

## Southington Board of Education Meeting

Thursday, October 24, 2019 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street REVISED-10/23/19 Southington, CT 06489 COMMITTEE OF THE WHOLE ~ OPERATIONS  
200 North Main Street  
Southington, CT 06489



### SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session
  - a. Student Matters
  - b. Personnel: Unaffiliated; EL Positions
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Appointment of Athletic Director
6. CELEBRATION OF EXCELLENCE
  - a. Retirees of the Southington Public Schools
  - b. Brian S. Goralski & Patricia A. Queen ~ FOR THEIR OUTSTANDING LEADERSHIP AND DEDICATION TO THE SOUTHINGTON BOARD OF EDUCATION
7. Approval of Minutes ~ October 10, 2019
8. Public Communications
  - a. Communications from Public
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Student Representatives
9. Committee Reports
  - a. Finance Committee Meeting ~ October 21, 2019
    1. Transfer of Funds
    2. Projects for Unexpended Funds Account
    3. Rose S. and Sisto R. Castaldi Scholarship
10. Old Business
  - a. Town Government Communications
  - b. Unaffiliated Employees Compensation
11. New Business
  - a. 2018-2019 School Resource Officer Report
  - b. Superintendent's Proposed Goals for 2019-2020
  - c. School Safety and Security Plan Submission
  - d. Southington Administrator Evaluation and Support Plan 2019-2020
12. Adjournment

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date October 24, 2019

Decision Requested X Agenda Code 5.

**AGENDA REPORTING FORM**

**Agenda Topic:** Appointment of Athletic Director

**Summary of Issue:** The Athletic Director position became vacant due to the resignation of Gregory Ferry effective September 13, 2019.

**Background:** The Board of Education interviewed for this position on Tuesday, October 22, 2019.

**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:** To appoint the Athletic Director with a start date and salary to be determined.

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

*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](http://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**

**OCTOBER 10, 2019**

---

The regular meeting of the Southington Board of Education (Committee of the Whole-Operations) was held on Thursday, October 10, 2019 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session was held at 6:30 p.m.

#### **1. CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:32 p.m.

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

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

#### **2. EXECUTIVE SESSION – STUDENT MATTERS, PERSONNEL UNAFFILIATED ATHLETIC DIRECTOR SEARCH AND EVALUATION OF SUPERINTENDENT OF SCHOOLS 2018-2019**

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

**"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters, Personnel (Unaffiliated Athletic Director) and Evaluation of Superintendent of Schools 2018-2019, and upon conclusion reconvene to public session."**

**Motion carried unanimously by voice vote.**

*Mr. Goralski declared a recess of Executive Session at 7:00 p.m.*

#### **3. RECONVENE MEETING ~ REGULAR SESSION**

*Mr. Goralski, Chairperson, reconvened the Board of Education Regular Session at 7:06 p.m.*

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

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

Student representatives present were Trevor Messina, Amrit Kaur and Brett Sheldrick.

Mr. Goralski announced a change to the agenda because of the late arrival of people involved in the Celebration of Excellence. Once the people arrive, the Celebration of Excellence would begin.

**4. PLEDGE OF ALLEGIANCE**

The student representatives led in reciting the Pledge of Allegiance.

**5. CELEBRATION OF EXCELLENCE – Postponed to later in the meeting**

**6. APPROVAL OF MINUTES ~ September 26, 2019**

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

**“Move to approve the regular Board of Education minutes of September 26, 2019, as submitted.”**

**Motion carried unanimously by voice vote.**

**7. COMMUNICATIONS**

**a. Communications from Public**

There was no public communication.

**b. Communication from Board of Education Members**

Mrs. Queen addressed a meeting with the SMSAA (Southington Middle School Athletic Association) booster club that she attended with Mrs. DiNello. Discussed was improvement in recruiting more engaged volunteers, fundraisers, communication between SMSAA and administration, funding expectations and timelines (*Attachment #1*). Mrs. DiNello stated that most of the fundraising would start in late fall and early winter. Administration proposed changing the dates from expecting SMAA’s full payment for winter coaches’ salaries on November 1st and instead have a \$14,000 deposit made by SMSAA for November 1<sup>st</sup> with the balance of \$10,000 by February 15<sup>th</sup>. The \$24,000 would be in-hand prior to making the payment of the winter coaches’ salaries. By April 1<sup>st</sup>, the SMSAA would fund the balance that they would need to get through the year for the spring coaches’ salaries. Mrs. DiNello thought that it would be beneficial to the SMSAA to make two payments for winter coaching salaries. She added that another concern of the SMSAA was the interest in cheerleading because only Kennedy Middle School had a cheerleading team last year. Mrs. DiNello planned to meet with

the principals of the middle schools and invite anyone interested in participating in cheerleading so they could determine if it was something that they wanted to continue funding moving forward. The SMSAA was very appreciative that the Board contributed \$15,000 towards middle school sports this school year. The Board discussed deadlines, funding, sustainability and engaged parents.

Mr. Derynoski discussed the Apple Harvest Festival Parade and the participation by the schools including bands and floats.

Mr. Goralski gave a STEPS Advisory Committee meeting update and the continued relationship between the Boards along with the ABC Classrooms and Parent University and the partnership and collaboration with Youth Services for the children in the community. The Drug Task Force "Red Ribbon Rally" is scheduled for Thursday, October 17, 2019, 6:45 p.m.-8:00 p.m. on the Town Green with the keynote speaker Mr. Frank Pepe, Principal of Southington High School and Mr. Timothy Connellan, Superintendent of Schools. No Board of Education members will be speaking. Anti-bullying Unity Day will be held on October 23 with STEPS representatives in the schools talking to students.

Mr. Goralski reported that STEPS had evolved into a drug prevention model and one of their focuses would be on drug misuse, rather than abuse. The new direction for drug awareness and prevention would be about drug misuse with prescription drugs a gateway to abuse. Mr. Goralski praised the Youth Advisory Council comprised of high school and middle school students who were bringing awareness to drug prevention. The National "Take Back Day" is on October 26, 2019, at Walmart from 10:00 a.m. to 2:00 p.m., where drugs can be dropped off for disposal as well as the police department.

Mr. Goralski announced that the Zaya A. Oshana Elementary School dedication ceremony would be held on October 24, 2019 at the end of the school day.

Mr. Goralski announced that the Southington Education Foundation would be holding their Trivia Bee fundraiser on November 7, 2019.

### **c. Communication from Administration**

1. Feedback on Middle School Cross Country: Mr. Connellan read a letter that he received from the Kennedy Middle School Head Coach in Enfield, Connecticut praising Coaches Thomas Zenowitz, Richard Niro and Bill Lombardi for hosting the Middle School Distance Open at Camp Sloper on September 20, 2019 and the Southington High School student-athletes who volunteered their time to assist in running the meet.

2. Partnership and Collaboration with the Southington Public Library: Mr. Madancy explained that a couple of years ago, they started an effort to try to get all incoming Kindergarten students a library card at the Southington Public Library with the library staff going to the Open Houses at the schools to register students. He explained the e-Resource cards that are available to teachers, which are designed to be used in the classroom to provide access to all the library digital databases.

3. Bio-recycling at Southington Public Schools: Mrs. DiNello updated the Board on the organic recycling of collecting food waste at the high school and middle schools within the kitchens of the cafeteria. Last year, at Thalberg Elementary School, they began with the fourth and fifth graders providing the opportunity to start gathering the food waste at the school. Kennedy Middle School would like to roll-out that program with the students in their cafeteria.

Administration is working with HQ Dumpsters & Recycling to begin the process. HQ provides the barrels at no charge to start the collection. There is a curriculum component on informing students on how recycling works.

4. Supplemental Perkins Grants: Mrs. DiNello explained that through the work of teachers Bill Chisholm and Mary Lynne Osborn at the high school, they recently received \$25,000 for the Work-Based Learning Grant with the goal to improve the Southington High School Career and Technical Education (CTE) students' employment skills and preparing them for high-demand and highly-skilled jobs in hospitality and tourism. Mrs. DiNello announced that through the work of Teresa Brooks and Sandra Spinello at the high school, the district was awarded the Student Organized Statewide Improvement Grant in the amount of \$896 with the goal of increasing opportunities to students to gain real world application experience that would translate into content and skills they learn in the classroom and better prepare them for career and college. They will be purchasing a heat press to start making custom apparel for sale in the DECA program, a large Slushies' Machine for the store, display case, cameras, an Amazon Echo and teambuilding for DECA leadership.

5. Collaborations with Partner School Districts: Ms. Walsh reported that they continue to reach out and collaborate with other school districts. Mrs. Sonya Kunkel, Special Education Coordinator, will be presenting co-teaching sessions to staff of the Hamden Public Schools for two days and Southington Public Schools staff attended Professional Development sessions that Hamden held at no cost to the district. On November 5, Election Day, Southington's school psychologists and social workers will be attending Plainville Public Schools full-day training session on trauma-based counseling and working with students who experience trauma.

#### **d. Communications from Student Representatives**

Trevor Messina reported the following:

- The Apple Harvest Host Committee was comprised of students directly involved with the Apple Harvest Festival. This year, the Queen was Brianna Harris, First Runner-up was Morgan Duling and the Second Runner-up was Kate Hardy. He was a host and found it an amazing and rewarding experience.
- The Marching Band would be hosting the 27<sup>th</sup> Annual Music of the Knight on October 19<sup>th</sup> with 15 bands participating.
- The first fall concert of the Orchestra and Symphonic Band would be scheduled for October 24, 2019.

Brett Sheldrick reported the following:

- The SAT was administered at Southington High School on October 5<sup>th</sup>.
- On October 17<sup>th</sup>, the Red Ribbon Rally will be held on the Town Green.
- Bread for Life is hosting a Soup Nite at Southington High School on October 16, 2019 from 4:30-7:30 p.m.

Amrit Kaur reported the following:

- Wednesday, October 16, would be a PSAT testing day for freshmen, sophomores and juniors. The seniors would have the day off.
- The first PTO meeting would be held at the high school at 6:00 p.m.
- NEASC would be visiting the high school on October 23 and 24, 2019.

Mr. Goralski called for a moment of silence in memory of Mr. Nicholas Tiscione who recently passed away and was a custodian in the school district for several years.

## 5. CELEBRATION OF EXCELLENCE

In Celebration of Excellence, DePaolo Middle School and Derynoski Elementary School were recognized by the Connecticut State Department of Education and the Office of Veterans Affairs for their achievements and receiving the “Remembering Our Heroes: Teaching About Veterans School Recognition Program Award”. Mr. Steve Pintarich, a veteran, explained that a Southington Veterans Board of Education Committee was formed eight years ago, the partnership with the schools, and the many activities that they are involved in along with the veterans’ organizations that they support. He introduced Mr. Steve Armstrong from the State Board of Education Social Studies Department who reads all the applications and selects the schools, and Commissioner Thomas J. Saadi from the Department of Veterans Affairs, who presented to the schools “*The State of Connecticut and Department of Veterans Affairs Certificate of Distinction in Recognition of Excellence, the Second Annual Remembering Our Heroes and Teaching about Veterans Program*” Award.

Mr. Armstrong explained that every year they choose one person that they recognize individually. Commissioner Saadi announced that this year the “*Certificate of Distinction*” was being presented to Mr. Steve Pintarich, “*In Recognition of his Dedication and Commitment to Bringing the Lives and Stories of Veterans to Southington Students.*” Commissioner Saadi also presented a “Challenge Coin” to Mr. Pintarich.

Mr. Pintarich stated that it takes a team of veterans to do what they do in Southington and that he was proud to be a member of the team. He explained that the state and Office of Veterans Affairs awards only one elementary school, one middle school and one high school per community and that was why J. F. Kennedy Middle School was not recognized this year.

*Mr. Goralski called for a recess at 7:33 p.m.*

*Mr. Goralski reconvened the Regular Session at 7:47 p.m.*

## 8. COMMITTEE REPORTS

### a. Curriculum & Instruction Committee Meeting – September 17, 2019

Mrs. Carmody reported that Jennifer Discenza, School Counseling Director, discussed the removal of class rank from transcripts. Ms. Chen Li, Mandarin teacher at the high school, shared the progress of students in the newly adopted Chinese language program. Mandarin is the only language spoken in the class with the students responding in Mandarin. Mr. Brown added that the students were speaking Mandarin and it was only three weeks into the school year. Mrs. Carmody reported that Ms. Amy Zappone, District Math Coordinator, updated the committee on district level mathematics work in the middle schools. Mrs. Evette Corujo-Aird, Special Education Coordinator, presented a draft for the recently developed STRIVE curriculum. The student’s classes will be individualized based on their IEP. The STRIVE class will replace the class previously known as Academic Support in a student’s schedule. The draft curriculum would be brought forward for formal adoption in the spring. Trevor Messina added that he has Academic Support and thought it was very beneficial that they were getting the extra half credit

for the class with graduation requirements increasing and that it was a very helpful environment to get work done.

## 9. SUPERINTENDENT'S REPORTS

### a. Personnel Report

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

**“Move to approve the Personnel Report, as submitted.”**

**Motion carried unanimously by voice vote.**

## 10. OLD BUSINESS

### a. Town Government Communications

Mr. Goralski gave an update on the Committee of the Chairs and thanked Mr. Palmieri for reigniting the committee and hoped that it would continue after elections. Mr. Goralski addressed budget workshops that the Board of Finance would like to hold in a different style where they do their work and share their goals and intentions and collaborate with the Board of Education instead of setting limits. Mr. Goralski stated that whoever replaces him as the chairperson of the Board of Education after the November election would find great value in that collaboration.

The Farm Heritage Committee hoped that a civic or school group would be able to use the Grosky Farm Stand this winter for selling Christmas trees and wreaths.

### b. Superintendent's Goals 2018-2019 Final Update

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

**“Move to accept the final update of the Superintendent's 2018-2019 goals.”**

Mrs. Queen praised the sustainable changes that would be happening and done with fidelity. Mrs. Carmody requested that the Superintendent's goals are shared with the community and put on the district's website. Mr. Goralski thanked Mr. Connellan for his leadership and meeting the goals. He noted that the Superintendent's Goals for 2019-2020 would come before the Board at a future meeting.

Mr. Goralski addressed the Farm Heritage Committee and the property on Pleasant Street with Mr. Dave Marchesani, teacher at SHS, who has a three-stage plan with the students building sheds on the farmland through a grant they received.

**Motion carried unanimously by voice vote.**

## 11. NEW BUSINESS

### a. Budget Assumptions & Priorities 2020-2021

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

**“Move that the Board of Education adopt the Budget Assumptions and Priorities for 2020-2021, as presented.”**

Mr. Goralski pointed out the new bullet under “Priorities” regarding the district’s commitment to social justice. Mrs. Queen stated that when the Southington Women for Progress sponsored a discussion on social justice at Derynoski Elementary School, the Board of Education Commissioner Miguel Cardona stated that the difficult conversations that Southington was having was a model for other school districts in the state. She commended Mr. Connellan for addressing this topic head-on and that he was making it a priority in the budget.

**Motion carried unanimously by voice vote.**

**b. SAT/AP College Report**

Ms. Jennifer Discenza, Director of School Counseling, gave a detailed PowerPoint presentation on the Scholastic Aptitude Test (SAT), Advanced Placement (AP), UConn Early College Experience (ECE), Class of 2019 College Acceptance and graduation data. She noted that three years ago the School Counseling department was called “Guidance” and the name was changed to “School Counseling.” They are mirroring the college terminology and calling it now the “Student Support Center.” She discussed in detail the three-year comparison of the SAT School Data and that 188 students took additional SAT testing. The PSAT was now being administered to all ninth-grade students and that they were offering more opportunities to practice for the SAT. The counselors are strategizing with departments to link students to the Kahn Academy. She discussed the Limon System. Mr. Goralski requested Ms. Discenza to add the slide that was missing from the Board’s packet (District Performance History and the percentage of students at or above goal over four years) and for Linda Blanchard, Recording Secretary, to post it online in the Board packet.

There are 21 Advanced Placement courses offered at the high school. There were 316 students in 2019 that sat for 605 AP exams at St. Aloysius Church and the high school. She provided a five-year school summary. Last year, the state universities decided that they would take a score of 3 or more; previously it was a score of 4 or 5. She discussed the changes to Advanced Placement.

Ms. Discenza highlighted the credited courses offered for the UConn Early College Experience (ECE) and the growth in enrollment and courses. Last year, there were 123 students participating for UConn ECE credit. Southington is ahead of Hartford County and the District Reference Group (DRG) for the number of students and courses offered.

Ms. Discenza provided graduate data for the Class of 2019 and that in a survey, 84% of students reported that they were going on to post-secondary educational institutions. She discussed the growth in the Vocational/Technical School and the College & Career Fair, which in the past was called the College Fair. The students are provided choices and options for their post-secondary plans.

Ms. Discenza addressed new changes with the College Board, first generation college students, the NCAA presentation, Naviance and the Alumni Tracker. The Board members had many questions including AP burnout by students for taking too many AP courses for class rank,

Naviance and career paths for students starting in middle school, multiple intelligence inventory surveys, and the perception of students who believe that taking more rigorous classes would look better to the college admissions officers. Mr. Madancy noted GPA, weighting, grading and leveling is deterring students because of the rules that the colleges are applying to their admissions process that are forcing students to play the game. Also discussed was the cost to attend college, the different levels of the classes CP, CCP, Honors, and AP impacting the students' GPA and class rank.

Mrs. Queen announced that on October 24, the College Board Landscape Tool webinar was being offered at noon through CABA (Connecticut Association of Boards of Education), discussing what colleges are looking for when they are looking at student applications.

**c. Smarter Balanced Test Results Presentation**

Mrs. Stephanie Lawlor, Language Arts Coordinator, and Mrs. Amy Zappone, Math Coordinator, gave a PowerPoint presentation on the district-wide results of the Smarter Balanced Assessments, which described student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems. They highlighted and discussed in detail background information on the Summative Assessments in English Language Arts (ELA) and Mathematics, defining Scale Scores and Achievement Levels, the results comparing Southington to state and DRG (District Reference Group) scores, growth and achievement data and the next steps in ELA and math.

Mrs. Lawlor addressed the Scale Scores and four achievement levels noting that Southington is outperforming the state average at every grade level. She discussed the ELA district performance history achievement bands over five years that are remaining level, the percentage of students meeting or exceeding in each grade level tracking "rough cohorts", average vertical scale scores, and Southington ranks 10<sup>th</sup> out of 24 districts in our DRG meeting or exceeding the benchmark in ELA.

Mrs. Amy Zappone addressed the areas that compose the math scores for Smarter Balanced and the four levels of achievement. Southington was above the state average levels in math. She discussed the math district performance history and achievement bands over five years, the percentage of students meeting or exceeding in each grade level tracking "rough cohorts", average vertical scale scores, and that Southington ranks 9<sup>th</sup> out of 24 districts in math in our DRG.

The coordinators highlighted the district growth over time in math and ELA, district high needs subgroup performance (English Learners, Student with Disabilities, Free/Reduced Lunch), growth data targets achieved for all learners, and growth rate. The coordinators emphasized that the Smarter Balanced is just one data point indicator. They use other forms of assessment to monitor student learning in real time.

The Board members addressed phonetics, high needs students and separating out the economic factor and the learning disability factor, 54.4% of Southington students at or above goal in math on the SAT and use of math after high school.

*Mr. Goralski called for a recess at 9:24 p.m. for the Board members and Mr. Connellan, Superintendent of Schools to go back into Executive. The Board members and Mr. Connellan reconvened Executive Session at 9:30 p.m.*

Mr. Goralski declared Executive Session ended at 11:00 p.m. and the Board returned to Regular Session.

**12. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 11:00 p.m.

Respectfully submitted,  
*Linda Blanchard*  
Recording Secretary



# Saving Middle School Sports and Activities

SMSAA Update/Overview  
Oct. 10, 2019

## Topics to Review

- An Update on Current State
  - Volunteers and engagement levels are up; improved visibility and communication
- Fundraising goals, plans and events have been determined and are underway
  - One of our largest fundraisers is currently underway (Calendar sale)
  - A healthy mix of fundraising activities are scheduled, with chairs in place and planning well underway
- Next Steps
  - New revenue streams are being explored

## **Volunteerism and engagement are up from previous year**

- 4 open board positions were filled, three of which are new to the committee
- Team chair positions are filled
- Additional new volunteers engaged and contributing
- Better communication - at least early on - via our coaches and team chairs, and through partnerships with the schools, coaches and administrators

## **Our Plan**

### **Fundraising Goal and Plan Set and Underway For the Fall Season**

- Calendar sale is in flight
- Healthy participation on Team SMSAA Apple Harvest Road Race Team
- JFK/DePaolo volleyball game fundraiser in late Oct
- Additional commitments from outside organizations and companies
- Applications to grants submitted

## **Our Plan**

### **Fundraising Plan is Set and Underway**

- **Additional Fundraisers Planned for Winter and Spring**
  - Hoop it Up (early Dec )
  - SYBA Thanksgiving tournament partnership fundraising opportunity (November)
  - Vacation drawing (Winter)
  - Flavors of Southington (Early March)
  - Glow Golf tournament (May)
  - Continued grant applications and business outreach
  - Shack a Can events at local eateries

## **Next Steps**

### **New revenue streams are in the works and will be tested**

- Online fundraising opportunities (e.g. Amazon Smile)
- Promoting company match programs
- Restaurant nights
- Expanded grant application and business/civic organization outreach
- Determining spring athlete/student fundraiser at next meeting

# **Board of Education**

## **Administrative Report**

**October 24, 2019**



- 1. Collaborations with Partner School Districts**
  - a. Science – Plainville**
- 2. Custodial services at SHS – In-house versus Contracted**
- 3. EL Services – District**
- 4. SPS Coalition for Social Justice Update**



SOUTHINGTON BOARD OF EDUCATION  
Southington, Connecticut

**FINANCE COMMITTEE MEETING**

Monday, October 21, 2019, 7:00 a.m.

John Weichsel Municipal Center

Conference Room #2

200 North Main Street

Southington, CT 06489

Board Members Present: Colleen Clark, Chair; Joe Baczewski (arrived at 7:20 a.m.); David Derynoski; Zaya Oshana (via telephone).  
Present from Administration: Sherri DiNello, Director of Business & Finance; Jennifer Mellitt, Accounting Manager

The Finance Committee meeting was called to order at 7:10 a.m.

1. **SELF INSURANCE:**

Mrs. DiNello reviewed Self Insurance report.

2. **TRANSFER OF FUNDS:**

Mrs. DiNello explained that the Transfer of Funds request was housekeeping from the budget approval of bringing all the Southington High School cleaning in-house by hiring a part-time custodian for the evening shift rather than outsource. The committee recommends approval.

3. **ROSE S. AND SISTO R. CASTALDI SCHOLARSHIP FUND:**

Mrs. Mellitt explained that in 1993, Mr. Sisto Castaldi's will created a Trust with approximately \$84,000 that instructed the Trustee to invest the funds and pay the net income from the Trust to the Board of Education for the purpose of awarding one scholarship annually in the amount of \$3,000. Regulations for Tax Exempt Trusts have changed since that time and the Trustee is now required by law to reduce the principal in the trust annually. The Board of Education Trust exceeds the \$3,000.

The Finance Committee recommends offering two (2) scholarships of up to \$3,000 each beginning this school year for the Southington High School Class of 2020 and continuing until the excess funds have been awarded to graduating seniors. At that time, the Finance Committee recommends that the scholarship is reduced to one (1) annual award equal to the interest and reduction of the principal.

4. **PROJECTS FOR UNEXPENDED FUND ACCOUNT FY'2019:**

Mrs. DiNello explained the process of creating and prioritizing the list of projects for utilizing the funds in the Unexpended Funds Account. Sherri DiNello, Jennifer Mellitt, Peter Romano, Director of Operations, and Tim Connellan, Superintendent, met to review the Major Projects and Equipment and Five-Year Capital Plan approved for 2019-2020 to prioritize the items. Mr. Baczewski questioned the stage lighting upgrade and thought that it was a want and not a need. Mr. Derynoski felt that after the election the new Board should determine the priority list. Mrs. Clark recommended that the Finance Committee prioritize the current list and that the current Board of Education members approve it because they were familiar with the projects. She thought that it would be overwhelming for the newly elected Board of Education members.

Mr. Oshana thought that the curtains were a priority and that the Southington High School stage lighting upgrade needed to be done. He would like the high school parking lot expansions/repaving for \$207,030 to be on the project list. A lengthy discussion occurred regarding the parking lot at the high school. The majority of the committee members requested that it be added to the list; however, the discussion was not unanimous.

The committee's revised list will be shared with the full Board of Education on October 24, 2019 for input and approval.

5. **MISCELLANEOUS:**  
There were no miscellaneous items.

The meeting adjourned at 7:45 a.m.

Respectfully submitted,



Sheri DiNello, Director of Business & Finance  
SPD/lb #4.1920.10-21-19.minutes.docx

Southington Public Schools  
Southington, Connecticut

2019 - 2020

**TRANSFERS OF FUNDS**

RECOMMENDED TO FINANCE COMMITTEE

October 21, 2019

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
SHS	10	32200	1260	Contracted Custodial Services	(99,402.00)	
	10	11810	0230	Custodial Salaries		86,337.00
	10	54100	2490	Equipment Contingency		13,065.00
<b>TOTAL</b>					<b>(99,402.00)</b>	<b>\$99,402.00</b>



**Unexpended Fund Account FY 2019  
Finance Committee 10-21-19  
Project Listing Draft**

Budget location & year	Project	School	Amount
Major Projects & Equipment 2020-21	Auditorium Curtain Replacement	SHS	\$ 24,778.00 *
Major Projects & Equipment 2019-20	Replace Flooring in Library/Classrm & Faculty	SHS	\$ 131,052.00
Major Projects & Equipment 2019-20	Replace Drapes with Blackout Roller Shades	SHS	\$ 10,263.00
Major Projects & Equipment 2019-20	Door & Hardware Replacement	DES	\$ 17,030.00
Major Projects & Equipment 2019-20	Replace Drapes with Blinds	FES	\$ 8,100.00
Major Projects & Equipment 2019-20	Asphalt Crack Sealing-All Elementary Schools	Districtwide	\$ 25,000.00
Major Projects & Equipment 2019-20	Catch Basin Replacements	Districtwide	\$ 17,200.00
Major Projects & Equipment 2020-21	Replace Press Box Roof	SHS	\$ 12,360.00
<b>Capital Plan 2019-20</b>	<b>Parking Lot Expansion/Repaving</b>	<b>SHS</b>	<b>\$ 207,030.00 ****</b>
Capital Plan 2021-22	Stage Lighting Upgrade	SHS	\$ 190,000.00 **
Major Projects & Equipment 2020-21	Ceiling Tile Replacement Auditorium Lobby	SHS	\$ 15,981.00
Major Projects & Equipment 2020-21	Install Dividing Walls in W277	SHS	\$ 20,956.00 ***
Capital Plan 2021-22	Retrofit Turf Stadium Lights to LED	SHS	\$ 105,000.00
			\$ 784,750.00

\*Cost may be closer to \$30,000

\*\*The estimate has not been revised in a number of years

\*\*\*Additional conversation needed about use of space

**Unexpended Fund Account FY 2019  
Project Listing Draft**

Budget location & year	Project	School	Amount
Major Projects & Equipment 2020-21	Auditorium Curtain Replacement	SHS	\$ 24,778.00 *
Major Projects & Equipment 2019-20	Replace Flooring in Library/Classrm & Faculty	SHS	\$ 131,052.00
Major Projects & Equipment 2019-20	Replace Drapes with Blackout Roller Shades	SHS	\$ 10,263.00
Major Projects & Equipment 2019-20	Door & Hardware Replacement	DES	\$ 17,030.00
Major Projects & Equipment 2019-20	Replace Drapes with Blinds	FES	\$ 8,100.00
Major Projects & Equipment 2019-20	Asphalt Crack Sealing-All Elementary Schools	Districtwide	\$ 25,000.00
Major Projects & Equipment 2019-20	Catch Basin Replacements	Districtwide	\$ 17,200.00
Capital Plan 2021-22	Stage Lighting Upgrade	SHS	\$ 190,000.00 **
Major Projects & Equipment 2020-21	Replace Press Box Roof	SHS	\$ 12,360.00
Major Projects & Equipment 2020-21	Ceiling Tile Replacement Auditorium Lobby	SHS	\$ 15,981.00
Major Projects & Equipment 2020-21	Install Dividing Walls in W277	SHS	\$ 20,956.00 ***
Capital Plan 2021-22	Retrofit Turf Stadium Lights to LED	SHS	\$ 105,000.00
			\$ 577,720.00

\*Cost may be closer to \$30,000

\*\*The estimate has not been revised in a number of years

\*\*\*Additional conversation needed about use of space



# SOUTHINGTON PUBLIC SCHOOLS

*JENNIFER MELLITT  
ACCOUNTING MANAGER  
PURCHASING DEPARTMENT*

## **MEMO**

TO: Finance Committee Members

RE: Rose S. and Sisto R. Castaldi Scholarship Fund

DATE: October 18, 2019

In 1993, Mr. Sisto R. Castaldi's will created a Trust with approximately \$84,000. The will instructs the Trustee to invest the funds and pay the net income from the trust to the Board of Education in Southington for the purposes of awarding one scholarship annually. Initial paperwork from the original trustee in 1993 quoted a scholarship amount of \$3,000 or the annual income on the trust.

Regulations for Tax Exempt Trusts have changed over the years and the Trustee is now required by law to reduce the principal in the trust annually. As a result, the funds received and held by the Board of Education exceed the \$3,000 annual scholarship amount.

We request approval to offer two scholarships of up to \$3,000 each beginning with the upcoming scholarship season for the Southington High School Class of 2020 and continuing until the excess funds have been awarded to graduating seniors. At that time, we recommend the scholarship be reduced to one annual award equal to the interest and reduction of principal.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date October 24, 2019

Decision Requested \_\_\_\_\_ Agenda Code 10 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Town Government Communications

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

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date October 24, 2019

Decision Requested x Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Unaffiliated Employees Compensation

**Summary of Issue:** Board action is required to establish compensation for Unaffiliated Employees for the 2020-2021 school year.

**Background:** The Board approves compensation annually.

**Alternative Strategies:** \_\_\_\_\_

**Cost (if applicable):** Variable by position      **Funding Source:** Operating budget

**Beginning Date of Program or Project:** July 1, 2020

**Ending Date of Program or Project:** June 30, 2021

**Recommendation or Comment:** Recommended motion: That the Board approve the compensation for Unaffiliated Employees for the 2020-2021 school year as presented by the Superintendent and adjusted by the Board.

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date October 25, 2019

Decision Requested \_\_\_\_\_ Agenda Code 11 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** 2018-2019 School Resource Officer Annual Report

**Summary of Issue:** The School Resource Officer program has been in operation at Southington High School since the fall of 1997. A report has been prepared that is attached that summarizes the program for the 2018-2019 school year.

**Background:** The School Resource Officer has proven to be a valuable staffing resource at Southington High School.

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** 1997

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Board members may wish to comment on the report.

Sergeant Brian Leppard and Officer James Valentine will be present at the meeting.

Title of Attachment

1. 2018-2019 Report

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

# Department of Police Services

## Town of Southington, Connecticut

**Sergeant Brian Leppard, 236**  
Administrative Section  
Accident Reconstruction  
69 Lazy Lane  
Southington, CT 06489  
p: 860.378.1600, ext: 1603  
f: 860.378.1699  
e: Bleppard@SouthingtonPolice.org



**Chief of Police**  
John F. Daly

### Annual Report, SY 2018-2019

The School Resource Officer's assignment has multiple roles within the community and school environment, including, but not limited to: Encouraging compliance with federal, state and local laws, as well as, enforcing those laws when applicable. Providing a safe environment for students, staff, parents, and visitors. Investigating allegations of criminal activity or complaints. The School Resource Officer make referrals to the court system and/or Juvenile Review Board, by way of enforcement. Attend meetings, events, and anything else requested by the school or district. This includes Football games, Proms, and special event related activities at the school. The School Resource Officer will assist in educating staff and students in safety, justice programs and drug awareness. The School Resource Officer will also provide support in the areas of conflict resolution, intervention, mentoring and problem solving.

I believe that the most important role and objective of the School Resource Officer is building positive relationships, while providing a safe environment for everyone. Our School Resource Officers take great pride in what they do and I believe that it is directly reflected with the relationships that have been built in Southington.

#### **Duties and Responsibilities:**

1. Provide Law Enforcement services within Southington High School.
2. Act as an informational resource to school personnel, students and parents.
3. Act as a liaison between the Southington School System (guidance counselors, psychologists, crisis support workers, principals, superintendent) youth agencies, youth organizations, town departments and justice programs and maintain effective communication with those groups.
4. Present training classes in the school system as requested or developed and approved by the Chief of Police or his designee.
5. Be a mentor to students, factuality and staff.
6. Perform other duties and/or tasks as assigned.

During the School Year of 2018-2019 the Resource Officer conducted and facilitated Lock-Down Drills, Fire Drills, and Active Aggressor training, which has become a growing concern in every community around the country. Our School Resource Officer, supported by his or her Support Staff within the Police Department continuously meet to problem solve, educate, and/or reevaluate the best safety practices in the High School and around the district.

### **Statistics for 2018-2019**

Alcohol or Drug Related Issues: 3

Tobacco Complaints: 3

STEPS Vaping Program: 27 Diversionary Program Students

Harassment Complaints: 4

Medical Related Issues: 20

Motor Vehicle Accidents: 14

Sexual Assault: 1

Thefts: 3

Trouble with Juvenile/Person Complaints: 18

Vandalism to Town Property: 2

### **Enforcement Action**

- Disorderly Conduct or Breach of Peace (Fight or Disturbance): 8 Arrests (Juvenile and Adult) and 2 Juvenile Review Board Referrals.
- Possession of Marijuana: 1 Infraction and 1 Juvenile Review Board Referral
- Possession of Vape Device: 1 Infraction and 1 Juvenile Review Board Referral
- Sexual Assault: 1 Juvenile Arrest
- 27 Vaping Referrals to the STEPS Vaping Program

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date October 24, 2019

Decision Requested X Agenda Code 11 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Superintendent's Proposed Goals for 2019-2020

**Summary of Issue:** Goals are submitted to the Board of Education every year for the board's review.

**Background:** The Superintendent's Goals are presented for board's approval for the 2019-2020 school year.

**Alternative Strategies:** The Superintendent's goals to be modified.

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

**Beginning Date of Program or Project:** 2019-2020 School Year

**Ending Date of Program or Project:** June 2020

**Recommendation or Comment:** To approve the Superintendent's Goals for the 2019-2020 school year.

**Title of Attachment(s)**

1. Proposed Superintendent's Goals 2019-2020

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

## SOUTHINGTON'S VISION OF A GRADUATE

A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.



# SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan*  
*Superintendent of Schools*  
TFC

## MEMO

To: Board of Education Members  
Date: October 22, 2019  
Re: Superintendent's Goals 2019-2020

Attached you will find for your review, a draft copy of my goals for the current school year. I retained the format of separating the work into the five categories of **Teaching and Learning; Facilities; Technology; School Safety and Security and Budget-Fiscal**. This memorandum summarizes some of the highlights. As you can see, the outline itself is much more detailed.

### Teaching and Learning

As you may recall from previous discussions, we are engaged in a multi-year process of transforming teaching and learning in the Southington Public Schools. Southington's Vision of a Graduate, 21<sup>st</sup> Century Skills, and Systemic Transformation will continue to be the focus of our work in Southington for many years to come. Consequently, the major components of my goals address Teaching and Learning.

Facilitating the development of "Student B" requires the development of both "Teacher B and Leader B", terms with which you have become very familiar. To move down the path of accomplishing those outcomes it will be necessary to engage the seven strategies for creating and sustaining the district vision. Building capacity will be a continual focus of the work during the coming school year once again. A major shift this year is to extend the professional learning experiences more completely into all of the schools. Members of the Administrative Leadership Team have been engaging in capacity building efforts that will now translate to building capacity in every school and classroom.

As I have noted previously, capacity building extends into feedback and input and therefore it continues to be appropriate to facilitate the development of student voice. Dialogue with student leaders and organizations will be an important element. In addition, the district will add another dimension to the discussion by beginning post-graduate follow-up surveys. As always, follow-up work with parents will continue through discussions and presentations with Parent Teacher Organizations.

Work will continue on "aligning the system" and in many ways this strategy has become even more important. The Curriculum Leadership Team, the Assistant Superintendent for Curriculum and Instruction, the Board of Education Curriculum and Instruction Committee and other

professional staff will continue work on curriculum renewal with an emphasis on alignment with 21<sup>st</sup> Century Skills and the Vision of the Graduate. The elementary time study will move toward completion with the revision of the elementary social studies curriculum as the final piece of data. The Board of Education Personnel and Policy Committee will continue to review and revise the Board of Education Policy Manual. Administrators and the Professional Development and Evaluation Committee (PDEC) will explore alternative methods to provide the type of feedback and support that will align with systemic transformation while meeting state guidelines. The revised Administrator Evaluation and Support Plan will be implemented in 2019-2020.

District level work on Diversity, Equity and Inclusion will continue through the commitment to the work of the Coalition for Social Justice. The Coalition's work will translate into recommendations for ongoing professional development among other components. In addition, a new emphasis on Community Engagement will highlight the positive activities and accomplishments of the students and staff in the district.

### **Facilities**

The focus on Facilities is two-pronged again this year. It is anticipated that a collaborative plan will emerge for the disposition of the three elementary schools that have not been renovated to date. The District will continue to collaborate with all Town partners on the development of a Capital Improvement Plan, including elements from the Civil Rights review.

### **Technology**

Instructional Technology and Information Technology are the two terms that we have started to use to describe the use of technology in the classroom and the use of technology for other purposes including technology infrastructure. Clearly, we are continuing our work on the infrastructure side, but there is a more structured focus on the instructional technology side than in previous years. The Technology Committee and Leadership Team will facilitate the expanded use of Canvas, the Learning Management System and will provide ongoing professional development in the use of the new district database from Lyman Systems. In addition, there will be a renewed emphasis on the use of data to inform decisions regarding student performance.

### **School Safety and Security**

School safety and security is an ongoing focus. The Interagency School Safety Committee will continue to meet monthly. The School Safety and Security Plans will be reviewed, revised as appropriate and submitted to the state as required. The District will apply for reimbursement from the State if funds are to be made available.

### **Budget-Fiscal**

Preparing a budget for fiscal year 2020-2021 will be one of the biggest challenges yet again that the administration and the Board will face. Regardless of the funding that ultimately will be available, it will be necessary to maintain our focus on incremental improvement of professional practice. As you know, over the past several years, we have reallocated resources and used existing staff to create more effective and efficient programs and services for students despite funding that was below the current level of services. The 2020-2021 budget will continue to support best practices and continue to support the improvement of teaching and learning in all areas.

# SUPERINTENDENT'S GOALS SCHOOL YEAR 2019 – 2020

Proposed October 24, 2019

## ***SOUTHINGTON PUBLIC SCHOOL DISTRICT***

---

Office of the Superintendent

### SOUTHINGTON'S VISION OF A GRADUATE

A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.

#### **I. Teaching and Learning**

##### A. Education for 21<sup>st</sup> Century Skills – Systemic Transformation

1. Continue to build on the work surrounding the adoption of Southington's Vision of a Graduate and Systemic Transformation. The overarching goal is for the system to facilitate the development of "Student B". In order to do so, the system must facilitate the development of "Teacher B" while continuing to promote the development and evolution of members of the Administrative Leadership Team into "Administrator B".
2. Continue to use as appropriate, elements of the Seven Strategies for Creating and Sustaining a District Vision: ***Adopt a Vision, Create Community Consensus, Align the System, Build Professional Capacity, Focus Curriculum and Instruction, Support Teachers, and Improve and Innovate.*** Note that these strategies are not sequential, can be implemented simultaneously at times and will be ongoing through the transformation process.
3. Continue to Build Professional Capacity of administrators, teachers and staff to facilitate the introduction and implementation of 21<sup>st</sup> Century Skills (***Creativity, Communication, Critical Thinking, Collaboration, Citizenship and Content Mastery***) in the classroom and in all areas identified as components of the Southington Vision of a Graduate. Building professional capacity will be ongoing for all staff albeit at different rates and levels of complexity. This is a continuation of a multi-year effort.
  - a) Continue to engage the Administrative Leadership Team, faculty and staff in didactic and reflective professional development regarding 21<sup>st</sup> Century Skills.
    - 1) Continue to provide Administrative Leadership Team professional learning opportunities.
      - i. Monthly and bi-monthly meetings focused on professional learning opportunities that cut across the 21<sup>st</sup> Century Skills.

# **SUPERINTENDENT'S GOALS SCHOOL YEAR 2019 – 2020**

**Proposed October 24, 2019**

- ii. Monthly and bi-monthly meetings of Team 21 steering committee.
      - iii. Monthly and/or bi-monthly meetings focused on professional learning opportunities that cut across the 21<sup>st</sup> Century Skills and assist administrators in planning PDEC allotted professional learning opportunities associated with the Vision of the Graduate work.
    - 2) Continue the use of the Administrator Calibration Walk tool.
      - i. Ongoing and bi-monthly
  - b) Professional learning opportunities focused on the Vision of a Graduate work will be implemented in each school.
    - 1) Coordinated through the Southington Professional Development and Evaluation Committee (PDEC) calendar.
    - 2) Professional learning opportunities to be facilitated by members of the Administrative Leadership Team.
      - i. Develop and implement use of a course module within Canvas (district learning management system) to curate and cull material for administrator use when planning for sessions with teachers related to the Vision of a Graduate.
      - ii. Building level
      - iii. District level
    - 3) Encourage and facilitate reflective practice through the use of Instructional Learning Teams at the building level.
      - i. Ongoing, varying by building and team
    - 4) Engage members of Southington's professional staff through interactive discussions regarding 21<sup>st</sup> Century Skills and Southington's Vision of the Graduate. At this point in the transformation work, individual teachers, schools and departments are at different levels of understanding and therefore
      - i. Administrative Leadership Team members facilitate discussions regarding the Six C's with individual teachers.
      - ii. Where appropriate or desirable, elements of the Six C's may be incorporated into the Teacher Evaluation and Support Plan work and/or the Instructional Learning Team work.
  - c) Continue to engage the Board of Education and the Curriculum and Instruction Committee of the Board in active discussions regarding 21<sup>st</sup> Century Skills and Southington's Vision of the Graduate.

# **SUPERINTENDENT’S GOALS SCHOOL YEAR 2019 – 2020**

## **Proposed October 24, 2019**

- 1) Continue staff presentations and discussions at Board of Education meetings and/or Curriculum and Instruction Committee meetings.
- d) Extend the discussions regarding 21<sup>st</sup> Century Skills and Southington’s adopted Vision of the Graduate.
  - 1) Facilitate the use of student voice through student organizations and student leaders
    - i. Meet directly with specific student representatives
    - ii. Begin post-graduate follow-up surveys of students
  - 2) Continue meeting with Parent Teacher Organizations

#### 4. Continue to Align the System

- a) In conjunction with other professional staff and the Curriculum and Instruction Committee, continue work on developing the Macro and Micro-Curriculum in specific content areas.
- b) Continue large scale curriculum work to embed the transdisciplinary goals associated with the Vision of the Graduate into all units across grade levels and content areas.
- c) The Curriculum Leadership Team will review and update the curriculum renewal grid and map out multiple sessions to hold workshops with teachers to analyze the presence of transdisciplinary goals within current units and performance assessments.
- d) District leadership will map out the presence of transdisciplinary goals within and across units using information gathered from workshops resulting in the initial draft of the “macro-curriculum”.
- e) Continue development, revision and/or implementation of revised units of study that align with CT Core Standards, Next Generation Science Standards and CT Social Studies Frameworks.
- f) In conjunction with other professional staff, complete the next phase of the elementary time study.
- g) In conjunction with the Personnel and Policy Committee, continue the review and revision of the Board of Education Policy manual.

#### 5. Continue to explore and implement alternative methods to offer feedback and support within the Teacher and Administrator Evaluation Process.

#### 6. Implement the revised Administrator Evaluation and Support Plan to reflect values and leadership skills of the 21<sup>st</sup> century leader promoting the district’s Vision of the Graduate.

#### 7. Implement additional professional development for the Administrative Leadership Team and the District Professional Development and Evaluation Committee.

## **SUPERINTENDENT’S GOALS SCHOOL YEAR 2019 – 2020**

**Proposed October 24, 2019**

8. Begin revision of the current Teacher Evaluation and Support Plan to reflect “Teacher B” beliefs, behaviors and practices.
  - a) PDEC meeting to discuss initial steps.
  - b) Attendance at Connecticut Association of Public School Superintendents and Connecticut Association of Schools professional learning session with Kim Marshall.
    - 1) Representation from district leadership team and administrative and teacher professional associations.

### **B. Social Justice**

1. The district will continue work related to Diversity, Equity and Inclusion to promote cultural and racial consciousness amongst staff, equitable outcomes for all students, and awareness within the school community.
2. Continue work with the Southington Public Schools Coalition for Social Justice.
  - a) Continue to partner with the State Education Resource Center to facilitate the work of the Coalition.
  - b) Monthly and/or bi-monthly meetings
3. Continue partnership and participation with the Capital Region Education Counsel.
  - a) Identify and implement best practices and areas for improvement to support SPS students in the Open Choice Program.
4. Provide professional learning opportunities for staff in the areas of cultural competence, bias and social justice.
5. Continue ongoing professional learning relative to Diversity, Equity and Inclusion during monthly Administrative Leadership Team meetings.
6. Form a District Equity Leadership Team (DELT) to assist with recommendations developed by the SPS Coalition for Social Justice.

### **C. Community Engagement**

1. Explore and develop new ways in which to engage the community at large.
  - a) Explore grant development opportunities to support this effort.
  - b) Develop communication strategies that outline school district activities and achievements.
  - c) Explore the use of social media as a communication and marketing tool.
  - d) Pilot at least one or two new strategies in the 2019-2020 school year.

# SUPERINTENDENT'S GOALS SCHOOL YEAR 2019 – 2020

Proposed October 24, 2019

## II. Facilities

- A. In collaboration with the Board of Education and other Town elected and appointed officials, develop a plan to engage in the appropriate discussions and activities that will result in moving forward with a recommendation regarding the disposition of the three elementary schools that have not yet been renovated.
- B. Continue to collaborate with Town officials on the further development of the Town of Southington Capital Improvement Plan.
- C. Continue to engage the internal District Civil Rights Committee to review responses from the State Department of Education regarding the issues raised by the State Department of Education relative to the Title IX of Southington High School.
  - 1. Review the State's response.
  - 2. Create a plan for the next steps in addressing issues that have not yet been resolved.

## III. Technology

- A. Facilitate the work of the District-wide Technology Committee and Technology Department.
  - 1. Continue work on an evolving vision for the use of technology in the district, in concert with the Vision of the Graduate, e.g. consideration of implementing classroom sets of devices and the infrastructure necessary to support that effort.
  - 2. Continue expansion of staff use of the Learning Management System for the district.
  - 3. Provide ongoing professional learning for staff in the use of Lyman Systems, the District database.
- B. Improve use of data to inform decision making relative to student progress
  - 1. Reconvene District Data Team.
  - 2. Review and revise adopted District Performance Indicators as appropriate.
  - 3. Gather baseline data associated with the indicators.
  - 4. Facilitate the efficient and effective use of State's EdSight Secure data portal.

**SUPERINTENDENT’S GOALS SCHOOL YEAR 2019 – 2020**  
**Proposed October 24, 2019**

**IV. School Safety and Security**

A. School Safety and Security Plan

- 1.Reconvene the Interagency School Safety Committee to review adjustments, if any to the School Safety and Security Plans.
  - a) Review and discuss necessary adjustments with the Committee.
- 2.Report on adjustments to Board of Education by November 1, 2018.
- 3.Submit required components of the School Safety and Security Plan to State
- 4.Submit required components of the School Safety and Security Reimbursement Grant if it is offered by the State in 2019-2020.

**V. Budget – Fiscal**

A. In collaboration with the Administrative Leadership Team develop a budget proposal that will support the continued improvement of all programs and services under the jurisdiction of the Southington Public School System.

- 1.By November 15, 2019, meet with all members of the Administrative Leadership Team to review submitted budget requests.
- 2.By December 13, 2019, establish the funding priorities for ongoing and proposed programs and services.
- 3.On or before January 3, 2020 prepare the Superintendent’s Proposed Budget for review and discussion at the Board of Education Budget Workshops.

B. Continue to explore ways to leverage cooperation and collaboration between and among other school districts or Regional Education Service Centers and with Town partners.

C. Continue to implement operational efficiencies resulting in expenditure savings.

- 1.Document instances of operational efficiencies and communicate those to stakeholders.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date October 24, 2019

Decision Requested X Agenda Code 11 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** School Safety and Security Plan Submission

**Summary of Issue:** The submission of the school safety and security plans and/or updates is an annual requirement. Plans are submitted to the Emergency Management Director and then to the State.

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** Submission is November 1<sup>st</sup> of each year

**Ending Date of Program or Project:** Ongoing

**Recommendation or Comment:** Board approval of the submission of updates.

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

## SOUTHINGTON'S VISION OF A GRADUATE

A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.



# SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan*  
*Superintendent of Schools*

*TFC*

## **MEMO**

To: Board of Education Members  
Date: October 23, 2019  
Re: School Safety and Security Plan Submission 2019-2020

All school districts in Connecticut are required to update school safety and security plans on an annual basis and to submit those changes to the Department of Emergency Management. In Southington, building principals update the appropriate portions of the school plans in collaboration with the Director of Operations and the Southington Police Department. Almost all of the changes or updates involve the lists of and contact information for staff. Occasionally a staff member may assume a new or different role and function. The plans themselves are protected from disclosure to the public due to the sensitive nature of some of the detailed information in the plans and the safety risks disclosure may create. Therefore, the full plans are not attached with this memorandum. A template of the State plan is available on the Department of Emergency Management website.

Attached you will find the following:

1. Signature page for Town Officials
2. Signature page for Principals
3. Record of Changes / Record of Distribution page
4. Documentation of bi-annual review of Appendix 19  
(Physical and Psychological Safety Assessment Tools and Security Audit Results)
5. All Hazards School Security and Safety Plan Standards – October 2019
6. Connecticut General Statute 10-222m

# SOUTHINGTON PUBLIC SCHOOL DISTRICT

The Southington Public School District is committed to the safety and security of students, faculty, staff, contractors and visitors on its campus. In order to support that commitment, the School System has conducted an all-hazards review of its schools' emergency prevention, protection, mitigation, response and recovery procedures relevant to natural and human caused disasters.

The All-Hazards School Security and Safety Plan ("Plan") that follows is the official policy of the Southington Public School District. We recognize the need to commit the appropriate municipal resources to ongoing training, exercises, and maintenance required in order to keep the Plan current. This Plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication between school and emergency management officials along with ongoing monitoring of emergency management practices and advisories is essential.

Effective school emergency management planning and the development of an all-hazards school plan cannot be accomplished in isolation. We recognize that it is critical that schools work with their district staff and community partners, including local emergency management staff, first responders, and public and mental health officials, during the planning process, as an effective school emergency operations plan is supported at the district level and integrated with other local, regional, and state plans.

## SIGNATORY PAGE

This School District Security and Safety Plan is effective immediately and supersedes all previous editions. This plan shall be made an annex to the municipality's Local Emergency Operations Plan, reviewed, updated as necessary, and filed annually with the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) Regional Coordinator under Connecticut General Statutes Section 28-7, and Public Act No. 13-3 Section 87(c). This Plan is completed and approved through a collaboration of efforts in the community, including:

Timothy J. Conellan 10-15-19  
District Superintendent/Date

[Signature] 10-21-19  
School Board Chair/Date

See attached for all principal signatures  
(School's Name) Principal/Date<sup>1</sup>

[Signature] 10/16/19  
Municipal Chief Executive Officer/Date

[Signature] 10-16-19  
Emergency Management Director/Date

[Signature] 10-16-19  
Fire Chief/Date

Chief Jack Daly  
Police Chief/Date

[Signature] 10-16-19  
Local Public Health Director/Date

[Signature] 10/16/19  
Local Fire Marshal (if not Fire Chief) /Date

[Signature] 10-16-19  
Local EMS Director/Date

<sup>1</sup> See attached for all school principal signatures.

SOUTHINGTON PUBLIC SCHOOLS PRINCIPAL SIGNATORY PAGE

Southington High School  
(School's Name)

Frank Lips 10/16/19  
Principal Signature / Date

Hutton Elementary  
(School's Name)

R. O'Connell 10/18/19  
Principal Signature / Date

Flanders Elementary  
(School's Name)

Yvonne Green 10/18/19  
Principal Signature / Date

Derynoski Elementary  
(School's Name)

Jan Brendera 10/18/19  
Principal Signature / Date

Oshana Elementary  
(School's Name)

Janice Rogala 10/18/19  
Principal Signature / Date

Kelley Elementary  
(School's Name)

Maura Kappel 10/18/19  
Principal Signature / Date

Strong Elementary  
(School's Name)

Yvonne 10/18/19  
Principal Signature / Date

Kennedy Middle School  
(School's Name)

Richard Terino 10/18/19  
Principal Signature / Date

DePaolo Middle School  
(School's Name)

Chris 10/18/19  
Principal Signature / Date

South End Elementary  
(School's Name)

Bruce Mattress 10/18/19  
Principal Signature / Date

Alta  
(School's Name)

Jess W. Lewin 10/18/19  
Principal Signature / Date

\_\_\_\_\_  
(School's Name)

\_\_\_\_\_  
Principal Signature / Date

# SOUTHINGTON PUBLIC SCHOOL DISTRICT

## RECORD OF CHANGES

Change Number	Date of Change	Name and Title of Reviser	Summary of Change
1	12-12-17	Timothy F. Connellan Superintendent	There were no changes to any of the school plans for the 2017-18 school year.
2	October 2018	Building administrators	Updates to committee and staff lists; telephone tree; roles in Incident Command Structure; update of Appendix 17,18,19
3	October 2019	Building administrators	Updates to committee and staff lists; telephone tree; roles in Incident Command Structure; update of Appendix 17,18,19

## RECORD OF DISTRIBUTION

Name and Title of Recipient	Agency	Date of Delivery	Number of Copies/Format of Delivery
Timothy F. Connellan, Superintendent of Schools	Southington Board of Education	October 2018 October 2019	1 – digital 1 - digital
William Palmieri, Deputy Chief of Police	Town of Southington	October 2018 October 2019	1 – digital 1 - digital
Richard Butler, Fire Chief	Town of Southington	October 2018 October 2019	1 – digital 1 - digital
Mark Sciota, Town Manager	Town of Southington	October 2018 October 2019	1 – digital 1 - digital
Shane Lockwood, Emergency Management Services, Director of Health	Town of Southington	October 2018 October 2019	1 – digital 1 - digital
Peter Romano, Director of Operations	Southington Board of Education	October 2018 October 2019	1 – digital 1 - digital

# Department of Police Services

## Town of Southington, Connecticut

**Sergeant Brian Leppard, 236**  
Administrative Section  
Accident Reconstruction Team  
69 Lazy Lane  
Southington, CT 06489  
p: 860.378.1600, ext: 1603  
f: 860.378.1699  
e: [Bleppard@SouthingtonPolice.org](mailto:Bleppard@SouthingtonPolice.org)



**Chief of Police**  
John F. Daly

### **All Hazards School Security and Safety Plan Review**

On September 27, 2019, Director of Operations Peter Romano and I reviewed the All Hazards School Security and Safety Plan, including Appendix 19, the Physical and Psychological Safety Assessment Tool, at the Board of Education, located at 200 North Main Street, Southington, CT 06489. Any necessary corrections were made and/or reviewed with the building administrator. The review was completed for every district school, detailed below:

1. Southington High School, 720 Pleasant Street
2. ALTA High School, 242 Main Street
3. Joseph A. DePaolo Middle School, 385 Pleasant Street
4. John F. Kennedy Middle School, 1071 South Main Street
5. Derynoski Elementary School, 240 Main Street
6. Flanders Elementary School, 100 Victoria Drive
7. Hatton Elementary School, 50 Spring Lake Road
8. Kelley Elementary School, 501 Ridgewood Road
9. Oshana Elementary School, 70 Church Street
10. South End Elementary School, 10 Maxwell Noble Drive
11. Strong Elementary School, 820 Marion Ave
12. Thalberg Elementary School, 145 Dunham Street

Sergeant Brian Leppard  
Southington Police Department  
Dated: 09/27/2019

# **All Hazards School Security and Safety Plan Standards**

*Version 7  
October 2019*

Recognizing the need for an “all-hazards” emergency preparedness and response capability for schools, Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multi-disciplinary working group to review and revise as needed the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template which were released last year to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and for plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with the development of local all-hazards school security and safety plans should also review the *Guide for Developing High-Quality School Emergency Operations Plans*, released in June of 2013 by a consortium of federal agencies including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services, in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes the establishment of common nomenclature, and the municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions found in the attached template plan. Basic NIMS training for school employees may include ICS 100 SCA, which can be taken online at <http://training.fema.gov>;
3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee provided that the following requirements are met:

a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person deemed necessary, such as a school nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director.

4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 8, below. By November 1<sup>st</sup> of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year, along with the attached form indicating one of the following: (1) there are no changes to the plan(s) or (2) there are limited changes to the plan(s), along with an updated signature page for the plan(s). The third option is to indicate that (3) a revised plan or plans are being submitted, if the current plan(s) have undergone a major revision;

5. The school security and safety plans shall be made an annex to the municipality's Local Emergency Operations Plan, filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7;

6. Procedures for managing various types of emergencies, including crisis management procedures;

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each of the named officials should evaluate and provide feedback on at least one fire drill and one crisis response drill each year. While it is of course impossible for every official to attend every drill at every school, it is a best practice to have the town public safety team (fire, police, emergency management, etc..) attend at least one drill per

---

<sup>1</sup> November 1<sup>st</sup> has been set as the filing date for school plans/revisions in order to give school districts time after the beginning of each school year to convene their committees to review and make any changes to the plans.

year as a team. That way, team members can share observations and ideas with each other. The feedback is critical to maintaining and enhancing your school's preparedness.

The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year, regarding types, frequency, and feedback related to the fire drills and crisis response drills. This report provides an opportunity for the development of best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If your school district has not yet filed its report for the 2017-2018 school year, please do so as soon as possible. The report for the 2018-2019 school year is due by July 1, 2019. If you have any questions about how to fill out this report, please contact us at [SchoolSecurityPlanStandards@ct.gov](mailto:SchoolSecurityPlanStandards@ct.gov).

8. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;

9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);

10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;

11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and; other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders; and

12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to have each school plan achieve the objectives outlined in the Plan Templates. In addition to preparedness and response, it is important for the plan to provide guidance on recovery from any emergency incident. See, for example, the "Accounting for All

Persons and Family Re-Unification” Annex (Functional Annex G), and “Recovery and Continuity of Operations” (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the “Mental Health” Annex, (Functional Annex J), in the plan templates.

13. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation.

Sec. 10-222m. School security and safety plans. School security and safety committees. (a) For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall develop and implement a school security and safety plan for each school under the jurisdiction of such board. Such plans shall be based on the school security and safety plan standards developed by the Department of Emergency Services and Public Protection, pursuant to section 10-222n. Each local and regional board of education shall annually review and update, if necessary, such plans.

(b) For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall establish a school security and safety committee at each school under the jurisdiction of such board. The school security and safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and administering such plan. Such school security and safety committee shall consist of a local police officer, a local first responder, a teacher and an administrator employed at the school, a mental health professional, as defined in section 10-76t, a parent or guardian of a student enrolled in the school and any other person the board of education deems necessary. Any parent or guardian serving as a member of a school security and safety committee shall not have access to any information reported to such committee, pursuant to subparagraph (c) of subdivision (2) of subsection (c) of section 10-222k.

(c) Each local and regional board of education shall annually submit the school security and safety plan for each school under the jurisdiction of such board, developed pursuant to subsection (a) of this section, to the Department of Emergency Services and Public Protection.



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**TO:** Mr. Timothy Connellan, Superintendent  
Southington Public Schools

**FROM:** Mr. Christopher M. Todd, Bureau Chief  
Talent Office

**DATE:** October 21, 2019

**SUBJECT:** Educator Evaluation and Support Plan Amendment Approval

Thank you for submitting an amendment request for Southington Public Schools' Educator Evaluation and Support Plan.

This letter serves as the Connecticut State Department of Education's (CSDE) approval of an amendment to your district's Educator Evaluation and Support plan to be implemented starting in the 2019-20 school year. Please note that upon receiving CSDE approval, state statute requires the amended plan be adopted by your local or regional board of education prior to implementation.

Thank you for your diligent efforts in working toward the shared goal of continuous support and development of educators in order to improve outcomes for all students.

CMT:ka

**Southington Public Schools  
Southington, CT**

# **Southington Administrator Evaluation and Support Plan**

*The content of this document is meant for use in the Southington Public School District beginning in the year 2019-2020. The content of this document has been designed by committee consensus.*

**Southington's Administrator Evaluation and Support  
Committee Members  
2019-2020**

**Timothy F. Connellan**  
Superintendent of Schools

**Steven Madancy**  
Assistant Superintendent for Instruction and Learning

**Robert Garry**  
Principal, Hatton Elementary School

**Michelle Passamano**  
Human Resource Manager

**Frank Pepe**  
Principal, Southington High School

**Richard Terino**  
Principal, Kennedy Middle School

## Table of Contents

<b>Introduction</b> .....	<b>4</b>
<b>Design Principles</b> .....	<b>4</b>
<b>Administrator Evaluation and Development Overview</b> .....	<b>5</b>
<b>Process and Timeline</b> .....	<b>5</b>
<b>Formulating the Summative (Leadership Practice)</b> .....	<b>9</b>
<b>Formulating the Summative (Student Outcomes)</b> .....	<b>12</b>
<b>Summative Administrator Evaluation Rating</b> .....	<b>13</b>
<b>Definition of Effectiveness and Ineffectiveness</b> .....	<b>15</b>
<b>Improvement and Remediation Plan</b> .....	<b>15</b>
<b>Dispute Resolution</b> .....	<b>16</b>
<b>Ensuring Fairness and Accuracy: Evaluator Training</b> .....	<b>16</b>
<b>Evaluation-informed Professional Learning</b> .....	<b>16</b>
<b>Career Development and Professional Growth</b> .....	<b>17</b>
<b>Appendix A (CCL: Connecticut Leadership Standards)</b> .....	<b>18</b>
<b>Appendix B (Southington Leader Evaluation and Support Rubric 2019)</b> .....	<b>49</b>
<b>Appendix C (Forms)</b> .....	<b>56</b>

## Introduction

Southington's administrator evaluation and development system is applicable to all administrators working under the 092 certification. The Superintendent of Southington Public Schools shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes. This plan ascribes to the Common Core of Leading: Connecticut School Leadership Standards. This plan defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

## Design Principles

### Purpose and Rationale

Southington Public Schools has, through initial and ongoing collaboration among myriad community stakeholders, teachers and administrators, established its Vision of the Graduate: *A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.* The effective administrator enriches school life, enhances teacher effectiveness and therefore student achievement, and is perceived as an invaluable collaborator among community stakeholders. The purpose of the Southington Administrator Evaluation and Support system is to evaluate administrative performance and strengthen practice with a focus on the 6C's of 21<sup>st</sup> century learning: Critical thinking, Creativity, Communication, Collaboration, Content mastery, and global Citizenship.

### Core Design Principles

1. Administrator performance is evaluated in four areas:
  - Student learning (45%)
  - Administrator practice (40%)
  - Stakeholder feedback (10%)
  - Teacher effectiveness (5%)
2. Growth over time is an inherent expectation.
3. To ensure the accuracy of ratings, evidence of performance and observation of practice within the CCL Leadership Standards is paramount; however, of equal importance are the professional conversations between the evaluator and his/her evaluatee. Both should be considered to make an informed judgment about the quality and efficacy of practice.

This document describes the process of evaluation and delineates the four components that form its basis ~ *leadership practice, stakeholder feedback, student learning and teacher effectiveness.*

The sequence of steps taken by the evaluator/evaluatee to conclude a summative rating for the evaluatee is specified.

## Administrator Evaluation and Development Overview

Southington's evaluation and development plan consists of multiple measures to ensure a comprehensive depiction of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. Leadership Practice Related Indicators: This category contains components that positively impact student learning.
  - a) Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
  - b) Stakeholder Feedback (10%) on leadership practice through surveys
2. Student Outcomes Related Indicators: This category is comprised of two components that reflect the administrator's contribution to student academic progress at the school and classroom level.
  - a) Student Learning (45%) assessed in equal weight by progress derived from performance/growth on three locally-determined indicators
  - b) Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Ratings from each of the four components will be combined to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The ratings are defined as follows:

**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance and also meets the high standards of the district

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance.

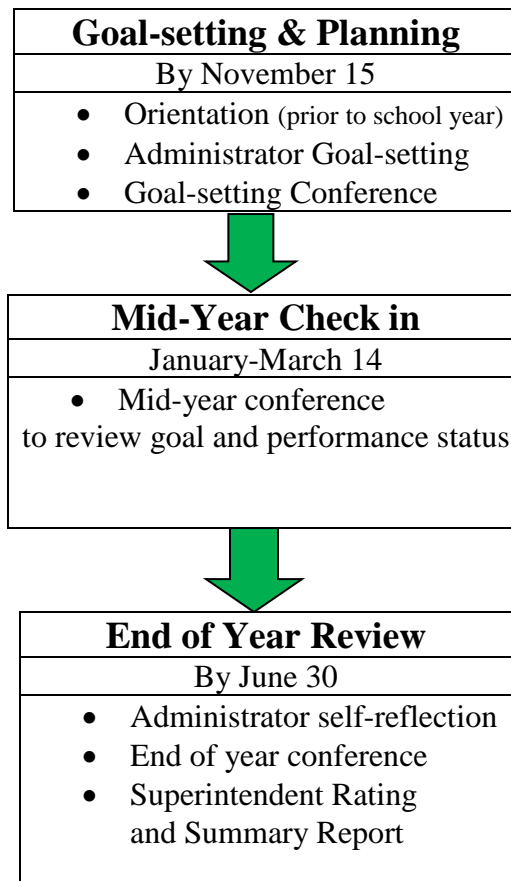
## Process and Timeline

### Orientation

To begin, the superintendent or designee will provide the administrator with materials that present the evaluation and development process along with any necessary information (e.g., SPI, Stakeholder Survey results, District Strategic Plan, district-wide data). Materials must include the following:

- assessment rubric for administrator practice
- instruments employed to gather feedback from staff, families, and, if incorporated, student feedback
- forms utilized within the process
- a copy of this document which details the process and calculation involved in integrating the elements of evaluation into an overall, summative rating.

## Conferences



### Step 1 / Goal-setting

Prior to the goal-setting conference, the administrator will craft at least three student learning Indicators and one Survey Target that will form the basis of discussion. A focus area or areas to support the achievement of the Indicators and Survey Target will be identified in this conference. While it is understood that any administrator shall attend to each of the Common Core of Leading: Connecticut School Leadership Standards, a given Domain Indicator from the Southington Leader Evaluation and Support Rubric 2019 may form the focus area that can produce the greatest impact on the administrator's practice and thus, summative evaluation rating.

The superintendent or designee and administrator will mutually agree on the measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator will also identify the focus area(s) for development of administrator practice aligned to the Connecticut School Leadership Standards. Any professional development and resource needs to support the administrator in meeting the performance targets will be discussed. If the evaluator and the evaluatee are unable to agree on the goals, the sources of evidence, and/or support needed, the dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Support Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Support Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. The decision of the evaluation team shall be binding. Orientation and the goal-setting conference results are depicted below:

<p><b>Available Data Superintendent's Priorities</b> (e.g., Close literacy and math achievement gaps between high needs students and all students. Improve SRBI systemic delivery.)</p> <p><b>School Improvement Plan</b> (e.g., Align curriculum and instruction to the district Vision of the Graduate)</p> <p><b>Prior Evaluation Results</b></p>	<p>→→→</p> <p>→→→</p> <p>→→→</p> <p>→→→</p>	<p><b>Indicator 1</b> By June, in an effort to close the rate of achievement gaps between the school's high needs students and non-high needs students, students in special education will achieve typical growth (40) in literacy and math as measured by STAR's Student Growth Percentile (SGP).</p> <p><b>Indicator 2</b> By June, students involved in the SRBI process will achieve outcomes that enable academic and behavioral success as evidenced by the number of interventions and their outcomes. Outcomes which support success are defined as exit, monitor status placement, level reduction from tier 3 to 2, typical growth (40) as measured by STAR SGP, and referral to 504 or special education.</p> <p><b>Indicator 3</b> By June, student learning shall further its alignment to the Vision of the Graduate's 4C's through teacher and administrator collaboration on a shared understanding of the 21<sup>st</sup> century graduate and construction of a conceptual framework that integrates the 4 C's within multiple disciplines. Achievement of the shared understanding and integration shall be assessed through a district, anonymous survey.</p> <p><b>Survey Target</b></p>	<p>→→→</p> <p>→→→</p> <p>→→→</p> <p>→→→</p>	<p><b>Focus Area(s)</b> <i>Aligned to Southington Leader Evaluation and Support Rubric 2019 and may be selected to assist in accomplishing the Indicators and/or Survey Target or to strengthen a Performance Expectation Element.</i></p>
--	---	---	---	--

Forty-five percent (45%) of an administrator's summative rating is based on local student learning indicators. This forty-five percent (45%) of an administrator's evaluation shall be based on three locally-determined indicators of student learning. Administrators establish three student learning indicators: one standardized indicator, one non-standardized indicator based on a subject or grade not assessed by the state, and one non-standardized transdisciplinary indicator. Any measure must be aligned to Common Core of State Standards and Connecticut Content Standards. *For administrators in high schools, selected indicators must include the cohort graduation rate and the extended graduation rate as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.*

**Indicators**

1. For school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school and may include the following:
  - Student performance or growth on district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, etc.).

- Students' progress toward graduation in the school using predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation.
  - Students' performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
  - Other indicators proposed by the district.
2. For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of that assistant principal.
  3. For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

In the selection of indicators, the district may establish its own district-wide indicators or may allow administrators and their evaluators to craft mutually agreed upon student learning objectives specific to that administrator.

Locally established indicators will align to the Common Core State Standards or where no standards are available will align to research-based learning standards.

For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

### **Step 2 / Plan Implementation and Evidence Collection**

As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee's practice. Observation of evaluatee practice can vary in length, setting, and focus. Observations shall be followed by timely oral or written feedback. Besides school site visits, there are no prescribed evidence collection requirements. Equally as valuable as a school site visit, arguably more so, is the observation of the evaluatee's day to day work. This plan relies on the professional judgment of the evaluatee and evaluator to determine source evidence and means of collection.

School site visits/observations may take, but are not limited to, the following forms:

- Observation of Administrative/Leadership Team meetings with administrator as facilitator (e.g., Data-team, SRBI, faculty, etc.)
- Observation of Administrative/Leadership systems established by administrator (e.g., grade level cohort meeting, team meeting, teacher practice in multiple classrooms, etc.).
- Observation of the administrator's day to day site work, the handling of typical and atypical demands
- Participation in district committee meetings

### **Step 3 / Mid-year Formative Review**

In January-March 14, the evaluator shall hold a conference meeting with the evaluatee on the status of his/her SLO(s) and Survey Target progress. Discussion of the administrator's practice shall also occur. This meeting affords the opportunity to revise any goal/target outcome that has been impacted by a change of context (e.g., a large influx of new students).

### **Step 4 / Self-Reflection**

In the spring, the evaluatee reflects and assesses his/her practice on the Southington Leader Evaluation and Support Rubric 2019. This reflection should involve consideration of the following:

- Need to grow and improve practice on a given Domain Indicator;
- Strengths within a given Domain but potential for growth or improvement; and,

- Consistent effectiveness on a given Domain Indicator.

This self-reflection shall be submitted to the evaluator prior to the End of the Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

### **Step 5 / Summative Review and Rating**

The evaluator and evaluatee meet to conduct the summative review conference in the late spring to discuss the evaluatee's self-reflection and all evidence collected over the course of the year. The evaluator uses the meeting to convey strengths and growth areas. Based upon a preponderance of evidence, a holistic rating is assigned by utilizing the specified processes under **Formulating the Summative Rating** on page 12 and the **Summative Administrator Evaluation Rating** on page 13. If in the event a written formal rating is not presented during the summative review conference and is presented no later than June 30, the evaluator shall identify the probable rating to the evaluatee.

## **Formulating the Summative Rating**

### **Leadership Practice Related Indicators**

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice (**40%**)
- Stakeholder Feedback (**10%**)

### **Category #1 Observation of Leadership Performance & Practice (40%)**

Leadership practice is described by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission, and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe high-performing learning environment.*
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting educations.*

The Southington Leader Evaluation and Support Rubric 2019 is based on these standards but consolidates the six performance expectations into two domains for the purpose of describing essential and crucial aspects of the district's leader practice.

### **Domain 1 – Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

- \*Development of a shared vision expressed in mission and goals focused on high expectations for all students*
- \*Implementation of practices to support and retain highly qualified staff*
- \*Improvement of curriculum, instruction, and assessment through continuous monitoring*
- \*Demonstration of a commitment to high-quality systems for professional learning and development*
- \*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

### **Domain 2 – Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

- \*Employment and retention of highly qualified staff*
- \*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*
- \*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

In order to arrive at these ratings, administrators are measured against the **Southington Leader Evaluation and Support Rubric 2019 (Appendix B)** which describes leadership actions across four performance levels for each of the two Domains. The four performance levels are **Exemplary, Proficient, Developing,** and **Below Standard.** The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every Domain Indicator within the **Southington Leader Evaluation and Support Rubric 2019** in order to serve as a guide and resource for evaluators and evaluatees to discuss practice, identify specific areas for growth and development, and have common language to use in describing what improved practice would be. To reiterate, it is understood that any administrator attended to each of the Common Core of Leading: Connecticut School Leadership Standards but a given Domain Indicator or Indicators from **Southington Leader Evaluation and Support Rubric 2019** may have formed the focus area during the goal-setting stage. Leadership practice in this indicator or indicators can produce the greatest impact on the administrator’s practice and thus, summative evaluation rating.

In cases where an evaluatee demonstrates one level of performance for a given indicator and a different level of performance for another Indicator within a Domain, the evaluator will use judgment to decide the level of performance assigned to that Domain. If no identified evidence has been documented for any indicator(s), the preponderance of evidence documented for that Domain shall establish the summative rating for it.

The superintendent or designee (i.e., the primary evaluator) will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified administrators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Evaluatees and evaluators will not be required to complete this rubric at the Indicator level for any self-reflection or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the Domain level and may discuss performance at the Indicator level, using individual Indicators for supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify areas for ongoing support and growth.

All Indicators of the evaluation rubric may not apply to assistant principals, directors, coordinators, or central office administrators. The district evaluators will generate ratings using evidence collected from applicable Indicators in the **Southington Leader Evaluation and Support Rubric 2019.**

Summative ratings are based on the preponderance of evidence for each Domain in the **Southington Leader Evaluation and Support Rubric 2019**. Domain 1 shall be weighted 70% and Domain 2 shall be weighted 30%. The evaluator will assign a total practice rating based on the criteria in the chart below and generate a summary report of the evaluation prior to June 30. The summary report may be revised based on a review of additional data.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Exemplary on Leadership + Exemplary or Proficient on Organizational Systems	Proficient on Leadership + Exemplary or Proficient on Organizational Systems	Developing on Leadership + Proficient or Developing on Organizational Systems	Below Standard on Leadership  Or  Below Standard on Organizational Systems

**Category #2 Stakeholder Feedback (10%)**

Feedback from stakeholders is **10%** of an administrator’s summative rating. A survey with measures aligned to CCL: Connecticut School Leadership Standards is administered annually to stakeholders to assess a leader’s effectiveness. The survey shall

- If constructed for school or district-wide purposes, contain a subset aligned to some or all of the CCL: Connecticut School Leadership Standards; and
- Include teachers and parents as stakeholders but may include other staff, community members, and students.

<p><b>Examples of Surveyed Stakeholders School-based Administrators</b></p> <p><b><u>Principals</u></b>  All parents/guardians  All teachers and staff  All students grades 7-12</p> <p><b><u>Assistant Principals</u></b>  All or a subset of parents/guardians  All or a subset of teachers and staff  All or a subset of students grades 7-12</p> <p style="text-align: center;"><b>Central Office Administrators</b></p> <p><b><u>Assistant Superintendent</u></b>  Principals  Subsets of other administrators  Relevant parents/guardians</p> <p><b><u>Directors and Coordinators</u></b>  Principals  Assistant principals  Specific subsets of teachers and staff  Other district specialists  Relevant parents/guardians</p>
---

The evaluator will assign the 10% Stakeholder Feedback rating based on the criteria in the chart below:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Substantially exceeded the target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

The rating reflects the degree to which an administrator has shown growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions:

- Administrators with high ratings previously-rating reflects maintenance of that degree
- Administrators new to the role-reasonable target set using district standards

The evaluator makes an overall determination on the administrator’s Leadership Practice and concludes a rating based on the following weights:

- Observation of Leadership Practice (**40%**)
- Stakeholder Feedback (**10%**).  
Stakeholder feedback shall encompass the following process:
  1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
  2. Review and analyze standardized district survey results to establish baseline
  3. Identify one area for growth, set a target for growth and detail action steps to accomplish that growth
  4. In the spring, administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
  5. Aggregate and reflect on data to determine whether the action steps taken resulted in the established target being achieved

*More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.*

## **Formulating the Summative Rating**

### **Student Outcomes Related Indicators**

This category is comprised of two components that reflect the administrator’s contribution to student academic progress at the school and classroom level.

- Student Learning (45%) assessed in equal weight by performance and growth on three locally-determined measures
- Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers’ success with respect to Student Learning Objectives (SLOs)

#### **Category #3 Student Learning (45%)**

Student learning is assessed in equal weight by performance and growth on three locally-determined measures. Each of these measures will have a weight of **15%** and together they will constitute the **45%** of the administrator’s evaluation.

#### **Locally-determined Measures (Student Learning Objectives)**

Administrators are evaluated on the outcomes of three student learning indicators: one standardized indicator, one non-standardized indicator based on a subject or grade not assessed by the state, and one non-standardized transdisciplinary indicator. *For administrators in high schools, selected indicators must*

**include the cohort graduation rate and the extended graduation rate as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act.** A rating is assigned based on the results of the indicator measures and the mid-year and end of year conferences in which

1. adequate data was collected to enable the evaluator to make a fair judgment about whether the administrator met established objectives;
2. objectives are based on review of student characteristics (e.g., attendance, demographic and learning characteristics) relevant to the assignment of the administrator;
3. data informed mid-year conference and opportunity existed at mid-year to adjust performance targets;
4. summative data informed summative rating; and
5. professional resources are appropriate to supporting the administrator in meeting performance targets

Rating is assigned as illustrated in the following table:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Exceeded each indicator’s objective substantially Or Exceeded one indicator’s objective and substantially exceeded the other two	Met each indicator’s objective  Or Met one indicator’s objective and made substantial progress on the other two	Met one indicator’s objective and did not meet the other two indicators’ objectives nor make substantial progress	Met no indicator’s objective

**Category #4 Teacher Effectiveness (5%)**

Teacher effectiveness -as measured by an aggregation of teachers’ student learning objectives (SLOs)- is **5%** of an administrator’s evaluation. A central office administrator will be responsible for the teachers under his/her assigned role. All other administrators will be responsible for the teachers assigned to their given schools or a subset within those schools.

The administrator’s rating for teacher effectiveness is assigned as illustrated in the table below.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

The evaluator makes an overall determination on the administrator’s Student Outcomes Related Indicators and concludes a rating based on the following weights:

- Student Learning (**45%**)
- Teacher Effectiveness Outcomes (**5%**).

**Summative Administrator Evaluation Rating**

Each administrator shall annually receive a summative rating in one of four levels:

**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance.

The evaluator applies the overall rating for Leadership Practice derived from Observation of Leadership Performance and Practice (40%) and Stakeholder Feedback (10%) and the overall rating for Student Outcomes derived from Student Learning Indicators (45%) and Teacher Effectiveness Outcomes (5%) are applied to the following matrix. The summative rating is identified where the two ratings intersect.

		<i>Leadership Practice</i>			
	<u><i>Rated</i></u>	<u><i>Exemplary</i></u>	<u><i>Proficient</i></u>	<u><i>Developing</i></u>	<u><i>Below Standard</i></u>
<i>Student Outcomes</i>	<u><i>Exemplary</i></u>	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	<u><i>Proficient</i></u>	Rate Exemplary	Rate Proficient	Rate Developing	Gather further information
	<u><i>Developing</i></u>	Rate Proficient	Rate Proficient	Rate Developing	Rate Below Standard
	<u><i>Below Standard</i></u>	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

The evaluator completes the summative evaluation report and shares it with the evaluatee. It shall be placed into the evaluatee’s personnel file. If, within two weeks of the report’s receipt, the evaluatee requests, his/her written comments shall be added to the report in the personnel file.

Written summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on the evidence that is available.

- If the stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

## Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative ratings derived from the evaluation system. All administrators receiving a summative rating of *Proficient* or *Exemplary* shall be deemed effective. Any administrator not rated *Proficient* or *Exemplary* will be placed on an Improvement and Remediation Plan.

An experienced administrator shall be deemed ineffective if said administrator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

To be deemed effective, administrators new to the district will be required to have no more than one summative rating of *Developing* in their first year and a summative rating of *Proficient* or *Exemplary* in their second year.

## Improvement and Remediation Plan

It is understood that an administrator shall receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address concern in its earliest stage.

If an administrator's performance is projected *Developing* or *Below Standard* or rated *Developing*, it signals the need for focused support and development. An Improvement and Remediation Plan will be constructed in collaboration with the evaluator and evaluatee who is entitled to representation by his/her exclusive bargaining unit representative. The plan is to be created within 30 work days after the completion of the summative rating conference.

The plan must include the following components:

- Area(s) in need of improvement;
- Evidence from the Mid-Year Formative Review or Summative Evaluation that shows an area(s) needing improvement (i.e., Southington Leader Evaluation and Support Rubric 2019 - Domain ratings of *Developing* or *Below Standard*);
- Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement;
- Specific tasks the evaluatee will complete that will improve Domain ratings
- List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor);
- How the evaluatee will demonstrate progress towards *Proficient* in the identified area(s) in need of improvement through observation, data, evidence, etc.;
- Timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
- scheduled observations and periodic meetings which occur at designated frequency; and,
- all evaluative feedback will include a written summary.

The evaluator and evaluatee will sign the plan and copies will be distributed to all those involved in its implementation including the superintendent. The content of the plan shall be confidential.

To be deemed effective, the administrator upon conclusion of his/her Improvement and Remediation Plan must receive a rating of *Proficient* or better.

## **Dispute Resolution Process**

A dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Support Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Support Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

### **Appeal Timeline**

1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.  
(e.g., Administrator did not receive his/her End-of-Year Summative evaluation form, at the least prior to June 30.)
2. Administrator submits a written appeal to superintendent and the president of the collective bargaining unit within seven (7) calendar days of receiving the disapproval of goals, the feedback on performance and practice or the final summative rating. Administrator submits a written rebuttal to be attached to the document under appeal.
3. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) school days during a school year of receiving an appeal of the disapproval of goals or the feedback on performance and practice or (7) calendar days of receiving an appeal of the final summative rating. A decision shall be rendered within (5) school days on an appeal of the disapproval of goals or the feedback on performance and practice or (5) calendar days of receiving an appeal of the final summative rating.
4. This appeal timeline is subject to modification through mutual agreement between the Southington Administrators Association and the superintendent or his/her designee.

## **Ensuring Fairness and Accuracy: Evaluator Training**

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback. Ongoing calibration activities will be incorporated into this training. Its purpose is to improve teacher effectiveness thereby optimizing student performance.

## **Evaluation-informed Professional Learning**

As this evaluation process identifies the needs of individual or groups of individual administrators, the district will provide professional learning opportunities. These opportunities shall be linked to the specific outcomes of the evaluation process as they relate to student learning needs, professional practice needs, and/or the results of stakeholder feedback. These opportunities shall support the requisite skills/attributes of the district's Vision of the Graduate.

Examples:

- Coaching vs. Evaluating Workshops
- Interviewing Workshops
- Leadership Team Meetings
- Legislative/Legal Updates Sessions
- Design Your Own Professional Development (DYOPD)

## **Career Development and Professional Growth**

The district will provide opportunities for administrator career development and professional growth based on performance identified through the evaluation process. These opportunities include, but are not limited to,

- observations of peers
- mentoring/coaching early career administrators
- participation in improvement and remediation plans for peers whose performance has necessitated them
- conducting professional learning workshops for peers, and
- targeted professional development based on areas of need.

# **Appendix A**

## **Common Core of Leading: Connecticut School Leadership Standards**

Common Core of Leading:  
**Connecticut School Leadership Standards**

**\*Performance Expectations, Elements and Indicators**

**June 27, 2012**

\*For further information, visit: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&O=333900>

## Overview of the Performance Expectations, Elements and Indicators

### PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

**Element A. High Expectations for All:** Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

**Element B. Shared Commitments to Implement the Vision, Mission, and Goals:** Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

**Element C. Continuous Improvement toward the Vision, Mission, and Goals:** Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

---

### PERFORMANCE EXPECTATION 2: Teaching and Learning

*Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

**Element A. Strong Professional Culture:** Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

**Element B. Curriculum and Instruction:** Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

**Element C. Assessment and Accountability:** Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

---

### PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

*Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

**Element A. Welfare and Safety of Students, Faculty and Staff:** Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

**Element B. Operational Systems:** Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

**Element C. Fiscal and Human Resources:** Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

## Overview of the Performance Expectations, Elements and Indicators

### **PERFORMANCE EXPECTATION 4: Families and Stakeholders**

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

**Element A. Collaboration with Families and Community Members:** Leaders ensure the success of all students by collaborating with families and other stakeholders.

**Element B. Community Interests and Needs:** Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

**Element C. Community Resources:** Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

---

### **PERFORMANCE EXPECTATION 5: Ethics and Integrity**

*Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

**Element A. Ethical and Legal Standards of the Profession:** Leaders demonstrate ethical and legal behavior.

**Element B. Personal Values and Beliefs:** Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

**Element C. High Standards for Self and Others:** Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

---

### **PERFORMANCE EXPECTATION 6: The Education System**

*Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.*

**Element A. Professional Influence:** Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

**Element B. The Educational Policy Environment:** Leaders uphold and contribute to policies and political support for excellence and equity in education.

**Element C. Policy Engagement:** Leaders engage policymakers to inform and improve education policy.

## PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

### PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

*Dispositions* exemplified in Expectation 1:

*Education leaders believe in, value, and are committed to*

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

#### *Narrative*

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

## PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

### **Element A: High Expectations for All**

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.<sup>2</sup>

#### **Indicators: *A leader...***

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders<sup>3</sup> to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

<sup>1</sup> **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (*e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions*).

<sup>2</sup> **Staff:** all educators and non-certified staff.

<sup>3</sup> **Stakeholder:** a person, group or organization with an interest in education.

## PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

### **Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals**

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

#### **Indicators: *A leader...***

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

## PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

### **Element C: Continuous Improvement toward the Vision, Mission, and Goals**

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

#### **Indicators: *A leader...***

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals. Seeks and aligns resources to achieve the vision, mission, and goals.

### **PERFORMANCE EXPECTATION 2: Teaching and Learning**

*Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

*Dispositions* exemplified in Expectation 2:

*Education leaders believe in, value, and are committed to*

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

#### *Narrative*

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

## PERFORMANCE EXPECTATION 2: Teaching and Learning

### **Element A: Strong Professional Culture**

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

#### **Indicators: A leader...**

1. Develops shared understanding and commitment to close achievement gaps<sup>4</sup> so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty<sup>5</sup> teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

<sup>4</sup> **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

<sup>5</sup> **faculty**: certified school faculty.

## PERFORMANCE EXPECTATION 2: Teaching and Learning

### **Element B: Curriculum and Instruction**

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

#### **Indicators: *A leader...***

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.<sup>6</sup>
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

<sup>6</sup> **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

## PERFORMANCE EXPECTATION 2: Teaching and Learning

### **Element C: Assessment and Accountability**

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

#### **Indicators: *A leader...***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information<sup>7</sup> to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

<sup>7</sup> **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

### **PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety**

*Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

*Dispositions* exemplified in Expectation 3:

*Education leaders believe in, value, and are committed to*

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

*Narrative*

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

## PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

### **Element A: Welfare and Safety of Students, Faculty and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

#### **Indicators: *A leader...***

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

## PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

### **Element B: Operational Systems**

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

#### **Indicators: A leader...**

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

## PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

### **Element C: Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

#### **Indicators: *A leader...***

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies

## PERFORMANCE EXPECTATION 4: Families and Stakeholders

### **PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders**

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

*Dispositions* exemplified in Expectation 4:

*Education leaders believe in, value, and are committed to*

- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

### *Narrative*

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

## PERFORMANCE EXPECTATION 4: Families and Stakeholders

### **Element A: Collaboration with Families and Community Members**

Leaders ensure the success of all students by collaborating with families and other stakeholders.

#### **Indicators: *A leader...***

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

## PERFORMANCE EXPECTATION 4: Families and Stakeholders

### **Element B: Community Interests and Needs**

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

#### **Indicators: *A leader...***

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity<sup>8</sup> of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

<sup>8</sup>**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

## PERFORMANCE EXPECTATION 4: Families and Stakeholders

### **Element C: Community Resources**

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

#### **Indicators: *A leader...***

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

## PERFORMANCE EXPECTATION 5: Ethics and Integrity

### PERFORMANCE EXPECTATION 5: Ethics and Integrity

*Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

*Dispositions* exemplified in Expectation 5:

*Education leaders believe in, value, and are committed to*

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

#### *Narrative*

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A)*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

## PERFORMANCE EXPECTATION 5: Ethics and Integrity

### **Element A: Ethical and Legal Standards of the Profession**

Leaders demonstrate ethical and legal behavior.

#### **Indicators: *A leader...***

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice<sup>9</sup> for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

<sup>9</sup> **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

## PERFORMANCE EXPECTATION 5: Ethics and Integrity

### **Element B: Personal Values and Beliefs**

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

#### **Indicators: *A leader...***

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

## PERFORMANCE EXPECTATION 5: Ethics and Integrity

### **Element C: High Standards for Self and Others**

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

#### **Indicators: *A leader...***

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

## PERFORMANCE EXPECTATION 6: The Education System

### PERFORMANCE EXPECTATION 6: The Education System

*Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.*

*Dispositions* exemplified in Expectation 6:

*Education leaders believe in, value, and are committed to*

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

### *Narrative*

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice.

Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

## PERFORMANCE EXPECTATION 6: The Education System

### **Element A: Professional Influence**

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

#### **Indicators: *A leader...***

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

## PERFORMANCE EXPECTATION 6: The Education System

### **Element B: The Educational Policy Environment**

Leaders uphold and contribute to policies and political support for excellence and equity in education.

#### **Indicators: *A leader...***

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

## PERFORMANCE EXPECTATION 6: The Education System

### **Element C: Policy Engagement**

Leaders engage policymakers to inform and improve education policy.

#### **Indicators: *A leader...***

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

## Sec. 10-145d-400a. Code of Professional Responsibility for Educators

### (a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

## PROFESSIONAL CONDUCT

### (b) Responsibility to the student

- (1) The professional educator, in full recognition of his or her obligation to the student shall:
  - (A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;
  - (B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;
  - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
  - (D) Foster in students the full understanding, application, and preservation of democratic principles and processes;
  - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
  - (F) Assist students in the formulation of worthy, positive goals;
  - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
  - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
  - (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
  - (J) Create an emotionally and physically safe and healthy learning environment for all students;
  - (K) Apply discipline promptly, impartially, appropriately and with compassion.

## (a) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision making;
- (H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
- (I) Encourage promising, qualified, and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

## (b) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all students.

## (c) Responsibility to the Student's Family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

**UNPROFESSIONAL CONDUCT\***

- (c) The professional educator, in full recognition of his or her obligation to the student, shall not:
- (A) Abuse his or her position as a professional with students for private advantage;
  - (B) Discriminate against students;
  - (C) Sexually or physically harass or abuse students;
  - (D) Emotionally abuse students; or
  - (E) Engage in any misconduct which would put students at risk.
- (d) The professional educator, in full recognition of his or her obligation to the profession, shall not:
- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
  - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
  - (C) Misrepresent his, her or another's professional qualifications or competencies;
  - (D) Sexually, physically or emotionally harass or abuse district employees;
  - (E) Misuse district funds and/or district property; or
  - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.
- (e) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- (A) Exploit the educational institution for personal gain;
  - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
  - (C) Shall not knowingly misrepresent facts or make false statements.

\*Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

(f) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

# Appendix B

## Southington Leader Evaluation and Support Rubric 2019

*Note color coding used to identify terminology:*

*Domain in red font.*

*Indicators identified in sections colored green.*

*Attributes identified in sections colored yellow.*

*Descriptors identified in sections colored blue.*

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 1: Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Development of a shared vision expressed in mission and goals focused on high expectations for all students*

*\*Implementation of practices to support and retain highly qualified staff*

*\*Improvement of curriculum, instruction, and assessment through continuous monitoring*

*\*Demonstration of a commitment to high-quality systems for professional learning and development*

*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

**1a. Essence of Leadership**

**Leaders become agents of change through the creation of voice, choice, and engagement among all stakeholders while demonstrating conscious focus on diversity, equity, and inclusion.**

		<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b> <i>All characteristics of Proficient plus one or more of the following:</i>
<b>KEY ATTRIBUTES OF LEADERSHIP PRACTICE</b>	<b>Vision, Mission, and Goals</b>	Partial understanding of 21 <sup>st</sup> century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Lacks ability at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.	Basic understanding and infrequent review of 21 <sup>st</sup> century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Inconsistently demonstrates ability at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.	Competent understanding and regular review of 21 <sup>st</sup> century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Effective at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.	Thorough understanding and regular review of 21 <sup>st</sup> century student as incorporated into district vision, mission, and goals (college and career readiness as well as life skills) which articulate high expectations for every student.  Highly effective at building consensus around the Vision of the Graduate and moving the teaching and learning system to support the vision.
	<b>Equity, Cultural Competence, And Social Justice</b>	Beginning to understand usage of data analysis to identify patterns of inequity.  Attempts to build trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.	Annual usage of data analysis to identify patterns of inequity and direct future instruction.  Inconsistently builds trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.	Ongoing usage of data analysis to identify patterns of inequity and direct future instruction.  Sufficiently builds trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.	Highly effective usage of data analysis to identify patterns of inequity and direct future instruction.  Effectively builds trust relationships with diverse stakeholders by promoting equity, dignity, and social justice to ensure access to educational opportunities for every student.
	<b>Communication and Stakeholder Engagement</b>	Demonstrates no collaborative decision-making in implementation of vision, mission, and goals.	Attempts made at collaborative decision-making in implementation of vision, mission, and goals.	Consistent collaborative decision-making in implementation of vision, mission, and goals.	Effective contribution in collaborative decision-making in implementation of vision, mission, and goals.

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 1: Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Development of a shared vision expressed in mission and goals focused on high expectations for all students*

*\*Implementation of practices to support and retain highly qualified staff*

*\*Improvement of curriculum, instruction, and assessment through continuous monitoring*

*\*Demonstration of a commitment to high-quality systems for professional learning and development*

*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

1b. Curriculum, Instruction, and Assessment					
Leaders build capacity for continuous improvement through a shared understanding of standards-based best practices aligned to the Vision of the Graduate's 6 C's in curriculum, instruction, and assessment that evaluates progress to close achievement gaps.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>
<b>KEY ATTRIBUTES OF LEADERSHIP PRACTICE</b>	<b>Curriculum</b>	Establishes inconsistent oversight for implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate's 6 C's, and incorporates real-world application.	Monitors staff collaborative implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate's 6 C's, and incorporates real-world application.	Facilitates and guides staff capacity for collaborative implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate's 6 C's, and incorporates real-world application.	Builds staff capacity for collaborative implementation and/or evaluation of curriculum and instruction that meets or exceeds state and national standards, is aligned to the Vision of the Graduate's 6 C's, and incorporates real-world application.
	<b>Instruction</b>	Establishes inconsistent oversight of staff collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.	Monitors staff capacity for collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.	Facilitates and guides staff capacity for collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.	Builds staff capacity for collaborative research of evidence-based instructional strategies and practices and their implementation to meet the diverse needs of students.
	<b>Assessment and Data-driven Decision-making</b>	Partial understanding of 21 <sup>st</sup> century student skills and habits of mind needed to produce the successful graduate.  Establishes inconsistent oversight of staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21 <sup>st</sup> century graduate.	Basic understanding of 21 <sup>st</sup> century student skills and habits of mind needed to produce the successful graduate.  Monitors staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21 <sup>st</sup> century graduate.	Competent understanding of 21 <sup>st</sup> century student skills and habits of mind needed to produce the successful graduate.  Facilitates and guides staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21 <sup>st</sup> century graduate.	Thorough understanding of 21 <sup>st</sup> century student skills and habits of mind needed to produce the successful graduate.  Builds staff capacity to implement and evaluate formative and summative assessments that drive future instruction and produce the 21 <sup>st</sup> century graduate.

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 1: Leadership**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Development of a shared vision expressed in mission and goals focused on high expectations for all students*

*\*Implementation of practices to support and retain highly qualified staff*

*\*Improvement of curriculum, instruction, and assessment through continuous monitoring*

*\*Demonstration of a commitment to high-quality systems for professional learning and development*

*\*Collaboration with families and other stakeholders to address diverse community needs and interests through promotion of a positive culture and climate and the modeling ethical behavior and integrity.*

<p align="center"><b>1c. Professional Evaluation and Support</b></p> <p><b>Leaders establish a collaborative professional learning system that is grounded in the district’s Vision of the Graduate and provides high quality professional development and support for staff.</b></p>					
		<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
					<i>All characteristics of Proficient plus one or more of the following:</i>
<b>KEY ATTRIBUTES OF LEADERSHIP PRACTICE</b>	<b>School/District Improvement Plan-Action Plan and Goals</b>	Develops ineffective administrative goals that do not align to district goals, teacher goals, and the Vision of the Graduate.	Develops administrative goals that align to district goals, teacher goals, and the Vision of the Graduate but lack cohesion.	Develops cohesive administrative goals that align to district goals, teacher goals, and the Vision of the Graduate.	Develops highly effective, cohesive, administrative goals that align to district goals, teacher goals, and the Vision of the Graduate.
	<b>Evidence-based Evaluation and Feedback</b>	Obstructs teacher effectiveness of high-quality pedagogy that meets the needs of all learners through use of general feedback, absence of courageous conversations, and inconsistent implementation of evaluation responsibilities.	Minimizes teacher effectiveness of high-quality pedagogy that meets the needs of all learners through use of general feedback, inconsistent courageous conversations, partial implementation of evaluation responsibilities.	Improves teacher effectiveness of high-quality pedagogy that meets the needs of all learners through use of explicit feedback, courageous conversations, and effective implementation of evaluation responsibilities.	Ensures each teacher’s effectiveness of high-quality pedagogy that meets the needs of all learners through use of explicit feedback, courageous conversations, and effective implementation of evaluation responsibilities.
	<b>Build capacity for continuous improvement: Professional Development</b>	Developing innovative improvements or solving complex problems to facilitate the development and implementation of curriculum and instruction aligned to the 21 <sup>st</sup> century skills adopted within the district’s Vision of the Graduate.	Inconsistently collaborates with staff in developing innovative improvements or solving complex problems by building capacity to facilitate the development and implementation of curriculum and instruction aligned to the 21 <sup>st</sup> century skills adopted within the district’s Vision of the Graduate.	Consistently collaborates with staff in developing innovative improvements or solving complex problems by building capacity to facilitate the development and implementation of curriculum and instruction aligned to the 21 <sup>st</sup> century skills adopted within the district’s Vision of the Graduate.	Leads staff in developing innovative improvements or solving complex problems by building capacity to facilitate the development and implementation of curriculum and instruction aligned to the 21 <sup>st</sup> century skills adopted within the district’s Vision of the Graduate.

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 2: Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Employment and retention of highly qualified staff*

*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

2a. Talent Management					
Leaders implement practices to recruit, select, and retain highly qualified staff in support of the school or district’s vision, mission, and goals.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>
<b>KEY ATTRIBUTES OF LEADERSHIP PRACTICE</b>	<b>Recruitment and Selection of Highly Qualified Staff</b>	Lacks ability to implement a process for recruitment and selection of staff that can support the district and school vision, mission, and goals.	Implements a process for recruitment and selection of staff that is moderately effective in supporting the district and school vision, mission, and goals.	Develops and implements a process for recruitment and selection of staff that can enhance the district and school vision, mission, and goals.	Works with key stakeholders and networks to develop process for recruitment and selection of staff that can enhance the district and school vision, mission, and goals.
	<b>Building Trust, Voice, and Choice</b>	<p>Demonstrates discomfort and difficulty with self-control, kindness, empathy, or respect in developing positive relationships among all school staff.</p> <p>Reluctantly models risk-taking necessitated by the alignment of curriculum and instruction to the 21<sup>st</sup> century skills adopted within the district’s Vision of the Graduate and prefers staff sustain clarity, structure, and certainty rather than attempting and encountering failure.</p> <p>Demonstrates discomfort towards constructive criticism and avoids encountering dissent by making decisions with a minimum amount of stakeholder input.</p>	<p>Demonstrates self-control, kindness, empathy, and respect in developing positive relationships among all school staff mostly in comfortable situations.</p> <p>Attempts to build and nurture staff confidence in risk-taking necessitated by the alignment of curriculum and instruction to the 21<sup>st</sup> century skills adopted within the district’s Vision of the Graduate.</p> <p>Occasionally demonstrates open attitude towards constructive criticism and avoids encountering dissent. Inconsistently acts on the belief: Failure is a learning opportunity.</p>	<p>Demonstrates self-control, kindness, empathy, and respect in developing positive relationships among all school staff even in any situation.</p> <p>Builds and nurtures staff confidence in risk-taking necessitated by the alignment of curriculum and instruction to the 21<sup>st</sup> century skills adopted within the district’s Vision of the Graduate.</p> <p>Demonstrates open attitude towards constructive criticism and tends to avoid encountering dissent. Adheres to the belief: Failure is a learning opportunity.</p>	<p>Demonstrates consistent and sustained self-control, kindness, empathy, and respect in developing positive relationships among all school staff.</p> <p>Builds and nurtures staff confidence in risk-taking necessitated by the alignment of curriculum and instruction to the 21<sup>st</sup> century skills adopted within the district’s Vision of the Graduate.</p> <p>Demonstrates open attitude towards constructive criticism and encountering dissent. Adheres to the belief: Failure is a learning opportunity.</p>

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 2: Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Employment and retention of highly qualified staff*

*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

2b. Operational Management					
Leaders budget and advocate for fiscal, educational, and technological resources that operate in support of teaching and learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>
<b>KEY ATTRIBUTES OF LEADERSHIP PRACTICE</b>	<b>Budgeting</b>	Does not develop, and/or monitor a fiscally responsible budget that is aligned to school and district improvement plans and district, state, and federal regulations.	Develops, implements, and/or monitors a fiscally responsible budget that is partially aligned to school and district improvement plans and district, state, and federal regulations.	Develops, implements, and monitors a fiscally responsible budget that is aligned to school and district improvement plans and district, state, and federal regulations.	Builds staff capacity to serve relevant roles in budget formulation and monitoring in those applicable areas. Advocates for financial resources for school or district improvement.
	<b>Resource Allocation for High Quality Learning</b>	Allocates resources in ways that do not promote educational equity for diverse student, family, and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family, and staff needs.	Allocates resources to foster and sustain educational equity for diverse student, family, and staff needs.	Collaborates with relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family, and staff needs.
	<b>Build capacity for continuous improvement: Professional Learning System</b>	Demonstrates willingness to implement and monitor professional development that builds staff capacity for the integration of 21 <sup>st</sup> century skills adopted within the district's Vision of the Graduate into curriculum and instruction but only has partial understanding of that work.	Implements and monitors professional development that builds staff capacity for the integration of 21 <sup>st</sup> century skills adopted within the district's Vision of the Graduate into curriculum and instruction.	Facilitates and guides professional development that builds staff capacity for the integration of 21 <sup>st</sup> century skills adopted within the district's Vision of the Graduate into curriculum and instruction.	Constructs or co-constructs professional development that builds staff capacity to facilitate the integration of the 21 <sup>st</sup> century skills adopted within the district's Vision of the Graduate into curriculum and instruction.
		Develops a non-cohesive professional learning plan that addresses some but not all areas for improved instruction through superficial analysis of data to increase student outcomes.	Develops a professional learning plan that addresses some but not all areas for improved instruction through analysis of data to increase student outcomes.	Develops a comprehensive professional learning plan to lead others in improved instruction through reflective practice and analysis of multiple data to increase student outcomes.	Collaboratively develops a comprehensive professional learning plan that leads to improved instruction through reflective practice and analysis of multiple data to increase student outcomes.
	Provides limited opportunities for professional learning or provides opportunities that do not result in improved instruction.	Establishes or supports professional learning opportunities that only address individuals' needs to improve instruction through analysis of data to increase student outcomes.	Establishes, implements, and monitors a high quality professional learning system that is reflective in nature.	Fosters leadership opportunities within the professional learning system.	

**Southington Leader Evaluation and Support Rubric 2019**

**Domain 2: Organizational Systems**

*Education leaders ensure the success and achievement of all students by effecting the following:*

*\*Employment and retention of highly qualified staff*

*\*Establishment of a system for fiscal, educational, and technological resources in support of teaching and learning*

*\*Management of organizational systems and resources for a safe, high-performing environment and positive school climate.*

2c. School Culture and Climate					
Leaders establish a positive climate for student achievement as well as high expectations for adult and student conduct.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>
<b>KEY ATTRIBUTES OF LEADERSHIP PRACTICE</b>	<b>Professional Responsibility and Ethics</b>	Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.  Does not address or use ethical practices in the use of technology among members of the school or district community.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators but may apply inconsistently.  Recognizes but does not consistently demonstrate the ethical use of technology among members of the school or district community.	Exhibits, models, and promotes the Connecticut Code of Professional Responsibility for School Administrators.  Holds self and others accountable for the legal, social, and ethical use of technology among members of the school or district community.	Maintains the highest standards of professional conduct and holds high expectations of self and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.  Proactively addresses the legal, social, and ethical use of technology among members of the school or district community.
	<b>Positive School Climate for Learning</b>	Demonstrates minimal or no awareness of the link between student learning and school climate and/or makes minimal or no effort to improve school climate.	Maintains a school climate focused on high expectations for student learning and personal well-being.	Maintains and promotes a caring and inclusive school or district climate focused on high expectations for student learning and personal well-being of students and staff.	Gives diverse stakeholders significant voice and choice in design and implementation of decisions and policies related to the learning environment.
	<b>School Site Safety and Security</b>	Designs and/or implements a school site safety and security plan which has overlooked safety aspects and fails to enforce its compliance.  Fails to address safety concerns or physical plant maintenance.	Designs and/or implements a school site safety and security plan which has overlooked safety aspects but does ensure compliance.  Reactively addresses issues and concerns that support a safe school environment. Oversees maintenance of physical plant and reactively addresses its needs.	Designs and/or implements a comprehensive school site safety and security plan and ensures compliance.  Proactively identifies and addresses issues and concerns that support a safe school environment. Oversees and advocates for maintenance of physical plant.	Gives diverse stakeholders significant voice and choice in design and implementation of decisions and policies related to site safety and security.  Builds staff capacity to identify, address, and/or resolve safety issues and concerns.

*\*Adapted from EdLeader 21 4 C's Leadership Practice and Connecticut Leader Evaluation and Support Rubric 2017*

# Appendix C

## Forms

**FORM A**  
**Initial Evaluation and Development Plan**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School/Position:** \_\_\_\_\_

**STUDENT GROWTH INDICATORS**

**Student Learning Indicators**

Write each indicator and identify what professional learning and/or other type of support would help you to achieve your goals.

**Indicator 1**

**Indicator 2**

**Indicator 3**

**Focus Area: Identify Domain and Indicator.**

Possible Action Step(s):

Identify what professional learning and/or other type of support would help you to achieve your goals.

**Survey Target**

Possible Action Step(s):

**Evaluator Comments**

**Administrator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FORM B**  
**Mid-year Administrator Self-Assessment/Reflection**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School/Position:** \_\_\_\_\_

**Status of Student Learning Indicators**

*Copy and paste original Indicator. If applicable, follow by recording revision. For each Indicator, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Indicator 1:**

Status:

Reflection:

**Indicator 2:**

Status:

Reflection:

**Indicator 3:**

Status:

Reflection:

**Evaluator's Comments:**

**FORM B (continued)**  
**Mid-year Administrator Self-Assessment/Reflection**

**Status of Focus Area Domain/Indicator**

**Focus Area** *(Please record original Focus Area.):*

*Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Evaluator's Comments:**

**Status of Survey Target**

**Survey Target** *(Please record original Survey Target.):*

*Consider your overall assessment of progress within the survey target and describe what you have learned and how you will use it going forward.*

**Evaluator's Comments:**

**Administrator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FORM C**  
**End of Year Summative Administrator Self-Assessment/Reflection**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School/Position:** \_\_\_\_\_

**Status of Student Learning Indicators**

*Copy and paste original or revised Indicators.*

*For each Indicator, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Indicator 1:**

Outcome:

Reflection:

**Indicator 2:**

Outcome:

Reflection:

**Indicator 3:**

Outcome:

Reflection:

**Evaluator Comments:**

**FORM C (continued)**

**End of Year Summative Administrator Self-Assessment/Reflection**

**Status of Focus Area Domain/Indicator**

**Focus Area** *(Please record original Focus Area.):*

*Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Evaluator's Comments:**

**Status of Survey Target**

**Survey Target** *(Please record original Survey Target.):*

*Consider your overall assessment of progress within the survey target, describe what you have done that produced these results, describe what you have learned and how you will use it going forward.*

**Evaluator's Comments:**

**Summative Rating:**

**Administrator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_