

# **SOUTHINGTON BOARD OF EDUCATION**

## **SOUTHINGTON, CONNECTICUT**

### **REGULAR MEETING**

**APRIL 14, 2011**

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At 6:30 p.m. on Thursday, April 14, 2011, an Executive Session was held before the regular meeting of the Southington Board of Education in Attorney Mark Sciota's Conference Room at Southington Town Hall, 75 Main Street, Southington, Connecticut.

#### **1. CALL TO ORDER**

The meeting was called to order at 6:30 p.m. by Mr. Brian Goralski, Board Chairperson. Board members present were Mrs. Terri Carmody, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard. Absent was Mrs. Colleen Clark.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools, Mrs. Sherri DiNello, Director of Business and Finance, and Mrs. Elizabeth V. Lutz, Principal, Kelley Elementary School.

Also present was Attorney Peter Roxo from Trident Insurance.

#### **2. EXECUTIVE SESSION FOR DISCUSSION OF PERSONNEL**

**MOTION:** by Mrs. Johnson, seconded by Mrs. Fischer:

**"Move to go into Executive Session, excluding the public and the press, for the purpose of discussion of personnel, and upon conclusion, reconvene to public session to complete the agenda."**

**Motion carried unanimously by voice vote.**

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

**"Move to return to public session."**

**Motion carried unanimously by voice vote.**

*The Board came out of Executive Session at 7:15 p.m.*

#### **3. RECONVENE MEETING ~ REGULAR SESSION**

The regular meeting of the Board of Education was called to order at 7:40 p.m. by Mr. Brian Goralski, Board Chairperson. Board members present were Mrs. Terri Carmody, Mrs.

Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard.

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 five people in the audience.

#### **4. PLEDGE OF ALLEGIANCE**

Mr. Amnott led with the Pledge of Allegiance.

#### **5. APPROVAL OF MINUTES ~ March 24, 2011**

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

**“Move to approve the minutes of March 24, 2011, as revised.”**

Mr. Goralski stated that he had a couple of words changes on page two.

**ROLL CALL VOTE:** YES – Mrs. Carmody, Mrs. Clark, Mrs. Fischer, Mrs. Queen, Mrs. Notar-Francesco, Mrs. Rickard, Mr. Goralski. ABSTAIN – Mr. Derynoski, Mrs. Johnson.  
**Motion carried with seven in favor and two abstentions.**

#### **6. COMMUNICATIONS**

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

There was no communication from the audience.

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

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

Mrs. Notar-Francesco reported that, as an officer of the CREC Council, she had the extraordinary opportunity to travel over the weekend to San Francisco to attend three days of intense professional development and enrichment at the National School Board Association Convention. What she found most striking were the conversations among other Board members from all over the country about issues and experiences that they have that are just the same as Southington's. Similar conversations were had about bullying, achievement gap, Race to the Top, mandates, social network policies, 21<sup>st</sup> Century skills, etc. They all are working toward similar goals. She commented on the three distinguished speakers who attended. The first speaker was Condoleezza Rice, who expounded on the need for local control of schools. Ms. Rice urged Board members not to underestimate students' abilities and to insist on excellence. They need to be optimistic that students' will rise to challenges. Ms. Rice reminded them that it is every child's civil right to get a great education. Another speaker was Daniel Pink, who is the

bestselling author of A Whole New Mind and Drive. He talked about what motivates people. To summarize, he reflected that giving staff a sense of autonomy in their work motivates better than money. He believed that management must engage staff with very high standards and a sense of the purpose and to understand the “why” of what they are doing, and the autonomy to do it. Mrs. Notar-Francesco noted that this was the thread that resonated throughout the conference from different presenters. The third speaker was Dr. Douglas Reeves who began his workshop by characterizing how the Board’s work in education profoundly impacts the economy. Nationally reducing the dropout rate would save the country billions of dollars in lost wages, medical and other costs. He suggested that innovative Boards take an inventory of their initiatives. He said that research demonstrated that districts should be immersed in no more than six big initiatives in order to gain dramatic results. Boards should identify a few priorities and go after results full bore. His claim was that low and medium rates of implementing initiatives only produce very average results. Striving for high and deep implementation will produce dramatic results. He also indicated the importance of frequent and immediate feedback to students. Mrs. Notar-Francesco noted that this summary was only a snippet of the workshops that she attended, and she hoped to provide summaries of each via e-mail to the Board members. She pointed out that one workshop dealt with paperless Board meetings, which would be worth their time revisiting.

Mrs. Notar-Francesco announced that Mary Broderick, a School Board member from East Lyme, Connecticut, has taken the reins as the new President of the National School Board Association (NSBA). She noted that the 2012 NSBA Convention will be held in Boston.

Mrs. Notar-Francesco stated that she was grateful to CREC for the opportunity to have participated in this uplifting and energizing enrichment. The convention reinforced in her that, among the many things that Board members deal with on a daily basis, they must never lose sight of the group that they represent and serve, which is the children. The School Board is their voice and lobby group. She noted that the several speakers at the convention expressed deep gratitude and praise for the tireless work and dedication of Boards of Education across the country.

Mrs. Queen reported that, last school year, a group of Project Discover students at Kelley and Plantsville Elementary Schools researched a community responsibility project (Need for Reads / Plead for Reads) and, recently, made a successful presentation to the American Legion Auxiliary for funding to purchase books for their school libraries. The American Legion Auxiliary donated \$1,000 (\$500 to each school) for the schools to purchase books. Mrs. Queen thanked the American Legion Auxiliary for that wonderful donation. The students, learning about social responsibility, decided to “pay it forward” and organized an Ice Cream Social event, held last week. For a minimum donation of \$10, community members could buy bookplates to go into the new books. The students will now donate these proceeds to the Southington Education Foundation. In addition, the students invited STEPS to be present at the Ice Cream Social to promote the developmental asset of reading for pleasure. The leftover ice cream, which was negotiated by the students at a very favorable price from Praline’s in downtown Southington, was donated to the Mulberry Gardens residents. She noted that Praline’s also donated a gift basket for the event. Mrs. Queen felt that the students did a great job, not only learning about responsibility, but in executing and implementing an example of it as well.

Mr. Derynoski reported that he volunteered to participate in the Construction and Manufacturing Career Expo to be held on April 28. He is very impressed with the staff who are

working to put this together, as well as the local business owners who are participating. The company that he works for is going to set up a table and be part of it. He felt that the exposure and participation with both Louis Perillo's Economic Development Group and school staff have greatly impressed him. He noted that the Expo has been offered for a few years, but it has now taken on a dramatic new life in getting parents and students involved. Mr. Goralski wished him luck and noted that the School Board had a meeting that night at Plantsville School and that the Expo was being held at the high school.

Mr. Derynoski reported that today Derynoski Elementary School held their Reading Day. He had the opportunity to read a book in a first grade classroom with Dr. David Monti. He has known Dr. Monti for many years and this was the first time he saw him participate at this level. Dr. Monti is a professor at Central Connecticut State University. He was amazed by Dr. Monti's approach with the six-year old students. Mr. Derynoski noted that the school had a "Wall of Heroes" and that he had to investigate where they found a picture of him in his garden. Mrs. Rickard noted that they found an old photo of her by Googling her.

Mrs. Carmody reported that she attended a Reading Day and a Spelling Bee at Thalberg Elementary School. She noted that the Board members would be participating in the Spelling Bee sponsored by the Southington Education Foundation and that there were some hard words presented to the students in the Spelling Bee at Thalberg Elementary School. Mrs. Carmody pointed out that this was the first year that Mr. Alan DeBisschop was the Bee Master and that he was wonderful with putting the students at ease. Mrs. Notar-Francesco noted that Mr. DeBisschop was counting on the Board to put together three teams to participate in the Southington Education Foundation Spelling Bee.

Mr. Goralski publicly thanked Mr. Christopher Palmieri, Assistant Principal at DePaolo Middle School, for his work with the middle school play, engaging both DePaolo and Kennedy Middle Schools. He noted that this year there were 108 middle school students participating in this play, which is currently playing on Broadway.

Mr. Goralski reported that he gave the opening remarks at the high school National Honor Society Induction. He noted that it was a wonderful and rewarding opportunity to sit on the stage with the academically brightest students at the high school. He stated that he knew a majority of the students who were inducted.

Mr. Goralski reminded the Board that Mrs. Albaitis [Dr. Erardi's Executive Assistant] would be sending a reminder calendar for the last week of April, which will be a very busy week. On April 25, the Town Council will hold a Public Hearing on the budget, and the Board of Education Finance Committee will also meet on that evening. April 26 will be Young Authors and another subcommittee meeting. April 27 is Mrs. Genevieve Thalberg's visit to Thalberg Elementary School to see the technology in action. In the evening, the Board will be interviewing candidates. April 28 is a Board of Education meeting and the Construction and Manufacturing Expo that Mr. Derynoski spoke about.

Mrs. Johnson reported that, as a Board liaison, she attended the Derynoski Elementary School PTO meeting. They asked her to remind the Board about the project that they are sponsoring called the Mosaic Project. She read the information that they sent to her. The Mosaic Project is an Artist in Residence Program conducted by the company Art Spot during the week of May 23. Art Spot will come into the school for five days and work directly with the

students and faculty to create the mosaic. The theme for Derynoski's mosaic is "Character" and is centered on the six character pillars: caring, responsibility, kindness, trustworthiness, respect, and fairness. The children's ideas will be an integral part of the design and hence they will construct the final product. This will give each child a feeling of ownership when the mosaic is hung on the wall of the Bicentennial Auditorium. They are very excited about this wonderful opportunity for the students and the enhancement of the auditorium, which is used by countless groups throughout the Town of Southington. To raise funds for this project, they will be holding an adult-only casual dinner, silent auction, at Hawk's Landing Country Club on April 29 from 6:00 p.m. to 10:00 p.m. The event is \$35 per person, open to the public, and will include a buffet dinner, DJ, silent auction, drawings and a putting contest. They have some very exciting auction items including, but not limited to, an overnight stay with golf for two at the Shawnee in Pennsylvania, front row seating at upcoming Derynoski School events, a 2011 American Girl doll, a flip video camera and many more items. The deadline for registration is April 25 and registration forms are in the Derynoski Elementary School office. Mr. Goralski questioned if they were still doing the golf tournament. Mrs. Johnson replied that this event was friendlier to all parents because not everybody plays golf and this was more inclusive.

Mrs. Johnson announced that the Southington Historical Society has a Civil War Exhibit from now until the end of May. She noted that Mr. Cusano, who is the curator of this exhibit, told her that the facility would be open every Saturday and Sunday from 1:00 p.m. to 3:00 p.m. She stated that it was a fabulous array of information with a number of reproductions and authentic Civil War pieces. This is the 150 year anniversary of the beginning of the Civil War.

Mrs. Johnson noticed that high school graduation is scheduled for June 23, which also happens to be the night of a Board meeting. Dr. Erardi replied that it was on the agenda for discussion.

Mrs. Fischer congratulated Flanders Elementary School for their production of "Dear Edwina" and noted that these students are ready to move up to Mr. Palmieri's production next year. She also attended the Middle School play as well.

Mrs. Clark reported that last week South End Elementary School was the host for the Cultural Arts Festival. She was not able to attend, but her fifth grade child told her it was wonderful because there were scientists and magicians doing all sorts of wonderful things. She felt that it not only showcased cultural arts, but also South End Elementary School because they used the whole building. She noted that other school districts visited the festival as well. Mrs. Clark announced that on May 20 and May 21, South End Elementary School students would be performing "High School Musical Junior" with a cast of 88 children. On Friday afternoon, the show is only going to be opened to the South End students and grandparents. Because of the large size of the cast, they had to limit the sale of tickets this year.

### **Communication from Administration:**

Dr. Erardi distributed a packet to the Board for the Administration Report (*Attachment #1*):

1. Summer School 2011: Dr. Erardi noted that the School Board routinely receives telephone calls regarding the Summer School Program and provided a hard copy of information for Grades 9-12 for their use.

2. Southington Education Foundation – Partnership Update: Dr. Erardi shared that the Grants Committee, under the direction of Dr. George Costanzo, met last evening and the Board will receive information on some incredible innovation that the Foundation will be supporting. The grants, ranging from \$1,000 up to \$4,800, will be primarily going to the high school. He was thrilled that the Foundation continues to offer these grants for innovation that the school system is not able to otherwise afford. He also was pleased with the number of staff members who continue to apply for classroom innovation.
3. Readiness Data: Dr. Erardi stated that he was greatly concerned with the data. He noted that this will be a continued discussion with elementary school principals. He was very concerned with where Southington scored in regard to the state average for readiness with Kindergarten. He felt that it was a defining moment with the School Board to continue with the work that they are doing in early childhood and preschool education. Southington did not do well with skills of an incoming Kindergarten student in this community. Mrs. Rickard asked who the state tested. Dr. Erardi replied that they tested all Kindergarten students in our district. It was a December test.
4. Southington Historical Society: Dr. Erardi stated that Mrs. Johnson spoke to this item. He shared that contact was made with Mr. Robert Cusano and they will be going over to look at the Civil War Exhibit and encourage all the elementary school grade levels to visit the exhibit. He noted that Mrs. Johnson was an executive member of the Historical Society.
5. National Reform – Harvard Professional Development: Dr. Erardi reported that for two days last week he attended professional development for Connecticut Superintendents at Harvard. He enclosed an article from one of the brightest minds in America that discussed returning the autonomy to the classroom teacher, allowing the creativity to return to the classroom, and move away from the grind and the mindset of what has had to take place because of national reform with testing.
6. Technology Funding – SmartBoards: Dr. Erardi reported that this was information requested by the Town Council, which allows the school system to take a look at the value of partnerships. The average SmartBoard LCD projector and document camera is approximately \$4,000. The school system has been fortunate, through the hard work of the PTOs and the Thalberg Trust, to receive well in advance of \$600,000 in technology.
7. AED Initiative: Dr. Erardi reported that the challenge to the PTOs is to prioritize funding to have an AED defibrillator in every building by the start of the next school year. He will follow that up with a cost sheet for all the PTO leaders.

**Communication from Student Board Representative:**

Mr. Christopher Amnott, Student Representative, reported the following information:

- Unified Sports will hold track and field in the spring with an organizational meeting held on April 25 for all interested players and parents.
- There will be a period one SAT testing skills for juniors starting on April 27 with sign-up in the Guidance Department.

- There is a mandatory meeting for next year's Powder Puff Team on Friday, April 15.
- The Paul Mitchell North Haven Academy will be visiting the high school on Tuesday, April 26.
- Best Buddies will be selling bracelets during lunch waves this week for \$3.00 that will go towards the chapter's activities.
- There is a meeting after the spring vacation for SHS Cheerleading.
- There is a Manufacturing and Construction Expo on Thursday, April 28 at 6:30 p.m. in the cafeteria. Students interested in a career in masonry, welding, electrical, HVAC and plumbing are encouraged to attend.
- The Key Club is sponsoring a Rose Drive at \$13 per dozen that will go to charities and scholarships.
- There is a Girls' Volleyball meeting on Friday, April 15 after school.
- There is a rule change that goes into effect after spring vacation. The students will not have to wear IDs anymore.

Mrs. Rickard asked him why the students do not have to wear IDs anymore. Mr. Goralski responded that he just printed information from the website today and it is confirmed. Mr. Amnott stated that the students are required to have the IDs on them; however, they don't have to wear them anymore. The punishment is pretty severe if the students do not have their IDs with them.

- The Junior Prom will be held Saturday, April 30.
- The AP Politics class will be presenting their yearly projects over the next few weeks and the Board is welcome to attend.
- Sal Romano threw a no-hitter the other day.
- The Boys' Tennis Team is 4-0. He invited the Board to attend the tennis matches.
- The Southington Boys' Lacrosse played archrival Cheshire today and lost 7-10.
- The "Quidditch for Cancer" was held last Sunday and raised thousands of dollars for cancer research. The event was held by Zach Wholley and Jordan Chapman.

Mrs. Rickard asked him to explain more about this. Mr. Amnott replied that it was not like the Harry Potter movie "Quidditch." Mrs. DiNello responded that they play with the actual sticks between their legs and they have to try to catch the "snitch" that runs around in the area. It is really a take on the Quidditch game from Harry Potter. She felt that it was a great fundraiser for cancer research.

Mr. Goralski asked Dr. Erardi to officially establish a process to find a replacement for Mr. Amnott. If there is not a process already in place, he would like Dr. Erardi to have Dr. Semmel put out a request to interested seniors at the high school. He would like Mr. Amnott to chair the committee with Dr. Semmel, faculty and an advisor from next year's class to interview students to find his replacement. Mr. Goralski would like to get a replacement in place before Mr. Amnott leaves.

Mr. Derynoski noted that historically sophomores or juniors in the current year are selected and there have been two representatives. Mrs. Rickard thought that it used to be the Student Council President. Mr. Derynoski replied that there was no set rule on that. It started as a brother and sister student representative team. Mr. Goralski added that they also have had two

representatives who were not related. He wanted to get that in the works to take advantage of Mr. Amnott's knowledge to prepare his replacements. Mr. Amnott replied that he was willing to do this.

Mr. Derynoski stated that he was concerned with the change in policy and the procedure for wearing of the IDs. He wanted to know how that came about. Dr. Erardi replied that there has been a review of the time that was spent by high school administration with the number of students who legitimately, and sometimes without reason, were forgetting their IDs. When administration weighed the amount of the lost class time and the amount of administrative time at that task, Dr. Semmel reached a conclusion that the point of no return had come to be. There is a significant consequence if students do not have their ID on them. Administration is looking to pilot that protocol for the rest of the school year and then assess whether they will go back to the ID around their neck, or continue the practice that will be in place for the last six weeks of the school year. The overriding factor was the time consumption by administration and the loss of class time by students.

Mr. Derynoski stated that the significant consequence for students not having it on their person now is the same and wanted to know what the difference was. Dr. Erardi replied that the present practice was usually the case where someone was in the wrong place during the course of the school day and that was when a teacher would look for the ID. The belief is that, with 2,200 youngsters, there are 2,150 who are moving in the proper direction. If there are still 50 youngsters who are in wrong places, they will still be challenged and asked for their ID. For the youngster who forgets his ID, leaves it at home and does everything he/she should be doing during the course of the day, that student will no longer lose class time. It is a holding pen and quite a process that sometimes resulted in one or two class periods lost as people scurried to issue temporary IDs.

Mr. Goralski commented that he received the telephone message this evening regarding the IDs and went online to print the message before coming to the Board meeting. He encouraged the Board members to read the message. He believed that it was a pilot and wanted to give it the opportunity because it came from the Advisory Council. He noted that his opinion at first was the same as Mr. Derynoski's regarding the ID identifying students as belonging in the building. He noted that Dr. Semmel addressed a lot of those questions in his letter. Dr. Erardi noted that the letter was two-part because Dr. Semmel also speaks to the dress code becoming an issue as the weather gets warmer. He noted that Dr. Semmel was very direct as far as what students are expected to wear at the high school.

Mr. Derynoski pointed out that the Board, as a district, initiated this ID for all staff members. Dr. Erardi remarked that they will continue to wear IDs. Mr. Derynoski felt that it was a security issue. With such a large high school, they need to know who should and should not be in the school. They had incidents in the past when youngsters came to the school grounds to visit friends from out of town. There are security cameras and the doors are locked making it difficult to get in, but he felt uneasy that administration moved ahead without the Board having some insight before it was done. Dr. Erardi replied that this was a guideline at the high school and that he would have Dr. Semmel share his in-depth rationale through Dr. Erardi's office for the Board.

Mrs. Fischer felt the reason they have the IDs around their neck was so that they could readily identify people who should not be at the high school. She felt that they were getting rid



of all that, which bothers her. Dr. Erardi replied that, if they put it into the context of daily practice, there could be times when they have dozens and dozens of youngsters unable to go to period one and two classes and missing huge chunks of time because they don't have their ID. When they weigh the laws of academic time and that there is security at the doors, it was a decision that was reached by the site-based management, administrative team and the school improvement team. He thought that, as they look at the last six to eight weeks of school, it should be allowed to unfold and then to weigh in at the end of this school year to look at best practice. He stated that he could make an argument on both sides. He was not pleased with students standing in lines in the hallway because they don't have their ID.

Mr. Amnott stated that currently, if a student forgets their ID, they go to Room 201 and get a yellow, temporary ID. There are many cases when students miss all of period one and, in some cases, some of period two, which is valuable class time lost. This happens regularly for certain students. It has been a lingering problem. Security has been stepped up in the hallway, with hall monitors checking to see if students have their ID on or not. The new punishment is if a student forgets it once, they get a two-hour detention. If a student forgets it twice, he believed that it was an in-school suspension. Mrs. Rickard and Mr. Derynoski asked why they don't just enforce that now. Mrs. Rickard felt that they were telling the students that they were not responsible and now they were going to be rewarded. She did not understand the rationale.

Mrs. Carmody stated that, since the IDs were instituted, they have been a constant problem at the high school. She felt that it is an issue that administrators and teachers were spending 80% of their day seeing students for IDs. She understood the concerns about safety. She did not know if it should have the Board's input or not, but she thought that the change was because so much time was being spent on sending students to 201. She noted that some students purposely don't wear their ID so that they could get out of class. Now, the students have to have their ID on them and, if they are in a hall without a pass, they have to show that ID. She noted that the problem of currently enforcing it has become very difficult and now they are going to do random checks of homerooms to make sure that every student has their ID. She knew that the Board was concerned because they instituted wearing IDs for safety, but she thought that the overwhelming discipline enforcement was too much.

Mr. Goralski wanted to let the administration weigh back on this concern to the Board. Mr. Derynoski wanted to put this as an agenda item because it was a very important issue. He noted that, when they implemented it, the Board addressed it as a very important issue and changing it without Board input, he thought, was wrong. Mrs. Johnson felt the same way. She thought that it was inappropriate to institute this kind of pilot without running it by the Board first. She did not think it was appropriate for this huge issue to have been instituted even in a pilot without the Board's knowledge. She did not like being surprised by big things like this. As Board members, they have a responsibility to the community to be aware of and ensure that things were being done in a safe manner.

Dr. Erardi replied that he was very respectful of this opinion and he would have it on the Board agenda for April 28 with the high school administration present to share their thoughts. It was his belief that this was not a Board policy and that this originated from the ground up through the faculty's School Improvement Team and thoughtfully moved forward over time. It was not something that was decided yesterday and brought forward today.

## **7. REPORT OF SUPERINTENDENT**

**a. Personnel Report**

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

**“Move to approve the Personnel Report, as amended.”**

Mrs. Rickard thought that there was a typo because, according to the report, there were two head softball coaches at the high school. She thought that one was supposed to be for DePaolo Middle School. Dr. Erardi replied that she was correct (*Attachment #2-corrected page*).

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

**8. OLD BUSINESS****a. Town Government Communications**

Mr. Goralski thanked the Planning and Zoning Commission for allowing the school system’s administration, in collaboration with the town administration, to present information to them. He was very excited that, with their action to remove restrictions, the Town Council moved the process forward for North Center School. He thought that it was an excellent opportunity for the school district and for the collaboration between all the Boards to continue to grow.

Mr. Goralski reiterated that the Public Hearing on the Town budget is scheduled on April 25, 2011 at 7:00 p.m. at DePaolo Middle School. He would like to see the Town Council give a unanimous endorsement of the Board of Education’s work on the budget as well.

Mrs. Johnson questioned the Board of Education Finance Committee meeting that evening after the budget hearing. She asked if that was going to be a DePaolo as well. Mrs. DiNello replied that it was. It was going to be posted as a 7:45 p.m. start in the DePaolo Library because they did not expect the Public Hearing to be that lengthy.

**b. Construction Update**

Mr. Cox reported that he, the Construction Manager, and several members of the Building Committee met on March 15 to move ahead with plans of punch list items that could be done during the spring vacation. They met on Tuesday afternoon to verify that most of the work, all minor punch list items, will take place at South End Elementary School. They are still in the process of balancing heating, ventilation and air conditioning systems.

**c. Middle School Feasibility Study Update**

Dr. Erardi reported that, in partnership with town government, they will work backwards from the November referendum which lays out the timeline for the middle school feasibility study. Fletcher Thompson will be back in two weeks with an update and on May 12 will return with additional information that will allow the School Board to get comfortable with their work.

This has been a plan that has been put together by Mr. Cox and Attorney Sciota. They believe that the timeline is doable and Fletcher Thompson feels that they could deliver a plan to the Board.

Mr. Derynoski questioned the timeline with respect to the action of the Town Council, the July 11 Public Hearing, and ordinance approvals, that will allow the School Board to go forward for the referendum on November 8. In the past, there have been activities from the PTOs that got the word out for the referendum. August and into early September is a very busy time for a lot of people and there are not a lot of activities that could be put together. He thought that, if they started mid-September, there would be four to five weeks' worth of public push to get the word out. He asked if that would be enough time to do that. Dr. Erardi replied that the focus area moving forward would be the elementary schools, the PTOs and the PTO Executive Board. As the summer unfolds, his plan would be that, once the PTOs establish their new Executive Board for the 2011-2012 school year, he would have conversations with all of those people individually to make sure he is on their agenda in September and October to present to their PTOs. The focus would be on the importance of understanding the initiative for their children, who will have the opportunity to experience the brand new renovate-to-new schools, as well as their vote. There is a plan in place, and the window is narrow. Mr. Derynoski noted that in the past they have had as long as one year to get the information out.

Mrs. Fischer thought that the school system could not be involved. Mr. Derynoski replied that the Board could get out the information, but not the vote. Dr. Erardi clarified that it could actually be both. They would have to be without bias and prejudice in their presentations. It would have to be a factual presentation regarding when the community would have the opportunity to cast their ballot.

#### **d. Kindergarten Extended Day Program**

Dr. Erardi was pleased that the work has continued under the direction of Mrs. Karen Smith [Principal of Derynoski Elementary School] and Mrs. Sally Kamerbeek [Principal of South End Elementary School]. He distributed (*Attachment #3*) the results of their last meeting that took place a few days ago. They are beginning to define the hard work that the Board has been waiting for. A report will be back to the Board at their first meeting in May with an update of where the committee is with criteria that identifies those youngsters who may be in need of the extended day.

Mrs. Fischer stated that, in Dr. Erardi's Administrative Report, he reported on the Kindergarten findings that were not great. She asked if that has been taken into consideration as they look at the Extended Day Kindergarten criteria. She thought that, given this information, the numbers would be even larger. Dr. Erardi replied that he was surprised by the findings and he shared them with the elementary school principals on Tuesday morning. He asked them to go back to the Kindergarten educators to talk about whether they were administering the test in the same manner as the State of Connecticut is administering the test because he struggles with those results. He noted that data would be forthcoming. He would gather that information and partner it with the Extended Day Kindergarten Committee. He thought that the concern was not going to be whether they have 60 youngsters; they have 60 youngsters, if not more. They will continue the in-house program for those who do not qualify for the lowest 60.

Mrs. Notar-Francesco asked if this was the first time the report was done. Dr. Erardi replied that it was the second time. She asked him what the results were the first time. Dr. Erardi replied that they were not strong.

**e. North Center School Project Update**

Dr. Erardi shared that on Monday evening the last piece of work took place at the Town Council meeting that now allows documents to be signed for the Borghesi group to start the work. It is his belief that, within the next week to 10 days, Mr. Borghesi will have crews at North Center beginning the project. Dr. Erardi noted that Mr. Borghesi surprisingly continues to be optimistic for a December move-in date, despite the lost time. All the hurdles have been overcome, and the next layer of work on the school system's side will be a conversation with Attorney Sciota and Garry Brumback [Town Manager] to talk about the work Dr. Erardi should be doing with the Board of Education regarding 49 Beecher Street. His meeting with the town officials is the week of April 25, and he will report back to the Board in his Administrative Report on April 28. They are beginning to look at 49 Beecher Street for a recommendation of what they will do with that property after the move.

Mrs. Fischer questioned that, in the Board of Finance budget action, they removed a month's rent. If Borghesi comes in on time, are they going to be stuck for that? They did not think the Board of Education would be in North Center on time. She questioned if there was going to be a shortfall and if they should be insisting to the Town Council that action should not be taken. Mrs. DiNello replied that it would be up to the Board during the month of May to decide where they will make the reductions. Right now, they have an \$80,000 reduction, and Dr. Erardi will be working on a proposal for the Board. She noted that they basically were recommending that \$20,000 of the \$80,000 would be taken out of the leasing line item and that would be up to the Board to decide. Mrs. Fischer recalled that they were very clear about why. Mr. Goralski interjected that they were going to talk about the budget under agenda item 9.c.

Dr. Erardi commented that this School Board championed this cause, and it was because of the Board's energy and expertise that they were able to get this done. He was very excited about the end product.

Mrs. Johnson questioned the contents of the building. She asked if what is in Beecher Street now is going to move to the newly refurbished building, or did he anticipate all new equipment in that building. Dr. Erardi replied that they have a Furniture, Fixture and Equipment (FF&E) account of approximately \$300,000 that is split with the town. Mr. Derynoski noted that it was mostly for technology. Dr. Erardi was confident that they would be bringing some of the furniture with them. He was not sure if his orange/rust chairs will make the trip or not. They will meet with town staff to see how they could best outfit that building. They will have a better sense as they begin to look at prices for equipment and furniture.

Mrs. Johnson asked if he was talking about new technology devices for the new building, or if they would be recycling the old ones into the schools. Dr. Erardi replied that the computers that they have would be coming with them, but there would be a new infrastructure for the town and for the school side. He noted that Mrs. Karen Veilleux [Technology Director] has already had conversations about that and it is the piece that is yet to unfold. Dr. Erardi noted that there was a conversation at the Town Council meeting about landscaping, snowplowing, electricians and plumbers. The school system has those employees on staff and could save money on some

of the work that we could do. They will have that conversation, create a balance, and bring it back to the School Board and Town Council. Mrs. Johnson asked if that would be an ongoing item on the agenda. Mr. Goralski replied that it would remain on the agenda until completion.

## **9. NEW BUSINESS**

### **a. Establishment of 2011 Graduation Date and Last Day of School**

Mr. Goralski noted that Mrs. Johnson spoke to this earlier regarding June 23 being a Board meeting night. Mr. Derynoski pointed out that the Chair of the Board of Education could cancel that meeting. He suggested that they could take what would appear on the agenda at that meeting and include it at the meeting before or after June 23. Mr. Goralski stated that he would address canceling the June 23 meeting at their May Board meeting.

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

**“Move that the last day of school and graduation be held on Thursday, June 23, 2011.”**

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

### **b. Leonard & Gladys Joll Scholarship Award Recipient**

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

**“Move to table this item until the next meeting.”**

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

### **c. Budget Discussion 2011-2012**

Dr. Erardi shared that administration has been very closely following what has been unfolding at the state level. They have been watching the last couple of days regarding “Plan B.” He noted that Mrs. Notar-Francesco forwarded information to them of how Plan B would impact Southington. Plan B’s impact to Southington would be \$7.5 million. He and Mrs. DiNello had a preliminary discussion with the Town Manager this morning and they believe that it is their job to stay in front of and not be reactive to that type of news and information. They will watch it very closely. He thought that it was important for the Board to know several things. Item #1 is that there will be districts that will fall back on MBR (Minimum Budget Requirement). This means that, in any local school district in Connecticut, if the funding stream for 2011-2012 is less than their actual 2008-2009 operating cost, then that district is penalized for every dollar below \$2.00. Item #2 is Plan A, the billion dollar savings plan that Governor Malloy is trying to recover from state employees. It was discussed by Dr. Erardi’s superintendents’ group that the math on that plan equals an average loss for each state employee at about \$22,000. Dr. Erardi noted that it is a very tenuous time. The final piece of information is that by charter the Town Council must move on the local budget in May and the state would not be settled by that time.

Statute allows for the Town Council to reconvene and readjust prior to July 1 if there is an extremely negative impact on a local budget because of what happens at the state. He noted that, once again, they are in a position where the timing makes no sense to anyone. Their position moving forward is to continue to offer what they feel is a budget that makes sense for this community, but to be prepared for whatever scenario unfolds from Hartford. Dr. Erardi pointed out that the Governor ran on the platform that ECS would be flat-level funded, and he hoped that platform is still in place.

Mrs. Notar-Francesco had a question on the Minimum Budget Requirement (MBR). She was under the impression that a revision of this was going through the legislature. Dr. Erardi replied that he was not aware of it. The information that he had was from the Superintendents' Executive Director yesterday; however, he would check on that.

Mr. Goralski hoped that they would talk about the \$80,000 reduction that was before them from the Board of Finance, with \$20,000 of that reduction intended as a month's rent. He stated that the Board of Finance shared that the other \$60,000 was their way of coming to a consensus because each of the Board of Finance members had a different vision and that number provided the comprise for a unanimous vote. He stated that was the best explanation and description that the Board of Education has heard. He noted that the doomsday approach that appears to be coming out of Hartford scares him a great deal.

Mr. Derynoski recommended that administration come back to the Board with their recommendation as to how to adjust for the \$80,000 reduction, and the Board would decide where the money should come from. He thought that would be the easiest approach, rather than dwelling on it now. All the Board members were in agreement with that.

Mrs. Johnson asked Dr. Erardi if the conversation that he and Mrs. DiNello were having with Mr. Brumback was to anticipate how that \$7.5 million reduction would look. Dr. Erardi replied that their position was that, before they could weigh in on that conversation, they had to better understand if ECS is being impacted, because then it is on the Board. If the ECS was being maintained and the great reduction is happening on the town side then that would be a very different discussion. Right now they are approximately 60/40 regarding the overall expenditure in this community. They would be responsible for about \$4.4 million if they do the simple math. He felt that the way to do this was to look at what the reductions were and then respond accordingly. It was a number without substance; there was nothing tied to it and that is the piece that was really disconcerting.

Mr. Goralski thought that they should immediately open a line of communication with their three state representatives and one state senator. If this becomes a reality, he planned to speak at the state capitol because this was unreasonable on a variety of levels.

#### **d. Hiring Committee for Assistant Superintendent of Schools**

Mr. Goralski stated that there was a recommendation from the administration that the Board of Education name the whole Board as the hiring committee. Mr. Derynoski pointed out that it was Mr. Goralski's purview as Chair to name the whole Board as a committee. He noted that no motion was needed. Mr. Goralski appointed the Board as a whole to act as the committee in the hiring process of the Assistant Superintendent of Schools.

**10. EXECUTIVE SESSION FOR CONTRACT NEGOTIATIONS AND STUDENT MATTERS**

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

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

**Motion carried unanimously by voice vote.**

The meeting adjourned at 8:55 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION #1**  
**APRIL 14, 2011**

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 6:30 p.m.

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

**Members Absent:** Mrs. Colleen Clark

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Mrs. Sherri DiNello, Director of Business and Finance, and Mrs. Elizabeth V. Lutz, Principal, Kelley Elementary School.

**Others Present:**  
Attorney Peter Roxo, Trident Insurance

**MOTION:** by Mrs. Johnson, seconded by Mrs. Fischer:

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussion of personnel, and upon conclusion reconvene to public session to complete the agenda.”**

**Motion carried unanimously by voice vote.**

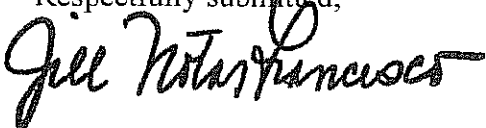
**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Carmody:

**“Move to return to public session.”**

**Motion carried unanimously by voice vote.**

*The Board came out of Executive Session at 7:15 p.m.*

Respectfully submitted,



Jill Notar-Francesco, Secretary  
Southington Board of Education



**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION #2  
APRIL 14, 2011**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:05 p.m.

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

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Mrs. Sherri DiNello, Director of Business and Finance, and Mr. Frederick G. Cox, Director of Operations.

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

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

**Motion carried unanimously by voice vote.**

*Mrs. DiNello left the Executive Session at 9:30 p.m.*

*Mr. Cox left the Executive Session at 9:40 p.m.*

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

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

**Motion carried unanimously by voice vote.**

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

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

**“Move to add two student expulsion matters to the agenda.”**

**Motion carried unanimously by voice vote.**

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

**“Move to expel student 2010-2011-20 as stipulated by the Superintendent of Schools.”**

**Motion carried unanimously by voice vote.**

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

**“Move to expel student 2010-2011-21 as stipulated by the Superintendent of Schools.”**

**Motion carried unanimously by voice vote.**

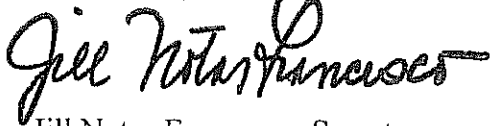
**MOTION:** by Mrs. Carmody, seconded by Mrs. Clark:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The Board adjourned at 10:09 p.m.

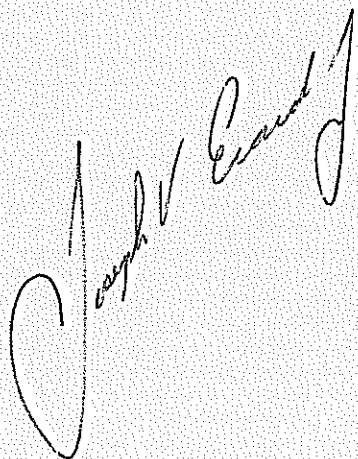
Respectfully submitted,

A handwritten signature in black ink, reading "Jill Notar-Francesco". The signature is written in a cursive, flowing style.

Jill Notar-Francesco, Secretary  
Southington Board of Education

# **Administrative Report – April 14, 2011**

- 1. Summer School 2011 -** (Attachment #1)
- 2. SEF – Partnership Update** (Attachment #2)
  - a. \$10,000 Grant Allocation**
  - b. Spelling Bee**
- 3. Readiness Data** (Attachment #3)
- 4. Southington Historical Society** (Attachment #4)
- 5. National Reform – Harvard Professional Development** (Attachment #5)
- 6. Technology Funding – SmartBoard** (Attachment #6)
- 7. AED Initiative**

A handwritten signature in black ink, appearing to read "Joseph V. Grand". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.



*Southington Summer  
School  
2011*

Grades 9-12

July 5-July 28, 2011

# Southington Public Schools

## 2011 Summer School Program and Courses

### Grades 9 – 12

Dear Parent/Guardian and Student:

The Board of Education will offer summer school courses for students in grades 9-12 for any of the following purposes: loss of credit due to attendance, failure of a subject (provided the failing average was not below 50), preview of a course not yet taken (no high school credit), or review of a course taken previously (no high school credit).

### Summer School Program

- A variety of courses will be offered based on a minimum of seven students enrolled per class.
- Courses are open to secondary students.
- Students who register first will be given preference on a first come/first served basis.
- Students are allowed to take up to three courses.
- All work must be completed by July 28, 2011.
- All grades are final.

### Requirements for Credit

*Prerequisite: Student must have completed the course to be made up with a 50-59 average for the year. A student may receive credit if loss of credit was due to attendance; however, average for the year must be 50% or over.*

- Student must attend class regularly to receive credit. Tardy to class twice counts as an absence. THERE CAN BE NO ABSENCES ALLOWED FROM ANY CLASS. An absence will remove the student from the class, and loss of credit and total tuition money for the course will result.
- A student who meets the above requirements and successfully completes all work assigned during the summer school course will be awarded credit associated with the course. This may be counted toward meeting graduation requirements.
- If a course is not offered in this summer school program, a student may make up a course through a bona fide college course or another summer school program. If a student takes a course in another summer school program, he/she must take and pass our examination in order to receive credit.
- Any mid-term report reflecting a *D+ average or less* must be signed by parent/guardian and returned to the summer school office before the awarding of any final grade(s).

Southington, CT 06489

Richard J. Terino, summer school director

## Course Descriptions

### English

#### English 9

This course develops and reinforces skills in writing, grammar, and vocabulary through reading and literature study. Literary genres from the short story to the novel to drama are presented.

#### English 10

This course is organized around the basic English proficiency skills program. Every effort is made to develop skills in understanding and using grammar, in building vocabulary, in writing accurately, and in reading with understanding and pleasure. Reading assignments will be made from a sampling of world literature designed to broaden the student's outlook on life and to teach literary analysis.

#### English 11

Junior English emphasizes American literature by using selections from all types of writing to acquaint the student with the best in our heritage and to teach him/her critical evaluation of his/her own writing. There is further emphasis on basic English skills and vocabulary building. Students will write as many compositions as possible with emphasis on the improvement of basic writing skills such as focus, organization, support, elaboration, sentence formation, and mechanics. Outside reading is required as an aid in vocabulary building, literary awareness, and the writing process.

#### English 12

*Senior composition and grammar review*

The student will relate grammar to composition with general class discussion, individual grammar and composition assignments, review exercises, rewriting and individual conferences. The student will be exposed to a variety of writing purposes, forms, and styles.

### Social Studies

#### Civics

This course is designed to study the democratic system, including the rights and responsibilities of individuals in the United States. Functions of local, state, and federal government along with the political structure are presented.

#### U.S. History

U.S. history class examines the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Emphasis of study is placed on twentieth century life and events.

#### World History

This course takes a look at the way our ancestors around the world lived and thought and the problems that they have had to face in the years from 1500 to the present age. The course questions how man has worshipped, governed himself, and made cultural progress over this time and how he has associated with his fellow man in the past.

## **Mathematics**

### **Algebra I: (can remediate Transitional Math, Basic Algebra Course I or any Algebra I)**

There will be many opportunities for practice, review, and reinforcement. The important topics of elementary algebra are discussed such as positive and negative numbers, rational and irrational numbers, factoring, graphing, and methods of solving linear and quadratic equations and inequalities. Mathematical symbols are given careful consideration.

### **Algebra II: (can remediate Basic Algebra Course 2 or any Algebra II)**

This course is designed for the student with average to good math ability who needs more time to drill on the basic skills and concepts of algebra. Topics to be included are the real number system, operations with polynomials and algebraic expressions, factoring operations with the rational expressions and second degree equations, inequalities, linear functions and graphing, radicals, exponents, logarithms and complex numbers.

### **Geometry: (can remediate Computer Geometry or any Geometry)**

In this course geometric proof is introduced gradually and meaningfully; then it is logically developed. Reasons rather than statements in proofs are stressed. Attention is given to help students see how experimentation, induction and deduction must supplement each other in scientific reasoning. This course will include the study of planes, lines, segments, angles, parallel lines, congruent triangles, similar polygons, circles, coordinate geometry, and the Pythagorean Theorem.

## **Science**

### **Earth Science (grade 9)**

This course will provide knowledge of basic concepts in geology, meteorology, astronomy, and oceanography.

### **Biology (grade 10)**

Biology I is the study of plants and animals in relation to one another and to their environment.



## **Health**

### **Health (grades 9, 10, 11, and 12)**

Course will provide basic concepts in the following areas: growth and development, disease prevention, first aid, nutrition, mental health, consumerism, physical fitness, and substance abuse.

## **Physical Education**

### **P.E. (grades 9, 10, 11, and 12)**

Physical education, an integral part of the total education process, has as its goal the development of citizens who are physically, mentally, emotionally, and socially fit. This is achieved through the proper selection and direction of experiences characteristic of this field. Courses will seek to nurture lifelong, recreational sporting activities.

Secondary Course Schedule: grades 9-12  
2011  
*(Courses offered at all levels)*

<u>Session I</u> <u>7:00-9:00 a.m.</u>	<u>Session II</u> <u>9:05-11:05 a.m.</u>	<u>Session III</u> <u>11:10 a.m.- 1:10 p.m.</u>
English 12	English 11	English 11
English 11	English 10	English 10
	English 9	English 9
	Algebra I	Geometry
Algebra I	Algebra II	
Biology	Earth Science	
U.S. History	Civics	World History (gr.10)
Health	Physical Education	Physical Education

Southington Summer School  
2011  
Registration

Student # \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Town: \_\_\_\_\_

Please identify zip code if other than Southington's 06489.

Parent/Guardian: \_\_\_\_\_

Present school: \_\_\_\_\_ Grade 2010-2011 \_\_\_\_\_

Title of registered course	Session
1. _____	_____
2. _____	_____
3. _____	_____

*\*Do you receive special education services during the school year?*  
**YES**    **NO**         *If yes, students other than Southington High School students must provide IEPs upon registration.*

**Basic Rules**

- Have a positive attitude.
- Arrive on time. **TARDY TO CLASS TWICE COUNTS AS AN ABSENCE.**
- **ABSENCES ARE NOT ALLOWED.**
- Parking in main parking lot. Upon completion of classes, leave school grounds promptly.
- Only registered students are allowed in school areas for course attendance only.
- School rules relating to behavior, **smoking**, substance abuse, etc. will be **strictly enforced.**
- Students involved in disciplinary situations will be dismissed for the day and/or expelled from a specific course.
- **Dismissal or expulsion from the program for any reason will result in loss of credit and tuition will not be refunded.**

*I understand the aforementioned rules and requirements and promise to abide by them.*

Student signature: \_\_\_\_\_

**Southington Public Schools  
Southington, CT**

**Emergency Medical Authorization**

Student Name _____	Sex _____	School _____	Grade _____
--------------------	-----------	--------------	-------------

Address _____	Date of Birth _____
<small>In case of illness or accident during school hours when no one can be reached at home, please indicate below a person who may be contacted and/or may transport your child.</small>	

• Emergency Contact Person _____	Relative / Neighbor _____	Telephone _____
• Emergency Contact Person _____	Relative / Neighbor _____	Telephone _____

**Health Information**

Known Medical Problems \_\_\_\_\_

Medications \_\_\_\_\_

Known Allergies \_\_\_\_\_

Physician \_\_\_\_\_ Telephone \_\_\_\_\_

Hospital Choice \_\_\_\_\_ Insurance Co. & Policy # \_\_\_\_\_

In an emergency, your child will be transported to the nearest medical facility to obtain appropriate treatment as deemed necessary by the local ambulance service.

I give permission for release of information on this form for confidential use in meeting my child's health and educational needs in school.

I, the undersigned, do hereby authorize employees of the Southington Board of Education to contact directly the persons named on this form and do authorize the named physician to render such treatment as may be deemed necessary in an emergency for the health of said child.

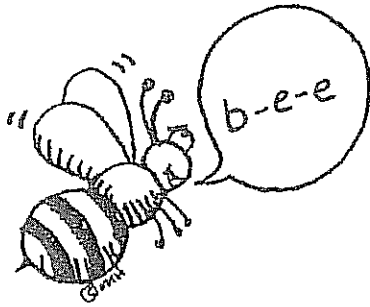
In the event that the physician, other persons named on this card, or parents cannot be contacted, the school employees are hereby authorized to take whatever action is deemed necessary in their judgment for the health of the aforesaid child.

The school district will not be held financially responsible for emergency care/or transportation for said child.

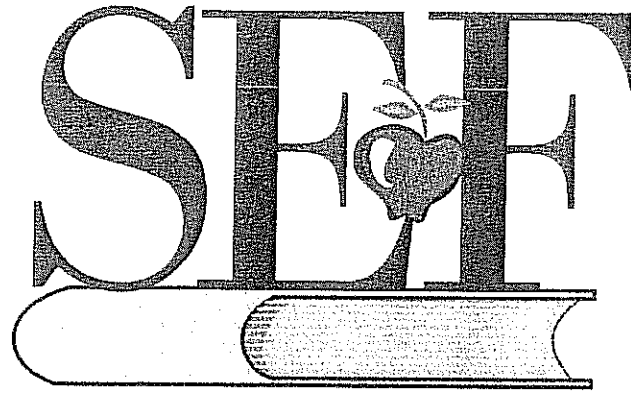
Signature of Parent or Guardian _____	Telephone at Home _____
---------------------------------------	-------------------------

Address _____	Telephone of Mother at Work _____
---------------	-----------------------------------

Date _____	Telephone of Father at Work _____
------------	-----------------------------------



The SEF Challenges  
You to Spell  
Excellence for  
School Children!



**SOUTHINGTON EDUCATION  
FOUNDATION, INC.**

*Instilling a love of learning.*

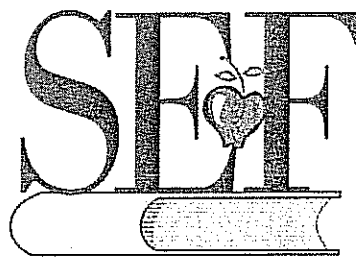
## Community Adult Spelling Bee

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. CT's own Al Terzi will be our celebrity Bee Master.

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! Enclosed is an entry form for your convenience. Or visit [www.southingtoneducationfoundation.org](http://www.southingtoneducationfoundation.org).



**SOUTHINGTON EDUCATION  
FOUNDATION, INC.**

*Instilling a love of learning.*

## **Community Spelling Bee - Entry Form**

Welcome to the Southington Education Foundation's Adult Community Spelling Bee. The Bee will be held Thursday, June 16, 2011 at 7 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](http://www.southingtoneducationfoundation.org) or call Alan at 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)**

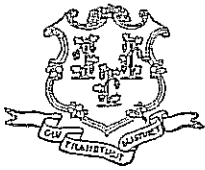
1. \_\_\_\_\_

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



STATE OF CONNECTICUT  
STATE BOARD OF EDUCATION



TO: Superintendents of Schools  
FROM: *George A. Coleman*  
George A. Coleman  
Acting Commissioner of Education

DATE: April 8, 2011

SUBJECT: District Results from the Fall 2010 Kindergarten Inventory

The attached report summarizes your district's results on the fall 2010 Kindergarten Entrance Inventory. This inventory was developed by the Connecticut State Department of Education (CSDE) to comply with Public Act 05-245, and to provide kindergarten teachers and other educators with information about the level of skills and behaviors that students in your schools demonstrate at the beginning of kindergarten.

The percentage of students falling into each of the three performance levels is presented for each of the six domains (Language skills, Literacy skills, Numeracy skills, Physical/Motor skills, Creative/Aesthetic skills and Personal/Social skills). Results are provided for your district, as well as for the state overall.

Thank you for your participation in the fall administration of the Kindergarten Inventory. Due to the hard work of the district contacts, kindergarten teachers and others, data was collected on 96 percent of kindergarten students enrolled in Connecticut public schools as of October 1, 2010.

The CSDE is currently working on the design for the spring 2011 Kindergarten Exit Inventory. This inventory will be administered to gather data on the competencies that kindergarten students can demonstrate by the end of the year, based on the state's kindergarten curriculum frameworks. As soon as the plans for the administration are finalized, we will provide you with additional information.

If you have any questions about the fall results or the upcoming spring administration, please contact Karen Adesso at 860-713-6827 or via e-mail at [karen.addesso@ct.gov](mailto:karen.addesso@ct.gov).

GAC:ka

Attachment

## Fall 2010 Kindergarten Entrance Inventory Results

		Performance Level 1 (%)	Performance Level 2 (%)	Performance Level 3 (%)
Language Skills	Southington	20.5	62.0	17.5
	State	21.8	39.3	38.9
Literacy Skills	Southington	20.4	58.9	20.7
	State	22.7	38.7	38.6
Numeracy Skills	Southington	13.4	68.9	17.7
	State	19.1	40.1	40.8
Physical/Motor Skills	Southington	5.8	73.7	20.5
	State	10.8	38.7	50.5
Creative/Aesthetic Skills	Southington	5.2	71.8	23.0
	State	10.7	38.5	50.8
Personal/Social Skills	Southington	10.2	73.3	16.5
	State	15.8	40.4	43.8

Performance Level 1 – Generally, students at this level demonstrate emerging skills in the specified domain and require a large degree of additional instructional support.

Performance Level 2 – Generally, students at this level inconsistently demonstrate the skills in the specified domain and require some additional instructional support.

Performance Level 3 – Generally, students at this level consistently demonstrate the skills in the specified domain and require minimal additional instructional support.



**SOUTHINGTON HISTORICAL SOCIETY**  
**239 MAIN STREET, SOUTHINGTON, CT 06489**

**TO:** Dr. Joseph Erardi, Jr.; Board of Education Chair, Brian Goralski  
**FROM:** Robert Cusano, Past President and Chairperson, Civil War Exhibit  
**DATE:** April 7, 2011  
**SUBJECT:** Invitation to tour Civil War Exhibit, Southington Historical Society

The Southington Historical Society is presenting a Civil War Exhibit at our building at 239 Main Street (the former public library) through the month of May. This year celebrates the 150<sup>th</sup> anniversary of this great conflict between the States. The Civil War Exhibit Committee extends an invitation to the Southington public school population to view this major exhibit. .

As a Southington grade school student in the 1950's, I was allowed to visit the History Room of the former Southington Public Library each day on my way home from school. My most favorite part of these visits was the DAR collection. It is a part of my childhood that I have never forgotten and cherish to this day. It instilled in me a love of history and it is my hope, along with that of the Civil War Exhibit Committee members that this exhibit will provide today's students with some of that same love of history.

We suggest all classes grades 4 through 12 have an opportunity to view the exhibit and believe it will provide a worthwhile lesson of the Civil War volunteers from Southington and of the role Southington citizens played in this war. We further suggest students in grades 11 and 12 may be asked to view the exhibit on their own to reduce the cost of transportation and we will be happy to provide documentation of their visit if you choose.

If you support the suggestion of students attending as a school-sponsored event, please contact me to arrange a schedule of visits. I would also be happy to provide a tour for you, your staff, principals and other faculty, as well as Board of Education Members at your convenience. I would appreciate hearing from you to make arrangements. .

In July of 1865, Harvard College held a commemoration service for Harvard men who had given their lives to preservation of the Union. 138 of these men had been killed in action, 64 in the Southern Army. James Russell Lowell, a professor at Harvard, was called upon to write an appropriate ode. The enclosed copy of the ode is the most moving tribute to come out of the Civil War era.

Robert W. Cusano



860 621 8885 (work) 860 621 3500 (home)

860 276 7323 (cell) or [lcusano@att.net](mailto:lcusano@att.net)

c: P. Johnson, Member, Southington Historical Society Civil War Exhibit Committee

Not in anger, not in pride,  
 Pure from passion's mixture rude  
 Ever to base earth allied,  
 But with far-heard gratitude,  
 Still with heart and voice renewed,  
 To heroes living and dear martyrs dead,  
 The strain should close that consecrates our brave,  
 Lift the heart and lift the head!

Lofly be its mood and grave,  
 Not without a martial ring,  
 Not without a prouder tread  
 And a peal of exultation:

Little right has he to sing  
 Through whose heart in such an hour  
 Beats no march of conscious power,  
 Sweeps no tumult of elation!  
 'T is no Man we celebrate,

By his country's victories great,  
 A hero half, and half the whim of Fate,  
 But the pith and marrow of a Nation  
 Drawing force from all her men,  
 Highest, humblest, weakest, all,  
 For her time of need, and then  
 Pulsing it again through them,  
 Till the basest can no longer cower,  
 Feeling his soul spring up divinely tall,  
 Touched but in passing by her mantle-hem,  
 Come back, then, noble pride, for 't is her dower!  
 How could poet ever tower,

If his passions, hopes, and fears,  
 If his triumphs and his tears,  
 Kept not measure with his people?

Boom, cannon, boom to all the winds and waves!  
 Clash out, glad bells, from every rocking steeple!  
 Banners, advance with triumph, bend your staves!  
 And from every mountain-peak

Let beacon-fire to answering beacon speak,  
 Karahdin tell Monadnock, Whiteface he,  
 And so leap on in light from sea to sea,  
 Till the glad news be sent

Across a kindling continent,  
 Making earth feel more firm and air breathe braver:  
 "Be proud! for she is saved, and all have helped to save her!  
 She that lifts up the manhood of the poor,

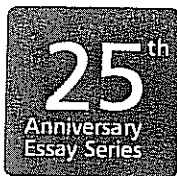
She of the open soul and open door,  
 With room about her hearth for all mankind!  
 The fire is dreadful in her eyes no more;  
 From her bold front the helm she doth unbind,  
 Sends all her handmaid armies back to spin,  
 And bids her navies, that so lately hurled  
 Their crashing battle, hold their thunders in,  
 Swimming like birds of calm along the unharmed shore.  
 No challenge sends she to the elder world,  
 That looked askance and hated; a light scorn  
 Plays o'er her mouth, as round her mighty knees  
 She calls her children back, and waits the morn  
 Of nobler day, enthroned between her subject seas."

Bow down, dear Land, for thou hast found release!  
 Thy God, in these distempered days,  
 Hath taught thee the sure wisdom of His ways,  
 And through thine enemies hath wrought thy peace!  
 Bow down in prayer and praise!

No poorest in thy borders but may now  
 Lift to the juster sides a man's enfranchised brow.  
 O Beautiful my Country! ours once more!  
 Smoothing thy gold of war-dishvelled hair  
 O'er such sweet brows as never other wore,  
 And letting thy set lips,

Freed from wrath's pale eclipse,  
 The rosy edges of their smile lay bare,  
 What words divine of lover or of poet  
 Could tell our love and make thee know it,  
 Among the Nations bright beyond compare?  
 What were our lives without thee?  
 What all our lives to save thee?  
 We reck not what we gave thee;  
 We will not dare to doubt thee,  
 But ask whatever else, and we will dare!

—JAMES RUSSELL LOWELL, "Ode Recited at the  
 Harvard Commemoration," July 31, 1865



## Inverting the Pyramid of School Reform

Practice should drive research and policy, not the reverse

BY JAL MEHTA

When I was eight years old, I was sure that I knew how Santa Claus worked. I knew that the story my parents were telling me could not be true, because mathematically it just did not make sense. There were more than 5 billion people in the world, of which at least a billion were kids. There were only 86,400 seconds in a day. There was no way Santa could get to all of those chimneys. So how did my presents arrive at 402 Winston Avenue in North Baltimore?

Well, I figured that I told my parents what I wanted; they called the Baltimore City Santa Claus

Department and passed on the word; and on Christmas Eve, after I went to bed, someone from the city showed up with the presents.

Right from the start, I had an out-sized faith in the power of benevolent social planning.

In one sense, my professional life has been a kind of tug-of-war between my eight-year-old idealist self, who believed in the power of the state to achieve equitable and good outcomes, and my older self, who

slowly came to realize that it was more complicated than I initially imagined. For example, having a regionally departmentalized Santa system might be better than leaving distribution to the private market (where some kids don't get presents at all), but it would likely have problems of its own, especially if it worked as well as most Baltimore city services! Much of my academic work has focused on understanding the possibilities and challenges of these kinds of large-scale social delivery systems. I still retain my eight-year-old faith in what we can accomplish collectively, but now I believe that to do so will require rethinking how we put the pieces together.

### Flawed Logic

One good starting point is Harvard's own graduate school of education, which sees itself as working at the nexus of research, policy, and practice. The usual

way to think about these elements is that university researchers will conduct research on good practices and turn their findings over to policymakers; policymakers will enact laws and regulations to achieve change at scale; and teachers and schools will implement these policies to achieve better outcomes. I've come to think that this implementation chain is fundamentally flawed at every link: university-produced research is often better for growing disciplinary knowledge than for directly addressing needs of practice; policymakers are too distant from schools to know how to improve them effectively; and teachers are highly resistant to top-down initiatives. The result, which is familiar from the implementation literature, is that there are many successful pilots, but that efforts to scale these programs through the above process almost always fall short.

Is there a better way? Yes, but it would require a fundamental rethinking of the relationship between research, policy, and practice. The needs of practice would drive the process; research would take place in schools, which would become sites of social inquiry for all involved; and the role of policy would be to support this work. The logic would run in the opposite direction: from practice to research to policy rather than from research to policy to practice.

In some work that I have been doing with a national group on future directions for school reform, we have begun to think that all sectors have four big tasks: developing knowledge (R&D); attracting, selecting, training, and retaining people (human capital); creating processes that organize work at the site of delivery (organizational processes); and then developing a system of external accountability and support that is aligned with the previous three parts. A field like medicine, for example, invests tremendously in R&D through the National Institutes of Health and the private sector, is highly selective in the people it allows to enter the profession, and has well-established protocols (such as doctors' rounds) that structure processes at the site of delivery. It is relatively weak on external accountability—there is no "No Patient Left Behind," and malpractice suits have little statistical

*continued on page 6*

David Domenici, principal of the Maya Angelou Academy—the school based at the New Beginnings Youth Center—says that finding the right school can be struggle for students emerging from detention centers. “These students need schools that have highly engaged teachers, a strong community of support, and some tolerance for kids working on deep-seated problems,” he says.

Principals say having a personal relationship with a student and his or her parents—along with a structured program for gaining credits toward graduation—can be essential to transition back to society.

After serving time in a juvenile detention center, students returning to Roosevelt High School in Yonkers, N.Y., first report with their parents to the principal’s office. There, principal Jade Sharp lays down her expectations for good behavior and her goals for that student, which include high school graduation. The plan includes specific goals for each year, so the student will be on track to graduate.

Sharp recalls helping one student keep on a positive path upon his return to Roosevelt. She encouraged the student, who played drums, to join the school band during lunch, which kept him away from his old crowd. He also took classes at Roosevelt’s summer academy to catch up on missed credits. “If you give the structure, are positive with the student, and keep checking in with them, they will trust you and know that they can come in if problems arise,” she says. “You know they are getting plenty of pressure from the outside to get in trouble again. I want them to feel safe here so they can get a diploma. That’s the starting point for a new life.” ■

*David McKay Wilson is a freelance journalist based in New York State.*

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## Inverting the Pyramid

*continued from page 8*

relationship to actual performance. However, the sector as a whole functions at a baseline level of competence because the first three elements provide most of what is needed.

Conversely, in education, we have in recent years focused much of our efforts on external accountability, with little attention to knowledge development, human capital, and school-level organizational processes. To the degree that we do any of these things, we do them through the flawed implementation chain described above. This view sees the education sector as a pyramid—a few policymakers make the rules at the top and many schools and teachers are subject to them down below.

A better system would seek to invert this pyramid. This vision would take as a starting point the

assumption that no system will work unless we have capable people in schools. Schools, teachers, and principals should be at the top of the pyramid, and the rest of the system should be organized around what they need to create better practice.

## Putting Practice First

What would it mean to reconceive each of these four elements to support a restructured education sector?

**Knowledge.** Dewey argued a hundred years ago that teachers should be researchers—that the essence of being a teacher was to theorize about why a particular lesson had worked or not and to try to refine one’s practice accordingly. Teachers should collaborate with university scholars who were more methodologically versed, but the functions of teaching and research should be fundamentally integrated (as at his famous lab school). Unfortunately, Dewey lost that battle, as research became the exclusive province of universities, schools became part of systems run by administrators, and the command-and-control logic we still see today was established in the first two decades of the 20th century.

After a century of meager results, we are now seeing increasing efforts to revisit these assumptions. The Institute for Educational Sciences was founded in 2002 on the explicit idea that research should be more guided by the needs of practice. Organizations like the Chicago Consortium provide research support that is driven by the needs of schools and districts. Some leading schools and districts are beginning to develop funds for which faculty can apply to work collectively on problems of practice. At Brookline (Mass.) High School, for example, the 21st Century Fund provides funding for pilot programs or initiatives. (The more successful of these initiatives are then eligible for ongoing district funding.) At the Park School in Baltimore (my alma mater), teachers apply competitively for funding that allows them to develop new pieces of curriculum or solve problems of practice during the summer. Leading charter networks, similarly, are relentlessly studying their own teachers to see what works and how this can be transferred to other teachers and schools. By focusing directly on learning from practice, all of these examples invert the usual research-to-policy-to-practice assumptions.

**Human capital.** Shifting more responsibility for quality practice to schools will work only if the people who staff those schools are both talented and well trained. In the United States, we draw teaching candidates from the bottom third of our talent pool, give them limited relevant training, and then hand them one of the most challenging sets of problems in the developed world—the result, in part, of our comparatively limited welfare state and highly segregated schools. When they fail to produce results, we seek to tighten control from

above, which makes it harder to attract talented people and creates an ever-constricting downward spiral.

What we want in the long run is a spiral that goes the other direction—where we make schools attractive places to work for talented and thoughtful people, whom we trust to drive improvements in practice, which leads to success of students, which in turn leads to more trust and less control. We can see this already in some charter networks, as well as in districts creating empowerment zones that release more autonomy to successful schools. The question of how to improve the human capital pipeline is one that goes beyond the scope of this essay. What is important to note is that a human capital strategy needs to be integrated with these other elements for it to work in the long run. Only if people are given the opportunity to develop knowledge and deepen practice, work in functioning school organizations, and have an accountability system that is fair and supports their efforts toward improvement will a human capital strategy be successful.

*Organizational processes.* Even if you have the knowledge and the people, you still need a system or structure that enables the knowledge to be utilized consistently. For schools, this would mean a way to share knowledge, assess whether existing practices were working, and collectively develop new ideas for practice. Efforts over the past 15 years to create professional learning communities within schools, and the rapid expansion of data-driven instruction, are steps in the right direction. The literatures on effective schools, Catholic schools, and successful charter schools have taught us that schools need to be able to establish a coherent culture and set of norms that motivate and structure the work of everyone involved. In the long run, schools should have much greater freedom to hire and (when necessary) fire their teachers, which is an important part of providing organizational coherence.

*External support and accountability.* Perhaps the most radical change in this envisioned restructuring would be in the role of the state and district. The pyramid is inverted: rather than schools sitting at the bottom of an implementation chain, schools and their needs should be at the top, and the primary role of the district and the state is to support the work in the schools. Rather than forcing schools to implement district regulations, districts and states would provide services and schools would decide whether they were relevant. Such an approach effectively makes districts accountable to schools, again reversing the traditional assumptions. Rather than implementing programmatic reforms across schools and hoping they will stick, the role of the district instead is to manage a portfolio of schools, helping existing schools grow to their potential, closing failing schools, and opening new (and hopefully better) ones.

## Prospects for Transformation

The inverted-pyramid model would involve a fundamental rethinking of the command-and-control structure that was established a century ago. Are there any prospects for this kind of transformation? There are reasons to think that this moment may finally have come. The best nations in the world and the best schools and school networks in the United States already operate in ways that are consistent with this vision.

For instance, the reigning PISA leader, Finland, invests heavily in teacher selection and training on the front end, but has very limited assessment and accountability on the back end, following the medical model of investing up front and limiting external accountability. Some charter networks, both “no excuses” and progressive, are fundamentally committed to this practice-driven vision: they develop knowledge by studying their own teachers and schools and share it across their networks; they are selective in the candidates they choose as teachers; they are relentlessly focused on consistent classroom routines, a coherent organizational culture, and the use of data for improvement; and they have systems of accountability that are aligned with the previous three elements.

The challenge will be to see if we can find a way to structure traditional public schools, districts, states, and research institutions so that they too are aligned fundamentally in service to the needs of practice. I still believe that, with hard work, we can achieve this kind of improvement at scale; we can, in fact, create our own version of a highly successful Santa Claus. ■

*Jal Mehta is an assistant professor of education at the Harvard Graduate School of Education.*

## For Further Information

To read more about how to move from a compliance-based organization to a learning organization, see P.C. Schlechty. *Leading for Learning: How to Transform Schools into Learning Organizations* San Francisco, CA: Jossey-Bass, 2009.

## For More Resources



Go to the online version of this story: [www.edletter.org](http://www.edletter.org)

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# STUDENT BOARDS IN SOUTHWINGTON PUBLIC SCHOOLS

	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6-8	Gr. 9-12	Other**/Multi-grade use	TOTAL	Total by School
High School - BOE Operational Budget								17		17	
High School - Thalberg Grant *								15		15	
High School - Perkins/Other Grant								24		24	56 SHS
J.A. DePaolo - BOE Operational Budget									3	3	
J.A. DePaolo - Thalberg Grant							6			6	
J.A. DePaolo - Thalberg Grant *							4			4	13 JAD
J.F. Kennedy - BOE Operational Budget							2			2	
J.F. Kennedy - Thalberg Grant							6			6	
J.F. Kennedy - Thalberg Grant *							3			3	
J.F. Kennedy - PTO, Student Activity							5			5	16 JFK
Derynoski - BOE Operational Budget											
Derynoski - Thalberg Grant, PTO					5	5			4	4	
Flanders - BOE Operational Budget		1	1	1							16 DES
Flanders - Thalberg Grant					2	3			4	7	
Hatton - BOE Operational Budget											12 FES
Hatton - Thalberg Grant					2	3			1	1	
Kelley - BOE Operational Budget				2							6 HES
Kelley - Thalberg Grant					3	3			3	5	
Plantville - BOE Operational Budget											11 KES
Plantville - Bldg. Proj.	1	3	2	3	2	2				0	
South End - BOE Operational Budget									5	18	18 PES
South End - Bldg. Proj.	1	3	3	2	2	2				0	
Strong - BOE Operational Budget									7	20	20 SEES
Strong - Thalberg Grant									3	3	
Thalberg - BOE Operational Budget											10 SES
Thalberg - Thalberg Grant, PTO	1	1	3	3	3	4			1	1	18 TES
TOTAL - BOE Operational Budget		1	1	3			2	17		43	
TOTAL - Grants, etc.	3	7	8	8	22	26	24	39	16	153	
TOTAL - In District	3	8	9	11	22	26	26	56	35		196 SPS

Ordered, not yet installed

\* Portable

4/13/2011

# PERSONNEL ACTIVITY REPORT

## FOR: March 2011

### COACHING / STIPENDS

#### Appointments

LAST NAME	FIRST NAME	TO POSITION	SCHOOL	EFFECTIVE DATE	STIPEND
DiNello	James	Head Coach, Golf	SHS	March 2, 2011	\$4,313.00
Kalat	Edward	Head Coach, Girls Tennis	SHS	March 2, 2011	\$4,313.00
Mauro	Anthony	Head Coach, Boys Tennis	SHS	March 2, 2011	\$4,313.00
Matteo	Lindsey	Freshman Coach, Girls Lacrosse	SHS	March 2, 2011	\$2,663.00
Pomposi	Jillian	Assistant Coach, Girls Lacrosse	SHS	March 2, 2011	\$3,708.00
Clark	Amy	Head Coach, Girls Lacrosse	SHS	March 2, 2011	\$5,810.00
Stefanow	Walter	Assistant Coach, Boys Lacrosse	SHS	March 2, 2011	\$3,780.00
Chase	Ronald	Head Coach, Boys Lacrosse	SHS	March 2, 2011	\$5,810.00
Lockwood	Amanda	Freshman Coach, Softball	SHS	March 2, 2011	\$3,501.00
Aroian	Richard	Assistant Coach, Softball	SHS	March 2, 2011	\$3,708.00
Bores	John	Head Coach, Softball	SHS	March 2, 2011	\$5,810.00
Ludden	Glen	Freshman Coach, Baseball	SHS	March 2, 2011	\$3,501.00
Gianacopolos	Louis	Head Coach, Boys Volleyball	SHS	March 2, 2011	\$5,810.00
Kowalchuk	David	Assistant Coach, Baseball	SHS	March 2, 2011	\$3,708.00
Dougherty	Brandi	Assistant Coach, Girls Outdoor Track	SHS	March 2, 2011	\$2,920.00
Knox	Byron	Head Coach, Gymnastics	SHS	March 8, 2011	\$5,810.00
Wiellette	John	Head Coach, Softball	JAD	March 22, 2011	\$3,186.00
Wojsnarowicz	Gerald	Head Coach, Baseball	JAD	March 22, 2011	\$3,186.00
Lefkowitz	Matthew	Head Coach, Baseball	JFK	March 22, 2011	\$3,186.00
Smedley	Robert	Head Coach, Softball	JFK	March 22, 2011	\$3,186.00

ATTACHMENT #2

4/15/2011

## Extended Day Kindergarten Criteria

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_

### Academic Success Habits/Behaviors that Contribute to a Learning Community

Criteria	Yes	No
Completes assignments		
Comes prepared		
Takes responsibility for own learning		
Completes homework		
Works well independently		
Resolves conflicts appropriately		
Follows school and classroom rules		
Respects rights and properties of others		
Works cooperatively with others		
Practices self control		

### Language Arts

Criteria	Yes	No
Is able to recognize 8 or more letters		
Produces 2 or more sounds		
Holds the book upright		
Turns pages from the front of the book to the back		
Awareness of Gross Differences (at least 4 out of 5)		
Awareness of Rhyme Recognition (at least 4 out of 5)		
Awareness of Rhyme Production (at least 4 out of 5)		
Syllable Blending (at least 4 out of 5)		
Able to write the letters in first name		
Holds and Controls Pencil		
Follow simple verbal one and two-step directions		
Speaks in complete sentences using approx. 5 words		
Participates in group discussions		

### Mathematics

Criteria	Yes	No
Demonstrates one to one correspondence		
Identifies names of numerals (1-10)		
Sorts objects by 1 attribute (size, shape or color)		
Regroups objects by a different attribute and names attribute		
Recognizes and expands a 2 attribute pattern using manipulatives		