

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JANUARY 13, 2011

The regular meeting of the Southington Board of Education was held on Thursday, January 13, 2011 at 7:30 p.m. at the Southington Town Hall, 75 Main Street, Southington, Connecticut.

1. CALL TO ORDER

The meeting was called to order at 7:30 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools, Mr. Howard Thiery, Assistant Superintendent, Mrs. Sherri DiNello, Director of Business and Finance, and Mr. Frederick Cox, Director of Operations.

Student representative, Christopher Amnott, was present.

2. PLEDGE OF ALLEGIANCE

Mr. Amnott led the Pledge of Allegiance.

3. APPROVAL OF MINUTES ~ December 9, 2010

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

“Move to approve the minutes of December 9, 2010.”

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mr. Goralski. ABSTAIN: Mr. Derynoski, Mrs. Rickard.

Motion carried with seven in favor and two abstentions.

4. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communications from Board Members and Administration

Communication from the Board Members:

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

“Move to move Agenda Item 8.e., Field Trip Approval, to Agenda Item 4.d.”

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

Mrs. Clark reported that she attended the PTO meeting at South End Elementary School and their guest visitor was Dale Riedinger [Math/Science Coordinator] who gave a fabulous presentation to the parents in attendance regarding the Southington Mathematics Program. She felt that it was very comforting to many parents who had learned years ago in elementary school the method she refers to as “rote and regurgitation.” Mrs. Clark stated that the parents discovered that what they were teaching the children at home was not harming their children, but what was being taught in school was actually “explaining” why the children were doing what they were doing. She stated that the teachers and Mrs. Kamerbeek [Principal at South End Elementary School] brought out manipulatives so the parents could “play,” just as their children do in first, second and third grades. She noted that the math that is being taught now really solidifies the children’s knowledge of math and gives them an explanation as to why they are doing what they are doing. She felt that it was a wonderful presentation that parents could understand and gave kudos to Ms. Riedinger.

Mrs. Queen reported that she continues to visit schools in town as a new Board member. She has been to all the elementary schools, but two, and to the high school and ALTA. She started at the high school and was joined by Mrs. Carmody and Mrs. Notar-Francesco who helped by giving her a tour. In addition to the expected myriad of program offerings and activities that she knew existed at the high school, she was really struck by the overwhelming sense of students conducting themselves in a very calm, orderly, and respectful manner. She stated that, while it seems like an obvious thing, it struck her that day and she wanted to note that.

Mrs. Queen reported that at ALTA, she was able to witness a presentation by a Holocaust survivor whom she thought was fascinating. She noted that the Holocaust survivor had an amazing message for the students, who were raptly attentive to her, regarding the horrific experience that she had had. However, she presented herself as a joyful person who is able to live life to the fullest. It sent an obvious message to the students that, no matter what is going on in their lives, there is the strength to survive and to seek joy in life. Mrs. Queen visited with the ALTA administrator and she learned that the ALTA Program is not only progressive, but gets requests frequently from other school districts in the state that want to create an Alternative High School and are looking to Southington’s as a model.

Mrs. Queen reported that the elementary school visits were amazing. She thanked all administrators, staff, and teachers who were very welcoming and generous with their time. She stated that each school has unique characteristics and personalities. She was impressed with the theme throughout all the elementary schools where students are actively being taught the qualities of social service, leadership and tolerance in addition to math, reading, writing, social studies and science. She noted that there was high praise by administrators and staff for the

Reading and Writing Workshop model. What struck her about the model was the ability for students to independently choose the books that they wanted to read, the opportunities for one-on-one conferencing from teacher to student, and the overt teaching of comprehension strategies in reading.

Mrs. Queen concluded that, across the board, administrators shared high praise for Superintendent Dr. Joseph Erardi that was unsolicited by her. Those were just comments that came up within minutes of their conversations.

Mr. Goralski stated that this was the last public meeting before Mr. John Weichsel's [Town Manager] official retirement. On behalf of the Board of Education, he wanted to publicly thank him for the 45 years that he has served the community, and for the role he has played in making the Southington school system one of the best. He thanked Mr. Weichsel for the collaboration and cooperation that he has provided over the years.

Mr. Goralski asked if there were any volunteers to jump into the frozen pond [Camp Sloper] with him for the Polar Plunge. He stated that Mr. Lasbury was the Captain of the Board of Education team because he has recruited 20-plus people to plunge. This activity supports the YMCA's Scholarship Fund for Summer Camp. The Polar Plunge is on January 22, 2011 at 1:00 p.m.

Mr. Goralski reported that an e-mail was sent to the Board members regarding the Legislative Breakfast. He received an update from Mrs. Albaitis [Executive Assistant to Dr. Erardi] that the local representatives are available on February 10, 11 or 14. He pointed out that Friday morning he was going to have Mrs. Albaitis poll the Board members for what day was best. He noted that the federal representatives have not replied, but sometimes they send a representative.

Mr. Goralski reminded the Board to dress sharply for the next Board meeting because their Yearbook photo was being taken at 6:45 p.m.

Mr. Goralski announced that the YMCA Annual Meeting is February 2, 2011 and that Dr. Erardi, Superintendent, was being recognized as "Man of the Year." He asked the Board members to call Mrs. Albaitis to reserve a table.

Mr. Goralski announced that the Board of Education Retreat at The Orchards is on February 12, 2011 from 8:00 a.m. to 12:00 p.m.

Mr. Goralski stated that the Southington High School Football Team asked him to be the Master of Ceremonies at their banquet.

Mrs. Johnson commented on the date for the Legislative Breakfast. She stated that February 10 was the day that they have the Brown Bag Luncheon and a Board of Education meeting. She thought that cramming three things in on one day may be too much. She felt that February 11 or 14 would be better. She noted that February 11 is a Friday, and February 14 is Valentine's Day. Mr. Goralski stated that the Board would be polled on Friday focusing on the February 11 or 14 dates.

Communication from Administration:

Dr. Erardi distributed a packet for the Administration Report to the Board (*Attachment #1*).

1. Standards and Certificate: Dr. Erardi announced that the Central Connecticut State University 092 cohort of educators in Southington, who are the next level of outstanding leaders, were in attendance at the Board meeting. He stated that Ms. Nancy Pugliese, the Bureau Chief from the State Department of Education, sent a letter stating that 100% of all staff members in Southington are appropriately certified. He noted that this does not happen by accident, but through the hard work of the Personnel office. He stated that this was not an easy thing to do and that the letter from Ms. Pugliese was rarely sent to districts.
2. Residency: Dr. Erardi reported that the press release regarding residency has received a lot of attention in the media and has created interest in the community. The intent behind the press release for residency has a lot to do with what they hear from children and, in most cases, the anonymity of messages that come to central office. In the past eight weeks, they have dealt with nine residency issues. In some cases, information is confirmed that leads to an immediate withdrawal from the school system. In other cases, there is misinformation that requires clarification with the child continuing in the school system. The protocol is to react to information and to invite the parent or guardian into central office. If there is an issue regarding students not being where they should be, there is a per diem cost that is billed out to that parent. Presently, there is approximately \$18,000 that central office is looking for through invoicing.
3. Future Planning – Southington Library: Dr. Erardi stated that he was part of the future planning for the Southington Public Library. He attached a document that he believed would move from paper to practice in a short period of time under terrific leadership by Susan Smayda, Library Director.
4. Partnership for Literacy: Mr. Thiery reported that children in the school system are taught to understand their own reading level from a very young age. They are taught to be able to go to a classroom library and choose an appropriate book that suits their interest and their appropriate level. The appropriate level is a level that they can read, but also pushes them to learn. He stated that libraries have been traditionally organized along the lines of the Dewey Decimal System and now the Southington Library, thanks to the Southington Education Foundation and the American Legion Auxiliary, has a section in their children's library where they have new books that are leveled just like the classroom libraries. It heightens their interest in reading and gives the children ownership of their reading.
5. Association of School Business Officials (ASBO) Publication: Dr. Erardi shared that, in a national publication, Mrs. Sherri DiNello, Director of Business and Finance, will be featured in their April 2011 publication. He will make sure that there will be copies for all Board members.
6. NASBE / AASA: Dr. Erardi stated that he has also presented to the National School Board and the National Superintendents' organization a compilation of the work that Mr. Cox, Mrs. DiNello, and Mrs. Hunt had put together for publication.

He noted that the Board members have copies of all of those articles. He was proud of the work that was coming from the cabinet.

7. CAPSS / CASBO / CAFE: Mrs. DiNello stated that there has been a lot of talk about the “funding cliff” and, as they enter into the budget season, they have been trying to educate people about it. She announced that a new coalition has been formed through the joint efforts of CAFE, CASBO and CAPSS who joined forces to roll out a new concept of “What will our children lose?” Last Thursday at the Legislative Office Building they held a large press conference to share what they are concerned about if the Educational Cost Sharing (ECS) grant is not fully funded. She felt that it was a great opportunity for the three organizations to get together. She stated that some students attended. Andrew Fleischmann also attended as a representative from the General Assembly’s Education Committee. She stated that it was exciting for her because one of her last meetings as CASBO President was bringing together past presidents in conversation about what the next steps moving forward should be for CASBO. She stated that they were all concerned about the “funding cliff” and created the concept of getting these three organizations to sit down together to move forward in figuring out how to highlight the whole concept of “What will our children lose?” Mrs. DiNello pointed out that people could go to the home page of the website www.WhatWillOurChildrenLose.com that has been created for this purpose, pull up their individual district to see the cliff of the dollar amount that is being discussed for each community and any updates regarding it.

Mr. Derynoski stated that the Board received a copy of an e-mail from State Representative Bruce Zalaski, who highlighted the fact that our new Governor [Malloy] was not looking to cut the ECS grant and was looking to fund it at the current level as best he can.

Mrs. Notar-Francesco asked Mrs. DiNello what was the next step for the coalition. Mrs. DiNello replied that they hired Baldwin Associates to help in the communication efforts. They are trying to get a writing campaign going and putting together a short PowerPoint presentation that School Boards can show at Board of Education meetings as a way to inform individuals about the funding cliff. One of the things that the Board Chair from New Britain was concerned about was that the suburban communities talk about all the extracurricular activities or additional class offerings at the high school versus core curriculum that they would lose. She noted that the inner cities are trying to explain that, without this funding, it was going to be larger class sizes and main courses that students need in order to graduate. There is a lot of discussion about the difference that the funding cliff will make in different communities. The bottom line is that, whatever happens, it will impact the education of students all over the state.

Mr. Goralski pointed out that at the Legislative Breakfast this was one of the important topics he wanted to talk about. He stated that he would go with any Board members who wanted to attend any major education discussions at the state level to talk before the legislators. In the long run, our taxes in Southington are going to be directly linked to how they fund Education Cost Sharing.

Communication from Student Representative:

Mr. Amnott reported on the following:

- He thanked Dr. Erardi for the six-day weekend.
- The freshmen, who missed their health class on Friday, were supposed to take their mid-term, but there is no school tomorrow, so they are going to take it next Wednesday.
- FBLA is celebrating their Spirit Week.
- Mr. Hernandez is setting up a tutoring program. Students can sign-up in Room 215 before or after school.
- Girls' Basketball has their Pink Game to support breast cancer tomorrow against Farmington.
- He pointed out that, along with Dr. Semmel, two of his favorite teachers, Mr. Niro and Mrs. Rogala from Kelley Elementary School, were in the audience.
- There was a college readiness presentation on January 6 in which many students from the Class of 2010 came back and shared their insights on what college is going to be like next year for the Class of 2011.
- Mid-terms are next week.
- Boys' Basketball lost to Northwest Catholic on a buzzer-beater of 61-59. They are playing Friday night against Farmington at 7:00 p.m.
- Previously he talked about his International Business class that is trading with a school in Shanghai, China. They are selling planters and gift baskets. They sold them in the cafeteria for one month and have some left over. He asked the Board to stop by and see Ms. Gancarz in Room 209 or Ms. Davey to pick one up.

8. e. Field Trip Approval – FIRST Robotics Team

Mr. Thiery reported that this is a field trip that historically comes to the Board regarding the Robotics Team and the national competition. Usually, when it comes in the fall, it is a speculative field trip because they are not sure that they qualify to go. He noted that, at one of his earliest Board meetings in Southington, a robot came to visit the Board. This is the field trip to the national robotics competition that takes place in the spring. The Board field trip approval process has been changed so there are a number of windows throughout the year, as long as they are in front of the Board for approval within a reasonable amount of time before the trip. He noted that the Robotics Team coach was available to answer any questions.

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

“Move to approve the field trip for the FIRST Robotics Team, as recommended.”

Mrs. Johnson asked the Robotics Coach to discuss fundraising because the cost of \$1,000 per student was considerable amount money. Mr. Salvatore Spagna replied that there are 37 students on the team and each of them is responsible for going around to local businesses to secure funds. Half of the sponsorships that they collect go towards paying for the trip; the other half goes to costs associated with funding the team, such as building the robot. The balance of the cost to go to St. Louis, Missouri is paid by the student and their family.

Mr. Goralski thought that sponsorship has traditionally been good for the Robotics Team with area businesses. He asked if there was a drop-off due to the economy. Mr. Spagna replied that businesses were very willing to donate and this year has been no different than other years.

Mr. Thiery stated that the FIRST Robotics Competition appeals to the students who are associated with engineering. The FIRST Robotics team is comprised of a variety of roles and jobs. There are students who will take on the publicist and public relations type of work and students who take on the business aspects. It includes an entrepreneurial-type of educational program that is above and beyond the very rigorous engineering aspect of it. The fundraising is built right into the educational part of the FIRST Robotics Program.

Mrs. Queen was curious about the actual competition. She noted that there were 18 students and questioned if it was one team or if they are broken into several teams. Mr. Spagna replied that some of the 18 students are just going to support the team and the remainder are either part of the drive team that drives the robot and controls it in the competition or part of the pit crew who maintain the robot and fix it when it breaks.

Mr. Goralski shared that years ago, when the Robotics Team presented at a Board meeting at the Pyne Center, they went to the Derynoski Elementary School gym for a demonstration. He noted that every student had their role within the team. He would like another demonstration in the future because it was exciting and there are many Board members who have not seen it. Dr. Erardi remarked that, if Board members ever think to travel on any school trips, this was an amazing experience. He attended one year when this was hosted annually in the Georgia Dome. He noted that there are 40,000 students, including international students. The Dome was packed, and it was like being at the Super Bowl.

Mrs. Rickard asked what the “game” was this year. Mr. Spagna replied that the task of the robot is to pick up several shapes, i.e., triangles, circles, squares, which together represent the U.S. FIRST logo, and hang them on a holder. Based on how those shapes are hung up, robots and their associated teams score points. Bonus points are scored if they hang them in such a fashion that it forms the U.S. FIRST logo. Additionally, there are a series of vertical poles in the arena and the robot has the option to deploy miniature robots that can climb these poles for added bonus points.

Mrs. Rickard asked if they already had the telecast. Mr. Spagna replied that the U. S. FIRST kick-off was this past Saturday, January 8.

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

5. COMMITTEE REPORTS

a. Curriculum and Instruction Committee Meeting ~ December 16, 2010

Mrs. Carmody reported that at their last meeting they had a presentation by the Guidance Department on the Naviance software that is being used for college selection and the application

process. She noted that Mr. Bugnacki, who is the expert at Southington High School, led the presentation. The software package includes student interest inventories, resume and portfolio builders, student-college matching, and college information sections. The committee was very impressed with the program. It is something that the parents, students and guidance counselors can use. The committee was told that 52% of the seniors applied to colleges and Mrs. Wysocki [Director of Guidance] told them that by the end of January she would give them another report to see how much that percentage had gone up. Mr. Bugnacki explained that the freshmen would be introduced to Naviance and put into the program. In the future, the Guidance Department will be at a Board meeting to give the full Board a demonstration. If there are not any budget constraints, she felt it would be wonderful to get the program into the middle schools as well.

Mrs. Queen noted that as the high school student participates in activities they can record them in Naviance and it builds a resume for them.

Mrs. Notar-Francesco noted that she did get a password for Naviance from Mr. Bugnacki and spent some time on it. She stated that it was amazing what students could do from taking personality tests, and matching traits against different careers interests, and accessing colleges that match up to interests. She noted that it was a wealth of information for students.

Mrs. Carmody pointed out that the program could also track what the Southington High School students are doing.

Mrs. Clark asked what the purpose would be for a middle school student to use Naviance. Mrs. Carmody replied they could do a personality profile, keeping track of things that they are interested in and have that information follow them through the high school. It could be an interest inventory to get a head start on an interest a student might have in the middle school. It would also be worthwhile for them to know what kind of courses they should be taking at the high school. The knowledge on this program was unbelievable and Mr. Bugnacki did not get to show them everything the program could do.

Mrs. Carmody thought that the software had to be updated. Mr. Thiery replied that this was an online program and there is a new version of it out now. Southington is currently using the old version and the question is how long Naviance will support the old version. The new version also has features that are highly desirable. At the middle school level, one of the features in the interest inventory is that it has research capability. It can link someone's interests to various careers and then show the type of education that would be needed for that career. It would show things like salaries and what colleges have that type of education. Mrs. Carmody thought that it was wonderful for the parents also.

Mrs. Johnson felt that the idea behind this was to get children and their parents started early to begin thinking about post-high school training. She stated that a high school diploma was not going to be enough in the years ahead. Everyone is going to be required to have some post-high school training. In the middle school, this would get the children started earlier to start thinking about their future. She noted that Mrs. Queen had suggested a book called Acceptance that she had read. She noted that the ability to get into these top-tier colleges does not start in high school; it starts in middle school and sometimes in elementary school. The parents and child need to start planning these opportunities at a very early age and cannot wait until high school or middle school. She thought that it was something whose time has come.

Mr. Goralski thought that it would be exciting to hear how the high school Guidance Department is educating and encouraging the students to use this program.

6. REPORT OF THE SUPERINTENDENT

a. Personnel Report

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

“Move to accept the Personnel Report, as submitted.”

Mrs. Rickard stated that she saw a lot of beloved names on the retirement list that made her sad, but happy for them to move on to their next phase. Mr. Goralski gave a big thank you to these teachers. Due to their giving notice at this time, it allows the Board to be legitimate, truthful and open regarding the budget, and it allows Mrs. DiNello to present the budget to the town showing the retirements and the savings.

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

7. OLD BUSINESS

a. Town Council / Board of Finance Communications

Mr. Goralski thanked the Board members for their willingness to change the first budget workshop that was supposed to be held on Tuesday, January 18. The formal presentation from Dr. Erardi is going to be next Thursday, January 20. On Tuesday, January 18, the Board will be presenting the facility use recommendation [for North Center School] to Planning and Zoning. This had already been passed by the Board of Education and the Town Council. Planning and Zoning tabled it at their last meeting because they wanted more information. Mr. Goralski stated that he and Dr. Erardi would be presenting to Planning and Zoning on January 18 regarding what the Board of Education did; Mr. Tranquillo, Borghesi Associates and Attorney Sciota will answer any questions. He hoped to see that plan move forward with Planning and Zoning on Tuesday, January 18 at 7:00 p.m. in Town Council Chambers.

Mr. Goralski noted that it was budget time and that an invitation letter was sent to the Town Council and Board of Finance inviting them to all of the meetings. He just signed the amended schedule that includes the rescheduled date of Tuesday, January 25. He acknowledged that Dr. Erardi, Mrs. DiNello and the entire cabinet gave them a budget that was going to make the Board’s job a bit easier in this bad economy because they had done a lot of the hard work for the Board already.

Mr. Goralski noted that an appropriation was sent to the Town Council for action to return the rental fees and tuition to the Board of Education. Also, an insurance appropriation was requested for the fire at Thalberg Elementary School. The Board was being proactive to prevent that from happening at Strong and Hatton Elementary Schools that have similar set-ups. The reason they were asking for that appropriation was to take preventative measures and fix that particular issue.

Mrs. Johnson asked if it was a design flaw that caused that fire. Mr. Cox replied that it was not a design flaw because there are many systems like that around. The system lights the exterior of the building in case of a power outage; but, it is a series of 50 to 70 batteries that are charged DC and there was a fault in the charging system that created the smoke. It was taken offline and it was destroyed. There are two almost identical systems at Hatton and Strong and they have been taken offline. This money would be used to permanently disconnect them, remove the electrical, and properly dispose of the batteries. It is not a design flaw; it is a system that was over designed. They can do a lot more with the local fire marshal's authorization of putting in some small battery packs on the exterior of the building.

Mrs. DiNello apologized to Mr. Goralski because she did not have the opportunity to follow-up with him regarding the appropriation request. The Board of Finance meeting was canceled January 12 because of the weather and they rescheduled the meeting for next Wednesday. In conversations with Dr. Erardi late this afternoon, Emilia Portelinha [Town Finance Director] was revising the Board of Finance agenda and the Board of Education had the opportunity to have additional input. In revisiting the appropriation, she would like to hold on the request for \$4,400 and try to fund that within the Board of Education operating budget right now. In the springtime, if they find they need money to reimburse for the cost of Hatton and Strong's battery removal, they would then go back to the Board of Finance. She would rather try to do her best effort to fund the \$4,400 within the operational plan since the Board of Finance is giving us back the appropriation for the rental fees and tuitions of over \$120,000. She stated that, if the Board was in agreement with that, she would like to hold on that request.

Mr. Derynoski asked if she would send a letter outlining that fact. Mrs. DiNello replied that she had sent the original request and, as she and Dr. Erardi thought through how they would make the presentation and answer questions, they began to think long and hard about the fact they still have six months in the operating plan and they should first try to fund it within the Board of Education budget.

Mrs. Johnson pointed out that, because they are getting communications from other town boards, she thought the agenda item should be changed to "Town Government Communications." The Board members thought that was a great idea. Dr. Erardi stated that he would make that change to the recurring agenda item for the next meeting.

b. Construction Update

Mr. Cox reported that the projects are coming to a close. At Plantsville Elementary School, after they get through the heating season and it proves to be running appropriately, which it is, they will close out the project. At South End Elementary School, they have small punch list items, such as bulletin boards, that are currently being installed. The only hold up would be in spring plantings and finishing up the landscaping. They are all very insignificant items.

Mr. Goralski hoped that they would be putting Middle School Feasibility Study under this agenda item for the next project as a recurring agenda item if they get a positive referendum in the fall and if they are fortunate enough to get that far. The Board will be taking action on the Middle School Feasibility Study in Executive Session tonight. The whole idea behind a Feasibility Study is to show a plan to get a school fixed.

b. Facility Committee Update ~ North Center School

Dr. Erardi reported that he sent communication to the Facility Committee earlier this week informing them that on January 18 there will be a presentation that would involve the Board of Education (Mr. Goralski and Dr. Erardi), Mr. Tranquillo and Borghesi Associates. He invited the Facility Committee to attend that presentation in compliance with the 8-24 legislation that comes from Planning and Zoning. He has been assured that the presentation would be at 7:00 p.m., the start of their meeting. He was not certain if Planning and Zoning would take action immediately after the presentation. They have two public hearings that night. He emphasized that this was a key component to their moving forward into consolidation at North Center School.

Mrs. Rickard noted that, since this was such a complex issue, and the committee met over several months, she wondered if any Planning and Zoning member ever called to ask personal questions or if Dr. Erardi had extended an invitation to Planning and Zoning to meet with him one-on-one to answer concerns. She asked if Dr. Erardi could make sure that, if any one of the Planning and Zoning members wanted to meet him, Attorney Sciota or Mr. Tranquillo before their meeting that they are available so that any pressing questions could be clarified before Tuesday night. Dr. Erardi replied that this all came to light on January 4 when Planning and Zoning met and this was an agenda item that actually got to them after the midnight hour. He thought that, due to the timing of the agenda item, there was a consensus to table the issue for additional information. The following morning, Dr. Erardi was brought into the information loop by Attorney Sciota and they have reached out to every Planning and Zoning Commission member. He stated that the Board spent a good part of a meeting putting together how they were going to formulate the Facility Committee. If it was a misstep in not including Planning and Zoning, he owns that because he brought the formula to the Board and then it was tweaked. He noted that the Planning and Zoning Commissioners are negotiators, which means they are voters in this moving forward. He was informed through legal counsel that, even if they extended an invitation, Planning and Zoning would have had to decline because they are negotiators and could not be part of the information gathering because, ultimately, they are going to be voting on what will be taking place on January 18. Over the past two weeks, a great deal of time has been spent sharing as much information as possible with all of the Planning and Zoning Commission members. He felt quite positive that, after the presentation, they would be moving forward as expected.

Mrs. Rickard asked, if that was the case, why did it not apply to the Town Council. Dr. Erardi replied that was the information that he received from legal counsel this afternoon. Mrs. Rickard noted that the Town Council voted on it as well. Dr. Erardi thought that the difference was the role and the responsibility that was finite to Planning and Zoning.

Mr. Goralski stated that he has been calling Planning and Zoning members to apologize on behalf of the Board of Education. Ultimately, the Board of Education formed the committee and, if they did not invite them, it was the Board's fault for missing the word "Planning" in Planning and Zoning. He stated that one of the Planning and Zoning members mentioned to him that an 8-24 in Southington has often been viewed as a rubber stamp; however, because this is so complicated and involves merging governments, and had popped up on their agenda at 12:10 a.m. at their last meeting, they decided to table it. What the Town Council voted on was the concept of a project being done by a sale and lease. This is actually on a statute. The 8-24 is a statute that allows a government building to become a mutually shared use building.

Mrs. Rickard felt that the Board of Education was also being respectful of the Planning and Zoning members' time because there were many meetings. At the time, the Board was not sure if they were going to move the vote or not.

Dr. Erardi stated that he was pleased to have the opportunity to present to Planning and Zoning. He noted that the Board has done their very best to front load every answer to any questions that the Planning and Zoning Commission had. To Planning and Zoning's credit, he noted that they see this as a very important issue because this is a new innovation that has not taken place in too many other towns. He was excited to bring it to them because they have done due diligence in preparation. He was looking forward to January 18.

d. Administrative Update ~ Standards-Based Report Cards

Mr. Thiery stated that it was the intent of the administration to keep the Board up-to-date on the steps being taken to successfully implement the new elementary report card. During the month of January, administration is attending PTO meetings throughout the elementary schools to get parent feedback and insights. He noted that five PTO meetings were cancelled the previous night because of the snowstorm. He stated that the parents continue to be a very valuable voice in this process. He attended a meeting at Flanders Elementary School and there had been a meeting at South End Elementary School. He noted that all the meetings cancelled last night have been rescheduled. All the feedback that they are receiving will be taken to the Report Card Committee when they meet next Tuesday. It is the same committee that was involved in developing, piloting and implementing the report card. The committee will make recommendations to the administration on how to proceed with further implementation of this report card. He thanked all the parents who have attended the meetings, which have been enormously respectful and insightful conversations.

Mr. Goralski asked if Friday's Professional Development Day will be an opportunity for teachers to collaborate about their experience. Mr. Thiery replied that Friday's Professional Development Day is not focused on that. It was an agenda item on the December and January Faculty meetings. They also collected faculty feedback that will also be going to the committee. Dr. Erardi pointed out that the committee was meeting next Tuesday afternoon.

8. NEW BUSINESS

a. Mid-Year Report on Superintendent's Objectives

Dr. Erardi stated that the Mid-Year Report was something that he signs off on as part of an annual responsibility to the School Board. It is really the work of the Board, cabinet, and administrative team. They spent some time individually and collectively trying to go forward with focus areas for this year. It is an ongoing report that reflects the work from July through January. He stated that there are folks working awfully hard to move what is on paper to practice.

Mrs. Fischer questioned the Grade 5/6 and Grade 8/9 transitions. She asked if there were dates for implementation. Dr. Erardi stated that for the Grade 5/6 transition they have had two

meetings to date. They used a Parent Council meeting for input and then a subset of that Parent Council for parents who had either sixth graders or fifth graders and they had a 45-minute conversation. The conclusion at the Grade 5/6 level was that, if there is a hot spot, it is around two issues. One issue is transportation and being more direct and clear on how they are transporting. The second issue is to offer additional time for parents to come in to school during the evening to walk the building with their child. The middle schools have Open House, which is structured and organized, but parents were looking for one more opportunity at their own pace to visit with their child and try to allay some of the concerns about moving from the comfortable elementary school to the robust middle school.

Mr. Thiery stated that the Grade 8/9 transition team met several times this year as well as the end of last year. The committee is working on two steps. The first step is identifying goals and definite tasks that they would like to set. The two areas that they decided were the key areas to focus on was flow of information between the two schools so that student information was flowing about students up from Grade 8 to Grade 9 in an accurate and timely manner. That is a goal that the committee is working on. The other area was something the Curriculum and Instruction Committee talks a lot about and that is articulating. It is the articulation of the academic disciplines between Grades 8 and 9 and the knowledge about what is going on between Grades 8 and 9. One of the things that they are doing this year to address this is a transition meeting with an actual visitation of ninth grade teachers to eighth grade classrooms. Next month, it will be eighth grade teachers to ninth grade classrooms in order to articulate the academic and instructional methods. They are both studying the issue of transition, but they are also identifying goals. He felt that it would be an interesting presentation item in the springtime to have Mr. Germano [Ninth Grade Academy Assistant Principal] and transition team members talk about the work they have done this year.

Mrs. Fischer asked if, in 2012-2013, they would have a plan in place that would address transition. She questioned if they were going to have meetings all the time from now until then. Mr. Thiery felt that in Grades 8/9 it was an ongoing body of work because it is about ongoing articulation, building and developing lines of communication and articulation that are chronically tended and, therefore, stay in place. He thought the concern that spawned this was that, when those meetings cease, so does the communication and articulation. There are articulation meetings within disciplines and this is an articulation meeting between levels.

Dr. Erardi wanted to address this in two parts to Mrs. Fischer's question. Through Mr. Germano, he wants to bring to the Board an executive summary, a narrative, a one-page abstract of what has taken place this year and how that has affected our present eighth grade and our future eighth grades. The second piece is that the Board would have an instructional presentation once-a-month. He felt that this should happen sooner rather than later because the transition time is happening now. He knows that eighth grade parents have weighed in and have received copies of the program of studies and that they have questions about leveling and rigor. He felt that it was timely and that it would be brought back to the Board in more detail.

b. Proposed School Calendar for 2011-2012 School Year ~ First Reading

Dr. Erardi stated that the Board had received extensive information from the teachers' bargaining group. This is a first read, with the Board taking action on January 27. He hoped that the Board had enough information to move forward with a dialogue.

Mrs. Notar-Francesco asked if administration knew for certain that the PTOs have also seen the proposed school calendar and that they were collectively weighing in on it. Dr. Erardi replied that the document has been sent out to all stakeholders. He would check on that, but was 99% certain. Mr. Goralski replied that he saw the e-mail on that, but thought that it was a good idea to follow-up to make sure all the principals send out a quick reminder to the PTO officers that the calendar will be acted on at the next Board meeting. Dr. Erardi noted that this was supposed to be an add-on for a brief discussion at the Brown Bag Lunch that afternoon; however, it did not take place due to school cancellation. Mrs. Notar-Francesco pointed out that the next Brown Bag Luncheon was not until February. Dr. Erardi acknowledged that he would send an e-mail out over the weekend again and let the parent leaders know that it was time sensitive.

Mrs. Clark questioned if the [January] professional development was scheduled for a Tuesday rather than a Friday next year. She asked why this year it was on a Friday and next year it is scheduled for a Tuesday. Dr. Erardi believed that the issue was that they were trying to avoid two four-day weeks.

Mrs. Queen felt that, with a four-day weekend, it almost felt like a reading period that a college would have prior to exam week. She asked if they were articulating to the students to use this time to prepare for exams. She felt that the two days off was valuable time to begin preparing for exam week, especially for the freshmen for whom this is a new experience. Dr. Erardi replied that there are many educators at the high school who plan right to the last moment in preparation for mid-term exams. He believed that the high school administration sent out communication to faculty and staff today that there was going to be an adjustment for the lost time. He felt that Mrs. Queen made a valuable point.

Mrs. Rickard remembered last year that the Board had a conversation about students who take the bus first thing in the morning, even if they don't have a first-period exam; they arrive on the bus and are supposed to go into the school and be in a supervised setting. However, last year they received several reports of students going down Flanders Street towards Queen Street. She felt that, with all the snow currently out there, if that happens again this year, it is a recipe for disaster. She wanted to make sure that students know that if they arrive to school on the bus, even if they don't have a first-period exam, they need to be in the cafeteria or the school library. Mrs. Carmody noted that if they enter the building, they have to stay in the building. Mrs. Rickard pointed out that last year they were getting off the bus and walking down Flanders Street. Dr. Erardi replied that it was difficult to monitor, but he will bring that to the attention of the high school administration and they will increase the outdoor supervision to escort students from the bus to a designated space inside the school. Mr. Goralski heard that the students were walking to Dunkin Donuts at the end of Darling Street and Stop and Shop. Mrs. Rickard felt that, if the Board prevents one child from getting hit by a car, she would be the bad person all day long. Dr. Erardi stated that he would share the exam schedule with the Board in their weekly update, along with his conversation with school administration.

Mr. Goralski noted that at this point he has heard no comments from anybody about the proposed calendar.

c. Name Committee for AFSCME Negotiations

Mr. Goralski stated that he could not serve on this committee because of his personal involvement with AFSCME. He asked for volunteers to serve on this committee. Mrs. Johnson

asked what the timeframe was. Mrs. DiNello replied that the contract expires on June 30, 2011 and, traditionally, they begin the negotiating process with AFSCME in March. She did not want to discourage anybody from volunteering to serve on the committee, but the previous round of negotiations lasted close to three years. She was hopeful that they will be productive and people would come to the process limiting the number of issues that are on the table so they could get this done at a much faster pace. She pointed out that there is no timeline like with the teachers' and administrators' unions where they have to have a contract in place by the next December. This can go on for quite some time if they don't come to an agreement.

Mr. Goralski appointed Mrs. Carmody, Mrs. Notar-Francesco, Mrs. Queen and Mr. Derynoski to the AFSCME Negotiating Committee.

d. Proposed Extended Learning Day 2011-2012

Dr. Erardi felt that this was extraordinary work by site-level administrators, particularly the elementary school principals, along with Mrs. Chester [Language Arts Coordinator], Ms. Riedinger [Math/Science Coordinator] and Mr. Thiery's office. He explained that Mr. Thiery was going to talk about an extended learning program that would offer opportunity to 60 youngsters who are in need of readiness skills to be successful moving forward through the elementary schools.

Mr. Thiery distributed a handout (*Attachment #2*). He shared that the Curriculum and Instruction Committee offered valuable insight when they met on Monday morning. This came out of a problem of practice presented by the elementary administrators. They have been studying the Kindergarten through Grade 3 trends in student achievement for over 18 months. A variety of programs have been put into place to support our Kindergarten learners. A couple of years ago, the Board received a presentation from Thalberg Elementary School on their Kinder Clinic Program that was in-between the morning and afternoon session, a one-hour intervention and remediation program. He noted that the program has been cloned in various fashions in nearly all the schools in order to allow for extended learning periods for students in need of academic support. Every year, more and more students enter school needing academic support in Kindergarten. There are larger gaps in their preparation. The Curriculum and Instruction Committee discussed a variety of reasons from the downturn in the economy, the inability of parents to put students in preschool, and more parents having to work. The problem of practice on the table was how they could extend their day. Southington is one of the districts that have half-day Kindergarten, providing a much shorter time for the students to learn. The administrative team came up with a skeleton of a program that they would like to present. He noted that there was a great deal of enthusiasm for this program. Mr. Thiery pointed out that Mrs. Kamerbeek [South End Elementary School Principal] and Mrs. Mazzarella [Flanders Elementary School Principal] were in the audience and both could speak to this as well if there were any questions.

Mr. Thiery explained that the program offers an extension of the half-day Kindergarten program for students identified in need of intervention. This is a program for academic support; it is not a program just to fill the rest of the Kindergarten day. This program would provide targeted remediation and intervention for students identified through district assessments the first two months of school. They need to identify the students during the fall when they will know that these are the students that are most appropriate for this plan. These are students who are not showing a response to interventions and remediation during the normal school day. The

proposal would be to hold this program at Derynoski and South End Elementary Schools. The location in these schools would be determined by existing classroom space. The program would require one classroom in each building. They are proposing a November 1 start date, but other start dates have been discussed. The only criteria on the start date are that they have a high level of confidence that they have chosen the right students for the program. This would be offered to approximately 50 Kindergarten students identified most in need of academic support plus the 10 new Choice Kindergarten students who have been proposed for the district. This year, they found by extending the Kindergarten program for the Choice students at Plantsville School, it helped bring the Choice students into the community and make them part of the community for the whole day. The total enrollment would be 60 students or 15 students per session. They chose the number 15 because it was the largest number of students that they felt comfortable putting in a program that was about intervention and remediation.

Mr. Thiery explained the way the program would work. Students from the late schools would attend Derynoski and students from the early schools would attend South End Elementary School. The schools are not split evenly in number; they are split by student population. There are five early schools and three late schools. Students in A.M. Kindergarten classes would attend a P.M. Extension Program. Students in P.M. Kindergarten classes would attend an A.M. Extension Program. Staffing required to run this program would be 2.0 FTE certified staff. They are looking to fund one of those through the Project Choice grant funds. They are also looking to put one FTE in the operating budget.

Mr. Thiery stated that they met with Dean Barnes of New Britain Transportation last week and this plan came together with numbers over the weekend. They are still working on this to make it both cost efficient and travel efficient. The A.M. students would ride their normal neighborhood bus to their home schools. From their home school in the morning, a shuttle bus would pick them up and take them to their Extension Program. The students are greeted at their home school by staff they know, ride the bus with people they know, and are quickly shuttled over to their Extension Program. In the middle of the day, after eating lunch at their extended day school, they would travel back mid-day to their home Kindergarten program and have their actual Kindergarten class. Students in the P.M. Extension Program would go to Kindergarten in the morning and from their morning Kindergarten be shuttled over to the Extension Program. A bus would then pick them up at their Extension Program and take them directly back to their neighborhoods. Taking the students back to their home school is not feasible and does not fit in with the bus routes. Transportation for five days a week from November to June (estimated cost: \$60,000) is the ideal model and the one they are supporting, but transportation for four days a week from November to May would cost approximately \$40,000. Administration has done some cost analysis and they are confident that they can fund the transportation through a combination of Choice tuition, the Choice grant that comes to us for extending Kindergarten students' programs, and any cost that may be left over they would look to fund through the Title I grant. Since all of these students are Title I eligible, not based on free or reduced lunch but Title I, the funds can be used for any student that is at-risk of not achieving academically. They are confident that through those three funding streams they could fund the transportation.

Mr. Thiery noted that this program is at its earliest stage. There is a committee forming and a meeting being planned to develop the criteria and the assessments to make sure they are firmly in place. The criteria needs to be concrete, clear and well publicized, so the parents know exactly how students are chosen for this program. They would like as much information to be in place prior to the Kindergarten information sessions that occur in February, the registration

process that occurs the beginning of March, and the Kindergarten orientation that occurs in April. They want to be able to talk to parents about this as much as possible.

Dr. Erardi pointed out that this was brought to the Board because of the two upcoming budget workshops. They did not want to spend workshop time to share the frameworks. This gives the Board the opportunity to ask questions this evening or prior to the first workshop.

Mrs. Carmody clarified that this was a remedial program and the students that would be identified will not be special education students. Mr. Thiery replied that was correct and that was the other part of the criteria meeting. They are going to make sure that they have special education coordinators on that committee because they need to make clear lines between academic support for special education students and academic support for remedial students. This is not a special education program or part of their IEP. Mrs. Carmody felt that this was a wonderful opportunity if they could reach these students at such an early age where they are showing some delay and to catch that in Kindergarten so that it does not become harder as they get older. She was also impressed with everything that the elementary schools are already doing with the Kindergarten for those students that are already showing difficulty. She pointed out that there was an article in the newspaper this week on this and she received some phone calls where parents have the concern of identification and who these 50 students are going to be. She wanted to reassure the Board that the committee discussed that at length that the criteria they will come up with is going to be very specific as to whom these students will be. It is vital to the program. She reiterated that the transportation costs would be absorbed by grant money.

Mrs. Fischer questioned if it was a full day or an extended day because she sees a lot of problems with it. Where she sees problems is in the practice of it. She questioned the reason this was coming to light was because, due to the economy, children might not be going to preschool. What she sees in the future is that, due to the poor economy and expense of preschool, the parents will choose not to send their child to preschool because now Southington is going to have full-day Kindergarten. She felt that it was something to think about. Mrs. Carmody acknowledged that the committee talked about that. Mrs. Fischer added that it was a big concern because Mr. Thiery had said they have to make sure that they choose the right student. Mrs. Fischer asked, "Who is the right student?" If her child does not go to preschool, she saves a lot of money and if her child happened to be the "right" student, what happens if the 60 openings are filled? What happens to the other students that qualify, but the 60 slots are filled? She was concerned about fairness. She saw a lot of value in the education side of it; however, she questioned how they will do this in practice.

Mr. Thiery replied that those were all good points but, in terms of over 60 students, one of the things the committee believes is that they have a variety of programs going on now in the schools. Right now, those programs are focused on many of the students that would be put into this program. When they put these students into this program, they fully intend to continue to run the remediation and intervention services that they are running now. Those services will be better able to focus on the next tier of students. They may not be the ones eligible for the extended day, but now there would be programs and resources at their home school, such as the Kinder Clinic. From an academic viewpoint, he sees this as a layering structure of the normal Kindergarten class, the site-based intervention and remediation programs, and then the off-site extension program.

Mrs. Rickard noted that the students who are in P.M. Kindergarten would do their extension in the morning, going to their P.M. class after they eat lunch. She asked if they would arrive at their P.M. class on time or would they be walking in late and missing class time. Mr. Thiery replied that, when they did the time analysis, they believe that the students would arrive on time.

Mrs. Rickard pointed out that in the past they were able to choose the number of Choice students based on the available classroom space. She acknowledged that this year that changed. They made a commitment to educate the Choice students from the time they arrive in Southington until the time they leave. They used to only take a number of students as long as they did not have to hire another teacher. Now, they do not have that choice anymore. She wanted to make sure that the Choice funds they need to hire regular classroom teachers to accommodate the now greater number of students that Southington has to educate is not being used for this program.

Dr. Erardi replied that, when they receive a Choice student, the agreement is that Southington will educate that child through the life of that school. However, he hoped it was the Board's belief that it is not a K-5 experience; it is a K-12 experience. That is Southington's commitment with Project Choice and the legislation that has been adjudicated. For the Choice students who came to Southington this year in Grades K-1 at South End and Plantsville Elementary Schools, Southington is obligated to hold onto them through Grade 5 and, hopefully, through a K-12 experience. The information that he has circulated to the Board over the last few weeks, was that they were looking to maintain a consistency with the Choice Program. His recommendation would be that they continue with the program with 10 students annually coming into Kindergarten. In conversations with elementary school administration, five of those 10 students would most likely be designated for Derynoski Elementary School. That assures them that, because there are the most sections at Derynoski, it would not lead to hiring an additional staff member. The other five students would most likely attend South End Elementary School as they continue to utilize a larger building and maximize student opportunity. Dr. Erardi felt that the Board needed to have this conversation annually because he believed that being a part of the Project Choice articulation was the right thing to do. However, they also have to watch every fiscal dollar that they spend going forward.

Mr. Derynoski noted that the program would provide targeted remediation and intervention for students identified through a series of assessments. If they are going to have 15 students that are going to be spending extended time, specifically for the remediation with one teacher, are they assuming that all 15 are going to need the same type of remediation? He questioned how that would be differentiated within the confines of the time when there may be students with different needs. Mr. Thiery replied that it was a very good question. It is a complex situation. The first blush answer is that it would be a little bit of both. All students do not have the same issues, but they tend to cluster into bunches and there are "Boost Groups." These are groups of kids who feel similar in their weaknesses and feel similar in their strategies. The teacher is able to work with clusters of kids and groups. In many ways, it is like a typical Kindergarten classroom. Simultaneously, there is certainly differentiation of instruction, but a child is also receiving instruction in their normal Kindergarten class and some of the work in the afternoon will flow out of the things coming from their regular Kindergarten class. The Kindergarten teacher will also be involved in the identification of the strategy and the work that may be going on. There needs to be articulation. He remarked that Mr. Derynoski was "right on the nose" with the complexity of the task.

Mr. Thiery added that the level of support for districts taking Choice students is at an all-time high. There is social work support around developmental issues. He was confident that they have a variety of support mechanisms from Choice. He agreed with Mr. Derynoski that it was going to be a complex task going forward. He stated that it was going to be a continuing problem of practice for the principals of how they utilize the resources that they have available to service these students. The belief is that, if the instruction is sound and the focus is sound, then it will all be value-added as they move forward. As all intervention and remediation is, it will be a work in progress to continue to improve.

Mrs. Queen pointed out that, with her visits to the elementary schools, she was able to go into a Kindergarten classroom and look at the bins of books that the children “shop.” She was astonished at the Level 4 book and how very much a child, by the time that they are graduated from Kindergarten, is expected to be reading. She counted five- or six-word sentences and she does not remember that when her children were in Kindergarten, which is not too long ago. She asked Mr. Thiery to speak to what is expected of Kindergarteners today, which she understands are state standards that they are trying to adhere to.

Mr. Thiery replied that Mrs. Chester spoke to that at the committee meeting. He stated that it was the other side of the coin and not all about the economy and preschool, but also about an evolution of Kindergarten itself. Both federal and state standards for Kindergarten have become significantly more academic. It has really changed drastically. One of the problems that Southington faces is that half-day nature of our Kindergarten program and achieving the state standards for these children, which in reading is a Level 4; this is very difficult for some children. One of the Professional Development focuses this year is Kindergarten instruction and getting the most out of the two and one-half hours for an academic setting and moving those students forward. There has been a lot of work around what Workshop looks like in Kindergarten.

Mrs. Johnson questioned if the extension program is in place in all of the Kindergartens in all of the schools and would continue to be in place in the format in which they are. Mr. Thiery replied that their intent was to continue remediation and intervention services in all of the home schools. He pointed out that those programs have evolved every single year that he has been in this district. They typically evolve to be better, more focused, to utilize resources better and to overcome issues. There has been a variety of problems that every year the principals seek to become more creative and innovative to overcome. Mr. Thiery stated that the process of having those types of programs and evolving those types of programs in the schools will absolutely have to continue. They need to be meeting a wide variety of students’ needs and there are going to be students who still need help, but don’t meet the criteria for this particular program. What are we doing for them? Mrs. Johnson asked if they would be handled in the kinds of programs that are in place now. Mr. Thiery replied that was correct, both in class and in Boost Groups and Kinder Clinics. She asked if they see remediation even beyond what is currently being offered to children. Mr. Thiery replied that they do.

Mrs. Queen noted that there was a percentage Mr. Thiery gave the Curriculum and Instruction Committee as to what other school districts in the state have full-day Kindergarten. Mr. Thiery replied that, in the last survey taken by his group which is a sub-division of CAPSS, two-thirds of the schools in the state are now running a full-day Kindergarten Program with a

percentage above that running an Extended Day, which is an hour or two beyond the half day, but not a full day.

Mrs. Fischer noted that, from everything that Mr. Thiery said, Southington needs a full-day Kindergarten because, if children are expected to read six-word sentences and there is a struggle from the end of Kindergarten to the beginning of first grade, which does not sound like intervention and remediation to her, it sounded like education to her. What she is seeing is such unfairness. She was not proposing full-day Kindergarten because of the size of the school district and they could not afford it, but she felt that it should be full-day Kindergarten for all, not just for some. It troubles her as to how they are going to decide who can attend and who cannot.

Mr. Thiery acknowledged that the premise within the original problem of practice was the belief among the administrative team that full-day Kindergarten would be the ideal answer. The problem of practice was what we do for our students to see to it that they have the opportunity to leave Kindergarten prepared for first grade, absent a universal full-day Kindergarten program.

Dr. Erardi shared that the readiness initiative was the primary agenda of the State Board of Education. However, there was a change in focus with Race to the Top and the transition from high school to higher education. He thought that it was also important to understand that they have worked over the past few years with Preschool Directors and Home Daycare Providers through the Early Childhood Collaborative, and the approach is one Daycare Provider and one Preschool Director at a time. The workshop through the Language Arts Coordinator and the Math/Science Coordinator is that we are trying to send a difficult message of the requisite skills that are needed to enter Kindergarten and how to be successful in Kindergarten. It is not about social integration anymore. There are numeracy and literacy workshops for the Preschool and Home Daycare Providers. If you ask the elementary school principals if the gap is becoming narrower or growing, the answer would be that it is widening. He noted that this is going on in every elementary school right now. Part of the Curriculum and Instruction sub-committee report was from one of the elementary school administrators who spoke about their program that was kicking off with 12 students. Dr. Erardi stated that they will make this proposal a better and stronger initiative if it goes forward. He felt that the Board asked some terrific questions. He stated that, if a parent begins to take a step back thinking that their child would qualify for this program, the school system is in a lot of trouble because they are not going forward. There are youngsters that could fill this program tomorrow if they had the programming.

Dr. Erardi would like to continue to work on this. They are going to be discussing budget for quite a long time and the Board will have to make hard decisions on whether they conceptually support this and if they support this fiscally going forward. The work still needs to be defined and there is enough enthusiasm for them to continue the work; however, the size of the district makes this problematic. There are 26 sections of Kindergarten. Administration would like to bring this back to the Board as a recurring agenda item.

Mr. Goralski commented about Project Choice and the cost and impact on our district. He would like to bring this up at the Legislative Breakfast because, if they do the right thing with Project Choice, the reward for communities like Southington should be at the back end. When our students choose a magnet school at the high school level, which is the other side of the coin, why are we paying to send them there? If we are going to do the right thing with Project Choice then he wants to save at the back end, especially, if we have 15 Choice students this year and we

are going to get 10 students next year. He wanted 25 of our high school students to attend the magnet schools for free. He would like to make that part of the discussion at the state level. He felt that it is all about give and take. Mrs. Rickard heard some magnet school advertising on the radio. Mrs. Rickard wished that they could take the state's advertising dollars and put it toward education.

e. Field Trip Approval ~ FIRST Robotics Team

This agenda item was moved to 4.d.

f. Appointment of Architect ~ Middle School Feasibility Study (After Executive Session)

g. Unaffiliated Contracts / Salaries (After Executive Session)

9. EXECUTIVE SESSION FOR STUDENT MATTERS, PERSONNEL AND CONTRACT NEGOTIATIONS

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing a Student Matter, Personnel Matter, and Contract Negotiations, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:20 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
JANUARY 13, 2011**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:35 p.m.

Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mrs. Kathleen Rickard and Mr. Brian Goralski.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, and Mr. Frederick Cox, Director of Operations.

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing a Student Matter, Personnel Matter, and Contract Negotiations, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mr. Cox left the Executive Session at 9:55 p.m.

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

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 11:10 p.m.

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

“Move to add a student expulsion to the agenda.”

Motion carried unanimously by voice vote.

f. Appointment of Architect ~ Middle School Feasibility Study

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

“Move that the Southington Board of Education appoint Fletcher-Thompson Inc. to conduct the feasibility study for \$38,132 to renovate as new John F. Kennedy Middle School and Joseph A. DePaolo Middle School.”

Motion carried unanimously by voice vote.

g. Unaffiliated Contracts/Salaries

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

“Move to support, as presented, the Superintendent’s salary recommendation for unaffiliated employees during the time period of January 1, 2011 through June 30, 2012.”

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

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

“Move to expel student 2010-2011-12 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

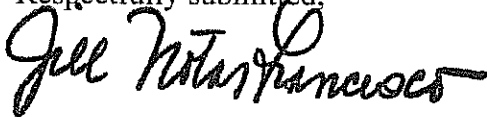
MOTION: by Mrs. Clark, seconded by Mr. Derynoski:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 11:15 p.m.

Respectfully submitted,

A handwritten signature in black ink, reading "Jill Notar-Francesco". The signature is written in a cursive, flowing style.

Jill Notar-Francesco, Secretary
Southington Board of Education

Non Union Salary
Board of Education Approved (1/13/11)
1/1/11-6/30/12 - 18 months

POSITIONS	2010 ADOPTED	6 months 1/1/11 -6/30/11	7/1/11-6/30/2012 SALARY
CERTIFIED ADMINISTRATORS			
ASSISTANT SUPERINTENDENT	\$135,819	FREEZE	\$ 135,819
DIRECTOR OF BUSINESS AND FINANCE	\$107,492	FREEZE	\$ 114,642
CLASSIFIED ADMINISTRATORS			
OPERATIONS DIRECTOR	\$96,122	FREEZE	\$ 98,044
TECHNOLOGY DIRECTOR	\$88,411	FREEZE	\$ 90,179
SUPERVISOR of BLDG & GRDS	\$77,258	FREEZE	\$ 78,803
PURCHASING AGENT	\$71,025	FREEZE	\$ 71,025
PERSONNEL MANAGER	\$65,765	FREEZE	\$ 70,765
TECHNOLOGY ANALYSTS	\$45,247-\$58,539	FREEZE	\$45,247- \$59,710
SOFTWARE SPECIALIST	\$45,568	FREEZE	\$ 46,479
AUDIO VISUAL TECHNICIAN	\$48,000	FREEZE	\$ 48,960
PAYROLL SUPERVISOR	25.64	FREEZE	\$26.15
MAINTENANCE FOREMAN	\$62,656	FREEZE	\$ 63,909
SECRETARIAL			
EXECUTIVE ADMINISTRATIVE ASSISTANT	\$30.33	FREEZE	\$30.94
EXEC SECRETARY: ASST. SUPERINTENDENT	\$24.67	FREEZE	\$25.16
EXEC. SECRETARY: DIR BUS & FIN.	\$24.67	FREEZE	\$25.16
PART TIME CERTIFIED STAFF			
SUMMER SCHOOL DIRECTOR	\$5,906	FREEZE	\$5,906
JUMP START DIRECTOR	\$4,219	FREEZE	\$4,219
CONT. EDUCATION DIRECTOR	\$12,116	FREEZE	\$12,116

incr annuity by \$2000

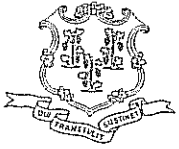
Non Union Salary
Board of Education Approved (1/13/11)
1/1/11-6/30/12 - 18 months

POSITIONS		2010 ADOPTED	6 months 1/1/11 -6/30/11	7/1/11-6/30/2012 SALARY
OTHER STAFF				
BOARD MEETING SECRETARY		\$23.78	FREEZE	\$23.78
SUBSTITUTE SERVICE		\$12,498	FREEZE	\$12,498
PT. TIME CUSTODIAN		13.81- 14.24	FREEZE	13.81- 14.24
SCHOOL PHYSICIAN		\$11,618	FREEZE	\$11,618
MATRONS		\$15.16	FREEZE	\$15.16
CROSSING GUARDS		15.17 PER SHIFT	FREEZE	15.17 PER SHIFT
PART TIME CLERKS		14.39 - 17.81	FREEZE	14.39 - 17.81
ESY/ JUMPSTART AIDES		8.10 - 8.86	FREEZE	8.10 - 8.86
ESY/JUMPSTART PARAS (non union)		10.93 - 12.71	FREEZE	10.93 - 12.71
SUBSTITUTE PARAS		\$10.00	FREEZE	\$10.00
SUBSTITUTE CUSTODIANS		\$13.50	FREEZE	\$13.50
SUBSTITUTE NURSES		\$18.48	FREEZE	\$18.48
SUBSTITUTE SECRETARIES		\$12.00	FREEZE	\$12.00
TUTORS- MATH		12.66 - 13.42	FREEZE	12.66 - 13.42
ELL TUTORS		12.75 - 17.61	FREEZE	12.75 - 17.61
HALL MONITORS DES	\$	10.00	FREEZE	\$ 10.00
SUBSTITUTE TEACHERS		\$70 DAY	FREEZE	\$70 DAY
FOOD SERVICE DIRECTOR		58,477	FREEZE	\$ 59,647
SECY/BOOKKEEPER LUNCH		22.25	FREEZE	\$22.70

Administrative Report – January 13, 2011

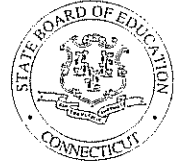
- 1. Standards and Certification** (Attachment #1)
- 2. Residency** (Attachment #2)
- 3. Future Planning – Southington Library** (Attachment #3)
- 4. Partnership for Literacy – Library / SEF / American Legion**
(Attachment #4)
- 5. Association of School Business Officials (ASBO) Publication –
April 2011 Publication** (Attachment #5)
- 6. NASBE / AASA – Local Influence On National Reform** (Attachment #6)
- 7. CAPSS / CASBO / CABE – “What Will Our Children Lose?”**
(Attachment #7)

Joe Land
1/13/11



STATE OF CONNECTICUT

Department of Education



December 30, 2010

Dr. Joseph Erardi, Superintendent
Southington Public Schools
49 Beecher Street
Southington, CT 06489

Dear Dr. Erardi:

I am writing as a follow-up to the 2010-2011 school year Certification Verification Survey.

We have received your compliance report. Based on the corrections noted, I am pleased to inform you that your school district is in full compliance with Connecticut General Statutes, Sec. 10-145 (a) (p. 176, *Connecticut Education Laws as of January 1, 2009*):

No teacher, supervisor, administrator, special service staff member or school superintendent shall be employed in any of the schools of any local or regional board of education unless such person possesses an appropriate state certificate, nor shall any such person be entitled to any salary unless such person can produce such certificate dated previous to or the first day of employment...

If you have any questions regarding the Certification Verification Survey, please contact Helen Jabs, Education Consultant at (860) 713-6770 or email helen.jabs@ct.gov.

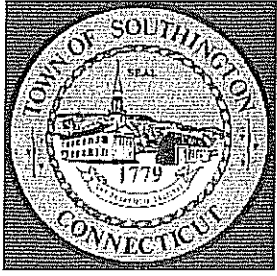
Thank you for your continued cooperation with providing high quality teachers for all children in the state.

Sincerely,

A handwritten signature in cursive script that reads "Nancy L. Pugliese".

Nancy L. Pugliese, J.D. Chief
Bureau of Educator Standards and Certification

NLP:hj



SOUTHTON PUBLIC SCHOOLS

PRESS RELEASE

RESIDENCY SOUTHTON PUBLIC SCHOOLS

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

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

HOWARD J. THIERY
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION & LEARNING

BOARD OF EDUCATION

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DAVID J. DERYNOSKI

ROSEMARIE MICACCI FISCHER

PATRICIA P. JOHNSON

PATRICIA A. QUEEN

KATHLEEN C. RICKARD

For Release: December 23, 2010
Contact: (860) 628-3202

Residency – Southington Public Schools

Superintendent of Schools, Dr. Joseph Erardi, in partnership with the Southington Police Department, will be facilitating a district-wide examination of residency pertaining to school enrollment. Any family found in violation of State Statute will be held accountable for restitution to the district and will also face criminal charges.

The Board of Education makes no exceptions for students who live outside of Southington attempting to attend Southington schools.

Parents who are in need of further information on this issue should call the Southington Board of Education at 860-628-3204 during normal, workday hours. All calls should be directed to Michelle Passamano, registrar, for the Southington Board of Education.

49 BEECHER STREET
SOUTHTON, CT
06489

WWW.SOUTHTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Southington Library

255 Main Street

Southington, Connecticut 06489

(860) 628-0947

Community Based

Long Range Planning Committee

John Barry	John Myers
Kelly Berkmoes	Theresa O'Connor
Cindy Cayer	Chris Palmieri
Rich Corcoran	Louis Perillo
Linda DeLuca	Jason Pisko
Ellie Dietz	Ed Pocock, Jr.
Joseph Erardi	Daria Smith
Crystal Heft	Bob Verderame
Doris LaRese	Trish Walden
Barbara Mackay	Susan Zoni

Southington Library and Museum

Board of Directors

Theresa O'Connor	Ann LaPorte
<i>Chair</i>	Marion Manware
Mary Ellen D'Angelo	Sandra Micalizzi
<i>Vice Chair</i>	David Monti
Heidi Bittner	Kimberly Roy
<i>Secretary</i>	
Robert Cusano	
<i>Treasurer</i>	



This long range plan was made possible by a grant from the **Community Foundation of Greater New Britain** and with assistance from Beth Mainiero, Library Consultant with Cupolo Consulting.

Mainiero, Library Consultant with Cupolo Consulting.

A complete copy of our Long Range Plan is available on the Library homepage at www.southingtonlibrary.org

Looking Ahead

Southington residents love their library, however they do not think that the services and programs currently offered are sufficient to meet the demands of the town's growing population.

Fulfilling these needs

In order to fulfill our community's demands for more programs, services and materials it is the goal of the Library Board to build an addition to the current library with the following features:

An expanded children's room with sufficient space for multiple activities including specific areas designed for toddlers, preschoolers, elementary school students and parents.

Meeting spaces to accommodate large crowds at programs and offer community organizations a place to meet.

Room to house expanded collections published in various formats and accommodate new technologies.

A young adult/teen area to encourage teens to engage in safe, creative activities supervised by a new Teen Services Librarian.

Guaranteed quiet study areas for individuals and space for small groups to study together.

What the community needs

Programs. Our citizens want more reading readiness programs for children; more life-skills programs for seniors; creative programs for teens; employment assistance programs for adults and more cultural programs for all ages.

Collection. Patrons are asking for more depth to the nonfiction collection, more copies of high-demand titles, and more diverse formats including audiobooks and ebooks.

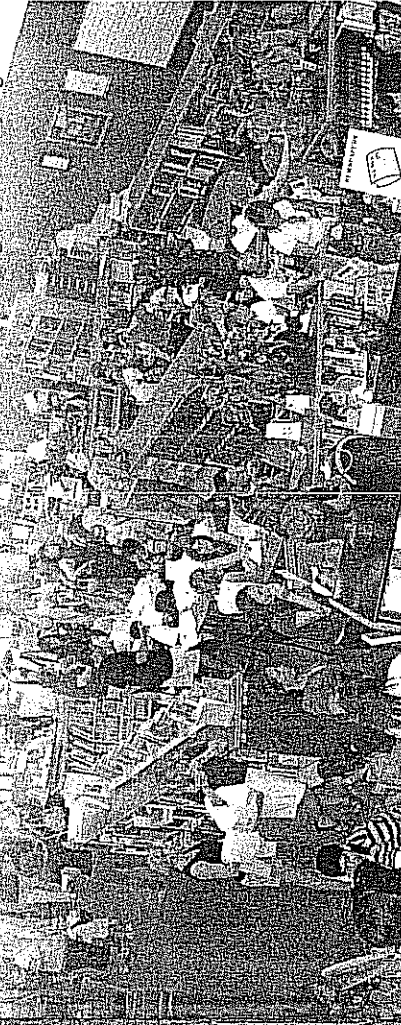
Space. Community members need sufficient meeting space for library programs, local organizations, laptop users, and quiet study.

Technology. Our community needs up-to-date technology to keep pace with the rapidly changing world around us.

Accessibility. Town residents want the Library to be open more weekend hours, to offer more outreach programs, and to provide delivery service to homebound patrons.

Southington Library Looking Ahead

2010 - 2030



Southington Library is a "place where adults and children can grow, learn, develop and contribute to the community." - Joshua (Library user) February 18, 2010

It is one place that is truly American.

The Value of the Library

Southington Library is an important partner with our town government in improving the quality of residents' lives and increasing cultural and educational opportunities.

Southington Library provides free and open access to knowledge and services to all residents regardless of income, race, or age.

Seniors use the library as a social center, young children as a place to develop a love for reading and learning, and teenagers to study, use technology, and engage in constructive, safe activities.

The Library provides a place to communicate information about local government programs and encourage civic engagement and discourse.

The Library is a cultural center that celebrates diversity in the community.

The Library offers free, accurate information to all residents 24 hours a day, 7 days a week through high-level, subject-specific online databases.



Why is the Library important?

On February 18, 2010, people who came to the Library were asked why Southington Library is important. Here are just a few of their comments:

"Place where adults and children can grow, learn, develop and contribute to the community. It is one place that is truly American." - Joshua

"Helps in the never-ending quest for knowledge." - F.A.

"It is a social conduit for sharing information and learning collectively." - Karen

"It is important to me because I am unemployed and I enjoy checking out the many books and DVDs. Using the computer for job searching." - Janet

"I am constantly at the library. I work in a school and I investigate information to share with the children. I read the newspapers, magazines and use the computers." - Theresa

"Resource for researching. Excellent programs and books to read, movies to watch." - Richard

From Pencils to PCs

In the 35 years since the Library was built there has been an unprecedented increase of technological innovation especially in the field of information and data retrieval. When the current Library was built:

The personal computer had not yet been invented.

There were no cell phones.

There was no Internet - no Google, no Yahoo, no Amazon.

There were no VCRs, DVDs, CDs, MP3 players, iPods, Playstations, Xboxes, or Wiis.

There were no cable TV stations - no MTV, no HBO, no CNN, no FOX News, no ESPN.

Libraries used typewriters, cards and pencils to catalog and process books.

The Cost of Moving Ahead

The results of the Library's Long Range Plan are conclusive - Southington needs a larger, more efficiently designed library to meet the demands of our community.

The 1975 building has exceeded its life expectancy by 15 years. It is too small to accommodate the current needs of Southington residents and increasing demand for services can only magnify the deficiencies of the aging physical plant.

Now is the time to lay the groundwork for future construction.

Architectural and engineering studies should be made to determine the scope of the project. (Estimated cost = \$150,000)

Every avenue of possible funding sources should be explored.

Building preparation and planning should be accomplished now in order to build when the economy improves.

Statistical Comparison 1975 - 2009

	1975	2009	Increase
Population	33,600	42,142	25%
Library use			
Card Holders	10,756	28,448	164%
Circulation	127,246	325,560	156%
Collection	50,755	126,200	149%
Staff (FTE)	13	17	30%
Space (Sq. Ft.)	21,000	21,000	0%

The Library is Southington's community center and premier resource for information, lifelong learning and cultural enrichment.



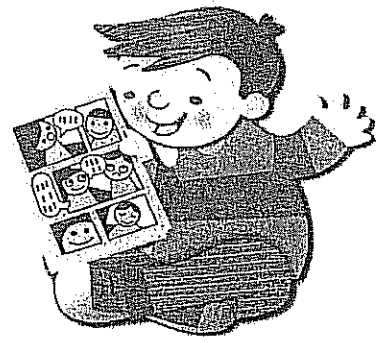
Reading Made Easy

Funded by Southington Education Foundation
and American Legion Auxiliary

A special space in Southington Library for beginning readers: These books are specifically leveled in the same manner as the classroom libraries in the Southington Schools. Please feel free to check out books that are at the same level as the books your child is reading in his or her classroom. If you are unsure of your child's level, or if you have any questions about these leveled books please contact your child's classroom teacher.

Letter/Number Level Correlation Chart

A -----	1	E -----	6-8
B -----	2	F -----	10
C -----	3	G -----	12
D -----	4		



Southington Library & Museum
wishes to thank
The Southington Education Foundation,
The American Legion Auxiliary,
Jill Chapman and Nicole Harves
for making this
collection possible.

"Children are made readers on the laps of their
parents." – Emilie Buchwald

"Teaching reading IS rocket science."
– Louisa Moats

"Reading aloud with children is known to be
the single most important activity for building
the knowledge and skills they will eventually
require for learning to read." – Marilyn Jager
Adams

"There are many little ways to enlarge your
child's world. Love of books is the best of all."
– Jacqueline Kennedy

Southington Library & Museum
255 Main Street
Southington, CT 06489
(860) 628-0945
www.southingtonlibrary.org

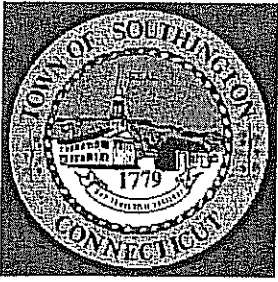
Dear Sherri,

Thank you so much for submitting this excellent article. Well-written, full of great information--it will be a valuable addition to the April issue of School Business Affairs.

I'll be in touch over the next couple of weeks with any questions.

Happy New Year!

Patricia George
Editor, School Business Affairs



SOUTHINGTON PUBLIC SCHOOLS

January 4, 2011

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

HOWARD J. THIERY
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION & LEARNING

BOARD OF EDUCATION

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ROSEMARIE MICACCI FISCHER

PATRICIA P. JOHNSON

PATRICIA A. QUEEN

KATHLEEN C. RICKARD

NASBE
David Kysilko
Director of Publications
2121 Crystal Drive – Suite 350
Arlington, VA 22202

Dear Mr. Kysilko:

National Reform Taking Place at the Local Level...

Southington, Connecticut could be any local community trying to do what is right for children.

The Southington Board of Education's approach to teaching and learning is a relentless pursuit for all students to experience a world class education. The school district, despite difficult times, has grown student opportunity through partnerships, best practice, and implementing key strategies for hiring new personnel.

This three-step approach is further illustrated and defined by recent articles written by the district's Director of Business and Finance, Director of Operations, and Personnel Manager.

National reform must start locally. In Southington, it is our belief that a model has been developed that other communities may want to follow for the good of all children.

Respectfully,

Dr. Joseph Erardi, Jr.
Superintendent of Schools
Southington Public Schools
Southington, Connecticut

49 BEECHER STREET
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SOUTHTON PUBLIC SCHOOLS

January 4, 2011

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PATRICIA P. JOHNSON

PATRICIA A. QUEEN

KATHLEEN C. RICKARD

AASA
Kitty Porterfield
Communications & Media Relations
801 N. Quincy Street, Ste. 700
Arlington, VA 22203-1730

Dear Ms. Porterfield:

National Reform Taking Place at the Local Level...

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Superintendent of Schools
Southington Public Schools
Southington, Connecticut

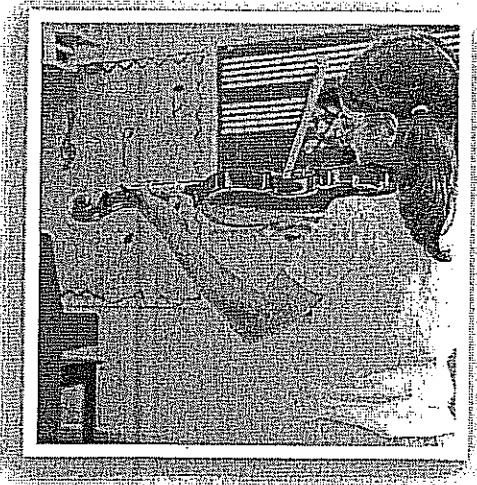
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What will our children lose?



More than any of them can afford. In fact, if the State decreases education aid by 14% – the gap that close to a half billion dollars in Federal funding has filled for the last two years, and one that continues to grow with inflation – **it'll be our kids who will suffer the most.**

Our school districts have continued to take drastic measures to maintain level funding and keep increases to a mere 1%. But it's the Federal stimulus plan that runs out in July 2011 that's going to have the biggest impact on our schools. Not to mention the burden on our local taxpayers.

The 14% shortfall is just a fraction of Connecticut budget expenditures. And while only a small portion of spending would have to be redirected to fill this gap, our children will be the ones to pay a huge price if something isn't done.

Here's what they'll be losing:

- Being prepared for a future full of unlimited opportunities in a global market.
- A competitive edge when state-of-the-art technology falls by the wayside.
- Teachers to inspire them and support their success.
- A healthy start when physical education and health programs are scaled back.
- A clean, safe school that's not in disrepair when there's no money to maintain it.
- Individual attention as their class sizes increase.
- The opportunity to explore their creativity in art classes – when there aren't any.
- A chance to find their voice or their inner musician when there are no more music programs.
- Becoming a team player when there are no athletic teams.
- A world language when their programs are cut.
- Something to keep them out of trouble after school when there is nothing for them to do after school.



For more information visit:
www.WhatWillOurChildrenLose.com

What will our children lose?

created by the collaborative efforts of


[Home](#)
[About Us](#)
[Your District](#)
[News/Events](#)
[Informational Links](#)
[Contact Us](#)

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- Something to keep them out of trouble after school when there is nothing for them to do after school.



Southington Elementary Principal's Council Program Recommendation
Extended Day Kindergarten Academic Intervention Program
2011-2012

What:

- A program that offers an extension of the half day kindergarten program for students identified as in need of academic intervention. This program would provide targeted remediation and intervention for students identified through district assessments during the first two months of school. Four extended day sessions would be held with two in the morning and two in the afternoon.

Where:

- Derynoski and South End Elementary Schools. Location will be determined in these schools from existing classroom spaces. This program will require one classroom in each building.

When:

- Starting November 1, 2011 to allow for appropriate time to identify students that need academic and developmental support.

Who:

- Approximately 50 kindergarten students identified as most in need of academic support plus 10 choice kindergarten students. The total enrollment will be 60 students or 15 per section. Students from late schools would attend DES and students from early schools would attend SEES. AM kindergarten students would attend a PM extension program and PM kindergarten students would attend an AM extension program.

Staffing:

- 2.0 FTE certified:
 - 1.0 FTE funded by Choice Funding
 - 1.0 FTE

Transportation:

- AM: Students would ride their normal neighborhood bus to their home school. A shuttle bus would then pick them up and transport them to their extended day program at DES/SEES. A shuttle bus would bring them from their extended day program to their home school kindergarten at mid day.
- PM: A shuttle bus would bring them from their home school kindergarten to the extended day program at DES/SEES. A bus would bring them from the extended day program directly home at the end of the day.
- Cost: All transportation costs will be funded through a combination of Choice Tuition, Choice Grants and Title 1 Grant
 - 5 days/week Nov-Jun = \$60,000
 - 5 days/week Nov-May= \$50,000
 - 4 days/week Nov-June= \$48,000
 - 4 days/week Nov-May= \$40,000