

Southington Board of Education Meeting

Thursday, August 9, 2018 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session
 - a. Negotiations
 - b. Student Matters
3. Reconvene Meeting ~ Regular Session ~ 7:00 P.M.
4. Pledge of Allegiance
5. Approval of Minutes ~ June 28, 2018
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
7. Superintendent's Report
 - a. Personnel Report
8. Old Business
 - a. Town Government Communications
9. New Business
 - a. Superintendent's Annual Report ~ 2017-2018
 - b. Class Size Report
 - c. School Opening Dates ~ 2018-2019
 - d. South End Elementary School, Project Close-Out (131-0124 N)
 - e. Bid Award: 2019-06-Boiler Replacement (Thalberg)
10. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JUNE 28, 2018

The regular meeting of the Southington Board of Education was held on Thursday, June 28, 2018 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

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

Board members present: Mr. Joseph Baczewski, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent were Mr. Robert Brown and Mrs. Terri Carmody.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; and Mr. Steven Madancy, Assistant Superintendent.

2. EXECUTIVE SESSION ~ Student Matters and Personnel Matters

MOTION: by Mr. Derynoski, seconded by Mr. Baczewski:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and Personnel Matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:02 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:06 p.m.

Board members present: Mr. Joseph Baczewski, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent were Mr. Robert Brown and Mrs. Terri Carmody.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance and Ms. Margaret Walsh, Director of Pupil Services.

4. PLEDGE OF ALLEGIANCE

The students in the audience led in reciting the Pledge of Allegiance.

5. CELEBRATION OF EXCELLENCE

In Celebration of Excellence, the Board recognized Nicole Kleinman, sixth grade student at DePaolo Middle School, for placing Best in State for her Essay “What Heroes Do” as part of the Drug Awareness Poster and Essay Contest. Also recognized was the Southington High School Girls Rugby Team who won their first State Championship. Coach Nick Fargas and Assistant Coach Emily Reed introduced team members who were in attendance. The Board presented the Girls Rugby Team and Nicole Kleinman with a Certificate of Excellence.

Mr. Goralski called for a recess at 7:15 p.m.

Mr. Goralski reconvened regular session at 7:22 p.m.

6. APPROVAL OF MINUTES ~ June 14, 2018

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to approve the regular Board of Education minutes of June 14, 2018, as submitted.”

Motion carried unanimously by voice vote.

7. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communication from Board Members

The following was discussed:

- Mr. Baczewski and Ms. Cammuso, new Board members, expressed their praise of the Class of 2018 graduation ceremony and speeches, their first as Board members, and commended the teachers and parents for raising such fine young men and women. Ms. Cammuso also attended the All Night Graduation Party.
- Mr. Goralski announced that the July Board of Education meeting would be cancelled due to a light agenda. The next Board meeting would be by August 9, 2018. Mrs. Albaitis, Executive Assistant to the Superintendent, will post the cancellation.

c. Communication from Administration

Administration reported on the following:

1. Inter-Agency School Safety Committee: Mr. Connellan reported that this committee consists of school administration, members of the Southington Police and Fire Departments, and Shane Lockwood, Southington Emergency Management Director. They met last week and their next meeting is August 22, 2018. They will be meeting on the fourth Wednesday of each month and reporting to the Board and Committee of the Chairs.
2. TEACH Connecticut: Mrs. Michelle Passamano, Human Resources Manager, explained that the State Department of Education implemented a new initiative named "TEACH Connecticut, which is a multi-stakeholder partnership between the Department of Education, Local Education Agencies, technical assistance partners, which includes Microsoft and Google, educated preparation providers and other stakeholders. There is no cost to the district. It allows the school system to access a comprehensive recruiting system that includes advertising, online and in-person services and resources geared to elevating the profession of teaching to high school students. She spoke of the highlights of the new program and events offered. She will be the point person for the Southington School district.
3. Fiber Project - SHS: Mr. Connellan reported that this project began on Monday, June 25 and Mr. Jamie Olander, Director of Technology, indicated that it should be completed on Monday, July 2, 2018. This fiber project should increase the bandwidth and improve the network in the whole high school.
4. Mobile App - District: Mr. Connellan reported that they are looking at a district Mobile Application. Finalsity, which operates the district website, has the ability to create the Mobile App for the district. An employee from Finalsity will give a demonstration and include the capability to send emergency alerts between staff in a given building.

8. COMMITTEE REPORTS**a. Curriculum and Instruction Committee Meeting ~ June 12, 2018**

Mr. Madancy reported that the committee received a request from the high school administration to take an afterschool club, The Yearbook, and make it into a course offered in the academic day. He explained the dwindling student participation and being unable to fill the Yearbook Advisor position and how it would be incorporated as a credit course using 21st Century Skills. In order to produce a Yearbook for students, a new academic course named "21st Century Skills in the Business Environment" would be offered for the 2018-2019 school year. The full curriculum would be brought before the full Board at their August 9 meeting as a first read.

Mr. Madancy reported that two new course proposals were discussed at the committee meeting. Presented were 1) Maternal and Prenatal Development and, 2) Healthcare and Health Services. He discussed the courses in detail. The curriculum will be developed in the 2018-19 academic year and offered in the 2019-2020 academic year.

Mr. Madancy reported that the committee also discussed revisions to the Grade 6 English Language Arts (ELA) Curriculum as presented by Stephanie Lawlor, District ELA Coordinator. The committee will bring the revised units to the full Board on August 9 for a first read. Mr. John Duffy, District Science Coordinator, also attended the meeting and presented two new high school units of study, which will be brought before the full Board on August 9 for a first read.

b. Finance Committee Meeting ~ June 26, 2018

Mrs. Clark reported that the committee met and discussed a policy that needs to be developed for the Self Insurance fund balance. Also discussed was Transfer of Funds from the EL (English Language) Tutor Salary Account to the Certified Teacher Salary Account by increasing a .4 FTE to a 1.0 FTE. Mr. Madancy explained that a .4 FTE EL teacher retired along with the retirements of two tutors; therefore, administration looked at the opportunity to increase the FTE of the Certified .4 FTE to a 1.0 FTE. He explained the advantages of increasing the certified position along with a potential savings in the proposal that he provided. This would result in 2.0 new certified FTE's for EL because the district already budgeted for 1.4 Certified EL staff for the 2018-2019 academic year.

Mr. Derynoski questioned the loss of a .4 FTE EL instructor. He noted that there would be 6.4 FTE employees and they would be down one-half a staff person. He questioned if a teacher would be able to take on more students because they would be down the one-half staff member. The cost was not the issue with him; he was concerned with the loss of staff.

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

“Move to approve the Transfer of Funds from the Paraeducator Salaries Account to the Teacher Salaries Account, as presented.”

Motioned carried with six in favor and Mr. Derynoski opposed.

Mrs. DiNello explained the 2017-2018 Transfer of Funds request to post \$1,358,041 as a reduction to the Health Insurance Account to balance the 2017-2018 operating budget. This is the balance remaining from the original budgeted \$8,360,766 of anticipated grant revenues / appropriations not received. She gave a detail accounting of the change in the grant funding stream and how it affected the school district budget. This request would be a budget entry to get the current year-end balance in balance to close out the 2017-2018 school year.

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

“Move to approve the Transfer of Funds from the Health Insurance Account to the Balancing Account.”

Mr. Goralski thanked Mrs. DiNello because of the confusing and complicated budget for the 2017-2018 school year when they had an approved budget already in place.

Motion carried unanimously by voice vote.

Mrs. DiNello reported that the school district would end the year 2017-2018 with a positive balance of approximately \$250,000, which is less than 3/10th of a percentage point of the overall budget. The Board discussed giving back to the Town those remaining funds at the end of the school year and sending a letter to the Town Manager and Board of Finance with a list of carry forward items. These items were in the current budget but were deferred because of the budget freeze and reducing the 2018-2019 budget. Mrs. DiNello would put together a carry forward list for the July 25 Board of Finance meeting (the Board of Education would not be meeting in July) and email a draft of that list to the entire Board of Education. The BOE Finance Committee would meet before July 25 to review the list and present it to the Town Board Finance.

The Thalberg School Boiler would be on top of the Priority list. Mr. Goralski stated that the BOE had to pinch every single penny, not replace positions that were vacant, not make purchases and or spend \$1.4 million in order to end up with a positive budget. Most of the \$250,000 could be directly aligned with things that the Board of Education could not do. Mrs. DiNello stated that she would put bullet points in the letter to the Town on why they have a \$250,000 balance. She explained that traditionally, in late May or early June, the Board of Education has a Purchase Plan to review so the end of the year operating fund balance would be zero. This year, there would be no Purchase Plan. Mrs. DiNello explained that Mr. Romano, Director of Operations, sent the Superintendent a memo about the need to replace the boiler at Thalberg Elementary School because of significant leaks. The quotes range from \$59,000-\$98,000. Administration recommends having this item be the top priority on the carry forward list to the Board of Finance in July. The bid process would be started and brought to the August 9 Board of Education meeting for approval. The Board of Education is unable to carry forward money after June 30 if the money has not been committed to a specific purchase or service. The only way that the school district can carry dollars forward is if the Town agrees to set-up a new line item in the Town budget with the carry forward money.

Mrs. DiNello stated that she would send the Board members a draft list of the tangible priority projects via email, approved by the Board of Education Finance Committee, for their comments before it is sent to the Town. The items were previously voted on by the Board members, but were deferred because of the budget. Mr. Goralski asked that all Board members respond to the email to let the person know that it was read.

Mr. Baczewski discussed, "Wants versus Needs" and having more community involvement with our partners to get funding for school projects. He asked the Board to reflect on this over the summer.

9. OLD BUSINESS

a. Town Government Communications

Mrs. Queen reported on a Town Ordinance Committee meeting that she attended and their approval of reducing the reproduction and use of the Town Seal. The Town Council will hold a hearing on it. There is a State Statute that gives the Town Clerk the custodianship of the Town Seal. The Town Seal cannot be used without the permission of the Town Manager. The committee also discussed the excess emergency services response ordinance, which is under active discussion.

Mr. Goralski reported on the Farm Heritage Committee. This summer, the Ag-Science staff will meet with Milone and MacBroom, who is doing the master plan related to the properties overseen by the Farm Heritage Committee. He thanked Peter Romano, Director of Operations, for installing a gate in the fence this summer between the Pleasantview property and DePaolo Middle School. The DePaolo Middle School Garden Club Fund will cover the cost for the gate. In addition, the Grosky Farm Stand is being replaced using the footprint that it currently occupies. Mr. Stranieri, Principal of Southington High School, students and staff will be building the structure over the summer.

10. NEW BUSINESS

a. Obsolete Textbooks

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

“Move to approve the disposal of outdated textbooks presented by the school administration.”

11. ADJOURNMENT

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:12 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

August 9, 2018



- 1. Schaller Auto World Fund of the CFGNB Grant**
- 2. Staffing update**
- 3. Thalberg Elementary School sign**
- 4. Summer projects**



SOUTHINGTON PUBLIC SCHOOLS

July 27, 2018

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT FOR
CURRICULUM & INSTRUCTION

SHERRILIN P. DINELLO
DIRECTOR OF BUSINESS & FINANCE

MARGARET T. WALSH
DIRECTOR OF PUPIL SERVICES

PETER J. ROMANO, JR.
DIRECTOR OF OPERATIONS

JAMIE T. OLANDER
DIRECTOR OF TECHNOLOGY

MICHELLE PASSAMANO
HUMAN RESOURCES MANAGER

JENNIFER S. MELLITT
ACCOUNTING MANAGER

Mr. Art Schaller, Jr.
Schaller Auto World
25 Veterans Drive
New Britain, CT 06051

RE: Schaller Auto World Fund of the CFGNB Grant

Dear Mr. Schaller:

On behalf of the Southington Public Schools and Southington High School administration and students, I would like to thank you for your generous grant of \$2,500 through the Community Foundation of Greater New Britain (CFGNB) earmarked for safety improvements at Southington High School.

It is through community partnerships and grants, such as yours, that we are able to make improvements necessary to ensure the safety and security of our students during these troubling times.

Once again, our sincere appreciation for your grant.

Sincerely,

Sherri P. DiNello
Director of Business & Finance
Southington Public Schools

SPD/lb

c: Brian Goralski, Chair, Board of Education
Timothy Connellan, Superintendent of Schools
Kaylah Smith, Program Associate, CFGNB
Brian Stranieri, Principal, Southington High School
#6.1819.schallergrant.shs.docx

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3200

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OPERATIONS FAX
(860) 628-3205

PERSONNEL FAX
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GENERAL FAX
(860) 621-8056



74A Vine Street, New Britain, CT 06052 • Phone: 860.229.6018 • Fax: 860.225.2666 • www.cfgnb.org

July 2, 2018

Timothy Connellan
Superintendent
Southington Public Schools
200 North Main Street
Southington, CT 06489

Dear Tim,

We are pleased to inform you that you will receive a check in the amount of \$2,500.00, payable to the Southington High School. This grant is made at the suggestion of the fund advisors of the Schaller Auto World Fund, a donor-advised fund administered by the Community Foundation of Greater New Britain. This grant is earmarked for the Safety Improvements. **Before we can send the check we must have this letter signed and returned and please let me know where the check should be sent.**

In any listing or publication of donors, we ask that you identify the grant in the following way: Schaller Auto World Fund of the Community Foundation of Greater New Britain.

Acknowledgment of this grant may be made to Mr. Schaller:

Mr. Art Schaller Jr.
Schaller Auto World
25 Veterans Drive
New Britain, CT 06051

Sincere best wishes,

A handwritten signature in blue ink, appearing to read "KS", with a long horizontal flourish extending to the right.

Kaylah Smith
Program Associate & Assistant Director of Development

*As a reminder, the donor received a federal charitable tax deduction at the time that the gift was made to the Foundation. This grant does not represent a current deduction for the donor. In your acknowledgment, please make no indication of a tax deduction, as this would be duplication. Further, this grant cannot legally qualify for any benefits or other services to the donor who suggested it. **The donor is ineligible to accept tickets to events, meals, or any other personal benefit in exchange for this grant recommendation.***

Please sign and return a copy of this letter, indicating your agreement to the terms of the grant described above.

A handwritten signature in blue ink, reading "Timothy A. Connellan", written over a horizontal line.
(authorized signer for the grantee organization)

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 9, 2018

Decision Requested X Agenda Code 7. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2017 – 2018.

Background: The attached report lists personnel activity from June 1, 2018, through July 31, 2018.

Alternative Strategies: _____

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

Beginning Date of Program or Project: _____ N/A

Ending Date of Program or Project: _____ N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

PERSONNEL ACTIVITY REPORT

FOR: August 2018

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Reeves, Katherine	Principal	Thalberg		July 1, 2018	6 th Yr.	Central CT State Univ.	\$139,813.00
Pescetelli, Kara	Social Studies Teacher	SHS		August 27, 2018	MA	University of Bridgeport	\$50,559.00
Sanchez, Destiny	Social Studies Teacher	JAD		August 27, 2018	BA	University of St. Joseph	\$46,918.00
Faulkner, Lauren	Special Ed Teacher	JFK		August 27, 2018	BA	Keene State College	\$49,603.00
Madden, Allison	Math Teacher	JFK		August 27, 2018	MA	Western CT State Univ.	\$57,412.00
Chiero, Nancy	Special Ed Teacher	SHS	.20	August 27, 2018	6 th Yr.	Southern CT State Univ.	\$93,751.00 prorated
Pierce, Heather	Biology Teacher	SHS		August 27, 2018	MA	University of CT	\$62,937.00
Waraich, Annie	Chemistry Teacher	SHS		August 27, 2018	MA	Central CT State Univ.	\$50,559.00
Cross, Amy	Special Ed Teacher	PES		August 27, 2018	BA	Syracuse University	\$47,982.00
Marchesani, David	Technology Teacher	SHS		August 27, 2018	MA	University of Bridgeport	\$88,164.00
Hodges, Nicole	Science Teacher	SHS		August 27, 2018	BA	Morehead State University	\$49,603.00
Chamberland, Cassidy	PE/Health Teacher	SHS		August 27, 2018	BA	Central CT State Univ.	\$46,918.00
Duro, Julie	Speech/Language Path	FES/SES		August 27, 2018	6 th Yr.	Southern CT State Univ.	\$61,699.00
Ritondo, Kyle	Physical Ed Teacher	FES/HES		October 1, 2018	BA	Central CT State University	\$46,918.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Carrier, Kayla	Evening Custodian	SHS	40.00	June 18, 2018	\$23.50
Crowley, Patricia	Accounts Payable/Order Secretary, Class II	SPS	37.50	July 2, 2018	\$23.69
Como, Cynthia	Purchasing Secretary, Class I	SPS	37.50	July 2, 2018	\$24.97
Casini, Lori	Production Secretary, Class II	SPS	25.00	July 30, 2018	\$22.99
Falco, Francis	Crossing Guard	SPS	10.00	August 30, 2018	\$17.34

ASSIGNMENT CHANGE

Certified

Name	From Position	From FTE	From School		To Position	To FTE	School	Effective Date
Savage, Kelly	Speech Lang Pathologist	1.00	DES		Speech Lang Pathologist	.60	DES	August 27, 2018
Lane, Amy	Math Teacher	.50	JFK		Math Teacher	1.00	JFK	August 27, 2018
Eleck, Stephanie	Math Specialist	.50	JFK		Math Specialist	.50	FES	August 27, 2018
Holly, Jayne	Business Techer	.60	SHS		Business Teacher	.70	SHS	August 27, 2018
Beaulieu, Amy	Special Ed Teacher	.50	Hatton		Special Ed Teacher	1.00	JAD	August 27, 2018

Classified

Name	From Position	Hours per week	From School		To Position	Hours per Week	School	Effective Date
Leiper, Colleen	ABA Therapist	35.00	DES		ABA Therapist	35.00	JFK	August 28, 2018
Page, Cynthia	Sp Ed Paraeducator	31.25	S.End		Sp Ed Paraeducator	31.25	JFK	August 28, 2018
Patterson, Tammi	Sp Ed Paraeducator	31.25	JAD		Sp Ed Paraeducator	31.25	SHS	August 28, 2018
Dickau, Dawn	Sp Ed Paraeducator	27.50	S.End		Sp Ed Paraeducator	27.50	JFK	August 29, 2018
Cerra, Michelle	Sp Ed Paraeducator	19.00	DES		Sp Ed Paraeducator	27.50	DES	August 29, 2018

TRANSFERS

Certified

Name	From Position	From School		To Position	To School	Effective Date
Lepper, Michael	1.00 FTE Mathematics Teacher	JFK		1.00 FTE Special Ed Teacher	JAD	August 27, 2018

Classified

Name	From Position	From School		To Position	To School	Effective Date
No classified transfers in the month of June & July						

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Clock, Linda	.40 FTE EL Teacher	District	June 30, 2018	1 year	No
Finke, Stacey	Grade 1 Teacher	DES	June 30, 2018	4 years	No
Chiappelli, Adriana	Grade 1 Teacher	Plantsville	July 1, 2018	4 years	No
Mossy, Sharon	Science Teacher	SHS	July 9, 2018	12 years	No
Velázquez, Alexa	.70 FTE Spanish Teacher	SHS	July 16, 2018	8 years	No
Andres, Karen	Pre-School Facilitator	SPS	July 23, 2018	5 years	No
Flanagan, Nicole	Special Education Teacher	JAD	July 24, 2018	4 years	No
Roux, Megan	Special Education Teacher	Plantsville	July 27, 2018	2 years	No
Mannion, Devin	English Teacher	SHS	July 27, 2018	2 years	No
Latour, Rebecca	Science Teacher	JFK	August 27, 2018	2 years	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Palmer, Neil	Crossing Guard	District	June 13, 2018	9 years	No
Sohon, Jill	Full-Time Special Education Paraeducator	DES	June 22, 2018	17 years	Yes
Chambrello, Elaina	Part-Time Special Education Paraeducator	Flanders	June 22, 2018	1 year	No
DiDonato, Frank	Part-Time Library Paraeducator	JFK	June 22, 2018	9 years	No
Torvinen, Louise	Full-Time Special Education Paraeducator	SHS	June 22, 2018	20 years	Yes
Williams, Tammy	Full-Time Special Education Paraeducator	JFK	July 3, 2018	8 years	No
Clynes, Francis	Part-Time Special Education Paraeducator	JFK	July 10, 2018	2 years	No
Whyte, Robert	Full-Time Special Education Paraeducator	JFK	July 16, 2018	14 years	Yes
Gotowala, Mary	Full-Time Special Education Paraeducator	Strong	July 20, 2018	21 Years	Yes
Nido, Brianna	Part-Time Special Education Paraeducator	Kelly	July 23, 2018	2 months	No
Humphrey, Jennifer	Registered Nurse	DES	July 23, 2018	3 years	No
Manente, Laura	Part-Time Special Education Paraeducator	SHS	July 23, 2018	7 years	No
Daly, Laura	Full-Time Special Education Paraeducator	Flanders	July 24, 2018	12 years	No
Cianciola, Diane	Part-Time Special Education Paraeducator	Hatton	July 25, 2018	4 years	No
Pizzitola, Darcy	Secretary Class II, Special Ed/Transportation	SPS	July 27, 2018	1 year	No
Danks, Gary	Part-Time Special Education Paraeducator	JFK	July 30, 2018	3 years	No

UNPAID LEAVES OF ABSENCE

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

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Velsor, Susan	Extended School Year & Summer Jump Start Program Coordinator	District	June 5, 2018	\$3,800.00

Resignations

Name	From Position	School	Effective Date
Mozian, Nathan	Freshman Coach, Boys Soccer	SHS	June 30, 2018
Mozian, Nathan	Assistant Coach, Girls Outdoor Track	SHS	June 30, 2018
Mozian, Nathan	Assistant Coach, Girls Indoor Track	SHS	June 30, 2018
Hart, Susan	Mathematics Club Advisor	SHS	June 30, 2018
Pienkowski, Kimberly	Drama Club Co-Advisor	JAD	July 18, 2018
Coles, Garry	Assistant Coach, Football	SHS	July 18, 2018

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 9, 2018

Decision Requested _____ Agenda Code 8 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 _____ Board Meeting Date August 9, 2018

Decision Requested X Agenda Code 9.a

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2017-2018

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2017

Ending Date of Program or Project: June 30, 2018

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2017-2018 school year be approved as submitted.

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Superintendent's Annual Report 2017-2018
 2. _____
- lb #16.agndaboe.1819.suptsannualreport.docx

SOUTHINGTON PUBLIC SCHOOLS



Superintendent's Annual Report 2017 ~ 2018



**Southington Public Schools
Superintendent's Annual Report
2017-2018**

Southington Board of Education

Brian S. Goralski, Board Chairperson
Terri C. Carmody, Vice Chairperson
Colleen W. Clark, Secretary
Joseph M. Baczewski
Robert S. Brown
Lisa Cammuso
David J. Derynoski
Zaya G. Oshana
Patricia A. Queen

Central Office Staff

Timothy F. Connellan, Superintendent of Schools
Steven G. Madancy, Assistant Superintendent of Curriculum and Instruction
Sherri P. DiNello, Director of Business and Finance
Margaret T. Walsh, Director of Pupil Services
Peter J. Romano, Director of Operations
Jamie Olander, Director of Technology
Michelle Passamano, Human Resource Manager
Jennifer S. Mellitt, Accounting Manager

SOUTHINGTON PUBLIC SCHOOLS

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Superintendent's Annual Report 2017-2018

Southington Public Schools Superintendent's Annual Report 2017-2018

SUPERINTENDENT'S EXECUTIVE SUMMARY

Timothy F. Connellan, Superintendent of Schools

The Southington Public Schools enjoyed a rich blend of veteran and newer faculty, staff, Board of Education members, Central Office Administrators and Building and District-wide Administrators. This blended talent across the district provided a rich environment for the cultivation of ideas and for creative problem solving. The capacity of the district to promote and sustain growth and change increased and continued to improve and expand as a result. The district was very fortunate to be able to recruit and employ talented and experienced individuals and promising early career professionals. The Southington Public Schools professional staff became more diverse in terms of training, background and experience. All of these factors when taken together added up to an enormous benefit for the students and families of this community.

The work involving Southington's Vision of a Graduate and 21st Century Skills continued and expanded in the past school year. Small teams of administrators, teachers and some Board of Education members attended high-level professional development activities focused on 21st Century Skills and Student Centered Learning. The Vision of a Graduate work brought together stakeholders from across the community in working sessions with outreach to members of philanthropic organizations and elected officials. The culmination of the work was the adoption of Southington's Vision of a Graduate from the Southington Public Schools by the Board of Education in June 2018.

The District continued to focus on improved student performance at all levels. During the 2017-2018 school year, the Southington Public Schools consolidated and expanded the internal infrastructure necessary to ensure the highest quality of day-to-day teaching and learning. This infrastructure had several key components that are outlined below.

The redesigned Curriculum Development and Renewal Process with the addition of a Curriculum Leadership Team completed the first full year of implementation. The Southington Public Schools exhibited a curriculum renewal process that was effective and sustainable. The Curriculum Leadership Team began work on the initial steps in the implementation of a Learning Management System for curriculum development. A pilot group of educators from across the district will work with the new Learning Management System during the 2018-2019 school year.

The Professional Development and Evaluation Committee (PDEC) successfully designed and implemented a thoughtful system of continuous professional learning experiences for all staff across the district. PDEC attended to the very different professional learning needs of the diverse population of educators in the Southington Public Schools. In addition, PDEC began to examine alternative methods and structures that might better serve Southington's specific needs for support and evaluation of professional staff members. The work in this area will continue in the 2018-2019 school year and will be connected to Southington's Vision of a Graduate and focus on 21st Century Skills.

The Southington Public Schools began the process of introducing and utilizing Instructional Learning Teams (ILT) during the 2017-2018 school year. The purpose and focus of the ILT's was to promote collaboration and reflection between and among professional teams with the intention

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of identifying and addressing real and pressing instructional/learning problems in classrooms. The ILT allows teachers the time to work together in a very focused, specific and intentional manner. The structure will be refined during the 2018-2019 school year.

The Southington Public School District completed the third full year of implementation of the Scientific Researched Based Intervention (SRBI) model. Each school continued to refine its SRBI team and process. Through collaboration between and among general education classroom teachers and literacy and mathematics specialists, school-based teams consolidated their understanding of different tiered levels of targeted academic support for students at all achievement levels. The work of the district level and school-based teams resulted in the finalizing of a district-wide SRBI process and the completion of a comprehensive manual designed to codify and sustain the process moving forward. The goal of the SRBI process was to identify students in need of some level of support, provide that support, monitor student progress and then to create pathways for students to succeed and perform academically and behaviorally on at least grade level. Each school achieved the capability to pursue that goal aggressively.

Southington Public School students continued to learn in areas not considered “academic” subjects. In each school, students engaged actively in the community in a variety of ways. Students learned the benefits of community service and of the intangible rewards that come with helping those in need. The details of SPS students’ efforts in these areas are reflected in the individual school reports. Suffice to say that students in the Southington Public Schools did engage in a broad range of experiences that had a significant and positive impact on their growth and development and had a positive impact on the community.

In summary, the Southington Public School District continued on the path to excellence through diligence, dedication and hard work. The professional staff worked to build capacity as described above and to refine the internal organizational structures and processes that allowed the district to become intentional in its actions, with instructional decisions guided by the data on student performance in many areas both academic and non-academic. The continued focus of the District will be on incremental and continuous improvement in professional practice in all areas. Although the improvements in programs and services are incremental in nature, they are significant in terms of the overall impact on students and families and significant with regard to the positive impact on the community at large. In addition, the adoption of Southington’s Vision of a Graduate will have a significant impact on all areas of operation of the district. The Vision will drive curriculum development, evaluation and support and selection and retention of talented professionals for many years to come.

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ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

Steven G. Madancy, Assistant Superintendent of Curriculum & Instruction

Given the fiscal challenges and constraints the district endured during 2017-2018 academic year, opportunities for professional development and curriculum development were limited. In spite of this, growth did occur and the progress realized will put the district in a favorable position for continued growth and success going forward.

The district Professional Development and Evaluation Committee investigated alternate approaches to the current teacher supervision and evaluation model. Renowned education expert Kim Marshall, spent a day in-district educating administrators and teachers on the inherent flaws in our current system and presenting opportunities that could be capitalized upon with a different approach. Members of the district committee, along with all members of the administrative leadership team, agreed this work warrants further discussion and exploration. The district will begin by reviewing and revising the current Administrator Evaluation and Support Plan during the course of the 2018-2019 academic year.

Teacher collaboration was another area of focus of the Professional Development and Evaluation Committee during the academic year. Under the guidance and direction of a district Instructional Learning Implementation Team, building administrators, teachers and coordinators across the district worked with staff to understand and implement a collaborative process. Teachers would form Instructional Learning Teams, identify a student outcome via mutual agreement, and research high leverage teaching strategies that would improve the identified outcome. The team would pick one strategy and articulate what that strategy would look like if it was implemented in an exemplary manner with a high degree of fidelity. After utilizing the strategy for an agreed upon period of time, the team would analyze a source of data that measured the student outcome to determine if growth and improvement was evident. Given that this process is not time-bound by design, different teams realized different results over the course of the year. The district Professional Development and Evaluation Committee will continue to support this practice for the 2018-2019 academic year by committing the necessary time for continued collaboration and providing reflection tools to assist teams in monitoring their progress.

The Curriculum Leadership Team continued to review systems and processes that would improve efficiency, promote consistent quality across our curriculum units in all content areas, and integrate district disciplinary and transdisciplinary goals into all units ensuring appropriate articulation of K-12 content and 21st century skills. Members of the team also worked to develop a course in curriculum development within the district's newly adopted learning management system, Canvas. This online course will assist curriculum writing teams with the process of unit development while educating them on the nuances between the macro and micro curriculums of the district. The development of this course will continue in the 2018-2019 school year.

At the elementary level, much effort was devoted throughout the course of the academic year to the use of time during the instructional day. Approximately 40-50 teachers convened a focus group led by the assistant superintendent and identified all that was being asked of teachers during the course of the instructional day and the work day. Teacher teams then performed a task analysis to determine how much time these tasks took either daily, weekly, or monthly and also identified where the mandate of the task originated. Did the task originate from a directive by a building principal or as a central office expectation, or was it self-imposed? Lastly, through a weighted

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voting process, the teams prioritized what tasks and responsibilities they thought were most to least important. This information was then synthesized by the assistant superintendent's office and shared with a smaller working group made up of six teachers, the district Math, English Language Arts, and Science Coordinators, as well as two elementary principals. This group's task was to take the existing instructional time within an instructional day, back out all transition and non-academic time, and develop a recommended daily schedule considering curriculum demands across all content areas ensuring we are providing a guaranteed and viable curriculum. Going forward, these schedules will allow elementary administrators opportunities to ensure alignment between the written and taught curriculum with confidence in K-5 classrooms across the district. This work will continue into the 2018-2019 academic year.

The district Scientific Research-Based Intervention (SRBI) Committee continues to make tremendous strides in developing a model SRBI system. Using the district's data warehouse SchoolNet, in conjunction with our student information system PowerSchool, staff is able to track and store student information within the SRBI process in a secure, paperless environment. This improvement provided efficiency by eliminating redundancy within the process this year. Additionally, the adoption of Renaissance Learning's digital assessment tool STAR, to conduct our literacy and numeracy benchmark assessments, provided a consistent and reliable tool to capture student needs and measure growth throughout the course of the academic year. The district committee also began work on the third and final component of a comprehensive SRBI process, behavior. The committee is working to identify sources of data that identify student needs relative to SRBI behavior as well as articulation of processes and systems within the district manual that would assist school based teams with students needing behavioral support.

Lastly, the district concluded development of our Vision of a Graduate. Upon convening a community engagement event of about 60 stakeholders including faculty, parents, administration, appointed and elected officials and community members in the fall, district leadership took the initial iteration originating from the event to various groups including the Rotary, Chamber of Commerce, Southington Education Foundation, Town Council, and others for input and feedback. The end product was a presentation to the full Board of Education in June resulting in the adoption of the following: ***"A graduate of the Southington Public Schools will be college or career ready, and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community"***.

To achieve our vision, the following 21st century skills were also identified throughout the community engagement process: ***communication, collaboration, creativity, critical thinking, citizenship and content mastery***. These skills will be reinforced daily within classrooms across the district and integrated within curriculum as opportunity allows.

In closing, this vision, along with its corresponding 21st century skills, will serve to guide all that we do going forward including budgeting, staff hiring and appraisal, curriculum and professional development, program and facility improvements. District leadership will continue working to transform our district from a traditional ritualistic environment developed to serve society in agrarian and industrial times, to an innovative environment that prepares our students for life beyond the Southington Public Schools in a global society.

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BUSINESS DEPARTMENT

Sherri P. DiNello, Director of Business & Finance

The Business Office has accomplished the following items during the 2017-2018 school year.

Budget 2017-2018

The Southington Board of Finance and Town Council funded the Board of Education 2017-2018 Operating Budget with essentially an increase of \$1.9 million, 2.06%. Due to the anticipated change of the funding structure, the approved budget was lower than the 2016-17 budget because of anticipated revenues coming to the Southington Board of Education directly from the state. Once the Connecticut General Assembly approved the state budget, town officials realized the funds would not flow directly to the Board of Education but to the Town. In addition, In November, Governor Malloy announced funding holdbacks that would turn into severe reductions to the funding to the Town of Southington. The Director of Business and Finance worked closely with the Superintendent, Town Manager and Town Finance Director to creatively come up with a mitigation plan to reduce the current year budgets and determine how appropriations could be allocated to the Board of Education to cover their operating budget. This was a challenging year; however, the collaboration between staff and elected officials allowed programs to continue without layoffs or job eliminations.

Budget Development 2018-2019

The Southington Board of Finance and Town Council funded the Board of Education 2018-2019 Operating Budget in the amount of \$95,827,529 or a 1.72% increase over the intended 2017- 2018 operating budget. This was a difficult budget cycle because elected officials were working on balancing the 2017-2018 budget due to the Governor's mid-year cuts. Six (6) FTE's were cut from the budget in addition to the fourteen (14) FTE's that were left vacant in the previous year.

Affordable Care Act (ACA) 1095 Reporting

The Payroll staff inputted all the necessary information into our Alio financial software so that the appropriate tax forms could be created without importing data from Anthem. They will update dependent and event screens as employees make changes to their benefit selections.

Activity & Scholarship Accounts

The Accounting Manager transitioned the responsibilities for the high school activity and scholarship accounts to the high school bookkeeper this year. She consolidated the scholarship accounts at TD Bank to streamline the accounting and reconciliations. The new accounts have tighter security offering an online approval chain to balance transfers.

Online Payment System for Fees and Activities

The middle school's spring athletic activity fees were posted for collection using MyPaymentPlus for parents. Parents seemed receptive to this online payment opportunity and we plan to offer the option to make additional payments online in the 2018-2019 school year. The utilization of this system will reduce the amount of cash collected in the schools. The exception will be for middle school athletics. The committee decided that utilizing a system of payment by parents/guardians with personal checks will be the preferred method to insure collection of the fees.

Employee Wellness

The Healthy & Wise Committee ran several successful employee wellness programs throughout the year. Walking and weight loss challenges were among the most popular. The committee was

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recognized by the Business Council of Fairfield County receiving a 2018 Gold Award for Healthy Workplace Employer Recognition Program.

Union Negotiations

A number of union contracts expired on June 30, 2017. The Director of Business & Finance worked with the Board of Education Negotiating Committee and legal counsel and reached agreements for new contracts with the following unions:

- American Federation of State, County, and Municipal Employees (AFSCME) Custodial and Maintenance Employees
- AFSCME Secretaries and Food Service Employees
- AFSCME Nurses
- United Public Service Employees Union (UPSEU) Occupational Therapists / Physical Therapists

High Deductible Healthcare Plan (HDHP) and opening of Health Savings Accounts (HSA)

Information sessions were held for our AFSCME employees to educate staff on the High Deductible Healthcare Plan (HDHP) along with coordinating the set-up of their Health Savings Accounts (HSA), coordinating on-site meetings with bank representatives, and sending paperwork electronically to make the transition for these staff members easier.

Education Financial System (EFS) - State Department of Education Grant Management

The State Department of Education rolled out the new financial Data Collection System in the spring of 2018. Local Education Agencies (LEAs) are ~~going to be~~ required now to report financial data utilizing the new system beginning with the filing of the ED001 Report due by September 1, 2018 for the 2017-2018 school year. All account records uploaded must be classified using the EFS codes for: Funding Source, Function, Object, Education Type, Pre-K, Allocation and Location. The coding classifications will be a time consuming project and will take priority in the summer of 2018 in order to meet the statutory deadlines.

OPERATIONS DEPARTMENT

Peter J. Romano, Director of Operations

The Operations Office has accomplished the following items during the 2017-2018 school year:

Construction and Building System Improvements

- A substantial portion of construction and improvement projects was performed by in-house staff as a result of the budget uncertainty. These items included:
 - Replaced traditional florescent light bulbs with LED lamps in schools throughout the district. The LED lamps were purchased at a discounted price through an Eversource rebate program.
 - Constructed a second ACHIEVE classroom at Southington High School.
 - Upgraded an existing classroom into an earth science classroom at Southington High School. Highlights of the work included new cabinets, sinks and workstations.
 - Replaced all existing counters in the consumer science bakeshop classroom at Southington High School.
 - Replaced and upgraded the exterior lighting contactor panel at Southington High School. This panel controls the exterior site lighting that can now be programmed for efficiency through the Energy Management System.
 - Installed the infrastructure for a necessary simulcast audio/video system at Southington High School.
 - Assumed the ongoing maintenance of the irrigation system at Southington High School.
 - Implemented essential strategies to ensure the reliable, long-term performance and extending the life-cycle of roofs district-wide.
 - Developed a strategy and timeline to complete tennis court repairs at Southington High School.
 - Relocated the main entrance at Derynoski Elementary School to the front of the building along Route 10.
 - Upgraded an existing classroom at Kelley Elementary School to better support the LIDS program.
 - Replaced the complete boiler system at the Alternative Education (ALTA) program at the Pyne Center.
- The district began the process for a town referendum for a new roof on a portion of Southington High School. The referendum will be decided by voters in the November 2018 elections.
- Southington High School telephone system was replaced with a VOIP phone system. The system allowed us to reduce the number of phone lines purchased on a monthly basis and provides better functionality and reliability for the school staff.
- We have bid and completed the first round of painting as part of the annual outside contracted painting program. Portions of Southington High School, Derynoski and Hatton Elementary Schools were painted.
- We have continued working toward completion of the required improvements outlined in the Civil Rights Compliance review at Southington High School.
- An ADA door opener was installed at the main entrance of the Municipal Center.

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Energy Conservation

- Energy Management System: Several elementary schools have been added to our web-based dashboard. This allows us the ability to continually monitor systems and program them for optimum efficiency and health of the buildings.

Reporting

- South End Elementary School construction close-out: Operations is working with the State Department of Education and Town of Southington Director of Finance to close-out the project with the state.

Health and Safety

- Operations, in conjunction with the Southington Police Department, participated in the review and assessment of security measures at all schools district-wide.
- Asbestos and radon testing programs: Ongoing management of the state mandated asbestos removal and reporting continued. Air quality testing for radon was performed at ALTA, Derynoski, Flanders, Kelley and Southington High School, as per Environmental Protection Agency (EPA) and state guidelines for ongoing testing in schools.
- Polychlorinated biphenyl (PCB) testing was conducted at the John Weischel Municipal Center, J.A. DePaolo Middle School and J.F. Kennedy Middle School.
- State mandated grease traps are being installed at Flanders and Kelley Elementary schools.

Administrative Enhancements

- Implementation of an online process created for reporting of district-wide fire and safety drills.
- The Operations Department continues to build on its' electronic infrastructure. Operations works closely with all of the schools in the district. The transition to electronic documentation for the department has allowed for greater efficiencies and information sharing throughout the district. A considerable amount of work has been moved to the Google Doc format including sheets and forms for transportation tracking logs, transportation requests and complaints, snow removal vendors and events, lawn maintenance vendors, and custodian scheduling.

District-wide and Town Collaboration

- Shared Resources: The Operations Department continues its' ongoing collaboration with the town to complete repairs, service calls and projects at town buildings, as needed. Among the projects completed this year include: Recreation Park fountain repairs, highway garage upgrades, energy management system maintenance at fire stations and work at the animal control building.

HUMAN RESOURCE DEPARTMENT

Michelle Passamano, Human Resource Manager

The 2017-2018 fiscal year brought a new beginning to the Human Resource Department when resources were merged between the Town of Southington and Southington Public Schools. The office is now housed in the John Weichsel Municipal Center and includes the Human Resource Manager, a Human Resource Assistant, and two support staff. The focus for this fiscal year has been building relationships, identifying the working culture within our departments, assisting Town departments and Southington Public Schools staff with human resource needs, reviewing current processes, job descriptions, and employee files.

Building Relationships

In November and December, becoming familiar with the day-to-day operations within the school district was the focus. In January, the human resource work from Town Hall was added and the next three months were spent meeting department leaders, along with their teams of employees and volunteers. In May, we developed a Culture Survey to assist all departments in future growth and sustainability goals. With the participation of all employees and volunteers, and their valuable input, we were able to:

- continue developing a culture that benefits all employees;
- confirm that our initiatives are in alignment with the value and vision of the Town of Southington;
- offer our organization greater awareness of any root causes that may be impacting employee engagement and customer satisfaction; and,
- evaluate our individual departments and ensure that the culture we are creating is one that will lead to high performance.

A leadership training session was provided for all department leaders and supervisors. The training was provided by CIRMA (Connecticut Interlocal Risk Management Agency) and included specific areas of focus that were in direct correlation with the climate survey. Areas of attention included:

- roles and responsibilities of supervisors pertaining to leadership and ethics;
- recognizing different styles of management;
- effective communication and the ability to lead change;
- ensuring a safe, respectful, workplace; and,
- setting high expectation, motivating employees and improving customer service.

Continuing to build relationships between supervisors and their support staff is a priority. These efforts contribute to improved employee morale, job satisfaction, and efficiencies of job performance. Engaged employees with proficiency in skills will ultimately benefit the Town with higher service to the community.

Internship Program

During this fiscal year, the Human Resource Department expanded the Town Internship Program by creating a process and provided selected candidates with an internship packet. There were three interns selected for the summer who worked full days for a period of eight weeks. The school district utilized nine interns from the University of Bridgeport and Quinnipiac University. Students were given broad experience while pursuing a degree in education. The Human Resource Department will continue to work with higher educational institutions in an effort to grow the program and offer opportunities for students interested in a career in the Town or with the School District.

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Anthem Health and Wellness

The Anthem Health and Wellness Committee continued to offer fun opportunities for employees to promote a healthy lifestyle. September brought the *Step-Up Challenge* that encouraged each building to participate in a “step” challenge. The winning team won a healthy catered lunch simply by stepping-it-up! In January, we had the *Lose to Win Challenge*. From January 2 through February 12, employees throughout the Town and School District weighed-in and competed to become the winning, losers! Those lucky “losers” won gift cards in the amounts of \$300/\$200/\$100! To finish off the fiscal year, there was a *Step Challenge* from April 23 through June 4. Teams of five people tracked their steps and worked toward winning some amazing cash prizes. Overall, there was impressive participation, and the committee is excited to work toward some new challenges in the next fiscal year.

Turnover Report

The turnover report for the Town of Southington included:

Retirements	2
Resignations	4
New Hires	7
Internal Transfers	4

The turnover report of the Southington Public Schools included:

Retirements	27 (11 Certified, 16 Classified)
Resignations	52 (18 Certified, 34 Classified)
New Hires	97 (48 Certified, 49 Classified)

The Human Resource Department, in conjunction with the administration and supervisors, takes pride in ensuring new hires are highly qualified and ready to embrace the challenges within their new positions.

Processes and Procedures

Having a new team in the Human Resource Department, time is being spent creating an environment and a physical space that brings two offices together. We are reviewing and evaluating the current hiring practices, job descriptions, procedures, and protocols. As a team, our goal is to find ways to increase efficiency and effectiveness, including areas in which similar processes can be merged. The Employee Handbook is under construction for both the Town of Southington and the Southington School District.

In the six-months since the Town and Board of Education departments merged, there has been an abundance of new learning and great effort in creating an office that is the hub of the Town and School District. Training for all staff will continue and we are confident that the 2018-2019 fiscal year will bring some new and exciting developments for all employees.

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PUPIL PERSONNEL SERVICES

Margaret T. Walsh, Director of Pupil Personnel Services

The Pupil Personnel Services Department is comprised of four Special Education Coordinators and a Director. This year, a strong leadership team has been developed based upon different skill sets, areas of expertise, collaboration and system's thinking.

For 2017-2018, areas of focus for the department included refinement of the work throughout the district including, but not limited to, the following:

- Active participation and representation on the District-wide Professional Development and Evaluation Committee.
- Ongoing revisions and refinement of the online procedures manual for special education.
- Program development and best practices for an inclusion setting, including increasing the capacity of building level teams to meet the differentiated needs of identified students.

Several programmatic components were identified as areas of development. Included in this list were:

- maximizing resources (including staff, time and materials);
- developing uniform practices throughout the district;
- vertical alignment Pre-K to Grade 12+;
- fiscal responsibilities of the department;
- streamlining services to establish a vocational/transitional program for students' ages 15-21 years of age; and,
- creating a continuum of services for students within each building and increasing collaboration among district staff.

State and Federal Compliance

The Special Education Department maintained compliance with the federal regulations of the Individuals with Disabilities Education Improvement Act (IDEIA) and Connecticut State Regulations/Statutes for Special Education. The Connecticut State Department of Education reports annually on state and district progress on 20 performance indicators in special education. Southington's most recent District Annual Performance Report indicated that Southington was a district classified as "Meets Requirements". This rating (based upon the 20 indicators) was determined by ongoing data collection, Special Education Data Application Collection (SEDAC) reports and numerous other state monitoring reports.

Community and Parent Partnerships

Ongoing collaboration with parents, community stakeholders and local/state agencies has been imperative in order to ensure that students with disabilities have an opportunity to experience the quality of life to which they are entitled. The department has worked closely with all families, community agencies and state programs this year to continue to bring these resources into the student's lives. Staff have facilitated parent workshops that were made available to families this year. Also, PPS staff participated with community based programs (Next Steps Parent Support Group, LEAF Program, Parks and Recreation Program, and Southington Youth Services, etc.) to promote stronger partnerships.

This year, the Director of Pupil Services was appointed to the Special Education Advisory Council for the State of Connecticut. Representing the Connecticut Council of Administrator of Special Education (CONNCASE) and the public school sector. More recently, the Director was asked to

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become an Executive Committee Member. This is a two-year term commitment and allows for direct participation in advising the Governor, General Assembly, State Board of Education, Bureau of Special Education and other elected officials regarding special education services in the state of Connecticut.

Student Achievement

It is imperative that student's Individual Education Plans (IEPs) are aligned with the Common Core State Standards (CCSS) and that all staff continue to strive for best instructional practices in classrooms. Whether through team teaching, direct explicit instruction, special education inclusion support or pull out sessions, teachers have engaged students in rigorous meaningful instruction. Ongoing professional development of teachers in content curriculum as well as in differentiating instruction has been extremely important for students to ensure mastery. In order to ensure student success, special educators worked together with curriculum content teachers and other specialists in all schools.

School Readiness and Prevention

The Preschool Program continued to grow in numbers every month. The work of the Early Childhood Collaborative and the Three-to-Three partnerships (Age 3 to Grade 3) has heightened the community's awareness of the importance of early intervention and prevention. Southington's Preschool classrooms (three at Hatton and one at South End), the Family Resource Center (FRC) and the partnership with Birth-to-Three agencies have provided support and guidance to families with young children who are developmentally delayed. The Applied Behavior Analysis (ABA) program data at the preschool level demonstrated that these young children have benefitted from this scientifically researched based methodology. The department co-facilitated parent and agency training sessions with the Early Childhood Collaborative and presented to Community Based Childcare/Day Care providers regarding early identification and the process of entering the public school system, and transitioning from private providers into the Southington Public School system.

Elementary Level

The district developed an additional district-wide classroom to service students with significant developmental, cognitive and medical concerns at Hatton Elementary School. The classroom (known as LAUNCH – 1) was needed to meet the needs of students entering kindergarten, grade one and grade two. The primary classroom and intermediate classroom were located adjacent to each other. This location allowed for collaboration and teaming to meet the significant needs for these very involved students. The majority of student instruction was in the self-contained classroom but the teachers were able to provide flexible grouping to meet individual students both developmentally and cognitively. Many students joined their typical peers for lunch, recess, special area instruction and other times during the day deemed appropriate.

Previously, the district met the needs of students with hearing impairments by contracting services with an outside agency. At the end of last year, the district was notified that the agency would no longer provide outside services to public schools. The department evaluated needs in the district for the hearing impaired population and determined hiring a Teacher of the Deaf (TOD) would meet the needs of all identified students Pre-K through 21 years of age. Providing these services in-house allowed the district to meet the needs of students within Southington schools in a cost-effective and efficient manner, while maintaining students in their home schools.

Middle School Level

The EASE program at Kennedy Middle School and the TEAM program at DePaolo Middle School provided structures and resources so that identified middle school students remained in district for

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their education program. This year staff continued to strengthen the programmatic structures as well as fine tuned services so that these children are able to access all aspects of their education. An outside vendor provided the TEAM program counseling services and supports for many years. Upon evaluation of these services provided by an outside agency, the Pupil Services Department chose to discontinue with an outside agency and hired a full time school psychologist employed by the Southington School District. In addition to providing counseling coverage and support for the TEAM program, this school psychologist also assisted with completing evaluations in other buildings. Also, the psychologist co-facilitated district professional development regarding Mindfulness and Strategies to assist students with developing appropriate self-regulation techniques. Providing these services in-house proved extremely effective and provided a cost savings for the district.

High School Level

The transitional/vocational program continued to expand with more students obtaining placement in the workforce (either paid or voluntary). There has been a significant outreach to families of students on the autism spectrum to assist families in obtaining an autism waiver from the State for their child. Staff continued to expand the two district programs at the high school; one for students with emotional challenges and the other for students with significant disabilities. Unified Sports, Unified Theater and the Best Buddies program continued to have a positive impact and, hopefully, developed a life-long relationship between the identified students and their typical aged peers.

Next Steps

The Special Education Department will continue to maximize resources for students. There are many excellent supports available to students from ages three to age twenty-one. The department will continue to develop and consolidate systematic practices across the district. The restructuring of the department has allowed coordinators to have a laser-like focus on enhancing the capacity of the teams in each building to meet the diverse needs of all students. The Scientific Researched-Based Intervention (SRBI) process incorporates the best instructional practices in the classrooms. There is a need need to continue to support the collaboration of the regular education staff with the special education/pupil services staff so that the school district will offer the best educational experience for all of children.

The provision of professional development for regular education teachers regarding Best Practices for Inclusion services will be a focus for the department moving forward. This is an area that has not been addressed with the general education staff for several years, for veteran staff as well as new hires. It is imperative provide this professional learning to enhance teaming and collaboration and to optimize instruction.

TECHNOLOGY DEPARTMENT

Jamie T. Olander, Director of Technology

The 2017-2018 school year was full of district-wide projects, new equipment, and ongoing long-term planning. The following were the major technology initiatives accomplished this past year.

Infrastructure Improvements

Southington High School will continue to focus on district infrastructure improvements for the 2018-2019 school year. In past years, staff replaced all main core switches in all schools including secondary data closets (IDF - Intermediate Distribution Frame). The team completed the installation of CISCO Power of Ethernet (POE) switches, which allowed the district to give improved Wi-Fi access to all schools and better administer the Connecticut State Department of Education Smarter Balanced Assessment (SBAC) /AP (Advanced Placement) testing utilizing all district Chromebooks and MacBooks. The district purchased a new server that will serve as a Data Center for both Southington High School and the district. In the summer 2018, new fiber was installed throughout Southington High School resulting in the following improvements:

1. Speed: Allow for instant data retrieval and Internet data to transfer at the fastest speed.
2. Bandwidth: Equal upload and download speeds that allows for a much longer transmission distances and high signal rate.
3. Security: Most secure network available based on the connectivity being made of glass. The only way to penetrate the connection is by breaking it. With a copper line, there are potential threats that can hack directly into the system.

Implemented a District Firewall and Endpoint Security System

The district purchased a Firewall and Endpoint Security system. The robust security checkpoint system was deployed to protect all Southington Public School computers and other network devices from attacks. This system will help enforce rules regarding network use as well as monitor the activity on our network. A new robust antivirus was deployed to all district devices.

Affordable Care Act

Since 2016 (for the 2015 tax year), Southington Public Schools was required annually to issue a new tax form, Form 1095-C under the Affordable Care Act (ACA). It contains detailed information about the medical coverage offered to staff and their dependents. The technology team completed the printing of these forms and has processed these electronically to the IRS adhering to strict deadlines.

School Messenger – Report Cards

Technology converted the entire district (Pre-K – Grade 12) to electronic report cards. The district used School Messenger's Secure Document Delivery functionality to deliver sensitive documents like report cards to all parents. This initiative allowed the district to safely send documents electronically, and reduce expenditures for mailing and recover staff time.

Reconfiguration of the Southington Public Schools Wi-Fi Access

Technology continued to work to ensure the security and reliability of the Wi-Fi network and leveraged a new authentication method. The result kept staff, students, and guests separate for security while allowing more control over bandwidth usage. The district currently uses the following:

- SPS-Devices: For Southington Public Schools owned devices, will be phased out. Unlimited access.

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- SPS-Wifi: For all Southington Public Schools users that are presently in our Active Directory (AD), must use AD credentials to access. Unlimited access.
- SPS-Guest: For guest users, must accept District Terms and Conditions and enter email address. External Access and heavily filtered.

Website - Americans with Disabilities Act (ADA) Compliance

It is required that all federally-funded educational institutions adhere to the Americans with Disabilities Act (ADA) requirements. These requirements speak to two main attributes of the website: content and design. All the following website content needs to follow ADA requirements: Photos, Text, Forms, PDF's and Video. The Technology Department has updated the Southington Public Schools website to be in compliance with these mandates.

File Storage

The Technology Department introduced the district to OneDrive for enhanced accessibility to files and increased storage. The district now has two options for cloud-based file storage, OneDrive and Google Drive. These file migration options help the district in the following ways:

- Lower servers cost as there are no longer extra costs associated with increasing memory, hard drive space and processing power.
- Allows for data centralization- information for projects and different schools are stored in one location that can be accessed from remote places.
- The recovery of data. Cloud computing providers enables automatic data backup on the cloud system.
- Increased sharing capabilities as all documents and files can be emailed and shared whenever required.

Data Compliance – Public Act 16-189

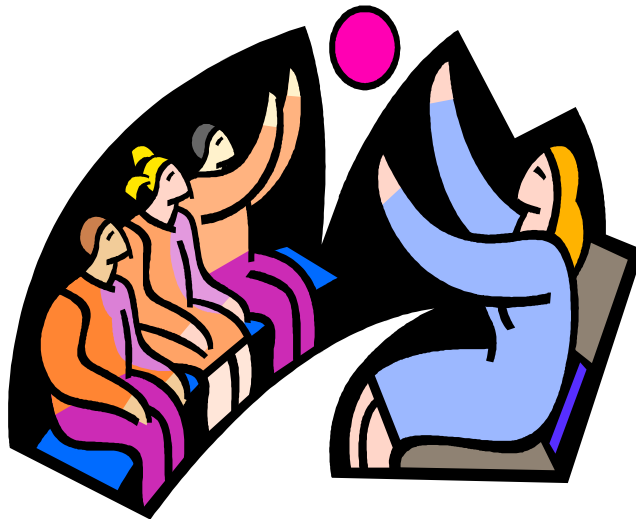
The 2016 Connecticut legislative session recently brought a variety of changes to education laws. The most significant piece of education legislation effecting technology is Public Act 16-189, an Act Concerning Student Data Privacy, which generally addresses the provision of personally identifiable student information to individuals or entities outside Southington Public Schools. Based on this law, the Southington Public Schools Technology Department must review all educational software, request vendors to sign the Student Data Privacy Pledge, and software requests will typically proceed without the deployment delays.

A process and set of procedures has been developed to address compliance with this statute. Implementation of PA 16-189 was delayed until the current school year.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2017 ~ 2018



School-Based Activities

SOUTHINGTON HIGH SCHOOL

Brian Stranieri, Principal

Enhancements

Southington High School continued to focus its efforts on teaching and learning with the understanding that a high-quality educational program leads to improvements in all areas. The College Board recognized Southington High School (SHS) for significantly increasing the number of students participating in Advanced Placement (AP) courses while at the same time producing, maintaining, or increasing the percentage of students meeting with mastery on the AP exams. The school has continued to push the vision that all students enroll in at least one course at Southington High School that would lead to college credit. The seventh Annual AP Expo was held in the SHS cafeteria where student teams explored individual learning opportunities within their course work and presented to an audience. Beyond these significant achievements, Southington High School has experienced a rise in the overall four-year graduation rate that is expected to be the highest in over a decade. The SHS College Fair provided students, and parents, the opportunity to connect with over 85 colleges and universities this past year. Over 1,000 people attended this event. Financial Aid Night, College Basics 101, and Navigating the College Process Night, gave students and parents an opportunity to hear from professionals about the college planning process.

Southington High School spent a significant amount of time preparing for the in-school PSAT and SAT exams this past year. Both of these days were highly successful. A significant amount of time continued to be invested in the teacher evaluation system. Teachers engaged with administrators, department leaders and colleagues to promote increased student learning. The ninth grade team model continued to excel. These teams provided the level of communication necessary between the teachers, students and families to ensure that the transition to high school was as smooth as possible. In addition, SHS continued to ensure that student voices were heard and respected. The Student Council (ABC Team - Think Tank) grew as an organization as students participated in leadership training and engaged with student issues. Athletics continued to listen to the voices of student-athletes as the Knights of the Roundtable continued through this year. The after-school Ninth Grade Learning Academy was phased out due to poor student attendance and budget constraints. Innovative ways to supplement student learning next year will be explored through the Scientific Researched Based Intervention (SRBI) program and through an increased use of the Math and Literacy Labs.

Celebrations

Southington High School had much to celebrate during this school year. A member of the high school staff, Ms. Candace Patten was honored by the Board of Education as the 2017-2018 Southington Teacher of the Year. Mrs. Kari Peschel-Luise, from our Technology and Engineering Department, is this year's recipient. This is the second year in a row, and three out of the last four years, that the Southington Teacher of the Year came from Southington High School. The entire school celebrated and honored the hard work of the Robotics Program "Team 195" by bestowing the Order of the Blue Knight on two members of the team. Mr. Ed Barry, Team 195 Advisor, and Mrs. Misty Sposato, parent volunteer, were this year's recipients.

The school community continued to celebrate the great success of students involved in extra and co-curricular activities. The SHS Marching Band continued to be recognized as one of the most outstanding bands in New England. The Robotics Team was recognized as the third best team in the world. The Math Club was named district champion again. DECA (Distributive Education Club of America), FBLA (Future Business Leaders of America) and FFA (Future Farmers of

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America) continued each to be one of the top vocational clubs in the state. The Interact and Key Clubs performed numerous hours of community service throughout Southington. Southington High School offered five highly successful trips abroad this past year. Two went to Italy and the others went to Panama, Spain and Ireland. These trips allowed students to engage with the people, culture and communities of the languages studied at Southington High School. Additionally, with the help of the SHS literacy specialists, and a number of their colleagues, SHS offered many successful student Book Clubs this year. These book clubs spread the love for reading and the opportunity for leadership to a significant number of students. Unified Theater, Unified Sports and Best Buddies programs continued to shine. The Art Department presented its annual Art Show to the community with high praise and the Performing Arts Department received multiple HALO Awards (Helping And Leading Others) this past year. Project Lead the Way (PLTW) continued to produce outstanding future engineers and also held another successful Senior Capstone evening this past June. A new club, the "Green Knights" have focused on recycling plastic bottles throughout the building. This year alone the club raised \$1,286.40. The money was used to maintain more "Green" areas for SHS and expand opportunities to eliminate waste at SHS.

Sports teams had a truly spectacular year. Ten different teams won league titles and represented SHS well in state tournaments. Two of our girls' sports teams were named State Champions. The Girls Rugby, and Track Teams, won state titles for the first time in SHS history.

Ongoing Work

The hard work of SHS staff and the strong educational foundation that has been developed over the years are leading to significant growth in many areas. As the school community looks forward to a new year, further developments in 21st Century learning, such as Mastery Based Learning (MBL) are anticipated. All staff will engage in the fifth year of the teacher evaluation program and ensure that all teachers are all receiving the support they need to be highly successful in the classroom. In conjunction with district level administration, staff will review the High School Reform Act and begin to develop a plan to address the need for students to meet the new high school graduation criteria mandated by the State. A committee has been formed and will meet this summer to investigate the new criteria and curriculum requirements.

Staff will continue to embrace the curricular changes required to implement the Common Core State Standards with a specific focus on all disciplines. The administration will continue to audit courses in all disciplines and determine what courses can be eliminated and what new courses should be added to the curriculum in each discipline. Staff are excited to start a new course in the SHS Business Department named, "21st Century Skills in the Business Environment." This course will use the development of the school yearbook as the vehicle for introducing 21st Century Skills.

SHS will support the significant increase in students taking AP (Advance Placement) courses in the coming year to ensure their success and continue to engage all of students in the most challenging and relevant course work offered.

Finally, the faculty and staff will commit to individualizing the learning of every student at Southington High School and ensure the opportunity to have a rewarding and successful future.

ALTA
ALTERNATIVE EDUCATION PROGRAM

Jess W. Levin, Director

Enhancements

Alta is receiving more support from the Southington community than ever before and this is having a direct and positive impact on students. For the first time in recent memory, Alta has an active Parent Teacher Organization (PTO). Collaborative partnerships with the YMCA, Bread for Life, Youth Services, and the Southington Elks Club continue to provide support and opportunities for Alta students outside of school.

In conjunction with Bread for Life, Alta received a sizeable Southington Education Foundation grant that is be used to run an intensive eight week cooking program for Alta students interested in pursuing a career in the culinary arts. Alta recently learned that Outback Steakhouse would be a participating sponsor, providing students with chef's jackets and other kitchen equipment.

Alta staff are continuing to explore different avenues in "personalized learning" for students to recover credits, and to learn about themselves and discover new interests. Students completed two eight-week book clubs during the school year, which culminated with Alta students taking part in a poetry Slam at Southington Community Cultural Arts (SoCCA). On June 27, 2018, the school started a Summer Book Club and nine students participating. Mrs. Karen Smith continues to oversee the Book Club. Students continue to earn credit back through an Independent Study program conducted throughout the school year, based on a student's personal interests, and linked to a specific content area. This school year was the second year raising trout at Alta. Students were responsible for all facets of care and maintenance and the trout were successfully released into their natural habitat this spring.

Celebrations

Academic success and personal growth go hand-in-hand. Many Alta students have not seen or felt academic success prior coming to Alta. Eleven students made the honor roll this year. Fifteen seniors earned their Southington High School diplomas and one student is scheduled to receive his diploma after Summer School. The school continues a "Student of the Month" program where each teacher recognizes a student for outstanding work in the classroom. The students are extremely proud when they receive these awards.

Ongoing work

Alta staff continue to research different strategies to keep improving student attendance. Many students made vast improvements this year, but there is still work to be done. Communications are taking place between Southington and other Alternative programs to gather information regarding best practices in attendance and this will be a primary focus as we move into the next school year.

Staff will be working to implement the new Next Generation Science Standards (NGSS) into the curriculum. Also, Alta will be welcoming a new science teacher who is excited to be coming to Alta to work with our student population.

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JOSEPH A. DEPAOLO MIDDLE SCHOOL

Frank M. Pepe, Principal

Enhancements

The Joseph A. DePaolo Middle School (JAD) was the top earner of Stop and Shop's A+ Rewards Program for the sixth year in a row. J. A. DePaolo Middle School truly appreciates the support from our families as well as our local Stop and Shop. The funds are intended to supplement classroom libraries throughout the school.

Over the course of many years, our dedicated PTO set aside funds to purchase a water feature for the school's courtyard. This year, the feature was delivered and expertly installed by the district's Maintenance Department. The courtyard is now one of the most popular and tranquil spots in the school. It is an absolute favorite among both students and staff.

Celebrations

DePaolo Middle School continued to establish bonds between students and the community. Behavioral and academic student rewards include local businesses supplying students with "free" products upon a visit.

DePaolo Middle School celebrated its 50th Anniversary this year. Retired district and school staff joined current faculty, students and honored guests to memorialize the anniversary with a formal presentation in the recently renovated auditorium. Guest speakers offered stories of education over the past 50 years as well as selected items to include in a time capsule that was buried between the Principal and Assistant Principal's offices. The capsule will be marked with a plaque purchased by the JAD PTO and will be opened in the year 2068.

DePaolo Middle School proudly acknowledged our second Paraeducator nominated to represent the district. Ms. Andrea Cerboni was the first in 2016. This year, Ms. Anne Lippincott represents DePaolo Middle School as she moves forward in the State process.

Ongoing Work

A core group of staff was trained within Emotional Intelligence (EI) at Yale University and in turn designed and implemented professional development sessions for the entire staff. Also, supplemental mindful workshops were attended throughout the year and the information enhanced the product experienced by the staff. Summer curriculum work will round out the initiative to plan 12 lessons to be delivered via Advisory Sessions for sixth and seventh graders during the 2018-2019 school year. We believe that a student needs to be emotionally ready for learning to occur. The emotional intelligence work equips staff with the necessary tools and language to teach students how to regulate their respective emotions.

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JOHN F. KENNEDY MIDDLE SCHOOL

Richard Terino, Principal

Enhancements

John F. Kennedy Middle School's technology capacity has led to 100% of language arts and social studies teachers maintaining web-based classrooms. Also, Spanish and computer classes have established cyberspace classrooms. Textbooks as cores of instruction are disappearing as teachers upload text, resource links, and supplemental videos from the Internet into their cyber-classrooms. Technology, which had enhanced delivery of our morning announcements via television, has now begun to showcase student iMovies made in social studies classes. Integration of library/media instruction on using the Internet for valid research and avoiding plagiarism continued into its third year. Social studies continued its writing across the curriculum, and this year science has increased its share in writing instruction with its emphasis on claim, evidence, and reasoning.

Academic intervention benefitted from the district's adoption of Schoolnet to house student data. This one source now contains digital files/folders on students involved in the Scientific Research Based Intervention (SRBI) process. Teachers who encounter their new students in August can easily access attempted learning strategies and their results as well as other background information about the student's learning difficulties. Literacy and math intervention utilized the Student Achievement in Reading (STAR) assessments, which are aligned to the state's Smarter Balanced Assessment for progress tracking. STAR serves as a better predictive indicator of student achievement on the state test.

Throughout the year, teachers received professional development in Emotional Intelligence (EI) with the end focus on teaching students to grow self-awareness. EI lessons were delivered on occasion during advisory periods in preparation of increased student implementation in 2018-2019.

Student involvement is critical to social and emotional growth. To entice after school participation remains the goal. Added to the 30 extra-curricular clubs and activities were the following: Tinkercad Club (the design and print of 3D), Art Club, Just Dance Club, and Running Club.

The local community's support of enrichment activities remains strong. This year, seventh grade students again were presented with myriad career choices during our Annual Career Day. Three sessions were held through which students rotated through vocations. Zing Fitness and Instructor, Terri Park, had students up and moving first thing in the morning in session one. Dr. Meghan McNicholas-Leggett from McNicholas Family Chiropractic spoke to students about the central nervous system and the brain's interaction with the body. Southington's own Board of Education members, David Derynoski, who spoke of his work with Reno Machine and his travels around the world, and Colleen Clark, who spoke of her service as Director of Zion Nursery School, were among the various guest speakers.

In honor of Veterans Day, local veterans shared their military experiences with students, inspiring the next generation to become guardians of freedom. This year, JFK's annual veteran celebration included service recognition and reception of any family member among our student body.

The student activity account receives donations from community businesses such as Stop and Shop and Art Rich Studios. This account funded an anti-bullying assembly presented by John Halligan who lost his middle school son, Ryan, to suicide, a suicide influenced by middle school bullying. John and his wife, Kelly, have led a crusade for more education and prevention of bullying and

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teen suicide and have brought their message to national TV programs such as Primetime with Diane Sawyer. JFK's ever-giving PTO sponsored the assembly: "Extreme Science." David Hagerman, part magician/part comic/all scientist, performed feats of magic based on principles of science, which he uniquely emphasized with students.

Celebrations

To expand students' multicultural awareness, Intiaz Ahmed, UConn student and citizen of Bangladesh, was invited to introduce his country's people, climate and topography, agriculture and industry, foods, and traditions in a sixth grade assembly. Also two of JFK's own Grade 6 students shared their native cultures in assembly. Sara Mahmoud presented information about her native country Jordan while Georgia Hennessey highlighted China, specifically the Chinese New Year.

The PTO sponsored a second assembly entitled "Viva Brazil-Ginga Brasileira!" This professional ensemble performed Afro-Brazilian dances. They performed Capoeira, a martial art dance form developed in Brazil by 16th century slaves, as a means of exercise and defense. The ensemble featured Maculele, a stick dance created by African slaves working on Brazilian sugarcane plantations, and Samba, Brazil's national dance. On that same day after school, JFK's annual Taste of Culture to celebrate our community's diversity was held. Gracing those in attendance with music, food, etc., students and families of immediate descent or of second generation from France, Germany, Greece, India, Ireland, Jordan, Mexico, Myanmar, Nigeria, and Portugal globalized the JFK cafeteria.

For the third consecutive year, JFK celebrated Unified Theater as over 103 cast and crew members presented an adaptation of High School Musical in grade level assemblies.

On Valentine's Day, students invited town seniors from The Calendar House to a special dinner/dance replete with DJ Bryon Daley, who along with the stringed Con Brio, Swing Choir, and Voices of Thunder, recalled days gone by with songs like "Let Me Call You Sweetheart."

Kennedy students continue to distinguish themselves among their peers locally, state-wide, nationally, and at times internationally. Distinction within the humanities took form in Ava Hur, Madelyn Lukanik, Anika Mathur, and Angelina Micacci, whose short stories were accepted for publication in the Young Writers "Spine-Chillers" contest. Furthermore, Anika Mathur submitted a poem to the Young Writers "Poetry Games" contest; it was accepted for anthology publication to be sent to the Library of Congress! Zachary Foti, who had not gotten one question wrong in two years of competition, placed fifth in the state finals of the National Geography Bee. Locally, Reilly Jarvis received the Martin Luther King, Jr. Award from the First Baptist Church. Distinction within math and sciences was bestowed on the JFK Math Counts Team which fared strongly against 225 other middle school students in the Hartford regionals and saw member Alisha Paul make the top 16 to move on to state competition. Avery McQuatters, Bella Sena, Chelsey Arduini, and Maggie Wernicki placed first in state eCybermission (STEM) competition. These girls devised a prototypical garbage can, designed to push garbage out from the bottom to decrease the amount of litter on the streets as garbage trucks collect trash. Lastly, Brian Kalwat won the Investwrite state award as he bested all other middle school stock club members!

JFK students continue to enact charitable efforts that are beyond the norm. Jasmine Ozimkoski and her mother run a non-profit organization called "Cleats for Dreams." Its mission is to collect used soccer equipment and ship donations to the less fortunate. These two have traveled to Brazil

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to donate equipment and work with charitable organizations in support of school soccer programs. Also, their donations have found their way to Kenya. Mariah Davino, who turned 12 this year, raised over \$1,500 for the March of Dimes walk for babies. She was recognized as one of 65 in the Circle of Champions. She has participated in this charity for the past three years for she annually requests her birthday gifts be donations to this cause. In addition, JFK Eagle athletes continued their charitable ways. Of note, the girls' volleyball team contributed to Breast Cancer Awareness month as their annual Girls' Volleyball Dig Pink game raised \$1,750.55 for the Sideout Foundation!

On-going Work

Allotting intervention time during the eight period day continues as the paramount challenge. A Smarter Balanced Assessment achievement gap has surfaced between high needs students and the general population in literacy. This gap beckons increased coordination in literacy instruction across the curriculum. The prior gap in math achievement persists. This gap beckons professional development on cooperative learning for the math department as confirmed in observations this year.

The Instructional Learning Team concept and implementation was introduced this year. Directing the teams' work towards positive instructional change is an imperative focus for administration.

WALTER A. DERYNOSKI ELEMENTARY SCHOOL

Jan Verderame, Principal

School Accomplishments

The 2017-2018 year at Walter A. Derynoski Elementary School was filled with engaging activities and rigorous instruction. The Derynoski community continued to collaborate with all stakeholders to support a successful and positive learning environment. At Derynoski, one of the initiatives was the implementation of a Math Workshop Model in Grades 1-5. Teachers were provided training through the District Mathematics Coordinator, Amy Zappone. Although challenging, teachers embraced the model and quickly realized that it was best practice and met the needs of all learners. This model provided time for explicit group instruction, as well as, differentiated lessons that align with Core Standards.

The Derynoski School Improvement Team researched the integration of a Positive Behavioral Interventions and Supports (PBIS) whole school plan that will be implemented next year. The focus will be to provide consistent expectations in all areas of the building and to recognize students that show good character throughout the month. A monthly celebration will be scheduled for the whole school. This will enhance the current Character Counts/STEPS Program, which is an integral part of the Derynoski community.

Safety was a major focus this year at Derynoski School. Through a collaboration with the Southington Police Department, training and multiple practice sessions were completed to ensure that all staff and students understood the revised elements of the emergency plan. The School Safety Committee met in June with first responders to review the current plan and address next steps for September.

The PTO continues to be an integral part of the Derynoski School community. Revenue from fundraising this year funded field trips, cultural arts activities, technology, and books for classroom libraries. In partnership with all families, Derynoski continues to focus on finding ways to have parents take an active role in their child's school experience. This year, Derynoski provided multiple opportunities through monthly family nights, Meet & Greets, Writer's Celebrations, observation days and classroom events to encourage parental involvement in the school.

Kindergarten

In Kindergarten, the team worked hard to implement all parts of the curriculum. Teachers used the Reader's and Writer's Workshop Model of instruction, Foundations, Ready Math and Words Their Way to support student learning. With diverse groups across all grade levels this year, the staff worked closely with the special education teachers, literacy specialists and counselors to meet the academic and behavioral needs of all our learners. During iBlock, students were provided differentiated instruction in both literacy and math.

Grade 1

As part of the Instructional Learning Team goal, the first grade team collaborated to implement a Math Workshop model. This model incorporated differentiated strategy groups, which included enrichment and scaffolded support from the classroom teacher. During this time, students also engaged in technology tasks, hands on math centers, and independent practice. The team continued to collaborate to increase the rigor and consistency of instruction by planning and creating interactive and engaging lessons through Google Slides in all content areas. Also, the team unpacked a new writing unit that collectively unified prior units taught over the course of the

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school year. This unit gave students an opportunity to reflect and grow as writers before entering second grade.

Grade 2

The Reader's and Writer's Workshop model was followed with fidelity. Language arts instruction included narrative and informational as well as opinion genres in writing. The "Words Their Way" program and Fountas and Pinnell Assessments were used to measure student growth and drive instruction. Ready Math was implemented as a resource and integrated into a Math Workshop model that met the needs of the second grade's diverse learners. Student feedback has been extremely positive with this model and the team will continue to refine this practice next year.

Grade 3

Students and teachers in third grade have much to be proud of this year! Math Workshop was a major initiative. Even before training was complete, the third grade team began to research, create, differentiate, and implement the Math Workshop model to support and raise the level of student understanding. After a session with the Math Coordinator, Amy Zappone, the third grade team was eager to revise and expand upon the model they implemented previously. Students enjoyed the flexibility and challenge of the ever-changing math stations. Teachers researched STEM (Science, Technology, Engineering and Math) activities to support curricular concepts. It was gratifying to see the critical thinkers and problem solvers at work improving designs during these investigations. The third grade had many literacy celebrations around student work. They increased their use of technology by publishing, revising, and editing through the use of Google Drive. In reading, students set goals based on the Learning Progressions and led engaging discussions in book clubs, which were extended to include even more units of study.

Grade 4

The fourth grade continued to work to align Reader's and Writer's Workshop to the Core Standards. The team introduced one new reading unit on power and perspective with a focus on higher level reading comprehension skills. In addition, teachers utilized the Narrative and Informational Reading Learning Progressions and self-assessment rubrics. Students used the progressions to set individualized reading goals and learned how to track their growth using the rubrics. In writing, fourth grade students focused on narrative, opinion, and informative genres. The students used the writing rubrics to set personalized writing goals and track their growth. The iBlock period was used again this year, and students received differentiated instruction in a variety of areas (fluency, decoding, comprehension, and math). In mathematics, the team was excited to receive Math Workshop training from Amy Zappone, the district Math coordinator. The team worked very hard this year to move instruction in math to a full Math Workshop model. As part of this model a mini-lesson and differentiated stations were implemented that included teacher support, technology, fact development, math communication, number sense, and problem solving. In addition, the fourth grade team developed an individualized learning plan targeting basic fact fluency with a special focus on multiplication facts. The team found great success having received a grant for Reflex Math, which the students used with fidelity.

Grade 5

The fifth grade team implemented their third year of departmentalization. In reading and writing, teachers implemented curriculum that coincided with the Core Standards. This included more non-fiction reading and researched-based writing. Teachers received support from the Literary Specialists and had additional training in Math Workshop, Next Generation Science Standards (NGSS), and Instructional Learning Teams (ILT). The fifth grade team's ILT focused on spelling. In math, the teachers continued to implement the Ready Math Resource, and incorporated

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differentiated learning centers through a Math Workshop Model. Additional resources supplied by the math department were used to challenge our higher-level learners. The fifth grade continued a comprehensive iBlock time. This 30-minute time period was completely differentiated in the areas of reading and math and targeted students' SRBI goals. Some students received intensive Tier III reading and math interventions while others received enrichment.

FLANDERS ELEMENTARY SCHOOL

Katie Guerrette, Principal

School Accomplishments

Flanders Elementary School is part of a diverse neighborhood with a strong connection to both its families and the greater Southington community. Flanders continues to connect with the greater community by supporting a variety of organizations. Flanders supported Bread for Life with food drives throughout the year and tending to the community garden throughout the summer. Flanders is proud to have the top fundraising team for the Southington Relay for Life this year raising over \$11,000! We also had 10 jumpers in the Sloper Plunge to raise money for scholarships for students to go to YMCA Camp Sloper. In addition, Flanders held the annual Veterans' Day Ceremony and collected many items to donate to the Rocky Hill Veteran's Home. This year Flanders established a school-wide focus on promoting kindness with grade level lessons, the Kindness Rocks Project, and a hallway "Blooming with Kindness through the Seasons" with students celebrating acts of kindness happening in our school. We strive for academic excellence at Flanders and provide our students with a wide range of academic opportunities to showcase their learning.

Celebrations

Flanders School held the first annual *One School, One Book* with our whole community reading The World According to Humphrey by Betty G. Birney. Humphrey, the hamster, even came to live at Flanders Elementary School during the event with a livestream camera so families could watch Humphrey from home! This shared literacy experience was a wonderful way to build the home-school connection as well as promoting family literacy! At the end of the event, a school wide Humphrey celebration ensued filled with literacy activities for all.

A Flanders fifth grade student, Scarlet Hubbard, advanced to the statewide Invention Convention with her Phone-brella invention. Fifth grade STEPS representatives attended a Leadership Conference and implemented their learning each month as they planned and ran the Flanders monthly Town Meetings, helping students and staff to learn about the Asset of the Month.

The Flanders PTO continues to support the school and makes Flanders a wonderful place for students and staff! This year, the PTO "flipped" (remodeled) the Staff Lounge area. The Staff Lounge went from drab to fab. It is a place now where teachers are able to relax, enjoy a few minutes to themselves, and recharge before returning to the students. Also, the PTO generously sponsored multiple cultural arts programs this year including, Gizmo D. Robot who taught everyone about being kind to others, an Educational Game Show to test student and staff knowledge, and Caryn-Lin a violinist who taught everyone about the science behind sound. The Flanders PTO Drama Club put on another wonderful production! This year the show was *High School Musical 2, Jr.* The singing, acting, and dancing was fantastic! We have a very talented group of students! We are very thankful to have such a dedicated parent group and high school volunteers who make this production possible yearly.

Kindergarten

Kindergarten students blossomed this year! They learned to be active students participating in hands on learning through Reader's and Writer's Workshop, mathematics, science, and social centers. They truly enjoyed learning about the lifecycle and raising butterflies. They took a field trip to Camp Sloper to learn more about living and non-living things where they met a living turtle!

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Grade 1

First grade continued to invite families in once a month for First Fridays for Families. Families were encouraged to participate with their child through learning experiences in reading, writing, and math. First grade enjoyed raising chicks, mealworms, and ladybugs. They took their field trip to Norwalk Aquarium allowing students the opportunity to connect their learning in science to the marine life at the aquarium.

Grade 2

Second grade celebrated their writing this year by creating class plays and performing them on stage. They used their time in the MakerSpace to create sets, costumes, and props. They wrote their own scripts, rehearsed, and performed for their families. The second graders proved they are ready for their opportunity to participate in the PTO Drama Club next year in third grade.

Grade 3

Third grade students enjoyed their Mystery Reading Unit the most. They became little detectives all over the school using a great deal of the vocabulary from the mystery unit, looking for suspects, alibis, and red herrings. The third graders worked hard to learn all of their multiplication facts this year to earn their "license" to multiply.

Grade 4

Fourth graders held "book tastings" this year, allowing the students the opportunity to taste/try out a wide variety of genres to be able to discover new interests in books. In addition, they latched on to the journalism unit in Writer's Workshop. They enjoyed interviewing staff and students around the school to create their own classroom newspapers.

Grade 5

Fifth grade students participated in an Explorer Boat Race. Students used their knowledge of explorers and their science and math skills to create their own floatable boats. Also, the students participated in the Science Fair or the Invention Convention showcasing their creativity. The social studies curriculum came alive through the students' Colonial Living Museum where students took on the role of a person from Colonial Times.

Ongoing Work and School Improvement

Flanders will continue to use data-driven decision making when planning for the instructional needs of all learners. In addition, use of the Instructional Learning Team Model will allow staff the opportunities to analyze instructional needs and grow as learners themselves. School teams will continue to refine the Scientific Research-Based Intervention (SRBI) process and student interventions, ensuring that all students' needs are being met. Flanders staff will be learning about Emotional Intelligence (EI) in the 2018-2019 school year, learning to regulate our own emotions, creating a staff charter, and using the mood meter to evaluate our emotional states. With students, all staff will be focusing on fostering a safe and respectful community for learning, valuing kindness and hard work.

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HATTON ELEMENTARY SCHOOL

Robert Garry, Principal

School Accomplishments

Hatton Elementary School has continued a commitment to excellence in teaching and learning again this year. The PTO remains dedicated to supporting the school community through enrichment activities, cultural arts programs, and a variety of family night events, including two very successful book fairs, a pasta supper, bingo night, family movie nights, an ice cream social, a family picnic, and partnered with the physical education teacher to run an amazing field day for all classes. This was the second year of the PTO sponsored Drama Club at Hatton. With the assistance of several talented high school student directors and dedicated parents, Hatton students gave an amazing performance of *Peter Pan* featuring talented fourth and fifth grade students. Also, the PTO funded a climbing wall for the gym and put in a new school sign to help staff share news/events with the school community. Hatton's continued success is due to an amazing group of teachers and parents who willingly give time to assist in classrooms, at school events, and to raise funds to support enhancements that benefit all children.

Hatton School houses the district's Integrated Preschool (Wrinn Preschool Center) with an enrollment of 89 students. Having three preschool classrooms in our building again provided volunteer opportunities for fifth grade students who continued to volunteer in the pre-K classes and as Physical Education Student Leaders to assist as role models. Hatton School's total enrollment for the 2017-2018 school year was 449 students.

Hatton's school theme this year was "Building Great Minds" and it connected to teaching and learning goals at every grade level. This Growth Mindset theme found its way into all classrooms this year. Hatton even had the school's largest group of parents and students yet marching in the Apple Harvest Parade – all dressed in construction theme. The Hatton ABC Committee continued to plan monthly activities to promote the 40 Developmental Assets. The PBIS (Positive Behavioral Interventions and Supports) Program continued to reinforce clear expectations and common language across all classes and locations in the school.

Celebrations

One of Hatton's important focus areas for the year was maintaining strong home-school connections and recognizing the amazing contributions of students and staff. The opening theme on the first day was a "Building Great Minds" construction entrance – right down to the staff dressed as builders with hardhats, and all classes passing by construction vehicles as they walked on red carpet as a DJ played music. We continued visiting classrooms each Friday for the ***Friday Phone Call*** to recognize a student from each class by calling their parents (*right from the classroom*) to celebrate their success. This was a great motivator for students and a useful way to recognize and reinforce positive contributions to the school. School and town officials joined us for some calls and we even called our teachers' families during Teacher Appreciation Week. Over 700 calls were made this year to the delight of our parents.

The entire school supported the Jump Rope for Heart effort and raised over \$9,000 for the American Heart Association. Also, staff and students collected items and funds throughout the year in support of the Southington Community Services as a way to give back to members of our own community.

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Preschool

This year at the Wrinn Preschool Center, students participated in many school spirit activities. For example, a Pajama Day to introduce letter P, an in-school Snow Day to reinforce letter S and winter vocabulary, a Sports Day to reinforce team work and Wacky Wednesday to emphasize rhyming. The preschool was a recipient of a literacy grant from the Southington American Legion Woman's Auxiliary Club. The grant enabled all four preschools to receive a copy of Literacy Beginning's by Fountas and Pinnell. Also, the programs received nine curriculum units for the program Read it Once again.

Kindergarten

The Kindergarten classes took an exciting and informative field trip to watch a performance of "The Cat in the Hat" at the Lincoln Theatre at the University of Hartford. This was a great opportunity to see how books can come alive. Grandparents/special persons were invited to join their child during "Special Person's Day." A Mother's Day/Special Lady Tea was another opportunity for students to share their written work with a special guest. Kindergarten classes coordinated a school-wide "Warm Your Neighbor" project collecting soup, oatmeal and hot cocoa for community organizations, including Southington's food pantry.

Grade 1

The first grade team continued to work with the math specialists to develop centers to support students' skills. In science, all three classes were able to incubate eggs and hatch chickens. Also, the classes learned about animal life cycles by observing frogs and mealworms. First grade classes took a field trip to Hungerford Park and were able to look closely at animals in their habitats and learn about their special features. The first grade classes performed a play "Bugz" for the school and held an evening performance for parents and relatives.

Grade 2

The second grade enhanced what students have been learning in both social studies and art by having the classes attend the New Britain Museum of Art where they engaged in a project involving cityscapes as well as were introduced to a variety of different artists' work. Parents were invited to read to their child's classroom to celebrate Read Across America. The teachers incorporated the Right Writes curriculum into daily word work to support the Instructional Learning Team project on building and enhancing sentence structure.

Grade 3

Third grade classes attended a field trip to the Capitol Building in Hartford to complement the social studies unit on government. Third graders created maps of Connecticut to show what they learned in map skills unit and created a Bio-Bottle and report about a famous Nutmegger. The students improved their narrative writing and learned how to create an effective opinion piece and improved their responses to text in all areas. In math, students improved their understanding of basic computation and tackled new concepts like multiplication, division, basic algebra, area, perimeter, and measurement.

Grade 4

Students visited YMCA Camp Sloper for hands-on science lessons aligning with our animal adaptations and erosion units. Students read and researched multiple texts comparing genre and published their own nonfiction books. The books included text features and highlighted informational essay writing. Also, they used information that they researched to compose biography presentations for their classmates and families. Students focused on having a growth

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mindset and maintaining positive thinking through various books and activities throughout the year, including a school-wide day focused on "Building Great Minds."

Grade 5

Students developed, revised and presented a series of projects throughout the year; such as Early Explorers, "Passion Projects", and Fantasy stories and were introduced to their first Next Generation Science Standards (NGSS) unit, "Space Systems". Students became experts at responding to open-ended science questions, which were scored using a teacher-made rubric. Students were introduced to cooperative group STEM (Science, Technology, Engineering & Math) activities, which involved planning, decision-making and collaboration. Also, fifth graders were introduced to the new district-wide Math Workshop model.

Ongoing Work & School Improvement

The work on Scientific Research-Based Interventions (SRBI) practices this year was tremendous. Hatton's SRBI leadership team made up of administration, regular and special education teachers and literacy specialists met weekly to review grade level cases, to make recommendations, and to consult with teachers about interventions. In addition, staff began work on Instructional Learning Team projects concentrating on enhancing teacher practice and focusing on both student and adult learning. This important work in both areas will continue next year.

URBIN T. KELLEY SCHOOL

Marilyn Kahl, Principal

Happy 50th Birthday West Ridge/Urbin T. Kelley Elementary School! The Kelley School Family celebrated the 50th Anniversary of the school's opening last November with an in-school program and an open house after school for current and former teachers, staff, families, administrators, and local dignitaries. It was a wonderful event that brought decades of the Kelley School community together to share memories and friendship.

Academic success was evident in all grade levels and in all subject areas. Teacher professional development focused on the implementation of Instructional Learning Teams this year. Small teams of teachers worked collaboratively to begin to articulate the changes needed in classroom practices to promote students' increased performance and success. This work will continue next year.

With the support of the phenomenal Kelley School PTO and teachers, many of whom served as mentors, KES continued to offer numerous extracurricular activities to extend students' learning and community service beyond the school day. The Cyber Shamrocks Robotics Team qualified for the VEX IQ World Championship! Eight students and 22 adults made the trip to Louisville, KY in early May and lifelong memories were made for all who attended. The Math Olympiad team provided another enrichment opportunity for Kelley's high achieving learners. In addition, the Drama Club put on an amazing performance of *Mary Poppins, Jr.* in May. Other successful clubs with a large student membership included the Running Club, Art for a Cause Art Club, Be KIND Club, Ski Club, Chamber Singers. The Unified Sports Team was a wonderful way for students of all abilities to work and play together throughout the year. Kelley's STEPS (Southington's Townwide Effort to Promote Success) Ambassadors continued to promote the developmental assets throughout the school year and sponsored school-wide community service projects.

Kindergarten

This year, the Kindergarten team was very proud of the Fountas & Pinnell scores. Out of 43 students, there were no students below grade level with 22 at grade level, and 21 above grade level. These scores are a reflection of the teachers' and students' hard work in Readers' and Writers' Workshop, specifically focusing on word work with the help of the literacy coach. With the utilization of the classroom Word Wall, students soared with recognizing, reading and writing the sight words. In math, most students achieved mastery in all areas with the exception of the addition and subtraction fluency within five. Teachers challenged and supported each student throughout the year with materials that they created. Another source of pride was the multiple celebrations held this year, including Readers Theater and the final graduation celebration to recognize the accomplishments of all students.

Grade 1

The first grade utilized two new Lucy Calkins resources for Readers' and Writers' Workshop (Poetry and Word Detectives). The students grasped concepts and skills in a new and exciting way. Teachers continued to teach math using the Ready resource. Also, first grade implemented math centers this year. The children looked forward to their daily activity. The children enjoyed sharing all their accomplishments with families during a Readers' and Writers' celebration. In June, a trip to the Beardsley Zoo was the culminating activity to the science unit on animals. Classes housed mealworms, tadpoles, and chicks throughout the year!

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Grade 2

This year was the third year using Ready Math to help implement the Common Core Standards. Continued days of professional development were designated to help further enhance staff knowledge of the program and provided materials for centers. Also, it was the third year using the Lucy Calkin's manuals in reading to help with daily mini lessons. This year, the team met as a grade level quite often with Jill Chapman, Literacy Specialist. Mrs. Chapman helped with phonics instruction and provided weekly lesson plans. As a culminating activity for Air & Weather, classes visited the Connecticut Science Center and viewed a 3D movie on Extreme Weather. It was a fun-filled and exciting year with lots of learning in second grade.

Grade 3

In third grade, students and teachers focused on the Learning Progressions, particularly in the area of character traits. The teachers found that their students showed growth in this area and their written responses improved. This year, classes took a field trip to the Eli Whitney Museum in Hamden, which correlated with the unit on famous Nutmeggers in Social Studies, as well as the Earth Materials unit in Science. To showcase students' Bio Bottles of the famous CT person they chose to research, a parent celebration was held. As a grade level, teachers focused on spelling instruction for the Instructional Learning Team (ILT). After analyzing the data, it was noted that students in all classes made progress with phonics and spelling skills. It was a great year in third grade.

Grade 4

The fourth grade was introduced to a new language arts unit called Power and Perspective Book Clubs in Readers' Workshop. Many reading units involved book clubs, which led to the development of deeper communication among students to identify the themes of the texts that they read. The goal this year of developing an in-depth understanding of the Narrative Reading Progressions allowed teachers to better model stronger responses to students. Students not only produced better-written responses, they engaged in much richer conversations about their reading using their text to support their thoughts and opinions. Fourth graders went to Camp Sloper as an enrichment study of habitats, ecosystems, erosion and weathering. Several students fourth grade students participated in the Invention Convention, presenting their inventions at Southington High School for judging.

Grade 5

Grade five focused on the implementation of the Common Core State Standards (CCSS) across all curriculum areas. The grade level team departmentalized subjects for the students. Each teacher was the expert in a specified subject. In writing, students participated in Writing Workshop for narrative, informational, and opinion writing. An end of the year Writing Author's Picnic was held, where each student prepared a presentation of their favorite writing piece. In Math, teachers and students continued to work with the Ready Math resource that is aligned with the CCSS. Also, students created an Interactive Math Notebook and worked on an end of year Math Fair Project where they chose a concept/skill that they learned about in Math this year. In Science, every individual completed an invention/experiment project. A Science Project Fair was held to share projects with students and parents. A new Next Generation Science Standards (NGSS) unit on Space was implemented at the end of the school year. Content-based non-fiction reading and writing provided opportunities for students to demonstrate their learning from Reader's and Writer's Workshop. Teachers continued to run "student-led parent/teacher conferences" that allowed students to take ownership of their learning and share their progress with their parents.

PLANTSVILLE ELEMENTARY SCHOOL

Stephen F. Bergin, Principal

School Accomplishments

Plantsville Elementary School (PES) continued to grow as a school community with children coming from various parts of the country and with the district's participation in the Open Choice Program. The staff continued to work with the mutually revised Continuous Improvement Plan. Literacy and numeracy goals were directly related to Common Core State Standards as well as district benchmarks. Data meetings were held to review and monitor ongoing student progress. These meetings assisted teachers as they aligned their instructional goals based on the results of individual student data and action plans. The teachers used differentiated instruction based on student need as it developed in the instructional setting. Both Writers' and Readers' Workshop were fully implemented in all classrooms, as all teachers were fully trained in both models. Writing skills were emphasized across subject areas, as children wrote in all classes every day. Small flexible groups within the math classrooms were based on student need as identified by individual and benchmark assessments. Identified areas of weakness were addressed by the literacy specialist, special educators, as well as intervention tutors. Since Plantsville Elementary School facility is full of diverse technology, teachers and students use the technology on a daily basis to further instruction and learning. Teachers, paraeducators and students used interactive Smart Boards, document cameras, and computer technology in all teaching areas, including the library/media center. In addition, the computer carts were use continuously throughout the classrooms.

The Plantsville faculty demonstrated a strong commitment to the academic programs. Teachers continued to attend professional development on the Columbia's Reading Model of instruction. Also, Math workshops were attended as the school moved forward with the common core in these areas. Several teachers continue their education with college courses, and many requested to attend professional development opportunities outside of those offered by the district. They shared important information as lead trainers with other staff upon their return. PES staff gave back professionally, serving as cooperating teachers for young student teachers and as TEAM mentors for new teachers.

Plantsville continued to take pride in music, art, and physical education programs; the school held two instrumental and two vocal concerts. Physical education class integrated literacy and numeracy goals. In addition, science and social studies objectives were integrated with a variety of unique learning centers. Teachers integrated their teaching of nonfiction with social studies and science. Children learned to delve deeper into various areas of print and media, integrate information, and make argument through debate.

Plantsville School has been fortunate to have a strong and supportive PTO. Along with cultural programs, the PTO continued to be active in many areas. The PTO sponsored two book fairs, an ice cream social, and funded Field Day and class field trips where real life experiences were provided outside of the classroom. Through Plantsville's partnership with *Calendar House* and *The Summit*, students continued their outreach to older adults in the community. Once again, PES was part of the district *Relay for Life* team as well as many other charitable contributions for community needs.

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Student Achievements

Kindergarten

Kindergarten students experienced a balanced program of literacy and numeracy. The highlight of the social studies curriculum was a visit from the local fire department as the students were given the opportunity to explore a fire engine while learning what these community members do for them. Science and literacy were supported by a trip to Indian Rock. Academic growth was significant as 92% of students met end of year expectations in reading goals. In addition, writing showed growth throughout the year, as each student progressed in the elaboration of their writing.

Grade 1

The first grade literacy program was highlighted in the spring by participation in the school-wide Young Authors' Celebration. Family members were invited and each child had an opportunity to read published writing pieces. The science curriculum was enhanced by a visit to the Beardsley Zoo and live animals in the classroom to observe the life cycle. Also, the first grade curriculum was enhanced by visits from community helpers such as Southington's Fire Department, a local dentist and a visit from nurses to discuss germs.

Grade 2

The second grade social studies unit on the community of Southington was enhanced by each student traveling around town to complete a "scavenger hunt" to learn about historical places in town. Marie Secondo, the curator of the Barnes Museum, came to Plantsville to share information about the Barnes and Bradley families and to present a "What is it?" program. In the spirit of the Barnes family motto, "*Preserving Southington's History for Future Generations*", items from many years ago were shown and children had to guess their intended use. Second graders learned how to write Science Lab Reports in Writer's Workshop this year. After reading about force and motion to acquire background knowledge, the students learned "How to write like a Scientist" (ask a question about how the world works, record a hypothesis, think of how you will test it, record your procedure, conduct multiple trials, record your results, analyze your results, and write a conclusion). Cars and ramps were used to explore the concept of force and motion. The Connecticut Science Center brought a hands-on Force and Motion program to PES for the children to demonstrate their knowledge about the topic and apply it to a new experiment. Each second grade student planted a plant in the garden that was provided by Lewis Educational Agricultural Farm (LEAF). The plants will harvest flowers and vegetables in the fall. In Science, students studied plants in the spring and this activity brought the community resources and science curriculum together. Also, classes grew crops to share within the school community. Future ideas discussed with John Duffy, Science Coordinator included planting wildflowers and/or perennials near the recess door and a compost bin in the fall.

Grade 3

Third grade students were immersed in a literature rich environment covering a wide range of genres. They read and wrote on a daily basis with specific objectives helping to guide the experience. In the area of mathematics, students were exposed to many new concepts and were provided the opportunity to grow their knowledge base and skill set while moving through the concrete, representational, and abstract stages of learning. In science, groups participated with their peers in the hands-on exploration of a myriad of topics while gaining a better understanding of the scientific method. In social studies, they examined the northeast region of the United States creating and presenting individual and group projects.

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Grade 4

Fourth graders had monthly celebrations in reading and writing, through Writers' Workshop, best writing was shared with peers, and conversations about best books were held. They also presented completed writing to their parents during our Young Author Day. The annual Star Gazing night was a huge success. Science was enhanced by participation in the Connecticut Invention Convention where several PES students achieved state recognition. Also, grade four learners visited Camp Sloper twice with science related topics. An in-school field trip that integrated science was a big hit with all learners.

Grade 5

Book clubs and read aloud gave students the opportunities to increase their higher-level thinking and conversational skills in both an independent and group setting. In science, students participated in either the Science Fair or the Invention Convention. The Science Fair allowed students to test a hypothesis through experimentation and come to valid conclusions. Five of Plantsville's fifth grade students moved on to the regional level competition, and three of those students advanced to the state level competition held at the University of Connecticut. Fifth grade students participated in the election for *Connecticut's First Student Governor*. One Plantsville student was one of the seven state finalists, and all participants traveled to the Old State House in Hartford to listen to state and federal legislators speak. Students learned to write in a variety of formats, including research-based historical and argument essays. These units were cross-curricular, combining reading, science, and social studies with the writing process.

School Wide Reading Recognition

The students participated in the Governor's Summer Reading Challenge. As a result of their reading success, the entire school participated in a field trip to the New Britain Bees Educational Day and baseball game.

Continuous Work and Growth

Teachers and administration will continue to use data-driven decision-making to determine individual learning plans for students. As a faculty, Plantsville educators have studied the Continuous Improvement Plan and revised objectives to include those areas of need seen in the district assessments and daily student work. The use of Scientific Research-Based Intervention (SRBI) has strengthened individualized intervention for students as PES continued to meet the needs of all learners. A focus on character development was a school wide goal as the staff worked as one to integrate the Responsive Classroom approach within each classroom while incorporating morning meetings. Teachers participated in Emotional Intelligence (EI) training from the Yale Center of Emotional Intelligence. Upon completion of this yearlong introductory training, they will bring this skill set into their classrooms as they begin to build our student's emotional intelligence. Smarter Balanced Assessments were also taken into consideration as teachers wrote their goals. All members of the staff will continue professional development in the common core, which has deeply driven instruction. The expansion of leveled classroom libraries will continue, especially in the area of nonfiction. The school will continue work as an inclusive setting, so that every child is in his or her least restrictive environment. The school community will strive to become even more technologically literate, updating web pages and using technology, when appropriate, to enhance student learning.

SOUTH END ELEMENTARY SCHOOL

Erin Nattress, Principal

School Accomplishments

South End Elementary School (SEES) had an extremely successful 2017-2018 school year! Students were held to high standards continually both academically and civically. Teachers challenged students to reach their fullest potential through a differentiated approach to learning focused on increasing stamina and rigor. Staff at South End School continued to be amazed at the growth that the students demonstrated through the year. A Fact Fluency Family Math Night was created to provide parents with engaging and interactive ways to practice math with their children, facilitated by the SEES math specialist.

The South End PTO brought a year full of fabulous cultural arts programs to students. They sponsored events to bring the South End community together. The PTO sponsored two successful book fairs in which proceeds went to provide teachers with new books for their classrooms. SEES experienced a Welcome Back Family Picnic, an ice cream social, and a variety of engaging fundraisers, such as Celebrity Scoop Night. Also, the PTO sponsored the Drama Club production of Mulan, the Math Olympiad, Running Club and Zumba Club.

Community involvement is a priority for the South End School Community. A total of 18 jumpers participated in the Annual Sloper Plunge! The school sponsored events to raise money for Relay for Life and participated in a cereal drive for Southington Youth Services. Third grade had a record breaking year fundraising with their Alex's Lemonade Stand!

Celebrations

South End held the Second Annual *One School, One Book* with the whole school community reading The Tale of Despereaux by Kate DiCamillo. Related literacy activities were instituted for building comprehension, vocabulary and strong conversations about literacy. Also, a craft event was tied to the story for American Education Week with all families. Three South End students were recognized at the State Invention Convention for their creative inventions. One student advanced and was recognized at the National Invention Convention in Detroit. Fifth grade STEPS (Southington's Town-wide Effort to Promote Success) Ambassadors participated in a Leadership Conference, which they then implemented as they organized and facilitated monthly Asset Building Town Meetings for the school.

Kindergarten

Students had explicit instruction through whole group lessons, small strategy groups and individual intervention in literacy to build Phonological Awareness and provide foundations of reading. Upon exiting Kindergarten, 97% of students were reading at grade level. Students participated in hands-on learning with field trips to Lewis Farms, supported by Southington's LEAF (Lewis Educational Agricultural Farm) organization and a trip to the West Hartford Science Museum. They took an active part in planting the South End Community Garden. Teachers had an end of year parent night to offer summer strategies for maintaining the growth made in Kindergarten.

Grade 1

First grade students made excellent growth this year, particularly in reading with 76% reading at or above grade level. They implemented the Reader's and Writer's Workshop units and facilitated an effective, flexible Intervention Block each day to support struggling learners. The first grade experienced hands-on learning as they watched their chicks hatch and tadpoles turn to frogs.

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Additionally, they had Indian Rock come for their Fabulous Frogs presentation. Also, they attended a performance of Henry and Mudge at Lincoln Theater.

Grade 2

The grade two team was extremely proud of the Fountas and Pinnell scores that soared with 91% reading at or above grade level. A focus was on improving differentiation in math using Math Workshop/Centers and support from the Math Specialist. The second grade collaborated with the literacy coach to increase the rigor of word work. They took a field trip to Nature's Art in Oakdale to support the science curriculum. Second grade wrapped the year up with a Patriotic Program, in which they shared new learning in social studies with families and invited local veterans.

Grade 3

Third grade students had a year full of growth in literacy with a shift to reading for meaning and interpretation. Strong conversations about text were fostered with cross-classroom book clubs. The team collaborated with the Math Specialist to provide rigorous differentiation in Math Workshop. In collaboration with the District Literacy Coach, the team focused their Instructional Learning Team work around word work, and differentiation they could implement to promote growth at all levels. They ended their year with hands-on learning at Indian Rock.

Grade 4

The fourth grade dove into new units in Reader's and Writer's Workshop. Specifically, they took their journalism unit to a new level by using a green screen to create actual live broadcasts. Many students participated in the Invention Convention. Two of the South End fourth graders went to the state level, with one qualifying for and attending the National Level Invention Convention in Detroit. They were able to extend their learning beyond the classroom with a field trip to Camp Sloper to support the science curriculum and a trip to The Beardsley Zoo in the spring.

Grade 5

Grade 5 students worked hard to prepare for their transition to middle school. They continued to work in small strategy reading groups to target specific areas. The team collaborated with the District Science Coordinator to integrate the new Next Generation Science Standards (NGSS) science investigations. Also all students participated in the Science Fair and Invention Convention. Students visited Old Sturbridge Village to support their study of Colonial America.

Ongoing Work & School Improvement

The future is bright at South End! All staff will continue to embrace new learning strategies and refine Scientific Research-Based Intervention (SRBI) practices to maintain high standards for all students. The school's next focus will be on Emotional Intelligence (EI) to support staff and create an environment in which everyone is ready for the hard work ahead. With the increase in social emotional needs of our students, the school plans to use guidance staff to support with lessons in the primary grades and promote mindfulness. Overall goals will always center on creating a well-supported and mindful learning environment for all learners.

WILLIAM M. STRONG ELEMENTARY SCHOOL

Melissa Barbuto, Principal

Introduction

The 2017-2018 school year was another year full of amazing accomplishments at William M. Strong Elementary School! The entire school continued to collectively commit to focused goals, embraced challenges when they arose and persisted in the face of setbacks in order to achieve these accomplishments. This year, Strong School continued to focus on cultivating a positive school climate. In order to foster a positive school climate that promotes the learning and well-being of the school community, SES engaged in the following:

1. Utilized a school-wide behavior manual, which included expectations for student behavior as well as the roles and responsibilities of all members of the school community, including teachers, administration, resource staff, parents and students.
2. Continued to implement a school-wide behavior incentive linked to the school-wide behavior expectations. The school held monthly school-wide celebrations for students. Some celebrations included a dance party, school-wide movie and pajamas, and a Hawaiian Luau.
3. All teachers implemented components of the Responsive Classroom approach, particularly Morning Meeting.
4. Expanded the implementation of Emotional Intelligence for staff by creating a Staff Charter, checking in on the Mood Meter daily and utilizing strategies to assist in regulating emotions.
5. Encouraged a Growth Mindset for all students and staff through monthly whole school activities and presentations.

Additionally, through the Instructional Learning Teams process, staff developed a strong professional culture that focused on collaborative professional learning in order to improve instructional practices and student learning.

Celebrations

Kindergarten

This year, Kindergarten teachers incorporated key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. Morning Meeting was an integral part of the daily routine, which had a positive impact on student's social and emotional growth. Additionally, Kindergarten teachers collaborated with their colleagues through the Instructional Learning Team (ILT) process in order to research best practices in the area of Phonemic Awareness. Due to this professional collaboration, the team was proud to report that 84% of all Kindergarten students ended the year reading at or above grade level expectations.

Grade 1

First grade teachers incorporated key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. Morning Meeting was an integral part of the daily routine, which had a positive impact on student's social and emotional growth. Additionally, first grade teachers collaborated with their colleagues through the ILT process in order to research best practices in the area of Fact Fluency. The team was proud to report that 85% of first grade students ended the year at or above grade level expectations in STAR Math.

Grade 2

Second grade teachers incorporated key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. Morning Meeting was an integral part of

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the daily routine, which had a positive impact on student's social and emotional growth. Second grade teachers encouraged students to have a growth mindset and incorporated flexible seating into their classrooms. Additionally, second grade teachers collaborated with their colleagues through the ILT process in order to research best practices in the area of Fact Fluency. The team was proud to report that 93% of second grade students ended the year at or above grade level expectations in STAR Math.

Grade 3

Third grade teachers incorporated key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. Morning Meeting was an integral part of the daily routine, which had a positive impact on student's social and emotional growth. Additionally, third grade teachers collaborated with their colleagues through the ILT process in order to research best practices in the area of Fact Fluency. The team was proud to report that 88% of third grade students ended the year at or above grade level expectations in STAR Math.

Grade 4

This year, fourth grade teachers incorporated key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. Morning Meeting was an integral part of the daily routine, which had a positive impact on student's social and emotional growth. Additionally, fourth grade teachers collaborated with their colleagues through the ILT process in order to research best practices in the area of Fact Fluency. The team was proud to report that fourth grade students made significant growth in this area.

Grade 5

Fifth grade teachers incorporated key components of the Responsive Classroom Approach into their classrooms in order to build a positive community. Morning Meeting was an integral part of the daily routine, which had a positive impact on student's social and emotional growth. Additionally, fifth grade teachers collaborated with their colleagues through the ILT process in order to research best practices in the area of student engagement. Due to this professional collaboration, the team was proud to report that fifth grade students made significant growth academically, socially, and emotionally.

Ongoing Work

As the school continues work on creating a positive school climate, staff will continue work around Emotional Intelligence by consistently utilizing the mood meter, expanding practices around regulating emotions and Mindfulness, and sustaining the staff Charter. Staff will be expanding the work in this area by introducing Emotional Intelligence to students and parents. Teachers will also continue to utilize the Responsive Classroom component "Morning Meeting" as a structure to implement Emotional Intelligence and build a positive school community. Furthermore, the staff look forward to continuing the work with Instructional Learning Teams next year, focusing on streamlining the process in order to make it even more effective.

REUBEN E. THALBERG SCHOOL

Megan Bennett, Principal

Introduction:

Reuben E. Thalberg School (TES) is a Kindergarten through fifth grade school that served approximately 450 students in the 2017-2018 school year. The staff provided the foundation for strong learner habits, student achievement in academics, social emotional development, art appreciation, and physical fitness. The staff recognized that teaching does not occur in isolation, but rather as part of a child-centered team. The entire school community was proud to be recognized as a “2017 School of Distinction”. A large part of Thalberg’s success has been due to the staff’s commitment to support the growth of each child.

Thalberg has built a sequential foundation that promotes responsibility for the students. Kindergarten students have begun with collaborative learning opportunities in a structured environment. Responsibility has been built throughout the grade levels so that students are ready for independent and departmentalized instruction in fifth grade. Starting in fourth grade, teachers have rotated classes for a STEM/Humanities focused instruction. Fifth grade students rotated through each of the fifth grade teachers to prepare students for middle school.

Thalberg School continued to provide personalized learning opportunities for students through 30-minute blocks for independent learning and research time as well as through the Maker Spaces opportunities provided in the Media Center. During these times, staff have taught students the importance of presenting, public speaking, technology, and researching facts.

Thalberg School continued to be civic minded. The students were encouraged to volunteer, donate, and support various causes. At TES, the saying has been, “If you do good things, you get good things.” All fun events and activities have been earned by the positive behaviors and efforts of the students. Students have continued to participated in Asset Building Pep Rallies, Smart Kids at Thalberg Elementary (SKATE) enrichment activities, Tech-Sperts, Spirit Club, weekly garden club experiences with OVG (Orchard Valley Garden Club), drama clubs, VEX robotics, First Lego League, Computer Lab Helpers, book buddies and experiences to promote student empowerment and a sense of community.

Technology

- The students are expected to have screen time every day at Thalberg.
- Tech-sperts program continued to support students’ comfort with technology. This program allowed students to support technology school-wide.
- The Maker Spaces area of the learning commons (library) continued to grow and expand with new devices and challenges offered to students.
- The Lego-Robotics Team continued in its third year and was led by Mrs. Mandy Hubeny and Mrs. Debbie Miller and founded by the Southington Education Foundation (SEF) grant. Additionally the school added VEX Robotics under Mr. Tony Arru and Mrs. Hubeny.
- Virtual book club paired Southington High School students with fifth grade. Students utilized Google Docs as well as Skype. This continued project has been successful because of the efforts of Mrs. Becky Richards and Mrs. Jennifer Paul.

Interventions

- The SRBI (Scientific Research-Based Interventions) process was expanded and refined. The model was adjusted to meet the district-wide process to ensure continuity within the Southington Public Schools.

Superintendent's Annual Report 2017-2018

- Thalberg continued to provide Blooming Readers for the first grade struggling readers. This intensive five-day a week intervention program supported first graders development of reading skills (decoding, encoding, and comprehension). This year, the program shifted to include Kindersprouts (beginning in March) to prepare the youngest learners for the reading demands.

Contributing to our Community

Events were held to connect the school to the community	Donations	School/Business Partnerships	Cultural Arts by the PTO	School Based Experiences
*Grandparents Day *Special Friends Day *Dr. Seuss Day *Young Author's *Monthly Movie Nights *Cabin Fever Kickball *5K Fun Run	*Bread For Life *St. Jude's Mathathon *Breast Cancer Care Kits *Sponsorship of a student in the Dominican Rep. *Ben Was Here Foundation *Relay for Life *Veterans' PTSD	*Orchard Valley Garden Club *Price Chopper, Stop & Shop, Shop Rite *TD Bank: Monthly Banking *Grant received by DEEP *PTO donation of Water Bottle Filler and School Sign	*Anti-Bullying Presentation *Trivia Gameshow	*Monthly ABC Pep Rallies *Recycling Programs/ Environmental Studies

School Wide Accomplishments

The staff at Thalberg School gave their time, energy and care to each student at our school. Students were given opportunities beyond their classroom curriculum. Students were empowered to lead clubs, run pep rallies, support classmates and make a difference in their community. Students experienced leadership and saw that efforts made changes. The entire staff has been proud of the opportunities provided to Thalberg Elementary School students.

The school continued to bring students to and beyond the grade level expectations. Again, this year, over 85% of students in grades K-5 were reading at or above grade level as measured by the Fountas & Pinnell assessments. The staff at Thalberg have never been satisfied with the accomplishments of the past. All staff have continually sought improvements for the professionals and students. The result has been a student-centered environment that has changed to meet the needs, set the challenges and celebrated the success of each learner at Thalberg School.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date August 9, 2018

Decision Requested _____

Agenda Code 9 b

AGENDA REPORTING FORM

Agenda Topic: Class Size Report

Summary of Issue: Projected enrollment through August 9, 2018 and staffing requirements are reflected in the attached chart.

Background: The Board of Education reviews elementary class size projections and staffing requirements at the August Board meeting.

Alternative Strategies: Board to recommend staff allocation adjustments.

Cost (if applicable): TBD

Funding Source: Budget

Beginning Date of Program or Project: August 2018

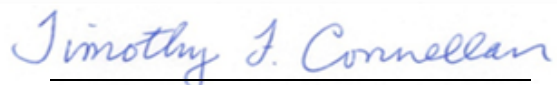
Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Titles of Attachments:

1. 2018-2019 Elementary Enrollment Chart


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

DRAFT
Class Size Averages
2018-19

SCHOOL		GRADE K		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		TOTALS	
		1718	1819	1718	1819	1718	1819	1718	1819	1718	1819	1718	1819	1718	1819
DERYNOSKI															
	TOTAL	84	107	70	83	97	71	92	95	93	90	107	97	543	543
	Class Avgs	16.8	17.83	17.5	20.75	19.4	17.75	18.4	19	18.6	18	21.4	24.25		
	FTEs	5	6	4	4	5	4	5	5	5	5	5	4	29	28
FLANDERS															
	TOTAL	66	38	39	66	35	38	48	36	52	52	46	54	286	284
	Class Avgs	16.5	19	19.5	16.5	17.5	19	16	18	17.33	26	23	18		
	FTEs	4	2	2	4	2	2	3	2	3	2	2	3	16	15
HATTON															
	TOTAL	62	55	54	58	52	56	59	49	67	59	68	70	362	347
	Class Avgs	20.67	18.33	18	19.33	17.33	18.67	19.67	16.33	22.33	19.67	22.67	23.33		
	FTEs	3	3	3	3	3	3	3	3	3	3	3	3	18	18
KELLEY															
	TOTAL	45	42	58	47	43	61	52	44	58	59	57	54	313	307
	Class Avgs	15	14	19.33	15.67	21.5	20.33	17.33	22	19.33	19.67	19	18		
	FTEs	3	3	3	3	2	3	3	2	3	3	3	3	17	17
PLANTSVILLE															
	TOTAL	38	38	42	41	49	42	52	53	41	52	54	43	276	269
	Class Avgs	19	19	21	20.5	16.33	21	17.33	17.67	20.5	17.33	18	21.5		
	FTEs	2	2	2	2	3	2	3	3	2	3	3	2	15	14
SOUTH END															
	TOTAL	30	34	43	36	33	43	49	36	33	50	38	36	226	235
	Class Avgs	15	17	21.5	18	16.5	21.5	16.33	18	16.5	16.67	19	18		
	FTEs	2	2	2	2	2	2	3	2	2	3	2	2	13	13
STRONG															
	TOTAL	37	46	40	41	41	43	52	43	55	55	43	57	268	285
	Class Avgs	18.5	15.33	20	20.5	20.5	21.5	17.33	21.5	18.33	18.33	21.5	19		
	FTEs	2	3	2	2	2	2	3	2	3	3	2	3	14	15
THALBERG															
	TOTAL	71	67	69	71	70	75	77	72	84	78	77	88	448	451
	Class Avgs	17.75	16.75	17.25	17.75	17.5	18.75	19.25	24	21	19.5	19.25	22		
	FTEs	4	4	4	4	4	4	4	3	4	4	4	4	24	23
ENROLLMENT		433	427	415	443	420	429	481	428	483	495	490	499	2722	2721
CLASS AVGS		17.32	17.08	18.86	18.46	18.26	19.5	17.81	19.45	19.32	19.04	20.42	20.79		
FTE TOTALS		25	25	22	24	23	22	27	22	25	26	24	24	146	143

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 9, 2018
Decision Requested _____ Agenda Code 9 c.

AGENDA REPORTING FORM

Agenda Topic: School Opening Dates ~ 2018-2019

Summary of Issue: Administration will update the Board of Education on upcoming
Opening of School events.

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: Informational

Timothy J. Connellan

Signature of Superintendent of Schools

**SOUTHINGTON PUBLIC SCHOOLS
OPENING OF SCHOOL DATES 2018-2019**

Event	Date	Time	Place
New Teacher Orientation	Thursday, August 23, 2018	8:00 a.m. – 3:00 p.m.	Joseph A. DePaolo Middle School
Opening of School Convocation	Monday, August 27, 2018	7:00 a.m. – 7:45 a.m. 8:00 a.m.	SHS Cafeteria-Refreshments SHS Auditorium - Convocation
Staff Professional Development	Tuesday, August 28, 2018 Wednesday, August 29, 2018	Check SPS Website	Designated School
Paraeducator & ABA Prof. Develop.	Monday, August 27, 2018 Tuesday, August 28, 2018 Wednesday, August 29, 2018	TBD	Various Locations
PT Paraeducator Prof. Develop.	Tuesday, August 28, 2018	TBD	Various Location
First Day of School	Thursday, August 30, 2018		All Schools
OPEN HOUSE			
Joseph A. DePaolo School	Wednesday, September 5, 2018	6:00 p.m.	Designated School
John F. Kennedy School	Wednesday, September 5, 2018	6:00 p.m.	Designated School
Strong Elementary School	Thursday, September 6, 2018	6:00 p.m.	Designated School
Derynoski Elementary School	Monday, September 10, 2018	6:30 p.m.	Designated School
Kelley Elementary School	Wednesday, September 12, 2018	6:30 p.m.	Designated School
ALTA	Thursday, September 13, 2018	5:30 p.m.	Designated School
Thalberg Elementary School	Thursday, September 13, 2018	6:30 p.m.	Designated School
Hatton Elementary School	Wednesday, September 19, 2018	6:30 p.m.	Designated School
Plantville Elementary School	Wednesday, September 19, 2018	6:00 p.m.	Designated School
South End Elementary School	Wednesday, September 19, 2018	6:30 p.m.	Designated School
Flanders Elementary School	Thursday, September 20, 2018	6:30 p.m.	Designated School
Southington High School	Thursday, September 20, 2018	6:00 p.m.	Designated School
Board Meeting	Thursday, August 9, 2018	6:30 p.m.	John Weichsel Municipal Center
Board Meeting	Thursday, September 13, 2018	6:30 p.m.	John Weichsel Municipal Center
Board Meeting	Thursday, September 27, 2018	6:30 p.m.	John Weichsel Municipal Center
Music of the Knight	Saturday, October 20, 2018	2:00 p.m. – 10:00 p.m.	Southington High School

Da/7/26/18

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 9, 2018
Decision Requested X Agenda Code 9 d

AGENDA REPORTING FORM

Agenda Topic: South End Elementary School, Project Close-Out (131-0124 N)

Summary of Issue: The acceptance of the New South End Elementary School Construction Project.

Background: The Educational Specifications were adopted April 26, 2007 and construction began in November of 2008.

Alternative Strategies: N/A

Cost (if applicable): Final Cost - \$16,758,065.07

Funding Source: State 55.71 % Reimbursement Rate

Beginning Date of Program or Project: November, 2008

Ending Date of Program or Project: Summer, 2018

Recommendation or Comment: Motion that the Board of Education accepts the South End Elementary School Project No. 131-0124 N as complete and directs the administration to close-out the project with the Town's Finance Department and the Department of Administrative Services.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date August 9, 2018
Decision Requested X Agenda Code 9.e

AGENDA REPORTING FORM

Agenda Topic: Boiler Replacement Award (Thalberg) – BID-2019-06

Summary of Issue: Thalberg Elementary School has two (2) oil-fired boilers. Both boilers have had leaks and replacement is recommended. Saucier Mechanical was the second low bidder; however, following Town Ordinance Section 118-13A, as a town-based bidder, the vendor has agreed to match the amount of the low bid.

Background: The Board of Finance approved up to \$200,000 from the Board of Education 2017-2018 operating budget into 2018-2019 to fund this project.

Alternative Strategies: N/A

Cost (if applicable): \$123,113 **Funding Source:** 2017-2018 carry forward operating budget funds into 2018-2019 by the Town.

Beginning Date of Program or Project: August 10, 2018

Ending Date of Program or Project: No later than October 15, 2018

Recommendation or Comment: Move that the Board of Education award Bid #2019-06, Boiler Replacement at Thalberg Elementary School in the amount of \$123,113 to replace both boilers.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Bid Award Request
2. Bid Compilation Spreadsheet



SOUTHINGTON PUBLIC SCHOOLS

Jennifer Mellitt
Accounting Manager

A handwritten signature in black ink, appearing to read "Jm", is written over the printed name and title.

MEMO

TO: Board of Education Members
DATE: August 2, 2018
RE: BID 2019-06 Boiler Replacement at Thalberg Elementary

Thalberg Elementary School has two boilers that required troubleshooting and rebuilding during the past heating system to keep them in operation. An inspection of one boiler by a manufacturer's representative confirmed the need for replacement. Bid prices were solicited for replacement of one boiler with an add/alternate price for replacement of the second boiler.

The bid was advertised in the newspaper and listed on the Southington Schools' website. The bid was opened on July 27, 2018 at 1:00 pm. Eight vendors submitted bids. The bid compilation is attached. The lowest bid was received from CT HVAC from Glastonbury with a base bid price of \$60,728 and an add/alternate #2 price for the second boiler of \$62,385.

Using the recently revised Town of Southington Preferred Bidder Ordinance, we reviewed the bids and noted that Saucier Mechanical Service of Plantsville, CT was 8% above the lowest bid base price. In accordance with the Ordinance, Saucier has agreed to match the low bid base price and add/alternate #2 price. Saucier Mechanical is a vendor known to the Southington Public Schools and has performed work in our schools in the past.

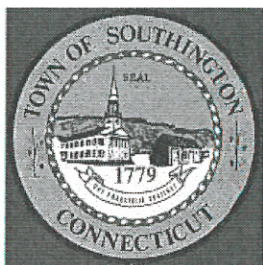
The recommendation of the Administration of the Southington Public Schools is to award BID 2019-06 to Saucier Mechanical of Plantsville for both the base bid and the add/alternate #2.

SOUTHINGTON PUBLIC SCHOOLS
 BID 2019-06 BOILER REPLACEMENT AT THALBERG ELEMENTARY
 Opened at 1:00 pm on July 27, 2018

Vendor Name	Town/City	Base Bid Price	Add/Alternate #1	Add/Alternate #2	Notes
1 CT HVAC, Inc.	Glastonbury	60,728	1,657	62,385*	* Includes Performance Bond
2 Saucier Mechanical Services	Plantsville	65,805	No Bid	65,805	
3 McKenney Mechanical Contractors, Inc.	Newtown	67,500	1,013	64,300	*1.5% noted as Add/Alternate #1, S7800A 1142 Display Add On \$460 to Base Price, Deduct Low-High-Low Op Price Deduct \$930
4 SK Mechanical, LLC	Manchester	68,895	2,066	150,160	Prevailing wage rate pricing \$75,080 base, Prevailing rate \$2,252 Add/Alt #1 Add/Alt #2 Price was listed as prevailing wage rate price
5 Rivco Construction, LLC	Burlington	72,245	1,445	69,780	
6 Warren Brothers, LLC	Stafford Springs	86,988	2,610	83,750	3% of contract amount for Add /Alternate #1
7 B-G Mechanical Service, Inc.	Manchester	106,000	750	103,000	
8 Funk Boiler Works, Inc.	West Haven	68,957 (a)	2,200	\$68,957 (b)+ \$2,200 Bond	(a) Deduct \$743 for L/H/L Burner, (b) Add \$16,128 for Prevailing Wage if 2 boilers same contract

Base Bid - Price to replace an existing boiler at Thalber Elementary with a Smith 28HE-RTS-W-14 Boiler. Scope defined in bid document
 Add/Alternate #1: Added cost should a payment and performance bond be required
 Add/Alternate #2: Replace the 2nd existing boiler with all the same specifications as Based Bid Scope

\$ 66,801 Preferred Bidder Threshold (110% of the Lowest Bidder)
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SOUTHINGTON PUBLIC SCHOOLS

MEMO

To: Southington Board of Finance

From: Peter J. Romano, Jr., Director of Operations

Date: July 24, 2018

Re: **Thalberg Elementary School – Boiler Replacement**

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

SHERRILIN P. DINELLO
DIRECTOR OF BUSINESS &
FINANCE

PETER J. ROMANO, JR.
DIRECTOR OF OPERATIONS

JAMIE T. OLANDER
DIRECTOR OF TECHNOLOGY

MARGARET T. WALSH
DIRECTOR OF PUPIL SERVICES

MICHELLE PASSAMANO
HUMAN RESOURCE MANAGER

JENNIFER S. MELLITT
ACCOUNTING MANAGER

200 NORTH MAIN ST.
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3200

OPERATIONS FAX
(860) 628-3205

HUMAN RESOURCE FAX
(860) 628-3211

GENERAL FAX
(860) 621-8056

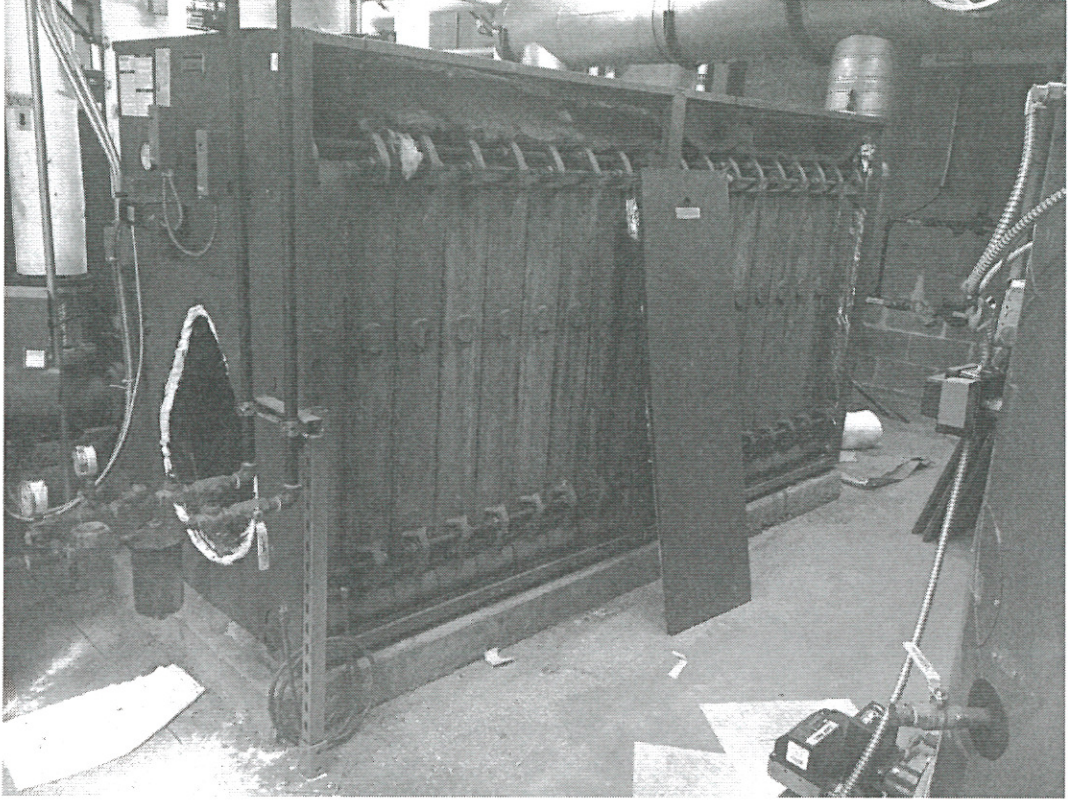
The two boilers at Thalberg Elementary School (TES) are oil-fired boilers. There are two boilers for redundancy. The only other schools with oil-fired boilers are Strong (SES) and ALTA. All other schools have gas boilers with the exception of Flanders and Kelley Elementary Schools, which have no boilers; they have electric heat.

The boilers at TES and SES are similar and were installed in 2002 during the renovations of the two schools. However, the installations were not completed in the same manner. SES has twice the water capacity on the return to the boiler (i.e. there are two separate pipes returning water to the boiler). This protects the boiler much better from thermal shock, which these boilers have been known to be susceptible to.

The boilers are comprised of approximately seventeen similar sections that are bolted together (*see attached image on page 2*). The water is heated in each of these sections and pumped throughout the schools. Last summer we had to remove a few sections at one end of one of the boilers at TES because they were leaking. We have been able to maintain that boiler without any new leaks. The other boiler began leaking in several sections late this past winter season. Unfortunately, the leaks are spread out in the middle sections of the boiler. The boiler cannot be fully disassembled and put back together because each section is married to the one on either side of it.

We are bidding out a replacement boiler from a different manufacturer. It is a better quality boiler that has been produced for many years. It has not been known to be susceptible to the thermal shock issue. In the bid, we are requesting an add/alternate to replace the other existing boiler that we salvaged. We aren't confident how long it will be until it begins to leak again. We considered re-piping the boiler but due to its' age (+/-16 years old), this would not be the best financial decision.

I am available if there are any questions or concerns.



§ 118-12
Definitions.

For the purpose of this article, "Town-based business" means a business with a principal place of business located within the Town. A business shall not be considered a Town-based business unless satisfactory evidence has been produced to the Town Manager whereby the business establishes that it owns real property which has its principal place of business and pays taxes on real and personal property to the Town of Southington. Such evidence may include proof of ownership of real estate by copy of deed and copies of paid tax bills for real and personal property. The personal property shall be used for the business in the performance of the bid.

§ 118-13
Lowest responsible bidder. [Amended 10-9-2012]

On any project, which shall be defined as all contracts to be made or let for work to be done or for supplies to be purchased for the Town, which is \$10,000 or more, the lowest responsible bidder shall be determined in the following manner:

- A. Any Town-based bidder which has submitted a bid of no more than 10% higher than the low bid, when such bid is between \$10,000 and \$500,000, provided such Town-based bidder agrees to accept the award of the bid in the amount of the low bid. If more than one Town-based bidder has submitted a bid no more than 10% higher than the low bid and has agreed to accept the award at the amount of the low bid, the lowest responsible bidder shall be that one of such Town-based bidders which has submitted the lowest responsible bid.
- B. Any Town-based bidder which has submitted a bid of no more than 3.5% higher than the low bid, when such bid is between \$500,001 and \$1,000,000, provided such Town-based bidder agrees to accept the award of the bid in the amount of the low bid. If more than one Town-based bidder has submitted a bid no more than 3.5% higher than the low bid and has agreed to accept the award at the amount of the low bid, the lowest responsible bidder shall be that one of such Town-based bidders which has submitted the lowest responsible bid.
- C. Any Town-based bidder which has submitted a bid of no more than 2% higher than the low bid, when such bid is over \$1,000,001, provided such Town-based bidder agrees to accept the award of the bid in the amount of the low bid. If more than one Town-based bidder has submitted a bid no more than 2% higher than the low bid and has agreed to accept the award at the amount of the low bid, the lowest responsible bidder shall be that one of such Town-based bidders which has submitted the lowest bid.

§ 118-14 Applicability.

The provisions of this article shall not apply to any projects which prohibit preferential bidding procedures, which may include but may not be limited to state and federally funded projects.

ARTICLE IV
Bidding Procedures

§ 118-15 Tie

Any contract awarded pursuant to the bidding process that results in a tie shall be decided as follows:

- A. If one of the companies is a town-based company as defined in Section 118-12 and the other company is not a town-based company, then the town-based company shall be awarded the contract.

- B. If both companies are town-based or both companies are non-town based, as defined above, a coin flip will be performed to award the contract.