

Southington Board of Education Meeting

Thursday, August 10, 2017 6:30 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
 - a. Student Matters
 - b. Negotiations Update ~ AFSCME and UPSEU
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ June 22, 2017
6. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
7. Superintendent's Report
 - a. Personnel Report
8. Committee Reports
 - a. Middle School Activities Committee Meetings ~ July 12, 2017, July 19, 2017 & July 26, 2017
 - b. Policy & Personnel Committee Meeting ~ July 13, 2017
 - c. Finance Committee Meeting ~ August 1, 2017
 1. Technology Apple Lease #11
9. Old Business
 - a. Town Government Communications
10. New Business
 - a. Superintendent's Annual Report ~ 2016-2017
 - b. Class Size Report
 - c. School Opening Dates ~ 2017-2018
 - d. Job Description Approval ~ Teacher of the Hearing Impaired K-12
 - e. Woodland Heights Development ~ District Attendance Designation
 - f. Possible Action ~ Middle School Activities Committee Recommendations
 - g. Approval of Out of State / Overnight Field Trip - Boston and Wrentham, MA
11. Adjournment

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

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JUNE 22, 2017

The regular meeting of the Southington Board of Education was held on Thursday, June 22, 2017 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:35 p.m.

Board members present: Mrs. Terri Carmody, Mr. Robert Brown, Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. Brian Goralski, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mrs. Patricia Queen. Absent was Mr. David Derynoski.

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

2. EXECUTIVE SESSION to Discuss Personnel (AFSCME Negotiations) ~ 6:30 p.m.

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing personnel (AFSCME Negotiations), and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 6:55 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski reconvened the regular session at 7:00 p.m.

Board members present: Mrs. Terri Carmody, Mr. Robert Brown, Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. Brian Goralski, Mrs. Terry Lombardi, Mr. Zaya Oshana, and Mrs. Patricia Queen. Absent was Mr. David Derynoski.

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

4. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

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

“Move to move Agenda Item 8.a ‘Appointment of Flanders Elementary School Principal’ to Agenda Item 4.a.”

Motion carried unanimously by voice vote.

a. Appointment of Flanders Elementary School Principal *(formerly Agenda Item 8.a)*

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

“Move to appoint Katie T. Guerrette as the Principal of Flanders Elementary School with a start date negotiated by the Superintendent of Schools and a salary of \$131,410.

ROLL CALL VOTE: YES ~ Mrs. Carmody, Mrs. Clark, Mr. Brown, Mrs. Lombardi, Mrs. Champagne, Mr. Oshana, Mrs. Queen, and Mr. Goralski. **Motion carried unanimously.**

Mr. Goralski called for a recess to welcome Mrs. Guerrette at 7:08 p.m.

Mr. Goralski reconvened the regular session at 7:23 p.m.

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

“Motion to move Agenda Item 8.b ‘Approval of Out of State/Overnight Field Trip ~ Washington, D.C.’ to Agenda Item 4.b.”

Motion carried unanimously by voice vote.

Mrs. Sara Ossias, Southington High School Band Director, gave an overview of the opportunity to perform in the spring of 2018 at the Lincoln Memorial or the Jefferson Memorial and tour Washington, D.C.

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

“Move that the Board of Education approve the field trip request for the Southington High School Marching Band to travel to Washington, D.C. as presented by the administration.”

Motion carried unanimously by voice vote.

5. APPROVAL OF MINUTES ~ June 15, 2017

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

“Move to approve the Regular Board of Education minutes of June 15, 2017, as submitted.”

Motion carried unanimously by voice vote.

6. COMMUNICATIONS

a. Communications from Audience:

There was no audience communication.

b. Communication from Board Members

- The Wall of Honor Committee selected six people to be recognized on October 23, 2017 at 6:00 p.m. at Southington High School: Raymond Burgess and Charles Remer (Vietnam casualties), Robert Calandra, Steven Gasecki, Mark Boxer, and Walter Hushak. The committee will be incorporating and have applied for a 501(c)3 tax exempt status.
- A report was given on the CREC Board of Directors meeting held on Wednesday, June 21, 2017 highlighting policy updates from the state. The Board members discussed magnet schools and Mrs. Lombardi writing a letter to Secretary of Education Betsy DeVos on Board of Education letterhead.
- Mr. Goralski researched Robert’s Rules regarding a motion to “Move a vote” and discussed the various motion verbiage and definitions. He encouraged the Board to look up the List of Motions Chart on the Internet.
- Mr. Goralski explained and outlined the charge of the Middle School ad hoc Committee (*Attachment #1*). The purpose of the committee is to investigate afterschool activities for students of the two middle schools as alternatives for the recently eliminated middle schools sports program. All opportunities/activities for students, not just athletics.

c. Communication from Administration

Administration reported on the following:

1. Middle School Report Cards: Mr. Connellan reported that the middle school report cards were distributed by secure electronic transmission. The transition involved less paper and no mailing.
2. District Laptops: Mr. Connellan reported that the Tech Analysts and assistants would be collecting all district laptops, inspecting them, doing summer maintenance on them and ensuring that the appropriate software is installed on them.
3. Summer Technology Work: Mr. Connellan reported that the summer technology work would include the firewall security, antivirus software, Mobile Device Management System and a new server at Southington High School, which will run everything including the Voiceover Internet Protocol (VOIP) System for

the telephones. The Mobile Device Management system, which was approved and complied with the Student Data Privacy Act, will help with the implementation and rollout of software updates. If a laptop disappears, it can be shutdown remotely.

4. Shipman & Goodwin Legal Updates: Mr. Madancy explained that the administrative team would meet on August 17, 9:00 a.m.-11:00 a.m. in the Public Assembly Room for a presentation by the law firm of Shipman and Goodwin. They will clarify legal updates on all the new legislation that should be passed by the state and activated as of July 1, 2017. Mr. Madancy believed that it would be beneficial for the Board members to attend as well.

Mr. Connellan and the Board members discussed the exceptional Class of 2017 graduation ceremony held on Tuesday, June 20, 2017 including the staff and underclassmen support and the extraordinary job that everyone did to make it so outstanding.

7. OLD BUSINESS

a. Town Government Communications

There was no communication.

8. NEW BUSINESS

a. Appointment of Flanders Elementary School Principal *(Moved to Agenda Item 4.a)*

b. Approval of Out of State / Overnight Field Trip – Washington, D.C. *(Moved to Agenda Item 4.b)*

c. Policy Series 9000, Bylaws ~ Second Reading

Mrs. Queen reported that Student Board Representative, Joseph Martin, recommended changes to Policy 9160, “Student Representatives on the Board of Education” and gave feedback as requested at the last meeting by Mr. Goralski that resulted in two changes *(Attachment #2)*.

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

“Move to approve the revised 9000 Series presented by the Policy and Personnel as discussed.”

Motion carried unanimously by voice vote.

d. Policy 6146.1, Grade Reporting ~ Second Reading

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

“Move to approve the 6146.1, Grade Reporting, as presented by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

e. Fingerprinting Policy ~ Second Reading

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

“Move to approve Policy 4112.5, Security Check/Fingerprinting as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

9. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 7:58 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

LINDA BLANCHARD

From: BRIAN S. GORALSKI
Sent: Thursday, June 22, 2017 10:26 PM
To: LINDA BLANCHARD; SBOE; STEVEN MADANCY; TIMOTHY CONNELLAN
Subject: Middle School adhoc Committee

Hello all,

Here is the charge for the Middle School adhoc Committee that I shared this evening during Board communication.

Purpose: Investigate after school activities for students of the 2 middle schools as alternatives for the recently eliminated middle school sports program.

Members:

- Patricia Queen
- Zaya Oshana
- Mike DeFeo (representing the Southington Park's Board)
- 2 JFK & 2 JAD parents to be named as soon as possible
- ex-officio Superintendent Tim Connellan or his designee
- ex-officio Dave Lapreay, Director of recreation

(Patricia Queen & Zaya Oshana will serve as Co-Chairs of the Committee)

Goals/Responsibilities:

- Recommend opportunities for after school activities for all students
- Consider possible partnerships with existing town programs or associations
- All recommendations must meet the policies and guidelines of the Southington Public Schools
- Consideration of co-ed activities is recommended
- No school employees will serve on the committee due to potential conflict of interest or other ethical concerns, but can provide information as requested by the committee to be coordinated by the administration
- All meetings will be public with an official agenda that includes an opportunity for public comment from any Southington resident or school employee

- All recommendations must be for both middle schools
- All recommendations will come to the full Board for consideration

Thanks to Patricia, Zaya & Tim for their input and advice in crafting this document.

Brian

Series 9000: Bylaws of the Board**Organization****Student Representatives on the Board of Education**

The Southington Board of Education recognizes the importance of maintaining open communication with the student body. In an effort to improve this communication, the Board supports seating three students from Southington High School to serve in a nonvoting capacity on the Southington Board of Education. These student representatives on the Board of Education will give students, as the clients within the educational corporation, a more effective voice in and at the decision-making level of the school system.

The three representatives will be seated at the Board table at each public Board of Education meeting. Student opinion will be solicited to give an added dimension to the Board's decision-making process. The student representatives will not attend executive sessions of the Board's decision-making process nor will they have access to associated backup material.

The following procedures will be observed for the seating of the student representatives:

1. Student representatives will come from the junior and senior class at Southington High School. ~~One student should be a member of the junior class and two students should be members of the senior class.~~ **There must be at least one pre from each class.**
2. Any junior or senior, through completion of ~~an application and~~ a letter of intent and the fulfillment of academic requirements, will be considered eligible. A committee of current student representatives and high school administration or his/her designee(s) will interview and select the representatives.
3. After the students have been selected, they will be given an orientation session by the Superintendent of Schools and an officer of the Board or designee.
4. Student representatives may be removed from their position of nonvoting members of the Board of Education by an affirmative vote of 2/3 of the Board of Education.
5. At least two of the three representatives must be present at each regular meeting of the Board of Education. If it is not possible for a student representative to be present at the Board of Education, the representative is responsible for advising the Principal and the Superintendent's office in advance of the meeting of his/her absence.
6. The Board of Education reserves the right to dismiss a student due to poor attendance and call for the selection of a new member.

Board of Education

Administrative Report

August 10, 2017



- 1. Special Education – Annual Performance Report**
- 2. Summer school – Extended School Year**
- 3. Summer Technology Work**
 - a. Firewall**
 - b. Antivirus**
 - c. Mobile Device Management**
 - d. Server at SHS**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 10, 2017

Decision Requested X Agenda Code 7. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2017 – 2018.

Background: The attached report lists personnel activity from June 1, 2017, through July 31, 2017.

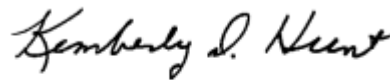
Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – August 2017

PERSONNEL ACTIVITY REPORT

FOR: August 2017

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Guerrette, Katie	Principal	Flanders		July 1, 2017	6 th Yr.	Quinnipiac University	\$131,410.00
Cumpstone, Mallory	Mathematics Teacher	SHS		August 28, 2017	MA	University of Bridgeport	\$50,058.00
Casarella, Lauren	Special Ed Teacher	JAD		August 28, 2017	BA	University of Hartford	\$46,453.00
Carrion, Stephanie	Special Ed Teacher	Hatton		August 28, 2017	MA	University of St. Joseph	\$54,390.00
Dougherty, Brandi	Social Studies Teacher	SHS		August 28, 2017	BA	Central CT State University	\$50,395.00
Discenza, Jennifer	Director of Guidance, Grades 6-12	District		August 28, 2017	6 th Year	Central CT State University	\$128,697.00
Shah, Hina	Psychologist	SES & TES		August 28, 2017	6 th Year	Fairfield University	\$53,982.00
Surprenant, Raechel	Earth Science Teacher	SHS		August 28, 2017	MA	University of Bridgeport	\$50,058.00
Reed, Emily	Mathematics Teacher	SHS		August 28, 2017	MA	University of CT	\$50,058.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Papallo, Sharon	Secretary, Class 1, Payroll/Benefits	Central Office	37.50	July 1, 2017	\$26.54
Izdebski, Eric	Technology Analyst	District	37.50	August 7, 2017	\$50,150.00 prorated
Perry, Debra	Crossing Guard	Strong	10.00	August 31, 2017	\$17.00

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Leger, JoelPatrick	Social Studies Teacher	SHS	June 30, 2017	8 years	No
Grodzicki, Jenna	Library Media Specialist	TES, FES, KES	July 1, 2017	2 years	No
Castrilli, Maryann	Grade 5 Teacher	DES	July 1, 2017	10 years	No
Riedinger, Dale	Mathematics Curriculum Coordinator	District	July 1, 2017	42 years	Yes
Hartt, Ryan	Social Studies Teacher	JFK	July 21, 2017	3 years	No
Discenza, Jennifer	Continuing Education Director	District	July 29, 2017	5 years	No
Ragozzine, Shelly	Special Education Teacher	DES	July 29, 2017	5 years	No
Ruscitti, Maria	Technology Education Teacher	JFK	August 2, 2017	1 year	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Doyle, Margaret	Part-Time Cafeteria Paraeducator	JAD	June 20, 2017	11 years	Yes
Szmurlo, Natalie	Part-Time Special Education Paraeducator	South End	June 21, 2017	1 year	No
Whittaker, Carol	Grant Funded Math Tutor	DES	June 21, 2017	8 years	No
McMahon, Colleen	Part-Time Special Education Paraeducator	Thalberg	June 22, 2017	1 year	No
Heath, Noreen	Crossing Guard	District	July 31, 2017	12 years	Yes
Izdebski, Eric	Technology Assistant	District	August 6, 2017	1 year	No

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
O'Brien, Keith	Grade 3 Teacher	Thalberg	Library Media Specialist	FES/KES/TES	August 28, 2017
Kelly, Jillian	Psychologist	Strong & South End	Psychologist	JFK	August 28, 2017
Mastrianni, Craig	Special Education Teacher	SEES/TES	Special Education Teacher	South End	August 28, 2017
Butkevich, Jessica	Special Education Teacher	SES/TES	Special Education Teacher	Thalberg	August 28, 2017
Stearns, Rita	Guidance Counselor	DES	Guidance Counselor	JFK	August 28, 2017
Corbin, Elizabeth	Mathematics Teacher	JFK	Mathematics Specialist	JAD	August 28, 2017
Preissler, John	Special Education Teacher	JFK	Social Studies Teacher	JFK	August 28, 2017
Wright, Annita	Social Worker	PES/TES	Social Worker	DES	August 28, 2017

Classified

Name	From Position	From School	To Position	To School	Effective Date
Palmieri, Brian	Custodian, Evening Shift	Strong	Custodian, Evening Shift	Flanders	July 3, 2017
Moran, Mark	Custodian, Evening Shift	Flanders	Custodian, Evening Shift	Strong	July 5, 2017

ASSIGNMENT CHANGES

Certified

Name	Current Assignment	School	New Assignment	School	Reason	Effective Date
Bozzuto, Sarah	Grade 3 Teacher	Strong	Grade 5 Teacher	Thalberg	Student needs	August 28, 2017
Simpson, Stacey	Literacy Specialist	SHS	English/Literacy Teacher	SHS	Budget	August 28, 2017
O'Neil, Melissa	Teacher Leader	TES/KES/PES	Grade 3 Teacher	South End	Budget	August 28, 2017
Baker, Charity	Teacher Leader	HES/FES	Grade 3 Teacher	Thalberg	Budget	August 28, 2017
Bouffard, Timothy	Technology Teacher	JAD	.50 FTE Tech Ed Teacher .50 FTE Tech Ed Teacher	JAD JFK	Reconfiguration of Unified Arts	August 28, 2017
Veronneau, Lindsay	Teacher Leader	SES/SEES/DES	Grade 3 Teacher	Kelley	Budget	August 28, 2017
Velazques, Alexa	World Lang Teacher	.30 FTE S.End .40 FTE SHS	World Lang Teacher .70 FTE	SHS	Budget	August 28, 2017
Riccio, TinaMarie	World Lang Teacher	.10 FTE S.End .60 FTE SHS	World Lang Teacher .70 FTE	SHS	Budget	August 28, 2017

CHANGES IN FTE

Name	From Position	To Position	School	Effective Date
Foresman, Alicen	.80 FTE World Language Teacher	1.00 FTE World Language Teacher	SHS	August 28, 2017
Zimmer, Kimberly	.80 FTE Literacy Specialist	1.00 FTE Literacy Specialist	South End	August 28, 2017
McDougall, Carrie Ann	.50 FTE Literacy Specialist	.80 FTE Literacy Specialist (.30 FTE Grant Funded)	SES, PES, FES & HES	August 28, 2017

UNPAID LEAVES OF ABSENCE

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

POSITION ELIMINATED

Classified

Name	Position	School	Effective Date
Plawecki, James	Hall Monitor	DES	August 30, 2017
St. Amand, Nicole	Hall Monitor	DES	August 30, 2017

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Mozian, Nathan	Interim Assistant Coach, Outdoor Track	SHS	June 15, 2017	\$3,243.00
Niro, Richard	Head Coach, Cross Country	JAD	July 7, 2017	\$2,756.00
Lombardi, William	Assistant Coach, Cross Country	JAD	July 7, 2017	\$1,791.00
Zenowitz, Thomas	Head Coach, Cross Country	JFK	July 7, 2017	\$2,756.00
Burkell, Scott	Assistant Coach, Cross Country	JFK	July 7, 2017	\$1,791.00
Green, Connor	Assistant Coach, Cross Country	SHS	July 7, 2017	\$3,179.00
Dachelet, Daniel	Head Coach, Cross Country	SHS	July 7, 2017	\$4,886.00
Pomposi, Jillian	Assistant Coach, Field Hockey	SHS	July 7, 2017	\$4,200.00
Murphy, Colleen	Freshman Coach, Field Hockey	SHS	July 7, 2017	\$3,965.00
Luddy, Erin	Head Coach, Field Hockey	SHS	July 7, 2017	\$6,582.00
Levesque, Robert	Assistant Coach, Football	SHS	July 7, 2017	\$4,721.00
Drury, Charles	Assistant Coach, Football	SHS	July 7, 2017	\$5,729.00
Mannion, Devin	Assistant Coach, Football	SHS	July 7, 2017	\$4,721.00
Coles, Garry	Assistant Coach, Football	SHS	July 7, 2017	\$5,729.00
Bird, Derek	Assistant Coach, Freshman Football	SHS	July 7, 2017	\$3,429.00
Bard, Brad	Head Coach, Freshman Football	SHS	July 7, 2017	\$5,441.00
Drury, Michael	Head Coach, Football	SHS	July 7, 2017	\$9,128.00
Kowalchuk, David	Assistant Coach, Boys Soccer	SHS	July 7, 2017	\$4,200.00
Magaro, Austin	Freshman Coach, Boys Soccer	SHS	July 7, 2017	\$3,965.00
Yanosy, David	Head Coach, Boys Soccer	SHS	July 7, 2017	\$6,582.00
Laudati, Courtney	Assistant Coach, Girls Soccer	SHS	July 7, 2017	\$4,200.00
Shurtleff, Christian	Freshman Coach, Girls Soccer	SHS	July 7, 2017	\$3,965.00
Linehan, Michael	Head Coach, Girls Soccer	SHS	July 7, 2017	\$6,582.00
Haynes, Tammi	Assistant Coach, Girls Swim	SHS	July 7, 2017	\$3,179.00
Tuttle, Evan	Head Coach, Girls Swim	SHS	July 7, 2017	\$4,886.00
Nichols, Elizabeth	Assistant Coach, Girls Volleyball	SHS	July 7, 2017	\$4,200.00
Kalinowski, Kasia	Freshman Coach, Girls Volleyball	SHS	July 7, 2017	\$3,965.00
Heitz, Richard	Head Coach, Girls Volleyball	SHS	July 7, 2017	\$6,582.00
Thurston, Amber	Assistant Coach, Cheerleading	SHS	July 7, 2017	\$4,200.00
Allenback, Heather	Head Coach, Cheerleading	SHS	July 7, 2017	\$6,582.00

Non-Coaching Stipend

Appointments:

School	POSITION	Appointee	Stipend	Effective Date
JAD	Band Director	Richard Santanella	\$1,847.00	August 28, 2017
JAD	Curriculum Specialist / Language Arts	Mary Beth Parent	\$1,501.00	August 28, 2017
JAD	Curriculum Specialist / Math	Casey Duke	\$1,501.00	August 28, 2017
JAD	Curriculum Specialist / Science	Donna Shea	\$1,501.00	August 28, 2017
JAD	Curriculum Specialist / Social Studies	Deborah Moreau	\$1,501.00	August 28, 2017
JAD	Curriculum Specialist / Special Education	Rebecca Szejnan	\$1,501.00	August 28, 2017
JAD	Curriculum Specialist / Unified Arts	Todd Prendergast	\$1,501.00	August 28, 2017
JAD	Curriculum Specialist / World Language	Bethany Rosin	\$1,501.00	August 28, 2017
JAD	Department Head / Guidance	Stephen Nyerick	\$10,925.01	August 28, 2017
JAD	Drama Club Co-Advisor (1/3)	Richard Campbell	\$362.00	August 28, 2017
JAD	Drama Club Co-Advisor (2/3)	Kimberly Pienkowski	\$724.00	August 28, 2017
JAD	Honor Society Co-Advisor	Lindsay Ekegren	\$470.00	August 28, 2017
JAD	Honor Society Co-Advisor	Erin Bard	\$470.00	August 28, 2017
JAD	Jazz Band Advisor	Richard Santanella	\$1,086.00	August 28, 2017
JAD	Student Council Advisor	Debra Moreau	\$601.00	August 28, 2017
JAD	Team Leader / Grade 6 - (silver)	Toni-Ann Rock	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 6 (blue)	Debra Nappi	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 6 (yellow)	Amy Capobianco	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 7 & 8 (red & white)	Heidi Bass-Lamberto	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 7 (gold)	Betsy Mauri	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 7 (green)	Kristin Intrieri	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 8 (orange)	Holly Boudreau	\$1,501.00	August 28, 2017
JAD	Team Leader / Grade 8 (purple)	Erin Bard	\$1,501.00	August 28, 2017
JAD	Year Book Advisor	Donna Krekoska	\$1,086.00	August 28, 2017
JAD	Lego Advisor	Toni-Ann Rock	\$898.00	August 28, 2017
JAD	Newspaper Co-Advisor	Heidi Bass-Lamberto	\$449.00	August 28, 2017
JAD	Newspaper Co-Advisor	Elizabeth Curtin	\$449.00	August 28, 2017
JAD	Stock Market Advisor	Cara DaPonte	\$898.00	August 28, 2017
JAD	Unified Sports Site Coordinator	Rebecca Szejnan	\$324.00	August 28, 2017
JAD	Unified Sports Site Coordinator	Michael Lodovico	\$324.00	August 28, 2017
JAD	Select Chorus	Patricia Altieri	\$1,086.00	August 28, 2017
JAD	Select Orchestra	Elyse Sloves	\$1,086.00	August 28, 2017
JFK	Band Director	Timothy Johnson	\$1,847.00	August 28, 2017
JFK	Curriculum Specialist / Language Arts	Karen Sciota	\$1,501.00	August 28, 2017
JFK	Curriculum Specialist / Math	Elizabeth Sterner	\$1,501.00	August 28, 2017
JFK	Curriculum Specialist / Science	Pamela Pepin	\$1,501.00	August 28, 2017
JFK	Curriculum Specialist / Social Studies	Susanne Blaszczyk	\$1,501.00	August 28, 2017
JFK	Curriculum Specialist / Special Education	Susan Hebert	\$1,501.00	August 28, 2017
JFK	Curriculum Specialist / Unified Arts	Timothy Johnson	\$1,501.00	August 28, 2017

JFK	Curriculum Specialist / World Language	Rebecca Sheffler	\$1,501.00	August 28, 2017
JFK	Drama Club Co-Advisor	Patricia Altieri	\$543.00	August 28, 2017
JFK	Drama Club Co-Advisor	Allison Platt	\$543.00	August 28, 2017
JFK	Honor Society Advisor	Amy Fontaine	\$940.00	August 28, 2017
JFK	Jazz Band Advisor	Timothy Johnson	\$1,086.00	August 28, 2017
JFK	Student Council Advisor	Jason Ghidini	\$601.00	August 28, 2017
JFK	Team Leader / Grade 6 - A	Amy Perry	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 6 – B	Katherine Sullivan	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 6 – C	Jason Ghidini	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 7 – A	Susan DeSimone	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 7 – B	Victoria Craigie	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 7/8 split – C	Thomas Hinman	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 8 - A	Jean Galka	\$1,501.00	August 28, 2017
JFK	Team Leader / Grade 8 - B	Tara Sullivan	\$1,501.00	August 28, 2017
JFK	Year Book Advisor	Spencer Richards	\$1,086.00	August 28, 2017
JFK	Lego Advisor	Jamie Mierzejewski	\$898.00	August 28, 2017
JFK	Newspaper Advisor	John O'Neill	\$898.00	August 28, 2017
JFK	Stock Market Advisor	Elizabeth Sterner	\$898.00	August 28, 2017
JFK	Unified Sports Site Coordinator	Deborah Blitz	\$324.00	August 28, 2017
JFK	Unified Sports Site Coordinator	Matthew Lefkowitz	\$324.00	August 28, 2017
JFK	Select Chorus	Vera Roberts	\$1,086.00	August 28, 2017
JFK	Select Orchestra	Elyse Sloves	\$1,086.00	August 28, 2017
SHS	Alternative to Suspension	Thomas Zenowitz	per diem	August 28, 2017
SHS	Assistant Band Director	Harrison Stuppler	\$3,170.00	August 28, 2017
SHS	Band Camp Assistant	Harrison Stuppler	\$1,995.00	August 28, 2017
SHS	Band Camp Director	Sara Ossias	\$3,486.00	August 28, 2017
SHS	Band Director	Sara Ossias	\$5,286.00	August 28, 2017
SHS	Class Advisor Freshman	Megan Martin	\$1,097.00	August 28, 2017
SHS	Class Advisor Freshman	Teresa Curtis	\$1,097.00	August 28, 2017
SHS	Class Advisor Sophomore	Colleen Murphy	\$1,097.00	August 28, 2017
SHS	Class Advisor Sophomore	Nicole Proffitt	\$1,097.00	August 28, 2017
SHS	Class Advisor Junior	Sarah Adams	\$1,347.00	August 28, 2017
SHS	Class Advisor Junior	Holly Jayne	\$1,347.00	August 28, 2017
SHS	Class Advisor Senior	Kristen Bellis	\$2,198.00	August 28, 2017
SHS	Class Advisor Senior	Katharine Tavera	\$2,198.00	August 28, 2017
SHS	Chronicle Advisor	Stephanie Patterson	\$1,476.00	August 28, 2017
SHS	DECA Co-Advisor	Teresa Brooks	\$499.50	August 28, 2017
SHS	DECA Co-Advisor	Sandra Spinello	\$499.50	August 28, 2017
SHS	Department Head – Art	Thomas Horanzy	\$4,985.40	August 28, 2017
SHS	Department Head - Business	Lillian Schena	\$4,068.49	August 28, 2017
SHS	Department Head – English	Rebecca Migliaro	\$6,994.08	August 28, 2017
SHS	Department Head - Family & Consumer Science	Mary Lynne Osborn	\$4,895.40	August 28, 2017
SHS	Department Head – Math	Robert Lasbury Jr.	\$7,389.28	August 28, 2017

SHS	Department Head - PE & Health	Scott Ottochian	\$6,003.79	August 28, 2017
SHS	Department Head - Science	Nicole Raccio	\$7,389.28	August 28, 2017
SHS	Department Head - Social Studies	Heather Allenback	\$7,289.28	August 28, 2017
SHS	Department Head - Special Education	Gail Lessard	\$6,948.88	August 28, 2017
SHS	Department Head - Technology Education	Justin Mirante	\$4,068.49	August 28, 2017
SHS	Department Head - World Language	TinaMarie Riccio	\$6,003.79	August 28, 2017
SHS	Asst. Dept. Head – English	Jennifer Daly	\$1,162.00	August 28, 2017
SHS	Asst. Dept. Head – Math	Stephen Victor	\$1,162.00	August 28, 2017
SHS	Asst. Dept. Head - Special Education	Kim Palmer	\$1,162.00	August 28, 2017
SHS	Asst. Dept. Head- Science	David DeStefano	\$1,162.00	August 28, 2017
SHS	Asst. Dept. Head - World Language	Allison DiCicco	\$1,162.00	August 28, 2017
SHS	Drama Advisor	Alyssa Bunel	\$1,798.00	August 28, 2017
SHS	Drama Assistant Advisor	Sarah Reitsma	\$1,395.00	August 28, 2017
SHS	Drama Club, Musical Advisor	Brett Berardi	\$1,199.00	August 28, 2017
SHS	FBLA Advisor	Cynthia Davey	\$999.00	August 28, 2017
SHS	Flag Team Color Guard Advisor	Michele Greene	\$1,394.00	August 28, 2017
SHS	Honor Society Co-Advisor	TinaMarie Riccio	\$522.00	August 28, 2017
SHS	Honor Society Co-Advisor	Catherine Disantis	\$522.00	August 28, 2017
SHS	Jazz Band Advisor	Brett Berardi	\$2,604.00	August 28, 2017
SHS	Key Club Co-Advisor	Patrick Nobou	\$1,044.00	August 28, 2017
SHS	Key Club Co-Advisor	Beth Hosmer	\$1,044.00	August 28, 2017
SHS	Marching Band Drill Writer	Robert John Shaw	\$1,102.00	August 28, 2017
SHS	Marching Band Assistant	Matthew Thompson	\$1,394.00	August 28, 2017
SHS	Music Specialist K-12 (District)	Sara Ossias	\$5,286.00	August 28, 2017
SHS	Newspaper " <i>Emblem</i> " Advisor	Tammi Haynes	\$2,474.00	August 28, 2017
SHS	First Robotics Advisor	Edward Barry	\$1,379.00	August 28, 2017
SHS	Silver Star Band Director	Courtney Dalke	\$1,847.00	August 28, 2017
SHS	Silver Star Band Director	Mary Jane Sullivan	\$1,847.00	August 28, 2017
SHS	Student Council Advisor	Jennifer Steinberg	\$1,199.00	August 28, 2017
SHS	Vocational Agricultural - Department Head	Marion Stannard	\$22,797.77	August 28, 2017
SHS	Vocational Agricultural - Teacher	Diane DiGioia	\$19,613.77	August 28, 2017
SHS	Vocational Agricultural - Teacher	Kenneth Patrick O'Keefe	\$18,441.18	August 28, 2017
SHS	Vocational Agricultural - Teacher	Owen McLaughlin	\$12,456.84	August 28, 2017
SHS	Vocational Agricultural - Teacher	Jennifer Shields	\$11,568.74	August 28, 2017
SHS	Winter Color Guard Advisor	Michele Greene	\$723.00	August 28, 2017
SHS	Unified Sports Site Coordinator:			
	• Fall - Soccer	Marguerite Maddalena	\$728.00	August 28, 2017
	• Winter - Basketball / Bowling	Marguerite Maddalena	\$728.00	August 28, 2017
	• Spring - Track / Field / Golf	Marguerite Maddalena	\$728.00	August 28, 2017
	• Unified Sports - CIAC	Marguerite Maddalena	\$728.00	August 28, 2017
SHS	Grade 9 Team Leader	Catherine Disantis	\$1,501.00	August 28, 2017
SHS	Grade 9 Team Leader	Patricia Pettit	\$1,501.00	August 28, 2017
SHS	Specialist Differential - Special Education	Elizabeth Pruski	\$325.00	August 28, 2017

DES	Unified Sports Site Co-Coordinator	Jean Walsh	\$324.00	August 28, 2017
DES	Unified Sports Site Co-Coordinator	Sabina Vance	\$324.00	August 28, 2017
Kelley	Unified Sports Site Co-Coordinator	Dea Laviero	\$324.00	August 28, 2017
Kelley	Unified Sports Site Co-Coordinator	Melissa D'Orizio	\$324.00	August 27, 2017

Resignations

Name	From Position	School	Effective Date
Alfieri, Molly	Assistant Coach, Girls Soccer	SHS	June 1, 2017
Hermann, Denise	Special Education Curriculum Specialist	JFK	June 20, 2017
Yanosy, David	Department Head, Physical Education/Health	SHS	June 20, 2017
Drury, Michael	Assistant Coach, Boys Outdoor Track	SHS	June 22, 2017
Murphy, Colleen	Assistant Coach, Cross Country	SHS	June 28, 2017
Leger, JoelPatrick	Assistant Department Head, Social Studies	SHS	June 30, 2017
Sikoski, Dennis	Head Security Attendant	SHS	July 13, 2017

Middle School Activities Committee

July 12, 2017, 5:30 p.m.

John Weischel Municipal Center

Attendees: Mike DeFeo, Kim Carr, Casie Messina, Alisa DelMonte, Mike Taylor, Dave Lapreay, Patricia Queen, Zaya Oshana

Absent: Tim Connellan (away on vacation)

The committee chairs gave opening remarks regarding the Charge of the committee, scope and objectives.

Discussion of current resources: The committee would be able to use the middle school venues, fields, equipment and other on hand resources. The districts insurance policy would cover the events sponsored.

We discussed other organizations that are funded outside of the district's budget: Robotics, Marching Band, Rugby, and Girls Ice Hockey.

How can we leverage these groups to learn how to successfully set-up this group?

The committee discussed the Athletic Director's responsibility for scheduling busses for away games as well as the budget line item of field maintenance.

Mike Taylor brought up several cost saving ideas. These included fundraising, booster clubs, grants, sponsorships, admission and concession sales, pay to play, and sale of banners.

Alisa mentioned that sports at SHS are already partial pay for play.

Michael mentioned that some people believe that if they have to pay for play that all kids who pay will have to be paid. The committee agreed this was not the case. They all will practice but not all will always play.

Group discussion took place over the potential of charging a fee for pay to play. \$100 was discussed.

Coaches: Discussion took place on the use of volunteer coaches and, if possible, using the existing coaches who work for the system to keep the student/coach/academic relationship going. The committee asked if we could raise money and give it to the BOE to pay the coaches.

Mike DeFeo brought up the idea of rolling middle school sports basketball into the SYBA and use their coaches, scheduling and travel.

The idea of using Intramural Programs as a starting point for the middle schools was discussed. The committee liked the idea but preferred the exiting model.

Discussion of sports schedules, number of days per week and the possibility of using intramurals as a "filler" to broaden the schedule was discussed.

Costs: The question was raised, what is the cost, sport by sport, so we would know what we would need to reinstate each program.

Bussing: Discussion took place as to whether we can eliminate the return bus from away games, having boys and girls play the same day at the away schools so that we can eliminate trips.

Public Input:

George Robarge: Thought that the town travel programs are very successful. He felt that we should be looking to add additional activities to the middle schools, not competitive sports. He also stated that we needed to be sure all of the activities were co-ed. He suggested that we “ask the kids” what they want and use that information to guide us as to what programs to add.

Matthew and Ann Macrone: Can we use the cross country funding that remained in the budget to help fund the other sports we are looking to add back? Both co-chairs commented that would not be possible as cross country remained in the budget but other sports were cut. The funding that remained was to cover this sport alone.

There was discussion as to how will students that are not able to afford a pay to play program be able to participate.

The possibility of Business Sponsors and banners was brought up again.

Christine Buck: She sees the need as a step above intramurals with competition. She also brought up several cost saving items:

Can we eliminate the return bus?

Mike DeFeo and SYBA can run the basketball program.

Piggyback the middle school sports on other town programs such as soccer.

Get team sponsorships.

Use volunteers to maintain and set up the field.

ESPN employees who volunteer can get funds for registered tax exempt organizations.

Utilize company match programs.

Share the bus and schedule multiple sports on the same day.

Tom Eng brought up that this goes beyond sports, it is school pride.

Question was asked if field maintenance charge is legitimate as the fields would have to be maintained anyway.

We should make sure that we have a program where everyone can practice and train. With that, all may not be played.

Question was asked, can we go to existing high school programs that are tax exempt and use their organizational structure to collect funds and be a line item on their budget?

Can we raise funds for middle school activities but fund them through the SYBA?

The name MIDDLE SCHOOL ACTIVITY FUND was agreed upon as the name of the fund.

Motion to adjourn by Mike DeFeo, seconded by Casie Messina. Meeting adjourned at 8:26 pm.

Respectfully Submitted,
Zaya Oshana

Middle School Activities Committee
John Weichsel Municipal Center
July 19, 2017, 5:30 P.M.

Members present: Patricia Queen, Zaya Oshana (Co-Chairs), Michael Taylor, Casie Messina, Kim Carr, Alisa DelMonte (Parent representatives)

Administration present: Steve Madancy, Assistant Superintendent

Meeting called to order at 5:30 p.m.

Mr. Oshana and Mrs. Queen shared information gathered from Band Backers and the Girls Ice Hockey Club.

Mr. Oshana and Mrs. Queen shared that the Board of Education (BOE) could receive the funds from an outside group, such as a Middle School Booster Club, to run a middle school activities/sports program.

There was substantial discussion around the chaperone role and if volunteers could fill that role.

There was substantial discussion around the cost of the fall programming. The committee looked at costs listed on the budget line items for middle school sports summary with the committee and discussed potential options to reduce the cost.

There was discussion around transportation and liability. Parents shared examples of practices with parents driving students to or from events that seemed inconsistent and raised questions. With regard to cost, bus invoices totaled around \$16,500, but we have budgeted in excess of \$19,000.

Mr. Oshana and Mr. Madancy shared that the committee of the Board of Education could not be the same entity that was fundraising. Mr. Madancy shared the charge of the committee. Ad hoc is working to advise Mr. Oshana and Mrs. Queen on what this will look like and how it is going to occur.

There was discussion of changing the language away from pay to play to activities fee. If an activity fee becomes part of the fundraising model, Mr. Madancy shared that the school system would take on the responsibility of identifying which students would be exempt from that and finding the funds to cover those students.

Two of the parents worked on a plan for fundraising:

- Phase One/Year One - Restore as many sports as possible - activity fee & business sponsorship & fundraising responsibility amount for each family.
- Give BOE a chunk of money prior to the start of each season. Concurrently, begin a fundraising operation to be operational by January 1, 2018. Parents want a clear mission statement to establish for what they are fundraising.

- Phase Two/Year Two - Restore any remaining sports not funded in year one. "Ramp" up fundraising with the assumption that they won't be able to sustain business sponsorships indefinitely. Year one will be asking sponsors to "save sports while we fundraise for the future."
- Phase Three/Year Three - Establish an intramural program in addition to the sports programs and essentially improve the programming that is available for everyone. They were impressed by the intramural offerings Athletic Director Greg Ferry had researched from Glastonbury and Simsbury.

A big question that they asked, "What is a reasonable activity fee?"

Also, there was agreement that the committee needed to research the district policy on receiving donations. Rich Mills, Board Attorney, was consulted with and indicated that some Boards have old policies around this.

The following questions were raised during the meeting and would be followed up on and reported out at future meetings.

Questions:

- Regarding Girls Ice Hockey and Band Backers: What is the structure? Are they associated or incorporated?
- What are the requirements of the chaperone? Do they need CPR, First Aid, Epi Pen, background checks, etc. What is the history around this?
- Are there any cost allocations that can be waived or reduced?
- Will we eliminate parent transportation? Currently, JFK and JAD do not always provide return buses and parents provide transportation. How is this different from waiving for all athletes from other away contests?
- Is there a difference between out of town and in town?

Bottom line question:

- How much do we need to make fall sports work?

Meeting was adjourned at 7:45 p.m.

Respectfully submitted,

Steven G. Madancy

Middle School Activities Committee

July 26, 2017, 5:30 p.m.

John Weichsel Municipal Center

Attendees: Kim Carr, Casie Messina, Alisa DelMonte, Mike Taylor (via telephone), Patricia Queen (via telephone), Zaya Oshana, Tim Connellan

Absent: Mike DeFeo, Dave Lepreay

Tim Connellan answered questions from the prior meeting.

Communications with the Board: Typically there is one person from a booster club that is the communicator to the Board. In this case, the member would communicate with Greg Ferry, Athletic Director. Sherri DiNello suggests the treasurer.

Faculty Managers and Transportation: Currently, the coaches set up the schedule and the transportation working through Greg Ferry and his office. This includes weather and field issues. The Superintendent is the one who cancels after school activities if there are weather concerns.

Chaperones: Maintaining chaperones is a BOE decision. They do not need all of the training that coaches do, but for the most part, since they are employees of the district, they have gone through most and have been background checked.

Volunteer coaches require a different type of background check.

The question was asked: Can we use parent volunteers if we go through the background check? The Superintendent answered: "It depends. Since we have people on staff who do this on staff and get paid; labor laws won't allow us to replace them with volunteers who do the work they did."

Alisa asked for this fall, there are four sports. If it does not come together to put them on, and we have to do intramurals for one or some of the sports, can we use volunteers? This question will be researched.

Field maintenance and allocations: Mowing the fields is part of the Bid Document. For active fields there is additional mowing and maintenance during the season. This additional cost is the allocation shown on the cost sheet. This is an incremental cost.

Kim asked: If there is an intramural program, would the allocations remain in place? The answer was yes.

Kim asked: Can we just do away games and remove the allocation?

Transportation: Years ago, students were being driven in staff members personal vehicles and this was a huge liability. Any person who transports students must have the same driver training and other safety training as a bus driver. Parents can drive their child but cannot drive any other child. Waivers of liability will not prevent lawsuits.

Transportation is always provided to and from away games. Parents who want to bring their child home from away games MUST present special circumstance for review and approval.

Question was asked, could we have a one-way bus for events that occur in town? If the event is at one of the middle schools or at SHS, why would we require the students to be bussed back to their school for pickup? This is being looked into.

The committee discussed the concept of an activity fee. If this is proposed and accepted by the full BOE, it would be for all sports including cross country. Discussion was around \$100 fee.

The parents updated the committee on the formation of the Parents Booster Club. It has been named the “**Southington Middle School Athletics Association**”.

Mike DeFeo, Acting President

Mike Taylor, VP JAD

Casie Messina, VP JFK

Alisa DelMonte, Treasurer

Kim Carr, Secretary

The bylaws of the organization have been developed and accepted by the parents board.

The discussion of equity and opportunity was held. There must be parity between the two schools.

Alisa is working on the 501(c)(3) application for the group. She would like to see an application form that another booster has completed for their group as guidance. Bandbackers was suggested and the one to look at. She will contact Sherri DiNello to go over process and fund flow from the committee to the BOE.

Funding Update:

Tim Connellan handed out budget funding sheets showing all of the backup data Greg Ferry used to create the athletic budget.

Field maintenance includes mowing, lining and set up of all outdoor fields.

Athletic Transportation averages \$250 for each trip. The actual cost is based on distance and wait time for the driver. Discussion around this subject took place. If the booster club went direct to New Britain Transportation (NBT), the cost would be higher since the district has a negotiated rate.

Stipends for coaches: We would have to talk with the Southington Education Association (SEA) about their willingness to see if they would be willing to negotiate this to a per diem rate. We need the per diem figure that the union would agree to so the parents can use that number in their financial planning. Tim Connellan will work with Dan Hart, SEA President, on a per diem rate.

Casie stated they are trying to figure out how much we need to get the fall season on track. We need to get that number so we can fund the BOE up front, as this is needed to start the season. Officiating is a CIAC rate. We pay per game but we only pay for home game officiating. Greg Ferry will get these rates for us.

Kim Carr brought up stipends for the Faculty Managers. Do we need this role? Tim Connellan stated that the Transportation is done by Greg Ferry’s office and the scheduling is CIAC and run through Greg Ferry’s office. The faculty manager stipend can be eliminated.

The issue is Site Management. At SHS, Cindy Davey is the site manager. This role gets a flat rate per event. We would need a person to manage the site and this is not the coach. There is

currently a Site Manager job description. Currently, it is only filled at the high school. We can look at modifying the \$85 per event cost for the middle schools since it is less complicated than the high school. This needs to be a staff member.

Mike Taylor asked how do we come up with the final number to get this going?

Kim mentioned it depends on what we do. One sport for M and one sport for F or reduced sports schedule for everyone? Depends on the funding.

Discussion around gender equity took place. Greg Ferry should be involved as he is responsible for Title 9.

Current Fall Schedule:

Soccer for M and F

Volleyball for F

Cheer for F

Question, can Dave Lepreay help with town Fall Volleyball for M and F?

A recommendation was made to add back Volleyball to the schedule. He stated that he has a \$2,500 contribution on the record for Volleyball and can possibly get another \$2,500 in matching funds.

The **Southington Middle School Athletic Association** is now accepting contributions since the bylaws have been accepted TODAY by the association's board.

Alisa asked about two potential fundraisers: Can the teachers do a dress down day and donate the funds: Tim said Yes. The other was to partner with a local business and have a portion of the sales go to the committee.

Can we go to larger corporations and say if they provide a "to be determined" contribution we will name a field after them. This is governed by board policy.

Casie asked if they need to meet as a board and have a public meeting if they could use the public meeting room at the municipal Center? The answer was yes and to contact Pete Romano's office for scheduling. The suggestion of the Police Department meeting room or the Fire station meeting room was also brought up.

Question was raised, who would arrange for the chaperones if there were no faculty advisors? Tim stated the district would hire them and they would be aware of the schedule.

Meeting adjourned at 7:45 p.m.

Respectfully Submitted,
Zaya Oshana



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting July 13, 2017

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

COLLEEN W. CLARK
SECRETARY

ROBERT S. BROWN

JUANITA CHAMPAGNE

DAVID J. DERYNOSKI

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Committee chairperson, Mrs. Patricia Queen, called the Policy and Personnel Committee meeting to order at 10:10 a.m.

Committee Members Present: Mrs. Juanita Champagne and Mrs. Patricia Queen.
Absent: Mrs. Colleen Clark and Mr. Zaya Oshana. Other Board Members Present: Mr. Brian Goralski.

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Curriculum and Instruction.

Draft Job Description ~ Teacher for the Deaf

The committee reviewed a draft job description for a new position, *Teacher of the Hearing Impaired K-12*. The district was utilizing the purchased services from the American School for the Deaf; however, they no longer provide outside services. This position will provide us with a teacher who will meet the needs of students that require these specialized services. The committee reviewed and made edits to the draft job description. It was recommended to bring the draft to the full Board for approval at the regular scheduled Board of Education meeting in August.

MOTION: By Mrs. Champagne, seconded by Mrs. Queen
“Move that the Policy and Personnel Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting adjourned at 11:00 a.m.

Respectfully Submitted,

Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205



SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Tuesday, August 1, 2017, 6:00 p.m.
John Weichsel Municipal Center
Conference Room #2
200 North Main Street
Southington, CT 06489

Board Members Present: Colleen Clark, David Derynoski, Terry Lombardi, Zaya Oshana (*via telephone*)
Present from Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt, Account Manager

The Finance Committee meeting was called to order at 6:10 p.m.

1. **SELF INSURANCE:**

Mrs. DiNello reviewed the Self Insurance Reports through May. The Board of Education claims are \$180,000 less than budgeted. For the 11 months including contributions to the Health Savings Accounts (HSA), we are \$149,000 under budget.

2. **TEACHER OF THE DEAF:**

Mrs. DiNello explained that we have contracted with the American School for the Deaf and CREC Soundbridge to provide services to students that are hearing impaired. The American School for the Deaf will no longer provide a teacher as contracted services to Southington.

The Board of Education Personnel and Policy Committee reviewed a job description because the administration is recommending hiring a full-time teacher for the hearing impaired to meet the service needs of our students. Mrs. DiNello explained that since making the initial recommendation to the Personnel and Policy Committee, they learned the student with the highest number of service hours may be withdrawing from the Southington Public Schools. The coordinators in the Special Education Department reviewed service hours for students including the needs of a new preschool and kindergarten student and feel that hiring a full-time teacher would be more cost effective than contracting the service.

Mrs. DiNello provided estimates based on various scenarios compared to budget funds. The grant reimbursement for Excess Cost is still unknown because the state budget has not been adopted. The committee members will ask additional questions at the Board of Education meeting concerning the request; but the consensus was that they agreed with the recommendation.

3. **TECHNONLOGY APPLE LEASE #11:**

Mrs. DiNello explained that during budget workshops, the administration explained that funds were in the 2017-2018 budget to begin Lease #11 with Apple. Lease #9 expired in 2016-2017. We will make three (3) annual payments of \$249,008 and be receiving \$726,931 in equipment. This agenda item is a formality because Apple needs a copy of the Board of Education minutes approving the lease.

The consensus of the committee is to approve Apple Lease #11.

4. **YEAR END CLOSEOUT 2016-2017:**

The Business Office closed out the 2016-2017 operating budget on August 2, 2017. We are carrying forward \$33,088 into 2017-2018 to pay the balance on the Feasibility Study that is being conducted by Milone & MacBroom. The year-end shortfall estimated to be \$450,000 ended up at \$379,429. This is the amount owed to the Town Self Insurance Fund to meet our full revenue obligations for 2016-2017. Mrs. DiNello explained that this balance would be paid from the 2017-2018 budget.

Ms. DiNello shared the preliminary expenditures report; however, a number of journal entries still needed to be posted. She also shared that two (2) credits received from CREC on tuitions paid earlier in the year were applied to May and June invoices totaling over \$60,000, which was the major reason that the deficit was not as large as originally anticipated. In addition, Mrs. DiNello shared that some internal practices are changing to address the flow of information on Purchase Orders for leases and transportation for homeless students. Multiple department are involved so new procedures are being implemented concerning processing payments. Every year-end closeout provides opportunities to review best practices.

5. **MISCELLANEOUS:**

a. Middle School Athletics:

Mrs. DiNello shared that the ad hoc committee of the Board of Education will be reporting to the Board of Education as an agenda item on August 10, 2017 an update on their work from the summer meetings. She had the opportunity to meet with two parents that will be part of the new Southington Middle School Athletics Association (SMSAA). This organization plans to raise funds to support afterschool athletics for middle school students. Mr. Zaya Oshana explained that he is on the ad hoc committee with Mrs. Patricia Queen but they are not part of the SMSAA.

The committee plans to raise funds to pay the expenses to continue middle school sports. Mrs. DiNello shared her thoughts on how the funds would be paid to the Board of Education although the ultimate decision will be with the Board of Education about payments in advance of each season or on a reimbursement basis. The committee may also implement an activity fee per player for all sports in middle school including Cross Country. The Superintendent recommends that the district collect the fee so not to risk the confidentiality of families that may be unable to pay.

The Finance Committee agreed that it might make sense to collect the reimbursements for coaches' salaries in advance of the try-outs and bill the SMSAA for the other expenses. This discussion was just to provide some context for the presentation that will be made on August 10, 2017. Mrs. DiNello wanted the Finance Committee to know that she has been part of the discussion so that best practices could be established.

The meeting adjourned at 7:05 p.m.

Respectfully submitted,



Sheri DiNello
Director of Business & Finance
SPD/lb #4.1718.08-01-17minutes.docx

EXHIBIT A

Schedule No. 011 July 1, 2017 to Master Lease Purchase Agreement # 7519460 Dated June 28, 2007

This Schedule No. 011 ("Schedule") is entered into pursuant to that Master Lease Purchase Agreement # 7519460 dated June 28, 2007, ("Master Lease"), and is effective as of July 1, 2017. All of the terms and conditions of the Master Lease, including Lessee's representations and warranties, are incorporated herein by reference. Unless otherwise indicated, all capitalized terms used but not otherwise defined herein shall have the same meaning as set forth in the Master Lease.

Lessee hereby acknowledges and agrees that its obligation to make Lease Payments as set forth in this Schedule is absolute and unconditional as of the date hereof and on each date and in the amounts as set forth in the Lease Payment Schedule, subject to the terms and conditions of the Lease.

Lessee expressly represents that at least ninety-five percent (95%) of the financing cost set forth in this Schedule is being used to acquire Equipment that will be capitalizable for federal income tax purposes

EQUIPMENT INFORMATION	
QTY	EQUIPMENT DESCRIPTION
	Personal computers, electronic devices, servers, and networking equipment with a value not to exceed \$726,931.00 as such equipment is more particularly described in invoices presented to Apple Inc., as Lessor, and accepted by Lessee, which descriptions are incorporated herein by reference. Final Rental payment will be amended, if necessary, determined by final equipment payment by Lessor as determined by the effective interest rate stated below.
Equipment Location: 200 North Main Street, Southington, CT 06489	

LEASE PAYMENT SCHEDULE					
Pmt #	Payment Date	Payment Amount	Interest	Principal	Outstanding Balance
Commencement	7/15/2017				\$726,931.19
1	7/15/2017	\$249,008.00	\$0.00	\$249,008.00	\$477,923.19
2	7/15/2018	\$249,008.00	\$13,334.06	\$235,673.94	\$242,249.25
3	7/15/2019	\$249,008.00	\$6,758.75	\$242,249.25	\$0.00
Total		\$747,024.00	\$20,092.81	\$726,931.19	

The interest rate for this Lease based on the Issue Price (the "Yield" for federal income tax purpose) is 2.79% per annum. Such Issue Price and Yield will be stated in the Form 8038-G or 8038-GC, as applicable.

IMPORTANT: Read before signing. The terms of the Master Lease should be read carefully because only those terms in writing are enforceable. Terms or oral promises which are not contained in this written agreement may not be legally enforced. The terms of the Master Lease or Lease may only be changed by another written agreement between Lessor and Lessee. Lessee agrees to comply with the terms and conditions of the Master Lease and this Lease.

LESSOR: **APPLE INC.**

SIGNATURE: X _____

NAME / TITLE: X _____

DATE: X _____

LESSEE: **TOWN OF SOUTHINGTON,
SOUTHINGTON BOARD OF EDUCATION**

SIGNATURE: X Jamie Olander

NAME / TITLE: X **JAMIE OLANDER / DIRECTOR OF TECHNOLOGY**

DATE: X 7/1/17 FED TAX ID #: _____

ADDRESS: 200 North Main Street, Southington, CT 06489

EXHIBIT B

ACCEPTANCE CERTIFICATE

Re: Schedule No. 011, dated JULY 1, 2017, (the "Schedule") to Master Lease Purchase Agreement # 7519460, dated as of June 28, 2007, between Apple Inc., as Lessor, and TOWN OF SOUTHINGTON, SOUTHINGTON BOARD OF EDUCATION, as Lessee.

Apple Inc. is hereby requested to pay the person or entity designated below as Payee, the sum set forth below in payment of a portion or all of the cost of the acquisition described below. The amount shown below is due and payable under the invoice of the Payee attached hereto with respect to the cost of the acquisition of the equipment and has not formed the basis of any prior request for payment. The equipment described below is all of the "Equipment" listed in the Schedule to the Master Lease Purchase Agreement referenced above.

Payee Name: _____

<u>Description or Invoice #</u>	<u>\$ Amount</u>
---------------------------------	------------------

Lessee hereby certifies and represents to and agrees with Lessor as follows:

- (1) The Equipment described above has been delivered, installed and accepted on the date hereof.
- (2) Lessee has conducted such inspection and/or testing of the Equipment listed in the Schedule as it deems necessary and appropriate and hereby acknowledges that it accepts the Equipment for all purposes.
- (3) Lessee is currently maintaining the insurance coverage required by Section 15 of the Master Lease.
- (4) No event or condition that constitutes, or with notice or lapse of time or both would constitute, an Event of Default or Event of Non-appropriation (each as defined in the Master Lease) under any Lease exists at the date hereof.

FINAL ACCEPTANCE CERTIFICATE (All Equipment Has Been Accepted)

LESSEE: TOWN OF SOUTHINGTON, SOUTHINGTON BOARD OF EDUCATION

Signature: X J. Olander

Printed Name/Title: X JAMIE OLANDER / DIRECTOR OF TECHNOLOGY

Date: X 7/1/17

PLEASE RETURN PAYMENT REQUEST TO:
APPLE INC.
5000 Riverside Drive, Suite 300 East
Irving, TX 75039-4314

EXHIBIT C

INCUMBENCY CERTIFICATE

MASTER LEASE PURCHASE AGREEMENT # 7519460 dated June 28, 2007

Being a knowledgeable and authorized agent of the Lessee, I hereby certify to Lessor that the person(s) who executed the Master Lease and each Schedule are legally authorized to do so on behalf of the Lessee and that the signatures that appear on the Master Lease and each applicable Schedule are genuine.

LESSEE: TOWN OF SOUTHINGTON, SOUTHINGTON BOARD OF EDUCATION

Signature: X Colleen W. Clark

Printed Name/Title: X COLLEEN W. CLARK

Date: X 6/29/17

(THE INCUMBENCY IS TO BE EXECUTED BY A PERSON OTHER THAN THE SIGNER OF THIS SCHEDULE AND RELATED DOCUMENTS. THIS MAY BE A BOARD CLERK/SECRETARY, BOARD MEMBER OR SUPERINTENDENT.)

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 10, 2017

Decision Requested _____ Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 10, 2017

Decision Requested X Agenda Code 10.a

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2016-2017

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2016

Ending Date of Program or Project: June 30, 2017

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2016-2017 school year be approved as submitted.

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Superintendent's Annual Report 2016-2017

2. _____

lb #16.agndaboe.1718.suptsannualreport.docx

SOUTHINGTON PUBLIC SCHOOLS



Superintendent's Annual Report 2016 ~ 2017



**Superintendent's Annual Report
2016-2017**

Southington Board of Education

Brian S. Goralski, Board Chairperson
Terri C. Carmody, Vice Chairperson
Colleen W. Clark, Secretary
Robert S. Brown
Juanita Champagne
David J. Derynoski
Terry G. Lombardi
Zaya G. Oshana
Patricia A. Queen

Central Office Staff

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

Southington Public Schools Mission Statement

Board of Education Approved: June 12, 2008

**THE MISSION OF THE SOUTHINGTON PUBLIC
SCHOOLS IS TO HAVE:**

**STUDENTS ENGAGE IN A RANGE OF EDUCATIONAL
EXPERIENCES TO BECOME INFORMED, ADAPTIVE
PROBLEM SOLVERS WHO EFFECTIVELY
COMMUNICATE, RISE TO CHALLENGES, AND ARE
COMMITTED TO IMPROVE THEMSELVES AND THEIR
COMMUNITIES.**



TABLE OF CONTENTS

	Pages
SUPERINTENDENT'S EXECUTIVE SUMMARY _____	1-2
CURRICULUM & INSTRUCTION _____	3-4
BUSINESS _____	5-6
OPERATIONS _____	7-8
PERSONNEL _____	9-10
PUPIL SERVICES _____	11-13
TECHNOLOGY _____	14-15
SCHOOL-BASED ACTIVITIES _____	16-43



SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



Superintendent's Executive Summary

SUPERINTENDENT'S EXECUTIVE SUMMARY

The Southington Public Schools have a rich blend of veteran and newer Board of Education members, Central Office Administrators and Building and District-wide Administrators. This blending of leadership talent in the district provided a rich environment for the cultivation of ideas and for creative problem solving. The capacity of the district to promote and sustain growth and change increased and continued to improve and expand as a result. The same statement can be applied across the district with regard to faculty and staff. Although some very talented professionals retired or moved on to other phases of their careers, the district was very fortunate to be able to recruit and employ both talented and experienced individuals and promising early career professionals. The Southington Public Schools professional staff became more diverse in terms of training, background and experience. All of these factors, when taken together, add up to an enormous benefit for the students and families of this community.

The work involving Personalized Learning for Students and 21st Century Skills continued and expanded in the past school year. As the Administrative Leadership Team became more engaged in didactic and reflective professional development regarding personalized student learning, new actionable items and ideas continued to emerge. The Leadership Team continued the process of following an emerging design rather than establishing a design a priori. This approach allowed each member of the Administrative Leadership Team to personalize his/her own professional learning. It was and continues to be extremely important to view this initial work as building capacity within the district at a variety of levels. Small teams of administrators, teachers and some Board of Education members attended high-level professional development activities focused on 21st Century Skills and Student Centered Learning. The teams brought those experiences back to the district. At the same time, work around Mastery Based Learning, in particular, continued and evolved from "pilot" status to "best practice" at Southington High School. The pedagogy involved in this work required a great deal of planning and collaboration. It is clear that the work in this area continues to be a multi-year effort, one that must be built over time during successive school years. The District has continued to work in collaborative partnerships focusing on this work with other school districts, both locally and in other areas of the country, and with professional organizations such as EdLeader 21. These collaborations will help to expand our capacity building and implementation efforts.

The District continued to focus on improved student performance at all levels. Research shows that the single most important factor in how students perform academically is the quality of the day to day instruction. During the 2016-2017 school year, the Southington Public Schools consolidated and expanded the internal infrastructure necessary to ensure the highest quality of day-to-day teaching and learning. This infrastructure has several key components that are outlined below.

The Curriculum Development and Renewal process redesign was completed with the addition of a Curriculum Leadership Team. The Southington Public Schools now have a curriculum renewal process that is effective, sustainable and that can be used as a model for other districts. Members of the Curriculum Leadership Team, led by Assistant Superintendent Steve Madancy engaged in high-level professional development throughout the year. The net result was a broadening of the District's capacity to support this critical activity and an increased capability to sustain and improve the effort across all content areas and all grade levels. The Southington Public School Curriculum Renewal Process was designed to engage teachers and administrators in designing effective and sustainable curricula in a consistent manner across all content area and grade levels.

The committee that has been focusing on Educator Evaluation was redesigned and renamed as the Professional Development and Evaluation Committee (PDEC) during the previous school year. In addition, these teams of professionals expanded at each building to be representative of the broader membership of classroom teachers and support staff, resulting in building based PDEC teams. The emphasis of the PDEC committees in 2016-2017 was the development of a sustainable model for creating a plan of professional development each year that would be built from the ground up and would encompass all areas of need, e.g. individual, school-based and district level. The result was a sustainable and expanded structure consisting of individuals representative of all professional staff regardless of assignment. A Professional Development Plan for 2017-2018 was constructed by these expanded teams of professionals and will lead to continuous improvement of professional practice.

The Southington Public School District completed and consolidated the transition from Early Intervention Program (EIP) strategies to the Scientific Researched Based Intervention (SRBI) model. Each school worked to refine its SRBI team and its process. Through collaboration between and among general education classroom teachers and literacy and math specialists, school-based teams gained a greater understanding of different tiered levels of targeted academic support for students at all achievement levels. The work of the district level and school-based teams resulted in the finalizing of a district-wide SRBI process and the completion of a comprehensive manual designed to codify and sustain the process moving forward. The goal of the SRBI process is to identify students who need some level of support, provide that support, monitor student progress, and to create pathways for students to succeed and perform academically and behaviorally on at least grade level. Each school has achieved the capability to pursue that goal aggressively.

Southington Public School students continue to learn in areas not considered “academic” subjects. In each school, students actively engaged in the community in a variety of ways. Students learned the benefits of community service and of the intangible rewards that come with helping those in need. The details of Southington Public School students’ efforts in these areas are reflected in the individual school reports. Suffice to say that students in the Southington Public Schools did engage in a broad range of experiences that had a significant and positive impact on their growth and development.

In summary, the Southington Public School District continued on the path to excellence through diligence, dedication and hard work. The professional staff worked to build capacity as described above and to refine the internal organizational structures and processes that will allow the district to become intentional in its actions, with instructional decisions guided by the data on student performance in many areas both academic and non-academic. The continued focus of the District will be on incremental and continuous improvement in professional practice in all areas. Although the improvements in programs and services are incremental in nature, they are significant in terms of the overall impact on students and families and significant with regard to the positive impact on the community at large.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016~ 2017



**Assistant Superintendent for
Curriculum & Instruction**

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION OFFICE

The 2016-2017 school year proved to be another successful year. The district worked hard to strike a balance of building on, or maintaining, all that impacts the current daily education of our students, while beginning to build shared capacity and understanding of all that will be essential in transforming our system into one that is forward looking to the future and the 21st century skills that our students will need to be successful upon graduating from the Southington Public Schools.

With regard to the above, there was much effort and attention put toward the following:

- Reviewing all district policies and regulations with the intent of updating policies that comply with legislative mandates and adopting policies that developed from local interests that reflect the beliefs and philosophies of the Board of Education.
- Continued work in the area of curriculum. With the Board's approval of revised Policy #6140, Curriculum, along with corresponding regulations, a robust and credible curriculum process is in place. This process includes the use of a Curriculum Leadership Team (CLT), consisting of expert teachers and administrators, who guide curriculum development teams through the creation, renewal, or revision of units of instruction using the Understanding by Design process. This leadership team gains its expertise through continuous work with McTighe & Associates. To assist development teams, the CLT worked to develop a toolkit that includes guidance and resources to assist staff with developing quality units of instruction. In addition, the CLT vets all work in progress and offers advice and feedback to development teams as they progress through the unit development process. This occurs through regular meetings of the CLT, in which the co-chairs of the development team bring the committee work to the Curriculum Leadership Team. During those meetings, the team reviews and compares the work against the district's unit design principles. This work dictates the development team's next steps. Within this Curriculum Network, there is now an integration of technology using a tool called Unit Planner, which ensures digital access, alignment, and formatting of all curriculum documents. The Curriculum Leadership Team is to be commended for its commitment to providing only the highest quality curriculum to our district staff.
- Continued growth and development of a model Professional Development and Evaluation Committee (PDEC). With the previous focus on teacher observation and evaluation requirements behind us, the committee enjoyed a shift to the support component of the Teacher Evaluation and Support Plan. The committee, which utilizes a committee of the whole and subcommittee model, is comprised of teachers and administrators across levels and content areas. This committee uses feedback gathered from staff, as well as input provided by district and building leadership, to create a fair and balanced professional development plan. This plan recognizes the importance of providing time to teachers to identify and develop their own areas of focus for growth and development, provides building administrators with time to focus on building improvement initiatives, and allows the district to promote its priorities.
- Continued improvement of our district early intervention system, Scientifically Research Based Instruction (SRBI). The district had tremendous growth and improvement within efficient use of servicing and grouping students who are in need of additional support,

while providing enrichment opportunities for others. Members of the district SRBI Committee vetted and approved various screening tools to assist with benchmarking and progress monitoring. Their work led to the selection of the STAR assessment system. Multiple training sessions were provided to all district literacy and numeracy specialists, as well as building administrators. These sessions included the opportunity for staff to utilize the system with Tier 2 and Tier 3 students allowing them to be knowledgeable and prepared for full district implementation at the start of the 2017-2018 school year. The district is also working towards a full and comprehensive SRBI manual to foster consistency and a secure, paperless tracking system to capture and archive student goals, meeting notes, and other SRBI related information with our district database, SchoolNet.

- Work towards the implementation of Instructional Learning Teams. This teacher-to-teacher, grade level, or content area team, is the starting point in the through-line between teacher teams and a district data team, with a school data team in the middle. All teams work with a common goal of improving outcomes for students by focusing on various topics, such as areas of curriculum where student gaps exist, pedagogy, and the adopted District Performance Indicators. Results of this work serve as levers to maintain a focus on district priorities and inform future budgeting and staffing processes.

Moving forward, there will be continued focus and effort on the aforementioned initiatives with the goal being further development and refinement of all, while limiting the introduction of new initiatives and protecting the district from competing interests. It is a shared belief amongst district leadership that in order to be successful in our efforts to change and grow as a district, it is prudent to move slowly and react deliberately to the readiness of our staff and community.

Policy work will continue at an improved pace to keep current with the ever increasing amount of mandates originating from each legislative session. Curriculum work will always be ongoing due to the nature of our renewal cycle and the reality that, within stages two and three of our instructional units, there is always an opportunity for refinement or improvement based on results, input, and the evolving use of technology as a tool for teaching and learning.

The work for the 2017-2018 school year will revolve around:

- Developing a shared understanding for our hope and aspiration for graduates of the Southington Public Schools through the adoption of our *Vision of a Graduate*. This will include the identification and incorporation of the 21st century skills that we believe graduates should possess.
- We will be exploring alternative ways to offer teachers feedback and support within the evaluation process.
- Through the work of the Instructional Technology Committee, the district will explore potential learning management systems and an alternative to the current district database.

Much of this work around systems and tools are changes that will need to operate at their highest efficiency in order to realize the truest potential of our district and the brightest of outcomes for all students in the Southington Public Schools.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



Director of Business & Finance

BUSINESS OFFICE

The Business Office has accomplished the following items during the 2016-2017 school year.

Contract Negotiations ~ Southington Administrators Association (SAA)

The Director of Business and Finance, Sherri DiNello, worked with the Southington Board of Education and the administrators union on a new three-year contract for the period of July 1, 2017 through June 30, 2020.

High Deductible Healthcare Plan (HDHP) and opening of Health Savings Accounts (HSA)

Information sessions were held for our Paraeducators, ABA Therapists, EL Tutors and nonunion employees to educating staff on the High Deductible Healthcare Plan (HDHP) along with coordinating the set-up of their Health Savings Accounts (HSA), coordinating on-site meetings with bank representatives, and sending paperwork electronically to make the transition for these staff members easier.

Budget Development

The Southington Board of Finance and Town Council funded the Board of Education 2017-2018 Operating Budget with essentially an increase of \$1.9 million, 2.06%. Due to the anticipated change of the funding structure, the approved budget is lower than the current budget because of the proposed change in the State Department of Education revenues. The delay of the Governor's budget caused the Town Council to push the approval process from May to June with the hope of having more information from the Connecticut General Assembly. The approved budget is also based on over \$8 million in grant revenues coming directly to the Southington Board of Education.

ACA 1095 Reporting

The Director of Business and Finance gathered data needed to file the appropriate forms with the IRS working with the payroll and technology staff to utilize our financial software system to produce the forms. This was the second year of the reporting requirement and continues to be a very large project that took weeks to complete due to the data collection required.

Activity & Scholarship Accounts

The Accounting Manager at central office took on the responsibilities for the high school activity and scholarship accounts this year. She set up accounts and clubs on new financial software. She also streamlined the number of accounts to be used. All deposits and disbursements were handled at central office from September-January. In addition, she worked with the middle school secretaries to upgrade their financial software for student activity accounts, expand their use of technology and provided support and oversight.

Employee Time and Attendance System

The transition to this electronic time and attendance system was completed in the 2016-17 school year. The payroll staff worked diligently to accomplish this task. They developed training materials and held training sessions with the users along with those staff members that are part of the approval chain. All hourly employees are paid for hours collected in this electronic system with the exception of substitutes and crossing guards.

Online Payment System for Fees and Activities

The Business Office staff researched online payment systems for collecting student fees and activities. A recommendation was made to the Board of Education members to implement MyPaymentPlus for parents. This is the same system used by our Food Service program so parents would use a single login to gain access to the fees and activities module. The account set-up has been completed and staff training will take place prior to the start of the new school year. We will begin marketing to parents in August and September of 2017. The utilization of this system will reduce the amount of cash collected in the schools.

Employee Wellness

The Self Insurance Committee agreed to create stipend positions from wellness funds available from Anthem in order to begin the process of establishing an active Wellness Committee for both Town and Board of Education employees. The Director of Business and Finance is a member of the newly established Healthy & Wise Committee and she selected two teachers to represent school employees on the committee. In January, surveys were conducted to determine staff interest on topics and programs, which started to be offered in April in response to the survey results. Programs included topics for stress, wellness, retirement plans and exercise classes. A nutrition program will be offered in the fall of 2017 along with a step challenge.

Union Negotiations

A number of union contracts are expiring on June 30, 2017. The Director of Business & Finance has been preparing information and working with legal counsel and Board members to negotiate the following contracts:

- American Federation of State, County, and Municipal Employees (AFSCME) Custodial and Maintenance Employees
- AFSCME Secretaries and Food Service Employees
- AFSCME Nurses
- United Public Service Employees Union (UPSEU) Occupational Therapists / Physical Therapists
- UPSEU English Language Tutors (Memorandum of Agreement of June 2017 to join the Paraeducator /ABA Therapist collective bargaining Agreement)

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



Director of Operations

OPERATIONS OFFICE

The Operations Office has accomplished the following items during the 2016-2017 school year:

Construction and Building System Improvements

- Card Key Access System – In conjunction with a card key access vendor, our Southington Public Schools Maintenance and Operations staff have installed hardware and software necessary to complete a district-wide card key access system. Printing and programming of ID badges was done in-house resulting in a cost savings to the district. All staff will receive updated ID badges that will allow them access to their school at the appropriate times. This will greatly improve the safety and security of all students, staff and visitors.
- Re-Keying of Schools – With the implementation of the card key access systems, exterior locks have been re-keyed at schools. The district is now on a grandmaster system that will improve the security at each school.
- The Southington High School Telephone System is being replaced with a VoIP (Voice over Internet Protocol) phone system. This system will provide better functionality to the school staff. It will also allow us to reduce the number of phone lines purchased on a monthly basis.
- District-wide Painting Program – We have implemented a painting program to improve the appearance of the interiors of the schools. The focus on this first round included the stairwells and limited classrooms at the high school and the main hallway at Hatton Elementary School. It also included the cafetorium and gym ceilings and limited classrooms at Derynoski Elementary School.
- Southington High School Atrium roof replacement was completed and closed out. The project includes the removal of the existing dome shape roof that has been prone to leaks. A structural glass hip roof now protects the Atrium. The project was budgeted at \$407,000; but, with the utilization of the in-house maintenance staff performing a sizable portion of the work the project, the cost was \$235,000.
- Southington Water Department Pump Station Oversight – The Southington Water Department installed a pump station on the high school property. The design, submittal and construction process were all coordinated with the Operations Office.

Energy Conservation

- Solar Initiative – Hatton Elementary School, J. F. Kennedy Middle School and J.A. DePaolo Middle School photovoltaic systems comprised of solar panels were completed and brought on-line. The project included an educational component with a production monitor installed in the entries of each school with a live feed of the energy collection.
- Energy Management Hardware and Programming – Hardware was installed at Thalberg, Strong and Hatton Elementary Schools that will allow remote access to the HVAC (Heating, ventilating and air conditioning) equipment. The schools are being added to our web-based dashboard that will allow us to program the systems for optimum efficiency.

Reporting

- ED050 – Operations completed and submitted the ED050 report to the State required by the Department of Education. This report must be submitted every three years. The reporting is extensive. A sizable portion of the report identifies the building size, improvements, occupancy and conditions of the facility.

- Plantsville Elementary School Construction Closeout – Operations completed all closeout documentation with the state for the Plantsville Elementary School. The project is being audited with the state and Southington Director of Finance.

Health and Safety

- Operations, in conjunction with the Southington Resource Officer, is participating in a state-wide collaboration group of SROs, police department staff and school administration to share and develop school safety plans, protocols, and new technology in an effort to continually improve students and staff safety.
- Asbestos and Radon Testing Programs – Ongoing management of the state mandated asbestos removal and reporting continued. Air quality testing for Radon was performed as per EPA (Environmental Protection Agency) and state guidelines for ongoing testing in the schools.

Administrative Enhancements

- The Operations Department continues to build its electronic infrastructure. Operations works closely with all of the schools in the district. The transition to electronic documentation for the department has allowed for greater efficiencies and information sharing throughout the district. A considerable amount of work has been moved to the Google Doc format including sheets and forms for transportation tracking logs, transportation requests and complaints, snow removal vendors and events, lawn maintenance vendors, and custodian scheduling.

District-wide and Town Collaboration

- Operations/Maintenance has worked closely with the Technology Department to install and strategically relocate Wi-Fi devices to better blanket the schools with the ability to access information. We also continue the ongoing projector and whiteboards installations throughout the district.
- Safety and Security Plan – The Operations Department continues to participate in a collaborative partnership with school and town officials to improve the school security and safety plans for each school.
- Shared Resources – The Operations Department continues its' ongoing collaboration with the town to complete repairs, service calls and projects at town buildings, as needed.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



Personnel Manager

PERSONNEL OFFICE

The Personnel Office continues to provide the necessary services to obtain the most “highly qualified” staff in order to support our student population, as well as support current staff in all aspects of their employment.

Some specific work that was accomplished within the Personnel Office includes:

Substitute Scheduling

AESOP continues to be our program for the placement of our substitutes. It was instrumental in controlling the number of days our substitutes work per week because of health care laws, i.e. the Affordable Health Care Act, that were in effect prior to the current administration. These laws reduced our available number of weekly work hours for our substitutes to a maximum of thirty (30) per week, per substitute.

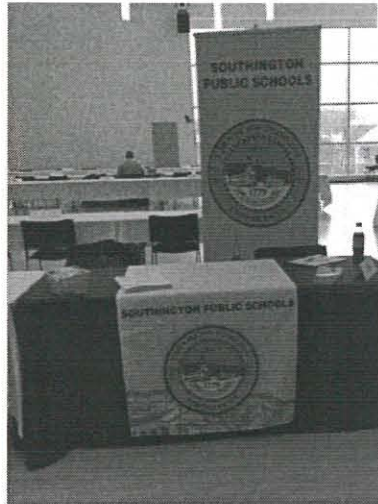
Federal Bureau of Investigation (FBI) Audit (Fingerprints)

This year, the FBI conducted an audit of our fingerprinting processes and procedures. The Personnel staff participated in an online training program, our records were reviewed and I am proud to advise that we are following all FBI rules and regulations for maintaining confidentiality of our staff members fingerprints. Unfortunately, one of the items that came from the audit is that the State of Connecticut was not charging us correctly for Volunteer Coaches background checks. Employees pay a \$12.00 fee for both the Federal and State background checks, while the Volunteers would be paying \$60.50 for the same background checks. This amount would be in addition to fees charged by Concentra for our drug and baseline Purified Protein Derivative (PPD) testing required by all who work with our kids, for a total cost to a “volunteer” of \$133.50.

As there is no legal requirement that states that volunteers must be “fingerprinted,” the Personnel Office did some research and entered into an agreement with Southeast Security Consultants, Inc. (SSCI) Background Screening Solutions for our volunteers. This company works with Park and Recreation Departments nationwide. There is no cost to the district and a national background check for our volunteers now only costs them \$18.50. The program is online. When a volunteer presents himself/herself to complete the paperwork needed to volunteer for us, they utilize a computer in the Personnel Office to enter their personal information and pay using a credit card. The Personnel Office has online access to the results within a week.

Job Fairs

This year, Southington attended both the Central Connecticut State University (CCSU) and University of Connecticut (UConn) Job Fairs. Our attendance allows us the opportunity to have short interviews with potential teaching staff. During these short interviews, our administrators can make a quick assessment of the potential candidate, so that when the applications are completed the reviewing administrator has a sense of the candidate's personality as opposed to just a blind reading of their resume. This year, we enhanced our presence at the Job Fairs by updating our booth.



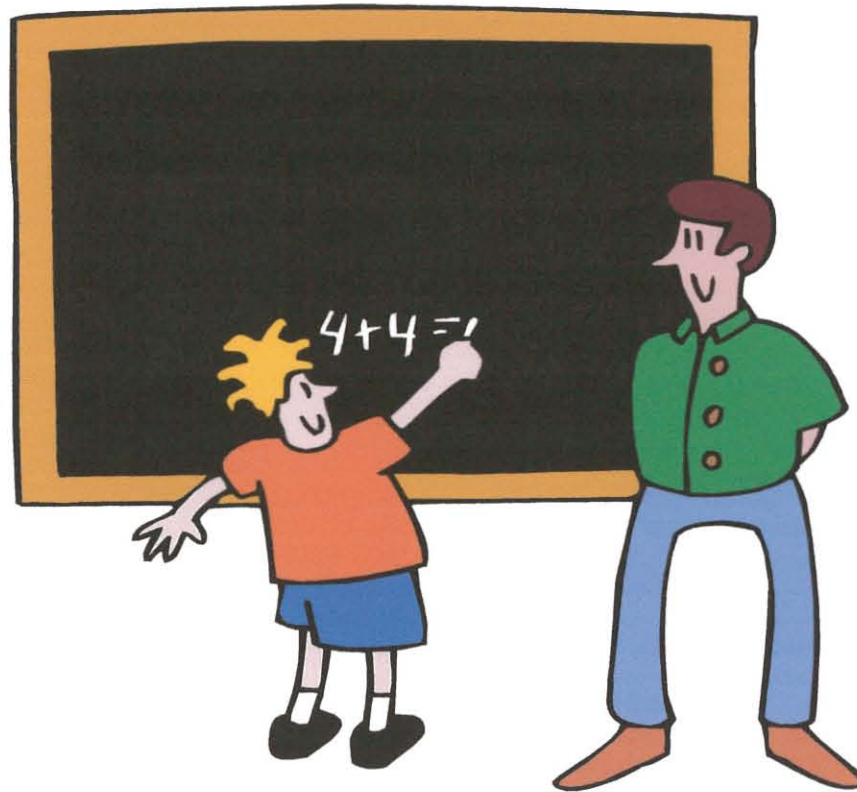
Work that continued in the 2016/2017, school year includes:

- Updating Certified Staff Job Descriptions
- Updating of the Personnel Procedures manual
- Outreach to colleges

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



Director of Pupil Services

PUPIL PERSONNEL SERVICES DEPARTMENT

This year was the first year of Southington's Transitional Education in Life Learning Adult Responsibilities (STELLAR) program that was created to provide vocational/transitional services for our students' ages 18-21 years of age. This allowed us to be able to offer a continuum of services for students within the district and provided opportunities for collaboration/planning between district staff and the town. The Pupil Personnel Services Department continues to expand our partnerships with community stakeholders, revise/edit our procedures manual for special education, and provide professional development regarding best practices for staff and implementation of best practices for an inclusion setting. We continue to identify additional program needs to provide students with educational benefit. Included in this list was the expansion the ACHIEVE Program at Southington High School where six (6) students are transitioning from the middle school to the high school. ACHIEVE stands for "Adult Daily Living Skills, Community Awareness, Health and Safety Training, Instruction in Social Skills, Education in, Vocational, Experiences. Our work throughout the year involved maximizing resources (including staff, time and materials), developing uniform practices throughout the district, vertical alignment Pre-K to Grade 12, fiscal responsibilities of the department, streamlining services to establish a vocational/transitional program for students' ages 18-21 years of age, creating a continuum of services for students within each building and collaboration between and among district staff. Moving forward, we continue to refine the ongoing work throughout the district.

State and Federal Compliance

The Pupil Personnel Services Department must maintain compliance with the federal regulations of the Individuals with Disabilities Education Improvement Act (IDEIA) and Connecticut State Statutes and Regulations for Special Education. The Connecticut State Department of Education reports annually on state and district progress on twenty performance indicators in special education. Southington's most recent District Annual Performance Report indicated a district that "meets requirements". This rating based upon the twenty indicators is determined by ongoing data collection, State mandated Special Education Data Application and Collection (SEDAC) reports, and numerous other state monitoring reports.

Community and Parent Partnerships

Collaborating with parents, community stakeholders, and state agencies is imperative in order to ensure that students with disabilities have an opportunity to have the quality of life that they are entitled to have. Oftentimes providers work in isolation and we may very well be replicating services instead of maximizing our potential to collaboratively support our students. Last year, our department worked closely with several parent leaders and the Southington Parks and Recreation Department to create a summer camp recreational experience for our more involved students. Camp RISE is strictly a town-wide program to offer leisure and recreational activities for students in Grades 6-12. It was so successful last summer that the Parks and Recreation Department expanded the camp to include younger students. This year, there are two sessions servicing students in Grades 2-5 and Grades 6-12. The Director of Pupil Personnel Services also sits on several committees that are community-based agencies, which allows us to bring our resources together in a collaborative fashion so that we are not replicating services for children and families. The Southington Behavioral Health and Social Service Stakeholders meetings come together once a month throughout the year. The Director of Pupil Personnel Services also is a member of the Town-wide Truancy Committee to address students who are chronically absent from school. The

committee is developing strategies and interventions in which we can be proactive to support our families with getting their children to school on time every day.

Student Achievement

We have been focusing on writing Individualized Education Programs (IEP's) that provide a laser-like focus on student's areas of needs while meeting all federal and state requirements. In addition, we want to see what that direct, explicit instruction looks like to address goals and objectives. This year, we randomly selected IEP's from the district database (IEP Direct) and reviewed them at our weekly Special Education Coordinators' meetings. Procedurally, the majority of the documents were in good shape. However, we determined that we need to provide professional development for our special education teachers regarding Transition Planning as well as in the development of Goals and Objectives and Evaluation Procedures along with improved documentation of the provision of specific hours of service. In addition, it is imperative that the student's IEP aligns with the Common Core State Standards and that we continue to strive for best instructional practices in our classrooms. Whether it is team teaching, direct explicit instruction, special education inclusion support or pull out sessions; we must engage our students in rigorous meaningful instruction. Ongoing professional development of teachers in content curriculum is extremely important as well as how to differentiate instruction for students in order to ensure mastery. In order for our students to be successful, we must work together with curriculum content teachers as well as other specialists in our schools.

School Readiness and Prevention

The work of the Early Childhood Collaborative and the Three-to-Three partnerships (Age 3 to Grade 3) has heightened the community's awareness of the importance of early intervention and prevention. Southington's preschool classrooms (three at Hatton School and one at Strong School), our Family Resource Center (FRC) and our collaborating with Birth-to-Three agencies have provided support and guidance to our families who have young children with developmental delays. The research indicates that the sooner we intervene and provide services for young children with disabilities the greater the impact on their overall quality of life for years to come. The Applied Behavior Analysis (ABA) Program data at the preschool level demonstrates that these young children are benefitting from this scientifically researched-based methodology. The Preschool Program continues to grow in numbers every month and by late May of this year all four classrooms were at capacity.

Elementary Level

The District created a very specialized classroom at Kelley Elementary School for primary aged students who have significant behavioral and developmental needs. This is a district wide program for students grades K-2. The majority of the students' academic instruction will be in the LIDS (Learn Improve Develop Skills) classroom, most students will join their typical peers for lunch, recess, special area instruction, and at other times during the day when appropriate. Time spent in the regular education classroom is determined according to the student's IEP. All of the related service providers support the LIDS staff and students. In addition to providing individual sessions with the children, related service providers also "push-in" to the classroom providing whole group instruction and /or activities. Related service providers include: School Psychologists, Speech and Language Pathologist, Occupational Therapists (OT), Physical Therapists (PT) and a Board Certified Behavior Analyst (BCBA).

Middle School Level

The EASE (Educational Adaptive Social Experiences) Program at J. F. Kennedy Middle School and the TEAM (Therapeutic Educational Alternative Model) Program at J. A. DePaolo Middle School have provided structures and resources so that these identified students can remain in-district for their educational program. Each year, we continue to strengthen the programmatic structures as well as fine tune services so that these children are able to access all aspects of their education. We also have provided ongoing professional development regarding effective Team Teaching Methods to strengthen teacher's instruction in our co-taught classrooms. This year, we will not be renewing our contract with Adelbrook, which provides counseling services for students in the TEAM Program. Instead, we will be hiring our own school psychologist who has a strong background in working with behaviorally challenging students.

High School Level

The District provided ongoing supports and programming for students with Autism Spectrum disorder, and assisted families in obtaining an autism waiver for their child from the State. The two district programs at the high school, one for students with emotional challenges and the other for students with significant disabilities, continue to grow and have become more integrated into the high school. Unified Sports, Unified Theater and the Best Buddies program continue to facilitate a positive, life-long relationship between the identified students and their typical peers.

Transition Program

This was the first year of our STELLAR Program for our students aged 18-21. The program is located on the campus of Lincoln College of New England in Southington. The goal of this program is to provide transitional/vocational experiences in the community as well as the college campus. Students have the opportunity to obtain a place in the work force (either paid or voluntary) as well as to experience life on a college campus. These young adults work to develop independent living skills in an apartment provided by the college, work in jobs within the different departments on campus (maintenance, library, food service), participate in a weekly exercise walking program on the "Rails to Trails" path, develop peer relations with college students and engage in age appropriate activities in the community on a weekly basis.

Next Steps

The Pupil Personnel Services Department will continue to maximize resources for students. There are many supports available to students from ages three to twenty-one. However, it is necessary to continue to refine the components based upon student needs. The restructuring of the department will allow the Special Education Coordinators to have a laser-like focus on enhancing the capacity of the teams in each building to meet the diverse needs of all students. The Scientific Research-Based Interventions (SRBI) process looks at best instructional practices in the classrooms and we need to continue to support the "marriage" of the regular education staff with the special education/pupil services staff so that we may offer the best educational experience for all of our children and their families. As our students' needs continue to grow, we will continue to support the administration and teams at the building level.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



Director of Technology

TECHNOLOGY OFFICE

The 2016-2017 school year was full of district-wide projects, new equipment, and ongoing long term planning.

The following were the major technology initiatives accomplished this past year.

Infrastructure Upgrade

The entire district's network infrastructure has been updated. Southington High School will be the focus for the 2017-2018 school year. We replaced all main core switches in all schools including secondary data closets (IDF - Intermediate Distribution Frame). We completed the Installation of CISCO POE switches, which allowed us to give Wi-Fi access to all schools and better administer CSDE SBAC/AP testing with all our Chromebooks and MacBooks. We purchased a new sever that will serve as data center for both Southington High School and the district. New fiber will be installed throughout Southington High School helping with the following:

1. **Speed:** Allow for instant data retrieval and Internet data to transfer at the fastest speed.
2. **Bandwidth:** Equal upload and download speeds that allows for a much longer transmission distances and high signal rate.
3. **Security:** Most secure network available based on the connectivity being made out of glass and the only way to penetrate the connection is by breaking it. With a copper line, there are potential threats that can hack directly into the system.

Website

A website upgrade is slated for completion by the start of the 2017-2018 school year. This new design will make our web design and software fully responsive, meaning that whether someone visits a site from their smartphone, tablet or desktop, they get the same seamless and interactive experience. This new design will be easier to navigate and find information. The technology team will be migrating over 4,000 pages to the new site.

Implement a District Firewall and Endpoint Security System

The district purchased a Firewall and Endpoint Security system. The robust security checkpoint system will be deployed to protect all Southington Public School computers and other network devices from attacks. This system will help enforce rules regarding network use as well as monitor the activity on our network.

Implement a Mobile Device Management (MDM) System

The district purchased a Mobile Device Management (MDM) system. The system will secure, monitor, integrate and manage all Southington Public School mobile devices, such as tablets and laptops, in the district. The intent of MDM is to optimize the functionality and security of mobile devices within the district, while simultaneously protecting the network. It will allow mobile devices onto our infrastructure and all the sending of software wirelessly to devices thereby ensuring everyone has, for example, the latest version of software available. In addition, it will assist the Technology Department to control ad hoc download and inventory of applications on staff and student devices. This level of control will prevent unauthorized software from being downloaded and thus interfering with the functionality of other devices on the network.

Affordable Care Act

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

Transition Staff Email to Office 365

All district staff have email addresses through which we communicate with each other, parents or others. This system update is exciting for one very important reason...it ensures that all teachers, administrators, and staff have access to their email and files from any Internet compatible machine. This means no matter what Windows-based computer that we log into, at work or from home, we can open and access our email.

The move to Microsoft Office 365 is in line with the district goals for efficiency and cloud-based solutions. By going to the cloud, the district can improve access to the files that staff members use. Additionally, the tools in Microsoft Office 365 increase the security and backup access to important documents and files. This creates a cost savings while increasing security and backup.

Reconfiguration of the Southington Public Schools Wi-Fi Access

Working to ensure that the security and reliability of our Wi-Fi network is leveraged by a new authentication method. The result will keep staff, students, and guests separate for security while allowing more control over bandwidth usage.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2016 ~ 2017



School-Based Activities



Southington High School

720 Pleasant Street • Southington, CT 06489

Phone: (860) 628-3229
 Fax: (860) 628-3397
www.southingtonschools.org

Principal
 Brian Stranieri

Assistant Principals
 Dianne Holst-Grubbe
 Michael P. Halloran
 Jeff Shaw
 Richard Aroian

Annual Report 2016-2017

Enhancements

Southington High School continued to focus its efforts on teaching and learning with the understanding that a high-quality education program leads to improvements in all areas. The College Board recognized Southington High School for significantly increasing the number of students participating in Advanced Placement (AP) courses while at the same time producing, maintaining, or increasing the percentage of students meeting mastery on the AP exams. We have continued to push the vision that all students take at least one course at Southington High School that would lead to college credit for all students. We held our sixth Annual AP Expo in our cafeteria where student teams explored individual learning opportunities within their course work and presented to an audience. Beyond these significant achievements, we have seen a rise in our overall four-year graduation rate that we expect will be the highest in over a decade, if not longer. Our College Fair provided students and parents with the opportunity to connect with over 80 colleges and universities. Over 1,000 people attended this event.

Southington High School spent a significant amount of time preparing for the in-school Preliminary SAT (PSAT) and SAT exams this past year. Both of these days were highly successful. A significant amount of time continues to be invested in the teacher evaluation and support system. Teachers actively engage with administrators, department chairs and colleagues to increase student learning. Our Grade 9 team model continues to excel. These teams provide the level of communication necessary between the teachers, students and families so that the transition to high school is as smooth as possible. In addition, we continued to ensure that our student voices are heard and respected. Our ABC Team (Think Tank) grew as an organization as we participated in leadership training and engaged with student issues. Athletics continued to listen to the voices of student-athletes as the Knights of the Roundtable continued through this year.

Celebrations

Southington High School had much to celebrate during this school year. One member of our staff was honored by the Board of Education as a “Profiles in Professionalism” award recipient. Additionally, the 2018 Southington Teacher of the Year is our very own Candace Patten. Ms. Patten will do a fantastic job representing all of Southington’s teachers. We celebrated and honored the hard work of the Southington Education Foundation (SEF) and bestowed the Order of the Blue Knight to three Veterans, Mr. Steve Pintarich, Mr. Steve McCarty and Mr. Wayne White who do so much for our school district. It truly was our honor to recognize these three outstanding men. Our work with the Chamber of Commerce continued to flourish as our Training for Tomorrow program provided close to 80 students with a nine-week internship opportunity in the community.

We continue to celebrate the great success of our extra and co-curricular activities. The Blue Knight Marching Band continues to be recognized as one of the most outstanding bands in New England. Team 195, the Robotics Team was recognized as one of the top ten teams in the world. The Math Club was named district champion for the first time in school history.

The Distributive Education Club of America (DECA), the Future Business Leaders of America (FBLA) and the Future Farmers of America (FFA) respectively, each continue to be one of the top vocational clubs in the state. The Interact and Key clubs perform numerous hours of community service throughout Southington. Southington High School sponsored three highly successful trips to Costa Rica, Chile and France, allowing our students to engage with the culture and community of the languages that they are studying. Additionally, with the help of our two literacy specialists, and a number of their colleagues, we offered many successful student book clubs this year. These book clubs spread the love for reading and the opportunity for leadership to a significant number of our students. Our Unified Theater, Unified Sports and Best Buddies programs continued to shine. The Art Department presented its annual Art Show to the community with high praise and our performing arts department received multiple HALO (Helping and Leading Others) awards this past year. Project Lead the Way continues to produce outstanding future engineers and also had another successful Senior Capstone evening this past June. A new club, the Multi-Cultural Student Union had a very successful first year helping to spread cultural awareness and a sensitivity to the diversity in people.

Our sports teams had a truly spectacular year. Ten different teams won league titles and represented us well in State tournaments.

Ongoing Work

The hard work of our staff and the strong educational foundation that has been developed over the years is leading to significant growth in many areas of our programming. As we look forward to the new school year, we will further develop our Mastery Based Learning (MBL) pedagogy. Next year, we will be expanding MBL best practices into Grade 11 Language Arts. We will engage in the fourth year of the Teacher Evaluation and Support Program and ensure that our best and brightest teachers are all receiving the support they need to be highly successful with our students. We will review the High School Reform Act and begin to develop a plan to address the need for students to acquire 25 credits in order to graduate from Southington High School.

We will continue to embrace the curricular changes to implement the Common Core State Standards with a specific focus on all disciplines. We will also continue to audit courses in all disciplines and determine what courses can be eliminated and what new courses should be added to the curriculum in each discipline.

We will support the significant increase in students taking AP courses in the coming year to ensure their success and continue to engage all of our students in the most challenging and relevant course work that we can offer.

Finally, we will do all that we can to individualize the education of every student at Southington High School.



ALTA

242 Main Street • Southington, CT 06489

Phone: (860) 628-3379

Fax: (860) 628-3458

Home Page: www.southingtonschools.org

Jess W. Levin

Director

jlevin@southingtonschools.org

2016-2017 Annual Report

I want to commend the Alta staff for another great year. Fifteen of 17 seniors are participating in commencement exercises. Several students who were outplaced also found success and a home at Alta.

Another important highlight of this year has been the increased support we are receiving from the Southington community. Bread for life, Southington YMCA, Southington Youth Services, Southington Social Services, and The Calvanese Foundation have all been incredibly generous to Alta. Each organization has helped shine a positive light on the alternative program and contributed to our image in the public eye.

We have had several volunteers this year; most notably Karen Smith, who worked with several seniors doing “personalized learning units”. One senior earned an English credit by completing an extensive program focusing on his passion, Art History. Another senior with Autism completed personalized learning units focusing on essential life skills like cooking, hygiene, and developing social skills. This student also wrote a children’s book based on his favorite video game. On June 19, we had a graduation ceremony for this young man at Alta and his entire family was there. It was a special moment.

I want to thank Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mr. John Duffy, Science Coordinator and Mr. George Pulley, Alta teacher, for making the Trout Farm at Alta possible. It was a huge success and all students benefited and learned from it. Mr. Duffy is going to do further work with Mr. Pulley this summer to build an even stronger connection between the trout-raising project and our science curriculum.

We also have two students entering the Army. We are proud of these two young men.

Our collaborative work with the Southington High School (SHS) administrative staff, school counseling department, and social workers has ensured another successful year for students who transitioned to Alta from SHS, and returned to SHS from Alta. Thank you to Mr. Brian Stranieri, Southington High School Principal, for his continued support of Alta and guidance and advice, when needed.

I am pleased with the progress we have made in our transition program for seniors. Mr. Mark Hill, Alta Guidance Counselor, has worked hard in this area and we continue to create better opportunities for students for post-secondary schooling, job opportunities, and the military.

Frank Pepe
Principal

Joseph A. DePaolo Middle School

Christopher J. Palmieri
Assistant Principal

385 Pleasant Street
Southington, CT 06489
Phone: (860) 628-3261 Fax: (860) 628-3403



Annual Report 2016-2017

Broad Based Enhancements

The J. A. DePaolo Middle School (JAD) community enjoyed a wonderful academic year. Students quickly settled into routines and expectations and then began to lead in a variety of ways. Independent of prompting, students identified others needing assistance and established fundraising and or awareness activities throughout the year. From *Rare Disease Day*, to the Children's Hospital Cancer Center, students thought beyond themselves and worked to benefit others. These altruistic efforts greatly contributed toward an overall positive school climate and were celebrated over the course of the year. Our Asset Building Classrooms celebrated with multiple afterschool and evening activities. Light a Pumpkin and A Taste of Culture were just two highlights that brought huge numbers of participants to JAD while families enjoyed food, friends and activities.

DePaolo Middle School was the top earner of Stop and Shop's A+ Rewards Program for the fifth year in a row. The administration and staff truly appreciates the support from our families as well as our local Stop and Shop. The funds are intended to expand technology for students.

Celebrations

School to home communication continued to be a focus for JAD this year. Each teacher designated a target number of positive contacts to make each month. Academic teams sent monthly newsletters updating families about curriculum, student accomplishments and upcoming events. Hundreds of Good News Cards, emails and telephone calls were sent or placed to celebrate the academic and social progress of our children. Students of the month were nominated every four weeks by the teaching staff. These students serve as role models for their peers and enjoy a luncheon with the assistant principal. The Principal's List Bagel Breakfasts continued, and twice this year, each grade level enjoyed its own breakfast prior to the official start of the day. Families arrived to hear nominations read specifically about each child highlighting academic achievement and or citizenship. The focus of DePaolo Middle School is to celebrate our students publicly for their achievements. Drawing attention to the positives make similar actions contagious.

Ongoing Work

The dedicated staff of DePaolo Middle School focused on content area assessments using a protocol adopted from the high school. Departments worked throughout the year to insure all assessments are linked to subject area standards. Each content area also engaged in curricular standards mapping. The results will guide professional development and curricular rewrites next year.



John F. Kennedy Middle School

1071 South Main Street
Plantsville, CT 06479
www.southingtonschools.org
860-628-3275 Fax 860-628-3404

20.



Richard Terino
Principal

Susanne Vitcavage
Assistant Principal

Annual Report 2016-2017

Enhancements

John F. Kennedy Middle School (JFK) continued its expansion of technology to optimize instruction. Every student has a Google account and teachers from the customary language arts and social studies, as well as computers and health, employ this vehicle to establish cyberspace classrooms that facilitate the work of lesson delivery and cooperative groups. The collaborative iMovie has become a fixed product of certain, social studies performance tasks. Language arts teachers house writing instruction within the Google Classroom, which affords real-time monitoring inside and outside of the instructional day. On-line programs, such as todaysmeet.com, Kahoots, and Plickers, serve as entrance tickets and exit slips, immediate measures of student learning and retention. Integration of library/media instruction on conducting valid research and avoiding plagiarism finds our library/media specialist increasing his co-teaching in social studies and language arts. Students in Grade 6 art classes, having had established e-portfolios last year to house their work, added their Grade 7 creations. Our current Grade 6 constructed their e-portfolios. By next year, with the 2017-2018 Grade 6 class doing so, every student will have in his/her possession an e-portfolio to bring to the high school, thus completing a three year phase-in. Technology has even enhanced delivery of school morning announcements that are now televised repeatedly on the front hallway and cafeteria monitors.

Literacy monitoring/assessment utilized the Scholastic Reading Inventory. Language arts instruction was provided its annual infusion of the Teachers College Reading and Writing Workshop model. Social studies embraced writing across the curriculum and, this year, departmentally across grade levels. A Grade 8-6 pilot in which older students mentored their younger counterparts produced improved quality in editing and revising. Social studies and science curriculums experienced continued writing and unit revision to ensure alignment to the new framework and standards. Mathematics continued a pilot exploration in the use of Schoolnet interim assessments to track student progress. After Capitol Region Education Council (CREC) training in 2015-2016 for Grade 6 language arts and math, the revamped delivery of co-teaching instruction was underway this year. CREC training and the revamped delivery progressed to Grades 7 and 8. Implementation of a Scientific Research-based Intervention (SRBI) program *NEST (Never Ever Stop Trying)* was instituted this school year. Protocols and tracking of program usage were laid into place. The SRBI process was scrutinized and reconstituted by the newly created JFK Data Team. Entrance and exit criteria were definitively set at the start of the school year. Progress monitoring was streamlined and made uniform from grade to grade.

Student involvement is key to a sound school community. Something to appeal to all interests to entice after school participation remains our goal. Added to our 32 extra-curricular clubs and activities were the following: Eagles Cycling Club, Italian Club, and the Alzheimer Teen Awareness Club. Our local community unflinchingly offers its support of enrichment activities within our school day. Grade 7 students were presented with a variety of career choices during

our Annual Career Day. Three sessions were held through which they rotated and were introduced to a variety of vocations. Zing Fitness and its two instructors, Terri Parks and Molly Pierce, had our students up and moving first thing in the morning! Dr. Greg Garvey, video game design professor from Quinnipiac University, displayed work from his students. Student gaming portfolios and game samples were shown and discussed. Our own Board of Education member, David Derynoski, spoke of his work with Reno Machine and his travels across the world. Dr. Meghan McNicholas-Leggett from McNicholas Family Chiropractic spoke to students about the central nervous system and the brain's interaction with the body. Other guests addressed veterinary science, dentistry, pediatrics, ESPN, and more. JFK's own James DiNello presented the life of a teacher and coach.

In honor of Veterans Day, Southington veterans (Wayne White and Dave Brennan) presented the following message: "... *raise awareness that there is a cost to freedom, that there have been and are those who have paid, are paying, and will pay that cost while wearing the uniform of our armed services...*" Each shared his military experiences with students, imbuing the next generation with inspiration.

The Southington Drug Task Force sponsored two assemblies, one a visit by Chris Poulos, a youth motivational speaker, who captivated each grade in three assemblies. This speaker/athlete has won 85 worldwide competitions and is best known for winning the 1991 Bicycle Stunt World Championships in Denmark at age 20. He also won the 1990 and 1991 National Bicycle Stunt Championships in the United States. Hooking audience attention with his spectacular bicycle stunts, this showman simultaneously engaged our students on the topics of positive thinking, friendship, perseverance, teamwork, and more.

Celebrations

Our JFK Eagle athletes used their roles in service to others. Our volleyball team, for its donation of \$2,714.50 obtained in its fundraising for breast cancer research, had bestowed upon them the 2016 Philanthropic Award by the Sideout Foundation! Our girls' soccer team received recognition from Susan G. Komen Southern New England for their \$507.25 donation to this same cause. Our Grade 7 students participated in the St. Jude Math-a-thon and raised \$2,230 for the St. Jude's Research Hospital! These are but some of this year's numerous examples of student charity.

In its second year of existence, our *Eagle Excellence* program extols the positives in the school day lives of our students. The program celebrates student demonstration of high behavioral expectations in the hallway, the classroom, the lavatory, and the cafeteria. Expectations focus on three core areas: being safe, being responsible, and being respectful. The administration added an Eagle Excellence Student Committee to assist in this work. The program contains myriad incentives for those who go above and beyond. For example, events such as movie nights were held, one per trimester, as one such incentive with the dual purpose of these being positive, social events for our students.

Our students continue to distinguish themselves among their peers, especially in the sciences. For his "Port-ector" invention, Lucas Prado was selected as a Connecticut State Invention Convention winner which placed him among the top 10% of student inventors in the state. Two students, Caleigh McDougall and Madison Johnson, captured the third place environmental science award at this year's Connecticut State Science Fair (CSF). Classmate Ethan Lebo, a finalist in physical science, received a CSF medallion. In state eCybermission competition, our students flashed their creativity. Grade 6 students: Angelina Micacci, Jenna Plourde, Brianna Solivan, and Molly Whitaker placed first for their invention of a dam to be placed at the end of the Connecticut River

to filter out polluted water flowing into Long Island Sound. Grade 7 students: Brody Goodenough, Ben Nagle, and Colin Wilcox placed first as well for their highly portable water filtration system for outdoor activities. Kennedy Middle School Eagles continue to garner individual and team recognitions and awards for an array of achievements. Sister and brother, Jasmine and Jordan Hallett, did something quite special, participating in the Connecticut Special Olympics Penguin Plunge as members of the Freezing Runners team, scampering into frigid lake waters at Winding Trails. Their five-member team raised over \$600.

On-going Work

The greatest impact to programming instruction will be the expansion of Schoolnet's incipient use as our data management system. As our district implements its compliance with student data privacy laws, this program will become the new vessel to contain SRBI data. The district has introduced STAR, the software program it will be using in 2017-2018 to monitor literacy/numeracy student progress. It is anticipated that teachers will use this program to set Student Learning Objectives per the Southington Evaluation and Support Plan. Exploration of scheduling changes to accommodate SRBI intervention or world language expansion into Grade 6, both currently constrained or precluded by the eight period day, is now under committee review.



WALTER A. DERYNOSKI ELEMENTARY SCHOOL

240 Main Street

Southington, CT 06489

Jan Verderame
Principal

Telephone: 860-628-3290
Fax: 860-628-3381

Kelly Nichols
Assistant Principal

Annual Report 2016-2017

School Accomplishments

The 2016-2017 school year at Walter A. Derynoski Elementary School (DES) was filled with new learning and excitement. The Derynoski community continued to collaborate with all stakeholders to support a successful and positive learning environment for all. Instructional practices in reading continued to integrate close reading and deeper-level strategies to increase students' comprehension. Teachers in Kindergarten through second grade integrated a new reading assessment, Fountas & Pinnell. This assessment aligned with the Core Standards and curriculum and provided a diagnostic tool to drive instruction. Teachers were amazed at the growth of student's higher-level comprehension skills as they discussed their reading with partners and in small groups. Teachers enhanced their writing units by integrating lessons in conventions and style. Columbia rubrics and checklists were used to support instruction and define expectations. Students took accountability of their learning through peer and self-assessment. Students clearly understood learning expectations and through conferencing and strategy groups, teachers scaffolded content and strategies to meet students' individual needs. Independent writing goals were developed by students in collaboration with their teachers to promote ownership of their learning. Teachers having had a year of instructional experience with The Ready Math Program, felt more comfortable with differentiation and supplementing materials. Through pre-testing, teachers were able to determine groupings to meet individual student needs. Teachers collaborated with the Math Specialists and set up interventions for students when needed to ensure mastery of targeted concepts.

Celebrations

Our STEPS Program (Southington's Town-wide Effort to Promote Success) continued to be an integral part of the Derynoski community. Monthly Building Blocks were targeted through school and classroom activities. Students continued to develop character tips of the week that were read daily over the announcements. Students initiated fundraisers raising over \$5,000 throughout the year facilitating leadership and community awareness. Student leaders held a monthly "Town Meeting" where the entire school gathered together in the auditorium to spotlight students and events that aligned with our Character Counts Program. The veterans in our community were honored in different ways throughout the year, starting in November with a celebration that included a "white table" ceremony. Students raised money to give items to veterans in the Rocky Hill Veteran's Home. Safety was addressed this year by reviewing our procedures with our school-based committee and staff. We continued to practice fire, lockdown and tornado drills throughout the year.

The Derynoski PTO was very active this year integrating monthly family nights and PTO coffee hours to encourage parental involvement in the school. Revenue from fundraising this year was focused on the building of a pavilion on the school grounds. Also, the PTO sponsored another author visit. Jarrett Krosoczka's visit was a huge success and enjoyed by both students and staff.

Kindergarten

This year, the Kindergarten teachers implemented I-Block (Intervention Block), which provided 30 minutes each day for targeted instruction. Support from staff (Literacy Tutors, Literacy Specialists and Paraeducators), supported this process. As a whole team, we were very impressed with the final scores on the new Fountas and Pinnell. We successfully learned this new assessment and felt comfortable with the implementation and analysis of the content. Another instance of new learning this year was the set of requirements for using School Net the District database, which we successfully completed in a timely manner.

Grade 1

This year, the first grade team collaborated with the Special Education Team, Literacy and Math Specialists at Derynoski to successfully implement an I-Block structure. During this daily half-hour block, students were broken up into flexed tiered groups to focus on specific targeted skills. The first grade team collaborated together weekly to increase the rigor and consistency of our instruction by planning and creating lessons through Google Slides. At any given time, you can walk into any first grade classroom and quickly recognize the high standard of learning taking place in each room. In addition, we are very proud of our technological advances, specifically the online learning community "Show Me", to challenge our highest achieving learners in the area of English Language Arts.

Grade 2

The Reading and Writing Workshop model was followed with fidelity by all this year. Language Arts instruction included narrative and informational, as well as, opinion genres in writing. The team integrated both the DIBELS Oral Reading Fluency assessment as well as the Fountas and Pinnell as standard and non-standardized assessments to measure growth. ReadyMath was again implemented as more of a workshop model, as appropriate. This year, both implementation of the program by staff and student response to the rigorous language was more aligned to expectations.

Grade 3

Third grade has had a busy year full of new learning and experiences. We finished unpacking new reading and writing units and designing lessons on fairy tales, research clubs, and biographies. To further support literacy, we piloted various I-Block models to determine effectiveness in meeting student needs. In our second year utilizing Ready Math, we have found opportunities to supplement the resource with mini-lessons, centers, and differentiated groupings. We continued to explore ways to add STEM (Science, Technology, Engineering and Mathematics) activities to our science units, providing opportunities for students to design, test, and discuss solutions to problems, growing as thinkers and learners.

Grade 4

Continuing to align Reader's and Writer's Workshop to the Common Core was a major focus for this year. The Fourth Grade Team introduced three new reading units and one new writing unit. In addition, teachers introduced the Narrative and Informational Reading Learning Progressions and Self-Assessment Rubrics. Students used the progressions to set individualized reading goals and learned how to track their growth with the rubrics. In writing, we focused on narrative, opinion, and informative writing. The I-Block period was introduced and students received differentiated instruction in a variety of areas (fluency, decoding, comprehension, and math). In mathematics, the Ready Math resource was used across the grade level to more closely align our math instruction with

the Common Core. Students enjoyed a hands-on approach to science inquiry. We continued to support student behavior using our Character Counts / STEPS / 2nd Step programs.

Grade 5

This year, the fifth grade team implemented their second year of departmentalization. Fifth grade teachers taught their own reading. Math, writing, science and social studies were departmentalized. This structure continued to give us the opportunity to become more of an expert in our content areas. In reading and writing, we implemented curriculum that coincided with the Core Standards. This included more non-fiction reading and researched-based writing. In math, we continued to implement the Ready Math Resource. This year, the fifth grade started a comprehensive I-Block time. This 30-minute time period was completely differentiated in the areas of reading and math and coincided with students' SRBI goals. In science, students were given a choice between the Science Fair and Invention Convention.



Flanders Elementary School

26.

100 Victoria Drive Southington, CT 06489
Phone: (860) 628-3372 Fax: (860) 628-3253
Sally Kamberbeek *Charity Baker*
Interim Principal *Teacher Leader*

Annual Report 2016-2017

School Accomplishments

Flanders Elementary School is part of a diverse neighborhood with strong connections to both its families and the greater Southington community. Flanders School continues to connect with the greater community by supporting Relay for Life, Bread for Life, YMCA Camp Sloper, through the Polar Plunge initiative, and the Southington Park and Recreation Programs, to name a few community organizations. The 2016-2017 school year brought many exciting new developments to our school community to highlight student achievements and continue to support their efforts as lifelong learners!

Celebrations

This school year, Flanders strengthened the SRBI (Scientific Research-Based Intervention) process with a school-based SRBI Leadership Team to consult with grade levels relative to student growth, progress, and academic and behavioral needs.

In addition, Flanders began a Data Team with a group of individuals representing various aspects of our school community, including classroom teachers, literacy and math specialists, special education case managers, our school psychologist, and so forth. This team looked at trends and patterns across grade levels and content areas to assist classroom teachers and inform instructional decisions and approaches for continued student success.

Our student "I-Block" (Intervention Block) was another initiative that allowed us to emphasize academics and individualize learning experiences for our children. The I-Block has allowed students to receive support and enrichment with the shared efforts and collaboration of both classroom teachers and content-area specialists. The children have enjoyed engaging in hands-on activities and small group or partnership work during those times.

Flanders School celebrated our 50th Anniversary this school year, welcoming former and current building administration and teachers, families, central office personnel, our Board of Education members, and other special dignitaries. At Flanders' 50th Anniversary Celebration, each grade level represented a different decade from history...from the 1960s to the Millennium! Each grade level presented a song, dance, skit, and/or representation of historical events to engage the crowd, which was brimming with over 200 guests for the springtime event!

This year, we recognized nearly 300 students throughout the year for our new Friday Flanders Falcon Program, which honors students who have demonstrated our PBIS (Positive Behavior and Intervention Supports) tenets of kindness, safety, and responsibility each week. Over the loudspeaker, student names were announced to come to the main office to claim their award certificates. Then, each classroom teacher makes a positive phone call home to each recipient to enforce the home-school connection and celebrate the expected behaviors.

Flanders School continues to have an active and robust PTO that contributes to the school community not only through volunteerism in classrooms and school events, but also through fundraising to enhance our instructional and cultural initiatives. This year, our PTO generously funded a \$10,000 “Makerspace”, which provides students with an area and the appropriate tools and resources to grapple with science, engineering, mathematics, technology, and the arts beyond their classroom experiences. Our Makerspace showcases a variety of materials and resources such as a green screen, life-size coloring book, devices and application, and dramatic play areas. In a fully hands-on and technology-integrated approach, the children can explore, discover, design, create, problem-solve, think critically, ask questions and pose solutions to learn through “making.” In addition to our newly funded Makerspace, the PTO has continued to support our staff by contributing to field trips and family nights, as well as our Read Across America Day, Ski Club, Drama Club, Flanders Cares, Running Club, Art Club, and Lego Club. Finally, our PTO hosted a Family Literacy Night to welcome dozens of families and provide opportunities for students to engage in literature in a rotation-style approach in various classrooms.

From Science Fair and Invention Convention to the Town-Wide Spelling Bee and the everyday teaching and learning that takes place inside and outside the confines of our classrooms, there are many reasons for Flanders School to be proud this school year!

Each classroom has contributed tremendously to the success of the Flanders School student population. Below, there are some highlights from each grade level.

Kindergarten

Kindergarten students participated in the STEPS Asset of the Month Town Meetings. The students incorporated the Asset in to their Writing Workshop, making posters to encourage other students to read, and they wrote persuasive letters as to why reading is important. The whole school was excited to find out which children’s book character would win the March Madness, “Who is your Favorite Character?” bracket. The students nominated all the characters and voted each day. The winner was the beloved children’s book character, Pigeon! The students are actively involved in math lessons that incorporate the SMART Board and they quickly learned how to use the technology in the Kindergarten classrooms. Kindergarten went to Connecticut’s Beardsley Zoo for a wonderful field trip this year.

Grade 1

The first grade continued to host a monthly First Friday for Families, which welcomed families into classrooms to read with the children and interact with them based on the units of study taking place in their classrooms. Each month had a wonderful turnout of parents, who were eager to curl up on the classroom carpet with a good book and their child to promote literacy and the home-school partnership. The first grade also took a Field Trip to the Norwalk Aquarium this school year in order to allow children to make connections between their science curriculum and the marine life they experienced on the trip. For the 50th Anniversary Celebration, the first grade made their own poems to represent a popular series of literature from the 2000’s.

Grade 2

Second grade enhanced their learning about rocks and minerals by visiting the Peabody Museum. Students were hard at work, integrating technology and the Makerspace in their mathematics curriculum. Students researched a variety of topics and presented this information to parents and guests. Students researched a variety of topics and presented this information to parents and guests.

In reading, students rehearsed and performed numerous plays to build on fluency, creativity, and teamwork. Second grade also collected items to donate to a local animal shelter, presented data about diversity in our community, and tirelessly rehearsed and performed a 1990's medley dance to celebrate Flanders' 50th Anniversary.

Grade 3

This year, third grade continued to focus on literacy instruction in the area of comprehension. The Mystery unit continued to be a student favorite. The third grade team unrolled a new writing unit this year, which was Fairy Tales. The students whole-heartedly embraced this genre...and lived happily ever after! Math instruction was another key area of focus with continued implementation of the district math resources and more direct assistance the school math specialists. Third graders attended a field trip to Mystic Aquarium and had the opportunity to work with a Resident Artist to create a mural depicting the Town of Southington. As this work wrapped up, third graders were invited to visit the New Britain Museum of American Art.

Grade 4

The fourth grade team worked in conjunction to provide all students consistency within the grade. Students were given opportunities to differentiate their learning through the introduction of I-Block, which provided many opportunities for all students' academic needs to be met. During this time, Makerspace was another form of collaborative work space for students to explore innovatively. Students explored science through hands-on learning at Camp Sloper, and used project-based learning on the United States as a final project to display for parents.

Grade 5

In fifth grade, students participated in an Explorer Boat Race, creating their own exploration boats. They used their assigned explorers, assigned country, and science skills to create a floatable boat. The science curriculum also came alive through student participation in the annual Science and Invention Fair, and two students were chosen from the district to represent Flanders School at the Connecticut Invention Convention. For social studies, fifth graders had the Colonial Living Museum in which students created backdrops of their colonial occupation for the colony where they lived. Students presented and handed out brochures to invited guests. This year, fifth grade also had a Writing Celebration Night in order for students to share their writing with parents after they enjoyed a presentation from a local author. Extracurricular activities for fifth grade included: DARE lessons, Asset-Building at YMCA Camp Sloper, STEPS training, and parent meetings.

Ongoing Work and School Improvement

Flanders School will continue to build coherence across classrooms and grade levels relative to instruction of the core curricula, as well as best practice for research-based interventions with authenticity and fidelity. The Flanders School community will continue to develop and refine their practices with regard to SRBI, Data Team, and I-Block in a collaborative and team-based approach. Continuing to implement programming to address both children's academic and social-emotional needs will also be critical to the school's success.



Hatton Elementary School

Principal: Robert Garry

50 Spring Lake Road
 Southington, CT 06489
 (860) 628-3377

Annual Report 2016-2017

School Accomplishments

Hatton Elementary School has continued our tradition of excellence this year. Our PTO remains dedicated to supporting our school community through enrichment activities, cultural arts programs, and a variety of family night events, including two very successful book fairs, supported arts enrichment programs, a pasta supper, bingo night, family movie nights, an ice cream social, a family picnic, and partnered with our physical education teacher to run an amazing field day for all classes. This year, we also began a PTO sponsored Drama Club at Hatton through a generous grant from the Southington Education Foundation. With the assistance of several talented high school student directors and dedicated parents, our students gave an amazing performance of *Shrek Junior*. The key ingredient to our success is an amazing group of teachers and parents who willingly give time to assist in classrooms, at our school events, and to raise funds to support enhancements to our school that benefit all children.

Our school houses the district's Integrated Preschool (Wrinn Preschool Center) with an enrollment of 98 students. Having three preschool classrooms in our building again provided volunteer opportunities for our fifth grade students. Our Grade 5 students continued to volunteer in our Pre-K classes and as Physical Education Student Leaders to assist as role models for younger classes. Hatton's total enrollment for the 2016-2017 school year was 465 students.

Our school theme this year was "Learning is our Superpower" and connected to teaching and learning goals at every grade level. Classroom superheroes were celebrated for their good citizenship and we had our largest group of parents and students yet marching in the Apple Harvest Parade...all dressed as superheroes. The Hatton ABC (Asset Building Community) Committee continued to plan monthly activities to promote the 40 Developmental Assets. Our PBIS (Positive Behavioral Interventions and Supports) Program continued to reinforce clear expectations and common language across all classes and locations in our school.

Celebrations

One of our important focus areas for the year was establishing and maintaining strong home-school connections and recognizing the amazing contributions of our students and staff. Our opening theme on the first day was a SuperHero Entrance – right down to the staff dressed as SuperHeroes, and all classes getting a hero's welcome on the red carpet as a DJ played music. We visited classrooms each Friday for the *Friday Phone Call* to recognize a student from each class by calling their parents (*right from the classroom*) to celebrate their success. This was a great motivator for our students and a useful way to recognize and reinforce positive contributions to our school. School and town officials joined us for some calls and we even called our teachers' families during Teacher Appreciation Week. Over 700 calls were made this year.

This year, one of our fifth grade students (Carson Landino) was a winner in the town-wide Invention Convention and went on to represent Hatton at the state competition. Our entire school supported the Jump Rope for Heart effort and raised over \$12,000 for the American Heart Association. Staff and

students also collected items and funds throughout the year in support of the Southington Community Services as a way to give back to members of our own community.

Preschool

The Preschool staff worked with the new Applied Behavior Analysis – Board Certified Behavior Analyst (ABA-BCBA) staff to build a more classroom-based service delivery system for our students in the ABA Program and continued enlisting the support of fifth grade helpers becoming role models for our four-year old students.

Kindergarten

The Kindergarten classes took two exciting and informative field trips this year. Dinosaur State Park provided a “hands-on” experience for the students to apply their knowledge of living/non-living things. A visit to the Lincoln Theater at the University of Hartford to see “Pete the Cat” connected to a favorite classroom text and was a great opportunity to see how books can come alive. The students sang patriotic songs to an audience of over 150 proud relatives. We headed a school-wide “Warm Your Neighbor” project, collecting soup, oatmeal & hot cocoa for community organizations, including our town food pantry.

Grade 1

This year, with the math resources, the first grade team worked with the math specialists to develop centers to support skills. In science, all three classes were able to incubate eggs and hatch chickens, and also learned about animal life cycles by observing frogs, mealworms, and caterpillars. The first grade classes performed a play “Ei-Ei-Oops” for the school and held an evening performance for parents and relatives. Each first grade class also held a “Meet the Authors” celebration to highlight all the writing that the students have completed this year and to celebrate with their families.

Grade 2

Parents were invited to view projects and hear excerpts from student writings about family traditions in November. Students also recited some poetry at this event. Parents were also invited to read to their child's classroom to celebrate “Read Across America” week. To enhance our social studies curriculum, the second grade students performed a play about Southington and taking care of our community. This play was called “My Town, My World,” and was co-created by both students and the second grade teachers.

Grade 3

The third grade classes attended a field trip to the Hartford Capitol building to complement the social studies unit on government. The students were able to see where Bills are turned into laws and even met or saw some of our state leaders. The students created maps of Connecticut and also created a Bio-Bottle and report about a famous Connecticut historical figure. Third grade classes visited the New Britain Museum of American Art and learned about how artists create, inspire, and entertain.

Grade 4

Students read and researched multiple texts comparing genres, and published their own nonfiction books. The books included text features and highlighted informational essay writing. Students continued to grow in their writing with a focus on narrative stories, informational essays, and persuasive essays. Journalism was also included this year. Each class held a writing celebration at the end of the year to showcase their work. In conjunction with our science unit on force and motion, students visited the DaVinci: Machines in Motion Exhibit at the Connecticut Science Center and also watched a presentation on weather to complement our erosion unit, “Tornado Alley.” The fourth grade continues to visit Camp Sloper to study science. In the fall they studied animal habitats and in the spring they studied erosion.

Grade 5

The fifth grade teachers continued to departmentalize for math, writing, science/social studies. This helped students with organization and transitioning to middle school. Students had the opportunity to participate in Asset Day at YMCA Camp Sloper. Grade 5 students connected writing, speaking, and listening to multi-media through Vimeo and Google Docs across all content areas. Our students also participated in leadership activities at Hatton by leading STEPS assemblies and volunteering as peer readers/mathematicians in younger grades.

Ongoing Work & School Improvement

Our staff worked to refine Scientific Researched Based Interventions (SRBI) practices this year. Our SRBI leadership team made up of administration, regular and special education teachers, and literacy specialists met weekly to review grade level cases, to make recommendations, and to consult with teachers about interventions. We also used the Data Team Model as classroom teachers worked to self-assess instructional practices in reading. We targeted support to identified weaker areas and saw improvement and increased collaboration among staff as they worked to improve instruction as a team. We will continue this valuable work in the coming year.



Urbain T. Kelley School

501 RIDGEWOOD ROAD
SOUTHINGTON, CONNECTICUT 06489-2352

PHONE: (860) 628-3307

FAX: (860) 628-3335

Annual Report 2016-2017

School Accomplishments

The 2016-2017 school year was very successful for everyone at Kelley Elementary School. This year brought the district's Primary LIDS (Learn Improve Develop Skills) Program to Kelley School. The students and staff in this program were welcomed by all and quickly became a valued part of our school community. The teachers' commitment to their own continued learning was evidenced by their participation in numerous district provided professional development workshops in reading and math, as well as collaboration during grade level common planning time and school-based meetings. Teachers continued to broaden their understanding and implementation of Tier I Scientific Research Based Interventions (SRBI) in literacy through continued collaboration with the Literacy Specialist, grade level teams, members of the SRBI Team, and our Teacher Leader.

Our fifth grade STEPS (Southington's Town-wide Effort to Promote Success) Ambassadors serve as outstanding role models in our building. They ran our monthly Town Meetings educating all other students on each STEPS "Asset of the Month" along with how to integrate the asset into their daily lives. Members coordinated our Good Deeds Week, daily Words of Wisdom, Souper Bowl Can Drive during which 1,300 food items were collected and donated to Southington Community Services. Almost 150 students participated, once again, in our Math-A-Thon, a program to benefit St. Jude Children's Research Hospital. We had our most successful participation ever, raising over \$13,000 for St. Jude. To celebrate this success, Mrs. Kahl and several teachers kissed Daisy the Pig!

We are fortunate to have a very active and generous PTO at Kelley School. This year, they purchased a new state-of-the-art sound system for our stage/cafeterium. The quality of sound at all of our concerts was outstanding no matter where people sat in the room! Hundreds of dollars in books were provided to classroom teachers during our two Book Fairs each year. The PTO also sponsored a wonderful Back to School Picnic in September, a variety of family events throughout the year, and they spoiled the teachers and staff during Staff Appreciation Week in May! Parent volunteers also played an important role in our school day, assisting teachers in a variety of ways. Some helped with copying and chaperoning trips, many others worked in classroom centers or as part of our HOWL (Helping Out with Literacy) program in the primary grades. We honored our volunteers with a wonderful breakfast in early June, and had almost 40 parents and grandparents in attendance.

Afterschool programs continue to be highly successful at Kelley School. They include "Art for a Cause" Art Club, Running Club, Unified Sports Team, Math Olympiad Team, CyberShamrocks Robotics Team, Ski Club, Safety Patrol, and Drama Club.

We are looking forward to celebrating the 50th Anniversary of West Ridge/Kelley Elementary School in October.

Kindergarten

This year, we are very proud of our Fountas & Pinnell scores. Out of 52 students, we only had 10 below grade level at a level C or lower, 12 at grade level, and 30 above grade level. These scores are specifically a reflection of our hard work in Readers and Writers Workshop. Implementing the Columbia Units of Study, presented in the Columbia Resource Books, we created lessons and resources to support the Common Core State Standards (CCSS). In math, most students achieved mastery in all areas with the exception of addition and subtraction fluency within five. We challenged and supported each student throughout the year with materials we created. We are also proud of the multiple celebrations that we had this year, including our final Graduation celebration to recognize the accomplishments of all students.

Grade 1

In first grade, we utilized two new Lucy Calkins resources for Readers and Writers Workshop (Poetry and Word Detectives). The students grasped concepts and skills in a new and exciting way. We continued to teach math using the Ready resource. First grade also implemented math centers this year. The children looked forward to their daily activity. The children enjoyed sharing all their accomplishments with families during our Readers and Writers celebration. In June, a trip to the Beardsley Zoo was the culminating activity to our science unit on animals. We housed mealworms, tadpoles, and chicks throughout the year!

Grade 2

This was our second year using Ready Math to help implement the Common Core State Standards. Continued days of Professional Development were designated to help further enhance our knowledge of the program. We found the children continue to demonstrate a stronger number sense than in previous years from using this program. It was also our second year using the Lucy Calkin's manuals in reading to help with our daily mini lessons. In addition, we met as a grade level with Jill Chapman to roll out upcoming units of study in both reading, writing, and word work. As a culminating activity for Air & Weather, we visited the Connecticut Science Center and viewed a 3D movie on the Sun. It was a fun-filled and exciting year with lots of learning.

Grade 3

In third grade, we participated in professional development throughout the year from Columbia, which focused on our new reading units, as well as revisions made to the existing units. We also studied the learning progressions, and focused on summarizing for our students this year. We attended two field trips, the Eli Whitney Museum and the New Britain Museum of Art. Third graders created a mural entitled, "Looking out Our Art Room Window," which will be displayed at the Municipal Center. We also had two parent celebrations this year, which included a celebration of students' writing, as well as students' Connecticut map projects.

Grade 4

This year, Grade 4 was introduced to two new language arts units, Journalism in Writers Workshop and Historical Fiction Book Clubs in Readers Workshop. This year, more units involved book clubs that led to the development of deeper communication among students to identify the themes and the author's purpose of the texts that they read. Our goal, this year, of developing an in-depth understanding of the Narrative Reading Progressions has allowed us to better model stronger responses to our students. They not only are giving better written responses, they are having much richer conversations about their reading using their text to support their thoughts and opinions. Fourth graders went to Camp Sloper as an enrichment study of habitats and ecosystems, as well as, erosion and weathering. We had several students participate in the Invention Convention, presenting their inventions at Southington High School for judging.

Grade 5

This year, we have focused on the implementation of the CCSS across all curriculum areas. We have departmentalized subjects for the students. Each teacher is the expert in her specified subject. In writing, we participated in writing workshop for narrative, informational, and opinion writing. We also began a new Fantasy writing unit in the narrative genre. We also participated in an end of the year Writing Author's Picnic, where students prepared a presentation of their favorite writing piece. In Math, we continued to work with the Ready Math resource that is aligned with the CCSS. Students also created their own personal "toolbox," which we referred to as an Interactive Notebook. In science, we participated in experiments and activities individually or in small groups. Every individual completed an invention/experiment project. A Science Project Fair was held in order to share with students and parents. Content-based non-fiction reading and writing provide opportunities for students to demonstrate their learning from Readers and Writers Workshop. We continue to run student-led parent/teacher conferences that allow students to take ownership of their learning and share their progress with their parents.



STEPHEN F. BERGIN
PRINCIPAL

PLANTSVILLE ELEMENTARY SCHOOL

35.

**70 CHURCH STREET
PLANTSVILLE, CT 06479**

Annual Report 2016-2017

School Accomplishments

Plantsville School continues to grow as a school community with children coming from various parts of the country and with our participation in the Open Choice Program. The staff continues to work with our mutually revised Continuous Improvement Plans. Literacy and numeracy goals are directly related to Common Core State Standards (CCSS) as well as district benchmarks. Data meetings are held to review and monitor ongoing student progress. These meetings assist teachers as they align their instructional goals based on the results of individual student data and action plans. The teachers use differentiated instruction based on student need as they see it developing in their instructional setting. Both Writers and Readers Workshop are fully implemented in all classrooms, as all teachers are fully trained in both models. Writing skills are emphasized across subject areas, as children write in all classes every day. Small flexible groups within the math classrooms are based on student need as identified by individual and benchmark assessments. Identified areas of weakness are addressed by our literacy specialist, special educators, as well as intervention tutors. As our facility is full of diverse technology; teachers and students use our technology on a daily basis to further their instruction and learning. Teachers and paraprofessionals and, especially, students, have used our interactive SMART Boards, document cameras, and computer technology in all teaching areas, including our library/media center and computer lab. In addition, the computer carts on wheels are continuously used throughout the classrooms.

The Plantsville faculty demonstrated a strong commitment to our academic programs. Teachers continued to attend professional development on the Columbia's Reading Workshop both in district and at Columbia. Math workshops are also attended as we go forward with the Common Core in these areas. Several teachers continue their education with college courses, and many have requested to attend professional development opportunities outside of those offered by the district. They share important information and techniques with staff afterward. Our staff also gives back professionally, serving as cooperating teachers for young student teachers and as Teacher Education And Mentoring (TEAM) program mentors for new teachers.

We are proud of our music, art, and physical education programs; we had two instrumental and two vocal concerts. Physical education class has integrated literacy and numeracy goals. In addition, science and social studies objectives are integrated with a variety of unique learning centers. Teachers integrate their teaching of nonfiction with social studies and science. Children have learned to delve deeper into various areas of print and media, integrate information, and make argument through debate.

Plantsville School is fortunate to have a strong and supportive PTO. Along with our cultural programs, the PTO is active in many areas, sponsoring two book fairs, an ice cream social, and funding our Field Day and class field trips where real life experiences are provided outside of the classroom. With our partnership with *Calendar House* and *The Summit*, Plantsville students have continued their outreach

to older adults in the community. Again, we were part of the district *Relay for Life* team as well as many other charitable contributions for community needs.

Kindergarten

Our full-day Kindergarten students experience a balanced program of literacy and numeracy. The highlight of their social studies curriculum was a visit to the Southington Fire House, where they saw first-hand what these community members do for them. Science and literacy was supported by a trip to Indian Rock. Writing has shown growth throughout the year, as their stories have more detail.

Grade 1

The first grade literacy program is highlighted in the spring by their participation in our school-wide *Young Authors' Celebration*. Family members are invited and each child has an opportunity to read one of his or her pieces of writing. Theme days focusing on winter holidays, Apple Day, and Thanksgiving integrate social studies, math, language arts, and science through various center activities. There is an international flair in first grade with a variety of cultural events. The science curriculum was enhanced by a visit to the Beardsley Zoo and talks by parents with a variety of ethnic backgrounds.

Grade 2

Second grade successfully implemented I-Block, which provided intervention instruction through data analysis and strategy groups based on their academic needs. The students participated in field trips to the Lewis Educational Agriculture Farm (LEAF) and were invited to the Barnes Museum to present the "What It is" Program. Children learned about the Bradley/Barnes families and were shown artifacts from Southington's yesteryear.

Grade 3

Individual pieces of literature were published and shared with peers. Students participated in book clubs, created maps of Connecticut, participated in countless hands-on science experiments, created time-lines, kept journals, and worked through many math processes, reaching the abstract stage for many topics. The students participated in field trips to The New Britain Museum of American Art and to the University of Hartford for the "Percy Jackson and the Lightning Thief" musical.

Grade 4

There were monthly celebrations in reading and writing. Through Writers Workshop, best writing was shared with peers, and conversations about best books were held. Teachers successfully implemented three new reading and writing units. New, this year, was the development of flexible seating that provided opportunities for students to use standing desks and alternate workspace within the classroom.

Grade 5

This year was an exciting year with many wonderful events and accomplishments. The implementation of I-Block provided a systematic intervention period that assisted teachers providing skill/strategy groups that rotated based on assessment data. Specific enrichment included coding as an enrichment option. The fifth graders took part in Connecticut's Kid Governor elections with one of our students becoming a finalist. As in years past, our relationship with the UCONN Huskython was a success as the students raised over \$3,000 during our Foxathon. Our dedication to science instruction was highlighted with seven participants reaching the state level, while one student competed in Washington at the National level.

Ongoing Work

Teachers and administration will continue to use data-driven decision-making when determining the instructional needs for each student. As a faculty, we will begin the use of Instructional Learning Teams to analyze our instructional practices. The use of the Intervention Block (I-Block) system will strengthen our individualized intervention and enrichment instruction for our students as we continue to meet the needs of all our learners. Character development will be a focus moving forward as we work as a staff to integrate the Responsive Classroom approach within each classroom. The continued work with The Yale Center for Emotional Intelligence will continue our work around Emotional Intelligence with the staff by consistently utilizing the mood meter, expanding our practices around regulating our emotions and Mindfulness, and creating a staff charter. Also the annual Smarter Balanced Assessment (SBA) results will be taken into consideration as teachers write their goals. We will continue our professional development in the Common Core State Standards, which has deeply driven our instruction. The expansion of leveled classroom libraries will continue, especially, in the area of nonfiction. We will continue our work as an inclusive setting, so that every child is in his or her least restrictive environment. We will strive to become even more technologically literate, updating webpages and using technology, when appropriate, to enhance student learning.



SOUTH END ELEMENTARY SCHOOL

38.

10 Maxwell Noble Drive
Plantsville, CT 06479
Phone: (860) 628-3320
Fax: (860) 620-1667

Erin Natrass
Principal

Annual Report 2016-2017

School Accomplishments

The 2016-2017 school year at South End Elementary School was filled with new learning and fulfilling successes for staff and students. This year, we continued to improve and refine our school-wide behavior expectations and adding consistent forms for discipline. We continue to have monthly STEPS town meetings to integrate the developmental assets. We had a “Souper Bowl” food drive to support those in need.

We had our first annual “One School, One Book” event. All of the South End families read the book Charlotte’s Web. We integrated the book into classroom activities, art projects, book talks, word studies and trivia. We even collaborated with Alta students who also read the book and came to have a book talk with some of our students. This was a great success and we look forward to our next book.

Teachers worked hard with our literacy specialist to study and find ways to help instruct the reading progressions. Our literacy team also had a successful fluency program to help our primary students. They collaborated with our math specialist to develop new ways to differentiate math instruction and center work. Our math specialist also developed a successful Fact Fluency Club. We also continued the partnership with Southington High School for our World Language program with students receiving 30-minutes of Spanish instruction weekly.

Celebrations

The PTO has sponsored many events this year. We had cultural arts programs such as a Chinese Acrobat, a Martial Arts instructor and a Kalimba band. They hosted a welcome back picnic in September and an ice cream social this spring. The PTO also provided additional activities for students to participate in such as Karate Club, Bowling Club, Running Club, “Breakfast with a Buddy” and a Halloween party. Our PTO-sponsored Drama Club put on a phenomenal performance of “Peter Pan Jr.” A strong group of parent volunteers made all of this possible. They were honored at a Volunteer Tea this spring.

Kindergarten

This year, Kindergarten went on a field trip to Indian Rock Nature Preserve in Bristol where students took a hayride through nature and learned about different plants and animals. They also went to the Children’s Science Museum to learn about animals and explore the different hands-on exhibits. Students worked with their families to create their own Mayflower Ship and then brought them to school to see which ships would sink or float. Students presented a Patriotic Program for families to celebrate Flag Day followed by a Writing Celebration.

Grade 1

In the fall, the first graders had Fabulous Frogs visit the school from Indian Rock to enrich our life cycles unit in Science. In the winter, the first graders went for a ride on The Polar Express as they lined the hallway with Mrs. Natrass. First graders were responsible for the Monthly Asset of

“Reading for Pleasure.” We celebrated “Read Across America” by attending a production of Miss Nelson is Missing. They have become experts on chicks, tadpoles/frogs, and mealworms/beetles as we observed them, supporting our Science curriculum. We culminated our Writers Workshop with a celebration with parents to show our favorite pieces from the year.

Grade 2

The second grade science curriculum was supported with a field trip to the Connecticut Science Center. Students engaged in many hands-on learning opportunities. We had Mark Zinni as a guest reader for Read Across America. Students helped by planting and taking care of our new garden beds. The second grade students also participated in our World Language show this spring. The students wrapped up the year with a workshop celebration with parents, highlighting all of the great writing that they completed this year.

Grade 3

Students in third grade hosted two writing celebrations with parents this year. Students took a field trip to the New Britain Museum of American Art, sponsored by our district art grant. A curator gave students a tour. They designed a watercolor postcard that featured a landscape where they were able to apply skills that they had learned in art class. At the Connecticut Science Center, we watched a 3D movie about the Conservation of Habitats, specifically, in the ocean. We also participated in a lab activity. Students conducted an experiment and tested which materials were most appropriate for a doghouse based on their abilities to trap heat. Students also had access to all of the exhibits. We hosted the annual Alex's Lemonade Stand in May and raised money to support research for treatments for childhood cancers.

Grade 4

Children visited Camp Sloper twice and participated in hands-on activities that reinforced the science curriculum. Students also went on a field trip to the Eli Whitney Museum in Hamden and built pinball machines to support the “force and motion” unit. We had a writing celebration that highlighted their favorite pieces from the year. Students gained a deeper understanding of the regions in the United States. Students made new discoveries in math with hands-on learning, working collaboratively, technology, and independent practice.

Grade 5

Fifth grade students were our STEPS ambassadors this year and participated in the Asset Building Day at Camp Sloper for incoming sixth graders. The fifth grade students participated successfully in the DARE Program. Students visited Sturbridge Village as enrichment for the social studies curriculum. Students were challenged in math, learning to apply their mathematical skills with more difficult problem solving. Students also participated in the Science Fair and many participated and were successful at Invention Convention.

Ongoing Work/School Improvement

As we move on to the 2017-18 school year, we continue to look for more ways to challenge our students to persevere across subject areas. We will continue to refine our SRBI (Scientific Research-Based Intervention) process and analyze student data at the building level to monitor progress through tiers. We will continue to use the Intervention Block (I-Block) across all grade levels to ensure students are receiving the most targeted interventions. We will continue the work of our School Climate Committee to ensure South End students are working in a well-supported, caring and compassionate environment that helps each student reach their highest potential.



William M. Strong Elementary School

820 Marion Avenue
 Plantsville, Connecticut 06479
 Telephone: (860) 628-3314
 Fax: (860) 628-3322

Melissa Barbuto
 Principal

Annual Report 2016-2017

School Accomplishments

The 2016-2017 school year was another year full of amazing accomplishments at William M. Strong Elementary School! We continued to collectively commit to focused goals, embrace challenges when they arose and persist in the face of setbacks in order to achieve those accomplishments. This year, we continued to focus on cultivating a positive school climate. In order to foster a positive school climate, which promotes the learning and well being of the school community, we engaged in the following:

1. Developed a school-wide behavior manual that included expectations for student behavior as well as the roles and responsibilities of all members of our school community, including teachers, administration, resource staff, parents and students.
2. Developed and implemented a school-wide behavior incentive linked to our school-wide behavior expectations. We held monthly school-wide celebrations for students. Some celebrations included a dance party, school-wide movie and pajamas, and a Hawaiian Luau.
3. The teachers who attended the Responsive Classroom (RC) training in the summer of 2016 implemented those practices within their classrooms with fidelity. Some practices have expanded school-wide such as all school quiet signal and morning meeting.
4. Implemented Emotional Intelligence training for staff.

We also expanded our implementation of the ELA Intervention Block (I-Block) in Grades K-5. Through the I-Block, students were provided with explicit, targeted, and individualized instruction. This provided consistent and frequent intervention that has proved to be extremely successful.

Kindergarten

This year, our Kindergarten students were provided with explicit, targeted, and individualized instruction through the implementation of a daily 30-minute Intervention Block. Through the I-Block, Kindergarten teachers were able to meet the varying needs of all of their students. Through their ongoing collaboration with the literacy specialist, literacy tutor, English Language (EL) tutor and special education teachers, along with their dedication to using data to monitor student progress, we saw significant academic, social and emotional growth of our Kindergarten students. We are proud to say that 80% of our Kindergarten students ended the year reading at or above grade level expectations. For the few students who ended the year slightly below grade level expectations, they showed significant growth from the beginning of the year. Additionally, our Kindergarten teachers promoted a home/school reading partnership using monthly reading logs and weekly "Mystery Readers".

Grade 1

Our first grade students were provided with explicit, targeted, and individualized instruction through the implementation of a daily 30-minute Intervention Block. Through the I-Block, our first grade teachers were able to meet the varying needs of all of their students. Through their

ongoing collaboration with the literacy specialist, literacy tutor, and special education teachers along with their dedication to using data to monitor student progress, we saw great academic, social and emotional growth of our first grade students. We are proud to say that 89% of our first grade students ended the year reading at or above grade level expectations. Additionally, our first grade teachers promoted home/school partnership using reading logs, weekly snapshots to share student learning, and meet and greets.

Grade 2

The second grade team held two “fun nights” to raise money for various foundations such as Strong Cares and The Mill Foundation for Kids. They also established the Strong School Garden Club along with a partnership with LEAF. Through their work, they planned for and helped build our school garden. They also led our efforts in planting and taking care of our school garden once it was built.

Grade 3

Our third grade teachers promoted home/school partnership through the use of weekly reading logs and weekly “Classroom News” sent home to share student learning. Third grade students completed their rock unit by bringing in a certified moon rock handler. Students were able to hold and observe actual moon rocks. In addition, students took part in a “mock trial” under the direction of a parent volunteer in order to learn about the Judicial System.

Grade 4

Our fourth grade teachers continue to raise the level of rigor within their classrooms by implementing nonfiction-reading units where students collaboratively research and present information to their class. We are very proud to say that in the area of Language Arts, 80% of our fourth grade students met or exceeded the achievement standard on our Smarter Balanced State Assessment. Our fourth grade students also attended Camp Sloper in the fall and spring to engage in ecosystem and erosion learning activities.

Grade 5

This year, our fifth grade students were provided with explicit, targeted, and individualized instruction through the implementation of an Intervention Block. Through the I-Block, our fifth grade teachers were able to meet the varying needs of all of their students. During the I-Block, enrichment and project based learning opportunities were provided for those students already meeting or exceeding grade level expectations. Many fifth graders researched and presented various projects to a variety of audiences. For example, a student presented a seminar about breast cancer awareness to teachers and moms. Another student wanted to increase the amount of students interested in playing string instruments because there were only six current members in the Grade 5 orchestra. So, he created a highly engaging presentation, which included string instrument performances by fellow students. He presented his passion for string instruments to Grade 3 students.

Ongoing Work

As we continue our work on creating a positive school climate, we will continue our work around Emotional Intelligence with the staff by consistently utilizing the mood meter, expanding our practices around regulating our emotions and mindfulness, and creating a staff charter. We will also be rolling out the Responsive Classroom component “Morning Meeting” school-wide. We look forward to sending four more staff members to Responsive Classroom Training this summer.



MEGAN BENNETT
PRINCIPAL

REUBEN E. THALBERG SCHOOL

42.

145 DUNHAM ROAD
SOUTHINGTON, CT 06489
TELEPHONE: (860) 628-3305

Annual Report 2016-2017

School Accomplishments

R.E. Thalberg School is a Kindergarten through Grade 5 school servicing approximately 450 students. The staff believes in student achievement in academics, social emotional, arts, and physical fitness. The staff takes a 360-degree approach to educate each student through home/school connections as well as seeing the needs of the whole child. This year, our fifth grade continued to departmentalize for each of the subject areas. Our fifth grade students were able to rotate through each of the fifth grade teachers allowing for expert instruction in content areas as well as preparing our students for middle school. This pilot was so successful for students, teachers and parents that we expanded to the fourth grade with a STEM/Humanities switch. Each of the four teachers taught reading to their homerooms but two teachers taught social studies and writing while their partner teachers taught math and science.

Thalberg School continues to provide personalized learning opportunities for students through our CORE time. CORE time is a 30-minute period of time each day that students lead their own learning. It is designed to reinforce the "core content areas". This block of time is used to personalize learning opportunities for each student. Students are able to research topics that interest them. The teachers support the students' research, writing and presentation skills as the students explore their topic of interest. Students needing additional support/intervention are given additional support during this time to reinforce the core curriculum concepts (reading, writing, math).

Thalberg School continues to be civic-minded. The students are encouraged to volunteer, donate, and support various causes. At Thalberg, our saying is, "*If you do good things, you get good things.*" All fun events and activities are earned by the positive behaviors and efforts by our students. Students have continued to participate in Asset Building Pep Rallies, Smart Kids at Thalberg Elementary (SKATE) enrichment activities, Tech-Sports, Spirit Club, weekly garden club experiences with the Orchard Valley Garden Club (OVGC), drama clubs, VEX Robotics, First Lego League, Computer Lab Helpers, weekly book buddies and a number of other experiences to promote student empowerment and a sense of community.

Technology

- The students are expected to have screen time every day at Thalberg.
- Tech-Sports program expanded to include the Device Club. Both programs allowed students to support technology school-wide with Mrs. Jenna Grodzicki and Mrs. Debbie Miller.
- MakerSpaces area of the learning commons (library) continues to grow and expand with new devices and challenges offered to our students.
- The Lego-Robotics Team continued in its third year and was led by Mrs. Mandy Hubeny and Mrs. Debbie Miller and founded by the Southington Education Foundation (SEF) grant. Additionally, we added VEX Robotics under Mr. Tony Arru and Mrs. Hubeny.
- Virtual Book Club with Southington High School students in our fifth grades. Students used Google Docs, as well as Skype. This continued project is successful because of the efforts of Mrs. Becky Richards and Mrs. Jennifer Paul.

- Six of our fourth and fifth grade students presented at the Connecticut Educators Computer Association (CECA) Conference to showcase our development of programming from Kindergarten through the fifth grade at Thalberg.

Interventions

- The SRBI (Scientific Research-Based Intervention) process continues to be expanded and refined. We have adjusted our model to meet the district-wide process and paperwork to ensure continuity within the Southington Public Schools.
- We continued to provide Blooming Readers for the first grade struggling readers. The intensive five-day a week intervention program supports our first graders development of reading skills (decoding, encoding, and comprehension).

Celebrations

Events were held to connect the school to the community	Donations	School/Business Partnerships	Cultural Arts by the PTO	School-Based Experiences
Grandparents/Special Friends Day Dr. Seuss Day Young Author's Monthly Movie Nights 5K Fun Run	Bread For Life St. Jude's Mathathon Breast Cancer Care Kits (for those going through chemotherapy) Sponsorship of a student in the Dominican Republic BenWasHere Foundation Relay for Life	-Southington Education Foundation: one technology grant received - Orchard Valley Garden Club - Price Chopper, Stop & Shop, Shop Rite, Target: "Free Money" - TD Bank: Monthly Banking	Author's Visit Dancing Against Bullying	Monthly ABC Pep Rallies Artist in Residence for 3 rd grade Recycling Programs/Environmental Studies

Ongoing Work / School Improvement Plan

The staff continues to push themselves to provide our students with a world-class education. They make sure the students are able to access information beyond our wall through the technology available at Thalberg School. Additionally, we find resources and connections to find people and opportunities to enrich our students' educational experience.

We are proud of the new playground at Thalberg. This project was a true testament of the community coming together. The playground committee raised \$100,000 in two and one-half years and recruited members of the community to come together to build the structure. There is nothing that the Thalberg community will not do to improve the lives of our children!

We continue to bring students to and beyond the grade level expectations. Again, we have over 85% of our students in Grades K-5 reading at or above grade level as measured by the Fountas & Pinnell assessments. The staff at Thalberg School sees the students' abilities and finds opportunities to inspire and enrich the lives of children.

DRAFT
Class Size Averages
2017-2018
(as of 7/27/17)

SCHOOL	KDG		Gr. 1		Gr. 2		Gr. 3		Gr. 4		Gr. 5		TOTALS	
	1617	1718	1617	18	1617	1718	1617	1718	1617	1718	1617	1718	1617	1718
DERYNOSKI														
Total	76	86	97	74	93	92	94	92	110	95	101	107	571	546
Class Avgs	15.2	17.2	19.4	18.5	18.6	18.4	18.8	18.4	22	19	20.2	21.4		
FTEs	5	5	5	4	5	5	5	5	5	5	5	5	30	29
FLANDERS														
Total	38	64	32	40	53	36	52	54	46	52	56	46	277	292
Class Avgs	19.0	16.0	16.0	20.0	17.7	18.0	17.3	18.0	23.0	17.3	18.7	23.0		
FTEs	2	4	2	2	3	2	3	3	2	3	3	2	15	16
HATTON														
Total	53	50	52	56	61	51	67	56	67	64	67	63	367	340
Class Avgs	17.7	16.7	17.3	18.7	20.3	17.0	22.3	18.7	22.3	21.3	22.3	21.0		
FTEs	3	3	3	3	3	3	3	3	3	3	3	3	18	18
KELLEY														
Total	58	43	41	59	55	40	61	54	57	60	54	57	326	313
Class Avgs	19.3	14.3	20.5	19.7	18.3	20.0	20.3	18.0	19.0	20.0	18.0	19.0		
FTEs	3	3	2	3	3	2	3	3	3	3	3	3	17	17
PLANTSVILLE														
Total	37	38	47	40	48	46	45	51	53	42	44	52	274	269
Class Avgs	18.5	19.0	15.7	20.0	16.0	15.3	22.5	17.0	17.7	21.0	22.0	17.3		
FTEs	2	2	3	2	3	3	2	3	3	2	2	3	15	15
SOUTH END														
Total	42	33	36	44	47	33	32	47	38	33	42	38	237	228
Class Avgs	14.0	16.5	18.0	22.0	15.7	16.5	16.0	15.7	19.0	16.5	21.0	19.0		
FTEs	3	2	2	2	3	2	2	3	2	2	2	2	14	13
STRONG														
Total	34	37	37	39	50	40	50	53	44	52	60	45	275	266
Class Avgs	17.0	18.5	18.5	19.5	16.7	20.0	16.7	17.7	22.0	17.3	20.0	22.5		
FTEs	2	2	2	2	3	2	3	3	2	3	3	2	15	14
THALBERG														
Total	71	70	72	73	77	77	82	83	78	89	66	82	446	474
Class Avgs	17.8	17.5	18.0	18.3	19.3	19.3	20.5	20.8	19.5	22.3	22.0	20.5		
FTEs	4	4	4	4	4	4	4	4	4	4	3	4	23	24
ENROLLMENT	409	421	414	425	484	415	483	490	493	487	490	490	2773	2728
CLASS AVGS	17.0	16.8	18.0	19.3	17.9	18.0	19.3	18.1	20.5	19.5	20.4	20.4		
FTE TOTALS	24	25	23	22	27	23	25	27	24	25	24	24	147	146

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 10, 2017

Decision Requested _____ Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: School Opening Dates ~ 2017-2018

Summary of Issue: Administration will update the Board of Education on upcoming
Opening of School events.

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

Timothy J. Connellan

Signature of Superintendent of Schools

**SOUTHINGTON PUBLIC SCHOOLS
OPENING OF SCHOOL DATES 2017-2018**

Event	Date	Time	Place
New Teacher Orientation	Thursday, August 24, 2017 Friday, August 25, 2017	8:00 a.m. to 4:00 p.m.	John Weichsel Municipal Center
Opening of School Convocation	Monday, August 28, 2017	7:00 a.m. 7:45 a.m.	SHS Cafeteria- Refreshments SHS Auditorium - Convocation
Staff Professional Development	Tuesday, August 29, 2017 Wednesday, August 30, 2017	Check SPS Website	Designated School
Paraeducator & ABA Prof. Develop.	Tuesday, August 29, 2017 Wednesday, August 30, 2017	8:00 a.m. to 4:00 p.m.	Various Locations
First Day of School	Thursday, August 31, 2017		All Schools
OPEN HOUSE			
Strong Elementary School	Wednesday, September 6, 2017	6:00 p.m.	Designated School
Derynoski Elementary School	Monday, September 11, 2017	6:30 p.m.	Designated School
J.A.D. Middle School	Wednesday, September 13, 2017	6:30 p.m.	Designated School
J.F.K. Middle School	Wednesday, September 13, 2017	6:30 p.m.	Designated School
Kelley Elementary School	Wednesday, September 13, 2017	6:30 p.m.	Designated School
Thalberg Elementary School	Wednesday, September 13, 2017	6:30 p.m.	Designated School
Plantsville Elementary School	Thursday, September 14, 2017	6:00 p.m.	Designated School
Flanders Elementary School	Wednesday, September 13, 2017	6:30 p.m.	Designated School
Southington High School	Wednesday, September 13, 2017	6:00 p.m.	Designated School
ALTA	Thursday, September 14, 2017	5:30 p.m.	Designated School
Hatton Elementary School	Thursday, September 14, 2017	6:30 p.m.	Designated School
South End Elementary School	Thursday, September 14, 2017	6:30 p.m.	Designated School
Board Meeting			
Board Meeting	Thursday, August 10, 2017	6:30 p.m.	John Weichsel Municipal Center
Board Meeting	Thursday, September 14, 2017	6:30 p.m.	John Weichsel Municipal Center
Board Meeting	Thursday, September 28, 2017	6:30 p.m.	John Weichsel Municipal Center
Music of the Knight	Saturday, October 21, 2017	2:00 p.m. – 10:00 p.m.	Southington High School

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date August 10, 2017

Decision Requested X

Agenda Code 10 d

AGENDA REPORTING FORM

Agenda Topic: Job Description Approval ~ Teacher of the Hearing Impaired K-12

Summary of Issue: The Policy & Personnel Committee has reviewed and discussed the job description for the new position for *Teacher of the Hearing Impaired K-12* at their July 13, 2017 Policy and Personnel Committee meeting.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the job description for *Teacher of the Hearing Impaired K-12* as recommended by the Policy and Personnel Committee.

Titles of Attachments:

1. DRAFT Job Description

mp\Board\8.10.17, Job Description Approval



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

DRAFT

TITLE: TEACHER OF THE HEARING IMPAIRED K-12

QUALIFICATIONS:

1. Holds 057 certification-Teacher of the Hearing Impaired.
2. Proficient in American Sign Language
3. Demonstrates ability to work cooperatively and effectively with staff.
4. Demonstrates facility in the skills of reading, writing and mathematics.
5. Demonstrates knowledge of human growth and development as it relates to the teaching-learning process.

REPORTS TO: Director of Pupil Services.

JOB GOAL:

To ensure access to district curriculum and promote growth academically, emotionally and socially for deaf and hard of hearing students.

PERFORMANCE RESPONSIBILITIES:

1. Provide specialized instruction in language and literacy development including pre and post teaching of content area material for deaf and hard-of-hearing students.
2. Support a range of communication modes by promoting listening and auditory skills, and support dual language development in American Sign Language and written/spoken English.
3. Provide American Sign Language interpretation for school programs as appropriate.
4. Arrange and monitor accommodations such as note-taking, print availability, captioning, seating, classroom modifications for listening environment.
5. Manage FM/DM amplification systems and troubleshooting malfunctions.
6. Hearing aid and student listening checks.
7. Assist with hiring and coordinating American Sign Language interpreter services as needed, ensuring these services are provided for students and families.
8. Case management and IEP development.
9. Provide in-service training and consult to teachers and staff as needed.
10. Ensure accessibility to multimedia learning opportunities.
11. Create, identify, or provide supplemental visuals/examples to aid accessibility.
12. Modify instructional/assessment materials as appropriate.
13. Co-teaching across subject areas, knowledge of curriculum and instruction, planning and preparation, teaching small groups or whole class as needed.
14. Administer standardized assessments and/or coordinate testing accommodations.
15. Perform various other duties as assigned by the Director of Pupil Services.

TERMS OF EMPLOYMENT: In accordance with the agreement between the Southington Board of Education and the Southington Education Association.

EVALUATION: Performance to be evaluated annually by the designated Special Education Coordinator.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 10, 2017

Decision Requested _____ Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Woodland Heights Development - District Attendance Designation

Summary of Issue: Woodland Heights is a new housing development off Loper Street. The Board must designate this area for purposes of school attendance.

Background: The Woodland Heights neighborhood falls in an area that is currently designated as a Thalberg Elementary School attendance area. However, the student enrollment at TES for the coming school year is projected at 474 an increase of 28 students and the enrollment at Flanders Elementary School at 292 an increase of 15 students as of 7/27/17. (These numbers are subject to change over the month of August.) Instructional space is limited at TES but available at FES. The Board will need to consider the effect on student enrollment at TES if the Woodland Heights development remains designated for that school. The enrollment study currently in progress will provide data that may lead to the consideration of town-wide redistricting, but in the interim, it will be necessary to designate a school attendance area for these streets.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon designation by the Board

Ending Date of Program or Project: N/A

Recommendation or Comment: The administration recommends designating the Woodland Heights development for attendance at Flanders Elementary School given the current enrollment projections at both schools and the proximity of the new location to FES. Also, it is likely that redistricting will occur as a result of the work that will be undertaken by the Board and community once the enrollment study has been completed.

Timothy J. Connellan

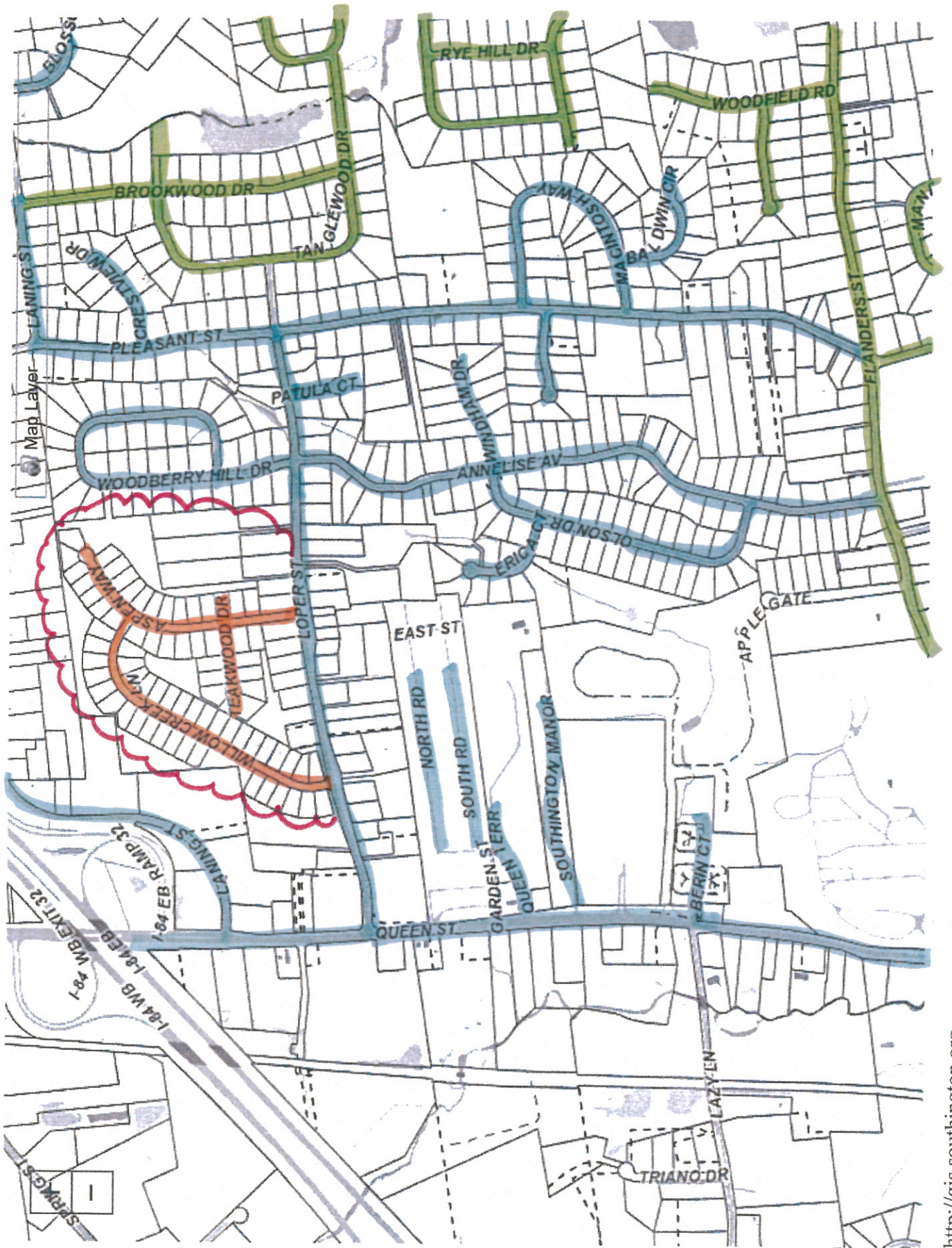
Signature of Superintendent of Schools

Title of Attachment
Woodland Heights Area - Map

WOODLAND HEIGHTS

FLANDERS ELEMENTARY

THALBERG ELEMENTARY



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 10, 2017

Decision Requested x Agenda Code 10 f.

AGENDA REPORTING FORM

Agenda Topic: Possible Action ~ Middle School Activities Committee Recommendations

Summary of Issue: The Committee will be reporting to the Board and the report may include recommendations. The Board may wish to act upon the recommendations of the Committee.

Background: The Ad hoc Committee was formed to address the issues raised by parents seeking to find alternative methods to provide middle school after school activities in view of budget reductions.

Alternative Strategies: TBD

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

Beginning Date of Program or Project: TBD

Ending Date of Program or Project: TBD

Recommendation or Comment: One of the recommendations from the committee may involve the creation of a student athletic activity fee for participation in middle school sports.

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date August 10, 2017

Decision Requested X

Agenda Code 10 g

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State / Overnight Field Trip - Boston and Wrentham, MA

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet is a trip to Massachusetts for the Southington High School Cross Country team.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the field trip request for the Southington High School Cross Country team to attend a competition in Wrentham, Massachusetts and participate in a tour of Boston, Massachusetts, as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 7/14/17

Out of State: Yes No

Overnight: Yes No

Miles Round Trip: 226

Southington High School School Cross Country Class/Group 9/29/17 - 9/30/17 Date of Trip

Name and Address of Destination Boston, MA (tour) and Wrentham, MA (multiple locations)

Reasons for Field Trip Compete at the Frank Kelly Invitational

Itinerary (attach if needed) _____

Departure Date/Time 9/29/17 - 5:30 a.m. Return Date/Time 9/30/17 - 8:00 p.m.

of Students 30 # of Teacher/Chaperones 2-3 coaches # of Buses 1 Coach Bus

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

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

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

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

COST AND FINANCING

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
TOTAL Anticipated Cost of Trip	\$4,950	Includes coach bus, hotel, national park tour guide, some meals, and entry fee
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$0)	
BALANCE	\$4,950	
Student Contribution		
Transportation	\$2,490	30 Students @ \$83
Entrance Fees, Room & Board	\$2,460	30 Students @ \$82 per for room and other costs
TOTAL Cost of Trip to Each Student	\$165	Students will be responsible for some meals.

SIGNATURES

Teacher Dan Dachelet (signature on original) Date 7/25/17

Dept. Head Gregory Ferry (signature on original) Date 7/25/17

Principal Brian Stranieri (signature on original) Date 7/25/17

Comments _____

Assistant Superintendent *Steve Madonny* Date _____ Approved
Not Approved

Board of Education Approval*** YES NO Date _____

Frank Kelly Itinerary as of July 14, 2017

Friday, 9/29/17

- 5:15 a.m. Begin boarding and loading bus. Meet in front of AgSci
- 5:30 a.m. Depart SHS via Charter Bus
- 8:30 a.m. Arrive in Boston and pick up Tour Guide
- 9:00 a.m. Begin Tour of Boston
- 12:00 p.m. Catered Box Lunches (location TBD)
- 2:30 p.m. Tour Ends, Depart Boston for Hotel
- 3:30 p.m. Arrive at Hotel
- 4:10 p.m. Depart Hotel for Course
- 4:30 p.m. Arrive at Course and do pre-race routine
- 5:40 p.m. Depart Course for hotel
- 6:00 p.m. Arrive at Hotel and take showers
- 7:00 p.m. Catered dinner at hotel
- 10:00 p.m. Lights out

Saturday, 10/8/16

- 7:15 a.m. Reveille
- 7:30 a.m. Morning run and stretch
- 9:15 a.m. Depart for Vannie
- Race
- 5:00 p.m. Depart Vannie
- Stop for Dinner – TBD
- 9:30 p.m. Estimated Arrival back at SHS