

Southington Board of Education Meeting



Thursday, November 12, 2020 6:15 PM

This meeting will convene virtually. Instructions to access the BOE meeting in real time via teleconference are noted below: 1. Call 1-646-558-8656 2.

Follow the prompts. 3. The Meeting ID: 869 0411 4644 4. Passcode:

800683 5. Please mute your phone. 6. Refrain from using the "speaker

phone". 7. Public comments on the agenda items may be submitted via email and will be read

into the record. Email comments to: tconnellan@southingtonschools.org COMMITTEE OF THE WHOLE ~ OPERATIONS

200 North Main Street

Southington, CT 06489

SOUTHINGTON BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:15 p.m.
 - a. Unaffiliated
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance ~ MOMENT OF SILENCE
5. Celebration of Excellence ~ Blue Knights Marching Band State Championship
6. Approval of Minutes ~ October 22, 2020
 - a. Special Board of Education Meeting ~ November 10, 2020
7. Public Communications
 - a. Communications from Public
 - b. Communications from Board Education
 - c. Communications from Administration
 - d. Communications from Student Board Representatives
8. Committee Reports
 - a. Finance Committee Meeting ~ October 29, 2020
 1. Maintenance Department Van Lease
 2. STELLAR Van Lease
 3. Terms of Payback for Food Service Loan
 4. Waive Bid-Energy Management System Upgrade
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
 - b. Policy 1313 ~ Non-Discrimination (Community) ~ Second Reading
 - c. Policy 3281 ~ Code of Conduct Child Nutrition Programs - NEW ~ Second Reading
 - d. Policy 4118.112 ~ Sex Discrimination and Sexual Harassment (Personnel) ~ Second Reading
 - e. Policy 5114 ~ Student Discipline ~ Second Reading

11. New Business
 - a. Superintendent's Annual Report ~ 2019-2020
 - b. Capital Improvement Plan 2021-22 to 2025-26
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 on the video recording of the Board meeting, please contact the Superintendent of Schools. These minutes are considered a draft until approved at the following regular Board of Education meeting.

**Southington Board of Education
Southington, Connecticut
Regular Meeting**

October 22, 2020

The regular meeting of the Southington Board of Education was held as a Zoom video and teleconference on Thursday, October 22, 2020 at 7:00 p.m. with an Executive Session held prior as a Zoom video and teleconference at 6:15 p.m.

1. CALL TO ORDER

Mrs. Terri Carmody, Chairperson, called the meeting to order at 6:15 p.m.

Board members present were Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Falvo, and Mr. Zaya Oshana. Absent was Mr. David Derynoski.

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

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

“Move to go into Executive Session, excluding the public and press, to discuss security matters. We are inviting Mr. Chris Luise to join us.”

Motion carried with unanimous vote.

2. EXECUTIVE SESSION – Security Matters

3. RECONVENE MEETING – REGULAR SESSION

Mrs. Terri Carmody, Chairperson, called the meeting to order at 7:00 p.m.

Board members present were Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. James Chrzanowski, Mrs. Missy Cipriano, Mrs. Colleen Clark, Mr. David Falvo, and Mr. Zaya Oshana. Absent was Mr. David Derynoski.

Administrators present were Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mrs. Rebecca Cavallaro, Director of Pupil Services, Mrs. Michelle Passamano, Human Resource Manager, Mrs. Jennifer Mellitt, Accounting Manager, Mr. Frank Pepe, SHS Principal, Mr. Chris Palmieri, JAD Principal, and Mrs. Katie Guerrette, Flanders Elementary Principal.

Student Representatives present were Miss Amrit Kaur, Miss Jhalissa Vincent, and Mr. Brett Sheldrick.

4. PLEDGE OF ALLEGIANCE

The Student Representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a Moment of Silence for John “Jack” Formeister who died on October 17th and shared some special memories of Jack who was always accommodating to families and went above and beyond especially for children. He leaves a wife, 3 children and 3 grandchildren.

5. APPROVAL OF MINUTES ~ October 8, 2020 – Regular Meeting

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

“Move to approve the minutes of the Regular Board of Education meeting of October 8, 2020 as submitted.”

Motion carried with unanimous vote.

6. PRESENTATION – Raptor Visitor Management System – Christine Mcnelly

Mr. Connellan explained that this was discussed last year, and the Board chose to move funds from this area to another part of the operating budget. Our interagency committee met with Ms. Mcnelly where she held a presentation, and that group thought it would be beneficial to have Ms. Mcnelly present to the full Board. Raptor’s mission is to protect every child in every school every day. Over 320 schools in 32 districts are currently covered in CT by Raptor. This product includes Visitor Management, which will be focused on today, Volunteer Management and Emergency Management. Raptor is completely web-based. A demonstration of how visitors would check in and out of buildings was given. This product scans the federal sexual offender database when someone visits the school but does not access other possible criminal records. If there is a match, secretary/staff member can match the person trying to enter with possible database matches. Machine will not print a badge until matches are cleared. If there is a match, an email or text message can be set up to go to those indicated. Custody, etc. issues can also be customized to show up as alerts when a restricted person is trying to enter.

Mr. Chrzanowski questioned if there is a loss of power/internet connection, sex offender information may not be available during that time, and this was confirmed.

Mr. Oshana questioned the statistic of 2400 sex offender alerts issued within a year – Ms. Mcnelly will confirm that amount.

Mr. Connellan noted that there are issues in some of our schools related to where the main office is located with relation to where the visitors are entering. This is a matter the Safety Committee will be addressing.

This product can also be used to track students coming in late or leaving early. This is attached to the SIS – when students scan in, their information does not go thru the sex offender database. For pick-ups, the parent/guardian is checked, and they do go through the sex offender database.

This system would be able to be used to track when staff who are in and out of the building throughout the day –kiosks can be set up for staff entering and leaving throughout the day.

Mr. Falvo thanked Ms. Mcnelly for the presentation but thinks we should pursue other options and other companies to present to the Board. Full Board should have a discussion with the safety committee on what we already have in the schools.

Mr. Baczewski confirmed with Mc Mcnelly that the sexual offender database is a federal database. He voiced concerns with the matching process. It was confirmed that the secondary database which would flag custody or restrictions would be pulled from the SIS.

Ms. Mcnelly was thanked for the presentation and welcomes any further questions on the product.

7. PUBLIC COMMUNICATIONS

a. Communications from Public

There was no communication from the public.

b. Communications from Board Members

The Board members reported on the following:

- Mr. Brown made a brief statement. He has a lot of contact with many districts and wants to say that Southington is doing such an incredible job. He asked that everyone be patient with teachers, administrators, parents, etc. Please be supportive of those working incredibly stressful jobs right now, and our district is doing as well if not better than other districts.

c. Communications from Administration

Administration reported on the following:

- Mr. Connellan reminded everyone to identify themselves before speaking because we are virtual. He commented that we are getting many positive emails from parents and staff – there are also some less supportive ones, but there have been several very supportive communications.
- Chromebook shipment of 3,700 is still scheduled for mid-November – this date has held as the scheduled date for some time, so we are optimistic that they will be delivered at that time. There will be a lot of work to do when they are delivered.
- Mr. Madancy reported good news from the state. On Monday, we will be receiving 1,100 Chromebooks with “white glove service” that will be ready to deploy. We have our tech department and some students who will be helping with the deployment. About four class sets will be sent to each elementary school; 100 devices to each middle school and 100 devices to the high school. Goal is to get our youngest learners exposed. Training materials will be sent out to families, and this is a next step for readiness should we need to be remote. Mr. Madancy commented that the Technology Department has been doing an amazing job to support our students.

Mr. Falvo asked for an explanation of deployment of devices. Mr. Madancy and Mr. Connellan explained that because of the backordered Chromebooks we weren't able to accomplish a true 1:1 in the past, but now every student will have access to a device. K-2 will be located in carts in classrooms, and if deployment is needed to those students, a grab-n-go will be scheduled as quickly as possible. We will always do the best we can but cannot always have instant deployment. In March, before the Governor announced closures, we were ready with 2-weeks of work for students along with devices to be used. If we see that anything would be trending toward a full remote scenario, we will be getting things in place for that. Grades 3-12 will be provided with their own device.

Mr. Falvo asked what percentage of families do not have internet access. Mr. Madancy explained that we are addressing access issues and just sent a communication to families. The number of families without internet access is not probably as high as the number of families requesting access. Issues are not always internet access but if several devices are being run at the same time, bandwidth is being drained. Mr. Madancy explained that adjustments and fixes are being discovered to help with this and a document created on how to trouble shoot internet issues. Our goal is to provide internet for families who do not have it available, and the Tech Team will address each request.

- Mr. Connellan – Guidance has been revised on when to move to remote learning. Last week Southington was at 4.1% and two weeks prior we were at 2.8% and these are based on two weeks data. Mr. Madancy reported that this week we are now at 5.7%. The DPH is continually reporting that transmission is not occurring at schools but is happening at outside events. Decisions on schools will be made using DPH, State Department of Education, and local Health Department of school district levels.
- Athletic Facilities Study has been completed. Mr. Connellan and Mrs. Carmody will work on a date for the presentation because this is a detailed report with a lengthy presentation. It should be a non-Board meeting day for a virtual meeting presentation.
- Mr. Connellan announced that Southington High School has been given the national recognition of being a Special Olympics National Unified Champion School. November 5th is the date that is being targeted for honoring this recognition at Girls Volleyball Game and Boys Soccer Game on that date. More information will be forthcoming.

d. Communications from Student Board Representatives

Jhalissa Vincent reported on the following:

- Jhalissa reported that the STEPS Halloween costume contest will take place on Friday, October 30th. Students will wear appropriate costumes and they will be judged by Mr. Pepe for prizes. Pictures in costumes will be submitted on social media. Hats/head pieces may be worn as long as students are still able to be identified. Winners will be announced during Period 8 on the 30th. Students are trying to keep positive vibes flowing at SHS.
- Student elections have been completed and have been announced. Congratulations to all class officers for 2021, 2022, and 2023 and 2024.

Brett Sheldrick reported on the following:

- Brett announced that Jhalissa has been selected as the Secretary for the Class of 2022

- and was congratulated by all.
- Tonight is the virtual open house. Videos have been created for parents and are available beginning at 5:00 p.m. today. PSAT Day is October 29th for grade 11 students. Grades 9, 10 and 12 will be remote on that day.
 - Music of the Night was held on October 14th – other school districts were not in attendance, but it was a wonderful performance for parents.

Amrit Kaur reported on the following:

- Amrit provided a report of sports teams update and current rankings. Girls Soccer Team is undefeated and has not allowed an opposition goal all season. Boys soccer just collected their second win of the season. Girls Cross Country and Boys Cross Country is 3-0 and 3-1, next meeting is October 28th. Dive team is waiting for results for their first ever virtual meet against Bristol; Volleyball Team just had their 3rd victory of the season. Volleyball game against Bristol is being streamed live tonight. Field Hockey travels to Simsbury tomorrow afternoon – this team is currently tied with Farmington and Canton.
- Blue Knights football game tomorrow night – non-contact game. Cheerleaders and Dance Team will be present in recognition of seniors.

8. COMMITTEE REPORTS

- a. Policy and Personnel Committee Meeting – October 8, 2020 – Bringing forth two job descriptions and four policies. There is an abundance of legislation continually – goal is to get large batches of policies to bring before the Policy Committee which will mean fewer meetings with more policies and an adequate amount of time to review policies before meetings.

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

“Move to approve the Policy and Personnel Committee Report as submitted.”

Motion was carried by voice vote unanimously.

9. OLD BUSINESS

a. Town Government Communications

Mrs. Dinello, Mrs. Clark and Mr. Connellan attended the Board of Finance Meeting last week where Mrs. Dinello did an outstanding job explaining the non-lapsing account. The Board of Finance agreed to fund the non-lapsing account at the maximum level which is 2% of the previous year’s budget which is \$1,993,707. Mr. Connellan thanked the members of the Board of Finance and Mr. Sciota for the collaborative work in continuing to do the right thing for our students. Mrs. Carmody thanked everyone involved. Mrs. Clark noted that Mr. Connellan and Mrs. Dinello were very well prepared and there was a great spirit of cooperation at the meeting.

b. SHS Citizenship in Action Units – Second Reading

c SHS Science Units – Second Reading

Mr. Brown commended the teachers for their hard work on these units – they have worked extremely hard, and also thanked Mr. Madancy and the members of the Curriculum Committee.

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

“Move that the Board approve the SHS Citizenship in Action Units and the SHS Science Units as recommended by the Curriculum & Instruction Committee”

Mr. Baczewski commended everyone on their hard work, and something he is very passionate about. This is a really good start to having conversations and shedding light on both sides of an argument and teaching our students about history. Discussions should be done with respect for both sides. Mr. Brown and Mr. Oshana also commended the teachers.

Motion carried unanimously by voice vote. Clarification was made that both 9b and 9c were included in the motion.

10. NEW BUSINESS

a. Approval of Job Descriptions – Network Manager; Assistant Athletic Director

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

“Move to approve the job descriptions of Network Manager and Assistant Athletic Director as presented.” Motion carried unanimously by voice vote.

b. Policy 1313 – Non -Discrimination (Community) – First Reading

c. Policy 3281 – Code of Conduct Child Nutrition Programs – NEW – First Reading

d. Policy 4118.112 – Sex Discrimination and Sexual Harassment (Personnel) – First Reading

e. Policy 5114 – Student Discipline – First Reading

Mrs. Carmody mentioned how well done the policies were, a lot of information to read but very impressive. These are first readings, and no Board action is needed at this time.

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

“Move to adjourn the Board of Education meeting”

Motion was carried unanimously by voice vote.

The meeting adjourned at 8:40 p.m.

Submitted by,

Teresa Colegrave

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

SPECIAL BOARD MEETING

NOVEMBER 10, 2020

Mrs. Terri Carmody, Chairperson, called the Special Board of Education meeting to order at 7:09 p.m.

Members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Bob Brown, Mrs. Missy Cipriano, Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. David Derynoski, Mr. David Falvo, and Mr. Zaya Oshana

Administration present: Mr. Tim Connellan, Superintendent; Mr. Steve Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance, Mr. Peter Romano, Director of Operations; Mr. Frank Pepe, Principal of Southington High School; Mr. Steve Risser, Athletic Director; Mr. Chris Palmieri, Principal of DePaolo Middle School; Mrs. Katie Guerrette, Principal of Flanders School, and Mrs. Jennifer Mellitt, Accounting Manager.

Town Councilor: Attorney Valerie DePaolo

Guest speaker: Mr. Luke McCoy, Kaestle Boos Associates

Mr. Connellan introduced Mr. Luke McCoy, a landscape architect from KBA, who began his presentation with an overview of Southington High School's athletic complex. His overview included a condition assessment, facilities' programming, and short and long-term recommendations. The assessments included surface covers, codes and safety issues, usage and maintenance, accessory uses, and amenities.

Mr. McCoy then presented a list of short, intermediate, and long-term improvements, along with the costs associated with them. His presentation outlined the work needed for each field, along with pictures of the current conditions. He then opened the floor for questions.

Questions were asked about lighting, field sizes (including the tennis courts), Title IX compliance, safety concerns, booster club contributions to the process, and the costs associated with the scope of the work needed.

Mrs. Carmody thanked Mr. McCoy and Mr. Risser for the work that they put into the report and suggested that the dialogue would continue with the Board. She then asked for a motion to adjourn the meeting. Motion to adjourn was made by Mr. Derynoski, seconded by Mr. Brown.

Meeting adjourned at 8:40 p.m.

Respectfully submitted

Colleen W. Clark

BOE Secretary

Board of Education

Administrative Report

November 12, 2020



1. District Annual Performance Report

2. District Diversity and Equity Leadership

3. Middle School Dig Pink Volleyball Game



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



TO: Superintendent of Schools

FROM: Bryan Klimkiewicz, Special Education Division Director

DATE: October 28, 2020

SUBJECT: 2018-19 District Annual Performance Reports and Determinations

In accordance with the Individuals with Disabilities Education Improvement Act 2004 (IDEA), each state must have a State Performance Plan/Annual Performance Report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and reports annually on its performance. Connecticut's SPP/APR is a six-year plan that describes the state's performance on 16 indicators around special education, including targets for each year and includes Indicator 17, the State Systemic Improvement Plan (SSIP). An annual performance report was submitted to the U.S. Department of Education (ED) on February 3, 2020. Phase III Year 4 of the SSIP was submitted to the ED on April 1, 2020.

States must also report annually to the public on the performance of each district in relation to the targets in the SPP under IDEA Section 616(b)(2)(C)(ii)(1). Upon a review of that data, the states must determine the assignment of each district to one of four categories consistent with IDEA requirements: *Meets Requirements*, *Needs Assistance (Levels 1 and 2)*, *Needs Intervention (Levels 1 and 2)*, or *Needs Substantial Intervention*. The Connecticut State Department of Education (CSDE) is now issuing determinations based on districts' 2018-19 data.

According to the data used from your District's APR, the CSDE would like to acknowledge the District's efforts resulting in *Meets Requirements* in the identified areas used to make the determination for 2018-19. The APR can be accessed on the CSDE website at EdSight:

<http://edsight.ct.gov/SASPortal/main.do>

Overview > Special Education Annual Performance Reports

While each indicator has data displayed, only the indicators 4B, 9-13, and General Supervision and Timely and Accurate Reporting were used to make the determination. The state's SPP/APR is also posted for public access on the CSDE website.

Please share this information with your staff and parents as we work toward improving outcomes for all students, including students with disabilities. Contact James Moriarty in the Bureau of Special Education at 860-713-6946 or james.moriarty@ct.gov for questions about the SPP/APR or the determination process.

BK:jmm

cc: Desi Nesmith, Deputy Commissioner
Charlene Russell-Tucker, Deputy Commissioner
James Moriarty, Education Consultant, Bureau of Special Education
Diane Murphy, Education Consultant, Performance Office
District Special Education Director

Appendix

**State of Connecticut
Department of Education
Bureau of Special Education
2020 IDEA District Determination Process (2018-19 Data)**

Pursuant to Section 616(b)(2)(C)(i) of the Individuals with Disabilities Education Improvement Act 2004 (IDEA) and 34 Code of Federal Regulations (CFR) Section 300.602(b), states are required to make determinations annually on the performance of districts within the state and publicly disseminate those determinations. States are required to compare district level data and performance in relation to state established targets found in the State Performance Plan (SPP), as well as compliance indicators established by the U.S. Office of Special Education Programs (OSEP). Consistent with OSEP's determination upon states, there are four categories that districts may be assigned into:

- 1) *Meets Requirements*
- 2) *Needs Assistance*
- 3) *Needs Intervention*
- 4) *Needs Substantial Intervention*

The Connecticut State Department of Education (CSDE) used the following *compliance indicators* (indicators that have targets set by OSEP at 0% or 100%) found in the SPP for making district determinations based on data and performance:

- **Indicator 4B** – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups that is the result of noncompliant policies, procedures or practices. Target = 0%
- **Indicator 9** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target = 0%
- **Indicator 10** – Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target = 0%
- **Indicator 11** – Percent of children with parental consent to evaluate, who were evaluated within State-established timelines. Target = 100%
- **Indicator 12** – Percent of children referred by Part C at least 90 days prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. Target = 100%
- **Indicator 13** – Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Target = 100%
- **General Supervision System** (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification. Target = 100%
- **Timely and Accurate** submission of district level data, according to state guidelines, using the following data collections: Special education data application and collection (SEDAC) – October. 1 Child Count, Evaluation Timelines, Early Childhood Outcomes, ED 166 Discipline Data, and exit data reported via the Public School Information System (PSIS)/SEDAC Data. Target = 100%

2020
Determination
Indicators

Indicator 4B – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups

- Met target = Zero areas of significant discrepancy due to noncompliant policies, procedures or practices
- Did not meet target = At least one area of significant discrepancy due to noncompliant policies, procedures or practices

Indicator 9 – Disproportionate representation in special education for racial and ethnic groups

- Met target = Zero areas of disproportionality due to inappropriate identification
- Did not meet target = At least one area of disproportionality due to inappropriate identification

Indicator 10 – Disproportionate representation in specific disability categories for racial and ethnic groups

- Same as Indicator 9 above

Indicator 11 – Determine eligibility within State-established timelines

- Met target = 100%
- Substantial compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase $\geq 10\%$ over previous year
- Did not meet target = $< 100\%$ performance *and* not in substantial compliance or making progress

Indicator 12 – Implement IEPs by age 3

- Met target = 100%
- Substantial compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase $\geq 10\%$ over previous year
- Did not meet target = $< 100\%$ performance *and* not in substantial compliance or making progress
- Not applicable = District does not have early childhood/PreK students

Indicator 13 – Secondary transition goals and services

- Met target = 100%
- Substantial compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase $\geq 10\%$ over previous year
- Did not meet target = $< 100\%$ performance *and* not in substantial compliance or making progress
- Not applicable = District does not have a high school

General Supervision: Noncompliance corrected within one year

- Met target = Zero areas of outstanding noncompliance
- Did not meet target = One or more citations of outstanding noncompliance

Timely and Accurate submission of data

- Met target = 100%
- Did not meet target = One or more data submissions beyond established deadline and/or determined inaccurate

NOTE: *Performance indicators* (1, 2, 3, 4A, 5, 6, 7) are currently under consideration for inclusion in making district determinations. Performance indicators are those that have targets set by the CSDE with broad stakeholder input. See the SPP for targets.

**Criteria used to
make
2020 Determinations**

The CSDE used the following criteria to make 2019 determinations (2018-19 data) under indicators 4B, 9, 10, 11, 12, 13, General Supervision and Timely and Accurate Reporting. Please note that for the purposes of making determinations, indicator ratings of *Substantial Compliance* and *Making Progress* are considered equivalent to *Meeting Target*.

Meets Requirements

All of the above indicators met target, were in substantial compliance or were making progress toward the target

Needs Assistance

Level 1 = one or two indicators did not meet the target

Level 2 = one or two indicators did not meet the target, AND at least one is the same as the previous year

Needs Intervention

Level 1 = three or more indicators did not meet the target

Level 2 = three or more indicators did not meet the target, AND the district was at Needs Intervention or Needs Substantial Intervention in the previous year, AND at least one indicator is the same as the previous year

Needs Substantial Intervention

The same indicator has not met the target for five or more consecutive years, AND significant progress has not been demonstrated;

OR

The CSDE has determined that the district failed to substantially comply which significantly affects the core requirements of the program, such as the delivery of services to children with disabilities or state exercise of general supervision;

OR

The CSDE has determined that the district is unwilling to comply.

**Enforcement
Actions**

The IDEA regulations at 34 CFR Section 300.600(a) specifically designate the enforcement actions that states must apply after a district’s determination is made.

Determination	Level	Enforcement Actions
Meets Requirements		None
Needs Assistance	1	None
	2	<ul style="list-style-type: none"> • Advise the district of available resources of technical assistance to address areas in need of assistance; <i>AND/OR</i> • Identify the district as a high-risk grantee and impose conditions on use of funds.
Needs Intervention	1	<ul style="list-style-type: none"> • Advise the district of available resources of technical assistance to address areas in need of assistance; <i>AND/OR</i> • Identify the district as a high risk grantee and impose conditions on use of funds; <i>AND</i> • Require the district to prepare and implement a corrective action plan to correct the identified areas.
	2	<ul style="list-style-type: none"> • Advise the district of available resources of technical assistance to address areas in need of assistance; <i>AND</i> • Identify the district as a high risk grantee and impose conditions on use of funds; <i>AND</i> • Require the district to prepare and implement a corrective action plan to correct the identified areas.
Needs Substantial Intervention		<ul style="list-style-type: none"> • Advise the district of available resources of technical assistance to address areas of noncompliance; <i>AND</i> • Identify the district as a high risk grantee and impose conditions on use of funds; <i>AND</i> • Require the district to prepare and implement a corrective action plan to correct the identified areas; <i>AND</i> • Withhold, in whole or in part, further payments to the district.



SOUTHINGTON PUBLIC SCHOOLS



TIMOTHY F. CONNELLAN
SUPERINTENDENT
OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM &
INSTRUCTION

REBECCA CAVALLARO
DIRECTOR OF PUPIL SERVICES

SHERRILYN P. DiNELLO
DIRECTOR OF BUSINESS
& FINANCE

PETER J. ROMANO
DIRECTOR OF OPERATIONS

MICHELLE PASSAMANO
HUMAN RESOURCE MANAGER

JENNIFER S. MELLITT
ACCOUNTING MANAGER

BOARD OF EDUCATION FINANCE COMMITTEE MEETING

Thursday, October 29, 2020, 6:30 p.m.

Video Conference

This meeting will convene as a combined video and teleconference. Instructions to access the BOE Finance Committee Meeting in real time via teleconference are noted below:

1. Call 1-321-369-9159
2. Follow the prompts.
3. The PIN is 340 687 196#
4. Please mute your phone.
5. Refrain from using the "speaker phone".

AGENDA

1. Self Insurance Report
2. New Vehicle Lease
 - a. Maintenance Department Van
 - b. STELLAR Van
3. Terms of Payback for Food Service Loan
4. Miscellaneous

SD/jp

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3200

BUSINESS &
OPERATIONS FAX
(860) 628-3205

PERSONNEL FAX
(860) 628-3211

GENERAL FAX
(860) 621-8056



SOUTHTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING
Thursday, October 29, 2020, 6:30 p.m.
Video Conference

Board Members Present: Zaya Oshana, Chair; James Chrzanowski; Colleen Clark
Present from Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt,
Accounting Manager

The Finance Committee meeting was called to order at 6:41 p.m.

1. SELF-INSURANCE REPORT:

Mrs. DiNello reviewed the Self-Insurance report through September. Board of Education claims are running \$856,000 under budget.

2. NEW VEHICLE LEASE:

a. Maintenance Department Van Lease:

Mrs. Mellitt explained that the district has a plan for the replacement of maintenance vehicles by funding two leases annually in the budget. The district historically makes four annual lease payments and then owns the vehicle at the end of the lease. The request from the maintenance department was for a Ford T-250 Transit Cargo Van to be used by one of our electricians. The lease/purchase would be from the State of Connecticut contract #19PSX0161. The annual payment is \$9,370.58. The committee members had questions that Mrs. Mellitt responded to regarding the maintenance fleet. The committee recommends approving the four-year lease of the Cargo van to the full Board of Education.

b. STELLAR Van Lease:

Mrs. Mellitt reminded the committee that a lease to purchase a wheelchair accessible van was approved with the adoption of the 2020-21 Operating Budget. This van is for use in our Stellar program to transport students to job sites, grocery stores, banks, and various places in the community to learn independent living skills. Leasing will allow funding for an annual payment to be included within the budget and provide funding for a vehicle replacement plan. Once the van is paid off, replacement of the 2012 Ford Econoline van can be considered. The lease/purchase would be from the State of Connecticut contract #19PSX0161. The annual payment is \$15,650 for four years and the budgeted amount was \$15,040. The committee recommends approval of the four-year lease of the wheelchair accessible van as proposed to the full Board of Education.

3. TERMS OF PAYBACK FOR FOOD SERVICE LOAN:

Mrs. DiNello reviewed the memo included in the meeting packet regarding the recommendation for the terms of repayment of the \$300,000 loan to the Food Service program. The committee agrees that if the Food Service Program ends the fiscal year with a profit above \$30,000, the program's cash balance would be reviewed by the Finance Committee and a recommendation will be made to the full Board of Education. A principal payment would only be recommended if the program's annual profit exceeds \$30,000. This is the language that will be recommended to the full Board of Education for approval.

4. MISCELLANEOUS:**a. Coronavirus Relief Fund (CRF) Grant Approved**

Mrs. DiNello updated the committee that the CRF Grant application was approved for the full amount of \$856,000. The CSDE, with the approval of OPM, allowed districts to reallocate the funding to other COVID related reopening costs incurred prior to December 31, 2020. The grant was written to maximize the use of funds allocated to Southington Public Schools.

b. Energy Management System Upgrade for Air Purging

Mrs. DiNello explained that upgrades to ventilation and HVAC changes needed to address ventilation issues could be covered under the CRF Grant. Three of our schools (ASTE Building, South End School and Oshana School) have older systems and an upgrade to their global energy management system would allow us to include them in the nightly air purge cycles that occur in our other buildings. The Connecticut State Department of Education and the Connecticut State Department of Public Health recommend this as a COVID mitigation strategy. The cost for the upgrade at each school ranges between \$24k-\$28k and the work would need to be done by the proprietary vendor, Connecticut Temperature Controls (CTC). Therefore, we are asking to waive the bid process and allow the administration to move forward with the upgrades at all three buildings. The committee agrees with recommending the waiver of the bid process to the full Board of Education and award the work to CTC.

The meeting adjourned at 7:14 p.m.

Respectfully submitted,



Sheri DiNello
Director of Business & Finance



SOUTHTON PUBLIC SCHOOLS

*JENNIFER MELLITT
ACCOUNTING MANAGER
PURCHASING DEPARTMENT*

MEMO

TO: Finance Committee Members

RE: Vehicle Lease for Operations Department

DATE: October 26, 2020

The Operations Department is requesting a new vehicle to be used by our maintenance department electrician. The vehicle's purchase will be financed using a four-year lease. The requested vehicle is a Ford T-250 Transit Cargo van. The electrician's current vehicle is a 2005 Chevy Van with 79,620 miles as of October 2020. The existing vehicle will remain in the fleet to be used by other maintenance staff or when other vehicles are being serviced.

The proposed vehicle will be purchased under the State of Connecticut Contract #19PSX0161. Attached are the vehicle quote and a summary of our current maintenance vehicles showing the current condition of our fleet.

The Administration recommends the new lease to continue with our maintenance vehicle replacement cycle. The Rental of Equipment Account Number 32510 has funds budgeted for the new lease. Lease pricing for a four (4) year lease will be distributed at the Finance Committee meeting for your review.

Gengras Ford, LLC

225 New Britain Avenue
 Plainville, CT 06062
 Phone: 860.727.6302
 www.gengras.com



Quote Number: **201006013.1**

STATE CONTRACT NO: 19PSX0161

Make	MY	Model	Contract Price
Ford	2020	Transit MR CARGO RWD (R1C) - 130" wheelbase	\$ 26,830.00

All specifications are subject to verification of manufacturer's published standard and optional equipment. Vehicle to include all manufacturers standard equipment plus the following options:

	Option Code	Description	List Price
1	YZ	Oxford White	\$ -
2	VK	Palazzo Gray	\$ -
3	998	3.5L PFDI V6 Engine	\$ -
4	44U	Ten speed automatic transmission	\$ -
5	43B	Back Up Alarm	\$ 125.00
6	96D	Load Area Package	\$ 485.00
7	544	Long Arm power Heated Exterior Mirrors	\$ 220.00
8	17B	Fixed Pass Door Glass	\$ 250.00
9	90C	Power Outlet (110 v /150 watt)	\$ 100.00
10	53B	HD Trailer Tow	\$ 485.00
11	55D	Fog Lamps	\$ 105.00
12	18D	Exterior Upgrade Package	\$ 360.00
13	148	148" wheelbase versus standard 130" wheelbase	\$ 1,275.00
14			\$ -
15			\$ -
16			\$ -
17			\$ -
18			\$ -
19			\$ -
<i>Total Options per Contract Price (list price)</i>			\$ 3,405.00
<i>Total Factory Options Discount (6%)</i>			\$ (204.30)
<i>Total Options per Contract Price (net price)</i>			\$ 3,200.70

Aftermarket Accessories				
	Vendor / Manufacturer	Hours	Description	List Price
1	Ranger Design	2.0	Rack and Bin Package includes partition with door	\$ 3,820.00
2		0.0		\$ -
3		0.0		\$ -
4		0.0		\$ -
5		0.0		\$ -
	Total Hours	2.0		
			<i>Total Aftermarket Options (list price)</i>	\$ 3,820.00
			<i>Total Aftermarket Options Discount (20%)</i>	\$ (764.00)
			<i>Total Hours x \$130 / hour rate</i>	\$ 260.00
			Total Net Aftermarket Options plus Total Labor	\$ 3,316.00
Trade Allowance				
Year	Make	VIN	Description / Mileage	Allowance
				\$ -
				\$ -
				\$ -
				\$ -
			Total Trade in Allowance	\$ -
Comments:			Additional fees / Charges	
Bailment pool chassis is in stock and is quoted subject to prior sale. Estimated annual municipal lease payment (4 yr) is \$9,214.			State of CT Trade in Assessment (Note: Fee is payable to State of CT):	\$ -
			Dealer Conveyance Fee (\$699.00)	\$ -
			Registration Fee (estimated)	\$ -
			DMV Inspection Fee (as required)	\$ -
			Total Additional Fees	\$ -
Customer:	Southington Public Schools			
FIN Code:	QH871			
VIN:			Total (per unit)	\$ 33,346.70
Quantity	1		Grand Total (all)	\$ 33,346.70

Southington Public Schools
 Maintenance Vehicle Summary as of October 2020

Year	Vehicle Make	Body Style	Description	Plate Number	Original Purchase Price	Mileage as of October 2020	Condition As of October 2020	Reason for Replace
1994	**Ford	Pickup	Laborer	208 SO	*	145,108	poor	2, 3
1999	Ford	4x4 250 XL Pickup	Laborer	137 SO	\$20,998	135,315	poor	2, 3
1999	Ford	Taurus	Mail	187 SO	**	50,098	good	
1999	Chevy	Utility Body 2500	Laborer	81 SO	*	220,948	poor	2, 3
2000	Chevy	4X4 Utility Body 3500	Laborer	209 SO	*	175,869	poor	2, 3
2005	Chevy	2500 Express Van	Electrician	140 SO	\$17,136	79,620	fair	2
2006	Chevy	4x4 Dump 3500	Laborer	95 SO	\$25,244	121,491	fair	2
2008	Chevy	Express Van	Carpenter	132 SO	\$18,354	82,942	fair	2
2010	Ford	E250 Cargo Van	Plumber	55 SO	\$19,184	63,527	good	3
2010	Ford	E250 Cargo Van	HVAC	62 SO	\$19,184	75,135	good	3
2011	Ford	F350 4x4 rack body	Laborer	49 SO	\$39,656	64,259	good	
2011	Ford	E350 Cargo Van	Electrician	56 SO	\$19,184	58,609	good	
2014	Ford	E250 Cargo Van Super Duty	HVAC	170 SO	\$21,164	35,210	Excellent	
2015	Ford	F350 4x4 Supercab	Carpenter	45 SO	\$33,254	33,423	Excellent	
2017	Ford	Cab	Foreman	104 SO	\$25,434	32,682	Excellent	
2019	Ford	F250 Transit Van	Painter	330 SO	\$32,213	5,242	Excellent	

* donated from Water Department

** donated by TOS



SOUTHTON PUBLIC SCHOOLS

*JENNIFER MELLITT
ACCOUNTING MANAGER
PURCHASING DEPARTMENT*

MEMO

TO: Finance Committee Members

RE: New Vehicle Lease for the STELLAR Special Education Program

DATE: October 26, 2020

The 2020-21 Approved Operating Budget includes the purchase of a new wheelchair accessible van to be financed using a four-year lease. The van was requested by the Special Education Department for use by the STELLAR program. The STELLAR program currently has one van for use in their program. This additional vehicle would allow greater capacity to the program. See below for a brief description of the STELLAR Program.

The proposed vehicle will be purchased under the State of Connecticut Contract #19PSX0161. Attached is the vehicle quote in the amount of \$56,948. The vehicle will have a rear lift gate and interior room for one wheelchair passenger, along with room for 6 additional ambulatory passengers. When a wheelchair passenger is not riding in the van, another two step & lock seats will be available.

The Administration recommends financing with a four year lease to help support the expansion of the STELLAR program as well as to begin a replacement cycle for our existing van. The existing van used in the STELLAR program is a 2012 Ford Econoline van with 44,100 miles. The Operating Budget's Special Education Equipment Account Number 83542 has funds budgeted for the new lease. Lease pricing for a four (4) year lease will be distributed at the Finance Committee meeting for your review.

DESCRIPTION OF THE STELLAR PROGRAM PROVIDED BY JESSICA DVALENTINO, SPS SPED VOCATIONAL/TRANSITION TEACHER

Currently, the Southington Public Schools' STELLAR program has 14 students enrolled, in which 2 students attend a hybrid program, where they attend both Southington High School and STELLAR. One enrolled student utilizes a wheelchair to access their time within the program.

The van is utilized Monday through Friday to transport students to weekly job sites and community activities. Weekly job sites include but are not limited to local community businesses such as LEAF Farm, TJ Maxx, Petco, Joann Fabrics, Outback Steakhouse, and many

more. In addition to these weekly job sites, the van transports students to and from regular community activities located in Southington and surrounding towns. These community activities include but are not limited to the grocery store, the bank, shopping centers, local attractions, the YMCA, restaurants, and local parks. Workplace experiences and community access allow students to gain greater awareness, knowledge and develop a skill set that will prepare them for a successful transition into adulthood. Students need to develop awareness of the physical and social characteristics of their community, the resources it offers and their responsibilities as active citizens. Students enrolled in the STELLAR program are required to spend at least 80% of their educational program with non-disabled peers, per their Individualized Education Plan (IEP) and The Transition Bill of Rights. The STELLAR program ensures compliance of this through the community access that they regularly engage in.

In addition to the STELLAR Program, Southington Public Schools Vocational/Transition Teacher utilizes the van to ensure compliance of transition services, across the district. Per the Individuals with Disabilities Education Act, students ages 14 and up, who have been identified as needing Special Education services require transition planning be provided as outlined in their Individualized Education Plan (IEP). Transition planning includes services to students in the areas of employment, post-secondary education, and independent living, if appropriate. SPS Vocational/Transition Teacher offers community-based opportunities, in which the van is utilized for transportation, to students enrolled in Southington High School and ALTA, in order to meet the above-mentioned requirements. These opportunities include but are not limited to, job shadows, internships, post-secondary education tours, and community outings.

The utilization of our current van is maximized. An additional van will allow greater access, opportunities and experiences for students enrolled in Southington Public Schools.

Gengras Ford, LLC

225 New Britain Avenue
 Plainville, CT 06062
 Phone: 860.727.6302
 www.gengras.com



Quote Number: **201013006.2**

STATE CONTRACT NO: 19PSX0161

Make	MY	Model	Contract Price
Ford	2020	T-350 MR PASS XL RWD (X2C)	\$ 32,360.00

All specifications are subject to verification of manufacturer's published standard and optional equipment. Vehicle to include all manufacturers standard equipment plus the following options:

	Option Code	Description	List Price
1	YZ	Oxford White	\$ -
2	VK	Palazzo Gray	\$ -
3	998	3.5L V-6 Gas Engine	\$ -
4	44U	10 Speed Automatic Transmission	\$ -
5	43B	Back up alarm	\$ 125.00
6	57N	Rear Window Defroster	\$ 175.00
7	58V	SYNC3 4" Screen	\$ 280.00
8	60C	Cruise Control (required with BLIS)	\$ 325.00
9	X7L	3.73:1 Elocking Rear Axle	\$ 325.00
10	61C	Vehicle Maintenance Monitor	\$ 45.00
11	63E	Dual Batteries	\$ 295.00
12	65A	Blind Spot Information System with Cross-traffic Alert and Trailer Coverage. Includes Short-Arm, Power Adjustment, Power-Folding Heated with Turn Signals.	\$ 595.00
13	68H	Running Boards	\$ 310.00
14	86F	Fleet keys (4 keys total) with MyKey	\$ 5.00
15	92E	Privacy Glass (this helps reduce AC work load, it is not a dark tint)	\$ 675.00
16	94A	Side Sensing System also includes Reverse Sensing System (43R). Note: Works similar to the Reverse Sensing System, as it sounds a tone when the vehicle gets close to surrounding vehicles and other objects	\$ 475.00
17	98F	Flex Fuel Capable	\$ -
18	PRI	2021 MY Price increase	\$ 1,495.00
19	68B	Remote Start	\$ 495.00
20			\$ -
<i>Total Options per Contract Price (list price)</i>			\$ 5,620.00
<i>Total Factory Options Discount (6%)</i>			\$ (337.20)
<i>Total Options per Contract Price (net price)</i>			\$ 5,282.80

Aftermarket Accessories				
	Vendor / Manufacturer	Hours	Description	List Price
1	Abilitrax	2.0	Abilitrax van conversion as per attached revised quote	\$ 23,807.00
2		0.0		\$ -
3		0.0		\$ -
4		0.0		\$ -
5		0.0		\$ -
6		0.0		\$ -
7		0.0		\$ -
8		0.0		\$ -
	Total Hours	2.0		
			<i>Total Aftermarket Options (list price)</i>	\$ 23,807.00
			<i>Total Aftermarket Options Discount (20%)</i>	\$ (4,761.40)
			<i>Total Hours x \$130 / hour rate</i>	\$ 260.00
			Total Net Aftermarket Options plus Total Labor	\$ 19,305.60
<i>Trade Allowance</i>				
Year	Make	VIN	Description / Mileage	Allowance
				\$ -
				\$ -
				\$ -
				\$ -
			Total Trade in Allowance	\$ -
Comments:			Additional fees / Charges	
Budget price for discussion purposes only			State of CT Trade in Assessment (Note: Fee is payable to State of CT):	\$ -
			Dealer Conveyance Fee (\$699.00)	\$ -
			Registration Fee (estimated)	\$ -
			DMV Inspection Fee (as required)	\$ -
			Total Additional Fees	\$ -
Customer:	Southington Public Schools		Total (per unit)	\$ 56,948.40
FIN Code:	QH871			
VIN:				
Quantity	1		Grand Total (all)	\$ 56,948.40

33 Bradley Park Rd (P.O. Box 908)
East Granby, CT 06026-0908

Phone: 860-653-8064

Fax: 860-653-4331
Shipped to:

F.O.B. East Granby

Shipped Via:
Salesman: Rick Baker

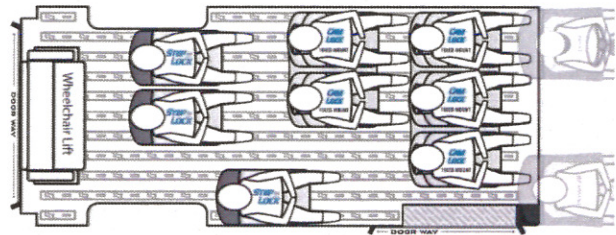
Year: 2021
Make: Ford Model:
Wagon
Color:
VIN: TBD
MILEAGE: New
REGIS:
Conversion
Chassis

Acc't Code:
Name: Gengras Ford
Street: 225 New Britain Ave
City: Plainville, CT 06062
Attn: Gordon Rapp
Email: grapp@gengras.com
Phone: 860.727.6302
Work:
Cell:

QUANTITY	ITEM-DESCRIPTION	Price	Total
1	2021 Ford Wagon		Provided by Gengras Ford

ABILITRAX FLOORING SYSTEM- MOBILITY PACKAGE 1

- Abilitrax 140 Class Transit Flooring System
 - E-coated tracks accept both "A" and "L" fittings
 - No maintenance Line-X floor coating
 - Factory rear heat channeled through floor
- 1 Factory rear air conditioning
- 1 Braun Century Lift, 34x48" platform, 800 lb, rear mount
- 1 Intermotive Commercial Grade Lift Interlock
- 1 Easy Access Lift Circuit breaker w/ safety shield
- 1 Safety Kit- Back-Up Alarm, First Aid, Fire Ext., Triangles, Belt Cutter
- 1 Stainless Steel Running Boards
 - Driver Front
 - Passenger side front and loading door
- 1 Wheelchair securement system
 - L-Track Multi-Position Shoulder Belt Anchor
 - 4 Retractors with "A" track fittings
 - Lap & Shoulder Belt
 - Wall mounted storage bag
- 1 Grab Handle, Stainless Steel, Passenger Side Sliding Door
- 1 Ford Transit Triple Wide Seat with integrated lap & shoulder
- 1 Ford Transit Double Wide Seat with integrated lap & shoulder
- 1 Complys with all Buy America Regulations



Subtotal \$ 23,807.0

TOTAL DUE ***

(A) \$ 23,807.0

- 3 Step & Lock Seat ✓
- 1 FMVSS & CMVSS compliant (pull test available on request)

Advanced **Wheels** of Technology, Inc.

33 Bradley Park Rd (P.O. Box 908)
East Granby, CT 06026-0908

Phone: 860-653-8064

Fax: 860-653-4331

Mobility Upfit Quote

Date: 10-13-20
Terms: Upon Receipt
F.O.B. East Granby
Shipped Via:
Salesman: Rick Baker

Year: 2021
Make: Ford
Model: Wagon
Color:
VIN: TBD
MILEAGE: New
REGIS:
Conversion
Chassis

Acc't Code: Shipped to:

Name: Gengras Ford
Street: 225 New Britain Ave
City: Plainville, CT 06062
Attn: Gordon Rapp
Email: grapp@gengras.com

Phone: 860.737.6302

Work:

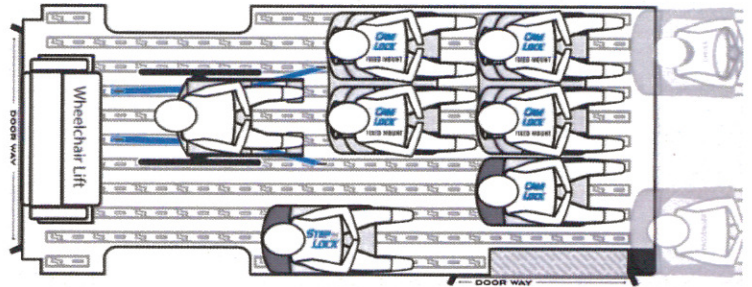
Cell:

QUANTITY	ITEM-DESCRIPTION	Price	Total
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1	2021 Ford Wagon		Provided by Gengras Ford
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ABILITRAX FLOORING SYSTEM- MOBILITY PACKAGE

- | | | | |
|---|---|--|--|
| 1 | Abilitrax 140 Class Transit Flooring System
E-coated tracks accept both "A" and "L" fittings
No maintenance Line-X floor coating
Factory rear heat channeled through floor | | |
| 1 | Factory rear air conditioning | | |
| 1 | Braun Century Lift, 34x48" platform, 800 lb, rear mount | | |
| 1 | Intermotive Commercial Grade Lift Interlock | | |
| 1 | Easy Access Lift Circuit breaker w/ safety shield | | |
| 1 | Safety Kit- Back-Up Alarm, First Aid, Fire Ext., Triangles, Belt Cutter | | |
| 1 | Stainless Steel Running Boards
Driver Front
Passenger side front and loading door | | |
| 1 | Wheelchair securement system
L-Track Multi-Position Shoulder Belt Anchor
4 Retractors with "A" track fittings
Lap & Shoulder Belt
Wall mounted storage bag | | |
| 1 | Grab Handle, Stainless Steel, Passenger Side Sliding Door | | |
| 1 | Ford Transit Triple Wide Seat with integrated lap & shoulder | | |
| 1 | Ford Transit Double Wide Seat with integrated lap & shoulder | | |
| 1 | Step & Lock Seat | | |
| 1 | FMVSS & CMVSS compliant (pull test available on request) | | |
| 1 | Complys with all Buy America Regulations | | |



Subtotal \$ 21,097.0

TOTAL DUE ***

*Without
step & Lock
Seat*

\$ 21,097.0

Chassis payment is due before any modifications are made to the chassis.

Rick Baker

Customer's Signature



SOUTHTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: October 26, 2020
RE: Terms of payback for Food Service Loan

The financial statements for the Food Service Program were reviewed with the Finance Committee at our meeting on September 17th. The administration discussed the year-end loss of \$337,000 and the concern for the low cash balance to cover the opening expenses in the fall of 2020. The BOE supported loaning the Food Service Program \$300,000 from the Non-lapsing Education Fund 2020. This loan request was presented to the Board of Finance on October 14th and supported by the Board of Finance.

Prior to depositing the \$300,000 check, it is important for the Finance Committee of the Board to outline the expectation for repayment. The administration's recommendation is for the loan to have no interest and installment principal payments would be considered annually in the fall following the fiscal year end, if the program has a profit over \$30,000. The program's cash balance would be reviewed, and the repayment installment amount would be determined by the Finance Committee and a recommendation made to the full Board of Education. A principal payment would only be recommended if the program's annual profit exceeds \$30,000.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date November 12, 2020

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 2020-2021 school year. This report includes activity for the month of October 2020.

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:

8. Personnel Report

**Personnel Report
October 2020**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Cantafi, Kaitlyn	Interim School Counselor	FES/KES	1.0	9-8-2020	6 th	\$56,275
CERT	Fall, Mackala	WL, French teacher	SHS	1.0	8-24-2020	MA	\$63,566
CLASS	Flores, Darlene	P/T Paraeducator	JFK	.88	10-5-2020	N/A	\$17.03
CLASS	Linskey, Kristen	Paraeducator-P/T	DES	.88	10-5-2020	N/A	\$17.03
CLASS	Liu, Chil	F/T ABA Therapist	SES	1.0	10-26-2020	N/A	\$17.03
CLASS	Maskowsky, Rachel	Paraeducator-P/T	FES	.88	10-26-2020	N/A	\$17.03
CERT	Melillo, Leslie	Math teacher	JFK	1.0	10-7-2020	MA	\$74,616
CERT	O'Brien, Leah	Speech Lang Pathologist	FES	1.0	10-1-2020	6 th	\$56,275
CLASS	Paradore, Debra	Paraeducator-P/T	HES	.88	10-9-2020	N/A	\$17.03
CLASS	Pisacane, Lisa	Paraeducator-P/T	SEES	.88	10-19-2020	N/A	\$17.03
CLASS	Szandrocha, Lisa	Paraeducator-P/T	SEES	.50	10-19-2020	N/A	\$17.03
Non-union	Theriault, Leah	Tutor-Literacy/Math	KES	1.0	9-28-2020	N/A	\$20.93
CLASS	Trottier, Brian	Custodian-P/T	SHS	.49	10-27-2020	N/A	\$15.63

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CERT	Duffy, John	K-12 Science Curriculum Coord	District	10-10-2020	6	RETIRE
CLASS	Klein, Lisa	Paraeducator-F/T	HES	10-13-2020	21	RETIRE
CERT	Kowalchuk, David	Math teacher/Dept. Leader	SHS	10-7-2020	13	RESIGN
CLASS	Lane, Katherine	ABA Therapist-F/T	HES/SES	10-23-2020	7	RETIRE
CLASS	Malinowski, Walter	Custodian-P/T	SHS	10-23-2020	1	RESIGN
CERT	Ratliff, Lisa	Math teacher	JAD	10-31-2020	6	RESIGN
CLASS	Slevinsky, Anna Marie	Paraeducator-P/T	DES	10-1-2020	1	RESIGN
CERT	Vauter, Jennifer	PE/Health teacher	ALTA	10-21-2020	6	RESIGN

ASSIGNMENT CHANGE

NAME	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		EFFECTIVE
	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	
Albert, Jennine	Paraeducator-P/T-HES	.88	Paraeducator-F/T-HES	1.0	10-13-2020
Danko-Mangiafico, Jennifer	Paraeducator-P/T-HES	.88	Paraeducator-F/T-HES	1.0	10-13-2020
Green, Courtney	Secretary, (212 days) SPED/Transportation	1.0	Secretary, (260 days) Asst. Principal, Middle School	1.0	10-5-2020
Hinman, Thomas	Math teacher, Middle School Team Leader-JFK	1.0	Math teacher, Dept. Leader	1.0	10-7-2020
McDougall, Carrie Ann	Literacy Specialist-district	.80	Literacy Specialist-district	1.0	8-24-2020
Santopietro, Victoria	Paraeducator-P/T-HES	.80	Paraeducator-P/T-HES	.88	10-13-2020

Personnel Report
October 2020

TRANSFERS

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

None to report

COACHING / STIPENDS

Coaching Stipends

Casarella, Marissa	Freshman Girls' Basketball Coach		SHS	
Clemens, Ashley	Cheerleading Assistant-JV		SHS	
Cusano, Antonio	Lead Security Attendant		SHS	
Manning, Devin	Football Varsity Assistant		SHS	
Manousos, Christopher	Freshman Boys' Soccer		SHS	
Palmieri, Kevin	Interim Girls' Volleyball Head Coach		JAD	

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date November 12, 2020

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 November 12, 2020

Decision Requested X Agenda Code 10 b

AGENDA REPORTING FORM

Agenda Topic: Policy 1313 – Non-Discrimination (Community) –Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1313 – Non-Discrimination (Community). The non-discrimination policy has been revised to clarify that discrimination based on alienage, or citizenship status, is prohibited by law.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 1313 to the full Board for approval.

Titles of Attachments:

1. DRAFT Policy 1313



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 1313
Non-Discrimination (Community)
Draft



SOUTHTINGTON PUBLIC SCHOOLS

Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

Any individual wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination. These regulations accompany Board Policy 1313 and are available online at:

<https://www.southingtonschools.org/board-of-education/boe-policies>
or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled in accordance with other appropriate policies **Non-Discrimination (Staff) 4118.11** and **Sexual Harassment (Staff) 4118.112**, **Sexual Harassment of Students 5145.3**, **Objectives of the Instructional Program, Nondiscrimination (Students) 6121**, **Section 504/ADA Policy 6171**.



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Series 1000 Community/Board Operation

NON-DISCRIMINATION (Community)

Individuals also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Individuals may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination, may contact:

Assistant Superintendent for Curriculum and Instruction
200 North Main Street, Southington, CT 06489
(860)628-3204



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Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Assistant Superintendent for Curriculum and Instruction
200 North Main Street, Southington, CT 06489
(860)628-3204

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

Director of Pupil Services
200 North Main Street
Southington, CT 06489
(860) 628-3210

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut General Statutes § 46a-58. Deprivation of Rights
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

ADOPTED: 1/10/19
REVISED: 11-12-20

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date November 12, 2020

Decision Requested X Agenda Code 10 c

AGENDA REPORTING FORM

Agenda Topic: Policy 3281– Code of Conduct Child Nutrition Programs-NEW-Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 3281 – Code of Conduct Child Nutrition Programs -NEW. In accordance with the requirements of federal and state law, districts must develop a model code of conduct relating to the procurement of goods and services in connection with Connecticut’s School Nutrition Program.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 3281 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 3281



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 3281
Code of Conduct Child Nutrition Programs - NEW
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 3000

Code of Conduct-Child Nutrition Programs

In accordance with Federal and State regulations, the following Code of Conduct applies to the selection, award, and/or administration of a contract expending Connecticut School Nutrition Program ("School Nutrition Program") funds by any Southington Board of Education ("Board") employee or agent.

Article I. Purpose

The purpose of this Code of Conduct is to establish standards of conduct covering real or apparent conflicts of interest and governing the actions of Board employees engaged in the selection, award, and/or administration of contracts expending School Nutrition Program funds on goods and/or services. This Code of Conduct also sets forth discipline that may result from violating these standards.

Article II. Code of Conduct Provisions

In addition to other applicable policies and regulations promulgated by the Board, the Board expects the following conduct of all persons who are engaged in the award and administration of contracts supported by School Nutrition Program funds:

1. No employee, officer, or agent of the Board shall participate in the selection, award and/or administration of a contract supported by School Nutrition Program funds if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in, or a tangible personal benefit from, the firm selected for the award:
 - a. The employee, officer, or agent of the Board;
 - b. Any immediate family member of the Board employee, officer, or agent (spouse, brother, sister, parent, child);
 - c. The partner of the Board employee, officer, or agent; or
 - d. An organization that employs or is about to employ one of the above.
2. The Board's employees, officers, or agents shall neither solicit nor accept gratuities, favors, travel packages, incentives or anything of monetary value from contractors, potential contractors, or parties to sub-agreements related to programs funded by the federal government, in whole or in part.
3. The Board's employees, officers, or agents shall disclose any actual or potential conflict of interest to the Superintendent of Schools or his/her designee. Thereafter, as required by law, the Board shall disclose in writing any potential conflict of interest to the Connecticut State Department of Education.



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Code of Conduct-Child Nutrition Programs

Failure of any Board employee to abide by this code of conduct may result in disciplinary action, up to and including termination. The Board reserves the right to pursue legal actions for violations as permitted by law.

Legal References:

Federal Regulations and Guidance

2 C.F.R. § 200.112 Conflict of Interest.

2 C.F.R. § 200.318 General Procurement Standards.

2 C.F.R. § 400.2 Conflict of Interest

United States Department of Agriculture, Contracting with Food Service Management Companies: Guidance for School Food Authorities, https://fns-prod.azureedge.net/sites/default/files/cn/SP40_CACFP12_SFSP14-2016a2.pdf (May 2016).

United States Department of Agriculture, Contracting with Food Service Management Companies: Guidance for State Agencies, https://fns-prod.azureedge.net/sites/default/files/cn/SP40_CACFP12_SFSP14-2016a1.pdf (May 2016).

United States Department of Agriculture, Written Codes of Conduct and Performance of Employees Engaged in Award and Administration of Contracts, SP 09-2015, CACFP 03-2015, SFSP 02-2015, https://fnsprod.azureedge.net/sites/default/files/cn/SP09_CACFP%2003_SFSP02-2015os.pdf (November 2014).

Connecticut Statutes, Regulations, Guidance

Conn. Gen. Stat. § 1-79 Definitions.

Conn. Gen. Stat. § 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

Conn. Gen. Stat. § 10-215b Duties of State Board of Education re feeding programs.

Conn. Gen. Stat. § 10-216 Payment of expenses.



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Code of Conduct-Child Nutrition Programs

Regs. Conn. State. Agencies § 10-215b-1 Competitive foods.

State of Connecticut, Department of Education, Operational Memorandum No. 10-16, Written Code of Conduct and Performance of Employees Engaged in Award and Administration Contracts,

<https://portal.ct.gov//media/SDE/Nutrition/NSLP/Memos/OM2016/OM10-16.pdf>
(August 2016).

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date November 12, 2020

Decision Requested X Agenda Code 10 d

AGENDA REPORTING FORM

Agenda Topic: Policy 4118.112 – Sex Discrimination and Sexual Harassment (Personnel)
–Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4118.112 – Sex Discrimination and Sexual Harassment (Personnel). The sex discrimination and harassment policy has been revised in accordance with the new Title IX federal regulations that became effective on August 14, 2020. Boards of education are encouraged to review and adopt these policy revisions as soon as possible, as the revisions to the Title IX federal regulations are significant.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 4118.112 to the full Board for a Second Reading.

Titles of Attachments:

1. DRAFT Policy 4118.112



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 4118.112
Sex Discrimination and Sexual Harassment
(Personnel)
Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 4000

Sexual Discrimination and Harassment in the Workplace

It is the policy of the Southington Board of Education (the “Board”) for the Southington Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee’s sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee’s sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee’s work performance, or adversely affecting the employee’s employment opportunities is prohibited.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

Sex discrimination occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual’s sex. Sex discrimination also occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.



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Sexual Discrimination and Harassment in the Workplace

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner.

Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Southington Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an



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Sexual Discrimination and Harassment in the Workplace

informal resolution process (as set forth in the Administrative Regulations). Such training will include information on the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator's are is Erin Natrass, South End Elementary School Principal and Amy Aresco, District Special Education Coordinator. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

*Erin Natrass, Principal South End Elementary School
Maxwell Noble Drive, Plantsville, CT 06479
enatrass@southingtonschools.org
860-628-3320*

*Amy Aresco, District Special Education Coordinator
Weichel Municipal Center
200 North Main Street, Southington, CT 06489
aaresco@southingtonschools.org
860-628-3200 ext. 10208*

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-514-3400).



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Sexual Discrimination and Harassment in the Workplace

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - **Sexual orientation discrimination:
Employment**

Policy Adopted: December 1998

Policy Revised: November 1992

Policy Reviewed: April 2003

Policy Revised: March 2005

Policy Reviewed: November 2006

Policy Revised: November 2020

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date November 12, 2020

Decision Requested X Agenda Code 10 e

AGENDA REPORTING FORM

Agenda Topic: Policy 5114 – Student Discipline – Second Reading

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5114 – Student Discipline. The Student Discipline model policy was revised, pursuant to PA 19-91, to narrow the authority of boards to expel students for conduct on school grounds or at a school-sponsored activity to situations in which the conduct either (1) violates a publicized policy of such board *and* is seriously disruptive of the educational process, or (2) endangers persons or property. In addition, the definitions for “electronic nicotine delivery system” and “vapor product” have also been revised.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 5114 to the full Board for approval.

Titles of Attachments:

1. DRAFT Policy 5114



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 5114
Student Discipline
Draft



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Series 5000

STUDENT DISCIPLINE

I. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does



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STUDENT DISCIPLINE (cont.)

not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such



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STUDENT DISCIPLINE (cont.)

suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. *Conduct on School Grounds or at a School-Sponsored Activity:*

1. Suspension. Students may be suspended for conduct on school grounds or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.
2. Expulsion. Students may be expelled for conduct on school grounds or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

B. *Conduct off School Grounds:*

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Administration and/or the Board of Education may also consider (5) whether the off-campus conduct involved the illegal use of drugs.



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STUDENT DISCIPLINE (cont.)

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board of Education includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression or any other characteristic protected by law.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.



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STUDENT DISCIPLINE (cont.)

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall



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STUDENT DISCIPLINE (cont.)

- include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
 17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
 18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
 19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
 20. Trespassing on school grounds while on out-of-school suspension or expulsion.
 21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
 22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.



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STUDENT DISCIPLINE (cont.)

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:



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STUDENT DISCIPLINE (cont.)

- a. causes physical or emotional harm to such student or damage to such student's property;
- b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- c. creates a hostile environment at school for such student;
- d. infringes on the rights of such student at school; or
- e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.



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STUDENT DISCIPLINE (cont.)

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the Administration has reason to believe:
 1. was in **possession on school grounds** or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or



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STUDENT DISCIPLINE (cont.)

3. was engaged **on or off school grounds in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms “**dangerous instrument**,” “**deadly weapon**,” **electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.

- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, **no student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.
- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.



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STUDENT DISCIPLINE (cont.)

V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.
 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:
 - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (ii) the principal or designee determines that an out-of-school suspension is appropriate based



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STUDENT DISCIPLINE (cont.)

- on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
- b. in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
 4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
 5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
 6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
 7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
 8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.



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STUDENT DISCIPLINE (cont.)

9. The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.
 10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.
 11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
 12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.



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STUDENT DISCIPLINE (cont.)

VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

- 1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.



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STUDENT DISCIPLINE (cont.)

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Administration.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Administration.
 - f. The student may be represented by an attorney or other advocate of his/her choice at his/her expense or at the expense of his/her parent(s) or guardian(s).
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the



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STUDENT DISCIPLINE (cont.)

services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. *Hearing Procedures:*

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.



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STUDENT DISCIPLINE (cont.)

5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
8. The student shall not be compelled to testify at the hearing.
9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.



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STUDENT DISCIPLINE (cont.)

13. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
17. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.



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STUDENT DISCIPLINE (cont.)

E. ***Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.



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STUDENT DISCIPLINE (cont.)

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least seventeen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. Content of Alternative Educational Opportunity

1. For the purposes of Section IX, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State



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STUDENT DISCIPLINE (cont.)

Board of Education, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.

2. The Superintendent, or his/her designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the State Board of Education. Such administrative regulations shall include, but not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):***

Notwithstanding Subsections IX.A. through D. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

X. **Notice of Student Expulsion on Cumulative Record**

Notice of expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.



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STUDENT DISCIPLINE (cont.)

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.



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STUDENT DISCIPLINE (cont.)

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:



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STUDENT DISCIPLINE (cont.)

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Removal of Special Education Students for Certain Offenses:

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:



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STUDENT DISCIPLINE (cont.)

- a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
- b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
- c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

2. The following definitions shall be used for this subsection XII.C.:

- a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
- b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
- c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:



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STUDENT DISCIPLINE (cont.)

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.
- XIV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center
- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
 - B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.



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STUDENT DISCIPLINE (cont.)

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation to the local police.



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STUDENT DISCIPLINE (cont.)

Legal References:

Connecticut General Statutes:

Public Act 19-91, "An Act Concerning Various Revisions and Additions to the Education Statutes."

Public Act 19-13, "An Act Prohibiting the Sale of Cigarettes, Tobacco Products, Electronic Nicotine Delivery Systems and Vapor Products to Persons Under Age Twenty-One."

§ 10-16 Length of school year

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§ 10-222d Safe school climate plans. Definitions. Safe school climate assessments

§§ 10-233a through 10-233f Suspension and expulsion of students.

§ 10-233l Expulsion and suspension of children in preschool programs

§ 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

§ 21a-240 Definitions

§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited

§§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors

§ 53-206 Carrying of dangerous weapons prohibited.

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).

State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).



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STUDENT DISCIPLINE (cont.)

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, 20 U.S.C. § 7961

Honig v. Doe, 484 U.S. 305 (1988)

ADOPTED: August 2002

REVISED: NOVEMBER 2020

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date November 12, 2020

Decision Requested X Agenda Code 11 a

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2019-2020

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2019

Ending Date of Program or Project: June 30, 2020

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2019-2020 school year be approved as submitted.

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Superintendent's Annual Report 2019-2020

SOUTHINGTON PUBLIC SCHOOLS



Superintendent's Annual Report 2019 ~ 2020



Superintendent's Annual Report

2019-2020

Southington Board of Education

Terri C. Carmody, Board Chairperson
Joseph M. Baczewski, Vice Chairperson
Colleen W. Clark, Secretary
Robert S. Brown
James Chrzanowski
Missy Cipriano
David J. Derynoski
James Falvo
Zaya G. Oshana

Central Office Staff

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

SOUTHINGTON PUBLIC SCHOOLS

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Southington Public Schools
Superintendent's Annual Report 2019-2020

SUPERINTENDENT'S EXECUTIVE SUMMARY

Timothy F. Connellan, Superintendent of Schools

The Southington Public Schools once again enjoyed a rich blend of veteran and early career faculty and staff. This blended talent across the district continued to provide a rich environment for the cultivation of ideas and for creative problem solving. Some very talented and experienced individuals and promising early career professionals joined the staff during the 2019-2020 school year. The Southington Public Schools professional staff became more diverse in terms of training, background and experience. Staff members continued to exemplify the high standards and intense work ethic that is the hallmark of the Southington Public Schools. The year was impacted significantly by the Pandemic, but we refused to let it define the year or the accomplishments of our students and staff.

The work involving Southington's Vision of a Graduate and 21st Century Skills included a continued focus on building capacity through professional learning opportunities. Specifically, members of the Administrative Leadership Team helped staff to develop a deeper understanding of the 21st Century Skills that are the core of Southington's Vision of a Graduate. Administrators continued to engage in observations, dialogue, reflection, and calibration of their own skills and understanding of 21st Century skills in classroom settings and 21st Century leadership practices. Administrators worked with staff in their buildings, providing opportunities for teachers to gain a better understanding of 21st Century skills in practical applications. In addition, administrators helped staff integrate 21st Century skills in staff evaluation and support plans. The integration of 21st Century skills was evident in the work of Instructional Learning Teams. A focus for the 2020-2021 school year will be to build greater capacity across the district while allowing for the continued differentiation, growth and evolution of individual schools and staff.

The District continued to focus on improved student performance at all levels. During the 2019-2020 school year, the Southington Public Schools consolidated and expanded the internal infrastructure necessary to ensure the highest quality of day-to-day teaching and learning. This infrastructure had several key components that are outlined below.

The redesigned Curriculum Development and Renewal Process with the addition of a Curriculum Leadership Team was in the third full year of implementation prior to the closure of schools in March. Curriculum development was focused on Southington's Vision of a Graduate and the inclusion of 21st Century Skills in addition to content. The Southington Public Schools continued the implementation of a curriculum renewal process that was effective and sustainable. The Curriculum Leadership Team continued work on the implementation of a Learning Management System for curriculum development. The Learning Management System became a focus of professional learning as the district moved to leverage the platform for Distance Learning in the spring and of even greater importance, for a more robust Remote Learning experience for grades six through twelve moving into the 2020-2021 school year. The district continued to leverage Google Classroom as the Remote Learning platform for grades Kindergarten through five.

Superintendent's Annual Report 2019-2020 Executive Summary

The Professional Development and Evaluation Committee (PDEC) successfully designed and implemented a thoughtful system of continuous professional learning experiences for all staff across the district. All full day professional learning experiences were completed prior to the March cancellation of in-person classes. PDEC attended to the very different professional learning needs of the diverse population of educators in the Southington Public Schools. In addition, PDEC began to examine alternative methods and structures that might better serve Southington's specific needs for support and evaluation of professional staff members. The work in this area will continue in the 2020-2021 school year and will be connected to Southington's Vision of a Graduate and focus on 21st Century Skills, however, the implementation of the redesigned Professional Evaluation and Support System will be delayed until the 2021-2022 school.

The Southington Public Schools continued the process of utilizing Instructional Learning Teams (ILT) during the 2019-2020 school year. The ILT's promoted collaboration and reflection among team members and facilitated the identification of real and pressing instructional/learning problems in classrooms. The ILT allowed teachers the time to work together in a very focused, specific and intentional manner. A focus for the 2020-2021 school year will be to connect the work of the ILT's with the instructional goals of the Evaluation and Support Plan and Southington's Vision of a Graduate.

The Southington Public School District implemented the fifth full year of the Scientific Researched Based Intervention (SRBI) model. Each school continued to refine its SRBI team and process. Through collaboration between and among general education classroom teachers and literacy and mathematics specialists, school-based teams consolidated their understanding of different tiered levels of targeted academic support for students at all achievement levels. The purpose of the SRBI process was to identify students in need of some level of support, provide that support, monitor student progress and then create pathways for students to succeed and perform academically and behaviorally on at least grade level. Each school achieved the capability to pursue that goal aggressively. These SRBI teams became even more important as staff attempted to implement Distance Learning in the spring and designed methods of assessment and analysis of learning gaps to be applied in the fall of 2020.

Southington Public School students continued to learn in areas not considered "academic" subjects. In each school, students engaged actively in the community in a variety of ways. Students learned the benefits of community service and of the intangible rewards that come with helping those in need. The details of SPS students' efforts in these areas are reflected in the individual school reports. Suffice to say that students in the Southington Public Schools did engage in a broad range of experiences that had a significant and positive impact on their growth and development and had a positive impact on the community. The student efforts persisted even through the school cancellation of classes in the spring. Many students engaged in virtual events as a way to reach out to others in the community or to raise funds to support community needs.

The District engaged in a third year of work with two consultants who worked directly with students in grades three, five, seven and eight on diversity and equity issues. The spring sessions that were scheduled had to be cancelled, but this programming is slated to resume in 2020-2021.

Superintendent's Annual Report 2019-2020 Executive Summary

In addition to the diversity and equity work noted above, the District continued work through the Southington Public Schools Collaboration for Social Justice (CSJ). The CSJ developed an action plan that was presented to the Board of Education and continued some opportunities to sustain the progress through virtual meetings. School based Equity Leadership Teams received training and were scheduling implementation of broad-based school level training. Middle school and high school teams were scheduled for training that was postponed due to the pandemic.

In summary, the Southington Public School District pursued a path of diligence, dedication and hard work. The professional staff worked to build capacity as described above and refined the internal organizational structures and processes that allowed the district to become intentional in its actions. The District focused on incremental and continuous improvement in professional practice in all areas. Southington's Vision of a Graduate had a significant impact on all areas of operation of the district. The Vision will continue to drive curriculum development, evaluation and support and selection and retention of talented professionals. The cancellation of in-person classes due to the pandemic had a significant effect on every member of the educational community. Nonetheless, students, families and educators persevered. End of year celebrations for students were developed by school staff and parents that allowed students to be recognized for achievements and achieve closure on the school year. The district successfully developed and with the help of community partners, implemented two exciting culminating events for high school seniors. The Senior Motorcade was an event that brought joy to many families and attracted hundreds of community members to participate by gathering on the Motorcade route and cheering for graduating seniors. In addition, the district successfully arranged and conducted four formal graduation ceremonies for members of the senior class. Overall, although this was the most unusual year in recent history, it was by all accounts a successful year.

Superintendent's Annual Report 2019-2020

OFFICE OF CURRICULUM & INSTRUCTION

Steven Madancy, Assistant Superintendent of Curriculum, and Instruction

Vision of a Graduate

Despite the many challenges associated with the sudden spring closure due to COVID-19, the Office of Curriculum and Instruction was still able to press forward with many priority initiatives. At the forefront of the district's work was the continued emphasis on building staff capacity and understanding of Southington's Vision of a Graduate. The district's strategy for promoting that vision this academic year focused on aligning our system. More specifically, the administrator evaluation plan was revised to reflect 21st century leadership strategies and behaviors identified within the professional learning organization at EdLeader 21. Additionally, the district Professional Development and Evaluation Committee revised the Teacher Support and Evaluation Plan and conducted an initial review with the state. Because of the timing of the closure and the need to focus on teacher training and support with instructional technology, a conscious and deliberate decision was made to postpone the rollout and implementation of the revised Teacher Evaluation and Support Plan until spring 2021. The district continues to revise curriculum across all content areas to reflect student learning and application of the 21st century skills associated with our Vision of a Graduate.

SPS Coalition for Social Justice

The Southington Public Schools Coalition for Social Justice continues to be a statewide model consisting of stakeholders including students, staff, community agencies and appointed/elected officials. Through a multiyear partnership with SERC (State Educational Resource Center), the Coalition continued to meet monthly throughout the academic year and refine a comprehensive plan to address diversity, equity, and inclusion across the district. Part of the Coalition's work focused on training all administrators district wide in conducting fair and unbiased investigations. The training was provided by the Commission on Human Right and Opportunities (CHRO). In addition, Elementary School Equity Leadership Teams were formed and provided initial training and orientation in storytelling and addressing hurtful and biased comments in the elementary classroom. The plan prior to the closure was to scale that training out to all elementary faculty districtwide. Furthermore, the district had regular representation at the Capital Region Education Council's (CREC) Dine and Discuss sessions held to help Choice partner districts understand the needs and challenges of families from Hartford attending Southington Public Schools. Lastly, the Coalition sponsored and hosted several virtual community conversations throughout the summer with a goal of increasing levels of racial consciousness in the community through dialogue.

Teaching and Learning

In the area of curriculum and instruction, the district entered year three of a phased-in implementation of the Teacher's College Phonics Units of Study and the Ready Classroom Math Program in grades K-2. Grades 3-5 had an emphasis on new units of study aligned to the Next Generation Science Standards with an approach on the 3-dimensional learning model associated with those standards. In addition, a Forensic Science Course was approved and developed with enrollment at the high school exceeding 100 students for the 2020-2021 academic year. Members of the middle school math department piloted Illustrative Math Units of Study which resulted in a

Assistant Superintendent for Curriculum & Instruction 2019-2020

decision at year's end to proceed with a full adoption in grades 6-8 for the 2020-2021 academic year. In the area of Social Studies, the high school finalized its Modern US History Course along with revised US History Units in grades 7 and 8. Finally, the district enjoyed a second year of success with steady enrollment in the newly offered Mandarin Language Program at Southington High School.

Technology

In addition to the approval of a 1:1 device initiative in the spring, the district provided a tremendous amount of synchronous and asynchronous training for all staff in the use of our two primary learning management systems in the district; Google Classroom and Canvas. All sessions were recorded and archived to provide for anytime, anywhere learning for staff. Also, menus of professional learning opportunities using various additional instructional software applications were provided to staff by the district throughout the spring and over the summer to assist with preparedness for the 2020-2021 academic year.

Policy

The district continued to maintain recommended or required policies as approved by the Board of Education that originate from legislative sessions each year. The shift to the Shipman and Goodwin model policy service has provided tremendous benefit to the district in ensuring timely adoption of, and compliance with, prospective policies.

ENGLISH LANGUAGE ARTS CURRICULUM & INSTRUCTION

Stephanie Lawlor, English Language Arts Coordinator

Grades K-5 Reading and Writing Units of Study

Teachers continued to implement the *Teachers College Reading and Writing Units of Study*. Teachers in kindergarten through grade two, received job-embedded professional development through the support of the literacy coaches. The coaches met with teams of teachers to introduce a new strategy, plan lessons, or study student work. The coaches not only modeled lessons, they observed teachers teaching and offered feedback. A cohort of grade four and five teachers had the opportunity to work with a staff developer from Teachers College. They focused on planning for small group instruction in reading, by studying student work, unpacking the reading progressions, and creating tools to differentiate instruction. The English Language Arts Coordinator and a literacy coach supported groups of teachers with this work throughout the year through the Instructional Learning Team (ILT) process.

Grades K-2 Phonics Units of Study

Foundational reading skills that are taught in the primary grades are the building blocks for reading success. The *Teachers College Phonics Units of Study* were adopted by the Board of Education. Teachers received job-embedded coaching on how to implement the lessons at an exemplary level and studied multiple data points to drive instruction. In June, the 2020-2021 cohort of teachers received their materials and engaged in two days of virtual professional learning. Teachers engaged in learning the guiding principles behind this phonics approach and began planning for September.

Grades 6-8 English Language Arts (ELA)

Several units, new or revised, were rolled out to staff, and adopted by the Board of Education as part of district efforts to revise the grades 6-8 ELA curriculum. These units build upon the skills and strategies taught at the elementary level. Teachers collaborated to create and revise performance tasks that align to the 21st century skills. Students created Ted Talk presentations, podcasts, and Public Service Announcements to demonstrate mastery of skills in reading, writing, speaking, and listening. During district department meeting time, teachers spent time studying student work and planning for small group instruction. The two middle schools shared a literacy coach. The coach was able to support teachers with implementing small group instruction.

Grades 9-12 English Language Arts (ELA)

At the high school level, the ELA Coordinator, English Department Chair, and the Assistant Principal for ELA, continued to meet weekly to draft the ELA K-12 Macro-curriculum. The draft was shared with a team of teachers for feedback. The Macro-curriculum is aligned to the Southington Public Schools Vision of the Graduate and will guide the curriculum revisions that will begin at Southington High in the fall.

Superintendent's Annual Report 2019-2020 – ELA Curriculum & Instruction

Scientific Research-Based Interventions (SRBI)

The elementary and middle school literacy team continued to use multiple data points to inform the SRBI process and classroom instruction. They worked diligently to support the needs of students in Tier II and III interventions. The team not only focused on student achievement in literacy, but also on the growth of each individual student.

The Literacy Team at Southington High School met weekly to review data, explore resources, revise curriculum, and create protocols for literacy support at the high school level. This team will continue this work next year.

Distance Learning (ELA)

Across the district, teachers and specialists worked hard to create engaging, meaningful lessons in ELA. Teachers engaged students with content that was accessible to students by providing live instruction, creating video lessons, and holding office hours to support student needs.

Teachers in grades K-5 adjusted their instruction to follow the revised pacing guide and lessons prepared by the district. The Literacy Coaching Team created lessons and videos, shared resources, and held weekly grade level meetings to support classroom teachers. Teachers adjusted the lessons to meet student needs and to add personalized instruction. The middle school and high school ELA teachers collaborated to revise lessons to support distance learning. They tailored their lessons to continue to engage students in the reading and writing process. The literacy specialists and tutors continued to provide intervention and support virtually. They conducted one-to-one (1:1) and small group lessons and supported students with Tier 1 instruction.

Superintendent's Annual Report 2019-2020

MATHEMATICS CURRICULUM & INSTRUCTION

Amy Zappone, Mathematics Coordinator

Grades K-2 Math

Over the course of the year, the first cohort of grade K-2 teachers engaged in year one of the Board of Education approved Ready Classroom math curriculum implementation. Ready Classroom is a comprehensive mathematics curriculum that is built upon student discourse and problem solving as the heart of the instructional model. The elementary mathematics department provided professional development and coaching support to the first cohort of Ready Classroom teachers last spring/summer to prepare the cohort for this past school year of implementation. Throughout this school year, Ready Classroom teachers were provided with ongoing professional learning and increased coaching support from the math specialists. For the 2020-2021 school year, the second cohort of grade K-2 teachers will embark on their implementation of Ready Classroom, resulting in all grade K-2 classrooms implementing a coherent and consistent approach to teaching and learning mathematics.

During distance learning, grade K-2 teachers were provided with daily lessons prepared by the elementary math specialists to support at-home learning. Teachers adjusted the lessons to meet students' needs and added personalized instruction. Teachers and specialists worked to ensure "hands-on" opportunities for math exploration outside of the classroom.

Grades 3-5 Math

This year, teachers in grades 3-5 continued using Ready Common Core to support mathematics instruction. In grades 3-5, teachers across the district used a Math Workshop Model to support teaching and learning. Math Workshop allows teachers to deliver high quality instruction followed by small group differentiation, application, and practice. Teachers also continued using the Board of Education approved Splash Math program in their technology stations within the Math Workshop to build number sense and fluency.

During distance learning, teachers in grades 3-5 adjusted their instruction to follow the revised pacing guides and lessons prepared by the math department. They tailored their lessons to continue engaging students with math content that was accessible to students and parents by providing live instruction, support videos, and help sessions.

Grades 6-8 Math

The middle school mathematics department engaged in ongoing professional learning to prepare for the anticipated adoption of the Illustrative Mathematics Curriculum (IM). Teachers received ongoing coaching support from the math specialists as they piloted tasks and lessons from IM. The mathematics specialists worked with teachers in the department to support the needs of all students through the Scientific Research-Based Instruction (SRBI) process as well as supporting Tier I instruction through coaching. In the Summer of 2020, the Board of Education adopted the Illustrative Mathematics curriculum, and the department will begin implementation this coming fall. The middle school mathematics teachers and specialists look forward to implementing engaging and rigorous lessons through Illustrative Mathematics next year.

Superintendent's Annual Report 2019-2020 - Mathematics

During distance learning, the middle school math department adjusted to a revised scope and sequence that would provide students with adequate time and support to learn new math content. With the support of the math specialists and collaborative efforts among the department, teachers delivered effective lessons that supported Common Core State Standards (CCSS) for mathematics.

Grades 9-12 Math

The high school math department welcomed new leadership, as teacher Mr. David Kowalchuk assumed the role of department chair. During department time, the high school mathematics teachers worked with their colleagues to analyze Preliminary Scholastic Achievement Test (PSAT), Scholastic Achievement Test (SAT) and Advance Placement (AP) data to inform instruction. The department also engaged in ongoing professional development around the District's Vision of the Graduate. The department began looking at how their current curriculum and assessments aligned with the Vision of the Graduate. The department received professional learning from the district math coordinator regarding the curriculum writing/development process, a necessary step towards determining a curriculum revision plan that would best meet the departments' needs. The department will continue exploring curriculum shifts that will be necessary to support the Vision of the Graduate and the 21st century learner.

During Distance Learning, the department leader and teachers worked collaboratively to revise and adjust curricular expectations and pacing to support at-home learning. The department utilized learning management systems to support teaching and learning in the virtual environment.

Superintendent's Annual Report 2019-2020

SCIENCE CURRICULUM & INSTRUCTION

John Duffy, Science Coordinator

The district continues to the expand implementation of Connecticut's Science standards, the Next Generation Science Standards (NGSS). Recent curriculum units focus on guiding students in developing answers to students' own questions about real world phenomena. Student learning is focused on the practices of science and the big ideas that are threaded throughout all science coursework. The Southington Science Curriculum continues to engage students in building their understanding of science concepts while solving problems and developing explanations for engaging and puzzling science experiences. In the elementary schools, the curriculum is nearly complete for grades three through five with each grade level implementing new units this year. All grade three, four and five teachers received professional development emphasizing the instructional strategies necessary to successfully support students as they engaged with new or revised science units this year. Select grades K-2 teachers continued a collaborative partnership with teachers in the Plainville school district as part of a grant administered by the Connecticut Science Center. This grant-funded partnership is designed to help build district capacity to make the changes in instruction required by the Connecticut Next Generation Science Standards. The K-2 teachers had the opportunity to design, implement and reflect on an NGSS based lesson under the guidance of Connecticut Science Center specialists. New and revised NGSS based curriculum units continue to be implemented at the middle schools and high school. Just prior to the closure in March 2020, grades seven and eight were preparing to implement their final new curriculum units. The middle school curriculum will be completed by the end of the 2020-2021 school year. Professional development for teachers directly connected with new science units continued this past school year. At the high school, the grade nine and ten teachers work this year will result in a fully transformed NGSS curriculum for the next school year.

Southington students demonstrated a great deal of creativity again this year. All grade five students created an invention as part of an invention curriculum unit. While the COVID-19 school closure forced the cancellation of our district-wide Invention Convention, some students participated in a state-wide, virtual Invention Convention. One of those students was selected for the virtual national Invention Convention and another received state recognition. Southington middle school sixth-grade students participated in the national eCybermission competition, a Science, Technology, Engineering and Mathematics (STEM) challenge for middle school students. A team of grade six students from J. A. DePaolo Middle School were awarded first-place in the state of Connecticut for their unique design solution for eliminating sink holes and another group from J. F. Kennedy Middle School were awarded second place for developing a unique recycling plan.

Southington's high school and middle school science teachers, along with elementary teachers, worked hard to provide engaging science lessons for all students during the COVID-19 school closure. Two (2) community partners helped greatly with these efforts.

The district continued a partnership with the Southington YMCA Camp Sloper funded by a generous grant from the Southington Education Foundation (SEF). All grade four students spent a full day in the fall immersed in a standards-based field experience. When the COVID closure

Superintendent's Annual Report 2019-2020 – Science Curriculum

caused the cancellation of the spring trip to Camp Sloper, the Sloper crew stepped in to help. The director, Mr. Jason Hubeny, and the student program director, Mr. Tom Sangeloty, volunteered to film their workshops so that all grade four students could have a virtual spring Sloper experience. Students asked questions through an online form and the Sloper team answered all of them. The feedback from students and families regarding this effort was overwhelmingly positive.

Lewis Educational Agricultural Farm (LEAF) and seventh generation Southington farmer Mr. Mark Ramsay continued supporting gardening in all elementary schools, both middle schools and Alta, the alternative high school. Mr. Ramsay hosted all grade seven students this fall with a farm experience directly tied to the grade seven science curriculum. When the closure occurred, Mr. Ramsay agreed to film five (5) curriculum-based videos for our grade K-2 students. Students were given the opportunity to ask “Farmer Mark” questions and a final video was filmed when “Farmer Mark” responded to student questions. The parent and student feedback indicated that the videos were highly engaging and very well received. Mr. Ramsay plans to plant all school gardens this summer for harvest in the fall, after students return to school.

Superintendent's Annual Report 2019-2020

BUSINESS DEPARTMENT

Sherri P. DiNello, Director of Business & Finance

The Business Office has accomplished the following items during the 2019-2020 school year.

Budget Development 2020-2021

During the 2019-2020 school year, the Board of Education 2020-2021 Operating Budget was developed and presented. The Southington Board of Finance and Town Council funded the Board of Education 2020-2021 Operating Budget with an increase of \$1.3 million or 1.77%. There was support among many town officials to fund the Board of Education Budget request of 3.12% in full; however, when the COVID-19 pandemic occurred in the spring of 2020, many stakeholders did not want to pass on a tax increase to the community. The approved budget allowed the mill rate to remain flat and savings from the school closure in 2019-2020 assisted the administration in presenting a balanced reallocation plan to the Board of Education for adoption.

Negotiations – Southington Administrator's Association (SAA)

The Director of Business & Finance worked with the Superintendent on behalf of the Southington Board of Education to coordinate negotiations with the SAA. A new three-year contract was accomplished without opening the contract for full negotiations and saved the district legal funds because an attorney was not used for the negotiation process.

Negotiations – Southington Board of Education Physical Therapists & Occupational Therapists, Local 424-Unit 113 UPSEU

The Director of Business & Finance negotiated a three-year contract extension with the UPSEU (United Public Service Employees Union) bargaining group. The extension was accomplished without opening the contract for full negotiations and saved the district legal funds because an attorney was not used for the negotiation process. The new three-year contract is for the period of July 1, 2020-June 30, 2023.

Transportation Contract July 1, 2020-June 30, 2023

The Board of Education waived the bidding process and requested that the Director of Business & Finance negotiate a contract extension with the New Britain Transportation Company. The Board of Education approved a new three-year agreement with the New Britain Transportation Company at their meeting on February 27, 2020.

Organic Recycling Program

The district is preparing to expand the Organic Recycling program to all Southington Public Schools. A contract extension for rubbish and recycling services was negotiated with HQ Dumpsters and Recycling, which includes recycling food waste in the cafeterias. The program is set to start in the fall of 2020.

Superintendent's Annual Report 2019-2020 – Business Department

COVID19 Pandemic and School Closure

Schools were closed on March 13, 2020 due to the COVID-19 pandemic. The closure required the Business Office staff to negotiate many vendor contracts and work with union leadership to develop Memorandums of Understanding (MOU) that addressed a variety of challenges in implementing the Governor's Executive Orders.

The Director of Business & Finance worked closely with the Food Service Director to set up a process to provide meals to families during the school closure. The Grab and Go Meal program started immediately upon the closure of schools and ten sites were involved in serving over 71,000 meals to families through the end of the school year. Free breakfast and lunch were made available to all children.

In addition, the Business Office was instrumental in securing Personal Protective Equipment (PPE) that the safe return to school and work for students and staff.

Employee Wellness

The Healthy & Wise Committee continued to create and implement successful employee wellness programs throughout the year. Walking and weight loss challenges continue to be the most popular. Wellness funds have increased allowing the committee to work with Anthem and the health insurance consultant on future programming.

Unexpended Funds Account

A non-lapsing account was established in the summer of 2019 through the cooperation of the Board of Education, Board of Finance and Town Council. Connecticut General Statute 10-248a permits this account to be created by the Board of Finance. Unexpended funds from the prior fiscal year Board of Education Operating budget were deposited up to the statutory limit. The funds can be used for educational purposes only and the expenditures shall be authorized by the local Board of Education. The Accounting Manager bid, or secured pricing, through procurement practices for numerous major projects during the 2019-2020 school year.

Superintendent's Annual Report 2019-2020

OPERATIONS DEPARTMENT

Peter J. Romano, Director of Operations

OPERATIONS OFFICE

The Operations Office has accomplished the following items during the 2019-2020 school year:

Construction and Building System Improvements

- Many construction and improvement projects were performed by in-house staff. These items included but were not limited to:
 - Completed the installation of the state-of-the-art security camera system at Southington High School.
 - Replacement of traditional florescent light bulbs with LED (Light Emitting Diode) lamps in schools continued throughout the district. The LED lamps were purchased at a discounted price through an Eversource rebate program.
 - Continued improvement on strategies to ensure the reliable, long-term performance and extending the life cycle of roofs district wide.
 - Collaborated with the Technology Department, adding and relocating 18-plus AeroHives throughout Southington High School for a more uniform Wi-Fi netting.
 - Pulled CAT 6 cabling and upgraded the power for 30 new workstations in the Technology Room W260 at Southington High School.
 - Installed new LED light fixtures in the main cafeteria and in several of the building entries at Southington High School.
 - Painted the main cafeteria at Southington High School including, but not limited to, all the columns and the dated tile wall into the server room. The freshman cafeteria also received a fresh coat of paint.
 - Removed and replaced the existing spline ceiling at Southington High School located in the lobby to the main gym with an acoustical ceiling system.
- As of June 16, 2020, the Maintenance staff completed 2,657 work orders that were submitted this year by the administration and staff at the schools.
- The phone systems at Alta, Derynoski Elementary, Flanders Elementary, Kelley Elementary, and the Municipal Center were replaced with a VOIP (Voice Over Internet Protocol) phone system. These systems are an expansion on the main server VOIP phone system serving Southington High School.
- Completed the replacement of ±70,000 square feet of TPO (Thermoplastic Polyolefin) roofing at Southington High School prior to the start of school in August of 2019.

Superintendent's Annual Report 2019-2020 – Operations Department

- Replaced the original water main at Derynoski Elementary School from when the school was built.
- Solicited and awarded the replacement of the boiler located in the Southington High School freshman wing. The boiler is being replaced with two (2) high efficiency gas boilers for redundancy.
- Fresh paint and new flooring are being installed in select areas of Southington High School including some faculty rooms and classrooms, guidance offices, chorus and band rooms and the library/media center.
- The +30-year-old stage curtain at the Southington High School auditorium was replaced.
- Funds were dedicated to the removal of underground oil storage tanks at Derynoski Elementary School and Alta. The work has been bid and anticipated to be completed prior to the start of the 2020-2021 school year.
- The outside contracted custodial services at Southington High School were replaced with Southington Public School part-time staff. The change has resulted in a better work environment and a noticeably better product.
- With the early release from schools due to COVID-19, we did not retain the contracted outside custodian companies for Southington High School, Derynoski Elementary and the middle schools for summer cleaning. Instead, the work was handled in-house resulting in a more thorough cleaning with a substantial savings for the district.
- We have continued working toward completion of the required improvements outlined in the Civil Rights Compliance review at Southington High School.
- Completed the replacement of a failed cylinder casing for the main elevator at Southington High School. The modernization of this elevator was bid out with the support of the town's Capital Improvement Plan. Electrical, fire alarm, and HVAC (Heating, Ventilation, & Air Conditioning) work was performed in-house by the maintenance staff.
- The construction of an additional net 79 parking spaces began at Southington High School. Work will be completed the summer of 2020. The majority of this project is being completed by the Southington Highway Department. The Southington Public Schools Maintenance Department is completing the site lighting.

Energy Conservation

- Energy Management System: With 10 of the district's schools on the web-based Dashboard, the district continues to monitor systems and programmed them for optimum efficiency and health of the buildings.
- Eversource revamped their Energy Conservation Rebate program. We committed to participate. Electricity usage monitoring equipment has been installed at Southington High School. The program starts June 1, 2020.

Superintendent's Annual Report 2019-2020 – Operations Department

Reporting

- Joseph A. DePaolo and John F. Kennedy Middle Schools construction close-out: Operations completed the necessary closeout documentation with the State Department of Education and Town of Southington. The state submitted the projects for the final audit.
- Southington High School partial roof replacement construction close-out: Operations completed the necessary closeout documentation with the State Department of Education and Town of Southington. The state submitted the project for the final audit.

Health and Safety

- Operations, in conjunction with the Southington Police and Fire Departments, coordinated and participated in unannounced emergency drills and fire drills at all schools, district-wide.
- Additional two-way radios were received, programmed, and deployed to schools. Eight of the radios were purchased via a Schaller grant from the Community Foundation of Greater New Britain.
- Polychlorinated biphenyl (PCB) testing was conducted at the John Weichsel Municipal Center, J.A. DePaolo Middle School and J.F. Kennedy Middle Schools. The test results have been substantially lower than EPA (Environmental Protection Agency) guidelines for action, with many areas registering a non-detected result. The Operations Department is working with the district's environmental attorney to seek relief from this testing.

Administrative Enhancements

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

District-wide and Town Collaboration

- Shared Resources: The Operations Department continued ongoing collaboration with the town to complete repairs, service calls and projects at town buildings, as needed.

Superintendent's Annual Report 2019-2020

HUMAN RESOURCE DEPARTMENT

Michelle Passamano, Human Resource Manager

The Human Resource Department continues to make progress in many areas throughout the 2019-2020 fiscal year that include efficiencies and consistency between the Town of Southington and the Southington Public School District.

Alio, Munis, and Excel Database

The Human Resource Department (HR) worked together with the Accounting Manager of the school district to identify the fields in the Alio software that require data entry for new hires. This update ensures accuracy when inputting employee information. An Excel database continues to be a preferred resource to extract reports. During the 2019-2020 school year, this resource was updated to include all employees within the school district and is considered a "live" document that reflects real-time employee accounting.

Through assistance from the Town of Southington Technology Department, the Human Resource Department participated in Munis software training. Munis is predominately used by the Town of Southington Finance Department; however, it also serves as a human resource information system to easily manage personnel data and performance management. Utilizing Munis within the Human Resource Department is the next step for the upcoming fiscal year.

Hiring Process

Year one (1) of the electronic onboarding process proved to be successful. The Town of Southington Departments and Southington Public School district were at a strong advantage in March 2020 when faced with the COVID-19 pandemic. By already having an online onboarding system developed and in place, the Human Resource Department continued the smooth and uninterrupted implementation of the hiring process for new employees who will start their careers in 2020-2021.

A Google form was developed to track movement of personnel in the school district. Building administrators are required to update the form when there are location and assignment changes, recommendations for hire, and requests for new personnel. Once entered, a notification is sent to the Human Resource Department via email.

School administrators received additional training that included: requisition entry, use of digital pipelines, coordination of interviews (questions, evaluations of applicants), and proper notification to the Human Resource Department. This process is completed directly within the Frontline Application System resulting in a much more efficient process that eliminates the use of paper forms. Application pages were revised to ensure all town and school district departments can use the online application system. This ensures that best hiring practices are consistent in all departments throughout the town and the school district.

Social Justice Coalition and Diversity Committee Work

The department was actively involved in the Social Justice Coalition (school district) and the Diversity Committee (town). A review of best hiring practices was a large part of the work for the

Superintendent's Annual Report 2019-2020 – Human Resource Department

Human Resource Department. The town and school district are consistent in utilizations of the hiring process and the Human Resource Department is actively involved in the review of all new hires.

Training and Networking

Sexual Harassment Training: Current employees must be complete a sexual harassment training course by October 1, 2020. New employees hired after October 1, 2019, must be trained within six months of hire. The Human Resource Department provided the link to the online training to all town and school district employees who were required to complete by June 1, 2020. All new hires are required to complete the training, which is part of the onboarding packet.

Customer Service Training: Town employees participated in one of three sessions offered on December 4, 2019. Highlights of that training included: professionalism, courtesy, dealing with an angry customer, how to answer the phone with a smile, and the meaning of good service. Customer services guidelines and employee expectations were distributed on January 22, 2020.

Implicit Bias Training: Town Department Leaders participated in Implicit Bias training on January 22, 2020. The workshop goal was to raise awareness of bias through experiences, videos, and discussions and to then identify the ways in which diversity can enhance the lives of the participants.

Yale Center for Emotional Intelligence Conference with Mark Brackett: A representative from the Human Resource Department attended this annual conference in New Haven on March 2 and 3, 2020.

Town Employee Handbook

A draft of this handbook is being reviewed by legal counsel and will be available for distribution on September 1, 2020. The handbook was completely revised to reflect current town practices that align with state guidelines.

Town Job Descriptions

A full review of all Town of Southington job descriptions was completed in November 2019. Input from department heads was gathered and the Human Resource Department will continue to update the job descriptions to accurately reflect all positions within the town departments.

COVID-19 and the Human Resource Department

The most unanticipated work that came from the department involved developing creative ways to stay connected with our team of employees throughout the weeks and months that the municipality was no longer operating as a “normal” working environment. The focus of the department during that time was to provide as much communication as possible to keep employees feeling connected. Employees received email updates regularly that were encouraging, lighthearted, informational, and engaging.

When presented with a return to work date for employees (May 26 for the town employees and June 8 for school district employees) the Human Resource Department developed a “Return to Work Policies and Procedures” document based on information gathered from the ADA (Americans with

Superintendent's Annual Report 2019-2020 – Human Resource Department

Disabilities Act, CDC (Centers for Disease Control and Prevention), Department of Health, Governor Lamont's Guidelines, OSHA (Occupational Safety & Health Administration), and attorneys from Shipman & Goodwin LLP. Upon return, the Human Resource Department met with every department/employee to review the document to ensure the safety protocols introduced were understood. This also provided employees the opportunity to ask questions and share concerns.

The Human Resource Department worked directly with employees who were not able to return to work based on childcare and medical needs. The town and school district evaluated and made adjustments, as needed and available, when accommodations were requested.

Ongoing Work

The Human Resource Manager recognizes that all work is ongoing and professional development is essential to continue moving the town and school district forward. The department will continue to work closely with all department leaders, administrators, and staff to establish and build working relationships and effective communication.

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PUPIL PERSONNEL SERVICES

Margaret T. Walsh, Director of Pupil Personnel Services

The leadership team continues to be a collaborative “think tank”, looking at all facets of the school district with a focus on maximizing the efficiency and effectiveness of staffing and services for students and their families.

Areas of focus for the Special Education Department for the 2019-2020 school year were:

Program Development for Inclusive Settings: The Pupil Personnel Services leadership team created and implemented staff presentations focusing on best practices for an inclusion setting, including increasing the capacity of building level teams to meet the differentiated needs of identified students. Coordinators worked with elementary principals to present best practices for inclusion services at faculty meetings for the entire building staff. Middle school and high school staff re-evaluated the co-teaching model and level of effectiveness.

Assistive Technology: The department created an inventory database to track and monitor student devices provided by the district.

Consistent Process: The Pupil Personnel Services leadership team focused on developing uniform practices throughout the district regarding Extended School Year (ESY) programming. In addition, the team created a set of procedures to be used by Planning and Placement Teams to request paraeducator support for identified students and to determine appropriate hours of support for student services.

State and Federal Compliance: The Special Education Department maintained compliance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and its implementing regulations and the Connecticut State Statutes and Regulations for Special Education. The Connecticut State Department of Education reports annually on state and district progress on 14 performance indicators in special education. Southington's most recent District Annual Performance Report indicated that Southington was a district classified as “Meets Requirements”. This rating, based upon the indicators, was determined by ongoing data collection, Special Education Data Application Collection (SEDAC) reports and numerous other state monitoring reports.

Community and Parent Partnerships: Continuing collaboration with parents, community stakeholders and local/state agencies is essential to ensure that students with disabilities have choices and opportunities in the community and the Southington school district. Those partnerships included the Next Steps Parent Group, Lewis Educational Agricultural Farm (LEAF), Southington Parks and Recreation programs, Emotional Intelligence (EI) presentations for several groups, Community Mental Health Stakeholders Committee, Student Attendance and Truancy Committee, Southington's Town-wide Effort to Promote Success (STEPS), the Southington YMCA, Southington Early Childhood Collaborative, and Southington Youth Services.

Superintendent's Annual Report 2019-2020 – Pupil Personnel Services

Special Education Advisory Council: The Director of Pupil Personnel Services served on the Executive Committee for the Special Education Advisory Council for the State of Connecticut, representing the Connecticut Council of Administrators of Special Education (CONNCASE) and the public-school sector. The position allowed for direct participation in advising the Governor, General Assembly, State Board of Education, Bureau of Special Education, and other elected and appointed officials who provided guidance and oversight of special education services in the state.

School Readiness and Prevention: The Preschool Program continued to grow this past year. Southington's Preschool Program opened a fifth classroom at Strong Elementary Schools mid-year to meet the needs of the expanding preschool population for three-year-old children. The Family Resource Center (FRC) and the partnership with Birth-to-Three agencies continued to provide support and resources for the youngest students and their families.

Elementary School Level: The four in-district classrooms for students with significant emotional/behavioral issues and significant developmental/cognitive concerns continued to be a great asset providing a continuum of services for elementary students. Based on an analysis of the projections for the number of preschool children with Autism Spectrum Disorder entering kindergarten during the next few years, the elementary special education coordinators researched and developed a proposal to have an in-district primary classroom for students diagnosed with autism spectrum disorder. The Board of Education fully supported this proposal. As a result, the school district will be able to offer an in-district program for students on the autism spectrum and provide those students with programming in the Least Restrictive Environment (LRE).

Middle School Level: The Reading Academy at J. F. Kennedy Middle School has been very successful this year, meeting the needs of middle school students with Dyslexia. This intense literacy program (scientifically research-based) meets the needs of students who have significant reading disabilities including Dyslexia. The Educational Adaptive Social Experience (EASE) program at J. F. Kennedy Middle School and the Therapeutic Educational Alternative Model (TEAM) program at J. A. DePaolo Middle School provided structure and resources for students with significant developmental delays and students with significant social/emotional challenges.

High School Level: The Special Education Department engaged in ongoing staff development regarding the PPT (Planning and Placement Team) process, best practices in creating IEP's (Individual Education Plan), and maximizing resources based upon student's needs. The Strive Curriculum (formerly known as Academic Support Class) was introduced in the 2019-2020 year and is now a credit bearing class. The Collaborative Learning Program (CLP) began in August 2019 and continues to be developed with on-going staff training on restorative practices and clinical supports for students with significant social/emotional challenges. The students in this program also began to experience community-based opportunities such as job-shadowing. The vocational aspect of the program will be expanded as an integral part of the educational experience for these students.

Superintendent's Annual Report 2019-2020

TECHNOLOGY DEPARTMENT

Jamie T. Olander, Director of Technology

The 2019-2020 school year was full of district-wide projects, new equipment, and ongoing long-term planning. The following were the major technology initiatives accomplished this past year.

Infrastructure Improvements

Technology staff completed the installation of additional Access Points at Southington High School to further improve the Wi-Fi access throughout the building. The technology team will continue to focus on infrastructure improvements at Southington High School and across the district for the 2020-2021 school year.

Reconfiguration of the Southington Public Schools Wi-Fi Access

The Technology Department continued to work to ensure the security and reliability of the Wi-Fi network and leveraged a new authentication method. The result separated staff, students, and guests for security and allowed more control over bandwidth usage.

Implemented a District Firewall and Endpoint Security System

The district continued to work to ensure the functionality of the Firewall and Endpoint Security System. The robust security checkpoint system was deployed to protect all Southington Public School computers and other network devices from attacks. This system helped enforce rules regarding network use and monitoring of the activity on the district's network. A new robust antivirus was deployed to all district devices.

Affordable Care Act

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

Website - Americans with Disabilities Act (ADA) Compliance

It is required that all federally funded educational institutions adhere to the Americans with Disabilities Act (ADA) requirements. These requirements address two main attributes of the website: content and design. All website content must follow ADA requirements for the following: photos, text, forms, Portable Document Format (PDF) and video. The Technology Department updated the Southington Public Schools website to follow these mandates.

File Storage

The Technology Department introduced the district to OneDrive for enhanced file accessibility and increased storage. This initiative created two (2) options for cloud-based file storage: OneDrive and Google Drive. These file migration options helped the district in the following ways:

- Lowered server costs: There are no longer extra costs associated with increasing memory, hard drive space and processing power.

Superintendent's Annual Report 2019-2020 – Technology Department

- Allowed data centralization: Information for projects and different schools are stored in one location that can be accessed on-site or remotely.
- Data recovery: Cloud computing enabled automatic data backup on the cloud system.
- Increased sharing capabilities: All documents and files can be emailed and shared whenever required.

Data Compliance – Public Act 16-189

The 2016 Connecticut legislative session brought a variety of changes to education laws. The most significant piece of education legislation effecting technology was Public Act 16-189, an Act Concerning Student Data Privacy. Public Act 16-189 addressed privacy issues related to the provision of personally identifiable student information to individuals or entities outside of the public-school domain, otherwise known as third parties. The Technology Department has reviewed all educational software and requested that vendors sign the required Student Data Privacy Pledge. A process and set of procedures were developed to address compliance with this statute and to process software requests without deployment delays. Implementation of Public Act 16-189 was delayed until the 2018-2019 school year.

Implementation of LearnPlatform

The Technology Department assisted in the implementation of LearnPlatform, a new district technology management platform that centrally assists finding, buying, organizing, implementing, evaluating, and measuring instructional technology.

Agricultural Science and Technology (Ag-Sci) Security Cameras

The Technology Department purchased and set up the dedicated switches to accommodate the existing and additional security cameras added to Southington High School Agricultural Science and Technology Department. The team worked with the Southington Public Schools Maintenance Department on camera locations and data runs.

Voice Over Internet Protocol (VoIP)

The Technology Department worked with the vendor, the Operations Department and Maintenance Department to determine the current infrastructure requirements to deploy the new VoIP system at ALTA, Flanders Elementary School, Kelley Elementary School, Derynoski Elementary School, and the Municipal Center. The team ran audits on all the current data ports, purchased new switches, and addressed all initial and existing phone problems.

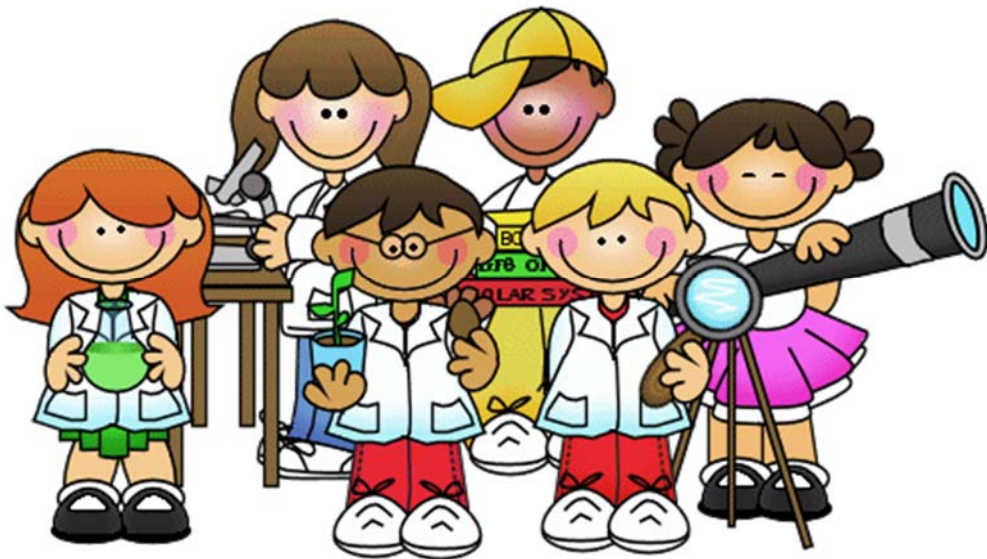
Tech Camp Training

The Technology Department worked in collaboration with the Curriculum and Instruction team to offer training sessions for Canvas, Google, One Drive, and Power Teacher Pro.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2019 ~ 2020



School-Based Activities

Superintendent's Annual Report 2019-2020

SOUTHINGTON HIGH SCHOOL

Frank M. Pepe, Principal

Broad Based Enhancements

Southington High School's "face lift" began in June of 2019 and continued through the summer of 2020. Examples of these physical improvements are included, but not limited to, the following list:

- The carpeting in the library, Student Support Center, multiple classrooms, and faculty rooms has been removed, the walls painted, and new flooring installed. The ceiling outside of the auditorium as well as leading to the cafeteria has been replaced. The cafeteria space was transformed via paint and new light fixtures to brighten the area. The auditorium received a new curtain, new lighting, new electrical and new assistive sound technology; all of which were desperately needed.
- The main office was re-organized to house all Student Support Services in one main location. To facilitate this change, the assistant principals and principal, established satellite offices throughout the building. One advantage of this change was greater accessibility to the students. The new Student Support Center merged the Counseling Department and Social Services in what was formerly the main office area. This change also created a space to receive guests visiting the high school.
- The new Southington High School YouTube channel was activated, which allows families to access school functions that they may be unable to attend in person. This year, for the first time ever, graduation will be live streamed through this channel.
- Increased technology and created easier access building wide. Distance learning created a scenario in which staff members established and/or refined a strong presence using either Google Classroom or Canvas.
- Continued investment in newer and safer equipment for the high school Technology and Engineering Department, which heightened the student experience. This created a demand for more classes involving transportation and metals. Family and Consumer Sciences combined a UConn Medical Terminology course with the YMCA Child Development Lab with the hope that it would be offered in the subsequent fall of 2021. Lab experience was added to the Food for Fitness and Health classes and the addition of International Clothing Design equipment improved the experience for students involved in the high school textile classes.

Celebrations

Social studies teacher Ms. Heather Allenback was recognized as the Southington Teacher of the Year. Ms. Allenback has been the social studies department leader over the last six (6) years. Ms. Stacy Ferrett, another social studies teacher, and Ms. Patty Pettit, English teacher, have both been

Superintendent's Annual Report 2019-2020 – Southington High School

nominated for the Southington High School Teacher of the Year for competition in 2020-2021. Not only does the high school celebrate the success of its teachers but the main thrust this past year has been to formalize and memorialize the positive feedback that the students so deserve.

The NEASC (New England Association of Schools and Colleges) visitation yielded some complimentary and affirming positive practices within the school. The written results received, based on the visitation, also provide Southington High School with a clear blueprint that coordinates the future work together. Nothing on the feedback list that requires attention came as a surprise. This reinforces that administration knows the actions in the re-organization that needs to occur to bring the high school from a good school to great school.

Ongoing Work

Every content area dedicated professional development time this school year to analyze the Vision of the Graduate (VOG) and the integration of the 4-Cs with an emphasis on Critical thinking, Collaboration, Creativity, and Communication. There was much conversation on how the VOG, and the 4-Cs were integrated into coursework and ways to incorporate these 21st century skills into lessons and assignments more often. This work will continue though the 2020-2021 school year and the next stage of conversation will revolve around how to measure these critical skills.

The ELA (English Language Arts) department investigated a new vocabulary book that is more student-centered and more aligned to the SAT (Scholastic Aptitude Test) and Common Core State Standards. Currently, the department is collecting reading materials that will incorporate more contemporary and diverse subjects. The department is in the investigation stage in preparation for purchase of books and have established a book vetting process. Two (2) teachers will be writing curriculum to revamp senior English to better align with grades 9-11 and after high school studies. Teachers for grades 10-11 worked on vertical alignment regarding expectations and assessment. The English department dedicated three (3) sessions for calibration exercises for exam essays and benchmark assessments.

The social studies department will unveil the new Citizenship in Action course (formerly Civics). It will be taught in grade 11 and will contain a brand-new community service component as an integral part of the curriculum.

The math department examined the overlap of existing curricula between courses and where topics and concepts should be primarily taught and reinforced. A new curriculum, Illustrative Mathematics, was piloted by two teachers in six courses this school year. Next school year the Mathematics Department will continue to examine Illustrative Mathematics and other new curricula and will make a recommendation on which curriculum to adopt.

The science department unveiled the new Forensic Science course. This course is based and developed on student interest. This course is only available to junior and senior class students for the 2020-2021 school year.

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ALTA **ALTERNATIVE EDUCATION PROGRAM**

Jess W. Levin, Director

Enhancements

Certified staff continued collaborative work to align instruction to the four C's within the Vision of the Graduate (collaboration, communication, critical thinking, and creativity). Alta staff continued to emphasize these skills across all the major content areas.

The school instituted ninth grade Spanish to support the credit increase from 22 to 25 per year. Mr. David Smith, a teacher at Southington High School, taught period seven Spanish at Alta. The first year was successful and Mr. Smith taught creatively and developed a solid rapport with students and staff. Alta will continue to offer Spanish to incoming Freshman and any other student who wishes to take Spanish I.

Alta continued the expansion of the Book Club as a tool for credit recovery. This was year three and was the creation of Mrs. Karen L. Smith, retired Assistant Superintendent and Alta volunteer. Students read several titles throughout the course of the school year. Alta will continue to offer a Book Club each academic quarter and there are several people interested in volunteering their services to continue this fantastic venture in Karen Smith's name. (*Mrs. Smith passed away May 21, 2020*).

The 2019-2020 school year marked the second year that Alta had a working, functioning PTO. Alta had several successful fundraisers and school functions to reward students for academic achievement. Alta continued the partnership with the Southington Elks Lodge and the Southington YMCA. Monthly student awards and memberships for students in good standing were provided respectively by both organizations.

The Alta Science Department successfully completed year three of the school Trout Farm as part of the Environmental Science curriculum. Students were actively involved in all facets of raising the fish. This culminated with a celebratory release of the trout into Camp Sloper Pond. This event is highlighted on the Alta website.

Celebrations

The Alta PTO (Parent-Teacher Organization) continues to do tremendous work to support the students in the Alternative program. The PTO's year was highlighted by the "Designer Bag Bingo" fundraiser on a February evening with \$4,500 raised for the Alta Activity Fund due to the generosity of the Southington community. The PTO also helped support team building trips to the Southington YMCA, quarterly staff appreciation days, and a field trip to Hartford Stage to see "A Christmas Carol". For the 2020-2021 school year, Alta will be utilizing the Transition Planning Grant funds awarded to Alta by the Southington Elks Lodge.

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Ongoing work

Southington Youth Services continues to be an integral part of overall student support at Alta through individual counseling and group work. Counseling support continued during the COVID-19 crisis and will continue throughout the summer, as needed. Alta continues to explore new transition opportunities for students moving on after high school. A “trade component” is also being explored as becoming a part of the curriculum. Alta is striving to build new partnerships with businesses in the community that could provide students with internships and apprenticeships. Alta is adding an opportunity for students to gain experience in agriculture in the fall and will be planting a large garden that will be supported through secured grant funds. Students will be able to earn community service hours and recover elective credit through this initiative. Alta's focus will remain on educating the whole child and helping students in crisis and in need socially, emotionally, and academically.

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JOSEPH A. DEPAOLO MIDDLE SCHOOL

Christopher J. Palmieri, Principal

Broad Based Enhancements

DePaolo Middle School continued to further technology integration into the curriculum across all subjects. Each academic team has two mobile laptop carts and the need has continued to grow. As a result, eight (8) additional classroom computer carts were ordered in the fall for each academic team. The carts arrived and were utilized district-wide for students that required a device at home while schools were closed. All staff worked quickly to adjust from maintenance of learning to distance learning during the third trimester.

“Patriot Pride in Practice” was established as a new way to recognize students for their positive behavior. Teachers were asked to recognize students for exceeding expectations set in the classroom, cafeteria, and hallway. Also, “Staff Shining Stars” was added to recognize staff that go above and beyond to assist their professional colleagues.

A Recycling Club was added to the school leadership program. Students participated by encouraging their peers to properly recycle while raising funds for the school.

Social Justice work continued at the school level. Two (2) students were selected to serve on the district Social Justice Committee. A Multicultural Diversity Club was formed and over 100 students participated. Meetings were held at least once a month and various activities were planned throughout the year to educate and celebrate different cultures. Three (3) staff members participated in a Diversity Workshop sponsored by CREC (Capitol Region Education Council). Two (2) diversity presenters continued their conversations with all students' multiple times throughout the year and two (2) former Southington students led conversations on race in January with all seventh-grade students. The PTO (Parent-Teacher Organization) sponsored a cultural assembly in the fall. DePaolo Middle School successfully celebrated the annual Taste of Culture event in February with over 250 people in attendance.

In honor of a high school student that was killed in a car crash in September, DePaolo Middle School initiated the “Julia’s Challenge” this school year. All students were encouraged to give back to their community by volunteering their time to assist others in need. Volunteer efforts included simple tasks such as helping neighbors with projects at their homes, to volunteering at community organizations such as Bread for Life. As a result, students accounted for over 1,500 hours of volunteer time.

Celebrations

In September 2019, DePaolo Middle School was recognized by the Connecticut State Department of Education and the Office of Veteran’s Affairs for the school’s achievements recognizing veterans. Commissioner Thomas J. Saadi from the Connecticut Department of Veterans Affairs and Mr. Steve Armstrong from the State Board of Education Social Studies Department acknowledged DePaolo Middle School at the October 10, 2019 Board of Education meeting.

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DePaolo Middle School held the annual Pajama Day fundraiser to raise money for Connecticut Children's Medical Center cancer unit in December. The school donated over \$1,000 for this event. The girls' basketball team ran a "Hoops for Hope" event in January to raise funds for a DePaolo family in need.

DePaolo Middle School continued to be represented at the Apple Harvest Festival with an Alex's Lemonade Stand booth. Over 300 students participated over the two-weekend event and raised approximately \$8,000 for pediatric cancer research. As a result, the school was recognized as one of the Alex's Lemonade Stand Foundation's (ALSF) top fundraisers for 2019.

A group of three (3) sixth grade students were recognized by the United States Army Educational Outreach Program this spring. The students eCybermission team "Eco Savors" placed first in the state of Connecticut and finished as a top three team in the Northeast region, consisting of 14 states from Maine to Virginia. The competition, known as the eCybermission STEM (Science, Technology, Engineering and Mathematics) Challenge is a web-based competition for students in grades six through nine. The competition is designed to enable students to recognize the real-life applications of STEM by defining problems and designing solutions within their community. The "Eco Savors" project involved designing solutions to mediate sinkhole issues at Camp Sloper in Southington. Each student received a certificate of recognition and a \$2000 savings bond.

DePaolo Middle School recognized 83 eighth-grade grade students virtually for the annual Awards Night in June.

Eighth-grade students worked together for their Journalism Unit to create Quaran"teened," the life of eighth graders during this time of social-distancing. This helped the students to reflect and give their firsthand account of life in quarantine. The assignment was a real-life application of the school curriculum, and the intent was that this would be a historical and primary source document that students can keep and share for years to come. Several members of the media joined the students for a culminating activity on June 9, 2020.

Ongoing Work

DePaolo Middle School continued to establish bonds between the students and the community. This year, 56 students volunteered their time to walk across the street to the Calendar House to assist during their lunch time. Two (2) students assisted each day starting at the end of October. Another 61 students in our Leadership Program walked to Zion Nursery School to assist with the preschool children three (3) days per week starting in early November. Another 27 students volunteered to assist the town Community Services Department (including bell ringing for the Salvation Army in December) while 28 students assisted at the annual Bread for Life Soup Night held at Southington High School. DePaolo also expanded the Animal Helpers Club in the Leadership Program to include a partnership with Lewis Educational Agriculture Farm (LEAF).

As part of a LEGO Robotics Competition, the "DePaolo Factor" Robotics Team partnered with students in Ghana, Africa. Together, the students of Atebubu in Ghana and the DePaolo Robotics Team identified a problem with water sanitation and transportation in the African village of

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Atebubu. DePaolo Middle School students designed a bicycle/wagon device that would help to solve this problem. They also created a three-dimensional LEGO model of the device and shared it with students in Ghana via video meetings. Based on information shared by the Ghana students, DePaolo modified and redesigned the model. This was truly a collaborative effort between students across oceans and continents. The new design allows better travel on the African village's roads and allows the wagon to remain stationary in the smaller villages to increase water availability.

DePaolo's annual Career Day was held on March 6, 2020. This year, 22 guest speakers came to share information with students about their potential future career paths.

Staff furthered the school's work with shifting to more exposure to 21st century skills for the students. These include the 4-Cs Communication, Critical Thinking, Collaboration, and Creativity. Learning walks were conducted monthly in each content area. The focus was to prepare students for the future whether they pursue education beyond high school or enter the workforce directly after graduation.

Emotional Intelligence implementation continued this year. For staff, two (2) meetings were designated to focus on self-care for teachers to strengthen their own emotional well-being. Research has shown that healthy emotional regulation results in less stress, better health, and positive relationships. Another staff meeting was dedicated to increasing staff knowledge of the five (5) core routines (Charter Check-in, Mood Meter Check-in, Best self-reflection, community circles, and focused breathing). Students had five (5) lessons during Advisory that furthered their understanding of the four (4) anchor tools including the Charter, Mood Meter, Meta-Moment, and Blueprint. In addition, two (2) staff members attended Yale's Emotional Intelligence National Conference in March.

SUPERINTENDENT'S ANNUAL REPORT 2019-2020

JOHN F. KENNEDY MIDDLE SCHOOL

Richard Terino, Principal

Enhancements

A cadre of middle school, unified arts teachers received training in Project-based Learning. They, in turn, became the trainers for their department colleagues. Once professional development sessions were conducted on the Essential Project Design Elements (e.g., authenticity) and Project Design Rubric, the following departments began curriculum unit review and revision to ensure alignment: art, computer science, family consumer science, and technology education.

Kennedy Middle School's library/media center initiated a first-time activity, a Scavenger Hunt, which ran from September 19 to September 30. In 15-minute timed hunts, students scavenged before school, during Silent Sustained Reading, or during lunch. The competition's directions opened with this statement: *"This scavenger hunt is intended as a basic, yet fun, introduction to the library's resources materials that you will be involved with over the next few years,"* It was a hunt appealing to students of all abilities, for participation automatically entered the student into a prize drawing. Other enjoyable initiatives were also undertaken among which was the year-long collaboration between the school's student library leaders and the town library. After receiving initial training at the town library, student-leaders received subsequent training at the school; this collaboration yielded five arts and crafts sessions, Makerspace sessions, offered to any interested peers during lunch waves.

The school joined Thalberg Elementary School to become the second Green Leaf school in the district. Students and staff at J. F. Kennedy Middle School now focus on school lunch waste. Waste is sorted into categories: recyclables, compostable food waste, and trash. This distinction means that the school has been recognized by the State of Connecticut for its efforts to reduce waste and humanity's negative impact on the environment.

Continued efforts to enhance cultural awareness among the student body were undertaken. Mr. Paul Vivian and Rev. Dr. Audley Donaldson returned to the school for a third consecutive year to conduct two, three-day workshops on diversity, one at the beginning and another in the middle of the school year; school closure due to COVID cancelled their scheduled conclusion session in May. Their presentation, a mix of video and audience question/answer, was just one in a series of steps taken to address student stereotyping and mean behaviors.

The school also invited JS Consulting, an agency founded by two former students of color, to present diversity awareness training to grade eight. For the first time, the school showcased a Day of the Dead display in its lobby. Students and teachers contributed to this exhibit of factual text and cultural items. Of note, every teacher in his/her individual, professional evaluation plan identified and enacted supportive action steps to assist cultural awareness as well.

Local community support for enrichment activities remained a constant this year. The school's Annual Career Day in November offered grade seven students a rotation among three sessions of

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individual career choice of interest. Among 21 presenters were Peter Farr (State Detective/CSI), Terri Parks (Zumba Fitness), Dr. Megan McNicholas-Leggett (McNicholas Family Chiropractic), Bonnie Plourde (Barnes Museum curator), and Board of Education members: Colleen Clark (Zion Nursery School Director) and David Derynoski (Reno Machine Company). The school continued to offer over 30 clubs and activities including its latest additions: the American Sign Language Club and the Green Team.

Celebrations

In honor of Veterans Day, the school held its annual veterans' celebration which included recognition of past and current service men and women of any family member among the student body in an assembly followed by a continental breakfast. The school also held informational assemblies presented by local veterans who shared their military experiences with students, inspiring the next generation to become guardians of freedom.

Teachers Mrs. Fontaine and Mrs. Sciota in conjunction with the Calendar House's John Adams, Dawn Sargis, and Bob Verderame organized a Valentine's Day dinner/dance for seniors at the school on February 12. Over 50 students hosted 87 seniors to a fine repast provided by Deli 66 followed by DJ Bryan Daily's music and dancing.

Band director, Tim Johnson, and the school jazz band heralded Fat Tuesday/Mardi Gras at The Orchards of Southington Assisted Living facility entertaining seniors with the flavor of Dixieland.

J. F. Kennedy Middle School students exhibited other notable, humanitarian distinctions. The First Baptist Church's Dr. Martin Luther King, Jr. Award was bestowed upon William Cumberlidge for the hours that he had dedicated to veteran service men and women at The Summit at Plantsville, a senior living care center. He was recognized there in a special ceremony attended by local and state legislators. Jon Anderson turned his artistic talents to card-making and sold his wares, not for profit, but for donation to Bread for Life. Once a patient at CCMC (Connecticut Children's Medical Center), grade eight student, Victoria Martins, now gives back annually. She calls her drive "Victoria's Holiday Cheer for Children." Knowing what brought a smile to her during hospitalization, she now collects those things that gave her comfort in her dark days: blankets, pillowcases, and stuffed animals. In this second year, she spread compassionate cheer to all those children in the care of CCMC. Students Sean Buck and Margaret Wernicki each received the President's Volunteer Spirit of Community Award for their numerous acts of kindness.

J. F. Kennedy Middle School students continue to distinguish themselves academically among their peers locally and state-wide. For the third consecutive year, a member of the JFK Stock Market Club, Zishan Ahmed, placed at the top in the Investwrite competition held throughout Connecticut across grades 6-8. This eighth grader demonstrated knowledge of investing that surpassed thousands of other competitors. Ms. Elizabeth Reidel, representative of the Securities Industry and Financial Markets Association, announced and presented his award in a grade level assembly dedicated to this student. The school also placed seven teams in the top ten during the statewide Stock Market Game this past spring, capturing 2nd, 3rd, and 4th place. The JFK Chemistry Challenge team of Aiden Connor, Connor Keegan, Ishani Patel, Anaya Rajeev, and Sachit Sahoo,

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coached by JFK Science teacher Susan Lamontagne, finished in third place at the 10th Annual Chemistry Challenge at Naugatuck Valley Community College. The team performed very well as only a few points separated them from first place. Victoria Cascio, Ananya Rajeev, and Bella Rees placed second in state eCybermission competition for their recycling bin design to be used by fast food chains that wish to recycle on site.

Ongoing Work

The Habits of Work relative to student performance were introduced to staff this year. This manner of recognizing student work as discrete from student report card grade seeks to improve the fidelity with which grades solely reflect achievement of academic standards. School closure due to COVID postponed this initiative which shall now resume in 2020-2021.

The work of the Instructional Learning Teams (ILTs) focused on aligning instruction to the 4Cs within the Vision of the Graduate (collaboration, communication, critical thinking, and creativity). This review and revision of curriculum, where needed, shall continue into its third year. Curriculum review and revision per Project-based Learning in art, computers, family consumer science, and technology education shall also extend into its second year.

While a Smarter Balanced Assessment achievement gap between high needs students and the general population in literacy was eliminated, the gap in math, though narrowed in 2018-2019, continues. The gap in math predicates that a sufficient allotment of professional development time for collaboration between math and special education teachers is imperative. The instructional delivery model of the co-taught classroom needs to be adaptable to the needs of students; planning time between co-teachers is essential to effect daily differentiated instruction.

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WALTER A. DERYNOSKI ELEMENTARY SCHOOL

Jan Verderame, Principal

School Accomplishments

The 2019-2020 school year at Walter A. Derynoski Elementary School focused on learner centered pedagogy that provided opportunities to integrate critical thinking, collaboration, communication, and creativity skills (4 C's). The integration of these skills into instructional practice began with the teachers dissecting the rubrics to build their capacity. Teachers identified areas in their practice and curriculum that aligned with the 4 C's. The next step in this process was to look closely at the workshop and inquiry-based models and identify instruction and assessment areas where these skills could be put in place to enhance learning.

Through empirical data collected during observations, administration and teachers had reflective conversations on the utilization of the 4 C's in their practice. Teachers shared specific examples of how they integrated this work into their lessons during building level professional development. Expectations for the purposeful integration of the 4 C's was the plan for the second part of the school year. This will be a continued focus area for the next school year.

Derynoski Elementary School actively continued work in Emotional Intelligence (EI) using the RULER approach (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) from the Yale Center for Emotional Intelligence. This year, the program was rolled out to the students and families. At Open House parents were provided an outline of the program and training began with students. A school charter was developed through the collaborative input of all grade K-5 students. This process carried over into individual classrooms, with students developing classroom charters that set the tone for positive classroom communities. These charters were the foundation for the Derynoski Elementary School learning community. Students were given the initial training on the mood meter. This training provided students with skill building activities on how to recognize, understand, label, express and regulate their emotions. The Emotional Intelligence Team began the initial training of teaching students the strategies needed to regulate their emotions. This process was continued during distance learning with the establishment of a school Google site dedicated to Emotional Intelligence that was shared with students and families. The expectation for next year is to continue the Emotional Intelligence practice and application of learned strategies for all members of the learning community to promote social and emotional health and wellbeing.

Distance learning presented a challenge as the traditional model of teaching and learning shifted to a balance of synchronous and asynchronous delivery of curriculum using a variety of online platforms. The level of staff capacity to utilize technology was varied, therefore training was developed and implemented to meet individual needs. As training occurred, teachers and children became more adept at using the technology and the learning became more consistent. Continued support was provided by both central office staff and building level colleagues. The teamwork observed during distance learning was noteworthy.

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Safety continued to be addressed this year at Derynoski School. Through a strong partnership with the Southington Police Department, training was completed to ensure that all staff and students understood the revised elements of the emergency plan. The School Safety Committee met twice with first responders to review the current plan and address next steps for September 2020. First responders were present at both fire and lockdown drills to provide feedback. The police and fire department also provided unannounced drills throughout the year.

The PTO (Parent/Teacher Organization) partnership was instrumental in building a community and securing materials to support learning. Prior to distance learning, the school's PTO supplemented school field trips, cultural arts activities, technology, and books for classroom libraries. To continue to enhance the Derynoski School Community, the PTO sponsored monthly events including family bingo and movie nights, the book fair, pasta supper, and the ice cream social.

Celebrations

Derynoski Elementary School valued all members of the school community. As part of the whole school positive support plan, students celebrated their good character with whole school monthly bonding activities. These included whole school bingo, a scavenger hunt, picnic in the hallway, and crafts. Town meetings provided another opportunity to celebrate student accomplishments. These meetings were led by STEPS (Southington Town-wide Effort to Promote Success) student leaders and included all students and staff. Visitors were welcomed into the school to lead crafts in the classrooms, share their occupations with students, and participate as guest and mystery readers. March's Diversity Week at Derynoski continued this year with families invited into the building to share their culture. Students were excited to learn about new cultures. Veterans continued to play an important role with the fifth-grade students at Derynoski. Veterans worked with the students at various times during the year explaining the role of the military and the sacrifices that veterans have made to keep Americans free. The fifth-graders honored the military with a special program in the Derynoski School auditorium followed by a "White Table" ceremony in each fifth-grade classroom. A yellow ribbon was placed on the Derynoski Elementary School Veteran's Wall for Derynoski family members who served in the armed services.

Kindergarten

The kindergarten team successfully carried out and implemented the new Ready Mathematics program. The Ready Mathematics Program created a rich classroom environment in which students at all levels became active and real-world problem solvers. Through teacher facilitated instruction, students developed mathematical reasoning, engaged in discourse, and built strong mathematical habits. Through differentiated math centers, teachers were able to provide more tailored small group instruction to meet each child's academic needs. The teachers were able to strengthen their instructional practices and facilitate meaningful discourse that encouraged all learners. Implementation of whole school celebrations, which highlighted good character and positive behavior, celebrated each individual student monthly for positive decision making and excellent problem-solving abilities. This program provided a consistent message of expectations for students. Teachers emphasized being respectful, using manners, and always choosing kindness. The kindergarten team also focused on social skills through a variety of lessons

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that enabled students to grow and develop by listening and acting out social stories. With the move to distance learning, all kindergarten teachers developed Google Classrooms as a new medium for delivering instruction to students. The team adapted the curriculum, strategies, and instruction using the new technology to meet the diverse needs of the student population.

Grade 1

The Reading and Writing Workshop Model was followed with fidelity this year. Writing instruction included the genres of narrative, poetry, and informational writing, as well as opinion. This was the second year of implementation of the phonics program. This program was taught daily to bridge reading and writing. Every day the students were involved in activities that allowed them to take risks, explore, pretend, play, question, invent, sing, and laugh around the topic of how language works. The students worked with partners and small groups, as well as teacher guided small group instruction to reinforce the skills taught. Explicit daily grammar instruction was an expectation throughout the year. This work had a positive impact on student writing. Standardized and non-standardized assessments provided data that allowed the team to perfect and differentiate instruction. Math Workshop was implemented using the Ready Math resource. The team is looking forward to enhancing Math Workshop next year using the new Ready Math program. Challenges this year included the transition to distance learning and the use of many new technology platforms. The team collaborated daily to push out modified and appropriate lessons to fit the students' needs at all levels. They created videos, gave feedback and support, and designed lesson recordings for each subject daily. They also met live with students and families as needed, in addition to their office hours and weekly group meetings. The overall response from students and families was very positive and well received. Through this novel and challenging process, the team collaborated to best support students academically and emotionally.

Grade 2

The new Lucy Calkins' Phonics program was a welcome, user-friendly tool integrated into the language arts curriculum. This new program was supported throughout the year by the district literacy coaches. Students embraced the daily lessons that afforded positive partnerships and collaboration. A continued focus on the Math Workshop model led to a refinement of the mini-lesson and differentiated stations. Teachers collaborated on the modification and differentiation of Ready Math and supplemental materials to meet each student's individual needs. The goal was to teach logic and problem-solving skills that were applicable to real world situations. Training for students in the Emotional Intelligence RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) Program began this year. Students and teachers developed a charter together to build their classroom community. The expectations of the charter were integrated in morning meetings. The Mood Meter was introduced to students so that they could start to recognize, understand, label, and express their emotions. The regulation of student emotions with the use of a strategy wall in each classroom was in the early phase prior to distance learning. While the transition to distance learning with the new technology platforms presented a challenge to the grade two team, they worked together with the support of special education teachers and paraeducators to meet the individual needs of their students. This led to a shift from asynchronous to synchronous learning as the year ended.

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Grade 3

The third-grade team was proud of their accomplishments this school year. The focus for the first two-thirds of the school year targeted best practices and facilitating and modeling the 4 C's (Critical Thinking, Collaboration, Communication and Creativity) needed for 21st century learners. The team also implemented distance learning 1.0 and 2.0 with understanding, perseverance, and determination, keeping student's' and families' best interests at heart. Prior to distance learning, the whole school initiative of Emotional Intelligence, using the RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) program, was implemented in grade three. Each classroom began this process with putting together a collaborative class charter. In January, the Mood Meter was presented to the students as a resource to help them identify their feelings and emotions throughout the day. Three (3) levels of differentiated stations were implemented in Math Workshop. STEM (Science, Technology, Engineering and Mathematics) investigations were planned more frequently to support three (3) new NGSS (Next Generation Science Standards) units in science. Students had the opportunity to create, communicate, collaborate, and think critically about matter, invisible forces, and heredity. In the language arts area, the reading and writing learning progressions drove instruction and provided a framework to support students in achieving their individual goals. Explicit, daily instruction was provided in grammatical concepts using the *Patterns of Power* text. The February training in Interactive Read Aloud's inspired new ways of sharing and thinking about texts. Distance learning provided new challenges for the third-grade team of staff and students. Adjustments to district provided lessons were differentiated to meet the diverse needs of learners. As a team, learning new technology platforms was challenging but necessary to ensure engagement in this new learning. Loom, Google Classroom, Google Meets, Flipgrid, Padlet, YouTube and KAMI were platforms that the team used to engage students. The synchronous learning increased as the team became more proficient in the use of the different technology platforms. This increase in synchronous learning supported students' academic and emotional needs. Staff communication with family, both during and beyond school hours, was key to keeping the home-school connection strong.

Grade 4

The fourth-grade team continued to work to further their skills in the language arts area using the Reader's and Writer's Workshop Model. The Instructional Learning Team (ILT) plan focused on developing tool kits for reading. Through the support of the literacy specialists, teachers were given strategies on how to incorporate the bands of text complexity to improve reading comprehension. Learning progressions, and self-assessment rubrics were used by students to develop individualized reading and writing goals and track progress. In writing, the team focused on narrative, opinion, and informative genres. In addition, explicit instruction in grammar and spelling using the *Patterns of Power* text helped students learn how to edit and revise their own work. The iBlock period was utilized with students receiving differentiated instruction in a variety of areas (fluency, decoding, comprehension, and math). In mathematics, teachers fully implemented Math Workshop with a mini-lesson and differentiated stations (teacher support, technology, fact development, math communication, number sense, and problem-solving). Students benefited from the continued support of the math specialists and tutors. Teachers

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supported student behavior using the STEPS / Second Step programs, and further enhanced student behavior through the school improvement team's plan for monthly celebrations.

To support students' emotional health, training on the RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) Program was provided to students. Mood Meters were introduced in each classroom and utilized throughout the day.

Grade 5

This was the first year that the fifth-grade team did not departmentalize. Fifth-grade teachers taught all subject areas. In the language arts area, there was a focus on non-fiction reading and research-based writing. Teachers received support from the literary specialists and had additional training in Math Workshop and NGSS (Next Generation Science Standards). The Instructional Learning Team (ILT) focused on math based multi-step problems. The fifth-grade team continued to enhance the Math Workshop model with Ready Math as the primary resource and the incorporation of differentiated learning centers. Additional resources supplied by the math department were integrated to challenge the higher-level learners. The fifth grade continued a daily comprehensive iBlock time that was differentiated in reading and math and aligned with students' SRBI (Standard Research Based Instruction) goals. Some students received intensive tiered instruction while others received enrichment. Students enjoyed inquiry-based science lessons aligned with the NGSS model. All students developed an invention for the Invention Convention. With distance learning, students regularly developed written responses across all curriculum areas and were provided with individualized feedback for improving their responses. Advanced training in the areas of Google Classroom, Kami, Flipgrid, Loom, Padlet, and Edpuzzle provided teachers with the skillset needed for future classroom and distance learning. The STEPS (Southington Town-wide Effort to Promote Success) Developmental Asset Building Blocks were visible in all classrooms. Students participated in numerous fundraising activities to support various charities and organizations throughout the community.

Ongoing Work & School Improvement

Derynoski Elementary School's work next year will include continuing the purposeful integration of 21st Century Skills across all content areas. Teachers will identify areas in their practice that align with the 4 C's (Critical Thinking, Collaboration, Communication and Creativity) and purposefully plan lessons to target these skills. Grade level teams will collaborate in designing lessons to meet this goal. The School Improvement Team will continue their focus on best practices in reading. An emphasis will be placed on interactive read-aloud to expand student vocabulary and higher-level thinking skills. Tool kits will continue to be developed to improve small group reading and writing instruction. In planning for the return to school in the fall of 2020, a priority will be to continue implementation of the RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) Program to promote social and emotional health and wellbeing for all members of the learning community.

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FLANDERS ELEMENTARY SCHOOL

Katie T. Guerrette, Principal

School Accomplishments

Flanders Elementary School is part of a diverse neighborhood with a strong connection to its families and the greater Southington community. Flanders continued to connect with the greater community by supporting a variety of organizations including Bread for Life, Connecticut Children's Foundation, and YMCA Camp Sloper. Flanders also held the school's 15th Annual Veterans Day Ceremony celebrating all who served. This year, Flanders students were introduced to Emotional Intelligence (EI) using the RULER approach (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions), practiced using the Mood Meter regularly, and created classroom Charters. Emotional Intelligence work in conjunction with a continued school-wide focus on utilizing components of Responsive Classroom provided the school with a greater sense of community, collaboration, emotional recognition, and empathy. The greatest accomplishment of the year was staying connected through distance learning. Flanders takes great pride in the strong sense of community, fostering academic and social-emotional excellence and achievement.

Celebrations

Flanders School held The Third Annual *One School, One Book*, with the entire community reading Mr. Popper's Penguins by Richard and Florence Atwater. This shared literacy experience was a wonderful way to build the home-school connection and promote family literacy. Throughout the event, families were assigned chapters to read and trivia questions were posed at school. Students were entered into weekly raffles to win penguin related prizes, with the grand prize of tickets to Mystic Aquarium. At the end of the literacy event, a school-wide celebration ensued with an interactive and informative program from Mystic Aquarium including a live African penguin visiting Flanders.

As an extension of the work with Emotional Intelligence, Flanders observed International Dot Day which celebrated creativity, courage, and collaboration. Teachers read aloud the book The Dot by Peter H. Reynolds, and classes had discussions around feelings and how each person has an opportunity to make their mark on the world. As a reminder of what was learned, students and staff created dots that were incorporated into a hallway mural along with the quote, "Make your mark, and see where it takes you."

The Flanders PTO continued to support the school and make Flanders a wonderful place for students and staff. This year, the PTO "flipped" (remodeled) a first-grade classroom. The classroom received a beautiful facelift with new decorations, curtains, and supplies. The PTO generously sponsored multiple cultural arts programs including, Speed Painter, Rob Surette, and purchased his Martin Luther King, Jr. painting, a local author, Jenna Grodzicki, and Rachna Agrawal introduced students to the culture of India with Kathak dance. The PTO Drama Club staged another fantastic production. This year, the very talented group of student actors and actresses brought to life the musical *Frozen, Jr.*

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Kindergarten

It was a fabulous year in kindergarten. Students became super readers and celebrated with superhero capes. Students learned about letters and words through the new phonics units guided by the mascot Mabel the elephant. Students learned to navigate relationships and solve conflicts with their peers throughout the day and learned to use the Mood Meter to plot their feelings daily.

Grade 1

First grade students had a great year. First graders became word detectives in Reading and Phonics. Students built an understanding of place value and learned various addition and subtraction strategies with the new math curriculum. Students had many discussions about emotions and feelings through read-alouds and the Mood Meter.

Grade 2

Second grade had an exciting year. Writing brought many new opportunities for second graders to write for a variety of purposes and audiences. Students became experts on reading fluency and comprehension strategies. Math focused on adding and subtracting three-digit numbers and measurements. Second graders enjoyed many Science, Technology, Engineering, and Math activities, from building roller coasters to creating catapults. Second graders even became proficient at using the Mood Meter daily.

Grade 3

Third Graders enjoyed working collaboratively in student-focused math centers, as well as becoming fluent with math facts in all four operations. The new, exploration-based science units allowed students to become research scientists. The biography reading unit was a big hit. Emotional Intelligence was evident in the classroom as students sparked many discussions about feelings through read-alouds and the Mood Meter.

Grade 4

Fourth grade students had a wonderful time working collaboratively this year. Students had the opportunity to work together across the grade on a regular basis. Fourth-grade teachers created a community that focused on academics, kindness, and Emotional Intelligence. Fourth graders participated in leadership clubs, Next Generation Science Standards (NGSS) explorations, and interactive math games.

Grade 5

Fifth grade students participated in European Explorer Boat Races, hands-on activities based on the NGSS principles, daily math centers, Readers' and Writers' Workshops, and leadership clubs which include: Southington Town-wide Effort to Promote Success (STEPS), Safety Patrol, Youth Empowering Service, Peer Role Models, Physical Education Training, Peer Tutoring, News Crew, and I've Been Framed Art Committee. Fifth graders enjoyed many leadership opportunities throughout the year.

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Ongoing Work and School Improvement

Flanders will continue to use data-driven decision making when planning for the instructional needs of all learners, especially after the distance learning model utilized in the Spring of 2020. School teams will continue to refine the Scientific Research-Based Intervention (SRBI) process and student interventions, ensuring all students' needs are met. Flanders will utilize a continuous growth model throughout the ongoing work with Emotional Intelligence to foster a positive school climate for all. Flanders continues to focus on fostering a safe and respectful community for learning, valuing kindness, and hard work.

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WILLIAM H. HATTON ELEMENTARY SCHOOL

Robert Garry, Principal

Accomplishments

William H. Hatton Elementary School continued a strong commitment to excellence in teaching and learning this year. The distance learning efforts proved a challenge that the Hatton School learning community embraced, and the partnership between teachers and families insured that students remained engaged in learning opportunities. One of the core strengths of Hatton is this partnership with families.

The PTO (Parent/Teacher Organization) remains dedicated to supporting the entire school community through enrichment activities, cultural arts programs, and a variety of family night events, including: book fairs, supported arts enrichment programs, a pasta supper, bingo night, family movie nights, and an ice cream social. The PTO sponsors the drama club at Hatton. With the assistance of several talented high school student directors and dedicated parents, Hatton students worked on a production of *Frozen Junior*.

The Hatton staff maintains a focus on total involvement and continuous improvement. Teachers are members of one or more teams that focus on school improvement, data analysis, SRBI (Science Research Based Instruction), STEM (Science, Technology, Engineering & Mathematics), Emotional Intelligence and Diversity and Equity. Staff efforts continue to have a positive impact on school culture and pro-active decision making. In addition to teacher leadership, Hatton students are engaged in leadership development opportunities through our STEPS (Southington Town-wide Efforts to Promote Success) team and school assemblies, and Connecticut Association of Schools Leadership Conferences.

Celebrations

A highlight of this school year was the opening of the new STEM Lab. This space, made possible due to a generous grant from the Southington Education Foundation, provides all students from Pre-K through grade five with high-tech and hands-on learning opportunities and will support development of 21st Century Learning Skills (critical thinking, communication, collaboration, and creativity).

The Hatton Friday Phone Call was a highlight for students and families. This weekly phone call to families by the school principal occurs right in the classroom and celebrates the success of an individual student. It serves as a great motivator for the students and is a meaningful way to recognize and reinforce positive contributions to the school community. Over 700 calls were made this year, to the delight of Hatton families. The Friday Phone Call was highlighted in a news story by Channel NBC30 in February.

Preschool

In preschool this year, the afternoon class was introduced to the new Bridges Math curriculum. This was the first year using the program that provided instruction in the many areas of math. The Bridges Math program provided many new activities and approaches and dovetailed nicely with

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the Touch Math program that had already been in use. The Wrinn Preschool Program at Hatton School supported a student with cancer with numerous activities this year including a District Dress Down Day, a Pajama Day for CCMC (Connecticut Children's Medical Center) and collected numerous donations for a town-wide fundraiser for the family. To celebrate the graduates during distance learning, the staff of the Preschool Program delivered diplomas, balloons, and medals to the students. Hatton Elementary School is proud of these young students who worked so diligently during distance learning and the pre-K team efforts to support them.

Kindergarten

The kindergarten classes took one exciting and informative field trip this past Fall. Students learned about the orchard at Indian Rock Nature Preserve in Bristol. They learned how apples grow and how to make apple cider. The hayride was a highlight of this trip. This year grandparents/special persons were invited to join their child during Special Person's Day. Students had an opportunity to share stories that they had written and illustrated. The kindergarten and STEPS (Southington Town-wide Effort to Promote Success) headed a school wide "Warm Your Neighbor" project by collecting soup, oatmeal, and hot cocoa for community organizations, including the Southington Food Pantry. Cards with greetings from Hatton School were also distributed with these items. The year concluded with students learning how to work with different technology as they completed lessons, activities, and attended Google Meetings. The Hatton Kindergarten Team celebrated the students' accomplishments with a "no-contact" graduation drive-thru celebration in June.

Grade 1

The first-grade team was in the cohort that began using a new math resource, Ready Classroom. The first-grade team worked with the math specialists to implement this new resource and develop centers to support the skills. With distance learning the teachers used Google Classroom and Google Meets to connect with students, share videos, and conduct lessons. In science, all three (3) classes were able to incubate eggs and hatch chickens in the spring. It was highly engaging for the classes to see the photos, videos, and live streams even though they could not be present for the actual events in the classroom.

Grade 2

The second-grade team, like all grade level classes, rose to the challenge of creating a virtual classroom. Each teacher developed expertise with new technologies to create engaging online lessons in support of student learning. The team provided opportunities for students to meet with their teacher both one-on-one and in small groups, as well as visits with their classmates for social interaction. Teachers also set up reading groups and other support groups to assist students. Second graders went on a "virtual field trip" to the New Britain Museum of Art. Students were able to study a variety of famous landscapes. Following the museum trip, students met with the Hatton art teacher for a project focused on creating landscapes. This virtual event also fit in well with the social studies curriculum and provided an engaging way for teachers to connect with students across multiple disciplines.

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Grade 3

Third grade students created maps of Connecticut to show what they learned in the map skills unit. Students also learned about Connecticut's government and economy. In science, students worked on inquiry-based units covering the topics of matter, forces, and heredity. The students also worked to improve informational writing skills and learned how to craft an effective opinion piece. Throughout distance learning the students worked on an in-depth research unit. In this unit, the students used multiple sources to collect information about animals. This information was organized and crafted into a detailed informational writing piece. In math, the students increased their understanding of basic computation and tackled new concepts like multiplication, division, basic algebra, area, perimeter, and measurement. In reading, the students worked to improve their responses to text in all areas and teachers worked to incorporate close reads to boost comprehension skills.

Grade 4

Students visited YMCA Camp Sloper for hands-on science lessons both live and virtually. These lessons aligned with the animal adaptations and erosion units. Students read and researched multiple texts comparing genre and published their own nonfiction books. The books included text features and highlighted informational essay writing. Fourth-grade classes focused on lessons in emotional intelligence trying to match words to feelings. In math, centers were used to enhance student engagement. Students also focused on setting goals related to growth mindset and maintaining positive thinking through various books and activities throughout the year. Students and teachers learned to use of a variety of technology platforms to enhance distance learning.

Grade 5

Students developed, revised, and presented a series of projects throughout the year, such as Early Explorers, "Passion Projects," and slide presentations for the Westward Movement writing unit. Students were introduced to an NGSS (Next Generation Science Standards) unit "Roadkill" while distance learning. During whole class Google Meets, teachers and students discussed the essential question for the unit: Why do dead things disappear? Students developed expertise responding to open-ended science questions that were scored using a teacher-made rubric. Fifth graders continued to work in cooperative groups for STEM (Science, Technology, Engineering and Mathematics) activities which involved planning, decision making, and collaboration. Teachers also continued to emphasize the importance of Emotional Intelligence by allowing students to place their "feeling" sticky note on the Mood Meter at the beginning and end of each day. Emotional Intelligence skills became a key part of morning meetings and were revisited throughout the week. This had a positive impact on classroom culture and will be a useful skill as students transition to the middle school.

Ongoing Work & School Improvement

The Hatton Staff remains committed to improving student and teacher learning in the coming school year. Central to this work will be the collaborative efforts of School Leadership Teams and Instructional Data Teams as staff members from all departments identify areas for growth and take action that leads to improvements. The teams continue to invite representation from certified and classified staff as well as parents. The SRBI Team (Scientific Researched Based Interventions)

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will be a valuable resource as Hatton School returns from distance learning by assessing students' learning and aligning instructional resources and interventions. Hatton will continue efforts to support Emotional Intelligence learning for all members of the school community. Most importantly, Hatton School remains committed to establishing and maintaining strong relationships with families to insure a positive learning experience for all students.

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URBIN T. KELLEY ELEMENTARY SCHOOL

Marilyn Kahl, Principal

Accomplishments

Although the 2019-2020 school year ending with distance learning due to the pandemic, Urbin T. Kelley Elementary School students continued their academic and social-emotional development. Students were held to high academic standards and made significant growth in literacy and mathematics as shown by mid-year district benchmark assessment data. Kelley School staff continued the integration of Emotional Intelligence (EI) within classrooms and the school community through the creation of school and class charters and daily check-ins on the Mood Meter. Increasing students' ability to recognize, understand, label, express, and regulate their emotions are the foundation of Emotional Intelligence and will continue to be a focused objective at Kelley School.

Celebrations

Providing enrichment opportunities beyond the school day continued to be a focus this year. The PTO (Parent/Teacher Organization) remained committed to supporting programs and organizing events to foster a positive school community. This included the annual Welcome Back Picnic, a Scholastic Book Fair, and several outstanding fundraisers, the profits from which will be used to purchase an iPad cart for the school. In January, the Kelley School Drama Club performed *Frozen Jr.* The club was made up of 35 fourth and fifth graders who invested countless hours of rehearsals to prepare for the show. Under the direction of a college and a high school student, the talents of these Kelley students were spotlighted on stage. In March, members of the Cyber Shamrocks Robotics Team won the Connecticut State VEX IQ Robotics Championship. This was the second time in three (3) years that Kelley School won this state competition. The win qualified the team to compete at the VEX IQ World Championship in Louisville, Kentucky, an event that was ultimately canceled due to the pandemic. The Math Olympiad Team, Chamber Singers, Art Club, Running Club, and Safety Patrol, allowed many students to show their strengths outside of the classroom this year. The fifth-grade STEPS (Southington Town-wide Effort to Promote Success) Ambassadors served as leaders and role models in the school. They hosted monthly town meetings to educate the student body on the asset of the month and introduced community service activities, including a Holiday Toy Drive and the "Souper" Bowl Can Drive, from which Kelley School donated over 1,300 canned foods to Bread for Life. A highlight of the year for the ambassadors was attending the Connecticut Association of Schools Student Leadership Conference in January.

March 2020 brought distance learning to Kelley School students and staff. Teachers worked swiftly and effectively to increase their technological know-how, and Google Classrooms were created for every class in less than two (2) weeks. Google Meets provided synchronous learning opportunities for all grade levels. Kelley School staff members held a car parade in late March, traveling to every student's house to show them they were missed. "Kelley School Strong" signs were provided and delivered by the PTO to all Kelley School families. Lawn signs were also delivered to fifth-grade students in recognition of the end of their elementary school careers. Theme weeks were popular on the PTO Facebook page, with students dressing up as their favorite

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teacher, historical figure, book character, and sports star. A virtual Family Game Night was held with remote bingo and trivia contests. In June, fifth-grade teachers and the principal hand-delivered certificates of recognition, yearbooks, and gifts to each fifth grader. A car parade was held at Recreation Park, allowing each student to be cheered on as they transition to middle school. All these efforts helped teachers, staff members, students, and parents stay connected during this unprecedented time.

Kindergarten

A strong focus on academics paired with opportunities for creative play and social skill development provided the foundation for kindergarten instruction and learning. The youngest students at Kelley School demonstrated excellent growth in all academic areas throughout the school year, including distance learning. Many students were instructed at grade level texts or above. Using the new phonics program, teachers observed continuous progress in students' reading and writing skills. Centers provided individual and small group differentiation to meet all students' needs. Additionally, successful collaboration occurred with the LIDS (Learn, Improve, Develop Skills) primary program, as several kindergarten students spent most of their day in the classroom. A field trip in the fall to Indian Rock Nature Museum supplemented the social studies and science curriculum. A virtual kindergarten graduation provided the students and families a wonderful way to celebrate each student's growth and achievements.

Grade 1

Readers' and Writers' Workshop instruction was successfully driven by the Lucy Calkins Units of Study and resources. First grade students continued to grasp concepts and skills at their "just right" reading level. The implementation of Ready Classroom provided further differentiation of instruction and student work in mathematics. Support from the math specialist throughout the year enhanced teachers' understanding of this new resource maximizing student growth. Synchronous learning opportunities during distance learning included reading and writing celebrations, whole and small group instruction via Google Meets, and shared read-alouds using Padlet.

Grade 2

Literacy instruction in second grade was successfully driven by the implementation of units of study in Readers' and Writers' Workshop. Ready Classroom was implemented this school year to enhance mathematics instruction and learning. The math specialist assisted with the planning and delivery of lessons through modeling and co-teaching. Math centers provided differentiated and engaging activities for students, with lessons aligned to the grade level curriculum and Common Core State Standards. Science continued to provide many opportunities for problem solving and hands-on learning.

Grade 3

Continued understanding of the reading progressions and character traits helped drive third grade instruction in Readers' Workshop this year. Students made notable progress on the STAR™ Reading and Math Assessments based on the mid-year data analysis. New Next Generation

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Science Standards (NGSS) Units of Study were introduced again this year following teacher professional development with the district Science Coordinator, Mr. John Duffy. Students were provided opportunities to create, communicate, collaborate, and think critically through experimenting with magnets as they learned about their properties, forces, and interactions. A social studies celebration provided students the opportunity to share their Connecticut map projects with their families.

Grade 4

Continued use of book clubs in Readers' Workshop helped develop deeper communication among students to identify themes and the author's purpose in the texts they read. Fourth graders went to YMCA Camp Sloper as an enrichment study of habitats, ecosystems, erosion, and weathering. The Camp Sloper staff provided science lessons during distance learning to continue that study. Following professional development, new NGSS Units of Study titled "Circuits" and "Land and Water" were introduced this year. These units provided enhanced hands-on exploration, critical thinking, and problem solving. Continued use of Ready Math along with other supplemental resources provided math instruction and learning directly aligned to the Common Core State Standards in mathematics.

Grade 5

While certainly an interesting end to their elementary school education, Kelley School fifth graders demonstrated academic growth and perseverance all year long. Departmentalization of writing, mathematics, science, and social studies instruction helped prepare students for the middle school model of instruction. All three teachers knew every student, which allowed for strong collaboration and communication related to the students' academic growth and social-emotional well-being. New NGSS units were successfully implemented this year. These units foster students' self-discovery through open-ended questioning. Students spend time wondering and noticing as they get to know and process information. There is a clear link to the writing units of study, as students must state a claim and find evidence to support it as a result of their inquiry and logical reasoning. Math Workshop was implemented with fidelity this year, allowing students to work independently or in small groups to strengthen their knowledge and understanding of key math concepts.

Ongoing Growth and School Improvement

Continuing to foster and support the Emotional Intelligence (EI) of students will be an important goal for the 2020-2021 school year. The Kelley School Lead Team will provide ongoing support and professional development to all staff to further integrate the components of EI into the school day. Enhancing the Emotional Intelligence home-school connection will be part of this work. Members of the District Equity Leadership Team will continue their work, sharing what they learn with staff throughout the school year. Further professional development in technology will be crucial as the district's plan for 1:1 (one-to-one) devices begins in the fall and technology is used to deliver and/or enhance student learning. Data-driven decision making to determine individual learning plans for students will be critical as teachers and staff work to ensure continued academic growth for every child.

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ZAYA A. OSHANA ELEMENTARY SCHOOL

Josephine Rogala, Principal

Zaya A. Oshana Elementary School, formerly Plantsville Elementary School, began the 2019-2020 school year officially changing over the school name during a dedication ceremony held in September. Monthly Scientific Research-Based Intervention meetings were established and used to review data that led to appropriate tiered interventions for students in the area of reading and math. Led by the Emotional Intelligence (EI) Team, staff deepened their understanding of what it means to be an “emotion scientist” and explored ways to strengthen the implementation of RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) strategies schoolwide. Lead EI members attended the inaugural National RULER Implementation Conference at Yale. Teachers engaged in work connected to the Vision of a Graduate, exploring four of the six competencies: Communication, Collaboration, Critical Thinking, and Creativity, as it applied to student learning and instructional practices. An Equity Leadership School Team was established, and members attended a workshop addressing hurtful or biased comments and actions in schools.

Google Classroom was implemented schoolwide and staff used Google Meets to engage students virtually during distance learning. Technology professional development assisted teachers in providing synchronous learning opportunities such as small reading groups, book clubs, live writing and math lessons, whole class celebrations, and one-to-one support for students. The Oshana School website was instituted and produced monthly newsletters for families. Using technology applications such as Padlet enabled teachers to showcase student work and offer a platform for school events including Spirit Week, Oshana's Got Talent, Virtual Field Day, and student drama club performances of *Wizard of Oz, Jr.*

Celebrations

Oshana School held a Veterans Day program celebrating family members and staff, present and past, who served in the armed forces. This event was well attended and included contributions from all students and staff. A joint chorus and instrumental winter concert highlighted the talents of the fourth-grade chorus, beginner and advanced band and orchestra, as well as the chamber singing group. ABC/STEPS student ambassadors attended a Leadership Conference in January and led monthly assemblies focused on the asset of the month and recognition of STAR students.

Kindergarten

Teachers collaborated weekly with the reading coach to create lessons and strengthen the implementation of Columbia University's Teachers College Phonics curriculum. Students participated in a Fire Safety program and went on a field trip to Indian Rock Nature Preserve. They made blankets with Grade 5 buddies for Southington Community Services and invited families to participate in Apple Day, Gingerbread Day, and a Mystery Reader program every Friday. A virtual kindergarten promotion ceremony was conducted at the end of the school year.

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Grade 1

First grade students advanced numeracy concepts using the new Ready Classroom Math program, while teachers participated in ongoing professional development and collaboration with the math coach. Students explored different ways to solve a problem, explain their thinking to others, and show their understanding using a variety of strategies in their “tool kit”. During their life cycle unit in science, students observed chickens hatch from eggs with the assistance from an OES family who set up a virtual camera and shared their published poems using Padlet.

Grade 2

Teachers engaged in ongoing professional development from the reading coach focusing on the implementation of the Teachers College Phonics Units of Study. Second grade students composed a poetry journal to culminate the reading unit “Poetry: Big Thoughts in Small Packages”. Applications such as Padlet allowed students to share their work virtually with classmates throughout distance learning.

Grade 3

Third grade students became “experts” on an animal of their choice by reading a variety of non-fiction books, and wrote an essay teaching their classmates about what they learned. Students used Padlet to showcase their animal research projects. In the fall, parent volunteers facilitated an art activity and read a book about Diwali, also known as the Festival of Lights. Third graders engaged in diversity lessons led by consultants Mr. Paul Vivian and Rev. Dr. Audley Donaldson on how each family is different and special.

Grade 4

Together with the district reading coach, fourth-grade teachers worked with a staff developer from Teachers College focusing on the transference of unit skills through read-aloud, using small group instruction and partner coaching to strengthen student independence and engagement, and ways to move readers up bands of text. Students explored themes in their historical fiction books, discovering how multiple themes can emerge across historical fiction texts and used Padlet to share their learning with classmates.

Grade 5

Grade five teachers engaged in professional development with a staff developer from Teachers College and the district reading coach focused on lifting the level of engagement and investment in Readers’ Workshop. Fifth graders partnered with UCONN students and led the school community in the Tenth Annual Fox-A-Thon, raising money for cancer patients at CCMC. Participation in Connecticut’s Kid Governor program led to Oshana fifth-grader Derek Gaszek being selected as a member of the 2020 Kid Governor Cabinet. Mr. Paul Vivian and Rev. Dr. Audley Donaldson facilitated diversity lessons focused on implicit bias.

Ongoing Work/School Improvement

Oshana staff will have a continued focus on the social, emotional, and academic needs of students during the 2020-2021 school year. Providing 1:1 device access will assist in engaging students virtually and allow a seamless transition to a distance learning model if needed. RULER strategies

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for students, staff, and families will be embedded in school expectations and be visible throughout the school community. Launching the Oshana Ambassador program will provide an avenue to grow student leaders in three areas: ABC/STEPS, Safety Patrol, and Peer Mentors. Staff will continue to build capacity around the Vision of a Graduate and provide opportunities for students to demonstrate the six competencies. The Equity Leadership Team will resume the important work of raising the racial consciousness of all school stakeholders.

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SOUTH END ELEMENTARY SCHOOL

Erin Nattress, Principal

School Accomplishments

South End Elementary School had a successful 2019-2020 school year. Students were held to high academic standards. Teachers encouraged students to persevere through challenges. Building-based professional learning centered on the Vision of a Graduate and unpacking the rubrics to incorporate more collaboration, communication, critical thinking, and creativity in the classroom.

Guided by the Emotional Intelligence Lead Team, the RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) approach was implemented school wide. Each class created a charter and time was spent teaching strategies to identify and regulate emotions. Throughout distance learning, Emotional Intelligence (EI) was a daily focus. Students were reminded of their best selves and were provided strategies to regulate during a time many struggled with recognizing and understanding emotions.

South End's Lead Team was a part of the District Equity Leadership Team and participated in training this year. This training was vital to empower the Lead Team to support the building-based efforts regarding equity and inclusion.

The PTO (Parent/Teacher Organization) remained dedicated to supporting the school community through after-school activities, cultural arts, and family events, including a family picnic, an ice cream social, a holiday craft, and Halloween Trunk or Treat. They also purchased the books for our *One School, One Book* program. South End's Drama Club production of *Annie Jr.* was in the works with parent volunteers prior to the school closure.

The school closure in March prompted an about-face to distance learning and teachers embraced the challenge. All classroom teachers facilitated instruction through Google Classroom. Lessons were enhanced using programs such as Screencastify for teacher voice-overs on instructional slides and Padlet for student work. Teachers engaged students in synchronous learning using Google Meets for a variety of lessons.

Celebrations

South End remained committed to the school motto of being a "Small School with a Big Heart". Our school community has come together in a variety of ways. The Fourth Annual *One School, One Book* kicked off Read Across America week with the title Charlie and the Chocolate Factory. Guest readers from throughout the community joined the celebration and included Dr. Miguel Cardona, Connecticut's Commissioner of Education. Fourth and fifth-grade instrumental students, along with the fifth-grade chorus, demonstrated their talents at a Winter Concert. The students participated in community outreach by facilitating a toy drive and a pasta supper fundraiser.

South End continued to prioritize a collaborative, community-based approach to learning. Families received weekly communication through a virtual Week in a Peek, with photos of events happening within the school day. This continued through distance learning in addition to daily

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video morning announcements. Classroom Charter Champions were celebrated each month at a school assembly and through video celebrations during the closure.

Kindergarten

Students had explicit instruction taught through whole group lessons, small strategy groups, and individual intervention. Teachers collaborated with the math specialist and implemented Ready Classroom Math, which provided an increased focus on problem-solving and math discourse. Staff from Indian Rock came to teach students about Native Americans and how they lived off the land. They also brought live turkeys to enhance the students' learning experience.

Grade 1

Teachers collaborated with the math specialist and implemented Ready Classroom Math, which provided an increased focus on problem-solving and math discourse. With the support of the literacy specialist, teachers refined their conferring practice for Reader's Workshop. To continue student engagement during distance learning, teachers used a "Flat Teacher" activity to enhance writing lessons at the end of the year and into the summer.

Grade 2

Teachers participated in district-level professional development as they implemented the Teachers College Phonics Units of Study. Teachers collaborated with the building literacy specialist and focused on differentiated questioning during reading strategy groups, both in-person and through distance learning lessons.

Grade 3

Teachers refined Next Generation Science Standards (NGSS) lessons and served as a district resource during implementation from experience piloting last year. Teachers worked with the building literacy specialist to create questioning toolkits to strengthen the rigor of conferring in Reader's Workshop. Students participated in lessons about diversity facilitated by consultants Mr. Paul Vivian and Rev. Dr. Audley Donaldson, two diversity consultants. Students were provided daily synchronous learning opportunities for math, literacy, and tiered intervention.

Grade 4

In collaboration with the literacy specialist, teachers focused on student feedback by creating questioning toolkits to use when conferring. Teachers implemented NGSS lessons promoting hands-on and inquiry-based experiences. Teachers excelled in synchronous learning by delivering live reading, writing, and math lessons, as well as tiered intervention virtually.

Grade 5

The fifth-grade math teacher and the building math specialist worked together to implement Ready Classroom units, which increased student discourse and critical thinking. Students engaged in hands-on, inquiry based NGSS lessons, and all students participated in the Invention Convention. Students participated in lessons about diversity facilitated by consultants Mr. Paul Vivian and Rev. Dr. Audley Donaldson. The year culminated with a Grade 5 Reverse Car Parade to celebrate students moving on to middle school.

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Ongoing Work & School Improvement

It has become apparent that technology access will be imperative. South End Elementary School looks forward to embracing the district initiative of one-to-one devices to support both in-person and distance learning. Academic standards will continue to be high. Fall data will be essential to plan for instruction, in addition to curriculum spiraling to fill any gaps created by distance learning. The Lead Team, as part of the District Equity Leadership Team, will be a vital support to the school as South End School continues to focus on diversity, equity, and inclusion next year. Continued work around emotional intelligence will be imperative as students transition back to in-person learning. The result of the school closure will bring a range of new emotions that the team will need to be prepared to support. The school community looks forward to embracing the new challenges of the 2020-2021 school year.

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WILLIAM M. STRONG ELEMENTARY SCHOOL

Melissa Barbuto, Principal

Enhancements

The 2019-2020 school year was another year full of amazing accomplishments at William M. Strong Elementary School. Strong Elementary School continued to focus on cultivating a positive school climate that promoted the learning and well-being of the school community. The entire school implemented components of the Responsive Classroom Approach, expanded the implementation of Emotional Intelligence for all students and parents, and encouraged a growth mindset for all students and staff through monthly whole school activities and presentations. Through the Instructional Learning Team (ILT) process, staff developed a strong professional culture that focused on collaborative professional learning to improve instructional practices and student learning.

Celebrations

Kindergarten

Kindergarten teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms to help build a positive community. In addition to “Morning Meeting”, central elements of Emotional Intelligence were applied by creating classroom Charters and checking in on the Mood Meter, which had a positive impact on students’ social and emotional growth. Kindergarten teachers implemented a new math program, collaborating with their colleagues through the ILT (Instructional Learning Team) process to research best practices in mathematics, particularly in math discourse.

Grade 1

First grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms to help build a positive community. In addition to “Morning Meeting”, central elements of Emotional Intelligence were applied by creating classroom Charters and strategy walls, checking in on the Mood Meter, and implementing conflict resolution lessons, all of which had a positive impact on students’ social and emotional growth. First grade teachers implemented a new phonics program, collaborating with their colleagues through the ILT (Instructional Learning Team) process to research best practices in phonics.

Grade 2

Second grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms to help build a positive community. In addition to “Morning Meeting”, central elements of Emotional Intelligence were applied by creating classroom Charters and strategy walls, checking in on the Mood Meter, and implementing conflict resolution lessons, all of which had a positive impact on students’ social and emotional growth. Also, students were encouraged to have a growth mindset. Flexible seating was incorporated into the classrooms. Second grade teachers implemented a new math program, collaborating with their colleagues through the ILT (Instructional Learning Team) process to research best practices in mathematics, particularly in math discourse.

Superintendent's Annual Report 2019-2020 – Strong Elementary School

Grade 3

Third grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms to help build a positive community. In addition to “Morning Meeting”, central elements of Emotional Intelligence were applied by creating classroom Charters, checking in on the Mood Meter, creating strategy walls and implementing conflict resolution lessons, all of which had a positive impact on students’ social and emotional growth. Third grade teachers collaborated with their colleagues through the ILT (Instructional Learning Team) process to research best practices around student engagement. They also continued to implement Math Workshop with fidelity.

Grade 4

Fourth grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms to help build a positive community. In addition to “Morning Meeting”, central elements of Emotional Intelligence were applied by creating classroom Charters, checking in on the Mood Meter, creating strategy walls and implementing conflict resolution lessons, all of which had a positive impact on students’ social and emotional growth. Fourth grade teachers collaborated with their colleagues through the ILT (Instructional Learning Team) process to research best practices in reading. They created and implemented the use of reading toolkits to better conduct one-on-one conferencing and small strategy groups. Fourth grade teachers also participated in professional development with Teachers College and were used as a lab site for this district work.

Grade 5

Fifth grade teachers continued to incorporate key components of the Responsive Classroom Approach into their classrooms to help build a positive community. In addition to “Morning Meeting”, central elements of Emotional Intelligence were applied by creating classroom Charters, checking in on the Mood Meter, creating strategy walls and implementing conflict resolution lessons, all of which had a positive impact on students’ social and emotional growth. Fifth grade teachers collaborated with their colleagues through the ILT (Instructional Learning Team) process to research best practices in reading. They created and implemented the use of reading toolkits to better conduct one-on-one conferencing and small strategy groups. Fifth grade teachers also participated in professional development with Teachers College and were used as a lab site for this district work.

Ongoing Work

As Strong Elementary School continues to work on creating a positive school climate, staff will continue to deepen their understanding of Emotional Intelligence. Work in this area will continue to expand by embedding the anchor tools of Emotional Intelligence into classrooms and school environments. Student and parent leadership teams will be created to embed this approach into the community as well. Teachers will continue to use the Responsive Classroom component “Morning Meeting” as a structure to implement Emotional Intelligence and build a positive school community. The School Equity Leadership Team will continue its work around raising racial consciousness and leading these conversations with staff.

Superintendent's Annual Report 2019-2020 – Strong Elementary School

Strong Elementary School looks forward to continuing the work with Instructional Learning Teams next year, focusing on deepening teachers' understanding of exemplary practice within mathematics and language arts. Teachers in first and third grade will implement the new math program, while teachers in grade two will implement the Lucy Calkins Phonics Program. With this, all teachers in Kindergarten through Grade 2 will be implementing the Ready Classroom Math Program and the Lucy Calkins Phonics Program. Staff will also continue to deepen their knowledge of technology and how to create synchronous engagement opportunities for students.

Superintendent's Annual Report 2019-2020

REUBEN E. THALBERG ELEMENTARY SCHOOL

Katie Reeves, Principal

Introduction

Reuben E. Thalberg Elementary School remained focused on teaching and learning during the 2019-2020 school year. The staff worked hard to foster a love for education, both in the building and through distance learning. Students were challenged academically, socially, and behaviorally. Each day, students and staff recited a common pledge, "Today I will try my best to be safe, respectful, and responsible." This pledge helped create a common agreement and positive climate among all stakeholders.

Thalberg students were involved in clubs and activities beyond the traditional classroom setting. The ABC/STEPS Club volunteered in primary grade levels to serve as role models and mentors for the youngest learners. They also ran pep rallies and started the "Look for the Good" campaign. The Orchard Valley Garden Club partnered with Thalberg students to beautify the gardens and create flower arrangements to hand out in the community. The Tech-Sports assisted in media classes within primary classrooms.

Emotional Intelligence (EI) was rolled out to the students this year. In all classrooms, a charter was formed that allowed students to describe how they wanted to feel each day while at school. Each room also learned about the Mood Meter and the feelings associated with it. These tools helped students talk about what they were feeling, regulate their behavior, and monitor their emotions and actions.

The PTO (Parent/Teacher Organization) continued to enrich the lives of Thalberg students. They arranged a school-wide Wacky Science assembly and sponsored a successful book fair in which proceeds went to provide teachers with new books and supplies for their classrooms. Thalberg Elementary School families participated in special events such as Special Person's Night, Haunted Hallways, and the Special Person's Dance. The PTO also purchased lawn signs for all the outgoing fifth graders to celebrate their accomplishments during their years at Thalberg.

Celebrations

A new tradition began at Thalberg this year. Every Friday, the principal recognized a student from every class by calling their parents right from the classroom. The Friday Phone Calls began in January and continued through June. Almost 400 phone calls were made to recognize both the hard work of the students and the dedication of the teachers and families.

Thalberg Elementary School began a lunch waste composting program with all lunch waves this year. Thanks to the help of several fifth-grade students and a dedicated fourth-grade teacher, all three lunch waves were successful in composting their waste. The older students taught the younger students the appropriate steps to separate food from garbage to reduce their carbon footprint.

Superintendent's Annual Report 2019-2020 – Reuben E. Thalberg School

Kindergarten

The kindergarten day was structured to allow for a large academic block in the morning and social play along with hands-on activities in the afternoon. Students experienced hands-on learning centers throughout the year to support language arts and math. Parents were invited to volunteer regularly in centers. The kindergarten team implemented the new Phonics Units of Study program with all students, which carried through distance learning.

Grade 1

First grade students increased their literacy skills through instruction using the Lucy Calkins Units of Study in Readers' and Writers' Workshop. They read at their "just right" reading level as they learned key skills for becoming more seasoned readers. The first-grade teachers implemented the new Ready Classroom in Mathematics this year. The program followed the Common Core State Standards and provided differentiation for all students.

Grade 2

The second-grade team also implemented the new Ready Classroom in Mathematics. The program allowed students to work at their own level and receive enrichment or reinforcement, if needed. Teachers continued to implement math centers approximately twice a week to allow for hands-on learning. Also, the students used what they learned about Emotional Intelligence (EI) and feelings to create their own poems during Writers' Workshop, choosing a quadrant from the Mood Meter to help describe their feelings. This was just one example of how the work concerning EI was incorporated into the curriculum and everyday teaching.

Grade 3

Students in third grade learned about the different physical features of Connecticut. Third graders created, presented, and displayed their own Connecticut maps in the school library. Students were focused on reading chapter books throughout the year. Once again, the students loved book clubs and the collaboration that comes along with them. Even through distance learning, students were able to meet virtually with their book club groups and discuss their reading.

Grade 4

Fourth grade students visited Southington YMCA Camp Sloper for a Science Day in the fall where they focused their learning on erosion and weathering. This was an introduction to their unit on land and water. The students also continued their work in Readers' and Writers' Workshop. The historical fiction unit allowed students to meet in book clubs. The book clubs fostered conversations around what the students were reading as it related to themes and the author's message.

Grade 5

The fifth graders at Thalberg were leaders in many ways this year. They created and produced *Thalberg News*, handled daily morning announcements, and served as bus monitors during daily dismissal. They also participated in two seminars on diversity and inclusion presented by consultants Mr. Paul Vivian and Rev. Dr. Audley Donaldson. Students were able to create a project for the school-wide Invention Convention just before distance learning began. Although

Superintendent's Annual Report 2019-2020 – Reuben E. Thalberg School

their celebrations were cut short, Thalberg came together with a Reverse Car Parade for the outgoing Grade 5 students.

Ongoing Work & School Improvement

Thalberg School continues to grow and learn. Teachers will continue to strengthen Tier 1 instruction as well as interventions provided for students through SRBI (Scientific Research-Based Intervention). Through distance learning, the entire school community has become more technologically literate and will continue to learn. New platforms, programs, and tools that will enhance student education will be shared and explored. The work around Emotional Intelligence and RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) will continue and strengthen the school climate. Staff will continue to deepen their understanding of Emotional Intelligence through the training institute at Yale University.



SOUTHINGTON PUBLIC SCHOOLS

**Capital Improvement Plan
Five-Year Projection
2021/22 to 2025/26**

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2021/22 THROUGH 2025/26**

Site	Project Type / Description	Year of Request	2021/22	2022/23	2023/24	2024/25	2025/26	Total Request - Five Years
Air Conditioning - Elementary		Pending	TBD					TBD
Boiler Project								
SHS	Replace Boiler at High School	2020/21		75,000				75,000
	Subtotal		-	75,000	-	-		75,000
Fire Curtain Project								
SHS	Replace Fire Curtain on SHS Auditorium Stage	2020/21					66,000	66,000
	Subtotal		-	-	-	-	66,000	66,000
Masonry Project - Exterior								
SHS	Silicone/Sealing Masonry, pricing updated 2019/20	2008/09	139,050					139,050
	Subtotal		139,050	-	-	-		139,050
Paving Projects								
SHS	Rear Parking Lots and Driveways Excluding Ag Sci Area, Revised 2018-19	2017/18		257,275				257,275
SES	Parking Lot Expansion	2014/15				83,930		83,930
HES	Reconstruct Paved Playground for Parking	2008/09					134,375	134,375
	Subtotal		-	257,275	-	83,930	134,375	475,580
Roofing Projects								
SHS	Replace 1995 Built-Up Roofing, 120,857 SF	2017/18			4,664,860			4,664,860
HES	Replace 1996 Roofing, 27,000 SF	2017/18				1,061,100		1,061,100
	Subtotal		-	-	4,664,860	1,061,100		5,725,960
School Safety Improvement Projects								
SYS	Elementary Security Camera System Upgrades	2018/19	TBD					TBD
SYS	Redesign Elementary and High School Entryways	2018/19	TBD					TBD
	Subtotal		TBD	-	-	-		TBD
Southington High School -Other Athletic Facility Projects								
SHS	Retrofit Turf Stadium Lights to LED	2018/19	113,560					113,560
SHS	Replace Bleachers on Turf Field	2018/19					TBD	TBD
	Subtotal		113,560	-	-	-	TBD	113,560
Underground Oil Tank Removals & Replacements								
HES/SES/TES	Remove and Replace Underground Oil Tanks at Three Schools	2019/20	153,470	189,520				342,990
	Subtotal		153,470	189,520	-	-	-	342,990
Subtotal Board of Education Capital Improvement Plan			406,080	521,795	4,664,860	1,145,030	200,375	6,938,140

Also Listed on the Unexpended FY 20 Projects

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2021/22 THROUGH 2025/26**

Site	Project Type / Description	Year of Request	2021/22	2022/23	2023/24	2024/25	2025/26	Total Request - Five Years
Phase III: Derynoski, Flanders, & Kelley Building Projects								
DES/FES/KES	Phase III Building Renovation Project	2018/19			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
Bleacher Replacement Project								
DES	Gymnasium Bleacher Replacement	2001/02			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
Fire Alarm System Replacement Projects								
KES	Install Updated Fire Alarm System	2014/15			187,250			187,250
FES	Install Updated Fire Alarm System	2008/09			187,250			187,250
	Subtotal		-	-	374,500	-	-	374,500
Paving Projects								
DES	Playground and Pyne Center Rear Parking, Revised 2018/19	2006/07			905,265			905,265
FES	Parking Lot Expansion	2008/09			335,850			335,850
KES	Parking Lot Expansion	1998/99			302,325			302,325
	Subtotal		-	-	1,543,440	-	-	1,543,440
Roofing Projects								
DES	Replace Built-Up and Shingle Roofing, 87,856 SF	2018/19				2,112,340		2,112,340
	Subtotal		-	-	-	2,112,340	-	2,112,340
School Fixture Replacement Projects								
FES	Lavatory & Classroom Fixtures	2008/09			66,660			66,660
KES	Lavatory & Classroom Fixtures	2008/09			66,660			66,660
	Subtotal		-	-	133,320	-	-	133,320
Window Replacement Project								
DES	Cafeteria Window Wall	2008/09			70,400			70,400
	Subtotal		-	-	70,400	-	-	70,400
Subtotal Phase III: Derynoski, Flanders & Kelley Building Projects			-	-	2,121,660	2,112,340	-	4,234,000
Grand Total Board of Education Capital Improvement Plan			406,080	521,795	6,786,520	3,257,369	200,375	11,172,139

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: AIR CONDITIONING - ELEMENTARY SCHOOLS

FISCAL YEAR PROPOSED: TBD

DESCRIPTION:

The Board of Education Administrators are developing a plan to provide air conditioning or cooling stations at the Elementary Schools.
The pricing and scope of this project have not yet been determined.

PROJECT COST: TBD

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: BOILER PROJECT

FISCAL YEAR PROPOSED: 2022/23

DESCRIPTION:

2022/23

SHS - This project would replace two (2) boilers for the Auditorium, DECA and CLP wings of the high school. The gas boilers are 600,000 BTUs each and supply hot water for the heat pumps in the those wings. The boilers were installed in 1998 and are in fair condition. SPS has been repairing sections on the boilers in the past five years because they are leaking.

PROJECT COST: 75,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: FIRE CURTAIN PROJECT

FISCAL YEAR PROPOSED: 2025/26

DESCRIPTION:

2025/26

SHS - This project would provide funds to replace the fire curtain on the SHS auditorium stage. The existing fire curtain requires a manual crack to engage. This project would replace the existing curtain and install an electronic mechanism to engage the curtain.

PROJECT COST: 66,000

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: MASONRY PROJECTS - EXTERIOR

FISCAL YEAR PROPOSED: 2021/22

DESCRIPTION:

2021/22

SHS - This project would provide masonry work and silicone sealing of the original 1974 facility which is approximately 200,000 square feet, as well as the auditorium and art wing.

PROJECT COST: 139,050

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: PAVING PROJECTS

FISCAL YEAR PROPOSED: 2022/23 Through 2025/26

DESCRIPTION:

2022/23

SHS - This project would replace the asphalt paving in the rear of the high school (excluding the Ag-Science Building) from Pleasant Street through the back lot.

\$257,275 (updated quote received October 2018)

2024/25

SES - This project would provide an additional fifteen (15) parking spaces in the front parking lot along Marion Avenue

\$83,930

2025/26

HES - Reconstruct paved playground for parking off the east wing and driveway access to existing visitors parking lot and drop off area.

\$134,375

NOTE: See additional paving projects for Phase III Schools later in the Proposed Capital Plan.

PROJECT COST: 475,580

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: ROOFING PROJECTS

FISCAL YEAR PROPOSED: 2022/23 through 2024/25

DESCRIPTION:

2023/24

SHS - This project would replace the 1995 Built-Up roofing, 120,857 SF

\$4,664,860

2024/25

HES - This project would replace the 1996 roofing, 27,000 SF

\$1,061,100

NOTE: An evaluation of the roofing on all school buildings was performed during 2016. The recommended replacement schedule for all roofs can be found on the following page. The schedule shows the replacements recommended for the next five years and those required beyond the five year cycle.

See also Phase III Roofing for Derynoski (DES) School later in Capital Plan

PROJECT COST: 5,725,960

**SOUTHINGTON PUBLIC SCHOOLS
ROOF REPLACEMENT SCHEDULE
FIVE YEAR SUMMARY AND BEYOND**

REPLACEMENT YEAR	SCHOOL	YEAR INSTALLED	SF	REPLACEMENT COST ESTIMATE BASED ON 2017-18 EVALUATION	Replacement Cost Estimate for 2021/22 Capital Plan
2020-2021 (referendum Fall 22)	SHS - Built Up	1995	120,857	\$3,988,281	\$4,664,860
	Subtotal			\$3,988,281	4,664,860
2021-2022	HES	1996	27,000	\$907,200	1,061,100
	Subtotal			\$907,200	1,061,100
2023-2024	DES - Built Up	1993	38,692	\$1,310,400	1,532,699
	DES - Shingle	1993	49,164	\$495,573	579,641
	Subtotal			\$1,805,973	2,112,340
Grand Total - NEXT 5 YEARS				\$6,701,454	\$7,838,300

BEYOND 5-YEARS

REPLACEMENT YEAR	SCHOOL	YEAR INSTALLED	SF	REPLACEMENT COST ESTIMATE BASED ON 2017-18 EVALUATION	Replacement Cost Estimate for 2021/22 Capital Plan
2027-2028	ALTA			\$235,200	275,100
	TES	2002	62,000	\$2,083,200	2,436,599
	Subtotal			\$2,318,400	2,711,699
2028-2029	HES	2003	45,000	\$1,350,001	1,579,018
	SES	2003	55,370	\$1,860,432	2,176,040
	Subtotal			\$3,210,433	3,755,058
2030-2031	FES	2000	31,663	\$1,310,400	1,532,699
	KES	2000	31,663	\$1,310,400	1,532,699
	Subtotal			\$2,620,800	3,065,398
2034-2035	Ag -Sci	2009	(blank)		
	PES	2009	26,000	\$780,001	912,322
	SEES - Shingle	2009	52,500	\$147,000	171,937
	SEES - Built up	2009	5,127	\$114,845	134,327
	Subtotal			\$1,041,846	1,218,587
2039-2040	JAD	2014	90,690	\$2,031,456	2,376,077
	JFK			\$2,031,456	2,376,077
	Subtotal			\$4,062,912	4,752,154
Grand Total - Beyond 5 Years				\$13,254,391	\$15,502,898

GRAND TOTAL ROOFING PROJECTS **23,341,198**

1. Roofs are scheduled for replacement on a 25-year cycle (typical unless otherwise noted)
2. Roofs should be re-evaluated yearly after 20 years for the opportunity to extend the life to a 30-year term
3. DES, FES & KES are currently scheduled for replacement at 30 years on this schedule

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: SCHOOL SAFETY IMPROVEMENT PROJECTS

FISCAL YEAR PROPOSED: TBD

DESCRIPTION:

Elementary Security Camera System Upgrades

The BOE Administrators are developing a plan to improve the security camera systems at all Elementary Schools. The pricing and scope of this project are TBD.

Redesign Elementary Schools and High School Entryways

The BOE Administrators are developing a plan to redesign the school entryways for improved school security. The pricing and scope of this project are TBD.

PROJECT COST: TBD

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT:	BOARD OF EDUCATION	PROJECT TITLE:	Southington High School - Other Athletic Facility Projects
		FISCAL YEAR PROPOSED:	2020/21 Through 2025/26

DESCRIPTION:

2020/21

Retrofit Turf Stadium Lights to LED

This project would upgrade the current stadium lights to LED technology. This project would reduce our energy cost and reduce the cost of replacement bulbs for the existing system on the Turf Stadium. This project does not include the existing lighting on the baseball field.

\$113,560

TBD

Replace Bleachers at Turf Field

This project would replace the existing bleachers on the Turf Field. The scope and pricing of this project are TBD.

TBD

PROJECT COST: 113,560

TOWN OF SOUTHTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT:	BOARD OF EDUCATION	PROJECT TITLE:	UNDERGROUND TANK REMOVAL AND REPLACEMENT
		FISCAL YEAR PROPOSED:	2021/22 Through 2022/23

DESCRIPTION:

Removal of all underground oil tanks is required. The BOE currently has three (3) underground tanks with two (2) currently in use for heating oil. This project would remove three underground tanks and will replace the two in use with new above ground tanks per current regulations.

	<u>Removal & Disposal of Tanks</u>	<u>Replacement Cost</u>	<u>Total Project</u>	<u>Proposed Year 2021/22</u>	<u>Proposed Year 2022/23</u>
UST 3 - Hatton Elementary	\$43,260	\$0	\$43,260		\$43,260
UST 4 - Strong Elementary	\$56,650	\$89,610	\$146,260		\$146,260
UST 5 - Thalberg Elementary	\$63,860	\$89,610	\$153,470	\$153,470	
	<u>\$163,770</u>	<u>\$179,220</u>	<u>\$342,990</u>	<u>\$153,470</u>	<u>\$189,520</u>

PROJECT COST: \$ 342,990

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE:

PHASE III-DERYNOSKI, FLANDERS, AND KELLEY
BUILDING PROJECTS

FISCAL YEAR PROPOSED:

2023/24

DESCRIPTION:

2023/24

Phase III Building Renovation Projects

The Board of Education is identifying the need for these sites as future building renovation projects.

The pricing and scope of these projects have not yet been determined.

PROJECT COST: TBD

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT:	BOARD OF EDUCATION	PROJECT TITLE:	DERYNOSKI BLEACHER REPLACEMENT PROJECT
		FISCAL YEAR PROPOSED:	2023/24

DESCRIPTION:

2023/24

DES - This project would replace existing bleachers in the gymnasium which date back to the original High School, with state-of-the-art aluminum/plastic.

PROJECT COST: TBD

**TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26**

DEPARTMENT BOARD OF EDUCATION

PROJECT TITLE:

FIRE ALARM SYSTEM REPLACEMENT PROJECTS

FISCAL YEAR PROPOSED:

2023/24

DESCRIPTION:

2023/24

KES: The current fire alarm system at KES is vintage and in need of upgrading.
This project would update and replace the existing system which dates back to 1966.

\$187,250

FES: The current fire alarm system at FES is vintage and in need of upgrading.
This project would update and replace the existing system which dates back to 1966.

\$187,250

PROJECT COST: 374,500

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION	PROJECT TITLE: PHASE III SCHOOLS: PAVING PROJECTS
	FISCAL YEAR PROPOSED: 2023/24

DESCRIPTION:

2023/24

DES - The playground is in need of repaving. There are many cracks and separations. Staff parking is also in need of repaving at the JV Pyne Center. The asphalt paving has deteriorated over the years and has become difficult to plow and maintain. An updated quote was received in October 2018.

\$905,265

FES - This expansion of the existing front parking lot would provide approximately forty-seven (47) additional spaces for staff and parents.

\$335,850

KES - The construction of a 2,400 square foot parking area in front of the building.

\$302,325

PROJECT COST: 1,543,440

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: PHASE III: ROOFING PROJECTS

FISCAL YEAR PROPOSED: 2024/25

DESCRIPTION:

2024/25
DES - Replace Built-up and Shingle Roofing, 87,856 SF
\$2,112,340

PROJECT COST: 2,112,340

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: SCHOOL FIXTURE REPLACEMENTS

FISCAL YEAR PROPOSED: 2023/24

DESCRIPTION:

2023/24

FES - The existing fixtures are 1960's vintage and are showing their age. Surfaces of fixtures are scratched, corroded, showing wear, and there is some cracking. The faucets are also showing wear from years of exposure to cleaning agents and use. The water usage of the existing toilets is 4.5 gallons per flush compared to the new standard toilets that use 1.6 gallons per flush.

\$66,660

KES - The existing fixtures are 1960's vintage and are showing their age. Surfaces of fixtures are scratched, corroded, showing wear, and there is some cracking. The faucets are also showing wear from years of exposure to cleaning agents and use. The water usage of the existing toilets is 4.5 gallons per flush compared to the new standard toilets that use 1.6 gallons per flush.

\$66,660

PROJECT COST: 133,320

TOWN OF SOUTHLINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2021/22 THROUGH FISCAL YEAR 2025/26

DEPARTMENT: BOARD OF EDUCATION

PROJECT TITLE: CAFETERIA WINDOW REPLACEMENT PROJECT
DERYNOSKI ELEMENTARY

FISCAL YEAR PROPOSED: 2023/24

DESCRIPTION:

2023/24

The wall of windows in the Derynoski school's cafeteria create excessive heat between the months of May and October. The window project would include insulating and reflecting panels to reduce area temperatures and to minimize heating requirements.

PROJECT COST: 70,400

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2021/22 THROUGH 2025/26**

Site	Project Type / Description	Year of Request	2021/22	2022/23	2023/24	2024/25	2025/26	Total Request - Five Years
Air Conditioning - Elementary		Pending	TBD					TBD
Boiler Project								
SHS	Replace Boiler at High School	2020/21		75,000				75,000
	Subtotal		-	75,000	-	-		75,000
Fire Curtain Project								
SHS	Replace Fire Curtain on SHS Auditorium Stage	2020/21					66,000	66,000
	Subtotal		-	-	-	-	66,000	66,000
Masonry Project - Exterior								
SHS	Silicone/Sealing Masonry, pricing updated 2019/20	2008/09	139,050					139,050
	Subtotal		139,050	-	-	-		139,050
Paving Projects								
SHS	Rear Parking Lots and Driveways Excluding Ag Sci Area, Revised 2018-19	2017/18		257,275				257,275
SES	Parking Lot Expansion	2014/15				83,930		83,930
HES	Reconstruct Paved Playground for Parking	2008/09					134,375	134,375
	Subtotal		-	257,275	-	83,930	134,375	475,580
Roofing Projects								
SHS	Replace 1995 Built-Up Roofing, 120,857 SF	2017/18			4,664,860			4,664,860
HES	Replace 1996 Roofing, 27,000 SF	2017/18				1,061,100		1,061,100
	Subtotal		-	-	4,664,860	1,061,100		5,725,960
School Safety Improvement Projects								
SYS	Elementary Security Camera System Upgrades	2018/19	TBD					TBD
SYS	Redesign Elementary and High School Entryways	2018/19	TBD					TBD
	Subtotal		TBD	-	-	-		TBD
Sothington HS Athletic Facility Master Plan Projects (Based on Kaestle Boos Study)								
SHS	Varsity Softball Field Renovations	2020/21	55,000		795,000			850,000
SHS	Varsity Baseball Field Renovations	2020/21	20,000		30,000			50,000
SHS	Irrigation Repairs and Improvements	2020/21	25,000		50,000			75,000
SHS	Field Aeration and Overseed Fields	2020/21			100,000			100,000
SHS	Field #3 Stadium Home Bleachers and Visitor Bleacher ADA Access	2020/21	45,000		90,000			135,000
SHS	Field #8 Renovations for Accessibility, Drainage, etc.	2020/21			650,000			650,000
SHS	Tennis Court Repairs (Crack Repair & Repaint)	2020/21		115,000				115,000
SHS	Tennis Court Replacement	2020/21				900,000		900,000
SHS	Other long term projects - TBD	2020/21		TBD	TBD	TBD	TBD	TBD
	Subtotal		145,000	115,000	1,715,000	900,000	TBD	2,875,000
Southington High School -Other Athletic Facility Projects								
SHS	Retrofit Turf Stadium Lights to LED	2018/19	113,560					113,560
SHS	Replace Bleachers on Turf Field	2018/19					TBD	TBD
	Subtotal		113,560	-	-	-	TBD	113,560

**Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project
2021/22 THROUGH 2025/26**

Site	Project Type / Description	Year of Request	2021/22	2022/23	2023/24	2024/25	2025/26	Total Request - Five Years
Underground Oil Tank Removals & Replacements								
HES/SES/TES	Remove and Replace Underground Oil Tanks at Three Schools	2019/20	153,470	189,520				342,990
	Subtotal		153,470	189,520	-	-	-	342,990
Subtotal Board of Education Capital Improvement Plan Before Phase III Schools			551,080	636,795	6,379,860	2,045,030	200,375	9,813,140
Phase III: Derynoski, Flanders, & Kelley Building Projects								
DES/FES/KES	Phase III Building Renovation Project	2018/19			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
Bleacher Replacement Project								
DES	Gymnasium Bleacher Replacement	2001/02			TBD			TBD
	Subtotal		-	-	TBD	-	-	TBD
Fire Alarm System Replacement Projects								
KES	Install Updated Fire Alarm System	2014/15			187,250			187,250
FES	Install Updated Fire Alarm System	2008/09			187,250			187,250
	Subtotal		-	-	374,500	-	-	374,500
Paving Projects								
DES	Playground and Pyne Center Rear Parking, Revised 2018/19	2006/07			905,265			905,265
FES	Parking Lot Expansion	2008/09			335,850			335,850
KES	Parking Lot Expansion	1998/99			302,325			302,325
	Subtotal		-	-	1,543,440	-	-	1,543,440
Roofing Projects								
DES	Replace Built-Up and Shingle Roofing, 87,856 SF	2018/19				2,112,340		2,112,340
	Subtotal		-	-	-	2,112,340	-	2,112,340
School Fixture Replacement Projects								
FES	Lavatory & Classroom Fixtures	2008/09			66,660			66,660
KES	Lavatory & Classroom Fixtures	2008/09			66,660			66,660
	Subtotal		-	-	133,320	-	-	133,320
Window Replacement Project								
DES	Cafeteria Window Wall	2008/09			70,400			70,400
	Subtotal		-	-	70,400	-	-	70,400
Subtotal Phase III: Derynoski, Flanders & Kelley Building Projects			-	-	2,121,660	2,112,340	-	4,234,000
Grand Total Board of Education Capital Improvement Plan			551,080	636,795	8,501,520	4,157,369	200,375	14,047,139

Also Listed on the Unexpended FY 20 Projects