

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

FEBRUARY 25, 2010

The regular meeting of the Southington Board of Education was held on Thursday, February 25, 2010 at 7:30 p.m. in the John F. Kennedy Middle School Library, 1071 South Main Street, Plantsville, Connecticut.

At 7:00 p.m., the John F. Kennedy String Orchestra, under the direction of music teacher Elyse Sloves, entertained the audience with a wonderful selection of music showcasing the String Orchestra.

At 7:13 p.m., for the Celebration of Excellence, Dr. Erardi recognized the winners of the American Legion Local Oratorical Contest (Timothy Lachapelle-1st Place, Raymond Simmon-2nd Place, and Elaine Rodriguez-3rd Place), the winner of the American Legion District Oratorical Contest (Timothy Lachapelle), and Lieutenant Colonel Walter Hushak for the School - American History Partnership. Mr. Goralski presented the honorees with a plaque and recognized the members of the American Legion who were in attendance.

At 7:25 p.m., Mr. Goralski introduced Attorney Anthony Sheffy, Chairman of the Southington Education Foundation, and Dr. George Costanzo, Chairman of the Grant Committee of the Southington Education Foundation. They were at the meeting to award three grants totaling \$10,000 from an anonymous donor who designated that certain criteria be met. Teachers presented innovative ideas to apply for these grants. The recipients of this philanthropic gift of \$10,000 were:

\$2,500 – Grant Name: Addressing Technical Needs of the John F. Kennedy Jazz Band. This grant is for Grades 6, 7, and 8 and affects 29 stage band musicians, 400 music students and seven audio technician students. This program is to train the audio technicians. The grant recipient was Mr. Tim Johnson.

\$2,500 – Grant Name: Manufacturing / Construction Advisory Board. This grant is for Grades 9-12 and affects 50 to 750 students. It is designed to prepare high school students to enter the industrial career fields in manufacturing and construction directly from high school. The grant recipients were Mrs. Nancy Chiero and Mr. John Ellsworth.

\$5,000 – Grant Name: The TI-Nspired™ Classroom. This grant is for Grades 9-12. It is designated for the pre-calculus math classes and the Advanced Placement statistic classes. It will be used to purchase SmartBoards, LCD projectors, software and 20 sets of TI-Nspired™ Interactive Calculators. Teachers and students will be able to communicate wirelessly. This is so advanced that teachers need to be trained on how to use it. The grant recipient was Mr. Robert Lasbury.

Refreshments were prepared and served by the John F. Kennedy PTO for the Celebration of Excellence.

1. CALL TO ORDER

The meeting was called to order at 7:55 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, and Mrs. Kathleen Rickard. Absent were Mr. David Derynoski and Ms. Michelle Schroeder.

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; Mr. Frederick Cox, Director of Operations; and Ms. Frances Haag, Senior Special Education Coordinator.

Student Representative, Christopher Amnott, was absent.

2. PLEDGE OF ALLEGIANCE

Mr. Goralski asked the Boy Scouts and a Girl Scout in the audience to lead the meeting with the Pledge of Allegiance.

3. APPROVAL OF MINUTES ~ JANUARY 28, 2010

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

“Move to approve the minutes of the regular meeting of January 28, 2010.”

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

4. COMMUNICATIONS

a. Communications from Audience

There was no communication from the audience.

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Notar-Francesco noted that, in preparation for the Legislative Breakfast held earlier in the week, she sent her CREC Report through the mail to the Board members.

Communication from Administration:

Dr. Erardi discussed the following (*Attachment #1*):

1. Library Partnership: Dr. Erardi reported that he would annually include information about the continued Southington Library partnership with the school system regarding incoming Kindergarten parents.
2. Board of Education Web Posting: Dr. Erardi reported that on Tuesday, March 2, 2010, the Board of Education would be video streaming across the Town and Board of Education websites, with this meeting being their debut.
3. Administrative 092 Cohort: Dr. Erardi reported that the formal start-up of the partnership with the Central Connecticut State University Graduate Program would begin on Wednesday, March 3, 2010 at 3:30 p.m. This program will offer the opportunity to 31 staff members who will be attending to pursue their administrative certificate. He was very pleased with the quality of the cohort.
4. Center for School Change: Dr. Erardi reported that he was proud of the work that took place at Strong Elementary School on Tuesday, February 23, 2010. He explained that Strong was a site visit school for the Center for School Change with 13 superintendents throughout the State of Connecticut, along with representatives from Harvard University, who visited and had the opportunity to watch instruction taking place. He reported that he received positive feedback from the cohort to which he belongs. He was very proud of the administrative team, the teaching staff at Strong School, and the leadership of Linda Lackner, Principal of Strong School. He noted that an article written by the Center for School Change included information about Southington Public Schools.
5. South End Elementary School Celebration: Dr. Erardi reported that the opening day at the new South End Elementary School would be March 22, 2010. There would be a program at 10:00 a.m. It will be a partnership with the Historical Society so the students will better understand the history of South End Elementary School.
6. National Fiscal Trends: Dr. Erardi stated that he included in his administrative packet the national trends regarding the economic downturn in 2008-2009 and 2009-2010 and school districts' responses to revenue loss.

Mr. Goralski announced that Mr. Derynoski was out of state with work, Ms. Schroeder was "under the weather," and Mr. Amnott was playing in a basketball game. They were unable to attend tonight's meeting.

5. COMMITTEE REPORTS

a. Facility Committee Meeting ~ February 2, 2010

Dr. Erardi reported that the committee continues to work collaboratively with the Town Council, Board of Finance and leadership from Town Hall. The focus is on the immediate needs for 2010-2011. A great deal of conversation is looking at 49 Beecher Street, the Gura Building, the John Pyne Center and North Center School. The current consensus of the committee is to consider a Feasibility Study that has the potential to close 49 Beecher Street and move Central Office to North Center School, along with Town Hall offices. The recommendation at this time

would be to leave the Alternative Program at the John Pyne Center. In Executive Session this evening, they will have further conversation regarding contractual opportunities for the Feasibility Study.

b. Policy & Personnel Committee Meeting ~ February 4, 2010

Mrs. Fischer reported that the Policy and Personnel Committee met on February 4, 2010 and they revisited Preferential Bidding and Out of District Tuition. They looked at three job descriptions that are on tonight's agenda for action. They reviewed the Technology Director job description and will continue that discussion.

6. REPORT OF SUPERINTENDENT

a. Personnel Report

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

"Move to approve the Personnel Report."

Mrs. Notar-Francesco asked Dr. Erardi to speak to the appointments in the report with regard to the current spending freeze that is in place. Dr. Erardi responded that, before any new appointment is made, the conversation centers around "essential personnel." In many cases, especially with support staff, these are one-on-one instructional support for a particular student. The justification is that the student would not be successful without continued support.

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

7. OLD BUSINESS

a. Town Council / Board of Finance Communications

Mr. Goralski shared that the Committee of the Chairs that was created by Town Council Chairman Edward Pocock had their first meeting on February 11. It was a general focus of what that committee is going to do. It was a sharing of ideas and interests with each other and long-term goals. This will be an ongoing dialogue. He stated that it was a good concept and that he would report to the Board of Education after every meeting. He noted that, whenever one of the chairs cannot attend, the vice-chair would attend, so there would always be representation from the different Boards.

Mr. Goralski announced that there are two public hearings on March 8. One is regarding Charter Revision and the other public hearing is on sewer fees. Mr. Goralski noted that in speaking with Mr. Stanforth, Board of Finance Chair, March 10 would be the official presentation of the Board of Education budget to the Board of Finance at 7:00 p.m. in the Town Council Chambers.

b. Construction Update

Plantsville Elementary School:

Mr. Cox reported that they are completing their second month in operation at Plantsville Elementary School. They are putting together some small punch list items to submit to Newfield Construction that need to be addressed. There is nothing substantial as far as operational.

South End Elementary School:

Mr. Cox reported that on February 9 they had a successful Board of Education and South End Elementary staff tour of the facility. There will be another tour following the PTO meeting on Monday night, March 1, in the new cafetorium.

c. Redistricting Committee

Dr. Erardi reported that there were lively discussions at the two public hearings, with two more hearings to go. At Plantsville Elementary School and South End Elementary School, they had two very good conversations with parents. On March 2 and March 9, there will be continued discussions. The committee remains on target and on time for a Board-at-large presentation for March 25.

Mrs. Fischer stated that the Board received some e-mails with suggestions and ideas and asked what the procedure was for them to be addressed by the committee. Dr. Erardi replied that any parent who felt that they would like to offer a suggestion or recommendation at last night's meeting was asked to put it in writing. The committee will be reviewing all of the information that comes to them. They have a second meeting scheduled for Thursday, March 4. He stated that there was a mechanism in place with an effective review process.

d. Tennis Naming Committee

Mrs. Carmody reported that the last meeting was Monday and the committee was complete in their plans for the April 5 presentation of the Bob Garry Tennis Courts. She noted that Mr. Phil Goodwin had done a tremendous amount of work and they have finalized what the plaque will look like. Dr. Erardi added that the community, once again, has stepped forward as far as fundraising and that the contributions have been terrific. Mrs. Carmody stated that they would have one more meeting to finalize the invitation list and anything that needs to be wrapped up.

e. Facility Building Use – Phase I – 2010-2011

Dr. Erardi reported that he has covered this information in agenda item 5.a with a review of the committee meetings.

f. Curriculum Initiative ~ Standards Based Report Cards

Mr. Thiery gave a PowerPoint presentation on Standards Based Report Cards. He pointed out that the Report Card Revision Committee at the elementary level started the review process one year ago. They are looking to move the existing report card to standards based.

Premise: Mr. Thiery stated that the premise of their work was that report cards should clearly communicate to parents what students know and can do relative to appropriate grade level standards.

Mission: Mr. Thiery noted that the mission of the committee was to revise Southington elementary report cards to align to curricular standards and provide better clarity regarding a student's academic and developmental progress. He pointed out that there was a strong feeling on the part of the elementary administration and faculty that the report cards were out of sync with the curricula.

Committee: Mr. Thiery noted that last year a committee was assembled with Sally Kamerbeek [Principal of South End School] as the Chairperson. The other people involved were Betsy Chester, Language Arts Coordinator; Dale Riedinger, Science/Mathematics Coordinator; elementary teachers representing every grade level and every school. Subcommittees representing each curriculum area were also involved. He gave the committee members a lot of credit because it was voluntary and they have put in a lot of work on this. He expressed his gratitude and respect to them for what they have accomplished in just one year.

Mr. Thiery showed some sample revisions to describe the type of report card that they are moving toward. One of their goals was to separate out the message to the parents of where the child was developmentally, behaviorally and academically. They developed two brand new sections that did not exist on the old. They are "Academic Success Habits" and "Behaviors that Contribute to a Learning Community." These represent work ethics, community ethics, and developmental progress. Under the old grading system, many of these things were actually being incorporated along with academic progress in a conglomerate grade. A grade of "B" would represent where the student was academically as well as whether the student completed their assignments, came prepared, took responsibility and completed their homework. Instead, the committee teased these things out and they are going to report on them individually and independently. The committee felt that the proper or appropriate grades for these were a simple "Yes," "Inconsistent," and "No."

Mr. Thiery noted that the committee looked at report cards from all over the state and all over the country. They looked at report cards from Michigan, California, Wisconsin, the Chicago area and a dozen from Connecticut to see what other school systems were doing.

Mr. Thiery pointed out that every single subject area has its own set of academic standards represented on a report card. He noted that the academic standard indicators will communicate to parents whether a child is exceeding the academic standard, meeting the academic standard, progressing toward the academic standard, not progressing toward the academic standard or that the academic standard is not assessed in that marking period. There are three marking periods and some academic standards may not come into play until the second or third marking period.

Mr. Thiery noted that the committee gave each subject area to the subject area specialists. In Language Arts, the Literacy Specialists and the Language Arts Curriculum Committee developed the standards. In Mathematics, the Mathematics Curriculum Committee and specialists developed the standards using the curriculum that is already in place and adopted by the Board of Education. There is a Curriculum Committee for each subject area and they

contributed the standards for their areas. Mr. Thiery noted that each grade has different standards, although some of them overlap and sound similar.

Mr. Thiery stated that, at this time, the Board members have the first set of "Draft" report cards in their packet. He noted that the committee has been communicating with the Board Curriculum Committee all along on this and their intent was to pilot the new report card at one of the elementary schools this year. They chose South End Elementary School to pilot the report card the second and third marking period of this school year. For elementary schools, the second marking period grades go home the end of March. In a few weeks, they will be sending the first set of report cards home. The faculty received these report cards on February 1. He commented that Mrs. Chester and Ms. Riedinger have been at South End School to talk to the teachers about the standards, how to interpret student work for the standards and clearly communicate student progress. Once they send the report cards home, they are going to be setting up sessions for both evenings and mornings for parent and faculty feedback. Mr. Thiery noted that in the Spring of 2010 they would be getting parent and faculty feedback and, once that feedback is processed, they will do report card revisions in the Summer of 2010 with a district-wide roll out for the 2010-2011 school year.

Mrs. Notar-Francesco expressed that this was great work that was long overdue. She asked if the physical education, art, and music faculty weighed in on this. Mr. Thiery replied that they have and the standards were developed by them. Mrs. Notar-Francesco noted that in the music category, under "Work Habits" it says, "Follows directions and demonstrates effort," which she thought was unusual because this appears only in the music area and not in the report card as a whole. She asked what the rationale was for that. Mr. Thiery replied that the sense was that it is represented in the report card, as the whole, on the front page under the category of habits that promote academic success. It was put separately there by the committee because it was put there by the music staff, even though it was on the front page. He noted that it was a topic of discussion of whether it was redundant or whether it is separate. They decided to let that play out in the pilot. There are things in these report cards that they had much discussion on and they decided that was what a pilot was for. They wanted to see how it played out in the pilot and what the feedback from the parents was and how the teachers used it. In committee, they are unable to see how it will be actually used by the teacher. To him, it is possibly represented in both places. It is represented holistically in the front. He noted that the classroom teacher owns the student for all the subjects and that front page is really theirs. He thought that the music people felt that effort and following directions was really a critical part of their individual class and only under their standards would they be commenting, therefore, they needed it there separately.

Mrs. Fischer asked if it would be reasonable that each of the specific subject areas on the back would have something like the music standard of "Follows directions and demonstrates effort." Mr. Goralski thought with physical education that "participates" covers that because you need to participate in gym. Mr. Thiery replied that was the way that they worded that particular standard. Mrs. Fischer was concerned with the music, physical education, art, and health and, if there are similar characteristics, they are trying to assess looking at the same thing, but they are wording it differently. She asked if it would make more sense, if they were going to try to assess the same thing, to name it the same thing just for clarity to the parents. Mr. Thiery replied that they discussed that and strived for that across the grades within the academic areas. Within the same standard in Language Arts they tried to get similar wording across the grades. He pointed

out that, because these were written by the individual areas, they did challenge them with why they used the word “participate” and why they did not disaggregate into “Follow directions and demonstrates effort” and they had rationale for it. For the pilot, they felt that they needed to honor the work of the people who submitted it to see what happens.

Mrs. Carmody expressed the thanks of the entire Board of Education to the teachers that volunteered their time to do this. She thought that it was wonderful that they took the time to come up with a report card that they felt was going to better represent what the Board was looking for in curriculum in the school system. She asked Mr. Thiery to express the Board’s thanks for all their hard work. Mr. Thiery replied that he would absolutely do that.

Mrs. Carmody stated that under mathematics, when she looks at geometry, she has a problem with third graders having these concepts. Mr. Thiery replied that these were the state and national standards and they did not pull these out of the air. He gave this district credit because they really did do this in the right order. These are not only the state and national standards, these are the standards as represented in the adopted curriculum. He reminded the Board that the math curriculum switched over to a curriculum that is now a spiral curriculum so that all areas of mathematics - geometry, algebra, number sense, numerical reasoning, and problem solving - are represented in every grade level to some appropriate developmental degree. They spiral up to the next level and hit all the things to the next developmental degree. He noted that it was a very effective program when you look at the mathematics scores and that Southington has math scores of which other towns are jealous.

Mrs. Carmody thought that it would be interesting to get feedback from parents. Mr. Thiery stated that he was also eager to get the parent feedback. The reporting out aspect of this is so critical, and how it is received and understood is going to be paramount.

Mrs. Clark thought that the revised report card was phenomenal rather than the one page that the parents have been accustomed to getting. She asked if any parents were part of the committee. Mr. Thiery replied that there were no parents on the committee and that is what the two marking period pilot would be for. Mrs. Clark asked if there was anything in place to educate the parents regarding terms used, such as “spiraling.” Mr. Thiery replied that South End School is a very small community and that was one of the reasons why they chose it for the pilot. They have already started communicating with them through PTO meetings and parent conferences. There is going to be an aspect for the teacher to conference one-on-one over this new report card. They are also going to have sessions where they get feedback. Next year, when they roll out the new report card, supporting material will come out, as well, explaining the report card.

Mrs. Johnson noted that everyone likes a “heads up” and this is going to be a surprise to the parents. She thought that there was a lot of education-oriented language in this new report card, which was great. She thought that it would be a good idea to have some meetings with parents to explain what they are going to be getting and what the teachers expect the parents to learn from this report card, instead of at each Parent-Teacher conference having the teacher go over it. She felt that they should have a mass meeting for parents and explain the new report cards and what some of the language means. She thought that it was better than finding out what they think after the fact. Mr. Thiery replied that they have been in touch with the South End community and a letter has been drafted to the parents from him and Mrs. Kamerbeek before this

new report card goes home. There has been, and will be, advance notice. As far as the large roll out next year, he thought that she was right. Report cards do not come out until November and they have from the opening of school until November where they will be holding a traveling road show to the PTO groups at each school to roll out the new report cards. He felt that the one-to-one parent communication about the report card is essential every year. Every year there will be a whole set of new parents and the report card will be new for them. Mr. Thiery summarized that they will be holding school-by-school meetings next year to discuss the new report card and have supporting material that comes out with it. He felt that the Parent-Teacher conference is going to be essential.

Dr. Erardi noted that Mrs. Kamerbeek, who was in the audience, had additional information. Mrs. Kamerbeek stated that the South End community does know about piloting the report card because they have been talking about it for quite awhile and it has been on the PTO agenda in January, February and March. They have already seen the first page and have had healthy discussions at the PTO meetings. At the suggestion of one parent, they are going to give the parents the report card on Friday, March 19, so they will have all weekend to look at it and, when they attend the Parent-Teacher Conference, they have already digested it.

Mrs. Rickard defended the parent communication. She pointed out that her daughter went to Kelley Elementary School and every beginning of the year at Open House the goals and expectations of curriculum for the year were discussed. She learned about spiraling at Open House. She thought that the parents who go to Open Houses and PTO meetings have been educated about what is going on. Mr. Thiery stated that he was very cognizant that good communication was essential and they will be on top of that.

Mrs. Fischer asked if there was any mechanism they could use for a parent to see a blank report card before the first marking period. She thought that perhaps in the handbooks they should have a blank report card. Mrs. Rickard pointed out that they would be using a lot of paper and thought that it should be put on the website. Mrs. Fischer agreed and asked if they could have a blank report card available on the website so that a parent could download it in September. Mr. Thiery agreed. He noted that, once the report cards are adopted, many towns put them on their website.

Mrs. Fischer asked what tools they were specifically going to use through the pilot to assess what they hear from the parents so they can incorporate it. She asked if there was going to be a survey. She knew that Mr. Thiery said the teachers are going to speak to the parents during the Parent-Teacher conference, but conferences are only 15 minutes long and that would be difficult. Mr. Thiery replied that he did not expect the conference to be a feedback session because the conference should be about that parent's child. She asked him if she heard him wrong. Mr. Thiery replied that there will be conversations about the report card, but it would be in relationship to that parent's child. Once conferences have occurred, he hoped that the teachers would have a sense of what they had a hard time explaining or what confused parents. He noted that would be through focus groups and surveys. They would be sending surveys to both the faculty that use it as well as the parent group to try to elicit as much feedback as possible around the report card. Mrs. Fischer thought that would be more objective and valuable for the committee. Mr. Thiery responded that it was important that whatever feedback they get is concrete and that it yields useful revisions of the report card over the summer.

Mr. Goralski felt that the new report cards were better than the old report cards. He noted that the old report cards did something that the new ones do not. There was a transition because at some point in the high school they will get to the real grading world with A's and F's and everything in between. He asked if the middle school would be that transition so that elementary is purely about developing the true foundation of the child. Mr. Thiery replied that standards based report cards at the middle school level are their next piece of work. When they look at models across the country, they are a hybrid model, meaning that they are standards based and there is holistic grading as well. The big challenge at the middle school level is seeing that the standards based marks yield some sense in the grade. He thought that would be a struggle unto itself and would be a good body of work for them over the next two years. Mr. Goralski remarked that would be the more complex work that is yet to come. He thought that the high school report card would be modified, but would stay with the current grading system. Mr. Thiery believed that the high school report card was a few years off because of the middle school work. Right now, there are no current, good models of a standards based high school report card.

Mrs. Goralski asked if the report cards would have to be revised every time they revise the curriculum because the State always changes frameworks that alter the curriculum. Mr. Thiery replied that they do not reflexively revise the curriculum every time the State tweaks its frameworks. When they look at the curriculum, it is still aligned. The report cards would have to reflect in-district adopted curriculum. Most of those things are fundamental to elementary development and education, and large-scale changes in them are unlikely.

8. NEW BUSINESS

a. Job Description ~ Executive Administrative Assistant

Mrs. Fischer reported that the Policy and Personnel Committee reviewed the Executive Administrative Assistant, the Executive Secretary and the Matron / Monitor job descriptions.

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

“Move to approve the Executive Administrative Assistant job description.”

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

b. Job Description ~ Executive Secretary

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

“Move to approve the Executive Secretary job description.”

Mrs. Johnson commented that, when the Policy and Personnel Committee worked on these job descriptions, these were very lengthy to work out because the words were tweaked and some of the job descriptions were archaic. Each of these descriptions had to be gone through and it took a good deal of time to get them the way the committee members were all comfortable. Some of the committee members are language mavens, so it was even more difficult.

Mr. Goralski stated that, because these job descriptions were so specific, he actually called the particular individuals who currently sit in these roles and asked them if they read them. He noted that they were appreciative about the opportunity to do so. Mrs. Carmody thought that it was good to have them all spelled out. Mr. Goralski stated that he was told that they were not all inclusive because the individuals do far more than what is on the job description.

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

c. Job Description ~ Matron / Monitor

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

“Move to approve the Matron / Monitor job description.”

Mrs. Carmody questioned if each school had a monitor. Mrs. Fischer replied that they did not, just the two middle schools, the high school, and Derynoski Elementary School. The building principals are responsible. Mr. Goralski asked if, at the high school, the matrons reported to Ms. McGrath. Dr. Erardi clarified that the matrons report to either Ms. McGrath or her designee.

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

d. Draft Policy, Preferential Bidding ~ First Reading

Mrs. Fischer reported that, after receiving input from the Board, they are presenting it as a first read and it mirrors the town policy except for changing words to reflect Board of Education as opposed to the Town of Southington. There was language about “lease and real personal property” that they left the same for the first read.

Mrs. Notar-Francesco stated that on the town’s ordinance on the second page there is another item “c” that did not seem to make it to the Board of Education’s policy. She was not sure if it was deliberately left off. It states, “The provisions of this section shall not apply to any projects which prohibit preferential bidding procedures which may include but may not be limited to state and federally funded projects.” Mrs. Fischer did not remember that and they have been working on this for a long time. She stated that the committee would revisit that before the next meeting. Mr. Thiery thought that it sounded like a legal disclaimer that may be essential to the policy. He will look at it and make sure to add it in, if it is necessary to have in the policy. Mrs. Fischer noted that, when they first looked at it, they had that. She thought that was a good point and that they should add it. She did not remember why the committee did not carry it through.

Mr. Goralski had a consideration, but he did not want to rehash a conversation that they already had at a Board meeting. He thought that there were many members of the Southington Chamber of Commerce that rent property. They are still property owners and they pay taxes on the property or the goods within the business that they are renting, but they do not own it. He

thought that in "A" on the first page of the policy where it states, "of business and pays taxes on real and personal property" it should be "real and / or personal property" because then they have the option for some businesses that rent. He was very comfortable with the "and / or."

Mrs. Rickard stated that she wanted the Board of Education to mirror the town. Mr. Goralski stated that he had asked Town Attorney Mark Sciota and a couple of Town Councilors about their ordinance. He stated that the idea behind the town's is to not allow someone to rent a storefront and really not do business, just as a means to get some great contracts. If you put the "and / or" in the policy, it is a caveat. Mrs. Fischer stated that it does not remove the risk that the town chooses to not deal with, the "and / or." She was fine with the "and / or" and that is why the Board is looking at the first reading.

Mrs. Clark stated that, in talking with some people, the reason that the town did it that way was that, with the size of their projects, they were afraid that someone was going to come in, get a storefront, and be a "fly-by-night" business. In her mind, they are shutting out those people that rent, own equipment that they pay taxes on, that have been around for some time. She would hate to see them lose out.

Mrs. Fischer pointed out that Mrs. DiNello told them that the Board of Education does not have that type of concern, where the town may have bigger projects, and it might behoove a company to set-up a storefront. Mr. Thiery noted that the policy only applies to larger projects. Mrs. Fischer continued that maybe they could put that in because they do not have that same concern.

Mrs. DiNello stated that she was trying to think of a practical situation. She was thinking of a snowplow contractor who may personally live in or outside of Southington and may not have a storefront, but might actually store his equipment in Southington. He might rent a barn and have plow trucks that physically sit in Southington. He pays personal property taxes on those trucks. The question that she posed to the Board was, "Would you like that individual to be able to be awarded preferential treatment?" She asked the Board whether they had a preference of whether or not he personally resides in Southington so he pays real property taxes on his home residence and he is paying taxes on his plow trucks. Does it make it a Southington business because he stores his equipment here? Mrs. Fischer replied that the policy states, "principal place of business and" so that would not be his principal place of business. Mrs. DiNello continued that if he has a post office box in Southington and his trucks are there and everything else he does out of his home, such as billing. Mrs. Fischer asked if that defines the principal place of business. Mrs. DiNello replied, "How would I know that, if he has a post office box and I can see his trucks in town?" Mrs. Fischer questioned where he would register with the Secretary of State. Mrs. Rickard pointed out that a business cannot register with the Secretary of State with a post office box. Mrs. Fischer acknowledged that the business would need to have a physical address on the paperwork and it would be evidence of where the principal place of business was. She was sure that a business like that would have it in his home and he is not going to have the rental facility that he stores his equipment in, so it is a two-prong test, his principal place of business and then "real or personal." She would say he would be disqualified because his principal place of business would be in his house. Mrs. DiNello explained that she just wants to be able to enforce whatever the Board decides.

Mrs. Fischer felt that “principal place of business ‘and’ pays taxes on personal property” would cover the people who rent but really are Southington businesses. Many people do not own the property that they are in, they rent. She thought that if the Board’s intent was to capture people who truly operate a business within Southington, but do not own “real” property, then they should change it to an “or.” If their intent is to mirror the town, then they should leave it as it is right now. Mr. Thiery stated that, if they do change it to an “or,” they may have to change the wording in the second paragraph in the policy as to what is evidence, such as a copy of the deed or state registration paperwork. Mrs. Rickard added a copy of their lease would be evidence.

Mrs. DiNello was trying to think through some examples of what she would be dealing with as she tries to enforce this. She thought of a snowplowing company whom she knows. They would say their principal place of business is their residence; they do all of their billing out of their home. They store their equipment just over the Cheshire line, but their business address would be in Southington. She assumes that, because they pay personal property taxes and reside in Southington and that is their business address, they would be considered a business owner in Southington. Board members agreed.

Mr. Goralski noted that the Board had some good discussion and between now and the next Board meeting they have some more questions. He was going to talk to Attorney Mark Sciota again. Mrs. Fischer stated that she does not have any direction to bring to the Policy Committee and bring back to the Board for a second reading. Mrs. Rickard did not think Mrs. Fischer had to bring it back to committee. She thought that the Board could digest what they just talked about and at their next Board meeting they could make whatever revisions they want and vote on it.

Mrs. Fischer questioned how to work into the second reading the missing language that Mrs. Notar-Francesco pointed out. Mr. Thiery replied that he would make sure that it was added when they get the next Board copy. Mrs. DiNello added that it would be very helpful if the Board shared their thoughts ahead of time if they are thinking of making changes.

Dr. Erardi believed that there was a Policy Committee meeting set for next Thursday. Mr. Thiery replied that meeting has been adjusted. Mr. Goralski replied that the Board could make any changes at the Board meeting with the second reading.

9. Executive Session for a Safety Discussion, Student Matter, Contractual Negotiations and Personnel Matters

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of a Safety Discussion, Student Matter, Contractual Negotiations and Personnel Matter, and upon conclusion reconvene to open session to complete the agenda.”

Motion carried by voice vote.

The meeting adjourned at 8:55 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Administration: Board of Education Report February 25, 2010

1. **Library Partnership** (Attachment #1)
2. **BOE Web Posting – Tuesday, March 2, 2010**
3. **Administrative 092 Cohort**
4. **Center for School Change** (Attachment #2)
 - a. Strong Elementary School
 - b. System Success = Student Success
5. **South End Elementary School Celebration**
 - a. March 22 – 10:00 a.m. – School Celebration / Historical Society
6. **National Fiscal Trends** (Attachment #3)

Joseph J. Ciantini
2/25/10



Southington Kindergarten Preparation 2010

Cosponsored by
Southington Public Schools and
Southington Library & Museum



Dear Southington Parent:

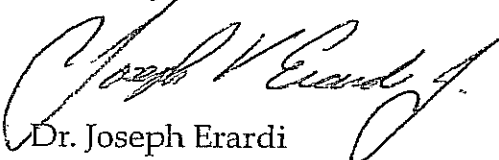
Kids who read succeed!


Studies have shown that reading and library use are key factors in a child's intellectual development. Children who spend time reading have better vocabularies and comprehension skills than children who do not read. They are also more likely to enjoy the success and pleasure that come from making reading a lifelong activity.

As the parent of a student entering kindergarten in September 2010, you can give your child the key that will unlock the door to success – a library card. We invite you to bring your child to Southington Library to get her or his very own card. Bring the attached registration form with you, or simply stop by the next time you are in town.

To give your child an educational head start, we have enclosed a copy of *Suggested Reading for Children Entering Kindergarten*. We look forward to getting to know you and your child as you embark together on an adventure of lifetime learning.

Sincerely,


Dr. Joseph Erardi
Superintendent of Schools


Susan Smayda, M.L.S.
Executive Director,
Southington Library & Museum

Southington Public Schools
49 Beecher Street
Southington, Connecticut 06489
(860) 628-3200

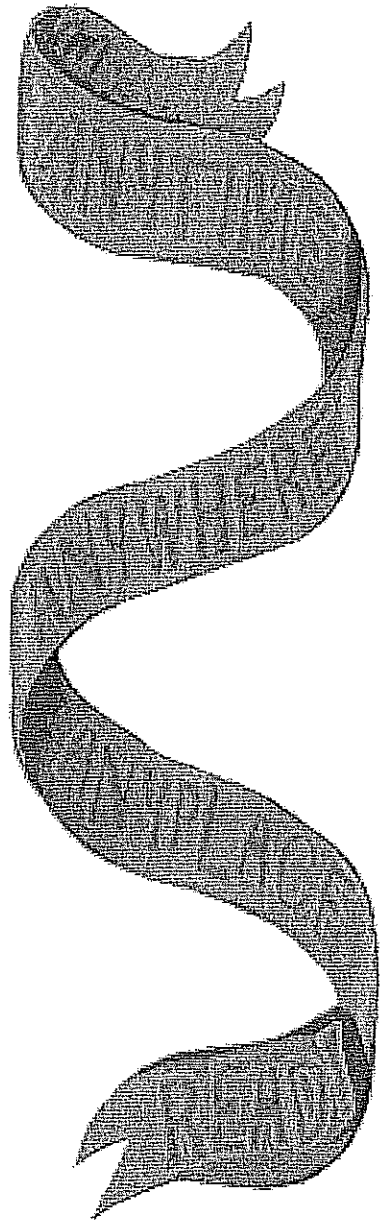
Southington Library & Museum
255 Main Street
Southington, Connecticut 06489
(860) 628-0947

Suggested Reading for Children Entering Kindergarten

| Call Number | Title |
|-----------------|--|
| JEB WASHINGTON | George Washington's Teeth |
| JE 306.87 KER | You and Me Together: Moms.... |
| JE 398.2 WIL | Clever Beatrice |
| JE 398.2087 PAY | Mrs. Chicken and the Hungry Crocodile |
| JE 398.2097 MOR | Just a Minute: A Trickster Tale |
| JE 398.8 CRE | The Neighborhood Mother Goose |
| JE 411 ERN | The Turn-around, Upside-down... |
| JE 411 FLO | The Racecar Alphabet |
| JE 411 MCL | Superhero ABC |
| JE 525 KAR | On Earth |
| JE 551.51 SAY | Stars Beneath Your Bed... |
| JE 573.87 JEN | What Do You Do With A Tail Like This |
| JE 590 BAU | Some Babies Are Wild |
| JE 597.3 DAV | Surprising Sharks |
| JE 599.67 ARN | Elephants Can Paint Too! |
| JE 599.789 MAR | How Many Baby Pandas? |
| JE 629.454 MCN | If You Decide To Go To the Moon |
| JE 811.54 HOB | You Read To Me, I'll Read to You |
| JE 811.54 PRE | If Not for The Cat |
| JE 919.9 OBR | You Are the First Kid on Mars |
| JE AGEE | Terrific |
| JE ALLEN | The Little Rabbit Who Liked to Say Moo |
| JE ALSENAS | Peanut |
| JE BEAUMONT | Move Over Rover |
| JE BEAUMONT | I Ain't Gonna Paint No More |
| JE BECKER | A Visitor For Bear |
| JE BERGMAN | Snip, Snap! What's That? |
| JE BOWEN | What Do Teachers Do After You Leave ... |
| JE BRUSS | Book! Book! Book! |
| JE BRYAN | A Boy and His Bunny |
| JE BUEHNER | Dex/Superdog: Heart of A Hero |
| JE CHILD | I Will Never Not Ever Eat a Tomato |
| JE CRONIN | Click, Clack, Moo: Cows That Type |
| JE CRONIN | Diary of a Spider |
| JE CUTBILL | Cow That Laid an Egg |
| JE DICAMILLO | Mercy Watson to The Rescue |
| JE DICAMILLO | Mercy Watson Goes For a Ride |
| JE DODD | What Pet to Get |
| JE FALCONER | Olivia and the Missing Toy |
| JE FLEISCHMAN | Sidewalk Circus |
| JE FLEMING | Buster |
| JE FOX | Where Is the Green Sheep? |
| JE FRAZEE | A Couple of boys Have the Best Week Ever |
| JE FRENCH | Diary of a Wombat |
| JE FUCILE | Let's Do Nothing |



| Call Number | Title |
|----------------|------------------------------------|
| JE GREY | Traction Man is Here |
| JE HENKES | A Good Day |
| JE HENKES | Lilly's Purple Plastic Purse |
| JE HENKES | Kitten's First Full Moon |
| JE HICKS | Jitterbug Jam: A Monster's Tale |
| JE HOPKINSON | Apples to Oregon: Being the |
| JE JI | No! That's Wrong! |
| JE JUSTER | The Hello, Goodbye Window |
| JE KELLER | Farfallina & Marcel |
| JE KELLER | The Scrambled States of America |
| JE LONG | How I Became a Pirate |
| JE LONG | Otis |
| JE LONDON | Froggy Goes to School |
| JE MCCLINTOCK | Adele & Simon |
| JE MARICONDA | Sort It Out |
| JE MUTH | Zen Shorts |
| JE O'CONNOR | Fancy Nancy |
| JE PINKNEY | The Lion and the Mouse |
| JE PORTIS | Not a Box |
| JE RAVISHANKAR | Tiger on a Tree |
| JE RODMAN | My Best Friend |
| JE ROHMANN | Clara and Asha |
| JE ROSENTHAL | Duck! Rabbit! |
| JE SEEGER | Walter Was Worried |
| JE SHANNON | A Bad Case of Stripes |
| JE SHANNON | Duck on a Bike |
| JE SHANNON | White is for Blueberry |
| JE SHEA | New Socks |
| JE SIERRA | Wild About Books |
| JE SLATE | Miss Bindergarten Gets Ready ... |
| JE TIMBERLAKE | The Dirty Cowboy |
| JE URBANOVIC | Duck Soup |
| JE U'REN | Mary Smith |
| JE VAN DUSEN | Circus Ship |
| JE WATT | Chester |
| JE WATT | Scaredy Squirrel |
| JE WELLS | Bunny Money |
| JE WIESNER | Flotsam |
| JE WIESNER | Tuesday |
| JE WILLEMS | Don't Let the Pigeon Drive the Bus |
| JE WILLEMS | Knuffle Bunny: A Cautionary Tale |
| JE WILLEMS | Leonardo the Terrible Monster |
| JE WILSON | Moose Tracks |
| JE WILSON | Bear Snores On |
| JE WINTHROP | Squashed in the Middle |



New Book Lauds Center's Work with Instructional Rounds

The pioneering work on instructional rounds done by the Connecticut Center for School Change's Superintendents' Network plays a central role in a new book from Harvard Education Press. Packed with examples from the experiences of the authors in Connecticut and other locations, *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* is must reading for anyone who wants to adopt the instructional rounds model.

Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel offer both an argument for using instructional rounds and practical ideas about how to do so. Their book is a thorough, step-by-step roadmap for adapting the innovative process and avoiding pitfalls and impediments that could derail it.

New and Powerful Ways to Achieve Student-learning Outcomes

Rounds is a four-step process, patterned after medical rounds and grounded in the popular concepts of walkthroughs, networks and district improvement plans. It has evolved from the ongoing study by the Superintendents' Network of what is effective – and what is not – about each of those ideas.

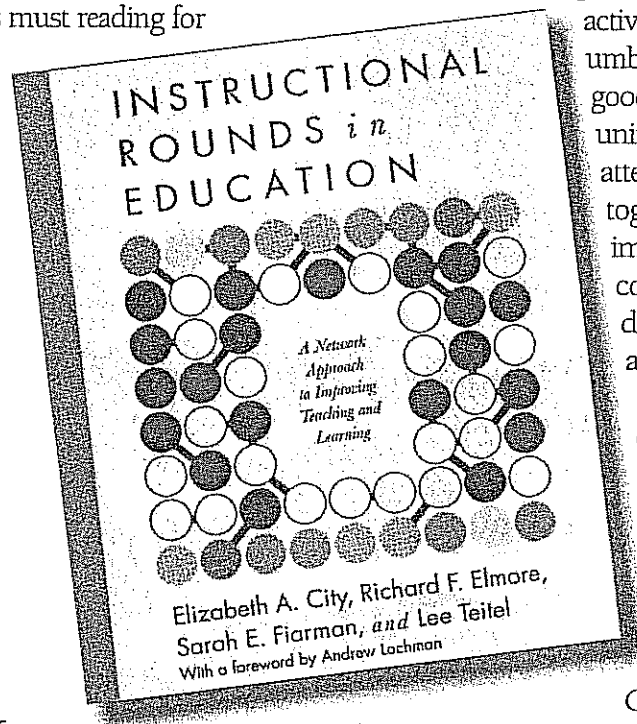
"In the United States," the authors of the new book state, "we have more variation in student achievement than do almost all of our international peers, and it matters tremendously which classroom students are in. This is no surprise, given the traditional teaching norms of autonomy and isolation. It is clear that closed classroom doors will not help us educate all students to high levels. It is also clear that what happens in classrooms matters for student learning and that we can do more together than we can do individually to improve learning and teaching."

The authors observe that walkthroughs, networks and district improvement plans all may have some drawbacks and disadvantages, depending upon how they are used. For instance, they note that the practice of walkthroughs has "become corrupted" by confusing it with and employing it as a tool for supervising and evaluating teachers. "A wide range of activities goes under the broad walkthrough umbrella – some activities supportive of good instruction, others punitive and uninformed," they write. "Some focus attention on instruction and bring together educators in ways that lead to improvement; others are technical, compliance driven, cursory (referred to derisively by teachers as 'drive-bys'), and harshly evaluative."

Instructional rounds is none of those things. Rather, it's a non-evaluative process in which a team identifies a problem of practice, visits classrooms to non-judgmentally observe, debriefs about what was observed and then focuses on how to make improvements. Here in Connecticut rounds has evolved from

the Center's commitment to the idea and the careful scrutiny and refinement of each step in the process by the Center's staff, the Network superintendents, and two of the book's authors, Elmore and Teitel.

Rounds, says Teitel, begins by doing "something that most educators have never done: look at classroom instruction in a focused, systematic, purposeful, and collective way." Many educators, he says, "call for 'increased rigor' or 'critical thinking skills,' with only a vague idea of what those terms mean, (however) network members work together to develop detailed lists of what those abstract ideas should look like in real classrooms. They come to agreement on what teachers and students would be saying and doing if critical thinking skills were being demonstrated, and what students would be working on if their tasks were really rigorous. And when they



A Message from the Executive Director

Andrew Lachman

Instructional Rounds as Innovation



Today's educators are practitioners – often functioning as solo, independent, autonomous actors in the privacy of closed-door classrooms and schools – in search of a professional *practice*. Instructional rounds is a *practice* (a tool, technique, activity) borrowed from the medical profession that can assist educators in developing a *practice* (a set

of protocols and processes for observing, analyzing, discussing and understanding instruction) that can be used to improve student learning at scale if it's *practiced* (methodically and systematically implemented) with fidelity. In shorthand, and riffing on the joke about getting to Carnegie Hall, educators need to practice the practice (of rounds) in order to have a practice.

Rounds is an excellent method for focusing on the instructional core: the complex inter-relationships between teacher, student and curriculum content. Rounds provides a key data source and a powerful feedback loop that lets educators know whether their systemic improvement efforts are actually reaching students. Recently, rounds has become a hot topic described in books, newsletters, and workshops. The danger is that rounds will suffer the same fate as so many other educational innovations. As professor Richard Elmore of the Harvard Graduate School of Education has documented in "*Getting to Scale with Good Educational Practice*," most innovations, especially those that directly affect the instructional core, rarely penetrate beyond a small number of schools and classrooms. If they do, they are often so watered down and altered as to be unrecognizable.

If rounds is not going to suffer the same fate, it can't be another initiative, activity, or program imposed on superintendents, principals, and teachers. It can't be the latest flavor of the month, ballyhooed in three-hour workshops as the silver bullet that will improve student achievement. Rounds, practiced with fidelity and a sustained commitment to improving teaching and learning at scale, has the potential to transform education only if it becomes embedded in the actual work of the school and district.

In *The Innovator's Dilemma*, Clayton Christensen distinguishes between **sustaining innovations**, which can be accommodated without impacting the structure or the culture of the system, and **disruptive innovations** that require systems and people to do things they've never done before.

If rounds is conceived and implemented as a systemic innovation that disrupts business as usual, rounds can help district and school leaders develop a collaborative, inquiry-based culture that shatters the norms of isolation and autonomy. As a disruptive innovation, the practice of rounds can further the establishment of an "educational practice."

The Center's Superintendents' Network was ground zero for, and instrumental in, the creation of rounds. Over the past eight years, the Center has been involved in the continuous improvement of rounds work with professors Elmore and Teitel from Harvard, the superintendents in the Network and colleagues from other communities. That's why the Center, drawing on our expertise and experience in developing, launching and refining rounds, has partnered with several districts that want to be true to the core principles of the rounds process.

As an example, we're working with Windsor Locks to revamp their practice of learning walks as instructional rounds. The Center is helping the district's administrators and teachers develop problems of practice and coaching staff to observe classrooms and provide feedback regarding patterns and trends in each school. Superintendent Greg Little notes, "staff in Windsor Locks are engaging in professional, unvarnished conversations regarding improving teaching and learning, all grounded in real time classroom data. Steve Wlodarczyk's assistance in this process has been invaluable as we work collaboratively with staff towards improving programs for our students." In Avon, Superintendent Dave Erwin recently started professional development about rounds for his administrators and teachers. "Attendees asked great questions," he reports, "and Steve's detailed, logical answers reassured them that we will be visiting classrooms to observe and learn about instruction and not to evaluate teachers."

In working with districts to implement instructional rounds, the Center is committed to the hallmarks of sustainable and effective scaling up: clear program design, local buy-in, sufficient support and professional development, strong leadership, and quality assurance. If districts develop a clearly articulated and widely shared understanding of high-quality teaching and learning, build a collaborative learning culture for both adults and students, and implement coherent and aligned system-wide strategies, then Connecticut can achieve high-performing educational improvement for all students, in every classroom, in every school.

Continued from page 1

don't see these signs of critical thinking or rigor, they don't blame teachers, students, parents or other external factors. Instead they look within the school and district to suggest new and powerful ways educators can work together to achieve the student-learning outcomes they desire."

Putting Rounds to Work in Connecticut

"With its focus on the instructional core, a collaborative culture that values reflection and adult learning, a coherent theory of action and a system-wide implementation strategy, rounds can be an effective tool for achieving the vision of large-scale instructional improvement," says Andrew Lachman, executive director of the Center.

What the Network has learned has been the result of repeated testing and refinement of the instructional rounds model in classrooms in the members' districts. And it has hardly been an abstract exercise. Now a robust process, with clearly defined protocols, rounds is taking root in districts of individual Network members who are applying what they have learned about educational rounds.

"What's especially appealing about instructional rounds is its focus on the instructional core and classroom instruction," says Dr. Steve Wlodarczyk, education program officer at the Center. "It doesn't point out any one teacher or seek to blame anyone for anything. It focuses on instructional tasks. Overall, the teachers I've worked with have been very favorable toward rounds." His observation is borne out by veteran superintendents who are members of the Network and who have introduced rounds in their districts.

After discussing it with his leadership team at their annual summer retreat, Dr. Gregory Little, superintendent of Windsor Locks Schools, initiated rounds in his district last fall, with support from the Center for School Change. "Teacher involvement is a linchpin for this program," he says. "When teachers understand this is not about evaluating them, that it's about collaboratively, as a school and district, identifying and working on a problem of practice in their classrooms, they will feel more ownership and engagement for continuous professional improvement. We've completed three school visits so far and it is already becoming part of our culture."

In Southington, the district's administrative team has used rounds for the past three years to examine best practice for instructional leadership. Each month's meeting takes place at a different school and the host principal makes

a presentation about the use of rounds-based techniques in his or school.

"Each administrator has a theory of action," explains Superintendent Joseph Erardi. "What we're looking for is supporting information about how the theory of action is embedded in the classrooms.

"Our protocol has mirrored the structure established by the Center for School Change," he adds. "Guiding questions directed by the Assistant Superintendent of

Instruction and Learning were consistent throughout the district. What is your theory of action? How does your theory of action drive your continuous improvement plan? How should

your continuous improvement plan be affecting best instructional practices in your building?

"The monthly rounds were not evaluative for either staff or administration. However, over the past three years, the transition of ownership for student outcomes has moved to teachers and now administrators as our data collection allows each school leader to build a continuous improvement plan around his or her school's public report card. We've been very pleased with the results thus far."

Continued on page 4

"... teachers and principals involved in rounds say it's the most important professional program they're involved with..." — Richard F. Elmore

What are Instructional Rounds?

The rounds process is an adaptation and extension of the medical rounds model, which is used routinely in medical schools and teaching hospitals to develop the diagnostic and treatment practice of physicians. In the most commonly used versions, groups of medical interns, residents, and supervising or attending physicians visit patients, observe and discuss the evidence for diagnoses, and, after a thorough analysis of the evidence, discuss possible treatments. The medical rounds process is the major way in which physicians develop their knowledge of practice and, more importantly, the major way in which the profession builds and propagates its norms of practice. The rounds model embodies a specific set of ideas about how practitioners work together to solve common problems and to improve their practice. In the education context, we call this practice instructional rounds or rounds for short. — excerpted from *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*

"When we began introducing rounds we wanted to make sure it wasn't seen as just another 'thing,'" explains Dr. David Title, superintendent of Bloomfield Schools, who began introducing rounds in his district four years ago. "We were careful to make sure it tied into and complemented other initiatives, such as school improvement plans and data teams. We were also very methodical about how we introduced it. It began as an administrator-only initiative and we spent a lot of time with administrators in the first year defining what good teaching looks like, so that we had a common lens. Then, in the second year we began to involve teachers more. Last summer I asked all of our administrators and teachers to read *Instructional Rounds in Education*.

"In our practice, we begin with a theory of action and then focus our rounds on a specific problem of practice. We think about what the classroom would look like if the theory of action were in operation. The rounds are made by members of our district, including other teachers. When they observe a classroom it is with the understanding that they are gathering, not judging, information about what they see in the room. The information is later reviewed in the debriefing.

"Rounds have been very effective for us," he adds. "I do my own one-on-one classroom visitations with the principals of all our schools, three times a year. I'm seeing a lot more student-centered instruction and teachers who are willing to get out of the way and let the students learn."

"In many respects, Connecticut is the benchmark for rounds," says Elmore. "It's the place where we developed the ideas and protocols for rounds, and I'm confident that the use of rounds has affected the quality of learning and teaching. It has been our experience that teachers and principals involved in rounds say it's the most important professional program they're involved with and it has reconnected them with why they got into education in the first place."

Want to Put Rounds to Work in Your District?

If you would like to discuss support for rounds in your district, contact Steve Wlodarczyk at 860-586-2340 or swlo@ciscchoolchange.org

Major funding for the Connecticut Center for School Change comes from the William Caspar Grinstein Memorial Fund. Additional support is provided by the Fairfield County Community Foundation, the GE Foundation, the Prudential Foundation, the PIRC @ SERC, the J.R. Morgan Chase Foundation, the Army Plant Starter Foundation, the Ensworth Charitable Foundation, the Lone Pine Foundation, The Fund for Greater Hartford, and the Liberty Bank Foundation.

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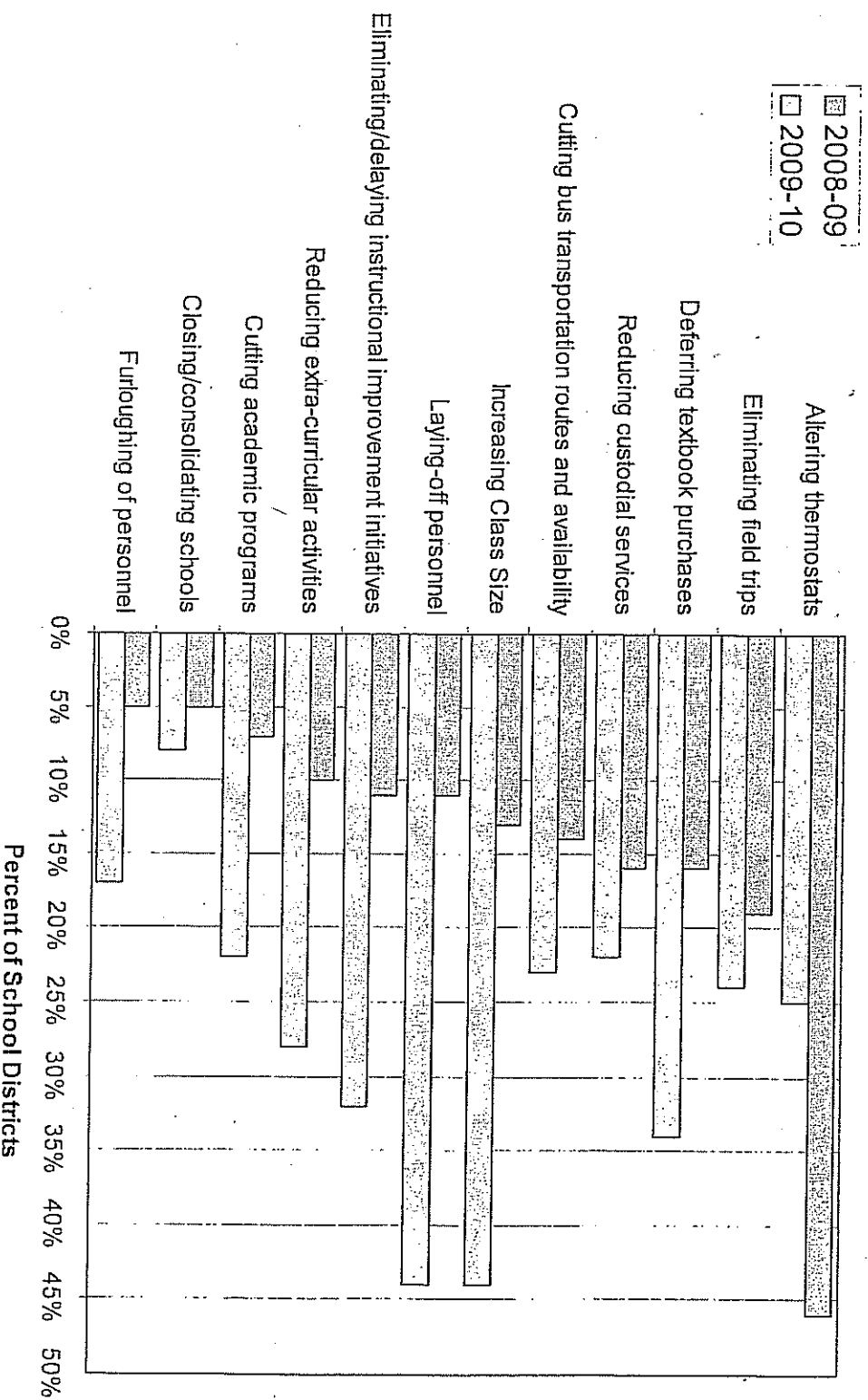
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System Success = Student Success
Connecticut Center
for School Change

School District Responses to Revenue Loss

Actions Implemented by School Districts in Response to the Economic Downturn in 2008-09 and 2009-10



Source: American Association of School Administrators, *Looking Back, Looking Forward: How the Economic Downturn Continues to Impact School Districts*, March 2009
<http://www.aasa.org/uploadedFiles/Resources/files/LookingBackLookingForward.pdf>

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
FEBRUARY 25, 2010**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:10 p.m.

Members Present:

Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Kathleen Rickard, Mr. Brian Goralski.

Administration Present:

Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Sherri DiNello, Director of Business and Finance.

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of a Safety Discussion, Student Matter, Contractual Negotiations and Personnel Matters and upon conclusion reconvene to open session to complete the agenda.”

Motion carried unanimously by voice vote.

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

“Move that the Board reconvene into public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 9:45 p.m.

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

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

Motion carried unanimously by voice vote.

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

“Move to accept the Superintendent’s recommendation for expulsion of student 2009-2010-12.”

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

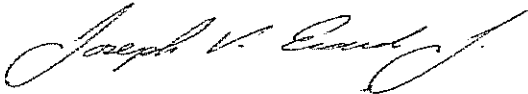
MOTION: by Mrs. Johnson, seconded by Mrs. Clark:

“Move to adjourn the meeting.

Motion carried unanimously by voice vote.

The Executive Session adjourned at 9:48 p.m.

Respectfully submitted,

A handwritten signature in cursive script, reading "Joseph V. Erardi, Jr.", written in dark ink.

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