

# **SOUTHINGTON BOARD OF EDUCATION**

## **SOUTHINGTON, CONNECTICUT**

### **REGULAR MEETING**

**APRIL 11, 2013**

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The regular meeting of the Southington Board of Education was held on Thursday, April 11, 2013 at 7:00 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

#### **1. BOARD RECOGNITIONS**

At 7:02 p.m., in Celebration of Excellence, the Board recognized the Middle School Local and State Science Fair Champions and CABE Student Leadership Award honorees as follows:

J. A. DePaolo Middle School – Local Winners

Evan Bender and Michael Dorsey, Grade 7 - A Battery that Makes Cents

Liam Guthrie, Grade 8 - Food Calories

Ashley Shafran and Erin Palinkos, Grade 7 - pHast Food

J. F. Kennedy Middle School – Local Winners

Amisha Paul and Kayleigh Moses, Grade 7 - Energy of the Future

J. F. Kennedy Middle School - State Science Fair Award Winners

Finalists – Life Sciences:

Gabrielle Veilleux and Morgan Maccione, Grade 8, Color or Plain - It's just not the same

Second Place - Life Sciences:

Kimberly Stafko and Alexa Maddalena, Grade 8 - The Effects of Natural Sorbents on Petroleum

Second Place - Physical Sciences:

Kristen Mathew and Rebecca LoPresti, Grade 8 – Fighting the Wave

The 17<sup>th</sup> Annual CABE (Connecticut Association of Boards of Education) Student Leadership Awards were presented to the following middle school students who were selected for exhibiting leadership skills based on criteria set under the “Encourage Them!” program:

J. F. Kennedy Middle School – Turner Rodman and Morgan Raymond

J. A. DePaolo Middle School – Molly Dobratz and Jesse Rasten

All the award winners were presented with a Certificate of Excellence from the Board of Education by Mr. Goralski, Board Chair.

#### **2. CALL TO ORDER**

The regular session convened at 7:43 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs.

Terry Lombardi, and Mr. Zaya Oshana. Board members absent were Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, and Mrs. Patricia Queen.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations; and Dr. Perri Murdica, Senior Coordinator of Special Services.

No Student Representatives were present.

There were approximately 26 people in the audience.

### **3. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by students from STEPS who were in the audience.

Mr. Goralski called for a moment of silence in memory of the recently deceased Mr. John Weichsel, the longest serving Town Manager nationally, who served Southington for 45 years and for Mrs. Dorothy Smith who had taught in Southington for 18 years.

### **4. APPROVAL OF MINUTES ~ March 28, 2013**

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

**“Move to approve the Board of Education minutes of March 28, 2013, as submitted.”**

**Motion carried unanimously by voice vote.**

### **5. COMMUNICATIONS**

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

**Evelyn Ciaburri** from STEPS (Southington Town-wide Effort to Promote Success) and the Southington Youth Council explained that the Youth Council is comprised of 17 students in Grades 6-12 who work on community initiative projects. She introduced five students who serve on the Youth Council: Trever Rogers, Kristen Shubert, Catherine Myers, Marissa Matarazzo and Sarah Lamb. The students spoke to a PowerPoint presentation on Southington Serves, a new volunteer opportunity website that they created. The idea came about because students needed service hours for CCD class or honor society, etc. and did not know where to look. The students addressed what they have done and who they have contacted to create this website along with their own logo. The benefits include helping youth become more involved in the community, creating partnerships in Southington, and providing a centralized location online for youth to give back, learn and grow. The website can be found at [www.southington.org](http://www.southington.org) and lists five current volunteer opportunities for students. The website includes the name of the organization needing assistance, the opportunity, date and time, amount of volunteers needed, the age requirement and the contact person. For organizations requesting assistance, the form can be completed and submitted on the website. The students asked for help in promoting Southington Serves. They distributed a flyer to the Board members (*Attachment #1*).

**Arthur Cyr, 103 Berlin Avenue**, addressed his frustration with the Board of Education website and searching to find the sick/illness policy. He found it under “W” for “When a child is sick.” He asked that it be addressed and made more user-friendly. Mr. Goralski pointed out that the Board of Education policies can be found on [www.southingtonschools.org](http://www.southingtonschools.org) under the Board of Education tab. In regard to attendance, he told Mr. Cyr to contact the school that he was interested in and the school will help him with the website and the attendance policy.

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

**Communication from the Board Members:**

Mr. Derynoski stated that he was not able to attend the *Read across America Day* on Wednesday due to work commitments; however, he read to the children today. He noted that reading in the classroom was one of the highlights of serving on the Board for him.

Mr. Derynoski stated that the CyberKnights Robotics Team requested a contribution from the Town Council at the Monday night Town Council meeting. The Town Council committed to a \$500 donation because the team will be attending the nationals and challenged the Board of Education to a matching contribution. Mr. Derynoski stated that although the Board of Education budget is very tight, he was requesting administration to find some extra funds to meet the challenge for approval at the next Board of Education meeting. It was noted that the Robotics Team would be leaving for the national competition this month. Dr. Erardi stated that he would report to the Board in his weekly update if there is \$500 in the budget and about presenting it to the Robotics Team sooner rather than later. He pointed out that the Southington Education Foundation donated \$1,500 to the Robotics Team two days ago to help defray the cost of attending the national competition.

Mr. Goralski noted that there were three Board members absent from tonight’s meeting. He explained that Mrs. Notar-Francesco was representing the Board in San Diego (at no cost to the town of Southington) at the National School Board Conference and also on behalf of CREC as their chairperson. He noted that Mrs. Queen and Mrs. Johnson were traveling out-of-state.

**Communication from Administration:**

Dr. Erardi reported on the following:

1. New England Association of Schools and Colleges (NEASC): Dr. Erardi explained that the letter received from NEASC on the two-year progress report of Southington High School shows that teaching and learning is clearly going in the right direction.
2. Update – Access Sidewalks: Dr. Erardi explained that this was a position statement from central office in partnership with the town as they sort through the access sidewalk situation.
3. Next Steps – Long Term Planning: Dr. Erardi explained that this was a draft of an opportunity from central office to share the experience of the 2020 Vision Long-Term Planning Team. In the next month, administration will bring to the Board the next steps regarding marketing of the plan.

4. Top Ten Scholar Luncheon: Dr. Erardi announced that on Thursday, June 6 at 11:30 a.m., the Top Ten Scholar Luncheon will be held in the Corner Café at the high school.
5. Board of Education – Business Partnership:
  - a. Dr. Erardi reported that the annual Volunteer Luncheon will once again be underwritten by Stop & Shop.
  - b. Dr. Erardi announced that the Jerry O'Brien Company will be donating military cords for the June 21, 2013 graduation ceremony to be worn by the graduates who will be entering into the armed forces. This is the company that also provides the caps and gowns.

**c. Communication from the Student Representatives:**

There was no report.

**6. REPORT OF SUPERINTENDENT**

**a. Personnel Report**

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

**“Move to approve the Personnel Report, as submitted”**

**Motion carried unanimously by voice vote.**

**7. COMMITTEE REPORTS**

**a. Curriculum & Instruction Meeting ~ April 8, 2013**

Mrs. Carmody reported that the committee reviewed the proposed Health Curriculum for Grades 6-8. They discussed how it aligns with the State of Connecticut required topics. The committee decided that they needed more professional development for the teachers in certain areas such as mental health. There will also be joint meetings planned with the high school health teachers. She noted that the Grades 6-8 curriculum aligns with the 21<sup>st</sup> Century Skills.

**8. OLD BUSINESS**

**a. Town Government Communications**

Mr. Goralski stated that the Town Council Public Hearing on the budget will be held on Monday, April 22, 2013. He noted that the Charter Revision Commission, appointed by the Town Council, has started their work and that he and Mrs. Johnson spoke before the last Charter Commission in regard to the Board of Education members serving four-year terms instead of two-year terms. He plans to address that with the newly formed Charter Revision Commission regarding the efficiency of town government. Mr. Goralski also thought that the Board of Finance was best served with four-year terms. He asked the Board members to share their opinions on that with him and welcomed them to attend the Wednesday, April 17 Charter Revision meeting with him.

**b. Construction Update**

Mr. Cox reported that the Plantsville and South End School projects are making some headway although it has been one year since the district has been working with the State School Facilities Unit regarding their completion of several change order approvals. Plantsville is down to nine change orders and South End to eight change orders to be decided on. Mr. Cox stated that he has been in contact with the new Director of the School Facilities Unit who assured Mr. Cox that he will expedite the remaining change orders to close-out these projects.

Mr. Cox reported that the construction documents for the middle school projects are ready to go to bid. Unfortunately, they are waiting to hear from the Environmental Protection Agency (EPA) in Boston and the State Traffic Control Commission regarding the Kennedy Middle School project. Mr. Cox hopes to hear from them in the next week, which would still keep the projects within the timeframe.

**c. Presentation of the Southington Public Schools Evaluation Plan 2013-2014 ~ Second Reading**

Mrs. Smith hoped that the Board would approve this plan this evening so they can get the signature of the Board Chairman and file the plan with the State of Connecticut to review and accept. She recognized the members of the Teacher Evaluation Plan Committee who were present this evening to present the plan: Jan Verderame, Kim Hunt, Dale Riedinger, Richard Terino, Melissa O'Neil, Bob Brown, and Joel Patrick Leger. Committee members who could not attend this evening are: Betsy Chester, Frank Pepe, Debbie Scarfo, Jeff Shaw and Rita Stearns. The purpose tonight was to give the Board a quick overview of the material that they already had.

The committee addressed a PowerPoint presentation on the Teacher Evaluation Plan (*Attachment #2*). Mr. Brown explained that in December Dr. Erardi and Mrs. Smith asked him to appoint five teachers in addition to himself to the committee. There are also an equal number of administrators on the committee and they have worked together in a collaborative effort. Mr. Brown explained that SEED (System for Educator Evaluation and Development) is a State Department of Education model. Southington chose to take the state model and modify it, which is what most districts have done. He stated that there are some strengths as well as some weaknesses to this plan. The strengths are that it should help in the teachers planning for their instruction and student learning. The negatives are reducing every teacher down to a specific number, which is problematical. There are some areas that they were not sure how to evaluate because there are a lot of numbers and testing involved, which a social worker does not fit into; therefore, the committee chose to exclude them from the first year model. However, they will still be evaluated based on last year's model. There is also going to be a terrific amount of paperwork and time spent by both teachers and administrators. A lot of questions that everyone has cannot be answered yet because no one has done this before. He noted that the pilots out there have not even finished yet. Mr. Brown explained that the committee has met over 20 times and spent over 50 hours working on this doing research, debating and writing. He felt that they did the best that they could with the mandates that the state required them to abide by. He noted that the committee will continue to meet next year.

Mr. Terino addressed the topic of observations. He noted that every certified staff member will, at a minimum, receive one formal observation. The first and second year teachers

will be given a minimum of three formal observations. In the middle, the teachers who have questionable performance will have a minimum of three formal observations with two additional informal observations. The veteran teachers will have a minimum of one formal observation and two informal observations. An informal observation can occur outside of the classroom at a department meeting, professional development workshop or a collegial conversation.

Mr. Terino explained that the teachers will be responsible for the writing of five goals. Two of the goals will be data-driven and quantifiable based on student learning objectives and their outcomes; one goal will be on teacher performance and practice; one goal will be on parent feedback, which will be based on a survey that will come out in the spring with 8-10 questions; and one goal will be on school-wide student learning, which is quantifiable. The teacher rating will be based on the following: 45% on student growth and development, which is data-driven; 10% on parent engagement feedback; 40% on observations of the teacher's performance and practice; and 5% on whole school student learning. All of this will come together in the year-end evaluation.

Mr. Terino explained the domains. Currently, the Common Core of Teaching has six domains and nothing has been lost in this new framework. What has been done is they took domains one and three and combined them into domain one, which is planning for active learning. Domain two remains the same, which is the classroom environment. Domain three is instruction, which is a combination of the current four and five domains. It used to be broken out as instruction assessment. Domain four is professional responsibilities and teacher leadership, which is the old domain six.

Mr. Terino explained the performance ratings and that at the end of the year a teacher will be reduced to a number and that number will yield a descriptor word or phrase. They are: 1) "Exceeds Standards" which means that the teacher set five goals and met them and significantly went beyond. 2) "Meets Standards" which means the teacher set five goals and met all of them. 3) "Developing" which means partial completion and accomplishment, room for development and needs teacher support. 4) "Below Standard" which means the teacher is not meeting indicators of performance, it is problematic for the teacher and students, and needs support.

Mr. Patrick explained that the first step for a teacher in this process would be to sit down and write their two student learning objectives. There are two types of objectives: 1) Standardized indicators of academic growth, and 2) Non-standardized student learning objectives. For the standardized, which are the teachers who teach subjects that are covered by the CMTs, the CMT scores will be included in that indicator. Mr. Patrick gave some examples of what a student learning objective would be and the indicator of academic growth and development. For the non-standardized student learning objectives, such as district benchmark assessments, the key is to develop some kind of standard rubric that is used to grade them. Mr. Patrick walked the Board through the detailed paperwork forms that they will be using. Form F-1 is the Teacher Goal-Setting Student Learning Objective (Standardized Assessments). Form F-2 is the Teacher Goal-Setting (No-Standardized Assessments). Form F-3 is Teacher Goal-Setting for Teacher Performance and Practice Goals. Form F-4 is Teacher Goal-Setting Parent Feedback. Form F-5 is Teacher Goal-Setting Whole School Learning Indicator. Form F-11 is End-of-Year Summative Teacher Evaluation Scoring from which that final number is generated.

Ms. O'Neil explained the committee's plans moving forward. By the end of this school year, all teachers will become familiar with the Connecticut framework, which is the four domains, and will be able to set a goal. The other goal that will be set before the teachers leave at the end of this year will be the parent survey/feedback goal. Two of the five goals will be set by the end of this school year. The administrative team will be brought onboard with this document by the end of this month in order to bring it out to the staff by early May. Some of the committee members are attending outside training workshops at CREC or ACES specifically in the writing of the Student Learning Objectives in order to be able to help the teachers. In August, the professional development days will be specifically on Student Learning Objectives (SLO) writing and training. Administration will have to be calibrated in order to have a shared understanding of how that framework is applied in observations and evaluations to make sure that all administrators are consistent in their observations. Ms. O'Neill stated that this is not the committee's only initiative; they are also still working on Common Core State Standards integration going into next year. By 2014, 100% of the staff in the school system will be under this program.

Mrs. Smith added that there is a strong possibility they will be able to provide a computerized system to put all of these forms online. The school system currently subscribes to ProTraxx and for an additional small fee they will be able to accomplish this next year. She pointed out that administrators and department chairs will be receiving professional development in August to learn how to operate the computerized system. Mrs. Smith discussed the support, growth and funding that will be required to effectively use this tool to improve student learning through professional development.

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

**“Move to approve the Southington Public Schools Teacher Evaluation Plan as presented by the administration.”**

Mrs. Carmody thanked the committee for their hard work. She felt that all teachers are committed to improve student learning and would not object to having observations in their classrooms. However, when she looks at state mandates, she becomes upset with the amount of work that they are requiring of the administrators and the teachers. They have the same common goal for the betterment of the students; but, there are so many variables that go on in a classroom and in the school every single day that are going to make it impossible for an administrator or department chair to visit the classrooms. Mrs. Carmody has written to the state questioning how frequently and with what degree of efficiency does the state evaluate what they do. As a teacher for 35 years, her goal was always to do what was best for her students and she did not always get the results from her students that she thought she should have. Mrs. Carmody found it very difficult that teachers are going to be evaluated on that. She stated that she will accept this plan with reluctance.

Mr. Derynoski noted that they have sent out surveys to the parents in the past and not everyone returns them. He questioned how feedback from the parents, as part of an evaluation, would be handled. Mr. Brown replied that the results from the parent surveys will tell them the things that they need to work on and the teacher will set a goal based on those results. Mr. Derynoski was concerned about getting parents to return the surveys. Mrs. Smith responded that the school system will adopt the parent survey that the state recommended for year one, which is a very simple 8 to 10 questions that will be generic to all of the schools. They will examine the

results school by school, not by teacher. This will gather information for them about parent engagement. Mr. Derynoski thanked the committee for doing an outstanding job in putting together a plan that is very workable.

Mr. Derynoski assumed that there would be a method to keep the online evaluation forms confidential. Mrs. Smith replied that for this purpose every user of the ProTraxx system will have a user number. Mr. Derynoski stated that he was upset when No Child Left Behind was thrown upon them and that so much money was invested into the program, which was supposed to meet the goal in 2014. It took the government 12 years to realize that this goal could not be met, so they changed it and now we have Common Core State Standards and the Teacher Evaluation Plan. He felt that this is another financial burden on school districts that will be hit with hundreds of thousands of dollars just to get things started and that they are obligated to do this by law. The Board will have to find the money within their budget in order to follow the law, which means that something else is going to be taxed. Dr. Erardi pointed out that this was the federal government's relief plan from No Child Left Behind. He believed that not only the state should be evaluated on what they do, but the federal level should be evaluated too. Mr. Derynoski wondered if the parents and other town departments actually have an understanding of what the Board of Education is up against.

Mrs. Clark thought the work of the committee was phenomenal and was in favor of the Teacher Evaluation Plan. She was concerned with the parent feedback and the whole school student learning piece because it will be drilled down to the individual teacher in an area that they have no control over. She questioned how fair the evaluation actually would be. Mrs. Clark was concerned about the time that is needed by the evaluators, administration, and taking the teacher out of the classroom for the evaluation meeting, along with the cost to do this. Mrs. Smith replied that this was a real concern by teachers and administrators as well.

Mr. Oshana questioned the consistency of informal evaluations because every evaluator may look at it differently. He questioned how it can be done and be consistent across school to school and person to person? He noted that completing the forms are time consuming and he was stunned with the amount of time that teachers and administrators are pulled out of class for other meetings right now. He questioned how they could successfully implement a program like this without the proper professional development and the money kept in the budget to do it. He is dumbfounded by the unfunded state mandates. Mr. Oshana felt that if the state wants the school districts to do these things, they should provide the educational funding that they guarantee and are supposed to provide to the cities and towns. He emphasized that the Board of Education will do what they need to do when the state starts doing what it needs to do.

Mrs. Lombardi applauded the committee for their depth and comprehensive work putting this plan together. She felt guilty for challenging taking money out of professional development two months ago when they were working on the budget. Had she known the depth of this, she would have handled it differently. Her concern was the implementation of this plan from a human factor and professional process because it will have subjectivity. She wished that they could have a test year instead of rushing into it. Dr. Erardi pointed out the synergy of administration and teachers working in partnership in putting together this plan. Although, it will not be a test year next year, he pointed out that this will not be a "gotcha" plan. The intent will be to improve teaching and learning and to evaluate fairly; however, he noted that there will be significant bumps in the road with subjectivity.



Mrs. Smith added that there is also an Administrator Evaluation Plan that they have not even started to talk about yet. In early May, they will learn whether or not the state will be granting a one year's extension for the Administrator Evaluation Plan. She noted that it will be equally involved as the Teacher Evaluation Plan. She stated that on July 1, 2014, the administrators will be following the same plan as the teachers whom they are supervising.

Mrs. Lombardi asked for a report back to the Board on the implementation of this and the professional development in August. Mr. Goralski stated that this will be an agenda item update under "Old Business" every month moving forward.

Mrs. Carmody reiterated that the Teacher Evaluation Plan is to improve student learning and teacher performance and not a "gotcha" plan; however, the most important thing in education is sometimes things you can't measure. It is not all about test scores and she wanted the public to understand that and she wished that the state would understand that too.

Mr. Goralski stated that he would not support this plan if it was not for the hard work of the Teacher Evaluation Plan Committee. He thanked the committee for their teamwork, which he does not see at the state or national level. He hoped that the Administrator Evaluation Plan Committee will have teachers on it as well.

ROLL CALL VOTE: YES – Mrs. Lombardi, Mr. Oshana, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mr. Goralski. **Motion carried unanimously.**

Mr. Goralski explained that the absent Board members shared with him that they support the Teacher Evaluation Plan and for him to thank the committee for their work on their behalf.

#### **d. School Bus Camera Proposal**

Dr. Erardi explained that this is a yearlong pilot that is coming back to the Board. Mr. Cox reported that during January, February and March they had .6 motor vehicle violations per day, which proves a need for the camera program in order to reduce that number. The pilot was shared with Police Lt. Lowell DePalma as well as the officers who would be using the program and getting training, which was well received. This evening, the Police Chief, who supports this, is presenting this program to his Board of Police Commissioners. There is a contract with no cost to the Board of Education or the town. It is supported by violation money from the court system with 80% of the funding from the violation going to the town and 20% back feeding the state in court fees. The 80% will go into a specific town fund that is used for safety programs. Mr. Cox stated that the charges for the violations have been reviewed by the Town Attorney who did some word crafting of the agreement. If this moves forward, it would be co-signed by the Town Attorney, Superintendent of Schools, and the Chief of Police.

Ms. Dana Meinke, Connecticut Sales Specialist from Student Guardian, gave a PowerPoint presentation overview of the program (Attachment #3). They have been working with central office, New Britain Transportation and the police department to gather data surrounding school bus violations of cars passing stopped school buses that are picking up or dropping off students. The national data indicates that it is something that is happening once every day. This technology was developed to help law enforcement enforce these violations without having to expend resources and divert them from other initiatives. Ms. Meinke discussed the National Association of Pupil Transportation (NAPT) recent studies, gave the

background of Student Guardian, which has been in Connecticut since 2011, and explained how the program works. Ms. Meinke explained that there is no cost to the Board of Education. Currently, there are three buses in Southington with the cameras. She has videos of violations captured in Southington for viewing; however, Mr. Goralski did not feel it was appropriate to view at this time. However, if this is approved, he would be happy to publish the names of violators.

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

**“Move to approve the implementation of the School Bus Camera Program and direct the Superintendent of Schools to sign on behalf of the district.”**

Mr. Oshana questioned if internal bus cameras were also available for free. Ms. Meinke replied that Student Guardian is the only company in the industry that is able to provide internal cameras for the entire bus fleet at no cost. They redirect the fine distribution and take slightly more of the revenue that goes back to the town to put towards the internal system. Mr. Goralski directed administration to look into that option. Ms. Meinke believed that the contract included the opt-in for the internal solution, which can be added at any time.

Mr. Derynoski questioned the breakdown of costs. Ms. Meinke replied that the fine for passing a bus in the state of Connecticut is \$465 and of that there is a \$15 court processing fee with the percentages based on \$450. Therefore, 20% or \$90 goes to the state, 80% or \$360 goes to the municipality and Student Guardian would quarterly invoice for the number of tickets issued using their system. She explained that it would be \$125 for the municipality after program costs and \$234 for the vendor. Mr. Derynoski anticipated that if the Board went with the internal camera then the \$125 would be reduced. He believed that the Board would like to know that number before they add the internal cameras.

Mr. Goralski summarized that for the \$234 Student Guardian would be providing the cameras, doing all the work, and would fix broken cameras. Ms. Meinke replied that was correct.

Dr. Erardi thanked Dean Barns of New Britain Transportation for being an active participant with this program pilot.

ROLL CALL VOTE: YES – Mr. Oshana, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Lombardi, Mr. Goralski.

## 9. NEW BUSINESS

**a. Establishment of 2013 Graduation Date / Last Day of School / End of the Year Dates / Middle School Shortened Days**

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

**“Move that the last day of school and the Southington High School graduation to be on Friday, June 21, 2013 and to approve the end of the year closing dates for the middle schools.”**

**Motion carried unanimously by voice vote.**

**b. Regulation #2100 (1), Organizational Chart**

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

**“Move to approve the revisions to the organizational chart as recommended by the Policy and Personnel Committee.”**

Mrs. Clark pointed out that the title of Senior Coordinator of Pupil Personnel Services has been changed to Director of Pupil Services; however, the job description remains the same. It was changed by consensus to have that title aligned with cohorts in other school districts.

**Motion carried unanimously by voice vote.**

**10. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 8:55 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

# SOUTHINGTON SERVES

Looking for a volunteer opportunity? Need hours for CCD class or NJHS? Bored on the weekends?

**Southington Serves is the solution!**

Visit "Southington.org" and look for "Southington Serves" on the left to search the site.

Organizations all over town are placing opportunities online for YOU! Find what options interest you today!

You could participate in event set-up, clean up trails at a camp, help organize gift baskets and more!

Southington Serves is brought to you by Southington's Town-wide Effort to Promote Success.

## Why promote Southington Serves?

**It's a win-win for everyone! We're helping youth become more involved in their community, creating partnerships in Southington and providing a centralized location online for the youth involved in Southington schools to view volunteer opportunities.**

## What can you do to help promote Southington Serves?

- 1. Hang up posters in schools.**
- 2. Put Southington Serves in your minutes, on your Facebook page and other resources such as the Southington School's Website.**
- 3. Reach out to those you know in the schools and talk about Southington Serves. Have teachers talk to students about the site.**
- 4. Submit any opportunities you know of that have a need for volunteers.**

**THANK YOU BOARD OF EDUCATION!**

## Southington Serves

<http://www.southington.org/content/16911/default.aspx>

### CURRENT VOLUNTEER OPPORTUNITIES

<b>Name of Organization</b>	Save the Sound
<b>Opportunity</b>	Gardening: plant rain gardens to help recharge water supplies in the Quinnipiac River Watershed
<b>Date</b>	Saturdays -- April 27th, 2013, May 4th, and May 11th
<b>Time</b>	10am to 2pm
<b>Amount of Volunteers Needed</b>	Approx. 15 volunteers
<b>Age Requirement</b>	None
<b>Special Instructions or Pre-Requisites</b>	None
<b>Contact Person</b>	Kierran Broatch
<b>Contact Info</b>	(203) 787-0646 x113 <a href="mailto:kbroatch@savethesound.org">kbroatch@savethesound.org</a>

<b>Name of Organization</b>	Flanders Elementary School
<b>Opportunity</b>	Bingo Night Number Checker; Prize Handout to Children
<b>Date</b>	Wednesday March 20th, 2013
<b>Time</b>	5:45pm to 8:00pm
<b>Amount of Volunteers Needed</b>	5 volunteers
<b>Age Requirement</b>	14 or older
<b>Special Instructions or Pre-Requisites</b>	None
<b>Contact Person</b>	Vickie Bell <a href="mailto:vickiebell@yahoo.com">vickiebell@yahoo.com</a>

<b>Name of Organization</b>	Bread for Life
<b>Opportunity</b>	Hand Out Water for 5k Walk
<b>Date</b>	April 28th, 2013 in the back parking lot of the YMCA
<b>Time</b>	1pm
<b>Amount of Volunteers Needed</b>	Unlimited
<b>Age Requirement</b>	11 or older
<b>Special Instructions or Pre-Requisites</b>	None
<b>Contact Person</b>	Amy Fontaine

<b>Name of Organization</b>	Southington Fire Department
<b>Opportunity</b>	Clerical Work and Data Entry
<b>Date</b>	Ongoing
<b>Time</b>	9am-8pm Mondays, 9am-5pm Tuesday Wednesday and Thursdays
<b>Amount of Volunteers Needed</b>	Unlimited
<b>Age Requirement</b>	15 or older
<b>Special Instructions or Pre-Requisites</b>	Computer Skills Requested
<b>Contact Person</b>	Maureen Frazier
<b>Contact Info</b>	(860) 621-3202 x133 <a href="mailto:frazierm@southington.org">frazierm@southington.org</a>

<b>Name of Organization</b>	YMCA Camp Sloper
<b>Opportunity</b>	Annual Spring Clean-Up Day
<b>Date</b>	April 6th, 2013
<b>Time</b>	8am to 2pm
<b>Amount of Volunteers Needed</b>	Unlimited
<b>Age Requirement</b>	12 or older
<b>Special Instructions or Pre-Requisites</b>	Must contact camp to sign up
<b>Contact Person</b>	Mark Pooler
<b>Contact Info</b>	(860) 621-8194 x304 <a href="mailto:mpooler@sccymca.org">mpooler@sccymca.org</a>

# *Teacher Evaluation and Support*

## *Southington Public Schools*

### *Southington's System for Teacher Evaluation and Support*

#### *Committee Members*

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

Karen Smith  
Assistant Superintendent for Curriculum and Instruction

Bob Brown  
Southington High School

Betsy Chester  
District Language Arts Coordinator

Kim Hunt  
Personnel Manager

Joel Patrick Leger  
DePaolo Middle School

Melissa O'Neil  
Strong Elementary School

Frank Pepe  
DePaolo Middle School

Dale Riedinger  
District Math & Science Coordinator

Debbie Scarfo  
Southington High School

Jeff Shaw  
Southington High School

Rita Stearns  
South End Elementary School

Richard Terino  
Southington High School

Jan Verderame  
Derynoski Elementary School

## Background Information...

- ➡ Formation of the committee
- ➡ What is SEED?
- ➡ Time well-spent

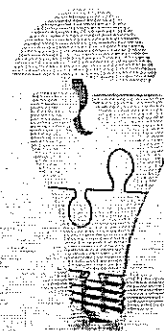
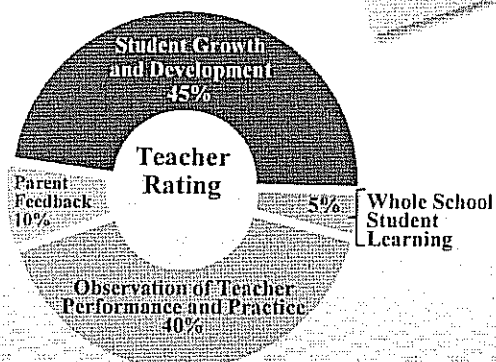
## Observations

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal observations, all will include a post conference, 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal observations, all will include post conference, 2 will include pre-conference and an additional 2 informal observations
Meets Standards and Exceeds Standards, 3 <sup>rd</sup> & 4 <sup>th</sup> Year Teachers, Tenured and Fast Track Non-Tenured*	Minimum 1 formal observation including pre and post conference and 2 informal observations

# Teacher Goals

Each teacher will set 5 goals.

- 2 Goals Student learning (SLOs)
- 1 Goal Teacher performance and practice
- 1 Goal Parent feedback
- 1 Goal School-wide student learning



# Domains

Connecticut Framework for Teacher Evaluation and Support ~ this is the basis of your Teacher Performance and Practice Goal. Observations will focus on these 4 domains.

<b>DOMAIN 1</b> • Planning for Active Learning	<b>DOMAIN 2</b> • The Classroom Environment
<b>DOMAIN 3</b> • Instruction	<b>DOMAIN 4</b> • Professional Responsibilities and Teacher Leadership





# Performance Ratings

Exceeds Standards	Substantially exceeding indicators of performance.
Meets Standards	Meeting indicators of performance.
Developing	Meeting some indicators of performance but not others.
Below Standard	Not meeting indicators of performance.

## Sample

### SLO ~ Standardized IAGDs

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
<b>Eighth Grade Science</b>	My students will master critical concepts of science inquiry.	1. Seventy-eight (78%) of my students will attain at least a 4 on the CMT section concerning science inquiry.
<b>Fourth Grade</b>	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2014.	1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4 <sup>th</sup> grade CMT Reading in March 2014. 2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4 <sup>th</sup> grade CMT Reading MAS in March 2014.

# Sample

## SLO ~ Non-Standardized IAGDs

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development [at least one is required]
<b>Eighth Grade Science</b>	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. Ninety percent (90%) will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
<b>High School Visual Arts</b>	My students will demonstrate proficiency in applying the five principles of drawing.	1. Eighty-five percent (85%) of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

FORM F-1  
Teacher Goal-Setting (Standardized Assessment/s): Student Learning Objective

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
 # Students covered by this SLO: \_\_\_\_\_ % Students covered by this SLO: \_\_\_\_\_

**Student Learning Objective (SLO)**

\_\_\_\_\_

**Rationale for Objective** – Why was objective chosen? What specific Connecticut and/or national standards does it address?

\_\_\_\_\_

**Indicator(s) of Academic Growth and Development (IAGD)** – An IAGD is evidence you use to determine success in achieving the SLO. One standardized IAGD is required. Additional IAGDs are optional. Please number the IAGDs and clearly indicate the targeted performance expectation for the selected students.

\_\_\_\_\_

**Baseline Data/Background Information** – Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objectives. Provide this information for each indicator, if specific pre-test or baseline data are available.

\_\_\_\_\_

**Strategies/Activities to Achieve the SLO** – Include additional strategies as needed.

\_\_\_\_\_

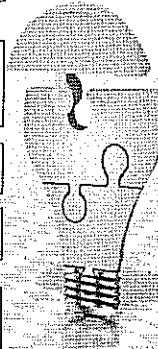
**Interim Assessments** – What interim assessments do you plan to use to gauge student progress toward this SLO?

\_\_\_\_\_

**Data Collection/Assessment of Progress toward Achieving the SLO** – What data will you collect to assess progress toward achieving the SLO?

\_\_\_\_\_

**NOTE:** Please indicate when standardized results are available.



**FORM F-2**  
**Teacher Goal-Setting (Non-Standardized Assessment/s): Student Learning Objective**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
 # Students covered by this SLO: \_\_\_\_\_ % Students covered by this SLO: \_\_\_\_\_

**Student Learning Objective (SLO)**

\_\_\_\_\_

**Rationale for Objective – Why was objective chosen? What specific Connecticut and/or national standards does it address?**

\_\_\_\_\_

**Indicator(s) of Academic Growth and Development (IAGD) – An IAGD is evidence you use to determine success in achieving the SLO. One non-standardized IAGD is required. Additional IAGDs are optional. Please number the IAGDs and clearly indicate the targeted performance expectations for the selected student.**

\_\_\_\_\_

**Baseline Data/Background Information – Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.**

\_\_\_\_\_

**Strategies/Interventions to Achieve the SLO – Include additional strategies as needed.**

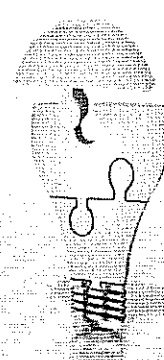
\_\_\_\_\_

**Interim Assessments – What interim assessments do you plan to use to gauge student progress toward this SLO?**

\_\_\_\_\_

**Data Collection/Assessment of Progress toward Achieving the SLO – What data will you collect to assess progress toward achieving the SLO?**

\_\_\_\_\_



**FORM F-3**  
**Teacher Goal Setting: Teacher Performance and Practice Goals (40%)**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

**Performance and Practice Goal:**

- The Teacher Performance and Practice observation rating comprises 40% of end-of-year summative rating. Using relevant student learning data, a self-assessment of performance and practice relative to the CT Framework for Teacher Evaluation and Support, feedback from your principal, previous professional development and survey data, establish one area of professional growth. The goal should have a clear link to student achievement and move teacher toward Proficient or Exemplary on the Connecticut Framework for Teacher Evaluation and Support. This plan should anchor and be responsive to professional growth conversations throughout the year.

**Goal:** \_\_\_\_\_

PERFORMANCE AND PRACTICE GOAL			
Action Steps and Data to Collect	Evidence of Progress and/or Next Steps		
1.	Date: _____ Evidence: _____	Date: _____ Evidence: _____	Date: _____ Evidence: _____
2.	Date: _____ Evidence: _____	Date: _____ Evidence: _____	Date: _____ Evidence: _____
3.	Date: _____ Evidence: _____	Date: _____ Evidence: _____	Date: _____ Evidence: _____

**SIGNATURES** **DATE (mid-year check-in):** \_\_\_\_\_ **DATE (end-of-year summative):** \_\_\_\_\_

Evaluator Approval: \_\_\_\_\_

Teacher Approval: \_\_\_\_\_

FORM F-4  
Teacher Goal-Setting: Parent Feedback (10%)

Page 1 of 1

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

**Parent Engagement Goal (10%)** – Principals and teachers should review parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. After school level goals have been set, you and your evaluator will collaborate to determine one parent related goal to pursue. Possible goals include: *improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

\_\_\_\_\_

**Growth/Improvement Targets**  
Set growth/improvement targets related to your goal. There are two ways you can measure and demonstrate progress on your growth targets.  
You can choose to measure how successfully you implement a strategy to address an area of need, and/or;  
You can collect evidence directly from parents to measure parent-level indicators you generate. For example: you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.

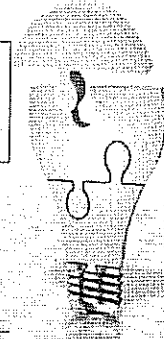
\_\_\_\_\_

**Evaluator Approval:**

☐ Goal is related to overall school improvement parent goals.

☐ The improvement targets are ambitious but achievable.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



FORM F-5  
Teacher Goal-Setting: Whole School Learning Indicator

Page 1 of 1

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

**Whole School Student Learning Indicator Goal (5%):**  
Insert your administrator's whole school student learning goals.

\_\_\_\_\_

Identify at least one strategy that addresses how you will contribute to these whole-school student learning goals as established by your school administrator.

\_\_\_\_\_

**Instructions for Evaluator:** The evaluator should review the Whole School Student Learning Indicator strategy(ies) proposed by the teacher and evaluate and comment in the space below. If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can upload it here. If appropriate, the teacher can adjust his/her strategy based on the available data and in discussion with his/her evaluator.


\_\_\_\_\_

**Evaluator Approval:**

☐ Goal is related to overall school improvement goals.

☐ The improvement targets are ambitious but achievable.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



**FORM F-11**  
**End-of-Year Summative Teacher Evaluation Scoring**

Page 1 of 1

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

**TEACHER PRACTICE RATINGS: (50%)**

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Teacher Performance and Practice		40%	
Parent Feedback		10%	
<b>TOTAL TEACHER PRACTICE INDICATOR POINTS</b>			
<b>*TEACHER PRACTICE INDICATOR RATINGS:</b>			

\*See rating table below for indicator ratings.

**STUDENT GROWTH OUTCOME RATING (50%):**

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)		45%	
Whole School Student Learning		5%	
<b>TOTAL STUDENT RELATED INDICATOR POINTS</b>			
<b>*STUDENT OUTCOME INDICATOR RATINGS:</b>			

\*See rating table below for indicator ratings.

**\*RATING TABLE**

Teacher Practice/Student Growth Indicator Points	Teacher Practice/Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Meets Standard
175-200	Exceeds Standard

**FINAL SUMMATIVE RATING:** Use the Summative Rating Matrix (on reverse side of this form) to determine the final summative rating.

Exceeds Standard (4) ☐ Meets Standard (3) ☐ Developing (2) ☐ Below Standard (1) ☐

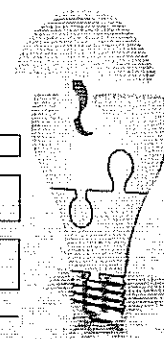
Comments: \_\_\_\_\_

Target Areas for Professional Growth: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

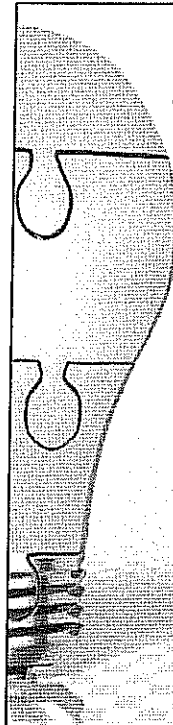
This sheet should be attached to the teacher's final evaluation report.

4403



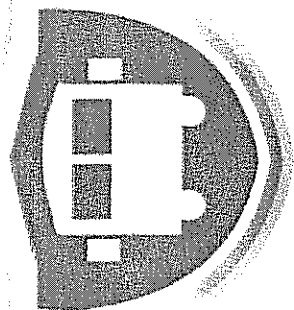
*Where do we go from here*





## *Moving forward...*

- ➡ End of the 2012-2013 School Year
- ➡ Professional Development
- ➡ Continuation of Committee Work



# REDFLEX STUDENTGUARDIAN™

*Safeguarding Your Children*

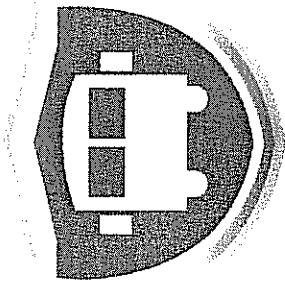


## PROGRAMOVERVIEW



REDFLEX  
STUDENTGUARDIAN™  
*Safeguarding Your Children*

=====



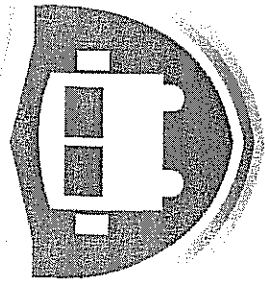
## OUR MISSION

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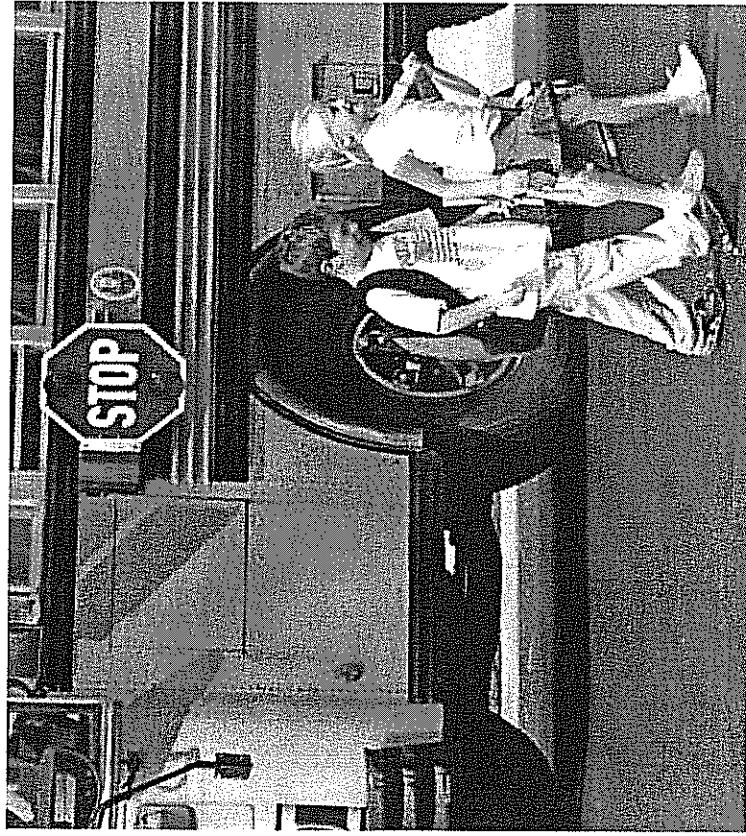
*“Safeguarding children riding, loading, and unloading buses with the industries’ only comprehensive, automated stop arm enforcement solution, to create a deterrent for motorists illegally passing buses thereby, increasing student safety”*







# DANGEROUS REALITY

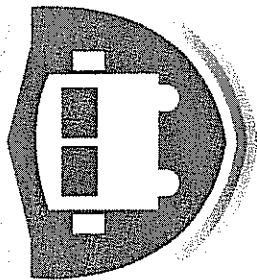


- According to the NHTSA, 16 children under the age of 19 are killed each year as pedestrians getting on and off buses.
- 1,386 deaths have occurred, since statistics have been kept, with 40% or 441 coming from motorists illegally passing school buses.
- One half (50%) of all school age pedestrians killed while loading and unloading a bus are between the ages of 5 and 7.



REDELEX  
**STUDENTGUARDIAN**<sup>TM</sup>  
Safeguarding Your Children





# RECENT ACCIDENTS

*During the 2012/2013 school year, on average, four children were injured or killed each month in the United States:*

## March 2013 –

- ☐ Albany, NY: When a man tried passing a stopped school bus on 3/25, he struck an 11-year old girl as she crossed the street. The girl suffers from a broken leg.

## February 2013 –

- ☐ Bridgeport, CT: A 17 year old boy was struck by a car while crossing the street to board his school bus before school.
- ☐ Rowan County, KY: A 13 year old was hit by a car while crossing the street to board his school bus.
- ☐ Pembroke, GA: A 5 year old died from serious injuries after being hit by a truck while stepping off their school bus.

## January 2013 –

- ☐ High Point, NC: A 6 year old girl was struck by a car while crossing the street to board her school bus.
- ☐ Winston –Salem, NC: 17-year old Edward Rashad Lee Fulks was arrested after he struck 7 year old Kelly Seannnee Smith while she was crossing the street to board her school bus.

## December 2012 –

- ☐ Kernersville, NC: 11-year old Hasani N.W. Wesley died after being hit by an SUV while crossing the road to get on his school bus.
- ☐ Amherst, MA: An elementary-aged child was hit around 2:30 p.m. while crossing South East Street. The school bus had stopped and had its stop lights activated but a car tried to drive around it and hit the child.

## December 2012 (continued) -

- ☐ Graham, NC: An 8-year old boy was flipped after being hit by a car as he was approaching his stopped school bus to board before school.
- ## November 2012 –
- ☐ Ellport, PA: 17-year old Travis Aradi was struck while boarding his school bus before school.

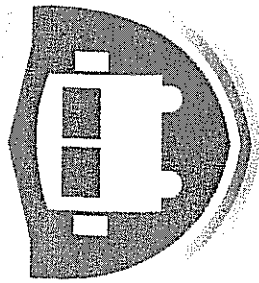
## October 2012 –

- ☐ Greenville, SC: A 10-year old fourth grader was struck and injured while crossing the road to board his stopped school bus.
- ☐ Coats, NC: 12-year old, Adam Kempf died after being struck by a vehicle while trying to board a school bus.
- ☐ Summersville, WV: an 8-year old girl suffered a broken leg and foot when she was struck by a motorist while crossing the street after getting off her school bus.

## September 2012 –

- ☐ Charlotte, NC: a 4-year old Kaayilyah Miller had her foot run over while trying to board her school bus, she is now afraid to ride the bus.
- ☐ Whitehall Township, PA: A 5-year old boy was struck by the left side of a car's front bumper, then rolled under the stopped bus.
- ☐ Lafayette, IN: 17 and 12 year old Starrett siblings, Jasmine and Kyle, were injured in a hit-and-run while boarding their school bus.





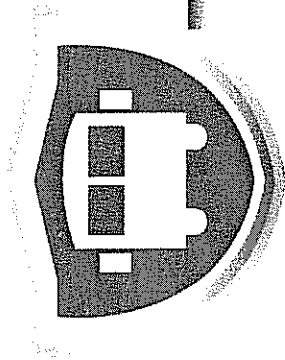
# RECENTSTUDIES

In August, the NAPT (National Association of Pupil Transportation) updated their findings from the 2<sup>nd</sup> Annual School Bus Illegal Passing Driver Survey:

ONE DAY SURVEY RESULTS		2011	2012	Change
States Participating		28	28	
Buses Participating		111,914	99,930	- 10%
Number of Incidents Reported		37,756	39,760	+ 5%
Number of Vehicles Passing		76,685	88,025	+ 15%
Violations Per Bus		.68	.88	+ 29%

During a 180-day school year, that amounts to nearly 16 million potential violations.

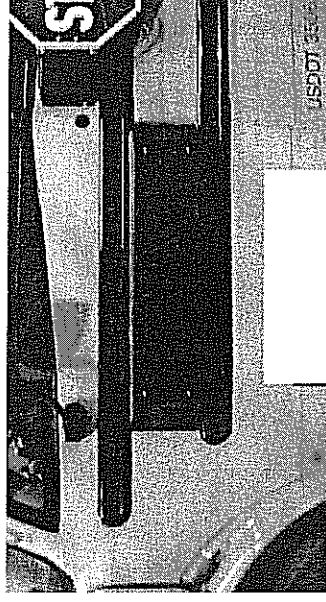


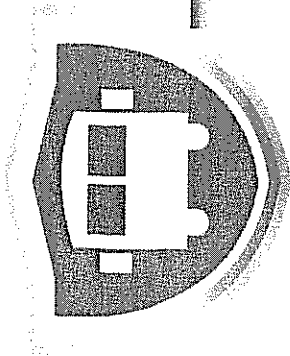


# WHY STUDENTGUARDIAN

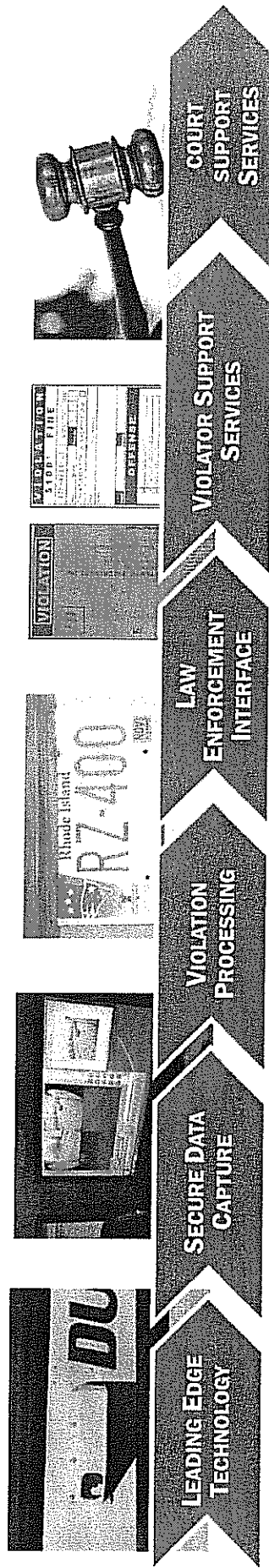
*The only comprehensive solution for stop-arm enforcement that leverages the 25 years of operational expertise and road tested technology since 2008 for maximum program effectiveness*

- ☐ The largest by number of contracts and most experienced provider of road safety technologies utilizing photo enforcement for over 25 years in 23 states and 3,500 operational systems
- ☐ The country's FIRST provider of a comprehensive violator capture stop arm safety solutions, with more than 15,000 tickets issued across three states since 2008
- ☐ Proprietary hardware and software is continually reengineered to address field challenges to increase yields since 2008 to ensure deterrent works. StudentGuardian v4.0 is now the first and only turn-key, stop-arm enforcement solution using automated detection for violation capture
- ☐ The only service provider with experience servicing law enforcement and interfacing with courts to create best in class evidence files so tickets are upheld, motorists pay, behavior changes, and safety is increased





# HOW IT WORKS



- Exterior camera housing is installed on the bus to monitor up to five lanes of traffic
- Optional internal cameras are installed to manage safety hazards inside the school bus

- Automation software records all "events" based upon the activation of yellow lights.
- Motion detection software is used to identify potential violations

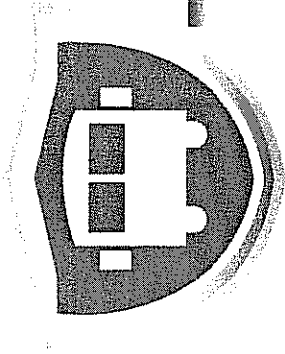
- Data, including video and still images of license plates and vehicles, is securely transmitted to a central server where it undergoes a triple verification process.

- Once evaluated against city-authorized criteria, we provide law enforcement with a comprehensive evidence package to ultimately determine whether a violation occurred.
- We print and mail notices for violations after approval by law enforcement.

- All citations are mailed with instructions on how to access video evidence online
- A multi-lingual call service is available 11hrs. a day, 5-days a week to provide answers to F.A.Qs

- Before the first ticket is issued we provide comprehensive training for your local court.
- Program implementation includes development of court interface, custom evidence packages, and expert witness capabilities





# PROGRAM COSTS

There is NO COST to towns or schools to implement Student Guardian.

The fine for passing a stopped school bus in the State of Connecticut is \$465 (there is a \$15 processing fee, but fine distribution is based on the original \$450). State Law 14-279 states that for every paid citation, 20% stays with the state and 80% goes to the issuing municipality to help pay for other safety initiatives as well as offset program costs.

## 50 Bus Fleet

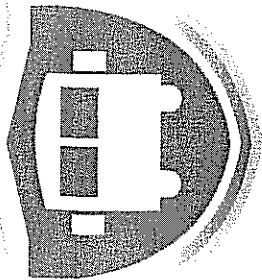
Percent of Fleet	Number of Buses Loaded	Number of Passes <sup>1</sup>	Potential Revenue <sup>2</sup>
10%	5	675	\$84,375
25%	13	1,755	\$219,375
50%	25	3,375	\$421,875

The potential revenue for 1 bus equipped for 1 year (180 days) is \$16,875

<sup>1</sup>assumes 180 school days with a .75 ticket per day average

<sup>2</sup>estimated \$125 per ticket



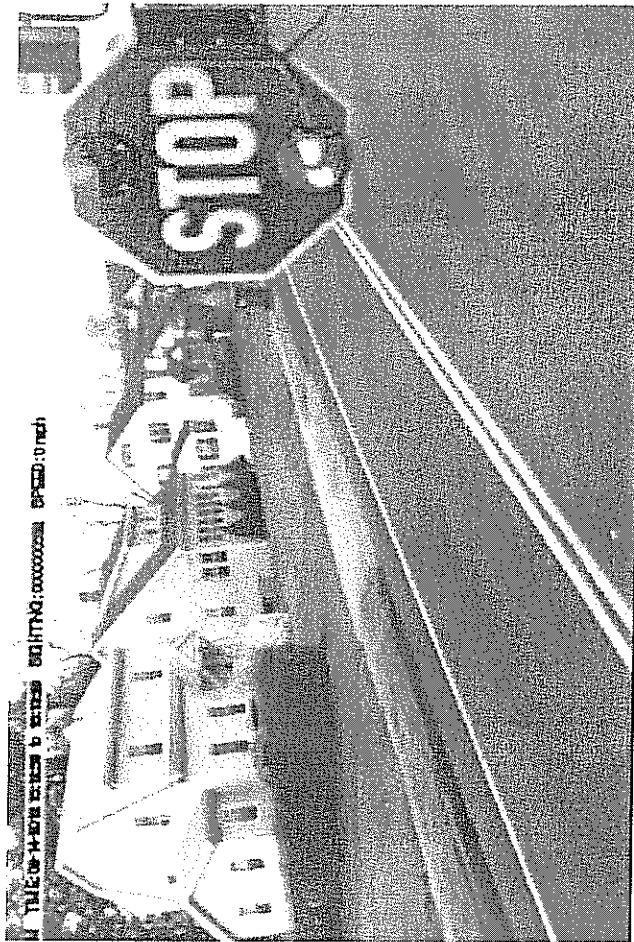


# QUESTIONS

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## Contact:

Dana Meinke  
Connecticut Sales Specialist  
860.575.8665  
[dmeinke@redflex.com](mailto:dmeinke@redflex.com)



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