

## Southington Board of Education Meeting

Thursday, February 19, 2015 6:30 PM  
Municipal Center Public Assembly Room 200 North Main Street  
Southington, CT 06489  
200 North Main Street  
Southington, CT 06489



### BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss Personnel Matters ~ 6:30 p.m.
3. Celebration of Excellence ~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes ~ January 22, 2015
7. Communications
  - a. Communications from Audience
  - b. Communications from Board Members and Administration
  - c. Communications from Student Representatives
8. Report of the Superintendent
  - a. Personnel Report
9. Committee Reports
  - a. Finance Committee Report ~ February 5, 2015
    1. Lawn Mowing & Trimming Bid Award - 2015-BID-#19 (Flanders, Hatton, Thalberg & Strong Schools)
    2. Preschool Tuition Rates 2015-2016
  - b. Policy & Personnel Committee Meeting ~ February 17, 2015
10. Old Business
  - a. Town Government Communications
  - b. Construction Update
11. New Business
  - a. Overnight / Out of State Field Trip Approval
  - b. Early Childhood Collaboration Presentation ~ Mary E. Yuskis, Ed.D., Director
  - c. Middle School Enrollment Study
  - d. Leonard and Gladys Joll Scholarship Committee Appointment
  - e. Job Description: Accounting Manager
12. Adjournment

**SOUTHINGTON BOARD OF EDUCATION**

**SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING**

**JANUARY 22, 2015**

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The regular meeting of the Southington Board of Education was held on Thursday, January 22, 2015 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

**1. CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:38 p.m.

Present from the Board: 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 Administration: Mr. Timothy Connellan, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

**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 Personnel Matters, a Student Matter, and the Southington Administrators' Association Contract, and upon conclusion reconvene to public session."**

**Motion carried unanimously by voice vote.**

**2. EXECUTIVE SESSION TO DISCUSS PERSONNEL MATTERS, A STUDENT MATTER, AND THE SOUTHINGTON ADMINISTRATORS' ASSOCIATION CONTRACT**

Mr. Goralski declared the Executive Session ended at 7:18 p.m.

**3. CELEBRATION OF EXCELLENCE**

At 7:19 p.m., in Celebration of Excellence, the Board recognized the Southington Blue Knights Marching Band and Band Director, Jeff Shaw, for receiving their Sixth USBands Class V Open State Championship. Mr. Goralski presented a Certificate of Excellence to Drum Majors Nick Ottalagana and Brett Simms who accepted it on behalf of the entire SHS Marching Band. Mr. Shaw also recognized his assistant Sara Ossias, his wife, and the band parents for all their support to make this happen.

**4. RECONVENE MEETING ~ REGULAR SESSION**

The regular session was reconvened at 7:43 p.m. by Mr. Brian Goralski, Chairperson. 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 Mr. Timothy Connellan, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Peter Romano, Director of Operations; and Ms. Margaret Walsh, Director of Pupil Personnel Services.

Student representatives present were James Brino, Christopher Iverson, and Elizabeth Veilleux.

There were approximately 20 people in the audience.

**5. PLEDGE OF ALLEGIANCE**

The audience recited the Pledge of Allegiance led by the student representatives.

Mr. Goralski requested a moment of silence in memory of former football high school coach, Mr. Garrett (Gary) Costello, who recently tragically passed away.

**6. APPROVAL OF MINUTES**

**a. Regular Meeting ~ January 8, 2015**

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

**“Move to approve the regular Board of Education minutes of January 8, 2015, as submitted.”**

**Motion carried unanimously by voice vote.**

**7. COMMUNICATIONS**

**a. Communications from Audience**

There was no audience communication.

**b. Communications from Board Members and Administration**

**Communication from the Board Members:**

Mrs. Carmody reported that the Facility Naming Committee met to discuss naming the walkway to the football field in honor of Dominic D’Angelo to finalize the plans which will be presented to the Board in February.

Mrs. Notar-Francesco reported that she, Mrs. Queen and Superintendent Connellan attended the CREC Legislative Breakfast for 2015 that morning and she distributed folders from that breakfast to the Board members. She noted that Southington Representatives Joe Aresimowicz, David Zoni and State Senator Joe Markley were also in attendance. She noted that in the folders were talking points for the Southington Board of Education's Legislative Breakfast that will be held in a few weeks. Some of the topics discussed at the CREC Legislative Breakfast were:

- Request of the legislators to delay the secondary school reform implementation date;
- Magnet school funding formula;
- Burden of proof;
- Mental Health Services, which should not be borne solely by the school districts;
- Request to take the SBAC testing out of Grade 11.

Mrs. Lombardi questioned if there was discussion on moving the special education costs beyond where it is right now. Mrs. Notar-Francesco replied that it was not discussed.

Mrs. Johnson requested that, when the Board prepares for their Legislative Breakfast with Southington Legislators, that they discuss with their legislators similar topics from the CREC Legislative Breakfast. Mr. Goralski asked Mr. Connellan to put together the Board's talking points, which they gathered through the budget process, to be discussed at this breakfast.

Mrs. Queen added that two items mentioned at the CREC Breakfast that came up as being no cost to the state to implement would be:

- 1) Roll back the high school reform, which was described as being archaic.
- 2) The Burden of Proof piece would be something that would not cost the state anything. Connecticut is one of the few states in the nation that requires the burden of proof to be placed on the school district.

Mr. Goralski commented on the YMCA Polar Plunge at Camp Sloper. He thanked the staff, faculty, administrators, and students for their fundraising efforts and Mr. Connellan and Dr. Semmel for being good sports and jumping into the cold water as part of his team. He stated that the school met the challenge that he gave them on behalf of the Board to have a representative from each school. He noted that Mr. Madancy and Mr. Bergin also jumped. The event raised \$35,000 and the Board of Education team's contribution was over \$5,000.

#### **Communication from Administration:**

Mr. Connellan reported on the following:

1. Hartford Area Superintendents Association Legislative Breakfast - Update: Mr. Connellan stated that Mrs. Notar-Francesco reported on this, and added that he felt that all the school districts were sending the right message to the state legislators and, even though the messages were varied, they were consistent.
2. M.O.R.E. Commission Special Education Work Group - Update: Mr. Connellan reported that he forwarded to the Board members a draft of recommendations that this group will be bringing forward to the Education Committee. It is still a working draft that will again be discussed next week when they meet to put together the final recommendations. He will continue to give the Board updates.

3. School Safety and Security Plan: Mr. Connellan reported that a group of administrators, chaired by Mr. Frank Pepe, have been working on this and March 10, 2015 is the day when administrators will be rolling this out to faculty and staff in their buildings.

4. Polar Plunge – BOE /SPS Support for Students: Mr. Connellan thanked all of the faculty, staff members, and the parents who encouraged their children to participate in the fundraising. He thanked Mr. Derynoski, faculty, staff and students for attending and cheering them on. He pointed out that now approximately 90 students will be able to attend Camp Sloper who otherwise might not have the opportunity.

**c. Communications from Student Representatives**

Miss Veilleux reported on the following:

- The SHS Book Club started skyping the fourth grade students after reading the book and did questions and answers through Google Doc. The fourth graders loved the book and reading with the high schools students and proposed a competition. The book is based on a girl who has cerebral palsy and is in a wheelchair. The fourth graders made a wheelchair out of recycled materials and challenged the high school book club students to make one too so they can race each other.
- Miss Veilleux reported that she asked Abby Heller, who is a senior and very involved in the high school special education program, Unified Theatre and Best Buddies, for her opinion on how special education students are treated at the school. Miss Heller gave a letter to Miss Veilleux, which Miss Veilleux read to the Board of Education (*Attachment #1*).

Mr. Iverson reported on the following:

- Southington High School Guidance held a “Stress-buster Session” on Thursday and Friday mornings this week from 7:15-7:30 a.m. for students who feel overwhelmed during exams and need to relax. The lights were dimmed and students were meditating.
- FBLA and Key Club are partnering to visit Strong School on January 30 to participate in the Junior Achievement in a Day Program. FBLA and Key Club students will visit classes in Grades 1 through 5 to discuss real world business topics.
- The Junior Achievement Entrepreneurial Academy started that day at Stanley Black and Decker. A group of 24 local high school students meet at Stanley Black and Decker and form a company from the very beginning to the very end. Today was the orientation with Natalie Rickard and Robert Sirko, both juniors for Southington High School, participating.

Mr. Brino reported on the following:

- Mid-term exams are in full swing with Friday, January 23 the last exams in periods seven and eight.
- The Course Fair for the incoming freshmen was this past Thursday. After the main program, there were two special presentations: 1) Project-Lead-the-Way and, 2) Marching Band. There is an additional orientation for students interested in those programs. The students were able to meet with guidance counselors and department heads and teachers from every department at the school regarding course offerings.

Regarding the budget, Mr. Iverson noted that he has heard the art department needs numerous supplies and more money to buy supplies. Miss Veilleux added that she has been involved with the art department for the last three years. She thought that it was important to give the art department more money for supplies because there was only so much the teachers could teach the students with the money and supplies that they had. Mr. Brino added that the student representatives discussed starting a week earlier than originally proposed on the 2015-2016 school calendar, and thought that it was a good idea.

## **8. COMMITTEE REPORTS**

### **a. Policy & Personnel Committee Meeting ~ January 20, 2015**

Mrs. Clark reported that the committee discussed the adoption of a Video Surveillance Policy and reviewed a sample policy and regulation that was given by the Board's legal counsel. At the start of the 2015-2016 school year, all school buses will have one or two cameras installed on each vehicle. A policy is needed to have video cameras on buses and school grounds; however, the committee had many questions regarding the regulation. Mrs. Clark stated that the administration will contact legal counsel with their questions and report back to the Policy & Personnel Committee at their next meeting.

## **9. OLD BUSINESS**

### **a. Town Government Communications**

Mr. Goralski reminded the Board that the Board of Finance meeting is scheduled for February 11, 2015 at 6:30 p.m. The Board of Education will present their 2015-2016 adopted budget to them at that meeting. He thanked Mr. Beaudoin from the Town Board of Finance for attending the Board of Education's second workshop and his attendance at tonight's meeting.

### **b. Construction Update**

Mr. Romano reported that they were in Phase 10 of 12 phases for the middle school projects. Classroom renovations are happening at both Kennedy and DePaolo Middle Schools. The rough framing, plumbing and electrical have all been completed and the finishes are in full swing. The scheduled completion for this phase is early April; however, they are ahead of schedule at both schools.

### **c. Proposed 2015-2016 School Calendar ~ Third Reading**

Mr. Goralski stated that this is the third time this agenda item had come before the Board. All the items reflected in their last discussion have been shared with the PTOs. He did not hear any feedback on the changes from the last meeting until he arrived at tonight's meeting. A parent made a comment to him and Mr. Derynoski before the meeting this evening about the day before Thanksgiving and they told the parent that the calendar has been discussed for over two months now. He told the parent that a half-day would be reduced instruction time and that the Board preferred a full day, which has been the Board's practice.

Mr. Connellan stated that he had not received any comments regarding the proposed calendar. He noted that in the lower right-hand corner of the calendar his office adjusted the language to reflect the additional days at the end of the year from 11 to 16 days.

**MOTION:** by Mrs. Lombardi, seconded by Mrs. Clark:

**“Move that the Board of Education adopt the 2015-2016 school calendar, as presented.”**

**Motion carried by voice vote with Mr. Derynoski and Mrs. Johnson opposed.**

## **10. NEW BUSINESS**

### **a. Review / Adoption of the 2015-2016 Board of Education Budget**

Mrs. DiNello provided the Board with a budget document (*Attachment #2*). She stated that on Tuesday afternoon the Board received a revised document that the administration worked on based on the feedback from the Board at the second workshop. The administration revised the budget for a combination of level services and level funding based on the Board's request. At the first workshop, there were two small adjustments and they were at a 4.42% increase. Through the work of the administration based on the Board's recommendation, they made reductions of \$708,077 or .81%. Currently, the revised operating budget before the Board this evening is at a 3.61% increase. She included a document showing the New Personnel that remains in the budget per the Board's direction. Any additions came along with a corresponding decrease in the budget. The administration reviewed all purchased services accounts and scaled back where appropriate for level service. She took off the 2% increase that was budgeted to the supply line items and re-did the per-pupil calculations based on the October 1 enrollments, and made those adjustments to the budget with the listed decreases. On page 41, the only new items that were requested were the two automatic floor scrubbers, which have been removed from the budget. Within the Special Projects section on page 46, they left the completion of the physics classroom in place because they feel that it is part of level service for the needs of the students at the high school. They moved the request for the three temperature alarms for the kitchen freezers and scaled back the enrichment opportunity that was requested for Robotics, Gardening and the Drama Club to only include the Robotics enrichment opportunity. There was a corresponding decrease for that request because it would be considered new. In the Major Projects and Equipment on pages 64 and 65, some items were moved over the 2016-2017 school year. The only item remaining in the 2015-2016 budget request is the Derynoski School change in fuse panels to breakers. On page 65, the money for the classroom furniture needs remains along with the \$6,955 adjustment from the first workshop at the three schools in most need, and the \$85,000 to continue the funding they have been doing annually for the Education Technology Plan. The total on the Major Projects and Equipment for 2015-2016 would be revised to \$149,093. This is a brief overview of the work that was done from the administration meeting on Friday morning following the workshops and getting this document to the Board on Tuesday.

Mr. Derynoski recommended for safety and supervision issues that the Cross Country Assistant Coach stipends at the two middle schools, as well as the Assistant Coach for the high school Girls Swim and Drive Team, remain in the budget. If not, then they will have to limit the amount of participants, which he would prefer not to do. Mr. Goralski noted that they are

currently in the budget and took a consensus that the Board agrees to keep those positions in the budget for safety reasons.

CONSENSUS: *To leave the Southington High School Girls Swim & Dive Assistant Coach in the budget, along with the Cross Country Assistant Coaches at Kennedy and DePaolo Middle Schools.*

*YES: Mr. Derynoski, Mr. Oshana, Mrs. Queen, Mrs. Lombardi, Mrs. Notar-Francesco, Mrs. Carmody, Mrs. Clark, Mrs. Johnson, Mr. Goralski.*

Mrs. Carmody recommended keeping in the budget the South End School 0.1 FTE for a Teacher for World Language. She felt that the pilot program was very successful and something that should be continued.

CONSENSUS: *To leave the South End Elementary School World Language Teacher (0.1 FTE) in the budget.*

*YES: Mrs. Carmody, Mrs. Clark, Mrs. Johnson, Mr. Oshana, Mr. Derynoski, Mrs. Queen, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Goralski.*

Mrs. Lombardi stated that she requested information today on the ELL (English Language Learners) program. Mrs. DiNello explained that Mrs. Kelly Nichols was present to discuss that request. Mrs. Lombardi explained that during the week she questioned how many students were currently receiving the state recommended time for an ELL student. The answer received was that 12% of our students were receiving the state recommended time of instruction. She then followed up with, if they added one tutor, how would those percentages change? If they had the two tutors that were in the original budget, how would those percentages change? In her estimation, serving this population the very basics of their education and having only 12% or 11 out of 98 students receiving the state recommended instruction is a big gap.

Mrs. Nichols distributed a handout (*Attachment #3*). Mrs. DiNello stated that there was an initial question that Mrs. Lombardi had asked and that went out with a response in regard to the ELL serviced students and today there was a follow-up question on that response. Mrs. Nichols worked on that today to be able to respond to this question. Mrs. Nichols explained that they currently have a population of 105 EL students in K-12. She noted that 65 of the 105 EL students have been receiving services for greater than a year and have not yet fulfilled the state criteria to be exited from the EL program. These students currently receive anywhere from a 30-minute a week service to a two-hour a week EL service. In addition to that is the high priority population of 40 newly identified EL students. Mrs. Lombardi asked if 12% of the 98 students is accurate because that is the number that she was working with. Mrs. Nichols replied that it was not accurate now; however, it was response to the number of students who started with the EL program as of September, newly identified EL students. Mrs. DiNello clarified that currently only 12% of the newcomers are provided EL service one-hour per day. It is accurate because it is 12% of the newly identified students, not 12% of all the EL students.

Mr. Goralski asked what the state requirement was for EL students. Mrs. Nichols responded that the state recommendation is focused on the newly identified EL student. The recommendation is for one-hour a day of EL service. Mrs. Nichols spoke in detail to the attachment.

Mrs. Queen noted that the one-hour a day is not one-to-one, it is in a small group setting. Mrs. Lombardi asked how effective was the group of newly identified EL students to be tutored in a group. Mrs. Nicholas replied that it was not very effective when many of the students speak different languages and have no English.

Mr. Derynoski asked how many hours per week would the 1.0 FTE ELL Tutor be teaching. Mrs. DiNello replied it would be 30-hours per week. The original budget submission was for two 30-hour a week tutors, and it has been scaled back to one tutor.

Mrs. Lombardi's understanding was that this was for two part-time tutors. Mrs. DiNello clarified that the original request was for two full-time tutors, which has been scaled back to one full-time tutor at 30-hours. It could be that the two part-time tutors would equal the one full-time tutor. Mrs. Lombardi thought that in the past the tutors have been part-time. Mrs. DiNello explained that the majority of the EL Tutors are full-time. We have one .5 FTE EL Tutor, but the others are all 30-hours a week. Mrs. DiNello stated that they have full-time tutors because it was very difficult to keep part-time tutors. The part-time EL Tutors did not have benefits and, as soon as a paraprofessional position opened up, they would apply for that position. Therefore, the Personnel Office was continually hiring new EL Tutors. The Board made a decision a number of years ago to mirror the benefits that we gave the EL full-time tutors to what the paraprofessionals were receiving. The current plan in the revised budget before the Board is for one full-time 30-hour a week EL Tutor. Mrs. Lombardi stated that she was hearing two different things regarding a part-time or full-time tutor. The work that Mrs. Nichols did today on the chart was based on one part-time tutor.

Mr. Derynoski recommended keeping the one full-time EL Tutor in the budget.

CONSENSUS: *To keep the one full-time EL Tutor in the budget.*

*YES: Mr. Derynoski, Mrs. Queen, Mrs. Notar-Francesco, Mrs. Carmody, Mrs. Clark, Mrs. Johnson, Mr. Oshana, Mr. Goralski*

*NO: Mrs. Lombardi – There is a need for more EL Tutors.*

Mrs. Carmody recommended keeping the Thalberg Elementary School Music Teacher in the budget. Mrs. Notar-Francesco stated that in the past they were able to move teachers around to accommodate that need and questioned why they could not continue that practice. Mrs. Smith replied that should enrollment decline, whereby they can eliminate a class, they would be able to consider that. It is not so much the student enrollment; it is the class enrollment and how many classes need to be serviced in special areas, particularly music. A couple of years ago, they moved their specialists from 30-minutes to 40-minutes, and they were able to accommodate that without adding any extra specialists. However, this year it caught up with them, and there was a lot of borrowing teachers. They had to factor in the driving time and lunch, and it was impossible to cover this year. Mrs. Megan Bennett, Principal of Thalberg School, came to the podium and explained how it affected her school and that her staff is stretched beyond capacity. Mrs. Clark asked Mrs. Bennett if she had someone available for a 0.2 music teacher. Mrs. Bennett replied that she did not at this time. Mr. Goralski asked how they would go about filling a 0.2 music teacher. Mrs. Smith replied that is similar to how they filled a physical education position at ALTA. They were fortunate to find a beginning teacher who coupled with substituting in a position in their selected field until they found a full-time job and left. It is not an ideal situation.

At this point, there is no other solution other than the 0.2 music teacher. This year, they are patching it at the expense of Flanders School.

CONSENSUS: *To keep the Thalberg Elementary School 0.2 Music Teacher in the budget.*

*YES: Mrs. Carmody, Mrs. Clark, Mr. Oshana, Mr. Derynoski, Mrs. Queen, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Goralski*

*ABSTAIN: Mrs. Johnson*

Mr. Connellan stated that he sent a memo to the Board members regarding the full-time Special Education Coordinator request that is in the budget (*Attachment #4*). He felt strongly about keeping this position in the budget, having been a Director of Special Education for 17 years and a Superintendent for 10 years. The position is one that Southington needs in order to do all the things in this area that can be done. He views this as something that will allow Ms. Walsh to reorganize, provide better direction and supervision, and put the district into a position of bringing some of the out-of-district students back into the district and create a cost prevention scenario. He felt that it was very important if they want Ms. Walsh to do all the things in that position that she was hired to do. She needs to be able to have the tools to be able to do it. It would involve restructuring and he believed that in the long run they would be in a situation where they will be spending fewer dollars to place students out and fewer dollars for legal fees and will be providing better services to students. He felt that the benefits would be across the district Pre-K through age 21.

Mr. Connellan explained that included in his attachment was correspondence from three principals in support of the Special Education Coordinator position. He asked Mr. Steven Madancy, Principal of Kennedy Middle School, to come to the podium to share his view of the position from a building administrator perspective.

Mr. Madancy stated that three years ago he came to Southington from a district where he saw a comprehensive special education system that was structured in the way that he envisioned Southington could be. When he arrived in Southington he assumed that there were layers of support in terms of accessibility to coordinators, professional development for paraprofessionals, oversight of high priority and complex cases. He discovered that everyone was spread thin here. He noted that it has a ripple effect on the entire organization. Mr. Madancy gave a detailed synopsis on the ripple effect and how the extra position would streamline the way things are done in the district, and help the district become more efficient and proactive in terms of systemic improvement. He noted that he talks to the special education coordinators late at night and on weekends often because they are spread so thin they are just trying to keep up or catch up because they work long hours. He strongly supports this position.

Mrs. Queen reminded the Board that this is the second year in a row that they have heard about the need for another coordinator. They have had two Superintendents and two Directors of Pupil Personnel Services that have told them this same message. This year, they are hearing that another coordinator would allow them to proactively bring some students back into the district. It appears to her that adding this position would be a zero effect on the budget because they are reducing some out-of-district placement costs for a minimum of two students. Mr. Connellan replied that the direction administration received after the last workshop was that, if there were items in the proposed budget needing to be in the budget, they needed to look at where they would achieve the savings in order to fund those items. He knows that they can do this with the

appropriate level of support, and a coordinator would provide that support. He is being conservative when he estimated two students. He did not believe that it could be done without the appropriate level of support. Mr. Connellan is continually amazed because, when he leaves central office in the evening, he thinks that he is the last one out the building, and often finds one or two coordinators are still in the building trying to get the job done. He explained that they are understaffed in this area and felt that they would not be able to get some things done until they have the additional coordinator. With the extra help they would be able to bring students back into the district into existing programs, not creating a new program.

Mr. Goralski stated that he would like to give Ms. Walsh the opportunity to speak to the correspondence that she sent to the Board (*Attachment #5*) regarding a plan and outline of what the Special Education Department would look like, what it services, and what it does. Ms. Walsh first gave her opinion and explained that, during her tenure as a Special Education Administrator, she spent many years in the private sector and public sector. In doing so, she saw what was happening in the private special education facilities and what they were offering students which was different than what was being done in the public educational system. During her tenure in New Britain, she was able to create programs that modeled private special education facilities throughout the district, such as the Wheeler School in Plainville, the Klingberg School, and the Connecticut Children's Medical Center School for children who have significant behavioral psychiatric problems and students who had severe autism. Working with the teams at New Britain, they created those programs and were able to keep students in-district. When she left New Britain to come to Southington, there were 45 elementary students Grades K-5 that were able to be successful in their school with a program that was embedded in the elementary school and, per their IEPs, they could go in and out to be with their typical peers where it was appropriate. It took two years to get it up and running effectively; however, it worked very successfully. She was confident that it could be done in Southington with the proper supports in place and oversight. She knows that special education is very costly and there are many variables that they have no control over, but what they do have control over they can create and be proactive instead of reactive. She gave an analogy that, if she was a surgeon, she has only Band-Aids to work with right now. She needs the tools and equipment to do what she needs to do to make it a successful place for students with disabilities. She thanked the Board for allowing her to express her opinion.

Ms. Walsh walked the Board through what the Special Education Department currently has now and how it would look restructured with the proposed additional Special Education Coordinator. She spoke in detail to the attachment that she gave to the Board.

Mrs. Johnson felt it was a no-brainer to bring back students who are outplaced that are costing approximately the same amount of money as a new Coordinator would cost. Her concern was how long it would take to develop an in-house program for children who are currently outplaced. She questioned if they are not providing that now because they do not have the additional coordinator. Ms. Walsh replied that currently they do have programs in the district but they are mixed. It is called the Language-based Program. They are mixing children with autism with behavioral problems and that is just the way it morphed into a self-contained classroom. There are students in a classroom K-Grade 4, which is not appropriate. She envisions having a program for children with autism in a Grade K-2 classroom and a Grade 3, 4 and 5 self-contained classroom to bring those students back and be housed in a school. Some of the schools have the Seriously Emotionally Disturbed (SED) Program for children with emotional problems, and she would do a Grades K-2 classroom. She would separate the children with behavioral and

emotional problems from the children with autism because they are two different disabilities. Mrs. Johnson questioned if these programs would be in place and will take place prior to the start of the next school year. Ms. Walsh replied that it would not; it is her long-term goal.

Mr. Connellan replied that there are two components to this scenario. The students that they are talking about bringing back right now would go into existing programs, not building new programs. When he was a Special Education Director in North Haven, they built a continuum of services Preschool through age 21, which took six years to do. They did a piece of it every single year and for the most part it was cost avoidance. It takes some time to do, and they will have to spend some dollars on that, but it would cost less. What is missing now is the ability to be proactive and have the quality control part of it, which affects the compliance piece, attorneys' fees, etc. The sooner they start doing it, the better off the fiscal impact would be on the budget. Right now, almost 25% of the budget is spent on special education. He is wholeheartedly behind providing the best possible services that they can, but he knows from personal experience that they can do it, and they could provide good services. Some of those services that are being provided outside the district could be provided in-district. Right now, it could not be done because the current coordinators are stretched. It will take some time to implement these programs.

Mrs. Johnson noted that the adjustments to the Superintendent's budget clearly states that Account #83370, out-of-district tuition, decreased \$120,000, which leads her to believe that this is what is going to pay for two students coming back. Mr. Connellan replied that he was being conservative and trying to look at how they could fund this position that is really needed, and it is possible right now for them to use those dollars in-house instead of paying those dollars in tuition. This is one instance where it will be starting for the 2015-2016 school year.

Mrs. Carmody thanked Mr. Connellan and Ms. Walsh for all the information that they sent to the Board. She felt that the new Director of Pupil Services should have more time to evaluate what they have and to see how they could make the department more efficient before they add a new Coordinator to the position. The Special Education teachers that they already have also feel that they are all carrying a caseload that is overwhelming. She would like to wait until January and give Ms. Walsh six months to be more acclimated to what is happening in the district. She did not feel that they know how many children that they could bring back into the district or how many children next year that they may have to outplace because it is a variable. She stated that they still have a lot of work to do with the legislators, cost sharing in education, and the mandates, and should take their time with this.

Mrs. Queen stated that, when she originally first saw this position proposed, she had a similar thought as Mrs. Carmody. However, she has changed her mind after reading the supporting documentation and listening to an overview that Ms. Walsh gave them tonight. She is astounded at how well Ms. Walsh seems to know the Southington district after only three months. She felt that, if they were going to move forward and bring two students back into the district, it would be beneficial for the students to start at the beginning of the year rather than wait until mid-year. She supports keeping this position in the budget.

Mr. Derynoski pointed out that they are in the beginning phases of their budget deliberations, and he would like to keep the position in the budget because of the savings if they brought the students in-district. The fiscal year budget cycle does not start until July, and he

thought that between now and July would give them time to find the right person, outline some plans to bring in students, etc., before this actually is implemented.

Mrs. Clark was having trouble with the correlation of bringing two students back in-district if they already have the capacity and staff to handle those two students with the hiring of this coordinator. Mr. Connellan replied that it was not so much about our own staff that we have right now, it is about the capacity of the programs and the supervision of the programs. It is about the additional burden that would be placed on building level administrators or on the existing coordinator for that building. It has to do with the overall structure and the support that is provided. Right now, building administrators are taking on some of the roles that a coordinator would do regarding supervision, evaluation, and handling very difficult cases. The correlation would be the supervision, quality control, proactive piece. Mr. Connellan would like more than those two students, but is taking a conservative approach.

Mrs. Lombardi stated that they had two workshops and the Board's consensus was that administration could not add things without coming back and telling the Board where the money would come from and to give the Board savings to substantiate those positions. She pointed out that the administration has done that and kept this position in the budget, substantiated the need with data, and cut \$120,000. She would like to hold administration accountable for at least two children to come back to the district and, if they do that, they have met the objective and cut the budget in so doing. Mrs. Lombardi stated that she was in support of this position.

Mr. Oshana questioned the ratio of 209 students to one special education administrator. Mr. Connellan stated that he simply just did the division and it is not that evenly distributed across the schools. Mr. Oshana asked what would happen if the two students do not come back. He noted that it was staggering with the data that was put together and he did not know how the coordinators could leave their office at night with all the work that has to be done. He asked how they would measure the success of this going forward. Mr. Connellan replied that the initial success would be bringing two students back in-district, which would be their first benchmark for this particular proposal. He knew that they would be able to do it and that they needed to start somewhere. Mr. Oshana felt that it was a 'no-brainer' if they were going to offset the costs, give the Director of Pupil Personnel the opportunity to create new programs, and bring more students back into the district seemed straight forward to him.

CONSENSUS: *To keep the Special Education Coordinator position in the budget.*

*YES: Mrs. Queen, Mrs. Lombardi (with accountability and reports when the two students come back in-district), Mrs. Notar-Francesco, Mrs. Clark, Mrs. Johnson, Mr. Oshana, Mr. Derynoski, Mr. Goralski*  
*NO: Mrs. Carmody*

Mr. Goralski stated that accountability was the job of the Board of Education along with the Superintendent of Schools. The Board members all sat on the interview to bring Mr. Connellan to Southington with his Special Education experience as a key ingredient. The Board also had the privilege of bringing Ms. Walsh to Southington and what the Board has been hearing in the workshops and again tonight is why the Board selected her. Special education is 25% of the Board of Education budget, and they brought in two professionals who gave the Board a plan that shows cost avoidance and balance. Mr. Goralski felt that the accountability was very clear that it would be Mr. Connellan.

Mrs. Queen asked if the supporting documentation for this position should be part of the minutes. Mr. Goralski replied that all items related to this discussion should be attached to the minutes.

Mrs. Notar-Francesco noted that the accounts for gas heat, oil and electricity were not reduced. Mrs. DiNello replied that was correct and that she wanted to wait until the Commodities Manager is hired. The changes affecting the use of utilities with the expansion of the middle schools, solar projects, and NORESKO performance contracting will all impact next year's utilization. She was very excited that they would be learning soon who the new Commodities Manager would be when the Town Manager makes a recommendation to the Town Council at their meeting on Monday evening. She will be contacting the Commodities Manager to help assist to budget appropriately in those line items and then they can make adjustments to the budget as soon as it is available.

Mrs. Carmody noted a reduction of \$27,700 under Special Projects and asked if Robotics was left in the budget. Mrs. DiNello replied that currently within Special Projects are the physics classroom and the Robotics enrichment opportunity. In the main budget document, it could be found on page 46 and 46a. Mrs. Carmody would like to take Robotics out of the budget because it is an enrichment opportunity for \$17,930.

Mrs. Notar-Francesco asked for the rationale why administration kept that in the budget and the others were removed. Mrs. Smith replied that the reason for the enrichment opportunities page was because historically they had Project Discover I and II and gifted and talented programs, and the topic of enrichment was debated. The temporary solution was to have a variety of offerings to students who might be interested in various Saturday opportunities such as Talcott Mountain, Middlesex Community College, and other opportunities outside the school arena. If a student happened to be in an elementary school that received an SEF Grant (Southington Education Foundation) such as Thalberg School or a member of the Kelley School student body where they had the gift from the Brino family and were able to facilitate an afterschool program, the students were able to participate in a club that revolved around Legos or Robotics. It fed into the expanded STEM opportunities that are evolving at the middle school level. In prioritizing this page for budget purposes only, and in talking to building principals and Mr. Duffy [Science Coordinator], it was felt that of the three enrichment projects being offered for consideration it was Robotics that more easily makes the connection to the science and math efforts in the middle schools and high school. If all the elementary schools were participants in a Robotics or Lego team, it would be the beginning of starting a Grade K-12 initiative. The elementary schools are the only schools that do not have stipend paid positions to run afterschool clubs and activities. It is an attempt to begin to put in an enrichment concept that all eight elementary schools are interested in. There would be one-time start-up costs as far as supplies and materials and the real cost would be for the stipends for the teachers. If there is going to be a debate or discussion about Robotics, it could be modified further. This would be an attempt to bring forward something more formalized that could be open to a broader range of students in all the schools.

Mrs. Queen summarized that the one-time cost would be the equipment, and the \$8,430, the club advisors stipends, would be the ongoing cost. Mrs. Smith agreed and stated that she and Mr. Duffy thought that after the first year they could pursue grants with Mrs. Boulanger [Grant Writer] for any consumable supplies that would be needed; however, they needed some "seed" money to begin.

Mrs. Lombardi did not think that these enrichment programs were state required or state recommended. She cannot support this when there is a need for more ELL Tutors, which is a basic need for 40 children that do not speak English. They are talking about spending \$17,930 for an enrichment opportunity that some of our schools have done on their own without Board of Education funding.

Mrs. Johnson thought that \$17,930 was a drop in the bucket when they are talking about hundreds of children who will be serviced. She believed that enrichment opportunities serve a very valuable part of the educational process. It is a different kind of value than learning to speak English, but here they are having children learn to speak science, technology and math; a different kind of language for children to learn. They are only getting it after school. She felt that this was money well spent. She would want to ensure that these Robotics opportunities were geared toward inclusion of girls, as well as boys. Mrs. Johnson felt that they need enrichment opportunities in Southington, and this is a very small amount of money given the amount of children who would be participating. This is going to be open to any child who has an interest. Mrs. Johnson would like to see this kept in the budget.

Mrs. Clark stated that she would rather see a school coming to the Board of Education indicating an interest for their students. She noted that Kelley School already has a Robotics program that is volunteered-based. She noted that South End School has had the Drama Club for 10 years, which has been parent volunteer-based. She felt that one stipend teacher would not be able to do it. Mrs. Clark did not support the enrichment opportunities.

Mr. Oshana pointed out that the Board stated that they would be committed to enrichment when they put in the all-day Kindergarten and now the potential is the Board is going to cut all the programs. He would like to see all three programs stay in the budget because if they say that they are going to be committed to something, they should live up to their word. They should not just be committed for one year for a grant-funded program; they should be committed because that is what they thought was right. His big concern is that they are pretty bare bones at this point with this budget and everything is gone except salary and benefits, one potential staff person and some minor enrichment programs. He was in favor of keeping all three enrichment programs in the budget and not just for one-year, but for the long-term.

Mrs. Notar-Francesco noted that there were a lot of things that the Board did not want to lose; however, when she looks at the enrichment piece it becomes a nice to have versus a need to have. She recommends that it is removed.

Mr. Connellan added that per the administration's understanding, they reduced dollars in other areas because they felt this was important for students. They have parents all the time asking about enrichment opportunities. The parents are noting that other children with all types of needs are receiving services; however, their child has a need for enrichment and there isn't anything. He felt that this was a small step in that direction. He pointed out that administration went and reduced other areas to support keeping in the enrichment opportunities. Mrs. DiNello explained that enrichment was an additional item and there was an increase in the testing line item, which was needed, in order to pay for both of those areas as they made a reduction in the New Textbook line item Account #42200 by \$25,850 to eliminate the LLI Kits and they also took an additional reduction in the Principals and Coordinators salary account with the anticipation of bringing in another out-of-district ALTA student. Those were the adjustments in line items in order to keep enrichment in the budget.

Mrs. Queen concurred that for many students enrichment is a need, it is not a nice to have. She liked that the enrichment was opened to all students and that it was not just a gifted and talented program, which they don't have anymore. She thought that an ELL student could participate in the Robotics program because they don't need to speak English to build a robot. It would be a language opportunity with students after school to engage in an informal environment. Mrs. Queen supports the Robotics program.

Mr. Oshana added that to keep the Robotics program in place it is .0004% of the budget. To keep all three enrichment programs in the budget it is .00019%.

CONSENSUS: *To keep the \$17,930 for the Robotics opportunity in the budget.*

*YES: Mrs. Johnson, Mrs. Queen, Mr. Derynoski, Mr. Oshana*

*NO: Mrs. Clark, Mrs. Carmody, Mrs. Notar-Francesco, Mrs. Lombardi, Mr. Goralski.*

Mr. Goralski stated that he was not in favor of anything new and that, when a school wants something, they find a way to get it done. If there is a school that is struggling to find a way to get it done, then that school can come to the Board of Education. Mrs. Queen thought it was a procedural thing for people to come to the Board to ask for different opportunities. She felt that they should go to the administration. The difference here is that it is district-wide, not one school versus another.

Mrs. Queen thought the need to purchase furniture and appropriate lab equipment for the physics classroom exists in this school year and asked if that could be done. They have students right now taking physics, which is incredibly challenging under the best of circumstances for all students of all abilities. She noted the following:

1. It is one of the most challenging curriculums.
2. The district is encouraging students to apply to the most competitive universities in the country that are looking for physics on the application.
3. If the Board wants to keep our students in-district and not looking for math and science opportunities in magnet schools, they need to have appropriate equipment in the classrooms.

Mrs. Queen proposed that they resolve that issue this school year. Mr. Goralski supported Mrs. Queen's request and wanted to know how and where in this year's budget they could fund this proposal and that they would reduce it from the 2015-2016 proposal.

Mrs. DiNello stated that the last report that was given to the Finance Committee in December was a breakeven standpoint. They have not received the first Excess Cost check for special education, which will not come until the end of February. She would have concerns because she would hate to say no tonight and find that towards the end of the school year they are in a position to have funds that could have funded it. There are a couple of vacancies that have not been filled. However, without the special education reimbursement check in hand, she could not say with certainty that they could spend the \$25,000 to fund this in the current year budget. Mr. Goralski appreciated that answer.

Mrs. Notar-Francesco questioned Account #46600, High School Repair of Athletic Equipment, for reconditioning helmets to maintain safety standards for all equipment. She questioned why this was cut when it is a safety item. Mrs. DiNello replied that they will continue to make sure that they recondition football helmets. From a safety standpoint, administration will make sure that is done. That may be done at the expense of purchasing other equipment needs. Since the directive was to scale back the dollars that was the decision that was made. She assured the Board that they will not compromise football reconditioning of helmets for safety in order to stay within this budget line item.

Mr. Goralski pointed out that the three-page document from Mrs. DiNello was exactly what was asked of administration. The directive that the Board gave equated to seven to nine hours of work calculating to figure everything out. The detail that the Board asked for is in the three-page document. He thanked Mrs. DiNello and administration and principals for their work. What administration gave the Board was a totally legitimate budget and after the workshops the administration had to go back and nickel and dime everything to get to what is flat. Mr. Goralski noted that administration did everything that the Board asked of them.

Mrs. DiNello stated that the budget is currently at \$90,197,401 or a 3.59% increase.

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

**“Move to accept the 2015-2016 Board of Education Operating Budget at \$90,197,401.”**

Mr. Goralski respected everyone’s opinion and noted that they all made sacrifices and, if anyone was uncomfortable with certain decisions that were made tonight, to consider the big picture of what they do as a group.

ROLL CALL VOTE: YES – Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mrs. Carmody, Mr. Goralski. **Motion carried unanimously.**

Mr. Connellan thanked the Board and acknowledged that they had a difficult task.

**11. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:55 p.m.

Respectfully submitted,  
*Linda Blanchard*  
 Recording Secretary

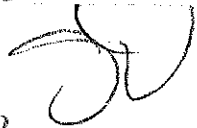
Dear Board of Education members,

I'm writing to you about a recommended addition to the health curriculum at Southington High. The high school's health curriculum has proven itself to be repetitive throughout the years, always rehashing the same subjects year after year. Rather than having the same lessons every year, one year there should be a unit on common learning and intellectual disabilities. Educating students on these common disabilities will cut down on bullying and intolerance. In teaching students both with and without disabilities about common disabilities, it allows for students to have a deeper understanding of one another, to realize that disabilities are much more common than people realize, and that we are all different and unique in our own way. If everyone learned how to communicate better with students with disabilities such as autism and downsyndrome, they will be more understanding of those with disabilities and not be quick to label people as "stupid". This would cut down on the amount of bullying and stigma attached with having a disability and it would help every student feel comfortable being themselves in school. Also, if the students are educated about these common disabilities, they may discover that they themselves have a disability. For example, my friend Abby didn't know about dyslexia until 8<sup>th</sup> grade, and after learning about it she got tested for it and discovered that she was in fact dyslexic. After learning about her disability, she now has the resources that she needs to succeed alongside the rest of her peers without being viewed differently. Education on common learning disabilities such as this can also teach students how different brains work and how to improve the work of the students with disabilities. To conclude, I believe that this addition to the health curriculum would decrease bullying and increase communication and understanding among students of all abilities in our school.

Abby Heller



## SOUTHINGTON PUBLIC SCH


 Sherri DiNello

Director of Business &amp; Finance

## MEMO

**TO:** Board of Education Members  
**DATE:** January 20, 2015  
**RE:** 2015-2016 Operating Budget

At the conclusion of our workshop on January 15, 2015, the Board of Education directed administration to bring back a revised budget that was a combination of level funding and level services (level services is defined as same volume at a new cost). In addition to level services, we could include personnel or projects related to safety. Any other "new" additions needed to have a corresponding reduction.

Attached you will find a three-page summary of adjustments that results in an operating budget request of \$90,215,331 or 3.61%. Numerous line items were restored to level services. A detailed listing of *New Personnel* still included is also attached. The only new position that we are requesting, that does not fall within the parameters of safety and mandated, is the Coordinator of Special Education. We reduced account #83370, *Out-of-Town Tuition*, by \$120,000 to support this request and plan to bring two students back to Southington from their current out placement.

The enrichment request under *Special Projects* has been scaled back to include \$17,930 for the Robotics opportunity only. We also left the increased funding for testing. To support these two areas, we reduced the *New Textbook* line (account #42200) by \$25,850 eliminating the LLI Kits and we reduced the salary line for *Principals and Coordinators* (account #11210) by \$12,500 with the assumption of receiving additional tuition for out-of-district Alta students.

The only items remaining in the *Major Projects & Equipment* section are the following:

• Derynoski	- Fuse panels to breakers	\$ 14,568
• Systemwide	- Furniture (\$42,570 + \$6,955 adjustment)	\$ 49,525
• Systemwide	- Technology	<u>\$ 85,000</u>
		\$149,093

An overview of the adjustments will be reviewed during the Board of Education meeting on Thursday, January 22, 2015; however, please feel free to contact us in advance if you have questions.

SPD/lb  
Attachments

**Adjustments to Superintendent's Budget  
2015-16**

Acct #	Description	Amount	
	<b>Superintendent's Budget</b>	\$ 90,912,988	4.41%
	<b>Opening Adjustments:</b>		
33800	Magnet School Tuitions	\$ 3,465	
74000	Major Projects-Classroom Furniture	\$ 6,955	
	<b>Opening Adjustments subtotal:</b>	<u>\$ 10,420</u>	
	<b>Revised Superintendent's Budget</b>	<u>\$ 90,923,408</u>	4.42%
	<b>Reductions Requested by BOE for Level Services</b>		
	<b>Regular Education</b>		
11210	Principal & Coordinator Salary	\$ (12,500)	
11915	Athletic Attendant's Salaries	\$ (5,500)	
11916	Event Supervisor & Chaperones	\$ (8,000)	
12200	Teacher Substitute Salaries	\$ (12,777)	
12220	Secretary Substitutes	\$ (3,000)	
12400	Paraprofessional Substitutes	\$ (2,000)	
14200	New Personnel	\$ (252,838)	
31800	Legal Fees	\$ (20,000)	
31950	Database Services	\$ (78)	
32302	Maintenance of Athletic Fields	\$ (1,934)	
32303	Repl. Of Window Coverings	\$ (30)	
32304	Repair of Glass	\$ (1,421)	
32317	Musical Instrument Repair	\$ (447)	
33900	BOE Expenses	\$ (2,850)	
33905	Administrative Expenses	\$ (200)	
33910	Central Office Travel & Conferences	\$ (4,000)	
34100	Postage	\$ (1,500)	
35100	Recruiting	\$ (90)	
35200	Advertising	\$ (60)	
36100	Printing Expenses	\$ (354)	
39470	Student Activities	\$ (57)	

**Adjustments to Superintendent's Budget  
2015-16**

Acct #	Description	Amount
40110	Central Office Supplies	\$ (310)
40210	Audio Visual Supplies	\$ (530)
40300	General Teaching Supplies	\$ (2,066)
40305	Content Area Literacy Support	\$ (3,289)
40310	Kindergarten Classroom Supplies	\$ (270)
40320	Coordinator Supplies	\$ (284)
40400	Art Supplies	\$ (1,190)
40600	Technology Education Supplies	\$ (963)
40700	Family & Consumers Science Supplies	\$ (527)
40800	Occupational Services	\$ (96)
40900	Music Supplies	\$ (748)
40910	Instrumental Music Supplies	\$ (235)
40920	Physical Education Supplies	\$ (306)
41150	Math Supplies	\$ (450)
41200	Science Supplies	\$ (1,351)
41300	Health Supplies	\$ (344)
41430	Repair of Buildings	\$ (9,370)
41950	Copier Supplies	\$ (697)
42100	Textbook Replacement	\$ (1,323)
42200	New Textbooks	\$ (25,850)
42300	Consumable Activity Books	\$ (1,856)
42400	Periodicals	\$ (475)
42500	Computer Software	\$ (200)
42800	Health Education	\$ (119)
43200	Other Library Expenses	\$ (131)
44200	New Music Equipment	\$ (200)
46200	New Athletic Equipment	\$ (200)
46300	MS Replacement of Athletic Equipment	\$ (40)
46400	HS Replacement of Athletic Equipment	\$ (670)
46470	High School First Aid Supplies	\$ (105)
46472	Awards & Programs	\$ (226)
46500	MS Repair of Athletic Equipment	\$ (10)
46600	HS Repair of Athletic Equipment	\$ (5,704)
46900	Middle School first Aid Supplies	\$ (12)
49310	Business Education Supplies	\$ (238)
49600	Alternative Education Supplies	\$ (300)

**Adjustments to Superintendent's Budget  
2015-16**

Acct #	Description	Amount	
49700	Guidance Supplies	\$ (144)	
49900	Alto & Power School Supplies	\$ (252)	
54000	Equipment	\$ (18,390)	
70000	Special Projects	\$ (27,700)	
	<b>Subtotal Reductions Regular Education</b>	<u>\$ (436,807)</u>	
	<b>Special Education</b>		
83122	Teacher Substitute Salaries	\$ (4,156)	
83123	Homebound Instructor Salaries	\$ (2,000)	
83128	New Personnel Salaries	\$ (16,796)	
83318	Legal Fees	\$ (3,000)	
83339	Administrative Travel	\$ (600)	
83370	Out of District Tuition	\$ (120,000)	
83495	Instructional Supplies	\$ (250)	
83496	Specialized Materials	\$ (250)	
83542	Equipment	\$ (2,000)	
	<b>Subtotal Reductions Special Education</b>	<u>\$ (149,052)</u>	
	<b>Major Projects &amp; Equipment Reductions</b>		
	Major Projects & Equipment	\$ (122,218)	
	<b>Subtotal Major Projects &amp; Equipment Reductions</b>	<u>\$ (122,218)</u>	
	<b>Total Reductions</b>	\$ (708,077)	-0.81%
	<b>Revised Operating Budget</b>	<u>\$ 90,215,331</u>	3.61%

## ***NEW PERSONNEL REQUESTS REGULAR EDUCATION***

### **SOUTHINGTON HIGH SCHOOL:**

#### **SOUTHINGTON HIGH SCHOOL ATHLETICS:**

- ***Swim & Dive Girls Assistant Coach*** **FTE: 1.0** **\$ 2,271**  
Currently, there is one male coach supervising and instructing 50 student-athletes. This sport is conducted off-site at the YMCA, which provides two lifeguards as mandated by the YMCA policy. The coaching ratio to student-athlete is 50:1. This position is being requested for safety and supervision purposes. This position was eliminated in 2009-2010; therefore, the request is for reinstatement of the assistant coach for girls swim and dive.

#### **J. F. KENNEDY MIDDLE SCHOOL:**

- ***Cross Country Assistant Coach*** **FTE: 1.0** **\$ 1,722**  
The popularity of middle school cross country has increased dramatically over the past 10 years. The team rosters are in excess of 85 student-athletes. This position is being requested for safety and supervision.

#### **J. A. DEPAOLO MIDDLE SCHOOL:**

- ***Cross Country Assistant Coach*** **FTE: 1.0** **\$ 1,722**  
The popularity of middle school cross country has increased dramatically over the past 10 years. The team rosters are in excess of 85 student-athletes. This position is being requested for safety and supervision.

#### **SOUTH END ELEMENTARY SCHOOL:**

- ***Teacher – World Language*** **FTE: 0.1** **\$ 4,860**  
Kindergarten and first grade students began learning Spanish in the 2014-2015 school year. In an effort to expand the offering to Grade 2, as the students advance, requires a 0.1 FTE.

#### **THALBERG ELEMENTARY SCHOOL:**

- ***Teacher – Music*** **FTE: 0.2** **\$ 9,720**  
The number of classrooms has exceeded the capacity of the 2.5 vocal music's scheduling capacity. This year, we need to borrow time from Flanders Elementary School as well as have the instrumental teacher teach a second grade vocal music class in addition to her current caseload.

#### **SYSTEMWIDE:**

- ***Tutor – English Language Learners (ELL)*** **FTE: 1.0** **\$ 16,200**  
The district currently has 98 students requiring English language services. The high school tutor is servicing six students in preparation for graduation and the remainder of the students are in Grades K-8. There are 30 Grades K-8 students new to the district this year, 10 of whom are non-English speakers. The TESOL/Bilingual State of Connecticut Department of Education recommends that non-English speakers receive a recommended one-hour per day of English language instruction. The following are 14 languages that represent the district's English Language Learners population: Arabic, Bosnian, Urdu, Polish, Italian, Punjabi, Albanian, Tagalog, Nepali, Chinese, Ukrainian, Russian, Spanish and Vietnamese.

## NEW PERSONNEL REQUESTS *SPECIAL EDUCATION*

### SYSTEMWIDE:

- *Special Education Coordinator* FTE: 1.0 \$115,913
- Given the increased need for staff training and support, academic and behavioral needs of students, the increased number of students with special needs, and the overall depth and breadth of programming necessary to increase student performance, this position is necessary. The job responsibilities in this position will include addressing school-based needs at five elementary schools, including teacher evaluation responsibilities. In addition, the staff hired in this position will be in charge of providing support to the nonpublic schools and assigned district programs. The additional staff in the department will provide the means for a long overdue restructuring. The restructuring of the special education department will enable staff to more succinctly address the development of appropriate in-district programs across all levels and allow for a focus on district-wide professional development that focuses on proactive ways to increase student achievement and to decrease student behaviors.

## EL K-12 as of January 2015

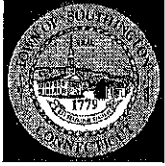
Population **105 EL Students K-12** 65 EL students have been in the district for more than a year and have not yet fulfilled the State criteria to be exited. These students currently receive 30 min/week to 2 hours/week of EL service.

**40 newly identified** EL students entered the district in the last year.

<b>Current Service Hours for Newly Identified Students</b>		
<b>Hours of Service</b>	<b>Percent of Students</b>	<b>Number of Students</b>
<1 hour/week	2.5%	1
1 hour/week	37.5%	15
1.5 hours/week	2.5%	1
2 hours/week	35%	14
3 hours/week	7.5%	3
4 hours/week	7.5%	3
1hour/day (small group)	7.5%	3

<b>(1 PT Tutor) Service Hours for Newly Identified Students</b>		
<b>Hours of Service</b>	<b>Percent of Students</b>	<b>Number of Students</b>
<1 hour/week	2.5%	1
1 hour/week	32.5%	13
2 hours/week	25%	10
3hours/week	10%	4
3.5 hours/week	10%	4
4 hours/week	7.5%	3
4.5 hours/week	2.5%	1
1hour/day (small group)	10%	4

<b>(2 PT Tutors) Service Hours for Newly Identified Students</b>		
<b>Hours of Service</b>	<b>Percent of Students</b>	<b>Number of Students</b>
<1 hour/week	2.5%	1
1 hour/week	7.5%	3
2 hours/week	45%	18
3hours/week	10%	4
3.5 hours/week	10%	4
4 hours/week	10%	4
4.5 hours/week	2.5%	1
1hour/day (small group)	12.5%	5



# SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan  
Superintendent of Schools*

## **MEMO**

To: Board of Education Members  
Date: January 21, 2015  
Re: Special Education Coordinator

As you know, a Special Education Coordinator position has been requested in the budget. Attached are several communications from administrators in support of this proposal. This is a cross-section of the support expressed by the Administrative Leadership Team. Many of the administrators were prepared to speak in support of this proposal at the budget workshops, but the timing of the discussion perhaps precluded that opportunity. My rationale for including the request in the budget proposal includes the following:

1. The current number of Southington students identified with disabilities is 835 as of October 1, 2014. If we could apply this as a direct ratio it would be approximately 209 students to one special education administrator given the current staffing of 4.0 full time equivalent positions. The distribution of students across schools is not even, but the overall numbers provide a glimpse of approximately how many cases are overseen by each administrator. This ratio if continued will inhibit not promote the development of proactive and innovative educational programming.
2. The current structure will not allow the Director the time or opportunity to engage in the activities necessary to fully analyze the student and district needs and to develop strategies, programs, or alternatives to meet those needs in a timely fashion.
3. Currently, special education administrators cannot adequately monitor and evaluate out of district placements resulting in the reduction or elimination of opportunities to return students to in-district programs. The addition of a Coordinator will increase the districts' ability to implement that type of monitoring with the intention of developing transitions back to appropriate in-district placements. With the inclusion of a Coordinator position, it is anticipated that at least two students currently placed out of district can be returned to in-district programs in the 2015-16 school year. There may be other students who can return to district but the very conservative approach used in this proposal is just two. That being said, without the additional administrative support provided, it would not be wise to plan on returning two students to in-district placements. Therefore the funds reallocated from the tuition account to support the Coordinator position, approximately \$120,000, would need to be restored to the tuition account.
4. The average special education case is much more complex than it was even ten years ago. Special education is the most regulated area of public education and the most litigated.

The time the Director spends performing activities and functions that are more appropriately conducted by Coordinators severely limits the time available for district-wide supervision, consultation with building administrators and program evaluation. These are activities which contribute to the District's ability to fulfill its responsibilities under the law and remain in compliance resulting in fewer cases in which parents file for administrative hearings under their due process rights. A direct effect and fiscal impact will be a reduction in the need for legal intervention and therefore a reduction in the cost of legal representation.

5. The most involved and litigious cases are the responsibility of the Director in any school district. The Director must be flexible enough in her schedule so that the intensive involvement in these cases does not have a negative effect on a school based schedule or case load. Without an additional Coordinator, the Director will still have a direct school based caseload and will still have to handle the most difficult cases. It will have an adverse effect on schools and/or programs that would otherwise be handled by a Coordinator.

This proposal is based on the needs of the District. The reorganization of the Pupil Services Department hinges on staffing the department at an appropriate level. The proper and appropriate way to staff this department so that it can operate effectively and efficiently is with a Director who has oversight of all staff, programs and services but not a school based responsibility and with three Special Education Coordinators assigned as proposed by the Director in the attached document. Having served as a Director for approximately seventeen years, I have experienced what Meg Walsh is experiencing now and what she will be experiencing in the ensuing years. The District has the need to provide the level of support proposed so that the Director can function in the way envisioned when she was hired. The sooner that support is provided, the sooner the District will begin to experience the positive outcomes that we know can accrue from the implementation of proactive and innovative practices. The need for this position clearly exists. I base this assessment on my seventeen years as a Director and ten years as a Superintendent, having experienced a variety of combinations of staffing patterns in Pupil Services. If the Board determines that we simply cannot afford this position at this time, I can accept that decision. There are many services that we just cannot afford to provide. That is part of the larger picture of public education and the ability of a community to meet identified needs. However, I cannot accept the rationale that the position is not needed because that simply is not the case. My years of experience in this specific area and as a Superintendent tell me otherwise. When I was appointed as Superintendent in Southington, I was told that one of the reasons was my background in special education and pupil services. At that time, I indicated that I would always be candid regarding my observations and assessments. My very candid assessment is that this position is needed if we are to move forward with the changes necessary in the Pupil Services Department. Again, I can accept a determination by the Board that we cannot afford to fund the position at this time but the need clearly exists. The Administrative Leadership Team of this district, the professionals who live this work every day all recognize that the need exists.

January 19, 2015

To the Members of the Board of Education,

Please accept this letter of support for the Special Education Coordinator position proposed within the 2015-2016 school budget. Having come from a district similar in size and demographics three years ago, I have first-hand knowledge and experience of the benefits of a comprehensive special education department.

In my previous district, the position titled Director of Pupil Personnel Services was reserved for the person charged with advising and supervising the coordinators with regards to their respective assignments, overseeing the compliance and operations of special education, both legally and logistically, and continuous planning for improvement of services and systems throughout the district. During my tenure in the Southington Public schools, I've witnessed a similar effort being made by both a past Director and our current Director. The challenge within our district comes with the additional responsibilities we charge our Director with. Unfortunately, those responsibilities are coupled with the reduced layers of support within the coordinator ranks. This causes our Director of Student Services to have to tend to tasks that compete with the overall demands of the position.

At the building level, I can tell you unequivocally, that we as administrators absolutely depend on the advisement and consultation of our coordinators when navigating unique and sometimes adversarial waters. During my time in Southington, I've seen the challenges the coordinators sometimes face when trying to follow up with our Director as she is tending to assignments and tasks more suited for a coordinator, reducing her accessibility. Furthermore, I continue to correspond with my assigned special education coordinator well into the evenings, and even on weekends, as the size of each of their respective caseloads challenges them from communicating during the school day. This evidence is simply a testament to the scope and demands of their jobs, and thankfully, a testament to their dedication and professionalism as well.

It is my utmost belief that the time and attention required of the Director should be reserved for the overall systemic oversight and improvement of the district relative to special education, as well as to serve as the direct line of communication to the superintendent and legal departments often sought on a daily basis. Furthermore, the Director's time needs to be reserved for the thorough research and analysis of extensive reports and paperwork relative to high profile cases and pending due process hearings. Lastly, the Director's time needs to be spent immersed in continuous professional learning and conversation so he/she can continue to be the district expert to lead all others within the department, thus building capacity. It cannot be time spent handling responsibilities that a coordinator would be best suited for. This change in operating procedures would only streamline our efforts to ensure compliance, improve communication, and provide systemic improvement over time.

In closing, it is understandable that one's mindset might assume that the Director should be in the boat rowing with the sailors. Before the increasing complexities and legalities of the special education landscape, this may have been a reality. However, it's paramount that we understand every ship needs a captain. Please provide additional support to this department to further streamline the responsibilities and assignments of all, thus allowing for the oversight and improvement that you wish to see going forward.

With sincere appreciation for your consideration,

Steve Madancy

Megan Bennett  
Principal at R.E. Thalberg Elementary

I emphatically support the request for an additional special education coordinator for Southington Public Schools. I will not speak to the need across the district, although I do know my situation is not unusual, but rather share my experience at Thalberg.

Thalberg School is fortunate to have the support of Carol Bagwell as our special coordinator. Carol has been instrumental in her guidance of our school based special education decision-making. Carol has created an exceptionally functional special education team at the building site level. The problem is that Carol has to be reactive in her support rather than proactive in our planning. Thalberg has a relatively low special education percentage in comparison to other Southington Schools. Nine percent of Thalberg students have an Individualized Educational Plan (IEP).

2013-2014 School Year Carol Bagwell's involved constituted the following at Thalberg for direct support:

- Training for SBAC accommodations
- Evaluation for Guidance Counselor and Social Worker
- Secondary Evaluation Support for 3 Special Educators
- Monitoring the BCBA's services within the school
- Coordination of Extended School Year services
- Five intensive cases in which her direct support and attendance was necessary at 10 PPTs in which she needed to prepare through review of the IEPs as well as team member updates.
- Bi-weekly phone consultations regarding coordination of services and advisement for special education law questions.
- Hiring team for new special educator (review of resumes, interviews)
- Review IEP documents

I share this information knowing that Thalberg has fewer demands on Carol's time than other Southington Schools. More students are able have their special needs served within our Southington School. We need to make sure we are also able to properly support these new programs and support with supervision and proactive planning for success. We have reached maximum capacity on the time allotment for our current special educators. As a district, we have created a situation in which we have to react to problems which has the potential to be more costly (both monetarily as well as educationally for our students needing special education services).

## Priority for New Personnel

As an SPS administrator currently working in one of the busiest elementary schools I can attest to the need for additional related service personnel including a special education coordinator and a school psychologist that were requested in the 2015-2016 budget. Unfortunately, the psychologist position was cut during the budget workshop process. Having at least one related service staff member available in our buildings every day is critical to maintaining a safe school climate for all students.

The special education coordinator assigned to Hatton School is also assigned to several other elementary schools and has a caseload of students who are out placed that require her attendance at case conferences and PPTs outside of Southington. In addition to the inclusive special education caseload of students, Hatton also houses four district based programs (3 preschool classes, 2 self-contained classes and the ABA program) that the coordinator has oversight for. Many of these students have very involved Individual Educational Plans (IEPs) that require frequent case conferences and PPTs. There are times when a coordinator must be present for these high profile cases to make educational decisions that may have financial implications.

Each of our three coordinators and Director of Pupil Services is responsible for overseeing special education and other related services in several schools and district-based programs. Building and district level administrators are expected to be instructional leaders. Currently, it is impossible for the special education coordinators to do much proactive work due to their heavy caseloads both within and outside of the district. The school system requires another coordinator so that children, families and schools can be appropriately supported.

Respectfully submitted,  
Sally Kamerbeek

January 18, 2015

To the Members of the Board of Education,

I realize that in this time of fiscal challenges it is important to question the need for additional staffing, especially an administrative position. However it is imperative that the Department of Pupil Services has appropriate oversight and direction. Special education is a service that is provided to students who have a disability. It also has very clear and delineated legal guidelines that are mandated and need to be adhered to. In order to lead the department and maximize our resources it is imperative that we have the appropriate staffing. A fourth coordinator would allow the Director to oversee the compliance and overall operations of the department as well as ensuring that we are maximizing our existing resources. It would allow for creating and implementing policies and procedures that are consistent throughout the district, especially with regards to the development and implementation of student's IEPs and services.

The addition of another coordinator would allow for a restructuring of the department, assigning the coordinators to schools and responsibilities with a focus on building capacity of the teams in each building. This would allow for better decision making and developing explicit IEP's for students. I am asking you to support the addition of another coordinator to this department in order to do the work that needs to get done.

If I can be of further assistance please do not hesitate to contact me. I appreciate your attention to this matter.

A handwritten signature in black ink that reads "Meg Walsh". The signature is written in a cursive, flowing style.

Meg Walsh

## Restructuring of Special Education Office

January 16, 2015

### Coordinator – High School Special Education Services

- Grades 9-12 special education oversight at SHS.
- Achieve Program – program for 9-12 graders with ASD or ID
- TEP Program – Program for students who are emotionally disturbed
- Post Graduate Program (18-21year olds) Including - Activities of Daily Living, Employment, Independent Skills, Life Skills – currently servicing 11 students.
- Supervise/ evaluate secondary school counselors
- ALTA
- Para educator PD facilitation
- Attend PPT's which are more complex in nature

### Coordinator – Middle Schools

- Grades 6-8 special education oversight at JAD and JFK
- Achieve Program for Middle School Students
- Team Program for students with emotional disturbance
- Supervise/evaluate DW school psychologists
- Non-public
- Para educator PD facilitation
- Attend PPT's which are more complex in nature

### Coordinator – Preschool and Elementary

- Pre-school coordinator – three and four year old identified students. Housed at Hatton Elementary and South End Elementary school. Total of 4 classrooms with a.m. and p.m. sessions. Servicing approximately 85 students per year
- Grades K-5 special education oversight at Hatton, Strong, Plantsville and South End Elementary Schools
- Supervise/evaluate DW speech and language clinicians.
- B-3 liaison
- Supervise ABA program
- Para educator PD facilitation
- Attend PPT's which are more complex in nature

### **Coordinator – Out of District Placements and Elementary Schools**

- Grades K-5 oversight at Kelly, Thalberg, Flanders and Derynoski Elementary Schools
- Case manager for students who attend Private Approved Special Education Facilities (PPT'S)
- Farmington Valley Diagnostic Center case manager (PPT's)
- Magnet Schools
- Para educator PD facilitation

### **Role of the Director**

- Primary supervisor and evaluator for the coordinators
- Attend SDE trainings to remain current with statutes
- Liaison between District and Federal/State law
- Secondary evaluator for any pupil services staff who are in need of support
- Design professional development plan for para educators for the school year
- Design professional development plan for special education and pupil service staff
- System's work – designing efficient and effective policies and procedures for special education and pupil services department.
- Current best practices and strategies regarding teaching of identified students
- Keeping all staff informed regarding any and all changes in state and federal laws for special education
- Supervise and evaluate elementary counselors
- Attended PPT's as needed
- SRBI
- T-EVAL
- Other responsibilities as deemed appropriate by Superintendent

**Board of Education**

**Administrative Report**

**February 19, 2015**



**1. Common Core Coaching Days**

**2. High School Principal – Vacancy and Transition**

**3. School Safety and Security Plan**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 19, 2015

Decision Requested X Agenda Code 8. a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2014 – 2015.

**Background:** The attached report lists personnel activity from January 1, 2015 through January 31, 2015.

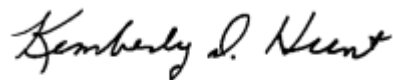
**Alternative Strategies:** \_\_\_\_\_

**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

Agenda – February 2015

# PERSONNEL ACTIVITY REPORT

FOR: January 2015

## APPOINTMENTS

### Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Voisine, Stephanie	Math Specialist	JFK	.50	January 20, 2015	BA	Central CT State University	\$24,212.50 prorated
Nobou, Patrick	Interim World Language	SHS		February 3, 2015	MA	American International College	\$58,000.00 prorated
Carrion, Yvarlene	World Language Teacher	SHS		February 9, 2015	MA	Central CT State University	\$48,500.00 prorated
LaMay, Alysia	Interim Special Ed Teacher	FES/ S.End		February 9, 2015	MA	University of Connecticut	\$46,750.00 prorated

### Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Tellerico, Jenna	Grant Funded Reading Tutor	Hatton	25.00	January 5, 2015	\$13.30
Harrold, Tricia	Special Education Paraprofessional	Hatton	12.00	January 5, 2015	\$14.49
Fitzsimons, Shannon	Program Coordinator Family Resource Center	Hatton	5.00	January 5, 2015	\$17.83
Scalise, Janet	Grant Funded Reading Tutor	Kelley	25.00	January 12, 2015	\$13.30
DiSanto, Lauren	Grant Funded Math Tutor	JAD	25.00	January 28, 2015	\$13.30

## RESIGNATIONS

### Certified

Name	Position	School	Effective Date	Years of Service	Retire
Bodnar, Kristin	Special Education Teacher	FES & S. End	January 23, 2015	3 months	No
DePucchio, Sharon	Social Worker	SHS	July 1, 2015	24 years	Yes

### Classified

Name	Position	School	Effective Date	Years of Service	Retire
Holsten, Kendrick	Full-Time Paraprofessional, ISS Program	SHS	January 10, 2015	4 months	No
Jones, Lisa	Accounting / Purchasing Manager	BOE	January 13, 2015	2 years	No
Crispino, Aubrey	Full-Time ABA Therapist	DES	February 7, 2015	1 ½ years	No

## TRANSFERS

### Certified

Name	From Position	From School	To Position	To School	Effective Date
Slotnick, Jamie	Literacy Specialist	JFK	Special Education Teacher	JFK	February 17, 2015

### Classified

Name	From Position	From School	To Position	To School	Effective Date
No classified transfers in the month of January					

## UNPAID LEAVES OF ABSENCE

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

## COACHING / STIPENDS

### Appointments

Name	To Position	School	Effective Date	Stipend
No coaching appointment in the month of January				

### Resignations

Name	From Position	School	Effective Date
Gissas, Michael	Assistant Coach, Boys Lacrosse	SHS	January 7, 2015
Ryan, McKenzey	Freshman Coach, Girls Lacrosse	SHS	January 15, 2015
Kowalchuk, David	Assistant Coach, Baseball	SHS	January 15, 2015
Lombardi, William	Assistant Coach, Girls Outdoor Track	SHS	January 22, 2015
Shine, Annmarie	Head Coach, Cheerleading	JAD	July 1, 2015
Samarotto, Tammy	Team Leader, Yellow Team	JAD	July 1, 2015
Fish, Marianne	Department Facilitator, Special Education	SHS	July 1, 2015



SOUTHTON BOARD OF EDUCATION  
Southington, Connecticut

**FINANCE COMMITTEE MEETING**

Thursday, February 5, 2015, 7:45 a.m.  
Municipal Center Conference Room #2  
200 North Main Street, Southington, CT 06489  
(Corrected 02-20-15)

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski (*arrived 8:00 a.m.*),  
Terry Lombardi, Patricia Johnson; Zaya Oshana

From Administration: Sherri DiNello, Director of Business & Finance

The Finance Committee meeting was called to order at 7:46 a.m.

1. **SELF INSURANCE REPORT:**

The committee reviewed the report presented showing claims from July-December 2014 are \$15,581 less than budgeted.

2. **LAWN MOWING & TRIMMING BID AWARD – 2015-BID-#19:**

Mrs. DiNello presented results of lawn mowing bids at four schools (see attached list). The committee recommended awarding low vendor, Green Meadow, the Flanders and Hatton Elementary School sites and low vendor, Cheshire Concrete, the Thalberg and Strong Elementary School sites. Administration confirmed both contractors currently perform services for the Southington Public Schools and we have been happy with their performance.

3. **PRESCCHOOL TUITION RATES 2015-2016:**

The committee reviewed the 2014-2015 survey results of tuition charges at area preschools along with the Southington Public Schools tuition history. The revenues help offset the cost of the paraprofessional salaries working with the preschool. Discussion ensued in regard to the recommendation to increase the fee by ten percent (10%).

Mrs. DiNello shared that we continue to have a wait list for enrollment in the program and families meeting the qualification for free and reduced lunch receive a discounted or free tuition. A request was made for information about whether or not preferential treatment is given to families in need. Mrs. DiNello will inquire of the special education department to get a response.

Mrs. Notar-Francesco proposed the following increases:

2 day/week	\$1,300
3 day/week	\$1,600
4 day/week	\$1,900

The committee was originally split on the amount to increase; but, came to a consensus that a 10% increase will be recommended for 2015-2016. However, they want the fees brought back on the agenda next year to determine tuition rates for 2016-2017.

4. **AG-SCIENCE & TECHNOLOGY ESTIMATED ENROLLMENT 2015-2016:**

The committee reviewed the projected 2015-2016 tuition calculation of \$333,431 and is in agreement as to the estimate that should be included in the town's budget. Mrs. DiNello shared the approved tuition rates and how the amounts will negatively impact the

Town's revenue. In addition, she updated them on the increasing funds for ASTE and the latest update that the funds cannot be carried forward as a grant but only as part of the one percent (1%) unexpected funds account. She has contacted the State Department of Education to discuss options with our legislators to seek changes in the statute.

**5. RUBBISH REMOVAL & RECYCLING PROPOSAL:**

Mrs. DiNello explained that the rubbish removal and recycling contracts both expire on June 30, 2015. The current vendors have agreed to hold their price for a one year extension. In addition, HQ has proposed an opportunity to bring a pilot program for the disposal of organic waste at Southington High School, DePaolo and Kennedy Middle Schools. The organic material would be food waste. Five containers would be provided and a separate route would pick up and dispose at one of the local organic facilities. The proposal would include free recycling services at all schools for five years and the pilot organic program would be at an annual cost of \$4,500. The district currently pays approximately \$6,500 per year for recycling. The Finance Committee had additional questions about the length of the proposal as well as the operating expenditures to implement. Mrs. DiNello will bring the agenda item back to the committee with more information.

The committee does not recommend going out to bid based on the information presented; however, they will wait for more information to be presented at the next meeting.

**6. MISCELLANEOUS:**

- a) Snow Removal: Mrs. DiNello informed the committee that vendors are being closely monitored and there have been some challenges with the timing of many of the storms. Mr. Romano is close monitoring them and making our expectations clear.

The meeting adjourned at 8:34 a.m.

Respectfully submitted,



Sherri P. DiNello  
Director of Business & Finance



BID COMPILATION  
 Lawn Mowing and Trimming - Bid 2015-BID-19  
 Opened January 9, 2015

**Awarded Vendor in Bold**

Site	Vendor	Per Mowing Year 1 2015 Season	Per Mowing Year 2 2016 Season	Per Mowing Year 2 2017 Season
Flanders Elementary School	Green Meadow	<b>105.00</b>	<b>105.00</b>	<b>105.00</b>
	Schmidt Lawn Care	130.00	130.00	130.00
	Cheshire Concrete	145.00	145.00	145.00
Hatton Elementary School	Green Meadow	<b>115.00</b>	<b>115.00</b>	<b>115.00</b>
	Schmidt Lawn Care	140.00	140.00	140.00
	Cheshire Concrete	118.00	118.00	118.00
Thalberg Elementary School	Green Meadow	115.00	115.00	115.00
	Schmidt Lawn Care	140.00	140.00	140.00
	Cheshire Concrete	<b>104.00</b>	<b>104.00</b>	<b>104.00</b>
Strong Elementary School	Green Meadow	125.00	125.00	125.00
	Schmidt Lawn Care	135.00	135.00	135.00
	Cheshire Concrete	<b>115.00</b>	<b>115.00</b>	<b>115.00</b>



# SOUTHINGTON PUBLIC SCHOOLS

*Sherri DiNello*  
*Director of Business & Finance*

## **MEMO**

**TO:** Board of Education Finance Committee  
**DATE:** February 2, 2015  
**RE:** PRESCHOOL REGULAR EDUCATION TUITION

Attached is a summary of the Southington Preschool Providers and their current year rates. The proposed increase for the 2015-2016 school year is 10% and is listed at the bottom of the spreadsheet.

The last fee increase took place in the 2013-2014 school year and ranged between 4.5%-13%. The revenues are used to pay for two paraprofessionals in the program. Previous rate increases took place in the 2012-2013 and 2009-2010 school years.

**PRESCHOOL FEES**  
**2015-16**  
**Submitted to Finance Committee 2-5-15**

Preschool Name	# of hrs per day	YEARLY FEE 2-DAY	YEARLY FEE 3-DAY	YEARLY FEE 4-DAY	YEARLY FEE 5-DAY
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<b>Current Fees</b>					
Southington Integrated Preschool	2.66	\$1,150.00	\$1,400.00	\$1,700.00	No program

Grace Nursery School	2.5	\$ 1,300	\$ 1,600	\$ -	\$ 2,500	14-15
Plantsville Nursery School	2.5	\$ 1,080	\$ 1,305	\$ 1,530	\$ -	14-15
St. Dominic Nursery School	2.5	no program	\$ 2,200	\$ -	\$ 3,500	14-15
St. Thomas Nursery School	2.5	\$ 1,800	\$ 2,500	\$ 3,200	\$ 3,700	14-15
Village Green Nursery School	2.5	\$ 1,320	\$ 1,650			14-15
YMCA (Y member)	2.5	\$ 1,470	\$ 1,720			14-15
YMCA (non Y member)	2.5	\$ 1,570	\$ 1,820			14-15
Zion Lutheran Nursery School	2.5	\$ 1,550	\$ 1,750		\$ 2,350	14-15
Zion Lutheran Nursery School - reduced fee structure	2.5	\$ 1,400	\$ 1,600		\$ 2,350	14-15

<b>TOTALS</b>		\$ 11,490	\$ 16,145	\$ 4,730	\$ 14,400	
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<b>Average Monthly Fee</b>		\$ 1,436.25	\$ 1,793.89	\$ 2,365.00	\$ 2,880.00	
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<b>Proposed Fees 2015-16</b>						
Southington Integrated Preschool		\$1,265.00	\$1,540.00	\$1,870.00		

## PRESCHOOL FEES HISTORY

Preschool Name	YEARLY FEE 2 DAY	% of increase	YEARLY FEE 3 DAY	% of increase	YEARLY FEE 4 DAY	% of increase
<b>Preschool Fees 2014-15</b> Southington Integrated Preschool	\$1,150.00	0%	\$1,400.00	0%	\$1,700.00	0%
<b>Preschool Fees 2013-14</b> Southington Integrated Preschool	\$1,150.00	5%	\$1,400.00	8%	\$1,700.00	13%
<b>Preschool Fees 2012-13</b> Southington Integrated Preschool	\$1,100.00	20%	\$1,300.00	16%	\$1,500.00	12%
<b>Preschool Fees 2011-12</b> Southington Integrated Preschool	\$920.00	0%	\$1,120.00	0%	\$1,340.00	0%
<b>Preschool Fees 2010-11</b> Southington Integrated Preschool	\$920.00	0%	\$1,120.00	0%	\$1,340.00	0%
<b>Preschool Fees 2009-10</b> Southington Integrated Preschool	\$920.00	38%	\$1,120.00	13%	\$1,340.00	6%
<b>Preschool Fees 2008-09</b> Southington Integrated Preschool	\$666.00		\$994.00		\$1,260.00	

Integrated Preschool Revenue

Integrated Preschool Revenue	Proposed Fee Increase	2013-2014 Current Year Fees
2 day program (6 students)	\$7,590.00	\$ 6,900.00
3 days program (17 students)	\$26,180.00	\$ 23,800.00
4 day program (13 students)	\$24,310.00	\$ 22,100.00
	<b>\$58,080.00</b>	<b>\$ 52,800.00</b>

Integrated Preschool Revenue	2012-2013 Current Year Fees
2 day program (3 students)	\$ 3,300.00
3 days program (19 students)	\$ 24,700.00
4 day program (21 students)	\$ 31,500.00
	<b>\$ 59,500.00</b>

Integrated Preschool Revenue	2011-2012 Current Year Fees
2 day program (9 students)	\$ 8,280.00
3 days program (17 students)	\$ 19,040.00
4 day program (16 students)	\$ 21,440.00
	<b>\$ 48,760.00</b>

Integrated Preschool Revenue	2010-2011 Current Year Fees
2 day program (8 students)	\$ 7,360.00
3 days program (23 students)	\$ 25,760.00
4 day program (16 students)	\$ 21,440.00
	<b>\$ 54,560.00</b>



# SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut  
Policy and Personnel Committee Meeting  
February 17, 2015

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, and Mrs. Patricia Queen.

Administration Present: Mrs. Karen Smith, Assistant Superintendent of Schools, Mr. Peter Romano, Director of Operations (left at 5:50 p.m.).

## Video Surveillance Signage

Mr. Romano shared some information and a sample of a sign that they are considering posting on the school buildings indicating that the site is monitored by video surveillance. The committee discussed the options of signage and continued to review the sample policy and regulation that was recommended by legal counsel. The administration will make the edits requested by the committee and the policy will be presented to the full Board at an upcoming Board of Education meeting.

## Job Description Review

**Accounting Manager** ~ the committee agreed to present this job description, as presented, to the full Board at the February 19, 2015 Board of Education meeting.

The administration requested that the committee also review two additional job descriptions so the positions can be posted as soon as possible. The committee agreed to review the High School Principal and Elementary Principal job descriptions as requested.

**High School Principal and Elementary Principal (drafts attached)** ~ the committee reviewed and made some grammatical recommendations to the job description. In addition, they reordered the performance responsibilities to better define the position.

By Mrs. Queen, seconded by Mrs. Johnson

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

***Motion carried unanimously by voice vote.***

The meeting was adjourned at 8:15 p.m.

Respectfully Submitted,

Karen L. Smith  
Assistant Superintendent of Schools

TIMOTHY F. CONNELLAN  
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH  
INTERIM SUPERINTENDENT OF  
SCHOOLS

## BOARD OF EDUCATION

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SOUTHINGTON, CT  
06489

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OFFICE TELEPHONE  
(860) 628-3202

FAX  
(860) 628-3205

**Job Description**  
**High School Principal ~ Draft**



# SOUTHINGTON PUBLIC SCHOOLS

## JOB DESCRIPTION

### DRAFT

**TITLE:** HIGH SCHOOL PRINCIPAL

**QUALIFICATIONS:**

- 1) Connecticut Intermediate Administrator Certification
- 2) Experience in administration at the secondary level **preferred**
- 3) Experience in teaching at the secondary level **preferred**
- 4) Knowledge of current practices and theory in secondary education

**REPORTS TO:** Superintendent of Schools or his/her designee

**SUPERVISES:** The programs, activities, personnel, and operations of Southington High School

**JOB GOAL:**

~~To~~ Provide administrative and instructional leadership required for the operation of a contemporary high school, within the policies established by the Board of Education and implemented by the Superintendent of Schools.

**PERFORMANCE RESONSIBILITIES:**

- 1) ~~9. To provide for~~ **Ensure** the safety of all students, **staff, and visitors** ~~and personnel~~ within the building and on school grounds.
- 2) ~~1. To~~ **Develop** and implement contemporary education programs **for student achievement.**
- 3) ~~3. To~~ **Develop**, implement, and evaluate curriculum.
- 4) ~~12. To~~ **Supervise** and evaluate certified and classified personnel.
- 5) ~~11. To assist in the~~ **Selection** and assignment of all staff members.
- 6) ~~8. To~~ **Maximize** staff utilization.
- 7) ~~6. To encourage cooperative~~ **Ensure effective** leadership of **all students** and student groups in ~~worthwhile~~ **activities of school life and school activities.**
- 8) ~~7. To~~ **Promote** and supervise co-curricular activities.
- 9) ~~14. To~~ **Organize** and supervise procedures for student management and conduct.
- 10) ~~5. To~~ **Develop** and encourage a viable parent/teacher organization.
- 11) ~~4. To~~ **Promote** positive community relations.
- 12) ~~13. To~~ **Develop** and implement the school budget.
- 13) ~~15. To~~ **Manage** the Student Activity Fund.
- 14) ~~2. To~~ **Supervise** building and equipment maintenance.
- 15) ~~10. To~~ **Promote** school and college relationships.
- 16) ~~16. To~~ **Perform** any and all related other duties assigned by the Superintendent of Schools.

**TERMS OF EMPLOYMENT:**

In accordance with the working agreement between the Southington Board of Education and the Southington Administrators Association.

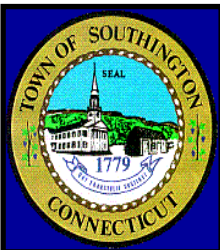
**EVALUATION:**

Performance to be evaluated annually by the Superintendent of Schools or his/her designee.

JOBDESC.C01/Ruth  
Revised 03-14-96; 2-12-15

# **Job Description**

## **Elementary School Principal ~ Draft**



# SOUTHINGTON PUBLIC SCHOOLS

## JOB DESCRIPTION

### DRAFT

**TITLE:** ELEMENTARY PRINCIPAL

**QUALIFICATIONS:**

- 1) Connecticut Intermediate Administrator Certification
- 2) Experience in teaching at the elementary level
- 3) Knowledge of current practices and theory in elementary education

**REPORTS TO:** Superintendent of Schools or his/her designee

**SUPERVISES:** The school programs, activities, personnel and school operations

**JOB GOAL:**

To provide administrative and instructional leadership required for the operation of a contemporary elementary school, within the policies established by the Board of Education and implemented by the Superintendent of Schools.

**PERFORMANCE RESONSIBILITIES:**

- 1) ~~12. To provide for~~ **Ensure** the safety of all students, **staff, and visitors** ~~and personnel~~ within the building and on school grounds.
- 2) ~~1. To~~ **Develop** and implement contemporary education programs.
- 3) ~~3. To~~ **Develop**, implement and evaluate curriculum.
- 4) ~~10. To~~ **Schedule**, supervise and evaluate certified and classified personnel.
- 5) ~~9. To assist in the~~ **Selection** and assignment ~~of~~ all staff members.
- 6) ~~8. To~~ **Maximize** staff utilization.
- 7) ~~6. To~~ **Encourage** cooperative leadership of students in worthwhile activities of school life.
- 8) ~~7. To~~ **Promote** and supervise co-curricular activities.
- 9) ~~11. To~~ **Promote and** maintain high standards of student conduct. ~~and to fairly administer student discipline.~~
- 10) ~~5. To~~ **Develop** and encourage a viable parent/teacher organization.
- 11) ~~4. To~~ **Promote** positive community relations.
- 12) ~~13. To~~ **Prepare** and submit the school's budgetary requests and ~~to~~ monitor the expenditure of approved funds.
- 13) ~~14. To chair planning and placement~~ **Chair**, and/or participate in team meetings as required.
- 14) ~~2. To~~ **Supervise** building and equipment maintenance.
- 15) ~~15. To~~ **Perform** any and all related other duties assigned by the Superintendent of Schools.

**TERMS OF EMPLOYMENT:**

In accordance with the working agreement between the Southington Board of Education and the Southington Administrators Association.

**EVALUATION:**

Performance to be evaluated annually by the Superintendent of Schools or his/her designee.

JOBDESC.C05/Ruth  
Revised 03-14-96; 2-12-15

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date February 19, 2015

Decision Requested \_\_\_\_\_ Agenda Code 10 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Town Government Communications

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

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date \_\_\_\_\_ February 19, 2015 \_\_\_\_\_

Decision Requested \_\_\_\_\_

Agenda Code \_\_\_\_\_ 10 b. \_\_\_\_\_

**AGENDA REPORTING FORM**

**Agenda Topic:** \_\_\_\_\_ Construction Update \_\_\_\_\_

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

**Phase II Construction Projects:** \_\_\_\_\_

**South End Elementary School - New Construction:** \_\_\_\_\_

The administration is monitoring a recurring moisture issue when extreme temperature changes occur. This may be caused by winter into spring temperature swings. The project will be closed out when this issue is resolved.

**Kennedy & DePaolo Middle School - Renovation/Expansion:** \_\_\_\_\_

The classroom renovations scheduled for completion in April will be turned back for school use earlier (during March). An initial PCT meeting for phase 5 (Courtyards and Generators) was held with the State Office of School Facilities on February 11<sup>th</sup>.


**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):** \$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 \_\_\_\_\_ Board Meeting Date February 19, 2015

Decision Requested X Agenda Code 11 a

**AGENDA REPORTING FORM**

**Agenda Topic: Out of State:** Overnight/Out of State Field Trip Approval

**Summary of Issue:** The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet is the following trip:

- *SHS Key Club* to Springfield, MA ~ District Educational Conference ~ April 10-12, 2015

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approves the attached field trip for the Southington High School Key Club to attend the District Educational Conference in Springfield, Massachusetts.

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

Southington Public Schools  
Southington, Connecticut

## Application for Out-of-State/In-State/Overnight Field Trip

*Submit to Assistant Superintendent*

Date: January 5, 2015

Out of State: Yes  No

Overnight: Yes  No

Miles Round Trip: 100

Southington High School                      Key Club                      April 10-12, 2015  
School    Class/Group    Date of Trip

Name and Address of Destination Springfield Marriott Hotel ~ Boland Way, Springfield, MA

This is the New England Key Club Convention. Students attend to more fully understand Key Club and its role in the community. There are full day workshops Saturday for incoming officers and those interested in a greater role in their school Key Club. Friday night includes welcome speeches and Keynote speakers. Saturday night culminates with award presentations. SHS Key Club has won many awards and are proud of student accomplishments.

Reasons for Field Trip \_\_\_\_\_

Itinerary (attach if needed) Attached

Departure Date/Time April 10, 2015 at 12:00 p.m.                      Return Date/Time April 12, 2014 at 2:00 p.m.

# of Students 20 Max.                      # of Teacher/Chaperones 1 per 10                      # of Buses 1

Have definite arrangements been made at the field trip destination?     Yes     No

Have met with nurse to address student health needs.  
Nurse's Signature \_\_\_\_\_ Date \_\_\_\_\_

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes  No                       Lift Van Needed? Yes  No

\*\*\*\*\*

### COST AND FINANCING

Source of Funds	Totals	Additional Notes
<b>TOTAL Anticipated Cost of Trip</b>	<u>\$3,400</u>	Southington Kiwanis pays for the bus; students pay for their meals/lodging. Kiwanis & SHS Cares have contributed in the past for students in need.
Board of Education Contribution	<u>\$N/A</u>	_____
Other	<u>\$N/A</u>	_____
Fundraising Activity	<u>(\$N/A)</u>	_____
<b>BALANCE</b>	<u>\$3,400</u>	_____
<b>Student Contribution</b>		
Transportation	<u>\$0</u>	<u>20 Students @ \$0.00</u>
Entrance Fees, Room & Board	<u>\$3,400</u>	<u>20 Students @ \$170</u>
<b>TOTAL Cost of Trip to Each Student</b>	<u>\$170.00</u>	<u>Approximate costs.</u>

### SIGNATURES

Teacher Petra Johnson & Elizabeth Hosmer (signatures on original)                      Date 1/5/15

Dept. Head \_\_\_\_\_ Date \_\_\_\_\_

Principal Dr. Martin Semmel (signature on original)                      Date 1/5/15

Comments \_\_\_\_\_

Assistant Superintendent                       Date 1/7/15                      Approved  Not Approved

Board of Education Approval\*\*\*    YES  NO                       Date \_\_\_\_\_

**District Educational Conference**  
**April 10-12, 2015 - Springfield, MA**

**Conference Schedule**

**FRIDAY, APRIL 10, 2015**

3:00 pm Registration at Conference Hotels  
4:30 pm Candidates' Meeting  
5:15 pm Governor's Reception  
**6:30 pm Opening Session**  
**8:30 pm State Caucuses**  
9:30 pm Dance/Game Room  
10:00 pm New Advisor Workshop  
11:00 pm Sergeant-At-Arms Meeting\*/\*\*  
12:00 am Curfew

**SATURDAY, APRIL 11, 2015**

7:00 am New Lieutenant Governor Session\*  
8:00 am *House of Delegates I*  
9:00 am Advisor Workshop  
9:00 am Talent Auditions  
**9:30 am Workshops**  
**10:45 am Group 1 ~ Lunch; Group 2 ~ Service Fair**  
**11:45 am Group 1 ~ Service Fair; Group 2 ~ Lunch**  
11:45 am Oratory Contest  
**1:00 pm Workshops**  
1:00 pm Nominating Conference\*\*  
**2:00 pm State Caucuses**  
**6:00 pm General Session: Talent Show and Awards**  
9:00 pm Dance/Game Room  
11:00 pm Sergeant-At-Arms Meeting\*/\*\*  
12:00 am Curfew

**SUNDAY, APRIL 12, 2015**

7:45 am Interfaith Service  
9:00 am *House of Delegates II*  
10:30 am Hotel Check-out  
**11:30 am General Session: Farewell Luncheon**  
2:00 pm Dual Board Meeting\*

**Italics** Mandatory for all Delegates

**Bold** Mandatory for all Key Clubbers

**\*Required for newly elected 2015-2016 Lieutenant Governors**

**\*\*Required for 3 divisional appointees**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only   x  

Board Meeting Date February 19, 2015

Decision Requested                     

Agenda Code   11 b.  

**AGENDA REPORTING FORM**

**Agenda Topic:** Early Childhood Collaboration Presentation ~ Mary E. Yuskis, Ed.D., Director

**Summary of Issue:** Doctor Yuskis will present information to the Board of Education relative to the continued collaboration between the Southington Public School District and area early childhood providers.

**Background:** The Early Childhood Collaborative was instrumental in developing "The Community Plan for Southington's Young Children"

**Alternative Strategies:**   N/A  

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

**Beginning Date of Program or Project:**   N/A  

**Ending Date of Program or Project:**   N/A  

**Recommendation or Comment:** It was my recommendation that Doctor Yuskis present information on the Early Childhood Collaborative of Southington to the Board of Education.

Title of Attachment

1. Early Childhood Collaboration Information

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools



The Early Childhood Collaborative of Southington

## EARLY EXPERIENCES MATTER

---

All children can reach their full potential with the right start! Research shows that early experiences can have a life-long and significant impact. Smart investments in early learning will give Southington's young children the strong foundation needed to thrive.

- **Investment in early learning pays off:** with better educational results, improved health and social outcomes, and improved economic outcomes.
- **Stop the achievement gap before it starts:** research tells us that from birth to age 3 is the time to tackle this gap by ensuring that all children have the same opportunities for early learning.
- **80% of brain development takes place by age 3:** key brain wiring for hearing, speech, vision, and cognition is developed in these early years.
- **Learning begins at birth:** adults are a very important part of this process as they encourage and guide a baby's natural curiosity.
- **Connections build social and emotional health:** they are as important for a child's school success as learning letters and numbers.
- **Play is how young children learn best:** they are building a greater understanding of the world around them as well as increasing their vocabulary, honing motor skills, counting and working with others.
- **Words help children learn:** young children who hear more words from parents and other adults are better off when they get to school. Television and even educational programs do not provide the same stimulation as talking between a parent and child.
- **Toxic stress can interfere with brain development:** unlike normal stress, toxic stress is constant and intense and is often brought on by extreme poverty, abuse or neglect, exposure to violence, and other adverse experiences.

# Daily Math Practice at Home for Young Children

Math is EVERYWHERE! The following are some suggestions for activities to do at home with your child to promote early math skills. Remember **MAKE MATH FUN** with simple ideas inside and outside the house.

- Count the stairs as you walk up, count them walking down!
- Help get the mail. How many pieces of mail came today? Are there more letters than “junk” mail? What do you have the most of?
- Set the table. How many forks and spoons do you need? When your meal is over how many forks and spoons were NOT used?
- Let’s go for a ride. How many COLOR cars can you find? (you choose the color)
- Count how many more exits until you arrive at your destination.
- Check out those license plates. How many from other states can you find?
- Let’s get cooking! Help measure and pour ingredients!
- Make a dry rice/pasta container and have your child use items to pour and measure for fun! Provide measuring cups and spoons to use.
- Play store with food in the cabinet.
- Count items in the cart at the grocery store.
- Play board games. CHUTES and LADDERS goes up to 100!
- Play games with dice, dominoes, and cards.
- Count how many ... How many books do you have? How many toys? How many Legos?
- Snack time ... can you count the pieces of your snack?
- Sort laundry! Can you match the socks?
- Build things with Legos or blocks.

Although it isn’t recommended that children ONLY use technology for learning math, there are some wonderful apps and websites for math fun. PLEASE remember real world experiences are the BEST and should come first.



BEDTIME MATH



MAKE 10 PLUS



NUMBER TRAIN  
EARLY LEARNING

**WEBSITES:** (Google any of these titles to locate the preschool / kindergarten activities)

[Turtle Diary Math Games](#)

[Sheppard Software](#)

[Professor Garfield Math](#)

[National Library of Virtual Manipulatives](#)



# The Community Plan for Southington's Young Children

The Early Childhood Collaborative of Southington

## Overview of the ECCS

The Early Childhood Collaborative of Southington (ECCS) is a group of committed educators, community leaders, parents, healthcare providers, childcare providers and community members who are deeply invested in the growth, development and academic success of young children in Southington.

The ECCS focuses on the early years of a child's life because research shows that children who are given a solid foundation for early learning before grade 3 are more likely to succeed in school. Research also shows that investments in early years provide a far greater rate of return on investment than remedial programs for older children.

Data gathered by the ECCS shows that an increasing number of Southington families are facing challenges, including economic difficulties and language barriers. Over the past two years, the ECCS has developed a plan to ensure ALL of Southington's children aged birth to eight are healthy and will enter school ready to learn.

Our Community Plan includes specific strategies to assist us with achieving this goal. The Plan may be found on the ECCS website at [www.southingtonearlychildhood.org](http://www.southingtonearlychildhood.org).

## The Community Plan for Our Young Children

The Community Plan showcases what our town is doing right, and what needs to be improved to promote the development of its young children. The plan was compiled to outline the process for promoting programs and services available to young children and their families.

Our Community Plan is comprised of three focus areas that are critical for the growth and development of young children in Southington:

- Community Overview (Demographics)
- Health
- Education

The ECCS has defined 28 key action items to support and drive positive change within each of our defined focus areas.

The Plan also showcases 22 "headline indicators" to measure our progress and demonstrate how the programs and services implemented in the community are improving the lives and education of Southington's young children.

The Plan was compiled using software called *Results Scorecard*. This software allows the ECCS to update the Plan in "real time" to reflect the work that has been completed and keep track of work that is in progress.



# The Community Plan for Southington's Young Children

The Early Childhood Collaborative of Southington

## Examples of our Headline Indicators and Action Items

The ECCS is focusing the majority of its work on the Health and Education results in the Plan. Specifically, the goal within the Health result is that **All Southington Children are Healthy**. For the Education result, the goal is that **All Southington Children Have Their Early Care and Education Needs Met**.

Data shows that an increasing number of Southington families are facing challenges, including economic difficulties and language barriers. Below are examples of some of our "headline indicators" and actions the ECCS is taking to improve results:

- Within the **Education** result is the headline indicator: **Children with a Preschool Experience**. The data shows that the number of children in Southington with a preschool experience is 79%. The ECCS would like to see this number be closer to 100%. The research that supports this data indicates that a rising number of families are not enrolling their children in preschool and citing the cost as a major barrier. Meanwhile, many of the private preschools in the community have vacancies while those that offer subsidies to families have waiting lists.

The ECCS, in partnership with other community organizations as well as private foundations, developed an action item to support allowing more children access to preschool by offering preschool scholarships to two students to attend preschool in 2014-15. Ideally, as more awareness of preschool barriers is raised, more scholarships could be offered. In addition, the ECCS can connect families for whom language is a barrier with the critical resources to allow them to enroll their children in preschool. These are examples of "action items" that are embedded within the Plan.

- Within the **Health** result is the headline indicator : **Women Receive Adequate Prenatal Care**. The data shows that only 49% of women in Southington indicated that they had access to quality prenatal care. In response to this low percentage, the ECCS will team with the Hospital of Central Connecticut to be sure that access to quality healthcare is available to all pregnant women. Promotion of available options and access to essential care will be accessible on the ECCS and HCC websites and obstetricians will provide workshops on the importance of good prenatal care. The ECCS may also serve as a conduit between women who are seeking quality prenatal care and available, local obstetricians.



# The Community Plan for Southington's Young Children

The Early Childhood Collaborative of Southington

## **Did You Know?**

Research shows that early experiences can have a life-long and significant impact.

## **Did You Know?**

Investment in early learning pays off through better educational results and improved health, social and economic outcomes.

## **Did You Know?**

Children who are prepared to learn are the foundation of Southington's future workforce and economy.

## **Did You Know?**

Children who are not reading well by third grade are more likely to drop out.

## **Did You Know?**

Every \$1 spent now on high-quality early education programs can return up to \$16 by adding to the economy and through future cost savings.

## **Did You Know?**

High-quality preschool decreases special education costs, increases high school graduation and college attendance, and increases employment by 23%.

To find out how you can support the health, development and education of Southington's young children, contact the Early Childhood Collaborative of Southington, Dr. Mary Yuskis, Director, at 860-478-1362 or [southingtonearlychildhood@gmail.com](mailto:southingtonearlychildhood@gmail.com) or visit our website at [www.southingtonearlychildhood.org](http://www.southingtonearlychildhood.org)

*The Early Childhood Collaborative of Southington's mission is that "all Southington children will enter school ready to learn." The ECCS is dedicated to three goals: 1) Advocating for high quality preschool and childcare; 2) Empowering parents and families through workshops and educational programs; and 3) Being a wide ranging resource for community members on the subject of early childhood care and education.*



# Early Childhood Collaborative of Southington

## Bringing the Community Together for Young Children

- We bring together a group of committed parents, educators, healthcare providers, childcare providers, and community leaders who collaborate to invest in the growth, development and academic success of young children in the community
- In May 2014, we released the **Community Plan for Southington's Young Children** that identified indicators of child well-being, strategies to make a difference and comprehensive data analysis to guide our work

## “All Southington Children Will Enter School Ready to Learn” (our mission)

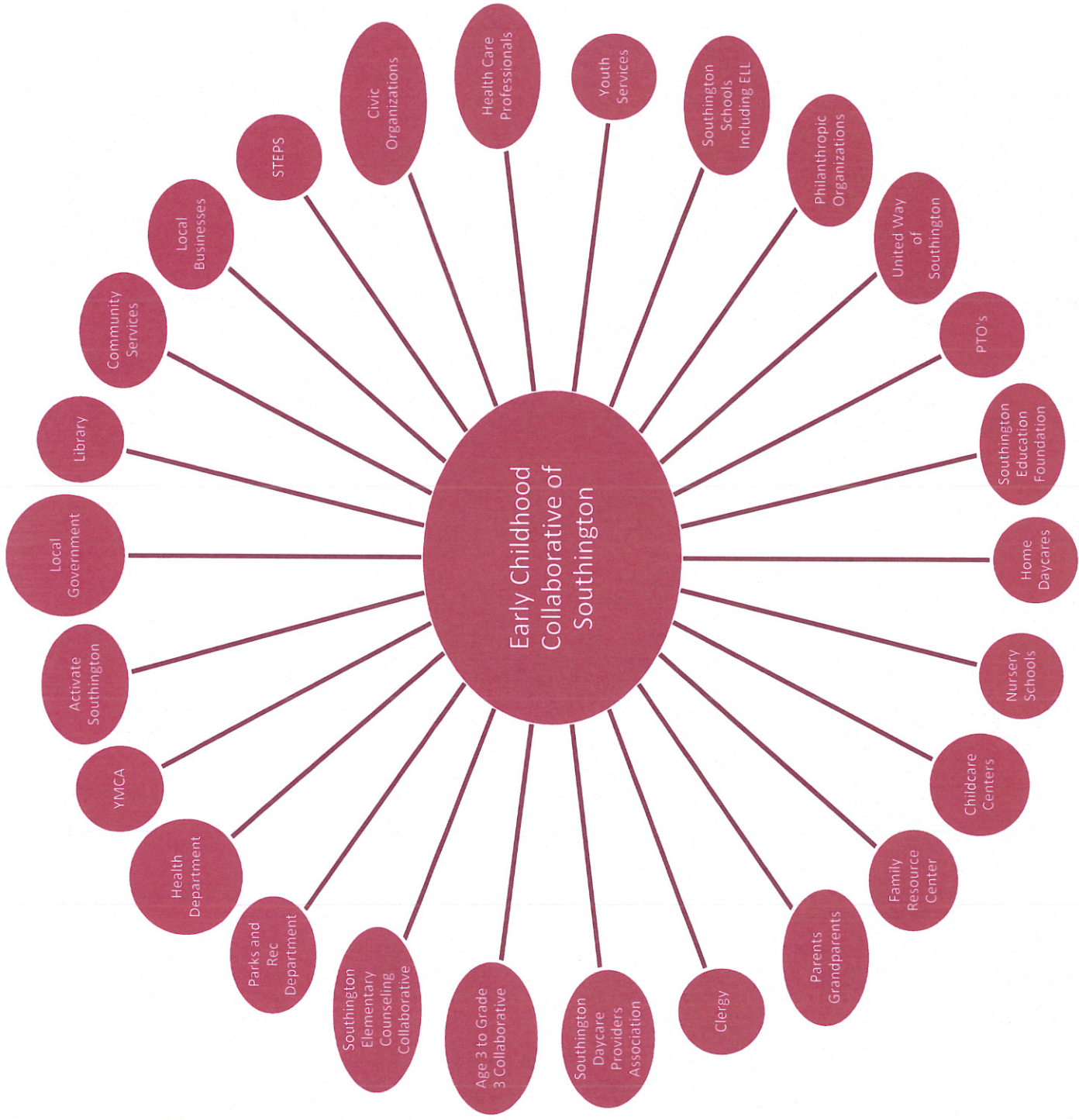
Since the release of our Community Plan:

- A new, improved website has been launched as a wide-ranging resource for parents and caregivers about the importance of early childhood practices in Southington:  
[www.southingtonearlychildhood.org](http://www.southingtonearlychildhood.org)
- A partnership was developed with the Office of the Town Clerk to share information about the ECCS with families with new babies
- Workshop options have increased, allowing parents and caregivers a local portal for access to critical information about child development and behavior issues
- A three part workshop series was coordinated and facilitated in October in partnership with the Southington Public Schools for parents of incoming kindergarteners
- Professional development opportunities continue to be enhanced and offered to both home and center based childcare providers as well as preschool teachers
- The importance of early childhood development has been promoted through media releases, presentations and workshops within the community
- In partnership with the Southington Public Schools Office of the District Math Coordinator, the ECCS has created and will distribute Math Manipulative Kits to students entering kindergarten this fall (2015), encouraging parents and caregivers to support the importance of early math skills.
- Home based child care providers in Southington are being offered the opportunity to obtain national accreditation with financial and professional development support from the ECCS

## Bringing Money to Southington to Solve Problems

- The ECCS has received several thousand dollars in grants from local private foundations and partners to support the important work of early childhood education and development
- A grant of \$4500 was awarded to the ECCS in late December by the Main Street Foundation in Bristol to allow for financial support for five home daycare providers to pursue accreditation from the National Association of Family Child Care (NAFCC) -- obtaining this accreditation would put Southington in the forefront of the state with regard to the highest quality home daycare practices

For more information, contact Mary Yuskis, Ed.D., Director, ECCS  
860-478-1362 or [southingtonearlychildhood@gmail.com](mailto:southingtonearlychildhood@gmail.com)



Early Childhood Collaborative of Southington Partnership Roundtable

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  \_\_\_\_\_ Board Meeting Date February 19, 2015

Decision Requested \_\_\_\_\_ Agenda Code 11 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Middle School Enrollment Study

**Summary of Issue:** The enrollments at the middle schools are not balanced and it is appropriate to determine if some action is required to balance the enrollments.

**Background:** The imbalance in enrollment has existed for some time. This issue has been addressed in the recent passed and put on hold until the building projects were completed.

**Alternative Strategies:** N/A

**Cost (if applicable):** Benefits      **Funding Source:** Benefits account

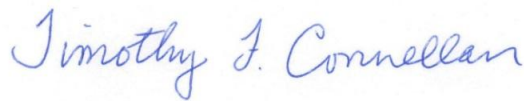
**Beginning Date of Program or Project:** October 2014

**Ending Date of Program or Project:** February/March 2015

**Recommendation or Comment:** \_\_\_\_\_

Title of Attachment(s)

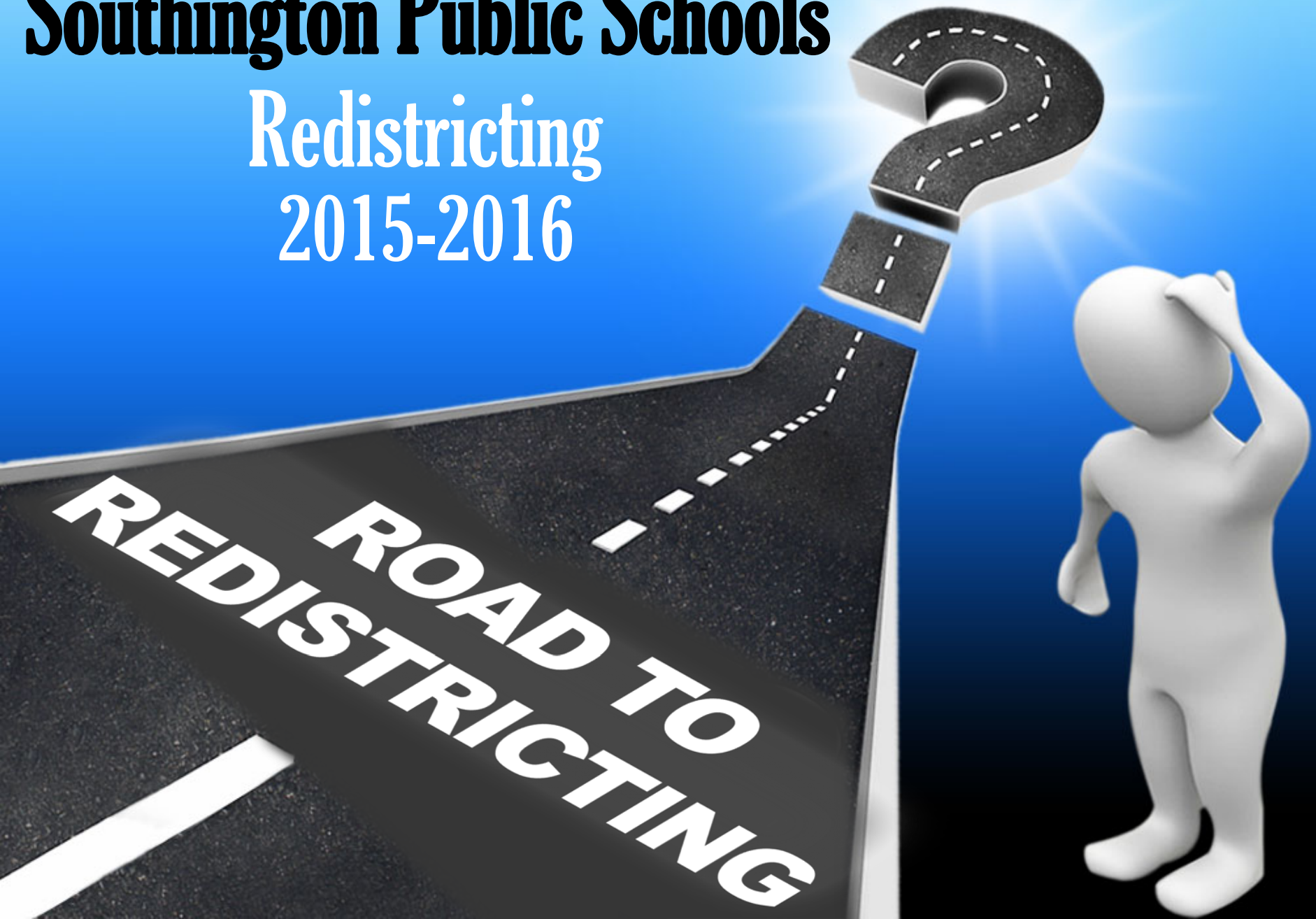
1. PowerPoint Presentation



\_\_\_\_\_  
Signature of Superintendent of Schools

# Southington Public Schools

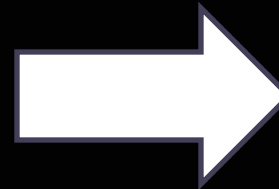
Redistricting  
2015-2016



# Overview ~ 1415 School Year

*Goal: Investigate moving some streets from the JFK district to the JAD district in order to balance enrollment.*

GRADE	JFK	JAD
6	279	244
7	301	260
8	261	231
<b>TOTAL</b>	<b>841</b>	<b>735</b>



**JFK +106**

## Derynoski & Kelley ~ Split between DePaolo and Kennedy

MS	DES (107 Students)	KES (66 Students)
JFK	74 (69%)	34 (52%)
JAD	33 (31%)	32 (48%)

## Schools Feeding into JFK and JAD

### JFK

DES	Approx. 70%
KES	Approx. 50%
PES	100%
SEES	100%
SES	100%

### JAD

DES	Approx. 30%
KES	Approx. 50%
FES	100%
HES	100%
TES	100%

Pine Lane  
 DeSorbo Oakland  
 Lowery Columbia  
 Hitchcock Center  
 Merriman Meeker West  
 Vermont Walkley  
 Burr North  
 Jude Beal  
 Emma's

# Percentage Chart

Students at *Kelley School* ~ Without ANY Changes

Totals		JFK		JAD	
Grade	# Students	# Students	Percentage	# Students	Percentage
5	66	34	52%	32	48%
4	64	27	42%	37	58%
3	52	21	40%	31	60%
2	52	28	54%	24	46%
1	54	25	46%	29	54%
K	53	22	42%	31	58%
		Range: 40-54%		Range: 46-60%	



- ❖ The percentage of students going to JFK decreases over time by approximately 10%.
- ❖ The percentage of students going to JAD increases over time.

# Percentage Chart

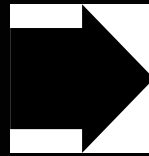
*Students at Derynoski School ~ Without ANY Changes*

Totals		JFK		JAD	
Grade	# Students	# Students	Percentage	# Students	Percentage
5	107	74	69%	33	31%
4	126	90	66%	36	34%
3	90	62	69%	28	31%
2	108	82	76%	26	24%
1	95	72	76%	23	24%
K	86	66	77%	20	23%
		Range: 66-77%		Range: 23-34%	



- ❖ The percentage of students going to JFK increases over time by approximately 8%.
- ❖ The percentage of students going to JAD decreases over time.

# Scenarios



Projections over the next four school years (2019)

## 1 Make no changes.

2014-2015	JFK	+ 106
2015-2016	JFK	+ 96
2016-2017	JFK	+ 43
2017-2018	JFK	- 2
2018-2019	JFK	- 3

## 2 Move all KES students to JAD.

2014-2015	JFK	+ 106
2015-2016	JFK	- 118
2016-2017	JFK	- 159
2017-2018	JFK	- 165
2018-2019	JFK	- 155

Result → KES would no longer be a split school

## 3 Move all Jude Ln and north students to JAD.

2014-2015	JFK	+ 106
2015-2016	JFK	+ 34
2016-2017	JFK	- 5
2017-2018	JFK	- 38
2018-2019	JFK	- 38

Result → KES would still be a split school

## 4 Move DES students from select streets to JAD.

2014-2015	JFK	+ 106
2015-2016	JFK	+ 24
2016-2017	JFK	- 33
2017-2018	JFK	- 79
2018-2019	JFK	- 85

Result → DES would still be a split school

# Building Project

**Approved subdivisions and number of residential lots:**

**JFK = 208**

**JAD = 204**

**Conclusion ~ Figures are essentially equal so they would not have current bearing on redistricting. Will impact schools in the future as follows:**

 **148 are currently in the DES district**

 **204 are currently in the TES district**



# Scenario

1

Make no changes.

2014-2015	JFK	+ 106
2015-2016	JFK	+ 96
2016-2017	JFK	+ 43
2017-2018	JFK	- 2
2018-2019	JFK	- 3

2015-2016

2016-2017

2017-2018

2018-2019

GR	JFK	JAD
7	301	260
6	279	244
5	258	238
838		742

GR	JFK	JAD
6	279	244
5	258	238
4	260	272
797		754

GR	JFK	JAD
5	258	238
4	260	272
3	229	238
747		749

GR	JFK	JAD
4	260	272
3	229	238
2	245	227
734		737

7 301 260

6 279 244

5 258 238

4 260 272

6 279 244

5 258 238

4 260 272

3 229 238

5 258 238

4 260 272

3 229 238

2 245 227

838 742

797 754

747 749

734 737

JFK + 96

JFK + 43

JFK - 2

JFK - 3



# Scenario

2

Move all KES students to JAD.

2014-2015	JFK	+ 106
2015-2016	JFK	- 118
2016-2017	JFK	- 159
2017-2018	JFK	- 165
2018-2019	JFK	- 155

2015-2016

	JFK	JAD
GR 7	301 [-33] = 268	260 [+33] = 293
GR 6	279 [-40] = 239	244 [+40] = 284
GR 5	258 [-34] = 224	238 [+34] = 272
<b>TOTALS</b>	<b>838 [-107] = 731</b>	<b>742 [+107] = 849</b>

JFK

- 118

2016-2017

	JFK	JAD
GR 6	279 [-40] = 239	244 [+40] = 284
GR 5	258 [-34] = 224	238 [+34] = 272
GR 4	260 [-27] = 233	272 [+27] = 299
<b>TOTALS</b>	<b>797 [-101] = 696</b>	<b>754 [+101] = 855</b>

JFK

- 159

2017-2018

	JFK	JAD
GR 5	258 [-34] = 224	238 [+34] = 272
GR 4	260 [-27] = 233	272 [+27] = 299
GR 3	229 [-21] = 208	238 [+21] = 259
<b>TOTALS</b>	<b>747 [-82] = 665</b>	<b>749 [+82] = 830</b>

JFK

- 165

2018-2019

	JFK	JAD
GR 4	260 [-27] = 233	272 [+27] = 299
GR 3	229 [-21] = 208	238 [+21] = 259
GR 2	245 [-28] = 217	227 [+28] = 255
<b>TOTALS</b>	<b>734 [-76] = 658</b>	<b>737 [+76] = 813</b>

JFK

- 155

# Scenario

**3**

Move all Jude Ln and north students to JAD.

2014-2015	JFK	+ 106
2015-2016	JFK	+ 34
2016-2017	JFK	- 5
2017-2018	JFK	- 38
2018-2019	JFK	- 38

2015-2016

	JFK	JAD
GR 7	301 [-12] = 289	260 [+12] = 272
GR 6	279 [-11] = 268	244 [+11] = 255
GR 5	258 [- 8] = 250	238 [+ 8] = 246
<b>TOTALS</b>	<b>838 [-31] = 807</b>	<b>742 [+31] = 773</b>



**+ 34**

2016-2017

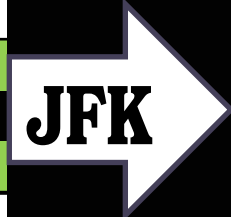
	JFK	JAD
GR 6	279 [-11] = 268	244 [+11] = 255
GR 5	258 [- 8] = 250	238 [+ 8] = 246
GR 4	260 [- 5] = 255	272 [+ 5] = 277
<b>TOTALS</b>	<b>797 [-24] = 773</b>	<b>754 [+21] = 778</b>



**- 5**

2017-2018

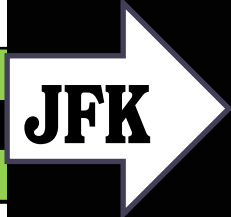
	JFK	JAD
GR 5	258 [- 8] = 250	238 [+ 8] = 246
GR 4	260 [- 5] = 255	272 [+ 5] = 277
GR 3	229 [- 6] = 223	238 [+ 6] = 243
<b>TOTALS</b>	<b>747 [-19] = 728</b>	<b>749 [+19] = 766</b>



**- 38**

2018-2019

	JFK	JAD
GR 4	260 [- 5] = 255	272 [+ 5] = 277
GR 3	229 [- 6] = 223	238 [+ 6] = 243
GR 2	245 [- 7] = 238	227 [+ 7] = 234
<b>TOTALS</b>	<b>734 [-18] = 716</b>	<b>737 [+18] = 754</b>



**- 38**

# Scenario

4

Moving select, DES streets\* to JAD.

2014-2015	JFK	+ 106
2015-2016	JFK	+ 24
2016-2017	JFK	- 33
2017-2018	JFK	- 79
2018-2019	JFK	- 85

2015-2016

	JFK	JAD
GR 7	301 (-13) = 288	260 (+13) = 273
GR 6	279 (- 9) = 270	244 (+ 9) = 253
GR 5	258 (-14) = 244	238 (+14) = 252
<b>TOTALS</b>	<b>838 (-36) = 802</b>	<b>742 (+36) = 778</b>

JFK

+ 24

2016-2017

	JFK	JAD
GR 6	279 (- 9) = 270	244 (+ 9) = 253
GR 5	258 (-14) = 244	238 (+14) = 252
GR 4	260 (-15) = 245	272 (+15) = 287
<b>TOTALS</b>	<b>797 (-38) = 759</b>	<b>754 (+38) = 792</b>

JFK

- 33

2017-2018

	JFK	JAD
GR 5	258 (-14) = 244	238 (+14) = 252
GR 4	260 (-15) = 245	272 (+15) = 287
GR 3	229 (-10) = 219	238 (+10) = 248
<b>TOTALS</b>	<b>747 (-39) = 708</b>	<b>749 (+39) = 787</b>

JFK

- 79

2018-2019

	JFK	JAD
GR 4	260 (-15) = 245	272 (+15) = 287
GR 3	229 (-10) = 219	238 (+10) = 248
GR 2	245 (-16) = 229	227 (+16) = 243
<b>TOTALS</b>	<b>734 (-41) = 693</b>	<b>737 (+41) = 778</b>

JFK

- 85

\*Center Pl, Center St, Columbia St, Liberty St, Meriden Ave [581 & below], N. Liberty St, Oakland St, S. Center St, Vermont Ave, Vermont Ct, W. Center St

# Approved Subdivisions

# OF RESIDENTIAL LOTS	Derynoski	Plantville	South End	Strong	Thalberg
	14	11	0	5	28
	9	14	0	9	94
	20	0	0	19	6
	4	0	0	2	6
	1	0	0	0	70
	100	0	0	0	0
TOTALS	148	25	0*	35	204

*\* 100 Residential lots currently at Derynoski could possibly be districted to South End.*

JFK	JAD
148	204
25	0
35	0
208	204



# Thank You

Questions?



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_

**Board Meeting Date** February 19, 2015

**Decision Requested**   X  

**Agenda Code**   11 d  

**AGENDA REPORTING FORM**

**Agenda Topic:** Leonard and Gladys Joll Scholarship Committee Appointment

**Summary of Issue:** The Leonard and Gladys Joll Scholarship applications will be reviewed prior to the April 23, 2015 meeting and a recipient will be selected to be recommended for Board approval.

**Background:** Annually the chairperson of the Board of Education appoints a committee of the Board to select a recipient for the Leonard and Gladys Joll Scholarship.

**Alternative Strategies:** Reject

**Cost (if applicable):** \$300.00      **Funding Source:** Joll Scholarship Fund

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Chairperson of the Board will appoint a committee to select a recipient for the Joll Scholarship.

*Karen L. Smith*

\_\_\_\_\_  
*Signature of Staff Member Submitting Report*

*Timothy J. Connellan*

\_\_\_\_\_  
*Signature of Superintendent of Schools*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 19, 2015

Decision Requested X

Agenda Code 11 e

**AGENDA REPORTING FORM**

**Agenda Topic:** Job Description: Accounting Manager

**Summary of Issue:** The Policy & Personnel Committee has reviewed the job description for the Accounting Manager position at the Municipal Center. Included is the final draft of the job description that was presented at the February 17, 2015 Policy and Personnel Committee meeting.

**Background:** The Policy and Personnel Committee regularly reviews job descriptions to ensure they are current and appropriate.

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** Upon Board approval

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the job description for the Accounting Manager position, as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. DRAFT Job Description, Accounting Manager

mp\Board\2.17.15, Jobdescription Accounting Manager.doc

  
Signature of Staff Member Submitting Report

\_\_\_\_\_  
Signature of Superintendent of Schools



# SOUTHINGTON PUBLIC SCHOOLS

## JOB DESCRIPTION

### DRAFT

**JOB TITLE:** ~~Accounting / Purchasing Manager~~ **ACCOUNTING MANAGER**

**QUALIFICATIONS:**

1. Bachelor's Degree in Accounting/Finance - Business or Public Administration.
2. Minimum of four (4) years related to accounting experience.
3. ~~Minimum of three (3) years of~~ Experience in public buying/purchasing **preferred.**
4. Knowledge of governmental accounting principles and practices.
5. Experience preparing timely and accurate accounting reports.
6. Demonstrated knowledge in Microsoft products and other financial accounting software packages.
7. Ability to establish and maintain effective working relationships with all levels of administration.
8. Ability to work within difficult time constraints
9. Good written and verbal communication skills.
10. Such alternatives to the above qualifications as the Board of Education finds appropriate and suitable.

**REPORTS TO:** Director of Business and Finance

**SUPERVISES:** All Purchasing Department and Production Room staff

**JOB GOAL:** Perform a variety of professional accounting functions while ensuring that each student in the district derives maximum benefit from the expenditure of the allocations as set by the Board of Education for the acquisition of supplies, material, equipment and services.

**PERFORMANCE RESPONSIBILITIES:**

1. Assist in preparation and presentation of the annual budget.
2. Supervise accounts payable function relative to invoices and payments to vendors.
3. Prepare Capital budget.
4. Complete account reconciliations and verifications.
5. Assist in performing a variety of accounting and analytical tasks including analyses, projections, and forecasts, as requested.
6. Assist in preparation of various state and federal financial reports.
7. Assist in year-end closeout.
8. Purchase by competitive bidding, informal quotations and negotiation, and in compliance with Board policy, items of supply, equipment and services necessary for the operation of the school system.
9. Obtain and study comparative prices and quotations.
10. Initiate contracts with vendors relative to supply and equipment availability, invoices, purchase orders and contracts.
11. Monitor all purchase requisitions and orders to determine correctness of information, price extensions, coding information and train staff on financial software program.
12. Bank account reconciliations.
13. Perform 1099 file preparation.
14. Perform other duties/functions as assigned.
15. Coordinate the implementation of financial accounting system for food service program.
16. Provide oversight of school activity accounts.

**TERMS OF EMPLOYMENT:** Twelve-month work year (225 days) with salary and working conditions determined by the Board of Education.

**EVALUATION:** Performance of the job will be evaluated annually by the Director of Business and Finance.