

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 24, 2011

The regular meeting of the Southington Board of Education was held on Thursday, March 24, 2011 at 7:30 p.m. in the John F. Kennedy Middle School Cafeteria, 1071 South Main Street, Plantsville, Connecticut.

At 7:10 p.m., Dr. Erardi announced that there were three parts to the Celebration of Excellence. For the first celebration, he introduced Dee Boorjian, Karen Cavanaugh, Denise Ingriselli and Louise Torvinen who are the advisors of the new Unified Theater Program. The 32 Unified Theater students in attendance performed two show tunes. For the second celebration, Mr. Angelo Campagnano recognized the Southington Board of Education as part of the Connecticut Celebrates Board of Education Appreciation Month and provided a small sampling of the items that the Unified Arts students made in class as gifts to the Board members. For the third celebration, the Board of Education planned to recognize Mr. Howard Thiery, Assistant Superintendent of Schools, who will be heading to Region 17, Haddam/Killingworth to assume the responsibility of Superintendent of Schools. Dr. Erardi announced that Mr. Thiery was unable to attend his last Board of Education meeting due to illness and that Thursday, March 31 would be his last day in the district. Mr. Goralski read a statement from Mr. Thiery.

1. CALL TO ORDER

The meeting was called to order at 7:40 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Rosemarie Fischer, Mr. Brian Goralski, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard. Absent were Mr. David Derynoski and Mrs. Patricia Johnson.

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

Student Representative present was Christopher Amnott.

There were 98 individuals in the audience.

2. PLEDGE OF ALLEGIANCE

Mr. Amnott led the meeting with the Pledge of Allegiance.

3. APPROVAL OF MINUTES ~ March 10, 2011

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

“Move to approve the minutes of the regular meeting of March 10, 2011.”

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mrs. Fischer, Mrs. Queen, 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:

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

“Move to revise the agenda as follows: Removing item 7.a (Student Initiative – Respecting Differences / SHS Diversity Club) and include that item within Dr. Erardi’s Administrative Report; move agenda item 7.e (Southington Public Schools Home Daycare Partnership) to agenda item 5.b; switch agenda item 6.e (Curriculum Initiative ~ Gifted and Talented Program) to 6.d and move 6.d (Middle School Feasibility Discussion ~ Fletcher Thompson) to 6.e.”

Mr. Goralski apologized and stated that he would do a better job with the agenda for the next meeting.

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

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

“Move to add Student Matters to the agenda under Executive Session.”

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

Mrs. Carmody thanked the DePaolo and Kennedy Middle School Unified Arts students for the wonderful display of gift items. She praised the presentation by the Unified Theater students. She also thanked the Kennedy Middle School administration and PTO for the refreshments and candy.

Mr. Goralski announced that he received communication from a community member, Mr. Brian Callahan, inquiring about AEDs (Automatic External Defibrillators) in the schools. He thanked Marie Bordonaro, RN, School Nurse Supervisor, and Mr. Eric Swallow, Athletic Director, for responding **so quickly** to Mr. Callahan’s **inquiry** about AEDs in the school district.

He noted that the high school athletes have an AED available at all home meets. An AED is available in the Nurse's Office at the high school, South End Elementary School and Plantsville Elementary School. Mr. Goralski thought that, as a great initiative for safety and well-being, they look into getting an AED in all of the schools.

Mr. Goralski reported that the Board members received an e-mail regarding Dr. David Monti, former Board Member. Dr. Monti is being recognized by Central Connecticut State University at a conference on April 9, 2011 for his advocacy of literacy in Connecticut.

On April 6, 2011 at 3:30 p.m. in the Derynoski Elementary School gym, there will be a basketball event in honor of Mr. Casale to raise money for a scholarship in his memory. Mr. Goralski noted that he was asked to replace Mr. Thiery on the team.

Communication from Administration:

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

1. Central Business Zone Meeting: Dr. Erardi reported that invitations were sent to all Central Business Zone owners to attend a March 29, 2011, 7:00 p.m. meeting at Town Hall. The purpose of the meeting is to define the proposed Government Center project collaboration between the Board of Education and the Town. A personalized letter has been sent to business owners from the Town Manager and School Superintendent as well as a personal visit encouraging them to attend.
2. Southington Education Foundation Grants: Dr. Erardi reported that the Southington Education Foundation is asking educators to submit a proposal for innovation up to \$10,000 on or before April 1. He was impressed with their continued work.
3. Safety Forum: Dr. Erardi reported that Tuesday, June 7, 2011, in the high school library, there will be an open town meeting that he will be facilitating regarding safety for children going into Grades 6 through 12 next year.
4. Southington Education Foundation Spelling Bee: Dr. Erardi reported that Mrs. Queen would be Captain of the School Board's team for the Spelling Bee and noted that the Community Adult Spelling Bee is another opportunity for the Southington Education Foundation to raise funds. Mr. Goralski pointed out that the teams are comprised of three people and that he would be honored to be on Mrs. Queen's team. He felt that the Board could put together three teams.
5. SHS National Honor Society Induction: Dr. Erardi apologized that he would be out of state on Wednesday, April 6, 2011 when the Southington High School National Honor Society Inductions are held at the high school at 7:00 p.m.
6. College Boards / Advanced Placement Testing: Dr. Erardi hoped that the reporters in the audience were ready on their keyboard because it was an extraordinary achievement to have national distinction of being one of only 300 high schools throughout this country to be recognized for two things. He pointed out that, not only did

Southington increase the number of students taking the Advanced Placement test, but scores also increased. He had copies for the press and hoped to read about this accomplishment in the next day's newspaper.

7. Student Initiative – Respecting Differences / SHS Diversity Club: Dr. Erardi stated that Antoinette Delfino, World Language Teacher at Southington High School, was approached two and one-half years ago by Ms. McGrath regarding recognizing, celebrating and creating comfort and opportunity for all students. He stated that Ms. Delfino put together an extraordinary group of students. Unfortunately, the Diversity Club's signature celebration for the last two years has fallen on a Board of Education meeting date, so Board members could not attend. This evening, Ms. Delfino and two students (Eric Corriveau and Noshervan Hamid) would give an overview of what has taken place regarding diversity at Southington High School.

Ms. Delfino thanked the Board members for recognizing the Diversity Club and all the hard work that the students have done over the past two years. She noted that they are amazing students and the finest at Southington High School. The Diversity Club has been working hard to increase awareness at the high school level, and their signature event has been the celebration of cultures over the past couple of years, which has been extended to the library. She invited the Board members to stop by the Southington High School Library to visit their displays.

Mr. Eric Corriveau of the Diversity Club thanked the Board members for their support in terms of event success and administrative recognition.

Mr. Noshervan Hamid of the Diversity Club stated that the club is different and unique and, instead of being focused around interest of hobbies, it deals with people's lives and social inequities. He commended Dr. Erardi and Dr. Semmel for taking time out of their busy schedules to recognize the Diversity Club. He added that the club has been a medium for him to be more comfortable with where he comes from and who he is.

Dr. Erardi noted that the Diversity Club provided folders to the Board members for them to peruse at their leisure. It includes statements from club members and parents and gives the Board the sense of the Diversity Club's work at the high school.

Mr. Goralski thanked the students because there are many clubs at the high school and some get more recognition than others. He noted that their club has put together a Diversity Fair for two years and that people take for granted that Southington is a non-diverse community; however, their comments show that diversity is everywhere. He thanked the Diversity Club for reminding Southington that, although we look like we are not a diverse community, diversity comes in many shapes and forms. He also thanked the Diversity Club for making the high school and community a better place.

Mrs. Rickard stated that she and Dr. Erardi loved the chocolate mousse made by Eric Corriveau representing France at the Diversity Fair. Dr. Erardi noted that Eric is a graduating senior and a quiet superstar and that he was waiting to hear whether he was accepted into Harvard. Eric stated that he had an interview two weeks ago that he thought went well.

Mrs. Rickard reported that the Robotics Team won big at WPI this past weekend and encouraged Board members to attend the competitions. She noted that they have a great team and that the Board really needs to support them. Mr. Goralski questioned how they would qualify for the Nationals. Eric Corriveau explained that they had to register to get into Nationals. Once registered, they are on a waiting list and, when they win a regional, they are put higher on the waiting list. He noted that they worked hard to build the robot for six weeks with some very long weekend nights until 3:00 a.m. Mr. Goralski wished the best of luck to the team in Hartford.

c. Communication from Student Board Representative

Christopher Amnott reported the following:

- He was happy to be back at Kennedy Middle School, his alma mater, where he had three great years.
- The FBLA State Leadership Conference is Monday, March 28.
- DECA had their State Leadership Conference last week and multiple members qualified for the Nationals.
- Girls' Basketball held their banquet on Wednesday, March 23 at the Aqua Turf.
- Mike Smigelski set two school records and is going to the State Open for swimming.
- Cherraine Davis, a Track star, is an All American Shot Putter.
- He thought that the Unified Theater presentation was excellent and stated that he knew some of the students involved.
- He had something planned for Mr. Thiery and was disappointed that he was not at the meeting. Mr. Amnott stated that Mr. Thiery was very supportive of him and hoped that he does well in his new district.
- During April vacation, many students will be visiting China and England.
- The AP tests are coming and he will be taking the AP Politics Test.
- The National Honor Society Induction is April 6.

Mr. Goralski noted that the school year is winding down and that Mr. Amnott will be a Seton Hall Pirate next year, which means their days with Mr. Amnott are numbered. He hoped that between Mr. Amnott and Dr. Semmel they would find an adequate Student Board Representative replacement for next year whom Mr. Amnott could start mentoring.

5. COMMITTEE REPORTS

a. Finance Committee Meeting ~ March 15, 2011

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

“Move to approve the Transfer of Funds, as submitted.”

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

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

“Move to award Bid #2011-BID-04 for Lawn Mowing Services at Southington High School, DePaolo and Kennedy Middle Schools, Derynoski, Kelley, and South End Elementary Schools, and the Pyne Center, as submitted.”

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

Mrs. DiNello stated that many of the items in the Finance Committee minutes will be going back to committee next month, and then before the full Board; however, she wanted to highlight some main points on the Finance Committee agenda. She reported that Mr. Goodwin would be working with Top Driver to extend the current agreement for the 2011-2012 school year. She pointed out that they are working on a new agreement with Achieve Financial Credit Union to continue running the branch at Southington High School for three years.

Mrs. DiNello noted that, over the past three years, they had a contract with Nike for the purchase of athletic equipment. The committee was provided information of both the pros and cons of the current contract during their meeting to determine how to move forward. It was the consensus of the Finance Committee that they are not interested in entering into a new agreement with Nike when the current agreement ends on June 30, 2011. The committee was not interested in seeking other proposals for an athletic contract. They would like to revert back to the previous process of having the Purchasing Agent get quotes and bids on items and take care of that internally. She asked if the full Board was in consensus with the Finance Committee.

Mrs. Fischer asked if they would be losing the signing bonus and other monies. Mrs. DiNello acknowledged that was correct. She stated that by having the contract they received the \$3,000 initial signing bonus and then they were given \$3,000 of merchandise specifically for the football team program. She could not specifically say that the items that were donated or given to the football program were items that they would have bought from the budget. Some of those items were things that they may have purchased and some of the things may have been nice benefits that the football team was able to gain from the contract. The Finance Committee discussed the fact that they were able to receive discounted purchasing through the contract, but the feeling of the committee was that it was difficult to quantify the true savings because they did not know if they could have negotiated those discounts on their own or if other vendors could have potentially matched the pricing. She believed that some committee members felt some loyalty to local vendors and businesses and wanted to be sure that they were given ample opportunity. There are things that they will be giving up by not having the contract and the committee was aware of that during the discussions.

Mrs. Fischer asked if they looked back to see what the opportunities were prior to going with the Nike contract to see what those prices were. She understands the commitment to the community, but she hopes that, as they go forward, they measure the opportunities that come with the contract. She felt that they were getting some good things out of the Nike agreement. Mrs. DiNello felt that, through the work of Mr. Goodwin in the Purchasing Office, they would track the proposals and quotes that they get over the next year with purchases that they make. She noted that Mr. Goodwin shared with the committee that they continued to get quotes with the contract in place and that oftentimes the Nike contract provided the best pricing. She would

like to track the quotes and pricing that they receive over the next year and then bring that information back to the Board next spring to see if Nike pricing was still the best. If that is the case, then maybe the Board would want to revisit the contract.

Mr. Goralski asked for a consensus for moving forward regarding not entering into another contract agreement. The verbal consensus was unanimous.

Mrs. DiNello commented that Central Office will be developing a letter notifying booster clubs, the Band Backers, and PTOs regarding a recent determination letter from the Internal Revenue Service (IRS).

Mrs. DiNello reported that the Finance Committee had a lengthy discussion regarding seasonal fees for gymnasium and field use. There were two recommendations that came out of it. One recommendation is that the administration will develop an hourly fee schedule to assist with long-term rentals for entities such as for-profit businesses that are looking to use our facilities on a long-term basis. It is difficult to charge daily rates when they might be using a gymnasium for an hour and one-half every Monday night. The daily rate would make it cost prohibitive to encourage individuals to use the facilities. The committee will be looking at an hourly fee schedule and determine if they would use a discounted fee for long-term use. The second recommendation was in regard to the use of the high school baseball field by the Collegiate Team. Although revenues were raised to fund the cost of the program, the consensus was that it was a not-for-profit business and to waive any rental fee; however, they would develop a reimbursement dollar amount based on the use of the facility. The committee believes that, when a team requests to use the facility, they will have to supply a schedule of when they plan to use it. Mr. Cox, who handles use of facilities, would then determine what the fee for reimbursement costs would be. They would be able to give a team an upfront number so that they then would be able to determine what the charge should be to players. They would be charging a fee for lights and any field maintenance that may need to be done to prepare the use of those fields. It would be a way to bill people in advance, not after the fact. They would work through the Athletic Director and the teams that would put those proposals together.

Dr. Erardi commented that this is an area that should be brought back to the Board only once with all of the homework done because it has been discussed for a long time. There are three pieces that are moving parallel. Administration has met with Parks and Recreation this past week to try to better understand what happens with our fields during the spring, summer and fall. They have also been meeting for the past three months with the Maintenance Department to reach a better agreement that makes it affordable for well-meaning coaches and parents who want their child to be a part of a program on our fields. The third piece is that they have met with nearly every coach who is involved in this discussion. Dr. Erardi is asking patience from the Board to allow administration to bring back all of that information through a sub-committee and then, ultimately, to the full Board. As simple as this sounds, he noted it was a very complex issue. He felt that the best information would allow them to fall back on good practice and common sense. Dr. Erardi did not want to make any type of recommendation to the Board that eliminates well-meaning people from our fields. In the same parallel, they were in a position where they cannot afford private entity. It is a balancing act between Parks and Recreation, between due diligence on the Board's part and making sure administration knows what is going on with our fields, and working with well-meaning folks to make this all happen. They will need

two to four weeks to bring it to close, and there is a lot of work taking place behind the scenes on this issue.

Mrs. Rickard asked Mrs. DiNello to clarify that the Finance Committee reached a consensus on all teams for town children, not just the Collegiate Team, in which administration would work to come up with a pre-set fee. Mrs. DiNello replied that was correct.

Mrs. DiNello informed the Board that a fiber contract would be moving forward and that the electricity contract would be signed on Tuesday, April 29 to lock the district into a two-year extension, which the Board approved back in November.

Mrs. Rickard commented that these fibers go past Town Hall and that the Town Manager wants to increase their technology, which the school district already has in place. She noted that they currently share the school district's Purchasing Department with the Town, and the Town can participate in the school district's bids. There has been some talk in the past about perhaps adding an employee to our Purchasing Department, funded by the Town, to do the Town's purchasing. She felt that this is a perfect opportunity for the School Board to extend the hand, once again. She acknowledged that the school district has a great Technology Department in place and has fiber going right by their buildings. She thought that they can do this together, rather than the Town trying to reinvent the wheel and hiring someone new. She felt that it was the perfect opportunity and perfect time to bring it up again.

Mrs. DiNello noted that they were recently contacted by the Town and two employees came in to work with Mr. Goodwin regarding some technology purchases in an effort to get the best pricing that they could. She stated that Karen Veilleux, Technology Director, was willing to assist in their future purchases.

b. Southington Public Schools Home Daycare Partnership (Formerly Agenda Item 7.e)

Dr. Erardi introduced two members of the Executive Board of the Southington Home Daycare Providers Association: Ms. Angela Griffs, President, and Ms. Maria Nelson, Vice President. He stated that the partnership with the Board of Education and Preschool Coordinators has grown enormously and to the good of Southington youngsters coming into our schools.

Ms. Angela Griffs thanked Dr. Erardi for the opportunity to share what they do. They restarted the Home Daycare Association two years ago and currently have 41 home daycares in Southington with 21 members who are members of the SDPA (Southington Daycare Providers Association) that care for approximately 180 children ranging in age from six weeks to 12 years old. Their mission is to focus on raising the quality of childcare by offering education, mentoring, and friendship to family childcare providers in Southington and for all those interested in being advocates for caregivers and children. They meet once a month to share ideas, support each other, and attend conferences and workshops to further their education. They are licensed by the State of Connecticut Department of Public Health. Each provider is allowed to have six full-time children and three school-age children in their care. The state has specific guidelines that they follow to ensure a safe environment for the children in their care. A typical day at daycare begins fairly early; healthy meals and snacks are served to ensure intellectual and

physical growth. During the day, they do a variety of activities. Children are introduced to numbers, letters, shapes, colors, music and movement, story time, finger play and crafts to name a few. This could be challenging at times with such a variety of ages, but with having small numbers it also gives them the chance to meet each child's individual needs. They are able to give them the love, nurturing and attention they need to help build a positive self-image. They know that the first years are very important years in a child's development both mentally and physically. As Home Daycare Providers, they ensure that the children in their care are happy, healthy, confident and ready to learn when they enter Kindergarten. Through play, they build the skills that they will need to have a successful school experience, such as decision-making, self-discipline and self-regulation. In today's busy society, they realize that parents may not have the time to adequately prepare their children who are entering Kindergarten. She noted that Dr. Erardi has opened up the lines of communication between the Home Day Care Providers of Southington and the Southington schools. This has helped them to better understand and prepare the children for the rigorous curriculum that is now being taught in Kindergarten. She stated that they were at the meeting to gain the Board's support in preparing the children in their care for academic success.

Mr. Goralski thanked them and noted that every partnership is important to the Board. He noted that their partnership is one that is growing nationally and in Connecticut.

Dr. Erardi commented that, when they meet with the Home Daycare Providers, it is usually 6:30-7:00 p.m. He noted their commitment and dedication to partnership as their day probably starts at 5:30 a.m. and their last child may go home at 5:30 p.m. or 6:00 p.m. He pointed out that Coordinators Dale Riedinger and Betsy Chester have led Professional Development in collaboration with the Home Day Care Providers. The piece that he finds most impressive is the Home Daycare Providers' willingness to accept and to outreach by extending their work day an additional two to three hours and do it graciously once a month. The bottom line is that both Maria and Angela understand what readiness is all about and their task is to spread that energy and enthusiasm to the other Home Daycare Providers. Their approach is to do it one Home Daycare Provider at a time, which would be the school district's approach.

6. OLD BUSINESS

a. Town Government Communications

Mr. Goralski agreed with Mrs. Rickard that, if they are fortunate enough to move to North Center School, the wire already runs by Town Hall. He thought that they could offer a great deal of support to Mr. Brumback [Town Manager] in upgrading the Town's technology because those two buildings already have the wires in place and that it would be a great partnership.

Mr. Goralski announced that Planning and Zoning has their meeting on April 5, 2011 at 7:00 p.m. in Town Hall. The meeting on March 29 is for the merchants in downtown Southington. He noted that two individuals asked for very specific data-driven reports that he is excited to share at the April 5 meeting. He hoped that they are going to see the benefits and remove the restrictions.

Mr. Goralski complimented the Board of Finance for the ongoing communication from members of that Board. On Wednesday, March 30, at 7:00 p.m. at Town Hall, they make their final recommendations to the Town Council. Mr. Goralski was hopeful that the Board's budget was supported by that group. He noted that the Board of Education was bi-partisan unanimous and he hoped that the Board of Finance would set the example by being bi-partisan unanimous as well.

b. Construction Update

Mr. Cox reported that members of the Building Committee and Construction Managers met last week with the administration and they put together their final punch list for the spring items to be done at both Plantsville and South Elementary Schools to hopefully close it out.

c. Facility Committee Update

Dr. Erardi noted that April 5, 2011 is a very important date for the collaborative work of Town Hall and Board of Education moving to North Center School. They have been working diligently to have every question answered that has been asked of them by the Planning and Zoning Commission. The School Board's work is both qualitative and quantitative as they have been asked to survey the 30 Central Office employees regarding behaviors, such as stopping for coffee or breakfast before work and where would they have lunch. All information has been completed and will be collated. The qualitative work is taking place on the Town side with the Board of Education taking responsibility for working together with the Town Manager and Deputy Town Manager. Every person who has walked through Town Hall has been given a survey, which will be shared with the Planning and Zoning Commissioners, broken out by department, and how many people in a given week frequent each department. They will be able to share with the Commissioners how many employees would have a change of behavior if their department was moved .3 miles down the road. The final piece of data collection is taking place on the School Board's side and, over five work days, Central Office has been counting how many people walk into their departments. Dr. Erardi felt that the data collection has been extensive and they are trying to answer all questions regarding plan design through Mr. Cox and Mr. Tranquillo's office and through Borghesi Construction. On April 5, they will be prepared with answers for all the questions that the Commissioners have asked for over the past few weeks.

Mr. Goralski stated that he spoke with the Chairman of Planning and Zoning and asked if he could speak briefly on April 5 because this initiative came from our Facility Use Committee. The chair will allow Mr. Goralski to have some opening remarks before Dr. Erardi and Mr. Brumback present to the Commissioners. Mr. Goralski thought that building partnerships between the schools and the town government is the success of the community.

d. Curriculum Initiative ~ Gifted and Talented Program (formerly Agenda Item 6.e)

Dr. Erardi acknowledged that Project Discover educators, Mrs. Paula Knight and Mrs. Jackie St. John, were here to present their update regarding their work with their students.

Mrs. Knight thanked the Board for the opportunity to explain to them some of the things that they are doing in talent development in Southington. They distributed a proposal (*Attachment #2*) for New Directions in Enrichment and Talent Development for 2010-2011. The School-wide Enrichment Model is based on the belief that we value education and every child, and that we want to encourage and engage them to be problem-solvers, which fits into the Mission Statement for Southington Public Schools. The vision starts with a plan and total talent development with four stakeholders: Administrators, teachers, students and parents. She noted that it was important that teachers buy into this as well. She stated that parents become a major part of this talent development, as they start to engage them as mentors and in enrichment teams. The parents are amazing resources as they bring the world of work into the school community.

Mrs. Knight planned to give the Board a “Bird’s Eye View” as to what the School-wide Enrichment Model (SEM) is all about. It has three major components: talent development, academic performance and collaborative school culture. Within talent development they want to look at students’ strengths and what they are really excited about to learn about. They want to tap into those strengths and provide enrichment opportunities, resources, and services through the stakeholders. They also want to create a flexible approach to the curricular differentiation and not necessarily have every student doing everything the same way. They want to find their stride.

Mrs. Knight stated that they want to improve the academic performance of all students in all areas of the regular curriculum. They are looking at the total school population and giving every child the opportunity to step up and say, “I really like this and I want to learn more.” She noted that talented students have talented parents and a talented community, and they want to blend all of this together and try to have everybody become a part of what is happening.

Mrs. Knight explained how they will make this happen. When they look at the School-wide Enrichment Model there are three types of activities: Type I, Type II and Type III. Type I is a general exploratory activity, such as a whole school assembly, a guest speaker coming in, or maybe children exploring. Once they have children engaged in an activity, they would look at who is getting really excited about this, who wants to find out more, who wants to go deeper and broader. Those students would then be part of the pool for Type II training. Type II training is small group investigation and getting the students into the nuts and bolts of what makes things work. These clusters of students are driven by student interest in expanding or investigating topics. The next step, Type III, is to find those students who are so involved and excited about the topic that they want to do independent investigation. They want to go broader and deeper and get into this in a way where they are solving some sort of global problem. A booklet was distributed that showed the students who did that this year through independent study.

Mrs. Knight explained that for the plan implementation in Year One they are in-servicing administration and instructional staff. They attended one of the elementary principal meetings and introduced this program to them with good dialog as to what they want to see in their buildings. From that, they were able to craft how this would look in individual school buildings. She noted that both she and Mrs. St. John loved that uniqueness, and that it was not just a cookie-cutter stamp for every building. They are in eight different buildings with eight different ideas that all reflect the philosophy, vision, and model, but they are unique to this specific community. Mrs. Knight and Mrs. St. John developed Enrichment Teams that are going to be in every building because there are only two of them and eight elementary schools. These Enrichment

Teams are going to carry out the work of trying to develop those Type I and II activities. The Enrichment Teams are going to be comprised of teachers and administrators in the building, specialists and parents. The teams are then going to collaborate and create some enrichment opportunities and be able to address those specific enrichment needs. Mrs. Knight stated that she and Mrs. St. John are working on the total talent portfolio in which they do an interest survey with every child in Grades 4 and 5. They are in the process of establishing a database to develop different activities specific to their unique needs. They are going to provide opportunities, such as Brown Bag Lunches where students can talk with mentors and have a rich discussion about a specific topic. She noted that they are still servicing the previously identified fourth and fifth graders. She stated that they are using communication tools, such as e-mail and verbal contact, and at the end of the year they are going to evaluate Year One.

Mrs. Knight explained that so far they have had 48 identified and non-identified students present independent study projects to their school community, staff, invited guests, administration, and family members. They had 300 to 350 people come through their Open House. They are doing push-in Type I, II, and III activities in each building that reflect the unique needs of the building. They have Curriculum Committee members from each elementary school; they have met three times and introduced the model of school-wide enrichment to them including dialog of how this can be implemented in their building. Mrs. Knight explained that they communicate quarterly with administration and have regular verbal or e-mail communication with teachers. She and Mrs. St. John just finished doing Progress Reports on each of the Independent Studies, which were e-mailed to teachers and sent out to parents. She explained that they previously identified 5%, but now they are going to identify 10% of the grade level population to create that larger pool of students who are highly capable. Mrs. Knight and Mrs. St. John are pleased that this fits beautifully into STEPS (Southington Town-wide Effort to Promote Success) and some of the things that they are doing in the community. They are working on topics of social responsibility and helping students understand what this means to them personally, in their community and globally.

Mrs. Knight provided a graph of the different activities that she and Mrs. St. John are doing on a daily and weekly basis. Presently, they are more embedded in Type I and II activities. They have some Type III activities going on, but they are really trying to do more skill set building and engaging children in Type II.

Mrs. Queen asked about the criteria for the identification process to expand to 10% of the population. Mrs. Knight replied that they would be using the same criteria, but, instead of only nominating 5% of the pool, they will just increase the number. They will still be looking at SAI, characteristic profiles, teacher input, CMTs and DRP. They look at a multitude of criteria before a decision is made. Mrs. Queen asked if there would be flexibility in the ability of students who move in and out of that pool as things change. Mrs. Knight replied that they had a lot of discussion on this with Mr. Thiery. The identification piece is almost a separate avenue that they need to review because they are mandated by the state to identify those students who are gifted and talented. However, services are not mandated. She noted that school-wide enrichment is open to the total population. They don't want the notion that identification is the opportunity to work with Mrs. St. John or Mrs. Knight.

Mrs. Rickard asked Dr. Erardi what the purpose of identifying is if they are not going to service. Dr. Erardi replied that it is not a choice; it is a state requirement, a statute. It is a

question that has been asked without a great answer for years. Every district must go through the process of identifying. In many cases it is a frustration to parents that the school identifies their child as a highly skilled learner and then nothing happens. Mrs. Rickard stated that it seemed like such a lack of common sense. Dr. Erardi stated that all 169 districts go through the exercise to make sure that the information does not go away; it is an annual reminder that, if they don't have a program, maybe they should. He stated that he would follow-up on that and would get a better answer for her.

Mrs. Fischer asked if the state uses that information anywhere. Dr. Erardi replied that the state collates the information and it appears on the Strategic School Profile. He stated that he would check on that also.

Mrs. Carmody thanked Mrs. Knight and Mrs. St. John for their presentations all year to the Curriculum Committee. She thought that their enthusiasm has been very impressive. She stated that she went to the Open House at Hatton School and individually talked with students about their projects. She mentioned that one young lady who was explaining her project was very concerned for a fellow student to whom no one was speaking. The student asked Mrs. Carmody to go over and speak to the other student and let her explain her project. She was very much in favor of school-wide enrichment. Mrs. Carmody asked if they were still taking the identified gifted and talented students and making certain that they are getting more enrichment activities. Mrs. Knight replied that was correct. She indicated that, even in school-wide enrichment, children who are identified as highly capable will most likely be part of those pools of students that are "ignited" and "excited," and are capable of moving through Type II to Type III activities.

Mrs. Knight explained that last summer she and Mrs. St. John spent a week at the UCONN campus on "Confratude." They had the opportunity to network and embed themselves into this model, and talk with people who have been doing this for 30 years. Time and time again, they were assured that these "ignited" children are so excited about learning that they will find a way to challenge and propose activities. Mrs. Knight and Mrs. St. John have actually seen this happen this year.

Mrs. Carmody asked if this trend with school-wide enrichment is the change in gifted and talented that they are seeing nationally. Mrs. Knight replied that this was a widely accepted program and at the Confratude were people from Guam, Paris and all over the world. It is a very successful program and widely known.

Mrs. Notar-Francesco questioned how they selected the parents, teachers and administrators for the Enrichment Teams. Mrs. Knight replied that their selection should be the same as they would select children. They go into the school, explain what is going on and look to see who is excited and then bring those people together. When these people are excited about it, they are going to want to see it succeed and put their heart and soul into it. Mrs. Knight and Mrs. St. John are asking principals to think about who are the teachers in their building who are ignited by this concept; these are the people whom they are bringing together. Mrs. Notar-Francesco asked what their charge would be. Mrs. Knight replied that the charge of an Enrichment Team in the building would be the Steering Committee for the enrichment activities that will take place in that building. Hopefully, the intent would be that during the year they will be an Enrichment Cluster. Enrichment Clusters would be six to eight weeks where

there is an intense look at some specific theme. It could be cross-graded or individually graded. Mrs. Notar-Francesco asked if Mrs. Knight and Mrs. St. John's relationship with the Enrichment Team would be as a coach or specialist. Mrs. Knight replied that was correct and the Type III would be driven by both of them. They would be the coaches to help the groups of children who are interested in engaging in Type III activities.

Mrs. Queen summarized that Type I would be the entire building, Type II would be the 10%, and then within the 10% they might have others that go onto Type III activities. Mrs. Knight replied that was absolutely correct.

Mr. Goralski thanked Mrs. Knight and Mrs. St. John for what they are doing because every year the Board gives them the challenge of doing more with less.

e. Middle School Feasibility Discussion ~ Fletcher Thompson (formerly Agenda Item 6.d)

Dr. Erardi distributed a handout (*Attachment #3*) and asked the Board to turn to Attachment #2 within the packet. He thanked Mr. Cox for putting this packet of information together. He stated that administration was recommending to the Board of Education that they build for 811 students, which will have capacity at 872 students. He referred the Board to Attachment #3 within the packet that lays out for the Board of Education what those numbers represent regarding state reimbursement. He thought that it was important to note that the asterisk on the bottom of that page talks about eligible costs in regard to the State Department of Education's interpretation of extraordinary programmatic requirements. He believed that they do have programmatic requirements that are extraordinary in both schools where they have worked diligently to bring students back to our public school in programs at both DePaolo and Kennedy Middle Schools. If the Board supports the 811 with a building capacity moving forward, administration would prepare a document for the State Facility Unit to review.

Mr. Cox reported that on March 11, Mr. Thiery facilitated a meeting with him, the two middle school principals, and three members of the Fletcher Thompson team. During that meeting, they discussed the middle school vision and the associated facility. In the first attachment, the Board had a breakdown of where the facility is at this time, regarding what is available and the associated square footage, and then the additional areas and revised square footages that the program requires. He introduced Mr. Curt Krushinsky and Mr. Joseph Costa from Fletcher Thompson.

Mr. Krushinsky explained that the Board had a spreadsheet that has three columns. One column is the existing areas of the middle school facilities and the other column is the proposed areas that came out of their meeting on March 11. He noted that they met for three hours and it was a very productive meeting, with the understanding on how the buildings don't hold up to the educational needs at this time. The third column is a summary of the net difference between what they have now versus what has been asked for. He noted that the Guidance Department suites right now are very small and substandard in size. The counselors' offices are 90 square feet and should be 150 square feet, not the small closets that they have now. They did that with each group as far as the needs of each department within the middle school. On the third page, there is a comparison between the 106,000 square feet that exists now versus a potential need for

141,000 square feet. It starts to identify the approximate size of what an addition might be of 35,000 square feet.

Mrs. Queen asked that, if they took the potential square footage of 141,855 and divide it by 811, which would be the maximum number of students, it would equal the allotted square footage per student. Mr. Krushinsky replied that would be the number of square feet per student.

Mr. Goralski asked what the state recommended standard was per student. Mr. Krushinsky replied 163, and it was on the last page "Space Standard Worksheet" in the packet, which is one of the forms filed with the state. He stated that is where the accounting part of architecture comes into play. Mr. Goralski asked him to speak to that page.

Mr. Costa explained that the Space Standards Worksheet is a form that the State of Connecticut produced 30-35 years ago, and the standards have not been updated since that time. Consequently, the numbers that they use as the allowable square footage are very difficult to reach with a modern school with the accessibility standards, the requirements for special programs, and the kind of spaces that they need in bathrooms now. The state uses this form as a way of calculating the allowable square footage. At the top of the form, three grades are circled, which are grades 6, 7, and 8. On the left hand column is projected enrollment and the category that we fall into is the 751-1500 bracket. The state allows 148 square feet for sixth grade students, 170 for seventh grade, and 170 for eighth grade. He explained that you add up the number of grades housed and then divide, which provides the 163-square-foot average allowable per student. If they multiply the 811, which is the eight-year highest projection that Dr. Erardi provided, then you come up with 131,760 square feet allowable for 811 children.

Mr. Krushinsky explained that the state allows for additional square footage for buildings that are built prior to 1950 and the two middle schools would not qualify for that. He noted that the 141,885 is the square footage that is carried over from the space program that he spoke to earlier and the target. This is a working document and what they are really looking for is permission to move forward and apply the space program to the existing floor plan to start their conceptual designs and to meet with the educators and the staff with the 141,885 target. He explained that the 92.8% represents what the district would qualify for if this were to move forward with these square footages. He stated that it is 92.8% of the 56% state reimbursement, which is what Southington's reimbursement rate is at this time.

Mr. Costa stated that what they have is a bottom up, which is the list of program spaces, and a top down, which is the square footage allowed by state law. He noted that districts are trying to balance the two and yet meet educational requirements and enrollment requirements and that is where they are right now.

Mr. Goralski asked them to speak to the asterisks on that page. Mr. Costa replied that Dr. Erardi mentioned that before. There are special programs that, if the Superintendent and Board of Education approaches the Commissioner of Education and requests some relief from the space standards, they are sometimes granted. The state is becoming stricter because of the state having problems meeting the budget, but there are many occasions where districts approach the Commissioner and show, from an educational standpoint, special circumstances of why the square footage must be exceeded and a letter is often provided. Mr. Krushinsky explained that there are four programs that he was familiar with, and many of them are early childhood related;

other programs are Project Choice and the Lighthouse Program. Mr. Costa pointed out that there is no downside to asking the state and that it was still important to ask the question.

Dr. Erardi explained that this type of finite information is not typically shared publicly with Boards of Education; it was his belief that the Board has been talking about this for so long and that the worksheet lays it out nicely. He noted that the reason why they went into such detail is so everyone has a conceptual understanding of exactly where we are and why administration continues to recommend 811 with a max of an additional 50 or 60 students. He wanted to give the Board the rationale of why they went this way.

Mr. Goralski summarized that Mr. Krushinsky and Mr. Costa have been in the buildings, talked with the educators and have begun the process of their vision. The state is going to fund Southington at 811; however, the community is fearful of growth because we have built elementary schools that have surpassed the planning. He found the number 872 reassuring. He asked the architects to speak to that number.

Mr. Krushinsky replied that, if the Board members go back to Attachment #2 in the packet, they had discussions with the group about core classrooms and capacity utilization. They are not assigning utilization or enrollment within unified arts type spaces. These are just the core teaming spaces, but they have built in some flexibility as far as existing classrooms, which are about 648 square feet each, and 30 core classrooms. They discussed the four net added classrooms, based on the information that they collected, sizing them at 800 square feet, which is a middle school classroom. It gives them some flexibility that, if they did have an increase, a "blip," they would have those spaces. They also built in teaming spaces in each one of the middle schools so that also gives them the flexibility to accommodate the additional students. Although it is 811, they are providing spaces that can be utilized and bring them up closer to the 872 if it was needed.

Mr. Goralski summarized that the direction they need from the Board of Education is to move forward with the paperwork for 811 because that is the biggest number that they can justify moving forward. Dr. Erardi reported that was correct, and that they needed a consensus endorsement of Attachment #2.

Mrs. Notar-Francesco asked why they are talking about the 811 and not the 872. Mr. Goralski replied that they do not have a study from NESDEC that supports 872. They have a study from NESDEC that supports 811 and the number 92.8% is the only number they are justified in using. Mrs. Notar-Francesco asked if the 141,885 number supports 811 students or 872 students. Mr. Krushinsky replied that it would support the 872, if necessary. Mrs. Notar-Francesco asked if they were to build at 141,885 would they be eligible for 92.8% of the 56% total reimbursement. Mr. Krushinsky replied that she was correct. Mrs. Notar-Francesco asked for hypothetical numbers that she can wrap her arms around. Mr. Goralski interjected that numbers scare him because the media and the public spins things conceptually. Mr. Costa replied that they are not quite ready, and that these were conceptual numbers and would not reflect exactly what the design is, which may be slightly larger or smaller. Until they actually get into planning, they will not have an opportunity to size the building.

Mr. Goralski pointed out that at 100% you get 56%; 92.8% of the 56% would probably be in the 49% to 51% state reimbursement range. Mrs. Notar-Francesco replied that was the number that she was looking for. Mr. Costa noted that would be the net.

Out of respect to their colleagues who could not attend tonight's meeting, Mr. Goralski asked administration about talk regarding visions and the future. He stated that the Board's charge currently was for Grades 6, 7, and 8. However, Mr. Derynoski asked some questions and Dr. Erardi gave some follow-up should Mr. Derynoski's vision become a reality. In Mr. Derynoski's absence, Mr. Goralski wanted to make sure that they address his concerns. Dr. Erardi replied that Mr. Goralski was referring to conversation that took place two Board meetings ago. As recently as this past Tuesday at the Elementary Principals meeting, they spoke to the all-day Kindergarten potential and that Southington could house all-day Kindergarten tomorrow in each building if they could fund it. What was approved by the Town Council was a very succinct motion for the work that we had sent to them. Their allocation of funds for the study to take place was for renovate-to-new Grades 6, 7, and 8 at DePaolo and Kennedy Middle Schools.

Mrs. Rickard stated that she was having difficulty hearing and questioned if the 131,760 was for 811 students and they would get 100% of the 56% at that number. The 141,885 is with the 872 students and they would only get 92.8% of the 56%. Mr. Krushinsky stated that was correct and the 141,885 represents a building based on the input that they had received after meeting with the educators and Mr. Thiery. Mr. Goralski added that their conceptual design could come in somewhere between those two numbers and, if the conceptual design comes in between, then the 92.8% would become a different number. Mr. Krushinsky stated that was correct; it was a working document. Mr. Goralski stated that the piece he was looking for was the "what if." If Kennedy was built for 625 to 655 students, they are currently housing 849 and housing 763 at Depaolo, so they are well over what these buildings were built for. If they maximize their space in the conceptual numbers, then 872 would be comfortable.

Mrs. Rickard asked what they would need a consensus for. Mr. Goralski replied that they need a consensus supporting 811 to be filed with the State Facilities Unit to support document #3. This would allow Fletcher Thompson to start designing a building that is going to come in somewhere between 131,000 and 141,000 square feet because 141,000 meets the needs of our educational experts and meets the curriculum demands shown in the spreadsheet. The state standard is the 131,000 and, because they are building off a 1955 building, it is virtually impossible because the cafeteria might be 20 square feet too big. Mr. Krushinsky noted that it is some give and take, and they are going to live with an existing auditorium and gymnasium because spaces are fixed.

Mrs. Rickard thought that part of this was that they were hoping to expand the auditorium space. The architects replied that it was not. Mr. Goralski stated that the auditorium seating capacity was 425. Mr. Krushinsky stated that they would not be able to add seats in there without impacting reimbursement because auditorium seating is funded at 50%, half of the enrollment, and they are already there. Mrs. Rickard noted that at band concerts there are people standing outside the auditorium to the bathrooms because the auditorium is not big enough.

Mrs. Notar-Francesco asked that if they petition the Commissioner it would be, potentially, for the 141,885 square feet. Mr. Krushinsky replied that was correct. She asked if

they have enough to persuade the Commissioner to move to that number. If he moves to that number, would he then say that the state would reimburse Southington at 100% of the 56%? Mr. Costa replied that would be the goal of the Commissioner's acceptance of the waiver. However, it is getting more difficult because of budget issues and years ago it was much easier. They would work through the Superintendent's office to prepare that letter. Dr. Erardi summarized that the strength of the letter from the Superintendent's office is a direct reflection of the action of the State Board of Education. We are planning to house two programs, one in each building, which will take sizeable square footage to be proactive in bringing our most complex learners back to our building. He thought that they could create strong justification for that square footage.

Mr. Goralski clarified that the consensus is to authorize 811 students in both buildings.

CONSENSUS: To authorize 811 students in both buildings.

Mrs. Clark	-	Yes	Mrs. Carmody	-	Yes
Mrs. Rickard	-	No	Mrs. Notar-Francesco	-	No
Mrs. Fischer	-	Yes	Mr. Goralski	-	Yes
Mrs. Queen	-	Yes			

Consensus passed 5 to 2.

Dr. Erardi thanked Mr. Cox for all the work that he has done with this issue, which has been another full-time job for his office.

f. Kindergarten Extended Day Program

Mrs. Karen Smith, Derynoski Elementary School Principal, noted that there were members of her committee present, Betsy Chester, Jan Verderame and Sally Kamerbeek, who were three of approximately 18 members on their study committee. They have met with the Curriculum Committee. This evening, they wanted to publicly thank the Board of Education, Dr. Erardi, and Mr. Thiery for spotlighting Early Childhood Education through the Early Childhood Collaborative, as well as through the Home Daycare Providers. The next logical step is to take a look at the Kindergarten program. Ideally, they would love to be able to present to the Board a viable all-day Kindergarten program for every child in the Southington Public Schools. They hoped to be able to do that in the not-too-distant future. However, they have to begin one small step at a time. This past fall, many administrators, together with Mr. Thiery, presented an option to Mrs. DiNello and Dr. Erardi about taking the plunge and looking at creative ways that they might be able to establish for the district an Extended Day Kindergarten Program. Thanks to Dr. Erardi and his creativity in combining the efforts of the CREC Program that currently exists and modeling after what is currently in existence this year with CREC / Open Choice children, they have come up with a proposal for next school year whereby students would be selected for an Extended Kindergarten Program either October 1 or November 1. Admission or invitation to this program would be based on criteria that are currently being developed. Their next committee meeting is April 7 and at that time the hope to have formulated a checklist system that would be shared with the Board and better defined by the Curriculum Committees, Kindergarten team, preschool teachers, administrators, and some parents. When they merge all of the checklist items, they will include academic consideration, social, emotional, behavioral, and readiness

issues, and teacher narratives. They will then have a selection committee established in the fall after all of the data is collected and make a recommendation to have 60 youngsters participate in an extended day invitation that would be housed at Derynoski and South End Elementary Schools. The reason for the selection of those schools is because one school is a late school and other late elementary schools would feed into it, and South End is an early school and the early schools could feed into it. She noted that this would be a district program. The goal of the program is to be successful so they want to start small and safe and make it a wonderful experience for children and parents. She stated that the issue is school readiness; how they define school readiness depends on those who are meeting to talk about criteria and to look at a broader picture. A child born in December does not necessarily mean that he/she is not ready for Kindergarten; a child who has not had Preschool does not necessarily mean that he/she is not ready for Kindergarten. One of the best indicators of readiness for Kindergarten learning is the Kindergarten teacher. They feel that, when the Kindergarten teacher has a month or two of data, experience and relationships with these young learners, it is the best criteria there is. Mrs. Smith added that there are state standards for preschools and for preschool entry, and that their criteria will be based on those standards.

Mrs. Carmody commented on how very fortunate Southington is to have this program offered to our students.

7. NEW BUSINESS

a. Student Initiative – Respecting Differences / SHS Diversity Club

This was a presentation under Dr. Erardi's Administrative Report.

b. Adoption of 2012 Board Meeting Dates

Dr. Erardi reported that he sent communications to Board members with a reflection to August of 2010. They presently have an August 2011 date already adopted and the Board has in front of them an August 2012 date. His recommendation would be to accept and to move on the proposed agenda of meeting dates for the 2012 calendar year with two exceptions. He suggests that the August 2011 date moves from August 25, 2011 to August 18, 2011. The rationale is the action that the School Board took this past summer, which only allowed our four new teachers to establish their classroom three days in advance of the start of the school year. He would like to offer a greater deal of time for August 2011. He would like to do the same for August 2012 and move that date from August 23 to August 16.

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

“Move to approve the schedule of Board Meeting Dates with the adjustments.”

Mrs. Fischer noted that the Board spoke about this in prior years and the rationale for having a later August meeting was to get better attendance numbers. Dr. Erardi replied that, with centralized registration, Central Office administration has a much better handle on numbers. This would be the third summer going through that; consequently, he was confident that, despite moving back a week, they would still be in a good place for recommendations. Dr. Erardi pointed out that the Board also moved the start of the school year forward.

Mr. Goralski shared that Mrs. Johnson told him that she agrees wholeheartedly with the change of the August meeting dates as advocated by Dr. Erardi. Mr. Goralski noted that they will have a change in this motion for this year (2011) as well as 2012.

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

Even though nothing is official or final, Mr. Goralski was looking for a consensus from the Board that, if North Center moves forward, would the Board be supportive of having all of the Board of Education meetings at the new central meeting hall. After looking at all the wires all over the room at Kennedy tonight and noting what all the principals have to go through to host the meetings, he thought that it would be a good idea. The Board members agreed. Mrs. Notar-Francesco added that she loves going to the schools, but her biggest issue was for Mrs. Blanchard [Recording Secretary]. When they are in this kind of setting, it seems that the minutes are much more difficult to hear and transcribe. Mr. Goralski noted that the one piece that they lose is the “travelling road show.” Mrs. Rickard added that they could invite people to come in. Mr. Goralski felt that they have to maintain that connection to the schools and highlight each school once a month. Mrs. Rickard agreed that they should still do that with the schools coming to North Center. Mrs. Clark added that then they could go downtown for dinner or ice cream.

Mrs. Notar-Francesco also wondered how much manpower was involved in setting the meetings up at the schools every time. Mr. Rit Campbell, Television Specialist, responded that it was a lot. Mr. Goralski felt that Mr. Campbell’s life would be made easier. He noted that Mr. Campbell offered his expertise in electronics to Borghesi Construction in the design of the community room.

Starting tonight, Mr. Goralski asked Mrs. Blanchard to add to the minutes the number of people in attendance at the Board of Education meetings; he counted 66 people in the audience tonight. He planned to add this under his public comments to reflect the traveling group that follows the Board meetings. He noted that he has been doing this himself at the previous meetings. He also plans to share that at the March 29 meeting for the impact on the central business district downtown. Mrs. Blanchard added that there were more than 66 people if they include the 32 Unified Theater participants making the total 98 people attending the meeting that were in the audience.

c. Draft Policy ~ NIMAC – First Reading

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

“Move to waive the second reading.”

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

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

“Move that the Board accepts the NIMAC policy recommended by the Policy and Personnel Committee.”

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

d. Name Committee for AFSCME – Nurses Negotiations

Mr. Goralski thought that it would be a great idea if the same group that is serving on the AFSCME Negotiating Committee for the Secretaries, Maintenance, Custodians, and Food Service Employees also serve on this committee. The nurses were a bargaining group that was in AFSCME and are now in a separate bargaining group still within AFSCME.

The AFSCME Nurses Negotiating Committee is comprised of Mrs. Queen, Mrs. Notar-Francesco, Mrs. Carmody, and Mr. David Derynoski, as an alternate.

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

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

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

Motion carried unanimously by voice vote.

The meeting adjourned at 9:40 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
MARCH 24, 2011**

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

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

Members Absent: Mrs. Patricia Johnson and Mr. David Derynoski.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, and Mrs. Sherri DiNello, Director of Business and Finance.

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

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

Motion carried unanimously by voice vote.

Mrs. DiNello left the Executive Session at 10:05 p.m.

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

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 10:42 p.m.

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

“Move to add two student expulsions to the agenda.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2010-2011-18 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2010-2011-19 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

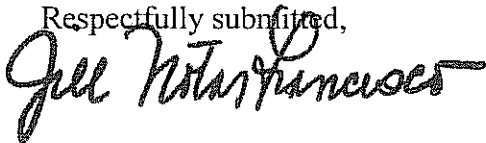
MOTION: by Mrs. Carmody, seconded by Mrs. Queen:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 10:43 p.m.

Respectfully submitted,

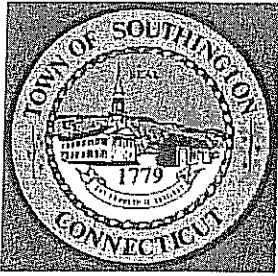
A handwritten signature in black ink, reading "Jill Notar-Francesco". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Jill Notar-Francesco, Secretary
Southington Board of Education

Administrative Report – March 24, 2011

1. Central Business Zone Meeting (Attachment #1)
2. SEF Grants - \$10,000 – April 1, 2011
3. Safety Forum – Tuesday, June 7, 2011 – SHS Library
4. SEF Spelling Bee (Attachment #2)
5. SHS NHS Induction – Wednesday, April 6 – 7:00 p.m.
6. College Boards – Advanced Placement Testing (Attachment #3)
 - a. National Distinction

[Handwritten signature]
3/24/11



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

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SOUTHINGTON PUBLIC SCHOOLS

Press Release

Garry Brumback
Town Manager

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

March 18, 2011

**Open Discussion for Community Members
and**

Central Business District Owners

Tuesday, March 29, 2011

7:00 p.m.

Southington Town Hall

75 Main Street

Southington, CT 06489

You are invited to a one-hour meeting to be held on Tuesday, March 29, 2011 at 7:00 p.m. at the Southington Town Hall to further define the proposed Government Center (presently the North Center School) project. This project looks to move the Board of Education's office from 49 Beecher Street, along with certain offices presently located at the Town Hall, to the now vacant North Center School.

The agenda will be as follows:

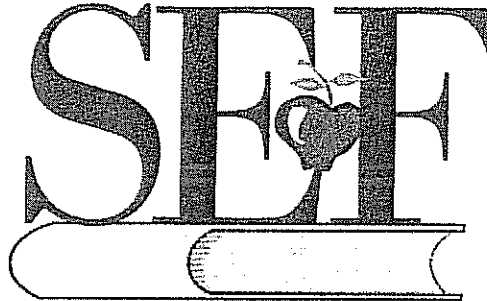
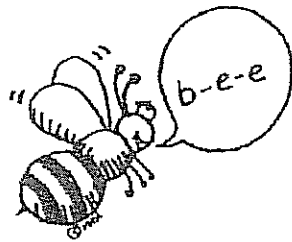
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|-----------|---------------------------------------------------------------------------------------------|
| 7:00 p.m. | Introduction of Town / Board of Education Staff |
| 7:10 p.m. | Defining the Proposed Project – Town Manager / Superintendent of Schools |
| 7:30 p.m. | Pertinent Information to Central Business Owners – Town Manager / Superintendent of Schools |
| 7:40 p.m. | Open Discussion / Questions |

The intent of this discussion is to bring all business owners to a common place of understanding with updated information for this project.

We look forward to your presence on March 29, 2011.

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

Garry Brumback
Town Manager



The SEF Challenges
You to Spell
Excellence for
School Children!

**SOUTHINGTON EDUCATION
FOUNDATION, INC.**

Instilling a love of learning.

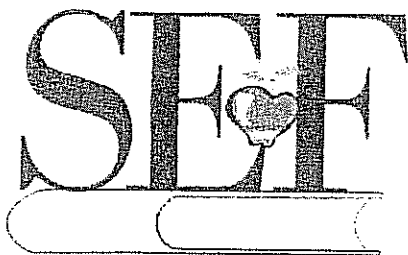
Community Adult Spelling Bee

Help the Southington Education Foundation spell excellence for the community's school children. The first annual SEF adult Spelling Bee will convey bragging rights to the team that wins the coveted title of SEF Spelling Champion. On Thursday, June 16, 2011, at 7 p.m., teams made up of local professionals, politicians, educators, police, fire, and other public officials will compete. The event will be held at the Southington High School Auditorium and all proceeds will help foster educational excellence for our town's school children. Admission is free. Judges are Dr. Joseph Erardi, Superintendent of Schools, and Ms. Betsy Chester, Language Arts Coordinator.

Each team will consist of three spellers and costumes, themes, and mascots are encouraged! Participation is \$100 per person or \$300 per team. Individual or team sponsorships and donations of all sizes are also welcome, as these enable the SEF to underwrite administrative and teacher teams from the school district. Entry fees are fully tax-deductible.

Since its inception in 2009, the Southington Education Foundation has awarded over \$30,000 in grants to classrooms throughout the K-12 school system. Monies available for grants are generated through several fundraisers over the course of the year. The SEF Spelling Bee will help the SEF meet the growing needs of our schools in this era of tight school budgets.

So organize your team today! Entry forms are available online at:
www.southingtoneducationfoundation.org.



SOUTHINGTON EDUCATION
FOUNDATION, INC.

Creating a bright future for all

P.O. Box 42 - Southington, CT 06489

Directors:

William M. Lutz
Chairman

Dawn A. Miceli
Vice-Chairman

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Alan M. DeBisschop
Treasurer

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Anthony A. Sheffy, Esq.

Dr. David Monti

Joseph V. Erardi, Jr. Ed.D.
Ex-Officio

2011
Southington Education Foundation

Adult Community Spelling Bee

How do you spell E-X-C-E-L-L-E-N-C-E?

Thursday, June 16, 2011

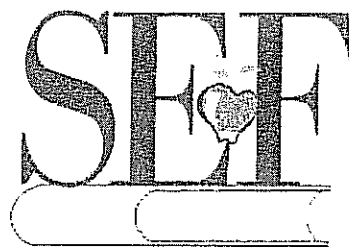
SHS Auditorium

7:00 p.m.

- ◆ Teams of three adults will confer on spelling
Team names, costumes, and mascots are encouraged!
Put together a team of neighbors, co-workers, college alumni, friends, etc.
- ◆ Entry fees are \$100 per person or \$300 per team.
Entry fees are completely tax-deductible.
- ◆ The Bee Master for the evening will be a special guest.
- ◆ Not a speller?
Consider making a donation and help sponsor a team of teachers, administrators, clergy, public officials, etc.
- ◆ For entry forms or more information check out our website at: www.southingtoneducationfoundation.org

*Our foundation's education fund grants
support the enrichment of our local schools
and the enrichment of our students.
We are committed to the education of
all children. The foundation's mission is to
support the education of all children.
We are committed to the education of
all children. We are committed to the education
of all children.*

Since its inception in 2009, the Southington Education Foundation has awarded over \$30,000 in grants to support teacher initiatives for children in grades K-12. All proceeds of the Spelling Bee will be distributed for grants to teachers or to our STEM project of creating a student science center on the grounds of Camp Sloper.



SOUTHINGTON EDUCATION
FOUNDATION, INC.

Southington is a Learning Community

Community Spelling Bee-Entry Form

Welcome to the Southington Education Foundation's Adult Community Spelling Bee. The Bee will be held on Thursday, June 16, 2011 at 7:00 p.m. in the Southington High School Auditorium. To participate in the BEE, please mail this form with your entry fee made payable to Southington Education Foundation. Your donation is tax-deductible. For more information, check out our website at www.southingtoneducationfoundation.org or call Alan @ 860-621-3292.

_____ I would like to participate on a team. Enclosed is the \$100 entry fee.

_____ I am sending a team. Enclosed is the \$300 entry fee.

_____ I would like to sponsor a team. Enclosed is the \$300 entry fee.

Team Name: _____

Contact Person: _____

Address: _____

Phone: _____ Email: _____

Team Members (3 members per team)

1. _____

2. _____

3. _____

I am unable to participate but would like to support the Spelling Bee with a gift of \$ _____.

Please mail this form and checks to :
Southington Education Foundation, P.O. Box 42, Southington, CT 06489
Deadline: Monday, May 16, 2011



BLUE KNIGHTS

Southington High School

720 Pleasant Street • Southington, CT 06489

Phone: (860) 628-3229

Fax: (860) 628-3397

Home Page: www.southingtonschools.org

Principal

Martin J. Semmel, Ed.D.

Assistant Principals

Andrew S. Bayer

Helen A. Crowley

David S. Germano

Brian R. Stranieri

For Immediate Release: March 16, 2011

Southington High School Named to AP[®] Achievement List by the College Board for Significant Gains in Advanced Placement[®] Access and Student Performance

388 US Public School Districts Across the Nation Are Honored

Southington, CT— Southington High School is one of fewer than 400 school districts in the nation being honored by the College Board with a place on its AP[®] Achievement List for opening AP classroom doors to a significantly broader pool of students, while maintaining or improving the percentage of students earning scores of 3 or higher. From 2008 to 2010, Southington has increased the number of students participating in AP from 178 to 211, while improving the percentage of students earning AP Exam scores of 3 or higher, the score typically needed to earn college credit, from 72% in 2008 to 77% in 2010.

Dr. Joseph Erardi, Superintendent of Schools states, “The College Board recognition is both meaningful and symbolic to the concerted effort by many as staff continues to expose a growing number of students to our most competitive classes...I am pleased and proud of our SHS students and staff”. Southington High School currently offers 12 AP courses. In addition, we are fortunate to offer students an opportunity to earn further college credit through the Early College Experience program of the University of Connecticut, our College Career Pathway courses through the Community College system, and our Project Lead the Way courses through the Rochester Institute of Technology.

The AP Achievement List is made up of all school districts that are simultaneously expanding opportunity and improving performance, so even low-performing districts are included if they have been able to maintain or improve scores while expanding access. The list includes 388 school districts representing 43 states, with California’s 37 districts on the list representing the largest number of districts from a single state, followed by Michigan with 29 districts and Pennsylvania with 28 districts.

“Participation in college-level AP courses can level the playing field for underserved students, give them the confidence needed to succeed in college, and raise standards and performance in key subjects like science and math,” said College Board President Gaston Caperton. “The AP Achievement List districts are defying expectations by expanding access while enabling their students to maintain or improve their AP Exam scores.”

Many U.S. school districts have focused on expanding access to AP courses as part of a strategy for fostering college readiness. While these efforts have resulted in more students earning scores of 3 or better — the score typically cited as a “qualifying” or “successful” score because the majority of U.S. colleges and universities provide college credit or advanced placement for this score — these efforts have also resulted in more students now earning scores of 1 or 2. Accordingly, there has been a slight decline since 2001 in the percentage of AP students scoring a 3 or better, a decline that is to be expected in any program attracting a broader cross-section of students.

That said, helping more students learn at a higher level *and* earn higher AP scores is an objective of all members of the AP community, from AP teachers to district and school administrators to college professors. Many are experimenting with a variety of initiatives and strategies to determine how to expand access and improve student performance simultaneously.

“These districts are living proof that when access to AP is provided for the range and breadth of prepared and motivated students, districts can achieve even higher learning outcomes for their students — and the opportunity for so many more to earn college credit and placement — than when AP opportunities were restricted to a smaller segment of the high school population,” said Trevor Packer, vice president of the College Board’s Advanced Placement Program®.

Inclusion on the list is based on the following criteria:

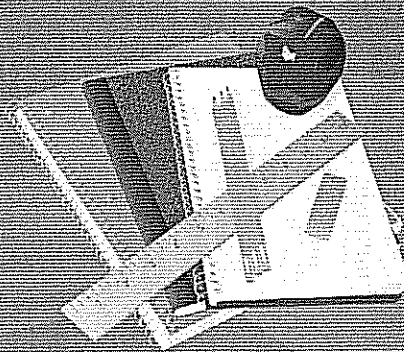
1. Examination of three years of AP data, from 2008 to 2010;
2. Increase in participation in/access to AP by at least 4 percent in large districts, at least 7 percent in medium districts and at least 11 percent in small districts;
3. A steady or increasing percentage of exams taken by African American, Hispanic/Latino and American Indian/Alaska Native students; and
4. Performance levels maintained or improved when comparing the percentage of exams in 2010 scoring a 3 or higher to those in 2008, *or* the school has already attained a performance level in which more than 70 percent of the AP students are scoring a 3 or higher.

Additionally, school districts with an AP student population composed of 50 percent or more traditionally underrepresented minority students (African American, Hispanic/Latino, American Indian/Alaska Native) and/or low-income students have been noted on the Achievement List to highlight significant improvements in equity and quality among the nation’s historically underserved student populations.

The complete AP Achievement List can be found at www.collegeboard.org.

New Directions for Total Talent Development

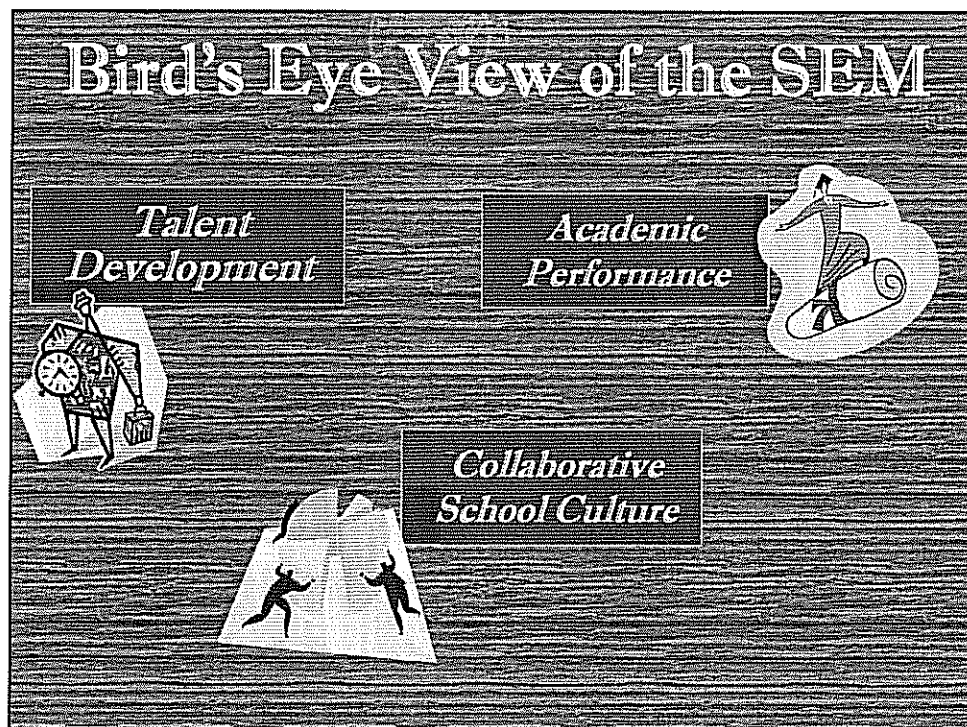
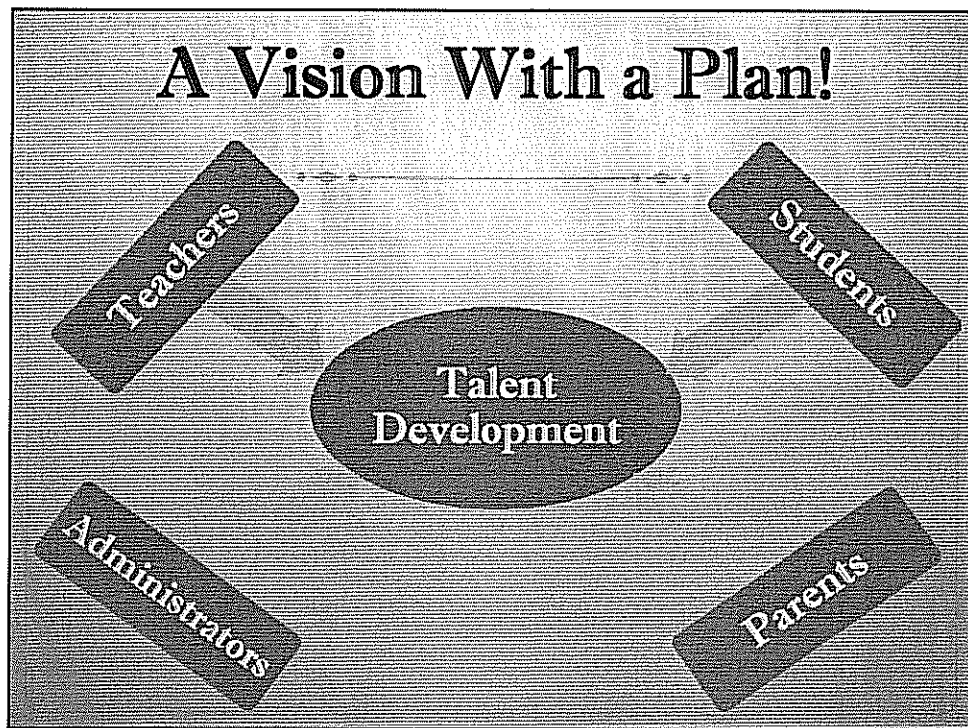
Southington Public Schools
Elementary Level



School-wide Enrichment Model

is based on the belief that everyone has
an important role to play in societal
improvement and that everyone's role
can be enhanced by offering our students
opportunity, resources, and
encouragement to aspire to the highest
levels of talent development.
(Renzulli, Reis)

NOISIE
VISION



Total Talent Development

Develop the talent potentials of young people by:



- *assessing their strengths*
- *providing enrichment opportunities, resources, and services*
- *using a flexible approach to curricular differentiation*

Academic Performance



- **Improve the academic performance of all students in all areas of the regular curriculum.**
- **Blend standard curriculum activities with meaningful enrichment learning.**

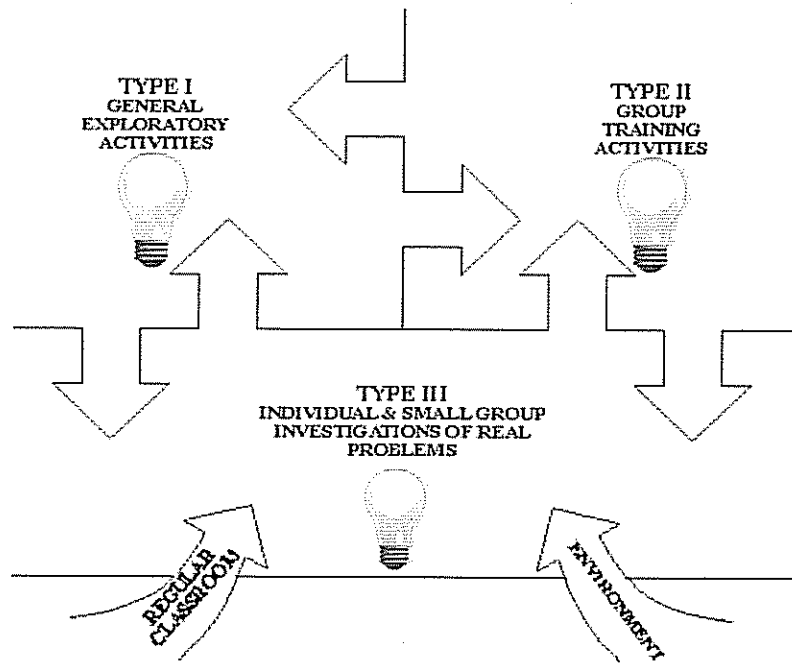
Collaborative School Culture



Foster a collaborative school community that provides appropriate decision making opportunities for:

- **students**
- **parents**
- **teachers**
- **administrators**

Enrichment Triad Model



Type I Activities (Schoolwide)



- ✦ Schoolwide enrichment activities are typically offered to the entire school population as well as individual grade levels.
- ✦ Such activities might include:
 - ✦ assembly programs
 - ✦ distance learning events
 - ✦ guest speakers
- ✦ The resource teacher will also partner with classroom teachers to provide units of study that support and extend the curriculum.

Type II (Individual or Small Group)

- ✦ The Type II activity consists of instruction that exposes students to a specific areas of study. Clusters of students are driven by student interest in expanding or investigating classroom topics as well as student aptitude. These groups are flexible and usually short term.



Type III (Individual or Small Group)

- ✦ **Investigative activities and artistic productions in which the learner assumes the role of an informed first-hand inquirer:**
 - the student engages in thinking, feeling, and acting like a practicing professional.
- ✦ **Students will develop authentic products that are designed to solve specific real world-problems.**

Plan of Implementation

YEAR 1

- In-service
 - Administration
 - Instructional Staff
- Enrichment Team
- Total Talent Portfolio
- Identification of Talent Pool
- Service previously identified students in grades 4 & 5
- Communication tools
- Evaluate year 1's objectives

YEAR 2

- Continue year 1's plan
- Introduce Enrichment Clusters program
- Pilot Enrichment Clusters for second half of the year
- Develop a community/faculty resource pool
- Organize a Type III fair
- Expand to the Middle School
- Evaluate year 2's objectives

YEAR 3

- Expand Type I opportunities
- Expand Type II technique into the regular classroom
- Expand the program into:
 - primary grades
 - middle school
 - the art's program
 - Expand Communication
- Continued work on Total Talent Development

Where we are today

- **Forty-eight identified and non identified grade five students completed their Independent Study Project. They presented to their school community, administration, staff, invited guests and family.**
- **Push in Type I, Type II and Type III activities in each building that reflect unique needs of the building.**
- **Curriculum committee members from each elementary school that will augment the Enrichment Team in their home elementary school.**

Where we are today

- **Communication quarterly with administration; regular communication with teachers verbally and once a month electronically.**
- **Identification timeline in place to satisfy state mandate. Will identify to 10% of grade level population.**
- **Social Responsibility topic introduced and used to build activities that engage in opportunities where students improve themselves and their communities.**

Paula Knight and Jackie St John March - June					
	Monday	Tuesday	Wednesday	Thursday	Friday
Paula	Brown Bags	Brown Bags	Brown Bags	Type III	Heroes Among Us
	Type II Topic: Animal Awareness ~ Learning Center March - April	Support for ALOT program Possible plan for enrichment clusters to help launch program	Type II Social Responsibility Thank you crew; Global Awareness Other activities to follow	How does your garden grow? This activity was initiated by a fifth grader to create, design, and build a school community garden.	Type II Support Readers Day at DES
	Brown Bags Type II - Poetry Photography May - June	Type II Training to support ALOT Committee work March - June	Type II Identified and non-identified grade 4 March - June	Brown Bags to support type I and II activities - Small group work to implement garden Cross graded activity with grades 4 and 5 March - June	Type II Training for Making a documentary March
	Pleads for Reads March & April		Brown Bags	Needs for Reads March & April	Brown Bags Courtyard project Colonial Garden April - June
Jackie	Brown Bags		Type II Social Responsibility Food Pantry Project Identified and non-identified grade 4	Brown Bags	
	Type II May - June		Social Responsibility Type II Non-identified gr 5 March - June	Type II May - June	
Identification of Grade 3- In progress					
Presentation to BOE sub-committee in March and Full Board of Directors in April.					
Enrichment Team Meetings: March 15; May 17					

**We would like to thank you for
the opportunity to share and
update the proposal to adopt the
Schoolwide Enrichment Model
and Total Talent Development
to the Elementary level of
Southington Public Schools.**

*Jackie
and
Paula*

**Proposal for
new directions in
Enrichment
and
Talent Development
2010-2011**

**Southington Public
Schools**

Elementary Level

Submitted by:

Paula Knight

Jackie St. John

Proposal: Implementation of Schoolwide Enrichment Model for Talent Development in the Southington Public Schools at elementary level

Purpose: To develop and implement a program model that will:

- Develop the talent potentials of young people by systematically assessing strengths, providing enrichment opportunities and services to develop their strengths.
- Implement a collaborative school culture that includes appropriate decision making opportunities for students, parents and administrators.
- Develop a flexible building based approach to differentiation that meets the needs and interests of students for total talent development.

Vision: The vision of Schoolwide Enrichment Model is based on the belief that everyone has an important role to play in societal improvement and that everyone's role can be enhanced by offering our students opportunity, resources and encouragement to aspire to the highest levels of talent development. (Renzulli, Reis)

NAGC Standards for Program (Service) Delivery:

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles:

1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
2. Gifted education must be adequately funded.
3. Gifted education programming must evolve from a comprehensive and sound base.
4. Gifted education programming services must be an integral part of the general education school day.
5. Flexible grouping of students must be developed in order to facilitate differentiated instruction and curriculum.
6. Policies specific to adapting and adding to the nature and operation of the general education program are necessary for gifted education.

(NAGC, 1998)

Plan for Implementation:

Objectives for Year 1:

1. Define vision for implementation of Schoolwide Enrichment Model for Total Talent Development.
2. Propose name change of program.
3. In-service Administration-
 - a. provide information on model and philosophy for building principals
 - b. conversation to assure complete understanding of building/principal needs and design
4. In-service at building level for instructional staff
 - a. to introduce overview of model and implementation to instructional staff and building personnel
 - b. roll out time line to include service delivery and 5 year plan
 - c. Enrichment Teams for each building- design and service delivery
5. Organize Enrichment Teams at each building.
6. Develop Total Talent Portfolio to gather data on student's abilities, interests, learning styles, student products and other talent indicators.
7. Begin process of identification for Talent Pool and Interest to include grades four and five: whole group, small group.
8. Service to previously identified students in grades five and four.
9. Develop tools for communication to bridge understanding to new program philosophy, process and delivery.
10. Evaluate year 1's objectives.

Objectives for Year 2:

1. Continue proceeding year's activities, including ongoing identification of Talent Pool members, in-service and staff development, service to Talent Pool students (Type I and II Enrichment on a regular basis, compacting and ability to "revolve into Type III Enrichment), services to non-Talent Pool students through the Enrichment Team, and program evaluation.
2. Introduce enrichment cluster program and develop a pilot to be initiated in second half of the year.
3. Develop a community/faculty resource pool.
4. Continue with communication tool development to highlight program
5. Organize a Type III Fair
6. Expansion of program to Middle School
7. Evaluate year 2's objectives

Objectives for years 3-5:

1. The expansion of Type I opportunities to include:
 - a. organize a district wide "Yellow Pages" for Type I speakers
 - b. organize Type II mini courses
 - c. develop a list of Type III mentors
 - d. encourage classroom teachers to develop and share an interest development center
2. Expand Type II techniques into the regular classroom by:
 - a. Model teaching of Type II skills
 - b. encourage classroom teachers to team teach Type II's
 - c. in-service classroom teachers in the major objectives of Type II Enrichment
 - d. schedule enrichment clusters in buildings
3. Expansion of the program into:
 - a. primary grades
 - b. middle school
 - c. the art's program
4. Expanded communication:
 - a. Schoolwide communications or announcements for monthly newsletters
 - b. continued updating to program communication
 - c. district newsletters
 - d. parent progress reports
5. Continue working on the expansion of curricular modification and differentiation strategies through curriculum compacting and total talent development activities

Daily Implementation

Year 1

Enrichment specialists will spend one full day, or the equivalent of one full day in each of the eight elementary schools providing direct service to students in grades 4 & 5. The mornings will consist of enrichment specialists working in classrooms developing a Total Talent Portfolio for each student, including lessons designed to introduce, guide, and assist students in this process. (Total Talent Portfolio)

Enrichment specialists will offer Brown Bag Seminars and/or cluster opportunities during the lunch/recess block to interested students as an alternative to traditional recess. Students will self-select into these opportunities. Enrichment specialists will offer enrichment opportunities in grades 4 & 5 designed to enhance and complement the existing core curriculum. (Enrichment Learning and Teaching)

Enrichment specialists will devote the afternoon block of time working with previously identified and highly capable grade 4 & 5 students (self selected and in agreement with classroom teachers) on Independent Study Projects. (Curriculum Modifications)

Rationale: The Schoolwide Enrichment Model consists of three interacting components, which are direct services to students.

1. Total Talent Portfolio (TTP)

This component is a vehicle for systematically gathering, recording, and using information about student strengths in three categories:

- Abilities
- Interests
- Learning style preferences.

The Total Talent Portfolio is formatted in a folder, for gathering, recording, and acting upon the very best information we can learn about each young person's strengths and abilities. The TTP is purposefully designed to help teachers, students, and parents:

- **Collect** information and update student information about strength and interest areas.
- **Classify** the information into talent indicator categories such as abilities, interests, learning style-preferences, highly illustrative student products, etc.
- **Review** the information regularly.
- **Analyze** each person's talent profile, educational, personal, and career goals.
- **Decide** and plan appropriate enrichment and acceleration options, which are best suited to develop talents and abilities.

2. Curriculum Modification Techniques

This component of the SEM consists of a series of techniques that are designed to:

- Assess each student's mastery level of regular curricular material
- Adjust the pace and level of required material to accommodate variation in learning
- Provide enrichment and acceleration alternative for students who have, or can, easily master regular material at a more rapid pace.

Curriculum Modifications can be made in two forms:

- Curriculum Compacting
- "Surgical" removal of excessive practice material from textbooks and workbooks. Based on the belief that "less is better" when it comes to promoting greater depth in learning, this process also includes replacement activities in the form of direct teaching of thinking skills and curriculum development options for high-end learning

3. Enrichment Learning and Teaching

Enrichment learning and teaching is a systematic set of strategies that is designed to promote active engagement in learning on the parts of both teachers and students.

- Type I, II, and III opportunities for all students in grades 4 & 5
- Brown Bag Seminars
- Independent Study Projects for Grade 5 previously identified Gifted and Talented Students

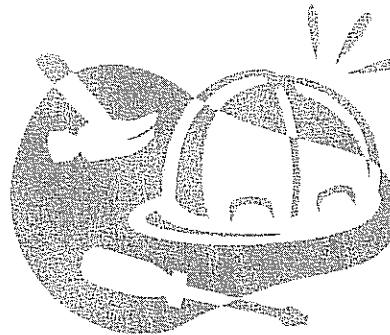
Agenda Item #6d

Middle School Feasibility Discussion – Fletcher Thompson
March 24, 2011

Attachment #1
Middle School Space Program March 21, 2011

Attachment #2
State Space Standards March 21, 2011

Attachment #3
State Space Standards Worksheet



DRAFT FOR DISTRICT REVIEW

DEPAOLO MIDDLE SCHOOL								
Grades 6th THROUGH 8th								
for 811 Students								
March 21, 2011								
SPACE COMPONENT	EXISTING		PROPOSED			REMARKS & NSF Delta	Utilization	
	No.	Area NSF	Total NSF	No.	Area NSF			Total NSF
ADMINISTRATION		TOTAL:	1,350		TOTAL:	2,705	1,355	0
General Office Area - Waiting - Reception	1	610	610	1	800	800	Four (4) staff Sized for 15 persons - PPTs	
Principal's Office	1	315	315	1	300	300		
Conference Room	0	0	0	2	300	600		
Work / Mail Room / Copier	1	95	95	1	200	200		
Secured Closet / Safe/Vault	1	80	80	1	80	80		
Assistant Principal's Office	1	125	125	1	150	150	One office per school	
District Coordinator Office (Math/Science & Language Arts)				1	250	250		
Workroom	1	125	125	1	200	200		
Public Address - announcements	0	0	0	1	125	125		
HEALTH SERVICES		TOTAL:	500		TOTAL:	930	430	0
Reception/Waiting/Work Area	1	170	170	1	150	150	Two (2) staff workstations	
Nurse Office	1	90	90	1	200	200		
Exam Room/Cot Area	1	90	90	1	200	200		
Sick Bay with Toilet	2	75	150	1	300	300	Four (4) cots	
Handicap Toilet	0	0	0	1	80	80		
GUIDANCE & PUPIL SUPPORT		TOTAL:	970		TOTAL:	1,350	380	0
Guidance - Reception & Waiting	1	160	160	1	250	250	4 to 6 students	
Counselor's Office	1	50	50	1	150	150		
Counselor's Office	1	90	90	1	150	150		
Counselor's Office	1	105	105	1	150	150		
Speech - RM 118	1	150	150	1	150	150		
Psychologist & Social Worker - RM 208	1	275	275	1	150	150		
Social Worker (separate office)	0	0	0	1	150	150		
ESL Office	0	0	0	1	200	200		
OT / PT RM - 226	1	140	140	0	0	0		
INSTRUCTIONAL SPACES	30	TOTAL:	25,740	34	TOTAL:	42,600	16,860	
Teaching Teams								
Sixth Grade (2 teams per grade)				10	classrooms	8,720	34	192
Language Arts	0	635	0	2	800	1,600	Core Classrooms Four (4) new classrooms - 800SF	44
Mathematics	0	645	0	2	800	1,600		44
Science Classrooms	0	965	0	2	1,000	2,000		48
Science Prep Rooms 1 per pair of Science Clms				1	320	320		0
Social Studies	0	635	0	2	640	1,280		44
Special Education				2	320	640		12
Teaming Area (Kiva)	0	0	0	1	640	640		0
Faculty Collaboration Room (located in prox to teams)	0	0	0	2	320	640		0
Seventh Grade (3 teams per grade)				12	classrooms	11,640		288
Language Arts	0	635	0	3	640	1,920		66
Mathematics	0	645	0	3	640	1,920		66
Science Classrooms	0	965	0	3	1,000	3,000		72
Science Prep Rooms 1 per pair of Science Clms				1	320	320		0
Social Studies	0	635	0	3	640	1,920		66
Special Education				3	320	960		18
Teaming Area (Kiva)	0	0	0	1	640	640		0
Faculty Collaboration Room (located in prox to teams)	0	0	0	3	320	960		0
Eighth Grade (3 teams per grade)				12	classrooms	11,640		288
Language Arts	0	635	0	3	640	1,920		66
Mathematics	0	645	0	3	640	1,920		66
Science Classrooms	0	965	0	3	1,000	3,000		72
Science Prep Rooms 1 per pair of Science Clms				1	320	320		0
Social Studies	0	635	0	3	640	1,920		66
Special Education				3	320	960		18
Teaming Area (Kiva)	0	0	0	1	640	640		0
Faculty Collaboration Room (located in prox to teams)	0	0	0	3	320	960		0
Additional Instructional spaces (separate of teams)						9,400		242
World Language Classrooms	0	0	0	5	640	3,200	One per grade level	110
Literacy Specialists	0	0	0	3	640	1,920		66
Community Room	0	0	0	1	800	800		0
Health Classroom	0	0	0	1	800	800		22
Family Consumer Science	2	1,340	2,680	2	1,340	2,680		44
Special Education				1	clrms	1,200		
Self-Contained Special Education Classroom				1	1,200	1,200	HC Toilet & Life Skills	
Health Classroom	0	315	0	0	0	0		
Reading Classroom	0	630	0	0	0	0		
Student Support Classroom	0	640	0	0	0	0		

DEPAOLO MIDDLE SCHOOL

Grades 6th THROUGH 8th

for 811 Students

March 21, 2011

SPACE COMPONENT	EXISTING			PROPOSED			REMARKS & NSF Delta	Utilization
	No.	Area NSF	Total NSF	No.	Area NSF	Total NSF		
Science Classrooms - 60, 62, 66, 69, 71	5	965	4,825	0	0	0		
Science Prep - Storage Rooms	2	300	600	0	0	0		
Science Prep - Storage Rooms	1	160	160	0	0	0		
Language Arts - RM 75	1	635	635					
Literacy Center - RM 77	1	560	560					
Resource Center - RM 80	1	635	635	0	0	0		
Social Studies - RM 81	1	635	635	0	0	0		
Mathematics RM - B2	1	645	645					
Language Arts - RM 83	1	640	640					
Math & Science - RM 207	1	620	620					
Social Studies - RM 217 - Platform	1	640	640					
Reading - RM 218A	1	315	315					
World Language - RM 210	1	640	640					
Health - RM 219	1	315	315					
Language Arts - RM 220	1	965	965					
Learning Center - RM 221A	1	320	320					
Learning Center - RM 223	1	315	315					
English - RM 224	1	640	640					
Student Support - RM 225	1	640	640					
Reading - RM 228	1	630	630					
Social Studies - RM 229	1	630	630					
Language Arts - RM 231	1	645	645					
Language Arts - RM 232	1	640	640					
Math - RM 233	1	640	640					
Social Studies - RM 234	1	640	640					
Social Studies - RM 235	1	640	640					
Language Arts & Math - RM 236	1	640	640					
Social Studies - RM 237	1	640	640					
Language Arts - RM 238	1	640	640					
Language Arts - RM 231	1	650	650					
Math - RM 245 & 246	2	640	1,280					
	30			0	0	0		
MUSIC		TOTAL:	1,850		TOTAL:	4,250	2,400	
Music - Band Room	1	1,200	1,200	1	1,400	1,400	Instrument Storage Within RM	
Choral Room	0	0	0	1	1,200	1,200		
General Music - Electronic Keyboarding	0	0	0	1	1,000	1,000		
Band Storage	1	200	200	1	200	200		
Small Practice Rooms	2	145	290	2	145	290		
Music Office	1	160	160	1	160	160		
ART		TOTAL:	1,910		TOTAL:	2,650	740	
Studio - RM 118	1	1,210	1,210	1	1,200	1,200		
Studio - RM 79	1	635	635	1	1,200	1,200		
Storage Room	1	65	65	1	250	250	Klin	
AUDITORIUM		TOTAL:	5,195		TOTAL:	5,195	0	
Auditorium & Stage	1	5,195	5,195	1	5,195	5,195		
MEDIA CENTER		TOTAL:	3,240		TOTAL:	6,005	2,765	
Media Center	1	2,785	2,785	1	4,500	4,500	Two Teaching Stations	
Computer Lab	0	0	0	1	1,000	1,000		
Work Room - 241	1	165	165	1	200	200		
AV Room - 242	1	155	155	1	155	155		
MDF - Computer - 243	1	135	135	1	150	150		
PHYSICAL EDUCATION		TOTAL:	10,425		TOTAL:	11,030	605	
Gymnasium - one side bleachers	1	6,600	6,600	1	6,600	6,600		
Fitness Center	0	0	0	1	1,475	1,475	Existing 2nd Flr Girls Locker RM	
Gym Equipment Storage	1	190	190	1	190	190		
Field Storage - Garage Space	1	125	125	1	125	125		
School Storage - (former Shower Room)	1	260	260	1	260	260		
OT / PT Room	1	180	180	1	300	300		
Athletic Equipment - Storage	0	0	0	1	180	180	Current OT / PT Room	
Boys Locker Room - 1st Floor	1	615	615	1	750	750	Proposed includes Toilet Room	
Storage Room	1	55	55					
Toilet Room	1	55	55					
Boys - PE Office & Toilet RM - 1st Floor	1	165	165	1	200	200		
Passage - Boy's Locker Room	1	270	270					
Girls Locker Room - Second Floor (incl. Caged Storage)	1	1,475	1,475	1	750	750	Proposed includes Toilet Room	
Passage - Girl's Locker Room	1	140	140					
Toilet Room	1	65	65					
Storage Room	1	45	45					
Girls - PE Office & Toilet RM - 2nd Floor	1	185	185	1	200	200		
TECHNOLOGY EDUCATION		TOTAL:	5,850		TOTAL:	6,175	325	
Metal Shop - RM 33	1	1,370	1,370	1	1,370	1,370	Technology Lab	

DEPAOLO MIDDLE SCHOOL
Grades 6th THROUGH 8th
for 811 Students
March 21, 2011

SPACE COMPONENT	EXISTING			PROPOSED			REMARKS & NSF Delta	Utilization
	No.	Area NSF	Total NSF	No.	Area NSF	Total NSF		
Storage Rooms (2)	1	190	190	1	190	190		
Wood Shop - RM 36	1	1,275	1,275	1	1,275	1,275	Technology Lab	
Storage Rooms (3)	1	275	275	1	275	275		
Computer Drafting - RM 39	1	480	480	1	480	480	Communications Lab	
Graphic Arts - RM 40	1	655	655	1	655	655	Communications Lab	
Computer Room - 221	1	640	640	1	965	965	Business Computer Lab	
Computer Room - 222	1	965	965	1	965	965	Business Computer Lab	
CAFETERIA/FOOD SERVICES		TOTAL:	5,655		TOTAL:	6,160	505	
Cafeteria Dining	1	3,980	3,980	1	3,980	3,980		
Staff Dining / Lounge - Second Floor	1	130	130	1	300	300		
Kitchen & Serving	1	950	950	1	1,200	1,200		
Receiving	1	220	220	1	220	220		
Toilet	1	60	60	1	90	90		
Storage	1	105	105	1	105	105		
Office	1	45	45	1	100	100		
Dishwashing	1	165	165	1	165	165	Expanded Serving	
BUILDING SERVICES		TOTAL:	5,520		TOTAL:	5,520	0	
Boiler Room	1	2,225	2,225	1	2,225	2,225		
Incinerator	1	410	410	1	410	410		
Storage - Basement	1	230	230	1	230	230		
Storage - Basement	1	450	450	1	450	450		
Electrical Room - Transformer - Basement	1	285	285	1	285	285		
Freezer - Basement	1	55	55	1	55	55		
Passage - Basement	1	965	965	1	965	965		
Fan Room - Second Floor	1	900	900	1	900	900		
		NSF SUBTOTAL:	68,205		NSF SUBTOTAL:	94,570	26,365	
		GSF FACTOR:	1.57		GSF FACTOR:	1.50		
Crossing Multiplier includes Toilets, Hallways, and Wall thickness		STATE STANDARD	0		STATE STANDARD	0		
Based on State Guidelines of 163 SF / Student		INELIGIBLE SQ.FT.	0		INELIGIBLE SQ.FT.	0		
		NO. OF STUDENTS	811		NO. OF STUDENTS	811		
Square Feet per Student			132			175	Students 85% utilization	1,010 859
Gross Building Area (Exterior Face of Exterior Walls)			106,970			141,855	34,885	
							Additional Gross Floor Area	

P:\CT\CT11010\FiesP Project Information\P 2 Scope Defining Documents\P 2.2 Programming\03-21-11-P2.2(SOUTHINGTON MS SPACE PROGRAM).xls

Southington Middle Schools 3/7/2011 Updated 3/21/2011 56.07% 2011 State Reimbursement Rate
State Space Standards
Per latest NESDEC Study - Eight Year High Enrollment
Fletcher Thompson 1,622 MS Students
811 Students per MS
270 Students per Grade

	6	7	8	Grade SF per Student	(based upon a 751 - 1500 student school)
163	148	170	170		
	39,960	45,900	45,900	SF	131,760 SF
					Allowable Building Area (Existing Buildings - Approximately 104,000 SF) Approximate Size of Allowable Addition
				27,705 NSF	
				24,790 GSF	

141,885 SF Proposed Gross Building Area
based on District Requirements
872 Students
10,125 GSF Above State Guidelines
34,915 GSF Potential Addition Size

Building Area

Floor	Inside Face Exterior Walls	Exterior Face Exterior Walls (Gross)
Basement	4995	5405
First Floor	63355	64855
Second Floor	35705	36710
Total	104,055	106,970

SPACE STANDARDS WORKSHEET

This worksheet should be completed and submitted with the application for any N (new), E (extension), A (alteration), or RENO (renovation) project, or combination of such types of project.

State Standard Space Specifications
Grades

Projected Enrollment	Pre-K and K	1	2	3	4	5	6	7	8	9	10	11	12
Allowable Square Footage per Pupil													
0 - 350	124	124	124	124	124	156	156	180	180	180	194	194	194
351 - 750	120	120	120	120	120	152	152	176	176	176	190	190	190
751 - 1500	116	116	116	116	116	148	148	170	170	170	184	184	184
Over 1500	112	112	112	112	112	142	142	164	164	164	178	178	178

- Under the column headed "Projected Enrollment", find the range within which your school's highest projected 8 year enrollment falls.
- Using the figures on that line, complete the grid below for only those grades housed within the school.

Pre-K	_____	6	<u>148</u>
K	_____	7	<u>170</u>
1	_____	8	<u>170</u>
2	_____	9	_____
3	_____	10	_____
4	_____	11	_____
5	_____	12	_____
(a) Total (grades Pre-K through 12)	<u>488</u>		
(b) Number of grades housed	<u>3</u>		
(c) Average [(a)/(b)]	<u>163</u>		
(d) Highest Projected 8-year Enrollment	<u>170</u>		
(e) Maximum Square Footage [(c) x (d)]	<u>131,760</u>		

3. Total square footage at completion of project:

- Existing area constructed pre-1950. 0
- Multiply "a." by 80%. 0
- Area (at completion of project) constructed 1950 or later. 141,885
- Square footage for space standards computation (b+c). 141,885

If line 2(e) is greater than line 3(d) there is no grant reduction.

If line 3(d) is greater than line 2(e), divide line 2(e) by line 3(d).

92.8%*

* This factor will be used to reduce total eligible costs because of space in excess of the maximum eligible for reimbursement.

If a project exceeds the standards solely as the result of extraordinary programmatic requirements, the superintendent may submit a request to the Commissioner for a waiver. A detailed list of space allocations for all extraordinary programs with explanations must be included with the request.