

Southington Board of Education Meeting

Thursday, May 10, 2012 7:30 PM
Plantsville Elementary School 70 Church Street Plantsville, CT 06479
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES
 - a. Regular Board of Education Minutes of April 26, 2012
 - b. Special Board of Education Minutes of May 7, 2012
4. COMMUNICATIONS
 - a. Communication from Audience
 - b. Communications from Board Members and Administration
 1. SHS Robotics Team 195
 - c. Communications from Student Representatives
5. REPORT OF SUPERINTENDENT
 - a. Personnel Report
6. OLD BUSINESS
 - a. Town Government Communications
Brian Goralski
 - b. Construction Update
Frederick Cox
 - c. Year End Report on 2011-2012 Superintendent's Goals
 - d. 2012-2013 Operational Plan
7. NEW BUSINESS
 - a. Policy #6154, Instructional Arrangements, Homework - 1st Reading
 - b. Appointment of Assistant Principal of Southington High School
 - c. 2012-2015 Technology Plan
 - d. Healthy Food Certification
8. Executive Session for UPSEU Paraprofessional Negotiations, Compensation for 2012-2013 Unaffiliated Employees and Superintendent of Schools and Discussion of Land Acquisition for Potential Board of Education Purchase
9. ADJOURNMENT

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

APRIL 26, 2012

The regular meeting of the Southington Board of Education was held on Thursday, April 26, 2012 at 7:30 p.m. in the Southington Town Council Chambers, 75 Main Street, Southington, Connecticut.

Celebration of Excellence:

The Celebration of Excellence began at 7:05 p.m. The following students were presented plaques by Board Chairperson, Brian Goralski, and Vice Chairperson, Terri Carmody, and congratulated for receiving recognitions by various organizations: Bryan Davis was chosen as one of the Governor's 30 Scholars of Connecticut for 2012. Harrison Proch, Michael Steminsky, Anthony Mondo and Michael Jagos were recognized for placing first in the Middle School Division of the Connecticut Stock Market Game. Amanda Travers won the school district's Annual Spelling Bee. Winners of the Middle School Science Fair for the 2012 CTR State Science Fair were Emily Maciejewski and Laura Koba for The Windy 500: The Test of Drag and Down Force on Rear Spoilers; Delaney Picard for Visible or Invisible; Kimberly Stafko and Alexa Maddalena for The Effects of Global Warming on Marine Life; Michael Freeman for Distracted Driving; and Abigail LoPresti and Elizabeth Feest for Bread for Life ~ S.O.A.R. ISP Recognition in World Hunger and Nutrition.

1. CALL TO ORDER

The regular meeting was called to order at 7:24 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations, and Dr. Perri Murdica, Senior Special Education Coordinator.

Student Representatives Leon Peschel and Whitney DiMeo were present.

There were approximately 101 individuals in the audience.

2. PLEDGE OF ALLEGIANCE

Mr. Goralski asked the Cub Scouts in the audience to lead in the Pledge of Allegiance.

MOTION: by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

“Move Agenda Item 8.e “Appointments of Principals of South End Elementary School, Reuben E. Thalberg Elementary School and John F. Kennedy Middle School” to Agenda Item 3.a.”

Motion carried unanimously by voice vote.

3. APPROVAL OF MINUTES

MOTION: by Mrs. Notar-Francesco, seconded by Mrs. Clark:

“Move to approve the minutes of the regular meeting of March 22, 2012.”

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mr. Goralski. ABSTAIN: Mrs. Johnson. **Motion carried with eight in favor and one abstention.**

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the minutes of the special meeting of April 4, 2012.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the minutes of the special meeting of April 18, 2012.”

Motion carried unanimously by voice vote.

a. Appointment of Principal of South End Elementary School, Reuben E. Thalberg Elementary School and John F. Kennedy Middle School (formerly Agenda Item 8.e.)

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to appoint James Quinn to the position of Principal at South End Elementary School effective July 1, 2012 with a starting salary of \$123,121.”

Motion carried unanimously by voice vote.

Mr. Quinn gave a brief acceptance speech.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to appoint Megan Bennett to the position of Principal at Thalberg Elementary School effective July 1, 2012 with a starting salary of \$123,121.”

Motion carried unanimously by voice vote.

Mrs. Bennett gave a brief acceptance speech.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to appoint Steven Madancy to the position of Principal at John F. Kennedy Middle School effective July 1, 2012 with a starting salary of \$132,675.”

Motion carried unanimously by voice vote.

Mr. Madancy gave a brief acceptance speech.

Mr. Goralski asked for a moment silence in honor and memory of Gladys Bellamy, a former teacher in Southington from 1964 to 1992 who recently passed away.

Mr. Goralski called for a recess at 7:30 p.m. to celebrate the recognitions and principal appointments.

The meeting reconvened at 7:50 p.m.

4. COMMUNICATIONS

a. Communications from Audience

Ms. Jody Charette stated that she has been a resident of Southington for 12 years. She asked the Board and the high school to revisit the current Prom Dress Code. She addressed the change in society versus tradition and the compromise between a mother and daughter. Mrs. Charette addressed thong underwear and panty lines and the perception of young girls versus adults in today’s society. At the recent Junior Prom, she had no idea that her daughter’s dress would be considered inappropriate for prom night. Ms. Charette stated that her daughter was very conservative, a nice, quiet girl, good student and athlete. She stated that her daughter was humiliated that night as a group of young girls were put to one side and looked over (in some cases for one hour or more) with people going back and forth making decisions. She pointed out that the prom is like a wedding to the young girls. She felt that the way it was handled was wrong and the rule was too tight. She shared photos with the Board of a girl who was made to pin her gown, a photo of the front of her daughter’s gown that had little slits in it and how it looked when she was made to pin it up and a photo of other girls who got into the prom without any problems with their dresses. She addressed the girls’ anxiety. The photos were shared with the Board members.

Mr. Goralski advised that Mrs. Charette follow-up with Dr. Semmel, Principal of Southington High School. He stated that new rules often require some adjustment on the part of parents, the Board, and others.

Mr. Daryl Rasmus addressed the Prom Dress Code. He agreed with Jody Charette and stated that his daughter was embarrassed for over an hour because of her lower back showing.

She is a good student and involved in sports. He understood the intent of the rule about inappropriateness, but did not agree with how it was handled.

Mr. Goralski advised Mr. Rasmus to follow-up on the personal nature of his situation with Dr. Semmel, which is the first place to start.

b. Communications from Board Members and Administration

Communication from the Board Members:

MOTION: by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

“Move Agenda Item 7.c “Curriculum Initiative ~ Transition Talks” to Agenda Item 4.d.”

Motion carried unanimously by voice vote.

Mrs. Notar-Francesco reported that she attended the National School Board Convention in Boston over the weekend through CREC. She was happy to be a part of that whole process. She will be sharing some issues with the Board through e-mails within the next week. She reported that the Keynote Speaker was Soledad O’Brien who talked about being very hopeful for education because she believed that at this point in time everybody in the country was on the same page acknowledging the need for reform. Another interesting speaker was Salvatore Khan from the Khan Academy. Mrs. Notar-Francesco thought that perhaps the Board could use what the Khan Academy has to offer because it is free on the Internet. Another speaker was Anne Bryant who is the NSBA Executive Director. Ms. Bryant encouraged everyone to contact federal legislators about the critical need to reauthorize the Elementary and Secondary Act, No Child Left Behind, and that Boards must get more involved in the process because issuing waivers to states, although helpful, is not going to be the total answer.

Mrs. Notar-Francesco distributed a flyer (*Attachment #1*) for the CREC musical Ragtime to be held on May 4, 5, 10, 11, and 12 at 7:30 p.m. at the Greater Hartford Academy of the Arts. The four Southington students who will be in the show are Jessie Davidson, Jake Davis, Emily Gray, and Emily Rafala.

Mr. Goralski pointed out that the CREC Annual Meeting is on May 16, 2012 and there is a 99.9% chance that Mrs. Notar-Francesco will become the Chairperson of the CREC Council. He stated that the Board was very proud of what she was doing and encouraged Board members to attend that meeting.

Mrs. Queen commented that this was the season for theater in Southington and she saw the musical *Guys and Dolls* at the high school and *Seussical* by the two middle schools. The profound talent in Southington within both shows greatly impressed her. She noted that the Southington High School Chapter of the National Honor Society had their induction ceremony and she congratulated the students who were inducted. She heard several students speak to the belief that their education is more than just grades and really about learning.

Mr. Derynoski reported that he and other Board members read to the classes at Derynoski School yesterday, which is an annual event. He noted the turnout of celebrities and local public figures was wonderful. Mrs. Carmody pointed out that Bob Maxon, the NBC Meteorologist, read at Derynoski and mentioned it on the morning news. She stated that the children gave the guest readers little flower pots that they painted with a flower in it and Mr. Maxon held it up to the camera.

Mrs. Lombardi mentioned that she attended the Alta Auction at Derynoski School and acknowledged that she, Mrs. Carmody and Dr. Erardi were auctioneers.

Mr. Goralski reported that there were many teams from the school system that took part in the Southington Education Foundation Spelling Bee, which was very successful. He noted that TD Bank won the trophy.

Mr. Goralski reported that the Southington Brass Blast took place at Southington High School this past Saturday. He noted that Eric Semmel organized the event with the help of Tim Johnson who directed the musicians. He recommended that people go on the website for Southington Brass and YouTube to see it. They raised money to contribute to the community and arts organizations throughout the state.

Mr. Goralski explained that he was adding Mrs. Notar-Francesco to the Curriculum and Instruction Committee to make it easier to achieve quorums and to have four members on that committee. He formally appointed Mrs. Queen to represent the Board with C.A.B.E. He stated that she has attended many of the C.A.B.E. workshops, and will be representing the Southington Board of Education moving forward.

Mr. Goralski announced that the Southington Water Department will hold their Medication Return Program on Saturday, April 28, 2012 from 10:00 a.m. to 2:00 p.m. He promised Mr. Dobbins that he would announce this at every public meeting. It was an opportunity to get drugs off the streets and properly dispose of them.

Communication from Administration:

Dr. Erardi thanked Mr. Goralski for sending both parents to the high school regarding Prom Dress Code. He pointed out that the policy, which was enacted at the Junior Prom, was done with proper notice. There was a day designated at the high school for any young lady who had questions regarding their dress to bring it in well in advance of the Junior Prom to get a determination if it was appropriate to the dress code. He noted that there were seven concerns at the Junior Prom and in all seven cases the young ladies were able to stay at the prom. More important, he noted that Dr. Semmel was very proud of the decorum of the junior class and that the students had fun and were safe all evening.

Dr. Erardi received an extraordinary amount of information from parents about a potential development in one of the corridors of this community whether it is for business, workforce, or housing. He noted that Paul Chaplinsky was in the audience to answer any questions from Board members. Dr. Erardi added that Paul was a resource to his office with information that he could share with parents on that issue.

Dr. Erardi congratulated the next Chair of the CREC Council. He noted that it is a huge undertaking and he was certain that CREC would have the experience and expertise of Jill Notar-Francesco who has been an extraordinary worker with CREC for a number of years. He stated that the well-deserved recognition would take place in May. He hoped that Board members would join him at CREC's working annual meeting and dinner.

Dr. Erardi discussed the following (*Attachment #2*):

1. Paperless Update: CABE Training: Dr. Erardi thanked Debi Albaitis and Linda Blanchard who have prepared the School Board for their May 10 Board meeting with a 6:45 p.m. start time at Plantsville Elementary School. It is the start of the Board's paperless initiative in a public forum.
2. SHS Assistant Principal: Dr. Erardi reported that the pool of applicants for the assistant principal position at Southington High School has been reduced from 158 to five. There will be five semi-finalists who will meet with him, Mrs. Karen Smith and Dr. Semmel next week. From there, the three finalists will interview with the Board on May 7 in the high school library at 7:30 p.m. Information will be forthcoming to all Board members next Friday.
3. Medication Return Program: Dr. Erardi noted that Mr. Goralski already addressed this.
4. Continuous Improvement Plan – Pupil Services: Dr. Murdica reported that the attached survey was disseminated to all families of students with disabilities in our district. There still are surveys coming in and to date there is a 19% response rate. The majority of it was coming from the elementary levels. The closing date to return the surveys was April 9, but they are still receiving the surveys. The Board will be updated with the survey results regarding current practices and future steps.
5. Gift: Community Foundation of Greater New Britain: Dr. Murdica reported that Mrs. Beth Ozkan was instrumental in securing this gift to allow the school system to continue to make additional progress for our older students. The Pupil Personnel Department feels very fortunate to receive this substantial gift from the Community Foundation of Greater New Britain. These funds will enable them to provide important opportunities for adult students in the community. This year, they have been able to begin pilot work and have been successful.
6. Student Use Technology Advisory Committee - Update: Dr. Erardi reported that the Advisory Committee work will be concluding with a conversation and recommendation to the Personnel and Policy subcommittee of the School Board with information brought back to the full Board in June 2012.
7. 2011-2012 Goals: Dr. Erardi reported that this was informational and he will ask the Board to move on this information at one of the May 2012 meetings. It is an update of Dr. Erardi's 2011-2012 goals.

8. Out-of-District Tuition: Dr. Erardi stated that he would be coming to the Board with two opportunities of families who live outside of Southington who want to send their child(ren) to this community. He will have an update in the next 7-10 days.

Dr. Erardi reported that, through the collaboration of Mr. Cox and town officials, there is a \$500,000 DOT (Department of Transportation) grant that will offer a better access for 50 students in the DePaolo Middle School area to walk to school. These students are now presently bused because of no sidewalks. He noted that Mr. Cox had a couple of schematics to show the Board. Mr. Cox held up one diagram that showed Pleasant Street, DePaolo Middle School, Memorial Park and the Amory and stated that there was a neighborhood behind the Armory and DePaolo where, through the grant, they are planning to put in a new access sidewalk out to the existing sidewalk along Woodruff Street. This would include Crest Road, Fairway, Hawthorne and Hitching Post streets. All those children now need to be bused because of the lack of sidewalks on Flanders Road, and this would allow them to come in through the back way. Mr. Cox noted that was the primary site. He held up the second diagram and stated that they hoped to get approved for an extension of the sidewalk down to Skyline Drive and that neighborhood across from Spring Lake Village. Dr. Erardi noted that, if this award comes through, this would be construction for the summer of 2013. There is a public hearing scheduled for May 8 at 6:00 p.m. at Town Hall.

Mrs. Johnson asked if the extent of the school policy for walking distance was 1.5 miles for middle school students. Mr. Cox replied that was correct. Once they get the final authorization for the sidewalk work and it goes out to bid with the grant paying for everything, they will have all those streets measured off and they will alert the parents in advance of the change from busing to walking.

Mrs. Lombardi stated that she would like to hear about the development off West Street. Mr. Goralski replied that he was going to bring that up during Government Communication.

c. Communications from Student Board Representatives

Mr. Goralski requested that Mr. Peschel share with the Board his efforts regarding Boy Scouts.

Mr. Peschel reported the following;

- 1) On May 9, there will be an Academic Awards Night at Southington High School to celebrate all the students and their successes in various academic programs. Students in Grades 9-12 will be awarded prizes throughout the evening.
- 2) The Robotics Team won First Place at the Hartford Regionals and was invited to the National/Worldwide Competition in St. Louis, Missouri where they are right now. They are going up against teams who are funded by NASA.
- 3) The Colt Language Poetry Contest is being held tonight where high schools statewide gather together in Bristol for a Poetry Contest in a foreign language varying from German, Russian, Polish, French and Sign Language.
- 4) For Junior Prom, there was an opportunity to have the dresses checked and it was made clear that if anybody had any questions about whether the dress was inappropriate or not, they could always ask administration. He thought that it was made very clear and it was in place from a student's perspective.

- 5) Senior Prom will be held on May 19.
- 6) He noted that Advance Placement exams are fast approaching and today was one of the two last registration sessions where the paperwork is completed before they actually get to the exams, which will save time. The first exam is on May 7.

Mr. Peschel explained that for over a year he has been working with the Museum Curator at the Barnes Museum on a potential Eagle Scout project. He will be restoring part of the Barnes Museum gardens. Mrs. Johnson added that he was looking for community support. Mr. Peschel agreed and extended an invitation for volunteers who want to help on Saturday, May 5 starting at 8:00 a.m. and working until it is completed.

Mrs. Queen thought that the CyberKnights were holding a fundraiser also on May 5 to raise \$30,000. Mr. Peschel replied that they need a lot of money every year because of their expenses. To build a robot is a huge challenge because they have to fundraise for everything. They spend many hours on the robot. His younger brother is in it and told him that each of the team members who put the robot together spent close to 150-250 hours each into constructing the robot. The cost to send the team to St. Louis and hotels is expensive. They also have to get a massive crate to ship the robot. Mrs. Queen thought for the fundraiser on May 5 that people just show up between 9:00 a.m. to 4:00 p.m. to test drive a car and a donation will be made to the CyberKnights.

Miss DiMeo congratulated Bryan Davis and stated that it was an honor to have their class represented by him at the Governor's Top 30 Juniors. She stated that she was inducted into the National Honor Society a few weeks ago and it was an amazing experience for the inductees to hear everyone talk about character and that their hard work finally paid off. It was more about learning than the grades. The Band and Orchestra Concert will be held on May 1. She reported that before the AP Exams there is an SAT and the SAT IIs on May 5 and on May 8 is the Jazz and Choral Concert.

d. Curriculum Initiative ~ Transition Talks *(formerly Agenda Item 7.c)*

Mrs. Smith stated that the Transition Committee has been in existence for many years and has dealt with the topic of transitioning students from Grade 8 into Grade 9 at the high school. This year, they created a subcommittee from the larger committee to talk about curriculum and instruction topics as they relate to similarities and differences in moving from Grade 8 to Grade 9 in the areas of English Language Arts. They dedicated this entire year to that topic and next year they plan to select mathematics and follow the same protocol. She introduced teachers who would be giving an overview of the work and the goals. The Grade 8 teachers are Holly Boudreau and Jean Galka. The Grade 9 teachers are Jennifer Daly and Stacey Simpson who are counterparts to the eighth grade teachers. Regina Hackett is the Chairperson of the English Department and will talk about mid-terms and how they relate to the topic of transition. Mrs. Smith introduced in the following staff in the audience: Jamie Slotnick, representing the Literacy Department at Kennedy Middle School; Jennifer Paul, Literacy Specialist at Southington High School; Sandy VanValkenburgh representing the Literacy Department at DePaolo Middle School; and Betsy Chester, K-12 Language Arts Coordinator.

Holly Boudreau, Grade 8 Language Arts teacher at DePaolo Middle School took the podium. She explained that she has been part of the Transition Committee over the years with

Mr. Germano, as well as Mr. Thiery. As Grade 8 teachers, they talked about the programs that are in place, Common Core Standards and how the language was similar. They looked at actual student work together with the Grade 8 and Grade 9 teachers sharing their students' work, and they were able to look at some common goals that they could put together in the future. Vertical teaming came out of this where they are always maintaining a continuum of communication for the benefit of all students.

Jean Galka, Grade 8 teacher at Kennedy Middle School, had the opportunity to have one of her counterparts from the high school visit her classroom. She stated that Chris Carvalho was very instrumental in helping her as a teacher. She has been teaching for 35 years and is learning every single day. She learns from her students, her colleagues, the administration and from her friends. She stated that Chris was able to tell her a few things that made it easier for her to see the transition of her eighth graders into ninth graders.

Stacey Simpson, Grade 9 English teacher at Southington High School, was grateful for the opportunities to collaborate with the eighth grade teachers in order to improve the transition into high school for all incoming ninth grade students. In the eight years that she has taught at the high school, there has been limited amount of collaboration between the Grade 8 and Grade 9 teachers. The recent Transition Talk meetings have provided the opportunity to get to know one another and to better align their expectations. In turn, the open communication will help to improve education for the students. At their first meeting on February 13, 2012, both Grade 8 and Grade 9 teachers were given the opportunity to observe two different Grade 6 Language Arts classrooms at either Kennedy or DePaolo. They were put into teams made of eighth and ninth grade teachers. Their task was to observe the classroom, noting student behaviors, classroom environment, teaching method and anything else that stood out. After the observations, they discussed what they saw. She felt that the experience was very rewarding and she was able to spend some time in one of the middle schools where she observed components of the Readers Workshop program. As a Grade 9 teacher, they are aware that this program was being used in both the elementary and middle schools, but many of them had not received information and training as to what the program entailed. Therefore, they were unfamiliar with how the program works. Spending time in the sixth grade classrooms allowed her and her colleagues to see the program in practice. She was also pleased to see Smartboards and document cameras being used in the classrooms. The lessons were the same showing consistency amongst teachers; texts used when students were journaling were also geared toward students' ability levels and, as a result, different students were reading different texts. She felt that some of the practices being used were techniques that ninth grade teachers may want to try out at the high school level. As they move into their new leveling system, they are going to find classes of students that are more heterogeneously mixed. In these classes, they may want to provide different texts to different students. She felt that it was very helpful to see this practice being used. She felt that these partnerships were invaluable and hoped that they will be given additional time to work with them in the future.

Jennifer Daly, Grade 9 English, Levels I, II, III, talked about the April meeting when eighth and ninth grade teachers were asked to bring some reading and writing samples to the meeting. The samples were above-average, average, and below-average student samples. Eighth and ninth grade teachers paired up and looked at the samples to see the strengths and weaknesses of the eighth and ninth grade students. As a group, they outlined some of their observations and noticed in the samples that the strengths and weaknesses between the eighth and ninth grade

students were very similar in the above-average, average, and below-average student work. They thought that this information was useful in helping to bridge the gap between eighth and ninth grade students if they had more time to continue this work. They discussed developing a universal rubric that could be used for writing and would like to pursue this if they had more opportunity to discuss this. They hope that in the future they will be able to further discuss these topics.

Regina Hackett, English Department Chairperson, stated that she is not a ninth grade teacher, but has participated in the Transition Team work. The opportunities that they have had this year under the guidance of Mrs. Smith have been phenomenal. They have had more open and frank discussions than in the past. This has opened the eyes of both ninth and eighth grade teachers. They have been in each other schools and it has been a bridge. One of the big changes that happens to students when they get to ninth grade is that they suddenly now have to take mid-term and final exams, and they are terrified of this. She thought that they could begin by sharing the exams with the eighth grade teachers so they have an idea of what is being asked, how it is presented, and they could offer the high school some guidelines to improve on the exams from their point of view and ease the minds of the eighth graders. Mrs. Hackett noted that, in trying to align Grades 9-12, she has all the teachers at the high school taking each other's exams. Mrs. Smith is also taking a ninth grade exam. At their Professional Development on May 8, they will be sharing their reflections on that.

Mrs. Carmody noted that, as the Curriculum Committee Chairperson for the last several years, she was happy to see that there was communication between the middle schools and high school and that they are looking over Common Core Standards in preparing the students. She acknowledged that preparing students for this transition was a wonderful effort.

Mr. Derynoski was happy to hear that they have staff that are actually sharing the exams and participating by taking them. He was happy that they were getting over the hurdle of the communications.

Mrs. Clark thought that it was exciting that they were working together. She was speaking as a parent of a student who is now in sixth grade and is terrified of the high school because of the change. She thanked the teachers for working so hard on behalf of all the students.

Mr. Oshana was curious regarding the statement that the strength and weaknesses amongst the different levels are consistent, and questioned what they were finding as the weaknesses in that transition. Jennifer Daly replied that, if they are looking at writing essays, if the thesis statement supports the writing. If they are looking at below-average students they are talking grammar, punctuation, transition words, very weak support. As they move up to above-average students, they see that there is far better support with punctuation and transition words. The students that are average just fall into the middle of that. She did not have more specifics. Mrs. Smith added that they noticed the level of detail in the writing. Mr. Oshana stated that, as they start looking at these results, it would tie-in with the curriculum. He asked how that would interact. Mrs. Smith replied that they will determine their next steps and will be getting together one more time this school year as a full department. Next year, they will continue with what they have begun in professional development. It will mean a change in their Tuesday calendar meeting times, making sure there are common planning times for eighth and ninth grade teams of

teachers to get together without having to leave their classrooms for substitutes. The next level of work as they go into the development of a rubric will be exactly what Mr. Oshana was referring to, such as what are the grammatical expectations for a child leaving eighth grade and what is expected in ninth grade. Mrs. Smith thought that perhaps the ninth grade teachers needed to better understand the middle school philosophy, so it is not such a stark contrast. Mr. Oshana summarized that maybe after a January time period some of the expectations at the high school will be coming down to the middle school and some of the grammatical issues in basic core items of this particular area are going to be expanded upon and that will take a change to the curriculum. Mrs. Smith agreed that it would have an influence over the curriculum.

Mrs. Queen heard the teachers saying that they want more opportunities and she thought Mrs. Smith was saying that was in the works. Mrs. Smith replied that it may look a little different next year, but they will have a schedule that would permit a continuous pattern of work.

Mrs. Lombardi stated that this was an example of why they need teachers and why they need the positions. She asked how they were capturing the data and the learning from these efforts. She also asked, when they put these new programs in, if professional development should be expanded to include the grade below it. Mrs. Smith replied that the answer was yes. She noted that vertical teams were mentioned, which is a concept that everyone agrees to and is challenging to implement but, if it becomes an absolute, then they can make it happen. Vertical teaming happens when the high school administration, middle school administration, central office, and the Language Arts District Coordinator all agree that it is important. When it is important, they are all going to make concessions about calendars. She noted that everyone has to give a little bit and be flexible in order to make this happen. What they were able to accomplish this year so far has cost them substitutes and large portions of a day and that is an investment. They had working lunches in order to accomplish it. They have 28 people on this committee. At the end of their next meeting, they will have a product and an agreement of what an essay in eighth grade should look like before the student leaves Grade 8 for Grade 9. Mrs. Smith stated that Southington used to have junior high schools that better matched high schools. As Southington adopted a middle school philosophy, there is something developmental that happens to students and that is why it is called middle school. She stated that ninth grade teachers also needed to learn about that middle school developmental stage that is vital. The students are not only transitioning academically, but developmentally. It is the same thing as fifth grade to sixth grade and preschool into kindergarten.

Dr. Erardi stated that this was a problem in practice that was brought from the School Board to administration four years ago. The concern was of vertical teaming, professional learning communities and what was happening in articulation, particularly between the middle school and the high school. He stated that the only negative to this is that it is not only about substitutes and cost, but taking outstanding teachers out of their classroom during the course of the day. He noted that the work from Mrs. Smith's office, Betsy Chester, the leadership at the middle schools, Regina Hackett and all of the staff was now a model for other districts to watch and learn from.

5. COMMITTEE REPORTS

a. Curriculum & Instruction Meeting ~ April 4, 2012

Mrs. Carmody reported that the committee discussed the middle school continuum of special education services. She thanked Mrs. Pamela Aldi from Kennedy Middle School and Ms. Carol Bagwell for meeting with the committee. They discussed terms of special education services that are offered, which tied with the survey that Dr. Murdica described. They visited three classrooms for a first-hand look at what was happening in these classrooms.

b. Policy & Personnel Committee Meeting ~ April 16, 2012

Mrs. Clark reported that the committee met on April 16 for the continuation of their work on Policy #6154 – Instruction Arrangements for Homework. They are looking at the suggested reading times and the high school in particular. The committee will be discussing it further at their next meeting on May 21.

Mrs. Clark stated that Mr. Oshana brought to their attention that the weighting that is changing effective July 1 was not included. The committee discussed at their last meeting to have that added to show what the new weighting system was going to be.

Mrs. Clark reported that the committee discussed field trips and felt that they needed to look at the field trip regulations to ensure that students who were going on overseas trips could do it during school time. For example, the students who left for Spain this year left on a Friday, which was a school day. However, they were picking up two additional days while they were in Spain and were not losing any instructional time. She stated that the committee felt more clarification needed to be made with that policy.

c. Curriculum & Instruction Meeting ~ April 19, 2012

Mrs. Carmody distributed minutes for this meeting (*Attachment #3*) and reported that the committee met and discussed the Language Arts Curriculum at Kelley School. She stated that she was amazed at the presentation and what the teachers are doing through the Columbia Teachers' College Workshop, as well as the skills and Common Core Standards that these students are starting in Kindergarten. She thanked Ms. Lawlor, Ms. Veronneau, and Mrs. Rogala, Ms. Betsy Chester and Mrs. Betty Lutz because she was in awe of what these students are doing. She was a high school teacher and the students were coming to the high school without these writing and reading skills. Through this program and what they are getting in the elementary schools, such as writing essays and giving supporting materials, knowing cause and effect, inference, being able to choose a book on their own to read and being able to tell the whole story of that book, the students will build upon these skills year after year. She is so proud of this work.

Mrs. Queen agreed with everything Mrs. Carmody said. She stated that the committee took the Columbia Reading and Writing Workshop models and showed how it aligns with the current CMT strands. They also showed the alignment with the Common Core Standards that are coming. Southington is on the forefront of making sure the curriculum is in alignment with the Common Core, which is at the early stages of implementation district by district. Mrs. Carmody felt that the Southington teachers could model this program anywhere.

Mr. Oshana was interested in seeing it because he thought that it was important that, as the students continue to grow through the grades, graduate and get on with their lives, they have those skills.

Mrs. Lombardi asked if they could do this program at the high school. Mrs. Smith replied that everything the Board was hearing about was directly or indirectly related to the work that this Board has encouraged the administration to remain involved with through the Columbia Teachers' College. Southington is a lab site location and has had the authentic Columbia Teachers' College coaches coming into our district for four years; it is not the train the trainer model. This year's focus is more on the coaching of Literacy Specialists, so when Columbia leaves our district we will have in-house Literacy Specialists understanding more about the coaching model. Mrs. Smith explained that Columbia does not do work with high school students, but that does not mean that Mrs. Chester and her team are not implementing what is possible at the high school level. She noted that was Mrs. Chester's work for the future.

Mrs. Queen addressed the concept of resources and how important it is that these classrooms have the "Just Right" books at all the different levels both in fiction and non-fiction. Mrs. Smith added that this was not a good time to be reducing resources in literacy as well as technology.

Mr. Goralski thanked the Board members, Mrs. Carmody, Mrs. Queen, Mrs. Johnson and Mrs. Notar-Francesco, who serve on the Curriculum and Instruction Committee and for all the hard work they are doing on behalf of the Board. He noted that, when they meet, they have three-ring binders that are quite thick when they do the curriculum series.

Mrs. Smith commented that this year, with the Board's permission, she would have in her office one big binder because there are 88 units of study in Grades K-5. They will have sample packets for Curriculum and Instruction and they will put the units of study online. There will be a hard copy before May 24 in her office.

6. REPORT OF THE SUPERINTENDENT

a. Personnel Report

MOTION: by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

"Move to accept the Personnel Report, as submitted."

ROLL CALL VOTE: YES – Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mr. Goralski. **Motion carried unanimously.**

7. OLD BUSINESS

a. Town Government Communications

Mr. Goralski stated that the Board members and Dr. Erardi received 15-20 e-mails regarding the Planning and Zoning Commission and West Street. He noted that Dr. Erardi spoke

to Mr. Paul Chaplinsky [Vice Chairperson of the Planning and Zoning Commission] who offered to attend tonight's meeting to answer any questions.

Mr. Chaplinsky took the podium and gave a short overview of the issue. He stated that the West Street Subcommittee started in late 2010 and at that time Board of Education member Zaya Oshana was the Chair of that committee. The Planning and Zoning Subcommittee first looked at the areas of West Street that they wanted to tackle as part of the 20-year vision of what West Street should look like. The first area of action that the subcommittee agreed on was called the Northwest Quadrant, which is the area across from Lake Compounce. After they tackled that they looked at the rest of the West Street corridor and in the late summer of 2011 they decided to ask the Town Manager to commission an independent, unbiased study of the corridor to give the subcommittee their perspective. The study was done by Milone & MacBroom, Inc. and published around October 2011. It was presented last year, and has been on the town website since that time. Since then, there were a lot of opinions about the West Street corridor. He pointed out that the Milone & MacBroom study that people have been referencing is one opinion. The subcommittee has heard a number of different opinions at their meetings; they opened it up for two public input sessions because they felt that it was important and in the best interest of open and transparent government to invite the public to talk about how they felt about West Street and the study. The next meeting is Wednesday, May 2, at 7:00 p.m. in the Town Council Chambers. The subcommittee will talk about the details behind the perspectives of each of the subcommittee members and come to a consensus. The subcommittee would then make a recommendation to the full Planning and Zoning Commission.

Mr. Chaplinsky explained that there has been communication recently about some specific parcels; the e-mails sent to the Board of Education, Town Council members, and Planning and Zoning Commission have been around two specific parcels on the west side of West Street and around affordable housing in that area. He clarified that the e-mails seem to insinuate or believe that the committee has made their decision about these areas; however, that is not the case. The subcommittee is still on the fact-finding mission. He thought that the concerns from the citizens to the Board of Education were related to the impact of schooling.

Mrs. Carmody pointed out that the Board of Education was not involved in this in any way, shape or form. The Board of Education has no input into any of these decisions and she was surprised that the Board was receiving e-mails about this. If houses are built, then the children have to be educated. Mr. Chaplinsky replied that, when they talk about reshaping or re-zoning a community and property values are at stake as well as personal interests of people, there is legitimate reason for people to want to bring their opinions forward to whomever they feel is the most appropriate at the time. He agreed that the Board of Education is not involved at this point in time. When decisions are going to be made by Planning and Zoning, if they feel the Board of Education should be involved, they will reach out and ask the Board of Education to become involved at that time.

Mrs. Clark stated that in e-mails they received the community members felt that a Board of Education member should be on the Planning and Zoning subcommittee. She noted that Mr. Chaplinsky had conversations with Dr. Erardi and he got all the information that the subcommittee would need. She felt that there was no need for a representative of the Board of Education to be on that subcommittee. The Board of Education cannot do anything based on an estimate or a speculation.

Mr. Goralski told Mr. Chaplinsky that the Board of Education and administration was at his disposal should he need their assistance in any way as the Planning and Zoning Subcommittee moves forward with their process.

Mrs. Lombardi noted that the e-mails had such precise numbers. Mr. Chaplinsky replied that the comments were specifically around two parcels that the Milone & MacBroom study had recommended that the subcommittee consider for affordable housing. He stated that affordable housing in Southington is probably about a \$300,000 home that is deed restricted and set aside as affordable. The parcels in question are surrounded by other larger residential zones so there is a concern about putting in smaller, higher density, lower property value homes next to larger properties. The numbers the Board saw were with respect to the number of housing units that could go on to those specific lots. Mr. Chaplinsky emphasized that the subcommittee hears all the comments, and they are all being considered and not taken lightly.

Also within the Town Government Communications agenda item, Mr. Goralski thanked the Board of Finance who supported the work of the Board of Education and passed the budget. He was proud to have veteran teachers and the young teachers who are nervous about losing their jobs speak with passion, respect and class and with a focus on children. At the Town Council meeting on May 14, the budget will be adopted and the Board will know where they stand.

b. Construction Update

Mr. Cox expected the South End and Plantsville School projects to be closed out in May. A couple of last minute furniture deliveries at Plantsville School are holding up the process. Work continues on the interior of the building at the North Center Government Center. Today, Attorney Sciota received information from the DEEP and EPA that they can start removing the windows with the identified protocol.

Last week, with the middle school projects, seven Construction Managers from a field of 17 were interviewed. They are in the process of reviewing the credentials and references of several finalists. At the Town Council meeting on May 14, they will approve the hiring of the Construction Manager. Mrs. Johnson questioned the architect for the projects. Mr. Cox replied that the RFQ for an architect went out two weeks following the Construction Manager. The 24 architects who submitted their RFQs are being reviewed by the Town Engineering Office for interviews. He expected the interviews for architects to start immediately after the Construction Manager is hired. The intent is to have the Construction Manager involved with the interviewing process of the architect.

Mrs. Johnson questioned the dates of final construction and occupancy because they were experiencing some delay. Mr. Cox replied that he put the original draft schedule together and he felt that, this early in the process, they could make up that time. The goal date is to have the projects completed in September 2015.

c. Curriculum Initiative ~ Transition Talks (Moved to Agenda Item 4.d)

8. NEW BUSINESS

a. Non-Renewal of Interim Teacher

Mr. Goralski stated that, when this is read into the record, it is no reflection on the individual and that the Board has to say the person's name for protocol and procedure as required. Dr. Erardi added that this is by statute and not by performance.

MOTION: by Mr. Derynoski, seconded by Mrs. Notar-Francesco:

“Move that the contract of Katherine Nole be non-renewed for the 2012-2013 school year.”

ROLL CALL VOTE: YES – Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Goralski. **Motion carried unanimously.**

b. Establishment of 2012 Graduation Date / Last Day of School / End of Year Dates

Dr. Erardi stated that the recommendation is a June 19, 2012 graduation date, which is also the last day of school and is four days earlier than 2011.

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

“Move that the last day of school and graduation date will be Tuesday, June 19, 2012.”

Motion carried unanimously by voice vote.

c. Leonard & Gladys Joll Scholarship Award Recipient

Mrs. Notar-Francesco reported that the committee met and had several discussions about the recipient. The name of the winner who will receive the award will not be released so it is a surprise the night of the awards at Southington High School.

MOTION: by Mrs. Notar-Francesco, seconded by Mrs. Clark:

“Move to approve the recipient recommended by the Leonard and Gladys Joll Scholarship Subcommittee.”

Mr. Goralski noted that there were 17 applications. Mr. Derynoski added that he wished that they had 17 scholarships to award, which would have made their task a lot easier.

Motion carried unanimously by voice vote.

d. Budget Discussion 2012-2013

Dr. Erardi reported that the most sensitive area was discussed in detail on Monday evening. He gave an update regarding the proposed recommendation of 22 positions, seven FTE paraprofessionals and 15 teachers. He told the Town Council that all seven FTEs for the paraprofessionals would be taken through retirements or resignations. At this time, that particular bargaining group does not have anyone standing to lose their job. As of today, for the 15 FTE teachers, there are seven individuals represented by six full time positions so there are five full time teachers and two part time teachers that remain without positions on April 26. This week, administration received an additional two retirements from the Southington Education Association. He will share an update on this with the Board at the next couple of meetings as part of his Administrative Report.

e. Appointments of Principals of South End Elementary School, Reuben E. Thalberg Elementary School and John F. Kennedy Middle School (*Moved to Agenda Item 3.a*)**d. Finance Committee Meeting ~ April 16, 2012**

Mrs. DiNello reported that they did not have a quorum for their meeting and that there were some recommendations that came out of their discussions at the non-meeting for the Board to take action on. The first item was to make a recommendation to increase the price of school lunch by 25 cents for the next school year. At that meeting, Nya Welinsky, Food Service Director, explained the timeline for the implementation of the new Nutrition Standards in the National School Lunch and Breakfast Programs. Mrs. DiNello felt that it was important for parents to understand that the meals are going to look a lot different next year. She stated that Ms. Welinsky would share some of the challenges they will have in continuing participation. She noted that the financial status of the program through February 29, 2012 showed they are currently running at a loss. When the Board hears some of Ms. Welinsky's concerns and challenges that they will have next year, unless they implement a school lunch price increase they don't see that pattern changing. They will receive an additional six cents per meal sold next year regarding the nutrition standards; however, the anticipated cost of the new standards is an increase of almost 14% to the cost of food. The six cents does not close that and they would be close to covering it with the 25 cents increase, but that does not take into account increases in salaries and benefits that go along with the program. Mrs. DiNello provided the Board with the breakdown of how they receive income for lunches and breakfasts and government reimbursements. She noted that surrounding school districts are also looking at price increases for the next school year.

Ms. Nya Welinsky gave a brief overview of the new nutrition requirements for school year 2012-2013. She explained that the changes stem from the Healthy Hunger Free Act of 2010 where the USDA was required to develop new nutrition standards. These recommendations were made by the Institute of Medicine. This is a positive change for the National School Breakfast and Lunch Programs with the biggest changes to come about in 15 years. She stated that Southington will gladly support and embrace these changes and will strive to serve the healthiest food possible to the students. These changes will be phased in over the next three years with most of the changes taking place for the lunch program. Breakfast will be phased in

more slowly. She noted that the changes for sodium are very drastic and they have 10 years to meet their target.

Ms. Welinsky pointed out three items that will change the look of the lunch tray. 1) Whole grains: Half of the grains offered in 2012 must be whole grain and by 2014 every grain offered would have to be whole grain which includes pizza, pasta, bagels, cereal, rice and anything that is a carbohydrate. 2) Fruits and vegetables: A half-cup of fruit will be required for every lunch and by 2014 one cup of fruit for every breakfast. She felt that was a big quantity for a small school child and a potential area for plate waste. It will also affect their "offer versus serve" where the child has to take a fruit or vegetable. 3) Milk: They will only be able to serve low fat plain milk or fat-free flavored milk. Currently, the flavored milk outsells plain milk three-to-one and the chocolate milk does not meet the standards so it has to be skim milk to be chocolate, strawberry or vanilla. Nya stated that they are not allowed to use any type of sugar substitutes. She was concerned that will affect the milk consumption.

Ms. Welinsky pointed out some of the challenge areas: 1) Cost of food because healthier food costs more. 2) Student acceptance. 3) Whole grain and low sodium pizza will taste much different than regular pizza. She explained that the food and dairy industries are scrambling to meet these guidelines and she thought that the variety of options would expand. 4) Training the staff on the new guidelines. There are over 50 employees for school lunch and it will take time to train everyone. Meal preparation will change and they will also be using more herbs and spices so they will have to modify their recipes. They have a trained chef with culinary skills at the high school so they will be using his knowledge to help modify recipes. They will have to work on a marketing plan and update the website and newsletters. Signage for the serving lines will be needed for the students. The Food Service Managers would be available for a PTO or open house meeting where they can do tray displays and explain the changes to parents. Ms. Welinsky explained that she will start her training on this with the state in May and will have more answers.

Mrs. Notar-Francesco asked for an explanation of "offer versus serve." Ms. Welinsky replied that "offer versus serve" came about in the late 1970s to reduce plate waste and to permit students to choose the foods that they prefer. There are five components to a school meal: Milk, fruit, vegetable, meat (protein) and grains. "Offer versus serve" means they only have to choose three out of the five components to make it a complete reimbursable meal. Now, "offer versus serve" has to include a fruit or vegetable, so a student may get to a cash register and not have enough components of the meal and will have to be told they have to go back and take a fruit or vegetable, which may become plate waste.

Mrs. Queen asked if the students could have all five. Ms. Welinsky responded that they could. Mrs. Queen thought that this was in alignment with the group Activate Southington. She wondered if they would be willing to work with the school system with the marketing end of it.

Mrs. DiNello pointed out that these were the requirements for the reimbursable meals and they will still have à la carte items, which don't have to necessarily meet these nutrition standards. It is going to be a balancing issue of where the students spend their money. She stated that they were not only asking for the 25 cent increase for the price of school lunch, but also requesting that the administration have the discretion in setting the à la carte pricing.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve a 25 cent increase to the price of school lunch at all levels K-12 beginning with the 2012-2013 school year and allow administration the discretion in pricing the á la carte items.”

Mrs. Queen thought that the portions would be larger with the older students and asked if 25 cents would be enough. Ms. Welinsky replied that it was broken down into three categories so the portions are larger at the high school with their base price higher. Ms. Welinsky replied that the cost presently is \$2.25 at elementary, \$2.50 for middle school and \$2.75 at the high school. It will go to \$3.00 at the high school.

ROLL CALL VOTE: YES – Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mr. Goralski. **Motion carried unanimously.**

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to award Bid #2012-BID-03, Lavatory Partition Replacement at Kelley, Flanders and Derynoski Schools as submitted.”

Mr. Derynoski noted that the bid came in very well and he was surprised at the savings.

Motion carried unanimously by voice vote.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the contracted custodial service extensions for Southington High School, DePaolo and Kennedy Middle Schools, and Derynoski Elementary School for the 2012-2013 school year.”

Mrs. DiNello explained that Mr. Goodwin [Purchasing Agent] spoke to all the principals at each of these buildings and they are all currently happy with the services that are being provided. The two vendors Capital Cleaning and Performance Environmental are willing to hold their cost at no price increase for next year.

Mrs. Johnson noted that there was movement in the legislature about increasing the minimum wage and she thought that might influence this service. Mrs. DiNello replied that there has been a lot of publication of the increase in the minimum wage and she was assured that these vendors were willing to hold their price.

Motion carried unanimously by voice vote.

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve Bid #2012-BID-08, Contracted Custodial Services for the North Center Facility, as submitted.”

Mrs. DiNello explained that they are planning to do this bid for the entire building and then they will be splitting the cost with the town hall. There have been adjustments made in the services that they are requesting within the bid document because it was important that the Board of Education and the town stay within the current budget that has been submitted for 2012-2013. It is a new facility and there will be a learning period as far as the amount of cleaning and work that will be needed as well as the locking up of the building. It may be determined in the next year that they might have to make some adjustments in what they are requesting for services. They hope that this bid document will fulfill the needs for the next school year. The \$11,000 is what was budgeted for the Board of Education portion with the hope that the bids will not come in over \$22,000, which is the combined town and Board of Education cost.

ROLL CALL VOTE: YES – Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mr. Goralski. **Motion carried unanimously.**

MOTION: by Mrs. Notar-Francesco, seconded by Mrs. Carmody:

“Move to approve Rubbish Removal Services, Bid #2012-BID-10, as submitted.”

Motion carried unanimously by voice vote.

Mrs. Notar-Francesco stated that there were two additional items that the Finance Committee discussed at the non-meeting. One of them was the bleacher repair of \$9,000 for Southington High School.

Mrs. DiNello explained that within the current budget there was a \$9,000 line item for some painting and scraping that needs to be done on the home side of the high school football bleachers. They did a bid for that and had a mandatory walk-through with four contractors and only received two bids with a price in excess of \$40,000 to do the work, mainly because of the abatement of lead with the scraping. Based on that information, it is the recommendation from Mr. Cox that they defer that project because of the lack of funding. A structural engineer assured that the bleachers were safe. She stated that, because those funds will not be used for that project, Mr. Cox was requesting that the funds be used to help offset the costs of the phone system that will be needed at the North Center facility. The plan is to take the current hardware at Beecher Street with us, but we need to actually buy the CPU processor. The processor was saved at North Center School to be used when we moved; however, the processor went down at the ALTA facility and the North Center processor was moved there. There is no funding within the project in the Furniture, Fixtures and Equipment (FF&E); therefore, they are requesting the ability to utilize those funds for the phone system. The funds are in Special Projects, but they are different projects and she was looking for a consensus to move it.

Mr. Derynoski stated that it could have been handled through a line item transfer. Mrs. DiNello explained that she was not sure of the timing with Mr. Cox for the wiring. Mr. Derynoski stated that the Board could give the authorization to do that and catch up with the paperwork after. The consensus was to allow for that to occur.

Mrs. Notar-Francesco reported that Mrs. DiNello shared at the non-meeting that she had special education budget concerns as the expenditures were anticipated to be in excess of the

proposed budget. Therefore, Mrs. DiNello suggested a freeze on the 25% spending threshold that administrators had been required to hold back on the supply account.

Mrs. DiNello stated that she was concerned with the projection of the year-end balance unless they continue to hold back that 25% and put a freeze on the supply spending. She informed the building principals that she did not anticipate the 25% being released back to them and to monitor any additional purchases that they need until the end of the year. They do not want to interfere with ongoing curriculum needs; they are not going to run out of paper or custodial supplies needed to keep the buildings clean. The Board of Education is unable to have any type of a contingency plan and it is their goal to not have to go back to the Board of Finance and the Town Council to ask for an appropriation and to try to remain fiscally responsible within the appropriated budget. The line items change daily.

Mr. Oshana asked what the other 75% was being spent on in the budget. Mrs. DiNello replied that there are a variety of line items so it could be spent on additional library books or consumables. At this point in time, the principals have probably spent 70% of their overall budget. Mr. Oshana summarized that, based on this they have approximately 5% left to spend. Mrs. DiNello replied that many of them have very few dollars left and they have done their purchasing. Building principals are very smart, and they are not going to wait until the end of the year and chance a freeze situation, so they place their purchases for what they need to get through the year early in the year. Mr. Oshana summarized that the 25% in reality turns out to be a contingency because there is an expectation up front that they are only going to get 75% of that particular line item and 25% is put away. He asked who makes the determination if the principals have a request that it be released. Mrs. DiNello replied that she makes that determination. If there is a concern that she is not comfortable with, she would speak to Mrs. Smith or Dr. Erardi to make sure that they are in agreement.

Mr. Goralski dislikes calling it a contingency and noted that it has been some time since they have had to totally freeze it. Mr. Oshana asked how long the 25% hold back has been in place. Mrs. DiNello replied that it was in place prior to her arrival at Beecher Street. It is a practice that she inherited and a process that has worked. In her tenure, there may have been a year or two when the 25% was released back. Typically, they use that money as they prepare a Purchase Plan that will come before the Board next month, which is all part of the budget reallocation. Traditionally, when the Finance Committee meets in May, the direction that she receives is to spend down our budget as close to zero as we can. By doing that, we would use the funds to help offset the needs that we have in next year's budget but must reduce to accommodate the \$215,000 reduction.

Mr. Goralski asked if the school system was getting the 72% state reimbursement in special education that they hoped for. Mrs. DiNello replied that the state indicated with the February payment that they believed the district would get 78%. When we actually get our May dollars it will be down to about 75%. According to her calculations, she believes it is closer to 72% when she looks at the numbers. There has been an increase in the number of agency placed students. In the past, the agency placed students did not cost a lot of money because the district paid the one-time per pupil expenditure and the state gave reimbursement. One of the major changes within the special education budget is the increased number of agency placed students.

Mr. Derynoski stated that over the last few years they have been lucky that they have not run short in the special education accounts. He thought that it would be wise at this time to notify the Town Council and Board of Finance that, due to the special education situation now, the anticipated extra money that we did not spend is not going to be there for use next year. These are the types of things that we cannot control and we are obligated by law. With agency placement, we are \$427,000 in the red today and a lot can happen between now and June. Mr. Goralski or Mrs. DiNello would write the letter.

Dr. Erardi stated that through the work of Dr. Murdica the school district has actually returned a number of students who were outplaced. The red ink is due to the mobility of people who have moved into our district. If we were not diligent in trying to recapture students because we think we could do an outstanding job, that number would be much greater. Mrs. Lombardi noted that Dr. Murdica was being proactive ahead of time.

Mrs. Johnson had a question regarding not being proactive with the agency placement tuition. She said the Board was surprised and was expecting it would cost approximately \$200,000 and it is turning out to cost well in excess of \$400,000. This is not going to go away. She asked what the plan was to address this issue for next year's budget. Was there any way to accommodate these students? Mrs. DiNello replied that, when they developed the budget for 2012-2013, they do it based on the students that they are aware of this year. They have worked into next year's budget numbers the students they had in district last fall that were considered agency placed. One of the things they need to do before they meet for reallocation in May is to determine if there have been any significant changes.

Dr. Murdica replied that so much was out of their control and they have really looked to everything else that they are able to control to be more careful and fiscally responsible. They are looking at every single budget item, talking about it at every single one of their coordinator meetings, and getting a handle in close collaboration with Mrs. DiNello. Dr. Murdica stated that DCF determines the placement. Mrs. Johnson asked if Dr. Murdica has taken a look at these children to see whether or not we are going to be able to develop in-town programming. Mr. Goralski replied that they cannot because DCF is going to tell us and we have to do it, we have no choice. Dr. Murdica stated that this is a huge issue across the state and they are trying to work with DCF to help them understand that we need to be part of the decision when the decisions are made. Mr. Goralski stated that he works for DCF and sat on the Educational Improvement Committee; they know exactly what they are doing and we are paying what they do not want to pay. DCF is doing this in a concerted, organized effort.

9. EXECUTIVE SESSION FOR ASFCME CONTRACTUAL NEGOTIATIONS AND DISCUSSION OF LAND ACQUISITION FOR POTENTIAL BOARD OF EDUCATION PURCHASE

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing AFSCME Contractual Negotiations, and Discussion of Land Acquisition for Potential Board of Education Purchase, and upon conclusion reconvene to open session.”

Motion carried unanimously by voice vote.

The meeting adjourned at 10:05 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary
Southington Board of Education

SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

EXECUTIVE SESSION
APRIL 26, 2012

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 10:15 p.m.

Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Terry Lombardi, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mr. Zaya Oshana, and Mr. Brian Goralski.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Mrs. Karen Smith, Assistant Superintendent, and Mrs. Sherri DiNello, Director of Business and Finance.

1. **EXECUTIVE SESSION FOR DISCUSSION OF AFSCME CONTRACTUAL NEGOTIATIONS AND DISCUSSION OF LAND ACQUISITION FOR POTENTIAL BOARD OF EDUCATION PURCHASE.**

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing AFSCME Contractual Negotiations and Discussion of Land Acquisition for Potential Board of Education Purchase, and upon conclusion reconvene to open session.”

Motion carried unanimously by voice vote.

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

“Move to reconvene into public session.”

Motion carried unanimously by voice vote.

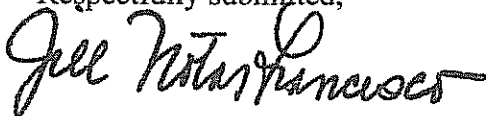
The board reconvened public session at 10:51 p.m.

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education



RAGTIME

★ THE MUSICAL ★

MAY 4, 5, 10, 11, 12

7:30 PM

Music by Stephen Flaherty & Lyrics by Lynn Ahrens

Original Book by Terrence McNally

Based on "Ragtime" by E. L. Doctorow

Directed by Brian Jennings

Greater Hartford Academy of the Arts

359 Washington Street

Hartford, CT 06106

TICKETS 860-757-6388

ONLINE TICKETING: [WWW.CREC.ORG/THEATER](http://www.crec.org/theater)

Administration: Board of Education Update April 26, 2012

1. **Paperless Update: CABE Training**
 - a. May 10th – 6:45 p.m. (Before BOE Meeting)
2. **Assistant Principal – Hiring Timeline Update – Monday, May 7th**
 - a. **Board Interviews: SHS Library - 7:30; 8:15; 9:00 p.m.**
3. **Medication Return Program – April 28th** (Attachment #1)
4. **Continuous Improvement Plan – Pupil Services** (Attachment #2)
5. **Gift: Community Foundation of Greater New Britain** (Attachment #3)
6. **Student Use Technology Advisory Committee – Update**
7. **2011-2012 Goals -** (Attachment #4)
8. **Out-of-District Tuition** (Attachment #5)

Joseph V. Grand
4/26/12

Free Disposal of Your Unwanted Medication

Keep dangerous medications from entering our water supply AND out of the hands of our children.

- Expired or unwanted prescription and over-the-counter medicines, including vitamins and veterinary medications
- Personal, family member or pet medications
- Medications that are no longer used
- Medications from deceased family member
- Unknown tablets or capsules

Location:

Southington Water Dept.
605 West Queen St., Southington

Date: Saturday, April 28, 2012

Time: 10:00 AM– 2:00 PM

For more information contact:

Southington Water Dept. at (860) 628-5593

Bristol Water Dept. at (860) 582-7431

Do NOT Bring:

- Thermometers
- Needles
- Medical Waste of any type



**MEDICATION
RETURN PROGRAM**



*Parents 4
A Change*



**Southington
Drug Task Force**

*Southington
Public Schools*



March 29, 2012

Dear Families,

We would like to hear your thoughts on a variety of topics that concern families who have children with special learning needs. It is important to us that we know what your concerns and needs are. We are hopeful, with your input, that the Special Education Department of the Southington Public Schools will maintain a role of continuous improvement.

Please take a few moments to complete this survey and return it in the pre-addressed, stamped envelope provided. **Please return the survey by April 9, 2012.** If you have any questions, please direct them to Denise using her contact information below. Thank you in advance and we hope that with the results of this survey we will be able to respond to your families' needs.

Denise Feltz
Administrative Intern and Special Education Teacher
Southington High School
(860) 628-3200, Extension 424

Perri Murdica, Ed.D.
Senior Coordinator, Pupil Personnel Services
Southington Public Schools
(860) 628-3200, Extension 210

General Information

1. I am a parent of a child with special needs. Currently, my child/children is/are being educated in one of the following programs. (please check all that apply)
- Birth to Three program
 - Integrated Preschool at Hatton School
 - Kindergarten - grade 5 at one of Southington's public elementary schools
 - Grades 6-8 at Kennedy or DePaolo Middle School
 - Grades 9-12 at Southington High School
 - Age 18-21, at Southington High School-Transition (already completed graduation requirements)
 - Out of district placement
 - Not in a program
 - Other _____

2. English is the home language of our family. yes no

3. The preferred mode of communication is home phone e-mail
 cell phone

Please rate the following questions on a scale of 1-5 where 1 = "strongly disagree" and 5 = "strongly agree"

Current Practice

		1	2	3	4	5
1	There is adequate communication between school and home regarding upcoming events, or workshops in areas that may be of interest to families who have children with special needs.					
2	The Southington School System has hosted informational events on topics that are applicable to families who have children with special needs.					

Regarding the Planning and Placement Team (PPT) Process...

		1	2	3	4	5
3	I understood the reason for the PPT meeting in which I was invited to attend.					
4	I felt my input was valued as a team member.					
5	At the end of the meeting I had a clear understanding of the services that would be provided to my child.					
6	I believed the individualized educational program (IEP) we developed for my child would bring a measure of success.					

Other activities

		1	2	3	4	5
7	The Southington school that my child attends has sports activities in place that include students with special needs.					
8	There are after school clubs that my child has been able to be included in.					
9	The Town of Southington, Department of Parks and Recreation, has adequate programming for children with special needs.					
10	My child feels he/she belongs to the school community.					

Areas of Further Interest

1. If a parent support group was made available to you, would you be interested in attending? ___ yes ___ no
2. If so, how often? ___ 2x/yr. ___ 5x/yr. ___ monthly
3. Would you be interested in attending evening programs to learn how to access supports and services delivered by state and private agencies? ___ yes ___ no
4. Would you be interested in attending informational parent workshops on educational, behavioral or sensory topics? ___ yes ___ no
5. What other topics would be of interest? _____

6. Would you be interested in a presentation on “understanding your child’s IEP” and/or “understanding your child’s individual assessments”?

yes no

7. Would you be interested in workshops that would provide information on long term planning for a child with whom you will always retain guardianship?

yes no

If yes, check those listed that you may be interested in.

Transition planning

Planning for the Department of Developmental Disabilities Services (DDS) as the child approaches age 21

Applying for Social Security Insurance (SSI)

Developing a special needs trust

Other _____

8. Please share any additional comments or concerns. _____



SOUTHINGTON PUBLIC SCHOOLS

Tuesday, April 17, 2012

Mr. James G. Williamson, President
Community Foundation of Greater New Britain
74A Vine Street
New Britain, CT 06052

Dear Mr. Williamson,

On behalf of Southington Public Schools and Southington High School's Special Education Department we want to extend our gratitude for the grant monies you have so generously bestowed upon us to purchase a van for our 5th year program. This grant makes it possible for the high school to fully develop a program for our adult special education students whose learning needs, at this point in their education, can best be met in the community setting.

Although we have established a one-day community-based site where students are able to access several Southington's businesses; YMCA, stores, agency buildings, library, etc., this van will open the doors for so many more opportunities.

Without the access of public transportation in Southington, we have been very creative but limited in the number of job sites, community activities, and social opportunities our students can participate in and restricted in the scope of our career and adult daily living skills instructional options. This will make a significant difference.

We will keep you abreast of our progress as the 2012-13 school year begins. Hopefully, you will visit our program often; observe and participate in some of these special activities designed to prepare our students to live independent and satisfying adult lives here, in their own home town.

Again, many, many thanks for meeting this need for our students and school district. We are beyond grateful and honored with this very abundant gift.

Respectfully yours,

Dr. Joseph Erardi, Superintendent, Southington Public Schools

Martin Semmel, Principal, Southington High School

Beth Ozkan, Coordinator, Secondary Special Education

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH

ASSISTANT SUPERINTENDENT
OF INSTRUCTION AND LEARNING

PERRI MURDICA, Ed.D.

SR. COORDINATOR
PUPIL PERSONNEL SERVICES

CAROL BAGWELL

SPECIAL EDUCATION
COORDINATOR

SANDRA KUJAWSKI

SPECIAL EDUCATION
COORDINATOR

BETH M. OZKAN

SPECIAL EDUCATION
COORDINATOR

49 BEECHER STREET
SOUTHINGTON, CT
06489

www.southingtonschools.org

OFFICE TELEPHONE
(860) 628-3200

FAX
(860) 628-3332



*Dr. Joseph V. Erardi, Jr.
Superintendent of Schools*

MEMO

TO: Southington Board of Education
DATE: August 2011 / **January 2012** / **April 2012**
RE: Superintendent's Goals: 2011 - 2012

Superintendent's Goals for the 2011-2012 School Year

The 2011-2012 district goals are, once again, intended to represent the combined focus areas of the Southington Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

At the close of the 2010-2011 school year, the Superintendent and the Southington Board of Education agreed that ongoing, measurable, and additional work should continue in the following areas:

1. Instructional

- Grade 8/9 student transition for an in-depth examination of rigor and readiness for middle school youngsters moving forward to Southington High School.
Ongoing - In December 2011, administration presented a detailed report to the Board of Education Curriculum and Instruction Committee. Informational updates in December included, but were not limited to:
 - Academic performance in the ninth grade.
 - An update from the ongoing work of the district's Grade 8/9 Transition Team.
 - The length and quality of homework.
 - Heterogeneous versus homogenous grouping practices within a middle school setting.**Completed** – This yearlong initiative, under the direction of the Assistant Superintendent of Schools, culminated with Grade 8/9 language arts teachers meeting multiple times to discuss rigor, relevance, and to share student work. The work in this area will continue in 2012-2013 with additional core disciplines following the protocol established by language arts during the fourth quarter of 2011-2012 school year.
- Extended Day Kindergarten as this program represents movement from planning to pilot for 2011-2012.
Completed - Under the direction of the district's Assistant Superintendent, and with the assistance from the district's Director of Operations (transportation), a vibrant, measurable program is in place at both South End Elementary School and Derynsoki Elementary School.
- Alta's continued expansion to a regional Alternative High School as 2010-2011 represented the pilot year for tuition-based youngsters.
Ongoing - A series of regional invitations are in place for December / January to further expose the alternative opportunity to surrounding districts. To date, approximately \$30,000 has been received in revenue (Wolcott 2010-2011).
Ongoing – A formal brochure will be completed by the close of this school year which will allow the district to continue its outreach to surrounding communities.

- Adult Education as the program was reviewed in 2010-2011 and now will go through significant change to meet the needs of the community.
Ongoing - Program leadership has been redesigned to include expanded marketing responsibilities, a greater focus on technology (iPad purchase and use – Adult Education funded), and the direct support of the district’s Personnel Department to encourage and recruit instructors. This administrative focus area will continue throughout the 2011-2012 school year.
Completed – Under the direction of the Assistant Superintendent, multiple meetings have taken place throughout the year with the program leader. This enhanced program presently features a wider opportunity for the community with, for the first time, an electronic presence in registration and an emerging student database.
- Virtual Learning Academy (online student opportunity) as a continued resource and option for high school students for credit recovery and for homebound instruction.
Ongoing - Virtual learning has been piloted with three students (Southington High School) for credit recovery and will continue to be considered for others throughout this pilot year. In addition, Virtual Learning Academy remains in place for youngsters who are on a Homebound (expulsion) Program.
Completed – This highly successful pilot with approximately six high school students will continue in future years as a credit recovery program.
- To continue to address all school-based plans with central office support.
Ongoing - The Superintendent and Assistant Superintendent just completed (December 2011) a mid-year School Improvement Plan review with every lead site-level administrator. This mid-year checkpoint has been memorialized as part of our Administrative Evaluation Plan and will continue through June 2012.
Completed – Central office has worked closely with all site-level administrators to provide ongoing support and resources throughout the entire school year.

2. Facility

- To complete the relinquishing of 49 Beecher Street back to town officials and to successfully transition the Board of Education office space to the North Center Government Complex.
Ongoing –
 - On January 12, 2012, administration will recommend to the School Board a realtor to market and sell 49 Beecher Street.
 - Ongoing transition plans have been in place since September 2011 ensuring a seamless March / April move to the North Center Government Complex.**Completed** – In partnership with town officials and our Director of Operations, the property is presently advertised for sale with a local realtor.
- To facilitate the community awareness and information sharing of the middle school referendum that addresses an \$85,000,000 Renovate-to-New project.
Completed - A model partnership roll-out between administration and the Board of Education resulted in an overwhelming “yes” vote from the community passing the \$85,000,000 middle school project.
- To represent the Southington Board of Education in the land acquisition proposal that is tied to the middle school project.
Completed - The town’s attorney will close on 1043-1045 South Main Street property in January 2012. In addition, an informational meeting was held in December to share updated acquisition information with the Working Street neighborhood.

- To continue to chair the town-wide ad hoc *Facility Committee* that has been active and effective for the past eighteen months.

Completed - The November 2011 successful referendum pass formally closed the intent and the charge of this committee.

3. Partnerships

- To remain active in:

- Engaging and informing parents (*Brown Bag Luncheons, attend PTO meetings, 6:30 a.m. open hour*).

Ongoing - Labor intensive, dedicated, quality time continues to be the cornerstone of our communication partnership initiative with multiple stakeholders. In addition to maintaining relationships and partnerships with nearly every parent or civic group in the community, administration has launched a successful “blog” on the district’s website and has also maximized the remote all-call technology to keep parents abreast of a number of very unique issues that have taken place this school year.

Completed – Parent partnerships remain an ongoing priority with the Superintendent and all of central office.

- The Early Childhood Collaborative.

Ongoing - Administration has formally become the program evaluator for the fully-funded Family Resource Center. This oversight, along with central office membership on the Early Childhood Collaborative Committee, will continue to ensure program continuity and enhanced readiness for preschool youngsters.

Completed – The transition of the Family Resource Center for evaluative purposes has been completed within our Pupil Personnel Services Department. This organizational restructure will remain in place for future years.

- Collaboration with safety officials (police / fire) and community safety organizations (STEPS).

Ongoing - Strong and effective partnerships remain in place with all town officials and safety officials.

Completed – This initiative will remain in place for future years.

- Central Connecticut State University (Administrative Cohort Program).

Ongoing

- Administrative Cohort I will receive their administrative certificate from CCSU in May 2012.

- Administrative Cohort II will begin coursework in June 2012 with CCSU.

Completed – Cohort II has been formally established with CCSU and twelve educators will begin their pursuit of a leadership certificate.

In addition, new challenges because of local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

4. Board of Education / Town Proper – Long Term Capital Planning

In June 2011, school and town officials met to better understand long-term planning and spending. School administrators will work in partnership with town leaders to reach a proposed administrative capital plan that addresses the needs of the Southington community. This plan will be shared with elected officials on or before December 1st for their consideration in the 2012-2013 budget.

Completed - The Town Manager met on a weekly reoccurring meeting date to complete their recommendation to elected boards and commissions. This work was proposed to all in December 2011 and will be discussed throughout the budget season.

5. Board of Education / Town Proper Consolidation of Services

The government complex will house school and town officials in the same location on or around January 2012. Careful planning and definable steps must be developed and endorsed by staff and elected officials as we examine how, how often, and how will we work most efficiently with the town and with the community.

Ongoing - This initiative has been jointly worked on with the town staff and my office since September. Purchasing, personnel, and technology have all been discussed regarding collaboration and best practice. On or before the move into the North Center Government Complex, elected boards and commissions will fully understand the proposed pilot combined work within existing staff.

Ongoing – Because of renovation delays, the opportunity to further pursue this work will not take place until June / July 2012. This initiative will be included in the Superintendent’s proposed 2012-2013 goals and objectives.

6. Fiscal Planning – 2012-2013

The 2012-2013 budget process looms as perhaps the most difficult work to face the School Board in decades. The federal stimulus money, which was used to offset needs this year, will create an extraordinary funding cliff for budget planners. This focus area needs to be transparent, best for children, and it must be respectful to the community.

Ongoing - November and December budget preparation work has been encompassing and intense. The School Board will receive what administration believes is a responsible proposal on or before January 1, 2012 and will further discuss and amend the budget throughout the month of January.

Completed – The School Board endorsed the proposed administrative budget and has supported the document by attending numerous workshops and town meetings. The present process continues refinement through the lens of multiple stakeholders.

7. High School Reform

Southington High School has begun an extraordinary transformation as per the New England Association of Schools and Colleges self-study. Central office administration will support, guide, and champion the work that will come from the Southington High School instructional leadership team. The condensing of student levels, offering the Program of Studies most competitive classes to more students, enhancing authentic based learning opportunities, and examining the present 42-minute period per day will begin the process of ensuring the Board of Education that students will graduate with 21st Century Skills.

Ongoing -

- November 2011 – Unanimous Board action supporting administration’s leveling recommendation.
- December 2011 – Site-based committee work begun to explore length of periods.
- December 2011 – Administration (Southington High School Principal) shares data on the enhanced number of AP classes now being offered at Southington High School that has led to a greater number of students than ever before competing in the most demanding courses in the school’s Program of Study.

Completed – Three major initiatives have been launched during the 2011-2012 school year and will be further defined within the 2012-2013 school year. They are: 1) increasing AP courses and enrollment, 2) restructuring course leveling, and 3) looking at instructional time.

8. Middle School Renovate-to-New Construction

This initiative will need a number of different levels of support as the project moves through multiple phases during the 2011-2012 school year. The proposed Renovate-to-New project becomes even more complex as elected officials may or may not change in November 2011. Our collective work will include sharing information with boards and commissions in July and August, creating, directing, and having oversight for an awareness campaign for the projects in September and October, and then

navigating the onset of the project with the Public Building Committee and the Board of Education from November 2011 through the close of the school year.

Ongoing / Completed

- Referendum Passed – November 2011.
- Public Building Committee formed – December 2011.
- Ongoing work continues with the Town Council and the Public Building Committee throughout the remainder of the school year.

Ongoing / Completed – RFQ’s have been received by both Construction Manager and Architectural firms. Interviews and selections will be completed in early May.

9. Technology – Maintaining / Funding / Managing

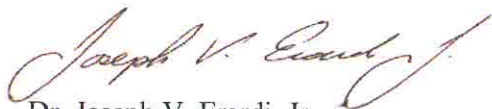
Technology demands continue to grow throughout the district. A thorough examination of lease vs. purchase, technology support staff vs. volume of work, and reoccurring funds needed to maintain our present K-12 platform will be presented to the Board of Education on or before November 1, 2011. In addition, the School Board will be updated on modeling the district’s “paperless” initiative for their public meetings. A “paperless” meeting update will be shared with the School Board on or before October 1, 2011.

Ongoing - December 2011: The Director of Technology completed a detailed external scan for the Superintendent and the School Board for all to better understand staffing costs of public school technology. In addition, administration will be sharing detailed plans on the proposed 2012-2013 Technology Plan within the budget process. Finally, the “paperless” investigation will culminate with a Board presentation at the Board of Education’s February retreat.

Completed – Under the direction of the Director of Technology, administration successfully demonstrated the need to financially support an ongoing technology recovery plan which will allow all students a greater access to state-of-the-art hardware and software.

I anticipate the upcoming school year to be filled with great challenge and even greater success. Collectively, our 1,100 employees will stay focused on making a difference...one youngster at a time.

Respectfully,



Dr. Joseph V. Erardi, Jr.
Superintendent of Schools

Series 3000: Business and Non-Instructional Operations**Business****Tuition Fees**

The Board of Education, through the Superintendent of Schools, may allow students from other school districts to attend local schools. In these cases, the students or sending district shall pay tuition. Tuition will be no less than the average per pupil cost for the previous school year, as reported for the Southington Public Schools by the Connecticut State Department of Education.

The Superintendent shall develop regulations for the implementation of this policy which will include procedures for application, for administrative review, for informing applicants as to the status of their requests, and notice regarding discontinuance of approved service.

Legal Reference:

Connecticut General Statutes

10-33, Tuition in towns in which no high school is maintained

10-220, Duties of Boards of Education

Policy adopted: October 1988
Policy reviewed: April 2003
Policy revised: May 2010

Series 3000: Business and Non-Instructional Operations**Tuition Fees****Procedures for Considering Students on a Tuition Basis**

Any student from another school district who wishes to attend the Southington Public Schools as a tuition student must apply in writing to the Superintendent of Schools. The Superintendent or designee will review all requests. Acceptance will depend upon space availability and the assessed instructional appropriateness of the student's placement. If accepted, the student or sending district shall pay tuition in accordance with Policy 3240 Tuition Fees. These procedures do not apply to students who may be allowed to complete a grade in which they had been enrolled in the Southington Public Schools prior to moving from Southington or for students enrolling in the Regional Vocational Agriculture Program at Southington High School.

Any out of district student, who is placed in a special education program, shall be charged tuition and any direct costs for ancillary and related special services. When appropriate or required by law the student's legal school district may pay these costs. Tuition fees must be prepaid on a monthly basis.

The Superintendent, or designee, retains the right to determine which school a tuition student is placed in. All tuition placements are on a year-to-year basis. A parent or guardian will be advised by the administrator in charge as to the student's standing in the school district for the next school year prior to April 1. Continuation will depend upon space availability, the assessed instructional appropriateness of the student's placement, and the degree to which the student's continuation may have an adverse effect on the requested program or grade.

Legal Reference:

Connecticut General Statutes

10-65, Regional Vocational-Agriculture Centers

Regulation approved: January 1989
Regulation reviewed: April 2003
Regulation revised: May 2010

SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting April 19, 2012



JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

49 BEECHER STREET
SOUTHINGTON, CT
06489

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(860) 628-3202

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(860) 628-3205

The chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:32 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Patricia Queen

Others Board of Education Members Present: Mrs. Jill Notar-Francesco

Present from the Administration and Faculty: Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools; Ms. Betsy Chester, Language Arts Coordinator; Ms. Dale Riedinger, Science and Math Coordinator

From Kelley Elementary School: Mrs. Betty Lutz, Principal; Ms. Stephanie Lawlor; Ms. Josie Rogala; Ms. Lindsay Veronneau

Language Arts Curriculum, Grades K-5

The Curriculum and Instruction Committee reviewed samples (2 units per grade in reading and writing) of the Kindergarten through Grade 5 Units of Study. This work represents an alignment between the Connecticut Framework Standards and the new Common Core State Standards. Ms. Lawlor and Ms. Veronneau explained how each unit is implemented within classrooms and how the units represent the ongoing professional development work that has been occurring between Columbia Teachers' College and Southington. The Committee will electronically receive all K-5 Units of Study prior to an anticipated Board of Education approval request at the May 24, 2012 meeting. There will be a total of 88 units (44 in reading and 44 in writing). Mrs. Smith will also have a complete binder with all units available for reference prior to the May 24, 2012 Board of Education meeting.

The Units of Study include both current language from Connecticut's Framework as well as Common Core language. The purpose of this is to allow teachers the ability to compare and contrast this change of language as we move toward an understanding of Common Core and the implications for student learning.

Committee members expressed their interest in visiting classrooms to view the implementation of the Teachers' College Reading and Writing workshops. Board Members were invited to Kelley Elementary School to take advantage of this opportunity.

Motion:

By Mrs. Queen, seconded by Mrs. Johnson

"Move that the Curriculum and Instruction Committee meeting be adjourned."

Roll Call Vote: Mrs. Patricia Johnson, Mrs. Patricia Queen, Mrs. Terri Carmody

Voted: Unanimously

Meeting was adjourned at 12:15 p.m.

Respectfully Submitted,

Karen L. Smith
Assistant Superintendent of Schools

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
MAY 7, 2012**

A Special Meeting of the Southington Board of Education was held on Monday, May 7, 2012 at 7:30 p.m. in the Southington High School Library / Media Center, 720 Pleasant Street, Southington, Connecticut.

Board Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mr. Zaya Oshana, and Mr. Brian Goralski.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, and Karen Smith, Assistant Superintendent.

1. CALL TO ORDER

Mr. Brian Goralski called the meeting to order at 7:30 p.m.

2. CANDIDATE INTERVIEWS ~ EXECUTIVE SESSION ANTICIPATED

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

“Move that the Board goes into Executive Session, excluding the public and the press for the purpose of candidate interviews for Assistant Principal of Southington High School and, upon conclusion, reconvene to public session.”

Motion carried unanimously by voice vote.

The Board went into Executive Session at 7:30 p.m.

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

“Move that the Board reconvenes into public session.”

Motion carried unanimously by voice vote.

The Board reconvened public session at 11:05 p.m.

3. PROPOSED ASSISTANT PRINCIPAL APPOINTMENT ~ SOUTHINGTON HIGH SCHOOL

The members of the Board of Education discussed that they would vote on the appointment of Assistant Principal of Southington High School at the regular Board of Education meeting on Thursday, May 10, 2012.

4. ADJOURNMENT

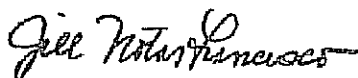
MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move that the Special Meeting of the Board of Education be adjourned.”

Motion carried unanimously by voice vote.

The Special Meeting of the Board of Education adjourned at 11:05 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 10, 2012

Decision Requested X Agenda Code 5 a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements and transfers for certified and classified personnel for 2011 - 2012.

Background: The attached report lists personnel activity from April 1, 2012 through April 30, 2012.

Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:
1. Personnel Report

**PERSONNEL ACTIVITY REPORT
FOR: May 2012**

APPOINTMENTS

Certified

LAST NAME	FIRST NAME	POSITION	SCHOOL	LESS THAN 1.0	EFFECTIVE DATE	HIGHEST DEGREE	UNIVERSITY/SCHOOL	SALARY
Quinn	James	Principal	South End		July 1, 2012	6th Year	Central CT State University	\$123,121.00
Bennett	Megan	Principal	Thalberg		July 1, 2012	6th Year	Sacred Heart University	\$123,121.00
Madancy	Steve	Principal	J. F. Kennedy		July 1, 2012	6th Year	University of Bridgeport	\$132,675.00

Classified

LAST NAME	FIRST NAME	POSITION	SCHOOL	Hours Per Week	EFFECTIVE DATE	SALARY HOURLY RATE
Bresnahan	John	Part-Time Evening Custodian	Plantsville	19.50	April 16, 2012	\$13.81
Arnold	Deborah	Grant Funded Math Tutor	South End	15.00	April 16, 2012	\$12.66
Noyes	Jonathan	Part-Time Evening Custodian	South End	19.50	April 17, 2012	\$13.81

**PERSONNEL ACTIVITY REPORT
FOR: May 2012**

RESIGNATIONS

Certified

LAST NAME	FIRST NAME	POSITION	SCHOOL	EFFECTIVE DATE	YEARS OF SERVICE	RETIRE
Adams	Tina	Mathematics Teacher	SHS	July 1, 2012	3 years	No

Classified

LAST NAME	FIRST NAME	POSITION	SCHOOL	EFFECTIVE DATE	YEARS OF SERVICE	RETIRE
Welch	Carol	LPN	Strong	June 20, 2012	26 years	Yes
LaBrie	Martha	Full-Time Sp Ed Paraprofessional	SHS	July 1, 2012	19 years	Yes
Mirisola	Sharon	Full-Time Sp Ed Paraprofessional	SHS	July 1, 2012	26 years	Yes
Szydlowski	Edward	Maintenance Employee	District	August 4, 2012	34 years	Yes

**PERSONNEL ACTIVITY REPORT
FOR: May 2012**

TRANSFERS

Certified

LAST NAME	FIRST NAME	FROM POSITION	FROM SCHOOL	TO POSITION	TO SCHOOL	EFFECTIVE DATE
No certified transfers in the month of April						

Classified

LAST NAME	FIRST NAME	FROM POSITION	FROM SCHOOL	TO POSITION	TO SCHOOL	EFFECTIVE DATE
No classified transfers in the month of April						

**PERSONNEL ACTIVITY REPORT
FOR: May 2012**

UNPAID LEAVES OF ABSENCE

LAST NAME	FIRST NAME	POSITION	SCHOOL	START DATE	END DATE	REASON
No unpaid leaves of absence in the month of April						

**PERSONNEL ACTIVITY REPORT
FOR: May 2012**

COACHING / STIPENDS

Appointments

LAST NAME	FIRST NAME	TO POSITION	SCHOOL	EFFECTIVE DATE	STIPEND
Wittneben	Megan	Freshman Coach, Girls Lacrosse	SHS	April 16, 2012	\$3,571.00
Shaw	Marissa	Interim Head Coach, Girls Outdoor Track	SHS	April 18, 2012	\$3,622.99

Resignations

LAST NAME	FIRST NAME	FROM POSITION	SCHOOL	EFFECTIVE DATE
Bayer	Amanda	Assistant Coach, Girls Volleyball	SHS	April 4, 2012
Shaw	Marissa	Assistant Coach, Girls Outdoor Track	SHS	April 18, 2012
Ottochian	Scott	Head Coach, Girls Outdoor Track	SHS	April 18, 2012

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 10, 2012

Decision Requested _____ Agenda Code 6 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

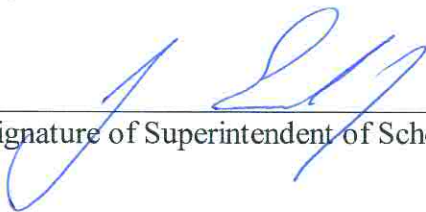
Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ X _____
Decision Requested _____

Board Meeting Date _____ May 10, 2012 _____
Agenda Code _____ 6 b. _____

AGENDA REPORTING FORM

Agenda Topic: _____ **Construction Update** _____

Summary of Issue: _____ Phase II Construction and Renovation/Expansion of buildings are listed below with their
current status. _____

Phase II Construction Projects: _____

Plantsville Elementary School – Renovation/Expansion: The building committee will meet in May to approve
the final costs presented by the Construction Manager. Committee should vote project complete at that time. _____

South End Elementary School - New Construction: The building committee will meet in May to approve the
final costs presented by the Construction Manager. Committee should vote project complete at that time. _____

North Center Government Complex – Renovation: Interior walls are receiving sheetrock while electrical and
HVAC work continues. _____

Kennedy & DePaolo Middle School - Renovation/Expansion: Three construction management companies
were finalists. Following reference checks the committee will make their recommendation to the Town
Council for action on May 14, 2012. _____

Background: _____ At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a
permanent agenda report for school construction projects. _____

Cost (if applicable): \$15,825,000 – Plantsville \$16,860,000 – South End \$85,000,000 Middle Schools _____

Funding Source: State & Local _____

Beginning Date of Program/Project: Varied _____ **Ending Date of Program or Project:** _____ Varied _____

Recommendation or Comment: _____

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 10, 2012

Decision Requested x Agenda Code 6 c.

AGENDA REPORTING FORM

Agenda Topic: Year End Report on 2011-2012 Superintendent's Goals

Summary of Issue: A year end report of the Superintendent's Goals for 2011-2012 was submitted to the Board of Education.

Background: The Superintendent's Goals were developed between the Board of Education and the Superintendent of Schools on August 18, 2011. A Mid-Year Report was presented to the Board of Education on January 12, 2012.

Alternative Strategies: N/A

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

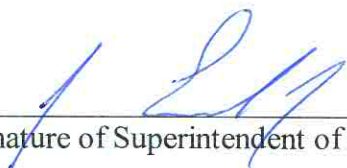
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board take action to accept the superintendent's goals as presented.

Title of Attachment

1. Superintendent's End of the Year Goals



Signature of Superintendent of Schools



*Dr. Joseph V. Erardi, Jr.
Superintendent of Schools*

MEMO

TO: Southington Board of Education
DATE: August 2011 / **January 2012** / April 2012
RE: Superintendent's Goals: 2011 - 2012

Superintendent's Goals for the 2011-2012 School Year

The 2011-2012 district goals are, once again, intended to represent the combined focus areas of the Southington Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

At the close of the 2010-2011 school year, the Superintendent and the Southington Board of Education agreed that ongoing, measurable, and additional work should continue in the following areas:

1. Instructional

- Grade 8/9 student transition for an in-depth examination of rigor and readiness for middle school youngsters moving forward to Southington High School.

Ongoing - In December 2011, administration presented a detailed report to the Board of Education Curriculum and Instruction Committee. Informational updates in December included, but were not limited to:

- Academic performance in the ninth grade.
- An update from the ongoing work of the district's Grade 8/9 Transition Team.
- The length and quality of homework.
- Heterogeneous versus homogenous grouping practices within a middle school setting.

Completed – This yearlong initiative, under the direction of the Assistant Superintendent of Schools, culminated with Grade 8/9 language arts teachers meeting multiple times to discuss rigor, relevance, and to share student work. The work in this area will continue in 2012-2013 with additional core disciplines following the protocol established by language arts during the fourth quarter of 2011-2012 school year.

- Extended Day Kindergarten as this program represents movement from planning to pilot for 2011-2012.

Completed - Under the direction of the district's Assistant Superintendent, and with the assistance from the district's Director of Operations (transportation), a vibrant, measurable program is in place at both South End Elementary School and Derynsoki Elementary School.

- Alta's continued expansion to a regional Alternative High School as 2010-2011 represented the pilot year for tuition-based youngsters.

Ongoing - A series of regional invitations are in place for December / January to further expose the alternative opportunity to surrounding districts. To date, approximately \$30,000 has been received in revenue (Wolcott 2010-2011).

Ongoing – A formal brochure will be completed by the close of this school year which will allow the district to continue its outreach to surrounding communities.

- Adult Education as the program was reviewed in 2010-2011 and now will go through significant change to meet the needs of the community.
Ongoing - Program leadership has been redesigned to include expanded marketing responsibilities, a greater focus on technology (iPad purchase and use – Adult Education funded), and the direct support of the district’s Personnel Department to encourage and recruit instructors. This administrative focus area will continue throughout the 2011-2012 school year.
Completed – Under the direction of the Assistant Superintendent, multiple meetings have taken place throughout the year with the program leader. This enhanced program presently features a wider opportunity for the community with, for the first time, an electronic presence in registration and an emerging student database.
- Virtual Learning Academy (online student opportunity) as a continued resource and option for high school students for credit recovery and for homebound instruction.
Ongoing - Virtual learning has been piloted with three students (Southington High School) for credit recovery and will continue to be considered for others throughout this pilot year. In addition, Virtual Learning Academy remains in place for youngsters who are on a Homebound (expulsion) Program.
Completed – This highly successful pilot with approximately six high school students will continue in future years as a credit recovery program.
- To continue to address all school-based plans with central office support.
Ongoing - The Superintendent and Assistant Superintendent just completed (December 2011) a mid-year School Improvement Plan review with every lead site-level administrator. This mid-year checkpoint has been memorialized as part of our Administrative Evaluation Plan and will continue through June 2012.
Completed – Central office has worked closely with all site-level administrators to provide ongoing support and resources throughout the entire school year.

2. Facility

- To complete the relinquishing of 49 Beecher Street back to town officials and to successfully transition the Board of Education office space to the North Center Government Complex.
Ongoing –
 - On January 12, 2012, administration will recommend to the School Board a realtor to market and sell 49 Beecher Street.
 - Ongoing transition plans have been in place since September 2011 ensuring a seamless March / April move to the North Center Government Complex.**Completed** – In partnership with town officials and our Director of Operations, the property is presently advertised for sale with a local realtor.
- To facilitate the community awareness and information sharing of the middle school referendum that addresses an \$85,000,000 Renovate-to-New project.
Completed - A model partnership roll-out between administration and the Board of Education resulted in an overwhelming “yes” vote from the community passing the \$85,000,000 middle school project.
- To represent the Southington Board of Education in the land acquisition proposal that is tied to the middle school project.
Completed - The town’s attorney will close on 1043-1045 South Main Street property in January 2012. In addition, an informational meeting was held in December to share updated acquisition information with the Working Street neighborhood.

- To continue to chair the town-wide ad hoc *Facility Committee* that has been active and effective for the past eighteen months.
Completed - The November 2011 successful referendum pass formally closed the intent and the charge of this committee.

3. Partnerships

- To remain active in:
 - Engaging and informing parents (*Brown Bag Luncheons, attend PTO meetings, 6:30 a.m. open hour*).
Ongoing - Labor intensive, dedicated, quality time continues to be the cornerstone of our communication partnership initiative with multiple stakeholders. In addition to maintaining relationships and partnerships with nearly every parent or civic group in the community, administration has launched a successful “blog” on the district’s website and has also maximized the remote all-call technology to keep parents abreast of a number of very unique issues that have taken place this school year.
Completed – Parent partnerships remain an ongoing priority with the Superintendent and all of central office.
 - The Early Childhood Collaborative.
Ongoing - Administration has formally become the program evaluator for the fully-funded Family Resource Center. This oversight, along with central office membership on the Early Childhood Collaborative Committee, will continue to ensure program continuity and enhanced readiness for preschool youngsters.
Completed – The transition of the Family Resource Center for evaluative purposes has been completed within our Pupil Personnel Services Department. This organizational restructure will remain in place for future years.
 - Collaboration with safety officials (police / fire) and community safety organizations (STEPS).
Ongoing - Strong and effective partnerships remain in place with all town officials and safety officials.
Completed – This initiative will remain in place for future years.
 - Central Connecticut State University (Administrative Cohort Program).
Ongoing
 - Administrative Cohort I will receive their administrative certificate from CCSU in May 2012.
 - Administrative Cohort II will begin coursework in June 2012 with CCSU.**Completed** – Cohort II has been formally established with CCSU and twelve educators will begin their pursuit of a leadership certificate.

In addition, new challenges because of local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

4. Board of Education / Town Proper – Long Term Capital Planning

In June 2011, school and town officials met to better understand long-term planning and spending. School administrators will work in partnership with town leaders to reach a proposed administrative capital plan that addresses the needs of the Southington community. This plan will be shared with elected officials on or before December 1st for their consideration in the 2012-2013 budget.

Completed - The Town Manager met on a weekly reoccurring meeting date to complete their recommendation to elected boards and commissions. This work was proposed to all in December 2011 and will be discussed throughout the budget season.

5. **Board of Education / Town Proper Consolidation of Services**

The government complex will house school and town officials in the same location on or around January 2012. Careful planning and definable steps must be developed and endorsed by staff and elected officials as we examine how, how often, and how will we work most efficiently with the town and with the community.

Ongoing - This initiative has been jointly worked on with the town staff and my office since September. Purchasing, personnel, and technology have all been discussed regarding collaboration and best practice. On or before the move into the North Center Government Complex, elected boards and commissions will fully understand the proposed pilot combined work within existing staff.

Ongoing – Because of renovation delays, the opportunity to further pursue this work will not take place until June / July 2012. This initiative will be included in the Superintendent’s proposed 2012-2013 goals and objectives.

6. **Fiscal Planning – 2012-2013**

The 2012-2013 budget process looms as perhaps the most difficult work to face the School Board in decades. The federal stimulus money, which was used to offset needs this year, will create an extraordinary funding cliff for budget planners. This focus area needs to be transparent, best for children, and it must be respectful to the community.

Ongoing - November and December budget preparation work has been encompassing and intense. The School Board will receive what administration believes is a responsible proposal on or before January 1, 2012 and will further discuss and amend the budget throughout the month of January.

Completed – The School Board endorsed the proposed administrative budget and has supported the document by attending numerous workshops and town meetings. The present process continues refinement through the lens of multiple stakeholders.

7. **High School Reform**

Southington High School has begun an extraordinary transformation as per the New England Association of Schools and Colleges self-study. Central office administration will support, guide, and champion the work that will come from the Southington High School instructional leadership team. The condensing of student levels, offering the Program of Studies most competitive classes to more students, enhancing authentic based learning opportunities, and examining the present 42-minute period per day will begin the process of ensuring the Board of Education that students will graduate with 21st Century Skills.

Ongoing -

- November 2011 – Unanimous Board action supporting administration’s leveling recommendation.
- December 2011 – Site-based committee work begun to explore length of periods.
- December 2011 – Administration (Southington High School Principal) shares data on the enhanced number of AP classes now being offered at Southington High School that has led to a greater number of students than ever before competing in the most demanding courses in the school’s Program of Study.

Completed – Three major initiatives have been launched during the 2011-2012 school year and will be further defined within the 2012-2013 school year. They are: 1) increasing AP courses and enrollment, 2) restructuring course leveling, and 3) looking at instructional time.

8. **Middle School Renovate-to-New Construction**

This initiative will need a number of different levels of support as the project moves through multiple phases during the 2011-2012 school year. The proposed Renovate-to-New project becomes even more complex as elected officials may or may not change in November 2011. Our collective work will include sharing information with boards and commissions in July and August, creating, directing, and having oversight for an awareness campaign for the projects in September and October, and then

navigating the onset of the project with the Public Building Committee and the Board of Education from November 2011 through the close of the school year.

Ongoing / Completed

- Referendum Passed – November 2011.
- Public Building Committee formed – December 2011.
- Ongoing work continues with the Town Council and the Public Building Committee throughout the remainder of the school year.

Ongoing / Completed – RFQ’s have been received by both Construction Manager and Architectural firms. Interviews and selections will be completed in early May.

9. Technology – Maintaining / Funding / Managing

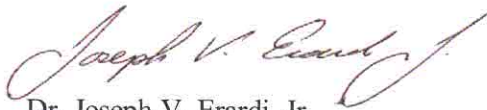
Technology demands continue to grow throughout the district. A thorough examination of lease vs. purchase, technology support staff vs. volume of work, and reoccurring funds needed to maintain our present K-12 platform will be presented to the Board of Education on or before November 1, 2011. In addition, the School Board will be updated on modeling the district’s “paperless” initiative for their public meetings. A “paperless” meeting update will be shared with the School Board on or before October 1, 2011.

Ongoing - December 2011: The Director of Technology completed a detailed external scan for the Superintendent and the School Board for all to better understand staffing costs of public school technology. In addition, administration will be sharing detailed plans on the proposed 2012-2013 Technology Plan within the budget process. Finally, the “paperless” investigation will culminate with a Board presentation at the Board of Education’s February retreat.

Completed – Under the direction of the Director of Technology, administration successfully demonstrated the need to financially support an ongoing technology recovery plan which will allow all students a greater access to state-of-the-art hardware and software.

I anticipate the upcoming school year to be filled with great challenge and even greater success. Collectively, our 1,100 employees will stay focused on making a difference...one youngster at a time.

Respectfully,



Dr. Joseph V. Erardi, Jr.
Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 10, 2012

Decision Requested _____ Agenda Code 6 d.

AGENDA REPORTING FORM

Agenda Topic: 2012-2013 Operational Plan

Summary of Issue: Administration will continue to update the Southington Board of Education on the Proposed 2012-2013 Operational Plan.

Background: N/A


Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Informational.



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date May 10, 2012

Decision Requested _____

Agenda Code 7 a

AGENDA REPORTING FORM

Agenda Topic: Policy #6154, Instructions Arrangements, Homework ~ First Reading

Summary of Issue: The Board of Education Policy and Personnel Committee has revised policy and Regulation #6154 to reflect a more current practice by clarifying homework versus independent reading time.

Background: The Board of Education Policy and Personnel Committee reviewed and supports the proposed changes to policy and regulation #6154.

Alternative Strategies: The Board may suggest further changes.

Cost (if applicable): N/A

Funding Source: N/A

Beginning Date of Program or Project: January 2012

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board may choose to ask questions to the Policy Committee and administration.

Titles of Attachments:

1. _____

mp\Board\5.10.12, Homework Policy.doc

Karen L. Smith
Signature of Staff Member Submitting Report

[Signature]
Signature of Superintendent of Schools

Series 6000: Instruction

Instructional Arrangements

Homework

Homework is an extension of clearly defined classroom activities and should be appropriate to the age, ability, and level of independence of students. Teachers should assign meaningful homework that is consistent with student goals, and district improvement plans. In addition to assigned homework, students are encouraged to read independently throughout the week for the purpose of enhancing literacy skills. The purpose of homework is to:

- Foster lesson enrichment
- Strengthen and teach the application of basic skills
- Review and practice skills that have been previously taught
- Develop initiative, responsibility, and self-direction
- Build and implement independent study skills
- Teach budgeting of study time
- Build confidence by ensuring successful learning experiences
- Promote parent understanding of the curriculum

Policy Adopted: May 1989
Policy Reviewed: October 2002
Policy Revised: April 2012

Series 6000: Instruction

Homework

Homework Procedures

Rationale for Homework

There is an expectation that homework should include: practice, preparation, extension, and integration activities. Additionally, it is believed that there should be an increase in the amount of homework expected of students as they transition from the elementary through high school grades.

1. Homework keeps parents in touch with the school program and their youngster's progress, thus creating a closer bond between home and school.
2. Homework teaches the student to follow directions and to organize time.
3. Homework teaches students to accept responsibility and develop self-reliance in schoolwork. It improves study skills and work habits.
4. Homework reinforces school learning and gives needed drill on work done in class.
5. The amount of knowledge required by the curriculum simply cannot be imparted during the school hours alone.

What Parents Can Expect From Teachers Regarding Homework

1. Parents can expect that the assignment given will be specific and will have been explained in class.
2. Parents can expect that teachers will not give homework for disciplinary reasons.
3. Homework is an important piece of feedback for both students and teachers.
4. Parents can expect that assignments will not require the use of books or other materials, which are not available in the home unless arrangements have been made to provide these items.

Series 6000: Instruction

Homework

Homework Procedures (continued)

5. Homework should be assigned only when it clearly serves a purpose. When assigned reading, for example, students need to be told whether they are to learn specific facts, whether they are to look for the main ideas in the material, etc. Thus, parents have a right to expect that teachers will plan homework carefully in terms of the outcomes desired and the time needed to do the work.
6. Parents can expect homework to be within the student's ability.

What Teachers Can Expect From Parents Regarding Homework

1. Teachers can expect that parents will arrange a quiet, suitable place with adequate workspace for the youngster to work.
2. Teachers can expect that the parents will cooperate by encouraging their youngsters to complete all homework assignments.
3. Teachers also can expect parents to understand the value of various types of homework, since the value differs under different circumstances and conditions.

Characteristics of Good Homework Assignments

1. Homework should be carefully planned. Assignments should be definite, interesting, meaningful, and geared to individual abilities.
2. The teacher should take shared responsibility with the parent for helping the youngster to form efficient study habits.
3. Homework assignments should be made only after the student understands the process and has had enough preparation in class to do homework on the subject unaided.
4. Homework assignments should be of a type that can be done away from school. This includes collecting information, sharing ideas with parents, and situations in which students are involved in activities like creative writing or preparing reports.

Series 6000: Instruction

Homework

Homework Procedures

A Suggested Homework Procedure and Time Schedule

Sound homework procedures will ensure that students are not overburdened with homework assignments. There is no single time schedule that will be effective over a long period of time. In developing homework procedures, teachers should consider time allotments suitable for the majority of students assuming the other criteria for sound homework assignments have been met. The below guidelines represent daily assigned homework and suggested guidelines for independent reading.

Grade Level	Homework	Suggested Independent Reading
Grade K	Flexible	50-60 minutes per week
Grade 1	10-20 minutes per day	50-60 minutes per week
Grade 2	10-20 minutes per day	75 minutes per week
Grade 3	10-20 minutes per day	100 minutes per week
Grade 4	20-30 minutes per day	100 minutes per week
Grade 5	30-40 minutes per day	150 minutes per week
Grades 6-7	30 minutes per day	150-175 minutes per week
Grade 8	20-40 minutes per day	200-225 minutes per week

Individual schools are to establish procedures to be sure that teachers coordinate homework assignments. In this way, students will not be inadvertently assigned an unrealistic amount of work. Homework assignments are to be kept to a minimum during holidays and vacations.

Regulations approved: December 1989
Regulation revised: December 1995
Regulation reviewed: October 2002
Regulation revised: April 2012

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 10, 2012

Decision Requested x Agenda Code 7 b.

AGENDA REPORTING FORM

Agenda Topic: Appointment of Assistant Principal Southington High School

Summary of Issue: Southington High School Assistant Principal position became vacant due to Dave Germano retiring effective June 30, 2012.

Background: The Board of Education interviewed candidates for the Assistant Principal position at Southington High School on Monday, May 10, 2012 at a Special Board meeting held at Southington High School.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2012

Ending Date of Program or Project: N/A

Recommendation or Comment: To appoint the assistant principal of Southington High School with a start date of July 1, 2012. Salary to be determined.



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 10, 2012

Decision Requested X Agenda Code 7C

AGENDA REPORTING FORM

Agenda Topic: 2012-2015 Technology Plan

Summary of Issue: Every three years the State Department of Education requires that the Technology Plan is updated in order to reflect the State and National Technology Education Plan Goals and to be in compliance with

Background: N/A

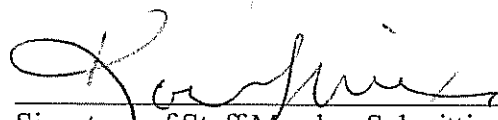
Alternative Strategies: N/A

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

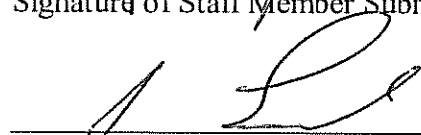
Beginning Date of Program or Project: 2012

Ending Date of Program or Project: 2015

Recommendation or Comment: Recommend that the Board of Education adopt the 2012-2015 Educational Technology Plan.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. 2012-2015 Educational Technology Plan

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015

Southington Public Schools

“Making a difference one student at a time”



ED 616

**Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777**

Published: November 2011

Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012

Submission to CSDE due June 15, 2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Commissioner of Education
Stefan Pryor**

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Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

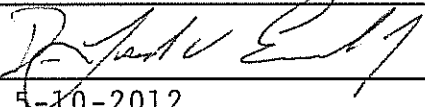
1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
 - a. Cover Page (page 4)
 - b. Technology Plan Preparation Check-Off (page 5)
 - c. LEA Federal Grant Program Compliance Form (page 6)
 - d. Children's Internet Protection Act (CIPA) Certification (page 18)
5. **Board of Education Approval:** Upon receipt of Superintendent/Director's signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchedts Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

** The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness and alignment with the template's requirements.*

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	hgunther@aces.org
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	costa@educationconnection.org
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchedts Hill Road Old Lyme, CT 06371	vsodano@learn.k12.ct.us

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Southington Public Schools	
LEA Code:	131	
Educational Technology Plan Contact:	Karen G. Veilleux, Director of Technology	
Phone:	(860) 628-3200 x 360	
Fax:	(860) 621-8056	
E-mail:	kveilleux@southingtonschools.org	
Address:	49 Beecher St., Southington, CT 06489	
Name of Superintendent or Director:	Joseph V. Erardi, Jr., Ed.D.	
E-mail:	jerardi@southingtonschools.org	
Signature of Superintendent or Director:		Date: 5-3-2012
Date Submitted to Board of Education:	5-10-2012	
Date Approved by Board of Education:		

For RESC/SDE Use Only:

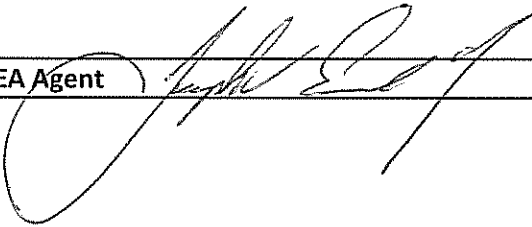
RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Educational Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Educational Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent		Date 3-30-12
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Local Education Agency (LEA) Federal Grant Program Compliance Form

Southington Public Schools
Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

<input checked="" type="checkbox"/>	Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].		
	Will be CIPA compliant by this date.		
<input checked="" type="checkbox"/>	Has applied for E-Rate funding.		

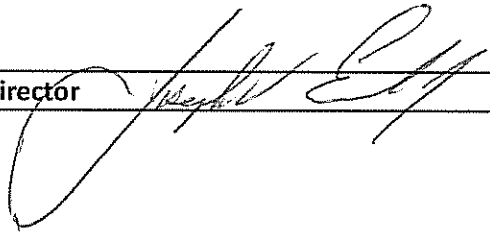
The LEA's comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved:		
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OR

Date the plan is to be submitted for board approval:	5-10-12	<input checked="" type="checkbox"/>
--	---------	-------------------------------------

Certified by:

Signature of Superintendent or Director 	Date 3-30-12
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Printed Name of Superintendent or Director: Joseph V. Erardi, Jr., Ed.D.
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LEA Profile

LEA NAME: Southington Public Schools

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

<i>Educational Technology Literacy</i>	
Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	486
How many of those students were considered technologically literate based on that evaluation?	486
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	19.1
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	6
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	378.6/378.6
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	186.4/186.4

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?

Every year Every other year At least every three years Other: _____

Insert a link to your district's AUP below if it is stored on the Web:

Online Assessments	
When filling out the table below, please consider the following conditions:	
<ul style="list-style-type: none"> • The number and percentage of students at each grade level that can have high-speed Internet access at the same time. • The students are grouped in clusters of no more than 30 and no less than 10 students. • The students remain in their own school. 	
The maximum number of Grade 4 students who could be accommodated under the above conditions.	355
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	355/548
The maximum number of Grade 6 students who could be accommodated under the above conditions.	252
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	252/565
The maximum number of Grade 8 students who could be accommodated under these conditions.	252
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	252/523
The maximum number of Grade 10 students who could be accommodated under the above conditions.	186
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	186/511

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Rich Aroian	HS Faculty Member- Social Studies	Educator
Christopher Carvalho	HS Faculty Member - English	Educator
Chanel Curtin	Elem Faculty Member – 4 th Grade	Educator/Community Member
Michelle DeLaRosa	Elem Faculty Member – 2 nd Grade	Educator
Elizabeth Fancher	HS Faculty Member – World Languages	Educator
Beth Hosmer	Media Coordinator	Educator/Community Member
Gina Krar	Elem Faculty Member – 3 rd Grade	Educator
Linda Lackner	Elem Faculty Principal	Administration/Community Member
Rob Lalla	Elem Faculty Member - Kindergarten	Educator
Jessie Levin	Director, ALTA Alternative HS	Administration
Debbie Mauro	Library Media Specialist	Educator/Parent/Community Member
Debbie Miller	Technology Analyst	Educator Technology Department
Perri Murdica	Sr. Coordinator, Pupil Personnel Services	Administration
Kelly Nichols	MS Faculty Member – Special Education	Educator
John O’Neill	MS Faculty Member – Business & Computers	Educator
Frank Pepe	MS Principal	Administration
Dale Riedinger	K-12 Curriculum Coordinator Math/Science	Administration
Karen Smith	Assistant Superintendent	Administration
Anthony Tranquillo	Technology Analyst	Technology Department
Karen Veilleux	Director of Technology	Technology Dept/Parent/ Community Member
Jessica Wuennemann	Elem Faculty Member – 2 nd Grade	Educator
Alejandra Gimenez	High School Student	Student

The Committee must:

- Write a description of the educational technology committee’s role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.
- Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.
- Create the LEA’s educational technology vision statement.
- Develop an educational technology needs assessment.

The role of the Southington Public Schools Technology Committee is to work collaboratively to review and complete the 2012-2015 Technology Plan. The committee developed a Needs Assessment Survey and all certified staff were provided with a link to this survey. Over 50% of certified staff completed the survey for a total of 332 responses. After reviewing the results of the survey, recommendations were developed to assist the committee in planning future needs. The Professional Development Committee will be relying on this assessment as they develop next year's programs.

This year, the committee met four times with subcommittees holding additional meetings. Work was done collaboratively through Google Docs. In the future, the Technology Committee will meet quarterly each school year. Next year, progress on meeting the plan's goals will be monitored.

Members of the committee consisted of parents, teachers, and administrators with technology experience. A survey was used along with classroom observations to determine needs.

Vision Statement

All learners and educators within Southington Public Schools will have equal access to a current and comprehensive technological infrastructure to improve learning outcomes. Teachers will have access to data, content, resources, expertise, and learning experiences to provide more effective and relevant instruction for all learners. Technology will be used to assess learning at all levels of education utilizing data for continuous student improvement. Students will be prepared to be active, creative, knowledgeable, and ethical participants in our globally networked society through engaging and empowering experiences both inside and outside of school.

Needs Assessment

In this section, you are to assess and describe your LEA's current educational technology status in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

A district wide needs assessment was administered to all certified staff in January 2012. The results of this survey indicated that teachers are proficient with Microsoft® Word and Email and are able to communicate effectively using technology. Ninety-four percent of teachers are proficient or on their way to proficiency with Microsoft® Word, and ninety-eight percent of teachers are proficient or on their way to proficiency with Email. Ninety-six percent of teachers are able to communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

Based on the survey, Southington Public Schools needs to continue to offer professional development in order to improve proficiency with iPad/Tablets, frequency of technology use with students, and frequency of technology supported lesson plan implementation. Seventy percent of teachers are less than proficient with iPad/Tablets or newer technologies. Only forty-four percent of teachers use technology daily in their instruction, and sixty-six percent seldom or never design learning activities that require students to evaluate and select information sources and digital tools based on the appropriateness to specific tasks. The complete survey results can be found in Appendix D.

Curriculum Integration

- *When evaluating your needs, consider:*
 - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
 - *how curriculum strategies are aligned to state standards;*
 - *current procedures for using technology to address any perceived curriculum weaknesses;*
 - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
 - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*

The Southington Public Schools curriculum renewal process is established. Curriculum is continuously being revised to align with state standards. The revision process requires that technology integration opportunities and competencies be written into each curriculum to support state technology standards. The district is striving to make technology an integral part of all aspects of curriculum.

Strengths and Weaknesses, Evaluation process:

- Curriculum Committees will evaluate emerging technologies so that all students continue to achieve technological literacy by the end of eighth grade.

- Curriculum committees will ensure consistent implementation of technology integration as written in the curriculum.

Aligning Strategies to State Standards:

- As curriculum is re-written, all aspects of education will be aligned to the Common Core State Standards.
- Continue to develop strategies; continue to align current curriculum to CCSS.
- Continual evaluation of procedures and processes that transform teaching and learning.

Address Perceived Curriculum Weaknesses:

- Research and review software that would enhance each curriculum in order to better align it to state standards.
- Research and review best practices and software that could enhance the district goals concerning assistive technology/modifications.
- Advise principals and teachers of quality software aligned to their grade level curriculum.

Teacher Integration:

- Use computer centers for differentiated learning to address individual student needs and their unique learning styles.
- Expect student products to be produced using technology tools such as presentation and desktop publishing, web pages, spreadsheets and 21st Century tools.
- Use LCD projectors, SmartBoards, and document cameras to engage whole group in student and/or teacher presentations.
- Increase use of teacher websites to ensure that students have equal access to information for improving student achievement.

Student Integration:

- Students use technology to access information, perform research, solve problems, and perform presentation tasks.
- All students in grades 6, 7, and 8 take a course based on software applications.
- Strive to integrate technology throughout curriculum.
- Alignment of curriculum to 21st Century skills.
- High school students practice fluency in the World Language Lab.
- Students create new compositions in the Music Tech Lab.
- Students in pre-engineering program, Project Lead the Way, use Autodesk Inventor, EdgeCam , RoboCell, Etc.
- Technology integration into instruction can be discipline specific.
- SPS does not have a Curriculum Integration Specialist.

Professional Development

- *When evaluating your needs, consider:*
 - *The process the LEA uses for assessing the technology PD needs of teachers, administrators and non-certified staff;*
 - *The technology PD activities that have been offered to teachers; and*
 - *How the effectiveness of the PD activities will be assessed.*

Process:

A comprehensive professional development cycle of workshops has been in place for several years to ensure that teachers meet proficiency in a core skill set. A Professional Development Committee is in place and is chaired by the Assistant Superintendent of Schools. This committee meets regularly to develop future needs based on surveys, observations, and feedback through staff. Professional development planning takes into account identified district needs, teacher needs, and state and national standards.

Professional Development Workshops

- Integration of instructional technologies for daily classroom use
- Integrate Internet resources into curriculum
- Curriculum based WebQuests
- Inform instruction with data (student achievement)
- Manage and communicate student progress with PowerSchool teacher grading system
- Use Premier Assistive Technology
- Email as an effective communication tool
- Use of SIS to create queries, view data and print reports
- Website Training
 - Creating websites (impact instruction)
 - Research and identify appropriate curriculum websites

Monitoring the effectiveness of Professional Development

Many varied technology professional development opportunities are offered to teachers, administrators and non-certified staff throughout the year. Opportunities are presented using release time during the school day, a comprehensive professional development cycle of after school workshops, and focused offerings during mandated faculty meetings.

The following are used to assess the effectiveness of professional development:

- Principals monitor Professional Growth Plans for the inclusion of goals involving the integration of technology into instructional practices.
- Technology integration examples are included in student and teacher portfolios.
- Usage of computer labs is monitored for both software and time used.
- Principals make a note of how teachers are creating class websites for the purpose of communicating with parents and students.
- Email usage is expected to enhance communications. Teachers use email to submit reflections, year-end reports and evaluations.
- At the high school and middle schools, all teachers use electronic grade books to submit their grades.
- Use of PowerSchool to support standards based report cards.

Equitable Use of Educational Technology

- When evaluating your needs, consider:
 - *The availability of technology to students and staff in the district – all students should have equal access to the technology;*
 - *The amount of time available for the use of technology by students and staff; and*
 - *A description of the types of assistive technology tools that are provided for students with disabilities, where necessary/applicable.*

Equitable Use of Technology

The Southington Public Schools District is committed to equal access to technology for all students and staff regardless of race, ethnicity or income. The amount of time will vary depending on grade level and instructional expectations. The use of technology is dependent on the student's grade level and the building. The district continues to levy funds to breakdown equity barriers. New initiatives that would better serve each student's technology needs are continually being evaluated. We will continue our commitment to professional development while providing all staff an opportunity to increase the level of their technology literacy.

We will continue to monitor the needs of all students with special learning needs making sure that they have the technologies necessary for them to access and receive benefit from their education. Technology access is also an integral part of the IEP process. A large variety of assistive technology software is available, such as: Earobics, Read Naturally, Reading Plus, Board Maker, My Book Shelf, Inspiration/Kidspiration, and many more. Hardware and peripherals such as computers, laptops, iPods, iPads, touch windows and switches are available to enhance the student's ease of use. Various software packages such as Lexia, Read Naturally, Alex, Fluency Coach and Raz-kids are used to differentiate learning. District Bookshare membership enables students with print disabilities access to audible books.

At this time, the district frequently uses outside consultants with expertise in the area of educational technology to help support the technology needs of our students with special learning needs. At present, there are few staff members in district who have the expertise to meet the technology needs of those students who require the use of technology as part of their education. Reliance on outside consultants has provided us with opportunities to sample various programs and hardware that we would not have had otherwise.

Equity of access to technology in district needs to improve. Through building projects and leasing, almost all of our elementary schools have robust infusion of technology. This creates an imbalance when students get to the middle schools and high school level. Forty-six percent of middle school teachers rated their computer access at school for professional work as "Available with Effort" or none versus eleven percent at the elementary level (see Appendix D).

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All administrators have a high speed networked computer with a full suite of productivity applications. Access to computerized library, email, SIS, and Internet access. iPads enable technology mobility.
Teachers (preschool)	All Pre-School teachers have a high speed networked computer with a full suite of productivity applications and curriculum software. Access to computerized library, SmartBoards, email, SIS, and Internet access.
Teachers	All teachers have access to a high speed networked computer with a full suite of productivity applications and curriculum software. Majority of elementary teachers also have a district provided laptop. Access to computerized library, SmartBoards, email, SIS, and Internet access. All fourth and fifth grade classrooms have SmartBoards, document cameras, and LCD projectors.
Noncertified staff	All non-certified staff members have access to a high speed networked computer with a full suite of productivity applications. All non-instructional staff members have access to networked computers with a full suite of productivity applications and curriculum software. Access to computerized library, email, SIS, and Internet access.

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Two (2) computers in each classroom. Students and teachers have access to a SmartTable.
Students (elementary)	There are 2-7 computers in each classroom. In addition, most schools have a computer lab and a mobile computer cart.
Students (middle school)	There is at least one computer available in every classroom. There are three computer labs and two mobile computer carts at each middle school, and computers in the libraries. One middle school has a lab of iPads.
Students (high school)	There is at least one computer available in every classroom. In addition, there are four computer labs and four mobile computer carts where teachers can sign up to use with their classes. Students have supervised access to the computers for one-half hour before school and 45 minutes after school daily.
Students (with disabilities)	Computers are available in classrooms. Assistive technology software is also available for special needs students. Many students with specific needs have assistive technology assigned to them such as a laptop, iPad, or other device.

Infrastructure and Telecommunications

- When evaluating your needs, consider:
 - The current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
 - The effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
 - How E-Rate has allowed the district to improve or increase its technology infrastructure.

Current Structure

All schools are part of a Fiber backbone WAN which connects each school to the High School. The high school utilizes CEN connection for Internet access.

- Hatton, Strong, Thalberg, South End, and Plantsville Elementary Schools – Each classroom has five dual data drops and video distribution ports. Hatton, Strong, and Thalberg also have a video distribution system for internal video broadcasting.
- Derynoski Elementary School– Each classroom has one dual drop for Internet access.
- Kelley and Flanders Elementary Schools– Each classroom has three dual data drops.
- Southington HS, JFK and JAD Middle Schools – Each classroom has at least one dual data drop. Additional switches must be purchased in order to utilize all existing data drops.
- All of our schools have limited WIFI access. Both South End and Plantsville have full WIFI access. Currently, investigation is taking place on expanding WIFI access across the district.

E-Rate

- E-Rate reimbursements have allowed us to partially fund a replacement plan with stated cycle for hardware, servers, and network components.
- E-Rate has discounted the cost of fiber and phone service. This has enabled the district to leverage the discounts to improve and expand our infrastructure and services. All schools are connected through a fiber network backbone. This wouldn't have been possible without E-Rate funding.

Infrastructure – Wiring of Buildings

- SHS, Hatton, Strong, Thalberg, South End, Kelley, Flanders and Plantsville infrastructure is adequate and allows for expansion in the future.
- Derynoski, JFK, and JAD – The immediate needs are currently being met, but there is no capacity for expansion.
- JFK and JAD have approved building renovation and expansion projects moving forward.

Telecommunications

- Hatton, Strong, Thalberg, South End, and Plantsville – Adequate in telecommunications. All locations have outside line capability.
- SHS, JFK, JAD, Flanders, Kelley, and Derynoski – Inadequate – no outside phone lines from classrooms. Intercom service is available to the main office.

Administrative Needs

- *When evaluating your needs, consider:*
 - *How do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and*
 - *The professional development opportunities that are available to administrative staff.*

Electronic submission of attendance is in place, with all schools using PowerSchool® to accomplish this. Electronic submission of grades is in place at the high school and middle schools and under development for the elementary schools. This system enables the district to access the appropriate data to generate reports that assist in decision-making. Reports regarding grade distribution, students in danger of failing, and attendance letters are generated in order to monitor student progress.

Excel spreadsheets are used to compare both external and internal student performance data, district assessments, Connecticut Mastery, and CAPT results. Scores are also imported into PowerSchool® where teachers can run reports on their students. IEP Direct was implemented to track special education students and produce IEP reports. Microsoft® Office is used to produce newsletters, and school updates. Email is used as a communication tool for both staff and parents. Through our school website, we are able to email parents school newsletters, calendars, and important notices. This ability enables the district to keep parents informed of the current information affecting their

children. Through School Messenger®, the district can send out phone alerts to parents. The superintendent uses the website blog to communicate and receive feedback from parents and the community.

District forms and documents are stored on our website making them available to staff at all times. All Southington Public Schools policies are accessible through our website. All personnel information is accessible through the employee portal as part of our Employee Financial System, alio®.

Professional Development:

- Microsoft® Office Suite
- Smart Technologies integration into the workflow, curriculum, and special needs
- iPad / iPod integration into the workflow, curriculum and special needs
- 21st Century learning tools integration into the workflow, curriculum and special needs
- Data Decision Making with student performance data
- Power School® – SIS – to create queries, view data and print reports
- Naviance® – student success progress monitoring
- Digital Foreign Language learning lab
- SMART™ Technologies Math Tools
- Writer's and Reader's Workshop through Columbia University
- Document Cameras, iPads, Kindle, eBooks
- *Web 2.0 Tools that include but are not limited to:*
Blogs, Wikis, RSS Feeds, You Tube, Digital editing recording, , Web Design, Skype™, PowerSchool®, Open Office, Podcasts, Modding, Smartmobs, Masshups-digital video file, Voice thread

Future Administrative needs:

- Electronic submission of all grades K-12
- Electronic submission of reports regarding distribution, students in danger of failing and attendance letters are generated in order to monitor student progress K-12
- IEP Direct
- Microsoft® Office Suite
- Google Docs allows users the ability to share and edit documents instantly
- Use of SmartBoard and document cameras to give presentations
- Administrators are aware of the value of bring your own devices to school.
- Blogs and wikis will be used to communicate with parents, staff, students on specific topics
- Administrators are aware of RSS feeds and will use them to keep current of emergency situations
- Skype - the ability to communicate with other educators using Skype
- Educational bookmarking
- Administrators understand the premise of Digital citizenship in schools
- ePortfolios - allow users (teachers or students) to create and organize data, forms, etc. and submit to teachers/administrator

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>1.1 Southington Public Schools will continue to implement Common Core standards and learning objectives using technology as appropriate for all content areas.</p> <ul style="list-style-type: none"> Review curriculum documents Implement <i>PowerTeacher</i> Standards-Based Report Cards aligned with CCSS. 	<p>1.1 Administrators Curriculum Leaders Technology Personnel K-12 Staff</p>	<p>1 Curriculum - June, 2013 then annually. Report Cards – September, 2012.</p>	<p>1.1 Curriculum documents Curriculum evaluation tool, Standards-Based Report Cards in PowerTeacher</p>
<p>1.2 Southington Public Schools will ensure that all curricula will include how technology can be used to engage and empower learning experiences.</p> <ul style="list-style-type: none"> Review curriculum documents 	<p>1.2 Curriculum Leaders Technology Personnel K-12 Staff</p>	<p>1.2 Curriculum Revision Cycles: Sept. 2012- June 2015</p>	<p>1.2 Classroom observations by administrators, objectives, lesson plans, lesson development, electronic feedback</p>
<p>1.3 Southington Public School teachers will develop and implement technology infused lessons, activities and in their classrooms.</p> <ul style="list-style-type: none"> Keyboarding beginning in Grade 3 MS Office for Grades 6-8 Pilot Programs: iPads, Tablets, Kindles and other handheld devices 	<p>1.3 Curriculum Leaders K-12 Staff</p>	<p>1.3 Pilot programs: Ongoing/Continuous</p>	<p>1.3 Data Review from pilots, classroom observations by administrators and curriculum leaders</p>
<p>1.4 Southington Public Schools will develop and implement learning resources that utilize the flexibility and power of technology to reach all learners anytime and anywhere.</p> <ul style="list-style-type: none"> Web-based learning PowerSchool Wireless Networks Wiki's/Blogs/Moodle Cloud computing Naviance SmartMusic Rosetta Stone Lexia 	<p>1.4 Curriculum Leaders Technology Personnel K-12 Staff, Library Media Specialists, Teachers, School Counselors</p>	<p>1.4 Ongoing process that evolves and develops each year. SHS should have wifi by 2013, Middle Schools by 2015, Elementary schools ongoing.</p>	<p>1.4 Curriculum documents, Technology committee and ad hoc committees will continually monitor trends.</p>
		<p>1.5 Ongoing process that</p>	

<p>1.5 Southington Public Schools will use advances in learning sciences and technology to enhance STEM. (Science Technology Engineering and Math)</p> <ul style="list-style-type: none"> • SMARTBoards and SMART Math Tools (MS/HS) • TI-Inspire (HS), • Geometry Sketchpad (MS/HS) • Vernier Lab probes (MS/HS) • Web 2.0 • Graphing Calculators • Discovery Education <p>1.6 Southington Public Schools will ensure that technology is accessible to all students, including those with disabilities and those who are economically disadvantaged.</p> <ul style="list-style-type: none"> • iPads, iPod Touches, laptops • Software: Inspiration, Lexia, Kidspiration, Proloquo2go, TouchTalk • Graphing Calculators <p>1.7 Southington Public Schools staff will share with peers successful lesson plans that integrate technology. Emphasis will be on web enhanced lessons, peripherals, devices and appropriate software. Inclusion of Primary resources is encouraged.</p> <ul style="list-style-type: none"> • Ongoing instruction and assessments • SmartNotebook <p>1.8 Southington Public Schools will ensure that students will document all reliable resources that are used in their original work.</p> <ul style="list-style-type: none"> • Webpages at schools with links to reliable sources • NetTrekker • Ebsco • Opposing Viewpoints • Grolier • EasyBib 	<p>1.5 Curriculum Leaders, K-12 Science, Math and Technology Staff</p> <p>1.6 Curriculum Leaders Technology Personnel K-12 Staff, Special Education Coordinators, BOE Budget</p> <p>1.7 Curriculum Leaders Technology Personnel K-12 Staff</p> <p>1.8 Library Media Specialists, Teachers</p>	<p>evolves and develops each year. September, 2012 - June, 2015</p> <p>1.6 Ongoing process that evolves and develops each year. September, 2012 - June, 2015</p> <p>1.7 Ongoing process that evolves and develops each year. September, 2012 - June, 2015</p> <p>1.8 Ongoing process that evolves and develops each year. September, 2012 - June, 2015</p>	<p>1.5 Curriculum documents, classroom observations, lesson plans, lesson development, professional development evaluations</p> <p>1.6 IEP's, Classroom observations, Inventory, Funding in BOE Budget</p> <p>1.7 Observations, Professional Development Evaluations</p> <p>1.8 Curriculum documents, classroom observations, lesson plans, lesson development, classroom walk-thrus and other data</p>
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Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>2.1 Southington Public Schools will design, develop, share, and implement assessments that give students and educators feedback about student learning to improve achievement and differentiated instructional practices.</p> <ul style="list-style-type: none"> District Benchmarks Common Formative Assessments Curriculum Units (UBD) Google Docs 	<p>2.1 Administrators Curriculum Leaders, Curriculum Committees, K-12 Staff</p>	<p>2.1 Curriculum Committee will study best practices. By June 2013 make initial suggestions, track progress yearly.</p>	<p>2.1 Assessments created Teacher goals and objectives, rubric scoring for feedback, Continuous Improvement Plans.</p>
<p>2.2 Southington Public Schools educators will collect and analyze assessment data to monitor student progress.</p> <ul style="list-style-type: none"> Purchase and Implement Software to analyze data (Inform) Content Benchmark Results/Spreadsheets Increase use of Responder systems 	<p>2.2 Administrators Curriculum Leaders Technology Personnel K-12 Staff</p>	<p>2.2 Purchase and implement software 2012-13 School Year, Benchmark results – Ongoing/continuous.</p>	<p>2.2 Benchmark assessment data Curriculum-based assessment spreadsheets analyzing all data collected, SRBI Accountability</p>
<p>2.3 Southington Public Schools will provide the training necessary for educators to use technology effectively for assessment purposes.</p> <ul style="list-style-type: none"> Professional Development dedicated to Technology 	<p>2.3 Administrators District PD Committee Technology Staff, K-12 Staff BOE budget</p>	<p>2.3 November 2012 & February 2013 PD Days</p>	<p>2.3 Teacher evaluations PD Surveys PD evaluations</p>
<p>2.4 Southington Public Schools will continue to improve student computer ratios and infrastructure to support online assessments.</p> <ul style="list-style-type: none"> BYOD Wifi Leasing/Computer Replacement Plan 	<p>2.4 Administrators Technology Personnel BOE budget Community Support</p>	<p>2.4 Ongoing (through 2014)</p>	<p>2.4 Evidence of increase in ratio, BOE budget for technology purposes</p>
<p>2.5 Southington Public Schools will revise practices, policies, and regulations to ensure privacy and information protection.</p> <ul style="list-style-type: none"> BOE Policies/Regulations 	<p>2.5 Administrators Technology Personnel BOE</p>	<p>2.5 Ongoing (through 2014)</p>	<p>2.5 Policies and regulations approved by BOE, Posted and enforced,</p>

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>3.1 Southington Public Schools will expand opportunities for educators to have access to technology-based content, resources, and tools where and when they need them.</p> <ul style="list-style-type: none"> elearning resources (publishing companies additional resources) Discovery Education SmartNotebook TeacherTube/YouTube 	<p>3.1 Administrators District Professional Development Committee Technology Personnel K-12 Staff BOE budget</p>	<p>3.1 Ongoing PD training. September 2012 – June 2015</p>	<p>3.1 Teacher goals and objectives, PD evaluation</p>
<p>3.2 Southington Public Schools will provide opportunities for teachers to utilize emerging technologies and platforms to create learning networks.</p> <ul style="list-style-type: none"> iTunesU, Wikis, Blogs, BYOD, Moodle Webinars. 	<p>3.2 Administrators Curriculum Leaders Technology Personnel K-12 Staff</p>	<p>3.2 Ongoing training and PD develops each year. September 2012 - June, 2015</p>	<p>3.2 Assessments created Teacher goals and objectives Student rubrics for self-assessment</p>
<p>3.3 Southington Public Schools will use technology to provide all learners with online access to effective teaching and learning opportunities.</p> <ul style="list-style-type: none"> Raz Kids Rainforest Math Lexia/Wilson Reading 	<p>3.3 Administrators District Professional Development Committee Technology Personnel K-12 Staff</p>	<p>3.3 Ongoing process that evolves and develops each year. September 2012 – June 2015</p>	<p>3.3 Assessments created Teacher goals and objectives Student rubrics for self-assessment</p>
<p>3.4 Southington Public Schools will provide educators with professional learning experiences to increase their digital literacy and enable them to create engaging assignments for 21st Century learners.</p> <ul style="list-style-type: none"> Increase curriculum Technology Integration Specialists 	<p>3.4 Administrators District Professional Development Committee Technology Personnel K-12 Staff</p>	<p>3.4 Ongoing process that evolves and develops each year. September 2012 – June 2015</p>	<p>3.4 Classroom observations, lesson plans, lesson development, and other data</p>

<p>3.5 Southington Public Schools will use technology for teachers to analyze data to drive instruction through PD</p> <ul style="list-style-type: none"> • Implement Inform • Content Benchmark Results/Spreadsheets 	<p>3.5 Administrators District Professional Development Committee Technology Personnel K-12 Staff BOE budget</p>	<p>3.5 Ongoing PD. September 2012 – June 2015</p>	<p>3.5 Classroom observations, lesson plans, lesson development, classroom walk-thrus and other data</p>
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Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</p>	<p>Goal 4: Infrastructure for Teaching and Learning All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p>	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>4.1 Southington Public Schools will ensure students and educators have broadband access to the Internet. Expand wireless infrastructure and increase wireless density in each building.</p> <ul style="list-style-type: none"> Evaluate current network infrastructure Replace switches to utilize faster speeds to the desktop Install high speed wireless networks through-out the district 	4.1 Technology Personnel	4.1 Fiber between all buildings is already in place. SHS should have wifi by 2013, Middle Schools by 2015, Elementary schools ongoing.	4.1 Yearly review, Technology committee review and update objectives
<p>4.2 Southington Public Schools will work to ensure that every student and educator has access to the Internet, appropriate software and resources for research, communication, multimedia content creation, instruction, and collaboration.</p> <ul style="list-style-type: none"> Deploy teacher laptops district wide Support a BYOD (Bring your own device) model where appropriate Computer Replacement Plan District wide software purchases 	4.2 Technology Personnel Committee Members	4.2 Ongoing process of review by all curriculum committees. Committees make recommendations.	4.2 Consult with staff and committees on usage - survey monkey, yearly review
<p>4.3 Southington Public Schools will develop and use interoperability standards for content and student-learning data to enable data-driven decision making, productivity advances, and continuous improvement at all levels of our education system.</p> <ul style="list-style-type: none"> SIF Pilot with State of CT (PowerSchool) Content Benchmark Results/Spreadsheets Inform 	4.3 Administrators Technology Personnel	4.3 This is an ongoing process that is based on a district plan. It is reviewed and updated each year / budget cycle. Purchase and implement software (Inform) by 2013	4.3 Annual review based on student needs, teacher usage, and BOE budget
<p>4.4 Southington Public Schools will have a hardware and software replacement plan in order to maximize instructional practices and keep hardware and software current.</p> <ul style="list-style-type: none"> Leasing E-Rate Funding Investigate Grants 	4.4 Administrators Technology Personnel, BOE Budget	4.4 Each year grants are written and budgets adjusted in order to meet district wide needs.	4.4 Yearly review and committees review, software implementation, SRBI evaluation process

<p>4.5 Southington Public Schools will develop a sharing library of technology devices for evaluating devices necessary for access and benefit of their education for students with special learning needs.</p> <ul style="list-style-type: none"> • iPads, iPod touches, laptops, tablets 	<p>4.5 Technology Personnel, Special Education Personnel</p>	<p>4.5 September 2012</p>	<p>4.5 Annual review, BOE Funding,</p>
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Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</p>	<p>Goal 5: Productivity and Efficiency At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</p>
<p>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>5.1 Southington Public Schools will continue to expand our local technology network to connect to national and international communities.</p> <ul style="list-style-type: none"> Digital World Language Lab International Exchange Students Globe Program – Science Data 	<p>5.1 Administrators Curriculum Leaders Technology Personnel K-12 Staff</p>	<p>5.1 Ongoing process that evolves and develops each year. September, 2012 - June, 2015</p>	<p>5.1 Classroom observations, lesson plans. World Language Program Evaluation.</p>
<p>5.2 Southington Public Schools will implement, and utilize technology-based programs and interventions to ensure that students demonstrate continual improvement.</p> <ul style="list-style-type: none"> Inform for SRBI Data Wilson Reading/Lexia Investigate intervention software in Math Provide Opportunities for Online Assessments 	<p>5.2 Administrators Curriculum Leaders Technology Personnel K-12 Staff</p>	<p>5.2 Ongoing process that evolves and develops each year. September, 2012 - June, 2015</p>	<p>5.2 Progress monitoring within software and intervention, using Inform (SRBI)</p>
<p>5.3 Southington Public Schools will strive to provide an affordable and sustainable educational environment where every learner has the appropriate technology tools and access to be successful.</p> <ul style="list-style-type: none"> Consortium Bids E-Rate Investigate Grants 	<p>5.3 Director of Technology, Director of Business and Finance; Assistant Superintendent of Schools</p>	<p>5.3 Yearly policy and technology evaluations including cost that change each year</p>	<p>5.3 Yearly cost savings analysis. Cost savings through consortium and bidding process.</p>
<p>5.4 Southington Public Schools will utilize state and regional resources such as RESCs, partnerships with institutions of higher learning, and public institutions to improve productivity and efficiency.</p> <ul style="list-style-type: none"> Train the trainer Identify and locate free or low cost technology tools for assessment. 	<p>5.4 Director of Technology, Director of Business and Finance; Assistant Superintendent of Schools BOE budget</p>	<p>5.4 Ongoing process that evolves and develops each year. September 2012 – June 2015</p>	<p>5.4 Evaluation of current technology; evaluation of technology in instructional settings, funding of computer replacement plan.</p>

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at

http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, Joseph V. Erardi, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Southington Public Schools

LEA

X My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

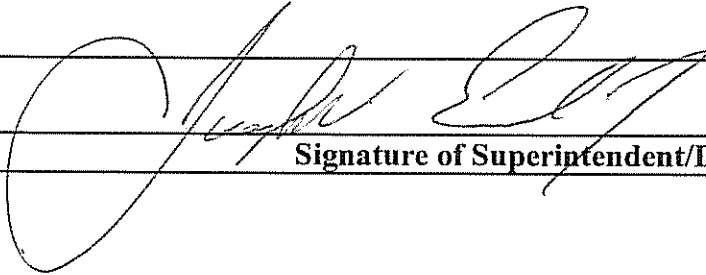
X Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.

Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>

	3-30-12
Signature of Superintendent/Director	Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

- National Educational Tech Plan:
Double click on this file to open

or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:
Double click on this file to open

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

Appendix B: Evaluating Your Plan

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

- Includes a representative committee member of each stakeholder group, including community members.
- Describes responsibilities of each committee member.
- Includes a timeline of milestones, including meeting dates and deliverables.

The results:

- Leverages the support, depth of experience and views of the school community in developing and implementing the technology plan.

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

- Implements changes designed to increase student achievement through the use of technology.
- Leads to the efficient use of technology in all aspects of the school community.

The Needs Assessment

An exemplary plan:

- Assures all stakeholders have a voice in developing the needs assessment.
- Assesses what is already being done in the school and district.
- Researches innovations of other schools and districts.
- Studies the current school/district culture with regard to risk taking and technology innovation.
- Identifies and prioritizes target areas.

The results:

- Provides the data needed to participate in an effective technology planning process, which will support systemic change.

Goal 1.0 Engaging and Empowering Learning Experiences

What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?

An exemplary plan:

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the Technology Plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the Technology Plan.

The data:

- Lists goals and objectives that are or are not met including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the Technology Plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

The results:

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

Goal 2.0 Assessment

What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for assessment?

An exemplary plan:

- Identifies and addresses goals in the School Improvement Plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?

An exemplary plan:

- Ensures that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning.
- Develops and communicates models for professional learning.
- Professional Development is aligned to district/building standards and/or goals (e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.).
- Maintains a method of recording professional growth using technology for all employees (e.g., district office, teachers, technical staff etc.).
- Maintains a database of resources which may include providers, models, sites to visit, conferences, online opportunities and funding sources. This information is available online.
- Supports PD by creating times and/or physical/virtual spaces where the staff can collaborate and share.
- Includes a plan of action for adequate planning and implementation and provides a safety net for innovators.

The results:

- Professional development model permits educators to define growth areas.
- Educators work in a collaborative environment to achieve those goals.
- All employees at the district's sites have equal access to individualized professional growth opportunities.
- Technology policies and procedures are clear about expectations and consequences.

4.0 Infrastructure for Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?

An exemplary plan:

- Manages ongoing costs by researching total cost of ownership, including regular upgrades and replacement.
- Allots human resources to keep the technologies working efficiently.
- Ensures purchases align with building/district goals to improve student achievement.
- Assesses implementation of technology for equity across grade levels, student abilities, teachers, etc. (according to needs assessments).
- Monitors and keeps records of upkeep, upgrades and replacement.

The results:

- The district provides all the essential conditions that connect:
 - Educators to data, content, resources, expertise and learning experiences so that they are prepared to teach 21st Century learners.
 - Students to data, content, resources, expertise and learning experiences so that they are prepared to learn 21st Century skills.
 - Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?

An exemplary plan:

- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture that supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- Researches innovative ways to deliver and assess content, such as blended learning or content mastery.

The results:

- The district uses technology to improve learning environments.
- Cutting edge technology is used and transparent in the school.
- New policies will be developed and implemented that increase learning outcomes.

Educational Technology Plan Review Guide

Name of District: *Southington* District Contact: *Karen Vailloux* Email: *kvailleux@southingtonschools.org* Phone: *860-628-3200*

	RESC	Final	
	Complete? Yes/No	Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature	Y		
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature	N		<i>Form not completed.</i>
LEA Profile	Y		
Technology Committee	Y		
Vision Statement	Y		
Needs Assessment	Y		
Goal 1: Engaging and Empowering Learning Experiences	Y		
Goal 2: Assessment	Y		
Goal 3: Connected Teaching and Learning	Y		
Goal 4: Infrastructure for Teaching and Learning	Y		
Goal 5: Productivity and Efficiency	Y		
CIPA Form: Superintendent/ Executive Director Signature	Y		
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

(print) Name of RESC Reviewer

Joseph Fromme

Signature of RESC Reviewer

Joseph C. Fromme

Date

4/17/12

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini
Connecticut LEA Educational Technology Plans
LEARN
44 Hatchetts Hill Road
Old Lyme, CT 06371

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____

Board Meeting Date May 10, 2012

Decision Requested X

Agenda Code 7.d

AGENDA REPORTING FORM

Agenda Topic Healthy Food Certification

Summary of Issue: Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE's Connecticut Nutrition Standards. All eligible districts must complete CSDE's Healthy Food Certification Statement (Addendum to Agreement for Child Nutrition Programs, ED-099), which requires action by the local Board of Education or governing authority.

Background: The Board of Education chose **not** to participate in 2009-2010, 2010-2011 and 2011-2012 because legislation was pending to reduce the 10-cents per meal, along with the reduction in income for the School Store, and it limited the items the School Lunch Program could sell. The Board of Education participated in the Healthy Food Certification Program in 2008-2009.

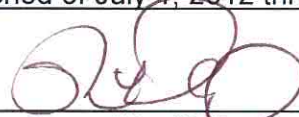
Alternative Strategies: Require all food items sold to students in the schools and not exempted from nutritional standards published by the Connecticut State Department of Education for the 2012-2013 school year will meet state standards.

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

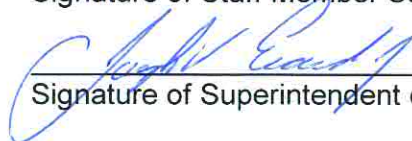
Beginning Date of Program or Project: July 1, 2012

Ending Date of Program or Project: June 30, 2013

Recommendation or Comment: Move that all food items offered for sale to students in schools will **not** meet state standards for the period of July 1, 2012 through June 30, 2013.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Healthy Food Certification Statement
2. _____

