

Southington Board of Education Meeting

Thursday, May 9, 2019 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 AGENDA ~ COMMITTEE OF THE WHOLE ~ OPERATIONS REVISED May 8, 2019
200 North Main Street
Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
 - a. Student Matters
 - b. Contractual Matters
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ April 25, 2019
6. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Student Representatives
 1. Superintendent's Report
 - a. Personnel Report
7. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ April 23, 2019
8. Old Business
 - a. Town Government Communications
 - b. ELA - K-5 Units of Study for Reading & Writing ~ Second Reading
 - c. Modification / Rescheduling Dates of Board of Education Regular Meetings in June
9. New Business
 - a. Naming of Negotiations Committee Board - SAA
10. Adjournment

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

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

APRIL 25, 2019

The regular meeting of the Southington Board of Education (Committee of the Whole-Operations) was held on Thursday, April 25, 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 scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:34 p.m.

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

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

2. EXECUTIVE SESSION ~ STUDENT MATTERS

MOTION: by Mr. Brown, seconded by Mrs. Carmody:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, 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 7:07 p.m.

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

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

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

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:

1. Raymond Walsh who passed away on April 13, 2019. He was a former Director of Guidance at Southington High School for 31 years, retiring in 1990.
2. Carl Venditto who passed away on April 15, 2019. He was a former Principal at Thalberg Elementary School and Vice Principal at Central Elementary School for a total of 15 years of service retiring in 1991.

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

“Move to add Agenda Item 10.L ‘Student Expulsion’ to the agenda.”

Motion carried unanimously by voice vote.

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

“Move Agenda Item 10.a ‘Approval of Out of State / Overnight / Foreign field Trips’ to Agenda Item 6.e.”

Motion carried unanimously by voice vote.

5. APPROVAL OF MINUTES ~ March 28, 2019

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

“Move to approve the regular Board of Education minutes of March 28, 2019, as submitted.”

Motion carried unanimously by voice vote.

6. COMMUNICATIONS

a. Communications from Public

There was no audience communication.

b. Communication from Board Members

Board members addressed the following:

- The Wall of Honor Ceremony was held on April 9, 2019. The families of the World War II casualties, who died in the 1940's, were very appreciative that their loved ones were not forgotten for their sacrifice.
- Mr. Brown met with former SHS graduate Dale Zarella, a renowned sculptor, who told him, when they were discussing the school budget, that “art, music and creativity are an essential part of education”.
- The Social Justice Coalition held two meetings and will be breaking into sub-committees with actionable items.
- Ms. Cammuso and Mrs. Queen attended the middle schools’ drama production of “Oliver”. Approximately 120 middle school students participated.
- The students who recently returned from a field trip to Germany brought back some German chocolates for the Board members to share.
- Mrs. Queen and Mrs. Clark attended the Equity in Education Forum on April 8, 2019. At the forum, the Meriden Assistant Superintendent applauded the Southington Public Schools for the work being done and having the difficult conversations to effect change. Mrs. Clark shared the different titles/positions of the people at the forum and pointed out that the Southington Superintendent and Assistant Superintendent wear many hats resulting in a savings for the school district because they handle the responsibilities that other districts hire people to do.
- Mr. Goralski received a letter from the State of Connecticut regarding the need to begin the negotiations with the Southington Administrators Association (SAA). He will be removing himself from the process because his wife is an administrator. Mrs. Carmody will be handling anything to do with the SAA negotiations.
- Mr. Derynoski was absent from the Board meeting because he was on a business trip. Mr. Derynoski indicated that he supported the changes to the BOE calendar.
- Mr. Goralski stated that at the next Board meeting he will ask to add a special agenda item to modify the Board of Education’s regular meeting dates due to administrative searches for two administrative positions at the high school. Mr. Brian Stranieri, Principal, and Mr. Jeffrey Shaw, Assistant Principal, will both be retiring at the end of the school year. The Board meetings in June would be moved from June 13, which is graduation, and June 27 to June 6 and June 20, 2019.

c. Communication from Administration

Administration reported on the following:

1. Ongoing Counseling Office Work with SHS Students: Mr. Connellan stated that the SHS Counseling Office hosted a luncheon for state colleges admission representatives for the opportunity to talk about how they can position SHS students better for admission and success. Mr. Madancy shared some of the work that the SHS Counseling Office was doing including the Navigating the College Experience Workshop and the NCAA Eligibility Workshop. Through a student survey, the Counseling Department learned that one-third of the students in Grade 11 and 12 would-be first-generation college students. It helped the department to identify the Grade 12 students who would need help with the college process. They offered a separate First-Generation Navigating the College Experience Session for these students with about 20 families attending.
2. Wheeler Clinic Child First Program: Ms. Walsh explained that this program is a national evidence-based program working with very vulnerable children and their families. It provides intensive home-based services when young children grow up in an environment where

there is potential poverty, violence, neglect, mental illness or substance abuse and the stress could be toxic to their developing brains. Several years ago, Wheeler Clinic established this program. Southington submitted a letter of interest to participate in this program and is awaiting approval of a grant.

3. Excellence in Middle School Science Teaching 2019: Mr. Connellan announced that a middle school teacher, Toni Ann Rock, received an award from the Connecticut Science Teachers Association for Excellence in Middle School Science Teaching for 2019.

4. Coalition for Social Justice: Mr. Connellan reported that there was very positive feedback from participants. The next meeting is May 14, 2019. The June meeting will be changed.

Mr. Baczewski questioned what the SHS Counseling Department was doing with students who do not want to go to college right after high school. Mr. Madancy stated that the College Fair offered in the fall is now called the “College and Career Fair” with representatives from the trades or trade schools attending. There was another event off-campus regarding manufacturing.

d. Communications from Student Representatives:

Mr. Trevor Messina reported on the following:

- The Junior Prom was held on April 6, 2019 at BellaVista.
- SAT testing for the juniors was on April 9, 2019 with the scores available on May 2, 2019.
- The SHS Spring Band Concert will be held on April 30.
- The Silver Star Concert will be held on April 29 for the elementary schools.
- The Jazz and Chorus Concert will be held on May 1.

Mr. Mangene reported on the following:

- Mr. Southington was held on April 3 for senior boys who wanted to participate in an entertaining and funny pageant.
- A field trip for Latin students was held on Friday, April 26 at Holiday Hill.
- Advanced Placement testing starts on May 6.

Miss Spataro reported on the following:

- The Robotics Team was in Detroit competing for a World Title at the International Robotics Competition where they finished in third place last year.
- On Thursday, May 2, the National Honor Society induction for the juniors will be held at SHS at 7:00 p.m. She invited the Board members to attend.
- Wednesday, May 8, is the Annual Academic Awards Night.

Mrs. Queen questioned the date of the AP Expo and Mr. Mangene replied that the AP Expo, when the AP students present their projects, would be held June 4, 2019.

Mr. Goralski explained that Mrs. Albaitis, Executive Assistant to the Superintendent, would provide an End of the Year Activities Calendar for the Board. In two weeks, the graduating student representatives would start the interview process for their replacements.

e. Approval of Out of State / Overnight / Foreign Field Trips (formerly Agenda Item 10.a)

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

“Move to approve the SHS FBLA National Leadership Conference in San Antonio, Texas on June 28, 2019-July 3, 2019, the SHS Cross Country Lehigh Invitational overnight field trip to Pennsylvania October 4-6, 2019, and the SHS Education First World War II Foreign Field Trip to England and France April 8-10, 2020 – April 15-17, 2020.”

Mr. Madancy explained that no action was needed for the SHS FBLA field trip to Texas because his office received a phone call today that they were not attending because the cost was too expensive limiting the number of students that could attend.

AMENDED MOTION: by Mrs. Carmody, seconded by Mr. Oshana:

“Move to approve the SHS Cross Country Lehigh Invitational overnight field trip to Pennsylvania October 4-6, 2019, and the SHS Education First World War II Foreign Field Trip to England and France April 8-10, 2020 – April 15-17, 2020.”

Mr. Goralski questioned the dates for the England/France Field Trip. Ms. Karen Cavanaugh, SHS teacher and chaperone, explained that if SHS does not have enough students to fill a whole bus the tour company combines Southington High School students with another school. The school with the most students chooses the departure date. There is a three-day window when the trip would depart and return.

Mr. Madancy pointed out that Ms. Cavanaugh just returned from an international field trip and sent daily updates to administration while on the trip. The educational experiences for the students that is provided by the SHS staff on their own time cannot be taught in the classroom. Ms. Cavanaugh pointed out that the trip that she just returned from was open to all the students at the high school.

Motion carried unanimously by voice vote.

7. SUPERINTENDENT’S REPORT

a. Personnel Report

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

“Move to approve the Personnel Report, as presented.”

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Curriculum & Instruction Committee Meeting ~ March 19, 2019

Mrs. Carmody reported that the committee discussed ELA K-5 Units of study for reading and writing that will be an action item on this agenda. The committee received an update on phonics and grammar work occurring in the district. Board members were happy to see the use of

phonics in the classroom again. The committee was given a presentation by Mary Lynne Osborne, Chair of the Family & Consumer Science Department, on two new course proposals for consideration. They are: 1) Maternal and Prenatal Development and Health Care and, 2) UConn Allied Health 2001: Medical Terminology. The Board discussed these two new course proposals and phonics and grammar work at length. The committee also reviewed the SHS textbook Algebra 2 – Big Ideas Math that is included in the current Board adopted budget.

b. Policy & Personnel Committee Meeting ~ March 21, 2019

Mrs. Queen reported that the committee met and reviewed four policies. “Conduct on School Property” is a new policy for the manual, which is not mandated. Administration thought that this policy was needed and would be beneficial. The committee reviewed the Non-Discrimination-Staff policy and the Non-Discrimination-Students policies, which are both mandated, and edits were suggested for consistency. The district Wellness policy will be revised based on recommendations by the district Health Advisory Council. These policies will reflect our current practice, which is up to date with legislation. The committee reviewed four job descriptions that are on the agenda as a first read; however, Mrs. Queen requested that these job descriptions be voted on tonight because the job descriptions don’t receive a first reading.

c. Ad Hoc School Renaming Committee Meeting ~ April 11, 2019

Mrs. Carmody reported that the committee unanimously agreed that the request to name a school after Zaya A. Oshana meets the criteria in the Board policy. There will be another meeting to discuss additional research into the schools and bring everything back to the Board at a future date. Mr. Goralski thanked the administration for the role that they are taking in the work of that committee. Mr. Madancy thanked Mrs. Blanchard, Board Recording Secretary, for providing a document that had every piece of history of every school, monument, and space that had been named after someone in the district, including dates. Board members requested a copy of the document.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that the Town Council public hearing on the budget was on Monday, April 22, 2019 and spoke at length about the hearing and his appeal for them to look at the Board of Education original budget request. The Town Council adopts the 2019-2020 budget on Monday, May 13, 7:00 p.m. at the Municipal Center and the Board of Finance sets the Mill Rate on Wednesday, May 15, 2019, 7:00 p.m. at Town Hall.

Mr. Goralski reported that the Farm Heritage Committee met on Wednesday, April 24, 2019 and discussed regulations associated with the Grosky Farm Stand and the Master Plan. He explained that the Town Council tabled the Master Plan and hoped that the Farm Heritage Committee can bring it forward again at a Town Council meeting because a vision involves a plan. There was no overall cost because it was a plan and as the plan is implemented it could have costs. The Town Council would decide which pieces of the plan to implement. The Grosky Farm Stand did not cost the town anything. It was funded by a not-for-profit and built by Southington High School students and used by the Southington community. The committee believed that many things in the Master Plan would have been done at zero cost to the community

through donations and community efforts. Without the Master Plan, he hoped that the community continues to value farming.

Mrs. Queen stated that at the Town Council Public Hearing, Mr. Christopher Palmieri, Town Council Chair, mentioned some of the ways the Board of Education and Town are collaborating in sharing resources such as Human Resources and use of the Municipal Center. She thought the work that the Board of Education Operations Department does and saves for the BOE and Town budgets should also be mentioned. Mr. Connellan stated that these things are done all the time back and forth across BOE and Town departments. Another area is the School Safety and Security Interagency Committee. It involves Mr. Madancy, Mr. Romano, Director of Operations, Mr. Connellan and Mr. Terino, Kennedy Middle School Principal, and command officials from the fire department and police department and Shane Lockwood, Emergency Management Services Director and Health Department Director, participates as well. Mark Pooler, YMCA Chief Executive Officer and Kevin Simms, YMCA Director of Operations and Technology, have been added because the YMCA has the Before and After Care Programs in our schools. He spoke at length about the interagency participation and school safety drills.

Mr. Goralski stated that the Town Council Chair, Mr. Palmieri, also appointed a committee to address Social Justice with town staff and someone from the NAACP local chapter serving on the committee to review policies and hiring practices. Mr. Goralski and Mr. Oshana spoke at length about a recent Committee of the Chairs meeting.

b. ELA – Grade 7 Historical Fiction Book Clubs ~ Second Reading

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

“Move that the Board of Education approves the ELA – Grade 7 Historical Fiction Book Clubs as recommended by the Curriculum & Instruction Committee.”

Motion carried unanimously by voice vote.

10. NEW BUSINESS

a. Approval of Out of State/Overnight/Foreign Field Trips (*Moved to Agenda Item 6.e.*)

b. Southington High School Graduation Date

Mr. Connellan explained that there was only two snow days this year.

MOTION: By Mr. Baczewski, seconded by Mrs. Clark:

“Move to approve Thursday, June 13, 2019 as the Southington High School graduation ceremony date pending no additional school closings occur.”

Motion carried unanimously by voice vote.

c. Mid-Year Report on Superintendent’s Goals for 2018-2019

Mr. Goralski was happy to see the work keep moving forward and thanked Mr. Connellan.

d. 2019-2020 Healthy Food Certification

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

“Move to participate in the Healthy Food Certification program for the 2019-2020 school year.”

Mr. Baczewski had questions about the program. Mrs. DiNello explained the USDA Child Nutrition Program, Healthy Food Certification, Free and Reduced Meals, and grant funding. Mr. Baczewski had a hard time with a federal mandate telling the school system what they can or cannot feed the students. He thought that the food that was being served to the elementary students was awful and it was a shame that the food could not be better. He did not agree with participating in the Healthy Food Certification program. Mr. Goralski explained that over the years the Board of Education has had that debate.

Motion carried by voice vote with Mr. Baczewski opposing.

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

“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”

Motion carried unanimously by voice vote.

e. Adoption of 2020 Board of Education Meeting Dates

Mr. Goralski highlighted the proposed adjustments made to the calendar. The first regular Board of Education meeting would be January 9, 2020 where Mr. Connellan would present the budget, which will be televised. The two budget workshops would be January 14 and 16, 2020 and per past practice would not be televised. The vote for the budget would be at the regular Board of Education meeting on January 23, 2020. The second March meeting was eliminated because of the numerous budget meetings/workshops and not many agenda items for Board discussion or approval. The July meeting was eliminated because the Board has not met in July the past five years. If needed, a meeting could always be added. The Board of Education Instructional meetings would only be May, June, September and October.

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

“Move to adopt the proposed Board of Education meeting dates as recommended by the administration.”

Motion carried unanimously by voice vote.

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

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

“Move that the Board of Education accept the Joseph A. DePaolo Middle School Project #131-0127 RNV/E/PS as complete and direct the administration to close-out the project with the Town's Finance Department and the Department of Administrative Services.”

The Board members thanked everybody involved for the excellent way the projects were handled and managed at both middle schools resulting in outstanding buildings.

Motion carried unanimously by voice vote.

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

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

“Move that the Board of Education accept the John F. Kennedy Middle School Project #131-0127 RNV/E/PS as complete and direct the administration to close-out the project with the Town's Finance Department and the Department of Administrative Services.”

Motion carried unanimously by voice vote.

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

MOTION: by Ms. Cammuso, seconded by Mrs. Queen:

“Move to approve the MOA between the Southington Board of Education and the UPSEU, Local 424, Unit 50, Paraeducators, ABA Therapists and EL Tutors Union for July 1, 2019 to June 30, 2022.”

Motion carried unanimously by voice vote.

i. ELA – K-5 Units of Study for Reading & Writing ~ First Reading

There was no discussion.

j. SHS Textbook Adoption – Algebra 2 – Big Ideas Math

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

“Move to approve the purchase of Algebra 2 - Big Ideas Math Textbooks endorsed by the Curriculum & Instruction Committee.”

Mr. Goralski explained that this approval was contingent on the 2019-2020 Operations Budget's final approval and reallocation.

Motion carried unanimously by voice vote.

- k. Approval of Job Descriptions – Director of Operations, Maintenance Working Foreman, School Counselor, Purchasing Secretary ~ First Reading**

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

“Move to waive the first reading.”

Motion carried unanimously by voice vote.

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

“Move to approve the job descriptions of Director of Operations, Maintenance Working Foreman, School Counselor, and Purchasing Secretary, as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

- l. Student Expulsion**

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

“Move to expel student #2018-2019-12 as stipulated by the Superintendent of Schools.”

11. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:30 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

May 9, 2019

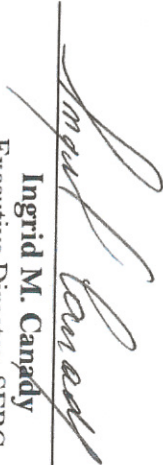


- 1. SERC Recognition Award**
- 2. Camera System – Southington High School**
- 3. High School Roof Replacement Project**
- 4. Staff Appreciation Week**
- 5. Congratulations – National Honor Society Members**

The State Education Resource Center
is proud to present this
2019 SERC Recognition Award to

Southington Public Schools

for partnering with SERC in supporting your efforts to create
culturally responsive and relevant learning environments through
the intentional focus on racial equity and social justice.


Ingrid M. Canady
Executive Director, SERC



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 23, 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 April 1, through April 30, 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 – May 2019

PERSONNEL ACTIVITY REPORT

FOR: May 2019

APPOINTMENTS

Certified

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

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Arnold, Amy	Registered Nurse	Flanders	36.25	April 22, 2019	\$45,461.00 prorated
Petro, Patricia	Special Education Paraeducator	Hatton	31.25	April 22, 2019	\$18.14
Parisi, Bria	ABA Therapist	Hatton	27.50	April 23, 2019	\$16.83
Bonenfant, Eva	Registered Nurse	South End	36.25	August 27, 2019	\$54,354.00
Rodriguez, Meghan	Special Education Paraeducator	SHS	31.25	To be determined	\$16.83

ASSIGNMENT CHANGE

Certified

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

Classified

Name	From Position	Hours per Week	To Position	Hours per Week	School	Effective Date
No classified assignment changes in the month of April						

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Fredericks, Leonard	.40 FTE Earth Science Teacher	SHS	April 22, 2019	2 years	No
Johnson, Karen	Literacy Specialist	Strong	June 14, 2019	21 years	Yes
Mauri, Betsy	Mathematics Teacher	JAD	June 30, 2019	20 years	Yes
Stranieri, Brian	Principal	SHS	June 30, 2019	37 years	Yes
DiGioia, Diane	Agriculture Science Teacher	SHS	July 1, 2019	31 years	Yes

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Arnold, Amy	Part-Time Nurse	DES	April 13, 2019	3 months	No
Petro, Patricia	Part-Time Special Education Paraeducator	Hatton	April 13, 2019	9 years	No
Bordonaro, Vincent	Part-Time Custodian	Kelley	April 25, 2019	5 years	No
Nelthropp, Rachael	Part-Time Special Education Paraeducator	Hatton	April 29, 2019	6 months	No
Kokoska, Matthew	Permanent Substitute Nurse	SPS	May 4, 2019	3 years	No
Fetta, Janice	ABA Therapist	Hatton	May 11, 2019	3 years	No
Kistner, Debora	Clerk	Hatton	May 11, 2019	7 months	No
Hobson, Deborah	Secretary Class I, Human Resource	Central Office	June 30, 2019	21 years	Yes
Wight, Alison	Full-Time Special Education Paraeducator	Strong	June 30, 2019	25 years	Yes

TRANSFERS

Certified

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

Classified

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

UNPAID LEAVES OF ABSENCE

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

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
No coaching appointments in the month of April				

Resignations

Name	From Position	School	Effective Date
No coaching resignations in the month of April			



SOUTHINGTON PUBLIC SCHOOLS

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
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ZAYA G. OSHANA

PATRICIA A. QUEEN

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**Board of Education
Southington, Connecticut
Curriculum Committee Meeting
Tuesday, April 23, 2019 – 9:30 a.m.
Superintendent's Conference Room
John Weichsel Municipal Center
200 N. Main Street
Southington, CT 06489**

Board Members Present-Terri Carmody, Chair, Bob Brown, Patricia Queen.

Administration Present-Steven Madancy, Assistant Superintendent for Curriculum & Instruction

Meeting called to order at 9:30 a.m.

K-2 Math Presentation - Amy Zappone

District Math Coordinator Amy Zappone presented on her work done throughout this year to better understand alignment of the written and taught curriculum in our elementary schools and shared results of a survey completed by teachers regarding the use of the Ready Math. Based on those results, further discussion occurred with K-2 staff to more closely examine if Ready Math is still the best tool for instruction of the CT Core Math Standards. Two other programs, Bridges and Eureka Math were reviewed by staff and it was determined Ready Math still best serves our students. Ready has recently revised its product to provide better K-5 alignment, more friendly page layouts, helpful parent resources and tech tools.

Health Curriculum Grades 6-8 - JFK Middle School Health teacher Joe Nunes and JFK Principal Richard Terino

A revised 6-8 Health curriculum was presented to the committee and discussed. Many legislative mandates have occurred since the last revision and this updated curriculum now complies with all. Additionally, more recent trends such as vaping, e-cigarettes, cyberbullying and mental and emotional disorders are now addressed as well. The revised Health Curriculum will be on the May 23rd meeting agenda for a first read.

Dual Eligibility for Specified Courses – STEM and Humanities - Jennifer Discenza, SPS Counseling Director and Dianne Holst-Grubbe, SHS Assistant Principal

Upon committee request, a discussion was held regarding the feasibility of offering student's choice as to whether certain courses could count as either a Humanities

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course or a STEM course. After discussion, it was agreed that the standards identified in Stage 1 of our UBD units as well as assessment of those standards in Stage 2 primarily dictates what a course should be credited as. Additionally, the state requires any course awarded credit be based on the professional learning standards associated with the content area. Therefore, courses as identified within our current program of study for the class of 2023 will continue to be awarded credit as designated within.

The meeting adjourned at @ 11:30

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 9, 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 May 9, 2019

Decision Requested X

Agenda Code 9 b

AGENDA REPORTING FORM

Agenda Topic: ELA – K-5 Units of Study for Reading & Writing– Second Reading

Summary of Issue: The Board of Education Curriculum & Instruction Committee reviewed the K-5 Units of Study for Reading & Writing.

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 –K-5 Units of Study for Reading & Writing to the full Board for approval.

Titles of Attachments:

1. ELA – K-5 Units of Study for Reading & Writing – Sample – Grade 3
(Full units available for review in Asst. Superintendent's Office)

Oten Madany
Signature of Staff Member Submitting Report

Timothy J. Connellan
Signature of Superintendent of Schools

**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 May 9, 2019

Decision Requested X Agenda Code 9 c.

AGENDA REPORTING FORM

Agenda Topic: Modification / Rescheduling Dates of Board of Education Regular Meetings in June

Summary of Issue: The regular Board of Education meeting dates for June 2019 are currently scheduled for June 13th and June 27th. Since June 13th is Graduation Day it is appropriate to reschedule the regular Board of Education meetings to June 6, 2019 and June 20, 2019.

Background: Board of Education meetings are typically scheduled 18 months in advance.

Alternative Strategies: None considered at this time

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: Suggested Motion: That the Board of Education reschedule the regular Board of Education June meetings from June 13, 2019 and June 27, 2019 to June 6, 2019 and June 20, 2019.

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 9, 2019

Decision Requested X Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Naming of Negotiations Committee Board - SAA

Summary of Issue: Negotiations with the Southington Administrators Association are
scheduled to begin in the late summer. The timeline for negotiations is governed by State
statute.

Background: The current Collective Bargaining Agreement expires on June 30, 2020

Alternative Strategies: None at this time

Cost (if applicable): TBD **Funding Source:** Operating Budget

Beginning Date of Program or Project: On or before August 5, 2019

Ending Date of Program or Project: Arbitration date is October 19, 2019

Recommendation or Comment: Vice-Chairwoman to appoint the committee.



Signature of Superintendent of Schools