

**Southington Board of Education**  
**Southington, Connecticut**  
**Regular Meeting**  
**February 10, 2011**

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The Southington Board of Education recognized two outstanding students for winning the Southington District Level and County Level Fire Prevention Contest. The two students were Carolyn Del Debbio, Grade 4 from Plantsville Elementary School and Brandon Kohl, Grade 5 from Derynoski Elementary School. Both students received a framed certificate acknowledging their accomplishment. Also in attendance to honor the students was the Deputy Fire Marshall for the Town of Southington, Mr. Neil Casarella.

The regular meeting of the Southington Board of Education was held on Thursday, February 10, 2011 at 7:30 p.m. at Kelley Elementary School, 501 Ridgewood Road, 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. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, and Mrs. Kathleen Rickard. Absent was Mrs. Rosemarie Fischer.

Present from the administration were Dr. Joseph V. 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 absent.

**2. PLEDGE OF ALLEGIANCE**

Mr. Goralski asked that a student who was in the audience lead the group in the Pledge of Allegiance. He recognized that this student was attending the meeting as part of a project for the Boy Scouts of America.

**3. APPROVAL OF MINUTES ~ January 27, 2011**

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

**“Move to approve the minutes of the January 27, 2011 Board of Education meeting.”**

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

#### **4. COMMUNICATIONS**

##### **a. Communications from the Audience**

Mr. Edward Pocock stated that it was a pleasure speaking in front of the Board of Education. Many times, he has had the privilege of presenting Town of Southington pins to new members of the Board of Education. Before presenting the pin to Mrs. Queen, Mr. Pocock thanked the Board of Education for their hard work on several different initiatives. For many years, it's been said that there is no way that different town agencies and town Boards could work together. Mr. Pocock disputed this statement. He has witnessed different things that were accomplished because many different groups pulled together as a team. He views the relationships between all town agencies as a team. He applauded the Board of Education for doing such a fantastic job on the budget. He wanted to let the Board of Education know how appreciative he is of their work.

He continued by stating that sitting on the Board of Education is a very unique experience. Although it's the hardest Board he has ever served on, it was the most rewarding. When you are able to attend high school graduation and distribute diplomas, you see the result of your hard work, and that is the reward. Mr. Pocock served on the Board of Education from 1993 to 1997. The pin represents the hard work that Mrs. Queen will do for the town, and how much the Town of Southington appreciates the work being done. While the pin has little value, the meaning behind it is great. He then presented Mrs. Queen with one of the coveted Town of Southington pins.

##### **b. Communications from Board Members and Administration**

###### **Communication from the Board Members:**

Mrs. Notar-Francesco attended the CREC Legislative Breakfast at the State Capitol held that morning. Governor Malloy made a brief appearance and the full group gave a collective sigh of relief when he began speaking about ECS and his intention to flat fund it. He presented the group with this very good news. His goal is to keep the money in the classrooms and prevent layoffs of staff.

Also noteworthy was that Andrew Fleischmann, Chair of the Education Committee, who was not at the Breakfast, sent a message with his position on two items. The first item was the proposed age modification for children entering kindergarten and moving the date from January to October. In Mr. Fleischmann's opinion, this should only be done in conjunction with funding for urban children to attend preschool. The second item he shared was his hope to defer the start of PA10-111, High School Reform, for two years. This would move that date from 2013 to 2015.

Mrs. Notar-Francesco noted that the Project Discover Independent Study was attended by several Board members. The students' projects were very impressive with a high level of depth and breadth of research. The students were actively engaged in conversations about global events. One student prepared a project on Egypt and it led to a conversation about the current

events happening there. Another student researched the impact of the oil spill in the Caribbean and the student did an enormous amount of research, digging deeply into this topic. Mrs. Notar-Francesco was disappointed that she couldn't see all the presentations. She only was able to visit with 10 or 11 students out of the 40 students who presented.

Mrs. Queen shared that she finished her visits to the remaining schools. This past week she went to the two middle schools and saw wonderful learning taking place in the schools. She wanted to share one particular observation that she believes the Board of Education would appreciate. Walking through and visiting different classrooms, she happened upon a language arts lesson in a sixth grade classroom. The teacher just finished reading a passage from a novel and proceeded to ask a few questions of the class in a directed way, and then asked the students to break into partners and question each other. This is a method of the Reading Workshop model. Within a heartbeat, as if someone had snapped their fingers, students immediately turned to each other and began this impressive series of dialogue throughout the room. Their body language was alert, they were completely on task, and the sense of engaged learning was palpable. It was excellent to witness and she wanted to share the moment with other Board members.

Mr. Goralski stated that the CIAC had responded to his letter. He shared that they didn't answer the questions. With the support of the Board, he will be writing another letter asking for the rest of the answers. He will write with a softer tone which he hopes will get a response.

Mr. Goralski reminded the Board of Education that they will be meeting again on both Friday and Saturday, so they will be moving the meeting along.

#### **Communication from the Administration:**

Dr. Erardi reported on the following information that was included in the Board packet (Attachment A):

1. AASA Governance: This item is informational and the work will be taking place out of the Superintendent's office next week.
2. AASA Conference: This item is informational and this work also will be taking place out of the Superintendent's office next week.
3. Center for School Change: Dr. Erardi asked the Board to take a moment to read the correspondence from the Center for School Change and from the consultant who is part of the Harvard University work. He shared that this is an extraordinary celebration of teaching and learning. It's a tremendous credit to the administrative team and, lost in all the budget numbers they have been addressing over the past five to six weeks, they should never lose sight that, over the past three to four years, student achievement has gone in a direction that they are most proud of. Much of that has to do with the professional development taking place out of the assistant superintendent's office to their building principals to the classroom educators. He is very proud of the work being done.
4. School Calendar 2010-2011: Dr. Erardi referred to his document showing historical information regarding the school calendar. When reviewing the 2010-

2011 calendar, he pointed out that it states, "If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June." Also included in that packet was the historical data in regard to the last day of school, number of snow days, and graduation dates. While looking at this document, it showed that during the 1993-1994 and 1995-1996 school years, both years lost 8 days of school due to the inclement weather. As indicated on one of the handouts, if the snow stops and we don't lose any additional full days of school, the students' last day of school and the high school graduation would both take place on Thursday, June 23, 2011.

Dr. Erardi has had conversations with the bargaining group and tried to prepare some data for the Board of Education to help the conversation. They polled the professional staff and they know that, during the April break, there are 92 teachers who have made a non-refundable commitment to vacation. It's important to realize that the last Friday during that break is Good Friday. Dr. Erardi's suggestion to the Board of Education is that they wait and do nothing until the first meeting in March. Hopefully, at that time, winter will be behind them. He would then put the staff of Southington Schools on notice with a letter from his office that, although they don't have direct contract language that speaks to February or April vacation, by statute, they have the right to call the staff to work. With that being said, the conversations that he has had with the teachers' association has been that, if they end up with a stretch of four or five additional lost days, his recommendation would be to see where they are in June and determine if they were going to impact the April break. If days were taken from the April vacation week, they would be from the back end of the break to the front. This means that, if they lose an additional one or two days, they would recapture those days with the Thursday and Wednesday of that week.

Dr. Erardi remains comfortable without concern through June 24. He gets concerned about the weekend graduation and instability around graduation knowing that, if they went to June 27, the Board of Education still has the option to graduate the students on June 24 because that would be day number 180. However, Dr. Erardi's recommendation is to take no action and revisit this in March. Dr. Erardi will be updating staff and the parent community of his intentions.

Dr. Erardi asked if the Board was comfortable waiting until March before having further discussion and making any decisions surrounding this topic. The Board of Education agreed to wait until the March meeting.

5. Diversity Initiative ~ Student Leaders ~ Southington High School: Dr. Erardi explained that there was a student initiative with diversity awareness at Southington High School and he has had the opportunity to meet the leaders of the Diversity Club. He invited the group to share their thoughts on their work over the past two years at the March 10 meeting.

Another notable meeting to discuss the roof safety initiative in Southington took place on February 7 at Hatton Elementary School for all community members and staff. Dr. Erardi shared with those in the audience that, at the time the meeting was held, there were approximately 800 man hours that were dedicated to removing snow and that the current number is well over 1,000 hours. They shared with the parent community that, through the work of Mr. Cox, they had a structural engineer on site and they are doing their absolute best to stay ahead of a very difficult curve. He mentioned that he would be remiss if he didn't share with the Board of Education and the community that they did have critical friends at that meeting. The tone from the meeting was that, despite all they were doing, they needed to do more. Dr. Erardi said that the administration listened to that message and they increased the work staff from 10 to 12 people to 20-plus members on the rooftops, and they will continue this process until the job is complete. The work is exhausting and he believes that the maintenance department, custodians, and the subcontractors are doing their absolute best work.

Mr. Derynoski asked about the cost of the subcontracted help. Dr. Erardi shared that the average price for this type of work per man hour was between \$50-\$100. The average wage for those subcontracted for the district has been \$35 per hour. It is estimated that the Southington Public School district's cost is somewhere between \$30,000-\$35,000 at this time. They aren't sure if they will receive any relief from the federal government to assist them with two of the larger storms. The information was forwarded to Southington Town Hall. With safety always at a premium, Dr. Erardi's directive to Mr. Cox was that they needed to get it done, and they did.

Mrs. Clark asked if they found anything structurally significant within the district, and it was confirmed by Mr. Cox that structurally, there haven't been any failures. Dr. Erardi added that, at Kelley Elementary School on February 7, staff on the second floor heard a popping noise. Mrs. Lutz was in professional development and out of the building. Giving credit to her staff, they acted responsibly and immediately evacuated the second floor. Mr. Cox was onsite immediately, followed shortly by the structural engineer. Without question, the students could have returned to the second floor, but they chose not to relocate them because they had already settled in other spaces. That is the type of thing that has happened in three or four of the buildings.

Mrs. Johnson asked about the maintenance building and if they removed the snow from that roof as well. Mr. Cox stated that it's an un-insulated roof and the snow doesn't last there very long. He did confirm that they have structurally checked all of the 15 buildings as recently as today.

*This concluded the Administration Report.*

**c. Communication from Student Representative:**

There was no student representative report.

**5. COMMITTEE REPORTS**

**a. Policy and Personnel Committee Meeting ~ January 26, 2011**

Mrs. Clark spoke to the Policy and Personnel Committee Meeting of January 26, 2011. The first item on the agenda was a review of the current raffle policy. Mr. Thiery spoke with legal counsel as to whether or not they should have a policy regarding raffles for external groups, such as PTOs and Booster Clubs. The committee agreed that it would like legal counsel to further review the current policy and to make sure there aren't any parts of the policy that should be kept intact. The committee was trying to regulate it, and they should really be trying to stay away from it. They are revisiting this policy with legal counsel.

The committee continued their review of the 1000 series and they made language changes based on grammar, clarity, and the advice of legal counsel.

They closed their meeting briefly talking about the issue of lost textbooks and agreed that this should be an item on a future agenda for the committee.

## **6. REPORT OF SUPERINTENDENT**

### **a. Personnel Report**

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

**"Move to approve the Personnel Report as submitted."**

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

## **7. OLD BUSINESS**

### **a. Town Government Communications**

Mr. Goralski thanked everyone for attending the Board of Finance meeting on Wednesday, February 9. There was a great deal of discussion by a community member about when the Board of Education should have presented. He believed that the presentation was well received and the questions from the Board of Finance members were thoughtful, insightful, intelligent, and most importantly, respectful. The budget is well on its way. He will continue to publicly remind people that the bottom line to support their budget in its entirety is \$389,606. In closing statements, Mr. Moise reminded Mr. Goralski that, when they reduce the \$79,000 in expected revenue from Agricultural Science Program, they are only asking for \$310,606. He thinks it's very exciting that the Board of Finance is well on their way to joining the Board of Education in the unanimous endorsement of their work.

### **b. Construction Update**

Regarding the Plantsville and South End projects, Mr. Cox stated that things have been very quiet during this time of year and he anticipates it will stay that way throughout the winter. In the spring, South End School will have outdoor work to be done before the Building Committee can accept the project as complete.

Mr. Cox mentioned that, as recently as Tuesday, February 8, they have scheduled a summit meeting for energy conservation on February 23. They are having a presentation by Celtic Engineering to present a plan to the town to look at the equipment throughout all town buildings and make recommendations. They then could also provide assistance, as needed, in the middle school project as far as bringing in the most efficient equipment available, grant monies, above and beyond the state grants. He thinks it's a great idea. The company already gave a brief presentation to the Town Council, but requested a more elaborate one. Tentatively, it will be held in the conference room at the Water Department on February 23 at 7:00 p.m.

**c. Update on the Facility Committee**

Dr. Erardi reported that the committee met on February 3. There is a meeting next week and much of the conversation will continue to be around what departments from the town will move to the North Center School complex. The next meeting of that committee is February 16, and Dr. Erardi has notified the committee chairperson that he is unable to attend. Mr. Derynoski will represent the Board of Education at that meeting.

**d. Middle School Feasibility**

Dr. Erardi distributed a color copy of the attachment that was included with the Board materials and shared that the document was from Fletcher Thompson, the architect handling the proposal. He circled the number listed under Grades 6-8, which was 1,622. The information that Mr. Cox was able to quote from the State Facilities Unit (SFU) was that, initially, in the history of this project, the past Boards of Education spoke about the renovate to new project for a student population of 1,000 students in each building. It's important that the Board of Education realize that the number that the SFU will recognize is the most recent enrollment data that's available to the district and the largest number within an eight-year window. Within the chart, it is predicted that for the school year 2013-2014 the district enrollment in those grades will be 1,622; that is the number that is a safe number for the Board of Education. That means that, if they project 811 in each building and they don't get 811 students, there is not a penalty that would come forward in regard to reimbursement because that is the best information possible at this time. Earlier Dr. Erardi spoke with the architect and they volleyed back the number of 850; however, it's their recommendation for the Board to consider 1,622 as the number moving forward. He explained that it's a safe, accurate number. He would like to have this discussion with the architects and bring it back to the Board of Education on March 10 with an architect present. They would then like to finalize where they are going with the proposal and with student enrollment moving forward.

Dr. Erardi further stated that they could take the risk and build larger than 811 per school, but they then would be obligated to meet that number. There is not a margin nor is there a percentage at this particular time. Under the new leadership of the SFU, they were told that if they choose 850-900 they will be penalized when they close out the project. Mr. Derynoski stated that he understands where the numbers are coming from, but the mix of students is an unknown. They don't know what the special education requirements will be that they will run into and what the needs are going to be. By building to what they anticipate being a full school doesn't leave room for any growth.

Dr. Erardi stated that the architects will be on site beginning March 7 to develop the specs with staff and administration. Mr. Thiery's office will take the responsibility for that component of the work. Dr. Erardi then distributed another document regarding square footage and deferred to Mr. Cox to address that information.

Mrs. Rickard questioned if it was the same company that gave the projections the last time, and Dr. Erardi confirmed that it was the same company. She remembered having the same conversation at a meeting when they reviewed the document and the Board came up with the number of 1,000. She finds it very difficult to understand that, with all the land that is available for building, how they can have the number of 1,622. Dr. Erardi shared that NESDEC is the gold standard of local School Boards throughout New England, and he can't go beyond that at this point. He stated that, if the Board directs the administration to look for a second subcontractor to confirm or refute the information, they could do that.

Mrs. Rickard continued by asking if the group remembered being at the meeting the last time and wanted to know what the comparison was of that report and this newest report. Dr. Erardi believed that the information she was referring to was approximately eight or nine years old. Mrs. DiNello stated that they have tried to have it done every two to three years. They purposely didn't do it the past two years because they were involved with the elementary projects, and they knew the discussion wasn't going to take place so they waited until now. The last one completed was three years ago, but she believes that the one to which Mrs. Rickard was referring was done six years ago. She stated that one of the major changes in what they received from Dr. Erardi is the talk about the birth rates. When they look at the most current document, the birth rates have definitely decreased from what they saw six years ago. Also, the housing permits and development have seen a big change from where they were six years ago. They are taking the most up-to-date information they received from the building department and the birth rates from the town clerk's office, along with the four years of historical data they have for actual numbers when they run these scenarios.

Mrs. Rickard asked what happens when the economy is better and all the housing projects that were put on hold begin moving forward and the schools are then too small. Dr. Erardi agreed that is was a very valid point and asked Mr. Cox to review the size of building.

Mr. Cox said that at the time that they apply for the post referendum, the enrollment projection has to be provided to the SFU as part of the application. What they require is an eight-year enrollment projection. The district is then allowed to take the highest of those years which is what was explained by the superintendent. If you then break it down to 1,622 students, equal to each middle school and equal to each grade, you are at 270 students per grade level. In Grade 6, the bureau of school facilities allows 148 square feet per student. In Grades 7 and 8, they allow 170 square feet per student. When you put that together, you have a building that they will financially support up to 131,760 square feet. That basically means that they can renovate as new the existing 103,000 square feet and add an additional 28,000 square feet, and they will support that project at whatever the town's reimbursement rate is for that year.

Mrs. Queen asked what the penalty would be if they used the larger enrollment projection. Mr. Cox explained that in a project that is renovate as new where they support replacing everything in the building, such as boilers, the roof, and HVAC systems, it would be substantial because that percentage would be across all the products. He would have to ask the architect to share what the amount would be.



Mrs. Carmody asked if information from the Planning and Zoning Commission is brought into this study. Mr. Cox reported that NESDEC is a large organization and they use the birth rates and projection of construction. Mrs. Carmody believes that there are so many residential projects in Southington, and she wonders if that's going to increase the enrollment. Mrs. DiNello stated that in the past, when they had to provide the data, the administration contacted the Town Clerk's office and forwarded that information to the company; however, they now do it themselves. Administration gives them our student enrollment numbers, both public and non-public, and the history of the open choice and agricultural science students that are entering the district and then they get the information from Town Hall.

Dr. Erardi made a recommendation to the Board that on March 10 the administration will do their best to have a member from the State Facility Unit and a member from Fletcher Thompson present to answer the technical questions that are being asked by Board Members. He believed that the balance of those two entities will lead them to a good place.

Mr. Goralski asked what the timeline is for getting this complete and would it allow for the possibility of a referendum in the fall. Dr. Erardi explained that this was worked into the initial meeting with Fletcher Thompson two weeks ago. They were encouraged that the date could be met, and they could still meet all the statute requirements that take place prior to having that question set so many days before the election.

Mr. Derynoski wanted to know how they come up with the number for families moving into town though rentals and home purchases. Mrs. DiNello stated that, by looking at the history, they know what the birth rates were eight years ago and those students would now be in Grade 3. They then compare what the Grade 3 enrollment is or what they expect it to be. They do that comparison to see the movement in and out of the district.

Mrs. Johnson commented that, while it's accurate to the best of the company's ability, she believes that it's faulty for their purposes. She doesn't believe that there are any citizens in Southington who would go along with the idea of building two brand new buildings that will be tight for space when they open. It doesn't make any sense. She will not be at the meeting on March 10 and anyone who thinks her next thought is valid will have to carry the thought in her absence. She believes that a 1,000-pupil school would be in the best interest. If those projections are valid and they don't meet 1,000 students in grades 6-8, they would then have enough time to bring in the Grade 5 students to increase the numbers. She believes that a Grade 5-8 middle school is educationally sound because is done all over the state and country. That would then free some classrooms at the elementary schools to possibly include all-day kindergarten. She believes that it's a fabulous opportunity to start the ball rolling with the 1,000-student population for each of the schools, and it will give them some growing room. She continued to share her concern about the allowable building area based on that population is only 30,000 square feet more than what they have now. They know that the buildings are inappropriate for the learning opportunities they want to give to the students. She doesn't think 30,000 square feet is going to be anywhere near enough. She suggested that they instruct Fletcher Thompson to take a look at a 1,000-student population for each school which will allow for flexibility.

Mr. Cox explained that 30,000 square feet is approximately the size of North Center School.

Mr. Derynoski commented that many years ago they were forced to go from a seven-period day to an eight-period day and they used the cafeteria as swing space. He would like to see the schools go back to the seven-period day. He agrees with Mrs. Johnson that to renovate as new and just have the school outfitted to satisfy the current enrollment doesn't seem to be the best idea. He also supports full-day kindergarten and, in the event the district goes in that direction, they would need to build an additional school to accommodate that.

Mrs. Clark asked if at the state level they would be bringing back the wiggle room of between 5%-10% that would allow the district to add onto the number of students they have. Mr. Cox asked that question specifically and they firmly stated that was not an option, especially when they are supplying the grant money with a renovate-as-new project. There might be a little more wiggle room if the district was to build new, but they would not give a number.

Mrs. Clark had her notes from March 2008 where the projection for 2016-2017 was at 1,732 middle school students. That was only three years ago and it's a sizable number. The other thing she recalls is that, with the housing developments planned three years ago in Southington, the number was 1.2 children per house. That was the projected number at that point.

Mr. Goralski summarized that on March 10 they could have the architect show the Board of Education what the penalties would be for looking at the options and they could gain some insight from Fletcher Thompson.

**e. Replacement Textbook Update**

Mr. Thiery shared that the Board had a variety of questions resulting from the budget workshops surrounding the procedures for lost textbooks at all levels. They polled the building administrators with the following set of questions:

- How do we distribute and track textbooks?
- How do we bill students for lost textbooks?
- Where are the funds for those textbooks deposited?
- What money is used to replace those textbooks?

He was grateful to the building administrators for taking the time to do the legwork. There were some holes from the first report that was submitted to the Board, so a second update was completed and distributed. They did find that there is a very good computerized system to track textbooks in the English Department, but in all other departments, it's done by hand. Although they have the paperwork, they never had a process to tally and account for the total sum. He believes that the report sums the processes for the three levels fairly well and the high school is the most significant. At this point, there's nearly \$30,000 of unpaid textbook bills at the high school. A Board member did ask if that was for one or two semesters. According to their records, that amount represents multiple semesters' worth of lost textbooks. The report will be brought to the Policy and Personnel Committee as the basis for the work they can do within the committee, and the high school will also bring this to their school improvement team. Mr. Thiery's recommendation is that the Policy and Personnel Committee work very closely in conjunction with the recommendations coming out of the high school, as well as what can be

written into policy. Mr. Thiery checked with legal counsel before the last meeting and they were advised that the district has the right to bill students for lost textbooks, as well as to withhold grades, diplomas, and extracurricular activities for lost textbooks and materials.

A suggestion was made that they utilize the automated phone messaging system to contact families regarding their student's outstanding balance and request that they forward the money to the business office.

Mrs. Notar-Francesco stated the number is rather shocking and wanted to know what was going to be done to collect the money between now and the time that the Policy and Personnel Committee has the opportunity to craft this policy. Mr. Thiery stated that he is working on this with the administration at the high school. He was told that they have the capability in PowerSchool to mark students as owing books, and they can and do withhold report cards.

Mrs. Carmody stated that she has been very bothered by the lost money in textbooks for many years and that money can be used to purchase textbooks. She recommended that the high school select one person to be in charge of collecting all of the money owed, and that they should not lose sight of the fact that there is also a loss in athletic equipment and musical equipment. She urges that they do something as soon as possible to collect the money.

Mrs. Richard requested that the Board receive an update monthly or bi-monthly that includes how much of the \$30,000 has been collected. Mr. Goralski asked that it be included as a recurring item with the Finance Committee updates. Mr. Thiery asked that this is included in the Policy and Personnel Committee as well. Mrs. Rickard wants the message to be clear that students can't not return items without any repercussions.

Dr. Erardi wanted to clarify that the \$30,000 is in flux and it is not lost at this particular time. It's money that is yet to be collected. The Board of Education might be interested in finding out how much of the money owed is from students who have already graduated. That amount would be lost money.

Mrs. Queen mentioned that the Policy Committee discussed the difficulty at the end of the year in the way final exams play out. Students need their books to study, so there's not a cushion at the end when books can be returned. She wondered if there was a way to possibly build in a book return period. Mrs. Rickard mentioned that they have the make-up exam time that could be utilized as a return book period.

Mr. Goralski concluded that, while the Board of Education has a lot of great ideas, he trusts the administration to do the work and come up with a plan.

**f. Kindergarten Extended Day Program**

Mr. Thiery explained that the Board of Education requested a monthly update on this program. On February 8, two administrators attended a roundtable program sponsored by CREC on Extended Day Kindergarten Programs. They had the opportunity to see presentations from other districts and they discussed best practices and models with other districts. The two administrators who attended will be sharing what they learned with their colleagues on February 15. A brief summary from those administrators was that they were very surprised at how well

planned out the Southington program is in relation to some programs that have been in place for multiple years.

Mrs. Johnson shared that Mr. Thiery presented the information about the Extended Day Program and it was well received by the parent leaders. One of the most telling comments was from a mom who said that it's fabulous that we are addressing issues for students who are in need, but how about having additional opportunities for students who are extraordinary learners.

**g. Curriculum Update ~ High School Guidance Department**

The curriculum update for the month of February was from the Southington High School Guidance Department. The Curriculum and Instruction Committee has been privileged to have them present twice over the last two months on a variety of issues. It was out of those meetings that a set of questions was crafted for the high school Guidance Department to discuss with the Board the role they play in preparing students for college admission and post graduate work. There to present was the high school Guidance Department and Dr. Martin Semmel, Principal, Southington High School.

Mrs. Wysocki, Director of Guidance, started by sharing that the Comprehensive School Counseling Program is based on the Connecticut model. There are nine standards. Seven of the nine have a direct relationship to the questions that came from the Board of Education. A packet was distributed to the Board of Education that supported the presentation. The first item referenced was a calendar that showed the month-to-month events that take place at the high school.

Mrs. Wysocki began by addressing the question: *What is it that the Guidance Department does each year at each grade level for students in terms of post graduate guidance and preparation for work?* She stated that two years ago, with the class of 2009, they put into place a transition portfolio for all students. They have been tracking questions, interests, hobbies, and information for the past years in a paper version of the portfolio. They are very proud of the Individual Transition Portfolio which is part of the new high school reform and they will be seeing more schools throughout the State of Connecticut implementing a transition portfolio. This paper portfolio is now being kept in the Naviance software program. The high school Guidance Department delivers their services in a variety of ways. They deliver through individual planning meetings, group presentations, parent programs, and they are also delivering to students in Grade 8.

Mrs. Wysocki stated that the majority of time that is spent with Grade 9 students is through the group curriculum meetings. The primary focus is the transition to high school and how that relates to how they will transition to college and college readiness. Presentations include organizational skills, what a transcript looks like, and what will be presented to colleges. They explain to the freshmen that their high school transcript is similar to a resume. Everything they are doing will soon be part of their record that will be presented to colleges if they choose to continue school. Midterm exams, note taking skills, and time management are also things freshmen are learning. In addition, it's also explained how these experiences fit into the context of what they're going to be doing when they leave Southington High School.

The individual planning meetings are beginning next week and they focus on planning their courses and choosing their electives. Most of the comments that come from students and

the concerns of parents about choosing electives is whether or not the courses they are choosing are appropriate for college. Parents question if their student should take another year of world language or take literacy skills instead and how it will affect their chances of going to college if they leave out the foreign language. In the context of Grade 9 Individual Planning Meetings, they address what this planning has to do with their future goal.

Mrs. Wysocki stated that the Individual Planning Meetings are also held in the spring for students in Grade 10. Approximately 5% of the time is spent one on one with the counselor talking about courses and the other 95% of the time is getting to know the student. There is a lot to learn about the student, so the counselor will be completing the questions in Naviance that they were documenting on the paper portfolio. By posing these counseling questions with regard to what makes the student happy and how they spend their free time, the conversation then goes on to college planning.

The students are also brought in for a PSAT awareness program and they point out the standardized testing for college preparation which is critical to their college planning. It's explained that this is why it's very important to participate in the PSATs.

Grade 10 students are given a PSAT scoring report return lesson. The students are taken into the computer labs in small groups with their score reports and are taught how to learn more about improving their standardized testing. They also have them sign up for the College Board program and they request that the students provide the high school with their parents' email addresses, so the parents will receive information from the College Board.

For Grade 11 students, the same PSAT reports and lessons are done. Individual planning is also continued during Grade 11. At this point, the most serious talks about college take place. It's usually done in the spring with the course selection and that begins the multiple sessions that follow that initial meeting, and they follow up again in September when they are seniors. Students are called in individually and asked to follow up on their plans. They review their lists and determine if they have narrowed down to a reasonable number. They help them with questions they have on all the numerous details that they need to keep track of. Included in the handout to the Board was a copy of the 40-page College Planning Guide. It's certainly an overwhelming task for students. It includes testing deadlines, finding a college that fits the student from a thousand possibilities. The school counselors do their best in responsive services to answer questions that arise. The questions are asked in a variety of ways. Students stop by the counselor's office without appointments, between classes, and sometimes the parents will call or email the staff. A good deal of the counselor's time is being in the responsive mode and answering questions.

The schools counselors are proud of the College Fair, which is held annually. All students are invited. The purpose of the College Fair is not only so that the Southington High School students and families get information, but it's also so the college representatives can see what a wonderful school and student body they have in Southington. They see how prepared the students are that are attending Southington High School. The college representatives were asked to answer questions and to evaluate the Southington program. Their comments were outstanding. They offered comments such as "best prepared students," "good questions," and "wonderful families." Part of the College Fair's purpose is the rapport that they have with these people and letting the college representatives know about Southington High School. There were approximately 145 colleges that attended and approximately 1,200 participants.

During the Open House programs, the counselors are set up in the cafeteria and they have information sessions for anyone that comes through. They offer PSAT preparation information, college planning and financial aid information. During that time, they do mini 15-minute sessions to answer any questions the parents have that evening.

Another program they recently started was the Manufacturing and Construction Career Expo, which is held in the spring. They want to be sure to offer something to those students who are interested in more technical, hands-on training and this is a wonderful effort within the community. There are many businesses in the area that have joined the event. The Guidance Department also has a booth that night and parents go to the booth to seek advice on how to get more education and training in manufacturing and construction areas.

Mrs. Wysocki addressed the following question that was previously asked: *How are the parents pulled into the college post-secondary planning process?* She explained that this has always been one of their biggest challenges. Regardless of how many website updates and mailings they send out, they never get enough people. Most events are posted on the website. They are hoping to get more parents involved by using the automated phone messaging system. They are planning a message to go out to the parents of juniors inviting them to come to the individual planning meetings with counselors and they will see if there's an increase in the parent participation by sending the phone messages. They are also doing the same with an upcoming the college planning program on February 17. It's been posted on the website, in the school calendar, and in the Guidance Department's newsletter. They are hoping the automated phone messages will get more parents involved. Mrs. Wysocki thanked Mrs. Queen for recommending the Wesleyan Senior Associate Dean of Admissions, Gregory Pyke, who will be speaking on February 17 as part of the program. In addition to the information shared that evening, they will also be giving an update on the Naviance family connection portal information and how that can be helpful to parents and families.

Mrs. Wysocki shared that, as of February 4, they have documented that 64.7% of the students have already applied for college. That number doesn't account for the students who might have applied but haven't requested a transcript. The only way that they can track this is when the students come in and request a transcript. Once requested, that information is documented in Naviance. While the number is 64.7%, Mrs. Wysocki believes that's a low number.

Mrs. Johnson asked what grades are invited to the college planning meeting on February 17. Mrs. Wysocki stated that all students are invited, but the automated message will go to the parents of sophomores and juniors.

Mrs. Carmody asked how many students in the senior class have used Naviance. The current Naviance usage for the class of 2011 is at 79%. She believes that a large part of this is because scholarship information is listed in Naviance. When the student completes the "About Me" tab and they share their interests, Naviance will forward any school scholarships that are related to the information they provided. The information is pulled into that student's Naviance page to make them aware that there are scholarships that apply to them. She believes that the word is out among students and that is why they have such a high percentage of students using the program. Their goal was to roll out the program and have everyone very comfortable beginning with this freshman class. Next year, the Naviance plan is to add another guidance

lesson to the curriculum; all sophomores will go into the computer labs, log onto Naviance and complete the Myers-Briggs personality inventory. This will provide valuable information in their folder to assist counselors.

Mr. Goralski asked how long ago the Naviance software was purchased; he has heard that there's a newer version of Naviance about to be released. Mrs. Wysocki stated this is their second year with the program. Mr. Goralski asked why this is the first class they are presenting it to if they have had the software for two years. Mrs. Wysocki explained that it was presented on a trial basis to all classes. Mr. Goralski asked why, if we had the program for two years, is this year's freshman class the one they are focusing on making it priority for. He stated that at the workshop, they heard there's a newer version coming out and the Board might be encouraged to get that newer version. Mr. Goralski wanted to know why they are only initially presenting this to the freshman this year, and next year they are talking about bringing the students into the computer labs. He wanted an understanding of why they weren't doing that when the program was first introduced. Mrs. Wysocki stated that it's because they piloted the program and she misspoke in the number of years that they had the program. They have been thinking about it for two years, but isn't sure as to when they purchased the program. She stated that the staff needed to become familiar with the program first and pilot it with some students, and that's why the percentage is spreading through all the classes. They also included some parents to assist in the pilot program. Mr. Thiery interjected and shared that Mr. Bugnacki explained to the Curriculum and Instruction Committee that last year was a training and pilot year with junior and senior students that were applying to colleges. The reason they targeted this year's freshmen class is because the Naviance package is best used as a four-year package that actually tracks the student for four years, and it builds cumulative portfolio information. That is why this freshmen class is important. They will be the first class that will be there for four years using Naviance and it's critical that they have them. There was talk, at that point, of the middle school aspects of Naviance. There are middle school aspects, particularly in the newer package that will be coming out. That makes it an even longer longitudinal tracking of the students. The combination of the training and pilot that took place last year is why they are targeting the freshmen this year.

Mrs. Rickard confirmed that they hold two sessions with the Grade 9 students; one to introduce themselves and the other to plan for their Grade 10 classes, and both of those sessions are only with the ninth grade counselors. Mrs. Wysocki confirmed that this was correct.

Mrs. Rickard asked how they contact the students. Do they call them down to the Guidance office? Mrs. Wysocki shared that they get paper invitations a few days ahead of time. Mrs. Rickard wanted to know how they reach the students that will never go down to the Guidance Department. Mrs. Wysocki explained that is what the comprehensive counseling program is all about. She further stated that the school counselors keep records and spreadsheets of who was seen and when they met. Mrs. Rickard asked again, if a student ignores the requests to meet with the guidance counselor, what they do to ensure that all students are seen by the Guidance Department. From the audience, Mrs. Ingriselli stated that she walks to the classroom or calls the student from class to meet with the student. Mrs. Wysocki reiterated that, if a student ignores the initial requests for a meeting, the counselor would call the student out of class.

Mrs. Notar-Francesco asked when the next College Fair is being held. Mrs. Wysocki stated that they hold the College Fair during the third week in September each year. It's the best

time for the college representatives. Mrs. Notar-Francesco thanked them for doing the College Fair and acknowledged the amount of work that it entails. She also wondered what the Guidance Department would be doing for the 35% of students who they haven't applied for a transcript to be sent to the colleges. What will their plan be for that group? Mrs. Wysocki deferred to Mrs. Lee Ann Miller who has a larger caseload. Mrs. Miller stated that, typically, many of the students that are applying to the community colleges wait longer. They are in the process of trying to get them not to wait. So many students are applying to community colleges for financial reasons, not because they didn't get into the college of their dreams or that they don't think they can get in. They continue to call seniors down to their offices and remind them that they haven't seen anything yet. They keep spreadsheets on all seniors that document where they are and what they are doing. They will always have a few that they don't get anything on. They try very hard to make sure they know that every single one of their students has something to do, whether they are joining the military, attending a two- or four-year college, or joining the work force. A phenomenon that is developing is a gap year. This is a transitional year between high school and college where the student doesn't know what they want to do and isn't sure that they want to put out the \$40,000 per year, and they want to start looking into things they are passionate about.

Mrs. Notar-Francesco asked about the students going from Grade 11 to Grade 12 and the reference to "multiple occasions" when the Guidance Department has contact with the students. She asked if that is through the counselor's initiation or parent initiation. Mrs. Wysocki stated it's a combination of both. They might receive an application from the college looking for information from the school on a particular student. The counselor will then contact the student. There are times the parent calls and asks questions about something the college needs and they aren't sure what it means and are looking for guidance. She shared that, with every transcript that is sent out, they send a postcard. Mrs. Notar-Francesco clarified that the counselors initiate contact with the students in the spring of the junior year and they are seen once. Then, in the fall, they see them once again. Mrs. Wysocki confirmed this is correct, but they also see those students many more times in between. She surveyed the counselors that week to tell her the number of times and the range was 40%-60% of their juniors are seen at least three to four times.

Mrs. Queen asked for clarification surrounding the College Acceptance Report and Mrs. Wysocki shared that the report indicates the number of students accepted. Mrs. Queen stated that she thinks the ability of technology to reach so many people so quickly is something that students respond to so well. She's noticed that there is constant use of PowerSchool and there is the ability to send messages through that program. After she reviewed the 40-page booklet, she believes that all the timelines can be overwhelming and not easy to keep track of. She wondered if there could be trigger messages that are sent to students through PowerSchool. Mrs. Wysocki explained that, when they take the students into the lab and the students sign up for the College Board account, students are prompted to enter their parent's email address. Once entered, this program has a mechanism that does that very same thing. They send reminder notices to the provided email addresses. The Naviance program also has that capability and it's something they will be doing as part of their future plan. Mrs. Wysocki shared that the challenge is keeping up with the parent information and tracking changes with the email addresses and phone numbers. Mrs. Queen reported that there was discussion at the Curriculum and Instruction Committee meeting about trying to tie together PowerSchool and Naviance in some way because PowerSchool is such a powerful draw for both students and parents. Mrs. Wysocki agreed that there is the ability to do this, and Mr. Goralski asked if they are currently utilizing it. Mrs. Wysocki reported that they are not. Mr. Goralski asked what is preventing the district from



initiating these things that are possible. Mrs. Wysocki believes that this is in part because they are still getting familiar with the Naviance program and the other part is keeping track of the email addresses of parents. Mr. Goralski didn't understand why the email addresses are a problem considering an annual demographic form is sent to all parents at the beginning of each school year which they update and return to the schools. He knows the information is already available in the computer system and is wondering why we aren't maximizing the opportunity. He doesn't understand why we aren't taking advantage of technology. Technology is the means to communicate with parents. The phone messaging system could have given a weekly reminder last week and then again two days before the event. According to Mr. Goralski, Naviance and PowerSchool are tools that aren't even used for that, and he believes that we should be seizing the opportunity.

Mrs. Rickard asked a follow-up question about the gap years. If they are seeing more students with gap years, do they see these students that have graduated and are now looking to get guidance? Mrs. Wysocki stated that students do return to the school for guidance. One of the programs mentioned in the information packet is the College Basics 101 which is held in January. During that class, they have approximately 35 recent graduates who return and answer questions about their adjustment to college; in the audience are juniors and seniors who hear about their experiences and adjustments. The school counselors are counselors for life.

Mr. Derynoski asked for an approximate percentage of how many students in their graduating class have gone to college. Mrs. Wysocki said that close to 90% have gone on to college. Mr. Derynoski stated that he is aware that they have the Manufacturing Expo, but recognizes that there is a big shortage in finding individuals with manufacturing experience. He stated that there are thousands of openings in Connecticut and they cannot find qualified people. He would like to know what we are doing at the high school and is there something more that we can do to encourage students to head in the direction of service-oriented professions. Mrs. Wysocki agreed and believes that there are students who would be better served by being trained in those areas. This is all part of the individual planning session, the transition portfolio, taking the Myers-Briggs personality inventory to get at what makes the student happy. The bigger part of the problem is educating the families because the students feel a tremendous amount of pressure to please their parents. By offering the Manufacturing Expo, it educates families on manufacturing and construction as a career path. Students are trained for something very specific that has importance and dignity.

Dr. Erardi added that for the past three years the high school has been a state leader, through a partnership with local business owner, Melissa Sheffy, and with Nancy Chiero in the Special Education Department. Together, they collaborate on a monthly committee that attracts our best, brightest, and most challenged learners. This is part of the Construction and Manufacturing Expo that has taken place over the past two years. This program is exposure to the trades that too often have gone without mention outside of the Guidance office. It brings the trades to life. Dr. Erardi is proud of where the district is with their students and believes that they are in a much better place than most high schools in Connecticut. Mr. Derynoski agreed that the Expo is very well put together, and he also has attended. He wants to know if there is anything else that can be done, whether it be through flyers or something to generate excitement about these professions. Mrs. Wysocki stated that the Guidance Department is in constant communication with the Technology Education Department and they are trying to draw students early on and bring them through a series of courses. They are very conscious of this, and they

recommend names to that department on a regular basis. Students are doing hands-on work throughout the school year while in that program.

Mrs. Queen shared information she has been reading in the newspapers about postsecondary education and students not completing their degrees which is a concern statewide. She is glad to hear that students are returning after graduation looking for help. She's wondering if students know that if they go off to college and decide it's not for them that they can come back to the high school for additional assistance? Mrs. Wysocki explained that there is an exit interview for all students and that aspect is discussed. Mrs. Queen asked if the Manufacturing and Construction Expo is open to the public, and Mrs. Wysocki confirmed that it is open to the public. They have invited other school districts as well.

Mr. Goralski thanked the high school Guidance Department for their presentation. He concluded that his challenge is very clear; they need to maximize the use of technology. Given the caseload that the high school Guidance Department has, he doesn't think they are maximizing the use of the technology that is available. They need to use the Naviance package that they currently have and take advantage of PowerSchool.

## **8. NEW BUSINESS**

### **a. School Lunch Update**

Mrs. DiNello stated that she and Ms. Welinsky would be presenting information on the School Lunch Program. Mrs. DiNello began by reviewing the financial data. The last update was in May 2010 and at that time the financial data was through March 2010. They were beginning the implementation of many changes in regard to a la carte items being offered. In their last report, they were optimistic that, even though the participation numbers hadn't increased, by decreasing some overhead and working new items into the menu, they felt that they were beginning to stabilize the program. Ms. Welinsky and Mrs. DiNello met and reviewed the financial data through December 2010 and believe that they are still continuing on that track. They are projecting a break-even point for the end of the year if sales continue to trend the way they are.

Mrs. DiNello updated the Board of Education on the Breakfast Program. The program is running at a loss and is funded by Bread for Life and is offered to students who are eligible for free and reduced lunch. They have implemented the program in all elementary schools. Recently, Mrs. Smith, Principal at Derynoski Elementary School, has been working with Ms. Welinsky to pilot the Grab-and-Go Program at Derynoski, and it began this week. When reviewing the numbers reflected in her school report, Mrs. DiNello shared that the Grab-and-Go program was not done in that school. The students that arrived early were eating in the cafeteria and the participation numbers were not high. In addition, transportation was not provided as it was for students attending Flanders School. By offering the transportation, it provided more students the opportunity to eat earlier. The size of the building was a concern and the arrival time of the busses was also a concern. Mrs. Smith agreed to pilot the program for four weeks to see what the participation numbers look like. Mrs. DiNello will give the Board an update in a month.

The middle school administration met this week because Bread for Life is looking to expand the Breakfast Program at the middle school level. They have a number of things to work out with staffing and timing, but at this time they are hopeful that they will be piloting a middle school Breakfast Program beginning on April 4.

When reviewing the a la carte items, these items were separated out; one item they always share with the Board is the participation number. However, the bagels and pizza slices are not considered as meals. A slice of pizza does not qualify as a meal, so it skews the data. They wanted to share with the Board the number of bagels sold. A bagel can be considered a meal for students. Also provided is the total number of pizza sales from September through December, as well as the profit margin. Included on the report is how the a la carte daily sales have increased because of these items on the menu.

The bottom of the report is a recap of the reduction of hours within the School Lunch Program because of the reduction in participation. It also shows how the overhead has decreased because of the reduction of hours and the impact of that over a 12-month period.

Mrs. DiNello continued by reporting on the meal sales. In September, the meal counts continued to decline. She believes that September is always a difficult month and it's because of the dynamics of the cafeteria. Whom the students will sit with and getting their spot at the table is more important than waiting in line for lunch. In October, it levels out and they begin to see the increase in participation again. The report shows that the actual participation for meal counts has increased in October and November. They were consistently decreasing over the past three years, and they are happy to report that they see an increase. Those numbers do not include the a la carte sales of bagels and pizza. On the lower portion of the report, she provided the Board with the average sales per day and added in the average pizza sales on a specific day, so they can see the impact that those sales are having on the program.

Mrs. Welinsky reported that this is the first year with the new food service manager, Chef Tony DiBenedetto, at the high school, and they took the time to review their goals. The goals were the same as the previous year: increasing participation and increasing revenue. They looked at the structure of the day-to-day operation and focused on time management. They met with each employee on two separate occasions to share the goals and what they felt were their strengths. Because of the current reduction of labor hours, they moved away from rotating positions and cross-training, and they put key people in key places. In restaurant terms, they have the back of the house and the front of the house. They focused their efforts the first part of the year on the back of the house because you can't increase participation in the front of house until you have the sound structure of the staff in the back of the house. They streamlined food presentations on the line and that includes the salad bar and cold deli cases. They worked hard to utilize the USDA commodities while still offering more variety. Some of the items that they added to the menu that have been successful are pulled pork, Swedish meatballs, fajitas with sautéed onions and peppers, Chicken Alfredo over penne pasta, and fried dough. The fried dough is actually baked, but they didn't think that the name "baked dough" would go over as well as fried dough. They focused on Chinese New Year with some Asian dishes such as teriyaki chicken, tangerine chicken, fried rice, and they are hoping to find a fortune cookie with suitable messages. Some of the homemade desserts, such as tie-dye cake and apple crisp, have enticed students and staff to purchase the meal. They have a daily salad bar with a variety of fresh vegetables and different protein sources. They also do chef and taco salads that have gone over well. March is National Nutrition Month, and they will have a focus on nutrition. On the

St. Patrick's Day holiday, they will provide corn beef and cabbage. During the season of Lent, they will offer different fish options besides tuna.

They are working to increase their marketing within the school. They have done taste tests with the journalism class, as well as school-wide taste testing. They are talking about having a cooking demonstration in the future. They purchased colorful signage to catch the attention of the students. Chef Tony is very talented with his culinary skills, so he also serves lunch. This gives him the opportunity to interact with the students and find out what they like and would like to see on the menu. They will continue working with the Emblem Newspaper, and there was a wonderful article recently in the Record Journal.

Mrs. Carmody stated that everything sounds wonderful and she has witnessed the taste testing. The feedback from students and staff has been positive.

Mrs. Notar-Francesco asked about the cost of the food that is now being used. Is there a difference in cost for what Chef Tony is preparing for the students versus what was being used before? Ms. Welinsky stated that they are utilizing the commodities as much as possible which keeps the cost of the meals low. She had Linda Hubeny, Director of USDA Commodities, work with her to see if there's anything else they can be doing. She suggested the Fresh Program in which the produce comes out of the district entitlement dollars for commodities, so they are not paying a produce bill at the high school. That is an example of the ways that they are trying to get by the extra costs. When they serve the Chicken Alfredo, which costs a bit more, they pair that with a commodity vegetable or fruit to help lower the cost of the entire meal.

Mrs. Clark commented that she took an informal survey of eight to ten sophomore boys who all raved about Chef Tony and his innovations in the cafeteria at Southington High School.

Mrs. Queen shared an idea that she has learned from news programs which is the concept of gardens in school settings. She wondered if we were able to tie this with the Agricultural Science and Technology Program. Mrs. DiNello deferred the question to Mr. Thiery because he is involved with a program that might tie together with this concept. Mr. Thiery talked about Activate Southington and their goal to increase access to fresh fruits and vegetables. One of the avenues they are looking at is community gardens. There's another group, the Open Space Committee, in town that is also interested in these gardens. They spoke with other towns that have these options and they create a separate entity in town that facilitates the formation of community gardens. They would then look to the school system to determine how they can support that program. It's been discussed that, between the agricultural program and some of the property the district owns, there may be partnerships that the district could enter to support community garden access.

Mrs. Rickard thanked Ms. Welinsky for the Meal Pay Plus program. It's such a convenience for parents. She complimented the work from Ms. Welinsky.

Mrs. DiNello also mentioned that there's been discussion about the reauthorization of child nutrition in school lunches. If that bill passes, they are anticipating that there are going to be additional whole grains and vegetables required, and portion sizes will change. Healthier food costs more money. The district may receive an additional \$0.06 per meal increase. The School Lunch Program has not had a price increase since 2008-2009. That increase was \$0.25.

Until they know what the changes and the requirements will be on the School Lunch Program, they might be reporting something different for next year.

Mrs. Rickard would like to know what the penalty would be to not participate in that program. She's not afraid to say that Southington is not going to participate in that program because they are doing a great job with their program.

Mr. Goralski mentioned that the district is selling 18,598 pizza slices. Knowing that Chef Tony is a pizza whiz, Mr. Goralski asked if they have the capability of Chef Tony making the pizzas himself. If they do have the ability, it's a high profit item, and can it be brought in-house? Ms. Welinsky and Chef Tony did have that conversation, but he would not be able to make the dough from scratch. They talked about purchasing the pizza shell and providing the toppings. They aren't sure that it would be the quality that the students prefer.

Mr. Goralski thanked Ms. Welinsky for her information.

**b. Leonard and Gladys Joll Scholarship Committee Appointment**

Mr. Goralski asked if there were any Board members interested in serving on this committee; Board members who offered to serve on the committee were Mrs. Carmody, Mr. Derynoski, and Mrs. Rickard.

**c. Transfer of Funds**

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

**"Move to approve the transfer of funds as presented."**

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

**8. EXECUTIVE SESSION**

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

**"Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Personnel Matters and Contract Negotiations, and upon conclusion reconvene to public session."**

**Motion carried unanimously by voice vote.**

The meeting was adjourned at 9:43 p.m.

Respectfully submitted,

***Michelle Passamano***

Michelle Passamano  
Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION  
FEBRUARY 10, 2011**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:50 p.m.

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

**Members Absent:** Mrs. Rosemarie Fischer

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools

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

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Personnel Matters and Contract Negotiations, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

**MOTION:** by Mrs. Queen, seconded by Mrs. Notar-Francesco:

**“Move that the Board return to public session.”**

**Motion carried unanimously by voice vote.**

*The board reconvened public session at 10:08 p.m.*

**MOTION:** by Mrs. Johnson, seconded by Mrs. Notar-Francesco:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The Board adjourned at 10:08 p.m.

Respectfully submitted,

Jill Notar-Francesco, Secretary  
Southington Board of Education

# Attachment A

## Administrative Report – February 10, 2011

1. **AASA Governance** (Attachment #1)
2. **AASA Conference** (Attachment #2)
3. **Center for School Change** (Attachment #3)
4. **School Calendar 2010-2011** (Attachment #4)
5. **Diversity Initiative**  
**Student Leaders – Southington High School**

*Joe Egan*  
2/10/11

**AASA Governance Related Meetings**  
**Denver, Colo.**  
**February 15 and 16, 2011**

**Governing Board Meeting (1<sup>st</sup> Session)**  
**Tuesday, February 15**  
**Centennial Ballrooms, F-H – Hyatt Regency**  
**1:30 – 5 p.m.**

Remarks, Arne Duncan, U.S. Secretary of Education: 4:30 p.m.

**Executive Committee Meeting & Briefing**  
**Tuesday, February 15**  
**Centennial Ballroom A – Hyatt Regency**  
**5:15 – 6:30 p.m.**

**Governing Board Meeting (Regional Meetings)**  
**Wednesday, February 16**  
**7:30 – 10 a.m.**

<b>Breakfast located in Centennial Foyer for:</b>	<b>Breakfast located foyer Granite Room for:</b>
Region 1 – Centennial F-H	Region 2 – Agate B/C
Region 5 – Centennial A	Region 3 – Granite A/B
Region 6 – Centennial B	Region 4 – Quartz
Region 7 – Centennial C	

**Governing Board Meeting (2<sup>nd</sup> Session)**  
**Wednesday, February 16**  
**10:15 a.m. – 12 p.m.**

**Advisory Committee Meetings**  
**Wednesday, February 16**  
**1:30 – 5 p.m.**

*Focus on Public Education as the Cornerstone of Democracy – Hyatt, Quartz (3<sup>rd</sup> Floor)*  
*Focus on Children, Equity and Excellence – Hyatt, Agate B/C (3<sup>rd</sup> Floor)*  
*Focus on Leadership for Learning – Hyatt, Granite A/B (3<sup>rd</sup> Floor)*

**Past President's Council**  
**Hyatt, Limestone (4<sup>th</sup> Floor)**  
**Wednesday, February 16**  
**2 – 4 p.m.**

**Governance Reception**  
**Hyatt, Centennial A-C (3<sup>rd</sup> Floor)**  
**Wednesday, February 16**  
**5:30 – 6:30 p.m.**



## ***Governing Board: Agenda***

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**Tuesday, February 15, 2011**

12 – 2 p.m.            Governing Board Registration

1:30 – 5 p.m.        Governing Board Meeting (1<sup>st</sup> Session)

### **I.     Routine Business**

**A.**     Welcome (1:30 – 1:35 p.m.)

***Ed Hatrick, AASA President***

**B.**     Approval of July 2010 Minutes (1:35 p.m.)

***Ed Hatrick***

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**C.**     Approval of Audit Report (1:36 – 1:40 p.m.)

***Mark Bielang, AASA Immediate Past President***

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### **II.    President-Elect Credentialing**

***Mark Bielang***

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Nominating Process and Summary: Election Guidelines (1:45 – 1:50 p.m.)

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Prepared Remarks by Candidates (1:50 – 2 p.m.)

***(Maximum of 3 minutes per candidate)***

Benny Gooden

Paul Shaw

Response to question (2 – 2:10 p.m.)

***(Maximum of 2 minutes per candidate)***

Paul Shaw

Benny Gooden

Governing Board: Supporting Remarks (2:10 – 2:20 p.m.)

***(Maximum of 5 minutes per candidate)***

#### **Action Item**

Credentialing of Candidates for President-Elect (2:20 – 2:25 p.m.)

### **III.   General Business (review of agenda items)**

**D.**     Mission Statement (2:25 – 2:35 p.m.)

***Mark Bielang***

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**E.**     Position Statements (2:35 – 2:45 p.m.)

***Pat Neudecker, AASA President-elect***

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**F.**     Membership Dues Recommendation: 2011-12 (2:45 – 2:55 p.m.)

***Dan Domenech***

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***Governing Board: Agenda***

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- IV. Executive Director's Report** (2:55 – 3:30 p.m.)  
***Dan Domenech***

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***Break: 3:30 – 3:45 p.m.***

- V. Legislative Agenda Briefing** (3:45 – 4:30 p.m.)  
***Bruce Hunter***

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- VI. Remarks** (4:30 – 5 p.m.)  
***Secretary Arne Duncan***  
***U.S. Department of Education***

# CONFERENCE-AT-A-GLANCE:

PLAN AHEAD SO YOU DON'T MISS A SINGLE MOMENT

- 8:00 A.M. – 3:30 P.M.** Registration Open
- 8:30 A.M. – 3:00 P.M.** NCE Marketplace Open
- 9:00 – 10:00 A.M.** Coffee Break in the NCE Marketplace
- 10:00 – 11:00 A.M.** Thought Leader Sessions
- ▲ **Transforming Schools: From Technology to Information and Global Communications Planning**  
ALAN NOVEMBER, senior partner, November Learning
  - ▲ **Central-Office Transformation for Districtwide Teaching and Learning Improvement**  
MEREDITH HONIG, associate professor, Educational Leadership & Policy Studies, University of Washington  
*This session made possible by The Wallace Foundation*
- 11:15 A.M. – 12:15 P.M.** Education Sessions
- 12:15 – 12:45 P.M.** Dedicated Exhibit Hall Time
- 12:45 – 1:45 P.M.** Education Sessions
- 2:00 – 3:00 P.M.** Thought Leader Sessions
- ▲ **Education Leaders and 21st-Century Education**  
KEN KAY, CEO, e-Luminate Group Inc.
  - ▲ **Getting Accountability Right: A Blueprint for 21st-Century Accountability Systems from the Classroom to the Boardroom**  
DOUG REEVES, founder, The Leadership & Learning Center
- 3:15 – 5:15 P.M.** **OPENING GENERAL SESSION**
- ▲ **All Systems Go**  
MICHAEL FULLAN, professor emeritus, Ontario Institute for Studies in Education, University of Toronto
- 5:30 – 6:30 P.M.** Welcome Reception

- 7:30 A.M. – 1:30 P.M.** Registration Open
- 8:00 – 10:00 A.M.** General Session
- ▲ **Will School Reform Improve the Schools?**  
DIANE RAVITCH, research professor of education, New York University, and senior fellow, Brookings Institution
- 10:00 A.M. – 4:15 P.M.** NCE Marketplace Open
- 10:30 – 11:00 A.M.** Coffee Break in the NCE Marketplace

- 10:30 – 11:30 A.M.** Thought Leader Sessions
- ▲ **Creating a "Greenfield" Environment for Sustainable School Reform**  
RICK HESS, director of education policy, American Enterprise Institute
  - ▲ **Failure Is Not an Option®: Building Sustainable Improvement**  
ALAN BLANKSTEIN, founder and president, HOPE Foundation
  - ▲ **Insulating the Education Pipeline to Increase College and Career Readiness**  
KAREN PITTMAN, president and CEO, Forum for Youth Investment
- 10:30 A.M. – 3:30 P.M.** Job Central Open
- 11:45 A.M. – 12:45 P.M.** Education Sessions
- 12:00 – 1:30 P.M.** Federal Relations Luncheon
- 12:45 – 1:15 P.M.** Dedicated Exhibit Hall Time
- 1:15 – 2:15 P.M.** Education Sessions
- 2:30 – 3:30 P.M.** Thought Leader Sessions
- ▲ **Confronting Today's School Reform Juggernaut with 21st-Century Knowledge, Models and Technologies**  
CHUCK SCHWAHN, Schwahn Leadership Associates, and BILL SPADY, director, HeartLight International
  - ▲ **Deliberate Excellence**  
JERRY WEAST, superintendent, Montgomery County Public Schools (MD)
- 3:30 – 4:15 P.M.** Happy Hour in the Hall
- 4:30 – 6:00 P.M.** AASA Awards Ceremony and Reception

- 8:00 A.M. – 12:00 P.M.** Registration Open
- 8:30 – 10:30 A.M.** **CLOSING GENERAL SESSION**
- ▲ **Rachel's Challenge**  
DARRELL SCOTT, founder, Rachel's Challenge
- 10:00 A.M. – 1:30 P.M.** Job Central Open
- 10:15 – 11:15 A.M.** Education Sessions
- 11:30 A.M. – 12:30 P.M.** Thought Leader Sessions
- ▲ **The Battle for America's Future**  
BILL MILLIKEN, founder and vice chairman, Communities In Schools
  - ▲ **The State of the Superintendancy**  
BOB McCORD, associate professor, University of Nevada Las Vegas
- 11:30 A.M. – 1:30 P.M.** Dr. Effie H. Jones Memorial Luncheon

January 27, 2011

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

Dear Joe and Howard,

Thanks for a good discussion last week on Southington's progress on instructional improvement in your district - you have much to be proud of. Sarah Birkeland best summarizes the progress made in an email I received from her last week:

*Morale among the administrators appears high; I was struck by their pride in Southington's progress as a district and the overall sense that the district is on a good path. There appears to be good trust and communication among the administrators.*

*Each of the 4 building principals I interviewed is using the mission statement in some way, though -- as you might expect -- the ways in which they are using it vary.*

*In reflecting on the interviews I was struck that several things are now taken for granted in Southington that were not 4 years ago:*

- the idea that the principal's job is to hold teachers accountable for student learning;*
- the clear expectation that principals will only renew non-tenured teachers who are excellent (though two different principals told me that don't think this expectation is entirely realistic);*
- the acceptance that continuous improvement planning is cyclical and is informed by data;*
- a shared commitment to improving teachers' every day classroom instruction;*
- an expectation that PD is building-based and job embedded.*

*That is a lot of change, and it is worth celebrating.*

I agree!

The attached summary of our meeting captures highlights of our discussion about Southington's systemic improvement and the Center's technical assistance. I think we all

agree that the efforts this year on ensuring sustainability of your work through a focus on implementation of the mission statement has been an effective step.

Thank you again for our exchange about Southington's progress toward fully realizing systemic instructional improvement. I look forward to our continued partnership and our on-going collaboration.

Sincerely,

Laura R. Boutilier  
Program Coordinator

2010 - 2011 Mid-Year Meeting Summary  
January 11, 2011

Present:

Dr. Joseph Erardi Jr. Superintendent  
Howard Thiery, Assistant Superintendent  
Laura Boutilier, Program Coordinator

**Highlights of progress on Systemic Instructional Improvement**

**Goal: Continue to develop leadership to study, evaluate, and implement sustainability principles in system work.**

Leadership development is an on-going and central part of the district work funded through the SIIP grant. This year's focus on "Mission Success" is an attempt to ensure that the elements in the mission statement are, in fact, operationalized in every classroom, in every school. It is dependent on the leadership of the district to make this a reality.

At this point in the year, it is obvious that the message about the importance of the mission statement has been heard loud and clear. Initial focus group data supports this perception. Other changes in practice that reinforce this message include: the Rounds process revisions this year to focus the classroom observations on the elements of the mission statement and the parent newsletter information crafted and disseminated by Howard. These changes have helped inform the public and reinforced the importance of this document to all constituents. Comments made during the focus group conversations and artifacts from some of the schools indicate that staff also sees the potential the mission statement has to help define quality instruction in Southington. Developing some sort of rubric to clarify each of the elements is the logical next step in making this a living, breathing way of life for Southington students – the Southington Way.

We all continue to be pleased with the progress made by the Unified Arts program staff. Here again, expectations were shared and the message of change has been sent and reinforced by both the superintendent and the assistant superintendent. Staff has risen to the challenge. The next step is to spread this work to other areas of the curriculum.

**Future direction of Southington's work and technical assistance based on our discussion**

As we enter the last stretch of our formal relationship we need to continue to find ways to shift ownership and responsibility for district practices to other staff in Southington in the on-going efforts towards sustaining these practices. Your administrators have shown the

willingness to work collaboratively and the commitment to maintain the high standards of excellence for which Southington is noted. Your idea of a Retreat Planning Committee is a great next step in developing ownership in the retreat process.

As mentioned, with possible administrative changes on the horizon, the timing is right for completion of an audit of the district curricular oversight system. More systemic approaches to providing supervision of all the disciplines would benefit the entire district and assist in sustainability efforts. I am willing to gather data; either from within the district or practices from other districts, which you may find useful when the opportunity for change presents itself.

I plan to repeat the mission statement focus group process in April. Following that, I will prepare a summary of changes from fall to spring in achieving "Mission Success". Hopefully this information will inform the next steps for your district.

Both of you are to be commended for the impact you have had on learning and teaching in your district. Sarah is right – there is much cause for celebration!

## JOSEPH ERARDI

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To: Weather Delays  
Subject: Impact: 2010-2011

Friday, January 7	Snow	Early Dismissal	K-12
Wednesday, January 12	Snow	No School	K-12
Thursday, January 13	Snow	No School	K-12
Tuesday, January 18	Snow	No School	K-12
Wednesday, January 19	Ice	Late Opening	K-12
Friday, January 21	Snow	No School	K-12
Tuesday, January 25	Snow	Late Opening	K-12
Wednesday, January 26	Snow	Early Dismissal	K-12
Thursday, January 27	Snow	No School	K-12
Friday, January 28	Electricity	Late Opening	DES
Tuesday, February 1	Snow	No School	K-12
Wednesday, February 2	Snow / Ice	No School	K-12

Thursday, June 23, 2011

Remaining June Days: (5)



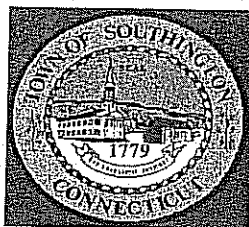
Southington Public Schools  
Southington, Connecticut

**LAST DAY OF SCHOOL / GRADUATION**

SCHOOL YEAR	DAY	LAST DAY SCHOOL	SNOW DAYS (Cancellations)	GRADUATION
2009-2010	Monday	June 21, 2010	2	Friday, June 18, 2010
2008-2009	Monday	June 22, 2009	3	Friday, June 19, 2009
2007-2008	Thursday	June 19, 2008	3	Thurs., June 19, 2008
		June 20 (SEES, SES, FES)	Due to loss of power 12/3/07	
2006-2007	Wednesday	June 20, 2007	3	Wed., June 20, 2007
2005-2006	Thursday	June 22, 2006	4	Thurs. June 22, 2006
2004-2005	Friday	June 24, 2005	5	Fri., June 24, 2005
2003-2004	Friday	June 18, 2004	4	Fri., June 18, 2004 Rained during day cleared in evening. Held outdoors.
2002-2003	Thursday	June 19, 2003	3	Thurs., June 19, 2003 Indoors/rained in afternoon
2001-2002	Friday	June 14, 2002	0	Fri., June 14, 2002 Indoors/raining (1st time indoors in 15 years +?) Grad party same night
2000-2001	Thursday	<u>K-grade 8</u> June 21, 2001	5	Tuesday, June 26, 2001 5:30pm Outdoor/good weather. Grad party same night.
	Tuesday	<u>High School</u> June 26, 2001	5+ PCB Incident (8 days make-up including Columbus/Veterans)	
1999-2000	Thursday	June 15, 2000	1	June 17, 2000
1998-1999	Thursday	June 24, 1999	4	June 26, 1999
1997-1998	Thursday	June 18, 1998	3	June 20, 1998
1996-1997	Friday	June 20, 1997	4	June 21, 1997
1995-1996	Tuesday	June 25, 1996	8	June 29, 1996
1994-1995	Thursday	June 15, 1995	0	June 17, 1995
1993-1994	Thursday	June 23, 1994	8	June 25, 1994
1992-1993	Wednesday	June 23, 1993	3	June 26, 1993
1991-1992	Thursday	June 11, 1992	1	June 13, 1992
1990-1991	Friday	June 14, 1991	1	June 15, 1991

# Southington Public Schools

2010



2011

SCHOOL BEGINS: AUG. 30

## ADOPTED SCHOOL CALENDAR

SCHOOL ENDS: JUNE 14

M	T	W	TH	F
<b>AUGUST 2010</b> 2 DAYS				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	WD	PD	PD
SB	31			

<b>SEPTEMBER 2010</b> 21 DAYS				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

<b>OCTOBER 2010</b> 20 DAYS				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>NOVEMBER 2010</b> 17 DAYS				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

<b>DECEMBER 2010</b> 17 DAYS				
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	<23>	24
27	28	29	30	31

<b>JANUARY 2011</b> 19 DAYS				
3	4	5	6	7
10	11	12	13	PD
17	18	19	20	21
24	25	26	27	28
31				

AUG 25	Convocation/Work Day
AUG 26	Professional Development Day
AUG 27	Professional Development Day
AUG 30	FIRST DAY OF SCHOOL ~ FULL DAY
SEPT 6	Labor Day
OCT 11	Columbus Day
NOV 2	Election Day/Prof. Dev. Day
NOV 11	Veterans' Day
NOV 24-26	Thanksgiving Recess
DEC 24-	Holiday Recess
JAN 2	(Includes Christmas and New Year's Day)
JAN 14	Professional Development Day
JAN 17	Martin Luther King Day
FEB 21-25	Winter Recess (Includes Presidents' Day)
APR 18-22	Spring Recess (Includes Good Friday)
MAY 30	Memorial Day
JUNE 14	Projected Last Day ~ June 14

= Holiday/School Recess - No School for Students and Staff

PD = Professional Development - No School for Students

< > = Early Dismissal for Students

M	T	W	TH	F
<b>15 DAYS FEBRUARY 2011</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

<b>23 DAYS MARCH 2011</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

<b>16 DAYS APRIL 2011</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>21 DAYS MAY 2011</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

<b>10 DAYS JUNE 2011</b>				
	1	2	3	
6	7	8	9	10
13	<14>	15	16	17
20	21	22	23	24
27	28	29	30	

**\*SCHOOL ENDS JUNE 14**

\*If weather or other emergencies require the closing of school, the lost days will be made up by extending the school year in June.

Proposed Draft: 1/14/10- 1<sup>st</sup> Reading  
Da/1/28/10 - Board Adopted