

Regular Board of Education Meeting
Wednesday, May 1, 2013 6:30 PM Eastern

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

Steven Cinami: Present
Paul Fuchs: Present
Russ Gomes: Present
Allison Hine: Present
Beth Jones: Present
Victoria Lanier: Present
Michelle Roche: Present
Mr. Stephen Spooner: Present
James Witkins: Present

Present: 9.

- I. Call to Order
- II. Approval of Minutes
 - II.A. District Budget Hearing of April 1, 2013
 - II.B. Regular Meeting of April 3, 2013
- III. Visitors
 - III.A. Report from Student Representatives
 - III.B. Public Comment
- IV. Administrative Reports
 - IV.A. Superintendent's Report
 - IV.B. Business Manager's Report
- V. Educational Presentation
 - V.A. Teacher and Administrator Evaluation Plans
- VI. Chairman & Board Report
- VII. New Business
 - VII.A. LOLHS Field Trips 2013-2014
 - VII.B. LOLMS Student Exchange Trip
 - VII.C. Library Management Software
- VIII. Old Business
 - VIII.A. District Goals 2013-2014
 - VIII.B. Policy 5165 Medical Marijuana Standards
 - VIII.C. Reports of Committees: Facilities, Building, Technology, Policy, Communications, Finance, Human Resources, Enrollment & Equity, LEARN, Comcast
- IX. Correspondence
- X. Executive Session: Personnel Matter
- XI. Adjournment



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

District Budget Hearing

Location: Lyme-Old Lyme Middle School

Date: April 1, 2013

Board Present: James Witkins, Chair; Paul Fuchs, Vice Chair; Russ Gomes, Secretary; Victoria Lanier, Treasurer; Allison Hine; Michelle Roche; Stephen Spooner

Absent by Previous Arrangement: Steven Cinami; Beth Jones

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

Others Present: Bonnie Reemsnyder, Old Lyme First Selectwoman; Mary Jo Nosal; Old Lyme Selectwoman; Skip Sibley, Old Lyme Selectman; Andy Russell, Old Lyme Board of Finance Chair; Jayne Keedle, *The Patch*; one towns person from LOL

The meeting was called to order at 7:35 p.m. by Chairman Witkins.

Russ Gomes read the call of the meeting as follows:

Notice is hereby given that the Regional School Board for Regional School District No. 18 for the Towns of Old Lyme and Lyme will hold a public hearing on the budget request for the fiscal year July 1, 2013 through June 30, 2014 at Regional School District No. 18, Lyme-Old Lyme Middle School Auditorium, 53 Lyme Street, Old Lyme, Connecticut at 7:30 p.m. on Monday, April 1, 2013. All interested persons are invited to attend and present their comments or questions.

Mr. Neviaser presented a brief overview of the 2013-14 budget via a PowerPoint presentation which is attached to these minutes for informational purposes.

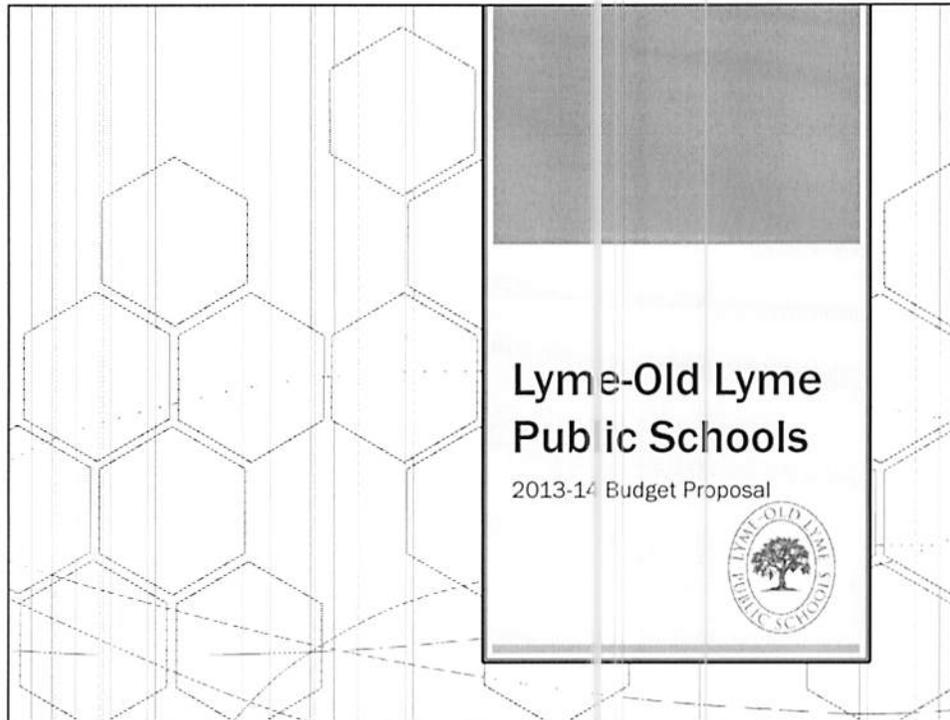
The meeting was opened up for questions and comments. Discussion followed on the declining enrollment with the enrollment projection reports reflecting a gradual decline over the next ten years. Mr. Witkins addressed the new energy model at the high school which they will watch closely for economic benefit. He also discussed the various options that will be available for future financing of the high school project.

Mr. Gomes made a motion, which was seconded by Atty. Lanier, that pursuant to Connecticut General Statutes, the vote on the budget for fiscal year July 1, 2013 through June 30, 2014 will be held on the day following the annual budget meeting in accordance with the procedures set forth in section 7-7 of the Statutes. The District Budget Meeting will be held on May 6, 2013 at 7:30 p.m. in the Middle School Auditorium; the referendum will be held on May 7, 2013 from 6:00 a.m. to 8:00 p.m. at the towns' firehouses. The motion passed unanimously.

The meeting was adjourned at 7:45 p.m. upon motion by Mr. Gomes and a second by Mrs. Hine.

Respectfully submitted,

Russ Gomes, Secretary



Goals of 2013-14 Budget

- To support the ongoing renewal of curriculum, instruction, assessment, and staff development activities in response to the expectations of the CCSS.
- To maintain a dynamic and responsive approach to programming needs and mandates in special education.
- To continue to plan and provide technology infrastructure and applications that are consistent with highly effective and efficient programming and operational standards.
- To maintain high facility standards for all District buildings and grounds.
- To continue to monitor, adjust (as needed), and implement next stage of the redistricting plan.
- To maintain both compliance and reasonability in response to state and federal mandates.
- To preserve high standards of education in the District while remaining fiscally responsible to our communities.

The Bottom Line:

\$31,741,789 2.36% increase

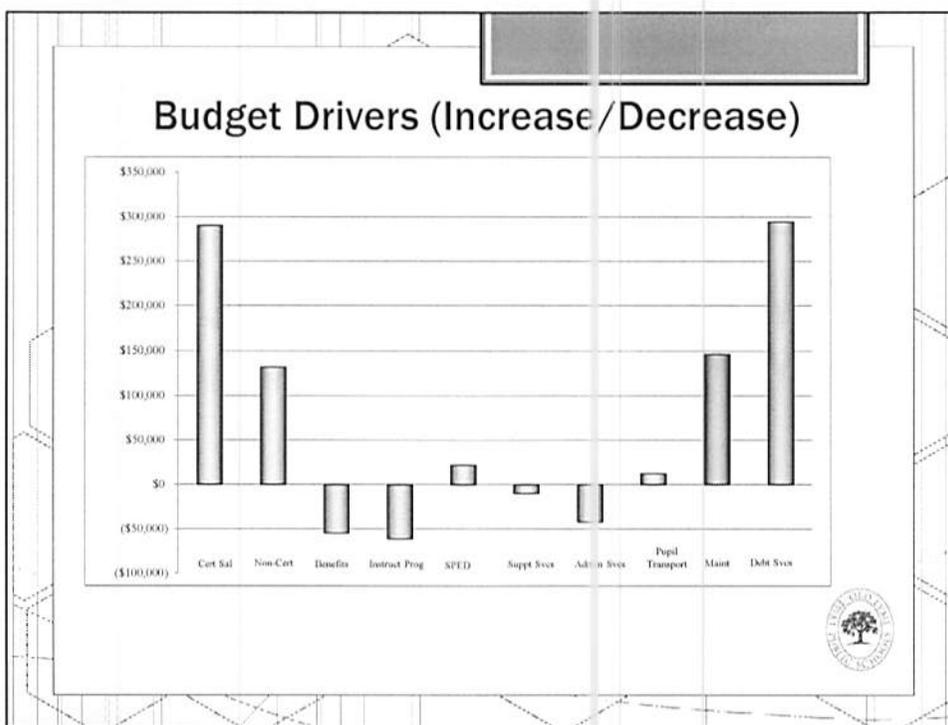
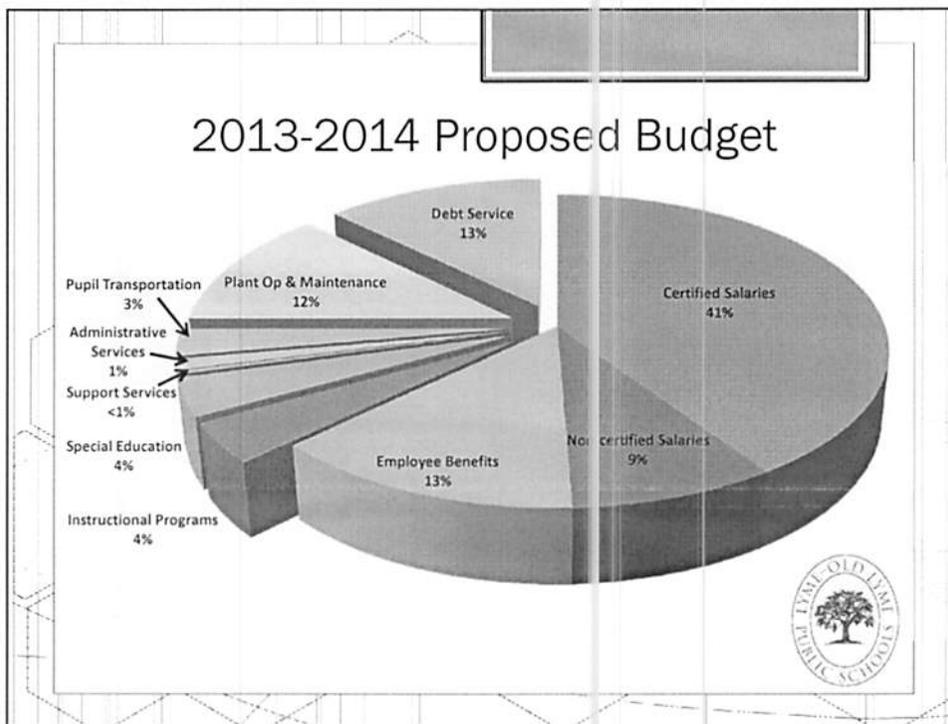
<p><u>Operations /Program Budget:</u> \$27,709,107</p> <p>An increase of \$435,595 or 1.60% over the 12-13 SY Operations/ Program budget</p>	<p><u>Debt Service:</u> \$4,032,682</p> <p>An increase of \$295,230 or 7.90% over the 12-13 SY debt service</p>
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2013-2014 Proposed Budget

Proposed Operating Budget	Debt Service	Total
\$27,709,107	\$4,032,682	\$31,741,789
1.60%	0.76%	2.36%





Enrollment

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



The operations/program budget reflects:

- Continued adherence to class size guidelines
- A reallocation of staff to enhance current programs combined with a reduction in both certified and non-certified staff relative to declining enrollments
- Continuance of existing academic and extracurricular activities
- Adjustments for anticipated changes in the special education population
- Adequate funding for maintenance and repair of buildings and grounds
- Scheduled replacement of technology and equipment
- Program improvements that are consistent with high academic and operational standards



Program Improvements:

- SRBI support and interventions by certified staff
- Reconstituting of technology education programs at LOLHS
- Special Education transition program
- Teacher in Charge



Facilities Projects:

- Irrigate new soccer/lacrosse field at LOLHS
- Electronic security door system replacement at all schools except LOLHS
- Playground bollards at Mile Creek
- Lighting efficiency upgrade at all schools except LOLHS
- Replace front fence at Center
- Basketball backboards replacement at Lyme and Center
- Install track field bleachers at LOLHS

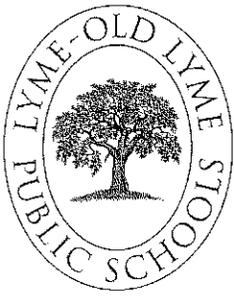




What's next?

- Opportunity for public comment
- Board action on the proposed budget





LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Regular Board of Education Meeting

Location: Lyme-Old Lyme Middle School

Date: April 3, 2013

Board Present: James Witkins, Chair; Paul Fuchs, Vice Chair; Russ Gomes, Secretary; Victoria Lanier, Treasurer; Allison Hine; Michelle Roche; Stephen Spooner

Absent by Previous Arrangement: Steven Cinami; Beth Jones

Administration Present: Ian Neviaser, Superintendent of Schools; Elizabeth Borden, Director of Curriculum; Nancy Johnston, Director of Special Services; Christopher Pomroy, Principal of Lyme-Old Lyme Middle School; John Rhodes, Director of Facilities; Ellen Tyler, Principal of Center School; Marilyn Warren, Business Manager

Others Present: Pam Russell, RETA Co-President; Tisha Kirk, AFT President; Tammy Noyes, District Technology Specialist; Meredith Britton and Sam Stadnick, High School Student Representatives; 17 Townspeople from LOL

I. Call to Order:

The meeting was called to order by Chairman Witkins at 6:30 p.m. The Pledge of Allegiance was recited.

II. Approval of Minutes:

The minutes of Regular Meeting of March 6, 2013 and Special Meeting of March 13, 2013 were approved as presented.

III. Visitors:

1. Student Representatives

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

At the Middle School: Science Olympiad Team winning state championship and heading to national competition in May in Dayton, Ohio; student-staff basketball tournament; student lead parent conferences; and invention convention finalists going to UConn for state competition.

After a question by Mr. Witkins, Meredith and Sam explained the opportunities for the Science Olympiad team members when they reach the high school level.

53 Lyme Street, Old Lyme, Connecticut 06371

T: 860-434-7238 F: 860-434-9959 www.region18.org

At the High School: visit from Afula Youth Orchestra who participated in joint concert with LOLHS musicians (credit was given to Jay Wilson and Marianne DeBruyn for their assistance in this endeavor); Smarter Balanced pilot test with 200 students participating; commencement of spring sports; Earth Week; and removal of portable classrooms with all classes now located in main building.

2. Public Comment

The following community members spoke publicly on a recent recommendation by the administration to alternate the FIRST Robotics Team 236 field trip to the annual national competition to every other year. All those who offered comments and read statements voiced support for Team 236 attending the national competition annually, and they stressed the importance of robotics education and the experience afforded the students at the national competition: Vincent Wilczynski, John Bozenhard, Ellen DiCarlo, Ray Slezycki, Caitlin Slezycki, Tammy Noyes, Fred Behringer, Andrew Winter, Craig McKnight, Jean Wilczynski, Stephanie Slezycki, Eric Behringer, Michael Gentry, Norm Bersing and Paul Bennett. Attached to these minutes are formal statements of several of the community members.

The rationale behind the rotation schedule presented at the March 6 Board meeting included (1) resolves the conflict between trips that rely on specific students for a successful trip (2) alleviates the financial strain on families whose children participate in multiple programs; (3) minimizes the collective educational disruption to the school as a whole; (4) publishing a two year schedule enables families to plan and budget over a multiple year span; (5) should any given group qualify on merit in a year that they are not scheduled to travel, the school will develop a contingency plan to address this need.

Mr. Witkins thanked the community members for their input. He reported that no decision would be made at this time regarding this issue but that the Board would make this part of their strategic planning that would be commencing this spring.

IV. Administrative Reports:

1. Superintendent's Report

The Superintendent stated that there were no changes in personnel since the March 6 personnel report.

Mr. Neviaser reviewed the April enrollment report which reflected a total of 1,479 students. He noted the addition of the ADM (Average Daily Membership) breakdown to this monthly report to better track the budget impact to the towns which reflected a slight change to ADM with a shift in population to Lyme.

Mr. Neviaser reported on the selection process for musical productions at LOLHS which includes research on what shows have been produced before, the cast that will be involved, and the cost to produce the show.

Mr. Neviaser reported that the LOLMS Science Olympiad program won their second state championship in the past two years which he described as an amazing accomplishment for an amazing program. Per their request, the recognition of students, staff and volunteers who are part of this program will take place after the national competition.

Mr. Neviaser reported that the annual RETA banquet is scheduled for May 23 at the Old Lyme Country Club. He asked the Board to mark their calendars for this special event.

2. Business Manager's Report

Ms. Warren provided a year to date budget status report as well as a contingency fund report. Spending is trending as in previous months. Ms. Warren addressed questions on encumbrances to the contingency maintenance accounts and reimbursement monies expected from the state relative to the high school project.

V. Educational Presentation:

Teacher and Administrator Evaluation Plans

Mr. Neviaser reported that the original submission date to the CSDE of April 15 has been extended to May 3. Therefore, the Board will be asked to vote on the new plans at the May 1 meeting.

Dr. Borden presented the first part of a two part presentation on the new teacher and administrator evaluation plans. A copy of Dr. Borden's presentation is attached to these minutes for informational purposes.

Questions and comments followed the presentation and centered on the following areas: objective measures to evaluate the 22.5 percent of the evaluation based on class performance; how the State will utilize results; evaluation comparisons with other districts; the lack of performance pay in Connecticut; SEED model vs. modified version; the one-third of population implementation in first year; balancing of classrooms with higher and lower level performing students at elementary level; development of standards for art/music; online parent survey and analysis of survey results; evaluation information that can be used publically and privately; the annual refinement of the evaluation plan; per school rating; concern over time administrators have to devote to evaluations under new plan; possibility of department head and/or outside assistance on evaluations; and execution of this new plan and its effect on resources and administrator's time.

Mr. Witkins requested that the Board receive the backup on this May agenda item in sufficient time so that questions and concerns can be addressed beforehand. Mr. Neviaser provided

information on other documents that the Board should review before the May meeting.

VI. Chairman & Board Report:

Mr. Witkins reported on the upcoming strategic planning process; Mr. Fuchs and Mrs. Hine will be involved in the structuring of this plan.

Mr. Witkins updated the Board on State grants that might become available for upgrading schools; Mr. Neviasser advised that he believed this was for new construction.

VII. New Business:

1. LOLHS Field Trip Proposals for 2013-2014

This agenda item was deferred to a future meeting.

Mrs. Hine asked that the Board be educated on the reasoning behind the recommendation to alternate field trips each year, and she indicated the importance of being receptive to the parents' and community members' concerns. Mr. Witkins suggested that the upcoming strategic planning will assist in addressing this issue.

2. Approval of Field Trip (Science Olympiad)

Mr. Neviasser explained that the recent success of the Science Olympiad program, which includes their second straight state championship, has qualified them for inclusion in the national competition in Dayton, Ohio. The Board was given information on the details of a proposed trip to this national competition being held in Dayton, Ohio on May 16-19, 2013. There is fundraising and donations being made for those in need.

MOTION: Mr. Gomes made a motion, which was seconded by Mrs. Hine, to approve the Science Olympiad Team trip to Dayton, Ohio for the national competition as presented.

VOTE: the Board voted in favor of the motion; Mr. Fuchs abstained from voting.

3. Sponsorship of the Safe Graduation Party

The Board reviewed a request from the Safe Graduation 2013 Committee requesting that the District sponsor the Alcohol-Free Graduation Party so that any claims arising from this event will be covered by the District's liability insurance.

MOTION: Mr. Fuchs made a motion, which was seconded by Mr. Gomes, to approve the sponsorship of the 2013 Alcohol-Free Graduation party so that any claims arising from this event will be covered by the District's liability insurance.

Mrs. Roche suggested that it be stipulated that students must be picked up after the event by a parent or other responsible person; she cited a student who got into a car accident after last year's event due to exhaustion as the reasoning behind this suggestion. Mr. Neviasser stated that

he would include this as a stipulation, but he noted the difficulty behind enforcing due to the fact that the students will be graduates at this point in time.

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

4. Healthy Food Certification

Mr. Neviaser explained that Section 10-215f of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for Connecticut public school districts participating in the National School Lunch Program (NSLP) must take action annually to certify whether all food items sold to students will or will not meet the Connecticut Nutrition Standards.

MOTION: Atty. Lanier made a motion, which was seconded by Mr. Spooner, to approve compliance with optional Section 3 of Public Act 06-63 and to authorize exceptions (either general or specific) to the beverage and food requirements of Public Act 06-63 for sales which meet all of the following requirements:

1. The sale is in connection with an event occurring after the end of the regular school day or on the weekend.
2. The sale is at the location of the event.
3. The beverages or foods are not sold from a vending machine or school store.

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

5. Use of Paper Ballots for Budget Referendum

Mr. Neviaser explained that per a request of the towns and in an effort to reduce costs, it is recommended that the Board approve the use of paper ballots for the upcoming budget referendum.

MOTION: Mrs. Hine made a motion, which was seconded by Mr. Spooner, to approve the use of paper ballots for the May 7, 2013 district budget referendum.

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

6. Setting of Date for High School Graduation

Mr. Neviaser reported that Section 10-16l (Establishment of graduation date) of the C.G.S. states, "Notwithstanding any provision of the general statutes to the contrary, a local or regional board of education may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one hundred eighty-fifth day noted in the school calendar originally adopted by the board for that school year, except that a board on or after April first in any school year may establish such a firm graduation date for that school year which at the time of such establishment provides for at least one hundred eighty days of school."

Mr. Neviasser recommended the Board vote to establish June 21, 2013 as the firm graduation date for the class of 2013 which meets all requirements of the above mentioned statute. There was follow-up discussion on ending school on June 21 for all grades per a suggestion by Mrs. Roche. Mr. Neviasser stated that this was not supported by the administration; Atty. Lanier noted the contractual obligations of the staff to work 187 days.

MOTION: Mr. Fuchs made a motion, which was seconded by Atty. Lanier, to approve the Superintendent's recommendation of establishing Friday, June 21, 2013 as the firm graduation date for the class of 2013.

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

7. Bid for Irrigation of Soccer/Lacrosse Field

Mr. Rhodes presented the results of the bidding for the irrigation of the new soccer/ lacrosse field in between LOLMS and LOLHS. The following background was provided:

This is a 2013-2014 Facilities Capital Project planned for July 2013. The project was publicly advertised. Bids results:

Anderson Turf Irrigation	\$23,329
Aqua Turf Lawn	\$34,965
Liberty Landscapes	\$25,375
National Lawn Sprinkler	\$19,450

The recommendation was to award National Lawn Sprinkler the contract to install an irrigation system on the soccer/lacrosse field for \$19,450.00. It was noted that this proposal was within the budget for the project. Follow-up discussion centered on confirmation that references were checked and the reputation of the recommended company was positive.

MOTION: Mr. Fuchs made a motion, which was seconded by Mrs. Roche, to award National Lawn Sprinkler the contract to install an irrigation system on the soccer/lacrosse field for \$19,450.00.

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

8. Annual Review of Tuition Policy/Rate

Per policy #2420, the Board is required to set a tuition rate for non-resident students by May 30 of each year. Ms. Warren, Business Manager, calculated this year's tuition rate of \$18,168 based on the Board approved budget.

Mr. Gomes recommended the Board consider decreasing the tuition rate to recruit outside students. Concern was raised over this suggestion, i.e., taxpayers paying taxes for their children to attend district schools and then offering a discount for those living out of town;

maintenance of property values; and encouragement of families moving into town because of the school system. Mr. Witkins noted that this could be another subject for the upcoming strategic planning.

The Board also discussed the future possibility of offering a separate tuition rate for staff members' children.

MOTION: Mrs. Hine made a motion, which was seconded by Mrs. Roche, to approve the tuition rate for fiscal year 2013-2014 at \$18,168.

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

9. District Goals for 2013-2014

Mr. Neviasser reviewed a draft of next year's District Goals for discussion purposes which are listed below. He noted that this was an informational item and does not require Board action at this time. Mr. Neviasser noted that many of these goals are driven by state mandates.

Teaching & Learning

1. Implement next phase of new math program (K-12) aligned with Common Core State Standards
2. Implement instructional strategies and assessments aligned to the Common Core State Standards in Mathematics and English Language Arts (ELA) with ongoing expansion to other curricular areas.
3. Implement and revise as necessary the new teacher and administrator evaluation plans.

Facilities & Technology

1. Commission newly renovated LOLHS facility.
2. Implement the second phase of the technology plan (adopted in June 2012).
3. Complete facilities projects as budgeted.

Planning and Evaluation

1. Continue to evaluate and implement the elementary redistricting plan.

Address Compliance Initiatives (as known and as emerging)

1. Move forward with the accreditation renewal of Lyme-Old Lyme High School through the New England Association of Schools and Colleges (NEASC) process.
2. Respond with appropriate plans and actions to legislation that emerges from the 2013 CT General Assembly legislative session including, but not limited to, school safety recommendations.

Mr. Gomes made a motion, which was seconded by Mrs. Hine, to add an agenda item to New Business, that being a request from the Town of Old Lyme to hold a fireworks display on district property during their mid-summer festival. The Board voted unanimously in favor of the motion.

MOTION: Mrs. Hine made a motion, which was seconded by Atty. Lanier, to grant the town of Old Lyme permission to hold a fireworks display on district property during the town's mid-summer festival on July 27, 2013 (rain date of July 28, 2013).

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

VIII. Old Business:

1. Policy Updates:

Policy 5165 Medical Marijuana Standards

Policy 5160 Drug Free Workplace; Drug Free Schools and Communities

Policy 5170 Smoking, Drinking and Substance Abuse by Staff Members

Mrs. Hine noted that at the March 6 Board meeting, the Board discussed the inclusion of personnel Policy #5165 Medical Marijuana Standards. The Policy Committee has reviewed this policy as compared to current policies and recommends adoption of the policy with a cross reference in each of our current related drug abuse policies.

Mr. Fuchs questioned wording relative to the list of "qualified medical marijuana users." The committee will review as this wording was taken verbatim from Public Act 12-55

Atty. Lanier questioned the necessity of this policy since law would dictate when medical marijuana was lawful. Mrs. Hine discussed what was not addressed in the current drug usage policies and the need for this new policy, i.e., even with prescription for medical marijuana, its use would not be allowed on school grounds.

This policy was referred back to committee for further wordsmithing.

2. Reports of Committees

Facilities. No report.

Building. Mr. Gomes reported that the high school portable classrooms were being removed; permanent classroom are being utilized. The project continues on budget, and punch lists are being created. Tours of the building are being well received.

Technology. No report.

Policy. There was no report but Mr. Gomes asked about protocol of staff usage of the buildings after hours. An explanation was given on the operational limitations placed on building usage by staff with the cutoff normally 10:00-10:30 p.m. due to liability issues, especially with students on premises.

Communications. Mrs. Roche reported that the budget issue of *Focus on Education* was to be mailed within the week.

Finance. Atty. Lanier reported that the District Budget Meeting was scheduled for Monday, May 6, at 7:30 p.m. in the Middle School auditorium.

Human Resources. No report.

Enrollment & Equity. No report.

LEARN. No report.

Comcast. Mr. Gomes updated the Board on scholarship opportunities for students.

IX. Correspondence:

There was no correspondence to report.

X. Executive Session:

There was no need for an executive session.

XI. Adjournment:

The regular meeting adjourned at 10:30 p.m. upon motion by Mr. Spooner.

Respectfully submitted,

Russ Gomes, Secretary

Yale SCHOOL OF ENGINEERING
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Russell Gomes
Region 18 Board of Education

April 1, 2013

Dear Russ,

Thanks for the suggestion to share some thoughts from a few perspectives regarding the opportunity the students of Lyme-Old Lyme High School have with respect to the FIRST Robotics Program. Please feel free to share these insights with your colleagues on the Region 18 Board of Education. As a fellow volunteer, I applaud your individual efforts to keep our community strong and to provide a learning environment like no other. Many thanks for your dedication and hard work.

I write to offer my thoughts on the issue at hand – the consideration of removing the chance for LOL HS students to annually attend the International FIRST Championship – from a variety of perspectives. I share these insights to confirm that we have a gem of a program in our community – a gem that we should be careful not to lose. Taking away components of this experience is simply the first step of losing the entire program, and hence I have a concern well beyond the immediate decision of restricting access to a single event.

As a member of the National Advisory Board of FIRST I can confirm that the LOL Robotics Team is one of only 22 teams out of nearly 3,000 teams from across the world that earned an annual invite to the international championship as a World Championship Chairman's Award winning team. The FIRST Robotics Competition is one built on inspiring and motivating students to pursue STEM education and careers and the competitions are veiled "sporting events" where teams assemble to celebrate this common cause. The LOL team was recognized in 2009 for instilling the spirit of FIRST in our community better than any other team in the world – a recognition that followed doing so for the New England Regional the previous 7 years. FIRST Robotics measures its effectiveness not by counting points scored on a playing field, but rather on changing lives, and the LOL Robotics team is a role model team at doing so. The invite from FIRST to share the LOL team spirit and techniques with other teams from across the world recognizes the impact this program makes on our local community. It is the rarest of honors.

As the Deputy Dean of Engineering at Yale, and closely associated through FIRST with the Dean of Admissions at MIT and President of WPI, I can confirm that participation in FIRST is a competitive advantage for students as it provides a unique and extended insight into the study and practice of engineering. FIRST alums are highly sought by the most competitive colleges and universities for their awareness of engineering fundamentals and effectiveness as team leaders. The FIRST alums stand out among their peers on college campuses due to their awareness of problem solving, teamwork and hands-on experience. There is no other engineering program that has such a dramatic impact on its participants – and that is why these institutions actively recruit students through FIRST at the regional and national competitions. And it is also why these institutions offer more than \$16 million dollars in scholarships that are restricted to FIRST participants. It should be no surprise that the LOL FIRST alums are often awarded such scholarships.

As a former Coast Guard Officer and Dean of Engineering at the U.S. Coast Guard Academy, I can confirm that the very skills that students learn through FIRST – teamwork, problem solving, decision making, optimization and, most importantly, leadership – are the skills that are highly sought in our military and throughout government service. In addition to leaders of the U.S. Military who attend the FIRST Championship to speak to and inspire students, U.S. Presidents, astronauts and the Administrator of NASA, U.S. Secretaries of Commerce and Education, and even the CIA all participate in the FIRST Championship for a simple reason – it is the single largest gathering of STEM students in the nation and they use the event to personally motivate these students to continue their work in these demanding disciplines.

April 1, 2013

As a parent of three LOL FIRST alums, I can confirm that we as a community are very blessed by the dedication of the teachers and mentors that made this program one of the defining aspects of their HS lives. I've tried to thank the teachers and administrators many times for making our own "dreams come true" and will continue to do so in the future. Without this program in our school system, our sons would not have had the opportunity to learn so much from so many in such a short period of time. They simply would not be where they are without the dedication of our community through this program.

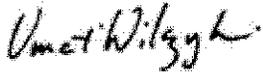
As a mentor for our LOL HS team, I can confirm that I and many others willingly volunteer to work closely with students in our community to share our passion for science and engineering because we care. We enjoy being connected to the youth of our community and contribute to their development. We keep coming back because there are interested new students who want to learn – who want to grow – who want to do more. We come on after work and on weekends to help LOL students learn skills that we practice in our professions. And by doing so, we form a stronger community as a team of like-minded individuals, ranging from ages 8 to 80. To its credit, the school is the center for this learning and facilitates this teaching and learning to extend well beyond the confines of the school itself.

While I have a number of unique insights into the LOL FIRST Robotics Team, the most significant perspective that I can offer is that of an informed citizen. I fear that while we have been so active in so much, we have not devoted the necessary time to inform so many of such an impact. To rectify that situation, I merely ask that the Board delay a vote on this topic to allow members of the Board to simply learn more. Along those lines, speak with our alums, come to the Championship with the team, or visit with current students to talk to them directly about what they each would lose from not having the opportunity to learn in such a rich environment.

I also invite each member of the Board to visit with the founder of FIRST, Dean Kamen, on April 18 at 4:00 when he delivers a lecture at Yale University. I can facilitate a meeting of the Board with Dean Kamen to help you more fully understand the extremely unique chance our students currently have.

The title of Dean Kamen's lecture is "The Future Belongs to the Innovators" and I trust that your collective judgment will allow our students to have access to just such a future.

Sincerely,



Vincent Wilczynski

Members of the Board of Education,

My name is Ellen Di Carlo. I'm a resident of Old Lyme, an Engineering Supervisor at Electric Boat Corp, and a mentor for the LOLHS FIRST Robotics team.

I feel it is my obligation to provide you with the information you need to make an informed decision about the Robotics annual trip to the World Championship competition.

Please don't vote on the high school field trip schedule proposal without knowing what impact your vote will have.

For the sake of the students, please take the time to read the attached letter I am writing to you. It's long, but our students are worth the half hour of your time.

Thank you for your service to this town. Our school system has surpassed my highest expectations.

Respectfully,

Ellen Di Carlo (860) 705-6063

FIRST Robotics. "For Inspiration and Recognition of Science and Technology". Inspiration. Recognition. This program is designed to inspire students to choose careers in science and technology fields, to give them hands-on experience with the latest technologies, to provide them with the confidence to pursue a degree in a scientific field, to tell their inner nerd that it's cool to be a scientist or engineer, to let them know that their career will be rewarding and helpful to society, and to recognize that the skills they possess and develop are valuable and are worthy of praise. Inspiration. Recognition.

Dean Kamen is the founder of FIRST Robotics. Dean is one of America's most prominent inventors and a leading advocate for increasing our country's science and engineering capacity. He is the President of DEKA, a privately owned research and development company. Many of Kamen's innovations have been in medical technologies, with his work dramatically improving the quality of life for those who have used his inventions. Kamen is noted for developing game-changing technologies in a spectrum of technical disciplines. His inventions include the first infusion pump, a portable dialysis machine, an all-terrain auto-balancing transportation device for the disabled, and an advanced prosthetic arm for injured soldiers. His expertise extends well beyond medical technologies and includes inventing a power generator based on the Stirling engine and a water purifier that uses vapor compression distillation. These two innovations have the ability to be used together to produce clean water using any combustible fuel source, thereby making water purification readily available nearly anywhere in the world.

Dean Kamen founded FIRST on a principle called Gracious Professionalism, or GP. GP is emphasized in the FIRST program nationally, and is especially emphasized on our own team. It means that winning is not the main goal of our robotics team. The main goal is to work cooperatively in teams, treating each other in a professional and gracious manner, building relationships with team members, mentors and with other teams. The students are repeatedly reminded of these principles, and of the fact that the other team members and mentors they meet at the regional and World Championships could be future colleagues or important figures in their fields of study. Teams are competitive and want to win, but above all they are compassionate toward other teams and will always help a competitor in need. FIRST has coined the term "coopertition" to describe this mix of cooperation and competition. Dean Kamen considers FIRST a "sport" and strives to give it the honor and recognition in our society that we presently give to sports. Will our BOE support Dean Kamen's noble goal?

Each year there is a new game that the robots must play to compete in FIRST Robotics. Over 3000 FIRST teams around the world build robots to compete each year. First they compete in regional competitions. These competitions match an alliance of three robots against a competing alliance of three robots for each match. Each match last about 2 and a half minutes, in which the student drivers control the robots remotely from behind the playing field. Qualification matches are played in the first two days of competition, and then elimination matches are played by the top teams on the last day. Out of the 3000 teams around the world, 400 of them qualify to play in the World Championship each year.

LOLHS Robotics team has won the distinct honor of qualifying for the World Championship every year. It is the highest honor given at the Robotics World Championship, recognizing the team that best represents a model for other teams to emulate and best embodies the purpose and goals of *FIRST*. They have distinguished themselves on an international level. After winning 7 consecutive regional Chairman's awards, they were awarded the National Chairman's award in 2009 – the "golden ticket" for admittance into the World Championship every year. This honor has been awarded to only 22 teams ever. They won the National Chairman's award because they had a top *FIRST* team nationally. Remember that winning the robot competitions is not the main goal of *FIRST*, and neither is it the criteria for winning the Chairman's award. The reason they were awarded these consecutive Chairman's awards and then the National Award was because they were top rate in the spirit of *FIRST*. They were inspired, and they worked hard and successfully to inspire others to be interested in science and technology. Our team demonstrated exceptional effort and results in motivating students in these areas. We did this through sponsoring an annual Lego robotics competition at the LOL Middle School, by hosting an annual Robotics Bash at the Beach event at the HS, and by establishing a competitive Robotics program of our own. We continue to do all these things today.

Let me tell you about our Robotics season.

At LOLHS, the *FIRST* Robotics team 236 (techno ticks) season kicks off in September when our team hosts over 25 other high school Robotics teams from around the state for a friendly "Bash at the Beach" competition. The evening before the competition, our team members build the entire playing field at our school. This is no easy feat, and takes around 30 people about 6 hours. The next day, teams show up with their robots from the previous build season to play matches. Our team coordinates the entire event, including the scoring and refereeing. After the event, they take the field down, pack it all up into large boxes and crates, and roll those crates out and load them onto a large truck. It is a large amount of work for our team. We do this every year.

In November our team hosts the Lego Robotics competition for Middle School teams around the state. Our team sets up the gymnasium for this event, and runs the entire event including refereeing and judging.

At the beginning of January, *FIRST* announces the game for that year, and teams have six weeks from that announcement to build a robot to play this game. This year it was a Frisbee game where the teams were challenged to build a robot that shoots Frisbees into a goal for points (3 points for each disc in the high goal, 2 points for each Frisbee in the low goal), and then climb a tall pyramid at the end for extra points, and finally shoot Frisbees into a small basket on top of the pyramid after the climb for more extra points. Frisbees could be loaded into the robot by students inserting them into slots on the side of the court, or could be picked up by the robots.

As soon as the game was announced this year, our team met to discuss strategies and design ideas. What features should our robot have? What are we capable of actually building? This

year we considered things like: Should we try to pick up discs from the floor? Can we shoot across the entire field into our goal from the human loader station? Could we actually make a 120 lb robot that can scale a tower? Is there a design which would allow a scaling robot to shoot Frisbees into a basket at the top? What are our limitations due to being in a portable classroom and not having access to all of our machine shop tools this year? The team formed into small groups that each came up with ideas for robot designs they believed could be built in the six short weeks and would result in the highest match score. Each group presented their strategy in front of the rest of the team; each strategy was discussed, and finally one was chosen. Then it was on to prototyping to determine if the chosen strategy could really be implemented.

Students went home and began researching things like Frisbee flight dynamics. What makes for a stable flight? What makes for the longest flights? How can we build a Frisbee release mechanism to maximize our flight distance?

In the prototyping phase, students built small models of their designs during Robotics meetings. The prototypes were made of all sorts of things such as paper plates, pool noodles, toilet plungers, toothpicks, cardboard and wood, anything which could demonstrate that the concept was valid. Then, day by day, the designs came together into an integrated robot. Teams formed for different robot features – such as the Frisbee launcher team, the robot climbing device team, and the controls team that would wire up the robot and write code to make it drive, shoot and climb. These teams had to work cooperatively together to make the robot meet the rigid size and weight constraints imposed in the rules. Our team built a full practice robot, followed by another complete competition robot.

During this six week build season, our Robotics team typically met on Mon through Thu, about 3 hours a night, on Sat for about 10 hours, and on Sunday for about 6 hours. Students were not pressured to attend for any particular number of hours. Some came once a week for a couple of hours; the die-hards came to every work session.

During this process, upperclassmen mentored the freshmen. Teachers, industry professionals and college professors mentored all the students. My son is a sophomore on the team. He has a love for computer programming and for wiring and building electronic devices. Last year when he joined the team he was an awkward, small freshman with an academic passion and a love for learning. He began working with two “cool” seniors who loved programming and wiring and electronics. Those seniors were kind and accepting to him. He also got to work with mentors from places like Pfizer, Sikorsky, Electric Boat, and Yale University. He became confident speaking with and working with all of these mentors. Yes, his inner nerd was cool at LOLHS. He didn't need to turn to something else, or try to change who he was to fit in here. There was a place for him.

There is a place on our Robotics team for lots of other students as well; students with diverse interests, needs and talents. There is a place for students interested in designing the robot in 3D using CAD (computer aided design), for students interested in the machine shop tools such

as the CNC (computer numeric controlled) machine, the students interested in designing and building our team website, and the students who try various areas to explore where their talents may lie. Last year we had a "Jill" of all trades. Sarah Behringer was a senior last year on the controls team, working on programming and wiring the robot. But Sarah was interested in all aspects of the robot. From cutting steel to riveting, from designing and building the robot cart to programming and wiring, she loved it all and did it all.

The Robotics team members acquire a skillset that will help them in college and in their careers. They are using cutting edge technology such as a 3D printer which can build a part that has been designed by a student on the computer. They use professional software packages including Inventor, Solid Works and Master CAM.

At the end of six weeks, just after February break this year, our competition robot was completed, and got "bagged and tagged". We could not access that robot until the regional competition in Hartford in late March. However, our team continued to meet on a regular basis, including weekends, until the regional competition. Since the competition robot had been bagged, they used the practice robot and continued to refine it, add features and practice with it. They built the important parts of the competition field and set them up at the school for practice. Can we make that 3 pt shot consistently? What do we need to modify in our designs to make it climb faster? They took their design improvements and incorporated them into the competition robot on the first day at the regional competition.

This past weekend our Robotics team attended the regional competition in Hartford. Team members boarded a bus from LOLHS at 6:45 am last Thu, 6:45 am last Fri and 6:45 am last Sat, and returned on that bus to the HS around 8 pm each evening. When they arrived in Hartford on the first day, they entered the Convention Center and immediately began working on robot modifications. They had one day to make changes and perform practice rounds before competition began on Saturday. For the entire day, they were working on the robot and scouting other teams to determine strategies for our alliance partners and strategies to use against our opponents. On Friday the competition began with qualification rounds. That day we played 7 qualification matches. Before and between matches the team continually worked on the robot in our "pit" area of the arena. A large group of our team also filled out scouting sheets all day long, focusing on one robot for each match and filling out facts about that robot. How many 3 pt shots could it make? Could it climb? Etc.

Saturday morning began with two more qualification matches. At the end of qualification, we placed 4th out of the 56 teams competing. We were highly competitive. This meant we would be one of the eight alliances to play in the elimination rounds in the afternoon. We were the only robot at the competition that could shoot Frisbees, climb to the very top of the tower, and then shoot Frisbees into the small basket on top of the tower. Yes, the hard work had paid off. We were proud; and we were humble. We never forgot about GP. We played elimination rounds, and made it to the semifinals. We lost against the alliance that won the entire competition.

On the bus on the way home, we were all extremely tired after three very long days. However, the students on the team huddled together on the bus and discussed design modifications and strategies for the upcoming World Championship in St. Louis the entire ride home. They had talked with teams that had more accurate shooters than ours. These teams had shared their design lessons and we intended to apply them to our robot before going to St. Louis. They reviewed how the matches had played out in Hartford, and what they could do differently in St. Louis to improve.

They were motivated. They were inspired. The atmosphere at the convention center had been electric. Music was playing. Crowds were cheering. These students were being celebrated. We had built an exceptional robot, and people had noticed. Congressman Courtney came to our pit area and spoke with our students. The Provost of UConn visited our booth and spoke to our students. Dean Kamen visited our booth, and signed one of our Frisbees. Our students took pictures with him. An editor of Circuit Cellar magazine asked for an interview with our team, and asked if he could follow and document our build season next year.

And just imagine what we might be able to accomplish at St. Louis with some more tweaking...

If our team couldn't go to St. Louis this year, their season would be over now. What a bubble burster. What a wasted learning opportunity. The opportunity of a lifetime if you ask me, and I know this through personal experience.

Last year I attended the FIRST Robotics World Championship in St. Louis as a mentor for our team. It was held at the home of the St. Louis Rams, the Edward Jones Dome. We flew down on a Wednesday. That same night, the pits were open for about 5 hours, and of course our team was there making modifications to our robot. The next morning, Thursday, the team was waiting outside of the arena doors before 7 am. At 7 am they went into the arena, set up our work pit, and continued working on our robot. From 7 am to 8 pm every member of our team was working on the robot, playing practice rounds, playing qualification rounds, or scouting. On Friday, qualifying matches continued, and again every member of our team was playing qualification matches, making robot fixes, or scouting for that entire time. After a late dinner each night, the team met to review strategy before the next day. On Saturday, qualification matches continued from 7 am to 2:30 pm. Then from 2:30 pm to 6 pm, the championship matches were played.

On Saturday night, the city of St. Louis hosted several fun events that the FIRST students could choose from. Our team chose to go to a science museum that evening, providing more evidence that this trip is a learning experience for very motivated students.

The Edward Jones Dome has a large adjoining building which was set up with college recruiting booths, science and technology corporate booths, and college scholarship information. These booths were manned with representatives from colleges and industry. Students had the opportunity to speak with these representatives. There are over 800 FIRST college scholarships available, worth over \$16 million. FIRST Robotics students who apply for these

scholarships have over a 25% chance of receiving them. Colleges like MIT were recruiting, corporations and organizations such as NASA and Boeing were there, top executives from Google and Microsoft were speakers. Dean Kamen and others gave very inspirational speeches about the value of careers in science and technology.

The atmosphere during competition in St. Louis was electric. Bruce Springsteen concert electric. Uconn basketball game electric. These students were being celebrated and honored in a manner that is truly priceless. The experience was an unparalleled educational opportunity for our students. One that could in no way be matched by attending an additional regional competition in place of the World Championship.

Although the honor to go to this event every year was earned in 2009, the current Robotics team has held continued to perform at the level which earned them the rare distinction of being a National Chairman's award winning team. They have held themselves to the standard of a National Chairman's award team in their behavior and in their accomplishments. They are gracious and professional, they work hard to host the middle school Lego Robotics competition and the Bash at the Beach every year, and they strive to build the best robot possible every build season, literally never stopping with improvements until the robot is on the playing field. They revise and tweak after each match. They keep GP and cooperation as priorities. They are kind and respectful, and they have built relationships on their team and with teams from around CT, around the country and around the world.

I don't believe it is fair to treat the FIRST Robotics team World Championship trip equally with other school trips. This trip is an educational experience from start to finish, including college recruiting and career building opportunities, and it is an earned honor.

GP. Cooperation. Building relationships. College recruiting. Career development. That's what FIRST stands for. What do you stand for? I believe your record has shown that you stand for putting the education of the students above all other concerns or outside influences. I believe you will stand for the students tonight, and do what is fair for the LOLHS FIRST Robotics team. Do not include the Robotics team on the list of school trips that will travel out of state only every other year. LOLHS Robotics is not a trip. They are a team. They have earned a very distinguished honor and they continue to deserve that honor because of their hard work and dedication.

Like the Middle School Science Olympians, or like a sports team that wins a state competition, they have fairly and squarely earned the right to attend the World Championship every year. And they continue to earn this honor year after year. FIRST has inspired them with this honor. Inspiration. FIRST has recognized their achievements by awarding them this golden ticket. Recognition. Please don't tear this golden ticket to pieces every other year.

Our towns and our school district are known for their support of the whole student. I have personally been involved with and encouraged and supported that effort through my own leadership of the Lyme-Old Lyme Education Foundation, Friends of Music – the Booster Club if you will for the Region 18 Music Program – as well as my involvement as a mentor for the TechnoTicks, a member of CASFY as well as supporting the Athletic Teams and Class Activities (including safe graduation party efforts). I say this not to toot my own horn but to emphasize that I understand very clearly the many opportunities that may conflict at a small high school which supports exceptional programs in athletics, the sciences and the arts often drawing from the same small pool of students.

Over the past 18 years, my three sons were athletes and musicians in addition to being writers and scientists and mathematicians. As parents, Vince and I always considered the schools and teachers and administrators as our partners in raising our sons. This district and its wonderfully supportive teachers and administrators embraced our sons and always went the extra mile to facilitate their varied and broad educational needs. On every occasion, from advice about a late reader or whether to repeat a grade in Mile Creek to how to find a science class to take as a senior in HS, the teachers and administrators in this district have always met or exceeded our expectations. We truly feel blessed to have found ourselves in this community.

I believe our greatest strength as a small school and district has been the willingness and ability of the various groups to support and accommodate each other for the benefit of our students. This is accomplished many ways but the one way I know to diminish that support is to limit access to activities and events that are known to encourage student growth and development. I believe that would be the unintended consequence of limiting Region 18's FIRST Robotics Team 236, the TechnoTicks, to traveling to the FRC Championship event only every other year. Limiting access to THE premier event for FRC teams would by its very nature devalue the FIRST experience, something I doubt anyone in this room would want.

This district has always embraced all students' interests and worked very hard to accommodate the many conflicts with creative solutions. I would suggest that is our real strength and what I encourage all of us to work toward on this front – creative solutions that meet the needs of all the students without limiting their opportunities any more than is absolutely necessary.

Jean Wilczynski, Region 18 BOE Meeting 3 April 2012

April 3, 2013

Dear Regional District #18 Board of Education Board Members:

I am writing because of my concern regarding Principal Wygonik's intentions to limit overnight travel of groups to once every other year.

I strongly urge you to block any policy such as this.

As strong as the internal programs at the high school are, travel has improved the education of our students over the years. I do not understand how an arbitrary rule such as one restricting travel of a group to every other year is in the best interest of our students. If anything, there should be a policy allowing maximum flexibility that can accommodate the different interests and talent pools that move through our small school system.

I draw particular attention to the highly negative effect that limiting overnight travel to every other year would have on our Techno Ticks robotics team. The team is nationally-recognized, a recipient of First Robotics highest award – the Chairman's Award and a member of the First Robotics Hall of Fame. The annual international completion that this group attends is a major driver in the success of the group. Students put in a tremendous amount of time from the beginning of January to mid-April to build and fine tune their robot. An opportunity to compete on an international level is what attracts many to the program and motivates students to participate at a high level. Learning and growth opportunities at the annual international competition greatly exceed that at regional competitions.

With out any doubt, the opportunities provided by the First Robotics team played a significant role in my daughter Sarah's acceptance into the Cornell College of Engineering. It will also be a huge benefit to my son, Eric (Class of 2014) with his college applications. Many students have found their way to excellent college and university programs because of their involvement with the robotics team. Please support the robotic program so that future students can benefit from it as much as my children have. One way to do that is prevent administrative policies from limiting the robotics team's annual participation in the First Robotics International Competition.

I also have some concerns regarding the lack of publicity concerning a proposal such as this which would have such a major impact. This is a separate issue but should addressed as well.

Please act to preserve a travel policy that has benefited our students in so many ways.

Sincerely,



Fred Behringer

11-1 Stonewood Drive
Old Lyme, CT
860-434-0818

3 April 2013

To the Region 18 Board of Education:

My name is Sarah Behringer, and I graduated from the high school last spring. I have recently heard that the district is trying to cut down on field trips, and therefore the annual trip to the FIRST Robotics championship could be reduced to every other year. As a four-year member of the Lyme-Old Lyme robotics team, the Techno Ticks, I am highly concerned that cutting this trip would be a serious mistake. As a whole, I don't think that the district realizes how beneficial FIRST Robotics and this trip are to the students and I hope that sharing my experience will help prove how important both are.

I became involved with Team 236 in my freshman year of high school. At the time, it looked cool and a handful of my friends were even interested in it. I joined with the hopes of getting to program the robot, but soon found myself doing much more. The season began with a period of brainstorming and soon moved on to researching past designs, prototyping, and then eventually building, coding, and testing the 2009 robot. What started as club that met every so often turned into a team that I worked with easily 12 or more hours a day over the week of February break.

Such is not an unusual commitment for dedicated members FIRST Robotics teams like the Techno Ticks. During the height of build season, I recall having meetings almost every night, full days on the weekends, and frequent stops into Mr. Derry's room throughout the school day. Such a commitment comes at a cost. This is time that students could spend hanging out with friends, pursuing other interests, or sleeping. Given what students have to sacrifice and the amount of stress that such an intense and time-critical project brings, one might wonder why students and mentors are so dedicated. The reason is that there's someone out there on another team going through the same experience. And for that reason, you can't leave your work as it is; you can't just call it "good enough." In fact, that is the genius of FIRST Robotics: it engages students in science and technology through gracious and professional competition. The end goal is the competition. Therefore, without the competition FIRST doesn't make sense. It would be like denying the soccer team the trip to championships, after they had spent the season training to qualify.

On an average year, the Techno Ticks attend two competitions: the smaller "regional" competition in Hartford and the much larger championship, to be held in St. Louis this year. At the regional, students are immersed and wholly involved in robotics. One of the most exciting moments in my high school career was competing in the semifinals in Hartford my senior year. At the championship, the excitement is only intensified. Students arrive by 7:00 am to enter the stadium, compete continually with other teams throughout the day, work in the "pits" fixing the robot until they are forced to leave at 8:00 and then stay up into the night planning for the next day. Not a moment is wasted. For students not occupied completely with their team's robot, there are booths set-up by other teams, technical companies and universities. There have been several occasions where executives from companies such Coca-Cola have stopped by to see our robot. Especially coming from a small town, this type of exposure is invaluable and incredibly inspiring.

After reflecting on what I have gained from going to the championship, I would be very upset to see other students miss this experience. I was privileged enough to attend all four years in high school, and believe that I benefitted from it more and more each consecutive year. As much as we learn in the shops, we learn even more at competition. Substituting a second regional cannot equate to competing in the

championship. The championship is where the best are, and the sheer magnitude of it offers so much more to students.

Furthermore, as previous championship Chairman's Award winners, Team 236 has been inducted into the FIRST Hall of Fame, and is therefore invited every year to the championship. Only a fraction of FIRST teams receive invitation to the championship, so it would be a shame to see this honor go to waste. At the competition, we set up our own display in the Hall of Fame so other teams can learn about what it means to be a Chairman's award winning team. It would be a letdown to other teams if we were not there.

Finally, I feel that I should express my gratitude for what FIRST Robotics has done for me. Besides becoming more technically aware, I grew as both a teammate and a leader. I entered high school clueless as to what college I would attend or in what I would eventually major. I am now reaching the completion of my first year in the College of Engineering at Cornell University. Although my grades in high school were decent, that isn't why I was accepted to this school. I am excited to complete a major in electrical and computer engineering and have already become a prominent member on our Formula SAE Racecar team with the knowledge that I gained, not from class, but from being on the robotics team. I could go on for several pages about what FIRST has done for me.

Thank you for reading and considering my opinions. If you have any further questions, I would be glad to speak more.

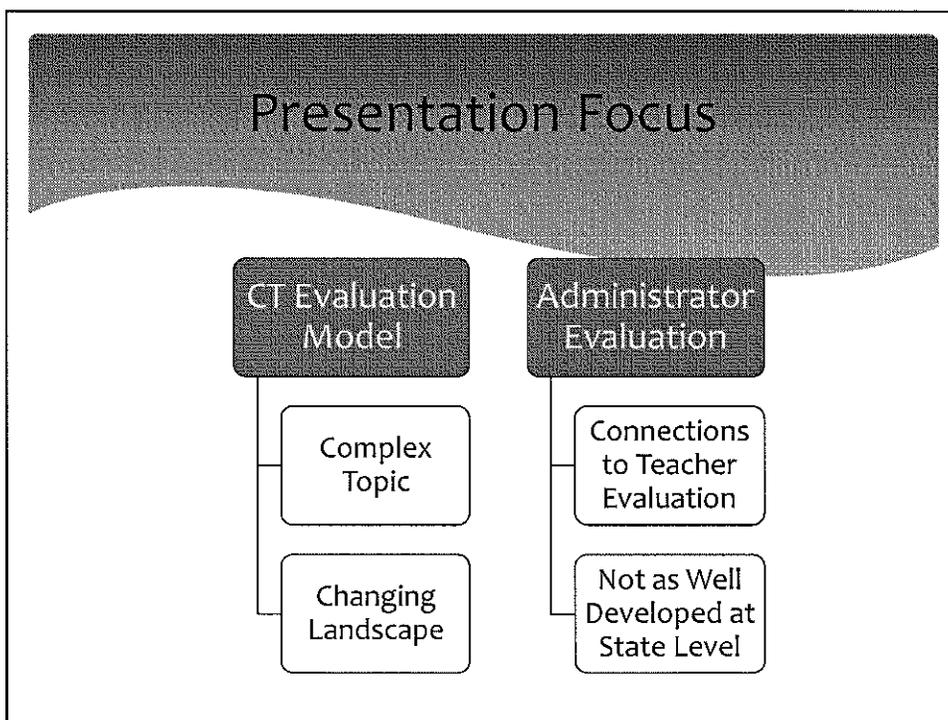
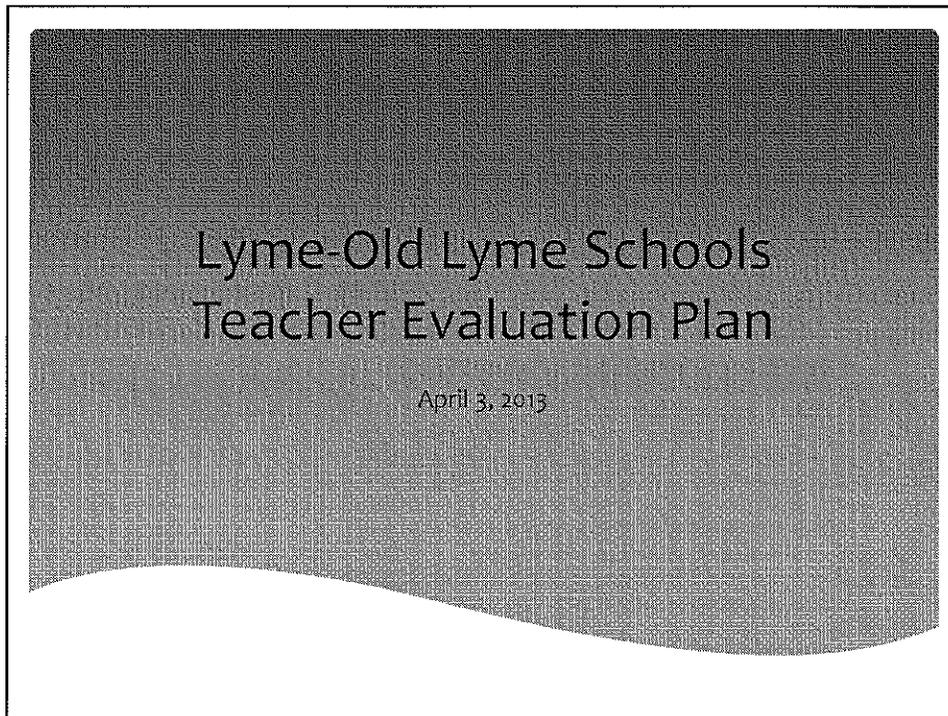
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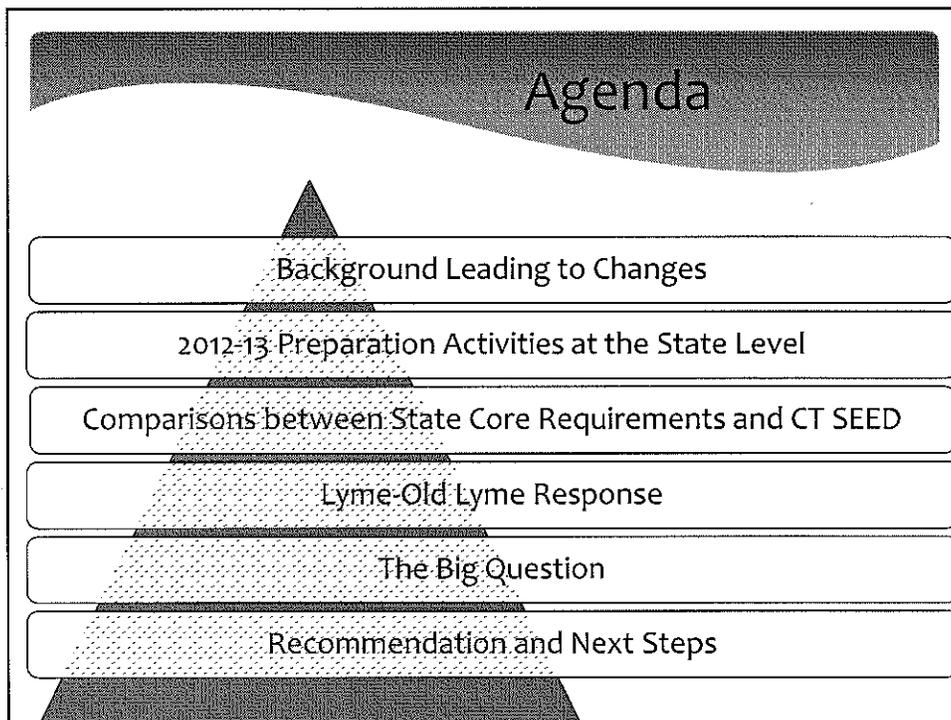
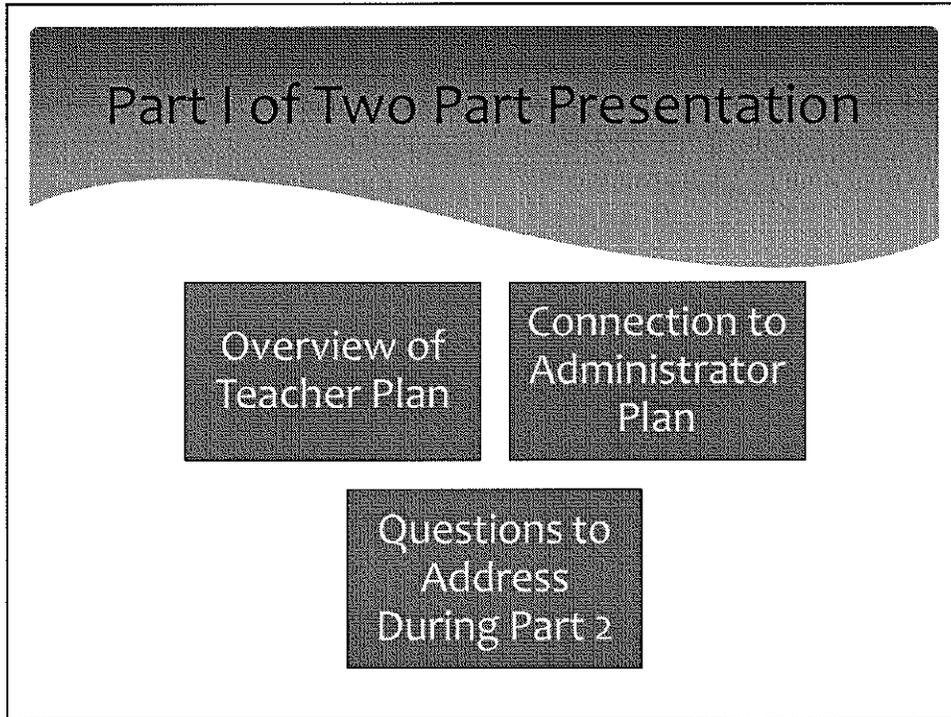
Sarah Behringer

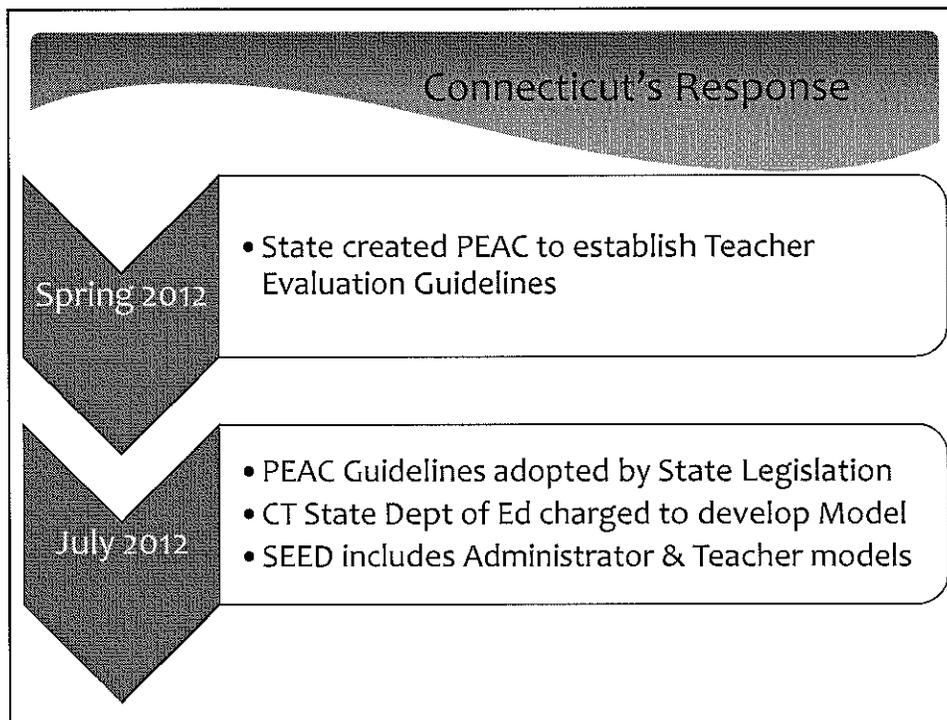
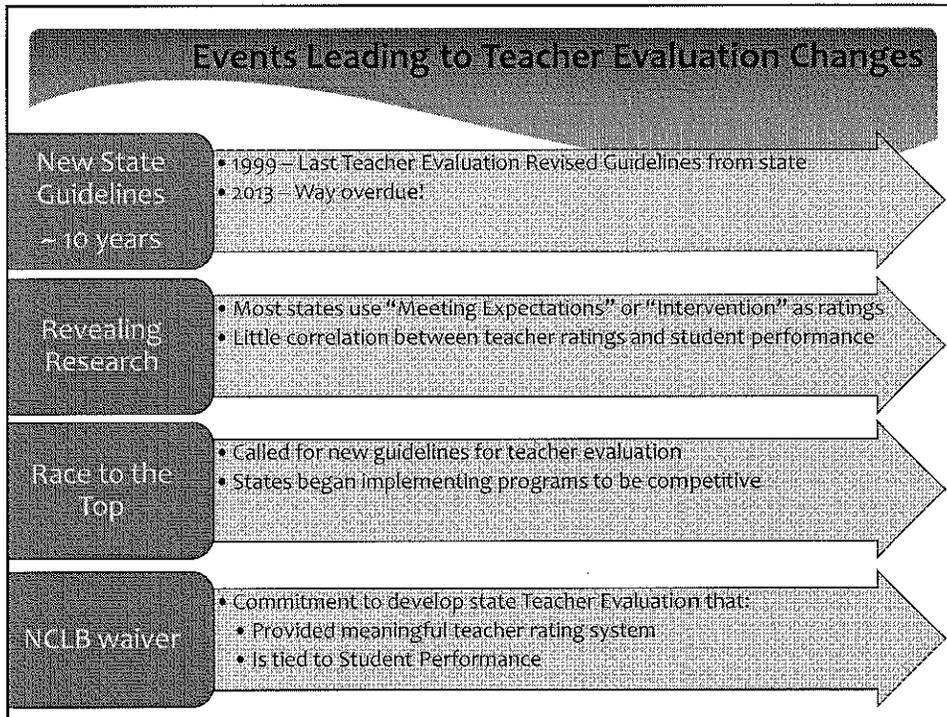
Lyme-Old Lyme High School, Class of 2012

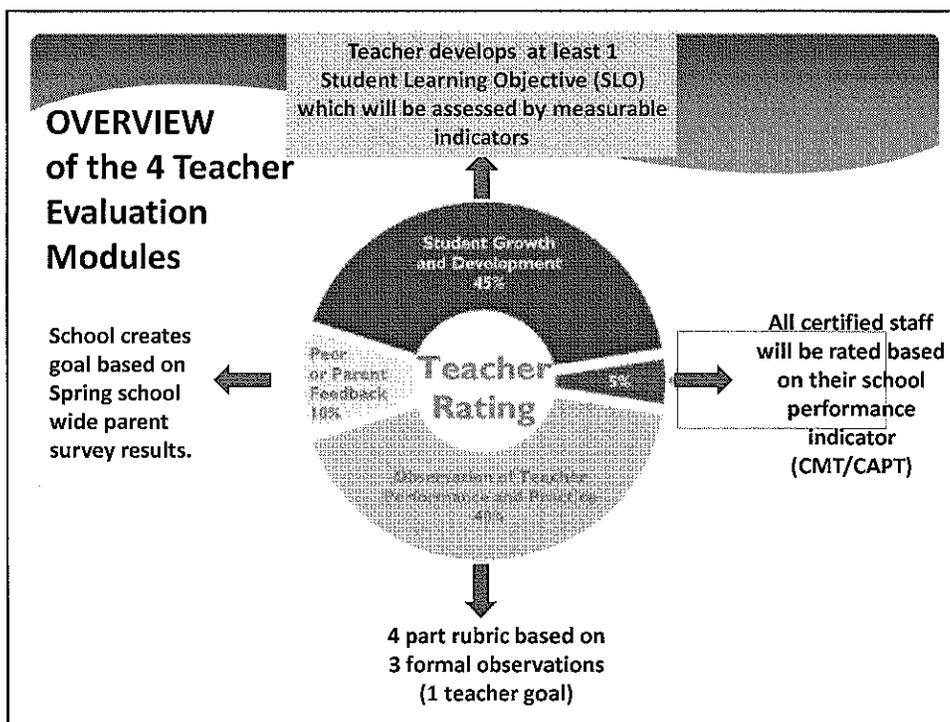
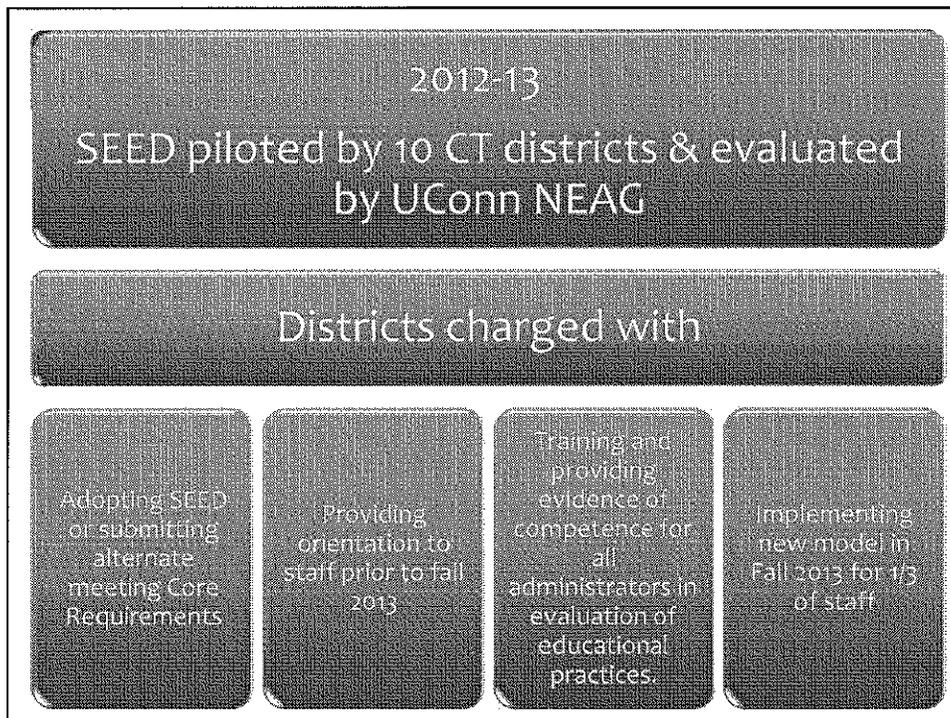
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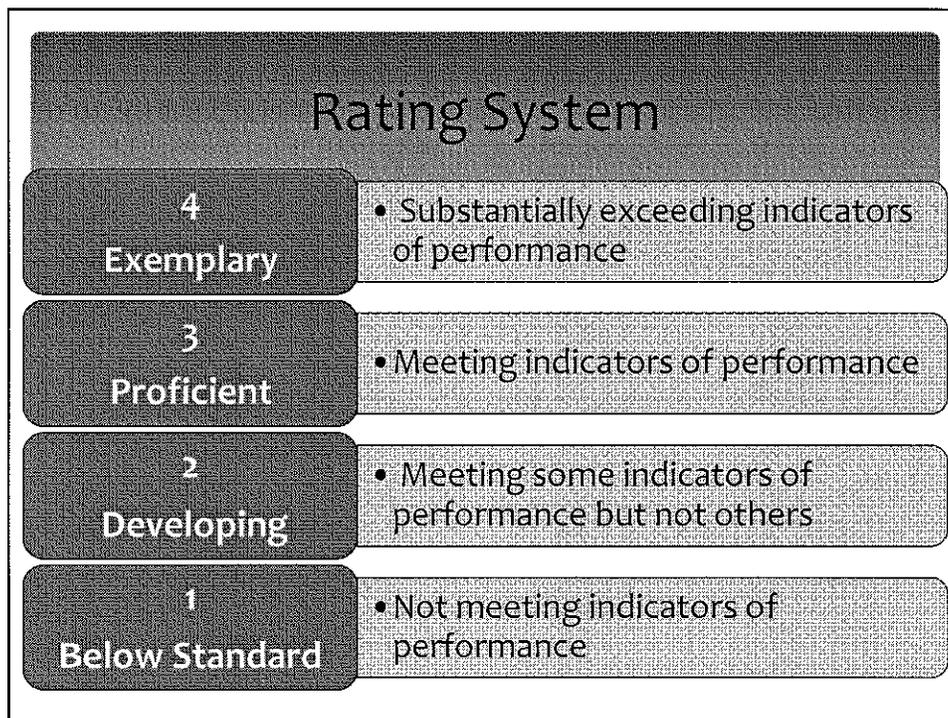
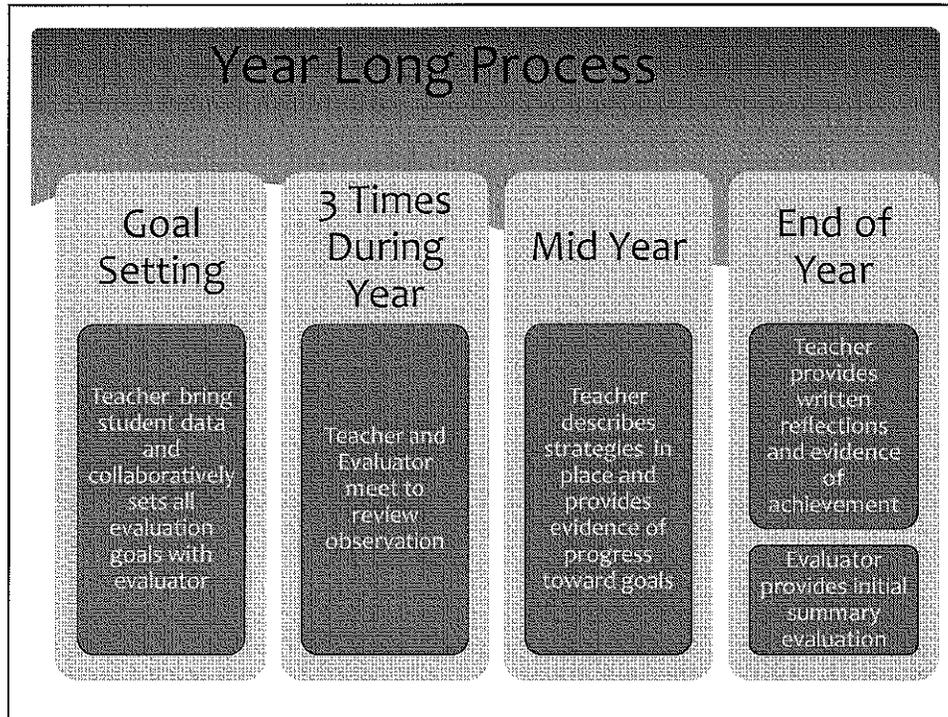
Email: seb343@cornell.edu











Use of Ratings

Professional Development

- Teacher sets goal for following year
- Based on low scoring area

Results Sent to State

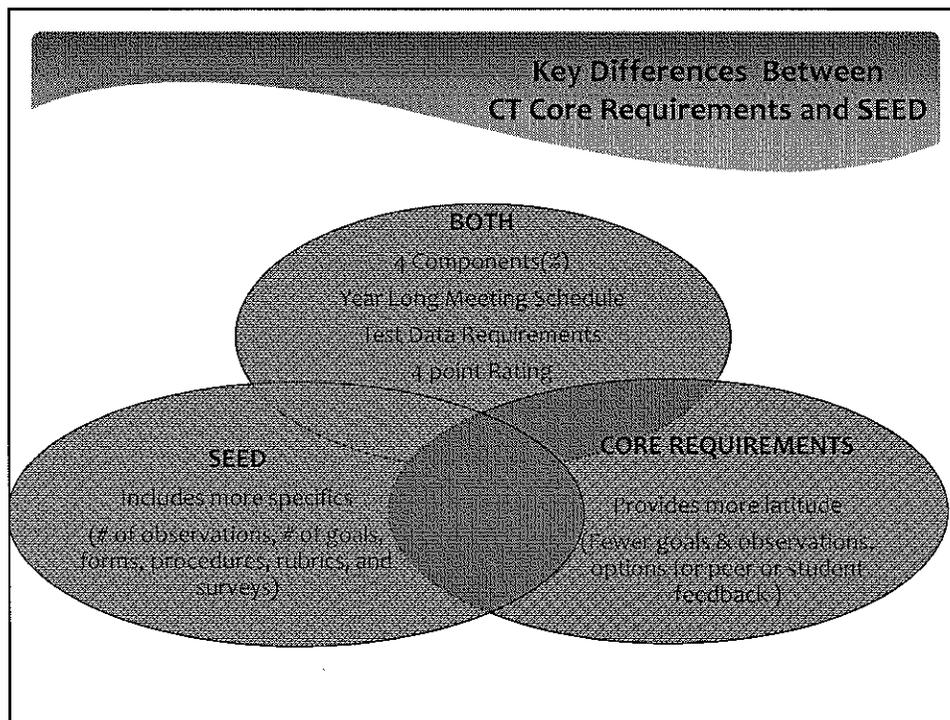
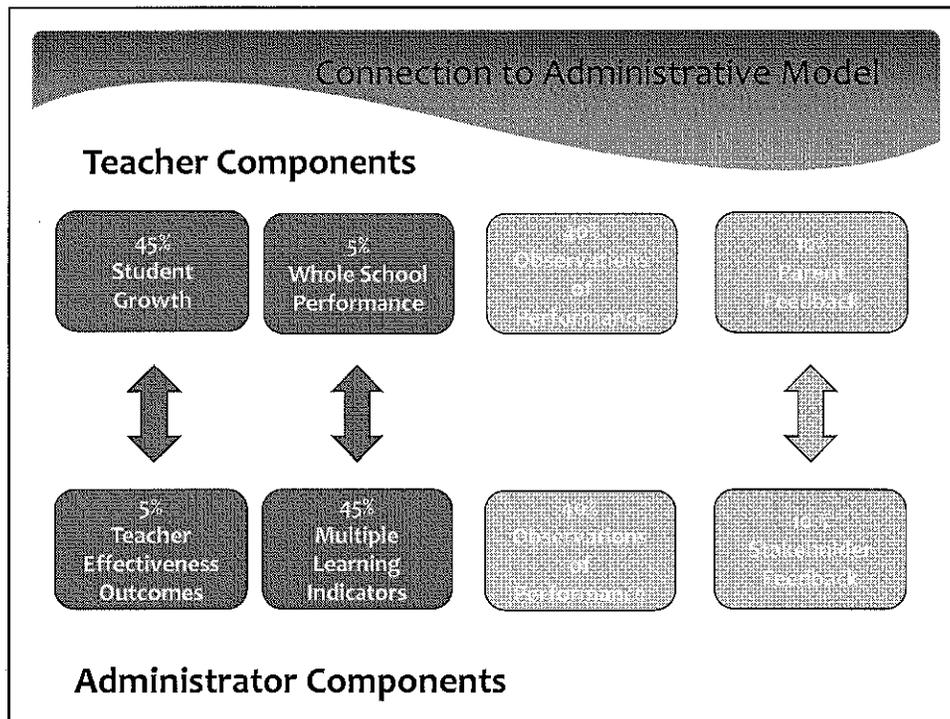
- ___ % Exemplary ___ % Proficient
- ___ % Developing ___ % Below

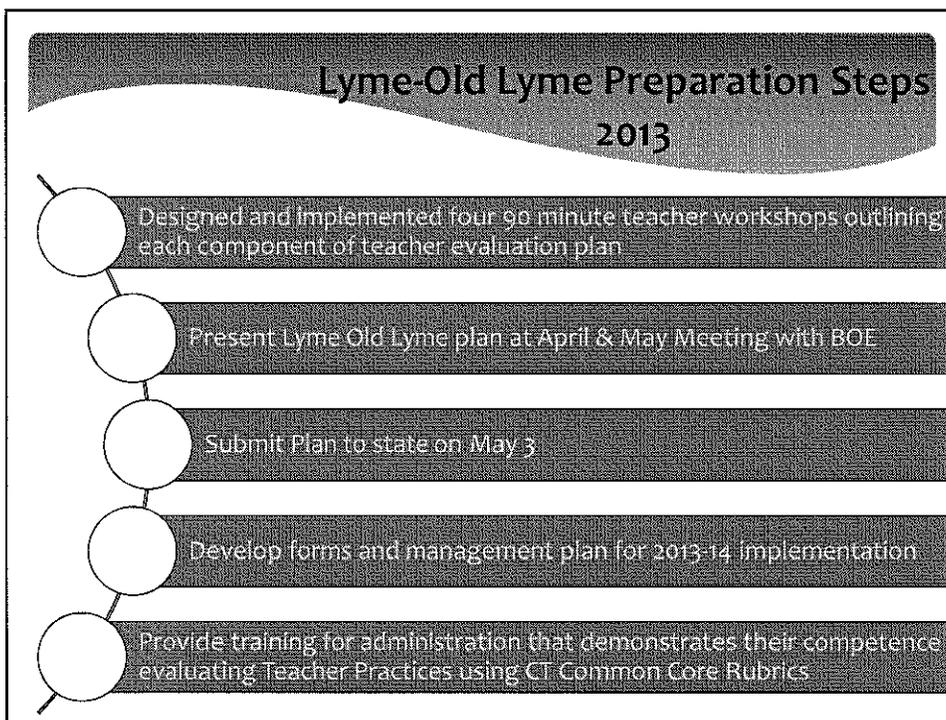
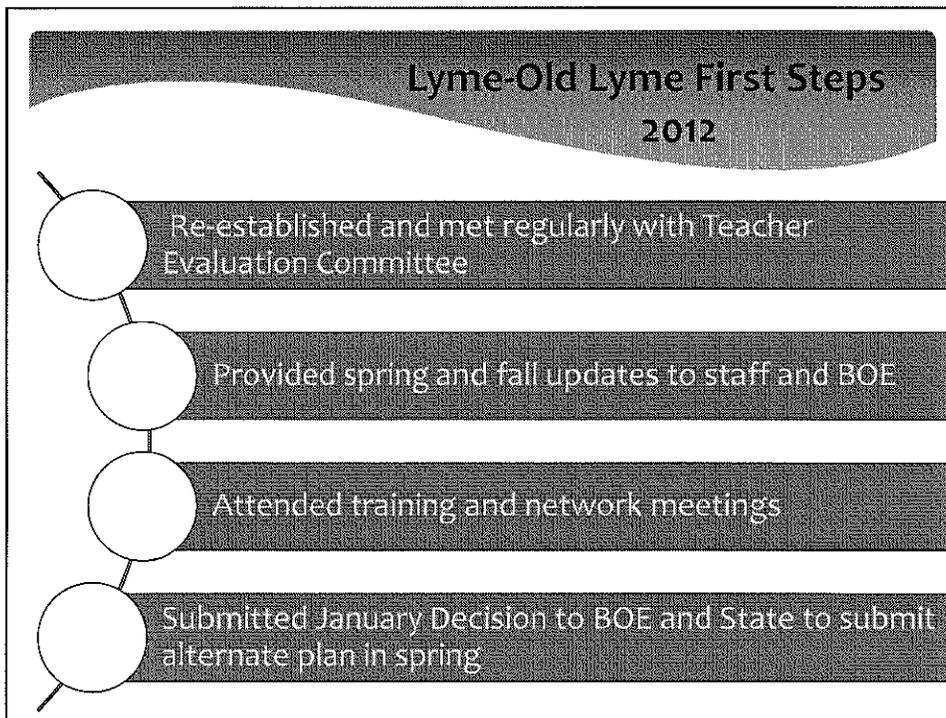
Effectiveness Standards

- State has defined "Effectiveness"
- Teachers must meet this standard to remain in good standing

State Recommended Definition of Effectiveness

- * *Novice teachers shall generally be deemed effective if said educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.*
- * *A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time.*





Is this plan good for Lyme-Old Lyme?



Benefits

We need to update our current system to:

Include more than goals and teacher observations

Incorporate a fair and consistent rating system

Tie our teacher evaluation to student outcomes

Encourage more focused use of data in developing teacher goals

Use more focused rubric to gather and share data during teacher observations

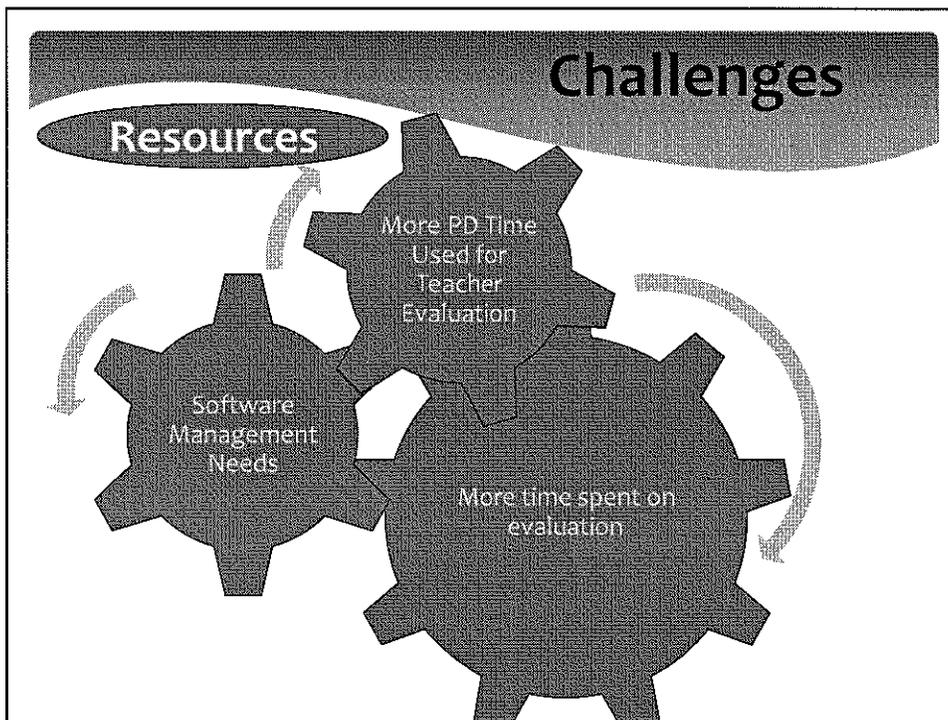
Incorporate parent input into Teacher Evaluation

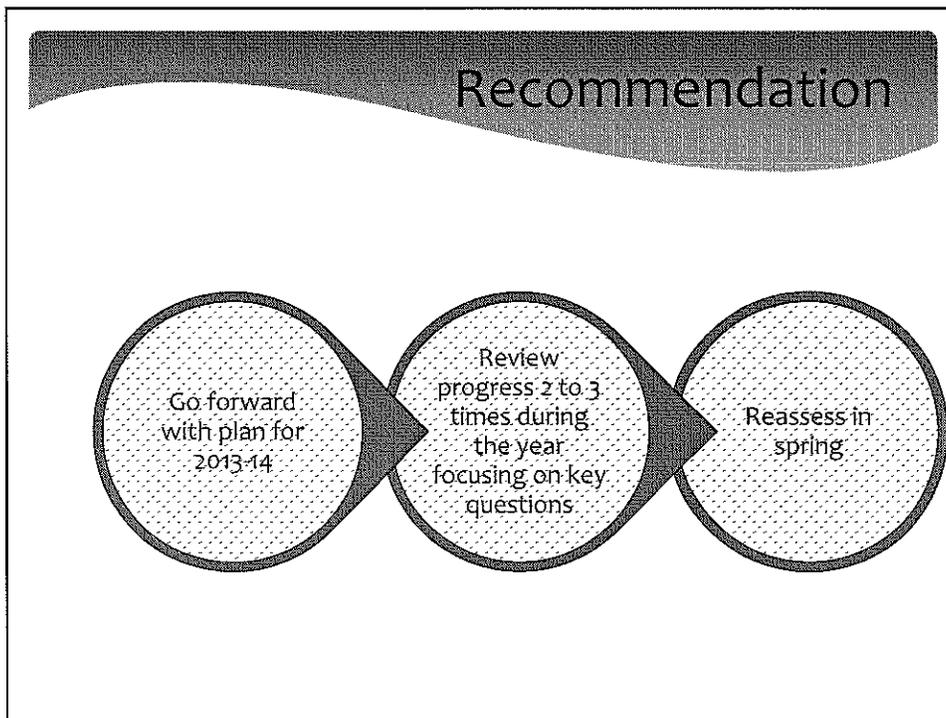
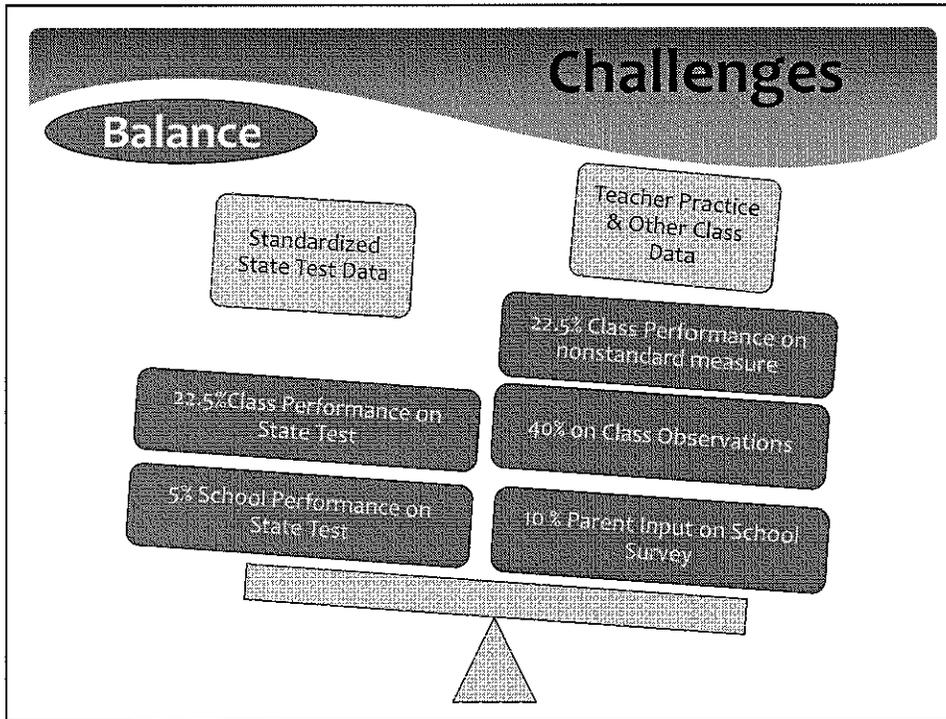
And, we would align with the state and have full access to their resources.

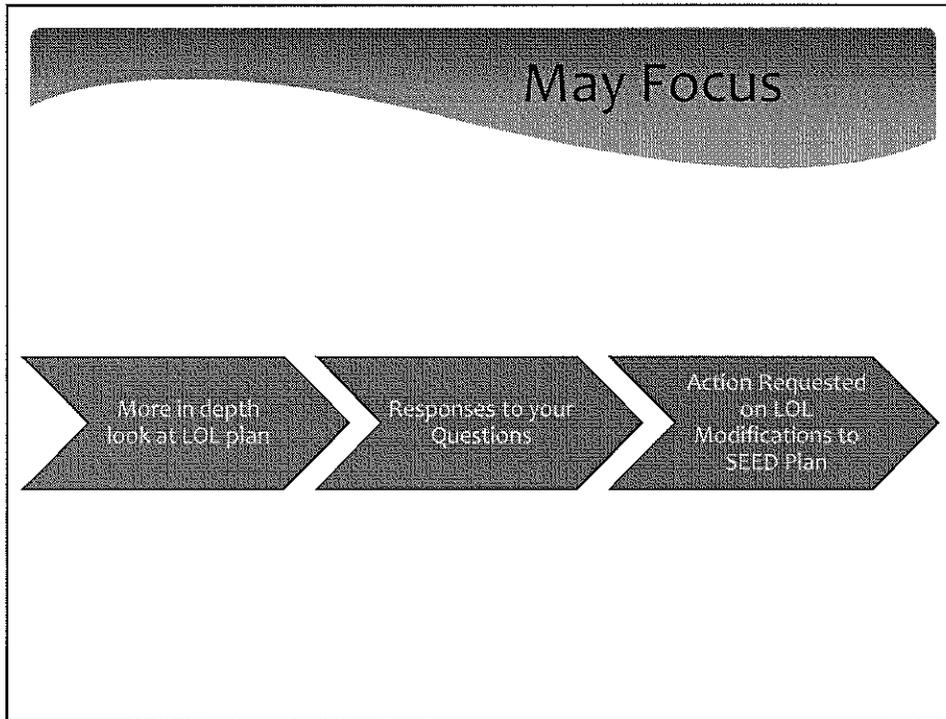
Challenges

Time

	Current	New Model
Observations with pre/post conferences	3 for 1/4 of staff	3 for each Teacher
Documentation	Narrative forms for observations & Summary Evaluation	Significant documentation for all components
Computation & Final Rating	NA	Extremely Complex
Total/Teacher		8 to 10 hours/teacher
Total		200 hours or five 40 hr weeks







Regional School District Eighteen May 2013 Enrollment Report

Breakdown by School

Breakdown by Town

Grade	Center	MC	Lyme	Middle	High	Total
PreK		23				23
PreK Peer		31				31
K		47	36			83
1st		47	37			84 (-1)
2nd		72	26			98 (+1)
3rd	87		36			123 (-1)
4th	73		30			103
5th	97		26			123
6th				122		122 (+1)
7th				114		114 (-1)
8th				125		125 (-1)
9th					108	108
10th					87	87
11th					112	112 (+2)
12th					112	112 (-1)
Totals	257	220	191	361	419	1448 (-1)

Grade	Old Lyme	Lyme	Tuition/	Total
PreK	16	7	0	23
PreK Peer	27	4	0	31
K	62	21	0	83
1	69	15	0	84
2	73	25	0	98
3rd	105	18	0	123
4th	82	21	0	103
5th	99	24	0	123
6th	103	19	0	122
7th	88	26	0	114
8th	96	29	0	125
9th	81	26	1	108
10th	69	18	0	87
11th	85	27	0	112
12th	86	26	0	112
Totals	1141	306	1	1448

Special Education (various facilities)	10
Grasso Tech	6
ISAAC	1
Multicultural Magnet School	3
Sound School	4
Marine Science High School	4
Total Out of District	28
GRAND TOTAL	1476

Out of District	21	7	0	28
TOTAL	1162	313	1	1476

Impact to Towns

	Lyme	Old Lyme
4/1/2013	1476	312 1164
% of total census		21.1% 78.9%
5/1/2013	1475	313 1162
% of total census		21.2% 78.8%

Contingency Maintenance

Budgeted - Fiscal Year 2012 - 2013		\$200,000
Lyme	Electronic door lock control system	5,351
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Wiremold double gang	20
	Security cameras	6,485
	Cat 6 wire	175
	Snow removal	<u>1,776</u>
		17,212
Mile Creek	Electronic door lock control system	5,351
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Security cameras	6,485
	Cat 6 wire	175
	Snow removal	<u>1,776</u>
		17,192
Center	Emergency pump out and Keen grinder pump	1,859
	Emergency service for fuel additive	1,691
	Electronic door lock control system	4,321
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Wiremold double gang	20
	Disposal fees Applied Water	182
	Security cameras	6,485
	Cat 6 wire	175
	Door release not working	190
	Snow removal	<u>1,776</u>
		20,104
Middle	Motorized retractable basketball hoops	4,893
	Emergency pump out and Keen grinder pump	1,859
	Electronic door lock control system	5,725
	Line sharing emergency phone override	1,224
	Intercom for security system	2,182
	Cat 6 wire	175
	Emergency service for fuel additive	1,691
	Wiremold double gang	20
	Disposal fees Applied Water	182
	Security cameras	6,485
	Track scoreboard	6,820
	Snow removal	<u>1,776</u>
		33,031
High	Emergency pump out and Keen grinder pump	1,915
	Emergency service for fuel additive	1,691
	Disposal fees Applied Water	187
	Avigilon acc software enterprise camera licenses	795
	Line sharing emergency phone override	1,224
	Snow removal	1,776
	Phone controller	784
	Track scoreboard	<u>6,820</u>
		15,192
Remaining contingency as of 04/25/13 - fiscal year 2012 - 2013		<u>\$97,270</u>

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

	12-13 Budget	12-13 Actuals	% Spent as of 4/25/2013	% Spent as of 4/30/2012
Certified Salaries	\$12,602,516	\$3,408,681	66.7%	66.1%
Non-certified Salaries	2,646,131	2,091,637	79.0%	80.6%
Employee Benefits	4,319,360	2,978,798	69.0%	72.8%
Instructional Programs	1,361,333	1,077,064	79.1%	84.0%
Special Education	1,206,819	1,138,881	94.4%	98.5%
Support Services	112,514	64,718	57.5%	84.8%
Administrative Services	393,352	386,867	98.4%	62.0%
Pupil Transportation	862,059	814,240	94.5%	95.3%
Plant Operation & Maintenance	3,769,428	3,168,126	84.0%	87.4%
OPERATING BUDGET	\$27,273,512	\$20,129,012	73.8%	75.0%
DEBT SERVICE	3,737,452	3,680,863	98.5%	98.3%
TOTAL BUDGET	\$31,010,964	\$23,809,875	76.8%	77.4%

Notes:

Lyme-Old Lyme Public Schools Teacher Evaluation Plan

2013-14

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TEACHER EVALUATION MODEL

Introduction

This document outlines the 2013-14 district plan for the evaluation of teachers in the Lyme-Old Lyme Public Schools. It is based largely on the CT SEED Teacher Evaluation and Development Model which was developed according to the Connecticut Guidelines for Educator Evaluation.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. The purpose of this new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Evaluation System Overview

All teachers will be evaluated in four categories, grouped in two major focus areas:

1. Teacher Practice Related Indicators: This focus area is comprised of two categories:

(a) **Observation of teacher performance and practice (40%)** as defined in the 21st Century CT Common Core of Teaching Framework for Teacher Evaluation

(b) **Parent feedback (10%)** on teacher practice through surveys

2. Student Outcomes Related Indicators: This focus area is comprised of two categories:

(a) **Student growth and development (45%)** as determined by the teacher's student learning objectives

(b) **Whole-school measures of student learning (5%)** as evidenced by the School Performance Indicator (SPI)

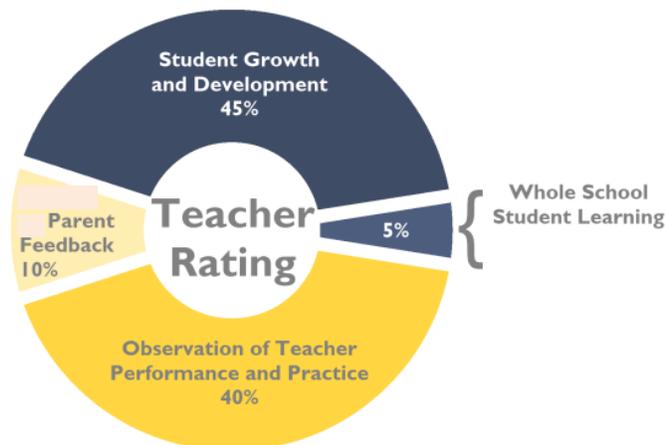
Scores from each of the four categories will be combined to produce a summative performance rating. The performance levels are defined as:

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



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal-Setting and Planning:

Time frame: Target is September 30; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives, and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the 21st Century CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal, and student learning objectives for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Time frame: **January and February**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of objectives to accommodate changes (e.g., student populations, assignment). They should also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Time frame: May and June; must be completed by **June 30**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly enough to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Evaluator Training, Monitoring and Auditing

The evaluator for most teachers will be the school principal, assistant principal, or Director of Special Education who will be responsible for the overall evaluation process, including assigning summative ratings. Evaluators are required to complete training in teacher evaluation and must demonstrate proficiency on the training modules provided. The district will adapt and build on state provided tools to ensure that evaluators are proficient in conducting teacher evaluations.

Evaluation-Based Professional Learning

The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed by the evaluator in consultation with the teacher and his/her bargaining representative if requested. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

TEACHER PRACTICE INDICATORS

Teacher Practice makes up 50% of the evaluation model and is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

Region 18 will utilize the CCT based observation rubric collaboratively being developed by the state department, RESCs and CAS.

Observation Process

- Each teacher should be observed a minimum of three formal times per year with informal observations as appropriate.
 - **Formal Observations** can be announced or unannounced and last at least 30 minutes and are followed by a post-observation conference, which includes written and verbal feedback. A pre-conference will be held for at least two of the observations.
 - **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by feedback that is written (via email or quick note in mailbox) and/or verbal (via conversation in the hallway or short chat after class).
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced. Pre-conferences can be held ahead of time to discuss upcoming units and specific class profile information.

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient and Exemplary</i>	One formal in-class observation and 2 informal observations or reviews of practice*

*Review of Practice is 10 minute informal observation for those who teach and could be an IEP meeting, parent teacher conference, staff presentation, or committee meeting for those in non-instructional positions.

Please note: The first year a teacher is evaluated using this system, the teacher should be formally observed 3 times in order to capture baseline data. After the first year of implementation, observations can be structured according to the table above.

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the unit/lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences are individual meetings and provide an opportunity for reflecting on the observation against the CCT Framework and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs as soon as possible after the observation.

Non-Classroom Reviews of Practice

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

Each teacher develops at least one teacher practice goal that is aligned to the Connecticut Core of Teaching Framework. The goal(s) provides a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Connecticut Framework for Teacher Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

SMART Goal Example for Teacher Performance and Practice (40%):

By June 2013, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they may wish to provide ratings and evidence for the Framework components that were observed. During observations, evaluators are encouraged to take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the components. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain .

Domain 1	Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Proficient</i>	3
1d	<i>Exemplary</i>	4

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, those domains are weighted significantly more than other domains.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice

The process described below focuses on:

- (1) conducting a whole-school parent survey
- (2) determining several school-level parent goals based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating based on four performance levels.

1. Administration of a Whole-School Parent Survey

The CT SEED Parent Teacher survey was first distributed electronically to all families in the district in the spring of 2013. A cover letter accompanying the survey assured parents their survey responses would not be tied to parents' names. The results will be analyzed by school and used to develop school and teacher goals related to parents. The parent survey will be re-administered every spring and trends analyzed from year-to-year as appropriate.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOME INDICATORS

The Student Outcome portion comprises one half of the evaluation model and captures the teacher's impact on students.

Student Outcome Indicators includes two categories:

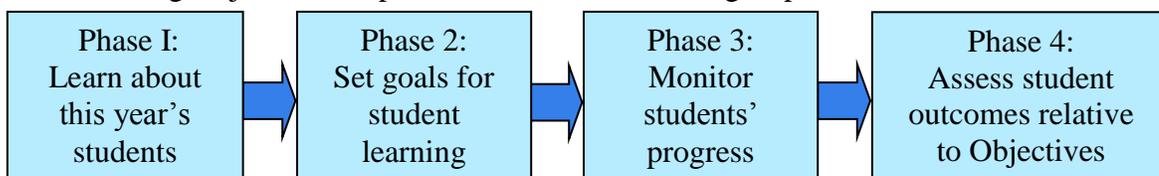
- Student growth and development, which counts for 45%; and
- *Either* whole-school student learning *or* student feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

Category #3: Student Growth and Development (45%)

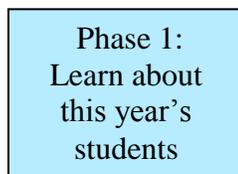
Overview of Student Learning Objectives

Since all students and classes are unique, even in the same grade level or subject at the same school, each teacher's assignment, students and context are taken into account by this process.

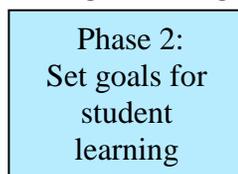
The Student Learning Objective component consists of following steps:



While this process should feel generally familiar, teachers will be asked to set more specific and measurable targets than they may have done in the past. Teachers will develop them through consultation with colleagues in the same grade level or subject area and through mutual agreement with supervisors. The four phases are described in detail below:



This first phase is the discovery phase and occurs at the beginning of the school year. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.



Each teacher will write at least one student learning objective. For teachers who teach a single group of students, the objective should address 100% of their students. For teachers working with multiple classes or sections, the learning objective should be directed at sections that comprise approximately 50% of their students. 100% of the students within the selected sections must be addressed by one of the indicators.

If a teacher creates an objective in an area that is assessed by a standardized measure, the teacher will develop at least one growth indicator based on that assessment and one indicator using a non-standard measure. All other teachers will develop their objectives based on at least two non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- o Administered and scored in a consistent – or “standard” – manner;
- o Aligned to a set of academic or performance “standards;”
- o Broadly-administered (e.g., nation-wide or statewide);
- o Commercially-produced; and
- o Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their student learning objectives, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives should each address a central purpose of the teacher’s assignment and should pertain to all of his/her students in a single class setting and at least half of his/her students if the teacher instructs multiple groups. Each objective should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of Student Learning Objectives. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of Student Learning Objectives based on student data:

Teacher Category	Student Learning Objective
2nd grade reading	*My students will read and comprehend grade level literary and informational text
Gr 1 - 4 Music	1. My 2nd grade students will sing in tune. 2. My 4 th grade students will demonstrate understanding of ABA form.

*Note the teacher has selected an ELA claim from the CCSS for the Student Learning Objective.

Step 2: Select Growth Indicator

A Growth Indicator is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each objective must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their Growth Indicator, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Sample Student Learning Objective with Standardized Growth Indicators

Teacher	Student Learning Objective	Standardized Growth Indicator
2nd grade reading	*My students will read and comprehend grade level literary and informational text	<p>STANDARD</p> <ol style="list-style-type: none"> 80% of my students scored a ___ or higher on the fall DIBELS and will score _____ or higher by the end of the year. The remaining 20% will achieve one year’s growth based on the DIBELS. <p>NON-STANDARD</p> <ol style="list-style-type: none"> 100% of the students will increase one level on each of the 4 point rubrics measuring open responses on grade level informational and literary text.
Gr 1 - 4 Music	<ol style="list-style-type: none"> My 2nd grade students will sing in tune. My 4th grade students will demonstrate understanding of ABA form. 	<p>STANDARD</p> <ol style="list-style-type: none"> 100% of my students will improve their baseline score by one point on the “intonation/pitch” portion of the CT Common Arts Assessment 2nd grade singing rubric. <p>NON-STANDARD</p> <ol style="list-style-type: none"> 47% of 4th grades scored a 3 or 4 on the notation rubric that demonstrates specific ABA form in the fall; 85% will score a 3 or 4 in the spring. The remaining 15% will increase one level.

*Note the teacher has selected an ELA claim from the CCSS for the Student Learning Objective.

Sample Student Learning Objective with Non-Standardized Growth Indicators

Teacher	Student Learning Objective	Non-Standardized Growth Indicator
HS Social Studies	Students in my three US History classes will demonstrate the application of elements in SS discourse and written argument.	<p>NONSTANDARD #1</p> <ol style="list-style-type: none"> 90% of my students will engage in oral discourse and score proficient or better on department based rubric. The remaining students will improve one level from their similar fall performance task. <p>NONSTANDARD #2</p> <ol style="list-style-type: none"> 90% of my students will develop a written argument and score proficient or better on department based rubric. The remaining students will improve one level from their similar fall performance task.
Gr 7 Science	My students will master critical concepts of science inquiry	<ol style="list-style-type: none"> 26% scored 80% or higher on the grade 7 department created curriculum based pre-test focusing on inquiry skills. 80% will score 80% or higher on the posttest and the remaining students will score 20 percentage points higher than their pre-test. Students will design an experiment that demonstrates science inquiry. 63% scored a 3 or 4 on the rubric in the fall using physical science as the context; 80% will demonstrate a 3 or 4 in the spring using life science as the context. The remaining students will score one level higher than the fall task.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (timing or scoring plans);
- the baseline data that was used to set each indicator;
- interim assessments the teacher plans to use to gauge students’ progress; and
- any training or support the teacher thinks is needed.

Step 4: Submit Student Learning Objectives to Evaluator for Approval

Student Learning Objectives are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon objectives, ultimately, the evaluator must formally approve all Student Learning Objective proposals.

The evaluator will examine each Student Learning Objective relative to three criteria described below. The objective(s) must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. Student Learning Objectives that are not approved must be revised and resubmitted to the evaluator within ten days.

Student Learning Objective Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

Phase 3:
Monitor
students’
progress

Once Student Learning Objectives are approved, teachers should monitor students’ progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students’ growth. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. If a teacher’s assignment changes or if his/her student population shifts significantly, the objectives can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

**Phase 4:
Assess student outcomes
relative to Student
Learning Objectives**

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self - assessment which asks teachers to reflect on the objective outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each indicator. For objectives with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the Student Learning Objective score, or s/he can look at the results as a body of evidence regarding the accomplishment of the objective and score the objective holistically.

The final student growth rating for a teacher is the average of their scores for each objective/indicator and is rounded to the nearest tenth.

The ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

NOTE: For objectives that include an indicator based on state standardized tests, results may not be available in time to score the objective prior to the June 30 deadline. In this instance, if evidence for other indicators in the indicator is available, the evaluator can score the objective on that basis.

However, once the state test evidence is available, the evaluator is required to score or rescore the objective, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Category #4: Whole-School Student Learning Indicator (5%)

Each teacher's indicator rating is based on the School Performance Index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

For the 2013-14 school year this rating will be based on the aggregate CMT/CAPT scores for each school. This number will be calculated by the state and will include data for the entire school as well as various subgroups. The state will also provide a target SPI, establishing the basis for the rating for the following year.

When CMT and CAPT are replaced by the Smarter Balanced Assessment, we anticipate this new assessment will become the focus of the School Performance Index.

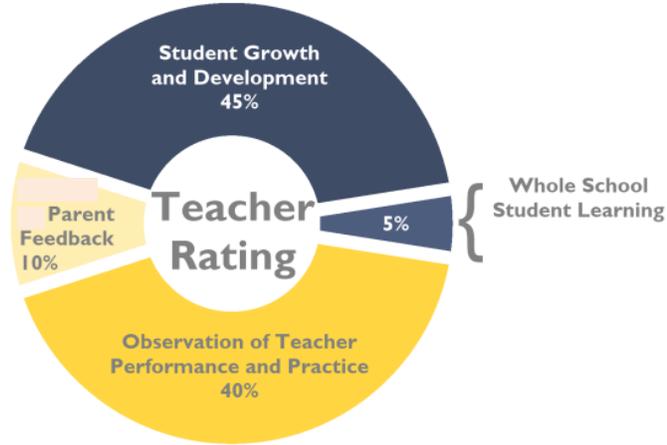
All teachers within a school will receive the same rating on this component based on the overall growth in the areas identified during the principal's evaluation process.

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0. However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in 2 major areas: Student Outcome Indicators and Teacher Practice Indicators.



Every educator will receive one of four performance ratings:

- 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 rating will be determined using the following steps:

- 1) Calculate a Teacher Practice rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. These weights are multiplied by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Average of Student Growth Indicators	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Rating Table

Student Outcomes Indicators Points	Student Outcomes Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Indicators rating is *proficient* and the Student Outcomes Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to establish a summative rating.

Summative Rating Matrix

		Teacher Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary ↓	Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher 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.

**Region 18 Board of Education
April-May Educational Focus
Teacher and Administrator Evaluation**

Teacher and Administrator Evaluation will be the educational focus for both the April and May Board of Education Meetings. Given the significance of this issue and the far reaching implications of decisions around evaluation, such focus is warranted and appropriate.

During the April meeting, we will look closely at the required core components of the Teacher Evaluation Model and how these components result in a final teacher rating. This overview will address many of the questions regarding the perceived emphasis on test scores and the administrative time needed to implement this initiative. No action will be required at this meeting

During the May meeting, we will provide an in-depth comparison of the state requirements, the CT SEED Model and the Region 18 proposal. We will also address any questions raised during the April meeting. The Board will be asked to approve the Region 18 Teacher Evaluation Model at this meeting so that we may submit our proposal to the state prior to the May 3 extended deadline.

In preparation for the meeting, we encourage you to visit <http://www.connecticutseed.org/> to learn more about the State Core Requirements and the CT SEED model. Specifically, we would suggest you review the following:

CT State Guidelines for Teacher Evaluation adopted in June, 2012

[http://www.connecticutseed.org/wp-content/uploads/2012/09/Adopted PEAC Guidelines for Teacher Evaluation.pdf](http://www.connecticutseed.org/wp-content/uploads/2012/09/Adopted_PEAC_Guidelines_for_Teacher_Evaluation.pdf)

CT SEED Model

http://www.connecticutseed.org/?page_id=449

Connecticut Common Core of Teaching Rubric We also ask that you review a one page overview of a rubric which is being revised and proposed as the new state approved Teaching Practice Rubric.

<http://www.eastconn.org/images/stories/TeachingandLearning/EASTCONNTEVALOverviewFinalOnePage.pdf>

As always, we encourage you to forward any questions you may have prior to our presentations so that we may be prepared to address your concerns.

Thank you for your continued interest,

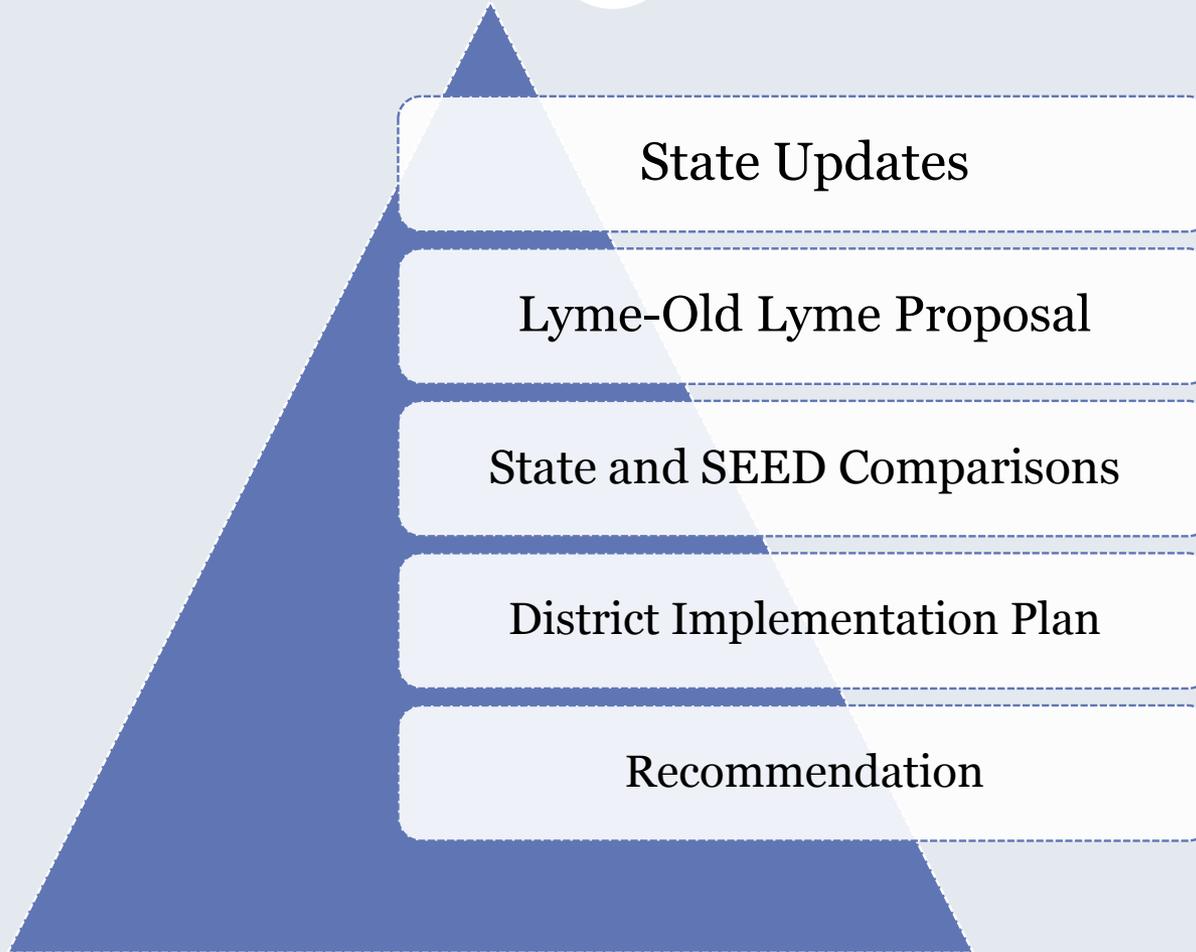
Beth Borden

Lyme-Old Lyme Schools Teacher Evaluation Plan



MAY 1, 2013

Presentation Overview



State Updates



State Rubric

- Available in early May

Evaluator Training

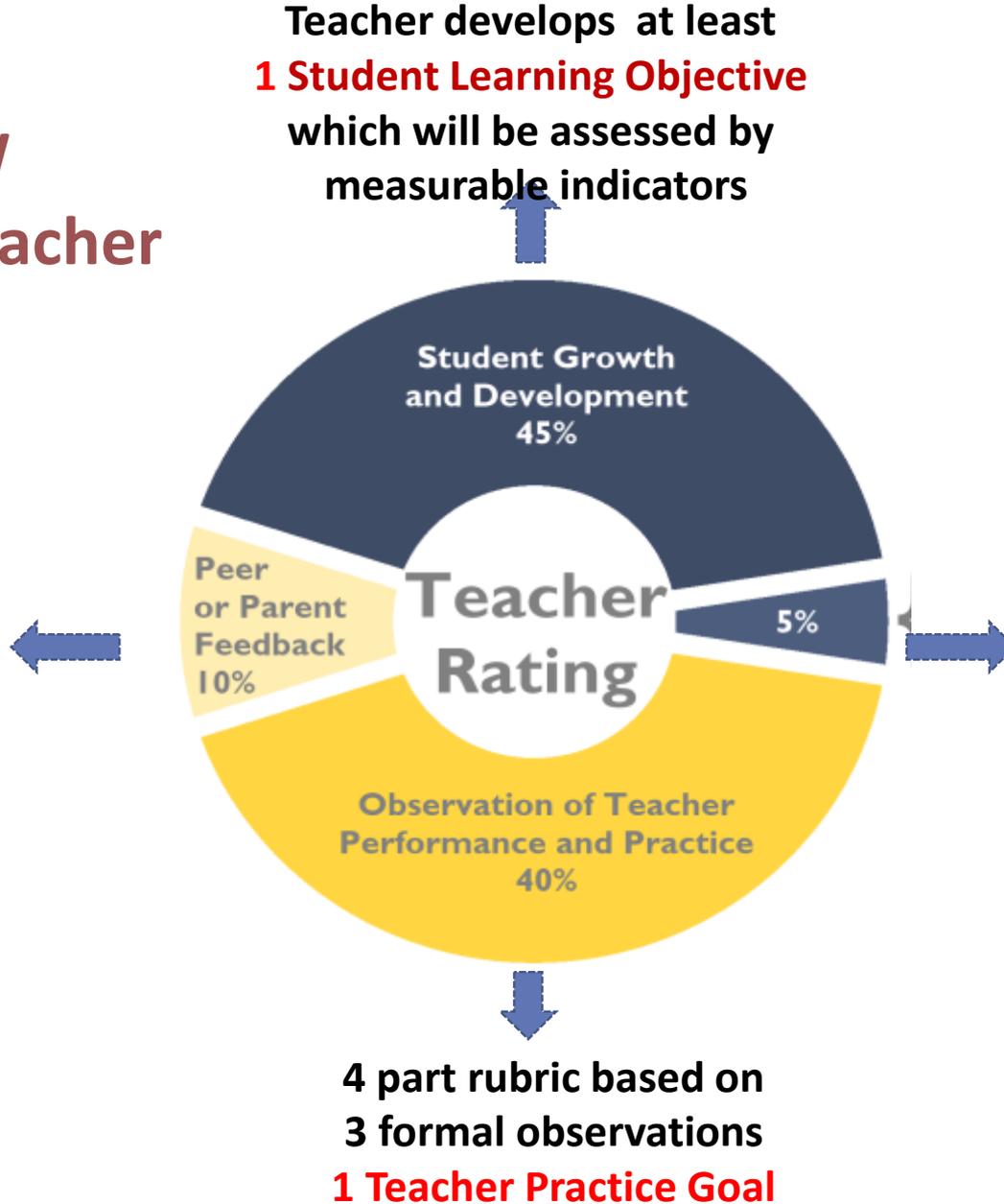
- 5 days in Summer at LEARN

Data Management

- State will select one vendor and offer to districts at reduced rate

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)

Teacher Practice Indicator (40%) Modifications from SEED



1 Goal

- Based on self assessment using CT Rubric

Observations

- Three Formal Observations in 1st year
- 1 Formal/2 Informal for Proficient/Exemplary

Rubric

- State generated based on CT Common Core of Teaching and 21st Century Skills

Admin
Training

- 5 Day Summer training at LEARN

Rating

- 1 to 4 Based on Rubric

Ct Teacher Practice Rubric



<p>Domain 1: Content and Essential Skills</p> <ul style="list-style-type: none">❖ Reading, Writing, and Mathematic Proficiency❖ Discipline-specific knowledge❖ Appropriate communications❖ Use of Technological resources❖ Content area literacy skills❖ Content area numeracy and analytical skills	<p>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning</p> <ul style="list-style-type: none">❖ Positive class climate❖ Student engagement❖ Social competence and ethical behavior❖ Behavior management❖ Routines and transitions
<p>Domain 3: Planning for Active Learning</p> <ul style="list-style-type: none">❖ Ensuring appropriate levels of challenge❖ Coherent and engaging lessons and units❖ Assessment strategies❖ Academic and behavioral interventions❖ Literacy and/or numeracy strategies	<p>Domain 4: Instruction for Active Learning</p> <ul style="list-style-type: none">❖ Evidence-based instructional strategies❖ Differentiated instruction❖ Learning through technology❖ Discourse and inquiry❖ Student independence and interdependence❖ Monitoring and adjusting❖ Meaningful feedback
<p>Domain 5: Assessment for Learning</p> <ul style="list-style-type: none">❖ Formative and summative assessment❖ Data collection and analysis❖ Collaborating with colleagues around data❖ Assessment criteria and feedback❖ Communication of performance expectations❖ Data informed interventions and IEPs	<p>Domain 6: Professional Responsibilities and Teacher Leadership</p> <ul style="list-style-type: none">❖ Continuous professional growth❖ Collaboration for school improvement❖ Family and student collaboration❖ Professionalism

Ct Teacher Practice Rubric



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A Closer Look at the CT Rubric



INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.</p>	<ul style="list-style-type: none"> Teaches content of the general curriculum with limited consideration of student learning needs. Instruction engages students primarily in learning lower level skills. Knowledge of current research and new and innovative materials are not apparent. 	<ul style="list-style-type: none"> Uses strategies that are based on general knowledge or data about student learning. Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning. Demonstrates some awareness of current instructional practices. 	<ul style="list-style-type: none"> Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning. Demonstrates an understanding of current research and innovative practice in the design of instructional strategies. 	<ul style="list-style-type: none"> In addition to characteristics of proficient, consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts. Consistently stays abreast of emerging research and new and innovative materials and incorporates them into lesson plans and instructional strategies.
<p>2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.</p> <p><i>Note: Differentiated instruction applies to all students (tier one) and supplemental instruction</i></p>	<ul style="list-style-type: none"> Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. Supplemental interventions for students who need academic or behavioral support is provided solely by others. 	<ul style="list-style-type: none"> Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a 	<ul style="list-style-type: none"> Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students 	<ul style="list-style-type: none"> Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral

Teacher Practice (40%) Modifications from SEED

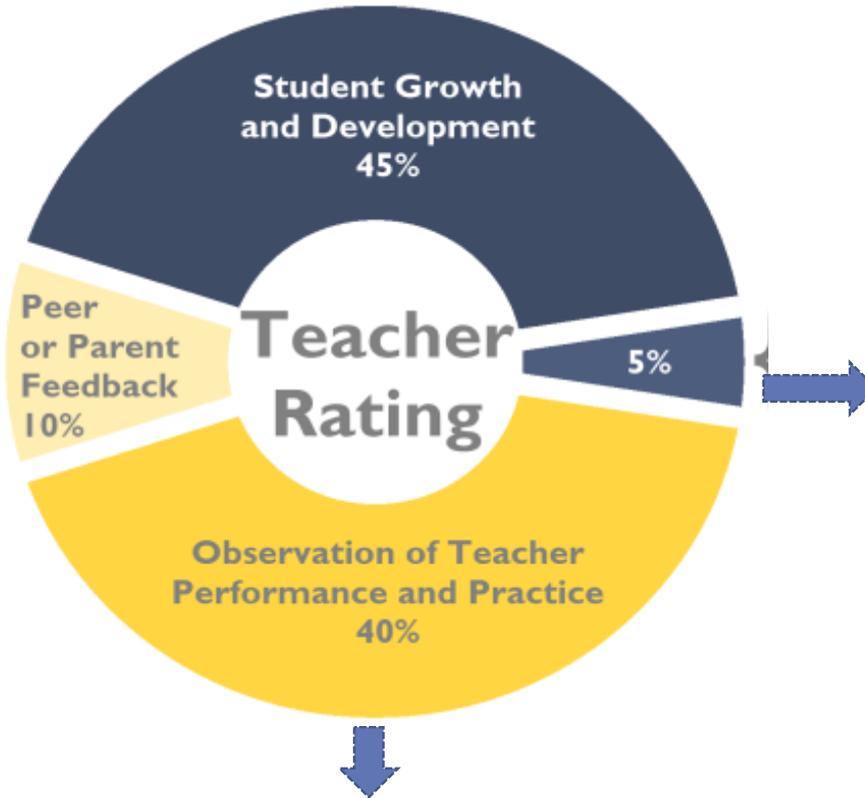


	State Guidelines	SEED	Lyme-Old Lyme
Number of Goals	One	Two	One
Observations 1st yr	3 Formal	3 Formal and 3 Reviews of Practice*	3 Formal
Observations for Developing & Below Standard	3 Formal	3 Formal and 5 Reviews of Practice*	3 Formal
Observations for Proficient & Exemplary	1 Formal and 2 Reviews of Practice*	1 Formal and 4 Reviews of Practice*	1 Formal and 2 Reviews of Practice*

*Review of Practice is 10 minute informal observation for those who teach and a parent teacher conference, staff presentation, or committee meeting for those in non-instructional positions.

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



Teacher develops at least **1 Student Learning Objective** which will be assessed by measurable indicators



4 part rubric based on 3 formal observations
1 Teacher Practice Goal



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)



Parent Feedback 10%

Based on SEED



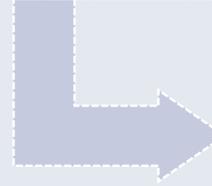
Posted parent survey used by SEED to get base line data



Each School develops 2 to 3 goals based on survey



Each teacher selects one goal & develops plan



Teacher rated 1 to 4 on achievement of plan

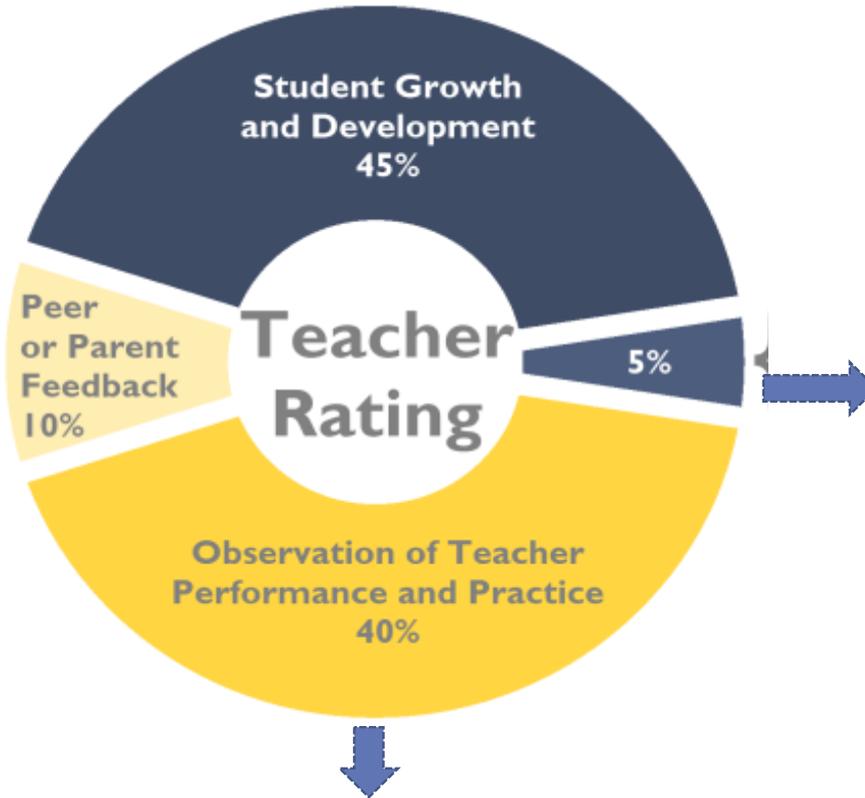
All Done in Collaboration with Evaluator

Sample Parent Survey Data

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork, challenges and academic progress.	39.2 %	50.5%	7.2%	3.1%	0%
2. I feel welcome at this school.	55.7%	34%	6.2%	4.1%	0%
3. This school offers me many ways to be involved in my child's education.	33%	42.3%	17.5%	7.2%	0%
4. My child is challenged to meet high expectations at this school.	36.1%	35.1%	16.5%	11.3%	1%
5. My child's teacher often communicates with me, whether in person, by phone or email.	38.1%	47.4%	14.4%	0%	0%

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



Teacher develops at least **1 Student Learning Objective** which will be assessed by measurable indicators



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)



4 part rubric based on 3 formal observations
1 Teacher Practice Goal



Student Outcome Indicator (45%)



Teacher uses data to establish rigorous but attainable student learning objective(s)

Teacher establishes indicator to measure student objective

Teacher implements plan and monitors progress

Teacher provides data to demonstrate achievement of objective

Evaluator assigns rating based on achievement of objective

Sample Student Learning Objectives



2nd Grade Reading	<p>My students will read and comprehend grade level literary and informational text.</p>	<p>STANDARD</p> <ol style="list-style-type: none">1. 80% of my students scored a ____ or higher on the fall DIBELS Oral Reading Assessment and will score _____ or higher by the end of the year.2. The remaining 20% will achieve one year's growth based on the DIBELS. <p>NON-STANDARD</p> <ol style="list-style-type: none">1. 100% of the students will increase one level on each of the 4 point rubrics measuring open responses on grade level informational and literary text.
Gr 1 - 4 Music	<ol style="list-style-type: none">1. My 2nd grade students will sing in tune.2. My 4th grade students will demonstrate understanding of ABA form.	<p>STANDARD</p> <ol style="list-style-type: none">1. 100% of my students will improve their baseline score by one point on the “intonation/pitch” portion of the CT Common Arts Assessment 2nd grade singing rubric <p>NON-STANDARD</p> <ol style="list-style-type: none">1. 47% of 4th grades scored a 3 or 4 on the notation rubric that demonstrates specific ABA form in the fall; 85% will score a 3 or 4 in the spring. The remaining 15% will increase one level.

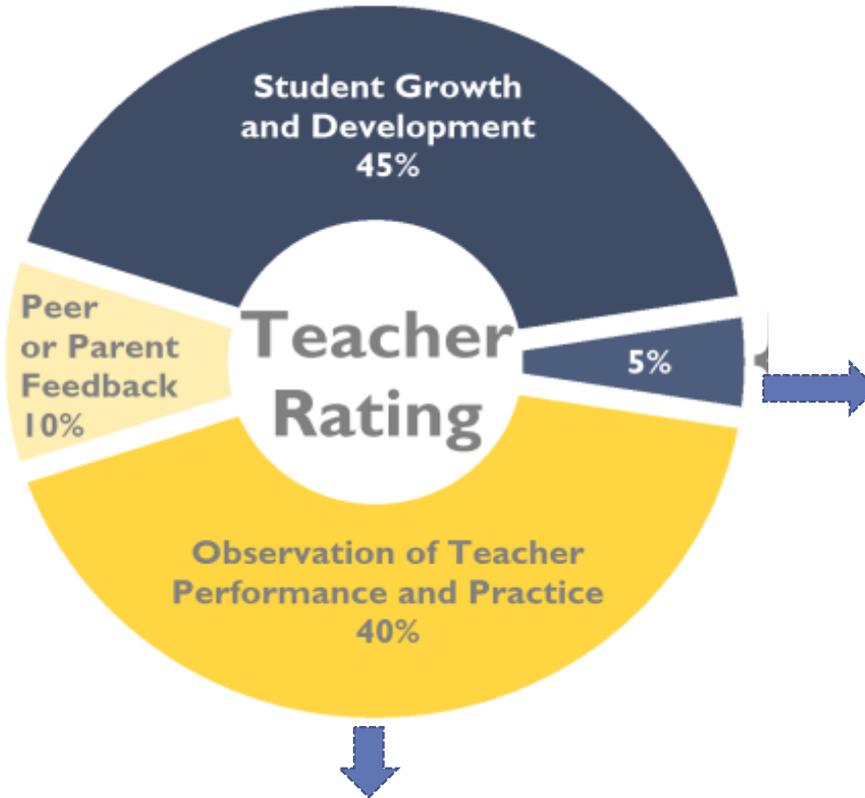
Student Outcome Indicators (45%) Modifications from SEED



	State Guidelines	SEED	Lyme-Old Lyme
Number of Goals	At least one	Two or more	At least one

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



Teacher develops at least **1 Student Learning Objective** which will be assessed by measurable indicators



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)



4 part rubric based on 3 formal observations
1 Teacher Practice Goal



Whole School Performance Indicator (5%)



School Performance Index (SPI)

- State currently calculates SPI based on number of students achieving each level on each of the sections of CMT or CAPT and assigns each student a rating.
- These are averaged to provide a school wide indicator.

School Goal

- Each principal sets goal around this indicator for growth within the school.
- Goal may address overall indicator as well as goals for various subgroups.

Goal & Rating Shared by All

- All staff work together to achieve these goals.
- All staff receive the overall school rating based on the degree to which goals are achieved

Establishing a Summative Rating



4
Exemplary

- Substantially exceeding indicators of performance

3
Proficient

- Meeting indicators of performance

2
Developing

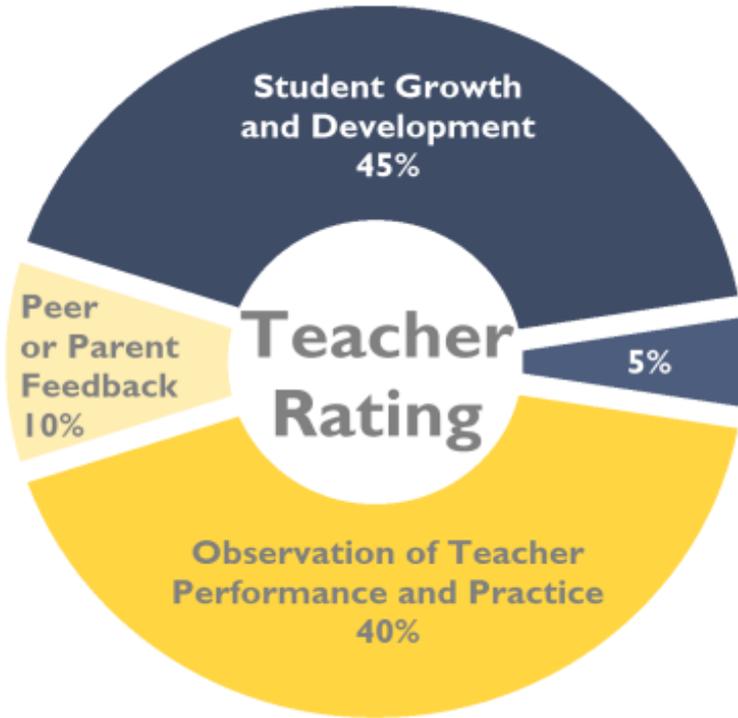
- Meeting some indicators of performance but not others

1
Below Standard

- Not meeting indicators of performance

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



Teacher develops at least **1 Student Learning Objective** which will be assessed by measurable indicators



4 part rubric based on 3 formal observations
1 Teacher Practice Goal



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)



Part I: Teacher Practice Rating

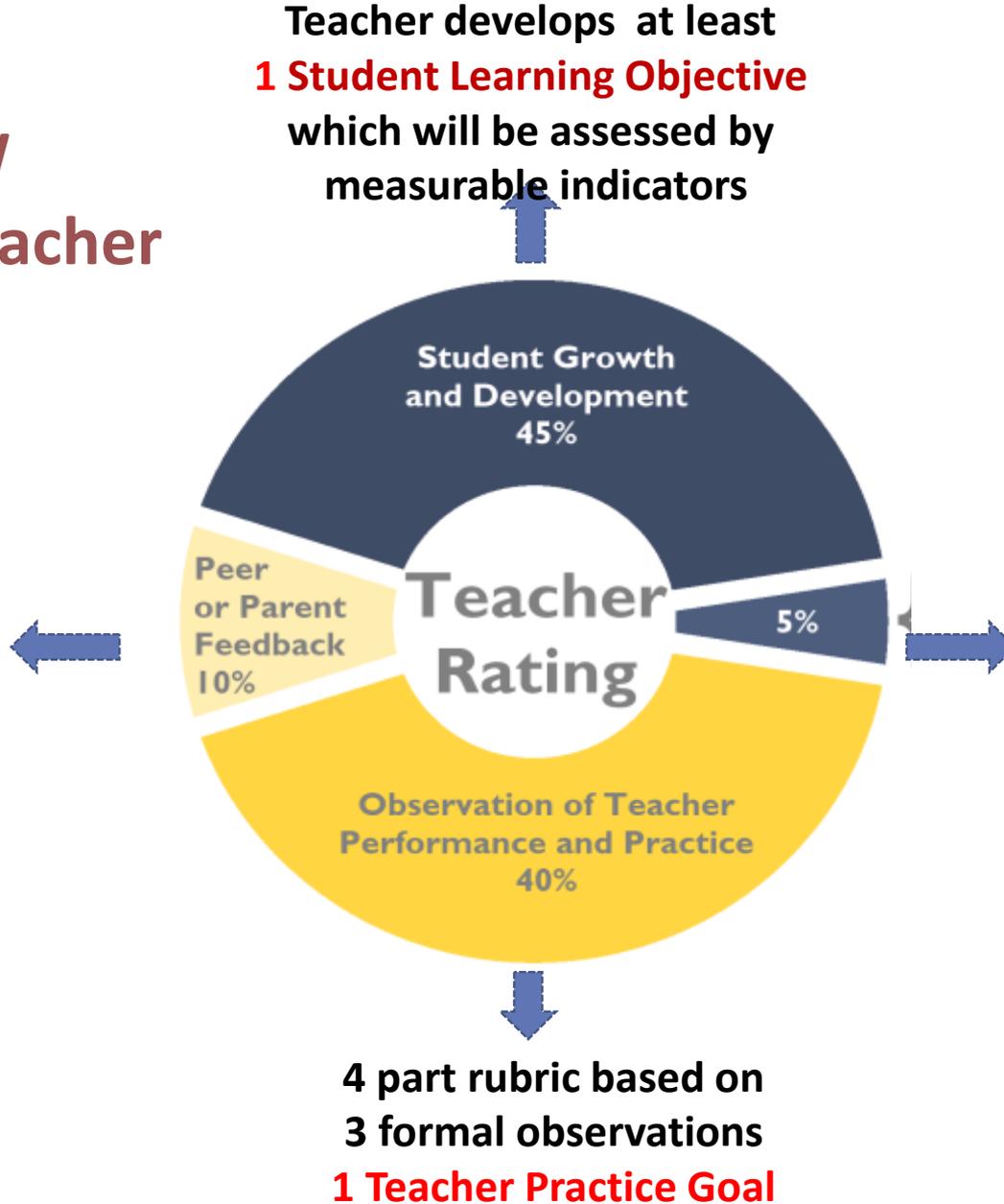


Category		Score (1-4)	Weight	Points (score x weight)
Teacher Practice (Rubric)	40%	2.8	40	112
Parent Goal	10%	3	10	30
TOTAL TEACHER PRACTICE POINTS				142

Teacher Practice Points	Teacher Practice Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)

Part 2: Student Outcome Rating

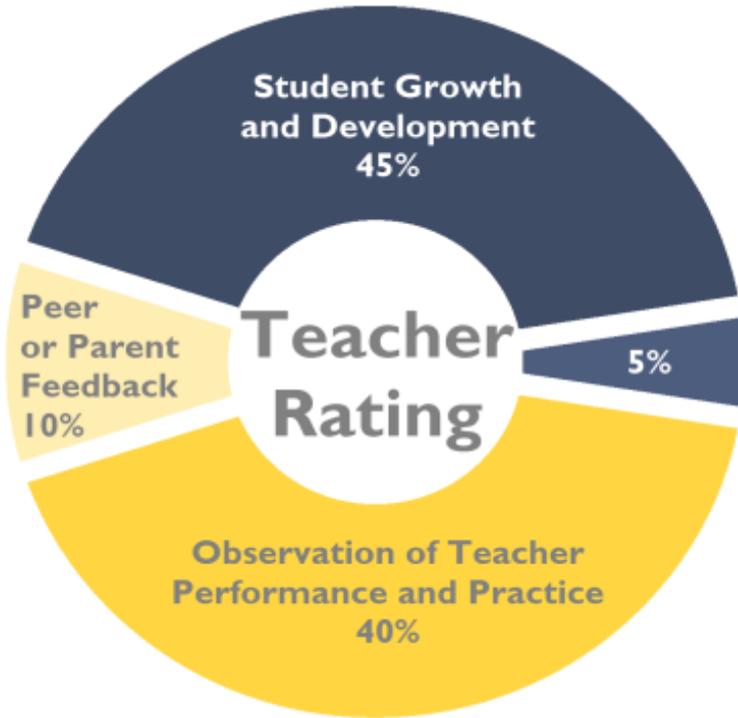


Category	Score (1-4)	Weight	Points (score x weight)
Student Outcome Indicators (45%)	3.5	45	158
School Performance Index (SPI) (5%)	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Student Outcome Points	Student Outcome Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

OVERVIEW of the 4 Teacher Evaluation Modules

School creates goal based on Spring school wide parent survey results. Teacher selects and implements **1 Parent Goal.**



Teacher develops at least **1 Student Learning Objective** which will be assessed by measurable indicators



4 part rubric based on 3 formal observations
1 Teacher Practice Goal



All certified staff will be rated based on their School Performance Indicator (CMT/CAPT)



The Final Summative Rating

Summative Rating Matrix		Teacher Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Student Outcome Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

A teacher receiving a rating of “Developing” or “Below Standard” is placed on Intervention.

State Recommended Definition of Effectiveness



- ***Novice teachers shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a novice teacher’s career. A “below standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “proficient” ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.***
- ***A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “below standard” rating at any time.***

District Implementation



Staff Orientation

- Used missed PD Day to provide four 90 minute trainings
- Developed & presented by committee and administration

Forms

- Committee is meeting over summer to develop forms

Plan for Phase In

- State has granted permission to phase in using 1/3 staff

Considerations for “1/3”

Teachers using Non- CAPT/CMT Measures

- Developing measures in special areas will require **more** planning and consultation

The “1/3” for 2013-14 will be selected from faculty instructing in non-CAPT/CMT areas.

Considerations for “1/3”



Teachers using
Standardized
Measure of
CMT and
CAPT

- 22.5% of evaluation criteria
- Test ends after 2013-14
- Test is not totally aligned with CCSS

Therefore, faculty in standardized test areas will NOT be selected as the 1/3 for 2013-14.

Recommendations for 2013-14

Goals

Every teacher will be asked to develop
3 goals associated with the
New Teacher Evaluation Plan.

Teacher Practice Goal

Student Learning Outcome

Parent Goal

Evaluation Cycle

“1/3” Teachers

A list of the “1/3” teachers from each school will be established/communicated prior to the end of 2012/13 school year.

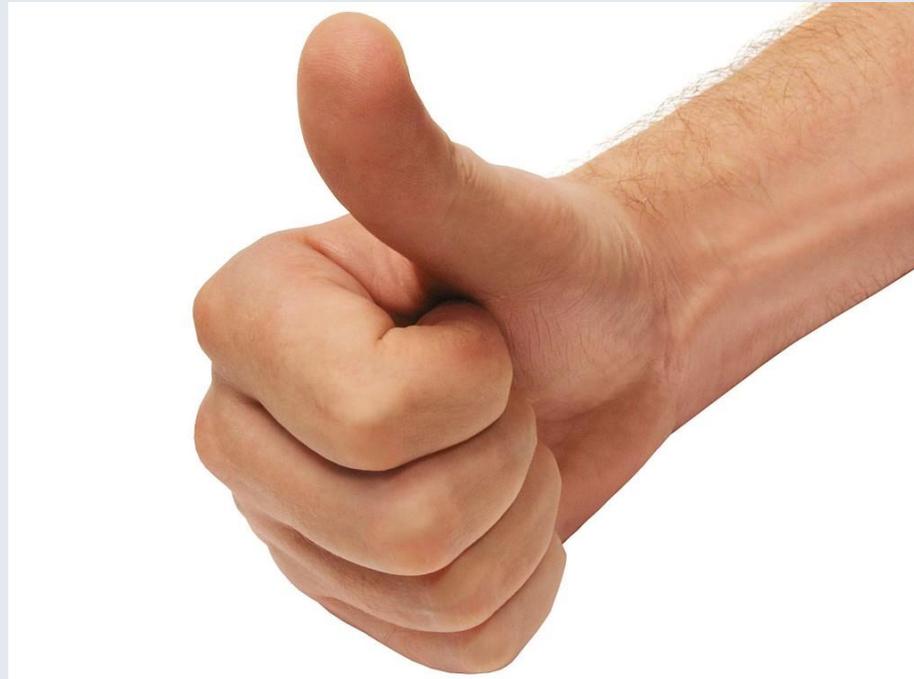
Remaining Teachers

All remaining teachers will be evaluated using existing 2012-13 plan .

Recommendation



Approve District Teacher Evaluation Plan largely based on SEED and meeting all of the state requirements under Public Act 12-116.



Once BOE approves, this plan is submitted to state for their review and approval.

2013-14 Lyme-Old Lyme High School Field Trips

Bermuda Institute of Ocean Science (BIOS) Research Station: July 2014

Students will:

- Study tropical marine ecosystems, insular biology and island geology
- Explore a wildlife sanctuary for critically endangered species

Estimated Cost: \$1750-\$1900 per student

Chaperones: Heather Fried, Dawn Kelley

Costa Rica: April 11-20 2014

Students will:

- Increase fluency in the Spanish language
- Participate in community service
- Observe and experience life of an indigenous culture
- Experience lifestyles and economy of another culture

Estimated Cost: \$3000

Chaperones: Jeanne Manfredi, John McGannon, Marybeth Schreindorfer.

Quebec: April 12-15 2014

Students will:

- Increase fluency in the French language
- Have interactive lesson about the history of Quebec (From the French Regime through the end of the second world war)
- Learn traditional dances and folk songs
- Treasure hunt in the cultural and historic Quartier Petit Champlain.
- Ride across the Saint Lawrence river
- Experience French-Canadian cabane a sucre.

Estimated Cost: \$1000

Chaperones: Colette Lemarie

Orlando: March 13-16, 2014

Festival Disney National Music Competition

Students will:

Represent their school in a national music competition

Hear ensembles from schools throughout the country

Estimated Cost: \$1200 per student

Chaperones: Kristine Pekar, Jacob Wilson, additional as needed (1 adult for every 10 students, 90-150 students)

UMASS Amherst Model UN (MUN) Conference March 14-16 2014**Students will:**

- Discuss current international affairs
- Learn parliamentary procedures
- Vet resolutions and build consensus
- Increase their knowledge of the interdependency of geography, topography, economics and human needs
- Compete for honors such as LOLHS student Crow Sheehan's Outstanding Delegate Award in 2013

Estimated Cost: \$225

Chaperone: Glenn Elliott

Proposed Exchange Trip with Paris, France

For the past two years a group of 28 French students and their 3 chaperones (one being their English teacher) have been coming to Lyme Old Lyme and spending 15 days in our community. They have lived with Lyme Old Lyme families, attended our school and gone on many field trips. This past year Pam Russell worked to coordinate the program and got to know English teacher Yvonne Maestrati as well as learning about Jules Romain's middle school. Jules Romain's is a public middle school in the 17th district, the same district as the Eiffel Tower. At this school many students specialize in languages. By eighth grade students have begun their second world language, English and either German, Russian, Italian or Spanish. The program to come to Old Lyme is a competitive one. Last year more than 6 students took an extensive four part exam to earn one of 28 slots.

Madame Maestrati and Mrs Russell would like to put together an exchange that will last all year and even longer for many. It is a chance of a life time to have a middle school in Paris ready to welcome Lyme Old Lyme students. For school year 2013-2014 we would welcome 28 from Paris at Lyme Old Lyme for 15 days in October and then LOLMS students would travel to Paris March 28 to April 9. The reason for not using April vacation is because Jules Romain's is on vacation at the same time as we are.

In addition to each group visiting the other there would be communication between the two groups all academic year long, beginning in October. Jules Romain's has been approved to travel to Old Lyme October 5 through October 18. During their visit they will spend some days traveling to visit area sites. Some days they will travel alone. A couple days LOLMS students will be alongside them. This coming year there will also be planned some in school activities to help the French students truly feel part of us. The same will happen in France, however the students at that point will already be acquainted.

Group: Up to 28 8th grade students of French with 3 chaperones, Mrs. Russell and 2 others. (to be determined with assistance of Mr. Pomroy)

Where: Paris, France and Omaha Beach, Normandy, France

When: March 28 to April 9

Trip organization by: Mrs Russell and Madame Maestrati

Goals:

Students will:

Experience French culture in real life situations

French fluency will greatly increase

Students will assimilate into a French family

Students will participate in daily life at a French school

Students will experience travel situations (money exchange, various foods, transportation in a city, museums, etc..)

Students will study and then visit Normandy American Cemetery and Memorial, Omaha Beach and other American WW II locations nearby.

Cost of Trip estimate : \$1,500- \$1,900

Students will live and eat with French family the cost is for travel and some entry fees. The French families will take care of travel to and from the airport when we go there and we will cover those costs when they come here. Our students will cover some of the US costs while their students will cover some of the France costs. As we are not working with a tour company so as to keep cost down it becomes easier to handle expenses in our own countries. We will be certain to make it all equitable. Until we have approval actual costs are somewhat uncertain as there will be group discounts.

Cost does not include: Spending money, airport meals, travel insurance and passport fees.

Preparation calendar after Board approval

May 2013 – Work with Travel Agency to get group rate on air tickets

Meet with LOLMS 7th grade French parents to discuss plans, application process and expectations for any student selected to be part of exchange.

Work with all 7th grade students and parents interested in program to prep for application for trip

June 2013 –

Applications for all interested due

French test given

Notify all eligible of acceptance

July – August

Mrs Russell and Madame Maestrati work together on plans

September 2104

Matching of French student to American host. Work with LOLMS families to prepare for French students

Skype and email with new French sister/brother

Students begin their journals and scrapbooks.

October 2014 –

Students from Jules Romain are here for 15 days. Special classes for all French students at LOLMS. Special activities and outing planned for exchange group.

November 2013 to Feb 2014-

LOLMS French students participate in added classes to prepare for travel. Mandatory for those going, all others welcome.

Frequent communications with Jules Romains

March 2014

LOLMS students travel to Paris

April 2014

Upon return students must attend school on April 10 to get any and all assignments missed or owed. All work will be completed over the April break.

May 2014 –

Scrapbook final project due. Each student will throughout the exchange (October – April) write a journal and create a scrapbook of memories, new knowledge, locations visited and more.

During the trip a blog will be established for daily communication regarding the Paris adventure. Parents, friends and family will be able to log in and see what students are doing. E-mail will be used for updates between Mrs. Russell and LOLMS.

Sample Itinerary

March 29 – Early morning arrival. Reconnect with your French brother or sister and meet the rest of the family

March 30 – A day with your French family

March 31 – Go to school – Outing to see Tour Eiffel and Arc de Triomphe. Sample a French café

April 1 – Spend a day at school. See what life is like for a French middle schooler.

April 2 – Le Louvre Museum and return through the Jardin de Tuileries for an afternoon at school

April 3 – Travel to Normandy by train and see Omaha Beach and the American Cemetery memorial for WWII. Late return.

April 4 – A trip to Montmorency and Sacrée Coeur. See where many famous artists began. Sites of Paris

April 5 and 6 – A weekend with your French family

April 7 Musee d'Orsay impressionism and a visit to Roden's garden.

April 8 – Notre Dame visit. Climb to the top. See the Opera and other sites along the way. Off to Airport mid-afternoon.

April 9 – Return to Old Lyme. Must attend school next day!

Library Information Program Upgrade

Lyme – Old Lyme Public Schools

April 26, 2013

Action: Approve the purchase of the Destiny Resource Management Solution from Follet Software Company for \$12,787.85.

Background: The current district wide library information and inventory program, Info Center, has been in place since July 2005. It is no longer supported by Follet Software. This program has been scheduled for upgrade in the 2012/2013 budget. We have not only evaluated the upgrade application offered by Follet Software but have investigated alternative programs. The only other major program supplier is Alexandria offered by COMPAnion Corporation. Below is a comparison of these two products:

	<u>Destiny – Follet</u>	<u>Alexandria – COMPAnion</u>
Initial Program Cost	\$12,787.85	\$12,503.80
Annual Licensing Cost	\$2,750	\$2,995
Programs in operation	33,000	12,000
EBook option	Yes	No
Used in surrounding communities	Yes	Old Saybrook

Based on pricing, experience, features and local support we recommend the purchase of Destiny Resource Management Solution from Follet Software Company. This purchase is within the budgeted value for this project.

Region 18/Lyme-Old Lyme

Goals for 2013-14

Teaching & Learning

1. Implement next phase of new math program (K-12) aligned with Common Core State Standards
2. Implement instructional strategies and assessments aligned to the Common Core State Standards in Mathematics and English Language Arts (ELA) with ongoing expansion to other curricular areas.
3. Implement and revise as necessary the new teacher and administrator evaluation plans.

Facilities & Technology

1. Commission newly renovated LOLHS facility.
2. Implement the second phase of the technology plan (adopted in June 2012)
3. Complete facilities projects as budgeted.

Planning and Evaluation

1. Continue to evaluate and implement the elementary redistricting plan.

Address Compliance Initiatives (as known and as emerging)

1. Move forward with the accreditation renewal of Lyme-Old Lyme High School through the New England Association of Schools and Colleges (NEASC) process
2. Respond with appropriate plans and actions to legislation that emerges from the 2013 CT General Assembly legislative session including, but not limited to, school safety recommendations.

Adopted by Board of Education

_____, 2013

Personnel Policy #5165 – Medical Marijuana Standard:

For the purposes of this policy, pursuant to Connecticut Public Act 12-55, “An Act Concerning the Palliative Use of Marijuana,” a *qualified medical marijuana user* means:

- A qualifying patient who is a state resident, eighteen years of age or older, and diagnosed by a physician as having a debilitating medical condition,
- A designated caregiver, eighteen years of age or older, other than the patient’s doctor, who agrees to take responsibility for managing the patient’s well-being with respect to his/her palliative use of marijuana, or
- A pharmacist licensed by the Department of Consumer Protection (DCP) to dispense marijuana for palliative use,

who has a registration certificate issued by DCP that is valid for the same period as the written certification from the physician, not to exceed one year, related to the medical use of marijuana to treat or alleviate an individual’s debilitating condition or symptoms associated with the debilitating medical condition.

Unless required by federal law or the involvement of the loss of a monetary or licensing federal funding, the District may not discriminate against a person in hiring, terminating or imposing any term or condition of employment or otherwise penalize a person solely:

- On the basis of the person’s status as a DEP certificated medical marijuana user, or
- For a positive test for marijuana components or metabolites,
 - Unless the person used, possessed or was impaired by marijuana on the premises of employment or during the hours of employment.

The Board of Education understands that P.A. 12-55 does not restrict the District’s ability to prohibit the use of intoxicating substances during work hours or to discipline an employee for being under the influence of intoxicating substances during work hours or while on school property or at a school-sponsored activity. A certified medical marijuana user shall not be protected from punishment or other penalties if he/she ingests marijuana at school, on school grounds or at school-sponsored activities.

~~The District shall not refuse to hire a person or may discharge, penalize or threaten an employee solely on the basis of such person’s or employee’s status as a registered qualifying patient or caretaker.~~

In addition, per P.A. 12-55, no person is authorized to engage in:

- Undertaking any task under the influence of marijuana that would constitute negligence or professional malpractice,
- Possessing or engaging in the medical use of marijuana:
 - On a motor bus or school bus;
 - In the work environment;
 - On the school grounds of any preschool, elementary or secondary school;
 - In any public place that is used or held out for use by the public, whether owned or operated for public or private interests; or

Personnel Policy #5165 – Medical Marijuana Standard:

- Within the direct line of sight of anyone under eighteen years of age in a way that exposes someone under age eighteen to second-hand marijuana smoke, or both.

The District does not allow the ingestion of marijuana for palliative use in any District school, on school grounds or at school-sponsored activities, on or off school grounds. While performing any duty in the capacity of District employee, an employee may be disciplined, up to and including suspension or termination, for ingesting marijuana in the workplace or working under the influence of marijuana.

A registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.

Wherever inconsistencies of interpretation arise, the law and regulation prevail.

When District officials have a reasonable belief an employee may be under the influence, in possession of or distributing marijuana in a manner not authorized by the medical marijuana statutes, law enforcement authorities will be informed.

(cf. 4118.231/4218.231 – Alcohol, Drugs and Tobacco)

(cf. 4118.232/4218.232 – Drug Free Workplace)

Legal Reference:

Connecticut General Statutes.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

19a-342 Smoking prohibited in certain places.

Drug-Free Workplace Act 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991).

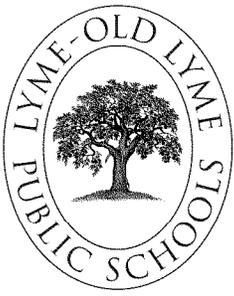
21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989).

Policy Adopted:

Lyme-Old Lyme Board of Education



LYME - OLD LYME PUBLIC SCHOOLS

Impassioned with Pride and Purpose

MEETING MINUTES

Building Committee Meeting

Location: High School Media Center

Date: April 22, 2013

Committee Members Present: Russell Gomes, Chairman, James Witkins, Vice-Chairman; Peter Cable; Jeffrey Flower; Dennis Melluzzo; Nina Peck; Timothy O'Neill; Bernard Szreders; Alan Todd

Absent: James McFarland

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

Others Present: John Scheib, Daniel Weston, Northeast Collaborative Architects; Kenneth Biega, O&G Industries

Chairman Gomes noted the need to add an item regarding field conditions under New Business #5; Committee members agreed unanimously.

I. Call to Order:

The meeting was called to order by Chairman Gomes at 7:13 p.m.

II. New Business:

1. Approve NCA Invoice:

Upon motion by Mr. Szreders, second by Mr. Todd, the Building Committee approved NCA's Invoice #52 dated 5/1/13 in the amount of \$19,807.00 and to be paid no sooner than May 1, 2013. The motion passed unanimously.

2. Approve O&G Invoice:

Upon motion by Mr. O'Neill, second by Mr. Melluzzo, the Building Committee approved O&G invoice dated April 16, 2013 application for payment #32 for C.M. project #0288 (period to date: 03/31/13), in the amount of \$724,950.26. The motion passed unanimously.

3. Approve Pending Change Orders:

PCO 00800

Mr. Biega explained that this proposed change order concerning the west elevation vapor barrier will be tabled until NCA and O&G can discuss and provide additional information.

53 Lyme Street, Old Lyme, Connecticut 06371

T: 860-434-7238 F: 860-434-9959 www.region18.org

PCO00802

Upon motion by Mr. O'Neill, second by Ms. Peck, the Building Committee approved PCO 00802 in the amount of \$15,125.00 for the additional scope to prepare for and pave temporary sidewalks for student egress on the west, south and east side of the gym and out of the temporary connector between the academic building and the auditorium building funded from CM Contingency. The motion passed unanimously.

PCO 00796

Upon motion by Mr. Cable, second by Mr. Szreders, the Building Committee approved PCO 00796 in the amount of \$13,063.00 for the additional work to provide a new wider sidewalk for the septic pump truck at the grinder pumps located near the SW corner of the lacrosse field. The motion passed unanimously.

4. Replacement Chair Purchase:

It was explained to the Committee that the original purchase [of chairs] was the incorrect height for the tables in the media center and computer labs; NCA agreed to buy the incorrect chairs and pay any difference in cost [should there be any].

Upon motion by Mr. Cable, second by Ms. Peck the Building Committee approved the purchase of replacement chairs from W.B. Mason in the amount of \$14,752.60. The motion passed unanimously.

5. Update on Condition of New Fields:

Committee members discussed the condition of the infield of the softball field. Mr. Rhodes noted that the delivered infield mix does not meet the specification (aggregate exceeds 6mm); samples will be sent to be analyzed.

Mr. Rhodes explained that this situation has two parts; the immediate remedy to make the field playable for the season and the long time solution. The short term solution is to have the infield prepped and dragged often and have the large aggregate [power] swept and removed. The permanent solution is to have the correct infield mix placed on the field.

Committee members thoroughly discussed the high spots on the soccer and lacrosse fields. Mr. Rhodes suggested that Sports Turf Specialties make a site visit to review the fields and provide expert opinion to rectify; he asked Committee members if they would be interested in attending, Mr. O'Neill, Mr. Flower and (Ken Biega and Rob Martinotti, O&G Industries) agreed to attend the meeting.

III. Old Business:

1. Update the following:

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

Mr. Biega explained that the project is 30% to completion and the resurfacing (and the repair) of the concrete floors will take place during the summer.

Committee asked for update on when the paving will take place; Mr. Rhodes stated that he is waiting for drawings from Mr. Hendricks.

b. Update on Energy Grants:

Mr. Rhodes explained that copies of the [requested] certified payroll have been provided; all that remains is for a letter to be issued to CL&P before the check will be released.

c. Punch List Review:

It was explained that Mr. Rhodes and VanZelm have visibility to the HVAC system; they are working with the contractor to rectify outstanding issues.

d. Correspondence:

There was no correspondence to report:

IV. Approval of Building Committee Minutes:

1. March 18, 2013

Mr. Witkins made a motion, second by Mr. O'Neill, to formally accept the March 18, 2013 Building Committee minutes as presented and abstentions were noted.

V. Adjournment:

Chairman Gomes adjourned the meeting at 9:24 p.m.