

Southington Board of Education Meeting

Thursday, April 25, 2019 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. Student Matters
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ March 28, 2019
6. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Student Representatives
7. Superintendent's Report
 - a. Personnel Report
8. Committee Reports
 - a. Curriculum and Instruction Committee Meeting ~ March 19, 2019
 - b. Policy and Personnel Committee Meeting ~ March 21, 2019
 - c. Ad Hoc School Renaming Committee Meeting ~ April 11, 2019
9. Old Business
 - a. Town Government Communications
 - b. ELA - Grade 7 Historical Fiction Book Clubs ~ Second Reading
10. New Business
 - a. Approval of Out of State / Overnight / Foreign Field Trips
 - b. Southington High School Graduation Date
 - c. Mid-Year Report on Superintendent's Goals for 2018-2019
 - d. 2019-2020 Healthy Food Certification (Two Motions)
 1. Participation
 2. Exemptions
 - e. Adoption of 2020 Board of Education Meeting Dates
 - f. Joseph A. DePaolo Middle School, Project Close-Out (131-0127 RNV/E/PS)
 - g. John F. Kennedy Middle School, Project Close-Out (131-0128 RNV/E/PS)
 - h. Approval of MOA for UPSEU, Local 424, Unit 50, Paraeducators, ABA Therapists and EL Tutors July 1, 2019 to June 30, 2022

- i. ELA - K-5 Units of Study for Reading & Writing ~ First Reading
 - j. SHS Textbook Adoption - Algebra 2 - Big Ideas Math
 - k. Approval of Job Descriptions - Director of Operations, Maintenance Working Foreman, School Counselor, Purchasing Secretary ~ First Reading
 - l. Student Expulsions
11. 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

MARCH 28, 2019

The regular meeting of the Southington Board of Education (Committee of the Whole – Instruction) was held on Thursday, March 28, 2019 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session was held at 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:32 p.m.

Board members present: Mrs. Terri Carmody, Mr. Robert Brown, Mr. Joseph Baczewski (*arrived 6:38 p.m.*), Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration present: Mr. Timothy Connellan, Superintendent of Schools, Mr. Steven Madancy, Assistant Superintendent and Mrs. Sherri DiNello, Director of Business and Finance (*left 6:40 p.m.*).

2. EXECUTIVE SESSION ~ STUDENT MATTERS AND UPSEU PARAEDUCATORS, ABA THERAPISTS, AND ENGLISH LANGUAGE TUTORS NEGOTIATIONS

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and UPSEU Paraeducators, ABA Therapists and EL Tutors Negotiations, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 6:50 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:02 p.m.

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

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

Student representatives present were Bianca Spataro, Nicholas Mangene and Trevor Messina.

4. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence in memory of Mr. Robert Logan who recently passed away. He was employed in the Maintenance Department for 15 years until his retirement on November 9, 1990.

5. APPROVAL OF MINUTES ~ MARCH 14, 2019

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

“Move to approve the regular Board of Education minutes of March 14, 2019, as submitted.”

Motion carried unanimously by voice vote.

6. NEW BUSINESS

a. Leonard & Gladys Joll Scholarship Recipient

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

“Move to approve the student recipient of the Leonard & Gladys Joll Scholarship as recommended by the Leonard & Gladys Joll Scholarship Sub-Committee.”

Motion carried unanimously by voice vote.

b. Appointment of Ad Hoc School Naming Committee.

Mr. Goralski announced that he appointed the following people to serve on the School Renaming Committee in honor of Mr. Zaya A. Oshana, a former 36-year Board of Education member. The sub-committee members are Dr. Angelo Coppola, retired Southington Public Schools Assistant Superintendent, Mr. Beecher Lajoie, retired principal, and current Board members Mrs. Patricia Queen, Ms. Lisa Cammuso and Mrs. Terri Carmody, who will serve as the sub-committee chairperson. Mr. Goralski explained that the Board had a policy on the procedures to follow for the naming of school facilities and that he also contacted Town Attorney Carolyn Futtner regarding the Town Ordinance on this matter.

7. PUBLIC COMMUNICATIONS

a. Communications from Public

There was no public communication.

b. Communications from Board of Education

Board members discussed the following:

- Mr. Brown attended the CAFE Day on the Hill on Wednesday, March 20, 2019 and spoke against the legislation of transferring the burden of paying for teacher retirement from the state to the local towns. He also spoke against unfunded mandates by the state. He stated that the regionalization bill appears to have died in the house and senate. He had a list of all the legislation to share with the Board.
- The Wall of Honor Ceremony is scheduled for Tuesday, April 9, 2019 at 6:00 p.m. at the high school with four living people to be honored and seven Southington World War II casualties to be honored posthumously.
- The Invention Convention will take place at Southington High School on Tuesday, April 2, 2019 from 6:00-8:00 p.m.

c. Communication from Administration

Administration reported on the following:

1. Diversity Training:

Mr. Madancy reported that he attended the Capitol Region Education Council (CREC) Minority Teacher Recruitment Fair with 100 districts represented and 190 candidates attending. He spoke to some amazing potential candidates for the Southington school district and encouraged them to apply for teaching positions in Southington.

Mr. Madancy invited Mr. Paul Vivian to the podium to report on the work that he and Rev. Audley Donaldson (who was unable to attend) were doing regarding Diversity Training for the school district that started in the spring of 2018 as part of a grant from CREC for the Hartford Open Choice program regarding retaining the Hartford students. Mr. Madancy distributed letters to the Board members from students addressing the training that they received and how it effected them.

Mr. Paul Vivian, a Southington resident for 40 years, and Reverend Audley Donaldson, who was born in Jamaica, is a minister, and lives in Brooklyn, New York, developed the curriculum and started the Diversity Training program in Bristol 26 years ago. Mr. Vivian explained that he is a white man and his friend Rev. Donaldson is a black man. He explained the multifaceted issues that they address in the Diversity Training program and their philosophy. The Diversity Training is more than just about race and is about the differences in each other, e.g., gender, age, body image, sexual orientation, ethnicity, etc. They try to use humor and demonstrate that even though they have completely different backgrounds, experiences, and look different, they are friends and get along.

In Southington, they present their training in Grades 3-7. Mr. Vivian explained at length the Diversity program offered. In Grade 3, they emphasize how differences are good. They discuss the differences in food, ethnicity, families, and what comprises a family unit.

In Grade 5, they talk about stereotyping and how it could be inaccurate and hurtful. Discrimination is also discussed, which is when a person treats someone differently based on a stereotype. They use activities and films to demonstrate. They like to see students over a sequence of time as reinforcement and visit Grade 5 students three times in a school year. On the third visit, they talk about immigration, immigrants, refugees and how the United States is a nation of immigrants. They talk about why people want to come to the USA. Many students think of immigration as illegal because of the current national news.

In middle school, they ask the students to find out their family's history because America is a nation of immigrants. They discuss bullying and the role of the bystander. There are the bullies, the victim, and the bystanders, and they address how the "bystanders" could become "upstanders" to speak up to bullying. In Grades 6 & 7, they discuss that no student should have to hide or be ashamed of their parents/families because they are afraid of being bullied if they have two mothers or two fathers, etc. No one should be uncomfortable about who they are. They show students techniques on how to be an "upstander" to stop bullying.

This is the second year that they are conducting Diversity Training in Southington with the younger students at an impressionable age. The Board members had many questions, praise for the program and presenters, and planned to continue and to reinforce the Diversity Training. The student representatives hoped that the Board would make Diversity Training permanent in the school district.

Mr. Goralski pointed out that the Diversity Training message ties into the Grade 5 curriculum about immigration. He encouraged the public to watch this meeting, which is video recorded live and can be found archived on the Board of Education and Town websites.

2. Learning Management System - Canvas:

Mr. Madancy introduced Mrs. Rebecca Savelkoul, Instructional Technology Coordinator, and Mr. Jason Ghidini, Grade 6 teacher at Kennedy Middle School, who gave a PowerPoint presentation on the Canvas Learning Management System. They started the presentation by linking the Board members iPads to the Canvas URL to give them a quiz.

Mrs. Savelkoul spoke about the status on the implementation of Canvas in the schools, introduced the Board to the environment of the platform, how it connects to district work, ongoing support and took the Board through the features of the learning management system that the district has been using this year. They spoke about how Canvas standardizes the student online experience because they learned that the students at the high school level had to manage several different online platforms. As they get more teachers and classrooms onto the Canvas system it would standardize that process for them. The implementation started in August 2018 and was connected to PowerSchool. Mrs. Savelkoul explained that, by design, there were currently 18 active course content areas and currently 12 teachers using Canvas across the district.

Mr. Jason Ghidini actively uses Canvas in his classroom with the students and explained to the Board how he uses the platform. Canvas provides real time analytic data. They also have analytic data on the students, such as when they logged in to do their homework, how long they were on, page hits, etc. He stated that Canvas has dramatically improved his teaching and was a powerful teaching tool.

Mr. Brown addressed recent legislation on student data privacy and asked if it had any impact on this platform. He also addressed copyright laws. Mr. Madancy explained that it was compliant with the Student Data Privacy law. Student representative, Nick Mangene, questioned what would prevent a student from cheating and going into a different browser and opening a separate window to look up answers to a quiz. Mr. Ghidini replied that when students are taking a quiz he is monitoring and walking around the classroom to make sure they are on the correct site.

Mr. Brown questioned if there were enough devices for the students to use. Mr. Connellan explained that they have been focusing on increasing the devices available at the high school. Unfortunately, the budget has been underfunded and it is a struggle. Mrs. Savelkoul addressed teacher readiness for a number of devices in the classroom and student usage. It will be a phase-in process as they build teacher readiness around the Canvas platform. Discussed was Bring Your Own Device (BYOD) and acceptable use. Mr. Madancy addressed a hybrid approach where some districts provide devices and allow other students to bring their own.

After much discussion on the Canvas platform, Mrs. Savelkoul created a three-question quiz for the Board members to take. Once the Board members submitted their answers, they received instant feedback on the device explaining which questions were answered correctly and which were wrong along with the reason. Based on the score that the student receives, the program will generate different assignments. Also, the teacher can embed video comments to students. Both Google Drive and One Drive are fully integrated into Canvas.

There will be a one-week Summer Technology Camp on Canvas offered to teachers once the school year ends, which would be repeated a week before the next school year starts.

Also discussed was the cost of the Canvas platform, the life expectancy of the software, upgrades to the software and how many hardware devices that the district needed.

d. Communication from Students Representatives

Trevor Messina reported on the following:

- The SHS Drama Club production of “Grease” was held on Friday, March 15, and Saturday, March 16 with three shows presented.
- On, Saturday, March 16 in Utica, New York, the Robotics Team won the Central New York Regional FIRST Robotics competition, which qualified them for the World Championship in Detroit, Michigan at the end of April.
- On Wednesday, March 20, the Navigating College presentation was held at 6:15 p.m. and at 7:30 p.m. there was a NCAA presentation, which was an assembly for parents and students who were interested in playing sports in college.
- On Thursday, March 21, there was a World Language Honor Society induction.

Bianca Spataro reported on the following:

- On Friday, March 22, the Unified Theater show “Once Upon a Night” was held.
- On Sunday, March 24, the Robotics Team won the Western New England District Championship at Western New England University out of 30 teams represented.
- On Wednesday, March 27, the World Language Movie Night was held in the auditorium.
- The third marking period ends on Friday, March 29, 2019.

Nicholas Mangene reported on the following:

- The fourth marking period starts on Monday, April 1.
- On Wednesday, April 3, the Mr. Southington Show will be held hosted by the National Honor Society.
- The Junior Prom is on Saturday, April 6 at La Bella Vista.
- April vacation is the week of April 14-19.
- The SATs for juniors will be held on April 9.
- The Rugby Team's first game is Friday, March 29 against Staples.

Mr. Goralski reported that on Wednesday, March 27, 2019, the Board of Finance took action and a \$1,191,917 reduction was taken to the Board of Education proposed budget for 2019-2020, which is significant. The Board of Education did get an increase over last year, but it is less than what the Board of Education had requested. On April 22, 2019, the Town Council public hearing on the budget will be held in the Municipal Center Public Assembly Room at 7:00 p.m. with the Town Council voting to adopt the 2019-2020 budget on May 13, 2019.

8. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:53 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Board of Education

Administrative Report

April 25, 2019



- 1. Ongoing Counseling Office Work with SHS Students**
- 2. Wheeler Clinic Child First Program**
- 3. Excellence in Middle School Science Teaching 2019
Connecticut Science Teachers Association – Toni-Ann Rock**
- 4. Coalition for Social Justice**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2019

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 2018–2019.

Background: The attached report lists personnel activity from March 1, 2019, through March 31, 2019.

Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – April 2019

PERSONNEL ACTIVITY REPORT

FOR: April 2019

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
No certified appointment in the month of March							

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Del Santo, Kim	Part-Time Special Ed Paraeducator	JAD	27.50	March 12, 2019	\$16.83
Shifrin, William	Full-Time Special Ed Paraeducator	SHS	31.25	March 19, 2019	\$16.83
LaRose, Sherri	Secretary Class II / 9 th Grade Academy/Purchasing	SHS	31.25	March 25, 2019	\$22.99
Dominguez, Zuleyka	Part-Time Special Ed Paraeducator	HES	27.50	April 1, 2019	\$16.83

ASSIGNMENT CHANGE

Certified

Name	From Position	To Position	School	Effective Date
No certified staff assignment changes in the month of March				

Classified

Name	From Position	Hours per Week	To Position	Hours per Week	School	Effective Date
Kistner, Debora	Clerk	10.00	Clerk	19.00	Hatton	March 11, 2019
Costello, Hyla	ABA Therapist	27.50	ABA Therapist	35.00	Hatton	March 25, 2019

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Carrion, Stephanie	Special Education Teacher	Hatton	March 15, 2019	2 years	No
Straub, Margaret	Facilitator, Adult Education	SPS	May 31, 2019	15 years	No
Mastrianni, Craig	Special Education Teacher	South End	June 30, 2019	2 ½ years	No
Shaw, R. Jeffrey	Assistant Principal	SHS	June 30, 2019	29 years	Yes

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Del Santo, Kim	ABA Therapist	Hatton	March 8, 2019	2 months	No
Pylko, Margaret	Full-Time Special Education Paraeducator	SHS	March 16, 2019	6 years	No
Gibson, Wendy	Part-Time Special Education Paraeducator	Hatton	March 20, 2019	5 months	No
Verillo, Jodi	Secretary Class II, 9 th Grade Academy/Purchasing	SHS	March 21, 2019	6 years	No
Zakszewski, Kevin	ABA Therapist	Hatton	March 23, 2019	5 years	No
LaRose, Sherri	Full-Time Special Education Paraeducator	Hatton	March 23, 2019	19 years	No
Kittleman, Despina	Full-Time Special Education Paraeducator	JFK	April 10, 2019	7 years	No
Lester, Amber	Literacy Tutor	Flanders	April 11, 2019	2 years	No
Smith, Marilyn	Full-Time Special Education Paraeducator	DES	June 30, 2019	22 years	Yes
Smith, Susan	Registered Nurse	PES	June 30, 2019	17 years	Yes
Backus, Zoe	School Nurse	SHS	June 30, 2019	25 years	Yes
Huard, Kathleen	Secretary Class II	SHS	July 31, 2019	33 years	Yes

TRANSFERS

Certified

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

Classified

Name	From Position	From School	To Position	To School	Effective Date
Cofrancesco, Barbara	FT Special Ed Paraeducator	Thalberg	FT Special Ed Paraeducator	Kelley	April 1, 2019

UNPAID LEAVES OF ABSENCE

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

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Robert Herr	Freshman Coach, Boys Lacrosse	SHS	March 11, 2019	\$3,075.00

Resignations

Name	From Position	School	Effective Date
Forgione, Michael	Head Coach, Girls Basketball	SHS	March 6, 2019



SOUTHINGTON PUBLIC SCHOOLS

Curriculum & Instruction Committee Meeting

Tuesday, March 19, 2019 – 9:30 a.m.

Southington High School Main Office Conference Room

720 Pleasant Street

Southington, Connecticut 06489

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM &
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

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SECRETARY

JOSEPH M. BACZEWSKI

ROBERT S. BROWN

LISA CAMMUSO

DAVID J. DERYNOSKI

ZAYA G. OSHANA

PATRICIA A. QUEEN

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Board Members Present: Terri Carmody, Chair; Bob Brown, Patricia Queen
Administration Present: Steve Madancy, Assistant Superintendent

Call to Order at 9:30 a.m.

ELA - K-5 Units of Study for Reading & Writing:

Stephanie Lawlor, district ELA coordinator presented the K-5 reading and writing units of study for committee consideration. The units were reviewed and discussed. The committee recommended bringing the units to the full Board for adoption. They will appear on the 4-25-19 Board agenda for a first read and will be available for review in the assistant superintendent's office upon request.

Update on Phonics and Grammar Work occurring in the district:

Stephanie Lawlor, district ELA coordinator presented the Units of Study Phonics. Teachers College published Units of Study in Phonics K-1 last summer. These research-based units are completely aligned to the reading and writing units with a scope and sequence that keeps in pace with the reading and writing students are doing. The major guiding principle for these units is about supporting students in transferring skills taught in phonics to reading and writing.

This year, Jill Chapman and Carrie Ann McDougall led the charge in a controlled study. Two kindergarten and four grade 1 classes took on the work of these new units this year. They are finding the level of engagement and independence in their students is high. They are also collecting data to compare results with the classrooms that are not implementing these new units; but, are rather using the existing program. So far, the data indicates that the Units of Study in Phonics would be best for our students K-2.

At the start of the year, teachers were all provided professional development on a new way to teach grammar. This approach is by Jeff Anderson and his book, Patterns of Power. Rather than showing students sentences with errors and asking them to fix them, students are now shown mentor sentences from authentic literature and taken through an "invitations process." They are asked to discuss what they notice about the sentence, compare that sentence with another, imitate the sentence, edit and apply the pattern in their own writing. After a rule is taught, it is written on a chart for students to refer to when they are editing their work in writing workshop.

SHS Family & Consumer Science Dept. new course proposals:

- **Maternal and Prenatal Development and Health Care CCP**
- **UCONN Allied Health 2001: Medical Terminology**

These courses were presented by FCS Department Chair, Mary Lynne Osborne for committee consideration. Conversation about staffing and resources needed to run the courses occurred and how running certain courses every other year would allow the department to expand course offering while keeping staffing needs in mind. The committee approved the courses in concept and will review the curriculum of each once finalized.

SHS Text Book Adoption – Algebra 2 – Big Ideas Math

The administration presented the above titled textbook for review. This textbook is included in the current Board adopted budget and would be purchased as class sets upon final approval.

The meeting adjourned at 11:30 a.m.



SOUTHINGTON PUBLIC SCHOOLS

Policy and Personnel Committee Meeting

Thursday, March 21, 2019, 5:30 p.m.

John Weichsel Municipal Center
Superintendent's Conference Room
200 North Main Street
Southington, Connecticut 06489

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM &
INSTRUCTION

BOARD OF EDUCATION

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Board Members Present: Patricia Queen, Chair; Lisa Cammuso, Zaya Oshana, Bob Brown, Colleen Clark.

Administration Present: Steve Madancy, Assistant Superintendent

Call to Order at 5:30 p.m.

Review of draft policies:

1316 Civility

4118.11 Non-Discrimination-Staff

5141.6 Wellness

5150. Non-Discrimination-Students

The committee reviewed and discussed the above numbered policies. Relative to the two Non-Discrimination policies, edits were suggested to foster consistency of language around protected classes across policies. The district Wellness policy was shared. This policy is an update to a previous version and includes portions required originating from legislation. A district Civility policy was introduced by the administration. This policy was drafted from a variety of sample policies provided by CAFE. It is the district's hope that this policy will assist parents, staff and administration in resolving disputes where disagreement exists. The administration will work to make all edits and revisions recommended by the committee and will bring the revised versions back to the committee for review before bringing to the full Board for a first read.

Review of Job Descriptions: Director of Operations, Maintenance Working Foreman, School Counselor, Purchasing Secretary

The above-mentioned job descriptions were reviewed and discussed. Language within was streamlined to reduce redundancy, and suggestions were made to offer assurances around qualifications and responsibilities. The committee recommended these descriptions be brought to the full Board for further consideration.

The meeting adjourned at 7:45 p.m.

Respectfully submitted,
Steven Madancy

Southington, Connecticut
Ad Hoc School Renaming Committee Meeting
April 11, 2019

Committee Chairperson, Terri Carmody, called the Ad Hoc School Renaming Committee meeting to order at 1 pm.

Committee Members Present: Mrs. Terri Carmody, Dr. Angelo Coppola, Mr. Beecher LaJoie, Ms. Lisa Cammuso, and Mrs. Patricia Queen.

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Curriculum and Instruction.

The committee reviewed Policy 7551, Dedication of a Project, Name of a Facility and Administrative Regulation, R-7551, Procedures for the Naming of School Facilities, to understand the charge of the committee. The committee also reviewed an email exchange between Chairman of the BOE, Mr. Brian Goralski and Town Attorney, Ms. Carolyn Futtner, which supported the jurisdiction of the BOE and its policy in the naming of school facilities.

The committee reviewed a letter from a committee of community members, Dr. Angelo J. Coppola, Karen Smith, Beecher LaJoie, Louis Perillo, Bryan Meccariello, and Christine Shanley-Buck, to the Southington Board of Education, which is a request to name a Southington school after Zaya A. Oshana. The letter provides a biography of Mr. Oshana as well as attesting to Mr. Oshana's character, wisdom, integrity and service.

The committee also reviewed the following items:

"Campaign aims to name Southington school after Zaya A. Oshana" by Don Stacom, *Hartford Courant*, April 2, 2019.

Letter from Beecher LaJoie, March 2, 2019.

Zaya A. Oshana Obituary, Published in the *Record-Journal*, April 7, 2017.

"Long-serving Southington BOE member, teacher Zaya Oshana dies at age 87," by Jesse Buchanan, *Record- Journal*, April 6, 2017.

"Former BOE member Zaya Oshana honored by town Democrats," by John Goralski, *Southington Observer*, September 15, 2016.

The committee unanimously agreed that the request to name a school after Zaya A. Oshana meets the criteria as detailed in R-7551 and unanimously agreed to make that request of the Superintendent to forward to the full Board of Education after future committee meetings determine which school to recommend. That determination will be based on the following:

- a continued review of Southington Public Schools facilities/areas named after a person,
- additional research into schools which are not named after a person,
- an update from Milone & MacBroom, the firm conducting the "Comprehensive Enrollment Analysis and Projections" study, expected by the end of this school year, and
- outreach by administration to any school community under consideration.

Once a recommendation from the Ad Hoc School Renaming Committee is made to the Superintendent to forward to the Board of Education, Policy 7551 states, "The naming of a school or any part thereof shall require a two-thirds vote of the entire Board of Education for approval."

MOTION: By Ms. Cammuso, seconded by Mrs. Queen
"Move that the Ad Hoc School Renaming Committee meeting be adjourned."

Motion carried unanimously by voice vote.

The meeting was adjourned at 2 pm.

Respectfully submitted,

Patricia Queen
Member, Ad Hoc School Renaming Committee

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date April 25, 2019

Decision Requested _____ Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 25, 2019

Decision Requested X

Agenda Code 9 b

AGENDA REPORTING FORM

Agenda Topic: ELA – Grade 7 Historical Fiction Book Clubs– Second Reading

Summary of Issue: The Board of Education Curriculum & Instruction Committee reviewed the attached unit for ELA – Grade 7.

Background: _____

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A

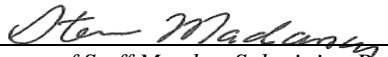
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Curriculum & Instruction Committee is bringing the ELA – Grade 7 Unit to the full Board for approval.

Titles of Attachments:

1. ELA - Grade 7 Historical Fiction Book Clubs



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

ELA – Grade 7 Historical Fiction Book Clubs

Planning Tool: Teaching Points

A Letter to Teachers

Bend I Historical Fiction Characters and the Conflicts that Shape Them

1. Read-Aloud: Orienting Oneself to the Story

Today, through read-aloud, I want to remind you that when you read historical fiction, you are reading *fiction*, you are reading story. At the beginning of any story, the first reading work you'll need to do will inevitably involve figuring out who the story is mostly about, and figuring out what's going on.

2. Filling in the Backstory

Today I want to teach you that as you read on in your book, you'll not only make two timelines—a personal and a historical one—but also, you'll add onto both ends of those timelines. Yes, you'll learn about new things that are happening in the evolving present, but you'll also learn about the backstory of both the people and of the situation.

3. Analyzing How Characters Respond to Trouble

Today I want to teach you that characters—like people—inevitably face different kinds of trouble. You can learn a lot about characters, and from characters, from how they respond to trouble.

4. Read-Aloud: The Collision of Internal Traits with External Conflict

Today, through read-aloud, I want to teach you that readers recognize that in historical fiction, the protagonist's traits often collide with the expectations or demands of the era in which the story is set.

5. Attending to Minor Characters and Missing Perspectives

Today I want to teach you that minor characters are in a story for a reason. They, like the main character, help to carry the big messages or big ideas of the story. One way to improve your interpretation of a story is to reread, trying to understand the point of view—the perspective—of a minor character, then to revise your interpretation to include what you learn.

6. Looking Back from the End of Stories with New Insights about Themes

Today I want to teach you that readers develop new insights about their books by pausing to look back on the earlier parts and asking, “What is the author communicating in the ending? What parts of the book do I now see in a new light? Do any themes emerge as I reconsider?”

7. Clubs Analyze Their Progress and Plan Reading Projects

Today I want to teach you that readers of historical fiction mark their growth as readers and students who can sustain literary conversations, and they take the opportunity to consider how they might contribute to other readers.

Bend II Studying an Era

A Letter to Teachers

8. Read-Aloud: Readers Become Students of an Era

Today, through read-aloud, I want to teach you that when historical fiction readers become fascinated by an era, they read multiple texts about that time period, each one giving them a different perspective and window on that era.

9. Reading Outside the Text to Build Up Background Knowledge

Today I want to teach you that readers of historical fiction often layer in nonfiction texts that help to illuminate the era they're studying. They use every tool at their disposal to get to know the era: maps, timelines, primary source images, informational texts, even documentary clips.

10. Perspectives Clash with Each Other and with History

Today I want to teach you that readers come to realize that characters' perspectives, like people's perspectives, can change. In historical fiction, one of the main ways that characters' perspectives often change is that they begin to see injustices that they were previously unaware of.

11. Reading Differently Because You Have Knowledge of the Era

Today I want to teach you that readers of historical fiction—and really of any fiction—use background knowledge to fill in missing parts of a story and to visualize more vividly. By engaging in even quick bits of nonfiction research, readers develop wells of knowledge they can draw upon.

12. Learning Truth from Fiction

Today I want to teach you that if you have heard that nonfiction is true and fiction is not, you need to know that actually, fiction can be deeply true. As you ponder passages in historical fiction books that seem especially meaningful, it is helpful to ask: "What truths am I learning about the time in which this story is set?"

13. Clubs Curate Their Work in Reading Projects

Today I want to teach you that readers of historical fiction often end up assembling a variety of resources as they study an era. It's worth curating these collections as a legacy for future readers, who might like to follow in the footsteps of a club.

Bend III Characters and Readers Come of Age

A Letter to Teachers

14. Characters Come of Age

Today I want to teach you that characters in historical fiction aren't just changed—they are transformed. They come of age. And some of that work rubs off on readers of historical fiction as well. The stories we read help us figure out the kinds of people we want to be, the kinds of lives we want to live. They help us come of age.

15. Analyzing Power in the Midst of Conflict

Today I want to teach you that in historical fiction novels, as in history itself, characters often don't have the power to change what happens overall—to end a war or stop tyranny. But like characters in books, we can achieve power over ourselves. We can find within ourselves a moral power. We can resist evil and embrace goodness.

16. Read-Aloud (Video-Aloud): Change Can Be Complicated

Today, through read-aloud (video-aloud), I want us to investigate how change in a character can be complicated. Not all changes are positive. Sometimes, especially in historical fiction, the ways characters become brave or steadfast are entangled with other ways they become hardened.

17. The Past Is Always with Us

William Faulkner said this: “The past is not dead. It’s not even past.” What he suggests is that events and injustices of long ago are still with us. Historical fiction readers, then, consider how their novels are very much about the now and the here, and they think about how stories may give us the courage and vision to tackle hard things in the world today.

18. Clubs Leave a Legacy

Today I want to teach you that readers see their influence in how they inspire other readers to read the books they've read, talk about the ideas they've raised, or use the resources they've curated.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2019

Decision Requested X Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trips

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

- SHS FBLA National Leadership Conference– San Antonio, TX 6/28/2019 – 7/3/2019
- SHS Cross Country – Lehigh Invitational, PA – 10/4/2019-10/6/2019
- SHS *Education First World War II* in England and France – 4/8-10/2020 – 4/15-17/2020

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the field trip requests as presented by the administration.

Titles of Attachments:

1. Field Trip Applications


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Southington High School
FBLA National Leadership Conference
Henry B. Gonzalez Convention Center, San Antonio, TX
June 28 – July 3, 2019

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 3/20/19
Out of State: Yes No
Overnight: Yes No
Miles Round Trip: 3,892

Southington High School FBLA 6/28 - 7/3
School Class/Group Date of Trip

Name and Address of Destination FBLA National Leadership Conference

Reasons for Field Trip State winners to compete in national competition & attend workshops/training

Itinerary (attach if needed) _____

Departure Date/Time 6/28/19 time TBD Return Date/Time 7/3/19 time TBD

of Students 6-9 # of Teacher/Chaperones 1-2 # of Buses _____

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

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

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

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

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$8000.00	For 6 students & 1 chaperone
Board of Education Contribution	\$0	
Other	\$	
Fundraising Activity	(\$2000.00)	Min. to cover chaperone, hoping for additional donations to offset student cost
BALANCE	\$ 6000.00	
Student Contribution		
Transportation	\$3000.00	6 Students @ \$500.00 (airfare & baggage)
Entrance Fees, Room & Board	\$3000.00	6 Students @ \$500.00 (reg fee, hotel & ground transportation)
TOTAL Cost of Trip to Each Student	\$ 1000.00*	*food/entertainment not included

SIGNATURES

Teacher [Signature] Date 3/20/19

Dept. Head [Signature] Date 3/21/19

Principal [Signature] Date 3/25/19

Comments _____

Assistant Superintendent [Signature] Date 3/27/19 Approved Not Approved

FBLA National Leadership Conference

June 29th – July 2nd 2019

at Henry B. Gonzalez Convention Center San Antonio, TX

This conference will provide students with the opportunity to compete at the national level in their selected events. All students who qualified to attend have already placed in the top 4 at the CT Leadership Competition earlier this month. Students will have the opportunity to visit exhibits for information about fundraising opportunities, colleges and the latest technology. They will also get to network with other future business leaders, hear from inspirational keynote speakers and attend cutting edge workshops to help them better themselves and our Southington High School chapter.

Basic Itinerary:

Opening Session 6/28

Competitive Events & Workshops 6/28 – 7/1

Award of Excellence Program 7/2

Travel Arrangements:

We have not booked flights yet. We are waiting for BOE approval for the trip. We are considering flights out of JFK and Hartford into San Antonio. We are trying to keep the cost of the flight, ground transportation and baggage at no more than \$500 per student.

We have booked 3 rooms (1 for advisor, 1 for 4 female students, 1 for 2 male students) at the Crockett Hotel in San Antonio. The hotel is located within minutes of the Convention Center and the Riverwalk, which offers many dining options and entertainment for the students. The hotel offers free breakfast, free WiFi and is very conveniently located so we will save on transportation costs. The total cost for 5 nights is \$340 per student.

Registration:

There is a registration fee of \$120/student & advisor for the event.

Food/Entertainment:

We have not included food or entertainment costs into our proposal as we haven't made definite travel arrangements yet. We hope to visit The Alamo, Riverwalk and possibly the Natural Bridge Caverns.

Fundraising:

The students have already begun fundraising to help offset the cost of 1-2 advisors coming with them on the trip. (\$2000+) We are also reaching out to local businesses to try and get some additional donations to use to assist in lowering the cost for each individual student.

Attendees:

As of today, we have 8 students interested in attending. 6 would be traveling with Mrs. Cooney, Advisor and 2 would be traveling with their families. There is potentially one other student who may decide still to attend.

**Southington High School
Cross Country
Lehigh Invitational
Lehigh University and Hershey Amusement Park
Philadelphia, PA
October 4 -6, 2019**

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 3/1/19

Out of State: Yes No

Overnight: Yes No

Miles Round Trip: 538

SOUTHINGTON HIGH SCHOOL CROSS COUNTRY 10-4-19 TO 10-6-19
School Class/Group Date of Trip

Name and Address of Destination LEHIGH UNIVERSITY AND HERSHEY AMUSMENT PARK

Reasons for Field Trip COMPETE AT THE LEHIGH INVITATIONAL

Itinerary (attach if needed) _____

Departure Date/Time 10/4/19 2:30 P.M. Return Date/Time 10/6/19 8:00 P.M.

of Students 30-40 # of Teacher/Chaperones 2-3 COACHES # of Buses 1 COACH BUS

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

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

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

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

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$7240	INCLUDES COACH BUS, HOTEL, NATIONAL PARK TOUR GUIDE AND SOME MEALS; ENTRY FEE
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$0)	
BALANCE	\$7240	
Student Contribution		
Transportation	\$3450	30 Students @ \$115 PP
Entrance Fees, Room & Board	\$3960	30 Students @ \$132
TOTAL Cost of Trip to Each Student	\$247	DOES NOT INCLUDE INCIDENTALS AND SOME MEALS

SIGNATURES

Teacher [Signature] Date [Signature] 4/1/19
 Dept. Head [Signature] Date 4/11/19
 Principal [Signature] Date _____
 Comments _____

Assistant Superintendent [Signature] Date 4/12/19 Approved Not Approved

Board of Education Approval*** YES NO Date _____

Lehigh/

Friday, 10/4/19

- 2:15 Depart SHS
- 7:00 Arrive at Hotel in vicinity of Lehigh Univ (219 miles)

Saturday, 10/5/19

- Race midday – Time TBD
- Return to Hotel to shower and have dinner

Sunday

- AM Long Run
- Shower at Hotel
- Depart for Hershey

Hotel address – Four Points by Sheraton – Airport, 4101A Island Ave, Philadelphia, PA 19153

Course address – Belmont Plateau, Army Rd. Philadelphia, PA

Southington High School
World War II in England and France
Grades 9 - 12
April 8-10, 2020 – April 15-17, 2020

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 1/11/2019

Out of State: Yes No

Overnight: Yes No

Miles Round Trip: Approximately 3,459

<u>Southington High School</u>	<u>Grades 9,10,11,12 students interested in foreign travel</u>	<u>April Vacation 2020 (4/10/2020)</u>
School	Class/Group	Date of Trip

Name and Address of Destination Name of EF Tour: World War II in England and France

Reasons for Field Trip To provide students with opportunity to explore the culture and history of Western Europe during the second World War from a multicultural and interdisciplinary perspective.

Itinerary (attach if needed) _____

Departure Date/Time Depart: between 4/8-10/2020 Return Date/Time return between 4/15/2020-4/17/2020

of Students (est.) 20 # of Teacher/Chaperones 1 chaperone for every 6 students # of Buses 1

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

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

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

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

COST AND FINANCING

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
		EF tour price \$2,795.00
		Insurance- approximately \$150.00
		Bus to U.S. airport \$60.00
		Tips for tour guide & bus driver \$90.00
		added excursion \$75.00
TOTAL Anticipated Cost of Trip	<u>\$3,170.00</u>	
Board of Education Contribution	<u>\$0</u>	
Other	<u>\$0</u>	
Fundraising Activity	<u>(\$0)</u>	Once we are able to discuss this trip with students, we will gage interest in appropriate fundraising.
BALANCE	<u>\$55,900.00</u>	Estimated cost based on approximate number of students
Student Contribution		
Transportation	<u>\$1,200.00</u>	20 Students @ \$60.00 for bus to & from U.S. airport
		20 Students @ \$55,900.00 cost includes a round trip plane ticket, motorcoach transportation on tour, 8 overnight stays in hotels, breakfast & dinner daily, entrance fees: Churchill War Room, Imperial War Museum, Bletchley Park, Royal Air Force Museum, Portsmouth D-Day Museum, Ferry to Caen, Caen Memorial, Utah Beach D-Day
Entrance Fees, Room & Board	<u>\$2,795.00</u>	

Museum, Notre Dame, LES INVALIDES, Full-time tour director and sightseeing tours by local guide (2)

Estimated cost based on approximate number of students

TOTAL Cost of Trip to Each Student \$ 3,170.00

SIGNATURES

Teacher Jahn (D) Linnell Date 3-19-19

Dept. Head Heather M Allenback Date 3-19-19

Principal [Signature] Date 3/25/19

Comments _____

Assistant Superintendent [Signature] Date 3/27/19 Approved Not Approved

Board of Education Approval*** YES NO Date _____

***Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field trips. The district will make every effort to secure financial assistance for those students whose families have demonstrated financial hardship and are unable to afford the cost of the program.

The Board of Education will not be responsible for any student who participates in a travel study program that the Board of Education has not specifically approved.

Itinerary

Depart Southington for overnight flight to England between April 8-10, 2020

Day 1 – London

Day 2 – London

Day 3 – London

Day 4 – Portsmouth/Normandy

Day 5 – Normandy

Day 6 – Paris

Day 7 – Paris

Day 8 – Department for home and arrive between April 15-17, 2020

Curricular Connection to Central Europe

Berlin, Prague, Krakow, and Budapest

Student travel expands world views through firsthand experiences. It allows students to learn beyond the classroom, which pushes them to get out of their comfort zone and to gain a new perspective on other cultures, language and environment. Travel teaches students appreciate different and diversity. This trip will provide students with a better understanding and appreciation for former communist countries. They will have the opportunity to witness a completely new way of life. Global travel also enhances a student's college application.

EF description of the tour:

"Students will travel through the Iron Curtain and World War II to Gothic cathedrals and ancient cities. Berlin mixes historical significance, rich culture and an exciting cosmopolitan energy. Prague, which escaped the bombs of World War II, woos you with old-world charm. And in Krakow and Budapest, two of Europe's most underrated cities, architectural gems await around every corner"

NCSS Thematic Standards:

NCSS #1: Culture
NCSS #3: People, Places, and Environment
NCSS #5: Individuals, Groups, and Institutions
NCSS #6 Power, Authority, and Governance
NCSS #9: Global Connections

Grade 10 World History

Unit 6: World War II

Established Goal: The students will understand that the failure of the Treaty of Versailles caused the rise of Totalitarianism and World War II. World War II is actually two wars with a common goal, world dominance, Japan and Germany both desire to dominate their own half of the globe.

The Potsdam Conference, where the postwar fate of Germany was decided by the Big Three (Joseph Stalin, Harry S. Truman, and Winston Churchill). On July 26, 1945 the leaders issued a declaration demanding 'unconditional surrender' from Japan.

Tour will include a half-day excursion to Potsdam, Germany, where the postwar fate of Germany was decided at the 1945 Potsdam Conference.

Content Vocabulary:

- Big Three
- Unconditional surrender
- A-bomb
- Axis
- Allies

Essential Question:

How did WWII alter the world's power structure?

Grade 10 World History

Unit 8: Cold War

Establish Goal: Students will understand that the Cold War was an extension of the relationships developed during WWII and that it was driven by the mutual political economic, social and military competition that existed between the United States and the USSR in the post-war years.

Students read primary source: Kennedy at the Berlin Wall "*Inch bin cin Berliner*"

Content Vocabulary:

- Cold War
- Berlin Wall
- Iron Curtain
- Containment

Tour includes: Guided tour of Berlin, Germany

- Brandenburg Gate
- Remains of the Berlin Wall
- Checkpoint Charlie

Grade 10 & 11 U.S. History Chapter 6 WWII

Established Goal: Students will understand that the United States including its military forces and its civilian population succeeded along with the Allies to defeat the Axis powers in Europe and the Pacific.

- Enduring Understanding: Students will understand that totalitarian states around the world threatened democracy around the world, which led to U.S. assuming its role as a super power by becoming involved in World War II.

Content Vocabulary:

- Allies
- Axis
- Big Three (Churchill, Roosevelt, Stalin)
- Truman
- D-day
- VE Day
- United Nations
- Potsdam Conference

Skills:

Students will be able to compare maps from different times during the war and make inferences based on maps (1939-1942-1945)

U.S. History Chapter 7 -The Post War

Established Goals: students will understand that after WWII the U.S. emerged as a superpower. A new rivalry with the Soviet Union impacted both foreign and domestic policies and drew the U.S. into a prolonged entanglement with world affairs, unrepresented a time of prosperity and stability along with cultural changes that showed societal unrest.

Content Vocabulary:

- Iron Curtain
- Cold War
- Berlin Airlift
- Stalin

Essential Question:

How did the United States lead the world in the battle against Communism?

Tour includes:

- Guided tour of Auschwitz-Birkenau Memorial and Museum
- Guided tour of Kraków, Poland
- Walking tour of Dresden, Germany
- Walking tour of Berlin, Germany
- Guided tour of Budapest
- Guided tour Prague

Understanding by Design

Grade: 9 Civics Unit 1: Government and Economic Systems

Established Goal(s): *Students will understand that society needs order, laws, and consequences which lead to the development of different types of governments and economic systems.*

Content Standard:

- Standard #5 – Identify knowledge of U.S. government compared to others.
- Standard #8 – Understand and analyze how international relations impact political and economic systems.
- Standard #9 – Identify and analyze characteristics of government in various world regions.
- Standard #14 – Identify various economic systems and compare them to the U.S.
- Standard #15 – Analyze pros and cons of different economic systems.

Performance Task(s):

EQ: What are the strengths and weaknesses of the three major economic systems?

Students participate in a Communism/Capitalism Game

- Students will firsthand experience the three economic systems (capitalism, socialism, and communism) The classroom will transform into a marketplace for 3-5 school days, in which the students will practice the ideologies and functionalities of the three economic systems.
- Read outside sources related to different types of governments and economic systems
- Complete a "Types of Governments" Chart
- Create an Economic Brochure

Connections to other disciplines:

Math:

- Students will convert U.S. currency to Euro
- Students will budget money for souvenirs
- Weight/measurements, temp

Business:

Course: Business Communication: Grades 11-12

- Students will communicate nonverbally in an international environment given a specific situation.

World Language:

ACTFL Standards Interpretive (Reading, Listening, Viewing)

- Standard 2.1 and 2.2 – compare and reflect on products, practices, and/or perspectives of the target culture(s). Germany, Poland, Hungary, Czech Republic



Educational Tours

GLOBAL EDUCATION PROGRAM 2019-2020

WWII in England and France

Prepared for: Karen Cavanaugh
Southington High School
3/27/2019

Your partner in global education

As the **World Leader in International Education**, we've partnered with educators around the world for over 50 years to help students gain new perspectives and build skills for the future through experiential learning. We provide a range of travel programs—Educational Tours, Language Immersion Tours, Service Learning Tours, Global Student Leaders Summits and Custom-Designed Tours—that help prepare students for the future by teaching them more about the world, themselves, and their place in the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Understand new people, places, and cultures
- Discover more about themselves
- Grow more confident and independent

When students grow in these ways, they become more curious, more open-minded, and more excited about the future.

What we'll cover in this document

PAGE	
1	Your partner in global education
2	Our commitment to education
3	Our commitment to safety
4	We'll handle the details
5	A day-by-day look at your tour
6-7	What your hotels will be like
8	What your meals will be like
9	Price details
10	Important final details

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Our commitment to education

We believe the best way to help students gain new perspectives and build skills for the future is through experiential learning.

Accreditation

EF is accredited, just like your school, and recognized by the following regional, national and international organizations: Middle States Association of Colleges and Schools (MSA-CES); Western Association of Schools and Colleges (WASC); Southern Association of Colleges and Schools (SACS-CASI) North Central Association (NCA-CASI); National Council for Private Schools Accreditation (NCPSA); and Accreditation International (AI).

A standard of excellence

Our educational travel programs bring to life the knowledge and skills that are called for in many education initiatives, including:

- Partnership for 21st Century Skills (P21)
- International Baccalaureate – PYP, MYP, Diploma, IBCC
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Global Competence Criteria—defined by the Asia Society and Council of Chief State School Officers
- Global Connection Standards in the National Curriculum Standards for Social Studies
- Culture and Connections Standards in the Standards for Foreign Language Learning
- Standards of Professional Learning—defined by Learning Forward

weShare: Personalized Learning

Every tour comes with weShare, a personalized learning experience powered by students' curiosity. Using EF's guided learning model, students use their strengths to investigate an issue or topic that inspires them. They reflect on what they've learned through a post-tour project that gives even more meaning to travel—and can earn them academic credit.

Earning credit

Students can earn credit by traveling on an EF tour and completing required coursework. We offer choices, so you can find the credit option that best fits you and your students' needs.

- Students in grades 6-12 can earn high school credit with weShare, EF's personalized learning experience, by developing an essential question to investigate on tour and creating a post-tour project. Successful course completion will earn students 0.5 elective high school credits.
- Students in grades 9-12 can earn university credit by completing a series of assignments and a final research project with EF's university partner, Southern New Hampshire University. Successful course completion will earn students 3.0 university credits.

Accredited by:



Our commitment to safety

Our demonstrated commitment to safety and risk management is proven with our preventative procedures and extensive measures taken to ensure each traveler's safety.

Worldwide presence

As the largest international student travel organization, we have 500 schools and offices in more than 50 countries worldwide. With 37,000 EF staff and teachers around the globe, we're accessible wherever and whenever you need us.

Global Liability Insurance Plan

- All EF Group Leaders are covered for the duration of their EF educational tour.
- EF's Commercial General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A-.
- Group Leaders and their schools are covered by our \$50 million liability policy and customer payments are protected by a \$1 million customer protection plan.
- EF's Global Liability Insurance Plan allows for schools and districts to be added to the policy by written agreement. EF can provide a certificate of insurance that details coverage.

Global Travel Protection Plan

Designed specifically with EF travelers in mind, teachers may add this comprehensive and affordable protection plan to their tours.

EF's Peace of Mind Program

We understand that plans can change due to unforeseen circumstances. EF provides an exclusive Peace of Mind program to account for such situations. This program is automatically included for all travelers and can be enacted at the group level for any reason, including terrorism or other world events. Your Group Leader may choose from the following options:

45 days or more prior to departure

- Change the travel dates of your group's current tour
- Work with EF to modify your group's current tour or find a new tour
- Cancel your tour and all travelers will receive a transferrable travel voucher

44 days or less prior to departure

If any location(s) included in the group's tour itinerary is designated as a Travel Advisory Level 3 or 4 by the U.S. Department of State, your Group Leader may still choose any option from the section above.

Highly respected in the industry by:



We'll handle the details

As your educational travel partner, we work with teachers, students and parents to ensure a seamless experience—before, during and after tour. In other words, we're with you every step of the way.

BEFORE TOUR

Support Team and resources

Dedicated Tour Consultants guide teachers through the planning process, while Local Representatives from your area work face-to-face to provide support. We give teachers their own personal tour website with helpful tools to share tour information, manage deadlines and more. In addition to online resources, we also provide an array of printed materials for teacher, students and parents.

International Training Tours

Ensuring teachers are fully prepared to lead an EF tour is our commitment to your school community. Through our blended learning model, all first-time EF Group Leaders receive complimentary international training. Conducted by EF personnel and experienced EF Group Leaders, the program includes online, classroom and experiential learning components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

Traveler account management

Our knowledgeable and friendly Customer Service Representatives help travelers and their parents with all billing transactions, protection plans and tour activity questions. We also offer flexible and convenient payment options that allow parents to choose when—and how—they want to pay.

WHILE ON TOUR

Everything is included

This all-inclusive global experience makes it easy for teachers and students to explore the world. From flights and hotels to most meals and experiential activities, we take care of every detail so travelers can focus on the experience.

Guided travel

A personal bilingual Tour Director stays with your group 24/7. They handle every on-tour detail to ensure a smooth travel experience while also providing unique local insight. Expert local guides, meanwhile, share their knowledge of history, art, architecture and more during guided tours.

AFTER TOUR

Program development

We'll work with you to build a travel program at your school so even more students have the opportunity to experience the world.

A day-by-day look at your tour

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2019

Decision Requested x Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Southington High School Graduation Date

Summary of Issue: The high school graduation date is traditionally set once the last day of school is determined.

Background: The Southington Pubic Schools were closed 2 days due to the weather (see attached list).

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: To approve Thursday, June 13, 2019 as the date for the Southington High School graduation ceremony pending no additional school closings occur.

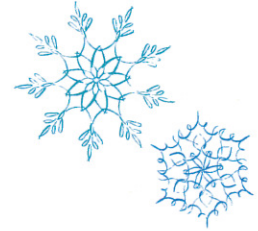
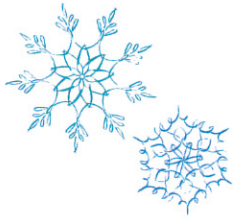
Title of Attachments

1. 2018-2019 School Closings / Delays
2. 2018-2019 End of the Year Dates



Signature of Superintendent of Schools

**Southington Public Schools
School Closings or Delays
2018-2019 School Year**



Date	Cancellation	Delay	Unplanned Shortened Day
8/30/18			X Elementary Only Due to Heat
9/4/18			X Elementary Only Due to Heat
9/6/18			X Elementary Only Due to Heat
11/16/18		2 Hour Delay	
1/22/19		2 Hour Delay (Ice)	
1/30/19		2 Hour Delay (Ice)	
1/31/19		2 Hour Delay	
2/12/19	X Snow		
2/13/19		2 Hour Delay (Ice)	
2/21/19		2 Hour Delay (Ice)	
3/4/19	X Snow		

Southington Public Schools 2018-2019 END OF YEAR DATES

Event	Date	Place	Time
Profiles in Professionalism	**		
Training for Tomorrow Breakfast	**		
Volunteer Luncheon	**		
Academic Awards Program	May 8, 2019	SHS Auditorium	7:00 pm
Scholarship Awards Program	May 16, 2019	SHS Auditorium	7:00 pm
SHS Military Enlistees Luncheon	May 22, 2019	Municipal Center	12:00 noon
Make My Day Breakfast	May 24, 2019	Atrium	Approx. 8:00 am
Top 10 Scholars Luncheon	May 29, 2019	SHS Corner Cafe	11:30 am
Youth Honor Day	June 4, 2019	8:30am- Room A201 Lunch at Corner Cafe	8:30-11 am 11:30 lunch
Top 25 Recognition (UNICO)	June 5, 2019	Aqua Turf Club	6:15 pm
SHS Retirement Reception (Sunshine)	May 29, 2019	TBD	TBD
Class of 2019 Commencement	*June 13, 2019	Municipal Turf Field (indoors if inclement weather)	5:30 pm

**Tentative date pending no additional school closings.*

*** Due to budget cuts these events will not occur.*

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date April 25, 2019
Decision Requested _____ Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Mid-Year Report on Superintendent's Goals for 2018-2019

Summary of Issue: Progress continues in each one of the Superintendent's Goals.

Background: Objectives were developed between the Board of Education and the Superintendent of Schools on November 8, 2018.

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: The attached is an update of the Superintendent's Goals for 2018-2019.

Title of Attachment

1. Mid-Year Report on Superintendent's Goals 2018-2019

Timothy J. Connellan

Signature of Superintendent of Schools

SOUTHINGTON'S VISION OF A GRADUATE

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.



SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan
Superintendent of Schools*

770

MEMO

To: Board of Education Members
Date: April 25, 2019 Update
Re: Superintendent's Goals 2018-2019

Attached you will find for your review, a summary update of my goals for the current school year. I retained the format of separating the work into the five categories of **Teaching and Learning; Facilities; Technology; School Safety and Security and Budget-Fiscal**. In addition, I retained the convention of using the blue text enhancement in the outline that was uploaded to the portal. I have attached that outline with this memo for your convenience. The year-end update will be added to the outline in red as in the past.

Teaching and Learning

As you may recall from previous discussions, we are engaged in a multi-year process of transforming teaching and learning in the Southington Public Schools. Southington's Vision of a Graduate, 21st Century Skills, and Systemic Transformation has continued to be the focus of our work this year and will be for many years to come.

The work this year with administrators and teachers has involved facilitating the development of "Student B", "Teacher B and Leader B" (see attached from my original goal submission). We have systematically engaged the seven strategies for creating and sustaining the district vision. To continue building capacity, the Administrative Leadership Team (ALT) engaged in an ongoing series of professional learning activities as a group, facilitated by members of our core Team 21 cohort. The ALT engaged in activities that focused on aspects of the 4C's including exercises designed to acquire and enhance skills necessary to observe and document evidence of practices in the classroom that embodied one or more of the 4C's. In addition to the ALT group didactic experiences, members of our core Team 21 cohort paired with building administrators for brief observations and used the Administrator Calibration Tool to discuss and reflect on classroom practices. Some of this work has been transferred and adopted by Instructional Learning Teams and by individual staff members. In fact, in at least one of schools, staff members began to request that the use of a focus on one or more of the 4C's be included in their Student Learning Objectives or Observations of Professional Practice, both of which are elements of the formal Educator Evaluation Process. Growth in this area is slow but steady. As more of our building instructional leaders become comfortable with

the concepts and practice, more teachers are encouraged to learn about and use the rubrics for the 4C's. The district-wide and building based activities planned by the Professional Development and Evaluation Committee reflected this need to a greater extent this year and were incorporated as appropriate throughout the year. The recent presentation for the Board regarding the pilot use of the Learning Management System is one example of expanding professional practice in this area. Evidence of incorporating the 4C's in the work is part of the staff presentations for the Curriculum and Instruction Committee where continued work on the macro-curriculum and the micro-curriculum is clearly in evidence. Capacity building takes time. As we have all learned, it continues essentially during each the seven steps of transformation at least to a certain degree.

The elementary time study continued to move toward completion. Some of this work has been delayed simply due to the need to use the funds that would be required for substitutes and professional development in other areas. As we all know, our budget is lean this year and it has been necessary to be very conservative with any expenditures.

The Board of Education Personnel and Policy Committee has been extremely busy and productive. I did not include examples in the outline of all the work accomplished. The evidence appears almost at every Board meeting. Administrators and the PDEC have explored alternative methods to provide the type of feedback and support that will align with systemic transformation while meeting state guidelines. A small team met with State Department of Education representatives on this specific issue. The meeting was very encouraging and the next PDEC meeting on May 7th will this issue on the agenda for further discussion.

Facilities

The next phase report of the work completed by Milone and McBroom is in a draft form at this point. The intent is to have representatives from M&M present the findings to the Board, perhaps as soon as the first Board meeting in May.

Technology

Instructional Technology and Information Technology are the two terms that we have started to use to describe the use of technology in the classroom and the use of technology for other purposes including technology infrastructure. The ongoing work on the infrastructure side continues to pay dividends in terms of connectivity, especially at Southington High School. The summer of 2019 will see additional enhancements in that building, especially in terms of wireless access.

There is a clear and structured focus on the instructional technology side of teaching and learning that simply did not exist in previous years. The example provided to the Board of the pilot program for Canvas, the Learning Management System is one example. In addition, the Technology Committee thoroughly researched and recommend an appropriate alternative to the current district database. Actions necessary to complete the transition from the current database to the new database are underway currently.

SOUTHINGTON'S VISION OF A GRADUATE

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School Safety and Security

School safety and security has been an ongoing focus. The Interagency School Safety Committee continues to meet monthly. At the outset of the school year, the School Safety and Security Plans were reviewed, revised as appropriate and submitted to the state as required. The District applied for reimbursement from the State for funds expended on specific school safety projects and equipment. To date, there has not been a response from the state to that application. Much of the plan for implementing necessary improvements to school security is embedded within the reimbursement grant and some items are included in the operating budget. This continues to be a tremendous partnership between and among the Southington Public Schools, Police Department, Fire Department and Emergency Management Services/Health Department. Just recently the YMCA has been added as a partner as well. As you may know, the programs on the Y's main campus serve about two hundred students who will enter the public schools in one or two years. In addition, approximately five hundred SPS students participate in before or after school programs run by the YMCA and housed in SPS buildings. Also, approximately six to seven hundred students attend Camp Sloper during the summer months. It seemed a logical extension of the work and in the best interest of students to expand the collaboration to include the YMCA.

Budget-Fiscal

Preparing a budget for fiscal year 2019-2020 was a major challenge. It continues to be a challenge given what we know today regarding potential allocations.

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Update April 25, 2019

SOUTHINGTON PUBLIC SCHOOL DISTRICT

Office of the Superintendent

SOUTHINGTON'S VISION OF A GRADUATE

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.

I. Teaching and Learning

A. Education for 21st Century Skills – Systemic Transformation

1. Continue to build on the work surrounding the adoption of Southington's Vision of a Graduate and Systemic Transformation. The overarching goal is for the system to facilitate the development of "Student B". In order to do so, the system must facilitate the development of "Teacher B" and concurrently, "Administrator B".
2. Use as appropriate, elements of the Seven Strategies for Creating and Sustaining a District Vision: *Adopt a Vision, Create Community Consensus, Align the System, Build Professional Capacity, Focus Curriculum and Instruction, Support Teachers, and Improve and Innovate*. Note that these strategies are not sequential, can be implemented simultaneously at times and will be ongoing through the transformation process.
3. Continue to Build Professional Capacity of administrators, teachers and staff to facilitate the introduction and implementation of 21st Century Skills in the classroom in all areas identified as components of the Southington Vision of a Graduate. Building professional capacity will be ongoing. This is a continuation of a multi-year effort.
 - a) Continue to engage the Administrative Leadership Team, faculty and staff in didactic and reflective professional development regarding 21st Century Skills.
 - 1) Administrative Leadership Team professional learning opportunities.
 - i. Ongoing professional learning sessions: 9-21-19, 10-19-19, 1-18-19, 2-22-19, 3-22-19; scheduled 4-26-19, 5-24-19
 - 2) Use of the Administrator Calibration Walk tool.
 - i. Ongoing – at least once in all schools to date

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Update April 25, 2019

- b) Specific professional development opportunities will be reviewed and coordinated through the Southington Professional Development and Evaluation Committee (PDEC).
 - 1) PDEC meetings to date: 10-24-18, 1-29-19; scheduled 5-7-19
 - 2) Encourage and facilitate reflective practice through the use of Instructional Learning Teams at the building level.
 - i. Ongoing, varying by building and team
 - 3) Engage members of Southington's professional staff through interactive discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
 - i. Team 21 meetings ongoing 11-2-18, 12-5-18, 12-14-18, 1-16-19, 3-15-19
 - c) Continue to engage the Board of Education and the Curriculum and Instruction Committee of the Board in active discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
 - 1) Continue staff presentations and discussions at Board of Education meetings and/or Curriculum and Instruction Committee meetings.
 - i. Ongoing faculty presentations at C&I meetings as appropriate.
 - ii. Presentations at BOE meetings 3-28-19
 - d) Extend the discussions regarding 21st Century Skills and Southington's adopted Vision of the Graduate.
 - 1) Facilitate the use of student voice through student organizations and student leaders
 - i. Ongoing
 - ii. Develop the infrastructure to begin post-graduation follow-up surveys of students
 - 1. In progress, new data warehouse to come on line in 2019-2020
 - 2) Continue meeting with Parent Teacher Organizations
 - i. Completed - throughout course of the year
4. Continue to Align the System
- a) In conjunction with other professional staff and the Curriculum and Instruction Committee, continue work on developing the Macro and Micro-Curriculum in specific content areas.
 - 1) Ongoing by course at secondary level; ongoing meetings Assistant Superintendent and Content Area Coordinators 9-28-18, 10-26-18, 11-16-18, 12-14-18, 1-18-19, 2-15-19, 3-22-19

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Update April 25, 2019

- b) In conjunction with other professional staff, complete the next phase of the elementary time study.
 - 1) Delayed start due to funding constraints (substitute coverage), but ongoing
 - c) In conjunction with the Personnel and Policy Committee, facilitate the review and revision of the Board of Education Policy manual.
 - 1) Ongoing, new or revised policies brought to the Board
- B. Introduce and explore alternative methods to offer feedback and support within the Teacher and Administrator Evaluation Process
- 1. Implement additional professional development for the Administrative Leadership Team and the District Professional Development and Evaluation Committee.
 - a) Ongoing in-district; 3-26-19 meeting with State Department of Education staff
 - 2. Continue discussion and work with PDEC regarding changes necessary to the existing Evaluation and Support Plan.
 - a) PDEC Meetings 1-29-19; scheduled 5-7-19
 - 3. Explore options of the required Evaluation and Support Plan
 - a) See number 2 above

II. Facilities

- A. In collaboration with Milone and McBroom, complete both Phase II of the comprehensive school enrollment study.
 - 1. Disseminate the results of Phase II of the comprehensive school enrollment study to parents, Town Officials and other members of the community.
 - a) TBD – tentatively scheduled M&M for Board presentation 5-9-19
- B. Continue to collaborate with Town officials on the further development of the Town of Southington Capital Improvement Plan.
 - 1. Completed for 2019-2020, but ongoing for future needs – five year plan
- C. Reconvene the Civil Rights Committee to review responses from the State Department of Education regarding the issues raised by the State Department of Education relative to the Title IX of Southington High School.
 - 1. Review the State's response.
 - a) No response from State regarding last submission
 - b) Spring meeting of SPS Operations and SHS staff TBD
 - 2. Create a plan for the next steps in addressing issues that have not yet been resolved.
 - a) Each item on the list is being addressed incrementally starting with the interior of the building

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Update April 25, 2019

III. Technology

A. Facilitate the work of the District-wide Technology Committee and Technology Department.

1. Continue work on an evolving vision for the use of technology in the district, in concert with the Vision of the Graduate, e.g. consideration of implementing 1:1 student devices and the infrastructure necessary to support that effort.
 - a) Ongoing, District Technology Committee meetings 9/27/18, 10/25/18, 1/31/19, 2/28/19, 3/28/19, 4/25/19
2. Facilitate the pilot of the Learning Management System for the district.
 - a) Ongoing at specific schools
 - b) Presentation to BOE 3-28-19
3. Research and recommend an appropriate alternative to the current district database, given the choice of Learning Management System.
 - a) Completed
 - b) Database anticipated online for 2019-2020 school year

IV. School Safety and Security

A. School Safety and Security Plan

1. Reconvene the Interagency School Safety Committee to review adjustments, if any to the School Safety and Security Plans.
 - a) Review and discuss necessary adjustments with appropriate Town partners.
 - 1) Completed through the School Safety and Security Interagency Committee 8-22-18, 9-26-18, 10-24-18
2. Report on adjustments to Board of Education by November 1, 2018
 - a) Completed 10-25-18
3. Submit required components of the School Safety and Security Plan to State
 - a) Completed 10-31-18
4. Submit required components of the School Safety and Security Reimbursement Grant
 - a) Completed 11-28-18

B. Develop an Interim Strategic Plan for implementing necessary improvements to school security.

1. Completed - Embed within School Safety and Security Reimbursement Grant and Operating Budget

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Update April 25, 2019

V. Budget – Fiscal

- A. In collaboration with the Administrative Leadership Team develop a budget proposal that will support the continued improvement of all programs and services under the jurisdiction of the Southington Public School System.
 - 1. By November 16, 2018, meet with all members of the Administrative Leadership Team to review submitted budget requests.
 - a) Completed – October 22, 2019 through November 15, 2019
 - 2. By December 13, 2018, establish the funding priorities for ongoing and proposed programs and services.
 - a) Completed – December 6, 7, 13, 2019
 - 3. On or before January 3, 2019 prepare the Superintendent's Proposed Budget for review and discussion at the Board of Education Budget Workshops.
 - a) Completed and distributed to Board members
- B. Continue to explore ways to leverage cooperation and collaboration between and among other school districts or Regional Education Service Centers.
 - 1. Ongoing – Consortium purchases, RESC contracts, Farmington Valley Diagnostic Center (special education), also continued and consistent collaboration with the Municipal side of Town Government through the Operations Department and Human Resources Department.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2019

Decision Requested X Agenda Code 10.d

AGENDA REPORTING FORM

Agenda Topic 2019 - 2020 Healthy Food Certification

Summary of Issue: Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE's Connecticut Nutrition Standards. For the 2019-2020 school year, the state requires the HFC Statement to be part of the CSDE's Online Application and Claiming System for Child Nutrition Programs. The Board of Education must vote at a Board meeting whether to implement the healthy food option or not by June 30, 2019 and the Board meeting minutes are to be uploaded on the HFC application module. There is no ED-099 form to be signed by the Board Chairman as in the past.

Background: The Board of Education has participated in the Healthy Food Certification Program in 2014-2015, 2015-2016, 2016-2017, 2017-2018 and 2018-2019.

Alternative Strategies: To not participate in the program.

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

Beginning Date of Program or Project: July 1, 2019

Ending Date of Program or Project: June 30, 2020

Recommendation or Comment: (Two Motions needed)

- 1) Move to participate in the Healthy Food Certification program for the 2019-2020 school year.
- 2) Move that the board will allow exemptions for food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: a) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; b) the sale is at the location of the event; and c) the food items are not sold from a vending machine or school store.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2019

Decision Requested X Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Adoption of 2020 Board of Education Meeting Dates

Summary of Issue: The Board of Education annually adopts their regular meeting schedule for the ensuing year at this time.

Background: Board of Education Policy #9321 indicates that meetings are held on the second and /or fourth Thursday of each month at a time to be determined and at the established Board meeting place (see attached Board Policy #9321).

Alternative Strategies: Modify the schedule.

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

Beginning Date of Program or Project: January 2020

Ending Date of Program or Project: December 2020

Recommendation or Comment: Recommend that the proposed schedule of regular Board of Education meeting dates for 2020 be approved.

Title of Attachments

1. 2020 Regular Board Meeting Dates
2. Board of Education Policy #9321

Timothy J. Connellan

Signature of Superintendent of Schools

**Southington Public Schools
BOARD OF EDUCATION**

2020 BOARD REGULAR MEETING DATES

7:00 p.m.

**John Weichsel Municipal Center
200 North Main Street
Southington, CT**



January 9, 2020

January 14, 2020 (Budget Workshop)

January 16, 2020 (Budget Workshop)

January 23, 2020

February 27, 2020

March 12, 2020

April 23, 2020

May 14, 2020

May 28, 2020

June 11, 2020

June 25, 2020

August 13, 2020

September 10, 2020

September 24, 2020

October 8, 2020

October 22, 2020

November 12, 2020

December 10, 2020

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings**

All meetings of the Board of Education shall be conducted in compliance with Public Act 75-342, Sec. 6 (An Act Concerning Freedom of Information).

1. **Regular Meetings** – Regular meetings of the Board of Education shall be held on the second and/or fourth Thursday of each month at a time to be determined and at the established Board meeting place. At a minimum, one (1) meeting date per month will be set by the Board. Meeting dates, times, and places may be changed at the discretion of the Board.
 - a. Regular meetings will be classified as either *Committee of the Whole ~ Operations* or *Committee of the Whole ~ Instruction*. The classification will be indicated on the agenda within the meeting posting. The order of business for each is specified in number 8 within policy 9321.
 - b. The schedule of regular meetings of the Board of Education for the ensuing calendar year shall be filed with the Town Clerk no later than December 1 of each year, and no such meeting of the Board shall be held sooner than thirty (30) days after such schedule has been filed.
2. **Special Meetings** – Special meetings of the Board of Education shall be called by the Chairperson upon written request of three (3) of the members or whenever deemed necessary by the Chairperson. The call shall state the purpose of the meeting and no other business shall be transacted. Special meetings may not be called for the purpose of election of officers or for a vote to fill a vacancy on the Board.
 - a. Notice of special meetings shall be given not less than twenty-four (24) hours prior to the time of such meeting by posting a notice of the time of such meeting in the office of the Town Clerk. In the case of an emergency, a special meeting may be held without complying with the foregoing requirement for the posting of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such meeting.
 - b. Workshops of the Board of Education are held when it is necessary for the Board to discuss and consider, in depth, matters pertaining to Board of Education business. The Chairperson shall call workshops whenever deemed necessary or when requested by three (3) or more Board of

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (continued)**

Education members. Notice of workshops shall be given not less than forty-eight (48) hours prior to the time of such meetings by posting a notice of both the time and place in the office of the Town Clerk. The agenda will state the purpose(s) of the meeting and no other business will be transacted. The Chairperson of the Board may invite those individuals, groups or agencies that have relevant information, knowledge or experience to contribute to the discussion and to the Board's decision-making process. Other public input will be allowed at the discretion of the Board Chairperson. No formal votes will be taken during or at the conclusion of workshops.

3. **Committee Meetings** – The Chairperson of each committee will notify the Board as to the location, date, and time of all meetings. (cf 8133)
4. **Adjourned Meetings** – Any meeting of the Board of Education may be adjourned to a time and place specified in the order of adjournment.
5. **Quorum** – Five (5) members of the Board shall constitute a quorum for the transaction of business except where otherwise noted in Board policies.
6. **Parliamentary Procedure** – Robert's Rules of Order shall govern the proceedings of the Board, except when those rules are in conflict with the Board's approved policies and regulations. The Superintendent of Schools is designated as Board of Education parliamentarian.
7. **Agenda Notice** – The agenda for regular meetings of the Board of Education shall be given to all members a minimum of six (6) days prior to the meeting. Business other than that included on the agenda may be transacted by a two-thirds vote of all members present unless the subject is specifically referenced in other Board policies.

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (continued)**

8. **Order of Business** – The order of business at each regular meeting of the Board of Education shall be as follows:

Committee of the Whole - Operations

- 8.1 Call to Order
- 8.2 Pledge of Allegiance
- 8.2.1 Celebration of Excellence (as appropriate)
- 8.3 Approval of Minutes
- 8.4 Public Communications
 - a. Public
 - b. Board of Education
 - c. Administration
 - d. Student Representatives
- 8.5 Committee Reports
- 8.6 Personnel Report (as appropriate)
- 8.7 Old Business
- 8.8 New Business
- 8.9 Adjournment

Committee of the Whole - Instruction

- 8.1 Call to Order
- 8.2 Pledge of Allegiance
- 8.3 Approval of Minutes
- 8.4 New Business
- 8.5 Public Communications
 - a. Public
 - b. Board of Education
 - c. Administration
 - d. Student Representatives
- 8.6 Adjournment

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings (continued)

9. **Requests for Hearing on Transportation** – Requests for hearings on transportation must be made in writing. The Board of Education shall hold such hearing within ten (10) days after receipt of written request and shall make a finding within ten (10) days after such hearing and in accordance with regulations of the State Board of Education.

(cf. 9327 – Electronic Mail Communications)

Legal Reference:

Connecticut General Statutes

- 1-200 (2) Definitions. “Meeting”
- 1-206 Denial of access to public records or meetings.
- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
- 1-227 Mailing of notice of meetings to persons filing written request.
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 10-218 Officers. Meetings

Bylaw adopted by the Board: January 1990

Bylaw revised by the Board: April 1993

Bylaw reviewed by the Board: April 2003

Bylaw revised by the Board: March 2005

Bylaw revised by the Board: February 2009

Bylaw updated and recoded: June 22, 2017

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 25, 2019
Decision Requested X Agenda Code 10 f

AGENDA REPORTING FORM

Agenda Topic: Joseph A. DePaolo Middle School (131-0127 RNV/E/PS), Project Close-Out.

Summary of Issue: The acceptance of the Joseph A. DePaolo Middle School Renovation Project.

Background: The Educational Specifications were adopted May 12, 2011, amended August 18, 2011 and construction began on June 24, 2013.

Alternative Strategies: N/A

Cost (if applicable): Final Cost of \$43,881,836.00.

Funding Source: State 56.07% Reimbursement Rate

Beginning Date of Program or Project: June 24, 2013

Ending Date of Program or Project: Spring, 2019

Recommendation or Comment: Motion that the Board of Education accepts the Joseph A. DePaolo Middle School Project No. 131-0127 RNV/E/PS 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 April 25, 2019
Decision Requested X Agenda Code 10 g

AGENDA REPORTING FORM

Agenda Topic: John F. Kennedy Middle School (131-0128 RNV/E/PS), Project Close-Out.

Summary of Issue: The acceptance of the John F. Kennedy Middle School Renovation Project.

Background: The Educational Specifications were adopted May 12, 2011, amended August 18, 2011 and construction began on June 24, 2013.

Alternative Strategies: N/A

Cost (if applicable): Final Cost of \$44,003,152.00.

Funding Source: State 56.07 % Reimbursement Rate.

Beginning Date of Program or Project: June 24, 2013

Ending Date of Program or Project: Spring, 2019

Recommendation or Comment: Motion that the Board of Education accepts the John F. Kennedy Middle School Project No. 131-0128 RNV/E/PS 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 April 25, 2019

Decision Requested X

Agenda Code 10.h

AGENDA REPORTING FORM

Agenda Topic: Approval of MOA for UPSEU, Local 424, Unit 50, Paraeducators. ABA Therapists and EL Tutors July 1, 2019 to June 30, 2022.

Summary of Issue: The Southington Board of Education and the Southington Paraeducators / ABA's / EL Tutors (UPSEU Local 424, Unit 50 Union) have been negotiating a contract extension for a three (3) years beginning July 1, 2019 through June 30, 2022.

Background: The current Southington Paraeducators/ABA's/EL Tutors contract expires on June 30, 2019.

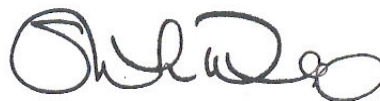
Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2019

Ending Date of Program or Project: June 30, 2022

Recommendation or Comment: Move to approve the Memorandum of Agreement between the Southington Board of Education and the UPSEU Paraeducators/ABA's/EL Tutors to extend the current contract from July 1, 2019 to June 30, 2022.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. UPSEU Para/ABA/EL Tutor MOA

2. _____
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**ELA – K-5 Units of Study For Reading &
Writing**

Sample – Grade 3 Unit

A User's Guide for *Building a Reading Life*

September/October

Benchmark Reading Level: M

Introduction

Building a Reading Life is a unit devoted to helping your third graders develop lifelong habits of strong readers, including choosing books wisely and getting a lot of reading done, keeping track of how reading is going and addressing problems along the way, learning to talk about books with others, and applying on-the-run comprehension strategies to hold onto and synthesize all the parts of the text. The comprehension skills that are highlighted in the unit include the foundational skills of envisioning, predicting and retelling, as well as strategies for tackling difficulties in texts.

This year we've marked revisions/additions to the user's guides and curriculum calendars in blue text. If you access them digitally, you'll be able to see these changes at a glance.

The biggest challenge with this unit is that you are teaching it at the start of third grade, and the start of any grade is a challenge because of the management work and the relationship work you and the kids need to do. Third grade represents a special challenge because literacy instruction in this grade represents a big step up for kids. So although the unit is clear and trustworthy, yes, you have other work to do at the same time. This write up will attempt to help with integrating that other work, and will also address ways that reading and writing units can support each other.

The other trick to this unit is keeping it to 4-5 weeks. In order to keep all your units on track, September's pacing is critical. You'll find specific suggestions in this year's User's Guide to help you with pacing. We also highly suggest you send someone from your grade team to the grade-specific getting ready day that will take place in August, which is designed to help you get off the starting block right from the first day. Know that routines and systems are taught within the unit so you won't need to pre-teach these.

At the same time that you are launching your reading workshop, you will be launching your writing workshop with *Crafting True Stories*. You will want to look for ways that you can establish routines and habits across both of your workshops so that you are not only teaching the reading and writing skills highlighted in these units, but also teaching your students how to function independently within an upper grade workshop. To get help with routines and habits, refer to *A Guide to the Reading Workshop: Intermediate Grades* and consider watching some of the classroom videos in the Vimeo album on the TCRWP website.

Prerequisites/What to Do If Students Aren't Quite Ready to Start This Unit

There are no prerequisites for this unit. Your kids can be totally new to the reading workshop and the unit will still work well. This is a unit that has been a pillar of workshop instruction in thousands of schools, and in an enormous range of schools. You can enter it with confidence that it will apply to your students.

Your students will come to you in third grade with a knowledge base about what it means to be a reader, with ideas about productive reading habits, and with skills and strategies that have (and have not) worked

for them in the past. You will embark on the unit knowing that you will build on this knowledge and propel them forward as readers in just a few short weeks, setting them up for the exciting and challenging reading work ahead this year.

In addition to writing assessments you are collecting in writing workshop, you'll also assess students' reading work in a variety of ways. To begin, you'll likely get benchmark assessment data in order to match students to book levels so as to guarantee they are reading 'just right' books. The TCRWP suggests that students who are reading on grade level at the beginning of the year in third grade are reading on Level M, so once you have information about your students' reading levels, you'll want to consider the particular instructional needs of students who are reading below or above this benchmark and the books you will need to sustain these readers.

Although the running records are essential, they are not your only source of reading data. Once kids begin keeping logs of how many minutes and pages they read, that will be crucial data.

We also recommend you conduct a performance assessment that will help you understand your students' higher level comprehension skills. This assessment is available in the digital resources connected to *Building a Reading Life*. Even if you question whether you'll have time to score kids' work and to use these assessments, you will probably want to get kids to do that assessment so that you have baseline data—something you can never again get—which you can compare against their later work to show progress. [Some teachers choose to do only one or two questions rather than the whole assessment, and we support this as you will also be giving running records, and those can give you information about how kids retell and think about characters.](#)

For more information about reading assessments, please refer to the assessment chapter in *A Guide to the Reading Workshop: Intermediate Grades* and especially to *Reading Pathways*. Both of these resources provide a wealth of information about the TCRWP's best thinking about reading assessments.

Materials/Getting Ready

The most important thing you can do to prepare for this unit is to assess your classroom library against the projected reading levels of your students. An established classroom library collection is essential to the success of reading workshop. You will find helpful information in Chapter Four. If you don't have the books you need for the readers in your classroom, this will be one of the first challenges you'll need to tackle and is part of the reason we emphasize the collection of reading level assessment data. You need to be sure that you have enough books on your students' reading levels to sustain reading volume in this and future units.

You'll also want to look ahead to the units you will teach across the year and consider the books your students will need to engage in various genre studies and club configurations. The TCRWP's Classroom Library Collection may also be a support for you—either by accessing an entire library collection or particular shelves that will supplement your existing classroom library.

Many teachers organize early sections of their libraries in order to ensure that students will have access to many titles on their "just right" levels at the beginning of the year, and keep other sections of the library closed until they have had a chance to assess students and determine additional levels needed. Similarly, many teachers choose to hold back books they know they will use later in the year in genre studies or clubs, so you'll want to look ahead with future units and students' reading growth across the year in mind.



This User's Guide assumes that you have your own set of the third grade Units of Study books and makes references to *Building a Reading Life* throughout. If you don't have this book, the guide will be of little use to you and you'll likely want to refer to the TCRWP's curricular calendars distributed in previous years. You will need your own copy of *Stone Fox* by John Reynolds Gardiner, which is available in paperback. You will also want students to have some basic supplies for reading: a notebook, a folder, and access to post-it notes of various sizes. **Many teachers find it helpful to have lined post-it notes on hand for students who have trouble fitting words on a small post-it note. You will know who these students are from their initial writing during the first few days of school.**

You'll also want to make copies of key strands of the progression that you will use across this unit—the Word Work, Fluency, Envisioning/Predicting, Retell/Summary/Synthesis, Inferring about Characters and Other Story Elements, and Analyzing Author's Craft strands of the learning progression are particularly relevant within the unit. If you have given the pre-assessment, you'll want to study your students' work and determine which skills you feel they need to strengthen most during this unit. As with any unit, you can plan to do more small groups and conferences to target these skills, and may also highlight these skills in your read aloud time, too.

Insights Gleaned From Other Teachers Who Have Taught This Unit/Special Concerns

As mentioned, pacing is especially important for this unit. We have too often seen teachers taking two months with these two units—and that will log jam the rest of the year, prevent your kids from having the time they need in nonfiction, etc. Don't do that!

We think part of the reason this unit can stretch longer than five weeks is that the beginning of the year set-up can take up too much time. While we recognize that setting up routines and management structures is important and that assessment is time-consuming, we strongly suggest you limit this unit (and the parallel writing unit) to five weeks only.

Here are some tips for helping the first unit stay on track:

- **Start the unit the first day.** The first session asks kids to consider how reading can be the best it can be for them this year and to make plans for powerful reading lives. Then, kids get started reading. This is a great community building, reading identity-building session and it also helps to establish routines. It's powerful work for the start of school.
- **Get kids reading from day 1.** If reading levels are passed from grade to grade, as we hope they are, you might decide to start kids off reading a level below the one they ended with last year, and talk up the importance of reading lots and lots of easy books quickly. As kids do that reading, you can scan the class for signs of whether those levels are too easy, just right, or too hard, while meanwhile summer rust is rubbing off. Do not stop teaching the unit so as to assess.
- **Commit to a session a day from the unit.** Use a timer to keep your minilessons to 10 minutes or less and once the timer goes off, get the students off to reading. This gives them great books and protected reading time and it gives you more workshop time that you can use to coach and confer with students, do small group work, and assess.
- **Schedule a fun celebration for the last day of the unit - and make that date public.** This doesn't mean create a project that will last over days, but it does mean that you put a date on the calendar for the day the unit will end - you let kids (and parents) know and you enjoy the culmination. It will help to have clear endpoints and to take time to celebrate to keep energy up

for the next unit. Don't worry if there seems to be a lot that kids still need. Your next unit - *Mystery* - will push kids to continue to work on developing strong comprehension in fiction.

- **Prepare to assess a bunch of kids at a time to keep your assessments time efficient.** When you assess, gather a bunch of students (say, 3-5) who you think read around the same level. Have the students bring their independent reading books and have them sit slightly apart, facing away from each other. Move from student to student assessing and have them read during any downtime. This will cut down on your time spent transitioning from student to student and as you'll know that running record very well, it will help you to be more efficient at administering that assessment.
- **Reassess your pacing by the middle of your unit - and plan for how to still end on time.** If you see your unit will be running over, ask yourself what you'd have to do to end on time. You might ask a coach or staff developer for help in knowing what content you might skip or move to a later unit.
- **Begin to set up your library for your next unit before this unit ends.** You'll likely next teach the *Mystery* unit, so before this first unit ends you'll want to gather your mystery books. You'll want to decide if you want to have two copies of a book for partnerships to read or if they will be in different books, and you'll want to begin to organize your books so you are ready to start that unit as soon as this one ends. You can see the user's guide for that unit for more tips about setting up the library.

If you find that your lessons are lasting longer than ten minutes, you may choose to cut some of the stories or examples in the connections that can take up more time. Sometimes you may need to revise the Active Engagement and move the link up so kids practice by getting started doing what you have taught, only in their own books. The mid-workshop teaching points are sometimes unnecessary—you'll sometimes see that this teaching provides opportunities to repeat and extend work from the minilesson. If you can't always tuck them into the workshop, you'll probably want to skip them rather than breaking the sessions into two days.

Having said this, we do suggest that you add perhaps two days into the unit, sprinkled according to your need, which you think of as catch up or "repertoire" days. We recommend that instead of teaching a single session and then reteaching that session on a subsequent day in order to give students time to master content, you teach a few sessions and then take a day of the workshop to teach a repertoire session. In large part this type of session is about helping students to reflect on their work, to recall what they have learned, and then to use this learning to set goals and move their own work forward.

Do keep in mind that just as you need to consider the pace of the sessions in your reading workshop, you'll also need to keep in mind the pace you set for your whole class read aloud. You will find a detailed pacing guide at the end of the "Orientation to the Unit." We suggest using *Stone Fox*, which is a particular favorite and has been a part of our community for a long time. You'll notice that the work with *Stone Fox* doesn't begin until Session 7 in Bend II. You'll see that the amount you read during your read aloud and minilesson varies from day to day, and you'll need to clearly plan the reading you will do in your read aloud vs. the reading you will do during your reading workshop minilessons.

Finally, just a word about the links between your writing and your reading units. The two units are both aiming to do similar work. They are both aiming to invite kids to take on the roles of living like richly literate (or "real") writers and readers. In that work, you must assume the job of being an inspirational mentor. As you teach specific strategies for reading (or writing), keep your larger goals in mind—you are teaching students to live lives as readers in your classroom and at home. This means that as tempting as it may be to skip over whole class teaching devoted to book recommendations (as in the mid-workshop teaching and share in Session 5), because you want to move the unit along, you need to recognize that if you skip this teaching, you might gain an extra ten minutes in the day, but you are losing key content in



terms of teaching students that readers are, above all, members of a larger community.

Similarly, when you launch reading logs, try to spin these not as requirements with an emphasis on page expectations and so forth, but instead, spin this tool as something that researchers in all fields use in order to collect data and inform decisions. Aim to add purpose and authenticity to your teaching, which will make it all the more meaningful and engaging to your students.



Bend I

In this document we map out the work that kids will be doing in this unit (not your teaching). The unit starts with lessons devoted to helping students build powerful reading lives through attention to the power of reading, the importance of reading volume, self-assessment, and goal setting. Student agency, community, and problem-solving is highlighted in this first bend of the unit. Across this first week of the unit, students will start reading, reading, reading. They will begin to track their reading volume through the use of logs, to work with partners to share favorite passages and to engage in conversations about their books—making recommendations to one another and learning to listen to one another as they read sections of text aloud, practicing their fluency. Students will also engage in self-assessment and goal setting to track their progress.

Volume matters. You'll want to see kids reading up a storm, and you'll want that reading work to be intense and alert, you can model this clearly during your read aloud time. We recommend regularly scanning students' reading logs to see that volume is high. Plan to meet with any students who are not reading at a high volume, about $\frac{3}{4}$ -page per minute, or whose volume is varying from day to day so that you can make volume one of their goals.

Part of keeping volume high is ensuring that writing about reading does not take over reading time. This has been mentioned in this User's guide in previous years but it's a huge deal and we want to be sure to draw attention to this point. Because volume is so critical, we've suggested that students do not write about their reading until Session 8, and even then it is minimal. Up to this point students simply put posts on parts they want to share. The first bend, the first unit is about reading up a storm. You might have students flag parts, but push volume of reading more than jotting.

Bend II

Once you've established some foundational habits related to reading attitudes, volume, and partnership work in Bend I, you'll turn your attention in this bend to the equally important habits of reading to understand the story. In the six sessions in this bend, readers will learn to monitor their comprehension with a variety of strategies, especially through envisioning the story as it unfolds. Then, they'll practice using their envisioning skills to do the important work of predicting and retelling.

If you notice that children aren't able to give themselves a comprehension check or retell the timeline of their story, then you may want to check to make sure that students are matched to books. Sometimes, kids are holding a text that is too hard, which makes comprehension more difficult. You may actually want to do more small groups as the unit continues with those children who are struggling with literal comprehension, drawing from Sessions 7 and 11 from this unit, but also from Sessions 2 and 5 from the second grade unit *Second-Grade Reading Growth Spurt*. You can also consult the Retell/Summary strand of the Learning Progressions to identify where breakdowns are occurring for specific students.

The goal for Bend II is for students to understand their stories. You'll notice that the majority of the strategies introduced in the bend help kids work toward literal comprehension. Keep in mind that the goal is not for students to master each of these strategies, nor is the goal for students to perfect these strategies within a single workshop period. Rather, the goal is that students be able to understand their stories by the end of the bend. You'll want to keep a laser focus on that goal as you're conferring with students and supporting them in small groups. Therefore, when you teach Session 8, which is tricky for some of our children because some are still grappling with envisioning their texts and now they are being asked to shift between envisioning and assembling facts, expect that if your students aren't grasping this particular strategy it is okay.

If you have many disengaged readers then talk up prediction. Many teachers have found that prediction work had a huge impact on student engagement. Reading forward trying to figure out what will happen next before the book tells them helps students become more active as readers.

The entire bend is chock-full of key strategies that you will want to be sure your students are taking up in their reading lives as regular habits. Each session may feel incredibly important to you, and you'll be right, but you'll also want to be careful not to slow down and repeat sessions in this bend because these sessions build upon one another. That is, when students envision the story and talk about what they are picturing in their mind's eye, they will move next to using these mental movies to predict what will happen next and to compare and revise their predictions as they accumulate more information as readers.

Students will continue to engage in self-assessment and goal setting by making use of the reading learning progressions found in *Reading Pathways* and in your digital resources.

Bend III

In this last bend of the unit you will support your students with strategies for tackling challenges in their reading lives. The bend begins with Session 13, *Tackling Complex Texts Takes Grit*. This session was a favorite of teachers and students. Teachers who wove this sentence through the whole bend found it became a mantra for the rest of the school year. Kids were heard telling each other that all they needed was a bit more grit and they could figure out a hard word or a confusing part or figure out the lesson.

Remember that every lesson should last 10 minutes or less, and today is no exception. Just give students a few minutes to consider a few questions on the grit test and get them off to reading. Set the timer to help you. Later, during your Share, you can have them consider other questions. The idea is that students are reflecting on themselves as readers, how much they push themselves, and setting new and bigger goals. You might have students consider the grit test during other Shares as you keep going in the unit, but guard against letting this session turn into multiple days.

Teaching kids to have grit invites children into the process of self-improvement and rising to reading challenges. These challenges might come from pushing themselves to read more, or from tackling difficult word work as readers. While initially students will focus on decoding any unknown words they encounter in their texts, they'll also be asked to think about the meaning of words, parts of words, and about the decisions authors make when “playing” with language—the charts on page 153 and 162 are helpful for this work. The strands of the Narrative Learning Progression addressing foundational skills—Word Solving, Fluency, and so on—will help lead students to raise questions and think more about author’s purpose in larger, interpretive ways.

If your students need more support with foundational skills, such as determining the meaning of unfamiliar words and fix-up strategies, then you might also want to consult the chart on page 71 of the first grade unit *Readers Have Big jobs to Do*. Sessions 7 through 11 as well as the chart on page 72 in the second grade unit *Second-Grade Reading Growth Spurt* will be great resources, too.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 25, 2019

Decision Requested X

Agenda Code 10 j

AGENDA REPORTING FORM

Agenda Topic: SHS Textbook Adoption – Algebra 2 – Big Ideas Math

Summary of Issue: Textbook selection is part of our curriculum design process. Included are supporting documents for the textbook listed below that is proposed for adoption. The Board of Education’s Curriculum and Instruction Committee reviewed this request at their March 19, 2019 meeting. The Board is asked to approve the following proposed textbook

Mathematics

- *Algebra 2 – Big Ideas Math*

Background: New textbooks have traditionally been ordered in the spring and summer for the coming year and approval from the Board of Education is required.

Alternative Strategies: The Board may reject the textbook recommendation.

Cost (if applicable): See Attached Forms for Costs **Funding Source:** Budget

Beginning Date of Program or Project: June/July 2019

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of Algebra 2 - Big Ideas Math textbooks that are endorsed by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Recommended Textbook Form


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Mathematics

Algebra 2 - Big Ideas Math

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 1/11/19

1. Curriculum Committee or department submitting change: Southington High School Math Department
2. Grade levels and high school course(s) in which text will be used: Algebra II (CP,CCP, Honors)
3. Proposed Text
 - a. Title Algebra 2-Big Ideas Math
 - b. Author(s) full name(s) Ron Larson and Laurie Boswell
 - c. Publisher (name and location) Big Ideas Learning- Erie, PA
 - d. Copyright Date 2019
4. Cost of recommended text: \$91.55
5. Amount Budgeted: \$53,374 includes shipping
6. Number of student copies to be purchased: 550
7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*
8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

Current Algebra II textbook is a 2007 copyright. Therefore it does not reflect the changes found in the CCSS, nor does it have assessment resources that are aligned to the new SAT. Furthermore, many of the current textbooks are in very poor physical condition.

The Big Ideas Algebra II text is aligned with CCSS and is from the same publisher/series as our newly purchased Algebra I and Geometry textbooks. This will allow for an effective transition for both teachers and students from year to year. The textbook has a number of electronic resources available for both teacher and students. Order includes a 6-year renewable license for online access to textbook.

Department or Committee Members: SHS Math Department

Approvals:



Department Chair Signature



Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

None, since the new book will be part of a series we started obtaining with Algebra I and Geometry.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

The textbook is closely aligned with our school curriculum. There is also a number of digital resources available for teacher use, including instructional resources and online assessments. We are currently using the Algebra I and Geometry books in this same series.

- III. If the textbook is rated as "weak" on any of the evaluation criteria, explain why the committee is recommending its adoption.

N/A

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate from a low of 1-point to a high of 3-points.

1 = Little or No Extent

2 = To Some Extent

3 = Great Extent

N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the text learning aids (pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills that are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Each section of the text begins with the CCSS being addressed, as well as an Essential Question. It provides an Exploration activity for students and defines key vocabulary with illustrated examples. Problems for practice offer a diverse range of thinking skills, from application to analysis, to modeling real world problems using math.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the students who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?				

Comments: Ron Larson is considered to be one of the foremost authors of Mathematics textbooks. In fact, he was co-author of the textbook that is being replaced.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: There are a number of teacher resources, including print and digital. Teachers will be able to assign both informal (Homework) and formal (quizzes) online assessments which will allow for immediate feedback on student performance.

TREATMENT OF SENSITIVE AREAS

- | | 1 | 2 | 3 | N/A |
|--|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. To what extent are all sides of a controversial issue treated fairly and objectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Algebra 2 Big Ideas Math
 Author(s): Ron Larson & Laurie Boswell
 Copyright: 2019 Publisher: Big Ideas Learning
 Class: Algebra 2 Grade(s): 10-11

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	Yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	Yes
	Is the information up to date?	Yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	Yes

Teacher comments on *Text Content*: The content of the text is closely aligned with our Algebra 2 curriculum.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	Yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	Yes
	Does the author build on the students' prior knowledge within the chapter subsections?	Yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
	Do titles of sections within the chapter indicate the main idea of each section?	Yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	Yes

Teacher comments on *Pre-reading* aids: Each chapter begins with a set of examples for Maintaining Mathematical Proficiency, as well as references to real world relationships connected to the topic being covered. Each section lists the standards to be addressed, objectives to be covered, as well as Essential Questions to help guide their thinking.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	Yes
	Will the main idea be obvious and easy for students to understand?	Yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	Yes
	Are supporting details clear and sufficient in number?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
	Do charts, pictures, and other graphics support the main ideas?	Yes
Organizing the Information	Are there special appendices to provide students with additional reference materials?	Yes
	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes

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Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

Yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes
Vocabulary Development	Are important words/concepts highlighted in the text?	Yes
	Are important words/concepts clearly defined or explained within the reading?	Yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	Yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	Yes

Teacher comments on *Active Reading* components of text: Key vocabulary words are highlighted and contain illustrated examples to support understanding.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	Yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	Yes
	Do the end-of-chapter questions correlate with the chapter objectives?	Yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	Yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	Yes

Teacher comments on *Post-Reading* components of text: Each section contains monitoring progress questions. Additionally, every 2-3 sections of a chapter there are Study Skills quizzes for students to monitor their own progress.

R-6161 (2)

Readability Report

Textbook	Big Ideas Math- Algebra 2
Flesch Reading Ease	62.5
Flesch-Kincaid Grade Level	7.2

Insert text here:

Modeling with Mathematics: Three orders are placed at a pizza shop. Two small pizzas, a liter of soda, and salad cost \$14.; one small pizza, a liter of soda, and three salads cost \$15; and three small pizzas, a liter of soda, and two salads cost \$22. How much does each item cost? Page 34

Making an Argument: Your friend states that quadratic functions with the same x-intercepts have the same equations, vertex, and axis of symmetry. Is your friend correct? Explain your reasoning. Page 81

Reasoning: A nonlinear system contains the equations of a constant function and a quadratic function. The system has one solution. Describe the relationship between the graphs. Page 137

Open-Ended: Describe two transformations of the graph of $f(x) = x^5$ where the order in which the transformations are performed is important. Then describe two transformations where the order is not important. Explain your reasoning. Page 210

Using Structure: Explain how you know the quadratic equation $x^2 = -25$ has no real solutions. Page 268

The variables x and y vary inversely, and $y=10$ when $x=5$. Write an equation that relates x and y . Then find y when $x = -2$. Page 374

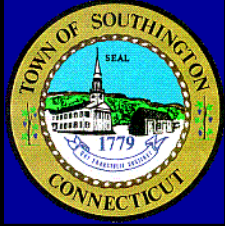
You kick a football at an angle of 60° with an initial speed of 49 feet per second. Estimate the horizontal distance traveled by the football. Page 483

Analyzing Relationships: The table shows the number of tickets that are sold for various baseball games in a league over an entire season. Display the data in a histogram. Page 601

JOB DESCRIPTIONS

Draft

Director of Operations
Maintenance Working Foreman
School Counselor
Purchasing Secretary



SOUTHINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: DIRECTOR OF OPERATIONS

QUALIFICATIONS:

1. Possess a bachelor's degree or equivalent experience from an accredited college or university.
2. Demonstrated knowledge and experience in building operations management and/or construction fields.
3. Demonstrated knowledge and experience in computer applications in the business environment.
4. Demonstrated ability to communicate effectively both orally and in writing.
5. Any alternatives to the above that the Board of Education may find appropriate and acceptable.

JOB GOAL:

1. To develop, adjust, and implement best practice for the daily operations of buildings, grounds, transportation, telecommunication systems, building security and capital projects.
2. To manage and coordinate all activities relating to the care, maintenance and improvement of all buildings and grounds.

REPORTS TO:

Superintendent of Schools

SUPERVISES:

1. Supervisor of Maintenance Working Foreman.
2. Shares oversight of all maintenance personnel with the Maintenance Working Foreman.
3. Supervisor of custodial staff and contracted custodial services supervisors.
4. Supervises the operations and transportation office secretary.
5. Shares oversight of all custodial and cleaning contractors with building principals.

PERFORMANCE RESPONSIBILITIES:

1. Direct the Maintenance Working Foreman in providing for the safe and effective maintenance and cleaning of all school facilities and sites.
2. Prioritize work orders for Maintenance Working Foreman.
3. Oversee the effective planning, development and implementation of all maintenance and custodial systems, procedures, standards, forms and controls with the assistance of the Maintenance Working Foreman.
4. Supervise the activities of all custodial and maintenance personnel with the assistance of the Maintenance Working Foreman.

Revised 6-30-04
Board of Education Approved 7-8-04
Rev. 3/1/07
Reviewed by Policy Committee: 5/10/07
Board of Education Approved 5/24/07
Revised 1-15-08
Reviewed by Policy Committee: 2/28/2008
Board of Education Approved: March 13, 2008
Reviewed by Policy Committee: 5/1/14
Board of Education Approved: 5/8/14

5. Oversee the planning, organization, development and expenditure of maintenance and custodial budgets.
6. Prepare a system wide preventive maintenance program.
7. Assure consistency in cleaning, maintenance, and building operations at all Southington Public Schools facilities.
8. Oversee and administer all custodial, maintenance and related contracts.
9. Ensure that all custodial and maintenance operations, both in-house and contractual, comply fully with federal, state and local standards and regulations.
10. Responsible for the completion and monitoring of all building and construction related grants and projects.
11. Supervise school district's transportation system.
12. Responsible for compliance with CT Department of Health ADHERA and Radon testing programs.
13. Manage and maintain the system wide Energy Management System (EMS).
14. Represent the school system for all school construction matters, including the completion and filing of all state forms and reports.
15. Serve as Chairperson for the district's Safety Committee.
16. Serve on the Director of Health's Emergency Preparedness Committee, the School Safety and Security Interagency Committee, and the Education Capital Bonding Committee.
17. Develop, implement, and monitor security policies and practices and ensure compliance with local, state, and federal safety regulations.
18. Oversee all aspects of building use and rentals.
19. Conduct frequent and periodic inspections of all buildings and equipment to ensure that all services and quality objectives are being realized.
20. Responsible for the district-wide telecommunication, 2-way radios and security card access systems.
21. Responsible for the district's facility operational budget.
22. Keep current on the latest developments in maintenance and custodial equipment, materials and methods which would improve cost and quality of service.
23. Create, prioritize, and manage the district's Five-Year Capital Plan.
24. Assume other related functions and responsibilities as they may be assigned by the Superintendent of Schools.

TERMS OF EMPLOYMENT:

Two hundred twenty-five (225) day work year with salary, benefits, and working conditions established by the Board of Education.

EVALUATION:

Performance to be evaluated annually by the Superintendent of Schools.

Revised 6-30-04
Board of Education Approved 7-8-04
Rev. 3/1/07
Reviewed by Policy Committee: 5/10/07
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Revised 1-15-08
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SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

JOB TITLE: Maintenance Working Foreman

QUALIFICATIONS:

1. High School diploma or equivalent and trade experience or equivalent.
2. Five (5) years experience in maintenance work, and three (3) years experience of demonstrated ability to supervise employees.
3. Demonstrated ability to coordinate maintenance employees in the performance of their tasks.
4. Demonstrated ability to establish and maintain good working relationships with operational level employees and administrative personnel.
5. Ability to plan, coordinate and direct buildings and grounds operations.
6. Excellent computer skills.
7. Must have a valid Connecticut driver's license with a good driving record (past three (3) years.)

REPORTS TO:

Director of Operations

SUPERVISES:

1. The Maintenance Working Foreman will work with, supervise and assign all maintenance personnel as directed by the Director of Operations. This position will also assist in supervision of custodial staff.
2. Supervises the former Buildings and Grounds Secretary.

JOB GOALS:

1. To maintain the school facilities in a condition of operating excellence and safety so that full educational use of them may be made at all times.
2. To assist in the management and coordination of all activities relating to the care, maintenance and improvement of all buildings and grounds.

PERFORMANCE RESPONSIBILITIES:

1. Administer all maintenance and custodial activities as directed by the Director of Operations.
2. Implement schedules and procedures for the ongoing maintenance of all school system facilities utilizing the Electronic Work Order System.
3. Assist in the development and implementation of training programs for all custodial and maintenance staff.
4. Organize meetings of the maintenance staff when it is necessary for the purposes of training and direction.
5. Assist in organizing and supervising summer maintenance schedules.
6. Assist in coordinating and overseeing outside contracted maintenance work.

1-18-05

Rev. 5/30/07

Accepted by Policy Committee 6/14/07

Approved by Board of Education 6/21, 2007

7. Assist in the recruitment, screening and assignment of maintenance personnel.
8. Formally supervise all maintenance personnel and forward annual evaluations to the Director of Operations.
9. Designated individual as defined by the CT Department of Public Health for asbestos related matters and lead awareness.
10. Conduct frequent and periodic inspections of all buildings and equipment to ensure that all services and quality objectives are being realized.
11. Estimate costs of repair projects and prepare final reports on the actual cost of materials, equipment and overhead.
12. Order, properly distribute and accurately inventory all maintenance supplies.
13. Assist the Director of Operations and Grounds in the resolution of labor matters.
14. Assign, supervise and work with crews for all maintenance work.
15. Lay out and inspect all maintenance work and assist all crew members in the set up and performance of their job responsibilities.
16. Establish and recommend priorities on all repair projects.
17. Develop and maintain a project list of maintenance work to ensure that all maintenance personnel are properly assigned and scheduled.
18. Schedule regular meetings with contractor personnel and keep all personnel abreast of changes affecting their operations.
19. Keep current on the latest developments in maintenance and custodial equipment, materials and methods which would improve cost and quality of service.
20. Assist the Director of Operations in all disciplinary matters involving maintenance and custodial staff.
21. Assist Principals in directing custodians during periods when the Head Custodian is not available.
22. Responsible for all emergencies on nights and weekends.
23. Perform other duties as assigned by the Director of Operations.

TERMS OF EMPLOYMENT:

A twelve-month work year with salary and working conditions determined by the Board of Education.

EVALUATION:

Performance of the job will be evaluated annually by the Director of Operations.



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: SCHOOL COUNSELOR

QUALIFICATIONS:

1. School Counseling Certification.
2. Prior teaching experience is preferred but not required.
3. Knowledge of current practices and theory in the area of developmental guidance.

REPORTS TO: Director of School Counseling or Building Principal

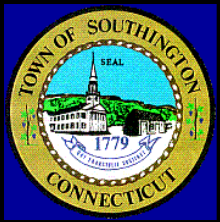
JOB GOAL: The School Counselor has a major responsibility for implementing the Developmental School Counseling Program of the Southington Public Schools.

PERFORMANCE RESPONSIBILITIES:

1. Conduct short term individual and group counseling with students regarding personal, social, emotional and educational needs.
2. Provide developmental classroom lessons and counseling activities for all students.
3. Assist in the administration of the standardized testing programs in assigned grade levels.
4. Assist the administration at planning and placement team meetings.
5. Interpret the school counseling program to parents, staff and community.
6. Interpret results of standardized testing program to students, teachers and parents.
7. Assist the principal in the maintenance and control of pupil records.
8. Consult with parents, support staff and teachers regarding students' educational needs.
9. Register students new to the school and orients them to school procedures.
10. Work with students on an individual or group basis when the students' academic and/or personal/social needs so demand.
11. Supervise the preparation and processing of college, other secondary schools' scholarships and employment applications.
12. Carry out other school counseling related duties as assigned by the building principal and Director of School Counseling
13. Communicate with outside agencies regarding student needs.
14. Perform other related duties as may be assigned by the building principal.

TERMS OF EMPLOYMENT: In accordance with the agreement between the Southington Board of Education and the Southington Education Association.

EVALUATION: Performance to be evaluated annually by the building principal or his/her designee.



SOUTHINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE: PURCHASING SECRETARY, High School (Class II)

QUALIFICATIONS:

1. High School diploma and knowledge of basic business concepts.
2. Excellent computer skills including familiarity with Microsoft Office™ and the ability to operate office machinery.
3. Knowledge of PowerSchool computer program preferred.
4. Excellent interpersonal and communication skills.

REPORTS TO:

Assistant Principal

JOB GOAL:

To assure the smooth and efficient operation of the assigned office.

PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation of reports, correspondence, notices and agendas under the direction of the immediate supervisor.
2. Maintain records as directed by immediate supervisor, i.e. disciplinary.
3. Update student records utilizing PowerSchool.
4. Coordinate immediate supervisor's calendar for meetings and teacher evaluations.
5. Receive and route incoming calls.
6. Gather and input information from administration and department leaders related to the school's budget. Create and submit budget request binder.
7. Verify all allotments for budget consistency.
8. Input all requisitions, including but not limited to office, classroom and copier supplies, textbooks, furniture and services.
9. Maintain and distribute (office) supply inventory.
10. Assist in preparation of annual graduation ceremony and all grade 9 events.
11. Coordinate annual re-binding of textbooks.
12. Coordinate service for office equipment, intercom and telephone systems.
13. Perform any other job-related responsibilities as assigned by the immediate supervisor.

TERMS OF EMPLOYMENT: Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME.

A twelve-month work year

EVALUATION: Performance of the job will be evaluated annually by the Assistant Principal.