOL	KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	16	19	18	19	20	22	
	16	19	18	20	20	22	
	16	19	18	20	20	22	
	16	19	19	20	20	23	
	16	19	19	20	21	23	
	17	20		20			
TOTAL	97	115	92	119	101	112	636
FTEs	6	6	5	6	5	5	33
Flanders	18	18	17	16	24	18	
	18	19	17	17	24	18	
	19		17	17		19	
TOTAL	55	37	51	50	48	55	296
FTEs	3	2	3	3	2	3	16
Hatton	17	19	21	22	17	23	
	17	19	21	22	17	23	
	18	20	22	22	17	24	
TOTAL	52	58	64	66	51	70	361
FTEs	3	3	3	3	3	3	18
Kelley	18	17	17	21	21	24	
	19	17	18	22	22	24	
	19	17	18	22	22	24	
TOTAL	56	51	53	65	65	72	362
FTEs	3	3	3	3	3	3	18
Plantsville	15	16	22	23	24	23	
	15	17	22	24	24	23	
	16	17					
TOTAL	46	50	44	47	48	46	281
FTEs	3	3	2	2	2	2	14
South End	13	17	18	21	23	23	
	14	17	19	21	23	23	
TOTAL	27	34	37	42	46	46	232
FTEs	2	2	2	2	2	2	12
Strong	15	19	21	18	17	23	
	16	20	21	18	18	23	
	16		22	18	18	24	
TOTAL	47	39	64	54	53	70	327
FTEs	3	2	3	3	3	3	17
Thalberg	17	18	19	20	23	20	
	18	18	20	21	24	21	
	18	19	20	22	24	22	
	18	19		22			
TOTAL	71	74	59	85	71	63	423
FTEs	4	4	3	4	3	3	21
ENROLLMENT TOTALS	451	458	464	528	483	534	2918
FTE TOTALS	27	25	24	26	23	24	149

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only X Board Meeting Date August 15, 2013

Decision Requested Agenda Code 11f

AGENDA REPORTING FORM

Agenda Topic: Staff Update 2013-2014

Summary of Issue: Attached is a listing of certified teaching vacancies
as of July 31, 2013.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment:



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments

1. Staff Update 2013-2014

Agenda – August 15, 2013

2013-2014 CERTIFIED VACANCIES
AS OF JULY 31, 2013

FTE	POSITION	SCHOOL
1.0	Language Arts	JAD
1.0	World Language - French	JFK
1.0	Special Education	SHS

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only X Board Meeting Date August 15, 2013

Decision Requested Agenda Code 11g

AGENDA REPORTING FORM

Agenda Topic: Instructional Time – Professional Development/School Governance

Summary of Issue: Attached is a slide presentation reflecting the results of a two week study on time certified staff was out of the classroom.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

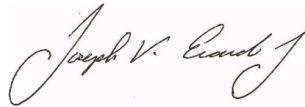
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment:



Signature of Staff Member Submitting Report

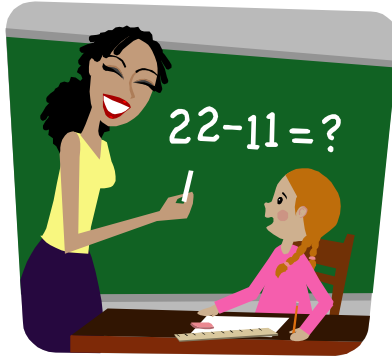


Signature of Superintendent of Schools

Titles of Attachments

1. Slide Presentation – Certified Staff, Time Out Of The Classroom

Agenda – August 15, 2013



CERTIFIED STAFF

TIME OUT OF THE CLASSROOM

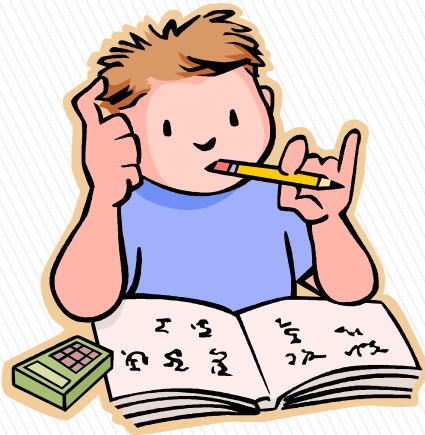
Presented by: Kimberly Hunt & Karen Smith
Personnel Manager & Assistant Superintendent
Southington Public Schools

AVAILABLE INSTRUCTIONAL TIME PER DAY

ELEMENTARY SCHOOLS

330 minutes

(Does not include lunch and recess)



SECONDARY SCHOOLS

- **Each certified staff member is instructing students:**

- Middle Schools:

- 5 periods,
 - 46 minutes each = 230 minutes

- High School:

- 5 sections,
 - 45 minutes each = 225 minutes

(Does not include lunch, prep and duty)

SURVEY

- ▶ Data was collected on certified staff and the time staff members were out of their classrooms during the weeks of:

- ▶ May 13 – 17, 2013

AND

- ▶ May 20 – 24, 2013

DATA – ELEMENTARY SCHOOLS

SCHOOL	# OF CERTIFIED STAFF IN THIS SCHOOL	# OF MINUTES OF INSTRUCTIONAL TIME PER DAY 330 MINUTES	# OF MINUTES AVAILABLE IN THE 10 DAY SURVEY PERIOD	TOTAL MINUTES OUT OF CLASSROOM DURING THE 10 DAY PERIOD	PERCENT OF AVAILABLE TIME CERTIFIED STAFF NOT IN THE CLASSROOM
DERYNOSKI	47.7	15,741.00	157,410.00	2,260.00	1.44%
FLANDERS	20.9	6,897.00	68,970.00	825.00	1.20%
HATTON	34.0	11,220.00	112,200.00	2,440.00	2.17%
KELLEY	25.2	8,316.00	83,160.00	2,640.00	3.17%
PLANTSVILLE	21.1	6,963.00	69,630.00	1,440.00	2.07%
SOUTH END	17.9	5,907.00	59,070.00	1,200.00	2.03%
STRONG	26.6	8,778.00	87,780.00	2,610.00	2.97%
THALBERG	28.8	9,504.00	95,040.00	2,680.00	2.82%
TOTAL	222.2	73,326.00	733,260.00	16,095.00	2.19%

DATA – SECONDARY SCHOOLS

SCHOOL	# OF CERTIFIED STAFF IN THIS SCHOOL	# OF MINUTES OF INSTRUCTIONAL TIME PER DAY 230 MINUTES	# OF MINUTES AVAILABLE IN THE 10 DAY SURVEY PERIOD	TOTAL MINUTES OUT OF CLASSROOM DURING THE 10 DAY PERIOD	PERCENT OF AVAILABLE TIME CERTIFIED STAFF NOT IN THE CLASSROOM
DEPAOLO	69.3	15,939.00	159,390.00	1,090.00	.68%
KENNEDY	71.7	16,491.00	164,910.00	5,810.00	3.52%
TOTAL	141.00	32,430.00	324,300.00	6,900.00	2.13%

DATA – SECONDARY SCHOOLS

SCHOOL	# OF CERTIFIED STAFF IN THIS SCHOOL	# OF MINUTES OF INSTRUCTIONAL TIME PER DAY 225 MINUTES	# OF MINUTES AVAILABLE IN THE 10 DAY SURVEY PERIOD	TOTAL MINTUES OUT OF CLASSROOM DURING THE 10 DAY PERIOD	PERCENT OF AVAILABLE TIME CERTIFIED STAFF NOT IN THE CLASSROOM
ALTA	6.0	1,350.00	13,500.00	0	0%
SHS	176.4	39,690.00	396,900.00	14,065.00	3.54%
TOTAL	182.4	41,040.00	410,400.00	14,065.00	3.43%

REASONS CERTIFIED STAFF OUT OF CLASSROOM – IN MINUTES

SCHOOL	SCHOOL BUSINESS (Meetings, Evaluation, Curr. Writing)	FIELD TRIPS	PPT/504/EIP/ CASE REVIEWS	PD – INCLUDING PMT TRAINING AND TECHNOLOGY TRAINING	ASSET BUILDING CLASSROOM	5 TH GRADE ORIENTATION
DERYNOSKI	480.00		1,360.00		420.00	
FLANDERS			825.00			
HATTON	205.00		1,290.00	390.00	555.00	
KELLEY	180.00		840.00		1,620.00	
PLANTSVILLE	330.00		510.00		600.00	
SOUTH END	280.00		440.00		480.00	
STRONG	840.00		615.00		1,155.00	
THALBERG	45.00		1,355.00	860.00	420.00	
TOTAL	2,360.00	0	7,235.00	1,250.00	5,250.00	0
PERCENT OF TOTAL	14.66%	0%	44.95%	7.77%	32.62%	0%

AUGUST 6, 2013

REASONS CERTIFIED STAFF OUT OF CLASSROOM – IN MINUTES

SCHOOL	SCHOOL BUSINESS (Meetings, Evaluation, Curr. Writing)	FIELD TRIPS	PPT/504/EIP/ CASE REVIEWS	PD – INCLUDING PMT TRAINING AND TECHNOLOGY TRAINING	ASSET BUILDING CLASSROOM	5 TH GRADE ORIENTATION
DEPAOLO	780.00		165.00		145.00	
KENNEDY	2,360.00		1,790.00	870.00	630.00	160.00
TOTAL	3,140.00	0	1,955.00	870.00	775.00	160.00
PERCENT OF TOTAL	45.51%	0%	28.33%	12.61%	11.23%	2.32%

REASONS CERTIFIED STAFF OUT OF CLASSROOM – IN MINUTES

SCHOOL	SCHOOL BUSINESS (Meetings, Evaluation, Curr. Writing)	FIELD TRIPS	PPT/504/EIP /CASE REVIEWS	PD – INCLUDING PMT TRAINING AND TECHNOLOGY TRAINING	ASSET BUILDING CLASSROOM	5 TH GRADE ORIENTATION
ALTA	0	0	0	0	0	0
SHS	5,400.00	5,830.00	2,205.00	630.00	0	0
TOTAL	5,400.00	5,830.00	2,205.00	630.00	0	0
PERCENT OF TOTAL	38.39%	41.45	15.68%	4.48%	0%	0%