

Regular Board of Education Meeting

Wednesday, December 5, 2012 6:30 PM

Lyme-Old Lyme Middle School cafeteria, 49 Lyme Street, Old Lyme, CT 06371

I. Call to Order

I.A. Election of Board Officers

II. Approval of Minutes

II.A. Minutes of Special Meeting and Regular Meeting of November 19, 2012

III. Visitors

III.A. Report from Student Representatives **Speaker (s)**: Sam Stadnick and Meredith Britton

III.B. Public Comment

IV. Administrative Reports

IV.A. Superintendent's Report

IV.B. Business Manager's Report **Speaker (s)**: Lynn Warren

V. Educational Presentation

V.A. Teacher Evaluation Plan **Speaker (s)**: Elizabeth Borden

VI. Chairman & Board Report

VII. New Business

VII.A. Overview of Changes to Cafeteria Menus **Speaker (s)**: Aliza Stern, Chartwells

VII.B. District Technology Initiatives **Speaker (s)**: John Rhodes and Elizabeth Borden

VII.C. Approval of LOLHS Field Trip

VIII. Old Business

VIII.A. Visitor Access Control System **Speaker (s)**: John Rhodes

VIII.B. Reports of Committees: Facilities, Building, Technology, Policy, Communications, Finance, Human Resources, Enrollment & Equity, LEARN, Comcast

VIII.C. Mile Creek Window Relacement **Speaker (s)**: John Rhodes

IX. Correspondence

X. Executive Session

XI. Adjournment

Bylaw # 8210 - Officers of the Board of Education

Election of Officers

The Lyme/Old Lyme Board of Education shall annually hold an organizational meeting in December, at which time the Board shall elect by paper ballot from its membership a Chairperson, a Vice Chairperson, Secretary, Treasurer, and any other officers deemed necessary.

The presiding officer present at the organizational meeting will conduct the meeting until the election for Chairperson is complete. In the absence of officers, the Superintendent will conduct the election. No Board members shall hold more than one office.

Ballots for election of Board officers shall be in writing. The votes of each member of the Board shall be recorded in the minutes of the meeting and be made available for public inspection within forty-eight hours.

Election Procedures Specified Under Robert's Rules of Order

The election of officers of the Lyme-Old Lyme Board of Education shall be conducted under procedures as specified in Robert's Rules of Order, as follows:

1. Nominations may be entertained by the Chair prior to balloting, but a winner may be declared under Robert's Rules who has not been nominated.
2. A winner for each office shall be declared only when a member of the Board receives the majority of the votes of the members present and voting; i.e.; if all nine members are present during the balloting, five or more votes are required to attain election.
3. Balloting shall occur repeatedly until a member attains a majority for the office in question. At the discretion of the Board, and at a vote of two-thirds of its members, unproductive balloting may be terminated after an agreed upon number of repeated ballots for a single office, and a plurality vote will prevail. A tie among two members with a simple plurality of the voters of the members present shall be broken by lot.
4. Only those election procedures specified in Connecticut General Statutes shall supersede those specified here.

Challenge to Improper Election Procedures

If, in the opinion of a majority of the entire membership of the Lyme/Old Lyme Board of Education, an officer of the Board has been elected in violation of the Board bylaws or statutes, that office shall be declared vacant, and another election for the contested office shall be immediately held at the first opportunity at a public meeting of the Board. The question as to whether the Board should vote to declare a Board seat vacant or vote to remove a Board officer pursuant to this policy shall be decided after a fair informal hearing has been conducted by the Board of Education Chairperson or his/her designee at a public meeting of the Board.

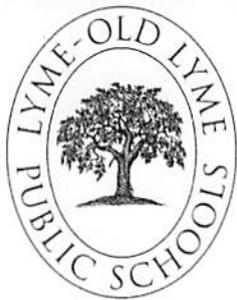
(cf. Robert's Rules of Order, Newly Revised.)

Legal Reference:

Connecticut General Statutes. 10-218 Officers. Meetings.

Bylaw Adopted: December 1999.

Lyme-Old Lyme Board of Education.



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Regular Board of Education Meeting

Location: Lyme-Old Lyme Middle School

Date: November 19, 2012

Board Present: James Witkins, Chair; Russ Gomes, Vice Chair; Paul Fuchs, Secretary; Victoria Lanier, Treasurer; Steven Cinami; Beth Jones; Michelle Roche; Stephen Spooner (newly elected Board member to begin term at the December meeting)

Absent by Previous Arrangement: Allison Hine

Administration Present: Ian Neviaser, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; James Cavaliere, Principal of Lyme School; Patricia Downes, Principal of Mile Creek School; Nancy Johnston, Director of Special Services; John Rhodes, Director of Facilities; Marilyn Warren, Business Manager

Others Present: Karen Pasiuk, Math Implementation Coach; Meredith Britton and Sam Stadnick, High School Student Representatives; 7 Townspeople from LOL

I. Call to Order

The meeting was called to order at 7:10 p.m. The Pledge of Allegiance was recited.

II. Approval of Minutes

MOTION: Mr. Fuchs made a motion, seconded by Mr. Cinami, to approve the minutes of the Regular Meeting of October 3, 2012

VOTE: the Board voted unanimously in favor of the motion.

III. Visitors

1. Recognitions

Mr. Neviaser reported that the Board was recognized for various communications awards at the CABA convention.

Mr. Neviaser referred to a letter from Robert Farnior, Post Commander of Post #5849 of the Veterans of Foreign Wars, commending the LOLHS Select Singers, led by Kristine Pekar, who recently performed before various government officials at the grand opening of their disabled access ramp.

53 Lyme Street, Old Lyme, Connecticut 06371

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Mr. Neviasser recognized Chartwells Food Service (lead by Tina Bannister and Aliza Stern) for their efforts in the district's elementary schools being awarded the USDA's HealthierUS School Challenge bronze award. The HUSSC awards are a way for the USDA to recognize schools that have created healthier school environments through improvements in the quality of food while providing both nutrition and physical education to promote healthy lifestyles.

Jeanne Manfredi, World Language Teacher at LOLHS, was honored for being selected as a 2012 Local Hero Award recipient by the Ronald McDonald House Charities of Connecticut and Western Massachusetts. The RMHC Local Hero Award recognizes 10 teachers from Connecticut and Western Massachusetts for their hard work, dedication and commitment to area students.

Lily Hartmann and Elliott Mueller, students at LOLHS, were recognized for being awarded the Certificate of Excellence from the Connecticut Association of Public School Superintendents for leadership service to the school, academic prowess relative to ability, and service to others in the community. Mr. Neviasser detailed the many accomplishments of these two students.

2. Report from Student Representatives

Meredith Britton and Sam Stadnick reported on the following activities in the schools:

At Lyme School: Veterans' Day ceremonies; a town meeting; and student senate food drive.

At LOLHS: deadline for college applications; girls and boys soccer and girls volleyball reaching state tournament level; commencement of winter sports; a recent visit by school administrators from China; celebration of Veterans' Day; and a band concert in the new auditorium.

At LOLMS: basketball tryouts; science Olympiad.

At Center: class elections for student senate; can drive.

Mr. Gomes commended the staff and students for the recent Veterans' Day ceremonies that took place in each building.

3. Public Comment

There was no public comment.

IV. Administrative Reports

1. Superintendent's Report

Mr. Neviasser reviewed the recent personnel report which reflected several new hires and resignations.

Mr. Neviaser reported that due to Super Storm Sandy, many events scheduled on the district calendar have been rescheduled. He encouraged the public to visit the district website to stay abreast of new dates and times. Principals from each of the schools will communicate to parents the dates and times for rescheduled events.

Mr. Neviaser reported that the district schools did not suffer any major damage from the storm. He provided the Board with an update of the emergency operations throughout the storm and during the aftermath.

Mr. Neviaser reported that due to the closing of school during the storm, the last day of school is now scheduled for June 19 (make up of four student days). Staff will also have to make up one professional development day. It is too early to make calendar recommendations for this year as winter has not yet begun.

Mr. Neviaser also provided a draft of the 2013-2014 proposed calendar. He will be seeking feedback from the PTO's, the unions, and the community on this calendar before it is brought before the Board for review and approval.

Mr. Neviaser reviewed the November enrollment report which reflected a total of 1,476 students. He noted that on November 16, updated enrollment projections from both NESDEC and Peter Prowda were received. These will be reviewed with the enrollment committee. This new information will be examined as it relates to the official enrollment count of October 1.

Mr. Neviaser provided information to the Board as a follow-up to last month's discussion regarding the cost of Advanced Placement Tests and UCONN Early College Experience (ECE) courses: last year, we gave 188 AP tests which cost \$14,970. The cost of an AP test is \$82 but the students are charged \$87-89 to offset proctors, testing materials and language software. This year, we have 229 students enrolled in AP classes which at \$82 would be \$18,778. In terms of ECE, we have 94 students enrolled in these courses. Courses are \$25.00 per credit hour plus an additional \$15.00 University Resource Fee. So, our Biology and Physics students pay \$115; we have 32 students in these courses this year: \$3680. The Drawing, Music and Spanish students pay \$90.00; we have 62 students in these courses this year, \$5580. The total cost for both AP and ECE is \$28,038. No student is turned away due to financial need. All students are made aware through classroom discussions and meetings with their counselors of the resources available to participate in these programs.

Mr. Neviaser reported that the January 2 Board meeting is being changed to January 9.

Mr. Neviaser discussed the outstanding Veterans' Day activities that took place at all schools.

As a follow-up to Mr. Neviaser's report, discussion took place on the criteria for closing schools with safety of the students being the most determining factor; a concern was raised that

there is a lack of a generator at Lyme School; there was a recommendation that the BlackBoard Connect messaging system to parents be used only for critical notification to parents.

2. Business Manager's Report

Ms. Warren reviewed the Executive Budget Summary for the current year's budget and the status of the contingency maintenance report.

Mr. Gomes asked for an update on the monies due from SDE relative to the high school project. Ms. Warren reported that these funds are expected in December. Mr. Witkins asked that this be reported to the Board via a Building Committee report.

V. Educational Presentation

1. EnVision K-5 Math Program

Beth Borden, Director of Curriculum, and Karen Pasiuk, Elementary Math Coach, gave a presentation on the new EnVision K-5 Math Program that was adopted to better prepare district students for the new Common Core State Standards.

A copy of their presentation is attached to the minutes for informational purposes.

Follow-up discussion occurred after the presentation. The Board asked questions and made comments on the various ways the district communicates and works with other districts to ensure successful delivery of instruction of this new program and the reconfiguration of what is taught at each grade level, i.e., digging deeper into concepts and having more time to do so.

Dr. Borden reported that the administration will be recommending the math coach position be extended into the 2013-2014 school year (decision package will be included in the budget process).

It was noted that a grade 6-8 math presentation for middle school parents is forthcoming.

VI. Chairman & Board Report

Mr. Witkins, noting that Board committee assignments normally change in December, recommended that the Enrollment Committee, comprised of Mrs. Roche, Dr. Jones, Atty. Lanier and Mrs. Hine be kept intact due to the upcoming review of the new enrollment projections just received.

Mr. Witkins distributed a handout entitled "CABE Delegate Assembly – Resolutions submitted to the Connecticut General Assembly." The handout summarized the critical votes made by Chair Witkins at this assembly held on November 15, 2012. A copy of this handout is attached to these minutes for informational purposes. The Board discussed the votes and much discussion followed on the state's comprehensive tax reform and whether this is within

CABE's charter. The Board also discussed the difficulty many towns are having meeting the educational needs of their students.

Mr. Gomes suggested a Board position statement be used for future delegate assembly voting which would show Board consensus on controversial issues.

Mr. Witkins distributed another handout entitled, "Business Process Design / RSD 18 Plan Development" which relates to the district's upcoming development of a new Strategic Plan. In this report, Mr. Witkins listed the various district issues and initiatives before them: Common Core implementation; teacher evaluation; 21st century skills; student success plans; performance assessment; technology; facilities management; enrollment; SRBI; data teams; secondary school reform; achievement gap; instructional rounds; financial planning; and new school construction.

Mr. Witkins' report also cited the following points:

- The current Strategic Plan for Lyme-Old Lyme School was completed in September 2006.
- At that time, State and Federal mandates, educational reform requirements, legal and contractual initiatives, school building and maintenance projects and enrollment concerns were secondary to District lead initiatives. The Strategic Plan document reflects a period of relative tranquility.
- Other districts are choosing to address their business process management concerns first and foremost – to include more sophisticated "change management" practices, "Continuous Improvement" methodologies and careful planning and scheduling techniques to optimize the impact of juggling multiple initiatives concurrently. With limited resource – both human and financial.
- "Strategic Planning" as we know it, commencing with a vision statement, a mission statement and a list of strategic initiatives is necessarily taking a back-seat to planning and management tools focused on "Getting it Done."
- Lyme-Old Lyme Schools will make its management practices choices in Q1 2013.

The Board discussed the handout noting the importance of seeking public input during strategic planning and the need for a strategic plan during new initiatives.

Mr. Witkins noted that Board officer elections would take place at the December meeting. He will be communicating with current officers on their willingness to serve as Board officers for another term.

Mr. Witkins reviewed two policy issues (student dress and religious group presentations to students) and whether decisions on these issues should be made at Board and/or Superintendent level.

VII. New Business

1. Approval of Proposed Change Order for Guardrail Fencing for LOLHS Project

Mr. Rhodes presented the Building Committee's recommendation for approval of the LOLHS Project proposed change order #00674 to provide guardrail fencing to protect the grounds and specifically the athletic fields.

Lengthy discussion followed on change orders precipitated by Mr. Cinami's concern over the numerous change orders that come before the Board and that funding will not be available for necessary work that needs to be done down the line. He asked for a tally and an explanation of the necessity of all outstanding change orders so he could vote intelligently on this change order for the fence. Atty. Lanier also voiced concern over previous reassurances that change orders would not impact the budget at the end of the project.

More lengthy discussion followed on change orders and their effect on the total project budget, the amount approved at referendum, and the commitment to the community. It was noted that the total overall project budget is under budget. Concerns were raised on outstanding change orders to come before the Board which cause indecision on current change orders, the timing of the fence request, and whether change orders are owner or construction manager oriented. Several Board members voiced support for the process, the budget, and their trust in the Building Committee's oversight of the change orders.

Mr. Rhodes reported that O&G would be bringing an evaluation of contingencies to the November 26 Building Committee meeting. The follow-up will be reported to the Board at their December meeting.

MOTION: Mr. Gomes made a motion, which was seconded by Mrs. Roche, to approve Change Order #00674 in the amount of \$30,476.

VOTE: All Board members voted in favor of the motion with the exception of Mr. Cinami who voted against. Motion passed 6-1.

VIII. Old Business

1. Reports of Committees:

Facilities. The Board reviewed a handout on the Mile Creek roof project summarized below:
Background: The Mile Creek window project has been reestimated due to the need to add PCB remediation to the project scope. The PCB's are present in the caulk that seals the existing windows in place to the surrounding masonry. Remediation includes not only removing the caulk but removing and replacing the PCB contaminated masonry that came in contact with the caulk. The Facilities Committee is investigating if alternatives to remediation are available.

Mile Creek Roof Project Estimate	
Revised Estimate	\$965,550
<u>BOE Approved Budget</u>	<u>\$597,900</u>
Budget Increase	\$367,650

Available Funds	
Undesignated Fund Account Balance	\$598,071
MC Roof Fund Remaining Balance	\$291,011
MC Estimated Reimbursement (Project Cost \$982,335 @ 35% Reimbursement)	\$275,000
Total Estimated Available MC Window Funds	\$1,164,082

Mr. Rhodes reviewed this issue with the Board. Discussion centered on the condition of the windows and the importance of installing workable windows which are energy efficient. The finances were also discussed. Other options are being studied and summary of next steps was reviewed by Mr. Rhodes. The Facilities Committee will meet on November 29. This possibly could be brought back to the Board in December or January or possibly deferred as the replacement of the windows is not critical at this time.

Mr. Cinami gave an update on the bids for a generator for Lyme School. Dr. Jones encouraged moving forward with this.

Building. Mr. Gomes reported that they are meeting next Monday, November 26. A change order report will be forthcoming to the Board.

Policy. Mr. Neviasser reported that he and Mrs. Hine met and reviewed policies that will be coming before the Board for approval including religion in the schools policy.

Communications. Mrs. Roche reported that she is drafting a summary of Board action after each Board meeting which will be sent to the principals and PTOs. She also reported that a special issue of *Focus on Education* will be developed soon, and the main subject will be the high school project.

Mr. Cinami suggested that the Communications Committee provide information to the community about the expulsion process and the district's responsibility to expelled students, i.e., tutoring, etc. The Communications Committee will put this on their agenda for committee discussion.

Finance. Atty. Lanier reported that the next meeting will be January 9. Mr. Witkins commended Superintendent Neviasser on his presentation at the Finance/Board meeting which took place earlier in the evening.

Human Resources. Dr. Jones reported that negotiations with RETA are ongoing.

Comcast. Mr. Gomes reported that this group would be meeting next month.

IX. Correspondence

There was no additional correspondence to report.

X. Executive Session

There was no need for an executive session.

XI. Adjournment

The meeting was adjourned at 10:00 p.m. upon motion by Mr. Fuchs and a second by Mrs. Roche.

Respectfully submitted,

Paul Fuchs, Secretary

Lyme-Old Lyme Public Schools
K-5 Math Program
November 19, 2012

Tonight's Agenda

Transitioning to the Common Core of State Standards

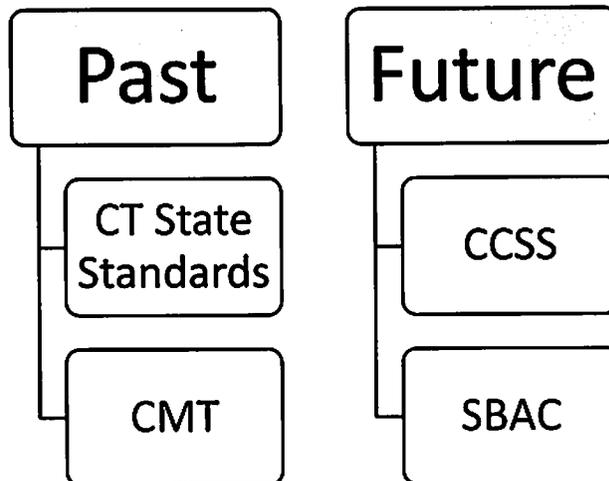
- Review of New Standards (CCSS)
- Update on New Assessment(SBAC)
- District Implementation Plan
- Role of Math Coach



K-5 Math Committee

- Karen Pasiuk
- Grace Bartlett
- Peg Lupone
- Wendy Zito
- Kelly Guyer
- Mary Bradford
- Mary Dargie
- Connie Price
- Mercy Alger
- Ryan Chaney
- Marianne DeBruyn
- Cathe Walters
- Deb House
- Becca Pote
- Patty Downes
- Ellen Tyler
- James Cavalieri
- Jennifer White
- Christina Milton
- Ann Szymanski

Then and Now...



Assessing Student Achievement of the Math CCSS in Spring 2014-15



Smarter Balanced Assessment Consortium (SBAC)

Smarter Balanced Assessment Consortium (SBAC)

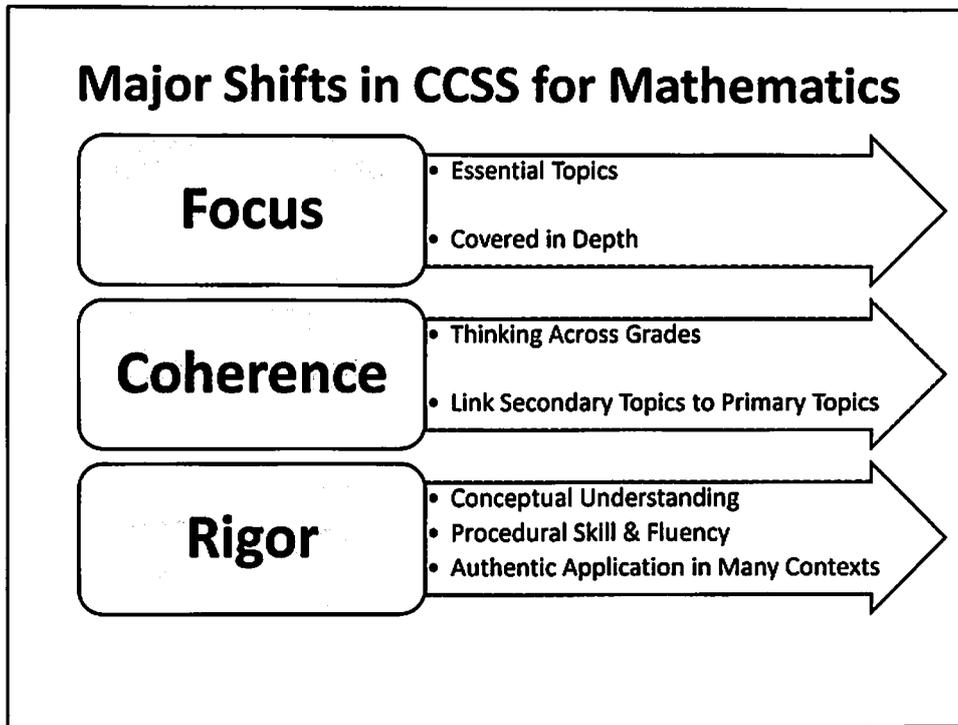
Grades 3 to 8 & 11 On-line Testing in Math and ELA during the last 12 weeks of 2014-15

Part 1

Computer Adaptive
Multiple Choice

Part 2

105 minute
Performance Task



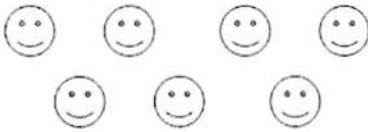
	Counting & Cardinality	Oper. & Alg Thinking	Oper. In Base Ten	Meas. & Data	Geom	Oper with Fractions	Ratio & Proportion	# System	Equations & Express	Stat & Prob	Functions
K	X	X	X	X	X						
1		X	X	X	X		COHERENCE				
2		X	X	X	X						
3		X	X	X	X	X					
4		X	X	X	X	X					
5		X	X	X	X	X					
6					X		X	X	X	X	
7					X		X	X	X	X	
8					X			X	X	X	X

RIGOR

Conceptual Understanding, Fluency, & Application

Traditional Gr 4 Test Item

Circle $\frac{3}{7}$ of the smiley faces.



New Gr 4 Test Item

Click on the person and then click on the point on the number line to show the distance he ran.

Quintrel		ran $\frac{3}{4}$ mi
Gregory		ran $\frac{3}{8}$ mi
Henry		ran $\frac{1}{2}$ mi



RIGOR

Conceptual Understanding, Fluency, & Application



8 X 7 ... I always miss that one ...
but Ms J says "Knowing my facts is just
one part of fluency..."

$$\begin{array}{r} (8 \times 6) + (8 \times 1) = \\ 48 + 8 = 56 \end{array}$$

$$\begin{array}{r} (7 \times 7) + (1 \times 7) = \\ 49 + 7 = 56 \end{array}$$

$$\begin{array}{r} (8 \times 5) + (8 \times 2) = \\ 40 + 16 = 56 \end{array}$$

$$\begin{array}{r} (4 \times 7) + (4 \times 7) = \\ 28 + 28 = 56 \end{array}$$

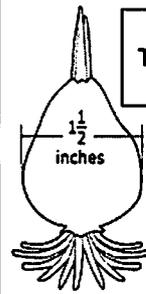
RIGOR

Conceptual Understanding, Fluency, & Application

A. This picture shows a tulip bulb that is $1\frac{1}{2}$ inches wide. Use your ruler and mark an "X" where the next bulb could be planted.

B. Using your drawing, calculate the total length of space that is needed for each bulb with a $1\frac{1}{2}$ inch width. Your answer should include the width of the bulb shown.

C. How many tulip bulbs with a $1\frac{1}{2}$ inch width can be planted in a single row that is 5 feet long?

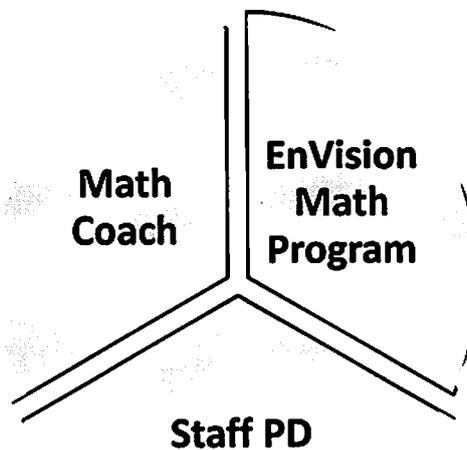


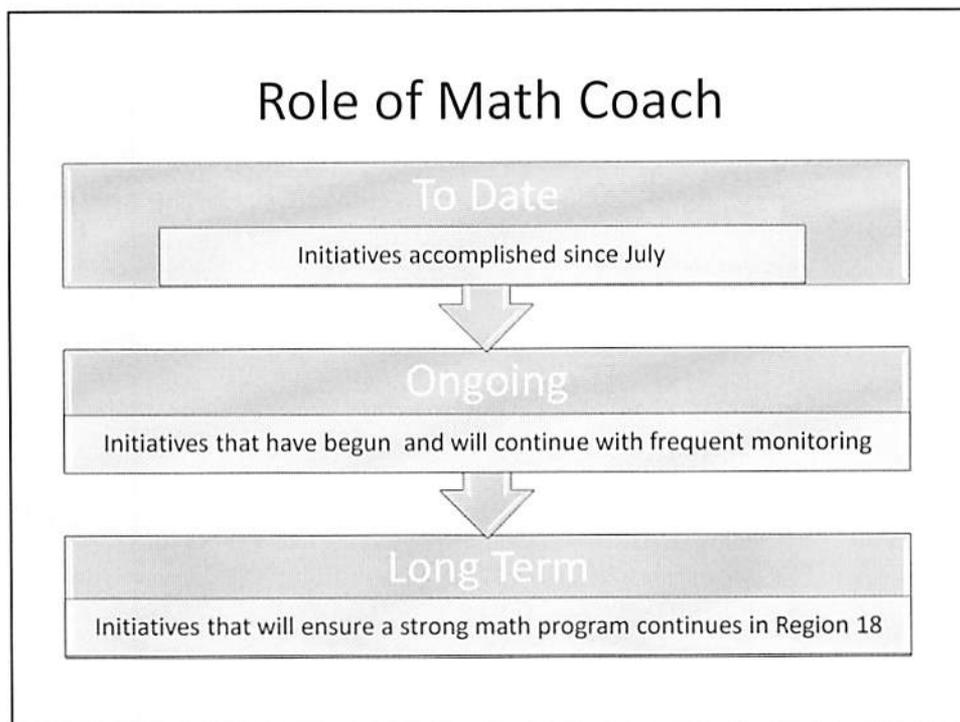
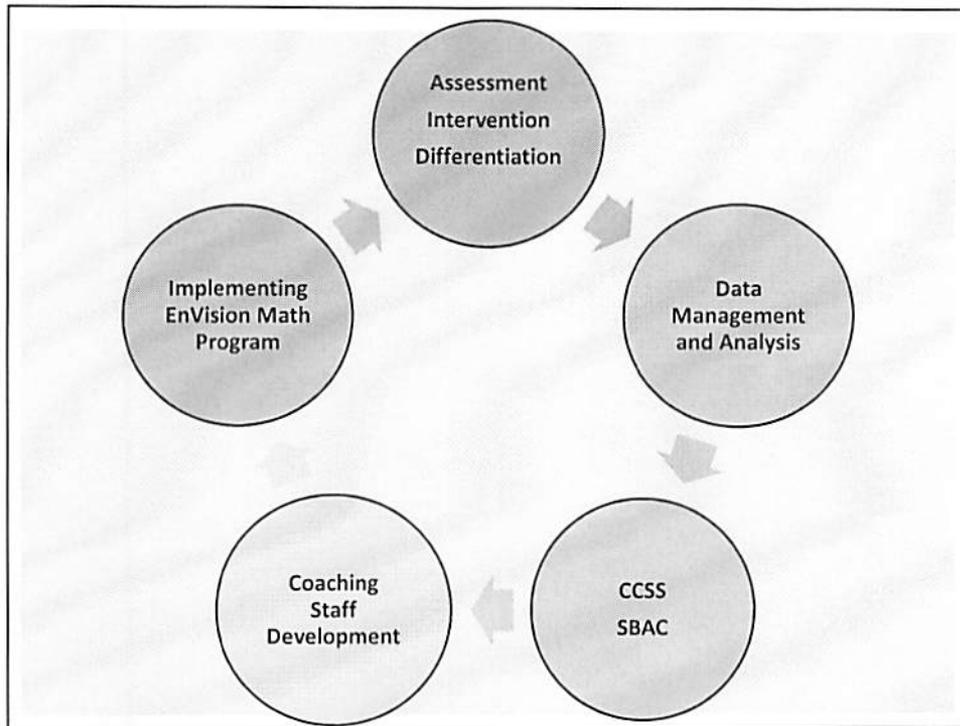
PLANTING GUIDELINES:
The distance between tulip bulbs should be 3 times the width of the bulb.

D. How many tulip bulbs with a $1\frac{1}{2}$ inch width can be planted in a single column that is 2 feet long?

E. How many total tulip bulbs with a $1\frac{1}{2}$ inch width can be planted in the 5-foot by 2-foot rectangular planter? Explain your reasoning

District Implementation





2013-14 Recommendations

The Math Committee strongly recommends the position of K-5 Math Coach be extended through the 2013-14 Year

The Administration Team supports this position as a high priority decision package for the 2013-14 budget.

CABE Delegate Assembly --- Resolutions submitted to the Connecticut General Assembly
Thursday, November 15, 2012
Summary of Critical Votes by RSD #18 Board Chair

- 1) CABE supports continued efforts by the General Assembly to appropriate sufficient funding to make early care and education programs available to all children in need. Voted FOR.
Resolution Passed; would have preferred elimination of "in need".
- 2) CABE urges the state legislature to modify the teacher tenure law to provide for initial tenure after 50 months of teaching. To make tenure renewable on a five year basis and provide for the dismissal of teachers who fail to promote student achievement or fail to engage in activities to pursue professional growth and development. Voted FOR; Resolution Passed
- 3) CABE urges the state to study comprehensive tax reform in the next six years. CABE supports comprehensive tax reform in Connecticut that :
 - a. Is balanced and fair and will produce the revenues necessary to support quality education and other needed public services
 - b. Reduces reliance on the local property tax, sales tax or other regressive forms of taxation; and
 - c. Assumes that the distribution of the tax burden is based upon the ability to pay
 - d. CABE opposes a state legislative cap on local property taxes

Rationale: Property taxes can no longer be looked at as the sole source of revenue to the local towns. Some mix of income, sales and property taxes must be available to the towns to spread the tax burden to all citizens. A new, fairer system would go a long way toward moving the tax burden across a large group of taxpayers

Submitted by the Montville Board of Education 9/12
CABE Government Relations Committee recommends adoption.

Led the dissenting opinion on this issue and argued against the resolution. Voted AGAINST.
Resolution FAILED.

- 4) CABE is committed to the successful implementation of the Common Core Standards and strongly urges the state to provide the financial means for all 166 districts in Connecticut to properly integrate the standards in their K-12 curricula, together with sufficient professional development resources to ensure success.

Rationale: To do so in the currently proposed time frame is a huge task and to do so successfully using existing resources will, for many districts, be an impossible assignment.
Voted: FOR. Resolution passed



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Special Board of Education Meeting

Lyme-Old Lyme Middle School

November 19, 2012

Board Present: James Witkins, Chair; Russ Gomes, Vice Chair; Victoria Lanier, Treasurer; Paul Fuchs, Secretary; Steven Cinami; Beth Jones; Michelle Roche; Stephen Spooner (*newly elected Board member to begin term at December meeting*)

Absent by Previous Arrangement: Allison Hine

Administration Present: Ian Neviasher, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; James Cavalieri, Principal of Lyme School; Michelle Dean, Assistant Principal of Lyme-Old Lyme High School; Patricia Downes, Principal of Mile Creek School; Nancy Johnston, Director of Special Services; Christopher Pomroy, Principal of Lyme-Old Lyme Middle School; John Rhodes, Director of Facilities and Technology; Lori Susi, Assistant Principal of Lyme-Old Lyme Middle School; Ellen Tyler, Principal of Center School; Marilyn Warren, Business Manager; James Wygonik, Principal of Lyme-Old Lyme High School

Lyme Board of Finance and Selectmen: David Brown; Ralph Eno; James McFarland; Gary Reynolds; Matthew Sharp

Old Lyme Board of Finance/Selectmen: Robert Jose; David Kelsey; Bonnie Reemsnyder; Andy Russell; Skip Sibley; Janet Sturges

District Parent Council Rep: Todd Burgess

The meeting was called to order by Chairman Witkins at 6:00 p.m. The purpose of the meeting was to hold a budget workshop to present and discuss budget needs and drivers with the boards of finance and selectmen from both towns, school administrators, and parent leadership. Mr. Neviasher gave a PowerPoint presentation which detailed the purposes of the workshop and some of the notable influences on the budget that are likely to increase or decrease expenditures. A summary of this presentation is attached to these minutes for informational purposes. At the conclusion of the presentation, Mr. Neviasher assembled those present into groups, and input was gathered from the participants. The following is a summary of the comments, questions and observations made on the 2013-2014 budget planning:

- **Impact of healthcare legislation**
 Administrative costs (for oversight)
 Tax consequence (premium plans)
 District's responsibility to pick up portion of that
 Potential large increases yet defined
- **Technology**
 Rate of change
 Impact on achievement
 Impact on operating budget
- **State Support?**
- **Special Education**
- **State Mandates**
- **Town – School District**
 Possibilities to join forces for savings, i.e., technology, continue to evaluate alternative energy sources
- **Ability of taxpayers to fund additional burden**
- **How best to educate the taxpayers about budget drivers out of control of the Board of Ed?**
- **Are there other budget issues that administrators anticipate?**
- **National healthcare impact?**
- **Would technology impact class size guidelines?**
- **What are we looking at over the next five years for the technology budget (given increased use of technology)?**
- **Should we revisit the district's reconfiguration plan (more efficient way to implement the plan)?**
- **Impact to budget to bring school sports facilities/fields back on-line?**
- **Facilities issues/priorities – are they being fully addressed?**
- **State Evaluation Plan impact?**
- **How much time/resources to transition to CCSS?**
- **What is timeframe for negotiations completion?**
- **Are there one-time expenses associated with the building project (ex: tech ed) that may occur?**
- **We need to account for supplies/licenses/replacement costs in the technology budget.**
- **What is impact of all these mandates (SRBI, SSP, CCSS, SEED, bullying climate)?**
- **How do we address the trend toward 1:1 model for providing a device for each student?**
- **Is there anything else in addition to in-district special education that might help control costs?**
- **Are there or will there be ways to use extra space at Center School (specialized programs)?**
- **Can we use on-line learning to assist us in providing quality programs as enrollment declines?**

The meeting adjourned at 6:55 p.m. upon motion by Mrs. Roche and a second by Mr. Fuchs.

Respectfully submitted,

Paul Fuchs, Secretary

2013-14 Budget Workshop

NOVEMBER 19, 2012

Purposes of Session

- To present information about prime drivers that will influence the 2013-14 budget.
- To gather and share input from school and community leaders.

Process

- Introductions and task orientation
- Presentation of budget drivers
- Break out groups to gather questions, observations, and comments
- Reporting out on questions, observations, and comments.

Enrollment Decline

The Trend

Level	2010	2011	2012	2013 Projected*
Elementary	715	687	665	632/ 635*
Middle	331	351	360	358*
High	447	412	420	429*
TOTAL	1493	1450 (-43)	1445 (-5)	1419/ 1422* (-23/26)

The Impact

- 1-3 certified elementary positions
- Scheduling issues

Special Education

The Trend

Year	# of Students	% of Population
2007	139	9.2
2008	146	10
2009	148	10.1
2010	142	9.7
2011	151	10.5
2012	158	11

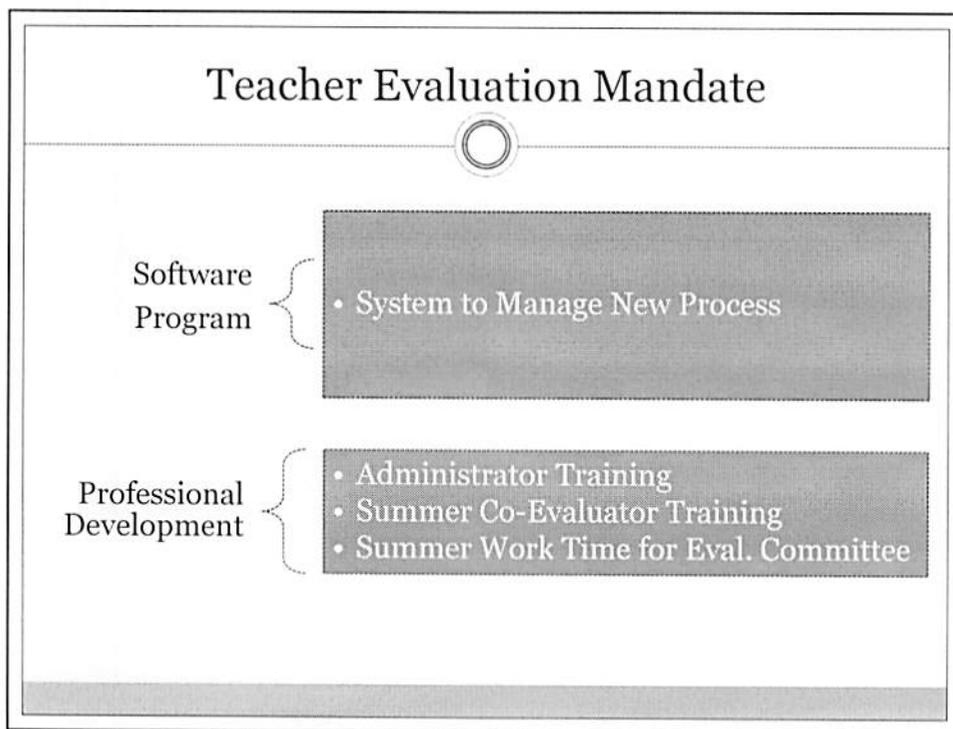
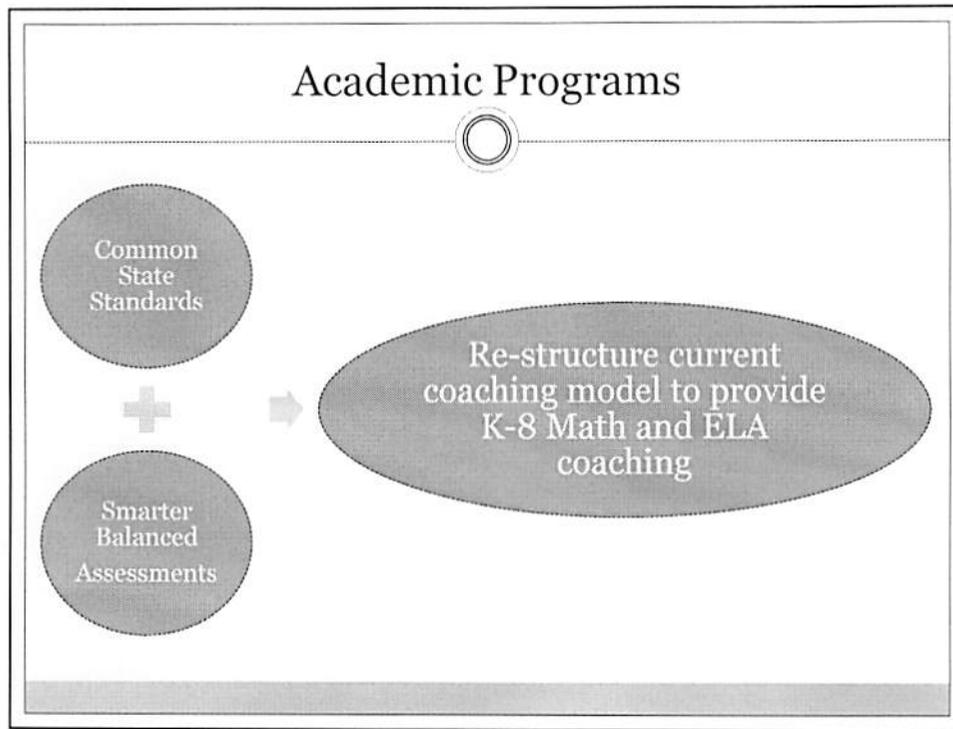
*Increase due to high percentage of students entering the district with IEP's

The Impact

- Possible need to increase instructional assistant staffing and supports
- “Bubble” of students requiring transition programming through age 21...in-district vs. outplacement

Financial Considerations

- Refunding of remaining bonds on the four school project
- Existing debt service from the high school renovation
- Sequestration



Technology & Equipment

- Complete Wi-fi, SMART Board, and mobile labs initiative
- Continue deploying mobile technologies
- E-books and e-readers
- Wall-less school (MS 365)
- Adjust technology budget to support equipment, infrastructure, and applications

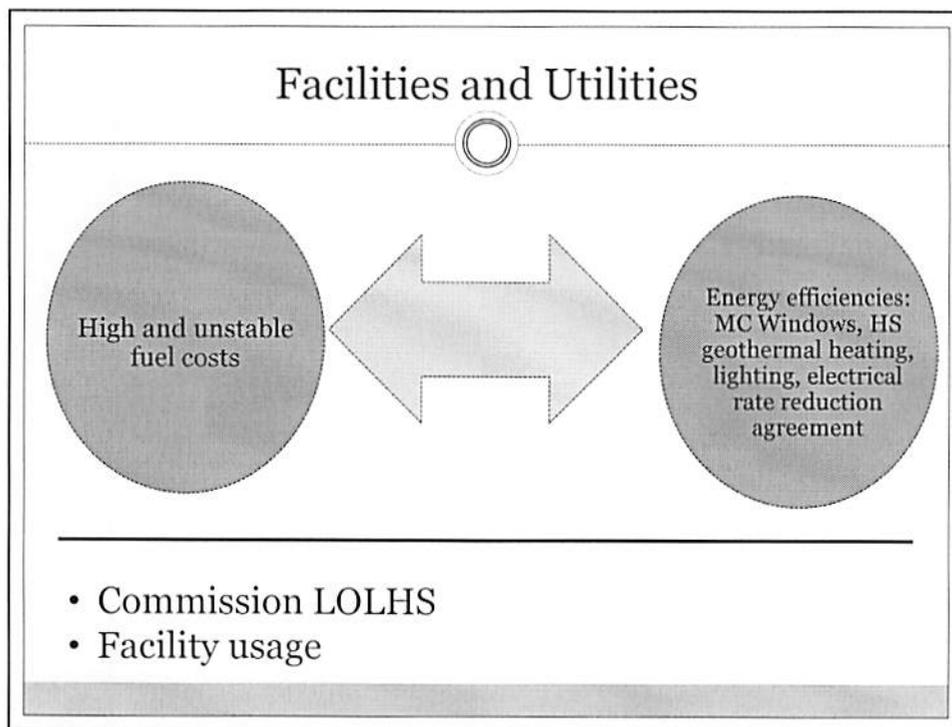


Technology & Equipment

- Reconstituting of technology education programs at LOLHS



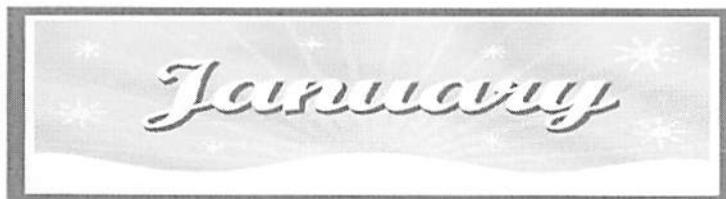
Personnel	
Salary Costs	Health Insurance Costs
<ul style="list-style-type: none">• Pending negotiations with RETA	<ul style="list-style-type: none">• Pending negotiations on schedule of benefits and premium shares• Pending rate changes• Pending changes based on National Health Care Legislation



Break Out Group Task

- Create 4 equal groups
- Be sure each has at least one parent, town rep, BOE, and administrative rep
- Facilitator will record questions, comments, observations—do not judge or answer. (15 minutes)
- Report out on questions, comments, and observations.

Budget presentations will incorporate the input received today.



**Regional School District Eighteen
December 2012 Enrollment Report**

Breakdown by School

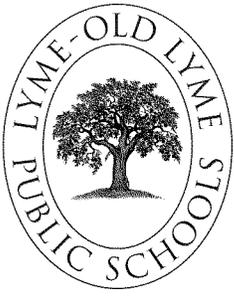
Breakdown by Town

Grade	Center	MC	Lyme	Middle	High	Total
PreK		20				20
PreK Peer		31				31
K		46	34			80 (-1)
1st		48	38			86
2nd		72	25			97
3rd	90		36			126 (-1)
4th	72		28			100
5th	97		26			123 (-1)
6th				121		121 (+1)
7th				114		114 (-2)
8th				126		126
9th					106	106 (-1)
10th					89	89 (-1)
11th					111	111
12th					113	113
Totals	259	217	187	361	419	1443 (-6)

Grade	Old Lyme	Lyme	Tuition/ Choice	Total
PreK	13	7	0	20
PreK Peer	27	4	0	31
K	61	19	0	80
1	70	16	0	86
2	75	22	0	97
3rd	108	18	0	126
4th	80	20	0	100
5th	101	22	0	123
6th	102	19	0	121
7th	90	24	0	114
8th	97	29	0	126
9th	80	25	1	106
10th	71	18	0	89
11th	84	27	0	111
12th	87	26	0	113
Totals	1146	296	1	1443

Special Education (various facilities)	7
Grasso Tech	6
ISAAC	1
Multicultural Magnet School	4
Sound School	5
Marine Science High School	4
Total Out of District	27
GRAND TOTAL	1470

Out of District	21	6	0	27
TOTAL	1167	302	1	1470



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

2013-2014 BUDGET PROCESS TIMELINE

Please note: all budget meetings are open to visitors from the Lyme and Old Lyme communities

October	Preliminary Data Gathering and Projections. Enrollment Projections and Staffing Proposals are Prepared. Committees and administrators work to identify needs and major drivers that will impact 2013-2014 budget (Facilities Committee, Technology Committee, Director of Special Education, Curriculum Director, Business Manager and Building Administrators).
November 7 19	[6:00 pm] Meeting of Finance Committee with BOE, BOS, BOF, School Administrators and Parent Leadership (LOLMS cafeteria) Review and discuss needs and drivers as prepared by administrators and committees.
November 7 19	[7:00 pm] Regular Board of Education Meeting (LOLMS cafeteria) Board reviews and acts on initial staffing proposal.
November – December	Administrators prepare budget according to parameters set forth by the Board of Education; Budgets are reviewed with the superintendent.
January 2 9	[6:30 pm] Regular Board of Education and Finance Committee Meeting (LOLMS cafeteria) Workshop 1: Elementary, Middle and High School Budget Presentations.
January 9 16	[6:30 pm] Special Board of Education and Finance Committee Meeting (LOLMS cafeteria) Workshop 2: Special Education, Facilities, Technology, Operations and Central Services Presentations.
January 16 23	[6:30 pm] Special Board of Education Meeting (LOLMS cafeteria) Board discusses any adjustments it wishes to see and directs administration to bring forth final budget for review at first February meeting.
February 6	[6:30 pm] Regular Board of Education Meeting (LOLMS cafeteria) Board reviews adjusted budget as it will be presented at budget forum.
February 11	[6:30 pm] Budget Forum (LOLMS auditorium)
February 13	[6:30 pm] Special Board of Education Meeting (LOLMS cafeteria) Budget Adoption.
February	Communication Committee prepares budget edition of <i>Focus on Education</i> .
February - March	Central Office prepares budget books.
March	Presentation of Budgets to Boards of Finance (both communities). Mailing of special edition of <i>Focus on Education</i> .
March-April	Presentation of budget to community groups.
April 1	[7:30 pm] District Budget Hearing (LOLMS auditorium)
April	Reminder Post Cards to Vote.
May 6	[7:30 pm] District Budget Meeting (LOLMS auditorium)
May 7	Anticipated Date for Budget Referendum Vote.

Revised 11/15/12

53 Lyme Street, Old Lyme, Connecticut 06371

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EXECUTIVE BUDGET SUMMARY..... \$31,010,964

	12-13 Budget	12-13 Actuals	% Spent as of 11/29/2012	% Spent as of 11/30/2011
Certified Salaries	\$12,602,516	\$3,124,368	24.8%	24.8%
Non-certified Salaries	2,646,131	753,663	28.5%	29.3%
Employee Benefits	4,319,360	1,223,563	28.3%	32.3%
Instructional Programs	1,361,333	814,011	59.8%	66.7%
Special Education	1,206,819	919,795	76.2%	83.2%
Support Services	112,514	37,668	33.5%	68.0%
Administrative Services	393,352	288,426	73.3%	40.0%
Pupil Transportation	862,059	740,935	85.9%	85.8%
Plant Operation & Maintenance	3,769,428	1,889,448	50.1%	60.4%
OPERATING BUDGET	\$27,273,512	\$9,791,877	35.9%	38.8%
DEBT SERVICE	3,737,452	1,572,535	42.1%	60.8%
TOTAL BUDGET	\$31,010,964	\$11,364,412	36.6%	41.1%

Notes:

A. Employee Benefits - Certified health insurance invoice for November 2012 has not arrived yet.

B. Administrative Services - BOE dues, technology purchases combined with reduced budget from prior year.

Contingency Maintenance

Budgeted - Fiscal Year 2012 - 2013

\$200,000

Lyme

Mile Creek

Center	Emergency pump out and Keen grinder pump	<u>1,859</u>	1,859
Middle	Motorized retractable basketball hoops	4,893	
	Emergency pump out and Keen grinder pump	1,858	
	Track scoreboard	<u>8,117</u>	
			14,868
High	Emergency pump out and Keen grinder pump	1,915	
	Track scoreboard	<u>8,117</u>	
			<u>10,031</u>
Remaining contingency as of 11/29/12 - fiscal year 2012 - 2013			<u>\$173,242</u>

CORE REQUIREMENTS

District Teacher Evaluation Plans

4-Level Matrix Rating System

Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

(b) In order to determine summative rating designations for each teacher, districts shall:

1. Rate teacher performance in each of four categories
 - a. indicators of student academic growth and development
 - b. observations of teacher performance and practice
 - c. parent or peer feedback, which may include surveys
 - d. whole-school student learning indicators or student feedback, which may include surveys.
2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating, taking into account their relative weights; this will represent an overall “outcomes rating” of Exemplary, Proficient, Developing, or Below Standard.
3. Combine the observations of teacher performance and practice rating and the peer or parent feedback rating into a single rating, taking into account their relative weights; this will represent an overall “practice rating” of Exemplary, Proficient, Developing, or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, the district must assign a summative rating category of Exemplary, Proficient, Developing, or Below Standard.

Sample Rating Chart

		Practice Rating			
		4	3	2	1
Outcome Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Developing	Rate Below Standard
	2	Rate Proficient	Rate Developing	Rate Developing	Rate Below Standard
	1	Gather further information	Rate Below Standard	Rate Below Standard	Rate Below Standard

Teacher Evaluation Process

The annual evaluation process for a teacher shall at least include, but not be limited to, the following steps, in order:

(1) Goal-setting conference:

(a) Orientation on process – To begin the process, the principal or designee provides the teacher with materials outlining the evaluation process and other information as appropriate and meets and reviews these materials. The orientation shall not occur later than November 15 of a given school year.

(b) Goal-setting conference – At the start of the school year, the principal or designee and teacher meet to discuss information relevant to the evaluation process and set goals for the year.

(c) Evidence collection and review – The teacher collects evidence about his/her practice and the principal or designee collects evidence about teacher practice to support the review.

(2) Mid-year check-ins:

(a) The principal or designee and teacher hold at least one mid-year check-in.

(3) End-of-year summative review:

(a) Teacher self-assessment - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the principal or designee. This self-assessment may focus specifically on the areas for development established in the Goalsetting conference.

(b) End-of-year conference - The principal or designee and the teacher meet to discuss all evidence collected to date. Following the conference, the principal assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

See 2.3 for details on the Teacher Evaluation Process.

(4) Local reporting – The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year.

(5) State reporting – Not later than June thirtieth of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

(6) Summative rating revisions – After all data, including state test data, are available, the principal or designee may adjust the summative rating if the state test data may have a significant impact on a final rating. A final rating may be revised when state test data are available, before September 15 of a school year.

Teacher Evaluation Components

(1) Forty-five percent (45%) of a teacher's evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives.

(a) The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by each teacher and their evaluator at the beginning of the year.

(b) The process for assessing student growth will have three phases:

1. Goal-setting conference:

a. Each teacher, through mutual agreement with his/her evaluator, will select at least 1 but no more than 4 goals/objectives for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and teacher experience. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district.

b. Each goal/objective will:

- i. take into account the academic track record and overall needs and strengths of the students the teacher is teaching that year/semester;
- ii. Address the most important purposes of a teacher's assignment through self-reflection;
- iii. Be aligned with school, district and state student achievement objectives;
- iv. Take into account their students' starting learning needs vis a vis relevant baseline data when available.
- v. Pursuant to section 10-151b (C.G.S.), as amended by subsection (c) of Sec. 51 of P.A. 12-116, such guidelines shall include consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility and minimum requirements for teacher evaluation instruments and procedures. Consideration of such control factors and minimum requirements shall be undertaken and accomplished through the joint deliberations and determinations of the Goal Setting process.

2. Mid-year check-ins:

a. Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and/or teachers and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

3. End-of-year summative review:

a. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the principal or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.

b. End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

(c) One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
- b. A minimum of one non-standardized indicator.

(d) Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

1. Standardized indicators;

a. Standardized assessments are characterized by the following attributes:

- i. Administered and scored in a consistent – or “standard” – manner;
- ii. Aligned to a set of academic or performance “standards;”
- iii. Broadly administered (e.g. nation- or statewide);
- iv. Commercially produced;
- v. often administered only once a year.

b. Standardized assessments include, but are not limited to:

- i. AP exams;
- ii. SAT-9;
- iii. DRA (administered more than once a year);
- iv. DIBELS (administered more than once a year);
- v. NWEA (administered more than once a year);
- vi. Trade certification exams;
- vii. Standardized vocational ED exams;
- viii. Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.

2. Non-standardized Indicators

a. Non-standardized indicators include, but are not limited to:

- i. Performances rated against a rubric (such as: music performance, dance performance);
- ii. Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
- iii. Portfolios of student work rated against a rubric;
- iv. Curriculum-based assessments, including those constructed by a teacher or team of teachers;
- v. Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- vi. Other indicators (such as: teacher developed tests, student written work, constructed project).

(e) When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators

(f) Within the process, the following are descriptions of selecting indicators of academic growth and development: In the context of the evaluation of a teacher's performance, 2.3.f.1 is an opportunity to evaluate the degree to which the teacher provides students fair opportunity and 2.3.f.2 is an opportunity to evaluate the context in which the teacher is working to show that the teacher is given fair opportunity. Indicators of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

1. Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
2. Fair to teachers - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
3. Reliable - Use of the indicator is consistent among those using the indicators and over time.
4. Valid - The indicator measures what it is intended to measure.
5. Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

(2) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance.

(a) Teacher evaluation programs developed and implemented by local or regional boards of education shall ensure that processes related to observation of teacher practice and performance:

1. Facilitate and encourage effective means for multiple in-class visits necessary for gathering evidence of the quality of teacher practice;
2. Provide constructive oral and written feedback of observations in a timely and useful manner;
3. Provide on-going calibration of evaluators in the district;
4. Use a combination of formal, informal, announced, and unannounced observation;
5. Consider differentiating the number of observations related to experience, prior ratings, needs and goals.
6. Include pre- and post-conferences that include deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

(b) Observations of teacher practice and performance shall meet the following minimum criteria:

1. Observation models must be standards-based. Examples of acceptable standards based frameworks include, but are not limited to the Danielson, Marzano and Marshall frameworks, or locally developed frameworks based on best practice.
2. Observation models must be aligned to the Connecticut Common Core of Teaching. Districts that do not adopt the state model must specify how district-selected or developed models demonstrate this alignment.
3. Observations must be rated using rubrics that have four performance levels.

(c) First and second year teachers shall receive at least three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

(d) Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

(e) Teachers who receive a performance evaluation designation of proficient or exemplary shall receive a combination of at least three formal observations/reviews of practice, one of which must be a formal in-class observation. The exact combination shall be mutually agreed upon by the teacher and evaluator at the beginning of the evaluation process. Examples of nonclassroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

(f) Districts shall provide all evaluators with training in observation and evaluation, and how to provide high-quality feedback. Districts shall describe how evaluators must demonstrate proficiency on an ongoing basis in conducting teacher evaluations.

(2) Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.

(a) For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

(b) For districts that include student surveys:

1. Student responses must be anonymous.
2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.
3. School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.
4. An age-appropriate student survey must be administered to each student. Both the language used in the survey and the administration protocol (e.g., paper or on-line; read by student or read by an adult) shall be appropriate for the grade level.
5. Results from surveys addressed by teachers should align with student learning goals.
6. For whole-school student surveys, ratings may be based on one of two options:
 - a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
 - b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.
7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on student feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching.

(c) Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.

(d) The whole-school student learning indicators rating or student feedback rating shall be among four performance levels.

(4) Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.

(a) For districts that include parent surveys:

1. Parent responses must be anonymous.
2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.
3. School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.
4. Survey is administered to each parent either on-line or paper version.
5. Results from surveys addressed by teachers should align with student improvement goals.
6. For whole-school parent surveys, ratings may be based on one of two options:
 - a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
 - b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.
7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on parent feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching.

(b) Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from parents.

(c) Peer observation or peer focus groups may be developed.

(d) The parent or peer feedback rating shall be among four performance levels.



Connecticut's System for Educator Evaluation and Development
CONNECTICUT STATE DEPARTMENT OF EDUCATION

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submit

Educator evaluation and support systems plans or revisions to such plans must be approved annually by the Connecticut State Department of Education (CSDE) prior to district implementation. The process will be an iterative one—between the CSDE and the district superintendent or in the instance of a consortium of districts, superintendents—until the CSDE has approved the teacher and administrator evaluation and support systems plan.

CSDE provides a model for teacher and administrator evaluation and support systems known as SEED. The [SEED model](#) serves as an option for districts that choose to implement a pre-approved evaluation system. Districts may choose to propose variations upon the teacher and administrator model so long as the model is consistent with the [Guidelines](#).

Districts must notify CSDE as to whether they wish to select the state model, SEED, for teacher and administrator evaluation, hybrid model or a district-designed alternative. All alternative models must align to the [Connecticut Guidelines for Educator Evaluation \(Core Requirements\)](#).

There are **two key deadlines** for the evaluation approval process:

January 15, 2013: The deadline for selecting an evaluation system (SEED, a district-designed alternative or a hybrid) for the 2013-14 academic year is Tuesday, January 15, 2013. This step only requires that a district complete an [Evaluation System Selection Form](#) in order to provide notification to CSDE as to whether the district intends to adopt the SEED model or will be preparing a proposal for an alternative model.

Please submit the Evaluation System Selection Form to:
Sarah Barzee, Education Division Director for Leadership Development, CSDE Talent Office.
by email: sde.seed@ct.gov
by fax at: (860) 713-7028
or by mail: 165 Capital Avenue, Room 237, Hartford, CT 06106

April 15, 2013: Districts that are adopting a district-designed alternative or a hybrid version of SEED must submit their complete proposal by Monday, April 15, 2013. However, CSDE will gladly accept and review submissions on a rolling basis. The sooner a proposal can be approved, the sooner a district can receive feedback and adjust their model as necessary.

5 Things You Can Do to Prepare for Implementation of CT's Educator Evaluation and Support System

- Read the [Guidelines for Educator Evaluation \(Core Requirements\)](#).
- Review the [SEED Handbook for Teacher and Administrator Evaluation](#).
- Determine whether you will adopt the SEED model, develop a modified version of SEED or design a district-proposed model.
- Review and apply the rubric- [Teacher Evaluation Rubric](#) and [Administrator Evaluation Rubric](#)- to determine whether your proposed district evaluation system aligns to the [Guidelines](#).
- Review this website! We will continue to house the most up-to-date documents and information related to educator evaluation and support and SEED.

Connecticut Educator Evaluation and Support - Updated 11/7/2012

Selection of State- or District-Designed Model

Please complete the table below confirming your district's selection of the CT System for Educator Evaluation and Development (SEED) model for teacher and administrator evaluation, for a district-designed alternative, or for a hybrid model. If your district is proposing an alternative to any category of SEED, please indicate below. **Submission of this Evaluation System Selection Form is due to the CT State Department of Education by January 15, 2013.** The final district proposal, for any category that deviates from SEED, is then due to the CSDE by **April 15, 2013.**

District Name: _____

Please select one model for each category described for both the teacher and administrator evaluation:

Teacher Evaluation	Administrator Evaluation
<p>45% Student Outcomes/Achievement: Attainment of goals and or objectives for student growth, using multiple indicators of academic growth and development to measure the goals/objectives.</p> <p><input type="checkbox"/> State Model (SEED)</p> <p><input type="checkbox"/> District-Proposed Alternative</p>	<p>45% Multiple Student Learning Indicators: Attainment of goals and or objectives for student growth, using multiple indicators of academic growth and development to measure the goals/objectives.</p> <p><input type="checkbox"/> State Model (SEED)</p> <p><input type="checkbox"/> District-Proposed Alternative</p>
<p>40% Teacher Performance and Practice: Observation of teacher practice and performance.</p> <p><input type="checkbox"/> State Model (SEED)</p> <p><input type="checkbox"/> District-Proposed Alternative</p>	<p>40% Administrator Performance and Practice: Ratings of administrator performance and practice</p> <p><input type="checkbox"/> State Model (SEED)</p> <p><input type="checkbox"/> District-Proposed Alternative</p>
<p>10% Parent OR Peer Feedback: Parent or peer feedback including surveys.</p> <p><input type="checkbox"/> State Model (SEED):</p> <p style="padding-left: 20px;">Parent feedback <input type="checkbox"/></p> <p><input type="checkbox"/> District-Proposed Model:</p> <p style="padding-left: 20px;">Parent feedback <input type="checkbox"/></p> <p style="padding-left: 40px;"><i>or</i></p> <p style="padding-left: 20px;">Peer feedback <input type="checkbox"/></p>	<p>10% Stakeholder Feedback: Feedback from stakeholders on areas of principal and/or school practice described in the Connecticut Leadership Standards.</p> <p><input type="checkbox"/> State Model (SEED)</p> <p><input type="checkbox"/> District-Proposed Alternative</p>
<p>5% Whole-School Student Learning Indicators OR Student Feedback</p> <p><input type="checkbox"/> State Model (SEED):</p> <p style="padding-left: 20px;">Whole-school indicators <input type="checkbox"/></p> <p style="padding-left: 40px;"><i>or</i></p> <p style="padding-left: 20px;">Student feedback <input type="checkbox"/></p> <p style="padding-left: 40px;"><i>or</i></p> <p style="padding-left: 20px;">Differentiated <input type="checkbox"/></p> <p><input type="checkbox"/> District-Proposed Model:</p> <p style="padding-left: 20px;">Whole school indicators <input type="checkbox"/></p> <p style="padding-left: 40px;"><i>or</i></p> <p style="padding-left: 20px;">Student feedback <input type="checkbox"/></p> <p style="padding-left: 40px;"><i>or</i></p> <p style="padding-left: 20px;">Differentiated <input type="checkbox"/></p>	<p>5% Teacher Effectiveness Outcomes</p> <p><input type="checkbox"/> State Model (SEED)</p> <p><input type="checkbox"/> District-Proposed Alternative</p>

Superintendent Signature

Date

Please submit this form by **January 15, 2013** to:
Sarah Barzee (sde.seed@ct.gov), Education Division Director for Leadership Development, CSDE Talent Office
Questions? Please call the Educator Evaluator Hotline: 860-713-6868

Teacher Evaluation Plan Requirements

Evaluation Process

1. Timeline:

- a. Clear timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation shall not occur later than November 15 of a given school year.
- b. All steps must conclude by the end of the school year.

2. Orientation:

- a. Orientation is specifically addressed as a required step.
- b. All teachers are provided with adequate and appropriate information/materials on the evaluation process, and there is opportunity to meet and review these materials.

3. Goal-Setting Conference:

- a. The goal-setting conference is specifically addressed as a required step. It will take place at the start of the school year.
- b. It is evident that this conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.

4. Mid-Year Check-In:

- a. The Mid-Year Check-In is specifically addressed as a required step.
- b. Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators.
- c. This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.

5. End-of-Year Conference:

- a. Both the teacher self-assessment and the end-of-year summative review are addressed as required steps.
- b. Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator.
- c. The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which students met the learning goals/objectives.
- d. Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance.

Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.

6. 4-Level Matrix Rating System:

- a. Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: **Exemplary, Proficient, Developing, and Below Standard.**
- b. Determination of summative rating aligns with guidelines, including:
 - 1) Rating in each of four categories
 - 2) Determination of an “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%).
 - 3) Determination of a “practice” rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%).
 - 4) Combine outcomes rating and practice rating into a final rating

7. Goal-Setting Process:

- a. During the goal-setting meeting, **at least 1, but no more than 4 goals/objectives** for student growth are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal.
- b. It is evident that the process allows for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.

8. Indicators of Academic Growth and Development (IAGDs):

- a. One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met are based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (e.g., CMT, CAPT, etc.).
- b. May also include a maximum of one additional standardized indicator, if there is mutual agreement.
- c. A **minimum of 1 non-standardized** indicator is used in rating 22.5% of IAGDs (e.g., performances rated against a rubric, portfolios rated against a rubric, etc.).
- d. These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.

9. Observation Protocol:

- a. Observation model is standards-based.
- b. Observation model must be aligned to the Connecticut Common Core of Teaching.
- c. Observation protocol involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations.
- d. **Minimum criteria: Year 1 and 2 teachers** receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference.
- e. Teachers who receive a performance rating of **below standard or developing** receive a number of observation appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.
- f. Teachers who receive a performance rating of **proficient or exemplary** receive a combination of at least 3 formal observations of practice, 1 of which must be formal in-class; to be agreed upon by teacher and evaluator. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.
- g. All evaluators are expected to provide timely written and verbal feedback for all observations.

10. Rubric:

- a. Observations will be rated using a rubric across 4 performance levels. Rubric should be included.

11. Norming/Calibration:

- a. There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time.
- b. District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.

12. General survey Protocol (*as applicable*) and Final Ratings System:

- a. Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness.
- b. Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.
- c. Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized.
- d. For parent surveys, ratings are based on one of two options:
 - 1) Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
 - 2) Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.The parent or peer feedback rating is across four performance levels.

13. (*as applicable*) Selection of Whole-School Learning Indicators:

- a. For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

14. (as applicable) Student Survey Protocol:

- a. Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness.
- b. Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.
- c. Surveys use age and grade-level appropriate language and administration protocol must be administered to each student.
- d. Results from surveys addressed by teachers align with student learning goals.
- e. For whole-school student surveys, ratings are based on one of two options:
 - 1) Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
 - 2) Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.

15. Definition of Effectiveness and Ineffectiveness:

- a. District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

16. Evaluation-Based Professional Learning:

- a. District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals' needs that are identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.

17. Career Development and Professional Growth:

- a. District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways.

18. Individual Teacher Improvement and Remediation Plans:

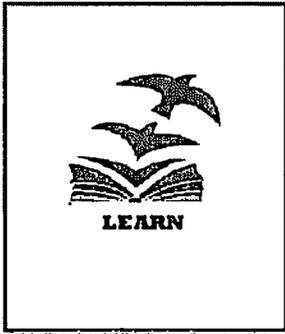
- a. District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive bargaining representative.

19. Dispute Resolution Process:

- a. Plan includes a process for resolving disputes in cases where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan, in accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.

20. Orientation Programs:

- a. District addresses how the local or regional board of education or a regional educational service center for the school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers who are employed by such local or regional board of education and whose performance is being evaluated.



**DRAFT Estimated Possible Non Pilot Costs To Assist
with Local Budget Preparation**

PLAN A – State provides funds or training

PLAN B – everyone is on his/her own – Support from RESCs and others

Teacher Evaluation

Training of Administrators to evaluate teachers (indistrict)	2 days x \$750	Betty Osga is the LEARN Consultant
Training of Complementary evaluators to evaluate teachers (Indistrict)	3 days x \$750 (Two days pre-online work and one day debrief)	Using the Danielson model and Danielson trainer; they would also need online and proficiency \$350 per person
Teacher Orientation	.5 day x \$750	
Teachscope Online for Administrators	\$350 per administrator 24-32 hours for online coursework	This results in proficiency
Teachscope Online for Teachers	\$35 per teacher per year	An online training module for teachers who are being evaluated
Data Management System for Administrators	\$12.50 - \$22.00 per teacher \$1500 one-time setup fee OASYS; \$1500 one-time setup MLP	My Learning Plan and OASYS (These fees have been checked with vendor as of 11-20-2012)
Customized Support and Training CCT rubric development and mapping your system Conferencing skills Collaborative analysis/scoring Using the data management System; Plan development	\$750 per day	
Additional technical assistance during the year to support SLO goal setting, prep for mid-year conferences, data analysis	\$750 per day	
Subs to cover for training	District rate	
Food/snacks for meeting	District rate	
Student/parent surveys	\$750 per day	Indistrict, developing action plan, facilitating survey committee;
Student parent surveys	TBD – Panorama	Administering the surveys,

		collecting and reporting data
Proficiency training (to be developed)	\$750 per day	This would support administrators who did not complete TeachScape proficiency.
Design and train on local dispute process	\$750 per day	Likely a one day training
Action planning and decision points	\$750 per day	

Administrator Evaluation

Training of evaluators of administrators	2 days x \$750; materials \$49 est	
Training of administrators to be evaluated (same as above)	2 days x \$750; materials \$49 est.	
Stakeholder surveys	\$750 per day	Actual work TBD
Smaller districts would want to collaborate to offer these trainings on a regional basis.		

Final Rule: Nutrition Standards in the National School Lunch Program

Chartwells School Dining Services and Lyme-Old Lyme Public Schools are fully committed to providing nutritious, quality school meals that meet the USDA's school meal regulations and comply with the Dietary Guidelines for Americans.

The main changes administrators should be aware of are,

New Regulations Starting in 2012-13

- **The USDA is required in 2012** to begin updating school meals regulations to bring them in line with the most recent Dietary Guidelines for Americans
- These new school meal regulations will **start in the 2012-2013 school year** with additional changes through 2017
- In July 2010, **Chartwells proactively established our own food and nutrition guidelines** with the objectives of promoting student health through our ingredients, menus, and practices.
- **Chartwells had already incorporated** many of the anticipated regulations into last year's student menus so program changes were minimal in September 2012-13. Only specific menu items (such as 12" tortillas, pizza, flavored milk) were altered per the final USDA ruling.

Increase In Fruits and Vegetables

- Fruits and vegetables are now **separate meal components** and each must be offered at each lunch at all grade levels.
- The new regulations **require schools to offer** a variety of nutrient-dense vegetables over the course of the week, including dark green, orange, starchy vegetables and legumes (beans).
- Students will **now be required** to take 1/2 cup of fruit or vegetable for their meal to be reimbursable.
- **Requiring a greater quantity and variety** of fruits and vegetables will expose students to more nutrient-dense foods that are a part of a healthy diet.
- Colorful fruits and vegetables **provide essential vitamins and minerals** important for growth and development during childhood.

Allowable Grains and Proteins

- **Menus must offer specific amounts** of whole grains and proteins throughout the week, but cannot exceed maximum amounts defined for each grade group.
- This means we are **now limited** in the amount of grains and proteins we offer at each meal.
- These changes are intended to make sure students are **receiving age-appropriate, nutritionally-adequate meals** that provide the right amount of energy from healthful food sources.
- Half of the grains offered at lunch each week must be **whole grain rich**.
- **Chartwells has already made great strides** in increasing the variety of whole grains on our menus, serving items like whole grain pizza crust, rolls, muffins, pancakes, waffles and cereal.

Lower Sodium

- **We have already begun using** several products for use this year and will continue working with food manufacturers to lower sodium in products.
- Chartwells chefs and registered dietitians have worked to **modify and develop creative new recipes** using non-salt seasonings, herbs and tasty fresh foods.

Reduction of Saturated Fats and Elimination of Trans Fats

- Saturated fat levels under the new final rule **remain consistent** with the previous requirement which is **<10% of total calories**
- Under the new final rule, schools can only use food products and ingredients that **contain zero grams of trans fat** per serving, as indicated on the nutrition label, beginning in 2012 for lunch and 2013 for breakfast.
- **Chartwells eliminated all trans fat from menu items in 2008-09**
- Unhealthy fats such as saturated and trans fat can lead to heart disease and high cholesterol, as well as other chronic diseases.

Menus by Age Groups

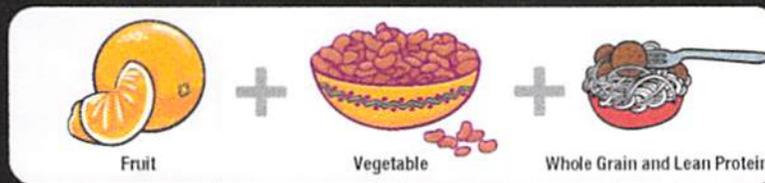
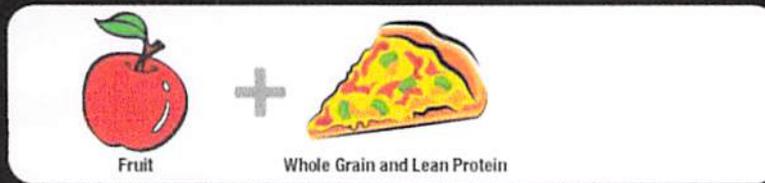
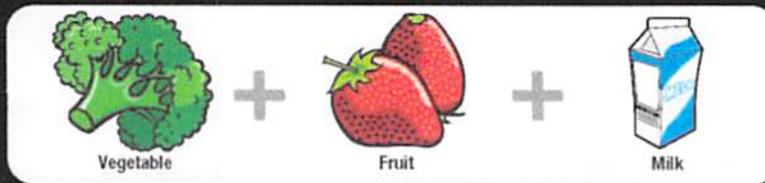
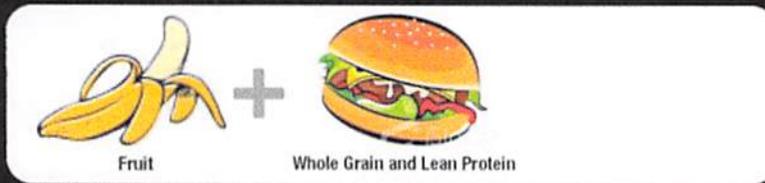
- The regulations established new grade groups for menu planning, aimed at ensuring students receive age-appropriate portions and nutrients. The groups include:
 - Grades K-5 (ages 5-10 years)
 - Grades 6-8 (ages 11-13 years)
 - Grades 9-12 (ages 14-18 years)
- New calorie requirements were also developed to align with the newly established grade groups.
- Menus must provide adequate, but not excessive, calories for the various age groups.

Create A Meal

Take at least 3 food groups to create a meal

- Start with a Fruit or Vegetable (or both)
- Add some other foods like: Whole Grain, Lean Protein, and a serving of Milk
- Take a minimum of 3 food groups and a maximum of 5

MEAL EXAMPLES



**Lyme-Old Lyme High School
Model United Nations (MUN) Club**

Model UN Conference UMASS Amherst

**Amherst, Massachusetts
March 15-17, 2013**

**Travel Arrangements Coordinator:
Glenn Elliott & Thomas Crisp**

Contents

**Rationale
MUN Trip Expectations
Rules & Regulations
Hotel Code of Conduct
Health & Permission Form
Conference Itinerary
Trip Costs & Inclusions**

**Lyme – Old Lyme High School
Model United Nations Club Trip 2013**

I. Rationale

The Model UN Club is a valuable and authentic way for students to engage in a meaningful and educational experience in helping them to become more knowledgeable about world affairs, world diplomacy and the inside workings of the biggest diplomatic body in the world. However only so much can be learned in the classroom. Model UN Clubs from all over the world congregate and interact with each other every year at conferences to practice the skills that they have learned whether those be problem solving, public speaking or debating.

The UMASS Amherst Conference is a both enriching and nurturing environment for LOLHS students to practice what they have learned as well as giving valuable experience that will serve them throughout their lives.

**Lyme – Old Lyme High School
Model United Nations Club Trip 2013**

II. Expectations

In return for an enriching and valuable Model UN experience at UMASS, the following is expected of all students.

**** At all times you will represent yourself, your Club, your School and your Community in a positive and respectful manner.**

Personal and Group Expectations

- You will be polite and respectful to each other and to all adults throughout the trip.
- You will follow all rules and directions throughout the trip.
- You will be on time and prepared for each event or activity.
- You will be respectful of all property (hotel, etc.)
- You will take responsibility for your valuables and possessions at all times.
- You will be extra careful in all situations where there is no adult representative.
- You will remember that all school rules apply while on this trip.
- No one should enter your room without your chaperone or Mr. Elliott present as well. This includes hotel maintenance, security, housekeeping, etc. You will notify Mr. Elliott or your chaperone immediately if there is any problem.

MUN Expectations

- Adhere to the Conference dress code (where applicable)
- You will prepare yourself mentally to debate and operate in a new space.
- You will be prepared to be an asset to the group.
- You will follow all instructions prior to the conference.
- You will follow all instructions during the conference.

**Lyme – Old Lyme High School
Model United Nations Club Trip 2013**

III. Rules and Regulations

This trip is an extracurricular activity and is therefore subject to Lyme/Old Lyme Public Schools Policy 3600 which can be found in the Student Handbook. In the event a student is unable to participate due to disciplinary action under this policy, no monies paid toward the trip will be returned to the student unless they purchase travel insurance at the time of the first trip payment.

- All normal school rules as stated in the Student Handbook will apply during the duration of the trip.
- There will be no smoking at any time.
- There will be no drinking of alcoholic beverages at any time.
- The possession and/or use of alcoholic beverages, unauthorized drugs, or drug paraphernalia in any form will result in immediate suspension of all students involved.
- No medication will be given except by Mr. Elliott who has been trained by Mrs. Maus, LOLHS nurse, in medication administration.
- Students may not leave the group for any reason without the permission of Mr. Elliott.
- Students are not to enter any vehicles other than their designated cars.
- No packages will be accepted or delivered directly to a student.
- No student will be permitted to rent a car or any form of motorized bike.
- Any and all duties and responsibilities concerning this trip are to be carried out immediately and cheerfully.
- Any request made by a teacher or a chaperone is to be complied with immediately and courteously.
- Any damage to any property (hotel, another student's belongings, etc.) is the responsibility of the group of students or individual student involved, and will result in liability to that student or group of students.
- Students are required to attend all scheduled activities unless ill or excused.
- Students will visit only hotel rooms assigned to LOLHS. Boys are not allowed in the girls' room at any time, and girls are not allowed in the boys' room at any time.
- Students will not entertain non-LOLHS students in their hotel rooms for any reason or at any time.
- No student will be allowed out of his or her room after curfew. After lights-out, quiet shall prevail. Adult security-personnel will enforce the curfew and handle emergencies.
- Students must never leave the hotel or Conference grounds without specific permission.
- Personal electronic equipment (i.e., iPods, hand-held video games) are permitted with the use of **headphones only**.
- Misconduct on a school trip can result in denial of future trips for the student(s).

Violation of any trip rules and regulations will immediately result in the removal of the student from the trip at the parents' expense. A meeting with the Principal, the Superintendent, the student and parents will be arranged for the first school morning following the trip to discuss disciplinary action. The student will also forfeit any Model UN travel for the remainder of their high school years.

**Lyme – Old Lyme High School
Model United Nations Club Trip 2013**

IV. Hotel Code of Conduct

General Guidelines

The hotel grounds will be a boundary for you unless specifically told otherwise.

Please be as reasonably quiet as possible at all times. Even if other groups are noisy, it is not our concern. Any nonsense or horseplay will result in firm disciplinary action. We must be considerate of the other guests at the hotel. You must remember to be as quiet as possible during the early morning hours when we may be getting up much earlier than the other guests! Because many of the other guests staying at the hotel are traveling for academic or business purposes, they are often sleeping by 10pm. You should be as quiet as possible after 10pm and before 8am. You must refrain from slamming doors, knocking on walls, loud talking, horseplay, or any other hanky-panky.

Condition of Rooms

Hotel rooms must be left in an orderly condition. **DO NOT** leave valuables in the room.

Room Service

Room service is strictly off limits.

Movie/Channel Rental

Movie/channel rental is strictly off limits. You should be more than busy with drafting resolutions

Food Delivery

There will be no food deliveries to student hotel rooms. Any deliveries must be made to the hotel front desk prior to lights out.

Visiting

Girls are not permitted to visit boys' rooms and boys, in turn, are not permitted to visit girls' rooms.

Room Captains

Each room will have a Captain. He/she will be responsible for the room key, getting his/her roommates up in the morning, keeping the rooms in order, etc. He/she is responsible to the Area Captain. The Room Captain will be designated.

Chaperones

Each set of Chaperones will be responsible for a group of rooms. Chaperones are in charge of hotel living, and all problems should be routed through your Area Chaperone. For medical problems after curfew, see your Area Chaperone first. He/she will then direct you to Mr Elliott.

V.
Regional School District #18

LYME – OLD LYME HIGH SCHOOL FIELD TRIP PERMISSION FORM

I give permission for my child, _____, to participate in the following field trip:

Destination: **University of Massachusetts Amherst**
Date: **Friday March 15th to Sunday March 17th**
Time of Departure: **Friday March 15th 2.20pm (straight from school)**
Expected Time of Return: **Sunday March 17th 6.00pm**
Mode of Transportation: **Parent Cars**

Mother's Name: _____ Home Phone# _____ Cell Phone# _____
Father's Name: _____ Home Phone# _____ Cell Phone# _____

Are there any health issues the school needs to be aware of during the duration of this trip? _____

Does the student have allergies? Yes _____ No _____

Special information/health issues you wish the chaperones to be aware of: _____

Is the student taking, or will the student need, any medication/inhaler? Yes _____ No _____

Name of medication/inhaler and dosage: _____

Medication Administration form on file in nurse's office? _____

Note: If your son/daughter requires any medication while on the field trip, there must be an authorization form on file in the health office. The health office (434-1651) is open Monday-Friday, 7:30 am – 2:30 pm if you have any questions.

Family Physician: _____ Phone#: _____

Medical Insurance Information

Company: _____ Iden.#: _____

Name of Insured: _____

In the event that neither parent can be reached, I grant authority to the staff and chaperones to act in a medical emergency and secure medical treatment at a nearby facility.

Parent's Signature: _____ Date: _____

VI.
Lyme – Old Lyme High School
Model United Nations Club Trip 2013

(Current Conference Itinerary)

FRIDAY, 15TH MARCH 2013

Registration	14.00 – 19.00
Delegate Training	17.30 – 18.30
Light Dinner/Opening Ceremonies	18.45 – 20.15
Preparation or Committee Session I	20.30 – 22.30
Curfew	23.30

SATURDAY, 16TH MARCH 2013

Continental Breakfast	08.00 – 09.00
Preparation or Committee Session II:	09.30 – 12.30
Lunch	12.30 – 14.15
Campus Tour	13.30 – 14.15
Preparation or Committee Session III	14.15 – 16.15
Break	16.15 – 17.00
Preparation or Committee Session IV	17.00 – 19.00
Light Dinner	19.00 – 21.00
Social Event	21.00 – 23.45
Curfew	00.15

SUNDAY, 17TH MARCH 2013

Continental Breakfast	08.00 – 09.00
Preparation or Committee Session V	09.30 – 12.00
Closing Ceremonies	12.30 – 13.30

VII.
Lyme – Old Lyme High School
Model United Nations Club Trip 2013

Trip Costs & Inclusions

Transportation

- Chaperone transportation

Hotel Accommodations

- Estimated room costs of \$130/student for two nights
- Trip prices based on 15 total participants
- Prices based on three students per room.
- There are four boys' rooms and one girls'room.

Meals

- Full continental breakfast each day
- Students are responsible for buying their own lunch and snacks at any of the on-campus venues or campus hotel. A light dinner is included in the Conference Fee on Friday and Saturday nights.

Conference

- Conference Registration Fees (\$65 – already collected from all currently participating students and deposited with Mrs. Colonni)

Chaperones

- Minimum one chaperone for every five students
- Chaperones travel at their own expense

School Building Front Door Security Proposal

Lyme – Old Lyme Public Schools

November 29, 2012

Action:

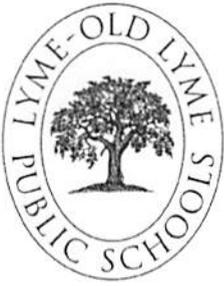
1. Award Telspan the contract to install an intercom system and integrated security door release system at Middle School, Mile Creek School, Lyme Consolidated School and Center School main entries for \$8,726 funded from Facilities Contingency account.
2. Award Park Roway Inc. the contract to install an electronic door lock control system at Middle School, Mile Creek School, Lyme Consolidated School and Center School main entries for \$20,747.83 funded from Facilities Contingency account.

Background: The Facility Committee has unanimously recommended installing the ability to remotely control access through the front doors of the Middle School, Mile Creek School, Lyme Consolidated School and Center School from the Facilities Contingency account. This door control capability is already installed at the High School.

Access system features:

- Electronically controlled front door locks that can be released by either a staff ID badge or remotely from each building's administrative office.
- Electronic door locks to be installed on both outer and inner vestibule doors.
- Video monitoring of front doors at each building administrative office as well as video recording on district security video system.
- Intercom from front doors to phones in each building's administrative office.

This project will be funded from contingency. In addition, since the intercom and door controls are extensions of existing systems (telephone and door controls) the ability to obtain competitive bids will not be possible. Not included in this action are the video monitoring and fire alarm integration for an estimated cost of \$10,000.



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Special Building Committee Meeting

Location: High School Choral Room

Date: November 26, 2012

Committee Members Present: Russell Gomes, Chairman; James Witkins, Vice-Chairman; Peter Cable; Jeffrey Flower; Dennis Melluzzo (arriving at 7:30 p.m.); James McFarland; Timothy O'Neill; Nina Peck; Bernard Szreders (arriving at 7:40 p.m.); Alan Todd

Absent:

Administration Present: Ian Neviasser, Superintendent of Schools; John Rhodes, Director of Facilities & Technology

Others Present: Michelle Roche, Board of Education, Chair, Communications Committee; Daniel Weston, Northeast Collaborative Architects; Kenneth Biega, Robert Martinotti, O&G Industries

Chairman Gomes introduced Ms. Roche and explained the purpose of her attendance regarding community communications which will be addressed toward the end of the meeting.

I. Call to Order:

The meeting was called to order by Chairman Gomes at 7:07 p.m.

II. New Business:

1. Approve NCA Invoice:

Upon motion by Mr. Witkins, second by Mr. Todd, the Building Committee approved NCA's Invoice #47, dated 12/1/12 in the amount of \$19,807.00 and to be paid no sooner than December 1, 2012. The motion passed unanimously.

2. Approve O&G Invoice:

Upon motion by Mr. O'Neill, second by Mr. McFarland, the Building Committee approved O&G invoice dated 11/19/12 application for payment #27 for C.M. project #0288 (period to date: 10/31/12), in the amount of \$ 660,911.10. The motion passed unanimously.

3. Approve Pending Change Orders:

Proposed Change Order #00671

Mr. Martinotti discussed the request for premium time for the mason contractor.

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Mr. Cable made a motion to approve PCO 00671, there was no second to this motion.

Vice Chairman Witkins stated that he was uncomfortable approving any change orders until he has a current construction budget. It was suggested that the Committee move to Schedule & Budget Status (III. Old Business, 1, a.)

(Mr. Melluzzo arrived at this point in the meeting)

Mr. Cable made a motion, second by Ms. Peck to approve PCO 00671 in the amount of \$12,547.00 funded by CM contingency with a no contract time change for premium time to mason contractor. The motion passed unanimously.

Proposed Change Order #00677

Mr. Todd made a motion, second by Mr. Flower to approve PCO 00677 in the amount of \$10,244.00 funded by CM contingency for the 2012 Summer Cleaning because of the Commons and the Corridor completion as it relates to the delay impacts of Phase 1 and 2. The motion passed unanimously.

Proposed Change Order #00678

Mr. Melluzzo made a motion, second by Mr. Szreders to approve PCO 00678 in the amount of \$9,523.00 funded by CM contingency for the 2012 Summer Cleaning assistance. The motion passed unanimously.

Proposed Change Order #00700

This change order is for the additional sand for the softball infield; it was asked who provided specifications for the field? Mr. Rhodes confirmed that field does not properly drain and this could not have been foreseen.

Mr. McFarland made a motion, second by Mr. O'Neill to approve PCO 00700 in the amount of \$11,189.00 to add a sand layer under the softball field. The motion passed unanimously.

4. Approve Technology Education Work Benches:

Committee members agreed to table this motion until additional budget information can be provided.

5. Approve Auditorium Projector Cabling:

Committee members agreed to table this motion until additional budget information can be provided.

III. Old Business:

1. Update the following:

a. Schedule & Budget Status (O&G):

Mr. Martinotti explained how he arrived at the amounts on the report. A lengthy discussion ensued regarding the budget.

Committee members stressed that they want to ensure that necessary change orders are

approved but want to also make sure that the balance of the money is spent appropriately. Mr. Martinotti also distributed the High School Project Discretionary Scope list which is attached to these minutes for informational purposes only. Chairman Gomes asked that the title be changed to High School Project Work; Committee members were in complete agreement. Chairman Gomes asked Mr. Weston to send a letter to the Old Lyme Fire Marshal asking for his position regarding the south courtyard exit walkway [widening]. This list was discussed in length and Mr. O'Neill asked for the Committee to identify scope versus discretionary items; Mr. Witkins concurred but stressed the need for accurate and timely financial information to be presented to the Committee and Board of Education. (Mr. Szreders arrived at this point in the meeting). The Committee recognizes that due to the nature of the project, there are many contributing factors that influence the financial reporting. It was agreed to have Mr. O'Neill, Mr. Flower, Mr. Witkins, Ms. Roche, Mr. Biega and Mr. Rhodes meet on Tuesday, November 27th at 4 p.m. to discuss the appropriate way to present the data to the Committee and Board for future meetings.

Mr. Martinotti reported that construction is on schedule. The mezzanine area is currently being painted and will be ready the first week in January. Technology Education and Art is expected to be completed the second week in January.

Chairman Gomes asked for an update on the mechanical controls; Mr. Martinotti stated that the vendor is expected to arrive on Tuesday, November 27, 2012 to resolve outstanding issues.

b. Correspondence:

There was no correspondence to report:

Chairman Gomes asked for Ms. Roche to address the Committee.

Ms. Roche discussed the importance to reach out and encourage townspeople from Lyme and Old Lyme to use the renovated high school. She further suggested when people attend basketball games to have student guided tours for any interested parties. Committee members discussed and suggested possibilities such as holding an open house, providing a video tour accessible from our website and offering the high school public meeting areas to other community groups that typically hold their meetings in other schools. Ms. Roche and Committee members agreed to wait until the building is closer to completion before enacting any of the suggestions.

IV. Approval of Building Committee Minutes:

1. October 15, 2012

Mr. McFarland made a motion, second by Mr. Witkins to formally accept the October 15, 2012 Building Committee minutes with noted changes. The motion voted in favor of the motion. Mr. Melluzzo, Mr. O'Neill and Ms. Peck abstained as they were not present at the October 15th meeting.

2. November 5, 2012

Mr. McFarland made a motion, second by Mr. Szreders, to formally accept the November 5, 2012 Building Committee minutes as presented. The Committee voted in favor of the motion. Mr. Cable, Mr. Melluzzo and Ms. Peck abstained as they were not present at the November 5th meeting.

V. Adjournment:

Chairman Gomes adjourned the meeting at 9:38 p.m.

High School Project Change Order Summary

11/30/2012

Change Order Summary	Budget	Approved Change Orders	Pending Change Orders	Total Approved and Pending Change Orders	Remaining Budget
Owner Change Orders	\$1,000,000	\$1,598,735	\$225,864	\$1,824,599	(\$824,599)
Construction Change Orders	\$1,703,487	\$731,332	\$352,210	\$1,083,542	\$619,945
Totals	\$2,703,487	\$2,330,067	\$578,074	\$2,908,141	(\$204,654)

**LOL High School Renovation Project
Monthly Report to the Board of Education
As of November 30, 2012**

- I. Monthly Milestone Review**
 - Major Achievements this month
 - i. The final renovation phase has started.
 - Pending Issues
 - i. Change order evaluation.
 - ii. Temperature and dirt control in the occupied spaces.
 - Program Impact
 - i. None at this time.
 - Project Timeline Forecast --- See Attachment # 1
- II. Financial Review**
 - Financial Status --- See Attachment #2
- III. Monthly Change order review**
 - See Attachment #3 for new change orders audited to August 20, 2012.
- IV. Building Committee Actions and recommendations to the Board**
 - Working group continues to audit change orders. Team will look for patterns or possible errors or omissions. Team consists of Tim O'Neill, Alan Todd, Bernie Szreders and Jeff Flower.

Attachment #1

Project Timeline Forecast	Expected Finish
Main Entrance Doors for emergency egress	Completed
Phase IIA Three Math Rooms	Completed
Kitchen and Servery	Completed
Gymnasium	Completed
Commons Bathrooms	Completed
Admin, guidance, and health offices	Completed
Phase IIB Classrooms in old media center and main entrance stairway	Completed
Final grading & seeding of future baseball field	Completed
Two Remaining Science Labs	Completed
Music and locker rooms	Completed
Auditorium	Completed
Media Center	January 25, 2012
Phase III classrooms	Completed
Phase IV tech ed and art	March 2013
Demolish/remove modular classroom building	April 2013
Complete softball and lacrosse fields	Completed
Substantial Completion	July 2013

Attachment 2

	Original Budget	As of Bid finalization and GMP fixing	As of 7/31/2012	As of 8/31/12	As of 10/31/12
<u>Construction Budget/GMP</u>	\$40,012,483	\$37,190,232	\$39,037,022	\$39,049,729	\$39,014,831
Committed Contracts		35,486,745	35,486,745	\$35,486,745	\$35,486,745
CM Contingency Available		1,703,487	751,481	\$745,051	\$619,945
Approved CO's -- CM		0	636,584	\$652,550	\$731,332
Pending CO's -- CM		0	315,422	\$305,886	\$352,210
<u>Owner Change Orders</u>		0	\$1,846,790	\$1,859,497	\$1,824,599
Approved CO's -- Owner		0	1,219,797	\$1,310,215	\$1,598,735
Pending CO's -- Owner		0	626,993	\$549,282	\$225,864
<u>Owners soft costs forecasted/budgeted</u>	\$7,777,517	\$7,901,464	\$6,901,464	\$6,901,464	\$6,046,262
Architect/Engineer/Services	3,627,181	3,751,488	3,751,488	3,751,488	3,920,544
Furniture/Technology/Phones	1,311,900	1,311,900	1,311,900	1,311,900	1,300,755
Financing/Insurance	1,688,034	1,688,034	1,688,034	1,688,034	566,923
Moving/Printing/Fees	150,402	150,042	150,042	150,042	258,040
Owner's Contingency	1,000,000	1,000,000	\$0	\$0	\$0
<u>Total Project Cost/Projected cost</u>	\$47,790,000	\$45,091,696	\$45,923,314	\$45,938,486	\$45,061,093
Estimated State Reimbursement	\$7,890,000				\$9,589,659
Estimated Cost to Lyme -- Old Lyme Community	\$39,900,000				\$35,471,434
Note: Reimbursement received from State as of July 31, 2012 = \$7,026,151					

Attachment #3

Change Orders Audited between October 1, 2012 and November 26, 2012

cm00651	PCO 533	Limestone and Ca into topsoil	\$2,464	Owner Request	Improve soil quality
cm00652	PCO 534	Repair Septic Backcharge	\$0	Backcharge	
cm00653	PCO 535	Relocate and shed and relocate oil septic	\$1,518	Owner Request	Old septic tank needed to be pumped and filled
cm00654	PCO 536	Install bollards at maint bldg	\$0	Owner Request	Requested adding bollards at new maint bldg garage entrances. Contract bollards will be moved in place for this need
cm00655	PCO 561	Replace MS hydrant back charge	\$0	Backcharge	
cm00656	PCO 537	P&D #8 boys locker room isolation		CM Contingency	Phasing required moving mixing valve
cm00657	PCO 538	Removal and replacement of second floor heating lines	\$4,765	CM Contingency	Construction interference with ceiling height
cm00658	PCO 540	Drilling int commons floor backcharge	\$0	Backcharge	
cm00659	PCO 541	P&D 57 add gas turrets	\$939	Owner Request	Needed two additional gas turrets in science
cm00660	PCO 542	P&D 59 RWL relocation	\$2,540	Design conflict	Had to relocate new roof drain to coordinate with new steel
cm00661	PCO	Revise steel at stair bump ins front of building	\$10,000	Insufficient design information	Masonry support steel missing from front of building
cm00662	PCO	Structural steel masonry support at northwest building corner	\$7,500	Insufficient design information	Masonry support steel missing from front of building
cm00663	PCO 543	Add jpeg fixtures	\$654	CM Contingency	Originally designed light fixtures did not coordinate with ceiling heights
cm00664					
cm00665	PCO 544	Move and store raku station	\$637	Owner Request	Saving Raku set up
cm00666	PCO 545	Relocate conex	\$1,394	Owner Request	Moving sea vans

		boxes to septic field			
cm00667	PCO 547	Add brink lintel at front of barrel roof	\$3,185	Insufficient design information	Missing brick lintel
cm00668	PCO 548	Change plaza sidewalk to meet ADA slope requirements	\$6,710	AE Request/Design Change	Contract did not have sufficient ADA grades
cm00669	PCO 550	General Welding music skylight	\$2,932	Design conflict	Skylight was not coordinated with MEP
cm00670	PCO 551	Misc aluminum break metal	\$1,992	CM Contingency	Break metal closure pieces
cm00671	PCO 552	Music barrel roof framing revision	\$685	Insufficient Design Information	Structural design coordination
cm00672	PCO 553	HS Pumps 14,15,16	\$29,423	Insufficeint Design Information	Installed MS boiler plant primary pumps have insufficient flow to accommodate HS integration.
cm00673	PCO 554	Landscape flag garden at fire house	\$669	Owner Request	
cm00674	PCO 555	Stair 7 support	\$1,066	Insufficient design information	Added steel to support the intermediate landing
cm00675	PCO 556	West wall lintel kickers	\$9,298	Insufficient design information	Missing lintel and support
cm00676	PCO 557	Privacy netting and sand bags	\$1,376	CM Contingency	Added material to separate construction from occupied areas
cm00677	PCO 588	Add flowable fill under commons slab duct bank	\$1,078	Unforseen Conditions	Found duct bank tied into old planter
cm00678	PCO 559	Add rebar rear seat wall in commons courtyard	\$2,712	AE Request/Design Change	Increased height of wall so no fall protection was required

Mile Creek Window Project Revised Estimate

11/30/2012

Background: The Mile Creek window project has been re-estimated due to the need to add PCB remediation to the project scope. The PCB's are present in the caulk that seals the existing windows in place to the surrounding masonry. Remediation includes not only removing the caulk but removing and replacing the PCB contaminated masonry that came in contact with the caulk. The Facility Committee has unanimously recommending removing the PCB contaminated block and revising the project to \$965,550. The window replacement project was originally planned to be completed with the Mile Creek roof project. Based on roof replacement being completed under budget together with the revised window replacement estimate the combined projects cost is close to the original combined projects estimate.

Mile Creek Window Project	Original Estimate	Revised Estimate
	\$ 597,900	\$ 965,550
Mile Creek Roof Project	Original Estimate	Actual Cost
	\$ 1,420,840	\$ 1,129,829
Total Projects Cost	\$ 2,018,740	\$ 2,095,379

Available Funds

Undesignated Fund Account Balance	\$ 598,071
Mile Creek Roof Project Remaining Balance	\$ 291,011
Mile Creek Estimated Reimbursement using 80% of our 35% rate	\$ 270,354
Total Funds Available	\$ 1,159,436

Board of Education Resolution for the Mile Creek Window Project - Revised

Regional School District 18

November 30, 2012

The Regional School District Board of Education hereby resolves the following for the Mile Creek Window Replacement Project:

1. Establishes that the School District's standing Facilities Committee will be the Building Committee for this project;
2. Authorizes the preparation of construction drawings and specifications;
3. Authorizes bidding the project once the construction drawings and specifications are approved by the Connecticut Department of Construction Services;
4. Authorizes the filing of the grant application (EDO49);
5. Authorizes funding of \$965,550 for this project from the School District's undesignated fund account.

Approved:

Chairperson Board of Education

Board of Education Approval Date