

Southington Board of Education Meeting

Thursday, September 12, 2013 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
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Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss SAA Negotiations, Contract Negotiations, Personnel & School Safety ~ 6:30 p.m.
3. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ August 15, 2013
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
 - c. Communications from Student Representatives
7. Report of the Superintendent
 - a. Personnel Report
8. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ August 19, 2013 & September 4, 2013
 - b. Policy & Personnel Committee Meeting ~ August 19, 2013
 - c. Finance Committee Meeting ~ September 4, 2013
 1. Transfer of Funds
 2. External Evaluator - Elementary & Secondary School Counseling Program Grant (ESSC)
 3. Transportation Efficiency Study - Transportation Advisory Services (TAS)
9. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Administrator Evaluation Plan Update
 - d. Teacher Evaluation Plan Update
10. New Business
 - a. Policy 2000 Series ~ First Reading
 - b. Enrichment Proposal
 - c. School Opening 2013-2014
 - d. Hiring Protocol Pre-K through Grade 12 Science Coordinator
11. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

AUGUST 15, 2013

The regular meeting of the Southington Board of Education was held on Thursday, August 15, 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 TO DISCUSS ADMINISTRATORS' CONTRACT AND POSSIBLE ACTION REGARDING PROPOSED AGREEMENT CONCERNING TEACHER'S RESIGNATION ~ 6:30 P.M.

An Executive Session meeting was held 6:30 p.m. through 7:08 p.m. (*Minutes attached*).

3. BOARD RECOGNITIONS

At 7:15 p.m., in Celebration of Excellence, the Board recognized the following honorees: Kayla Verderame, former Derynoski Elementary School student, who volunteered her time to work with the students on the Derynoski Elementary School Dragon's Tale Newspaper and for being a role model for the current students. Amisha Paul, student at J. F. Kennedy Middle School, who was the Connecticut First Place Winner in the Securities Industry and Financial Markets Association (SIFMA) Foundation InvestWrite Essay Competition with McGraw-Hill Financial. Her essay was on *Analyzing Investments in Recommended Portfolio Allocations that would Target Outstanding Financial Goals*.

The honorees were presented with a Certificate of Excellence from Mr. Goralski, Board Chairman.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:36 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen.

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; Mr. Frederick Cox, Director of Operations; and Dr. Perri Murdica, Director of Pupil Services.

There were approximately 11 people in the audience.

5. PLEDGE OF ALLEGIANCE

The audience recited the Pledge of Allegiance.

6. APPROVAL OF MINUTES ~ June 27, 2013

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

“Move to approve the Board of Education minutes of June 27, 2013, as submitted.”

Motion carried by voice vote with eight in favor and Mrs. Carmody abstaining.

7. COMMUNICATIONS

a. Communications from Audience

There was no communication from the audience.

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Lombardi gave a synopsis on the Virtual STEM University, an online university. It is produced by teachers for the benefit of both teachers and students. In collaboration with the Southington Public Schools and the Southington Education Foundation, the Planning Team, which consists of a team of parents, teachers, Dr. Erardi, Tony Sheffy, Dawn Miceli, and Terry Lombardi, will be launching the STEM University on October 1, 2013.

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

“Move to add Agenda Item 11.h to the agenda “Personnel Matter Regarding a Teacher Resignation.”

Motion carried unanimously by voice vote.

Mr. Goralski named the Board of Education Negotiating Team for the upcoming Southington Administrators’ Association contract negotiations. The team is comprised of Mrs. Notar-Francesco, Mrs. Johnson, Mrs. Lombardi and Mrs. Queen.

Communication from Administration:

Dr. Erardi reported on the following:

1. **Assistant Principal of the Year Reception:** Dr. Erardi announced that Christopher Palmieri, Assistant Principal at J. A. DePaolo Middle School, will be recognized as Assistant Principal of the Year on Thursday, October 17, 2013 at

- 6:30 p.m. at Saint Clements Castle in Portland by the Connecticut Association of School Assistant Principals.
2. **Enrichment Update:** Dr. Erardi stated that on Monday, August 19, 2013, the Curriculum and Instruction Committee will meet to discuss the work that has taken place surrounding enrichment for all students Grades K-12. The committee will present a number of options and programs for Board consideration on Thursday, September 12, 2013.
 3. **Middle School Informational Meetings:** Dr. Erardi announced that there will be a Parent Meeting on Tuesday, August 27, 2013 at 7:00 p.m. at DePaolo Middle School and at 7:30 p.m. at Kennedy Middle School. The purpose is to assure parents and students that they will be starting on time in a very safe environment at both schools. On Wednesday, August 28, 2013, interested students and parents will be able to walk through the buildings between 3:30 p.m. and 6:00 p.m. The first day of school is August 29, 2013.
 4. **CMT / CAPT Overview 2012-2013:** Mrs. Smith gave a brief overview of the 2012-2013 CMT and CAPT results. She noted that Southington “held its own” and in some cases scored higher than in the past. She noted that Southington was in a very good place in all areas compared to other districts in our DRG. She will give the Board a detailed report at a future meeting.
 5. **ABA Program Evaluation:** Dr. Murdica gave an overview of the ABA Program Evaluation template for 2013-2014. Over the summer, she contacted the Rethink Autism Program for a model of their evaluation materials. She felt that their evaluation indicators addressed all the components for the effectiveness of the ABA Program. Rethink Autism gave her a reasonable price on the cost to use their template. She has worked with one of the people who will actually be on site in the district and is a board certified Behavior Analyst.
 6. **Safety Update – Readiness 2013-2014 School Year:** Dr. Erardi stated that the Board’s Safety Plan that was endorsed at the close of the 2012-2013 school year will be fully in place for the start of the 2013-2014 school year. Mr. Cox explained that there will be an upgrading of the two-way radio system throughout the district so schools could talk to one another within their own sites and also across the entire 35 square miles of town. The SRO at the high school will also get an upgraded two-way radio and there will be a monitoring station at the police headquarters. The window film should be completed on Monday throughout the district. The office staff has returned to the schools and our security company will be mounting the panic buttons in an identified permanent location. A safety and security evaluation was designed for all the sites for the exterior and interior of the buildings and was completed this summer and reviewed by the police department. They will be doing one of these evaluations with the school administration at least once every year.
 7. **Grant Award – Federal Funded Competitive Grant:** Dr. Erardi explained that our Grant Writer, Christine Boulanger, teamed with Karen Smith, Sandy Kujawski and other staff to apply for a Grades K-5 Mental Health Grant for the 2013-2014 school year totaling \$1,173,993. Mrs. Smith explained that this grant is called the “Elementary School Guidance Grant” and that it was extremely competitive. Due to Mrs. Boulanger’s attention to detail and research, it took her at least six months to create this grant. Mrs. Smith has a copy of the grant in her office. The bottom line is that 4.6 elementary school guidance positions will be

hired and 1.0 of the 4.6 is going to be split between counseling and the director of this initiative. They hope to post that position immediately. It is a three-year grant and if they need to delay the start of implementation, this grant can take us into a fourth year, if needed. The grant not only includes funding for staffing, but also includes considerable funding for programs and flexible scheduling. It would allow the guidance counselors, who will be hired, to put on workshops to get into communities on weekends and evenings and to integrate into our current developmental guidance program another layer of intervention for young children who are entering Kindergarten through Grades 2 and 3. She noted that this will be a team effort to implement and to respond to the requirements that the federal government has when they award such a grant.

8. **Introduction of Mr. Steve LePage – 2013-2014 Central Office Intern:** Dr. Erardi introduced Steve LePage who is presently the Principal at Plainville High School.

Mrs. Notar-Francesco asked if the preschool staff was onboard with the ABA Program that was being implemented. Dr. Murdica replied that she and Mrs. Kujawski [Preschool Coordinator] met with all of the preschool staff at the end of school last year. She stated that the preschool staff was ready, excited and feeling supported.

Mrs. Johnson asked how this compared with the former CREC program. Dr. Murdica stated that Rethink Autism was more comprehensive, objective, and used many more indicators of success than what was used in the past. Dr. Murdica did not know what CREC was using to evaluate the program and they shared information when she asked them, but it was not nearly as comprehensive as the Rethink Autism Program. Mrs. Lombardi added that from her perspective it was insufficient, at the surface-level, and did not provide the whole programmatic assessment.

Mr. Derynoski asked if there was any cost to implement the ABA Program Evaluation. Dr. Murdica replied that she did receive a proposal and there was a cost. However, the district received a deep discount on the original proposal from what they would typically have been charged. Dr. Erardi clarified that it was a part of the Purchased Service Account. He will bring details of the agreement to the Board.

Mr. Goralski reported that he received two thank you notes since the Board last met. One was from a former colleague who had a death in the family and one from Mary Nadeau who was the recipient of the Leonard Joll Scholarship.

Mr. Goralski noted that November was election time in Southington and that Dr. Erardi will be providing the Board of Education packets to the candidates running for a seat on the Board of Education.

8. SUPERINTENDENT’S REPORT

a. Personnel Report

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

“Move to approve the Personnel Report, as submitted”

Motion carried unanimously by voice vote.

9. COMMITTEE REPORTS

a. Policy & Personnel Committee Meeting ~ July 1, 2013

Mrs. Clark reported that the committee set the meeting dates for the 2013-2014 school year. The committee will be reviewing the Board Certified Behavioral Analyst (BCBA) position and the ABA Therapist position again. The committee will also be reviewing the job description for the Superintendent of Schools and the Assistant Superintendent at a future meeting. The committee will continue to review the 3000 series. She stated that the committee would like to know how the high school communicates our system of leveling to colleges and universities and how it may affect students' acceptance. Mrs. Julie Robertson, Southington High School Guidance Director, will be invited to attend the next meeting.

b. Finance Committee Meeting ~ August 6, 2013

Mrs. Notar-Francesco reported that the committee met on August 6, 2013.

9.b.a. Bid Approval – Snow Removal/Sanding Bid #2014-BID-16

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

“Move to approve bid #2014-BID-16, Snow Removal and Sanding for Southington High School, Derynoski, Hatton, Kelley, and Plantsville Elementary Schools, as submitted.”

Mr. Oshana asked where the language was that was supposed to be added to the bid proposal. Mrs. DiNello explained that it was part of the boilerplate language. Previous Finance Committee members had asked administration to not include all the boilerplate language when copying the overall bid for Board packets. However, it is in the full bid document that goes out to bid. Pages 1 through 17 are the boilerplate language and item #29, which Mr. Oshana is referring to, is included within those pages.

Motion carried unanimously by voice vote.

9.b.b. Energy Conservation & Renewable Energy Measures (SHS)

Mrs. Notar-Francesco reported that the committee heard a proposal from DBS Energy to implement a cost effective energy solution for the 2,700 gallon electric water heating system at Southington High School, installed in 1974. DBS Energy suggested replacing this electric system with two new natural gas boilers for high efficiency. She noted that natural gas is one-third of the price of electricity. The cost of this replacement is funded through the savings that are generated and at no additional operating cost to the Board of Education budget. Over the 20-year life of the boiler, the system is expected to save approximately \$850,000 and the payback period on the project is expected to be four to five years.

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

“Move to approve the proposal from DBS Energy to replace the electric hot water heater with two natural gas condensing boilers at Southington High School, as presented.”

Motion carried unanimously by voice vote.

9.b.c. Surcharge for Turf Replacement Fund

Mrs. Notar-Francesco reported that the committee reviewed the Turf Committee's recommendation of adding surcharges to the Family, Adult and Student Passes for turf replacement. The recommendation from the Finance Committee is the following:

- Family Pass - Add a \$10 surcharge, bringing the cost to \$110.
- Adult Pass - Add a \$5 surcharge, bringing the cost to \$45.
- Student Pass - No increase recommended, in order to encourage participation from students. Cost will be kept at \$30, with \$5 of that amount to be allocated to turf replacement.

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

“Move to approve the surcharge for the Turf Replacement Account, as recommended by the Finance Committee.”

Mr. Goralski asked if the motion included the \$1 per ticket charge that the Board talked about previously. Mrs. DiNello replied that the \$1 per ticket charge would be put into place this fall. They are not changing the ticket prices; they are just putting \$1 of the current ticket price into the Turf Replacement Fund.

Mrs. Clark asked if the administration looked at surrounding communities to see what they are charging for Family Passes. Mrs. DiNello replied that it was done three years ago and Southington was one of the few districts that offered that option. It was difficult to compare.

Motion carried by voice vote with eight in favor and Mr. Oshana opposed.

Mrs. Notar-Francesco reported that the committee discussed the New Britain Transportation contract that expires in June 2014. The annual budget for transportation is approximately \$4 million which does not include athletic transportation cost. The administration believes that the Board should be due diligent in providing safe transportation services to students and making sound fiscal decisions around the cost of transportation. At the recommendation of administration, the Finance Committee explored a proposal from a transportation consultant called Transportation Advisory Services (TAS). Their proposal was a two-phase approach, with Phase I providing a transportation efficiency study and Phase II providing the management of the bid process. The committee requested that TAS provide a presentation before the committee makes any action recommendation to the full Board. The presentation will take place on September 4, 2013 at 5:30 p.m. in Conference Room #2 in the Municipal Center. She stated that all Board members are encouraged to attend and to forward any questions to Mrs. DiNello before the meeting.

Mrs. Notar-Francesco reported that the committee discussed the Time and Attendance System. The Board directed administration to come back with a recommendation on the electronic time and attendance or an electronic timesheet application. She pointed out that administration attended several presentations from Alio and TimeCenter and agreed that a true time and attendance system is the better choice. The cost projection for this system is approximately \$36,000. The Board had budgeted a little more than \$16,000 for the project. She noted that the \$36,000 includes monitoring of hourly paid staff. The committee recommended that administration return to a future Finance Committee meeting with proposals for additional review that included the cost for incorporating all staff into this proposal.

Mrs. Lombardi stated that the committee also discussed if there was an opportunity to share services for a system like this between the Town and the Board of Education. Mrs. DiNello stated that she planned to talk to the Town Finance Director to see if there was any interest in getting pricing for the hardware, which they might be able to share. The Town and the Board of Education would need the interface for the two different financial accounting systems. Mrs. Lombardi noted that our staff was processing 500 pieces of paper every other week.

10. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that he had nothing to report.

b. Construction Update

Mr. Cox reported that the sidewalks and paving for the Middle School Projects were being done and the office staff was returning on Friday, August 16 to their respective schools. The middle school main office will be up and running Monday morning, August 19, which was on schedule. Classroom furniture will start coming out of storage next week and washed before being put into place. Work continues on the interior and exterior.

Mr. Oshana asked what the narrative would be for the upcoming middle school meetings. Dr. Erardi explained that the Public Building Committee Chairperson will speak at both meetings along with Mr. Cox, and Dr. Erardi. The common message at both venues will be:

- Nothing has changed in regard to teaching and learning with the exception of the gymnasium, which will not be used until November.
- To answer any questions.
- Parents must understand that it is a construction zone.
- Every subcontractor on site will have gone through a security and background check.
- Parents will be informed of traffic patterns and student entrances.
- The parents will be able to walk through the building.

Mr. Goralski felt that for tonight's agenda, this was the most important topic that the news media could write about. The schools will open on time and will be safe. He encouraged Board members to attend these meetings with some members attending Kennedy and some attending DePaolo. If Board members would like to see the schools before those meetings, they are to contact Mr. Cox. He recommended that the Board members wait until after the teachers are in. Otherwise, they will need to get a special pass as part of the security protocol. It is a very

strict protocol. Board members cannot go on the grounds after school hours unless they have a Newfield Construction badge. He pointed out that the new entrance will not be in direct sight of the office, and security personnel on the grounds will monitor that entrance. There will be camera and buzzer access only.

Mr. Goralski asked when the state will be closing out the elementary school projects. Mr. Cox replied that the state has brought back a retired state employee for 120 days who worked on these projects. He is working on closing out our elementary schools.

c. Administrator Evaluation Plan Update

Dr. Erardi explained that the State Board of Education made changes to the Administrator Evaluation Plan; however, he believed that more changes from the state were forthcoming. He credited the State Board of Education for doing their absolute best work to rollout the Administrator and Teacher Evaluations Plans with the staffing that they have. Today was the first day of the Southington Administrator Retreat and it was dedicated to the Administrator Evaluation Plan. There were two State Board of Education employees who presented in the morning. The most important part of Administrator Evaluation is that it will be understood and in place for the start of the new school year.

d. Teacher Evaluation Plan Update

Mrs. Smith reported that on the second day of the Administrator Retreat the focus will be the Teacher Evaluation Plan. The administrators, department chairs, assistant department chairs, and 092 cohort members were invited to attend. They will begin with the Teacher Evaluation Committee giving a summary review of the rollout done on May 21 that now includes all of the changes from the state, which arrived two days ago. Mr. Patrick Flynn, Executive Director of ReVision, an educational research company, will be working with them on the skill of calibration. Everyone who will be evaluating, informally or formally, needs to calibrate their own observational skills so they all know what they are looking for, looking at, and what it means. This will be professional development that will be ongoing throughout the school year during meeting times.

Mrs. Carmody noted that Southington has done an excellent job in accommodating the state mandate. Dr. Erardi noted that currently there were 10 districts who have not complied.

11. NEW BUSINESS

a. Superintendent's 2012-2013 Annual Report

Dr. Erardi thanked the cabinet, administrative team and all staff who participated in putting together the Annual Report for 2012-2013. He stated that it was a year of celebration for the Southington Board of Education. Mrs. Notar-Francesco was impressed that every department at central office met significant challenges and initiatives in the work that they performed for the district, and she thanked them. Mr. Derynoski stated that it was a very impressive document. Mr. Goralski asked Mr. Bob Brown [SEA President] to inform the teachers that the administrators wrote about the excellent work of the teachers, the consistency among the schools, and the connection of the elementary schools to the middle schools and the

middle schools to the high school. Mrs. Clark agreed that there was consistency; however, there was also the individuality of each school that shines through with each teacher covering the curriculum in their own way.

Mrs. Lombardi noted that this was an example of the district's achievements and when the Board puts the budget together they might want to put this Annual Report in front of the public to show what excellence is. This document is results-driven.

Mr. Goralski asked Dr. Erardi to share this document electronically with the other elected boards in town. Mrs. Queen felt that this document should be put on the home page of the school system's website as a link.

b. Superintendent's Proposed Goals for 2013-2014

Dr. Erardi stated that the goals for 2013-2014 are a first read and the work that we need to accomplish. He pointed out that the words the Board shared with him at the close of the 2012-2013 school year regarding "less is more" stayed with him, and he did his absolute best to bring that to fruition. This is a district that will not allow Teacher and Administrator Evaluations and Common Core State Standards to be the only work that the district will do. They will do that work well, but it will not be the only path that they travel and these goals are their next level of work.

Mrs. Lombardi did not think they were ready for beginning discussions and community conversations on the renovation needs of Derynoski, Kelley, and Flanders Elementary Schools. She felt that they had a lot on their plate right now. Dr. Erardi replied that this was originally part of the proposed goals for last year and they put a moratorium on it because they are so deeply vested into the middle school projects. He brought that goal back because every year that they hold on it, it will get more expensive.

Mr. Derynoski agreed with Dr. Erardi and, from a planning perspective, they would be looking at two to three years before they could get into the "nuts and bolts" of it. He thought if they hold off starting the discussion now, it would push this goal out farther and the three-year plan will become an eight-year plan. He believed that construction for the middle schools would be done by the end of 2015. He felt this goal should be started and in the planning stages.

Mrs. Johnson agreed with Mr. Derynoski. She noted that people have been waiting at least 15 years for these elementary school projects to be done. She felt that they could not put it on the back burner any longer, and that it should be addressed in a reasonable way. She noted that the building process is something that is never-ending.

Mr. Goralski read the goal for the public that *"on or before March 1, 2014, begin discussion and a community conversation on the renovation needs of Derynoski, Kelley and Flanders Elementary Schools."* He felt that, if they did not start discussing this now, there would be a big gap between the middle school projects ending and starting these schools. He noted that Southington High School needs some serious upgrades too.

Mrs. Lombardi agreed on the discussion piece, but was not so sure on the timing. Mrs. Queen thought that the driving force behind this goal was the question of equity amongst all the

elementary schools, especially in the area of technology. She felt that they should begin the discussion of this goal with the public. Mrs. Clark agreed with Mrs. Queen because these are things that have to be done and not put off as deferred maintenance anymore. Mrs. Lombardi's concern was the date of March 1, 2014. Mr. Derynoski assumed the beginning stage would be getting the parents, staff, and community leaders involved in an open discussion and getting their input. Dr. Erardi concurred with Mr. Derynoski.

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

“Move to approve the 2013-2014 Superintendent’s Goals, as submitted.”

Motion carried unanimously by voice vote.

c. Opening of Schools Dates 2013-2014

Dr. Erardi stated that the dates were for the Board members' calendars. He noted that last year's Adopt-A-School Board representation was attached, and asked the Board how they would like to proceed. Mr. Goralski asked Board members to contact Mrs. Albaitis [Dr. Erardi's Executive Assistant] with any changes by the middle of next week.

d. Closeout of 2012-2013 Budget

Mrs. DiNello reported that the Town will be keeping in their general fund account \$12,399 of the Board of Education's operating budget. She was able to fulfill the Board's request during the budget reallocation process of funding the textbooks, and all furniture and curricular needs for All-Day Kindergarten, as well as Phase I of the technology infrastructure.

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

“Move to approve the fiscal year closeout for 2012-2013.”

Motion carried unanimously by voice vote.

e. Class Size Report

Dr. Erardi reported that he was happy to share information on class size earlier than ever before with the Board. The following has transpired since July 1, 2013:

- There were 128 new registrations
- Elementary school new registrations: 88
- Middle school new registrations: 33
- High school new registrations: 7
- This does not include 18 phone messages today and 14 standing appointments for the rest of this week and next week.

Dr. Erardi distributed an enrollment grid (*Attachment #1*) that has one administrative recommended change, if endorsed by the Board. The Derynoski School Kindergarten has one additional section added to it. He reminded the Board that, when they closed out the 2013-2014 operational plan, they held two FTEs for this evening. Administration recommended that there

not be any other changes at this point. He noted that this remains the best grid that the Board has looked at in a very long time. Dr. Erardi pointed out that there were some sections that were hitting high numbers. He felt that it was important for the Board to better understand what class size in a Full-Day Kindergarten program looks like compared to a half-day program. His greatest concern on the grid was in Kindergarten, which administration will continue to watch.

Mrs. Carmody did not like to see a class size of 18 or 19 students in Kindergarten. Dr. Erardi agreed. He asked the Board to allow the schools to open and to see what the final numbers look like. If the Board supports the additional Kindergarten teacher at Derynoski, they will have a 1.0 FTE that remains "in the bank" for the Board of Education. Right now, they cannot predict where the next "hottest spot" will be. Mr. Derynoski thought that they needed to keep an eye on Grades 3 and 4 at Plantsville School.

Mr. Oshana noted that there were two full-time positions that were left open. He asked how it would affect the cost of the overall Kindergarten proposal if they put one of the teachers into the All-Day Kindergarten Program. Dr. Erardi replied that the approximate cost of a new FTE would be \$42,000 and was in the original proposal. Mrs. DiNello explained that, if they go back to the actual budget document, they had an additional classroom teacher unallocated because they were not sure what the enrollment shift would look like. It was one of the two FTEs listed on the All-Day Kindergarten proposal. Dr. Erardi explained that there are more than a handful of parents in Kindergarten who have registered their child and have yet to determine whether their child will start this year or next year.

Mrs. Lombardi asked in what grades were the 14 children who have appointments to register. Dr. Erardi explained that those were messages taken today and that administration will continue to share the best information available with the Board between now and the start of school. Mrs. Lombardi asked if the Board had to wait until their next meeting if some of these 14 children who register bump up the numbers in Kindergarten or elsewhere. Dr. Erardi replied that in the past the practice of the Board was additional paraprofessional support in the upper elementary grades. The paraprofessional support most of the time is a credentialed teacher looking for a full-time elementary position. On the first day of school, administration would gather the information and bring it to the September 12 Board of Education meeting.

Mrs. Queen noted that the South End Kindergarten sections were low and asked if administration would consider offering a student in another school the choice to attend South End School if their street was near the South End district. Dr. Erardi replied that it would be attractive from a class size perspective; however, the Board does not have the ability to offer transportation.

Mrs. Clark asked if the Kindergarten numbers included Open Choice and how many seats were left available. Mrs. Smith replied that the South End numbers do not include Open Choice and that there would be two to three additional incoming Kindergartners. She needed to verify that with Mrs. Passamano [Registrar].

The Board consensus was for Dr. Erardi to go forward and hire the Kindergarten teacher at Derynoski, as presented.

f. Staff Update 2013-2014

Dr. Erardi invited the Board to attend the mandated two-day New Teacher Orientation on August 22 and 23. Under the leadership of Kimberly Hunt [Personnel Manager] they have been aggressive and have reached their goal that, when the school year starts, all of the certified staff will be in place unless there is an eleventh-hour resignation or retirement. Dr. Erardi pointed out the depth of the Personnel Report and that the school system was in good shape.

Mr. Goralski asked if the three positions on the agenda as of July 31, 2013 had been filled. Dr. Erardi replied that they had all been filled except the special education position, which was close to being filled.

g. Instructional Time – Professional Development / School Governance

Mrs. Hunt [Personnel Manager] gave a PowerPoint presentation regarding Time Out of the Classroom by Certified Staff that was requested by the Board. It was based on data that was collected on the time staff members were out of their classrooms during the weeks of May 13-17, 2013 and May 20-24, 2013. Mrs. Hunt explained the criteria used in the calculations. The overall average of time out of the classroom for the elementary schools was 2.19%, middle schools were 2.13%, and the high school was 3.43%.

Mrs. Hunt explained the various reasons why certified staff was out of the classroom. For the elementary schools, the largest time spent out of the classroom by the teachers was 44.95% for PPT/504/EIP and case reviews, and 32.62% for Asset Building Classrooms. This was time the teachers were out of the classroom without the students. Dr. Erardi clarified that they have teams of five once a year go through Asset Building training, and it happened to be the two weeks in May. For the middle schools, it was 45.51% for school business and 28.33% was special education related. For the high school, 41.45% of the overall time spent out of the classrooms was for field trips and 38.39% was for school business.

Mrs. Carmody thanked Mrs. Hunt for the excellent presentation and chart. She noted that the two-week period was in May and, if this data were collected in January or February, it would look different. When the high school teachers are out of the classrooms in January or February, the time out of the classroom is much greater than shown on the chart. She had a major concern that, when the high school teachers are out of the classroom for SERC training, there are not enough substitute teachers to cover the classrooms and the students are sent to the cafeteria.

Mr. Oshana asked why the two-week period in May was chosen. Mrs. Hunt replied that it was based on when the Board asked for the data. Administration then collected the data the following two weeks. Mr. Oshana noted that, when calculating the days, in the elementary schools it is 35.75 days of teaching time lost during this two-week period. In the middle schools, it is 30 days and the high school it is 62.5 days lost of teaching time. He felt that was a lot of time in a two-week period. In the closeout document, he noted that we overspent \$249,396 in terms of substitutes. He asked if it was to pay for this. Mrs. Hunt replied that it could be long-term leaves of absence where the teacher is getting paid and the substitutes are also being paid. Mr. Oshana summarized that they do not know how many times there was not a teacher in the classroom. He asked if there was a way to gather that information. Dr. Erardi replied that it is data that they would have to go forward with and not backwards. Administration could do that

for the Board as they start the new school year. Mr. Oshana summarized that the 125-plus days lost during the two-week period in May is a tremendous amount of time and with the new mandates they will have more time out of the classroom. He asked what type of procedures they could put into place to cover this to make sure the students are learning and they are not hanging out in the cafeteria or a study hall.

Dr. Erardi stated that there are issues that are inherent when a small sample is taken. Such as for the high school, the lost instructional time for field trips was because it was a Senior Class Day activity and about 15 teachers chaperone. Dr. Erardi thanked Mr. Oshana for encouraging this study, which he found eye opening. Dr. Erardi asked if the Board was willing to consider a shortened day for Professional Development on a reoccurring calendar. He noted that Mr. Oshana was absolutely correct because one of the things that can never be replaced is the classroom teacher in front of their students. Even if there is a substitute, it is not their classroom teacher. Dr. Erardi would like to have a meaningful discussion with the Curriculum and Instruction Committee about the potential proposal of bringing back to the Board at-large how they can do professional development better. Mr. Oshana questioned what they could do about the other items associated this data collection. Dr. Erardi explained that the Professional Development is self-imposed, with a two-hour block of time once a month on a Tuesday. On the chart, there are meetings that are mandated by the state and federal governments to meet the needs of a particular child, and it is impossible to look at free time and plan time. If there is a field trip taking place, it has to be meaningful in regard to instruction. Dr. Erardi stated that the administration will return to the Board with a better solution because time out of the classroom is going in the wrong direction.

Mr. Goralski pointed out that the special education teachers are primarily the ones going to the PPTs and that means the students with the most needs do not have the teacher in the classroom.

Mrs. Carmody felt that Dr. Erardi's suggestion to have the shortened day once a month for professional development would eliminate the number of instructional classroom hours lost. She noted that many district's do this and that there was nothing that the Board could do about the mandates. Mr. Oshana noted that everyone on the Board was fully in favor of professional development and made sure that the funding was there; however, he did not think it should be at the expense of the student. He thought that they needed to find a creative way of how to do it while still providing the educational experience.

Mrs. Notar-Francesco commented that the Asset Building Classroom was one-third of the time out of the classroom that was indicated on the chart. She asked if the teachers would be going to the Asset Building Classroom training every year, or if it is one-time training. Dr. Erardi replied that, over the past three years, we take great pride in the commitment and partnership with STEPS. We have Asset Building Classrooms in every school, and there is retraining annually in the spring. It depends on the composite of the team because in some cases the teams are paraprofessionals and parents, and in other cases it is all teachers or administrators.

Mrs. Queen questioned if the Asset Building Classrooms played into why they received the mental health federal grant. She thought that things like that might put them in a competitive position to get some of the grant money.

Mr. Derynoski felt that the chart was eye-opening and it was a misrepresentation of the school year because it is a snapshot in time and two weeks out of 40 weeks. It could be an anomaly in some instances and may not represent other issues that surface during the course of the year. To have a clear picture, they need an information gathering document so if a teacher is out for a specific reason they can fill out a form from which the data could be gathered. Instead of doing all the schools, they could pick one elementary school, one middle school and the high school to gather this data. It might give the Board a better picture of what the impact is on time out of the classroom.

In moving forward, Mrs. Notar-Francesco would like administration to address how to mitigate it and bring solutions to the Board, instead of asking them to collect more data. She felt that it should be done through the Curriculum and Instruction Committee. Mr. Goralski felt that the administrators had the talent and the ability to do comparisons of past and future. Going forward, he would like to see what the new impacts are with evaluation. He did not want the administrators wasting their time, but it is something new, and the Board should have a general idea of how much time is being spent so they can plan for next year's budget.

Mr. Oshana agreed and noted that what they don't track, they can't fix. He felt that they should not wait a year for solutions and should look for solutions now. As they continue to track going forward, they could monitor where the areas of hot spots are and attack those because they should not sustain this type of time out of the classroom.

Mrs. Queen thought that they were assuming that, when the teacher is out of the classroom, there is no learning happening. Mr. Oshana noted that, during conversations last year, the teachers told the Board that they were being bombarded with things that they have to do, such as new documents, new forms to complete, new tracking, etc., that has to be done and there was no time to do it. He felt that the Board needed to find ways to streamline what they do and how they do it and what the expectations are.

Mrs. Clark did not want administration to go forward and people jumping to conclusions based on one snapshot in a month where traditionally teachers are out of the classroom. She wanted teachers in classrooms teaching students. They are the key component and, at the end of the day, a teacher in front of the classroom is what makes education possible.

Mrs. Lombardi would like input from the teachers, as well as administration, in terms of what is reasonable in these areas. These two weeks are not representative of what happens in an average week or month. She felt they should involve the teachers in this conversation.

Mrs. Smith thought that there were some things that administration could do now without waiting. She explained that there was not universal understanding or consistency on how the data was collected. It was not scientific. It was an e-mail that was sent. She noted that, at Kennedy Middle School, they include their department chairs and curriculum specialists for fifth grade orientation, and DePaolo Middle School does not. DePaolo only has their Guidance Department involved. With that information now known, administration can have a conversation about what is the better way to proceed and then fix it. Also discovered from this data collection was how many times they have a case conference prior to a PPT. It is not mandated to do that, but sometimes there are two or three case conferences before the PPT, and they don't always have to have one before every PPT. She noted that there was a story behind the data collected,

and agreed that it should not be used as a generalization. She loved the idea about bringing it back through the Curriculum and Instruction Committee and investigating a little further. She thought that it would end with some valuable information for everyone.

Mr. Goralski summarized that the next steps would be some follow-up by the administration, discussion with the Curriculum and Instruction Committee, and then it will come back to the Board.

Dr. Erardi thought that there would be great value to have the conversation with the Executive Board of the Southington Education Association for their input on the topic.

h. Personnel Matter regarding a Teacher Resignation

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

“Move to authorize the Superintendent to enter into an agreement concerning a teacher resignation.”

Motion carried unanimously by voice vote.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:35 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
AUGUST 15, 2013**

1. CALL TO ORDER

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 6:30 p.m.

Board Members Present:

Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Patricia Queen, Mrs. Jill Notar-Francesco, Mrs. Terri Carmody, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mr. Brian Goralski

Administration Present:

Dr. Joseph Erardi, Jr., Superintendent of Schools
Mrs. Karen Smith, Assistant Superintendent
Mrs. Sherri DiNello, Director of Business and Finance
Mrs. Kimberly Hunt, Personnel Manager

Others Present:

Mrs. Dawn A. Miceli, Town Council member
Mrs. Sandra Feld, Board of Finance member
Ms. Jessica Ritter, Board Attorney from Shipman & Goodwin
Mr. Steven LePage, Administrative Intern

**2. EXECUTIVE SESSION TO DISCUSS ADMINISTRATORS' CONTRACT AND
POSSIBLE ACTION REGARDING PROPOSED AGREEMENT CONCERNING
TEACHER'S RESIGNATION**

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing collective bargaining strategy for negotiations with the Southington Administrators' Association and, upon conclusion, reconvene to public session.”

Motion carried unanimously by voice vote.

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

“Move to go into open session.”

Motion carried unanimously by voice vote.

Mrs. Sandra Feld and Mrs. Dawn Miceli left the meeting at 6:50 p.m.

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussion regarding a proposed agreement concerning a teacher’s resignation and, upon conclusion, reconvene to public session.”

Motion carried unanimously by voice vote.

The Board went back into Executive Session at 6:51 p.m.

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

“Move to go into open session.”

Motion carried unanimously by voice vote.

The Board exited Executive Session and recessed at 7:08 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

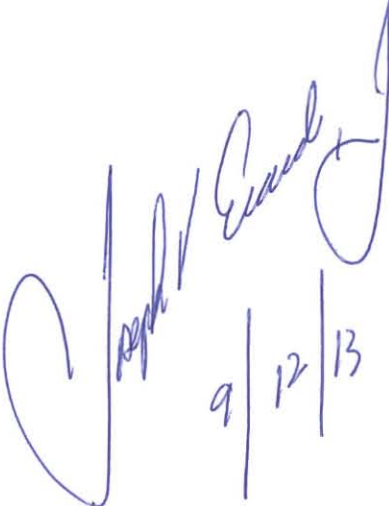
**ELEMENTARY ENROLLMENT
2013-2014**

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

Administration: Board of Education Update September 12, 2013

1. **Middle School - Neighborhood Meetings** (Attachment #1)
2. **Veterans' Partnership** (Attachment #2)
3. **SEF Partnership** (Attachment #3)
4. **Assistant Principal of the Year** (Attachment #4)
5. **SDE Teacher of the Year – Linda Bass-Reilly**


9/12/13



SOUTHINGTON PUBLIC SCHOOLS

Press Release

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

For release: September 5, 2013

Contact: (860) 628-3202

Dr. Joseph V. Erardi, Jr.
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

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Middle School Building Project Update

Neighborhood Update

Place: Joseph A. DePaolo Middle School
385 Pleasant Street
Southington, CT

John F. Kennedy Middle School
1071 Main Street
Plantsville, CT

Date: Tuesday, September 17, 2013

Tuesday, September 24, 2013

Time: 5:30 p.m.

5:30 p.m.

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

AGENDA

- ① Welcome Neighbors / Introduction of Staff
- ② Project Update
- ③ Neighborhood Questions / Comments
- ④ Schedule Next Meeting

Respectfully,

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

Veteran Speakers Visit Classrooms!

Dear Teachers,

Welcome back to the 2013-2014 school year. The district-wide veterans' committee has already met and is excited to continue the great work from last year. Many teachers and schools have worked with the veterans in town during school assemblies and have invited speakers into the classroom. Thank you for your commitment last year and we look forward to continuing the great work again this year.

Please consider inviting a veteran speaker(s) into your room this year. Contact Christy Buden at cbuden@southingtonschools.org (elementary) or Joel-Patrick Leger (middle/high school) at jleger@southingtonschools.org and they will connect you with Wayne White; a veteran that has worked closely with the Speakers' Bureau. Wayne will set up a date and speaker(s) that can discuss age/grade appropriate information. In addition to celebrating Veterans Day, we would like to celebrate other memorial dates throughout the year. Please consider those dates as well when planning.

Victory Japan Day- September 2 (1945)
Navy birthday- October 13 (1775)
Marines' birthday- November 10 (1775)
Pearl Harbor- December 7
Victory Europe- May 8
Armed Forces Day- May 18
Memorial Day- May 26 (2014)
Flag Day- June 14
Army birthday- June 19 (1775)

We look forward to another eventful year, filled with celebrating the most honored veterans in our town.

Thank you,
Southington Veteran Committee

SEF Awarded Grants

School					
Year	Round	Project Title	Recipient(s)	School	Amount
2010	1	Movie Club: Lights-Camera-Action	Joanne Grant	DePaolo	\$ 500.00
2010	1	Sculpture Garden for JAP Courtyard	Mary DeCroce, PTO Chair	DePaolo	\$ 498.00
2010	1	Document Camera	Mrs. Francis, Mrs. Salerno, Mr. Tomlinson, Mrs. Hamel, Mrs. Castrilli, Ms. Reilly	Derynoski	\$ 484.14
2010	1	BFF – Best Fluency Fix!	Lindsay Barniak, Brenda Dominello	Derynoski	\$ 494.17
2010	1	Kindergarten Literacy Nights	Jean Graff, Jamie Scarfo, Merrick Voinier, Heather Alfano	Flanders	\$ 435.78
2010	1	Science Lab	Joyce McAloon	Flanders	\$ 500.00
2010	1	Student Sunshine Program	Sharon DePucchio	SHS	\$ 500.00
2010	1	Life Cycle of a Chicken	Mrs. Ellen Bellinger	South End	\$ 500.00
2010	1	Southington Kids Speak Out	Miss Charity D'Andrea	South End	\$ 500.00
2010	1	Ipos Tech for the Classroom	Ms Gina Krar	Thalberg	\$ 500.00
					\$ 4,912.09
2010	2	The TI-Nspire Classroom	Robert Lasbury	SHS	\$ 5,000.00
2010	2	Technology Dept	John Ellsworth, Nancy Chiero	SHS	\$ 2,500.00
2010	2	Music Dept	Timothy Johnson	JFK	\$ 2,500.00
					\$ 10,000.00
2010	3	Techno-lit	Patrice Clynes	Hatton	\$ 500.00
2010	3	A picture is worth 1,000 words	Stacey Buonanni	Plantsville	\$ 492.43
2010	3	Interviewing a character	Michelle Delarosa	Thalberg	\$ 500.00
2010	3	Digital Storytelling	Kate Wakefield, Debbie Miller	Thalberg	\$ 484.98
2010	3	Lights, camera, ready	Marianne Oshana, Annmarie Gowdy, Amy Brown, Maureen Murphy	Strong	\$ 300.00
2010	3	Flip for the good	Beverly Skinnon	Plantsville	\$ 324.00
2010	3	From Garbage to Flowers	Regina-Julie Albee	Strong	\$ 381.34
2010	3	A Teaching Garden	Linda Bass Reilly	Thalberg	\$ 500.00
2010	3	G.E.M.S.	Amy Perry, Laura Maringola, Kathy Lee	JFK	\$ 229.00
2010	3	Reading Levels Project	Jill Chapman, Maureen Barmore,	Kelley	\$ 1,500.00
2010	3	Music Dept	Christopher Palmieri	J.A. DePaolo	\$ 2,500.00
					\$ 7,711.75
2010-11	4	The Mysteries of Math in Music	Kate Fitzgerald	Kelley/Plants	\$ 900.00
2010-11	4	Give a Dog a Bone	Lenore Butler	Strong	\$ 550.00
2010-11	4	Best Buddies	Jennifer Carey	JFK	\$ 250.00
2010-11	4	Classroom Planetarium	Mandy Hubeny, Chanel Curtin	Thalberg	\$ 1,000.00
2010-11	4	Interdisciplinary Interactive Nature Ctr	Diane Hamel, Gina Calandra	Derynoski	\$ 998.98
					\$ 3,698.98
2010-11	5	Who wants to be a Science Extraordinaire	Judith Dunn, David DeStefano	SHS	\$ 3,840.00
2010-11	5	Refrigerated Salt Water Aquarium Investigations	Debra K. O'Brien	SHS	\$ 4,731.10
2010-11	5	Take A Chance on me	Amy Perry	JFK	\$ 1,000.00
					\$ 9,571.10

SEF Awarded Grants

School Year	Round	Project Title	Recipient(s)	School	Amount
2011-12	6	Give a little...Get A.L.O.T.	Dan Murdzek, Joyce McAloon, Krista Tibbetts	Flanders	\$ 3,200.00
2011-12	6	African Drumming	Elizabeth DiDomenico	Kelley, South	\$ 4,525.00
2011-12	6	Electromagnetic Propulsion	Keith Michaelson, Joe Stankoski	SHS	\$ 1,500.00
2011-12	6	LEGO Bricks in Space	Chanel Curtin, Mandy Hubeny	Thalberg	\$ 2,229.69
					\$ 11,454.69
2011-12	7	What's Cooking at Thalberg	Nhi Michaud, Chanel Curtin, Michelle DeLaRosa	Thalberg	\$ 1,487.00
2011-12	7	Good Morning Strong School	Lenore Butler, Paula Knight	Strong	\$ 2,791.35
2011-12	7	Sustainable Learning in an Outdoor Classroom	Linda Reilly	Thalberg	\$ 1,526.00
2011-12	7	App-titude for Ell's Success	Linda Clock	TESOL	\$ 2,332.00
					\$ 8,136.35
2012-13	8	Hands-on Science and Technology: Producing Biofuel from Algae	Richard Niro, Dave Destefano, Jesse Quinn, Justin Mirante, Patrick O'Keefe, Troy Schinkel, Sal Spagna	SHS	\$ 3,328.39
2012-13	8	Countdown to Kindergarten	Paula Gorham	South End/Kelley	\$ 700.00
2012-13	8	Ukelele Buddies	Mary Jane Sullivan	Strong	\$ 3,793.65
2012-13	8	Tying Together Oral Language Literacy, and the Common Core Standards with Braidy	Julie Zellner	Thalberg	\$ 1,542.35
2012-13	8	Young Artists and Entrepreneurs	Michelle Ginand, William Walker, MaryBeth Eckert	Derynoski	\$ 3,000.00
2012-13	8	Student Savers	Joanne Grant	DePaolo	\$ 279.48
					\$ 12,643.87
2012-13	9	Exploring Middle School Mathematics with Nintendo Wii	Amy Perry	JFK	\$390.50
2012-13	9	Singin' & Signin	Amy Perry	JFK	\$269.00
2012-13	9	An Interactive Storytelling Experience	Paula Gorham	S.End	\$400.00
2012-13	9	West African percussion Ensemble	Katherine Diaz	Plants/Kelley	\$3,134.00
2012-13	9	Apps that focus on social skills and two Ipads	Jane Syme	DES	\$1,374.00
2012-13	9	Whisperphones for language and Literacy	Betty Swist	JAD	\$231.98
					\$ 5,799.48
52 Grants total					\$ 73,928.31
Robotics Team					\$ 1,500.00
STEM					approximately \$ 20,000.00
					\$ 95,428.31

*The members of the
Connecticut Association of Schools
cordially invite you to join us in honoring . . .*

CONNECTICUT'S 2013 DISTINGUISHED ADMINISTRATORS

◆ **JULIO M. DUARTE** ◆

High School Assistant Principal of the Year

◆ **THOMAS R. MOORE** ◆

High School Principal of the Year

◆ **CHRISTOPHER J. PALMIERI** ◆

Middle School Assistant Principal of the Year

◆ **JOSEPH P. SCHEIDELER** ◆

Middle School Principal of the Year

◆ **TRACY A. YOUNGBERG** ◆

Elementary Principal of the Year

Thursday, October 17, 2013

6:30 p.m. • Saint Clements Castle • Portland, CT

6:30-7:30 p.m. – Cocktails and hors-d'oeuvres

7:30-8:45 p.m. – Recognition ceremony

\$45 per person

includes hors-d'oeuvres, carving & pasta stations, dessert & coffee
(cash bar will be available)

Register online at <http://casci.ac/733> by October 3rd

Inquiries? Contact Karen Packtor at kpactor@casciac.org

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 12, 2013

Decision Requested X Agenda Code 7.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 August 1, 2013 through August 31, 2013.

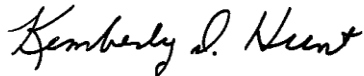
Alternative Strategies: _____

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

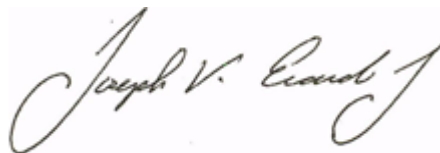
Beginning Date of Program or Project: _____ N/A

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: September 2013

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Scafariello, Melissa	Lang Arts Teacher	JAD		August 26, 2013	MA	University of New Haven	\$49,625.00
Wagner, Kathleen	Kindergarten Teacher	DES		August 26, 2013	MA	University of Bridgeport	\$46,750.00
McBrien, Mary Catherine	World Language Teacher	JAD		August 26, 2013	MA	Middlebury College	\$47,440.00
Pratte, Jennifer	Special Ed Teacher	Hatton	.50	August 26, 2013	BA	Central CT State University	\$21,600.00 prorated
Losito, Heather	Grade 4 Teacher	Strong		August 26, 2013	MA	Southern CT State University	\$46,750.00
Irazabal, Jennifer	Grade 5 Teacher	S.End		August 26, 2013	MA	University of St. Joseph	\$46,750.00
Stearns, Rita	Interim Grant Funded Counselor (.7 FTE) & Project Director (.3 FTE) of Mental Health Counseling Grant			August 26, 2013	MA	Central CT State University	\$78,700.00
Henne, Susan	Special Ed Teacher	SHS		August 26, 2013	MA	Central CT State University	\$46,750.00

APPOINTMENTS

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Totzke, Christopher	Technology Assistant	District	19.50	August 26, 2013	\$13.32
Jauchler, Elizabeth	Technology Assistant	District	19.50	August 26, 2013	\$13.00
Carbone, Marlene	Registered Nurse	JAD	36.25	August 27, 2013	\$41,376.00
Gray, Patricia	Clerk	JFK	15.00	August 29, 2013	\$14.68
Faucher, Richard	Special Ed Paraprofessional	SHS	15.75	August 29, 2013	\$13.74
Swanson, Stacie	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Griffin, Dawn	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Batista, Raquel	Special Ed Paraprofessional	JAD	19.50	August 29, 2013	\$13.74
Kennedy, Melissa	Special Ed Paraprofessional	Thalberg	31.25	August 29, 2013	\$14.24
Benham, Allison	Special Ed Paraprofessional	JAD	19.50	August 29, 2013	\$13.74
Blasi, Robyn	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Downey, Karen	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Romanski, Kimberly	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Horanzy, Joseph	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Flood, Mary Beth	Special Ed Paraprofessional	DES	15.75	August 29, 2013	\$13.74
Gibbons, William	Special Ed Paraprofessional	SHS	31.25	August 29, 2013	\$13.74
Beach, Gerri	Special Ed Paraprofessional	Hatton	18.75	August 29, 2013	\$13.74
Lord, Patricia	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
O'Leary, Sean	Special Ed Paraprofessional	JFK	19.50	August 29, 2013	\$13.74
Longo, Jill	Grant Funded Reading Tutor	DES	15.00	September 3, 2013	\$13.23
Angliss, Laura	Grant Funded Reading Tutor	JAD / JFK	30.00	September 3, 2013	\$13.23
Drexler, Ingrid	Grant Funded Math Tutor	Derynoski	15.00	September 3, 2013	\$13.48
Whittaker, Carol	Grant Funded Math Tutor	Derynoski	15.00	September 3, 2013	\$13.23
Cranney, Christine	Grant Funded Math Tutor	Flanders/Plantville	30.00	September 3, 2013	\$13.48
Gazaferi, Maria	Grant Funded Math Tutor	JFK	30.00	September 3, 2013	\$13.48
Ryan, Lesley	Special Ed Paraprofessional	Thalberg	15.75	September 3, 2013	\$13.74
Meade, Rhonda	Special Ed Paraprofessional	SHS	31.25	September 3, 2013	\$14.24
Storm, Danielle	Special Ed Paraprofessional	DES	15.75	September 3, 2013	\$13.74
O'Reilly, Julie	Grant Funded Reading Tutor	DES	15.00	September 16, 2013	\$13.23
Leiper, Colleen	ABA Therapist	Derynoski	35.00	To be determined	\$17.00
Fabas, Debra	ABA Therapist	Hatton & JFK	35.00	To be determined	\$17.00
Schultz, Elizabeth	ABA Therapist	JFK	35.00	To be determined	\$17.00
Snow, Nancy	ABA Therapist	Derynoski	35.00	To be determined	\$17.00
McDonald, Colin	ABA Therapist	DES / HES	28.00	To be determined	\$17.00
Fordiani, Elizabeth	Nurse	Derynoski	19.50	To be determined	\$20.61
Palmieri, Amanda	Special Ed Paraprofessional	DES	15.75	To be determined	\$13.74
Rusiecki, Dora	Special Ed Paraprofessional	JFK	19.50	To be determined	\$13.74

APPOINTMENTS

Classified – continued

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Irizarry, Edielynn	Special Ed Paraprofessional	JFK	19.50	To be determined	\$13.74
Hetrich, Susan	Special Ed Paraprofessional	Plantsville	15.00	To be determined	\$13.74
Landry, Julie	Special Ed Paraprofessional	JFK	19.50	To be determined	\$13.74
Airo, Tina	Special Ed Paraprofessional	Derynoski	15.75	To be determined	\$13.74

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Juhase, Megan	Family & Consumer Science Teacher	JFK	August 20, 2013	4 years	No
Calvi-Rogers, Marisa	Business Teacher	SHS	August 20, 2013	12 years	No
Henne, Susan	Interim .5 Special Education Teacher	SHS	August 23, 2013	-----	no

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Carbone, Marlene	Part-Time Nurse	DES	August 1, 2013	4 years	No
Kennedy, Melissa	Part-Time Special Ed Paraprofessional	Thalberg	August 6, 2013	2 years	No
Proffitt, Maria	Part-Time Special Ed Paraprofessional	DES	August 13, 2013	1 year	No
Luisse, Kari	Full-Time Special Ed Paraprofessional	JFK	August 14, 2013	2 years	No
Roberge, Judith	Full-Time Special Ed Paraprofessional	SHS	August 26, 2013	30 years	Yes
Zuluaga, Clara	Part-Time Evening Custodian	Flanders	August 31, 2013	1 year	No
Gibbons, William	Part-Time Special Ed Paraprofessional	Plantsville	August 23, 2013	-----	No
McMahon, Colleen	Part-Time Special Ed Paraprofessional	DES	August 28, 2013	-----	No
Meade, Rhonda	Part-Time Special Ed Paraprofessional	SHS	September 2, 2013	1 year	No

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
No certified transfers in the month of August					

Classified

Name	From Position	From School	To Position	To School	Effective Date
Dragon, Michael	Evening Custodian	SHS	Swing Shift Custodian	SHS	August 16, 2013
Swanson, Kimberly	PT Sp Ed Para	Plantsville	PT Sp Ed Para	JFK	August 29, 2013
Roche, Cheryl	PT Sp Ed Para	Derynoski	PT Sp Ed Para	JFK	August 29, 2013
Kittleman, Despina	PT Sp Ed Para	Flanders	PT Sp Ed Para	JFK	August 29, 2013
Manente, Laura	PT Sp Ed Para	Thalberg	PT Sp Ed Para	SHS	August 29, 2013
Massi, Christine	PT Sp Ed Para	Hatton	PT Sp Ed Para	JFK	August 29, 2013
Scranton, Michael	Evening Custodian	HES & SHS	Evening Custodian	Plantsville	To be determined

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absence in the month of August					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
No coaching / stipend appointment in the month of August				

Resignations

Name	From Position	School	Effective Date
Forgione, Michael	Head Coach, Freshman Football	SHS	August 1, 2013



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting August 19, 2013

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:03 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen.

Present from the administration: Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools. Faculty: Melissa D'Orazio, Kim Kalat, Dea Laviero, and Erin Natrass.

Enrichment Program Pilot

- Pilot would include: Reframing the role of the special education teachers in Grades 4 and 5 at Kelley and Thalberg Elementary Schools (Identified students).
- Pilot would include: Personalized Learning ~ Core Instruction Model for 30 minutes per day at Thalberg School (All students, including those who are Identified).
- After School Grant Funded Program (\$250,000): New partnership with the YMCA for an extended day enrichment program (All students Grades K-5).
- Contractual Opportunity: Like Learners in Grades 4 and 5 with Push-In / Virtual / Onsite (Identified students).
- Contractual Opportunities: Like Learners in Grades 4-8 with Saturday enrichment program at the Meriden Center of Middlesex Community College. Saturday programs include two, 90-minute blocks with varied topics.
- PTO Proposal – After School – Inventors / Legos / Arts for all students in Grades 4 and 5.

The Curriculum and Instruction Committee will bring this topic to the full Board at the September 12, 2013 meeting. The Board of Education will be asked to support the Enrichment Program Pilot as outlined above. If approved, the committee will reconvene in November to review the results. Criteria to be identified as “gifted” will be determined by the special education department and shared with the Curriculum and Instruction Committee at a meeting this fall.

Upcoming Meetings

- Upcoming meeting dates are Wednesday, September 4, 2013 and Tuesday, October 15, 2013 and will be held at the Municipal Center, Conference Room #2 at 10:00 a.m.
- The September agenda will include a review of criteria for identification of gifted and a presentation by Dr. Semmel and Julie Robertson of Southington High School. The high school presentation will address:
 - The role of Naviance in supporting student/family information regarding what colleges/universities might best match a student’s goals.
 - How guidance counselors connect to college/university admissions officers.
 - How Southington High School communicates the leveling status of students to prospective colleges/universities.

Motion:

By Mrs. Johnson, seconded by Mrs. Notar-Francesco

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:30 a.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

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

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SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting September 4, 2013

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:00 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen.

Present from the administration: Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools; Dr. Martin Semmel, Principal, Southington High School; Julie Robertson, Southington High School Guidance Director.

Review Identification Criteria of Gifted Students

Dr. Murdica shared the criteria that will be used to identify Southington students in Grades 3, 4, and 5 as gifted and talented according to special education law in Connecticut. Students who will be identified and reported to the state will meet the following criteria:

- Attain a score of 130 or above on the OLSAT (Otis-Lennon School Ability Test). All students in Grade 3 will be administered the OLSAT each fall. The OLSAT is a group administered test that measures verbal, quantitative, and spatial reasoning ability. The results will be shared with parents during the first report card conference meeting.
- Receive goal or above scores on the Connecticut Mastery Test. CMT results were received for students entering Grades 4 and 5 during the summer of 2013. The CMT will be replaced by another form of state testing beginning with the 2014-2015 school year.
- Receive a DRP (Degrees of Reading Power) score that exceeds grade level expectations. The DRP is a reading assessment (comprehension, fluency, decoding, and vocabulary) that will continue to be administered to all students.

Enrichment opportunities are currently being developed with the goal of providing such opportunities for a wider range of students than in the past.

Naviance ~ College Applications/Acceptances

Ms. Julie Robertson represented the high school guidance department and shared the process that many students experience when searching for a college or university that is a "good fit." This year, a goal of the guidance department is to assign each counselor to a college/university admissions office with the intention of promoting Southington students who are interesting in pursuing an application to that college/university. Finding the best match for high school students remains the goal of the guidance department. Committee members expressed their concern that many high school students only see their guidance counselor when there is a specific need rather than forming a relationship that resembles that of an advisor. Assurance was provided that all students who have a need are able to see their counselor.

The committee questioned how information about the high school is conveyed to colleges and universities. Dr. Semmel distributed a letter that accompanies each student application. The letter includes the number of AP classes, SAT scores, grading and weighting practices. This letter is revised each year to accurately reflect any new information about Southington High School that would result in informed acceptance decisions.

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

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
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The next Curriculum and Instruction Committee meeting is scheduled for Tuesday, October 15, 2013 at 10:00 a.m. in conference room #2 at the Municipal Center. The agenda will include:

- CMT/CAPT review
- Unified Arts in the Middle School – Looking Ahead

Motion:

By Mrs. Johnson, seconded by Mrs. Notar-Francesco

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 12:00 p.m.

Respectfully Submitted,



Karen L. Smith
Assistant Superintendent for Instruction and Learning



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting August 19, 2013

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

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

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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; Dr. Perri Murdica, Director of Pupil Services.

Job Descriptions ~ ABA Therapist and BCBA

Dr. Murdica reviewed the job descriptions for the BCBA and ABA therapist positions that will support the autism program that's based at Hatton Elementary School. Previously, this program was exclusively run by CREC staff. The job descriptions accompanied the revision recommendations of that program. CREC and the Southington Board of Education will form the foundation of the program through a partnership approach. Committee members will tour the program as the school year proceeds.

2000 Series, Concepts and Roles in Administration

The Policy and Personnel Committee completed their review of the 2000 Series of the Board of Education Policy Manual. The recommended revised series will be presented to the full Board at the September 13, 2013 meeting. Committee members who have further recommendations will contact Colleen Clark prior to the document going to the Board of Education for their review.

Job Descriptions ~ Superintendent and Assistant Superintendent of Schools

Both job descriptions were reviewed and it was agreed that the administration will research the CAFE policies to see if there are any comparable descriptions that might serve as a guide to the revision process.

The next Policy and Personnel Committee meeting is scheduled for Monday, September 16, 2013 and will be held at the Municipal Center in Conference Room #2. The agenda will include:

- Update on policies 3255, 3250, 3280, and regulation 3280
- Continued review of the 3000 series

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 6:57 p.m.

Respectfully Submitted,

Karen L. Smith
Assistant Superintendent for Instruction and Learning



SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING
Wednesday, September 4, 2013, 5:30 p.m.
Municipal Center Technology Training Room
200 North Main Street, Southington, CT 06489

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski, Patricia Johnson, Terry Lombardi, Zaya Oshana (*arrived 5:37 p.m.*), Terri Carmody, Patricia Queen (*arrived 5:45 p.m.*)

From Administration: Dr. Joseph Erardi, Superintendent of Schools; Karen Smith, Asst. Superintendent; Sherri DiNello, Director of Business & Finance; Lisa Jones, Accounting/Purchasing Manager; Karen Veilleux, Director of Technology

Via Skype: Mark Walsh, Partner of Transportation Advisory Services

The Finance Committee meeting was called to order at 5:30 p.m.

1. TRANSFER OF FUNDS:

The committee recommends the approval of the Transfer of Funds, as presented.

2. ELEMENTARY AND SECONDARY SCHOOL COUNSELING GRANT (ESSC):

Mrs. DiNello provided a brief background on the Elementary and Secondary School Counseling Grant and the need for an external evaluator paid from grant funds. Mrs. Smith described the role and responsibility of the evaluator. She shared the recommendation of the committee to hire Theresa Bruckerhoff from Curriculum Research and Evaluation, Incorporated (CRE). Ms. Bruckerhoff assisted Mrs. Christine Boulanger in the writing of the grant and comes highly recommended by Mrs. Boulanger and the Cromwell Superintendent of Schools.

The administration requested the Finance Committee waive the Bid/RFP process and allow them to hire Mrs. Bruckerhoff for the \$35,000 allocated in the grant. The committee members asked about the hours, expectations, and how her work would be evaluated. Answers were provided and the committee agreed to recommend a one-year contract.

3. TRANSPORTATION ADVISORY SERVICE (TAS) PRESENTATION:

Via Skype, the committee listened to Mark Walsh, partner of Transportation Advisory Services, share his background as well as his firm's experience as school transportation consultants. He shared details of what a Transportation Efficiency Study entails. He laid out the work to be performed including interviews and data collection as well as the timeline.

The committee members asked questions and Mr. Walsh provided responses. The administration recommends that the Board of Education hire TAS to perform the Transportation Efficiency Study at a cost of \$9,250 plus out of pocket costs capped at \$1,250.

The committee endorsed the administrations recommendation and will bring it to the full Board for approval at their meeting on September 12, 2013. Committee members expressed that they were comfortable that Mr. Walsh would not be recommending a vendor change for the sake of change. Mr. Walsh stated that oftentimes they recommend negotiating a new contract with the current vendor. He explained the importance of the timing of a bid if the study results in a recommendation to go out to bid. He elaborated as to how his firm would assist in the bid process.

4. MISCELLANEOUS:

There was nothing under miscellaneous.

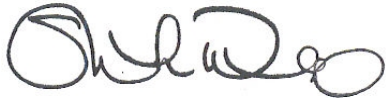
Motion: by Mrs. Lombardi, seconded by Mr. Oshana

“Move that the Finance Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting adjourned at 6:25 p.m.

Respectfully submitted,



Sherri P. DiNello
Director of Business & Finance

Southington Public Schools
Southington, Connecticut

2013 - 2014

TRANSFERS OF FUNDS

RECOMMENDED TO FINANCE COMMITTEE

September 4, 2013

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
SHS	10	41410	2130	Custodial Supplies	(826.00)	
	10	54200	2510	School Based Equipment		826.00
TOTAL					(826.00)	826.00

Southington Public Schools

200 North Main Street
Southington, CT 06489

RECEIVED

To: **DIRECTOR OF BUSINESS & FINANCE**

AUG 13 2013

From: Richard Terino

Location: Southington High School

**SOUTHINGTON BOARD OF EDUCATION
BUSINESS MANAGER**

Subject: **REQUEST FOR TRANSFER OF FUNDS**

Please authorize the following transfers within the accounts assigned to my program location:

	FUND	ACCOUNT NUMBER	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM:	10	41410	400	2600	462	2130	\$826.00
TO:	10	54200	730	1000	462	2510	\$826.00
FROM:							
TO:							
FROM:							
TO:							
FROM:							
TO:							

BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

Current machine leaks and hoses are taped together

to allow it to function.


Signature: Principal - Administrator

8/13/13
Date

BUSINESS OFFICE USE ONLY

Approved

Denied

COMMENTS

- _____ Insufficient balance
- _____ Outstanding encumbrance
- _____ Other (See COMMENTS)



Director of Business & Finance

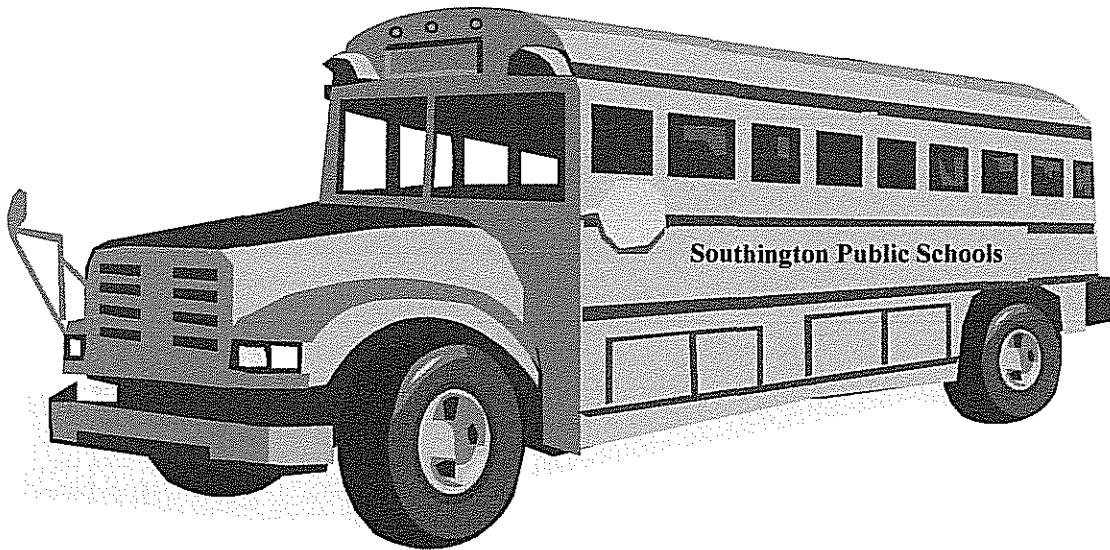
8/29/13

Date



TRANSPORTATION ADVISORY SERVICES

PROPOSAL
STUDENT TRANSPORTATION EFFICIENCY
STUDY and RFP PROCESS MANAGEMENT
SERVICE
for
SOUTHINGTON PUBLIC SCHOOLS



Submitted by:

Mark A. Walsh, CMC
TRANSPORTATION ADVISORY SERVICES
3181 Valley Drive
Walworth, NY 14568
(800) 233-3251

July 30, 2013

SCOPE

Based upon the information provided by the District during our telephone conversation on July 30, 2013, and our 26 years of providing dedicated student transportation consulting services, we have compiled this two-part proposal to evaluate and assist with a transportation program review, and provide services consistent with our comprehensive RFP Service (*should that service be required. Throughout this document the use of the word "bid" is used to define an RFP process*). With the on-going assistance of District personnel, TAS will provide the District with the following services:

Phase #1: Current Program Review: (This function should be completed first in order to develop a solid basis for describing the District's needs in any future bid documents or contract negotiations.)

It is important to note that TAS has earned a reputation for our detailed, pragmatic approach to program efficiency reviews. Although the topic areas included in this Scope are extensive, we will conduct a full-program review including all areas specified herein, and any that may arise during our engagement. It is not uncommon for us to determine that an area needs further review based upon the findings of our initial data analysis and interviews.

1. **Specification Review** - An important aspect of any contracted program review is a thorough analysis of the existing contractual basis, including a review of the specifications that form the operating basis for the contract. TAS will review and analyze the current documents to ascertain their applicability to the current operating program, while considering their compliance with current regulations and industry guidelines. Although TAS does not, and cannot, provide the District with a legal opinion, we will base our positions on our extensive experience at developing specifications for our client districts. Any recommendations that we provide the District will be accompanied by our recommendation that the District seek review by their legal counsel. Throughout this study process, we would welcome an opportunity to discuss any recommendations or issues with the District's legal counsel.

Should changes in the specification be necessary, we will provide the District with our recommendations relative to the best method of achieving the necessary revisions, including negotiated contract changes and/or rebidding.

2. **Routing** - TAS will request historical operating information from the District in order to develop an understanding of the current services being provided under the terms of the contract. This information will include, but not be limited to, current routing descriptions, bell times, bus assignments, and any written guidelines.

It is our understanding that New Britain Transportation is currently responsible for the routing functions. With the assistance of District personnel, we will meet with Contractor representative(s) to discuss the methodologies in place, ridership issues, and any program limitations that restrict cost effectiveness. Additionally, we will evaluate the process being utilized to ensure that service levels are consistent with the formal policies of the Southington Public Schools.

With the assistance of the District and New Britain Transportation, we will review scheduled versus actual ridership, riding times, and fleet configurations. This process may entail a ridership audit performed by drivers over a several day period. The end result should be recommendations for any changes that might be made to enhance the program, and/or reduce costs.

As a part of this section of our review, we will evaluate the use of the Transfinder routing software that is being utilized by the Contractor on the District's behalf.

This section of our review will require active assistance from the District and New Britain Transportation representatives.

3. **Service Level Options** – TAS will discuss with District representatives various program options for the future in order to determine those that should be evaluated. Once the options are identified, this information will be utilized to determine the feasibility, and pro's and con's, of making program changes, including but not limited to modifying bell schedules and tier structures of routes. In order to complete this section, we will interview various District and Contractor representatives.
4. **Policy and Procedures** - As a part of the program review, TAS will evaluate the District's policies and procedures, recommending any changes, additions or deletions that would enhance the operation of the program. We will discuss with the District, and the Contractor, the operation of the program from the perspective of compliance with policies and procedures. In other words, we will compare what you really do versus what your formal guidelines require. Should recommendations be made in this area, we will endeavor to detail the ramifications of making the proposed changes.

We are sensitive to the Board's prerogative to establish and maintain service levels. Our recommendations will be within the parameters as established by the Board, unless we are instructed otherwise. We will focus on any changes that we believe would enhance the effectiveness and efficiency of the program while providing the safe and reliable transportation services required by the District.

5. **Reporting** - TAS will review the current communications protocols between the District and the Contractor, including the methods of periodic reporting, routing, and discipline issues. Where appropriate, within the parameters of the contracts, we will make recommendations to enhance the flow of information.
6. **Financial** - A critically important consideration of each area that we study will be the financial impact that any proposed changes could have upon the District. Included in our review will be an analysis of your current costs of the operation compared to industry norms, and recommendations aimed at enhancing the efficiency of the operation while maintaining the level of service desired by the District.

7. **Contractor Performance** - As a part of the analysis, TAS will meet with New Britain Transportation representatives to discuss their perspectives of the current program, and to gain their insights on potential methods to improve the program for both the District and the Contractor.

We will also identify any issues which may be inflating the cost of operation, including contract elements that may unnecessarily burden contractor operations, or restrict competition.

Included in the Contractor Performance evaluation will be discussions with the District relative to any use of "other" contractors for special education or athletic trip services. Should other contractors be in place, we will evaluate their contracts and services.

8. **Alternative Analyses** - We will propose any alternative operating methodologies that we believe may be beneficial to the District, including but not limited to contract changes, management oversight changes, routing responsibilities, in-house program operation, and more. If alternatives are deemed feasible, we will provide detail on the pro's and con's of each alternative, including recommendations on transition programs and financial impacts.
9. **Audit** - The purpose of this type of efficiency study is not to audit the system but rather to review the program and provide substantive recommendations. This process will include an evaluation of all operating areas through review of materials, interviews with stakeholders, and tests compared to standard practices. A study of this type becomes very helpful as the District evaluates operating options and develops long-term plans for the transportation program.

Improved efficiency can have very long term benefits. A savings of one bus, or changes in operating practice, can provide short term savings that continue in future years. Additionally, specific recommendations from knowledgeable consultants who offer practical experience can result in significant savings over the near and long term.

10. **Overall Analysis** - TAS will provide the District with a "Report Card" on the student transportation program while providing insights and specific recommendations relative to the potential benefits of modifying various aspects of the program. We will provide the District with financial comparisons to well-accepted industry standards. The result of the study will be specific recommendations for the future operation of the program... from independent consultants who are well recognized as the industry-leaders in this area.

These recommendations will come from a firm that is truly independent and pragmatic. TAS does not operate any buses; we do not sell any products or services that could cloud our recommendations; we are not a part of any organization that is affiliated with any industry groups; and we are not "theoreticians". TAS offers real-world recommendations from consultants with both public and private sector experience. These critical perspectives are not available from any other consulting firm

Phase #2: Bid/RFP Process Management: (Throughout this document the use of the word “bid” is used to define an RFP process.)

It is very important to note that the District may not need our assistance in the issuance or execution of future contracts. Some clients have requested our assistance with contract renegotiations; some clients have utilized our services for RFP process management; and others have gained sufficient insights from our Phase 1 study to make determinations without future TAS involvement.

We are providing this Phase #2 proposal based upon a request from the District. Should the District require a formal RFP Process Management service, the following efforts would be undertaken:

1. **Specifications** - TAS will prepare, for review by your school attorney, specifications that are designed to provide the District with a transportation program that will meet your needs in the years ahead, at the lowest possible cost. This process will focus on historical concerns and program requirements which must be considered in the development of specifications that can offer the management controls needed over a number of years. Throughout the review process, TAS will consult with District personnel relative to the current transportation program operation and contract, and their thoughts about possible operating or contract changes in the future.

The specifications will be based upon our extensive experience in the area of contracted student transportation. TAS will provide the completed specifications to the District for review by District personnel, the District’s insurance advisor, and the District’s legal counsel.

All specifications and other documents submitted by TAS to the District for use in the bid process shall be deemed to be in draft form until approved by the District. TAS strives to conform all its recommendations to the current state of the law, but we do not, and cannot, express any opinion, nor do we make any recommendations, relative to the legal nature of any aspect of the program. The District is responsible for obtaining the opinion of its legal counsel concerning the legal sufficiency and consequences of the Bid documents. Additionally, we recommend that the District’s insurance advisor be consulted to evaluate the insurance mandates in the specifications and the interface with existing District coverages.

2. **Bidder Solicitation** - TAS will aggressively communicate the bid opportunity within the contracting industry in order to create quality competition. A number of avenues will be utilized in this process including letters from TAS notifying the contractors of the opportunity, and/or telephone calls to selected contractors to ascertain their interest in participating in the bid process. As an independent firm, TAS offers the District the flexibility of creatively marketing the bid in ways which may not be typical for a District-run bid process. Based upon our extensive experience, our industry contacts are second to none! The placement of any mandated legal ads shall be the sole responsibility of the District.

3. **Pre-Bid Conference** - **TAS** will schedule and conduct a pre-bid conference with prospective suppliers to answer any questions about the program or the bid process. It will be important that District officials be present at this session to answer any program-related questions that may arise. **TAS** will also assist the District in insuring that all questions and clarifications are dealt with in an accurate, fair fashion. Should addenda to the specifications be required based upon questions that arise at this meeting, **TAS** will assist the District in the development of this document.
4. **Bid Opening and Review** - **TAS** will assist the District with the bid opening and with analyzing the bids to identify the most appropriate and responsive bid.

The District is responsible for obtaining the opinion of its legal counsel concerning any legal issues, disputes, or protests occurring in connection with the opening, proposal analysis, and contract award including, but not necessarily limited to: the acceptance, rejection or withdrawal of any proposal(s); collusion or conflict of interest on the part of any proposer, District officer or employee; the legal sufficiency of any proposal(s) as the basis for a contract award; the responsibility of any proposer(s); the adequacy of any required security; the form of the award and any post-proposal contract documents. The District shall hold **TAS** harmless against any suits, claims, proceedings, or actions by any proposer or other third party, arising from the decision of the District to award a contract to any particular proposer or to reject any or all proposals, and shall indemnify **TAS** for any costs, attorney's fees, settlements, or judgement incurred by **TAS** in connection with the same.

5. **Award Recommendation** - As mentioned above, **TAS** will assist the District in the review of all bids, including a technical review for specification compliance and contacts to verify references. Whenever appropriate, **TAS** will work with the District to formulate any suggestions that may be appropriate to discuss with selected contractors during any negotiations.

TAS will evaluate the financial aspects of the bid and make a determination on the lowest bidder. Additionally, **TAS** will work with District personnel to evaluate all other compliance issues to arrive at a determination of the lowest responsible bidder as the basis for a recommendation to the Board of Education. Once the review process is complete, **TAS** will submit to the District a letter summarizing the process and procedures, and detailing our recommendations.

METHODOLOGY

As mentioned in the Scope portion of this proposal, Phase #1 of the engagement would entail a review of the current program, including on-site interviews with interested parties. This portion of the engagement must be completed prior to the development of the bid documents. We would expect to conduct this portion of our work during the early fall, 2013.

Once the on-site interviews and evaluations begin, our final report to the District would be available within 60 to 90 days, assuming that the information and resources that will be necessary for the District to provide are available in a timely fashion. It would be our intention to provide specific recommendations and perspectives in a timely fashion to allow the District to determine the appropriate course of action for the renewal, renegotiation, or rebidding of the transportation services contract.

If appropriate, updates and recommendations will be provided to the District throughout the course of the study as they are developed. Over the past 26 years of providing dedicated consulting services, we have found that many districts begin to implement recommendations during the course of our reviews. The following would be a *typical* schedule for the engagement given our understanding of the District. TAS will meet with the District to develop a specific timeline for the engagement once the study is undertaken.

<u>Action</u>	<u>Dates</u>
Acceptance of TAS proposal	Aug, 2013
Issuance of data collection instrument	Aug '13
On-site interviews at District	Sept '13
Data analysis	Sept-Oct '13
Final report/recommendations	Oct '13

The engagement as envisioned in this proposal would entail the development of the data collection survey, and the review of District operating information, written policies and procedures, and contracts, prior to our first on-site visit. Throughout the engagement, in order to allow us to compile data, and to schedule appropriate interviews and meetings, we will require the assistance of a District liaison. We suggest that interviews be established with a number of people, including Administrators, Department staff members, Contractor representatives, Athletic Director, Special Education Director, Building Principals, and any interested Board Members or citizens.

If it is deemed necessary by the District, the Phase #2 aspect of the project would be undertaken to allow a specification release during late fall, 2013. TAS would prepare a draft specification document, and submit this to the District for your review. This draft document will be based upon your specific program needs, and formatted to comply with industry-standard RFP requirements. The specifications should then be reviewed by the appropriate District personnel, legal counsel, and insurance consultant, with an eye toward having the completed documents available for distribution during the Fall, 2013.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date September 12, 2013

Decision Requested _____ Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

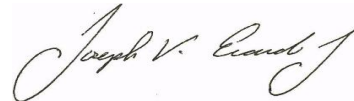
Alternative Strategies: N/A

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 September 12, 2013

Decision Requested _____

Agenda Code 9 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 continues to review final change orders with Newfield Construction.

Kennedy & DePaolo Middle School - Renovation/Expansion:

Both schools were ready for opening day. A parent open house took place the evening of August 27th and a parent/student open house took place the afternoon of August 28th.

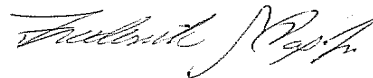
Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

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

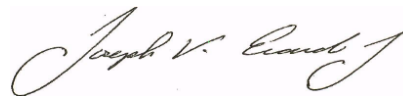
Funding Source: State & Local

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 September 12, 2013

Decision Requested _____

Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Administrator Evaluation Plan Update

Summary of Issue: The State Department of Education developed a model for the evaluation and development of administrators 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.

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.

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

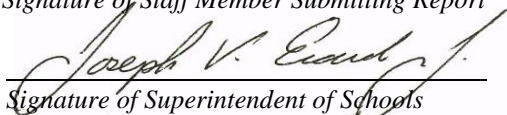
Recommendation or Comment: N/A

Titles of Attachments:

1. _____
2. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

<u>Series 2000: CONCEPTS AND ROLES IN STUDENT POLICIES</u>	<u>Policy</u>	<u>Regulation</u>
Concept and Roles in Administration	2000	
Administrative Staff Organization	2100	
Table of Organization		R-2100 (1)
Procedures for Principals Leaving Schools		R-2100 (2)
Procedures for Opening/Closing of School		R-2100 (3)
Schedule of Yearly Reports		R-2100 (4)
Job Descriptions	2130	
Job Description Manual		R-2130
Superintendent of Schools	2131	
Procedures for the Evaluation of the Superintendent of Schools		R-2131
Administrative Leeway in Absence of Board Policy	2210	
Representative and Deliberative Groups	2220	
Representative and Deliberative Bodies, Admin Council		R-2220 (1)
Representative and Deliberative Bodies, Teacher Advisory Council		R-2220 (2)
Representative and Deliberative Bodies, Dept Councils & School Improvement Committees		R-2220 (3)
Representative and Deliberative Bodies, Curriculum Network		R-2220 (4)
Representative and Deliberative Bodies, Curriculum Cabinet		R-2220 (5)
Representative and Deliberative Bodies, Administrative Support To Parent Groups		R-2220 (6)
Policy and Regulation Systems	2231	
Monitoring of Product and Process Goals	2250	
Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals		R-2250

Series 2000: Concepts and Roles in Administration

Concepts and Roles in Administration

The Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted: December 1988
Policy reviewed: January 2003
Policy revised: May 2013

Series 2000: Concepts and Roles in Student Policies**Administrative Staff Organization**

The Superintendent shall organize the staff of the school system to achieve its purposes. The Superintendent shall be the executive responsible to the Board of Education and shall identify lines of primary responsibility for all employees.

Policy adopted: December 1988
Policy reviewed: January 2003
Policy reviewed: May 2013

Series 2000: Concepts and Roles in Student Policies

Administrative Staff Organization

Procedures for Principals to Follow When Leaving Their Schools

In recognition that the proper performance of the duties of a principal requires his/her presence in the building while school is in session, the following guidelines have been developed:

1. A principal shall notify the school secretary of his/her destination when leaving the building.

2. The scheduling of any meeting or activity for or by a principal should take into consideration that student arrival and dismissal times, student lunch periods, student noon recesses and student assembly periods are the most accident and incident prone times of the day, and a principal should try to be present in the building at these times.

3. Conferences, meetings, emergencies and illnesses will occasionally result in a longer term absence. Contingency arrangements are to be in place as follows:
 - a. notification of central office;
 - b. identification of an in-building professional in charge; and
 - c. delineation of secretary's responsibilities in such circumstances.

4. In the event a principal is leaving the community for a conference or meeting, the Superintendent's office must be notified.

Regulation approved: February 1989
Regulation revised: April 2003
Regulation reviewed: May 2013

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School

Prior to the opening of school in the fall and the closing of school in June, the principal is to review all preparatory considerations. While not all-inclusive, the checklists below will be followed by the principal when planning for the opening and/or closing of school. The items are not presented in order of priorities.

Checklist of Procedures for the Opening of School

- 1. School procedures booklet is distributed to all teachers prior to opening day.
- 2. School parents' handbook is distributed to all parents during the month of September.
- 3. Class lists are
 - a. Completed for each grade level
 - b. Recommended student placements and special groupings for math and reading are noted.
- 4. Lists of students receiving special education services (usually prepared in June and revised during the first two weeks in September) are distributed.
 - Speech
 - Learning Disabilities
 - Physical Therapy/Occupational Therapy
 - English for Speakers of Other Languages (ELL)
 - Early Release and Delayed Opening Schedules
- 5. Final teacher schedule is submitted after first two weeks of school for approval by principal (includes LMS, Specials, Related Services, Literacy, etc.)
- 6. Caseloads and schedules for social workers, guidance counselors, school psychologists, and gifted and talented staff are distributed.

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 7. Library visitation schedule is developed:
 - a. Weekly classroom visitation schedule completed (to be implemented by third day for grades 6-12 and first full day for K-5)
 - b. Library skills instruction schedule (grades 3-5) completed (to be implemented by first full day of school)

- 8. Special subject area teacher schedules are developed:
 - Daily schedules for art, music, and physical education completed (constructed by principal and issued to teachers prior to opening day of school; make provision for preparation periods)

- 9. Itinerant special education teachers' daily schedules completed and submitted to the principal for approval.

- 10. Student enrollment information is completed.

- 11. Daily schedules of all classroom teachers are completed:
 - Constructed by all teachers and submitted to principal for approval within first two weeks of school
 - Daily schedules adhere to recommended times for special subject areas; lunch and noon playground, am/pm directed recesses, and daily/weekly specified time allocations for all subject areas

- 12. Paraprofessional schedules are developed:
 - a. Assignments to grade levels and/or subject areas are completed (given to teachers and paraprofessionals on or before opening day)
 - b. Specific daily schedules completed in August or September by paraprofessionals and assigned teachers, signed and submitted to the principal for approval
 - c. Priority given to pupils with greatest educational need (teacher recommendations; test scores, grades, etc.)

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Opening of School

13. Supervisory duty schedules (constructed by principal and given to teachers prior to opening day) are completed:
- a. Lobby display case schedule
 - b. Cafeteria supervision of pupils
 - c. Noon playground supervision of pupils
 - d. Hall supervision
 - e. Bus duty
 - f. Recess supervision of pupils (am/pm and indoor/outdoor)
 - g. Other
14. Shortened day schedules (usually done by teachers in September and submitted to principal for approval) are submitted. Use approximately two-thirds of recommended full day times for all subject areas; lunch remains at 30 minutes:
- a. Shortened day lunch and noon playground schedule is completed (constructed by principal and given to teachers prior to opening day)
 - b. Classroom teachers' daily schedules are modified
 - c. Special education teachers' daily schedules (learning disabilities, speech, etc.) are modified
 - d. Special teachers' daily schedules are modified
 - Art, Music, Physical Education
 - Reading
 - Instrumental Music
 - Library Skills
15. Student attendance/absence communications:
- a. Procedure for reporting student absences by parents is disseminated
 - b. Procedure for reporting student absences by teachers is disseminated
 - c. Student attendance, by grade levels, is to be reported to the Superintendent's office for the first four days of school (total number of students in attendance; total number enrolled; check on reason why expected students are not in attendance)

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Opening of School

16. Confidential health procedures for students are in place:
- a. Confidential health list given to teachers and principal (done by school nurse in September; use last year's list until new list is completed)
 - b. Students requiring special attention are identified (alert teachers to heart conditions, hemophiliacs, allergies to bee stings, diabetes, etc.)
17. Fire drill **and all emergency code** instructions given to all teachers by opening day:
- a. Duties and procedures
 - b. Location of fire extinguishers
 - c. Procedure for reporting a fire.
18. Emergency Operations Plan distributed and reviewed with all teachers and staff.
19. Agenda for "Opening Day" - meeting with teachers before first day is finalized:
- a. Notices to staff on important items (starting and closing times for students and staff)
 - b. Students entering building (first day and after first day)
 - c. Supervision of students prior to start of school
 - d. Hot lunch procedure and lunch, milk and ice cream prices for students and adults
 - e. Bus dismissal procedures
 - f. Students receiving car rides
 - g. Conservation of energy (thermostat settings, lights, doors, windows)
 - h. Faculty parking
 - i. Signing in and out of building at office
 - j. Teachers taking courses
 - k. Procedure for reporting absences and requesting substitutes
 - l. Procedures for field trips
 - m. Meeting schedules

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 20. Review of teachers assigned to committees:
 - a. School Improvement Team
 - b. Building level professional development committee
 - c. Other as appropriate (ex. Early Intervention, Data Teams, etc.)

- 21. Teacher emergency coverage plan for pupil supervision and/or preparation periods is arranged:
 - a. Substitute plan for cafeteria and noon playground supervision (absence of any teacher assigned) is available
 - b. Substitute plan for provision of preparation periods (absence of art, music or physical education teacher) is prepared

- 22. Bus transportation:
 - a. Routes and maps are available
 - b. Lists of students for each bus (name, address, and grade) are ready
 - c. Notices to parents from Board of Education regarding student rules for riding school buses and disciplinary action for violations (usually sent home in September) is ready

- 23. Teacher objectives:
 - a. Notification given to teachers working directly with the principal
 - b. October forms (in duplicate) issued to all teachers for stating objectives (turned in to principal for approval)

- 24. Textbooks and school supplies:
 - a. Materials needed for instruction are received
 - b. Other supplies needed for school opening are received
 - c. Items not received reported to the purchasing department

- 25. Textbook inventory is completed

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 26. Summer repairs (condition of building for opening) are verified.
 - a. Completed items checked out
 - b. Incomplete items reported to Operations Manager
 - c. Emergency items in need of attention reported to the Operations Manager.
- 27. School calendar (copies for parents and teachers) disseminated.

Checklist of Procedures for Closing School

- 1. Class lists prepared for coming year.
 - a. Completion of student information cards by teachers
 - b. Special help or services that are to continue next year are noted.
- 2. "End of the Year" inventories completed.
 - a. Textbooks, workbooks, instructional materials, tests, etc. (done by teachers prior to ordering).
- 3. Summer repair list (submitted to Operations Manager).
- 4. Summer cleaning materials order (submit to supervisor of buildings and grounds).
- 5. Requisitions for budgetary items submitted (according to direction from central office; all orders should be submitted before leaving for summer vacation).
- 6. Teacher checklists completed (given to teachers during last two weeks of school).
- 7. Report completed of all items donated to the school (submitted to business manager in June).

Series 2000: Concepts and Roles in Administration**Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Closing of School

- 8. Annual certified and classified staff evaluations completed (submitted to personnel manager by May).
- 9. Bus lists for coming school year submitted to Bus Company and coordinator of special education before leaving for summer vacation or as directed.
- 10. School registers closed and filed for safe-keeping (June).
- 11. Safe storage arranged for all audio visual and computer equipment.
 - a. Inspect and tag all audio visual equipment in need of repair and designate special area for Project RAVE to pick up items
 - b. Store all equipment in safe and secure area
- 12. Close school library (last day for grades 9-12, third to last day for grades K-8).
- 13. Inspection of every classroom prior to dismissal of each teacher for summer vacation.
- 14. Student cumulative records arranged in alphabetical order and filed in office by classes.
- 15. Student records transferred to other local schools (first week after pupils leave).
- 16. Transcripts of students' records sent for those students leaving the school system.
- 17. Duplicate report cards on file in office.
- 18. All keys (desks, cabinets, etc.) properly labeled and turned in to office.
- 19. Teaching assignments given to teachers (by June 1, if possible).

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Procedures for the Opening and Closing of School (continued)

Checklist of Procedures for the Closing of School

- 20. Teachers who are changing rooms are notified and instructional and personal material moved prior to leaving.

- 21. Summer address and phone number of each staff member on file in office.

Regulation approved: February 1989
Regulation revised: April 2003
Regulation revised: May 2013

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Schedule of Yearly Reports

Weekly Reports to Central Office

- Time sheets
- Staff weekly absences
- Personal day/professional day forms
- Fuel report (telephones call by head custodian to purchasing agent)

Monthly Reports to Central Office

- Student enrollment report
- Custodial checklist
- Mileage forms
- Homebound instruction forms

Meetings

- Administrative Council - as per schedule received
- Principals - as per schedule received
- Staff - second Tuesday of the month
- Teacher Advisory Council - as per schedule received
- School Improvement Committee - monthly
- Building Professional Development Committee-as scheduled
- Safety Committee - monthly

August

Schedules: Specialists (art, physical education, music)
Duty (cafeteria, noon recess, bus) Prep time
Bus (check routes) Elementary Library Media
Specialist Lunch/recess Reading teachers
Speech Pathologist All secondary teachers
School psychologists, social workers, and elementary guidance

Supplies: Checked in on purchase orders, notify business office of materials not received Building inspection by fire marshal

September

- Goals/objectives (Superintendent and principals)
- Goals/objectives of teachers (started/conferences begun)
- Supply inventory update including textbook inventory cards
- Check to determine back orders Paraprofessionals

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Schedule of Yearly Reports (continued)

October

- Reports to Central Office
 - ▶ Student Data Report
 - ▶ Dominant Language Data Report
 - ▶ Racial Survey
 - ▶ School Directory Update
- Kindergarten registration
- Goals/objectives for all teachers (completed by middle of the month)
- Hot Lunch week
- Submit report to personnel and professional development manager regarding teachers on probation
- Strategic School Profile Data - as requested

November

- Secondary parent conferences and report cards
- American Education Week Budget preparation

December

- Inventory - supplies
- Connecticut Mastery Test results sent home
- Elementary parent conferences and report cards

January

- Submit teacher recommendations to personnel and professional development manager
- Two/three observations completed for non-tenured teachers as per teacher evaluation plan
- Secondary report cards

February

- Submit report to Superintendent for teachers considered for non-renewal

March

- Elementary parent conferences
- Elementary report cards
- Annual reviews- I.E.P. invitations/meeting held (begin process)

Series 2000: Concepts and Roles in Administration

Administrative Staff Organization

Schedule of Yearly Reports (continued)

April

- Supplies - take inventory - determine needs - cut purchase orders as soon as central office directs school
- Annual reviews - invitations sent; I.E.P.S - meetings held
- Evaluations - non-certified personnel
- Secondary report cards

May

- End of year checklist - developed for staff responsibilities
- Annual reviews for all staff - certified and classified - completed by end of May
- Budget for upcoming year- set up book

June

- List of textbooks to be rebound (to Purchasing Department)

Regulation approved: February 1989
Regulation reviewed: April 2003
Regulation reviewed: May 2013

Series 2000: Concepts and Roles in Student Policies**Job Descriptions**

The Superintendent shall direct his/her designee to provide for the preparation and maintenance of job descriptions for all personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted: December 1988
Policy reviewed: April 2003
Policy revised: May 2013

Series 2000: Concepts and Roles in Administration**Superintendent of Schools**

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system.

The Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent.

Each year the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

Legal Reference:

Connecticut General Statutes

10-157 Superintendents

Policy adopted: December 1988

Policy reviewed April 2003

Policy reviewed May 2013

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Elements of the Evaluation

Definition of job responsibilities -This shall be accomplished through:

1. a formally adopted job description which is updated as needed;
2. setting of mutual goals and objectives; and
3. a periodic review of established objectives.

The appraisal shall be based on a review of:

1. the established procedures to accomplish objectives;
2. the established criteria for measurement; and
3. the documented results.

The availability of resources, budget constraints, personnel and other factors which have an effect on the accomplishment of objectives shall be identified and taken into account in establishing objectives.

Guidelines to Govern Evaluation

The Board of Education shall meet with the Superintendent in executive session during the months listed below for the stated reasons:

August

1. Review the Superintendent's job description and revise if needed.
2. Mutually establish objectives to be accomplished during the year.

October, January, and March

1. Receipt of progress report related to objectives.
2. Revision of established objectives if warranted.
3. Informal discussion.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Guidelines to Govern Evaluation (continued)

May

1. Evaluation of Performance Objectives

The Superintendent will submit a written final report of the year's efforts related to his/her objectives. The report shall include but not be limited to:

- a. Documentation to support the accomplishment of each objective.
- b. Rationale to explain lack of accomplishment of any objective and corrective actions indicated.

The report shall be organized so that the approved objectives and accomplishments related to each are on facing pages.

2. Appraisal of Overall Job Performance

The Board shall meet with the Superintendent in executive session to assess his/her overall performance. Prior to the meeting, Board members shall:

- a. Review the Superintendent's job description
- b. Review the written reports submitted by the Superintendent regarding his/her objectives.
- c. Be prepared to review the Superintendent's performance in the following areas utilizing the listing of performance indicators mutually developed by the Board and Superintendent:
 - Implementation of Board Policies and Procedures
 - Administration of the Southington Public Schools
 - Ongoing Improvement of the Southington Public Schools
 - Relationship with Board of Education
 - Community Relations
 - Fiscal Management
 - Personal Qualities
 - Staff and Personal Relationships
 - Plant Management
 - Instructional Leadership

Series 2000: Concepts and Roles in Administration**Superintendent of Schools****Procedures for the Evaluation of the Superintendent of Schools****Guidelines to Govern Evaluation (continued)**

During the appraisal meeting, the performance of the Superintendent in each of the areas will be discussed in terms of commendations and recommendations. Should the Board identify area(s) as being significantly deficient, then the procedures outlined in the Superintendent's contract will be followed.

Performance Indicators to Guide the Evaluation of the Superintendent of Schools**Procedures for the Evaluation of the Superintendent of Schools**

1. During the first week of May, each Board of Education member shall receive the accompanying performance indicators to guide the evaluation of the Superintendent.
2. Each Board member is asked to study these criteria in preparation for the Board's evaluation of the Superintendent of Schools. The evaluation will take place in executive session at the second May meeting of the Board of Education.
3. Each Board member should be prepared to offer comments regarding the Superintendent's performance as it relates to the criteria. Board members' assessments should be as specific as possible.

Purposes of Evaluation

1. Place priorities on tasks which are most critical in the performance of duties and responsibilities.
2. Improve his/her daily operational efficiency, enhance self-image and increase job satisfaction.
3. Receive suggestions and directions regarding desired improvement.
4. Receive commendation and esteem for accomplishments.
5. Develop harmonious working relationships between the Board and the Superintendent.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

Implementation of Board Policies and Procedures

1. Understands role in the administration of Board policy.
2. Places emphasis on Board policy and procedures reflecting those priorities established by the Board.
3. Informs the Board promptly regarding areas of concern with regard to policy implementation.
4. Informs school personnel of Board policies and decisions in which they are directly or indirectly affected.
5. Implements Board policies and procedures affecting personnel fairly, equitably and in a nondiscriminatory manner.

Administration of the Southington Public Schools

1. Maintains an organizational structure that best serves the school system.
2. Assumes direct responsibility and delegates authority.
3. Insists on clear, concise reporting that is supported by data.
4. Responsive to Board concerns regarding performance of staff.
5. Effects a supportive and accurate evaluation of central office staff. Ongoing

Improvement of the Southington Public Schools

1. Identifies problem areas and addresses them promptly.
2. Encourages staff growth through suitable professional development.
3. Maintains visibility in the school system.
4. Demonstrates innovative qualities.

Relationships with Board of Education

1. Offers professional advice to the Board on items requiring Board action.
2. Provides data and materials requested by the Board in a timely and accurate manner and, v/here applicable, follows them to their ultimate conclusion.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

3. Accepts responsibility for maintaining liaison between the Board and personnel by working toward mutual understanding.
4. Bases position on principle and is willing to maintain that position regardless of its popularity until an official decision has been reached after which time the Board's position is supported.
5. Maintains a high standard of ethics and sound judgment regarding personal relationships with all Board members.
6. Seeks out the chairperson of the Board when an honest, objective difference of opinion exists between the Superintendent and individual members of the Board in an earnest effort to resolve such differences immediately.

Community Relations

1. Provides opportunities for input from parent-teacher organizations, other organizations, and the public regarding conduct of the school system.
2. Works effectively with the news media.
3. Maintains effective relationships with public and private agencies in the town and state.
4. Makes the Superintendent's office available to the community to interpret questions regarding school programs and needs.

Fiscal Management

1. Solicits input from staff and personnel prior to formulation of budget.
2. Keeps Board informed throughout the budget-making process.
3. Keeps abreast of local, state and federal regulations and laws affecting the budget system.
4. Keeps the Board informed regarding budget status; alerts the Board of possible deficits or other areas of concern.
5. Maintains integrity of line item accounts.
6. Applies Board policy in the administration and implementation of budget (e.g., bidding, etc.).

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

Personal Qualities

1. Defends principle and conviction in the face of pressure and partisan influence.
2. Maintains high standards of ethics, honesty and integrity in all professional matters.
3. Earns respect and standing among professional colleagues.
4. Demonstrates ability to work well with individuals and groups.
5. Thinks effectively when faced with an unexpected or disturbing turn of events.
6. Maintains professional development through such activities as readings, attendance at conferences, work on professional committees, visits to other districts, and meeting with other Superintendents.

Staff and Personal Relationships

1. Treats all personnel objectively without favoritism and discrimination while insisting on performance of duties.
2. Actively seeks participation of appropriate staff members and groups in planning, procedures and execution of policy.
3. Inspires staff to high levels of performance of their duties.
4. Encourages open lines of communication within the school system.
5. Promptly evaluates and addresses areas of concern involving interpersonal relations among staff.

Plant Management

1. Continually evaluates school facilities to assure adequacy for accomplishing educational programs and goals.
2. Establishes both long and short range goals and strategies to assure proper maintenance of facilities.
3. Strives to develop and implement plans for efficient use of school facilities.
4. Promptly alerts the Board regarding any areas of concern.

Series 2000: Concepts and Roles in Administration

Superintendent of Schools

Procedures for the Evaluation of the Superintendent of Schools

Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)

Instructional Leadership

1. Utilizes all standard and accepted means of evaluating the educational quality of programs.
2. Actively seeks input from staff regarding the appraisal of educational programs.
3. Maintains those programs that are judged effective and eliminates or improves areas found deficient.
4. Encourages staff to maintain attitudes conducive to the educational process.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation reviewed: May 2013

Series 2000: Concepts and Roles in Administration**Administrative Leeway in Absence of Board of Education Policy**

In cases when emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act.

It shall be the duty of the Superintendent or designee to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies, and the Superintendent's decisions shall be subject to review by the Board of Education at its next regular meeting.

Policy adopted: December 1988
Policy reviewed: April 2003
Policy revised: May 2013

Series 2000: Concepts and Roles in Administration**Representative and Deliberative Groups**

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. Foster good communications with the staff, students and the community.
2. Allow staff, students, and the community a voice in decisions affecting them.
3. Establish effective channels of communication for staff, students, and the community.

Policy adopted: December 1988

Policy reviewed: April 2003

Policy revised: May 2013

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Administrative Council

The Administrative Council is made up of all certified and classified administrators in the school district. The council meets on a monthly basis and serves as a primary vehicle for sharing information and obtaining direct feedback on proposals and issues. The council functions under the following operating guidelines:

1. A calendar of meetings is published at the beginning of the school year.
2. An agenda is published for each meeting. Agenda items may be suggested by central office staff or any other administrator.
3. Meetings are scheduled for late afternoon.
4. Presentations are made as informally as possible and ample opportunity is provided for questions and comments.
5. Written materials are usually prepared as part of each presentation. Administrators are expected to keep notes on all follow-up items.

Regulation approved: February 1989
Regulation revised: March 1991
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Teachers' Forum

The Teacher Advisory Council serves as a means for teachers to discuss issues of interest or concern directly with the Superintendent of Schools. The council also provides the Superintendent with a vehicle for securing direct staff input on a wide variety of issues. The council will only deal with topics of some general application. Individual issues or issues of extremely narrow focus will not be treated at council meetings.

The Teacher Advisory Council will function in the following way:

1. A regular member and an alternate are to be selected at each school. Staff members should not be just assigned to the council. Instead, they should be individuals who have an interest in this type of assignment.
2. Meetings will be scheduled on a regular basis.
3. Members of the central office staff will participate in council meetings as issues warrant.
4. Agendas will be published a week in advance of the council meetings. Council members may submit agenda topics to the Superintendent.
5. Minutes will be produced and distributed for each meeting.

Regulation approved: February 1989
Regulation reviewed: April 2003
Regulation revised: May 2013

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Department Councils and School Improvement Teams

All schools will have a structure to promote shared decision-making. At the high school and middle schools, the department leadership team will serve as the vehicle for shared decision-making. At the elementary level, each principal will form a School Improvement **Team** that will serve as that school's vehicle for shared decision-making.

Functions

1. To oversee building level implementation of system-wide curriculum and curriculum-related programs and initiatives.
2. To act on all building-based curriculum and instruction initiatives and see to their effective implementation.
3. To serve as a building level clearinghouse for procedural and administrative matters affecting the school.
4. To coordinate with the building level professional development committee on professional development matters.

Committee Representation

Each School Improvement Committee should have representation which includes the building principal, primary level classroom teachers, intermediate level classroom teachers, support services staff and special education teaching staff. The number of representatives from each of these classifications will depend on the overall size of the school.

Committee Procedures

1. Each committee should meet on at least a monthly basis.
2. An agenda should be published in advance of the meeting. Any staff member can submit agenda items.
3. Notes should be kept at each meeting and published (or posted) for staff reference.
4. The building principal will serve as the chairperson of the committee.
5. Each committee will develop an annual report summarizing the major issues and activities addressed during the year and indicating major items to be pursued in the coming year.

Regulation approved: February 1989
 Regulation revised: March 1991
 Regulation reviewed: April 2003
 Regulation revised: May 2013

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Curriculum Network

The primary function of the Curriculum Network is to oversee the ongoing refinement of Southington's instructional programs in keeping with established priorities and practices. The network is intended to facilitate the following objectives:

1. An increase in shared decision-making among staff with regard to curriculum matters.
2. A more effective use of the expertise available among staff at all levels.
3. An expansion of curricular activity in all program areas at all levels.

Procedures: Curriculum Network

1. Permanent curriculum committees are to be established for all K-12 instructional program areas. The committees will be organized with representation from all grade levels and all buildings. Participation will be on a voluntary basis.
2. Co-chairpersons will be identified to lead each committee. One co-chairperson will be a member of the administrative staff who expresses an interest and/or has a background in the particular subject area. Coordinators will be the administrative co-chairpersons in those areas where those staff are available. The other co-chairperson will be a committee member elected from the teaching staff. The co-chairpersons will lead the committees in all of their deliberations.

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Curriculum Cabinet

The Curriculum Cabinet will assist in defining the overall curricular priorities for the Southington Public Schools and deliberate on other matters that transcend curricular areas. The cabinet will be composed of one co-chairperson from each permanent curriculum committee. The Assistant Superintendent for Curriculum and Instruction will chair the Cabinet which will meet at least twice each year.

Regulation approved: February 1989
Regulation reviewed: April 2003

Series 2000: Concepts and Roles in Administration

Representative and Deliberative Bodies

Administrative Support of Parent Groups

Principals or designees are to be in attendance at all PTO meetings and should be fully aware of all matters and activities. Any concerns or problems relative to the PTA/PTO should be brought to the immediate attention of the Superintendent of Schools.

Regulation approved: February 1989
Regulation reviewed: April 2003
Regulation revised: May 2013

Series 2000: Concepts and Roles in Administration**Policy and Regulation Systems****Policy Manual**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be posted on the Southington Public School's web site. The policy manual will be maintained at the Board of Education offices and will be reviewed on a five (5) year cyclical basis.

Policies

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent or designee is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent or designee shall develop a regulation specifying how policies will be developed and presented to the Board.

Regulations

Consistent with policy, the Superintendent or designee shall specify required staff actions and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual. Regulations shall be presented to the Board but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a process involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

Series 2000: Concepts and Roles in Administration**Policy and Regulation Systems (continued)****Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: December 1988
Policy reviewed: April 2003
Policy reviewed: May 2013

Series 2000: Concepts and Roles in Administration

Policy and Regulation Systems

Guidelines for the Development of Administrative Regulations

The Superintendent or designee is responsible for the development of administrative regulations which are to be coordinated and consistent with Board policies.

Review and approval by the Superintendent is necessary prior to dissemination.

Regulation approved: February 1989
Regulation reviewed: April 2003
Regulation revised: May 2013

Series 2000: Concepts and Roles in Administration**Monitoring of Product and Process Goals**

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, students and other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals.

Policy adopted: December 1988

Policy reviewed: April 2003

Policy reviewed: May 2013

Series 2000: Concepts and Roles in Administration**Monitoring of Product and Process Goals****Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals**

The progress of the schools in achieving stated goals is monitored and assessed through the school district's accountability model. The model consists of a series of periodic reports to the Board of Education and the public. The elements of the model are listed below.

Type of Report and Brief Description

1. Local and State Assessments
 - Reports provide a comprehensive analysis of results and programming recommendations for improvement.
2. Scholastic Aptitude Test (SAT) Report
 - Report provides a comprehensive analysis of results and recommendations for improving student scores.
3. Program Evaluation Report(s)
 - Terminal goal statements for each instructional area are defined. The program evaluation process determines to what degree each terminal goal has been or is being achieved. The Board will receive annual report(s) based on the program evaluations completed that year. Evaluations will be scheduled on a cyclical basis and coordinated with the master timetable for curriculum development.
4. Assessment of Educational Goals
 - The school system's educational goals are stated. Following that process, procedures are developed which summarize the results of the evaluation. All goals will not be assessed each year. A timetable is developed indicating the scheduling and frequency of evaluation for each goal statement.
5. Periodic Post-Graduate Surveys
 - The surveys are used to gather feedback from former students as to their perceptions of adequacy of service. This feedback will assist in shaping recommendations for program improvement.

Series 2000: Concepts and Roles in Administration

Monitoring of Product and Process Goals

Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals

Type of Report and Brief Description (continued)

6. Periodic Parent Surveys
 - These would be alternated with the post-graduate surveys. These surveys would be used to gather parental input on a variety of current and proposed services.

7. New Implementations/Pilots
 - All new instructional or curricular related implementations or pilots will have an evaluation component to determine the implementation's effectiveness. Regular reports will be made to the Board on these evaluations.

Regulation approved: February 1989
Regulation revised: March 1991
Regulation reviewed: April 2003
Regulation revised: May 2013

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date September 12, 2013

Decision Requested _____ Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Enrichment Proposal

Summary of Issue: Administration will bring forward an enrichment framework for the Board of Education to consider for the 2013-2014 school year.

Background: Agenda item is driven by the 2013-2014 Operational Funding Plan.

Alternative Strategies: N/A

Cost (if applicable): -0- Operational Budget **Funding Source:** Grant Title V

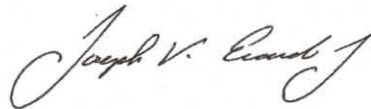
Beginning Date of Program or Project: September 2013

Ending Date of Program or Project: June 2014

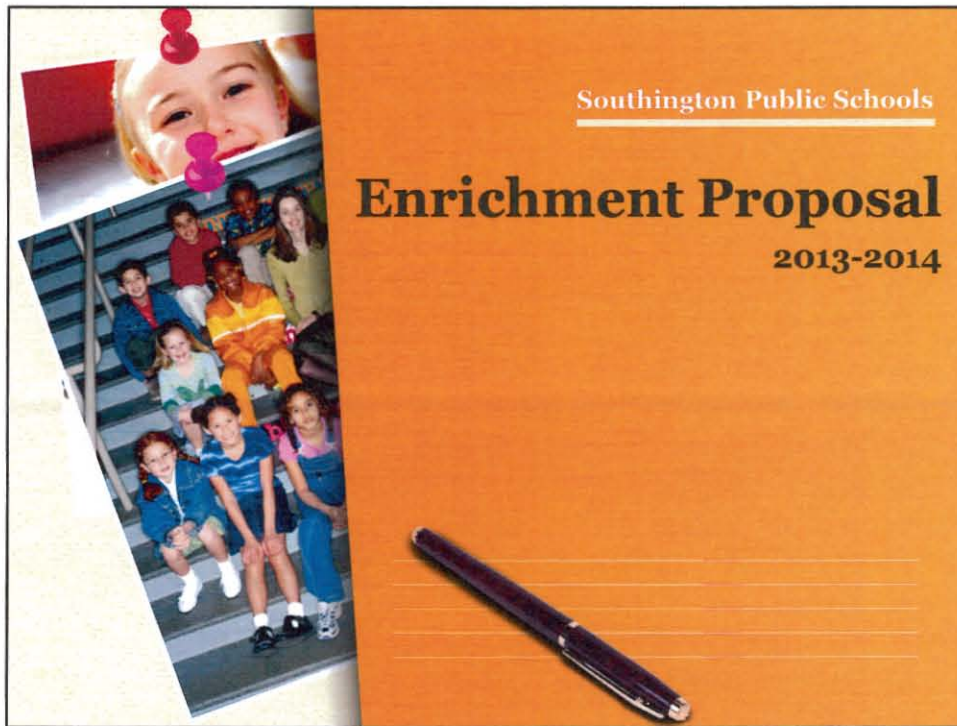
Recommendation or Comment: Informational item – No action proposed at this time.

Title of Attachment

1. PowerPoint Enrichment Proposal 2013-2014



Signature of Superintendent of Schools



Southington Public Schools

Enrichment Proposal

2013-2014

Program Partners



Aspiring Administrators

Jonathan Cop

Mark Hughes

Kim Kalat

Dea Laviero

Erin Nattrass

Melissa D'Orazio



Program Design



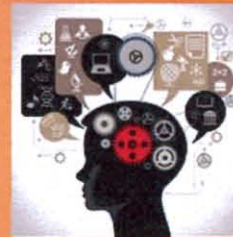
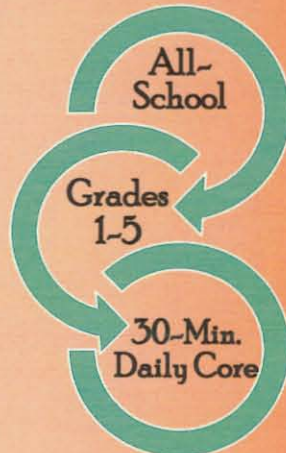
- 1 Recapture Lost Enrichment Program (1213)
- 2 Like Learner Opportunities
- 3 Whole School Enrichment (Grades 4 and 5)
- 4 Extended Day / During Day / Weekend



Pilot -Thalberg School





Personalized Learning ~ Enrichment





Pilot

Thalberg & Kelley
September/October/November



**Refining the Role and Responsibility of the
Special Educator**

*30-Minute Weekly Block
Like Learners - Grades 4 and 5*



Invention Convention

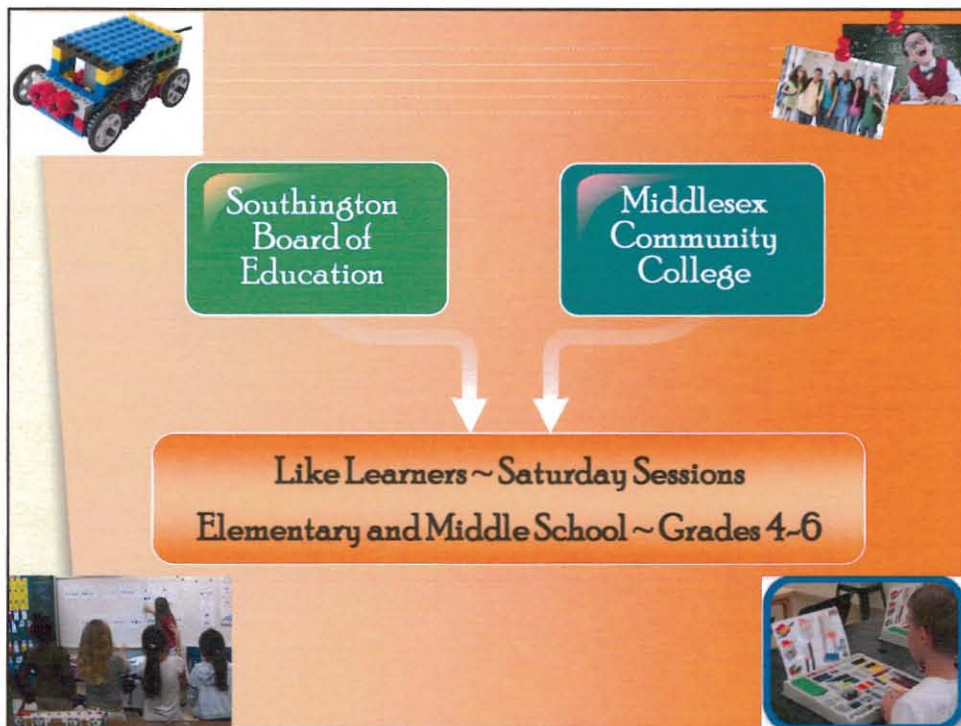
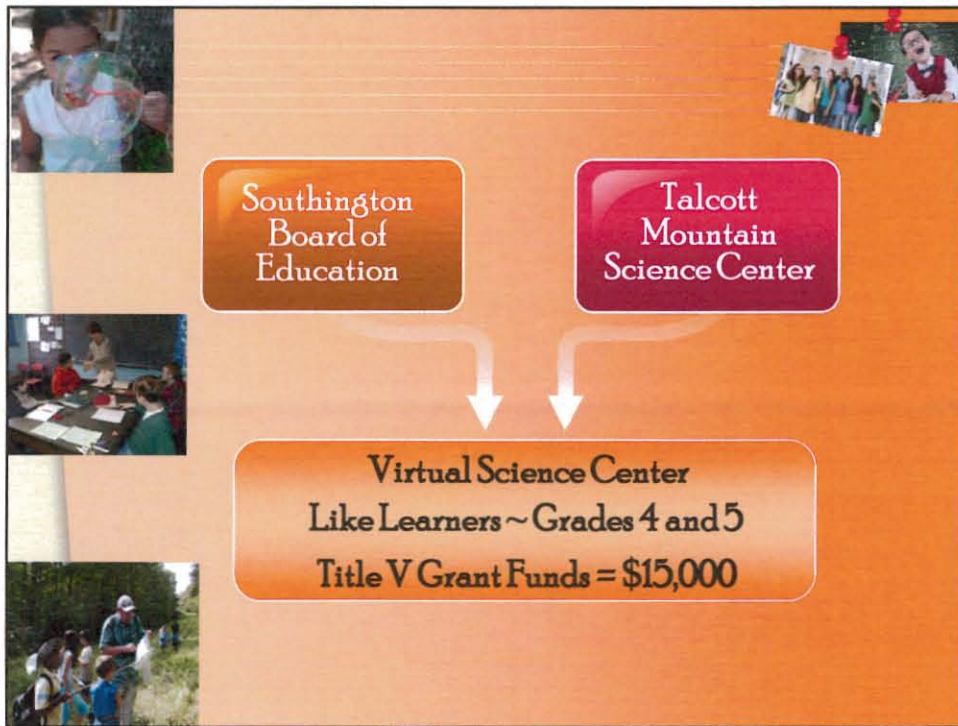


**Proposed PTO
Partnership**



- 📌 Imbedded in all 8 Elementary Schools
- 📌 Local Opportunity / State Program
- 📌 Grades 4 and 5

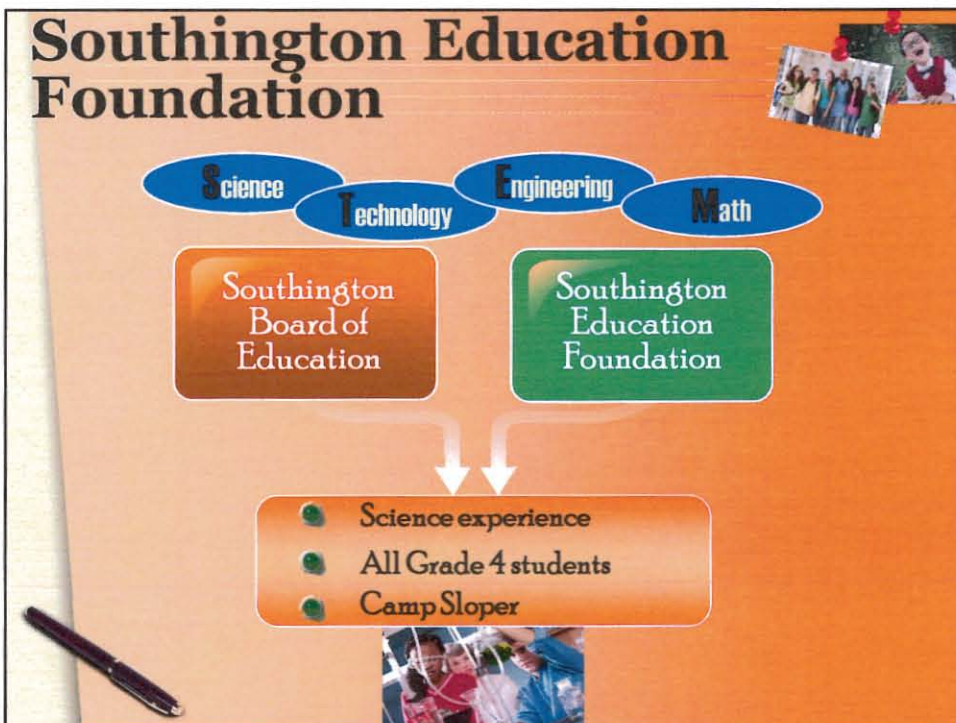




Extended Day Program



Southington Education Foundation



ARTS Education

Art Works

- National Endowment for the Arts Grant
- Students in Gr 3 receive a 6-week visiting artist experience with the New Britain Museum of Art
- Total cost of the project = \$44,000

Parent Message

"You recognized my daughter's abilities and provided opportunities..."

Dear Mr. Madancy,

After my *daughter* completed 5th grade, I was certain that one more year was all that she would remain in the Southington Public School System. My husband and I decided to give JFK a try for 6th grade and then look into alternative education outside of Southington.

Much to our delight, *our daughter*, had an enriching and successful experience at JFK.

When we met last August to discuss *my daughter's* continuing education in Southington, you discussed the difference between identifying a truly gifted child or just a smart kid with ambitious parents. As an educator, I appreciate the distinction and respect the resulting effort to meet my daughter at her academic level. Modifying her 6th grade schedule allowed her additional academic opportunities which were advantageous for her.

The 6th grade core team of teachers challenged *my daughter*. Additionally, many of the dedicated JFK teachers have provided exceptional learning opportunities afterschool. *My daughter* benefited from the Stock Market Club, the Science Bowl Team, Math Counts competition, Improv/Comedy Club, and S.T.E.M. Academy.

I would like to thank you for your leadership this year. You recognized my daughter's abilities and provided opportunities for her to have her academic needs met; because you took the time to ensure that she was engaged and supported, *my daughter* had an outstanding 6th grade year.

Respectfully,



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date September 12, 2013

Decision Requested _____ Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: School Opening 2013-2014

Summary of Issue: Administration will share an Opening of School update.

Background: _____

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: Informational item.



Signature of Superintendent of Schools

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date September 12, 2013

Decision Requested _____ Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Hiring Protocol Pre-K through Grade 12 Science Coordinator

Summary of Issue: The attached brochure represents the Practice & Timeline to fill the January 1, 2014 Pre-K through Grade 12 Science Coordinator.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): Budgeted Operational Plan

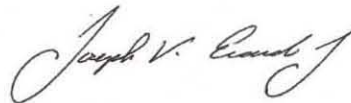
Beginning Date of Program or Project: January 1, 2014

Ending Date of Program or Project: _____

Recommendation or Comment: Informational item.

Titles of Attachments:

1. Brochure



Signature of Superintendent of Schools

About Our Community...

Southington, Connecticut, located in the geographic center of the state with over 40,000 people, has shopping centers, industrial parks, and a well developed downtown. Yet, it retains a rural character of farms, orchards and woodlands.

Easy access from Route 10 and the following major Interstates: 84, 91, 691 and the Merritt Parkway.

Board of Education ...

Brian S. Goralski, 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



Joseph V. Erardi Jr., Ed. D., *Superintendent of Schools*
Karen L. Smith, *Asst. Supt. for Curriculum & Instruction*
Sherri-Lin DiNello, *Director of Business and Finance*
Frederick G. Cox, *Director of Operations*
Perri S. Murdica, Ed.D., *Director of Pupil Services*
Karen G. Veilleux, *Technology Director*
Lisa Jones, *Accounting/Purchasing Manager*
Kimberly D. Hunt, *Personnel Manager*

Elementary Schools

Walter A. Derynoski School
Flanders School
William H. Hatton School
Urbin T. Kelley School
Plantsville School
South End School
William Strong School
Reuben E. Thalberg School

Middle Schools

Joseph A. DePaolo Middle School
John F. Kennedy Middle School

High School

Southington High School
The Alternative Education Program

Phone: (860) 628-3200 Fax: (860) 628-3205

200 North Main Street
Southington, CT 06489
www.southingtonschools.org

Southington Public Schools

Southington, Connecticut

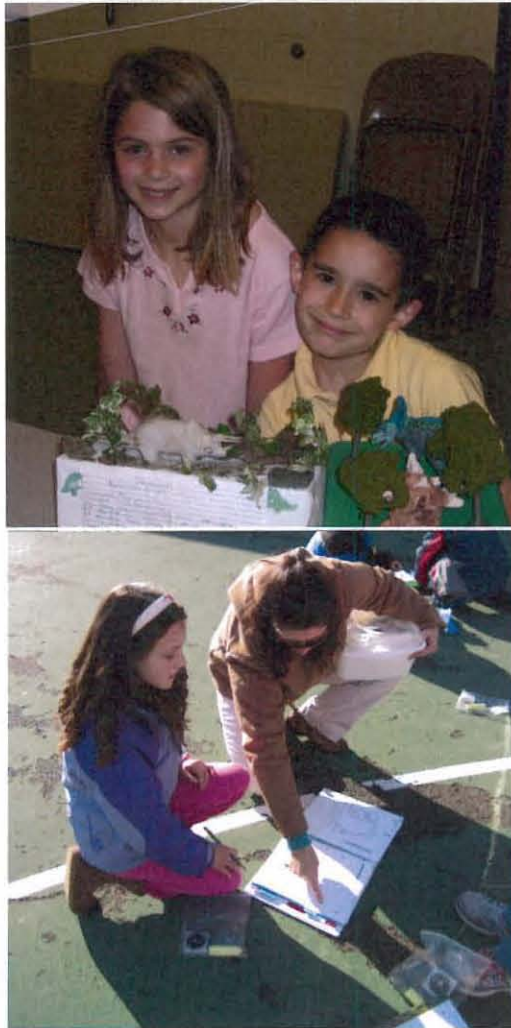


Invites you to apply for the
position of:

Science Coordinator
Pre-K through Grade 12

Our Mission Statement...

The mission of the Southington Public Schools is to have students engage in a range of educational experiences to become informed, adaptive problem solvers who effectively communicate, rise to challenges, and are committed to improve themselves and their communities.



Position

Seeking a qualified individual to provide leadership in the administration and supervision of Southington's Science Curriculum.

Qualifications

- Connecticut certification for Intermediate Administrator and Supervisor (092).
- Connecticut certification for Biology (030), Chemistry (031), Physics (032), Earth Science (033) or General Science (034).
- Able to articulate a clear vision of Southington's Science Curriculum. Strong knowledge of current practices and theory in education.
- Preference will be given to candidates who have previous Science teaching experience.

Application Process

Please apply online via our applicant portal at:
<http://www.applitrack.com/southingtonschools/onlineapp>

Salary Range: \$110,412 - \$119,364 pro-rated to start date

Application Deadline Date: October 10, 2013

Position Start Date: January 2, 2014

Interviews: Committee – October 16 or 17, 2013

Superintendent – October 21 or 22, 2013

About Our Schools

- Over 6,500 students in Grades Pre-K through 12.
- Twenty-nine certified administrators, 562 teachers.
- Eight neighborhood elementary schools serving students in Grades K - 5; two middle schools (Grades 6- 8) that serve approximately 800 students in each school; and Southington High School, a designated *Blue Ribbon School of Excellence*, serving approximately 2,000 students in Grades 9-12.
- Southington's schools take great pride in our community partnerships such as the Southington Education Foundation, The Community Foundation of Greater New Britain, and the Main Street Community Foundation, which offer opportunities for enrichment to students and staff.
- Southington employs a five-year cycle for curriculum review, allowing systematic planning and evaluation of all course offerings.
- Small classes and specialized programming ensure individual attention to student needs.
- Strong community involvement, active parent/teacher organizations and school volunteer programs.

**For additional information go to:
www.southingtonschools.org**