

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 11, 2010

The regular meeting of the Southington Board of Education was held on Thursday, March 11, 2010 at 7:30 p.m. in the Plantsville Elementary School Media Center, 70 Church Street, Plantsville, Connecticut.

1. CALL TO ORDER

The meeting was called to order at 7:34 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Jill Notar-Francesco, Mrs. Kathleen Rickard and Ms. Michelle Schroeder. Absent was Mrs. Patricia Johnson.

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 present.

2. PLEDGE OF ALLEGIANCE

Mr. Goralski asked the students in the audience to lead them in the Pledge of Allegiance.

3. APPROVAL OF MINUTES ~ FEBRUARY 25, 2010

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

“Move to approve the minutes of the regular meeting of February 25, 2010.”

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Notar-Francesco, Mrs. Rickard, Mr. Goralski. ABSTAIN: Ms. Schroeder. **Motion carried with seven votes in favor and one abstention.**

4. COMMUNICATIONS

a. Communications from Audience

Janet Zesut, 201 Harness Drive: She was at the meeting on the behalf of the Flanders PTO Drama Club. On March 19 and 20 at 7:00 p.m., they are putting on a musical called “A

Connecticut Yankee,” which is an adaptation of “A Connecticut Yankee in King Arthur’s Court.” She introduced some of the cast members who were dressed in their costumes and present at the meeting. They were Martino Gonzales as King Arthur, Andrew Krar as Merlin the Magician, Liam Seebauer as Sir Lancelot, Abby Asklar as the Lady in Waiting to Queen Gwenivere, and Gaby Mulholland as the evil stepsister of King Arthur. This is the second year the Flanders Drama Club has put on a production. It was very successful last year and they had a 30% increase in the students who wanted to participate this year. All the parents involved felt very strongly that all students who wanted to be involved could be on stage. They moved the production to the DePaolo Middle School stage so they could have everybody on stage. The students involved are in Grades 3, 4 and 5. They also have a 12-person tech crew of students in Grades 4 and 5 who help with the lights and props. The students have been practicing every week since October and twice a week since January. It has been a big commitment for the students and the parents. She stated that they have a huge community involvement with past parents who no longer have children at Flanders who are helping with set design, art design and suggestions. They also have four wonderful high school students who volunteered their time last year and again this year who are directing this production. The parents are working behind the scenes and the four high school students are guiding, mentoring, and directing. The four high school students are Marykate Scanlon, who is the director; Emily Gerrish is the co-director; and the two choreographers are Meghan Bowes and Anthony Yovina. She noted that Anthony has been a wonderful inspiration and mentor to the boys in the production. They also have four very dedicated and talented middle school students who help with the tech crew and set design. They are Carolyn Zesut, Melissa Tedeschi, Stephanie Krar, and Katie Cichon. She hoped that people remember in this budget season that it is worth fighting for the programs that the school system has available to the students. Two students from the Flanders PTO production distributed invitations to the Board members (*Attachment #1*).

Mrs. Clark stated that she is the director of the show at South End School and she knows what is involved. She commended the Flanders PTO Drama Club students for the time that they devote to memorization of lines, songs and learning dances, because it is not easy. She noted these would serve them well throughout their career. She told them to have fun and to “break a leg” which is a saying in theatre which means “good luck.”

b. Communications from Board Members and Administration

Communication from the Board Members:

Mr. Derynoski reported that he attended a PTO meeting at the Derynoski Elementary School last week and there was an amazing turnout of parents. He noted that they were showing their new “Elmo” look alike, which is a book document reader that they received through a grant from the Southington Education Foundation. He was happy that the teaching staff at Derynoski took advantage of this grant that the Foundation offered.

Mrs. Rickard reported that last year was the first year they had Unified Sports at the high school. She pointed out that the Rotary Club and Chamber of Commerce helped last year to put on a nice banquet for them. This year, the Unico Club made an amazing donation to help keep the Unified Sports Program going. Dr. Erardi noted that the Board would be recognizing the Unico Club at their next meeting for their funding of the Unified Sports Program at the high school.

Mrs. Notar-Francesco reported that on March 9, she, Mrs. Rickard, and Mrs. Carmody were judges at the DECA competition. Twenty-three Southington High School students competed and, of the 10 seniors who competed, nine were recognized with awards. She noted that the DECA Advisors encourage the underclassmen to get involved to be able to experience the competition, even though winning as a freshman or sophomore is sometimes very difficult to do; however, they become experienced to go on to compete as a junior and senior. She noted that Southington High School placed second in the state with their scrapbook. She announced that sophomore Emily Socha was elected Connecticut DECA President and was the first in the history of Southington High School to be elected. Sophomore Nick Perez was elected as DECA State Treasurer. Southington High School took first place in the Finance Operations Research Event, third in the Community Service Project, and third in Hospitality and Tourism. She stated that Connie Dabrowski, the Southington High School Marketing teacher, was recognized for 10 years of service as a DECA Advisor. Mrs. Notar-Francesco thanked Mrs. Calvi-Rogers for all her work as DECA Advisor and the DECA Connecticut President.

Mr. Goralski announced that he received an invitation from the Southington Interact Club who is hosting a Gala Art Auction on Saturday, March 20 at 5:00 p.m. for the preview and 6:00 p.m. for the auction at Southington High School. This is run by an art auction group.

Mr. Goralski noted that student Timothy Lachapelle, who was recognized at the last Board meeting for taking first place in the American Legion Local Oratorical Contest and who won the American Legion District Oratorical Contest, went on to win the State competition. He will be representing the State of Connecticut at the National American Legion Oratorical Contest. Mr. Goralski stated that Dr. Erardi forwarded to the Board correspondence from Timothy Lachapelle and noted that he was a bright young man. He thought that it was an honor to the teachers and the whole community and wished Tim Lachapelle the best of luck.

Mr. Goralski announced that Debi Albaitis will be recognized by the Chamber of Commerce for the great work that she does for the Board of Education and noted that her work benefits the whole community. He stated that he was incredibly excited about that because the Board knows what she does as the Executive Assistant to Dr. Erardi. He looked forward to the event and noted that it was announced in today's Observer newspaper.

Mr. Goralski announced that at the Parent Council meeting today the Medical Disposal Program was discussed and that it was being offered by the Southington Water Department. He thought that it was a great opportunity to teach students how to correctly dispose of medications.

Communication from Administration:

Dr. Erardi announced that Timothy Lachapelle was awarded a \$3,000 scholarship as the Connecticut first place champion and he will go on to Indianapolis in April to compete for a \$25,000 scholarship. He stated that he was very proud of him.

Dr. Erardi reported on the following (*Attachment #2*):

1. Connecticut Light & Power Award: Mrs. DiNello reported that a letter was received from Connecticut Light & Power notifying the school system that they have

been nominated for an award for the reduction in the use of energy at Southington High School. She was excited by the fact that CL&P felt that the recently completed district-wide lighting retrofit program is saving enough energy that Southington should be honored with such an award. This project was an outcome of what she learned from attending the CASBO workshops. At this point, this is a nomination and she stated that she would keep the Board informed.

2. CABE Membership: Dr. Erardi reported that this is informational for the Board and their consideration.
3. Administration / Support Staff Technology Assessment: Dr. Erardi reported that this information is what has taken place with all the offices, administrators and support staff. He thought that it was vitally important that they begin to use the efficiencies within the technology products that they are purchasing. The attachment is how the template would look for all of the administrative staff and secretaries to date. He pointed out that 49 Beecher Street has gone through a very brief 30-minute assessment, which is the innovation of Karen Veilleux, Technology Director, and he was very proud of the work that she has done with this. At the start of the next school year, they will be designating administrators and support staff into professional development. They have found that those who need it the most are the most resistant and reluctant. They are going to tackle this hurdle next year.
4. Medication Disposal Program: Dr. Erardi reported that this is the second year this is being offered and he has asked all building principals to post and inform parents about this program. This program will take place on Saturday, May 1, 2010 at the Southington Water Department from 10:00 a.m. to 2:00 p.m.
5. South End Elementary School Parent Playscape / PTO Partnership: Dr. Erardi reported that, in a conversation with a parent leader, he was told that their efforts over the last two years have netted \$38,000. South End is a special neighborhood school and a small cohort of parents has shared their excitement with the entire school population. Another fundraiser will be held at the Outback Restaurant on a Saturday afternoon in a couple of weeks.
6. Board of Finance – Request for Information: Dr. Erardi reported that four focus areas of information were requested by the Board of Finance last night. This is additional information that was put together regarding magnet school costs, special education, district-wide efficiency programs and health insurance information. It is administration's belief that those were the four talking points in which they needed to get back to the Board of Finance. Mr. Goralski was impressed by the quick turnaround of information. He felt that the Board of Finance asked some great questions at the meeting last night.

Mr. Goralski had a follow-up to Dr. Erardi's CABE comment. Mr. Goralski stated that he received a letter today and felt that CABE is seeking membership because the economy is affecting that group. Since they have already done their budget, he does not see adding this item at this time. He noted that CABE is making a spot for the 25 largest school districts in the state

to try to attract more membership into their organization. He will have Dr. Erardi's office distribute a copy of that letter to the Board.

Communication from Student Representative

Christopher Amnott reported that tonight at 6:00 p.m. is the junior class Dodgeball Tournament, in which Mrs. DiNello's son, James, is helping. It is supporting the Class of 2011. On March 15, there is a meeting for all students participating in the Golf Program. The French Club is making bracelets to support Haiti that will be sold during lunch waves this week. The juniors are reminded that their registration deadline is March 25 for the SAT on May 1 at Southington High School. They can register at www.collegeboard.com. He reported that FCCLA is sponsoring a Sneaker Drive. They are collecting old sneakers in the bins in the atrium to be used to make new basketball courts, tennis courts, running tracks and playgrounds. He announced that Kristen's Klost Prom Shop will be opening on Saturday, March 13 and is located at 750 Queen Street in the old Shaw's Plaza. It will be opened on Tuesdays from 2:00-6:00 p.m., Thursdays from 2:00-9:00 p.m. and on Saturdays from 10:00 a.m. to 3:00 p.m. Mr. Amnott reported that new to the SHS hot lunches is People's Choice pizza that would be sold on Tuesdays and Fridays in the high school cafeteria. The freshmen will be holding their class elections in the next couple of weeks and can sign up in Room 346.

Mrs. Carmody asked Christopher if he tried the pizza yet. He replied that he had not. Mrs. DiNello stated that Tuesday was the first opportunity to buy the pizza and they did not know what to expect for sales. She noted that Nya Welinsky, School Lunch Director, had ordered 40 large pizzas and every slice of pizza sold. They will be increasing the number of pizzas that they order for Friday. She noted that the students have given input on the types of pizzas that they would like. She added that now that students have money on their accounts, and many students were buying hot lunch and a slice of pizza. She thought that it was a very good day on Tuesday in the high school cafeteria. Mr. Goralski thought that it would be great if the cafeteria staff could make the pizza. Mrs. DiNello added that they do make pizzas on Thursdays and she was told by the students at the high school that they love Big Daddy pizza on Thursday and to be sure that they did not outsource pizza on Thursday.

5. COMMITTEE REPORTS

a. Facility Committee Meeting ~ March 2, 2010

Dr. Erardi reported that the committee would be back to the Board of Education on March 25, 2010 with additional information and potential action on the Feasibility Study of North Center School.

b. Tennis Naming Committee

Dr. Erardi thought that it was a tribute to the Garry family and a further commitment to the Tennis Naming Committee that a number of organizations and individuals have stepped forward to ensure that all funds are secured and that the April 5 dedication will be a special day for the family, school, and tennis athletes.

Mrs. Carmody felt that they owed a special thanks to Debi Albaitis, because of all the work that she did in getting out the invitations, and to the Vocational-Agriculture students and maintenance department who got the site ready. She thanked Phil Goodwin who got the plaque ready and secured the design for it, and Ed Kalat, who drove around town to find a fitting rock and sent photos to the committee of various rocks. The selected rock was cleaned and a plaque will be mounted on it. She felt that it would be a lovely tribute to Mr. Garry. She encouraged everyone to attend on April 5.

c. Redistricting Committee

Dr. Erardi reported that they have finished all four public hearings and attendance ranged from six to 25 parents. They will go back to committee prior to bringing their proposal to the Board of Education on March 25, 2010.

6. REPORT OF SUPERINTENDENT

a. Personnel Report

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

“Move to approve the Personnel Report.”

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

7. OLD BUSINESS

a. Town Council / Board of Finance Communications

Mr. Goralski thanked everyone who attended the Board of Finance workshop and wished Mr. Derynoski was able to attend because it was the absolute best Board of Finance workshop that he ever attended. It was positive and was about teamwork. There asked very insightful questions and he thanked Mr. Theriault who was in the audience. Mr. Goralski felt that it was a very productive 90-minute meeting. To steal the words of Mr. Leary, he felt the questions were “holistic” and pointed to the Board of Education budget and were not about line items, but concepts and teaching children. He pointed out that it was an enjoyable public workshop to attend. He looks forward to continuing the dialog. He thought that, if the Board of Finance enacts it as is, there would be dancing in the streets.

b. Construction Update

Plantsville Elementary School:

Mr. Cox reported that they are down to that one-percent remaining punch list that may take some time, but they are in great shape. They will be doing anticipated de-bugging when they go into the air conditioning season. He noted that the heating system seems to be working well right now.

South End Elementary School:

Mr. Cox reported that at the Monday, March 1 PTO meeting, the PTO members had a chance to tour the facility with two guided tours by Mrs. Kamerbeek and himself. He noted that parents could not believe what they had for technology and the colors throughout the building.

Mr. Cox reported that playscape bids were opened last week and this past Tuesday the Building Committee awarded the bids to the contractors. The installation will take place this summer at both South End School and Plantsville School.

Mr. Goralski noted that VoAg was in the final review now and should be wrapped up. Mr. Cox replied that they are doing the last change order checks where the state is expecting more detailed paperwork to review. It is easy for the state to reject a change order, but at 95% reimbursement, he is being tenacious about giving the state more information to try to convince them that it is an eligible cost.

Mrs. Notar-Francesco asked how the VoAg greenhouse roof was doing because there had been some issues. Mr. Cox replied that they had an expert come from another manufacturing company that installs them and he had spoken to Marion Stannard on it. He is trying to get the Building Committee to look at the original design and going after those people to do the repairs. They are questioning the original design and some of the oversized motors. They are still working on getting everything in order to pursue it.

c. Curriculum Initiative ~ Special Education

Dr. Erardi reported that this is one of the more difficult presentations to frame for the School Board and community because there are so many different pieces of the way the work is done. He reviewed the document and presentation with Ms. Haag and thought that, when the presentation was over, the Board will have a better sense of the work and practices that are employed in the Pupil Services Special Education Department.

Ms. Haag gave a PowerPoint™ presentation using the new Smartboard technology at Plantsville Elementary School (*Attachment #3*). She stated that, over the past couple of weeks, she and the special education coordinators worked on putting the presentation together. She introduced the special education coordinators. Mary Beth Noto is the high school coordinator and does outplacement. Carol Bagwell is the coordinator for the middle schools, Flanders, Thalberg and Kelley Elementary Schools. Judy Buff is primarily the preschool special education coordinator and covers South End and Strong Elementary Schools. Ms. Haag stated that the coordinators work as a team. She stated that she primarily works with Dr. Erardi and Central Office because the demands from the State Department have increased. In addition, she is the special education coordinator for Plantsville and Derynoski Elementary Schools.

Ms. Haag pointed out that there is collaboration between the principals and coordinators. In the presentation, she was going to talk about the following points: 1) Who we are; 2) Who we serve; 3) Why we serve; 4) Services; 5) Measuring Success; 6) Key accomplishments, and 7) Moving forward.

Who We Are:

Ms. Haag spoke to the Southington Public Schools Mission Statement, which addresses student success. It applies to children with disabilities, as well, to become productive, positive

members of their communities. She stated that special education is specifically designed instruction to meet the unique needs of students to enable them to access general education. Related services are supportive services that include speech and language, counseling, transportation, nursing and additional services to help the student. The staff includes the special education teachers, psychologists, social workers, speech and language pathologists, guidance counselors, paraprofessionals and, most importantly, the classroom teachers because the special education students are included in the classroom. They are the primary and driving force in educating the students.

Ms. Haag explained that the key stakeholders are the Southington schools, students with disabilities and their families, the Southington community and the Federal and State Departments of Education. The objectives are providing a free and appropriate education for students with disabilities, meeting Federal and State requirements, achieving at or above average performance metrics and maintaining fiscal responsibility. She stated that not a day goes by when all of these things don't come into play. She stated that the coordinators meet on a weekly basis for a few hours.

Who we serve:

Ms. Haag stated that the disability categories are from the Federal government and on the IEPs (Individual Education Program). These students range from Kindergarten to Grade 12, but they are responsible for students between the ages of three and 21 years old. She noted that, within the disability categories, a growing population is Autism. She pointed out that the percentage of identified students has decreased significantly. At one time, there was an 18% prevalence rate and, through better identification, they are now more aligned with the State standards. She noted that the enrollment numbers are based on the Strategic School Profile. The state in-district preschool through Grade 12 does not include the out-of-district students. Several years ago, they were starting out in September with out-of-district students in the 70s and now they are starting out in the 60s and their projection for next year for September is 51. She noted that it was a moving target because they do not have control over students who are placed out-of-district by DCF or the State. She pointed out that every student is an individual, they try to meet individual needs with least restrictive environment, and they are still in the continuum of services.

Ms. Haag reported that the preschool starts out at a lesser number than it ends with because the three-year-old classes fill up during the course of the year. They are mandated by the third birthday to have a program in place. During the course of the year, the special education office will get a phone call from Birth-to-Three providers and Coordinator Judy Buff will go to the home to have a transition meeting three months prior and they find out in 90-days if there may be a child coming into the district with disabilities. They also have typical peers who, for the past several years, have been part of their programming. The State mandates that they have an inclusion-type program, so the classrooms contain both children with disabilities and children without disabilities. The students are growing up through their schooling integrated with students who do not have disabilities.

Why we serve:

Ms. Haag stated that general education is primarily all education. Currently, within the general education system there is RTI (Response to Intervention), which is a means to potentially identify children and also a means to monitor progress. She explained that Connecticut has

named it Scientific Research Based Intervention (SRBI). Prior to students being identified for special education, they have Coordinated Early Intervening Services. In our district, it was through SERC and an Early Intervention Project that our staff was trained in doing some things that are early intervening services. It also includes progress monitoring, which is how to monitor the data collected to look at student performance.

Ms. Haag stated that meeting the needs of students in special education is driven by the law. The Individuals with Disabilities Education Act (IDEA) affords procedural safeguards, and requires that there are federal and state partnerships. The federal government mandates what the state has to do and the state has regulations. Connecticut is currently in the process of putting out their regulations and do not have their regulations finalized yet. There is an emphasis on involving students in the general curriculum, extra curricular activities and the appropriate preschool activities. She added the Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) are what guide them. Ms. Haag noted that, at the Board of Finance workshop, there were questions about how they implement inclusion. She stated that inclusion is the philosophical commitment to least restrictive environment. Prior to their looking at students in more restrictive environments, they look at the use of supplemental aides and services. She stated that, as costly as they look at an outplacement, inclusion is also costly because they need staffing, space, supplemental materials, supplies and equipment.

Services:

Ms. Haag explained that the services are a process and a continuum. They have a referral, Planning and Placement Team (PPT) meeting, evaluation and assessment, determination of eligibility, the IEP and progress monitoring. Throughout the year, they might have multiple PPTs and every three years they are required to re-evaluate, which may or may not include additional assessments. In order to exit students from special education, evaluations are required to determine that the student does not require the individualized, specialized instruction. Students may have a disability, but they may not require special education. As in regular education, with special education students, they don't stop monitoring their progress. They still want to know, determine and take data on the instruction and set the bar high so that students can meet their maximum potential.

Ms. Haag explained that the IEP must include data that addresses the following: students are advancing toward attaining annual goals; students are participating in and progressing in the general curriculum; the children participate in State assessment; students participate in extracurricular and other non-academic activities; and there is planning for transition from high school. She noted that the state mandates that they look at their placements and they are graded on their placements. The state defines it in percentages and the goal is that 80%-100% of time is spent in the regular classroom setting, the resource room is defined at between 40%-79%, and a separate setting is defined between 0% and 40%. The separate setting may be in-district or out-of-district. Ms. Haag explained that they have to report yearly all of the students' data in a state reporting program. The state is able to capture the percentage of time that our students are involved in special education and where it takes place. She pointed out that, although it looks like we are improving in most cases, particularly for students who are identified as intellectually disabled, we are still on the state's radar of needing to improve that.

Ms. Haag stated that the preschool services process includes: Birth-to-Three transitions; monthly screenings that take place at Hatton; the services are aligned with the Connecticut

preschool frameworks; and, follows standards and benchmarks in the area of social and personal, physical, cognitive and creative. There are four preschool classrooms, with A.M. sessions and P.M. sessions. They meet four days a week; some students come two days, some three days, some four days. Ms. Haag showed some slides of students and mentioned that they obtained releases for all the students whose photos are in the presentation.

Ms. Haag stated that they are required to educate three-year olds and the 18 to 21 year olds. Mary Beth Noto spends a good portion of her time at the high school and the students are in classes. They are meeting the performance standards in literacy and numeracy. If students with significant disabilities are unable to meet the standards in CAPT, in their IEP the coordinators still need to have a sense of what is the standard they need to meet. They do post secondary exploration and visit colleges. They participate in extracurricular activities such as Unified Sports and Best Buddies. She stated that a couple of years ago this district started its Best Buddies Program; the program went from not existing to being the second largest contingent in the state. They were recognized by the state and a couple of our students were asked to speak at the legislature to raise money for Best Buddies. She noted that Unified Sports was piloted several years ago at Derynoski School and the program is booming and is now in both middle schools and the high school. Ms. Haag noted that for a few years she pushed to get it going and now it is no longer on her plate; the schools have picked it up and own it. She thought that it was important that, although it includes students with disabilities, it is a program that includes all students, and the special education department does not have to be the ones who are making it move. Mr. Goralski added that the value of that program is that it is not limited to just those students because the program includes typical peers. They go to school in their uniforms and they are introduced at the home events. He stated that he was honored when his son signed up for that program, as well as Mrs. Clark's son. He pointed out that the whole school population is a part of this. Mr. Goralski stated that the student, Tom Snow, who is the driving force behind Best Buddies deserves the recognition that he received last year. He is a remarkable young man and he continues to drive that force at Southington High School. Mr. Goralski added that there were two outstanding teachers who coach that program. Ms. Haag stated that each program has a coach who works tirelessly, as well as the volunteers.

Ms. Haag continued that, in preparing for life after high school, the IEP requires them to look at pre-vocational and vocational experiences. There are three areas in the IEP for transition, which are post secondary high school and training, community-based and/or in school, and independent living and employment. Several years ago, she and Mary Beth Noto applied for a State Improvement Grant that they had for three years. The grant was about \$30,000 a year and they had to sustain what they were doing. The State wanted them to work on getting students out into the community at businesses. She would tell the people at the State Department to come to the high school because, if these students could navigate the halls of Southington High School at passing time, then they can navigate New York City at rush hour because of the amount of students. She noted that Southington High School has a wealth of opportunities for the students. In the community, they have some past staff work with them. She stated that Nancy Chiero is working with the Construction and Manufacturing companies and students are doing volunteer internships and working. When students are nearing graduation at 18 or 21 years old, there are adult services that they make referrals to, such as BRS (Bureau of Rehabilitation Services), DDS (Department of Developmental Services), and DMHAS (Department of Mental Health and Addiction Services). These are important connections to make for families.

Measuring Success:

Ms. Haag stated that the traditional way of measuring success is CMT and CAPT. All students with disabilities are also required to take the CMT and CAPT. A percentage of the students with significant disabilities are taking alternative assessments such as the MAS (Modified Assessment System) and the Skills Checklist, which the staff fills out because they are the most significantly disabled students. She noted that the summary of indicators is how the state records what they do and they get this information from the PSIS and SEDAC reporting, which is done a few times a year. Based on 20 indicators, they get a report card once a year. On the report card, they are looking specifically at the timelines, implementing at age 3, transition services, data, timely and accurately reporting. If the reports are not done on time, the state will notify them that they are late. Ms. Haag provided a calendar of events of how and when they are reporting, which is done by the Special Education office.

Key Accomplishments:

Ms. Haag explained that the use of technology is one of their biggest accomplishments. Some students need some specific things in order to communicate. She played a video of one of the students who does not speak, and who has Autism and other physical disabilities. The student loves being in school and is a great child. She is in fifth grade at Thalberg. With the use of a device, she is able to communicate. Ms. Haag noted that the parent gave permission to show the video. Ms. Haag noted that the types of equipment vary from touch screens on the computers and a tablet that has an audio output device.

On the State Annual Performance Report Card in 2005-2006, they needed intervention for one or two things. However, in 2006-2007 and 2007-2008 they met requirements. In 2008-2009, they do not have the data yet. A separate report is on the inclusion for students with intellectual disabilities. There was a class action lawsuit against the State of Connecticut based on parents not feeling that children were included enough with intellectual disabilities. The settlement agreement was that students with intellectual disabilities will be included 80% or more of the time and that is the standard that Southington is being held to.

On the CMT Assessment, the district's students with disabilities were making goal in relationship to the State. It is important that the students taking the CMT are working on the skills and strands based on the CMT. The principals are looking at how the students are faring. Ms. Haag stated that with CAPT, Dave Germano and Gail Lessard look at the Grade 8 CMT strands to see what needs to be done.

Ms. Haag talked about quality district services that help them maintain costs or reduce costs because, without these things, it would cost the district more for other alternative services. They have collaboration with CREC for their Autism Program because CREC is the expert in that field. The full-time preschool class is at Hatton School and uses intense applied behavioral analysis. If you go into that classroom, there are dividers so the students have their own section that is highly staffed and there is a lot of data that is taking place. If the students went to the CREC program in Hartford, it would cost about \$30,000 per student, without transportation. The Hatton program is less than if they sent students out of district. Enrollment varies from four students to 12 students. There are 18-20 students throughout the district who have been identified with Autism. They are in their home schools, in their classrooms, in the general curriculum, and it is staff intensive. Most of the students have paraprofessionals who are with them a good part of the day. There are two self-contained classrooms at Hatton School with

students who have significant disabilities. At the middle school, there is a Therapeutic Education Alternative Model (TEAM) with the Children's Home Collaborative. It provides the ability for students with significant emotional and social disabilities to be maintained and educated with their peers. At the high school, they have collaboration with a consulting psychologist. He sees 12 students directly, but there can be 25 students that he sees throughout the year from the high school.

Moving Forward:

Ms. Haag gave some topics for professional development that they attend all year long. The topics vary from behavior to State mandates and the law. Ms. Haag noted that on a monthly basis she and Judy Buff go to the Early Childhood Collaborative meetings and sit on that committee.

Mrs. Carmody told Ms. Haag that she did a great job explaining everything. Mr. Goralski added that the rest of the team did a great job, too. She asked if 77% of the time the students have to be in regular education classrooms. Ms. Haag replied that there is a definition by the State of what the State identifies as regular class placement. Mrs. Carmody asked if those were team taught classes at the high school. Mrs. Noto replied that it is time with non-disabled peers, typical peers. It could be a team taught, if you have it at the high school, or it could be inclusion in the class and not with a special education teacher. It is about time with non-disabled peers. Mrs. Carmody asked if they were not leaning towards putting the special education student in regular classrooms that have less than half regular education students in it. She asked if a team taught class was not that. Mrs. Noto replied that the team taught classes are better balanced than in the past. Mrs. Carmody summarized that it is more inclusionary. She congratulated the special education teachers at the high school because of what they have done with the math scores in CAPT. She knew how hard they have worked and the scores reflect the time and energy that they put into it.

Mr. Goralski thought that someone from the public who sees this presentation on television might have some questions to ask the Special Education Department. He felt that it was an outstanding presentation.

8. NEW BUSINESS

a. Proposed Date of South End Elementary School Dedication

Dr. Erardi stated that there were a few dates for the Board to deliberate on, which were April 25, May 16 and May 23. He wanted to follow the same successful format that took place at Plantsville Elementary School. These dates are on Sunday at 1:00 p.m. He noted that there were complications with other Sundays in the month of April or May, such as Easter and Mother's Day. He knew that there were many "land mines" when Mrs. Albaitis was polling the Board. Mr. Goralski had a poll from Mrs. Albaitis based on everybody's response to her. It showed that on April 25 the entire Board was available, but that Mr. Cox was not available to attend. He felt that, in light of the work that Mr. Cox has done on steering this project, he wanted Mr. Cox to be able to attend to celebrate with the community. Because of this, he wanted to take the April 25 date out of consideration. According to the survey, the only other day is May 2, but there are some complications because of NEASC. Dr. Erardi said that the information that Mr. Goralski has was the first set of dates that were problematic. He noted that

May 2 was scratched because of NEASC that starts mid-afternoon. Mr. Goralski pointed out that on May 16 Mrs. Notar-Francesco cannot attend, and on May 23 Ms. Schroeder cannot attend. May 21 and May 22 are when the South End Drama Club will have their drama production. He felt that it would be best to have the school dedicated prior to a huge public display in the building. Mrs. Rickard replied she was not going to be able to attend on May 16, along with Mrs. Notar-Francesco. Dr. Erardi told the Board members that they did not need to be wed to a Sunday and that it could be held on a Saturday. Mr. Goralski replied that, beyond February vacation, Saturdays at Recreation Park become a complex situation.

Mrs. Notar-Francesco commented that she could not attend on May 16, but felt that the Board should go forward with that date. Mrs. Rickard noted that her son was graduating from college on that date and agreed with Mrs. Notar-Francesco that the Board should move forward with that date. The Board agreed to hold the South End School dedication on Sunday, May 16.

b. Draft Policy, Preferential Bidding ~ Second Reading

Mr. Goralski pointed out that at the last Board meeting there was some discussion about language that was in the town language but not in their policy. He noted that language is in the policy now as item "C." Mr. Thiery agreed and stated that when he checked his notes as to why that language was missing the first time around, he realized that there was a legal opinion that said the language was not necessary. The legal opinion also said that it does no harm, but since it aligns us with the town statute, it might make it clearer to the public that the two are aligned. Mr. Thiery noted that this version also has the "or" structure that was discussed by the Board. The two changes to this policy, between the first and second read, were the insertion of the "or" and the insertion of the clause at the end to be consistent with the town statute.

Mr. Goralski stated that he spoke with Town Attorney Mark Sciota and inquired about the complexity that Mrs. DiNello and Mr. Goodwin would have with certain components. Mr. Goralski paraphrased Attorney Sciota who said his language was settled on by the Town Council for many reasons. Mr. Goralski stated that the School Board spoke about one situation regarding a landscaper or snowplow business using a home address and storing their equipment elsewhere. There was complexity to that as well as renting of space. Some of those home office businesses do not actually meet Town regulation requirements through Planning and Zoning to have such a thing. There are a lot of technicalities that they open with the word "or." It would not be in a business' best interest to use the preferential bidding document unless they had the proper authority given to them through Planning and Zoning to run a business from their home. Mr. Goralski summarized that, since he was a big proponent of the word "or," he wanted to scratch it and go by Attorney Sciota's recommended language for the Town. He acknowledged that it would create a "can of worms" for Mrs. DiNello.

Mrs. DiNello felt that sometimes you have to take a step back, think about it and revisit it. She stated that is what she did over the two weeks since the Board last met and discussed this. The more she thought about it, every business has the opportunity to participate in the bid. No one is excluded from participating in the bid and this language just gives a slight advantage to those very few in the bid process that would even be affected based on the dollar amount. She noted that she has come full circle. In the beginning, she said she wanted the Board policy to mirror the Town's policy and then she complicated it by wanting to get that "and/or" in the policy. She has come full circle and has come back to the Town policy and everybody has the

opportunity to participate. She did not think that they would be discriminating or giving anybody preferential treatment by doing it this way.

Mr. Goralski summarized that they would be mirroring the Town policy and Attorney Sciota will be pleased. Mr. Thiery pointed out that they have a variation on file that mirrors the Town policy and the item "C" provision could be inserted into that.

MOTION: by Mrs. Carmody, seconded by Ms. Schroeder:

"Move to accept the Preferential Bidding Policy as discussed and amended."

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

9. Executive Session for a Personnel Matter and Contractual Negotiations

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

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

Motion carried by voice vote.

The meeting adjourned at 9:00 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
MARCH 11, 2010**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:15 p.m.

Members Present:

Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Jill Notar-Francesco, Mrs. Kathleen Rickard, Ms. Michelle Schroeder, Mr. Brian Goralski.

Administration Present:

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

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

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

Motion carried by voice vote.

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

“Move that the Board reconvene into public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 9:29 p.m.

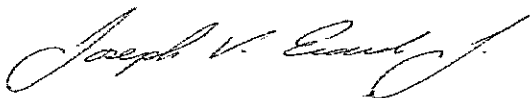
MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to adjourn the meeting.

Motion carried unanimously by voice vote.

The Executive Session adjourned at 9:30 p.m.

Respectfully submitted,



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



YOU HAVE BEEN CORDIALLY INVITED BY



KING ARTHUR

TO ATTEND A MOST IMPRESSIVE PERFORMANCE

OF THE

FLANDERS PTO DRAMA CLUB

A CONNECTICUT YANKEE, *THE MUSICAL*

AN ADAPTATION OF THE CLASSIC,

A CONNECTICUT YANKEE IN KING ARTHUR'S COURT

TO BE HELD AT

CASTLE DEPAOLO

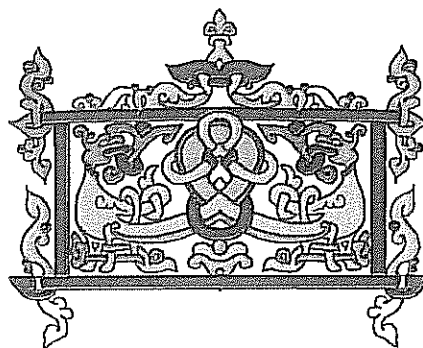
ON

MARCH 19, 2010

&


MARCH 20, 2010

@ 7:00 O'CLOCK IN THE EVENING



Administration: Board of Education Report March 11, 2010

1. **CT. Light and Power Award** (attachment #1)
2. **CABE Membership** (attachment #2)
3. **Administration / Support Staff Technology Assessment** (attachment #3)
4. **Medication Disposal Program** (attachment #4)
5. **SEES Parent Playscape / PTO Partnership**
6. **Board of Finance – Request for Information** (attachment #5)


3/11/2010



Connecticut
Light & Power

The Connecticut Light and Power Company
626 Glenbrook Road
Stamford, CT 06906-1441
1-800-286-5000

The Northeast Utilities System

FAX Cover Sheet

Date: 02-24-10

From: Paula Coutz
Northeast Utilities
Conservation & Load Management
626 Glenbrook Road
Stamford, CT 06906
phone: 203-352-5451
fax: 203-352-5444

To: Mr. Phillip Goodwin, Purchasing Agent
Southington High School
Phone: 860-628-3200
Fax: 860-621-8056

Number of pages faxed: 3

Comments:

Hello, Mr. Goodwin,

Thank you for talking to me earlier today. Every year, the Connecticut Department of Public Utilities Control gives awards for energy efficiency projects that reduce summer energy use, and we would like to nominate the lighting project for Southington High School. To apply for this award, would you please sign the attached application form and fax it back to me? Please call if you have questions or would like more information.

Thank you!

Paula Coutz



Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 - (860) 571-7446 - Fax (860) 571-7452 - Email admin@cabe.org

To: Board Chairs, Superintendents in Nonmember Districts
From: Don Blevins, CABE President; Robert Rader, CABE Executive Director
Re: Trial Membership

March 1, 2010

Because your district has been out of CABE at least four years, you are entitled to a trial membership in the only organization representing elected school board members in the State. Trial members receive all the benefits of being a member board, but pay only half of the dues they would otherwise pay. The ONLY benefit not provided is that the trial member cannot vote (but can speak) at our Annual Delegate Assembly.

While the Board of Directors has not set dues for next year, it is probable that they will be set very close to the dues that were frozen last year. Should you want further information on this, please feel free to contact the CABE office. So, for paying half dues, you will get:

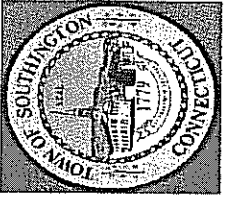
- The opportunity to call CABE's attorneys for legal information, including updates and telephone consultation;
- Ability to have workshops facilitated in your district on issues like roles and responsibilities, FOI, goal-setting and other subjects;
- Policy samples and information;
- Publications like the CABE Journal and Education Law Summaries ;
- Access to CABE listservs, such as that for board chairs;
- Email services, such as the weekly (during the Legislative Session) Advocacy Highlights and Policy Highlights;
- Negotiations information;
- Fee-based services at discount prices; and
- Communications services.

In addition to these activities, CABE members work together on issues of importance to boards of education, including advocacy efforts, such as lobbying and testifying on proposed legislation, developing legislative strategies and help working with legislators.

We believe that being a board member carries the responsibility of being informed and knowledgeable decisionmakers. CABE is uniquely situated to help you learn about the latest in education policy, law and general information. **Membership in CABE is an investment in your board's ability to lead and govern your district as effectively as possible.**

Please consider joining with the great majority of boards across the State in supporting the one organization that is charged with representing YOUR NEEDS.

Please contact either of us for further information.



SOUTHTON PUBLIC SCHOOLS

TO: Joseph V. Erardi
FROM: Joseph V. Erardi
DATE: February 25, 2010
RE: Technology Assessment

Thank you for taking part in the recent assessment administered by our Technology Staff. We have a large investment in hardware and software and our goal is to be sure that everyone has the ability to maximize the use of technology. The results of this assessment have allowed us to design professional development activities for staff.

According to your assessment, you may be required to attend professional development to ensure that you are comfortable and confident while utilizing the features within Microsoft Outlook, Word and Excel. Dates for professional development training will be made available in the near future.

Name	Location	Outlook-E-Mail	MS Word	MS Excel
Sample Employee	BOE	Standard Met/ No PD Required	Standard Not Met/ PD Required	Standard Met/ No PD Required

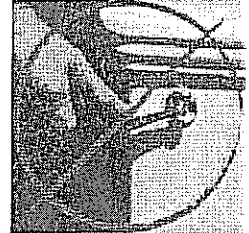
Medication Disposal Program

Free Collection & Disposal of Unwanted Medication

Help protect your family, community and the
environment by properly disposing of them

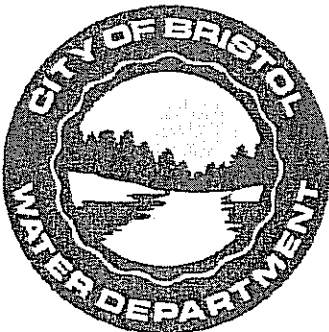


Location: Southington Water Department
605 West Queen St, Southington, CT
Date: May 1, 2010
Time: 10 AM to 2 PM

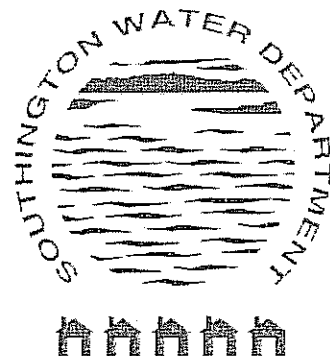


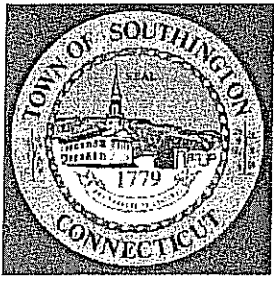
WHAT TO BRING TO THE COLLECTION FOR PROPER DISPOSAL

- Expired or unwanted prescription and over-the-counter medicines,
including vitamins and veterinary medications
- Medications that don't work for you, a family member or pet
- Medications that are no longer used
- Medications from deceased family member
- Unknown tablets or capsules
- Do NOT bring thermometers, needles or medical waste of any type



For more information contact:
Tom West at the
Southington Water Department
(860) 628-5593
Or
Rob Longo at the
Bristol Water Department
(860) 582-7431





SOUTHTON PUBLIC SCHOOLS

March 11, 2010

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

HOWARD J. THIERY
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION & LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

ROSEMARIE MICACCI FISCHER

PATRICIA P. JOHNSON

KATHLEEN C. RICKARD

MICHELLE L. SCHROEDER

Members of the Board of Finance:

The attached documents represent the pending questions that were discussed on Wednesday, March 10, 2010. Please feel free to call my office or Sherri DiNello at 860-628-3200 ext. 212 if you are in need of any further clarification.

- Magnet School Cost – Comparative Data (Attachment #1)
- Special Education – Explanatory Text (Attachment #2)
- District-wide Efficiency Programs (Attachment #3)
- Health Insurance – Wellness and Education Initiatives (Attachment #4)

On behalf of the Southington Board of Education thank you for providing us the opportunity to publicly share our 2010-2011 Operational Plan.

Respectfully,

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

Attachments

c: Board of Education
Cabinet Members
John Weichsel, Town Manager
Mark Sciota, Deputy Town Manager

da/c/letters/bdfinaknce311102.wd

49 BEECHER STREET
SOUTHTON, CT
06489

WWW.SOUTHTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Southington Public Schools

Magnet School Cost

Comparative Data



Attachment #1

Attachment #1

**MAGNET SCHOOL COST
COMPARATIVE DATA**

District	09/10 Students	Magnet School Tuition
Avon	52	\$186,864.00
Bloomfield	189	\$672,000.00
East Hartford	405	\$1,355,591.00
East Windsor	54	\$175,307.00
Enfield	88	\$339,088.00
Farmington	40	\$146,820.00
Glastonbury	221	\$702,225.00
Manchester	208	\$807,877.00
New Britain	113	\$428,873.00
Newington*	31	\$185,000.00
Plainville	12	\$46,986.00
Rocky Hill*	44	\$255,983.00
Simsbury	56	\$280,141.00
South Windsor	104	\$409,870.00
Southington	42	\$252,240.00
Vernon	39	\$153,328.00
West Hartford	121	\$525,000.00
Wethersfield*	74	\$268,819.00
Windsor Locks	75	\$246,512.00
Windsor*	206	\$689,678.00

Southington Public Schools

Special Education

Explanatory Text



Attachment #2

Attachment # 2

Special Education

Response to Board of Finance Questions Regarding Inclusion and Out of District Placements

The district promotes and provides responsible inclusive practices. The Individuals with Disabilities Education Act (IDEA) discusses a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). Within both of these is a continuum of services that range from a regular classroom setting to a separate setting either within the district or out of the district.

In alignment with IDEA, we educate students with disabilities with their typical peers, considering, as required, supplemental aids and services prior to more restrictive alternatives.

Prior to changing services and/or placement for any student with disabilities, the Planning and Placement Team (PPT) process determines appropriate recommendations based upon data. Parents/Guardians are members of the Planning and Placement Team and we work together to meet the individual needs of each student.

The district Coordinators' work with the school based teams and families when a consideration is being made for an out of district placement. This process is considered when, and only when, it is determined that this is the Least Restrictive Environment.

Ms. Frances Haag, Senior Special Education Coordinator, personally extends an invitation to any member of the Board of Finance to meet with her so she can answer any further questions regarding special education and the placement of youngsters with exceptional needs. She can be reached by calling 860.628.3200 ext. 210 or electronically at fhaag@southingtonschools.org.

Southington Public Schools

District-wide Efficiency Programs



Attachment #3



Southington Public Schools
Southington, Connecticut

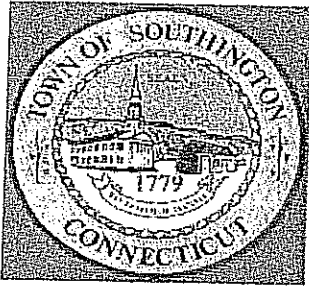
Board Continues to Implement Cost Avoidance/Savings Initiatives

- Participate in the Connecticut Consortium for Cooperative Purchasing with over 100 Connecticut school districts. Participating provides substantial cost savings on classroom, art, office, custodial, and health supplies including paper purchases. We also extend this opportunity to the town to participate.
- Participate in a Cooperative Oil Purchasing Consortium for the purchase of #2 heating oil. We also extend this opportunity to the town to participate.
- Technology Department is utilizing PEPPM Technology Bidding and Purchasing Program for purchases. This centralized bid process saves time, effort and money.
- In the fall of 2009, our Director of Business and Finance engaged 15 school districts to join together to bid the generation of electricity. The result was a reduction in cost from the original three-year Connecticut Consortium for Electricity purchase price. This has allowed us to reduce our electricity account #32120 in spite of the expanded size of two elementary schools.
- Completed a district-wide lighting retrofit program with DBS (formerly Tychon) through a program offered by the Capitol Region Education Council (CREC) to reduce electricity costs. Connecticut Light and Power (CL&P) has nominated the Southington Public Schools for an award based on the reduction of energy consumption at Southington High School.
- The district has signed a three-year contract with Cox Communications beginning July 1, 2010. This new contract will expand our local calling area to reduce long distance charges and our monthly cost will be reduced from the current AT&T State contract.
- The district connected Derynoski Elementary School and J. F. Kennedy Middle School to natural gas lines. We have the option of using oil or gas pending availability and pricing. This has provided substantial savings in the cost of heating our buildings.

Electrical Conservation Program Southington High School

District Reimbursements for Performance in CL&P "30 Minute Demand Response Program"	
2009	\$16,380 *
2008	\$28,560
2007	\$28,542
2006	\$25,458
2005	\$18,307
Five Year Total	\$117,247

*Due to increased customer participation, performance incentives have been reduced for 2009 & 2010.



SOUTHTON PUBLIC SCHOOLS

Frederick G. Cox, Jr.
Director of Operations

A handwritten signature in dark ink, appearing to be "FC", is written over the printed name and title of the Director of Operations.

MEMO

To: All District Staff

Date: January 4, 2010

Re: Energy Conservation Success

Late October 2008, a "Best Practice" matrix for energy conservation was distributed to you (see attachment). Your contributions have made this effort a huge success. During the first twelve months, the district has realized a monthly savings averaging \$13,000 (approximately \$156,000 annually) in electricity. In addition, the district has realized additional savings following the lighting retrofits completed during the past two years at most buildings. The high school once again participated in the CL&P "30 Minute Demand Response Program" and brought an additional savings of over \$18,000 to the district for air-conditioning reductions during the summer of 2009.

This year we ask that you continue this good work and contact my office with any ideas or concerns that you believe need to be addressed in this conservation effort. Please e-mail your ideas or concerns to me at fc Cox@southingtonschools.org.

Our maintenance department will be focusing this year on heating and air conditioning conservation throughout the districts sixteen buildings. Please report any hot spots or cold areas to Charlie Beliveau, Supervisor of Building & Grounds at cbeiveau@southingtonschools.org.

Currently nine of the districts buildings run on Energy Management System software with South End Elementary to be added this spring. To reduce heating costs we are working with Energy Management System vendors regarding increased monitoring of our buildings during non-school hours including weekends.

Other recent conservation efforts include the use of natural gas at Derynoski Elementary School in their newly installed high efficiency boiler. In addition, both Plantsville and South End Elementary Schools are coming on line this winter/spring with new high efficiency natural gas boilers.

In closing, I would like to thank you for your continued efforts in energy conservation.

Happy New Year!

FACILITY/SITE ENERGY CONSERVATION GUIDELINES

October 20, 2008

A	B	C	Energy Usage "Best Practices"
X			Do not turn on classroom and staff work areas prior to staff arrival
X			During day light hours corridors should be lit at half level wherever possible
X			Do not illuminate gymnasiums, auditoriums, cafeterias or all purpose rooms until such time as they are scheduled for use
X			Vacuum all finned type radiation units
X			Light classrooms not classroom wings when cleaning on 2 nd shift
X			Shut off all copiers when staff has left
X			When securing building in evening, shut off stair tower lighting
X			When securing building at end of day, shut off all corridor and lobby lighting
	X		Maintain correct calibration on photo cell sensors
	X		Reduce excessive light levels by careful delamping
	X		Replace all heating and ventilation filters on a pre-scheduled basis
	X		Verify and adjust annually all calibrations for fresh make-up air in HVAC equipment
	X		Regularly verify the use and calibration of night and weekend set-backs for heating, air-conditioning and ventilation
X	X		Identify any exterior lighting that can be controlled by timers
X	X		Identify any building or site lighting that can be eliminated
X	X		Use compact fluorescent lighting where possible
X	X		Regularly verify correct settings for time of day and day of week on all lighting and ventilation timers
X	X		Check and repair air leaks around exterior doors
X	X		Doors to air-conditioned spaces shall not remain opened to cool unconditioned spaces
X	X		Service and clean refrigeration and air conditioning coils on a pre-scheduled basis
X	X		Water heaters should be set at 110° degrees "other than those solely for kitchen use" which require 180° Fahrenheit
		X	Provide the most current and accurate information on building usage to energy management contractors, regarding heating & air-conditioning needs
		X	Reduce need of athletic field lighting by adjusting scheduling
		X	Reduce the number of evenings (consolidate) having night events
		X	Turn off equipment i.e. laminators, light tables when not in use
		X	All office equipment will be turned off by staff every night before leaving the building
		X	All appliances/equipment purchased for school use must be Energy Star compliant

A = Custodial Staff

B = Maintenance Staff

C = Administration and all other staff

FACILITY/SITE ENERGY CONSERVATION GUIDELINES

October 20, 2008

A	B	C	Energy Usage "Best Practices"
X		X	Place work orders for repair of malfunctioning occupancy sensors
X		X	Close blinds, shades or draperies to conserve heat at the end of each school day
X	X	X	All outside lights should be turned off during daylight hours (adjust time clocks and check dusk dawn sensors) Place work order when necessary
X	X	X	Shut off all lights when leaving an unoccupied space
X	X	X	Override existing occupancy sensors by shutting off light switches when leaving classrooms or work areas for more than 5 minutes
X	X	X	Shut off lighting to all storage and utility rooms and unoccupied spaces
X	X	X	Make use of natural daylight when available, to do this blinds should be opened during the day and lights should be shut off in areas using day lighting
X	X	X	Turn off illuminated display and showcases
X	X	X	Have unnecessary refrigerators removed and properly disposed of
X	X	X	Lower all heating to 70° Fahrenheit (see standards listed below)
X	X	X	Increase cooling temperature to 74° Fahrenheit (see standards listed below)
X	X	X	Heating and cooling systems will be kept in occupied set-back mode during all extended school breaks, Thanksgiving, Winter Breaks, Spring Breaks and Summer
X	X	X	Building use for after hours programs and Summer School will be coordinated with staff and energy management contractors in order to minimize areas of HVAC use
X	X	X	The work order process is proper procedure for reporting problems with heating and cooling

		<u>District Heating and Cooling Standards</u>			
		<u>Heating</u>		<u>Cooling</u>	
		set point	acceptable range	set point	acceptable range
Occupied	<u>70° F</u>		68° - 72° F	<u>74° F</u>	73° - 76° F
Setback Mode	60° F		58° - 62° F	85° F	83° - 87° F

All staff has a role to play in this conservation effort. It is important to note that these energy conservation guidelines shall not supersede the need to maintain a safe secure environment for staff, students and site visitors.

A = Custodial Staff

B = Maintenance Staff

C = Administration and all other staff

Energy/facility-guidelines.wd

SOUTHINGTON PUBLIC SCHOOLS

TECHNOLOGY ENERGY CONSERVATION GUIDELINES

October 20, 2008

A	B	C	D	Energy Usage "Best Practices"
		X	X	Disable screen savers from computers
		X	X	Turn off monitors after logging off computer
			X	Set computers to "standby" mode so they will hibernate after 30 minutes of non-use
		X	X	Replace inkjet printers with laser printers in common areas instead of one per classroom
		X	X	Shut off power strips at the end of the day
	X			Install master switch to turn off power in computer labs
		X	X	Make sure the last person to leave every night turns off all printers (except phasers)
			X	Shut down non-essential servers overnight
		X	X	Only print hard copies when absolutely necessary
		X	X	Print to copiers instead of small printers

A = Custodial Staff

B = Maintenance Staff

C = Administration and all other Staff

D = Technology Department Staff

SOUTHINGTON PUBLIC SCHOOLS ELECTRICITY CONSERVATION MEASURES

- *12 Buildings Reviewed
- Comparison of November/December 2007 to November/December 2008

November 2007 VS November 2008

KWH SAVINGS 14.26%

Average Daily Reduction	2,069 KWH
Total Monthly Reduction	62,072 KWH
Monthly Cost Avoidance	\$11,757.48

December 2007 VS December 2008

KWH SAVINGS 14.85%

Average Daily Reduction	2,540 KWH
Total Monthly Reduction	78,747 KWH
Monthly Cost Avoidance	\$14,479.93

Two Month Cost Avoidance	\$26,237.41
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*Southington High School, Vo-Ag Center, Plantsville Elementary School and J.V. Pyne Center not included in comparisons.

Southington Public Schools

Health Insurance

Wellness and Education Initiatives



Attachment #4



Southington Public Schools
Southington, Connecticut

Wellness and Education Initiatives to Address Rising Health Insurance Costs

WELLNESS:

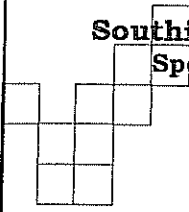
Through the work of the Southington Health Awareness Council (SHAC), the following programs have been offered to employees:

- Screenings – Blood Pressure, Cholesterol, Glucose
- Employee Health Fair at Convocation
- Stress Management Seminars
- Cleanse and Detox Programs
- On-site Yoga Classes
- Nutrition Programs
- Wellness Newsletters and Information e-mailed and posted for staff

EDUCATION:

In an effort to educate employees about the increasing cost of health insurance benefits and how their choices impact the bottom line, the Director of Business and Finance is working with Ovation Benefits to develop an educational presentation addressing the following topics:

- What does it mean to be self-insured?
- What are the benefits to using Anthem's Nurse Hotline?
- How to benefit from our 3-Tier Prescription Program.
- Mail order prescriptions – How the employees and town save money, if utilized.
- What are the costs of Emergency Room visit, Urgent Care, Minute Clinic and physician's visit?




Southington Public Schools Special Education and Related Services

March 2010

Presented by:


Frances Haag	Judy Buff
Mary Beth Noto	Carol Bagwell



Special Education and Related Services

- **Special Education** is specially designed instruction to meet the student's unique needs and enable the student to access the general education curriculum
- **Related Services** are supportive services to enable the student to access education as described in the Individual Education Program (IEP)


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Tonight's Agenda Special Education and Related Services

- **Who We Are**
- Who We Serve
- Why We Serve
- Services
- Measuring Success
- Key Accomplishments
- Moving Forward


2



Key Stakeholders

- Southington Public Schools
- Students with Disabilities and their Families
- Community of Southington
- Federal and State Departments of Education

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
Southington Public Schools Mission Statement

Board of Education Approved: June 12, 2008

THE MISSION OF THE SOUTHINGTON PUBLIC SCHOOLS IS TO HAVE:

STUDENTS ENGAGE IN A RANGE OF EDUCATIONAL EXPERIENCES TO BECOME INFORMED, ADAPTIVE PROBLEM SOLVERS WHO EFFECTIVELY COMMUNICATE, RISE TO CHALLENGES, AND ARE COMMITTED TO IMPROVE THEMSELVES AND THEIR COMMUNITIES.

3



Objectives

- Providing a free and appropriate education for students with disabilities
- Meeting Federal and State requirements
- Achieving at or above average performance metrics
- Maintaining fiscal responsibility

6

Special Education and Related Services

- Who We Are
- **Who We Serve**
- Why We Serve
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Preschool Enrollment

Sept 07	Class	Spec. Ed	Typical	Total	June 08	Class	Spec. Ed	Typical	Total
3 year old		21	17	38	3 year old		41	21	62
4 year old		33	22	55	4 year old		31	22	53
		54	39	93			72	43	115

Sept 08	Class	Spec. Ed	Typical	Total	June 09	Class	Spec. Ed	Typical	Total
3 year old		14	15	29	3 year old		36	21	57
4 year old		29	21	50	4 year old		33	22	55
		43	36	79			69	43	112

Sept 09	Class	Spec. Ed	Typical	Total	Projected June 10	Class	Spec. Ed	Typical	Total
3 year old		17	15	32	3 year old		38	20	58
4 year old		30	23	53	4 year old		33	24	57
		47	42	89			71	44	115

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Disability Categories

- Autism
- Deaf-Blindness
- Developmental Delay (ages 3-5 only)
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Specific Learning Disabilities
- Speech or Language Impaired
- Traumatic Brain Injury
- Visual Impairment
- Other Health Impairment
- OHI- ADD/ADHD

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Special Education and Related Services

- Who We Are
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- **Why We Serve**
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Special Education Enrollment

	2007-2008	2008-2009	2009-2010
■ In-District All Student Total Enrollment	6893*	6826*	6803
■ In-District Special Education Total Enrollment PK-12			
# of Students	733*	722*	703
District %	10.6*	10.6 *	10.3
State %	11.4	11.4	Not Available
■ Out of District Special Education			
RESC, Private, Public	68*	57*	64
■ Total % of Special Education			
Total %	11.5	11.3	11.2

* Based on Strategic School Profile (SSP)

9

Meeting Student Needs General Education Interventions

- Response to Intervention (RTI)/Scientific Research Based Interventions (SRBI)
- Coordinated Early Intervening Services are designed utilizing alternative, scientifically based instructional practices
 - Early Intervention Project/SERC
 - Progress monitoring
 - Substantive Student achievement

12

Meeting the Needs Special Education

- The Law:
 - Individuals with Disabilities Education Act (IDEA)
 - Procedural Safeguards
 - Requires federal and state partnerships to enforce law
 - Places an emphasis on involving students in the general curriculum, extra curricular activities and appropriate preschool activities
 - Free and Appropriate Public Education (FAPE)
 - Least Restrictive Environment (LRE)

13

The Planning and Placement Team Process

- Referral
- Planning and Placement Team (PPT) meeting
- Evaluation
- Determination of Eligibility
- Individual Education Program (IEP)
 - Progress Monitoring

14

Least Restrictive Environment

- Students with disabilities are educated with students without disabilities to the maximum extent appropriate
- Inclusion is the philosophical commitment to least restrictive environment
- The use of supplemental aids and services must be considered prior to more restrictive alternatives

14

IEP

- The IEP must include data that addresses:
 - Advancing appropriately toward attaining annual goals
 - Participating in and progressing in the general education curriculum
 - Participating in State Assessments
 - Participating in extracurricular and other non-academic activities
 - Planning for transition from High School

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Special Education and Related Services

- Who We Are
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- Why We Serve
- **Services**
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Continuum of Services

Time With Non-Disabled Peers (TWNDP)

- Regular Classroom (79.1 – 100%)
- Resource Room (40.1 – 79.0%)
- Separate Setting (0 – 40.0%)
 - In-District or out of District

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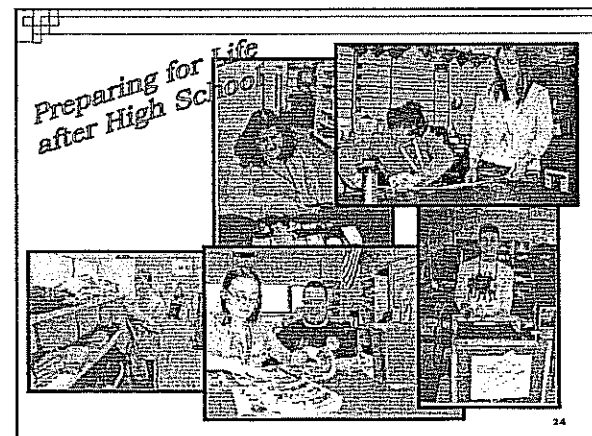
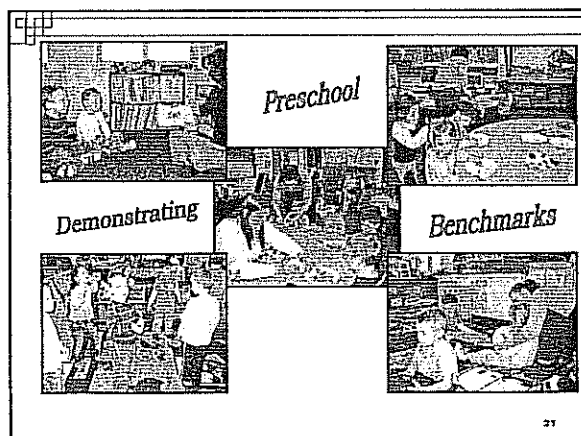
Continuum of Services <i>Continued</i> Time With Non-Disabled Peers (TWNDP)				
	K-12			
	2007-2008		2008-2009	
	District	State	District	State
■ Regular Classroom (79.1 – 100%)	77.6	71.6	74.9	72.7
■ Resource Room (40.1 – 79.0%)	12.0	16.6	16.4	16.1
■ Separate Setting (0 – 40.0%)	10.4	11.8	8.7	11.2

Based on Strategic School Profile Data

High School & Transition Planning	
■ Meeting Graduation Requirements:	<ul style="list-style-type: none"> □ Earn a minimum of 22 credits □ Meet Performance Standards in Literacy and Numeracy
■ Post Secondary Education Exploration	<ul style="list-style-type: none"> □ College Visits: UCONN, CCSU, TCC
■ Extracurricular Activities	<ul style="list-style-type: none"> □ Unified Sports □ Best Buddies

Preschool Services	
■ Birth to Three Transitions	
■ Monthly Screenings	
■ Aligned with CT Preschool Frameworks	
■ Performance Standards & Benchmarks	<ul style="list-style-type: none"> □ Personal and Social □ Physical □ Cognitive □ Creative

High School & Transition Planning <i>Continued</i>	
■ Prepare for Life after High School	<ul style="list-style-type: none"> □ Enroll in Courses offered in all Departments at SHS □ Vocational Exploration and Experience <ul style="list-style-type: none"> □ On site: School Stores, Library, Clerical, English Department, Corner Café □ Community Based: The Summit, Goodwill, CompuMail, Chibi's, Internships with Local CPA's, Collaboration with Local Construction & Manufacturing Companies
■ Referral to Adult Service Agencies	<ul style="list-style-type: none"> □ Bureau of Rehabilitation Services (BRS) □ Department of Developmental Services (DDS) □ Department of Mental Health and Addiction Services (DMHAS)



Special Education and Related Services

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Summary of Indicators for State Performance Plan (SPP)

1. Graduation
2. Dropouts
3. Participation and Performance on Statewide Assessments
4. Suspension and Expulsion
5. Removal from Regular Class
6. Preschool Settings
7. Preschool Social, Knowledge and Behavior Skills
8. Parent Involvement
9. Districts with Disproportionate Representation in Special Education & Related Services
10. Districts with Disproportionate Representation in Specific Disability categories



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Experiencing Middle School



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Summary of Indicators *continued*

11. Evaluation Timelines
12. IEP Implemented at Age 3
13. IEP Goals and Transition Services
14. Post-Graduation
15. Data/General Supervision
16. Compliant Timeline
17. Due Process Hearing Requests
18. Resolution Session Agreements
19. Mediation Agreements
20. Timely and Accurate Reporting



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CMT/CAPT

- All students with disabilities are included in state and district wide assessments
 - A small percentage of students with significant disabilities participate in alternate assessments that are aligned with the state's academic content standards and student achievement standards
 - Modified Assessment System (MAS)
 - Skills Checklist

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STATE REPORTS

September	Public School Information System (PSIS)/Special Education Data Application and Collection (SEDAC) Student Exits
October	Child Count
November	Early Childhood Outcomes
December	SEDAC Grants
January	PSIS
March	Update SEDAC Grants
May	IDEA Grant
June	PSIS
July - August	Initial Evaluation Data
On Going	CMT/CAPT Accommodation Data As requested Focus Monitoring Updates SPP/APR

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Special Education and Related Services

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Annual Performance Report Card

Year	Indicators	IDEA Determination
2005-2006	9,10,11,12,15A	Needs Intervention
2006-2007	9,10,11,12,13,15	Meets Requirements
2007-2008	9,10,11,12,13,15,20	Meets Requirements
2008-2009	9,10,11,12,13,15,20	Data unavailable – anticipated report release April 2010

*Based on Strategic School Profile (SSP)

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Elementary Technology



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CMT Assessment

% of Students with Disabilities Meeting State Goal

	2007-2008		2008-2009	
	District	State	District	State
Reading	21.5	20.4	33.0	30.2
Writing	18.7	19.3	24.3	19.5
Mathematics	34.7	22.6	46.8	30.7
Science	23.1	22.2	26.7	23.8

Based on Strategic School Profile Data

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- Talker.MOV

33

CAPT Assessment

% of Students with Disabilities Meeting State Goal

	2007-2008		2008-2009	
	District	State	District	State
Reading	10.3	11.4	26.8	14.1
Writing	8.8	16.3	14.8	13.6
Mathematics	17.5	14.7	25.0	15.4
Science	8.6	14.4	12.7	10.6

Based on Strategic School Profile Data

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Quality District Services Reduce Costs

SPS/CREC Collaboration

- Pre-K Elementary: Autism Class
 - Intensive Applied Behavioral Analysis
 - Inclusion as determined appropriate
 - Cost savings approximately \$30,000 per student
- Elementary: In-District Autism Consultation
 - Behavior Analyst consultation per IEP (09-10 for 17 students)
 - Provides opportunity to attend home school/inclusion in general education with behavioral support
 - Cost savings additional Special Education Teacher(s)

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Special Education and Related Services

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Quality Services *Continued*

- Elementary: Self Contained
 - Provides intensive services for significantly disabled students with opportunities to participate in general education and extra curricular activities
 - Cost savings for an out of district placement and transportation approx. \$50,000 per student (11 students)
- Middle: Therapeutic Education Alternative Model (TEAM) SPS/Children's Home Collaborative
 - Provides intensive academic/social/emotional/recreational services with opportunities to participate in general education and extra curricular activities
 - Cost savings of an out of district placement for approximately 11 students

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Professional Development

- Sample Topics:
 - Behavioral Health
 - Functional Behavioral Assessments
 - Behavior Intervention Plans
 - IDEA updates - SRBI
 - State Guideline Updates - LD Guidelines
 - Literacy Interventions
 - Numeracy Interventions
 - Assistive Technology
 - Co-Teaching/SERC
 - Autism Applied Behavioral Analysis
 - Mandated Reporting
 - Sensory Strategies Interventions for Behavior
 - School Based Diversion Initiative

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Quality Services *Continued*


- High: Therapeutic Education Program (TEP) SPS/Consulting Clinical Psychologist
 - Provides intensive academic/social/emotional/services with opportunities to participate in general education and extra curricular activities
 - Cost savings of an out of district placement for approximately 12 students

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Professional Development *Continued*

August	Related Service	2 Full days
November	Related Service	2 Full days
November	Elementary Para	Early Release
November	Middle Para	Early Release
November	SHS Para	Early Release
January	SHS Para	Early Release
January	Related Services	1 Full day
March	Elementary Para	Early Release
June	SHS Para	Early Release
Quarterly	Special Education	2 hour mtgs
Quarterly	Administrative State/ConnCase	

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***" All children can learn does not
mean all children are the same."***
(Reeves, 2002)

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