

Southington Board of Education Meeting

Thursday, September 12, 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. Contract Negotiations Update ~ SAA
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. CELEBRATION OF EXCELLENCE ~ Bread for Life
6. Approval of Minutes of Board of Education Meeting ~ August 15, 2019
7. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Committee Reports
 - a. Finance Committee Meeting ~ August 27, 2019
 1. Middle School Athletics
 2. 2018-2019 Year End Closeout
 3. Transportation Contract
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
11. New Business
 - a. Approval of Out of State/Overnight Field Trips
12. 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

AUGUST 15, 2019

The regular meeting of the Southington Board of Education (Committee of the Whole-Operations) was held on Thursday, August 15, 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 6:35 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 (*left Executive Session at 6:36 p.m. and returned 7:02 p.m.*), and Mrs. Patricia Queen. Absent was Mr. Zaya Oshana.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent and Mrs. Sherri DiNello, Director of Business & Finance.

2. EXECUTIVE SESSION – SAA NEGOTIATIONS AND PERSONNEL MATTERS

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 Southington Administrators Association Negotiations and Personnel Matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:06 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the Board of Education Regular Session at 7:12 p.m.

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

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 Special Services.

4. PLEDGE OF ALLEGIANCE

Carson Cook, a Boy Scout and sixth grade student at Kennedy Middle School, led in reciting the Pledge of Allegiance.

5. APPOINTMENT OF PRINCIPAL OF ZAYA A. OSHANA ELEMENTARY SCHOOL

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

“Move to appoint Josephine Huntley Rogala as the principal of Zaya A. Oshana Elementary School on a date to be determined at a salary of \$137,054.”

Motion carried unanimously by voice vote.

Mrs. Rogala came to the podium and thanked the Board of Education, administration and her family for the opportunity to once again serve the students of Southington Public Schools and the Oshana Elementary School community.

Mr. Goralski called for a recess at 7:14 p.m.

Mr. Goralski reconvened the regular meeting at 7:36 p.m.

6. APPROVAL OF MINUTES ~ June 20, 2019

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

“Move to approve the regular Board of Education minutes of June 20, 2019, as submitted.”

Motion carried unanimously by voice vote.

7. APPROVAL OF MINUTES OF SPECIAL BOARD MEETING – AUGUST 13, 2019

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

“Move to approve the special Board of Education minutes of August 13, 2019, as submitted.”

Motion carried unanimously by voice vote

8. COMMUNICATIONS

a. Communications from Public

There were no public communications.

b. Communication from Board of Education Members

Mrs. Queen shared information regarding a letter from the Southington Middle School Athletic Association (SMSAA) that was sent via School Messenger by the middle school principals to the middle school community. The SMSAA is in urgent need of volunteers. A meeting is scheduled for Friday, August 21, 2019, 7:00 p.m. in the Municipal Center Public Assembly Room to recruit volunteers. The failure to fill the need will result in no middle school sports for the coming school year and the years after. The need is for at least four SMSAA Board members and six committee members in order to offer middle school sports in the 2019-2020 school year. The activity fee is \$150 per student per roster spot and the Board of Education operating budget contributes \$15,000. The SMSAA needs to raise \$40,000.

Mr. Brown noted that the feature article in this weeks Observer was the Wall of Honor. Mr. Brown is working with Mr. Pepe, Principal of Southington High School, about involving students in making larger posters and changing the timeline. Mr. Brown was happy to read the Personnel Report and noticed that many of the teacher new hires are former Southington Public School students.

Mr. Goralski announced that he received a number of letters over the summer. One letter was that UNICO was planning a 75th Diamond Anniversary Jubilee. Another letter was that a former Board of Education Student Representative and Eagle Scout, Leon Peschel, was graduating from Harvard Law School.

c. Communication from Administration

1. Bread for Life: Mr. Connellan reported that he received a letter from Donna Ayer, Executive Director for Bread for Life, thanking a student who organized a Hat Day that resulted in a donation of \$792. The Board members noted that the letter was not a part of their Board packet and requested that Mr. Connellan send it to them. Mr. Goralski requested that Bread for Life be recognized in the Celebration of Excellence at the next Board meeting.
2. Administrator Evaluation and Support Plan: Mr. Madancy reported that they have been working on the Vision of the Graduate and how to align the evaluation system, which is one of the strategies that goes along with the implementation around systemic transformation. As part of aligning the evaluation system, he talked about the differences between Leader "A" and Leader "B". They have worked together to revise the Administrator Evaluation Plan and the rubric that measures the performance and practice of our administrators to align with the Vision of the Graduate in order to help teachers move that work forward. The Administrator Evaluation and Support Plan will be sent to the state for initial review and approval.
3. Staffing Update: Mr. Connellan reported that there is currently one certified elementary teacher opening; however, a recommendation for hire will be forthcoming on Friday. There are still a number of openings for paraeducators that will be reduced by the beginning of school. There is one secretarial opening that will be filled on Friday. There are two openings in nursing that includes one full-time Registered Nurse (RN) district-wide substitute and a Licensed Practical Nurse (LPN) opening at the high school. There will be full coverage for students

- by the opening of school. One second shift full-time Security Attendant at the high school is in the process of being hired.
4. High School Roof Project Update: Mr. Connellan reported that the high school roofing project is on schedule and under budget and will be completed by the start of school.
 5. Convocation: Mr. Connellan noted that this year will be different with staff reporting on the first day right to their buildings and Convocation will be held on Wednesday, August 28 at 1:00 p.m. at the high school. Dr. Mark Brackett from Yale University Center for Emotional Intelligence will be the keynote speaker.
 6. Presidential Primary: Mr. Connellan stated that the Presidential Primary will be held on April 28, 2020, which is an early release day for professional development.

Mr. Madancy added that the goal of the change for Convocation this year is to change it from informational to inspirational. Due to a grant that Ms. Walsh, Director of Pupil Services, was able to obtain through the Main Street Foundation they were able to acquire Dr. Brackett as the keynote speaker.

9. SUPERINTENDENT’S REPORTS

a. Personnel Report

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

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

Motion carried unanimously by voice vote.

Board members liked the new format of the Personnel Report.

10. OLD BUSINESS

a. Town Government Communications

Mr. Goralski stated that three days a week LEAF (Lewis Educational Agriculture Farm) is open selling fresh produce from 3:00-6:00 p.m. Sixth and seventh grade students from DePaolo Middle School and sixth grade students from Kennedy Middle School have been participating, which connects with the curriculum.

11. NEW BUSINESS

a. Review and Approval of 2019-2020 Teacher Evaluation and Support Plan

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

“Move that the Board of Education approve the 2019-2020 Teacher Evaluation and Support Plan as presented.”

Motion carried unanimously by voice vote.

b. Superintendent's Annual Report 2018-2019

Mr. Goralski stated that this was the best 57 pages that people can read about the schools. There was continuity between the schools and individuality. Mr. Connellan thanked Mrs. Linda Blanchard, Executive Assistant and Board Recording Secretary, for her work on putting together this document and editing the report. Mr. Derynoski found the report reflective of the unification of all the administrators and that it was the best, easiest read with detail that he has seen over many years. Mrs. Queen noted the new reports from the Math, Science and English Language Arts Coordinators were added this year. Mrs. Carmody added that the public needed to see this report. Mr. Goralski requested that the annual report to be forwarded to the other elected boards and be put it on the school district's website.

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

“Move to approve the Superintendent's Annual Report for 2018-2019, as presented.”

Motion carried unanimously by voice vote.

c. Class Size Report

Mr. Connellan stated that the class sizes were still a work in progress; however, as of today, the numbers look good. Mr. Madancy thanked the Board for the shift in practice this year of not notifying students and families of who their teacher would be on the last day of school. This allowed for shifts in enrollment and sections in teacher assignments across schools without having to come before the Board for any new teachers. All families were notified Wednesday evening, August 14, of who their teachers were, which is two weeks advance notice. During the three-day August return of teachers there would be the opportunity for students/families to drop in to meet their teacher prior to the start of school. Project Choice students were reflected in the numbers.

d. School Opening Dates 2019-2020

Mr. Connellan stated that Mrs. Debi Albaitis, Superintendent Executive Assistant, put together the dates for the Board members.

e. Unaffiliated Compensation

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

“Move to approve the unaffiliated Lead OT/PT Therapist position salary as presented.”

Mr. Goralski stated that this position was an oversight and left off the grid that the Board acts upon.

Motion carried unanimously by voice vote.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:04 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

September 12, 2019



- 1. Summer School Report**
- 2. ESY**
- 3. Operations Projects Update**

Summer School Program Final Report 2019



Elementary
Enrichment



Middle School



High School

Presented by Dave DeStefano, Director of Summer School and Enrichment

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Program Outline

Elementary Enrichment	
Location: Hatton	
Dates & Times	July 8 – July 26 (15 days)
	Session A: 9:00-10:30 a.m.
	Session B: 10:30-12:00 p.m.

Number of Certified Staff	8
Registered Nurse	1
Number of courses	12
Registered Students (based on 2018-2019 school year)	Pre-K: 6
	Kindergarten: 8
	Grade 1: 21
	Grade 2: 12
	Grade 3: 11
	Grade 4: 7
Grade 5: 6	
Session A Enrollment: 63 (-3 from LY)	
Session B Enrollment: 63 (-4 from LY)	

Representing Schools	Number Enrolled	Versus 2018
Pre-School	4	+1
Derynoski	11	+1
Flanders	9	+2
Hatton	6	-5
Kelley	5	-7
Plantsville	4	+2
South End	1	-5
Catholic School	1	-1
Strong	7	+2
Thalberg	21	-1
Other	2	+2
Total	71	-3

Enrollment comparison		
Year	Students Enrolled	Student Sessions
2005	49	No data available
2006	29	No data available
2007	24	36
2008	12	18
2009	23	34
2010	22	34
2011	26	37
2012	32	51
2013	27	42
2014	47	77
2015	69	112
2016	71	115
2017	83	132
2018	80	133
2019	71	126

**Middle School Remediation
Location: JAD**

Dates & Times	July 9 – July 26 (14 days)
	Session A: 8:00-9:15 a.m.
	Session B: 9:20-10:35 a.m.
	Session C: 10:40-11:55 a.m.

Number of Certified Staff	4
Remedial Courses	Language Arts, Math, Science, and Social Studies
Registered Students (based on 2018-2019 school year)	Grade 5: 1 Grade 6: 0 Grade 7: 13 Grade 8: 16
Sessions: L. Arts: 20 (+7 from LY)	
Math: 9 (±0 from LY)	
Science: 15 (NEW)	
Social Studies: 4 (NEW)	

Representing Schools	Number Enrolled	Versus 2018
DePaolo	14	+7
Kennedy	14	+7
Tyrell MS	1	+1
S. Catholic	1	+1
Total	30	+16

Enrollment comparison		
Year	Students Enrolled	Total Sessions
2004	19	No data available
2005	13	No data available
2006	20	No data available
2007	20	24
2008	17	24
2009	22	29
2010	19	30
2011	29	43
2012	27	44
2013	30	42
2014	29	46
2015	26	35
2016	16	27
2017	14	23
2018	14	22
2019	30	48

**High School
Credit Recovery
Location: JAD**

Dates & Times	July 1 – July 25 (17 days)
	Session I: 7:00 - 9:00 a.m.
	Session II: 9:05 - 11:05 a.m.
	Session III: 11:10 a.m. - 1:10 p.m.

Number of Certified Staff	6
English 9	Earth Science
English 10	Biology
English 11	Algebra I
English 12	Algebra II
Physical Education	Geometry
Health	World History
Modern U.S. History	U.S. History
Registered Students (based on 2018-2019 school year)	Grade 8: 1
	Grade 9: 17
	Grade 10: 8
	Grade 11: 18
	Grade 12: 4
2019 Combined Total High School Students: 48	

Student Enrollment Comparison		
Year	Students Enrolled	Total Sessions
2004	84	No data available
2005	97	No data available
2006	86	No data available
2007	128	177
2008	98	139
2009	87	119
2010	97	114
2011	67	87
2012	72	96
2013	73	86
2014	49	63
2015	62	78
2016	53	63
2017	45	57
2018	43	52
2019	48	58

Sessions	# Enrolled	Vs. 2018
English 9	8	+4
English 10	3	-1
English 11	11	+4
English 12	3	+2
Algebra I	6	-7
Algebra II	5	+2
Geometry	5	-2
Earth Science	2	-2
Biology	2	-2
Modern U.S. History (NEW)	4	+4
World History	2	+2
Health	0	-2
P.E.	7	+4
Total	58	+6

This year there were a total of six students that attended a school other than Southington High School. Four from Cheshire High School and two from Wilcox.

High School Enrichment Location: JAD	
Dates & Times	July 1 – July 26 (18 days)
	Session I: 8:00 - 9:55 a.m.
	Session II: 10:00 - 11:55 p.m.
	Session III: 12:30 – 2:25 p.m.

Number of Certified Staff	4
Course Offerings: SAT Verbal/Writing Prep SAT Math Prep Preparing Your College Essay & Resume Introduction to Computers (grades 6-10) The Art of Baking: Baking The Art of Baking: Bread Making	
Registered Students (based on 2018-2019 school year)	Grade 9: 5
	Grade 10: 14
	Grade 11: 35
	Grade 12: 1
2019 Combined Total High School Students: 55	

Enrollment comparison		
Year	Students enrolled	Student Sessions
2015	7	7
2016	11	18
2017	20	31
2018	36	49
2019	55	72

Session	# Enrolled	Vs. 2018
SAT Verbal	17	+1
SAT Math	19	+7
Computers	3	-4
College Essay	28	+14
Baking	2	NEW
Bread Making	3	NEW
Total	72	+23

**Middle School Enrichment
Location: JAD**

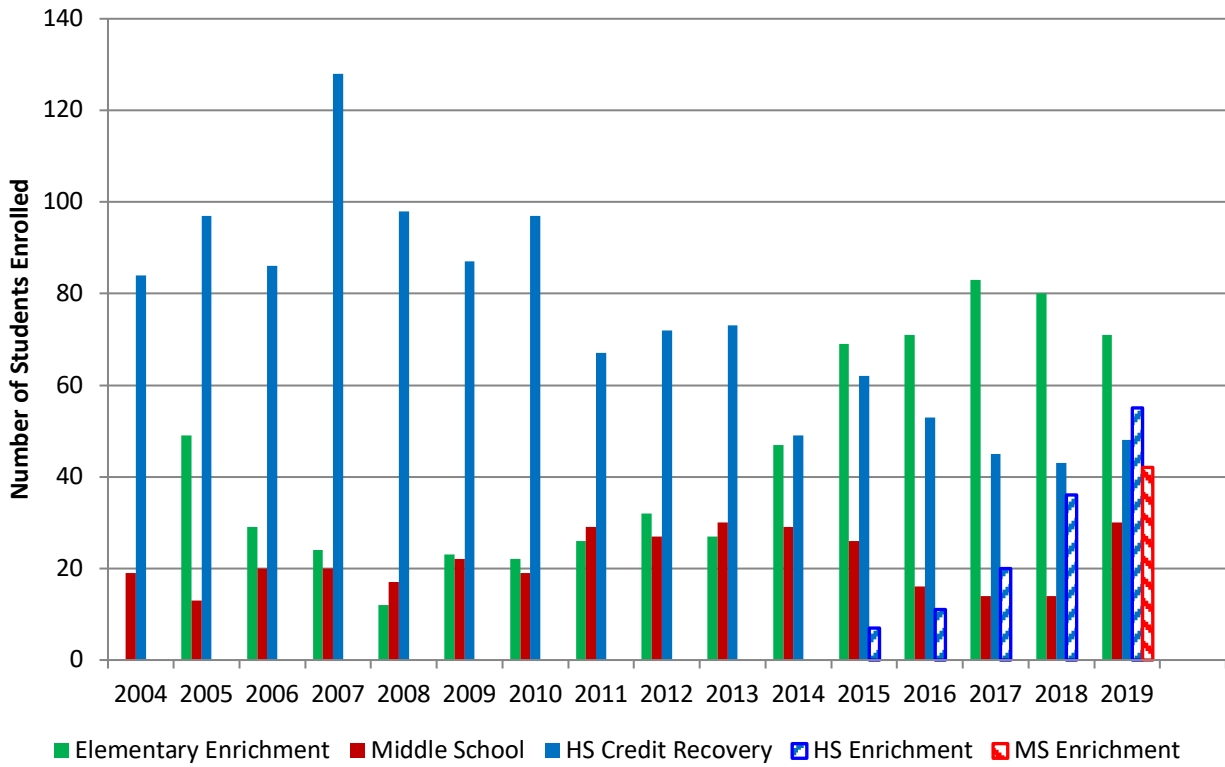
Dates & Times	July 1 – July 26 (18 days)	
	Session I: 8:00 - 9:55 a.m.	Session A: 8:45 – 10:15 a.m.
	Session II: 10:00 - 11:55 p.m.	Session B: 10:20 – 11:50 a.m.
	Session III: 12:30 – 2:25 p.m.	

Number of Certified Staff	3
Course Offerings:	
Reverse Engineering	CSI
Woodworking	3D Printing
Introduction to Computers	
The Art of Baking: Baking	
The Art of Baking: Bread Making	
Registered Students (based on 2018-2019 school year)	Grade 5: 2
	Grade 6: 20
	Grade 7: 6
	Grade 8: 14
2019 Combined Total Middle School Students: 42	

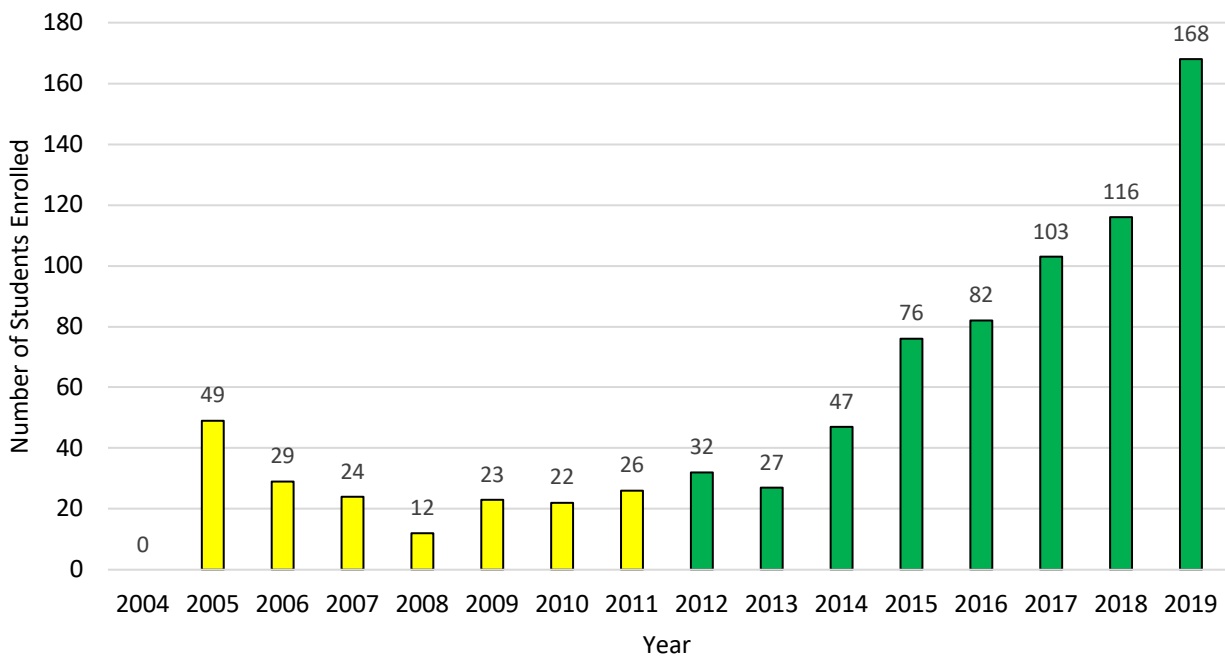
Enrollment comparison		
Year	Students Enrolled	Student Sessions
2019	42	61

Session	# Enrolled	Vs. 2018
CSI	5	NEW
Woodworking	6	NEW
Reverse Engineering	5	NEW
3D Printing	7	NEW
Baking	17	NEW
Bread Making	11	NEW
Computers	8	+4
SAT prep	2	+2
Total	61	NEW

Summer School Enrollment History By Program



Total Number of Students Enrolled in Enrichment Courses



2019 Enrollment -Compared to Last Year (LY)

	# of students	Vs. LY
Elementary	71	-9
Pre-K	6	+2
Kindergarten	8	-6
Grade 1	21	+8
Grade 2	12	-7
Grade 3	11	±0
Grade 4	7	-6
Grade 5	6	±0

	# of sessions	Vs. LY
	126	-7
	9	+3
	16	-7
	37	+14
	19	-13
	20	+9
	13	-9
	12	+4

Middle School	30	+16
Grade 5 (audit)	1	-1
Grade 6	0	-3
Grade 7	13	+8
Grade 8	16	+12

	48	+26
	2	-1
	0	-5
	17	+9
	29	+23

High School	48	+5
Grade 8 (audit)	1	+1
Grade 9	17	+1
Grade 10	8	-5
Grade 11	18	+7
Grade 12	4	+1

	58	+6
	1	+1
	21	+4
	10	-7
	21	+7
	5	+1

HS Enrichment	55	+19
Grade 9	5	±0
Grade 10	14	+5
Grade 11	35	+17
Grade 12	1	+1

	72	+23
	6	-1
	22	+7
	43	+20
	1	+1

MS Enrichment	42	+42
Grade 5	2	New
Grade 6	20	New
Grade 7	6	New
Grade 8	14	New
Totals	246	+73

	61	+61
	2	New
	33	New
	8	New
	18	New
	365	+109

2019 Student Registration	# of Student Sessions	Tuition Cost	Total
Elementary Enrichment			
Single session	16	\$175.00	\$2,800.00
Double session	55	\$285.00	\$15,675.00
Discounted students (second child)	13	-\$50.00	-\$650.00
Middle School			
Language Arts	20	\$150.00	\$3,000.00
Math	9	\$150.00	\$1,350.00
Social Studies	4	\$150.00	\$600.00
Science	15	\$150.00	\$2,250.00
HS Credit Recovery			
Core courses	45	\$275.00	\$12,375.00
Health/P.E. courses	6	\$150.00	\$900.00
Out-of-district students (core courses)	5	\$275.00	\$1,375.00
Out-of-district students (P.E. course)	1	\$150.00	\$150.00
HS Enrichment			
SAT single session (18 days)	10	\$230.00	\$2,300.00
SAT double session (18 days)	14	\$430.00	\$6,020.00
Computer Programming (10 days)	3	\$135.00	\$405.00
Preparing College Essay (5 days)	28	\$85.00	\$2,380.00
MS Enrichment			
STEM Academy Classes	23	\$160.00	\$3,680.00
Computer Programming (10 days)	8	\$135.00	\$1,080.00
Art of Baking: Baking (9 days)	18	\$125.00	\$2,250.00
Art of Baking: Bread Making (9 days)	14	\$125.00	\$1,750.00
Discounted Students (second session)	19	-\$20.00	-\$380.00
		Total Initial Tuition	\$59,310.00

Note: The enrollment above contains the following student/teacher ratios (average class size).

Elementary	class: 9.0 students	total sessions: 14
Middle School	class: 6.9 students	total sessions: 7
HS Credit Recovery	class: 8.0 students	total sessions: 9
HS Enrichment	class: 9.0 students	total sessions: 8
MS Enrichment	class: 8.6 students	total sessions: 7

Staffing

Director	\$6,635.00
Counselor	\$549.30
Nurse RN (Hatton)	\$230.70
Nurse RN (High School)	\$2,306.88
Subtotal:	\$9,721.88
<i>The counselor stipend is \$36.62/hour x 15 hrs; RN Rate, is based on \$28.48/hour x 81 hours. Nurse at Hatton is only needed on two Fridays and is based on \$38.45/hour x 6 hours</i>	

Elementary Enrichment

<i>An individual salary is based on \$37.35/hour (2019-2020 rate) x 3.5 hrs. x 15 days.</i>			
Session A Classes	Session B Classes	Grade-Level	Costs
All-Star Kiddos		K – 2	\$1,120.50
Young Scientists	Innovation Creation	K – 3	\$1,960.88
Pinspiration	Pinspiration	K – 5	\$1,960.88
	Theater & Performance	1 – 5	\$1,120.50
Mathematical Mindsets	Mathematical Mindsets	1 – 6	\$1,960.88
Kitchen Kids	Cooks & Books	1 – 6	\$1,960.88
Harry Potter STEM	Ocean Adventures	3 – 6	\$1,960.88
Woodworking	Robotics	3 – 6	\$1,960.88
		Subtotal:	\$14,006.28

MS Remediation

<i>An individual full-time salary is based on \$37.35/hour (2019-2020 rate) x 1.75 hrs/session x 14 days.</i>			
Language arts (grades 6-8) -PT	I and II	6 – 8	\$1,568.70
Math (grades 6-8) -PT	I and II	6 – 8	\$1,568.70
Social Studies (grades 6-8) -PT	III	6 – 8	\$784.35
Science (grades 6-8) -PT	II and III	6 – 8	\$1,568.70
	(sessions)	Subtotal:	\$5,490.45

HS Credit Recovery

<i>An individual salary is based on \$37.35/hour (2019-2020 rate) x 2.25 hrs/session x 17 days</i>		
English grades 9 – 12 (2 Part-Time Employee)	(x 3)	\$1,428.64
Math (algebra & geometry) (2 PTE)	(x 3)	\$1,428.64
Physical Education/Health		\$588.26
Science (biology & earth science)		\$1,428.64
Social Studies (modern U.S. history & world history)		\$1,428.64
	Subtotal:	\$12,017.38
<i>Note: Physical education is scheduled on Tuesdays and Thursdays. Health is scheduled for one Monday and Wednesdays. Biology and earth science are scheduled for one session only. Modern U.S. history and world history are also scheduled for one session. Some sessions may offer a split curriculum due to low enrollment.</i>		

HS Enrichment

<i>An individual full-time salary is based on \$37.35/hour (2019-2020 rate) x 1.75 hrs/session x 14 days.</i>			
SAT Math	I and II	Grades 8-11	\$3,025.35
SAT Verbal/Writing	I and II	Gr. 8-11	\$3,025.35
Preparing Your College Essay and Resume (x4)	III	Grade 11	\$1,680.75
	(sessions)	Subtotal:	\$7,731.45

MS Enrichment

<i>An individual full-time salary is based on \$37.35/hour (2019-2020 rate) x 1.75 hrs/session x 14 days.</i>			
CSI and 3D Printing	A	Grades 6 – 8	\$1,176.53
Woodworking and Reverse Engineering	B	Gr. 6 – 8	\$1,176.53
Introduction to Computers	III	Gr. 6 – 10	\$902.38
The Art of Baking: Baking	I	Gr. 6 – 10	\$1,512.68
The Art of Baking: Bread Making	II	Gr. 6 – 10	\$1,512.68
	(sessions)	Subtotal:	\$6,280.78

2019 Totals: By Program

	Tuition	Staffing*	Difference
Administrative Stipend		\$6,635.00	-\$6,635.00
Elementary Enrichment (*includes nurse)	\$17,825.00	\$14,236.95	\$3,588.05
Middle School	\$7,200.00	\$5,490.45	\$1,709.55
High School (*includes support staff)	\$14,800.00	\$14,873.54	-\$73.54
High School Enrichment	\$11,105.00	\$7,731.45	\$3,373.55
Middle School Enrichment	\$8,380.00	\$6,280.78	\$2,099.22
		Deductions (supplies/materials)	-\$2,271.65
		My Payments Plus Fees	-\$107.73
		Payroll Adjustments	-\$1,256.34
		2019 Program Subtotal:	\$426.11

2019 Initial Balance:	\$5,503.84
Total Revenue from Tuition (-MPP fees):	\$59,202.27
Payroll:	-\$55,248.17
Payroll Adjustments (medicare, S.S. & MERS)	-\$1,256.34
Total Deductions (supplies & materials)	-\$2,271.65
2019 Final Balance:	\$5,929.95

2019 Payroll

These staff members received the following stipends from the summer school activity account on a single installment on July 19th .						
Staff Member	Affiliation	Title	Pay Rate	Hours	Grade Level	Stipend Amount
Mark Bugnacki	SHS	Counselor	\$36.62	15	9 – 12	\$549.30
The following staff members received the following stipends from the summer school activity account in two equal installments on July 19 and August 2, 2019 .						
Staff Member	Affiliation	Title	Pay Rate	Hours	Grade Level	Stipend Amount
RJ Langlois	SHS	Teacher	\$37.35	42	6 – 8	\$1,568.70
Emily Yuille	DePaolo	Teacher	\$37.35	42	6 – 8	\$1,568.70
Austin Magaro	DePaolo	Teacher	\$37.35	21	6 – 8	\$784.35
Lindsay Ekegren	DePaolo	Teacher	\$37.35	42	6 – 8	\$1,568.70
Marlene Carbone	DePaolo	Nurse	\$38.45	6	K – 5	\$230.70
Leslie Petro	Strong	Teacher	\$37.35	30	K – 2	\$1,120.50
Heather Gosselin	Strong	Teacher	\$37.35	52.5	K – 3	\$1,960.88
Danielle Velodota	Waterbury	Teacher	\$37.35	52.5	K – 5	\$1,960.88
Kaitlyn Rogalski	Thalberg	Teacher	\$37.35	30	1 – 5	\$1,120.50
Amber Smith	DES/KES	Teacher	\$37.35	52.5	1 – 6	\$1,960.88
Kristen Raposa	Flanders	Teacher	\$37.35	52.5	1 – 6	\$1,960.88
Jennifer Valentine	Thalberg	Teacher	\$37.35	52.5	3 – 5	\$1,960.88
Tony Arru	Thalberg	Teacher	\$37.35	52.5	3 – 6	\$1,960.88
The substitute staff member below received the following stipend from the summer school activity account on a single installment on August 2, 2019 .						
Staff Member	Affiliation	Title	Pay Rate	Hours	Grade Level	Stipend Amount
None for 2019	----	Teacher	\$37.35	--	---	0.00
The following staff members received the following stipends from the summer school activity account in two equal installments on July 19 and August 2, 2019 .						
Dave DeStefano	SHS	Director	Stipend		---	\$6,635.00
Lori Danko	SPS	Nurse	\$28.48	81	6 – 12	\$2,306.88
Kathy Reilly	SHS	Teacher	\$37.35	126	9 – 12	\$4,706.10
Tom Hinman	SHS	Teacher	\$37.35	82	9 – 12	\$3,025.35
Kyle Courtemanche	SHS	Teacher	\$37.35	24.16	9 – 12	\$902.38
Tammi Haynes	SHS	Teacher	\$37.35	76.5	9 – 12	\$2,857.28
Heidi Bass	JAD	Teacher	\$37.35	38.25	9 – 12	\$1,428.64
Shane Fusco	Newington HS	Teacher	\$37.35	38.25	9 – 12	\$1,428.64
Robert Levesque	SHS	Teacher	\$37.35	15.75	9 – 12	\$588.26
David Kowalchuk	SHS	Teacher	\$37.35	76.5	9 – 12	\$2,857.28
Jamie Mierzejewski	JFK	Teacher	\$37.35	38.25	9 – 12	\$1,428.64
Total stipend amounts:						\$55,248.17

Director's notes:

Marlene Carbone was needed for just two days for the first two Friday's of the elementary enrichment program.

Personnel

Administrative

Dave DeStefano

Position

Director

Affiliation

SHS

Support Staff

Mark Bugnacki

School Counselor

SHS

Lori Danko

Substitute Nurse -District

SPS

Marlene Carbone

Nurse @Hatton

DePaolo

Elementary Staff

Leslie Petro

K – 1

Strong

Heather Gosselin

K – 3

Strong

Kristen Raposa

1 – 6

Flanders

Amber Smith

1 – 6

DES/KES

Danielle Velodota

K – 5

Waterbury

Jennifer Valentine

3 – 5

Flanders

Kaitlyn Rogalski

1 – 5

Thalberg

Tony Arru

3 – 6

Thalberg

Middle School Staff

RJ Langlois

6 – 8 Language Arts

SHS

Emily Yuille

6 – 8 Math

DePaolo

Austin Magaro

6 – 8 Social Studies

DePaolo

Lindsay Ekegren

6 – 8 Science

DePaolo

Todd Prendergast

6 – 8 Technology

DePaolo

High School Staff

Tammi Haynes

Grades 10 – 12 English

SHS

Heidi Bass

Grades 9 – 11 English

DePaolo

Dave Kowalchuk

Algebra I & Geometry

SHS

Robert Levesque

Health & P.E.

SHS

Shane Fusco

Earth Science & Biology

Newington HS

Jamie Mierzejewski

Algebra I & II

JFK

Thomas Hinman

SAT Math

Kennedy

Kathleen Reilly

SAT Verbal/Writing

SHS

Kyle Courtemanche

Computer Programming

SHS

Adele Zimmitti-Rosa

Family Consumer Science

SHS

Substitute Teacher

None

Program Summary

General Information

All enrichment programs offer open enrollment. However, the staff generally puts together a curriculum that may target certain grade levels, which is presented in the registration forms. The enrichment program has been gaining greater interest over the past 5-6 years as there are more and more courses being offered -many of which include fun and entertaining activities.

Students that register for credit recovery must meet eligibility requirements. To be eligible a student must have taken one of the summer school courses during the school year and earned a 50% or better as a final score. Any student that wishes to participate that has earned anything lower must speak with the superintendent or assistant superintendent to earn an exemption. Any student who has passed the course but lost credit due to a violation of the attendance policy would also be eligible to attend summer school. Out-of-district students are welcomed into the summer program as long as their school counselor accepts our policy. As of this report, there is no extra fee for out-of-district students. Student reports are sent to the head of guidance for the respective school at the conclusion of the program.

Due to projected repairs to the high school roof, it was determined the high school would be temporarily closed to summer school programs as it posed a safety issue and any traffic in and around the school would interfere with the progress of the roof repairs. As a result, DePaolo Middle School would serve as the temporary site location for the middle school and high school summer programs. In March, the director and middle school building principal performed a walk-through for the purpose of identifying potential classrooms for all programs.

A policy change to the middle school remediation program required students to attend summer school if a student failed any of the four core courses. Therefore, the middle school remediation program expanded to include all four courses and added a third session. It was also decided that course times be reduced to 75-minute courses over a 14-day program. Math and Language Arts courses were offered sessions I and II while Science and Social Studies were offered in sessions II and III. Curriculum coordinators were brought into the discussions of how this would roll out to the students this year, including the option of utilizing the online platform Canvas as a way to facilitate daily lessons and assessments.

Registration

After heavy interest and popular demand, the director of the enrichment programs decided to expand the program to include courses targeted for middle school students. In order for this to be successful, the director needed to heavily advertise this to the staff and to the public. Email blasts to all parents was the primary method of disseminating information and making public announcements.

In February of 2019, three job postings for enrichment teachers was announced -one for each of the three school levels. Three elementary teachers and two middle school teachers and three high school teachers came forward with course proposals. In the following weeks, all eight teachers were interviewed, and each discussed their ideas. The conversation included a discussion of budgeting the course. Of the eight teachers six decided to pursue a plan to write out a curriculum with a daily scope and sequence. Course descriptors and titles were then generated for registration publication. In March, a draft registration was sent out to enrichment staff for review, followed by minor edits. In late March the summer school website was updated to increase public awareness. The SPS website continues to be an informative way of communicating with the public. After receiving approval from the assistant superintendent's office in April, registration packets were electronically e-mailed to parents as phase one of the roll-out to parents. Flyers were generated and

shared with elementary school staff for the purpose of making print copies if necessary. In addition, summer school registration forms and flyers were posted on the SPS website to augment program access for neighboring towns. In mid-May, high school registration packets were electronically sent to seven neighboring high schools, which have limited or no credit recovery programs.

Elementary enrichment teachers made personal contact with the parents/guardians of students who would benefit from attending summer school and middle school principals and/or counselors did so with the parents/guardians of students who were required to attend. The elementary school brochure/flyer distribution was set in advance of kindergarten registration and the spring elementary parent conferences. An email blast was issued in mid-April and another email reminder in late May. This year's registration was June 7th, four weeks prior to the start of the program. Any session that had less than three registered were dissolved and parents who had a child enrolled in the cancelled course were notified and encouraged to enroll their child in another session that had higher enrollment. Additionally, this allowed the director to better forecast staffing costs for the high school credit recovery program.

Several of the middle school enrichment teachers designed courses that targeted age groups and grade levels that expanded to include high school students. For example, the Art of Baking courses were targeted for students going into grades 6-10. The instructors also had the option of designing a course that used either a 90-minute block or 2-hour block schedule. Roughly 100 registration packets were printed and delivered to each of the middle schools and were housed in the main office area. Announcement were requested to inform the students at each middle school of how they could register. To be consistent, the deadline for registration was aligned with that of the other two enrichment programs.

For the fourth straight year, the high school enrichment program showed promise as enrollment boosted again hosting 55 students this year -up nineteen from last year. In April, several English teachers distributed these packets to underclassman. This year's SAT writing/verbal preparatory class and SAT math preparatory class were designed to offer an opportunity for students wishing to perform better on the SAT offered in the fall of 2019. The courses run concurrently with the credit recovery program and offer the same staffing rates. This year's registration deadline was three weeks prior to the start of the program, which allowed for the purchasing of SAT prep books and setting a schedule. With more courses being offered this year, guidance counselors also promoted the enrichment program speaking to students about the summer opportunity.

Southington High School counselors discussed potential/definite failures with their affected students prior to the close of 2018-2019. Additionally, each student who failed a course(s) in 2018-2019 received a course failure notification letter, which includes information about credit recovery options offered in the summer. During the walk-in registration time, the summer school counselor made personal phone calls to parents of these students.

Like last year, parents had the option to enroll in summer courses by registering using the My Payments Plus account. It was again determined that the offer should accommodate just the middle school program and the high school credit recovery program. Information was posted on the SPS website, the registration packets and on the course failure notification forms. Like last year, several high school and middle school students took advantage of this opportunity. Enrollment options also included sending completed forms and checks to the director via inter-school or U.S. mail by June 28, 2019. Several registration forms were received in this fashion. Registration sessions were held at DePaolo Middle School, room #13: June 26 – 28 from 7:00 a.m. to 2:00 p.m.

Scheduling

Four weeks prior to the start of the elementary enrichment program ten of the 24 courses were closed due to low enrollment and the affected students were notified of the closure and made changes to their selection.

Six teachers in the elementary enrichment program had enough enrollment to instruct both sessions. The two staff members were provided an additional fifteen minutes so that supervision could extend to 10:45am, a time that would effectively complete the transition to session B. To aid in this process, a high school student volunteer was on hand each day to transport children to and from the main entrance to the cafeteria, while the teachers were supervising the snack wave in the cafeteria.

This year's middle school enrollment was greater compared to years past. At the close of the school year, both assistant principals at the middle school forwarded a roster of students that had failed core courses. Two students resided in Hartford but still able to attend. The other student did not have arrangements for transportation. Due to the low enrollment, a single session was offered for Social Studies, which had 4 students. Language Arts, Science and Math all had enough students enrolled for two sessions. This year there was a grade 5 student from Southington Catholic that attended for the purpose of strengthening skills in Language Arts and math. Two other students signed up for a math session that were not required to attend.

In the high school credit recovery program, earth science and biology had two students enrolled for each so the two courses were married together. As a result, the teacher put together a bundle of performance expectations that integrates both earth and life science -in particular ecological aspects. Using the pedagogies adapted for NGSS, the teacher was able to infuse many of the science and engineering practices to strengthen skills and to help prepare students for the NGSS assessments they would take during their junior year. No students enrolled for health, so the course did not run. Seven students enrolled in P.E. and were able to participate in many activities on the Tuesday, Thursday schedule pattern. For social studies, just two students enrolled in World History, so these two students joined the four students needing to recover the Modern U.S. History credits. At the end of registration there was only one student registered for civics, so the course was closed.

This year's high school enrichment enrollment was prosperous enough to allow for multiple sections of two courses. A second session was added for both the SAT verbal/writing course and the SAT math course, each of them offered during session I or II. A fourth week of Preparing Your College Essay and Resume was offered, which began July 29th and concluded August 2nd.

At the conclusion of the high school registration an initial budget was calculated to account for staffing and tuition costs. Based on the 2014-2018 five-year trend, the range of high school students enrolled in at least one course is 43-62. Additionally, the range for the number of student sessions is 52-78 as some students may be enrolled in more than one course. This year there were a total 48 students enrolled and 58 sessions registered for, both rank low on the 5-year trend. Because the enrichment programs had registration deadlines well in advance to the start of the summer school registration process the director was able to financially balance the staffing costs for the high school credit recovery and middle school remediation program. The enrichment profits helped to subsidize the staffing expenditures and also allow for some courses to operate that otherwise would close due to low enrollment. As was the case for the small geometry and science sections.

All information regarding student enrollment was entered into an excel spreadsheet, which allowed the director to monitor staffing costs and tuition income. Once the high school program was set, the ending balance did not dip below the initial balance thus preserving a healthy budget.

Starting and ending times were staggered to minimize student interaction among the differing age groups. See the following chart:

HS Credit Recovery 7/01 – 7/25	Session I (7 – 9 a.m.)		Session II (9:05 – 11:05 a.m.)		Session III (11:10 a.m. – 1:10 p.m.)		
MS Remediation 7/09 – 7/26		Session I (8:00 – 9:15 a.m.)	Session II (9:20 – 10:35 a.m.)	Session II (10:40 – 11:55 a.m.)			
Elementary Enrichment 7/08 – 7/26			Session A (9 – 10:30 a.m.)	Session B (10:30 a.m. – 12:00 p.m.)			
HS Enrichment 7/01 – 7/26		Session I (8 – 9:55 a.m.)		Session II (10:00 – 11:55 a.m.)		Lunch Break	Session III (12:30 – 2:25 p.m.)
MS Enrichment 7/01 – 7/26			Session A (8:45 – 10:15 a.m.)	Session B (10:20 – 11:50 a.m.)	Lunch Break	Session C (12:30 – 2:00 p.m.)	
Times	7 a.m.	8	9	10	11	12 p.m.	1
							2

All programs for the exception of the Elementary Enrichment program were house at DePaolo Middle School. All rooms are equipped with air conditioning and projectors. Six computer carts were available to use during the program, some of which where share among staff. The elementary enrichment program was housed at Hatton elementary school. Hatton has been hosting two other programs for several years now, one of them is the Extended School Year (ESY) program and the other is the Jump Start program. These two programs run and operate Monday through Thursday and require the staffing of a nurse. Each of the classrooms used at Hatton are equipped with SMART Boards and wall fans.

Attendance

K-12 Enrichment

Board of Education policy does not require the attendance of enrichment students. This year's attendance, however, was tracked using a Google spreadsheet and shared with all instructors and the nurse. This summer's attendance rate may reflect families taking summer vacation days.

Enrichment attendance rates for 2019:

Elementary: 95.9%

Middle School: 89.2%

High School: 87.2%

Middle School Remediation

Board of Education policy requires summer school attendance of students who have failed at least one core academic subject. Sixteen of the 30 students enrolled in a single session. Ten enrolled in two sessions and four students enrolled in three courses. Two of the 30 students were not required to attend summer school but enrolled as an audit. One of the students in this program was in grade 5 and enrolled to help develop skills that will help in the fall. This year's attendance was tracked using a Google spreadsheet and shared with both instructors and both middle school assistant principals. The attendance rate for this summer session was 96.9%.

High School Credit Recovery

Punctual arrival and daily attendance are mandatory. Registration forms state, two times tardy or one absence will result in loss of credit. A director must exercise latitude given extenuating circumstances in a time-intensive summer program. One student in this year's program was absent due to illness and was able to produce a doctor's note. Any absence due to illness and corroborated by a parent/guardian or physician's note was afforded a double session (compensation time) upon the student's return. This year's attendance was tracked using a Google spreadsheet and shared with all instructors and SHS administration. The attendance rate for this summer session was an impressive 99.0%.

Instruction

Elementary Enrichment

This year marked the seventh year that the elementary enrichment program was held at Hatton Elementary School. The rooms that were used were all equipped with SMART Boards and projectors. The corridor in which they used was not equipped with air conditioning, but there were wall-mounted fans that kept the classroom within a tolerable level. Additionally, large floor fans were placed in several locations to circulate air throughout the school. Many of the teachers in the program utilized their computers to assist with delivering their instruction.

This year's classes were largely inquiry-based hands-on activities that generated student-produced work. The teachers in this year's program designed student-based activities that allowed students to build, investigate, generate, design and create. Classes such as Innovation Creation and Science Exploration, Robotics, Cooks & Books, Kitchen Kids, Young Scientists, Ocean Adventures, and Harry Potter STEM were designed to promote higher-order thinking skills. Most students were placed into their 2018-2019 grade-levels with some students opting for a higher grade-level. Class size student/teacher ratio varied throughout the program as it ranged from 5:1 to 12:1 per session.

There were three courses that were designed to foster growth in reading and comprehension, two of which did not receive sufficient enrollment. All-Star Kiddos, Cooks & Books and Theater and Performance were classes that were designed so that students could develop literacy skills.

As it has in the past few years Science, Technology, Engineering and Math (STEM) was the theme for much of what was offered for students. This year there were three courses that were offered that promoted mathematic skills, but neither of the courses had sufficient enrollment to run. Innovation Creation and Science Exploration, Young Scientists and Harry Potter STEM were courses that promoted technology skills as students needed to enter a variety of information that was displayed for other students. Innovation Creation and Science Exploration returned this year to promote science and engineering.

A student achievement certificate was issued to each student for each of the sessions attended. The certificate contained a section that included the skills learned and the concepts taught. The certificate does not indicate a mastery percentage or letter grade.

In the past, a gallery-walk invited parents into the building on the last day to showcase student work. It is popular with the parents as they have a chance to see what our program offers. It does, however, bring a lot of traffic. The parking lot fills quickly in a rather limited parking area. In the past we have been able to manage this as on Fridays we are the only program in the building. Therefore, parking less of an issue. This year, the ESY program happened to schedule their last day on the last Friday of the program, thus parking would become a significant issue. Knowing this in advance the director opted to take a one-year hiatus from the gallery walk with a promise to return it in subsequent years.

Middle School

Administration from both middle schools had ample time to contact parents regarding the district's policy on summer school attendance. Altogether, class size student/teacher ratio averaged a favorable 7:1. Each session of 75-minute length focused on common core skills. With only four students enrolled only one session of Social Studies and was conducted daily. This still afforded the instructor an opportunity to provide individualized instruction throughout the three-week program. In Language Arts class sizes were 9-11 students where the instructor focused on reading strategies and editing/revising. In math class sizes were small with two students in one class and seven in another. The math instructor also provided a good amount of individualized instruction, focusing on fractions, decimals, integers, order of operations, geometry and equations. Math applications comprised the instructional core. There were two sections of science, averaging about 7 students per class. The instructor used the NGSS as the core of instruction. The instructor also created a Google classroom where students were able to login and access many of the resources that prompted students to investigate phenomena and ask questions in a student-centered environment.

At the conclusion of the 14-day program, a final progress report was issued to each student to bring home. The report noted grade-level progress (significant, satisfactory, or minimal) in the concepts taught but did not indicate a numerical average or letter grade. Copies of the grade reports were sent to the respective schools the students attended in the 2018-2019 school year.

High School Credit Recovery

Students are grouped heterogeneously into the high school classes; there is no course-leveled homogeneous grouping to replicate the regular school year programming. Three students whose instruction was prescribed by IEP and three students with a 504 attended the high school component. This combination of factors predicates that each subject taught be presented in terms of its core curriculum and necessitates the need for cooperative grouping, individualized or independent task completion, as well as whole group instruction. The student-teacher ratio ranged from 3:1 (Geometry) to 10:1 (English I/II). Due to enrollment, five of the nine classes conducted had more than one curriculum taught during that session (e.g., Session I: Earth science and biology).

A mid-term progress report was issued for each student and sent home for parent/guardian signature. A final (numerical) grade report was presented to each student upon the last day of classes. A spreadsheet of all student final scores was electronically delivered with a copy to the guidance department and one to the technology department. Letters for out-of-district students were sent to their respective schools verifying attendance along with a copy of their final score for the course(s) they registered for.

Course Credit Summary

- Number of students enrolled at program's start: 48
- Number of students enrolled at program's end: 48
Percentage: **100%**
- Number of student course registrations: 58
- Number of course registrations resulting in credit: 58
Percentage: **100%**

High School Enrichment

Both SAT prep courses began their program with an initial pre-test, which served as a baseline for the instructors. Each of the teachers utilized multiple on-line platforms that provide specific details that cater to student strengths and weaknesses. The instructors then provided one-on-one instruction for each student and offered guidance in helping students overcome weaknesses. At the conclusion of their program, each student then took a final test in efforts to see if gains were made and those results were shared with the students.

For the College Essay and Resume course, the instructor took time to work with each student in relation to the schools that students had intentions to applying to in the fall. The instructor then made efforts to look up the requirements for applying and catered her instruction so that each student knows exactly what to do when applying for each of these schools. The instructor gave individualized instruction to each student in terms of writing a college essay. By the end of the program, all 28 students had a fully prepared college essay.

Program Usage for Teaching Candidates

In previous years, our program has offered building principals and department leaders the opportunity to observe teaching candidates present sample lessons. Candidates from previous years have been hired by Southington and are presently working in the district. In this summer session, there were two science, two math and two English candidates brought in to conduct a lesson.

Security

For this year's program all certified SPS staff members were able to use their ID badge at one or two of the locations where key fab entrances -including the main entrance. The ID badges were made active during the month of July. At DePaolo Middle School, two full-time secretaries were housed at the main entrance and permitted the entrance of students. The secretaries were given rosters of student for all four programs indicating the times of when and where they were taking classes, thus would verify and account for their attendance. Both interior and exterior cameras were active and recorded any suspicious activities and was on screen in the main office. Aside from the first day meeting with students all parents were notified that access inside was only permitted if there was a scheduled meeting with the director or other certified personnel.

At the Hatton, the elementary enrichment teachers also had access to the building using their ID badges. Monday through Thursday the program shares the building with the ESY program, which staffs a secretary near the main entrance. During much of the week she monitors the movement of individuals at the main entrance. At the start of the enrichment program the director welcomes the students into the building where they are greeted by their teachers in the lobby. The director then accounts for the students by taking attendance and makes an effort to reach out to the parents in the case of an unexpected absence. Two staff members return to the main entrance to monitor the movement of students that enter and leave for the 10:30am transition. At noon, all students leave through the east entrance along with the director for additional supervision ensuring the safety of all students.

Custodial Service

Daily emptying of wastebaskets, dry-mopping classroom floors (wet mop only when necessary) and cleaning of lavatories during program should be exercised.

Supplies

1. Prior to the last week of the regular school year, the certified summer school staff must requisition the necessary classroom textbooks/materials through the director.
2. Summer school materials from prior years are stored on the second floor of Southington High School in the mechanical room off the library. These stored supplies, housed in two large lockers, should be screened for future purchases and discarded when necessary. New supplies should be replenished by April of the following year.
3. This year, seven teachers from the elementary enrichment program purchased supplies for their classroom that totaled \$1,231.11. Two teachers from the middle school enrichment program also purchased supplies totaling \$516.04. All ten were reimbursed from the activity account through which tuition dollars supply. Below is the formula that was used to allocate expenses for enrichment courses in 2019.

Enrollment (per session)	Amount for supplies (per student)	Maximum amount (per session)
>9	\$7.50	>\$65
9	\$8.50	\$80
10	\$10	\$100
11	\$12	\$132
12+	\$15	\$180

Program Construction Timeline

Dates	
January - February	Program dates were forecasted with the conclusion of the school year and tentatively set. Request for dates, times and venues were then forwarded to assistant superintendent and to director of operations. Meeting followed in Early March.
February	Personnel distributed intent to return letters to staff. Internal posting for enrichment positions were posted for all three building levels.
February	Collect and review course proposals for enrichment program. Review and modify course descriptors.
Early March	Staff retention and recruitment. Personnel posted any vacancies in March. Program dates, times and venues were finalized.
Late March	Finalize all registration forms. Central office to print and distribute enrichment packets/registrations. Begin U.S. mail and inter-school registrations.
Late April	Develop elementary enrichment flyers for newsletter distribution and parent reminders of offerings. Utilized e-mail blasts to all parents.
Late April	High School registration packets were electronically e-mailed to guidance departments of local districts, which do not offer some or all of the courses offered by our program.
April – June	Interview candidates for vacant positions. Complete paperwork and forms for personnel.
June 8	Registration deadline for elementary and high school enrichment programs. Close courses and make modifications due to low enrollment.
Week after school year ends.	U.S. mail, inter-school mail ends. School counselor begins to telephone parents of those that have failed and are eligible for summer school. Tech dept. failure notice mailing.
June 26-28	In-person registration @JAD; SHS guidance counselor continues telephoning.
July 1	High school credit recovery and 6-12 enrichment programs begin at JAD.
July 8	Elementary enrichment begins at Hatton.
July 9	Middle school remediation program begins at JAD.
July 25	High school credit recovery concludes
July 26	Middle school remediation concludes; copy of student reports sent to MS administration. K-12 enrichment concludes
July 26	Process grades and submit scores to guidance department head and technology.
July 30	Complete final report and submit to assistant superintendent.
September	Presentation to the BOE emphasizing the highlights and the status of the program.



Southington High School
 Summer School Program
 720 Pleasant Street
 Southington, CT 06489
 (860) 628-3260 Ext. 13008

Course Failure Notification Form

TO THE PARENTS/GUARDIAN OF:

Student Name:		Student ID #	
Address:		Grade ('18 -'19)	
		Credits Earned (to date)	
		Credits to Graduate	22

Failed Course(s) –Final Grade Must Be Greater Than a 50% In Order to Qualify for Summer School

Subject: _____ Course # _____ Final Grade _____
 Subject: _____ Course # _____ Final Grade _____
 Subject: _____ Course # _____ Final Grade _____
 Subject: _____ Course # _____ Final Grade _____

Program Information

The Board of Education will offer Summer School courses at DePaolo Middle School for students in grades 9-12. These courses are for credit/make-up work providing summer school requirements are fulfilled.

Course Dates: **July 1st – July 25th, 2019 (Monday – Friday) -No classes July 4th & 5th**
 Course Times: **Session I 7:00 – 9:00 a.m.**
Session II 9:05 – 11:05 a.m.
Session III 11:10 a.m. – 1:10 p.m.
 Tuition Cost: **\$275 PER COURSE -or- \$150 for Health (M, W only) or P.E. (T, Th only)**

TUITION MUST ACCOMPANY REGISTRATION FORMS.

Forms may be downloaded from the SPS summer school website
 Registration may be completed through your 'My Payments Plus' account.
 -OR- STUDENTS MAY REGISTER IN PERSON AT DePAOLO MIDDLE SCHOOL
 DURING THE FOLLOWING DATES/TIMES:

June 26th – June 28th from 7:00 a.m. to 2:00 p.m.

Checks or money orders should be made payable to:

SOUTHINGTON BOARD OF EDUCATION ACTIVITY ACCOUNT



Scan this QR code for summer school website

Courses Offered This Summer

English: **English 9 – 12** Math: **Algebra I & II and Geometry**
 Other: **Health & P.E.** Science: **Earth Science & Biology**
 Social Studies: **Modern U.S History (gr. 9), World History, and U.S. History (gr. 11)**

**Please contact the director, Dave DeStefano, with any questions at ddestefano@southingtonschools.org

★ **ACHIEVEMENT AWARD** ★

This award is presented to

.....

for outstanding achievement in

.....

.....
Signature

.....
Date



Southington Summer School Middle School Grade Report 2019



Student

Last Name		First Name	
Course	Language Arts	Teacher	Mr. Langlois
Grade: 2018-19		School	

Mastery Progress

Reading Skills	Minimal	Fair	Satisfactory	Good	Significant
Comprehension Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression Skills	Minimal	Fair	Satisfactory	Good	Significant
Support/Elaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editing/Revising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conductivity	Poor	Fair	Satisfactory	Good	Excellent
Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude/Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation

ADDITIONAL
COMMENTS:

In Review

To Parent/Guardian,

This final assessment represents the work that your son/daughter has completed in the 2019 Southington summer school program. Thank you for your cooperation in emphasizing the importance of good study and work habits, consistent attendance, and responsibility.

Sincerely,
Dave DeStefano
Director of Summer Programs



Southington Summer School Middle School Grade Report 2019



Student

Last Name		First Name	
Course	Math	Teacher	Mrs. Yuille
Grade: 2018-19		School	

Mastery Progress

Math Skills	Minimal	Fair	Satisfactory	Good	Significant
Order of Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decimals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expression/Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conductivity	Poor	Fair	Satisfactory	Good	Excellent
Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude/Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation

ADDITIONAL
COMMENTS:

In Review

To Parent/Guardian,

This final assessment represents the work that your son/daughter has completed in the 2019 Southington summer school program. Thank you for your cooperation in emphasizing the importance of good study and work habits, consistent attendance, and responsibility.

Sincerely,
Dave DeStefano
Director of Summer Programs



Southington Summer School Middle School Grade Report 2019



Student

Last Name		First Name	
Course	Social Studies	Teacher	Mr. Magaro
Grade: 2018-19		School	

Mastery Progress

Creativity and Content	Insufficient	Progressing	Proficient	Mastering	Exceeding
Political Cartoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U.S. Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research	Insufficient	Progressing	Proficient	Mastering	Exceeding
Presidential Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timeline of a Conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Insufficient	Progressing	Proficient	Mastering	Exceeding
Discussion Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argumentative Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conductivity	Poor	Fair	Satisfactory	Good	Excellent
Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude/Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation

ADDITIONAL COMMENTS:

In Review

To Parent/Guardian,

This final assessment represents the work that your son/daughter has completed in the 2019 Southington summer school program. Thank you for your cooperation in emphasizing the importance of good study and work habits, consistent attendance, and responsibility.

Sincerely,
 Dave DeStefano
 Director of Summer Programs



Southington Summer School Middle School Grade Report 2019



Student

Last Name		First Name	
Course	Science	Teacher	Miss Ekegren
Grade: 2018-19		School	

Mastery Progress

Disciplinary Core Ideas	Insufficient	Progressing	Proficient	Mastering	Exceeding
Performance Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science & Engineering Practices	Insufficient	Progressing	Proficient	Mastering	Exceeding
Modeling and Experimentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross Cutting Concepts	Insufficient	Progressing	Proficient	Mastering	Exceeding
Cause and Effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conductivity	Poor	Fair	Satisfactory	Good	Excellent
Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude/Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation

ADDITIONAL
COMMENTS:

In Review

To Parent/Guardian,

This final assessment represents the work that your son/daughter has completed in the 2019 Southington summer school program. Thank you for your cooperation in emphasizing the importance of good study and work habits, consistent attendance, and responsibility.

Sincerely,
Dave DeStefano
Director of Summer Programs



**Southington Summer School
Mid-Session Grade Report
2019**

Student

Last Name		First Name	
Course		Teacher	
Grade: 2018-19		School	

Scores

	Poor	Fair	Satisfactory	Good	Excellent
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Work Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Communication/Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					

Current Average: _____

Evaluation

ADDITIONAL
COMMENTS:

Verification of Review

*Please sign and return this mid-term report to the summer school office on **Tuesday, July 16th**. The summer school staff would like to keep you informed and urge your cooperation in emphasizing the importance of good study and work habits and consistent attendance. To receive credit for a course, students must attend regularly and complete all work required.*

Student Signature		Date	
Parent/Guardian Signature		Date	

I can be reached at (860) 628-3260, ext. 13008 from 7:00 a.m. to 1:30 p.m. if you have any questions

Sincerely,
Dave DeStefano
Director of Summer Programs



**Southington Summer School
Final Grade Report
2019**

Student

Last Name		First Name	
Course		Teacher	
Grade: 2018-19		School	

Scores

	Poor	Fair	Satisfactory	Good	Excellent
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Work Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					
Communication/Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>					

Final Exam:		Final Grade:		Note: The final grade for this course will appear on the student transcript preceded by S/S for Summer School and carry a 1.0 weight.
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Evaluation

ADDITIONAL COMMENTS:

In Review

To Parent/Guardian,

This final grade represents the work that your son/daughter has completed in the 2019 Southington summer school program. Thank you for your cooperation in emphasizing the importance of good study and work habits, consistent attendance, and responsibility.

Sincerely,
 Dave DeStefano
 Director of Summer Programs

Summer School Program
MS/HS Teacher Survey
2019

Directions: There is no need for identification. Simply take a few minutes to complete this form.

1. What was the greatest challenge within your classroom instruction?

2. To what degree was homework instrumental in daily assignments? (Check one)

Very _____ Somewhat _____ Minimally _____ Not _____

3. Was a student folder used to house daily work? Yes _____ No _____

4. How did your instruction accommodate the heterogeneous grouping?

(Check all that apply)

Cooperative grouping _____ Peer tutoring _____ Modality variety _____

Individualized high yield instructional strategies _____

5. How did your grading accommodate the heterogeneous grouping?

Check the following if used in addition to tests/quizzes in assessment:

Integration of multiple intelligences _____ Self-assessment _____

Individual project and/or presentation _____ Bonus options _____

Group project and/or presentation _____ Contracting _____

6. How would you characterize the student work attitude in your classes? (Check one)

Good _____ Satisfactory _____ Poor _____

7. How would you generally characterize student behavior in your classes? (Check one)

Appropriate _____ Satisfactory _____ Isolated disruptions _____

Regularly required reprimand and/or re-direction _____

8. Briefly describe an anecdotal highlight.

More on the reverse

9. What one thing would you change about this program if the opportunity arose?

Additional space for comments:

**Summer School Credit Recovery Program
High School Student Survey
2019**

Please respond to the following questions regarding the summer school program. Your anonymous feedback will be kept confidential. Your honesty will help build a better summer school program. For students who are in multiple sessions, please complete one for each class

1. What difficulties did you encounter with our attendance policy?

2. What level of difficulty did your subject's course work present to you? (Check one)

Easy____ Somewhat challenging____ Challenging____ Very Challenging____

3. How helpful were the supplemental materials (i.e. worksheets, readings, books, videos, etc.)? (Check one)

Not____ Somewhat____ Very____

4. With respect to time, how demanding was any work assigned outside of class? (Check one)

Not at all____ Somewhat____ Very____

5. What is your overall perception of your fellow classmates' attitude/behavior toward the summer course? (Check one)

Negative____ Cooperative____ Serious____

6. How reasonable was the amount of work that was required in this summer course with respect to the amount of work that you would have had to complete in order to earn a passing grade for the school year? (Check one)

Not enough____ Fairly supplemental____ More than enough____ Unfair____

7. When you attempt to recall one positive thing about summer school, what comes to mind?

More on the reverse

8. When you attempt to recall one negative thing about summer school, what comes to mind?

9. If you could change one thing about summer school what would it be?

10. How was the cost of tuition paid for? (Check one)

I, myself, paid _____

I am working to help pay for the cost _____

I did chores at home to help offset costs, but someone else paid _____

Tuition was paid by another _____

Space for additional comments:

Summer School Enrichment Program
High School Student Survey
2019

Please respond to the following questions regarding the summer school program. Your anonymous feedback will be kept confidential. Your honesty will help build a better summer school program. For students who are in multiple sessions, please complete one for each class

1. What was the main reason for enrolling in the course?

- I am having difficulty with writing clearly
- I am having difficulty with managing my time during tests
- My vocabulary skills are concerning me
- I want to get into a prestigious college
- My parents made me do this
- A friend of mine is taking the course
- Other: _____

2. What level of difficulty did this course work present to you? (Check one)

Easy____ Somewhat challenging____ Challenging____ Very Challenging____

3. How helpful were the supplemental materials (i.e. preparation book, worksheets, readings, books, etc.)? (Check one)

Not____ Somewhat____ Very____

4. With respect to time, how demanding was any work assigned outside of class? (Check one)

Not at all____ Somewhat____ Very____

5. How likely are you to recommend this course to somebody for next year? (Check one)

Not likely____ Somewhat likely____ Very likely____

6. What strategies have you developed that will help you as a result of taking this course?

7. What other enrichment courses would you like to see in the program in the future?

a. Here's a few to spark ideas:

- i. Art
- ii. Music (or instrument)
- iii. College Essay Writing Workshop
- iv. Robotics
- v. Other: _____

Summer Enrichment Program Middle School Student Survey 2019

Please respond to the following questions regarding the summer enrichment program. Your anonymous feedback will be kept confidential. Your honesty will help build a better summer program.

1. What was the main reason for enrolling in this course?

- I eventually want to go college for something like this
- I wanted to try something new and this looked interesting
- My parents thought it might be fun for me
- A friend of mine is taking the course
- Other: _____

2. What level of difficulty did this course work present to you? (Check one)

Easy____ Somewhat challenging____ Challenging____ Very
Challenging____

3. How helpful was the instruction for what you had to do in class? (Check one)

Not very____ Somewhat____ Very____

4. With respect to time, how demanding was the work to complete tasks? (Check one)

Not at all____ Somewhat____ Very____

5. How likely are you to recommend this course to somebody for next year? (Check one)

Not likely____ Somewhat likely____ Very likely____

6. Now that you have finished this course, how could you use what you have learned in the future as you think about careers?

7. Now that you have developed a new skill, what would you recommend to the instructor for what could be offered next year that builds on this course?

8. What other enrichment courses would you like to see in the program in the future?

a. Here's a few to spark ideas:

- Art
- Music (or instrument)
- Robotics

i. Other: _____

6-12 Enrichment Program
Teacher Survey
2019

Directions: There is no need for identification. Simply take a few minutes to complete this form.

1. What was the greatest challenge you faced during the program?

2. What change would you make to this program if the opportunity arose?

3. Briefly describe an anecdotal highlight.

4. What feedback and/or input would you give for the director for next year's enrichment program?

Additional space on the back for comments

Summer School Remediation Program
Middle School Student Survey
2019

Please respond to the following questions regarding the summer school program. Your anonymous feedback will be kept confidential. Your honesty will help build a better summer school program.

Circle the session you are taking this survey for: L. Arts Math S.S. Science

1. How difficult was this subject's course during the school year? (Check one)

Easy____ Somewhat challenging____ Challenging____ Very
Challenging____

2. How difficult was this subject's course work in summer school? (Check one)

Easy____ Somewhat challenging____ Challenging____ Very
Challenging____

3. Please check any of the reasons below if it was the cause of you coming to summer school.

I did not complete class assignments/homework____

I did not pay attention in class____

I did not do enough work to pass____

The subject was too difficult____

The teacher was too difficult____

4. Did the smaller class size allow you to understand the class subject matter? (Check one)

Yes____ No____

5. How reasonable was the amount of work that was required in this summer course with respect to the amount of work that you would have had to complete in order to earn a passing grade for the school year? (Check one)

Not enough____ Fairly supplemental____ More than enough____
Unfair____

6. Were the class materials (online resources, worksheets, etc.) easier to understand? (Check one)

Yes____ No____

More on the reverse

7. Please check any of the statements below that finish this sentence:
After attending summer school, I believe I will...

understand the subject better next year.

work harder to avoid returning to summer school.

forget anything I learned by September.

not change my attitude towards learning next year.

8. Name one thing about this subject that you learned in summer school or understand better by attending summer school?

Space for additional comments:

Elementary Enrichment Program
Teacher Survey

2019

Directions: There is no need for identification. Simply take a few minutes to complete this form.

1. What was the greatest challenge within your classroom instruction?

2. What modification would you make to this program if the opportunity presented itself?

5. Briefly describe an anecdotal highlight from this year's program

6. Use the information below to choose what programming schedule you show preference for:

Circle your choice	Session A	Break	Session B
a) Keep as is	9:00 – 10:20	10:25 – 10:40	10:45 – 12:00
b) Longer sessions	9:00 – 10:25	10:30 – 10:45	10:50 – 12:15
c) Shorter break	9:00 – 10:20	10:25 – 10:35	10:40 – 12:00
d) Longer everything	9:00 – 10:30	10:35 – 10:55	11:00 – 12:30

Space for additional comments/feedback:

**K-5 & 6-8 Summer Enrichment Program
Parent Surveys (Results Collected Through Survey Monkey -Separately)
2019**

Please respond to the following questions regarding the summer school program. Your anonymous feedback will be kept confidential. Your honesty will help build a better summer enrichment program.

1. Did you have a child return to the program this year? Yes ____ No ____

2. Please check any of the reasons below if it was a cause of you enrolling your child in the summer program.
 Further develop skills learned from this past school year.
 To continue the momentum from this past school year.
 To practice new skills that will be learned in this upcoming school year.
 The description in the registration seemed interesting and/or meaningful.
 You knew of the instructor teaching the course.
 You knew of other children that were enrolling that made it more enriching.
 Other.

Reason for other:

3. As a parent, what did you find to be an added benefit that made the program an enriching experience?

4. Through which of the following means did you hear about the courses being offered this year?

- Distribution of registration packet (in April).
- E-mail announcement.
- District website.
- Friend.
- Other: _____

(More on Reverse)

5. How reasonable is the cost of each enrichment session? (check one)

Too much____ Reasonable____ Very Affordable____

6. Did the summer enrichment program conflict with other programs (Sloper, camp, etc.) running concurrently? Yes____ No____

7. If the program were to expand in the future what other activities or offerings would you like to see?

Space for additional comments or recommendations:

Staff/student Survey Responses

Voluntary surveys were distributed to students and staff in the program's closing days. All seven teachers, grades 6 – 12 participated. Ninety-eight percent of the students in grades 9 – 12 participated in the surveys. Reflections upon the 2019 program revealed the following:

High School Credit Recovery -Staff

- Instructional element most utilized to accommodate heterogeneous grouping: 86% reported using cooperative grouping, 43% utilized peer tutoring, 71% integrated individualized high yield instructional strategies and 29% used modality-based instruction.
- Elements of grading most utilized to accommodate heterogeneous grouping: self-assessment (71%), integrating multiple intelligences and bonus options (43%)
- Work attitude noted as “good” by four teachers and “satisfactory” by two teachers
- Student behavior was characterized as appropriate by five of the seven teachers. One indicated satisfactory. One indicated that there were isolated disruptions
- The following comments were made in response to a request for an anecdote:
 - “The majority of my students not only improved their understanding of mathematics but also increased their confidence. During class, students would point out areas where they struggled in the past. I would often provide these students with strategies for improvement in the future.”
 - “Students really seemed to have fun and participated at a high level.”
 - “When I got to one student to “buy-in”-we connected about a specific beach on the Cape. This student could be a leader of the group gaining a common ground was key to “disruptions” being maintained and in fact being obsolete for the last two weeks of the session.”
 - “Having the students play a quizlet review game for the final -they were able to work together and enjoy themselves.”
 - “This year there were a variety of highlights, but I would say it was great when we all went to the gym to discuss heart rate. Students, without hesitation, were able to connect all of the year’s learning (carbon cycle, cell respiration, photosynthesis and homeostasis) with no difficulties, even though they thought they didn’t know how they were related.”
 - “A student in my Algebra course finally made sense out of factoring after having struggled to grasp the concept during the school year. She said it actually made sense and was able to complete problems with great accuracy.”

High School Credit Recovery -Students

- Tuition fees were paid by 18% of the students; another 10% were doing chores to help offset costs. Fifty-seven percent indicated that someone else paid tuition.
- Responses to characterizing the caliber of the course work
 - Very Challenging: 0%
 - Challenging: 19%
 - Somewhat Challenging: 44%
 - Easy: 37%
- 75% of high school students had indicated that the amount of work required in the summer course was supplemental with the amount of work that they would have had to complete in order to pass the class; 23% had said it was more than enough
- 0% of the students noted negative/disrespectful attitude and behavior in fellow students; 82% noted it being a cooperative environment

- Sample statements of the recurrent sentiments written to prompt requesting one negative aspect of program
 - “Nothing/None” -Most common
 - “Annoying people and getting confused at times”
 - “Everything”
 - “They kind of pile of work on you. I had a lot of work to do and my sleep schedule is all messed up”
 - “Waking up early” -Common
 - “Needs to be more challenging”
 - “It made me get out of the house”
 - “How long it is”
 - “How cold the rooms were”
 - “Having to come to summer school”
 - “Getting up so early even when the class was out early”
 - “Two-hour class”
 - “Writing essays”
 - “Coming here in the first place”
 - “Having to ride my bike to school”
 - “Some of the student attitudes, but it wasn’t that bad.”
 - “The work”
 - “When we didn’t get a break”
 - “If I just tried a little harder during the year, I could have passed this class”
- Sample statements of recurrent sentiments written to prompt requesting one positive aspect of program
 - “The teacher was nice” -Most common
 - “The teacher’s attitude and their ability to teach”
 - “The classes were fun and spending time with others in class”
 - “The history teacher explained things so well. If I had this teacher for sophomore year, I would have passed”
 - “It was a positive climate”
 - “Summer school made me get out of the house”
 - “I got a better understanding of things that I couldn’t get in school”
 - “There was no negativity”
 - “The class sizes were small”
 - “Getting my work done”
 - “Summer school was easier to understand”
 - “Getting my credit back”
 - “Everything”
 - “Getting better at writing essays”
 - “Improving my literacy skills”
 - “Making new friends and learning new things”
 - “The work was a fair amount and do-able”
 - “Making new friends and that if I tried, I could succeed”
 - “Being taught the things that I didn’t know how to do”
 - “My teacher’s way of teaching was amazing”

High School Enrichment -Students

Voluntary surveys were distributed to students in the program's closing days. Student participation in the enrichment group was 59%. Reflections upon the 2019 program revealed the following:

- In response to the main reason for enrolling in the course, students responded to the following:
 - I am having difficulty writing clearly: 26%
 - I am having difficulty managing my time during tests: 30%
 - My vocabulary skills are concerning me: 17%
 - I want to get into a prestigious college: 48%
 - My parents made me do this: 43%
 - A friend of mine is taking the course: 0%
- What level of difficulty did the course present to you?
 - Very Challenging: 0%
 - Challenging: 52%
 - Somewhat Challenging: 39%
 - Easy: 8%
- How helpful were the supplemental materials (i.e. preparation book)?
 - Very: 83%
 - Somewhat: 17%
 - Not: 0%
- How likely are you to recommend this course to somebody for next year?
 - Very likely: 61%
 - Somewhat likely: 39%
 - Not likely: 0%
- What other enrichment courses would you like to see in the program in the future?
 - "Art or Music."
 - "Computers."
 - "Robotics."
 - "Foreign Language."

Middle School Remediation -Students

Voluntary surveys were distributed to students in the program's closing days. Student participation in grades 6-8 was 90%. Reflections upon the 2019 program revealed the following:

- Responses to characterizing the caliber of the course work during the school year vs. summer school
 - School Year:
 - Very Challenging: 7%
 - Challenging: 19%
 - Somewhat Challenging: 65%
 - Easy: 9%
 - Summer School:
 - Very Challenging: 0%
 - Challenging: 12%
 - Somewhat Challenging: 49%
 - Easy: 37%
- Eighty-six percent of students had indicated that the amount of work required in the summer course was fairly supplemental with the amount of work that they would have had to complete in order to pass the class

- Below are the results that show causes of why students attended summer school:
 - I did not complete my homework/assignments: 72%
 - I did not pay attention in class: 44%
 - I did not do enough work to pass: 46%
 - The subject was too difficult: 37%
 - The teacher was too difficult: 35%
- Students responding positively to small class size: 93%
- Students believing, they will better understand content after attending summer school: 69%
- Students wanting to work harder next year to avoid summer school: 69%
- Sample statements naming one thing learned in summer school:
 - “How bacteria and cells grow and reproduce.”
 - “I learned how to write a better CER and how to conduct experiments.”
 - “I learned that it is best not to be chatty or else you get stuck off task.”
 - “The teacher explained everything really well and that helped me understand everything. The teacher is really nice and helped me a lot on what I needed to focus on.”
 - “I learned the S.T.E.A.L. strategy to help find how the character is/acts.”
 - “I learned about theme and it was easier to understand because of how the teacher explained it/ It was also helpful because we had some time alone (one-on-one) and with the class.”
 - “I learned a lot more about setting, character and theme than I did in a normal school year.”
 - “I learned about some of the presidents and their elections and other known facts about them.”

Middle School Remediation -Staff

Voluntary surveys were distributed to staff in the program’s closing days. All four teachers participated. Reflections upon the 2019 program revealed the following:

- In response to the teacher’s greatest challenge, here are sample responses:
 - “Technology and Internet issues.”
 - “The age range and different levels of ability and skill sets.”
- Instructional element most utilized to accommodate heterogeneous grouping: 75% reported using cooperative grouping, 25% utilized peer tutoring, 50% integrated individualized high yield instructional strategies and none used modality-based instruction.
- Elements of grading most utilized to accommodate heterogeneous grouping: Individual project and/or presentation (100%), integrating multiple intelligences (75%), and bonus options (25%)
- Work attitude noted as “satisfactory” by three teachers and “good” by one teacher
- Student behavior was characterized as appropriate by two of the four teachers. Two of the four indicated satisfactory.
- The following comments were made in response to a request for an anecdotal highlight:
 - “Students did demonstrate enthusiasm for our hands-on investigations. It was clear that these students actually had a lot to offer, and a smaller environment allowed this.”
 - “Students completed daily discussion board posts as an alternative to verbal communication and this turned out to be wildly successful.”
 - “Overall, students were pretty well behaved. A lot of positive praise and explanations.”

Middle School Enrichment -Students

Voluntary surveys were distributed to students in the program's closing days. Student participation in the enrichment group was 49%. Reflections upon the 2019 program revealed the following:

- In response to the main reason for enrolling in the course, students responded to the following:
 - I eventually want to go to college for something like this: 63%
 - I wanted to try something new and this looked interesting: 38%
 - My parents made me do this: 12%
 - A friend of mine is taking the course: 25%
- What level of difficulty did the course present to you?
 - Very Challenging: 12%
 - Challenging: 12%
 - Somewhat Challenging: 63%
 - Easy: 12%
- How helpful was the instruction for what you had to do in class?
 - Very: 88%
 - Somewhat: 12%
 - Not: 0%
- How likely are you to recommend this course to somebody for next year?
 - Very likely: 25%
 - Somewhat likely: 75%
 - Not likely: 0%
- What other enrichment courses would you like to see in the program in the future?
 - "Smartphone tech."
 - "Art."
 - "Foreign Language."

Middle School Enrichment -Staff

Voluntary surveys were distributed to staff in the program's closing days. Two teachers participated. Reflections upon the 2019 program revealed the following:

- In response to the teacher's greatest challenge, here are sample responses:
 - "Differentiating for the many different levels."
 - "Due to updates, many of my tutorials from last year ended up being obsolete."
- In response to a change to the program:
 - "Grouping students based upon last completed math course to gear instruction on what to improve versus what has never been seen."
 - "Possibly doing two classes instead of one for different age groups."
- The following comments were made in response to a request for an anecdotal highlight:
 - "Students collaborating on difficult problems when working through a scaffolding station activity."
 - "One of my students was helping another with his program and said, "See, You're a programmer!""

Middle School Enrichment -Parents

This year's survey was distributed via email using a program called Survey Monkey. The survey was sent on the last day of the program. Thirty-five percent of the parents completed the survey.

- Below is a list of reasons why they enrolled their child into the summer enrichment program:

- Further develop skills learned from this past school year: 20%
- To continue the momentum from this past school year: 33%
- To practice new skills that will be learned in this upcoming school year: 27%
- The description in the registration seemed interesting and/or meaningful: 80%
- You knew of the instructor teaching the course: 13%
- You knew of other children that were enrolling that made it more enriching: 0%
- Thirty-three percent of the parent respondents indicated that they first learned of the program from the registration packet that was distributed at school; 47% first learned through the e-mail blast; 7% learned through the district website; 7% heard it from a friend.
- Ninety-three percent of parent respondents thought the cost of the program was reasonable.
- Sample statements of what parents would like to see in the future:
 - “Programs that include a combo of outdoor and indoor activities.”
 - “An art class and a class on Minecraft techniques.”
 - “Writing, book club.”
 - “Next level of computer programming - moving forward from what they have already done in this introduction session.”
 - “Cooking (different types of cuisines/cultures).”
 - “Crafting.”
 - “Perhaps learning to cook actually dinner dishes rather than just desserts and breads.”
 - “More STEM.”
- Additional comments or recommendations by parents include:
 - “Thank you for the great program!!”
 - “My daughter really enjoyed the classes she took (3D printing and woodworking). I would absolutely enroll her again in similar courses next year.”
 - “Terrific courses! My child enjoyed it very much. She was enrolled for several years in elementary enrichment and was thrilled to be able to continue at the middle school level. Courses were age appropriate and very enjoyable.”
 - “Thank you! We wish my child was able to attend more consistently but he really enjoyed the classes!”
 - “Maybe 2 two-week sessions so people can do vacations and maybe get one session in instead of almost a 4 week long one.”

Elementary Enrichment -Staff

Voluntary surveys were distributed to staff in the program’s closing days. Seven of eight teachers in grades K – 5 participated. Reflections upon the 2019 program revealed the following:

- In response to the teacher’s greatest challenge, here are sample responses:
 - “Differentiating to my pre-K-grade 2 group. Perhaps getting a teacher assistant.”
 - “Not too many issues. Perhaps the addition of teacher assistants like last year.”
 - “Balancing the different levels of skill sets.”
 - “Unexpected student absences made it difficult to complete group projects.”
 - “Not enough time.”
 - “Budget.”
- In response to what change you would make to the program; teachers indicated the following:
 - “I think I’m going to go back to offering to different age groups (K-2 for session A and 3-5 for session B).”

- “I liked not having the showcase. Students were able to take home projects during the week.”
- “I think the program went extremely smooth! Love the idea of bringing back the gallery walk for next year.”
- “To know what my budget well in advance -for ordering purposes.”
- “A request for a stricter policy for picking up children late. Perhaps an additional fee.”
- “To work in a more full-kitchen environment.”
- The following comments were made in response to a request for an anecdotal highlight:
 - “I loved having a helper.”
 - “Students love creating their own math games. They really started to see how math is everywhere.”
 - “Seeing the growth in just a short amount of time.”
 - “My quietest student gaining the confidence to go up against my most outgoing student in a theater game and using her voice.”
 - “Watching young students work together to solve STEM challenges.”
 - “Even though my first session was full with 12 students, it really allowed such great opportunities for cooperation and teamwork. It was amazing to see their creativity with crafts and projects as well as how their creativity expanded during the three weeks.”
- Below shows a variation in a possible programming schedule for next year. The staff results are to the far right:

Circle your choice	Session A	Break	Session B	Results
a) Keep as is	9:00 – 10:20	10:25 – 10:40	10:45 – 12:00	6 of 7
b) Longer sessions	9:00 – 10:25	10:30 – 10:45	10:50 – 12:15	0
c) Shorter break	9:00 – 10:20	10:25 – 10:35	10:40 – 12:00	0
d) Longer everything	9:00 – 10:30	10:35 – 10:55	11:00 – 12:30	1 of 7

Elementary Enrichment -Parents

This year’s survey was distributed via email using a program called Survey Monkey. The survey was sent on the last day of the program. Twenty percent of the parents completed the survey.

- Below is a list of reasons why they enrolled their child into the summer enrichment program:
 - Further develop skills learned from this past school year: 20%
 - To continue the momentum from this past school year: 30%
 - To practice new skills that will be learned in this upcoming school year: 20%
 - The description in the registration seemed interesting and/or meaningful: 60%
 - You knew of the instructor teaching the course: 10%
 - You knew of other children that were enrolling that made it more enriching: 10%
- Thirty percent of the parent respondents indicated that they first learned of the program from the registration packet that was distributed at school -Down 43% from last year. 40% first learned through the e-mail blast; 10% learned through the district website; 10% heard it from a friend.
- 50% of parent respondents thought the cost of the program was reasonable.
- Sample statements of what parents would like to see in the future:
 - “Maybe a C session, kids could pack their lunch and get picked up at 2? Maybe a self-defense course, or leadership class, or a outdoor/indoor games class.”

- “Greg Tang math classes, mandala making, yoga, clay”
- “More educational offerings that help with writing or other subjects.”
- “More class options maybe longer classes.”
- “A world language option.”
- “Chemistry or an outdoor exploration for geography.”
- Additional comments or recommendations by parents include:
 - “Summer classes were very well organized, very enjoyable and priced reasonably. Well worth it...thank you!”
 - “Girls had a great time this year, both were so happy with their choices!”
 - “I live around the corner from Hatton. My son loved the robotics type class he did last year. Unfortunately, we couldn’t find any information for this year. We would drive by daily and see the cars and thought maybe it was something else going on.”
 - “Great job as always by Dave DeStefano and the other teachers. The dedication they show to these children during their summer break is awesome.”
 - “Thank you for the hard work and effort you put into organizing this program. (I appreciate the 3 hours I get of alone time.)”
 - “Love it!! And so does my son. Thank you!!”

Recommendations for 2020

Programs and Registration:

1. The reduction of eligible students for the high school enrollment reflects greater success of the regular school year. Greater collaboration with surrounding districts that offer a reduced program should be encouraged to contact their students regarding Southington's opportunity. Partnering with Cheshire and Wilcox Tech this year helped bring in 6 more students for 2019.
2. Continue to expand enrichment courses at the middle school level. Ideas include the following: Creative Arts & Crafts, Photography, App Design, Theater/Drama and Study Skills & Organization. The position for enrichment teachers will need to be posted in February.
3. Continue to partner with the DePaolo Middle School as this year's relocation proved to be immensely successful.
4. Look into possibly adding more prep time for the teachers who require proofreading essays and documents. This may include increasing the tuition costs for those courses.
5. There were many parents that did not know of this year's enrichment programs. Some were waiting for registrations given by the school, but none were given. Need to create a one-page flyer or announcement that directs parents to the district's summer school webpage where they can download and print the registration forms. Print and distribute these to all schools in March.
6. Investigate the option of the online learning platform and speak with the middle school administration in advance regarding possible online programs for middle school students who fail core courses during the school year.
7. Make the registration deadline for the middle school program several days prior to the start of the first day. The staff needs a completed roster several days in advance to prepare.
8. Continue to update the district website so that it contains the necessary information for parents and students.
9. Senior English courses are 0.5 credits and a senior may have failed two half-year classes. Investigate the option of creating a 9-day English course for a reduced cost. Perhaps \$200 for each 9-day course.
10. Continue to recruit high school students to help out or volunteer for the elementary enrichment program. They assist instructors and also help students who might need extra assistance. Speak to NHS students at the high school and make announcements within SHS.

Starting dates/times:

1. Set aside at least one week between the close of the regular school year and the start of the summer session when scheduling.
2. Stagger the start and end times of each of the separate programs to allow for the director to meet and greet students and parents on the first day and allow for transit between schools.
3. Continue to set registration deadlines for both enrichment programs to coincide with the last week of school.
4. Have the elementary enrichment end on a day where no other program is running. The final day requires the director's full attention.



SOUTHINGTON PUBLIC SCHOOLS

Peter J. Romano, Jr.
Director of Operations

MEMO

To: Timothy F. Connellan

Date: September 3, 2019

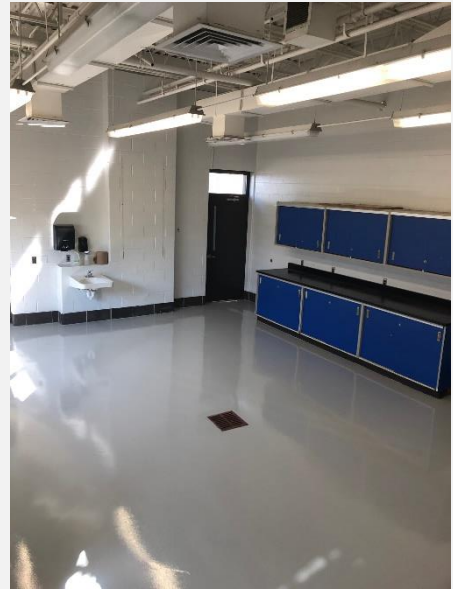
Re: **Operations/Maintenance Work Completed 2019 Summer**

Below highlights some of the work that the operations/maintenance department completed during the 2019 summer break. Please note that this work is *in addition to* the 498 work orders, received over the summer.

- Districtwide** Installed a repeater for the 2-way radio system – Continuing to improve range and coverage of our 2-way radio system, an additional repeater was installed this summer. There are (6) other repeaters in the district for the 2-way radio system. Locations are not publicly disclosed for security reasons.
- Districtwide** Ongoing filter changing and regular maintenance of all HVAC equipment throughout the district.
- Districtwide** Upkeep of fields and grounds – There is a substantial number of man hours necessary to maintain the grounds in the summer, especially for weeding without any chemical products.
- SHS** **Partial Roof Replacement** - Removal and replacement of ±70,000 sf of roofing. See highlighted in yellow for the areas completed. The main section of the building will need replacement in the near future and is on the TOS Capital Plan.



SHS Conversion of CPR Room W274 for use by the Collaborative Learning Program - The room will be used as a multi-purpose room as flex space for the Collaborative Learning Program. Work included demolition of the existing area, painting, hardware modifications and a new epoxy floor.



SHS Security Camera System – A new state of the art security camera system has been installed. Details are not shared publicly. Additional information is available upon request by the appropriate individuals.

SHS Modernization of the Foodservice Elevator – This was a capital improvement project that was funded from the town. Work included new hydraulics, electronics, communications and

new interior finishes for the elevator cab. We also added a card reader for use of the elevator to better secure the building.



SHS Room 284 Electrical Upgrades for Technology Equipment – Limitations of the electricity required for the technology equipment were addressed with the increase in the size of the electrical service that feeds the Technology Room 284. The upgrade allowed for a more robust battery backup system to be installed.

SHS

Music Classroom Workstations – New workstations were fabricated in-house for the music classroom at SHS. Workstations included a slide tray for computer keyboard, desk top for piano keyboard, and an elevated stand for the computer monitors.



SHS

Principals and Assistant Principals Offices – With the naming of the new principal came substantial changes to where the principal and assistant principals are residing in the high school. The assistant principals were relocated throughout the building. The principal and his secretary relocated to the previous attendance room. This also created changes in the main reception office and previous mail room. Work included additional wall construction, painting, flooring, door relocations, hardware, relocated lighting, additional telephone lines and computer cabling.

SHS

Tennis Court Repairs and Recoating – The tennis courts were badly in need of repair, but the cost was prohibitive. Maintenance staff completed the repairs and recoated the courts.



JAD **Administrative Offices** – With the newly appointed principal and vice principal there was a considerable amount of relocating and rearranging of furniture and technology. Rooms were also prepped and repainted.

DES **Asbestos Floor Removal** – A project that had been slated for several years but due to budget constraints was moved to the next year was finally completed. Fourth grade Room 221 VCT asbestos floor tile was removed under the supervision and testing of a hygienist. Results were submitted to the State and approved. A new VCT floor and vinyl base were installed.

DES **Water Main Replacement** – The original water line that feeds the building was rusted and corroded to a level of imminent failure. The water line and all the associated components were completely replaced.



ORIGINAL



REPLACEMENT

DES **Meeting Area Painting** – The meeting room in the front office received a fresh coat of paint over the existing 1970 vintage paneling.

DES **Bluestone and Granite Entrances** – The failing granite and bluestone at the original and auditorium entrances were removed and reset. These were hazardous trip areas prior to the resetting of the stone.



HES Classroom and Maker Space Painting – Two classrooms that were badly in need of patching and painting for the Launch program were completed. Maintenance also painted the old computer lab for the new Maker Space project.

TES Classroom divider in the Community Room – Thalberg Elementary School needed to add a classroom. An attractive temporary partition was constructed in the community room to section off an area for the classroom.



AG-SCI Offices and Storage Facility – The administrative offices were rearranged, and new cabinetry was installed. Maintenance staff spent a couple days cleaning out the Ag-Sci storage facility behind the varsity baseball field. A 50-yard dumpster was filled with old equipment that was in a state of disrepair.

Maintenance Secretary to the Supervisor of Buildings and Grounds – With the elimination of the secretary position, the furniture, files and technology was moved to the Mail Room at the Municipal Center for use in the newly defined position.



SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Tuesday, August 27, 2019, 6:30 p.m.
John Weichsel Municipal Center
Conference Room #2
200 North Main Street
Southington, CT 06489

Board Members Present: Colleen Clark, Chair, David Derynoski and Zaya Oshana
Present from Administration: Sherri DiNello, Director of Business & Finance and Jennifer Mellitt, Accounting Manager

The Finance Committee meeting was called to order at 6:31 p.m.

1. **SELF INSURANCE:**

Mrs. DiNello reviewed the 2018-2019 final Self Insurance report. The Board of Education claims were \$119,469 less than budgeted for the year. She pointed out that claims are also \$2.3 million less than 2015-2016 confirming that the change to the High Deductible Health Plan (HDHP) has been successful.

2. **MIDDLE SCHOOL SPORTS:**

The 2018-2019 revenues and expenses report related to Middle School Athletics was reviewed. Mrs. DiNello explained to the committee that the SMSAA (Southington Middle School Athletic Association) had a shortfall of \$2,541 in raising funds. The Finance Committee was concerned about the SMSAA ability to raise funds for the 2019-2020 school year. The established practice is that the SMSAA is to pay for coaches' salaries in advance of the season. Mrs. DiNello explained that the Board of Education budgeted \$15,000 and that fall participation funds should cover the fall expenses. Mr. Oshana stated that the SMSAA has new officers and fundraisers in place. There has been no discussion about the SMSAA expanding beyond athletics.

The Finance Committee recommends to the full Board that the SMSAA must pay the anticipated winter coaching salaries by November 1, 2019 and spring salaries by April 1, 2020 prior to team tryouts taking place.

If the Board of Education agrees with the recommendation, then a meeting would be held with the SMSAA Executive Board, administrators, and Board of Education liaisons to discuss and ensure everyone is aware of funding timeline expectations.

3. **UNEXPENDED EDUCATION FUND ACCOUNT TIMELINE:**

Mrs. DiNello shared that the 2018-2019 year ended with a balance of \$586,000 and the Board of Finance agreed to place the funds in the Unexpended Education Fund Account. The administration plans to meet in mid-September to review the current Capital Plan and make a prioritized list of projects. The list will come back to the Finance Committee and full Board of Education in October 2019 for approval prior to submitting to the Town Board of Finance.

4. TRANSPORTATION CONTRACT:

Mrs. DiNello explained that the current New Britain Transportation contract expires on June 30, 2020. She reviewed a PowerPoint presentation that she received from John Spang, Director of Finance in Preston, who has presented to CASBO (Connecticut Association of Business Officials) and ASBO (Association of School Business Officials) regarding the transportation bidding process. The presentation highlighted reasons to bid and not to bid. Administration is extremely satisfied with the current services and management at New Britain Transportation.

Mr. Derynoski stated that he would like to negotiate an extension of the current New Britain Transportation contract rather than bidding the contract. Mr. Oshana and Mrs. Clark both agreed that it made no sense to go out to bid and agreed with negotiating an extension. The committee will recommend to the full Board that they waive the bidding process and allow the administration to negotiate an extension to the current contract.

The committee also discussed seatbelts on the school buses.

5. 2018-2019 OPERATING BUDGET CLOSE-OUT:

Mrs. DiNello shared the year end report and a summary highlighting the major variances that created the surplus. The hold back of supply funds, staff turnover in technology and nurses' salaries along with savings in the cost of electricity at the high school, middle schools and Hatton all contributed to the surplus.

6. MISCELLANEOUS:

The committee discussed the next meeting time due to sensitivity of the bid award. The next Finance Committee meeting will be held on September 16, 2019 at 7:30 a.m. A reminder will be sent to the committee members on Sunday through the calendar invite.

The meeting adjourned at 7:30 p.m.

Respectfully submitted,



Sheri DiNello, Director of Business & Finance

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 13, 2019

Decision Requested X Agenda Code 9 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 the 2019-2020 school year. This report includes activity for the month of August 2019.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

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

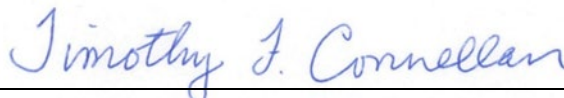
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Included:

1. Personnel Report

**Personnel Report
September 2019**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
Cert	Bacon, Taylor	Math	SHS	1	26-Aug-19	6th	\$62,316.00
Cert	Chambers, Molly	Special Ed	SES/District	1	26-Aug-19	MA	\$52,262.00
Cert	Dow, Amanda	World Lang, Spanish	SHS	0.8	26-Aug-19	MA	\$41,809.60
Cert	Economopoulos, Lynn	Special Ed	SHS	1	26-Aug-19	MA	\$60,554.00
Cert	Ende, Alexandria	Interim, Grade K	HES	1	26-Aug-19	MA	\$51,065.00
Cert	Fandel, Ashley	Library/Media	DES	1	26-Aug-19	MA	\$57,986.00
Cert	Gardner, Kara	Grade 1	DES	1	26-Aug-19	BA	\$47,387.00
Cert	Ilnicki, Sara	Interim, Grade 3	FES	1	26-Aug-19	BA	\$47,387.00
Cert	Kelly, Kimberly	Interim, Grade 3	TES	1	26-Aug-19	MA	\$51,065.00
Cert	Kudla, Marisa	Math	SHS	1	3-Sep-19	MA	\$54,106.00
Cert	Maley, Marigrace	Music	KES/OES	1	27-Aug-18	BA	\$47,387.00
Cert	Mierzejewski, Stephen	Math	JAD	1	26-Aug-19	BA	\$47,387.00
Cert	Pasqua, Elisabeth	English/Literacy	SHS	1	26-Aug-19	MA	\$63,566.00
Cert	Phelps, Jessica	English/Literacy	SHS	1	26-Aug-19	BA	\$47,387.00
Cert	Rogala, Josephine	Principal	OES	1	26-Aug-19	6th	\$137,054.00
Cert	Salerno, Emily	Grade K	TES	1	26-Aug-19	MA	\$63,566.00
Cert	Zirpolo, Forrest	Science/Chemistry	SHS	1	26-Aug-19	BA	\$47,387.00
Class	Albert, Jennine	Paraeducator	HES	27.50	27-Aug-19	N/A	\$17.03
Class	Colegrove, Lara	Paraeducator	JAD	31.25	26-Aug-19	N/A	\$17.03
Class	Flagge, Chelsea	Paraeducator	HES	25.00	27-Aug-19	N/A	\$17.03
Class	Hill, Brittany	Paraeducator	JAD	27.50	27-Aug-19	N/A	\$17.03
Class	Kastner, Kaitlin	Paraeducator	Alta	27.50	27-Aug-19	N/A	\$17.03
Class	Longo, Kathleen	Nurse	DES	15.00	28-Aug-19	N/A	\$23.21
Class	Najarian, Rebekah	Paraeducator	KES	27.50	3-Sep-19	N/A	\$17.03
Class	O'Keefe, Stephanie	Paraeducator	JFK	27.50	27-Aug-19	N/A	\$17.03
Class	Perreault, Jennifer	Paraeducator	HES	27.50	27-Aug-19	N/A	\$17.03
Class	Perry, Donna	Paraeducator	HES	17.00	27-Aug-19	N/A	\$17.03
Class	Pietruszewicz, Kyrsten	Paraeducator	SEES	27.50	27-Aug-19	N/A	\$17.03
Class	Rasmus, Ashley	Paraeducator	HES	25.00	27-Aug-19	N/A	\$17.03
Class	Roman, Sharon	Security	SHS	36.25	30-Aug-19	N/A	\$19.69
Class	Theriault, Teddy	Custodian	KES	19.50	29-Aug-19	N/A	\$15.32

**Personnel Report
September 2019**

RESIGNATIONS

Cert	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
Cert	Garrity, Teresa	World Language	SHS	August 5, 2019	4	Resigned
Cert	Goff, Barry	Math	SHS	August 26, 2019	16	Resigned
Class	Alexander, Elizabeth	Paraeducator	SHS	August 12, 2019	3	Resigned
Class	DeAngelo, Angela	Paraeducator	SEES	August 15, 2019	1	Resigned
Class	DelSanto, Kim	Paraeducator	JAD	August 26, 2019	6-mo	Resigned
Class	Faucher, Richard	Paraeducator	SHS	August 23, 2019	6	Resigned
Class	Griffin, Hattie	ABA	KES	July 1, 2019	5	Resigned
Class	Heeran, Jessica	Paraeducator	SES	August 22, 2019	1	Resigned
Class	McKenney, Sara	Paraeducator	TES	August 14, 2019	6	Resigned
Class	Morawski, Alexa	Paraeducator	HES	August 22, 2019	1.5	Resigned
Class	Pelluso, Kelsey	Paraeducator	OES	August 11, 2019	1	Resigned
Class	Robarge, Melissa	Paraeducator	JAD	August 6, 2019	12	Retired
Class	Rodriguez, Meghan	Paraeducator	SHS	August 23, 2019	6-mo	Resigned
Class	Savino, Eric	Paraeducator	JAD	August 12, 2019	1	Resigned
Class	Shultz, Shannon	Paraeducator	KES	August 1, 2019	1	Resigned
Class	Torres, Marisol	Paraeducator	HES	August 30, 2019	N/A	N/A
Other	DiCiccio, Allison	Asst Dept Leader WL	SHS	August 14, 2019		Resigned
Other	Green, Michele	Color Guard	SHS	August 26, 2019		Resigned

**Personnel Report
September 2019**

ASSIGNMENT CHANGE

		FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE	
Cert	Cavanaugh, Sara	Grade 3 / TES	1	Literacy Specialist / DES	1	26-Aug-19
Cert	DelSole, Jennifer	ACHIEVE / SHS	1	LAUNCH / HES	1	26-Aug-19
Cert	Florez, Luisa	World Lang / SHS	0.6	World Lang / SHS	1	26-Aug-19
Cert	Morach, Mary Beth	Literacy Spec / DES	1	Literacy Specialist / SHS	1	26-Aug-19
Class	Angelone, Rebecca	Paraeducator / JAD	27.5	Paraeducator / TES	31.25	26-Aug-19
Class	Belanger, Jacqueline	Secretary / TES	1	Secretary School Couns. / SHS	1	12-Aug-19
Class	Cassan, Kristine	Paraeducator / HES	27.5	Interim ABA / HES	35	29-Aug-19
Class	Dauphinais, Amanda	Paraeducator / DES	27.5	Paraeducator / DES	31.25	26-Aug-19
Class	Doyle, Lynne	Paraeducator / SHS	27.5	Paraeducator / SHS	31.25	26-Aug-19
Class	Ianni, Traci	Paraeducator / JFK	27.5	Paraeducator / SHS	1	26-Aug-19
Class	Kennedy, Melissa	Paraeducator / TES	31.25	Secretary / TES	1	21-Aug-19
Class	Murphy, Barbara	Paraeducator / HES	27.5	Paraeducator / HES	31.25	26-Aug-19
Class	Nivison, Sharon	Clerk / FES	10	Clerk / FES	15	26-Aug-19
Class	Noonan, Michelle	Paraeducator / TES	27.5	Paraeducator / TES	31.25	26-Aug-19
Class	Perillo, Jennifer	Paraeducator / SHS	27.5	Paraeducator / SHS	31.25	26-Aug-19
Class	Stack, Laura	Paraeducator / HES	27.5	Paraeducator / HES	31.25	26-Aug-19
Class	Seuss, Joyce	Clerk / TES	15	Clerk / TES	19.5	26-Aug-19
Class	St. Pierre, Patricia	Secretary Bldgs/Grd	37.5	Secretary Purchasing	37.5	15-Aug-19
Class	Thomson, Patricia	Paraeducator / HES	27.5	Paraeducator / SES	31.25	26-Aug-19

TRANSFERS

		FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
CERT	NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE

No transfers to report.

UNPAID LEAVE OF ABSENCE

1	Grade 3, TES	2019-2020 S/Y	
1	Grade 3, FES	2019-2020 S/Y	
1	Grade 2, FES	Partial S/Y	<i>*1 Interim teacher covering both of these LOAs at Flanders</i>
1	Grade 2, FES	Partial S/Y	

COACHING / STIPENDS

MS/HS Stipends

Barth, Susan	SHS, Team Leader, Gr 9
Curtin, Elizabeth	JAD, Team Leader, 7-Gold
DeSimone, Sue	JFK, Team Leader, 7-B
Fontaine, Amy	JFK, Team Leader, 7-A
Kosienski, Amy	Adult Education
Kowalchuk, David	SHS, Dept Leader, Math
Madden, Allison	JFK, Co-Team Leader, 8-B
Ossias, Sara	SHS, Dept Leader, Art
Perry, Amy	JFK, Curr Specialist, Social Studies

Coaching Stipends

<i>Palko, Robert</i>	SHS, Asst Boys Soccer
Swimm, Travis	SHS, Asst Football

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date September 12, 2019

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date September 12, 2019

Decision Requested X Agenda Code 11 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 here are the following trips:

- SHS Wrestling Team – Lowell Holiday Tournament – Tsongas Arena, Lowell, MA - December 27-28, 2019
- SHS Wrestling Team – Timberlane Invitational – Plaistow, NH – January 18-19, 2020
- SHS DECA New York Experience, Wyndham New Yorker, NYC – November 20-23, 2019
- SHS DECA International Career Development Conference, Nashville, TN – April 28-May 3, 2020

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

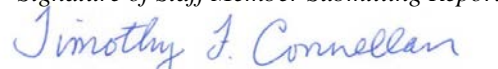
Ending Date of Program or Project: N/A

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
Wrestling Team
Lowell Holiday Tournament
Tsongas Arena – Lowell, MA
December 27-28, 2019**

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

Submit to Assistant Superintendent

Date: 6/27/19
 Out of State: Yes No
 Overnight: Yes No
 Miles Round Trip: 260

SOUTHINGTON School WRESTLING TEAM Class/Group FRI 12/27-SAT 12/28/19 Date of Trip

Name and Address of Destination TSONGAS ARENA, LOWELL, MA

Reasons for Field Trip INCREASED COMPETITION AND EXPERIENCE FOR

Itinerary (attach if needed) _____

Departure Date/Time 12/27/19 @ 5AM Return Date/Time 12/28/19 @ 10PM

of Students 15 # of Teacher/Chaperones 4 # 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>
TOTAL Anticipated Cost of Trip	\$3100	
Board of Education Contribution	\$	
Other	\$	ENTRANCE FEE PAID BY SAA
Fundraising Activity	(\$600)	COST OF BUS PAID BY PARENTS
BALANCE	\$	
Student Contribution		
Transportation	\$	Students @ \$
Entrance Fees, Room & Board	\$2200	15 Students @ \$150
TOTAL Cost of Trip to Each Student	\$150	

SIGNATURES

Teacher _____ Date 6/27/19
 Dept. Head _____ Date 6/27/19
 Principal Frank Dep _____ Date 7/1/19
 Comments _____

Assistant Superintendent [Signature] Date 7/8/19 Approved
 Not Approved

Board of Education Approval*** YES NO Date _____

Southington High School Wrestling Team

Lowell Holiday Tournament Tsongas Arena – Lowell, MA

December 27-28, 2019

ITINERARY

December 27, 2019

- 5:00 a.m. – Departure from SHS
- 8:00 a.m. – Weigh-in at Tsongas Arena
- 10:00 a.m. – Tournament Start Time, Day 1
- 6:00 p.m. – Estimated Start Time of Semi-finals Round
- 8:30 p.m. – Hotel check-in
- 10:00 p.m. – Lights out

December 28, 2019

- 8:00 a.m. – Departure from Hotel
- 9:00 a.m. – Weigh-in at Tsongas Arena
- 10:00 a.m. – Tournament Start Time, Day 2
- 5:00 p.m. – Estimated Start Time of Finals Round
- 7:00 p.m. – Departure from Tsongas Arena
- 10:00 p.m. – Arrival at SHS

**Southington High School
Wrestling Team
Timberlane Invitational
Timberlane High School, Plaistow, NH
January 18-19, 2020**

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 6/27/19
Out of State: Yes No
Overnight: Yes No
Miles Round Trip: 260

SOUTHINGTON School WRESTLING TEAM Class/Group SAT 1/18 - SUN 1/19/20 Date of Trip

Name and Address of Destination TIMBERLANE HS, PLAISTOW NH

Reasons for Field Trip INCREASED COMPETITION AND EXPERIENCE FOR WRESTLING TEAM

Itinerary (attach if needed) _____

Departure Date/Time 1/18/20 @ 5AM Return Date/Time 1/19/20 @ 12PM

of Students 15 # of Teacher/Chaperones 4 # of Buses 1

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

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

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

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

COST AND FINANCING

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$3100	
Board of Education Contribution	\$	
Other	\$	ENTRANCE FEE PAID BY SAA
Fundraising Activity	(\$600)	COST OF BUS PAID BY PARENTS
BALANCE	\$	
Student Contribution		
Transportation	\$	Students @ \$
Entrance Fees, Room & Board	\$2200	15 Students @ \$150
TOTAL Cost of Trip to Each Student	\$150	

SIGNATURES

Teacher [Signature] Date 6/27/19
Dept. Head [Signature] Date 6/27/19
Principal [Signature] Date 7/1/19
Comments _____

Assistant Superintendent [Signature] Date 7/8/19 Approved Not Approved

Board of Education Approval*** YES NO Date _____

**Southington High School
Wrestling Team**

**Timberlane Invitational
Timberlane High School, Plaistow, NH**

January 18-19, 2020

ITINERARY

January 18, 2020

- 5:00 a.m. – Departure from SHS
- 8:00 a.m. – Weigh-in at Timberlane Regional HS
- 10:00 a.m. – Tournament Start Time
- 6:00 p.m. – Estimated Start Time of Finals Round
- 8:30 p.m. – Hotel check-in
- 10:00 p.m. – Lights out

January 19, 2020

- 8:00 a.m. – Complimentary Breakfast
- 9:00 a.m. – Departure from Hotel
- 12:00 p.m. – Arrival at SHS

**Southington High School
DECA New York Experience
Wyndham New Yorker, NYC
November 20-23, 2019**

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: September 4, 2019

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 214

Southington High School DECA November 20-23, 2019
School Class/Group Date of Trip

Name and Address of Destination DECA New York Experience, Wyndham New Yorker 481 8th Ave, New York
Students will learn first-hand from the city's best professionals in marketing, finance,
Reasons for Field Trip fashion, hospitality, sports and entertainment in NYC.

Itinerary (attach if needed) _____

Departure Date/Time Wednesday, 11/20/19 7 AM Return Date/Time Saturday, 11/23/19 5 PM

of Students 16 # of Teacher/Chaperones 2 # of Buses N/A (train)

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	\$12000.00	
Board of Education Contribution	\$0	
Other	\$TBA	School Store Profits
Fundraising Activity	(\$TBA)	Drive In Profits
BALANCE	\$12000.00	
Student Contribution		
Transportation	\$720.00	16 Students @ \$45.00
Entrance Fees, Room & Board	\$10480.00	16 Students @ \$655.00
TOTAL Cost of Trip to Each Student	\$700.00	minus other fundraising efforts

SIGNATURES

Teacher [Signature] Sandy Spruell Date 9/4/19
Dept. Head [Signature] Schena Date 9/4/19
Principal [Signature] Frank Rip Date 9/5/19

Comments Participation in DECA enhances the students' learning and develops leadership, communication, collaboration, critical thinking, creativity, and citizenship.

Assistant Superintendent [Signature] Date 9/9/19 Approved
Not Approved

Southington High School
DECA International Career Development Center
Nashville, TN
April 28 – May 3, 2020

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: September 4, 2019

Out of State: Yes No

Overnight: Yes No

Miles Round Trip: 1984

Southington High School School Southington DECA Class/Group April 28-May 3, 2020 Date of Trip

Name and Address of Destination DECA International Career Development Conference
, Nashville, TN

Reasons for Field Trip Students will compete with business projects on the international stage as well as attend workshops that will provide personal and chapter growth opportunities.

Itinerary (attach if needed) _____

Departure Date/Time 7am Tuesday April 28, 2020 Return Date/Time 7pm Sunday May 3, 2020

of Students 8 # of Teacher/Chaperones 2 # of Buses 0

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	\$15,000	
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$5000)	Drive In, School Store
BALANCE	\$10,000	
Student Contribution		
Transportation	\$2800	8 Students @ \$350
Entrance Fees, Room & Board	\$7200	8 Students @ \$900
TOTAL Cost of Trip to Each Student	\$1250	

SIGNATURES

Teacher *Teri Br...* *Sandy Spinella* Date 9/4/19

Dept. Head *Juliana...* *Schena* Date 9/4/19

Principal *Paul...* *Rip* Date 9/5/19

Comments Participation in DECA enhances the students' learning and develops leadership, communication, collaboration, critical thinking, creativity, and citizenship.

Assistant Superintendent *[Signature]* Date 9/9/19 Approved Not Approved