

# **SOUTHINGTON BOARD OF EDUCATION**

## **SOUTHINGTON, CONNECTICUT**

### **REGULAR MEETING**

**MAY 27, 2010**

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The regular meeting of the Southington Board of Education was held on Thursday, May 27, 2010 at 7:30 p.m. in the Town Council Chambers, Southington Town Hall, 75 Main Street, Southington, Connecticut.

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

The meeting was called to order at 7:30 p.m. by Chairperson, Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Kathleen Rickard and Ms. Michelle Schroeder. Absent was Mrs. Jill Notar-Francesco.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mr. Howard Thiery, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

Christopher Amnott, Student Representative, was present.

#### **2. PLEDGE OF ALLEGIANCE**

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

#### **3. APPROVAL OF MINUTES ~ May 13, 2010**

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

**“Move to approve the minutes of the regular meeting of May 13, 2010.”**

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

#### **4. COMMUNICATIONS**

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

Trish Kenefick, 49 Humiston Brook asked the Board to reconsider the Gifted and Talented Program and to try to find money from the teacher retirements, field trip buses, or money that comes in from the State. She stated that some of her students expressed that they would consider attending a charter or magnet school next year if there is no Gifted and Talented Program. Some of her former students, who are seniors, sent her e-mails. She distributed letters

to the Board from students and parents that she had received (*Attachment #1*). Mrs. Kenefick read an e-mail from Mike Dolan that stated, *"Project Discover provided me with many opportunities that would not have been possible without being part of the program. Opportunities like First Lego League, Project Oceanography, the Stock Market Game, Science Fair and Independent Studies. Though each of these programs taught me specific things on how stock trading works or the ecology of Long Island Sound, together these programs and experiences taught me how to work as part of a team, communicate with others, plan and carry out objectives to achieve goals. These skills are very important throughout life. I feel that obtaining and refining these skills while I was in middle school created a much more fun and enriching experience. But, beyond the activities I participated in middle school, is how Project Discover affected my high school career. Without it, I may not have taken classes that focused on mechanical and electrical engineering, and problem solving. I may not have joined First Robotics. I would have missed out on learning a lot about mechanical design. Project Discover provided me with many of the great experiences and skills. My involvement in the program helped me to realize and pursue my passion for science and math as well as refine the skills I will need to overcome any challenges that life presents. I am proud to have been part of the program and all the opportunities it provides students. I hope that future students will continue to be offered the same and more opportunities so that they can pursue their passions."* Mrs. Kenefick read an excerpt from Sarthak Agrawal that stated, *"I have seen strong people, brilliant minds, and self-assured students walk into Gifted and Talented and shed their skins. I have seen stoic kids express emotion. I have seen some of the most incredible people I have ever known burst into tears as soon as they come in as they enter from relief. Gifted and Talented is not just a program you see, it is a home, a home to hundreds of students throughout the Southington Public Schools."* Mrs. Kenefick understood the constraints, but she also knows that there are more teachers retiring and hoped that the Board would consider restoring the Gifted and Talented Program.

Kyle Partiss, DePaolo Middle School student, felt that the Gifted and Talented Program was not worth cutting for calendars. He stated that Mrs. Kenefick, Mr. Cipollini, and the Project Discover students have had such an amazing experience in the program that if it were cut it would be like cutting a part of them. He stated that at DePaolo, gifted students are prone to be called *"nerd, geek, or just plain 'weird' because it has happened to him multiple times."* He acknowledged that three students bully him every day and one of them is in each of his classes. They surrounded his locker in the morning and his locker eventually had to be moved to a different location in a different hallway. His safe-haven was Gifted and Talented. In Gifted and Talented, he knew he was surrounded by other students with his mental ability that could challenge each other to succeed in a positive way with only two rules, *"Don't touch their robots and no put-downs."* Kyle remarked that he felt like part of his soul had been cut out. The Gifted and Talented room is where they push each other to be as good as possible.

Garaint Downey, DePaolo Middle School student, stated that Gifted and Talented is his most favorite thing. It is so much fun to be with all his friends who are like him. There is no name-calling and they get to build awesome robots. Garaint held up a robot which held a sign that moved up and down. He stated that some students try very hard in school to be able to get into the Gifted and Talented Program. If the program was taken away, he felt some students would stop trying hard in school because it is a goal to reach.

Mr. Goralski noted that all the Board members received in excess of 20 e-mails similar to the comments that were just made. He thanked everyone for their time.

**b. Communications from Board Members and Administration****Communication from the Board Members:**

Ms. Schroeder reported that she attended the Derynoski Elementary School Grade 5 Field Day. She stated there were over 60 parent volunteers along with the students from Alta who helped run events.

Mrs. Johnson also attended the Grade 5 Field Day and stated that the students seemed to have a wonderful time. She pointed out that she has been associated with Derynoski School since 1975. She noted that Derynoski had a Volunteer Appreciation Program with the whole school in the auditorium singing a song to the volunteers. She noted that Mrs. Smith [Derynoski Principal] remarked that this year there were 239 parent volunteers. Mrs. Johnson reported that she also attended the instrumental program at Derynoski in the terrible heat, that she also attended the Awards Night at Kennedy Middle School, and that the auditorium was very hot.

Mr. Derynoski reported that he also attended the Kennedy Middle School Awards Night. He felt that, due to the hot weather, it was a good time to promote a new middle school initiative. Besides the heat, he stated that the school was not equipped to handle all the parents and the students. He thought the accomplishments of all the students were amazing and a highlight of the year for him.

Mrs. Clark attended the high school Scholarship Award Night and noted there was 18 pages of scholarship winners, which she thought was amazing. She was there on behalf of South End School as well as her church. She noted that there were many multiple award winners. Mrs. Clark reported that she was also part of South End School's Sixth Annual Show. She stated that 65 students gave four amazing performances on the brand new stage in an air-conditioned room in the new cafetorium.

Mrs. Fischer attended the Flanders Band and Orchestra Concert on Wednesday and noted that the musicians have improved since their holiday concert. She also attended the DePaolo Middle School band and chorus concert last week and noted that there were many talented students in the school system.

Mr. Goralski stated that May and June were months of wonderful celebrations for the Board members to recognize the students' hard work. He felt that it makes the community realize the value and benefit of the school system.

Mr. Goralski continued that he received a letter from CABA and asked Dr. Erardi to copy the Board members. CABA is seeking the Board's membership and offering a reduced price to join their organization.

Mr. Goralski pointed out that the Southington Administrators' Association (SAA) negotiations will be on the agenda for the next meeting and asked Board members to e-mail him if they want to serve on that committee.

Mr. Goralski acknowledged that he received thank you notes from the students who went on the field trip to Rome and they stated how much they enjoyed the trip.

Mr. Goralski reported that he attended the Town Council meeting on Monday night because they were celebrating the achievement of the high school gymnastics team.. He added that he also thanked the Town Council for the respectful budget process this year.

**Communication from Administration:**

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

1. Save the Date – June 22: Dr. Erardi reported that June 22 is the evening that the Board will host the three finalists for the principalship of Southington High School. The starting time and information that the Board will need will be forthcoming.
2. Senate Bill 438: Dr. Erardi reported that legislation was just signed off by Governor Rell that will have great impact on public schools. The Class of 2018, which is the present fifth grade class, is the impact grade. The class will graduate with a very different set of criteria that is presently in place by the State Board of Education. He distributed a hand out (*Attachment #3*) that shows all the work that took place in the general assembly session. He noted that in the summer, the administrative team would have a two-hour brief from legal counsel of all the legislative changes that took place regarding educational statute. He noted that Bill 438 would be discussed in detail over the next few months.
3. Youth in Government: Dr. Erardi reported that Tuesday, June 1 would be Youth in Government Day at Southington High School. Dozens of students would be throughout the town of Southington in very adult roles shadowing town officials within the community. They would have a student shadow them for 3 to 4 hours ending at the Corner Café at the high school. Dr. Erardi noted that a student would be shadowing him.
4. Alta – Tuition Based Proposal 2010-2011: Dr. Erardi reported that for the first meeting in June he planned to bring to the Board additional information and a proposal that would include a timeline and data that would involve tuition based students at Alta. He is in the process of formulating all this information.
5. Kindergarten Readiness: Dr. Erardi noted that through the hard work of the elementary school principals out of Mr. Thiery's office, Betsy Chester, and a number of the literacy specialists, the attached gives a sense of what has been taking place throughout the district with the incoming Kindergarten parents. He was very pleased with this.
6. SPS / Public Library Partnership: Dr. Erardi reported this partnership has grown nicely over the last few years. The attached gives a sense of what is happening in the public school library and the opportunity that it presents for all children within the school district.
7. Class Scholars: Dr. Erardi reported that as part of the Celebration of Excellence on June 10, the Board would have a chance to meet the class scholars. He announced that Taylor Malone is the Class of 2010 Valedictorian, Alaina Mulhearn is the

Salutatorian, and John Snyder is the Essayist. He cautioned the Board that on June 10 there will be a very lengthy Celebration of Excellence recognizing students and staff.

Mr. Derynoski stated that he heard comments on the radio regarding Senate Bill 438 and they were interviewing someone from CAFE who was backing this bill and thought it was the greatest. He noted that they never discussed what the cost impact was going to be to the local community and how much the State was going to fund this mandate. From the information that he could gather, it seems like Southington just inherited another unfunded mandate. Dr. Erardi remarked that he heard the same radio interview with CAFE endorsing this Senate Bill and that there were two parts that local Boards need to pay attention to. They are looking to enhance areas that already have extraordinary shortages and the second piece is how much of this would be funded at the State level and how much would be the burden of the local level. He thought that discussion has not taken place for a good reason, which is not to the local favor. Mr. Derynoski replied that was what worried him because he saw this being a very costly endeavor for Southington and Southington has a great system with many things in place. He felt that some of the districts with inner-city schools could have a tremendous amount of difficulty raising funds in order to meet the criteria. Dr. Erardi told Mr. Derynoski that he was correct and that Ms. McGrath actually touched on this one year ago. Not only does it have staffing and cost impact, it also has facility impact. Southington is going to need additional science labs and classrooms, and at the high school, every classroom is full every period.

Mrs. Rickard asked Dr. Erardi what the new graduation requirements were. Dr. Erardi replied that 25 credits was the minimum and Southington is currently at 22 credits. Mr. Derynoski thought that the makeup of the credits was going to change where every student has to have a foreign language. Dr. Erardi replied there will be a mandatory world language and an additional year in math, and in science, and a capstone project to end their senior career. He felt that it would change the landscape of the public secondary school.

Mr. Goralski noted that one of the things that stands out, and was one of Southington's biggest budget impacts this year alone, was the enrollment for magnet schools. They are eliminating the cap, which means they will be seeking more students. Mr. Thiery pointed out that those are charter schools and Southington does not pay tuition.

### **Communication from Student Representative:**

Mr. Amnott reported on the following:

- Top Driver would be offering driver education classes this summer at the high school. The course will begin on June 28 and run Monday through Thursday from 10:00 a.m. through 12:00 p.m. He noted for more information to check the website [www.topdriver.com](http://www.topdriver.com) or call 1-800-374-8373.
- The Unified Sports Track team would be hosting a multi-town meet on May 27, 3:00 p.m. at the track.
- The second part of freshmen orientation would be held in June and would focus on clubs and activities at the high school.
- DJ Hernandez was the new football coach at the high school.
- Scholarship Night was a big success and that he attended the Awards Ceremony.
- He noted that a couple of weeks ago, students received their SAT scores.
- He stated that many high school students are very involved with the Relay for Life.

- Mr. Amnott pointed out that the record for the tennis team was 14 to 4. He thanked Mrs. DiNello for the wonderful pasta dinner held at the DiNello household for the tennis team. He stated that States is coming up for the tennis team and he would be an alternate on the state team for Southington. Next Friday, there will be “glow in the dark” tennis with the boys’ and girls’ tennis teams.

## 5. COMMITTEE REPORTS

### a. Policy and Personnel Committee Meeting ~ May 6, 2010

Mrs. Fischer reported that the Policy and Personnel Committee met on May 6 and discussed the Social Networking policy and they are still reviewing it. It should be going before the Board at their next meeting. Mr. Thiery noted that they would be making final edits for the next Board meeting. Mrs. Fischer reported that they also looked at the Acceptable Use Policy for Staff, which is still under review at the committee level.

### b. Finance Committee Meeting ~ May 13, 2010

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

**“Move to extend the contract for custodial services at 49 Beecher Street for the 2010-2011 school year with a zero percent increase over the current rate.”**

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

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

**“Move to extend the contract for custodial services at Southington High School for the 2010-2011 school year with a zero percent increase over the current rate.”**

Mrs. Carmody asked if the custodial services at the high school were evaluated. Mrs. DiNello replied that Mr. Cox has had continued conversations with Ms. McGrath and the high school administration. Based on the oversight that was provided over the past year, they felt there was improvement in the quality of service. What went into play in the committee wanting to renew with the current company was the fact that the prior year, when they went out to bid, they saw the exorbitant increases that other companies were looking for. Knowing that the services have been better with the current contractor, they chose to renew the contract for another year at a zero percent increase. Mrs. Carmody did not think everyone would agree that the custodial service has done a better job. Mrs. DiNello replied that prior to making the recommendation to the Finance Committee, the Director of Operations met with the high school administration and made sure that they were comfortable with this recommendation.

Mrs. Johnson stated that she attended that Finance Committee meeting and she heard everyone saying that the level of cleanliness was acceptable; and yet, in the NEASC Report, they go out of their way to mention how unclean the high school was. She was a little confused about this. She questioned if this was something that the Board should vote on or to look at tightening up the restrictions on this vendor. Mrs. DiNello believed that the evaluation that was completed by the NEASC Committee was based on the services that were provided during the 2008-2009

school year when the high school was doing their self-evaluation. She felt that the level of service that the Finance Committee was evaluating was the 2009-2010 school year and she has been told that the quality of service has been much better than it was the previous year.

Mrs. Carmody stated that she has listened to staff members at the high school and she does not think the services are what they should be. She thought that they might be “better” but questioned if they are “good.” Mrs. DiNello replied that she was not part of the conversation in the evaluation. She stated that the committee had a difficult decision last year when they went out to bid and the next lowest price bid that they received was close to \$20,000 more than what they are currently paying. The current contractor who has been doing the work has agreed to continue the service at the same price.

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

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

**“Move that the Business Office seek RFP’s for Athletic Training Services for a three-year period.”**

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

Mrs. DiNello pointed out that they are planning to hold another Finance Committee meeting so they can have agenda items for the Board meeting on June 10.

**c. Curriculum Committee Meeting ~ May 20, 2010**

Mr. Goralski remarked that some of the Board members did not get the minutes for the May 20 Curriculum Committee meeting. He asked Mr. Thiery if he had extra copies to distribute. Mr. Thiery replied that they should have been sent to the Board. Mrs. Carmody gave a summary and stated that the committee met on May 20 to discuss textbook adoptions and replacement. They reviewed social studies, mathematics and science textbooks. She noted that the Board should all receive a copy of all the textbooks. She continued that they also reviewed English and approved all the textbooks after the teachers explained the reasoning behind replacing them. They also had curriculum review and a Comprehensive School Counseling Program K-12 with a presentation by that committee. She stated that the committee was asking the entire Board to approve the revised curriculum and that the committee was also asking the Board to approve the new Technology Literacy curriculum.

Mr. Thiery noted that textbooks and curriculum would be coming to the Board as an agenda item at the next Board meeting. There is no action tonight. He stated that the meeting occurred last Thursday, the day before the Board packets came out. The items come forward the first meeting in June. Mr. Goralski thought that the minutes were distributed electronically.

Mrs. Carmody explained to the Board that many of textbooks are going to be e-books for math. Mr. Thiery stated that mathematics and chemistry both have options for electronic books

in addition to the traditional texts, not as a replacement. The book would stay in school and the e-book goes home. The committee hoped that this would cut down on wear and tear and loss of textbooks. It is online and the student gets a login code. He noted that the textbook companies are still trying to figure out how they are going to do it. Some are doing pay-to-play and some are bundling it. Mrs. Carmody remarked how large and heavy the new textbooks are and questioned how the students are going to carry them.

Mr. Derynoski stated that the concept of having the book and the e-book was a great idea. He asked if that meant each student was going to get a hard cover book but would not be taking it home. Mrs. Carmody replied that was correct. She thought that Mr. Lasbury, Math Department Chair, said it well when he said, *"That is the way the future is going to be."*

Dr. Erardi noted that Mr. Lasbury had commented that within the next five to ten years the Curriculum and Instruction Committee would be talking about e-books and not textbooks. Dr. Erardi thought it was important to understand that with the licensing fees that are attached to e-books, it may not result in a cost savings. Students will be walking around with a thumb-drive on a key chain, not a backpack; but it still would be a very expensive venture.

Mr. Thiery pointed out that the mathematics book is a yearly, per student fee. They only give you the option to buy it for six consecutive years, and then they expect you to buy the new hard cover book to get access to the e-book again. He noted that is how they are currently structuring it.

Mrs. Clark added that if they went online to buy a book like a "Kindall" it is as expensive as an actual book. She thought that the industry is just developing what the policies and practices would be.

Mrs. Fischer felt that e-books would be more expensive because access could be turned off. With a textbook, if the budget keeps them from buying a new book the next year, they still have that book. With an e-book, access is turned off and there is nothing. She thought it was dangerous.

## **6. OLD BUSINESS**

### **a. NEASC Update**

Dr. Erardi thought it was important for Board members who did not have the opportunity to see the Sunday, May 2 opening film of Southington High School to be able to view it. He wanted to share it with the community also. Mr. Campbell, Audio-Visual Technician at the high school, was at the meeting to show the film. Dr. Erardi noted that the intent and design of the NEASC agenda item was to share with the Board the two to three minute summary that came from the Chair of the Accreditation Committee that was brought to the faculty on Wednesday, May 5. He stated that Ms. McGrath was at the meeting, along with David DeStefano and Rebecca Migliaro who are outstanding, aspiring administrators and terrific teachers who led the Southington High School faculty in the accreditation process.

Mr. Campbell showed the excellent film about Southington High School that he produced for NEASC. Ms. McGrath thanked Mr. Campbell for the outstanding video and his idea of having the video as seen through the eyes of a student was very innovative and spoke well that



Southington was all about the students. Ms. McGrath stated that the teachers on the Hospitality Committee, and the student who narrated the video, produced a very good insight into Southington High School and that the high school had something for everybody.

Ms. McGrath introduced David DeStefano and Rebecca Migliaro who were the co-chairs of the entire NEASC process that started over two years ago. She stated that without them they would not have gotten through this with dignity and class because they were so well organized and dependable. She met with them every day for the entire year and they followed through with everything. She thanked them and stated that they are the ones who deserve all the credit.

Ms. McGrath explained that the visiting committee was comprised of 17 educators with a representation from administration, non-academic areas, and from core areas. They came to Southington for a four-day visit. Through those four days, they did interviews, visited classrooms, shadowed students, and examined many pieces of student work that was used as evidence to show the way we assess students, what our curriculum was like, and what our instruction consisted of. They were really there to do one thing and that was to verify what was written in Southington's self-study, which took the high school two years to create. The final report will not be available until the start of the upcoming school year. It is written and voted on by NEASC whether the high school's accreditation is to continue or not. NEASC meets three times during the year and there is an August meeting. The chairperson of the accreditation visit, Dr. Linda VanWagenen, was not positive that she would have everything written, edited and available to them in August so it may not be available until the fall.

Ms McGrath stated that the high school staff had some idea of what NEASC found when Dr. VanWagenen addressed the staff the last day. Dr. VanWagenen identified several commendations and recommendations that will most likely be in the final report. Ms. McGrath summarized the findings:

- NEASC found strengths in the school. She thought it was important to note that with 17 people coming to a large high school and spending four days, they felt that there was a sense of family atmosphere at the high school. As in every family, there are things that people like, things that people don't like, things that are good, and things that need to be better; but it was always discussed with openness and with the intent of making a good high school a great high school.
- NEASC found a lot of cooperation among all aspects of our high school community.
- We have a variety of assessments; we are not locked into one way of measuring student learning.
- There is a lot of collaboration within departments with people discussing student work, people talk about what their kids are doing in classes and NEASC thought that was a good thing.
- They found the high school was able to share, report academic expectations, and how students were meeting those expectations. Up until the beginning of this school year, the high school could not do that. Ms. McGrath added that many schools have not developed a process to do that right now.
- There is a variety of instructional practices. The curriculum structure of the core area courses are main courses and have been aligned with UbD.
- There are still some electives that need to be revised and Ms. McGrath noted that the Board would be getting those in the next year or two.
- NEASC was very impressed by the number of partnerships with community organizations.

- NEASC felt that for a school district and community that felt such pride in their high school, there is not a correlation with that in the amount of funding that is available to the high school.
- The high school needs to institute an Advisor Program for every student at the high school. Ms. McGrath noted that there is a prototype developed with curriculum and with a schedule that would not take away from instructional time or cause more teaching time. The next big step is where they are going to put students throughout every part of the building for a 25-minute Mentorship Program once a month. She noted that space is a problem. However, it would be a priority to work on for next year and has to be done for the two-year follow-up report.
- NEASC thought Southington should look at meaningful professional development. Ms. McGrath stated that for the last two years all their time was limited to getting the self-study done. She stated that teachers want to get back on track as far as looking at new things regarding the State mandates. They are going to have to look at different ways of teaching world language.
- Use of data from the measurement of learning expectations in a meaningful manner: Ms. McGrath stated that they would now have to disaggregate what they have gathered. They just did another one last week that went home. If they are saying that Student "A" is meeting the communications expectation at a proficient level, what does that mean? How do they report that to the community? She noted that Southington is a step ahead of many other schools that are doing this. They currently do not have a rubric for measuring the civic and social learner expectations; however, they started doing one and would be working on that next year. She thought the new program that was purchased through the Guidance Department would be a better way of storing data and they would be able to have input into how many students are actually involved in community service projects or are registered to vote. How are they going to report to the community? If they say, they have five academic learning expectations, a civic and a social expectation, that means that every student who leaves the high school should be meeting each of those expectations.

Ms. McGrath stated that these are the recommendations that they would probably find in the report that comes out in the fall and that the high school would have two years to respond to them. She stated that there are seven standards for accreditation and there are indicators as to how well Southington is meeting each standard. When the report comes back, there will be some repetitive findings, commendations, and recommendations because there was a lot of information that was shared between reports. She stated that they would have to look at that to see if the Standard Report indicates a need to address a certain recommendation. They may point out that it was addressed in the other Standard Committee and it could be cross-referenced. Ms. McGrath noted that she wrote the two-year report about eight years ago for Southington and it is a lengthy process. She pointed out that the process will start very shortly after the report comes back from NEASC.

Mrs. Carmody thanked Ms. McGrath for staying and seeing the Board through the NEASC process. She knew that Ms. McGrath did that because her heart was in it. Mrs. Carmody remembered two years ago, when they had a retreat, and they met David DeStefano and Rebecca Migliaro. She stated that they have done a supremely wonderful job. She also thought the number of staff that showed up on Sunday to be interviewed was wonderful. She stated that, through Mr. DeStefano and Ms. Migliaro's leadership, the various committees' did a wonderful job. She congratulated them for a job well done and for all their hard work.

Ms. McGrath stated that in all her year's at Southington High School, especially as an administrator, she has been very fortunate to work with a Board of Education who has the best interests of the children at heart and every decision is made on that basis. She noted that some of those are not popular decisions and some are hard to make. She stated that she made it very clear when she met with the Visiting Committee that this Board of Education is very supportive of the high school principal because with a large high school they need to have faith in that individual. She told her staff that when she retires at the end of the school year that the Board of Education would do an outstanding job in picking the new leader of the high school. She thanked the Board of Education for all their support over the years.

Mrs. Carmody asked Ms. McGrath to thank Mrs. Diemand [Family and Consumer Science Teacher] and the Corner Café for the outstanding food that was served to the Visiting Committee. She thought the Visiting Committee had to be impressed with everything that the high school had to offer.

Mr. Derynoski wished he could come up with wording to counteract the retirement notice that Ms. McGrath gave. Mr. Goralski thanked Ms. McGrath, Mr. DeStefano and Ms. Migliaro for all their hard work on this.

**b. Curriculum Initiative ~ Handwriting**

Mr. Thiery reported that this item came out of the Brown Bag lunches, which continues to be a very important parent group to the administration. They keep administration in touch with what the issues are out in the schools. Late last fall, a question arose out of the Brown Bag lunch about the handwriting program and if the effectiveness of it had been evaluated. The current program was six or seven years old and was a switch from a straight manuscript version to a slanted manuscript version. It was implemented and there was no review of its effectiveness. Mr. Thiery thanked Mrs. Betsy Chester [Language Arts Coordinator] and Mrs. Betty Lutz [Principal at Kelley School] because they volunteered to undertake the evaluation in conjunction with the literacy specialists and the elementary administration and all the elementary faculty. They both researched the history of the two forms of handwriting in the district and they conducted a study that they would share with the Board as well as inform the Board of the direction the administration would like to pursue in the coming year.

Mrs. Chester stated that they had the choice of two different styles of manuscript, the slanted or the straight "ball and stick". She stated that there were proponents and advocates of both writing styles. In the State frameworks that they base the curriculum on, it is a very small part of the writing component and it is just about the conventions of the language. She stated that the only thing that is mentioned in any State guideline or any State framework is that they expect that there is legibility to it. She noted that the ultimate goal is about communication and that the learners understand there is a coding system that they can produce in some way.

Mrs. Chester explained that in 2003, three or four teachers in the district advocated the D'Nealian style of handwriting and it was piloted. She felt that there was not any passion about it one way or the other and it just happened. There were some teachers involved and one or two administrators but the history of it is vague on how the transition happened. She stated that nothing in the curriculum changed and it was a resource that was chosen to be used. She stated that the straight manuscript is easier for strokes with circles and straight lines. It is easier,

developmentally, for children three to six years old to be able to go left to right and up and down rather than a more cursive style of print. Mrs. Chester and Mrs. Lutz looked at what was developmentally appropriate and what was easier to write and read. She stated that Mrs. Lutz was going to talk about their research, their investigation with teachers, and their intake with administrators.

Mrs. Lutz explained that they reviewed the handwriting and, under Mr. Thiery's direction, they met with administrators and talked about the D'Nealian handwriting, which is currently in place in the schools. They surveyed teachers in Kindergarten through Grade 3 to see how they felt about the implementation of the D'Nealian over the past few years. Some of the questions that they asked were:

- 1) Which manuscript style is easier for the children to write?
- 2) Which did they feel was more developmentally appropriate?
- 3) Which did they feel is easier to read?
- 4) Which kind of handwriting helps students' access texts?
- 5) Which is more legible?
- 6) Which has a better impact on fewer letter reversals?

As a follow-up to that, they decided to have the principals have a focus group with the teachers in the same grade levels to have a more one-on-one conversation about the handwriting. The questions that drove that interaction with the principals were:

- 1) Was it more valuable to keep D'Nealian?
- 2) What are the positive and negatives?

Mrs. Lutz and Mrs. Chester met with the administrators to present and discuss the findings of the survey. The bottom line of all the surveys was that teachers and principals felt that D'Nealian did not make it easier to transition to cursive and did not make it easier to have fewer letter reversals and it did not make it easier for students to access text. In fact, most texts are written in the "ball and stick" type of font. Based on that, Mrs. Lutz and Mrs. Chester recommended going back to "ball and stick" handwriting. They want to do that by starting with the incoming Kindergarteners. They would also have to notify the preschools and day care providers in town because they have had an integral part in working with the school system on this.

Mrs. Clark remarked that as a nursery school teacher this has been such a "bug-a-boo." She remembers talking to Mr. Thiery years ago about this because the nursery school where she works tries to teach children their letters and their names. If the children were from Southington, they would have to teach them one way and the other children another way. They would have to have name cards done in two different styles. She thanked Mrs. Chester and Mrs. Lutz and stated that it is so much easier to teach children a block format, just as they see in the books, just as the letters of the alphabet hanging in the classroom and everything else was block style. She stated that it was so confusing for the children and the teachers. She thanked them for this practical approach.

Mrs. Carmody asked if Southington was the only school system that used the D'Nealian style. Mrs. Chester replied that there were some other school systems. Mr. Thiery replied that several school systems switched back this year. Mrs. Carmody stated that some teachers felt that, for some students, it was easier to do the D'Nealian because they don't take their hands off

the paper. Mr. Thiery noted that they surveyed every K-3 teacher and the vast majority weighed in for the straight script.

Mrs. Chester shared that when it comes down to look at the depth of language arts curriculum, and when K-2 teachers look at the enormous task of teaching students how to read and write, their priority is to get the kids to get the “code” and to figure it out to access text and read and produce it. As for the preschools and nursery schools, Mrs. Chester told Mrs. Clark to tell people not to worry because even if the students are practicing little tails and circles, it is completely all right if they start to form a letter a different way. Mrs. Clark replied that it would make it so much easier if it were uniform to see the display in the classroom, to see the books, to see their name cards and everything done the same way.

Mrs. Chester stated that they would like to phase it in one grade at a time and it would be a few years before they move into the third grade. She noted that Grade 3 is the transition year where they actually use cursive.

Mrs. Fischer appreciated the procedure that this has gone through. She noted that when she was first elected to the Board in 2003, one of her very first meetings was with parents who asked why the handwriting was switched. She explained that the Board, at that time, never voted D’Nealian into the curriculum because it never came before the Board. It just went through a sub-committee. As a parent, she stated that her middle child, in preschool, learned how to write “ball and stick”, and then he had to learn the D’Nealian. She noted that to this day, his writing is challenging. What they learned from this experience is that the Board needs to see it before it is implemented and that they cannot be changing handwriting back and forth.

Mrs. Chester said that the literacy specialists spoke very strongly about doing the change one grade at a time because they did not want to re-teach what they have already introduced. She noted that it all balances out in third grade.

Mr. Goralski asked what the budgetary impact would be on this because they had to buy charts and letter boards. Mr. Thiery replied that because it would be implemented one grade at a time, the expense would be reasonable and could be handled within the materials and supplies account.

**c. Town Council / Board of Finance Communications**

Mr. Goralski reported that he did not have any formal communication. He noted that the Education Capital Bonding Committee recently met and asked Mrs. Clark and Mrs. Rickard if anything came from that meeting. Mrs. Rickard replied that they would be meeting again on June 9. She noted that serving on the committee are two Town Councilors, two Board of Finance members and two Board of Education members and since the November elections the constitution of the committee has changed.

**d. Construction Update**

Dr. Erardi explained that Mr. Cox was on vacation this week. He spoke to Mr. Beliveau regarding the three rooftop units on Plantsville School that needed to be calibrated or repaired and was told that all of that work has been done and they are running at 100% with no issues or problems.

Mr. Derynoski announced that the Plantsville School playscape documentation was approved by the State and things are moving forward. By the start of the next school year, everything should be in place. At Plantsville and South End Schools, some punch list items are still being handled by the Construction Manager at both sites. For the site work at South End School, they found some additional asbestos in the roof lining of the old building. He thought that it was near completion and then they would be scheduling demolition of the old building. They need to get all the certifications in place from the utility companies that everything has been disconnected before it is scheduled to come down. All the windows are down, the doors are gone, and it is, basically, a shell right now. Mr. Derynoski thought it would take a day or two to come down, it would take a week to clean up and then they would remove the old slab foundation. He thought that mid to late summer it will look like the first rendering that the Board saw with all the landscaping. He noted that everything is going on schedule and on budget.

Mrs. Johnson asked if that area was going to be asphalt or grass. Mr. Derynoski replied it would be a parking area for staff and visitors along with a grassy area.

Mrs. Rickard noted that a community member asked about selling the old South End School bricks for a fundraiser. She asked what became of that. Mr. Derynoski replied that the Building Committee felt that it should not be a problem; but it needed to be done in a safe manner. Mrs. Fischer asked if the bricks needed to be cleaned because she saw something regarding asbestos being on the bricks. Mr. Derynoski replied that there would not be any asbestos on the bricks or on the site. It is being removed and it will be certified that there will be no asbestos on the site. The remediation is almost complete and when the building comes down, there will be bricks made available. He noted that Mr. Cox was going to work out the details with the Construction Manager on how the bricks will be made available.

Mrs. Clark thought that on the original plan for South End School there was a baseball field in the back and a soccer field. Mr. Derynoski replied that if it was part of the original plan, then it is still intact. Mrs. Clark noted that when some Board members visited South End they expressed concern about the size of the cafetorium and seating. She confirmed that they put up 210 chairs for the shows and there was room for "Interplanet Janet" to skate around the room. There was plenty of room and no one's view was blocked. Mrs. Rickard stated that there should have been room for 400 people. Mrs. Clark replied that was with chairs and they had to make it extra-wide for the roller skaters. They could have put up more chairs; however, that was more chairs than she originally thought they could put up.

Mr. Derynoski pointed out that the plans were designed to fulfill the Ed Specs and the State requirements. If they were to build a room larger than what was allowed by the State, they would have to pay for that because it would not be reimbursable. Mr. Derynoski noted that the Building Committee approved an additional paved area to accommodate some additional basketball hoops in the back of South End so Plantsville and South End Schools would be comparable.

## **7. NEW BUSINESS**

### **a. Food Service Report**

Mrs. DiNello planned to update the Board on the changes that have been implemented since the last update in June 2009 and where the Food Service Program is financially with participation numbers and to also share some exciting developments planned for next year. She stated that Nya Welinsky, Food Service Director, would give the Board an update of what has happened over the last 12 months.

Ms. Welinsky stated that last June, she discussed with the Board their concerns with reduced participation district-wide, specifically, at the secondary level schools. She reviewed some of the new initiatives that they discussed last year. They started with the student survey at the high school and middle schools, which gave great feedback. They reduced the labor hours of the Food Service employees in April 2009 to reduce expenses. They opened a salad bar at the high school, which was very successful. There was pizza offered daily as a second choice and they moved away from offering a "cycle" menu to more of the "breadstick dunkers" once a week and putting the favorites on the menu weekly. It helped a little with the participation but for the start of this school year, they noticed the continued decline in participation of lunches.

Ms. Welinsky stated that she met with the Finance Committee in early November 2009 and they discussed some further initiatives for this school year. They did a bid with local pizza establishments to deliver fresh pizza to the high school starting in March, which was very successful. She noted that People's Choice was awarded the bid and it is very popular with the students. They have expanded it to the middle schools twice a week. She noted that Fancy Bagels also delivers fresh bagels to the high school. They were not able to meet the demands of delivering to the middle schools at this time but it will start in September. Ms. Welinsky pointed out that they had to reduce labor again in January 2010, which was very difficult. She noted that two other initiatives that were talked about were not carried out and she wanted to bring the Board's attention to those. The peanut butter and jelly sandwiches are a very popular brown bag item from home, but there was a lot of concern from administration regarding allergies if they expanded it to the elementary and middle schools. It is only available right now at the high school level. Ms. Welinsky stated that the high start up costs for French fries at the high school prohibits the Food Service Program from going that route right now, but it is not ruled out entirely.

Ms. Welinsky noted that another initiative that was completed was the Point of Sale System throughout the district where they used the Turn Key Training Program, which was Train-the-Trainer. In December, they had all 11 schools using Point of Sale.

Mrs. DiNello added that with the peanut butter and jelly, the administration did not want to risk the children just because they were worried about the financial impact of the School Lunch Program. She added that based on the financial situation of the program, they felt it would be better to hold off on making the expenditure for the start-up costs for the French fries. Ms. Welinsky noted that the hood was not a grease hood and, to bring it up to code, the quote was approximately \$15,000 so that is why it is on hold right now.

Mrs. DiNello reported that she spent a number of days working with Nya Welinsky and Sandy Lewis [School Lunch Bookkeeper] in their office to review all the incoming expenditures for the nine-month period. There was a lot of transition with the new software that they are using and the prepaid account balances. They wanted to be comfortable that the financial reports that are now generating from the new financial software system accurately reflect the numbers they had in the office. Mrs. DiNello pointed out that the Profit and Loss Statement showed a

\$47,000 loss for the nine-months. However, she wanted to bring to the Board's attention the implementation cost of \$58,000 for the Horizon Point-of-Sale System, which was paid in full this school year. If they did not have that large expense this year, the program would actually be running at a small profit of approximately \$10,000. The reason the profit does not have anything to do with increased revenue or sales, is because of the reduction of expenses by the reduction of hours of the staff. They are still struggling with increasing participation and they do not have a "rosy" picture to paint yet. The reduction of hours for Food Service employees has helped stabilize the program financially.

Mrs. DiNello pointed out that the year-to-date cash balance shows the checkbook balance as of July 1, 2009. They had a cash flow from the income statement and the receivables and payables that were run through the checkbook and they had a \$32,000 balance from students' accounts as of March 2010.

Mrs. DiNello reported that the Breakfast Program has been implemented at Flanders, Derynoski and Thalberg Schools with different participation numbers. She stated that the pilot Breakfast Programs were running differently at all three schools. At Flanders School, they have transportation provided to students to come in to the school earlier. At Derynoski School, there is no transportation to get students there earlier and it is an early breakfast program. If students want to have breakfast at Derynoski, they have to arrive early and eat in the cafeteria. She believed that was hurting the numbers for participation because there is no transportation. The most successful pilot is happening at Thalberg School where they run the "Grab-n-Go". There is no early transportation provided but the cafeteria is open, they don't need a paraprofessional to be in the cafeteria so it is the least costly program that is being run. Students are dropped off or get off the school bus, go through the cafeteria line, and take their breakfast to their classroom. They eat in the five to 10-minute transition period of the teacher taking attendance. It has been seamless. The feedback from the principal has been very good with the Grab-n-Go Program. At the end of the school year, they will review all three schools to see how to proceed for next year.

Mrs. DiNello updated the Board on the sale of pizza. She stated that the cost of the pizza is \$1.00 a slice and, in April, they sold over 5,000 slices, which brought in revenue of over \$9,500. It is a nice profit with very little labor involved with outsourced pizza.

Mrs. DiNello reported that the daily savings from the implementation of reduced hours was something that they do not want to celebrate. They don't like to have to reduce the hours of the hardworking staff, but it is something that is having the biggest impact on the stability of the program at this point.

Mrs. DiNello noted that the School Lunch Program has been hit with some long-term illnesses of staff. Although, they have had individuals out on paid leave, they still had to pay for a substitute in their place.

Mrs. DiNello stated that they are still struggling with participation for meal sales. Monthly, sales have not increased from the prior year; however, the March and April numbers do not include the sale of pizza. Pizza is sold as an a la carte item and not as a reimbursable meal. If they were to add the sales from the month of April into the \$35,024 for April, they would have daily average sales of \$2,503, which would have been a plus 116-meal count for the month of April. She thought that was a positive for the program with the new initiative of the sale of pizza.



Mrs. DiNello stated that one of the biggest things that they highlighted with the implementation of the Point of Sale Program was preventing the overt identification of students that were Free and Reduced. She noted that the change from 2007-2008 to 2008-2009 for participation for Free and Reduced lunches was decreasing but the participation numbers for 2009-2010 there is a significant increase in students who are participating in the lunch program who are provided Free and Reduced lunches. She thought the participation was two-fold with one being the economy because more students might be eligible and the second is the fact that everyone who goes through the lunch line there is anonymity.

Mrs. DiNello stated that she and Ms. Welinsky believe the success of the entire Food Service Program rests with the high school because one-third of the students are at Southington High School. They are also the students who have discretionary dollars to decide where they want to spend it.

Ms. Welinsky shared an exciting update at the high school that makes her so happy. She stated that they posted the position for the Southington High School Food Service Manager and they hired Anthony DiBenedetto, who previously was the Strong School Food Service Manager. He is a local restaurant owner and a trained chef with culinary skills. Mr. Goralski added that he has amazing skills. Ms. Welinsky stated that a big part of the interview was talking about initiatives, a marketing plan, vision, and she noted that Mr. DiBenedetto has all of the above. Mrs. DiNello added that he started at the high school on Monday because school lunch ends at the high school on June 11 due to exams. He was able to meet the staff and see what is happening and how his new ideas will work into the high school next year. She noted that many of the students know him from his work at a local restaurant and from his previous experience at Strong School. Besides trying to get the Point of Sale implemented throughout the district this year, and due to the fact that the manager was out on leave most of the school year, Nya has spend a part of every single school day working in the high school cafeteria. Because of the reduced hours, the assistant manager, who has been filling in as manager, works from 8:00 a.m. to 12:00 p.m. School lunch at the high school goes until 1:10 p.m. In order to keep that program running, Nya has been spending part of every day maintaining the flow of everything happening at the high school. She has had a lot on her plate this year. At this point, they think they have stabilized the program and they are very excited about the opportunities opening up at the high school for next year. Mrs. DiNello thanked Nya for all her hard work.

Mrs. Carmody asked if staff members' hours for the School Lunch Program were reduced at every school. Mrs. DiNello replied that at every level they have reduced the staff to the minimum allowable by contract. Staff members are working either three or four hours depending on the contract hours. Mrs. Carmody asked if they were able to meet the needs of the School Lunch Program with that reduction. Mrs. DiNello replied they were able to meet the needs because of the reduction in sales and meal counts. Their hope is that with the new hire they will be able to turnaround the high school and increase the sales and number of opportunities that could be offered for a la carte choices and that it will increase participation and allow them to increase hours. They have talked with Mr. DiBenedetto and made it very clear that he is beginning with the 4-hour minimum per day, the expectation is that come September they want to give him the latitude and increase the hours to implement some of his really great ideas that they would like to offer students to buy. They hope that the profits from the sales will go along with that, which would then allow them to add back some additional hours at the high school. They know they cannot implement the initiatives without increasing some of the hours

of the staff to make it happen. They are going to have to spend the money to make the money. Mrs. DiNello noted that Mr. DiBenedetto has some great ideas and is excited about the opportunity.

Mrs. Johnson was confused on the income statement regarding medical insurance of \$103,000. She thought that the school lunch employees were on the Self Insurance Program. Mrs. DiNello replied that they are part of the Self Insurance fund and that the School Lunch Program contributes to the funding of the Self Insurance Program. The employees pay their portion based on the union contract and then the School Lunch Program also makes a monthly contribution.

Mrs. Johnson asked how a projected net loss of \$47,000 was going to be made up. Mrs. DiNello replied that she was not there to tell the Board that they were going to make up that loss in one school year. They were going to have a long-term benefit from the cost of implementing Horizon. She hoped that they get close to breakeven as they can to end the school year. Mrs. Johnson asked if this program was able to carry over a loss. Mrs. DiNello replied that it is completely self-funded as an enterprise fund and that it could carry over a loss.

Mrs. Clark added that from a parent perspective, the Horizon system's Meal-Pay-Plus when it first started had a little glitch with it. The reminders were not sent in a timely fashion so that if the child wanted lunch, and there was no money in the account, it caused problems. However, that has been corrected. From a parent standpoint, she found it to be very user-friendly and easy to manage and she can see exactly what her children are eating at school. She thought it was a wonderful system. Mrs. DiNello agreed that they have been happy with it and as they roll out more information at the start of the new school year, people will see how easy it is. In analyzing income coming in, they found that of the dollars being paid on prepaid accounts, 61% of the dollars was coming from the credit card payments online and the remaining balance was coming from students bringing in checks or cash at the lunch line to avoid the fees of the credit cards.

Mrs. Johnson asked if there was a formula to compute how many hours should be worked based on how many children are being serviced. Ms. Welinsky responded that there was a State formula of meals per labor hour and that was what she used. She stated that when they reduced the hours, the participation was down, and they also looked at any kind of time saving measure that would help. There has been a lot of reduction in their responsibilities at work including paperwork and meal preparation so they are able to meet the demands of the job even with the reduced hours. Mrs. DiNello added that they also changed some of the menu items such as buying already cooked beef crumbles versus having the school lunch employees cook the beef from raw each day to reduce the amount of time needed to do that.

#### **b. Healthy Food Certification**

Mrs. DiNello recommended that Southington continues to not participate in the State standards of the Healthy Food Certification for the next school year.

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

**“Move that all food items offered for sale to students in schools will not meet State standards for the period of July 1, 2010 through June 30, 2011.”**

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

Mrs. Rickard commented that she dines in the Corner Café once or twice a year and the restrictions that the Healthy Food Certification put on the Corner Café were unbelievable and their food is very healthy. There is always a tasty meal and they offer sweet potato fries. She recommended that everyone go there at least once a year. Mr. Goralski added that the sizes that the Healthy Food restricted it to made it unreasonable. Mrs. Rickard stated that she had full faith in Nya and the staff at the Corner Café that the students are getting healthy food without this.

Mr. Goralski noted that the new high school lunch manager ran a very successful pizza establishment in Plainville years ago that he used to visit. He thought it would be wonderful if he could make the pizza and bring it to the other schools. Mrs. DiNello stated that for next year they would like to continue with the initiative that they have but they will be sure to invite the Board as they begin rolling out some of the new and exciting products that will be sold at the high school next year.

Dr. Erardi recalled that a year ago the Board was very direct with the concern that the Food Service Program had and to Nya's credit and to Sherri DiNello's oversight, rather than to step away and to look elsewhere, she stepped in to this in a huge way. To stabilize the program in an economy that has not been any better is an enormous task that should not be overlooked. He thanked Nya for the administration perspective for doing that.

**c. Interim Director of Alternative Education ~ Southington High School**

Dr. Erardi shared two draft documents (*Attachment #4*) and he hoped to receive a consensus to go forward. Through creative funding and grant funding, without operational expense, he proposed to the Board to allow administration to come back on June 10 with a final draft of a job description. He pointed out that the Policy and Personnel Committee looked at the draft this evening and will have this in place for the next Board meeting. The draft is the job description of the part-time Assistant Principal at Alta with a change of title. Dr. Erardi proposed that the Board considers through ARRA funding and IDEA entitlement funding, a one-year position with the word "Interim" being attached to the title. It would be the Interim Director of the Alternative High School. The second page to the attachment is the Memorandum of Understanding as a proposal that he would like to bring to Mrs. Patricia Mazzarella who is the President of the Southington Administrators' Association (SAA). The salary alignment is aligned with a descriptor in the 2010-2011 contract agreement between the School Board and the SAA.

Dr. Erardi stated that he purposely shared with the Board in his Administrative Report that he was also pursuing tuition-based students at Alta. He felt that they have stabilized the Alternative Program and that it is a vibrant school and attracted 50 students on a daily basis.

Mr. Derynoski asked if it was something that had to wait until June 10 to act on it. He knew that Dr. Erardi was looking for a consensus to keep the process moving. He was comfortable with the position as it is outlined in the draft. He felt that this was something that Dr. Erardi needed to implement before they start the next school year. Mr. Derynoski was ready to make a motion now to authorize the approval of the position pending the grant funding and the approval of the SAA and the job description.

Mrs. Fischer commented that the Policy and Personnel Committee looked at the draft today and made minor changes such as grammar.

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

**“Move to approve the position of the Interim Director of Alternative Education for Southington High School for one-year as grant-funded pending approval of the final job description and approval of the Southington Administrators Association.”**

Dr. Erardi stated that the funding stream for next year would be completely outside of the Operational Plan. It would be part of the ARRA stimulus money and a grant where they would take 25% either from an entitlement grant or IDEA grant.

Mr. Goralski pointed out that at the last meeting the Board voted unanimously to endorse the tuition fees policy, which is making this position grant-funded next year in this concept.

Mrs. Fischer summarized that this position is for next year and that it is grant-funded and hopes that it can sustain itself the next year through tuition; but it is written in such a way that if it is not, then the Board is not married to this position. Dr. Erardi acknowledged that he would be explicitly clear with the successful candidate that there is a guarantee only for one-year.

Mr. Goralski stated that Mrs. Notar-Francesco sent him a message prior to her going on vacation and he promised he would reflect upon it. He stated that she strongly supports this grant-funded position as long as it is clear that it would potentially go away if it could not be funded outside of our Operational Plan in the future.

Mr. Goralski stated that he has great concern about how they are going to fill Alta with tuition students. He was worried how they were going to fund this position. He thought they might be tangling a carrot that they might not be able to keep there. He wanted Dr. Erardi to be crystal clear with the individual serving in this capacity that class size should not be 12 to 15, it should be smaller because that is what Alta is. He felt that they were already approaching that with Southington students now. If they start bringing in other students, he worries about the program. For a school of 60 students, the salary ranges are high. He was confident that Dr. Erardi and the administrative team would see to it that there are other responsibilities besides 60 students to justify a salary of this level. He stated that it is the dollar value similar to other coordinators in the district and their work is well beyond 60 students. He was concerned with the dollar value. Dr. Erardi stated that the parallel that he would like draw to the salary for this position was that if the Board looks at the salaries for the teachers who are in that building, they too are equally paid to the high school teacher who has 125 students. It is a different day and a different setting but he was respectful to what Mr. Goralski said and thanked him for saying that.

Mrs. Johnson fully supported Mr. Goralski's statement because those were her concerns as well. She was uncomfortable with the idea of making this program full time without knowing that all of those extra students would be there. The Director's job was supposed to be a two-year position with every expectation that it would be what it is now with no increase in the salary. She is going to vote for it but she is not comfortable with this. She hoped there might be other avenues where someone who is commanding this kind of salary, although he does a fine job, to utilize this person's specific talents in other venues.

Mr. Goralski stated that Dr. Erardi's comment to him helped a great deal and when he thinks about it in that context that the teachers are teaching 60 students whereas a teacher at the high school could be teaching 120 or more students. He agrees with Mrs. Johnson pretty strongly.

Mrs. Fischer asked Dr. Erardi if he felt the Board could not grow the program ahead of getting the full time person in there. She asked if it would be putting the cart before the horse if they bring the students in without the leadership in place. Dr. Erardi agreed that what she just said was true on both sides of the equation. They would have a hard time promoting this program to surrounding districts if they did not have a full time administrator in place. Because of the growth of the program, and the commitment of the staff member that they hired, it is almost every day where he is on site full time. Upon hiring of this individual, they were very clear that it was a two-year funding stream. There is no doubt that he understands that what the School Board decides will depend on what happens to that program for 2011-2012. He noted that the unknowns at this point were enormous from the State and Federal levels.

Mrs. Carmody was in favor of doing this for Alta and she has seen what this individual has done down there and that he is part-time now putting in full-time days. The enrollment has increased and the academic rigor has improved. She felt the Board had to provide an alternate route for students. She was all for the program and the position.

Mr. Derynoski also agreed that the method that needs to be put into place in order to grow the program to the next level may or may not work as a tuition-based program where they can offer services to other towns. It is gamble, but it is a one-year investment and it is not going to cost the Board anything out of the operating budget. He thought they were in a good position and would be in a far better place next year.

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

**d. Year End Report on Superintendent's Goals – 2009-2010**

Dr. Erardi commented that the School Board is scheduled for the Superintendent's evaluation on June 10 at the next meeting. Annually, prior to that meeting, he does his best to make sure the Board has an update on the goals for 2009-2010. He stated that this past July and August, the Superintendent's goals were a combination of the Board of Education and the administrative team. He was pleased to fast forward to the end of May and that the cooperation and the collaboration from the Central Office Cabinet, the entire administrative team and staff and the School Board has yielded a body of work that has moved this district forward. He was pleased and proud of where the district was and with the accomplishments for the 2009-2010 school year. He thought it offered them a blueprint for the next school year to continue the body of work that they have begun during this school year.

Mrs. Fischer noted that whenever something comes across her computer of a new program, new plan or a new idea that Dr. Erardi has she always has the utmost confidence that he will see it through to a conclusion. It is not all just talk and it does not go by the wayside. She stated that as a Board member that was very important to her.

Mr. Goralski believed that the work that Dr. Erardi does for the district and the community is ongoing and it was as though he was evaluated consistently throughout the year with the public meetings, workshops and Board meetings.

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

**“Move to adjourn.**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:45 p.m.

Respectfully submitted,

*Linda Blanchard*  
Recording Secretary

# PROJECT DISCOVER II

**TRISH KENEFICK**

## **LETTERS FROM STUDENTS AND PARENTS**

**Please reconsider this program and try to find money from teacher retirement, busses for field trips, more money from the state or government...etc.**

**These are from the heart.**

**FROM: Mary and Jim Dolan**

**I'm sorry to hear about the Board of Ed's decision to cut GT at the middle school and high school levels. Jim and I combined our thoughts in the paragraphs below. Hopefully the Board of Ed will reconsider.**

***"As a school system we should be providing a continuum of learning opportunities and experiences for our children.***

***I feel that there is a lot of value in the Southington 's Gifted & Talented Program at all levels - elementary, middle and high school. This program provides students who demonstrate high levels of academic achievement with the opportunity to dig deeper into selected academic topics, experience learning in a team environment and challenge their curiosity.***

***The loss of this program at the middle and high school levels eliminates another opportunity for children to stretch themselves in the critical area of learning and development."***

**FROM: JOHN SNYDER**

**I have been a member of the Project Discover program since elementary school. As has been the case for each one of us, the program served to broaden my classroom experiences and introduce me to students who shared in my passion for learning. This was especially crucial in elementary and middle school, when I was among the group of "bored" kids who needed something more in order to feel academically stimulated. Mrs. K's role was to seek out challenges for us, whether it was in the form of Lego League, the Stock Market Game, or countless other projects. At the high school, Project Discover with Mr. Cip serves a similar role in a different fashion. At SHS, the program is a launchpad for activities that are truly fixtures within the student community, such as Coffeehouse and The Emblem.**

The positions filled by Mr. Cip and Mrs. K are unique ones. By not having traditional classroom duties, they can address the needs of the many students who are craving "something more." And what happens to us when we do not address these students? Without a doubt, this segment of Southington's students are the movers and leaders of tomorrow. We cannot afford to take away one of their greatest resources.

FROM: Sanjeev Agrawal

While town council's job is not easy and we have to manage within our means, it is really unfortunate that this shortsighted decision to cut the GT program was approved. GT was probably the only reason we stayed in Southington from our kids' education perspective. Investment in education is very similar to investment a company makes in its R&D efforts to stay competitive - companies that stop investing cease to exist! This kind of shortsighted decision can lead the town in a downward spiral. We strongly urge the BOE and town council to find a way to restore this program.

FROM: Joan Conlan

As you know, I have consistently supported the Project Discover Gifted & Talented program in our schools. I think it is extremely important to continually challenge our top students and push them beyond what the standard curriculum would offer. It is even more critical at the elementary and middle school levels where students are in heterogeneous classes, since more advanced students would get bored and lose interest in learning without these enrichment programs and independent studies. I can recall all of the amazing projects and independent studies that my son was able to do through the Project Discover Program, ranging from the Lego League to his independent studies on ancient Egypt, volcanoes, and global warming to name just a few. It is extremely disappointing and frustrating that each year we have to continually demonstrate the value in offering these programs and must fight for funding so that other children can continue to take advantage of this outstanding program. I am so appreciative for the guidance that you and your peers provided to my son while he was in the Project Discover program - and hope that it will once again be funded so that others may enjoy similar experiences.



3

FROM: - Mike Dolan

Project Discover provided me with many opportunities that wouldn't have been possible without being part of the program - opportunities like FIRST Lego League, Project Oceanography, the Stock Market Game, the science fair, and independent studies. Though each of the programs taught me specific things like how stock trading works or the ecology of Long Island Sound, together these projects and experiences taught me how to work as part of a team, communicate with others, and plan and carry out objectives to achieve goals. These skills are very important throughout life, and I feel that obtaining and refining these skills while I was in middle school created a much more fun and enriching middle school experience.

But even beyond the activities I participated in during middle school is how the Project Discover program affected my high school career. Without it, I may not have been involved with the Project Lead The Way engineering program, where I took classes focused on mechanical and electrical engineering and problem solving. I may not have joined SHS's FIRST Robotics Team either - I would've missed out on learning a lot about robotic design and production, as well as the regional and championship competitions held each year (which were always exciting).

Project Discover provided me with many great experiences and skills. My involvement in the program helped me realize and pursue my passion for science and math, as well as refined the skills that I will need to overcome any challenges that life presents. I'm proud to have been part of Project Discover and all the opportunities it provides students. I hope that future students will continue to be offered the same and more opportunities so they can pursue their passions and enjoy their time in middle and high school.

FROM: Sarthak Agarawl

I was horrified when I heard about GT! It didn't really come to me as a surprise - I didn't expect the town to do the right thing - but it was still terrible. I've talked to a couple people (Kaitlyn, Jackie) and I know how devastated everyone feels.

"GT is the one program, the one class, that has taught me anything in 9 years within the Southington school system. I do not say this lightly, because I have literally spent months attempting to convince myself that my time in school was not wasted. I was only ever able to come up with one reason: GT.

I have seen strong people, brilliant minds, self assured students, walk into GT and shed their skins. I have seen stoic kids express emotion. I have seen some of the most incredible people I've ever

known, burst into tears as soon as they enter from relief. GT is not just a program you see; it is a home. A home to hundreds of students throughout the Southington Public Schools."

FROM: Ryan Conlan

I can honestly say that Project Discover has made me into a more diligent and intellectual student after having completed the many projects that I have done over the years, including the Stock Market Competition, my annual independent studies, and the other tasks related to Project Oceanology. Through Project Discover, I have learned much more about world topics, such as global warming and politics, than I ever would have if I had not been involved in this wonderful program. The Gifted & Talented Program has completely broadened my horizons on subjects that were never discussed in my normal classroom environment, whether it was the election or the how the economy is doing, I learned so much in this program. Time spent in Project Discover was time spent with many friends as we explored issues, topics of interest, and also much research on topics that we, as students, were not very familiar. The Gifted & Talented Program has given me great experiences and moments that I will always remember for the rest of my life. Participating in Project Discover was a terrific opportunity for me. So, I hope that others can continue to enjoy it. Thank you!

April 28, 2009

To the Southington Board of Education and Town Council.

My name is Julia Premus, and I am a 14 year old girl who attends 8<sup>th</sup> grade at Joseph A. DePaolo Middle School. Right now I am currently enjoying attending the Project Discover 2 program, also known as the Gifted and Talented program. As you may already know, this program allows students whose thinking is above and beyond the classroom teachings to be challenged, and discover new things that they never knew they never knew! GT opens the doors to a whole world of learning. The baseline of the program is to let these kids think creatively outside the box. It is these children that have always felt a lifelong love of learning. Do you want to take away this wonderful opportunity for them to feed their minds that are hungry for knowledge?

Sometimes it can be hard to imagine why a gifted child can't just go back into a regular class. Many people think that they should just keep doing good work in their ordinary classes. But I see it from another point of view: from the child's side, the side that the whole issue actually concerns. Now, just take a moment and imagine that you are that child. Imagine that you love building things out of Lego's without instructions. You tear through a novel as if you were a hungry lion devouring its prey. And you always seem to have a question about everything.

But when you start your school year, you seem to understand things that other kids just don't seem to get. And that can get extremely frustrating, especially when the teacher explains things over and over and *over*. But that's where the Project Discover program comes in. When you attend the program, you can connect with kids from other schools that love learning as much as you do. Having this program is almost like a lifeline for these kids. They can finally be themselves in a class without other kids teasing them or calling them a "nerd" or "geek" when the truth is, they are nothing at all like that. These kids aren't nerds or geeks. They are the great thinkers of tomorrow. If you cut the GT program, you'll be forcing them to stay in a class that is really not fit to cultivate their minds. They'll be missing out on a whole lot.

But if the Project Discover program stays in action, you'll be nurturing them to be themselves and to allow them to continue to discover new things. You'll be enriching their minds and giving them a chance to really connect with other kids that are just like them. You'll be a part of helping these kids to grow up with a love of learning and a passion for discovery. And who wouldn't want to be a part of that? I thank you for your time and consideration.

Julia Premus

Sincerely,

*Proud Member of the  
Project Discover Program*

6

My poem to BoE Jackie Godston  
Gifted Souls

In this room  
My soul once soared  
My heart fell with an audible 'boom'  
My mind floored

The walls sparkle  
My eyes once did gleam  
The BOE is fickle  
They chose to save the team

This room is my safe haven  
This room is where I learn, top-notch  
The truth swept over me like a night raven  
And I thought all I can do was watch

My gifted soul  
My gifted heart  
I am without console  
Now, will me and my beloved GT part?

My refuge  
My sad chapters always end here  
Without, my days would be cold as luge  
Here, there is no such thing as fear

This room is layered  
Ten thousand memories deep  
Now, my mind is labored  
For me, there is no sleep

My friends, they cry  
Another threat, this one followed through  
My soul no longer flies  
And then, there were two

The many, MANY of us,  
My friends, my teacher and I  
We try to fuss  
But you, Board of Ed, won't listen to us cry

This place  
Is where I learn my best  
This is my place  
This is my very favorite nest  
Of all the places  
Whole world wide  
That I know all the faces  
To them, I willingly confide

My best friends  
Although few and far between  
Have all made my mends  
Especially to the wounds unseen

As you can see

If you take only one thing from this:  
This program means so much to me!  
Read the words on my lips:

**I'm begging you:  
Please  
Think, now, who  
Doesn't care for these**

**Top five percent  
But it's really much more  
Compacting, Lego, stocks, your brains are bent!  
Please, please think before...**

**You rip out my heart and soul.**

**My gifted soul.**

**program cut**

Amy Rose [amy.rose17@cox.net]

Sent: Tuesday, May 25, 2010 4:19 PM

To: SBOE; JOSEPH ERARDI; HOWARD THIERY; PAULA KNIGHT; JACKIE STJOHN; TRISH KENEFICK; JOSEPH CIPOLLINI

Cc: boardoffinancemembers@southington.org; town councillmembers@southington.org

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Members of the Board of Education,

After finding out from our local paper that the Project Discover Program has been eliminated at the middle schools and high school, I shared the information with my son. He is a student in Project Discover I that is now incredibly disappointed that he will not get the opportunity to be in the gifted program next year in 6<sup>th</sup> grade or in any year thereafter. I have heard from some the "logic" behind eliminating the program and the questions regarding its merit. However, I would have liked to have had the opportunity to judge for myself. Thanks to your decision, I will not get that opportunity.

As a parent and taxpayer I have been a strong supporter of the Board of Education, Teachers and Administrators. I have attended meetings and written letters defending your budget request each year. There was a harsh reduction of the elementary school program last year over what seemed to be a minimal amount of money in comparison to what is spent on many other line items. On behalf of Dr. Thiery who was unavailable, Principal Karen Smith was asked to meet with parents of students in Project Discover I to note our view of how the "reduced" program went this year. To date, I am not aware of Dr. Thiery giving any feedback to parents who took the time to attend the meeting. It is clear by current cuts that gifted students are not a priority to the Southington Public School system. If they were, you would fund programming for them. I was told by Mr. Goralski quite some time ago that the State of CT is discouraging gifted programs. The message is clear. The Board of Education shares the State's view and does not feel gifted programs are valuable enough to be included in the budget.

The parent meeting brought to light how some of the gifted students are being educated in the traditional classroom setting. If they are bored, they are assigned *more* work, not more challenging or enriching work. Some are used as, for lack of a better term, mentors, for students who are struggling. These students are not rewarded for all of their hard work. You should not need a State Mandate to know what should be funded. What will you do to ensure that the top 5% of the student body is provided for? What opportunities for enrichment will you offer students outside of the classroom? What additional training will you provide all teachers to adequately meet the needs of gifted students in the classroom? A larger quantity of work does not equal a quality education. With so much riding on CMT scores, honestly, who will the classroom teachers have to focus on? The gifted child or the special needs child?

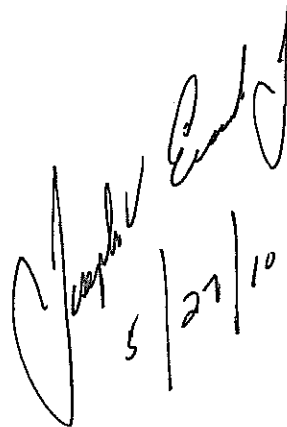
The unspoken truth is that most people are just fine eliminating a program that their child does not participate in. If it doesn't benefit my child, why keep it? Are you aware that Project Discover I had three different programs that it offered up until last year's cuts. One of the programs was the Enrichment Program that took children who showed knowledge and enthusiasm in a particular area (like science) and gave them a special group project outside of the classroom. That program was not offered this year. Again, if you are not willing to fund a pullout program, how will you enrich the education of students within the classroom? Will you fund one specially trained teacher for each school to go into the classroom to do special projects with the children or are you going to offer classroom teachers the training they need? I am doubtful that you have explored a thorough backup plan or the costs associated nearly enough. Three after school clubs; the Lego League, school newspaper and stock market club will not meet the needs of gifted students or in any way be an adequate replacement for the specialized instruction given during the school day in the pullout program.

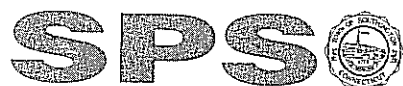
Two of my children had the opportunity to be a part of various aspects of the Project Discover Program and I would like to thank all the Project Discover Teachers for what you have brought to the table. You have offered the children access to specialized learning not currently offered in the classroom and have gotten them excited about going to school each day. The kids Southington will be proud to send out into the workforce to do great things will be those kids who have a love of learning and work hard. The priority of our town should to provide every opportunity for these students.

Sincerely,  
Amy St. Arnauld Rasten

## **Administration: Board of Education Report May 27<sup>th</sup>, 2010**

- 1. Save the Date – June 22<sup>nd</sup> – Special Board Meeting**
- 2. Senate Bill 438** (attachment #1)
- 3. Youth in Government - Tuesday, June 1**
- 4. Alta - Tuition Based Proposal 2010-2011**
- 5. Kindergarten Readiness** (attachment #2)
- 6. SPS / Public Library Partnership** (attachment #3)
- 7. Class Scholars - June 10**
  - a. Valedictorian – Taylor Malone**
  - b. Salutatorian – Alaina Mulhearn**
  - c. Essayist - John Snyder**

  
5/27/10



Southington Public Schools

K-12 Curriculum Coordinator

**Betsy Chester**  
Language Arts/Reading  
(860) 628-3372 ext. 375

**TO:** Nicole Harves, Maureen Barmore, Jill Chapman,  
Lisa Doucette and Judy Ellis

**FROM:** Betsy Chester  
Language Arts Coordinator

**DATE:** May 24, 2010

**RE:** *Pre School and Parent Literacy Readiness Presentation*


Our school district has benefited from your talents, knowledge and willingness to present during the recent evening sessions targeting kindergarten readiness. Parents who attended expressed gratitude and appreciation because the session provided a clearer understanding of readiness for kindergarten.

Your expertise, anecdotal comments and preparedness made the presentations exceptional. Knowing your schedules are packed make me even more grateful for your time. The collaborative approach, rich conversations and positive feedback reinforce the quality of the Readiness Awareness Evening.

Southington School District is so fortunate to have you as an integral member of our literacy team. You are held in high regard.

My compliments and gratitude go out to you.

Sincerely,

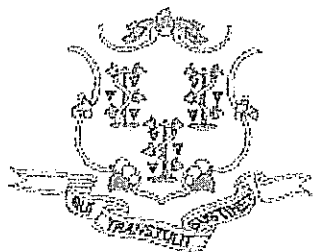
  
Betsy Chester,  
Language Arts Coordinator  
Southington Public Schools

BC/jas

cc: Joseph Erardi  
Howard Thiery  
Roberta McAloon  
Betty Lutz  
Karen Smith



## The Office of Governor M. Jodi Rell



M. JODI RELL  
GOVERNOR

STATE OF CONNECTICUT  
EXECUTIVE CHAMBERS  
HARTFORD, CONNECTICUT 06106

FOR IMMEDIATE RELEASE  
May 26, 2010

Contact:  
860-  
524-  
7313

## Governor Rell Signs Sweeping Education Reform Bill

*'This is bold, visionary reform – and we are making it happen together'*

Governor M. Jodi Rell today signed into law a bill that makes dramatic and fundamental improvements in Connecticut's public education system, legislation that was the product of a concerted effort by the Governor, legislators, the state Board of Education, teachers, business leaders and parents. The new law increases the number of credits required for high school graduation and requires students to pass exams in core subjects such as math, history, biology and English, while empowering parents, school boards and the state to step in when schools are failing.

"This new law raises academic criteria, boosts requirements for graduation and puts a much-needed emphasis on core areas of study such as math, science and technology," Governor Rell said during a signing ceremony at Hockanum School in East Hartford. "It gives new authority to stakeholders – including, for the first time, parents – to take decisive action when schools are letting students down. And it includes new – and rigorous – processes for tracking the performance of students, teachers, schools and districts.

"Today, we put in place standards and requirements that ensure Connecticut's students will be the best-educated and the best-prepared in the world," the Governor said. "Today, we chart a course for our schools, our teachers and most importantly, our students, that leads directly to the top. Technology has made us all neighbors; the global economy has made us all business partners. The world is now too small and the challenges now too great for us to settle for anything less than the very best for our children – *all* of our children, no matter where they go to school.

"I am also proud to say that this bill is the product of a bipartisan effort," Governor Rell said. "By having all of the interested parties – educators, unions, parents, students, legislators and others – together at the table, we end up with a far stronger result than any individual effort could produce. This is bold, visionary reform – and we are making it happen together."

Senate Bill 438, *An Act Concerning Education Reform in Connecticut*, increases the minimum

credits required for high school graduation from 20 to 25 and gives greater emphasis to math, science and world languages, beginning with the Class of 2018 (that is, students who are fifth-graders this school year). It also requires every student to complete a “capstone project” – an independent demonstration project.

In addition, students will be required to pass end-of-year exams in algebra, geometry, biology, American history and 10th-grade English in order to graduate. The law also requires local boards of education to provide support to students – beginning in seventh grade – to help them meet these new standards.

Importantly, the new law also works to increase parental involvement. The law creates “Parent Governance Councils” to give parents and guardians a clear and essential role in decisions affecting school improvement in the state’s neediest schools.

“Students only succeed if their parents are their partners,” Governor Rell said. “The education of a child does not begin – or end – with morning and afternoon bells. It is a round-the-clock process.”

Under the new law, the state Board of Education will be able to replace local boards of education in low-achieving schools, while priority school districts – districts with the greatest academic need – will be able to convert existing schools to “innovation schools.” Innovation schools have special flexibility in curriculum, schedule, budget, staffing and other areas, and must be reviewed each year by the district superintendent.

The new law also enhances Connecticut’s chances to secure up to \$175 million in federal “Race to the Top” grant funding that rewards states for taking bold steps in education reform. Connecticut will file its application for the next round of Race to the Top grants on June 1.

Other provisions of the new law:

- Allow retired teachers to be rehired for up to one year in a shortage area or priority school district for up to 45 percent of the current maximum salary
- Eliminate enrollment caps for high-performing charter schools
- Require the state Board of Education to review and approve an alternate route for certification for school administrators
- Require all schools to hold parent-teacher conferences at least twice a year
- Require high schools to offer advanced placement courses for students to earn college credit
- Allow students to get credit toward graduation for on-line course work
- Allow out-of-school suspensions for students with a history of disciplinary problems
- Require schools with a dropout rate of 8 percent or higher to establish an on-line credit recovery program to help students earn needed credits

Content Last Modified on 5/26/2010 11:14:45 AM

# Early Childhood Learning at Southington Library & Museum

255 Main Street, Southington (860) 628-0947  
[www.southingtonlibrary.org](http://www.southingtonlibrary.org)

Southington Library is dedicated to providing a wide variety of reading readiness programs and services designed to foster a love of learning. Here are a few of our favorite offerings:

**Books for Babies:** This free packet is given to every newborn Southington baby. It includes a baby-friendly board book, lists of recommended books and other informations for parents. Funding is provided by The Friends of Southington Library.

**Tales & Tunes for Tots:** These popular classes for one and two-year-olds include stories, music and fun.

**Storytimes:** Classes that use music and stories to help children ages three to five learn basic literacy and social skills.

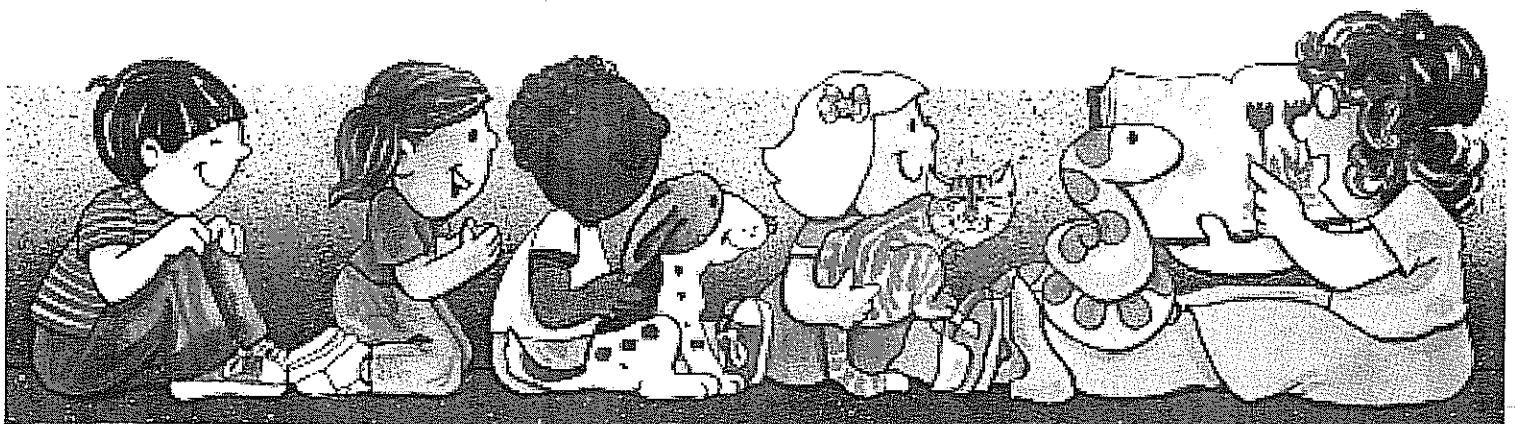
**Summer Reading:** Programs and reading incentive prizes for all ages that encourage children to read all summer long.

**1000 Books Before Kindergarten:** The award-winning program encourages parents to read 1000 books with their child. Participants get free books bags, a nifty notebook and prizes.

**The Road to Reading:** Activities and prizes that reinforce kindergarten skills.

**Rookie Reader:** This program explores reading through use of multiple intelligences for five and six-year-olds.

**Tumble Books:** Tumble Book Library is an online collection of animated, talking picture books which teach young children the joys of reading in a format they'll love. Available 24/7 on our homepage - [www.southingtonlibrary.org](http://www.southingtonlibrary.org)



***Preliminary Summary of Education Legislation Approved by the  
General Assembly in the 2010 Regular Session***

**Note:** Bills have not yet been signed into law (as of May 24, 2010) unless otherwise indicated in the bill summary.

**Education Committee Bills Approved**

**Public Act 10-62 : AN ACT CONCERNING STUDENT ATHLETES AND CONCUSSIONS.**  
(Signed by the Governor on 5/19/10)

- Requires coaches of intramural and interscholastic athletics to complete an annual training course regarding the recognition of and dangers associated with concussions developed or approved by the State Board of Education (course must be approved by the Board before July 1, 2010). In addition, due to the fact that the training course will begin to be offered by CIAC in May, the bill requires the State Board of Education to consider that a coach has met the initial training requirement required under the bill if (a) the coach takes a CIAC course on concussions on or after January 1, 2010 and before the SBE approves the initial training course and (b) SBE determines the two courses are substantially similar.
- Requires a coach to take a student athlete out of any interscholastic or intramural game or practice if the athlete (1) shows signs of having suffered a concussion after an observed or suspected blow to the head or body or (2) is diagnosed with concussion. The coach must keep the athlete out of any game or practice until the athlete has received clearance from a licensed medical professional to return to participation.

**Public Act 10-71: AN ACT CONCERNING THE RECOMMENDATIONS BY THE  
LEGISLATIVE COMMISSIONERS FOR TECHNICAL REVISIONS TO THE EDUCATION  
STATUTES.**

- Makes technical changes to the education statutes.

**Public Act 10-76: AN ACT CONCERNING VOCATIONAL-TECHNICAL SCHOOLS.**

- Requires the State Board of Education to follow an extensive process before closing a technical high school including holding a public hearing at the school after school hours at least 30 days before taking a vote on the proposed suspension or closure and developing a comprehensive plan addressing a number of issues related to closure or suspension before the hearing which must be mailed to all school parents and employees.
- Requires the State Board of Education to be responsible for transporting any student enrolled in a technical high school that is closed or whose operations are suspended to another technical high school during such period of closure or suspension of operations. The board shall also be responsible for the costs associated with such transportation.
- Expands the State Board of Education membership to 13 and requires, as of July 1, 2010, that at least two members of the State Board of Education have industrial, trade or technical school experience. One of these two members is required to chair the Board's technical high school committee. As of April 1, 2011, the bill also requires one Board member to have experience in agriculture or be an alumnus or served as an educator at a regional agriculture science technology center.

- Eliminates the state-wide advisory committee on regional vocational-technical schools and requires the Education, Higher Education and Employment Advancement, and Labor committees to meet annually, by November 30, with the CTHSS superintendent, the Office of Workforce Competitiveness (OWC) director, the labor commissioner, and other appropriate people to consider the annual report each official must submit to the committees by November 15 annually.
- Requires the State Bond Commission to vote on whether to issue bonds that the General Assembly approved for maintenance and trade and capital equipment for vocational-technical schools, but the Commission has not allocated.
- Requires the State Board of Education to arrange for the inspection of the busses in operation at the vocational-technical schools on or before July 15, 2010, and annually thereafter.
- Requires the State Board of Education to replace any school bus in service at a vocational-technical school that is twelve years or older or has been subject to an out-of-service order, as defined in section 14-1 of the general statutes, for two consecutive years for the same reason. The bill also requires the superintendent of CTHSS to report annually on such school bus replacement to OPM, and the committees on Education and Finance and Bonding.
- Requires that the vocational-technical school system be a separate budgeted agency from the Department of Education.
- Requires the superintendent of the vocational-technical school system to biannually submit the operating budgets for each individual vocational-technical school to OPM, OFA and the General Assembly and to make available such budgets on the vocational-technical school system's web site.
- On or before July 1, 2011, requires the State Board of Education to develop recommendations regarding the definition of region for purposes of attendance in the regional vocational-technical school system and to submit those recommendations to the Education Committee.

Public Act 10-91: AN ACT CONCERNING EDUCATION AND THE REDUCTION OF DOMESTIC VIOLENCE.

- Requires local and regional boards of education to include information on teen dating violence and domestic violence in the health and mental health risk reduction education information they provide as part of the in-service training they must offer to certified employees.
- Allows boards to permit paraprofessionals and noncertified employees to participate voluntarily in the in-service training programs for certified personnel.
- Requires the State Board of Education (SBE), within available appropriations and utilizing available materials, to assist and encourage local and regional boards of education to include domestic violence and teen dating violence as part of their in-service training programs for certified professional employees.

Public Act 10-108: AN ACT CONCERNING STATE GRANT COMMITMENTS FOR SCHOOL BUILDING PROJECTS, MUNICIPAL ACCOUNTS FOR SURPLUS EDUCATION FUNDS AND REVISIONS TO CERTAIN LIBRARY STATUTES.

- Authorizes state grant commitments for school building projects and enacts special provisions for individual school construction projects.

- Authorizes an additional \$4.6 million in state bonding to the State Department of Education for capital start-up cost grants for interdistrict magnet schools required for the purpose of the 2008 stipulation and order for Sheff v. O'Neill.
- For the fiscal year ending June 30, 2011, and each fiscal year thereafter, authorizes the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town, to deposit into a non-lapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided such amount does not exceed one per cent of the total budgeted appropriation for education for such prior fiscal year.

Public Act 10-111: AN ACT CONCERNING EDUCATION REFORM IN CONNECTICUT.

- Requires the Department of Education to review and approve proposals for **alternate route to certification (ARC) programs for school administrators**. Such proposals must provide that the ARC program:
  1. Be provided by public or private higher education institutions; local and regional boards of education; regional educational service centers; or a private, nonprofit teacher administrator training organizations approved by the SBE.
  2. Accept only those participants who:
    - Hold a bachelor's degree;
    - Have at least 40 months teaching experience, at least 10 school months are in a position requiring certification at a public school;
    - Obtain a recommendation by an immediate supervisor or district administrator, based on such person's performance.
  3. Require all participants to complete a one-year residency that requires participants to serve in a position for 10-months requiring an intermediate administrator or supervisor endorsement and serve under the supervision of a certified administrator and a supervisor from the ARC program. Ten months experience in a full-time position as an administrator in a public or non-public school in another state may qualify in lieu of the one-year residency.
- Grants the Commissioner the authority to **waive certification for a superintendent** who, upon the request of an employing local or regional board of education, has three years of experience as a certified administrator in a public school and holds a superintendent certificate issued by another state.
- Requires the Department to **expand the public information system** on or before July 1, 2013 to track and report data relating to student, teacher, school, and district performance and to make such information available to local and regional boards of education for use in evaluating educational performance and growth of teachers and students enrolled in public schools in the state.
- Requires that **multiple indicators of student academic growth** be included in teacher evaluations pursuant to guidelines adopted by the State Board of Education, on or before July 1, 2013. Such guidelines shall be adopted by the Board in consultation with a Performance Evaluation Advisory Council made up of a variety of stakeholders.
- Authorizes the local or regional board of education for a priority school district to convert an existing school or establish a new school as an **"innovation school"** based on an "innovation plan" developed by a variety of stakeholders led by either faculty and district leadership or an external partner. An external partner may include a public or private

institution of higher education, nonprofit charter school operators, educational collaboratives or a consortia authorized by the Commissioner of Education.

- Permits the State Board of Education to grant the Commissioner of Education the authority, after a number of conditions have been met, to **reconstitute the local or regional board of education** for a school district that fails to make acceptable progress after being designated as a low-achieving school district for two years.
- Allows a local or regional school board in a **priority school district to hire a retired teacher** certified in any subject for up to two consecutive years at full salary without loss of pension benefits, provided such board certifies to the Teachers' Retirement Board that no qualified candidates were available. Current law authorizes any local or regional board to hire a retired teacher for up to two years for subject shortage areas only.
- Allows teachers and administrators who attained tenure in another school district in Connecticut or out-of-state and **take a job in a priority school district, to attain tenure in the new district in half the time** (i.e., after working 10 months rather than 20 months in the priority school district).
- Expands the entities eligible for state funding to provide professional development services, technical assistance, and evaluation activities to include state education organizations (e.g., CAPSS, CAFE, and CAS).
- Eliminates the requirement that the State Board of Education may only issue charters for state and local charter schools "within available appropriations."
- Requires the State Board of Education to **waive enrollment limits for charter schools** found by the Board to have a demonstrated record of achievement.
- Requires teachers first employed by a charter school on or after July 1, 2010 to participate in the Teachers' Retirement System.
- Makes **the charter school facility grant program** permanent.
- Requires the State Board of Education to adopt regulations to regulate charter management organizations and their relationships to charter schools.
- Revises the high school graduation requirements beginning with the Class of 2018, consistent with **the Connecticut Plan**, adopted by the State Board of Education in 2008. The bill requires students complete a minimum of 25 credits in order to earn a diploma and increases the credit requirements for core subjects such as math and science.
- Beginning with the class of 2018, requires **end-of-year examinations** for Algebra I, geometry, biology, American history, and grade ten English. Such examinations are to be developed by the Department of Education beginning on and after July 1, 2012.
- Beginning with the class of 2018, requires local and regional boards of education to provide **adequate student support services and remedial services** for all students beginning in grade seven, including providing alternate means for students to complete the high school graduation requirements.
- Requires local and regional boards of education to adopt **a policy for the granting of credit for online coursework** if that board allows students to earn credits towards graduation through the successful completion of online courses.
- For the school year commencing July 1, 2012, requires all local and regional school boards to collect information for each public school student, starting in the sixth grade, which includes the students' career and academic choices in grades six to twelve.
- Permits the Department of Education to establish **a board examination series pilot program** to allow local or regional boards of education to permit students in grades nine through 12 to substitute achievement of a passing score on a series of examinations

approved by the State Board for the high school graduation requirements. The bill also requires that the State Board issue a board examination certificate to any student who has successfully completed such program.

- Requires the Department to **issue grants to local and regional school districts for the purpose of implementation of the revised graduation requirements** and student support services, in fiscal years ending June 20, 2013 to June 30, 2018. The bill also requires local and regional boards of education seeking grant assistance to report to the Department of Education on or before November 12, 2012, on the status of the district's implementation of the revised graduation requirements and student support services and an explanation of the necessary funds to continue implementation.
- Requires the Department to **report to the education committee, on or before February 1, 2013, on the status of implementation** by the districts as well as whether funds are available to assist in such implementation, whether additional funds are needed, and whether any changes in the statute need to be made to facilitate implementation.
- Authorizes school authorities to consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than out-of-school suspension or an expulsion.
- Requires all districts with a school that has been designated as low achieving pursuant to 10-223e of the general statutes to establish a **parent teacher governance council** in that school which has the authority, among other things, to petition the local or regional board of education to reconstitute that school using one of a number of models identified in the bill, including the Title I school improvement grant models, CommPACT Schools, and Innovation Schools.
- Requires **monitoring by the Department of Education** of these governance councils and school reconstitutions.
- Transfers the **Parent Trust Fund** from the Department of Social Services (DSS) to the Department of Education, allows the fund to receive state money, and requires the Commissioner of Education, to use the fund to improve parental involvement.
- Requires school districts with dropout rates of eight per cent or greater to create an **online credit recovery program** for students identified as at-risk of dropping out.
- Requires school districts to conduct **two parent-teacher conferences** per school year.
- Establishes a **task force responsible for examining the achievement gap** in Connecticut.
- Requires all school districts to implement an **advanced placement course program** for the school year commencing July 1, 2011, and requires the State Board of Education to The State Board of Education to develop guidelines to aid local and regional boards of education in training teachers for teaching advanced placement courses to a diverse student body.

Public Act 10-151: AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT AND VARIOUS EDUCATION GRANTS.

- Allows towns whose school districts had fewer students enrolled in the 2009-10 school year than in 2008-09 to reduce their minimum budgeted education appropriations for FY 10 by the difference in number of resident students for such school years multiplied by three thousand to reflect the drop in enrollment.



- Extends to FY 10 the Commissioner of Education's authority, within available appropriations, to provide supplemental transportation grants to regional educational service centers (RESCs) for interdistrict magnet school transportation.
- Requires East Hartford to receive an Education Cost Sharing (ECS) grant at least equal to its fixed grant entitlement for FY 09.
- For the fiscal year ending June 30, 2011, and each fiscal year thereafter, authorizes certain towns that no longer meet the qualifications for school readiness grants to continue to receive the grants. Under current law, districts that no longer qualify receive phase-out grants for three years.
- Authorizes the Commissioner to deposit unspent school readiness funds in a new competitive district grant account, established under the bill, and to use the funds to provide grants to competitive school districts to make slots available in preschool school readiness programs. "Competitive school district" is defined as a district with more than 9,000 students that is also a priority school district or a district in a town on the list of the 50 poorest in the state when considering adjusted equalized grand net list, student population, and population.

H.B. No. 5424: AN ACT PERMITTING TWO OR MORE BOARDS OF EDUCATION TO JOINTLY PURCHASE EMPLOYEE HEALTH INSURANCE.

- On and after October 1, 2010, permits two or more municipalities or local or regional boards of education to enter into a written agreement to act as a single entity to provide medical or health care benefits for their employees under certain conditions stated in the bill.

H.B. No. 5425: AN ACT CONCERNING SPECIAL EDUCATION

- On and after July 1, 2012, requires boards of education to provide applied behavior analysis services to any such child with autism spectrum disorder if the student's individualized education plan requires such services. Such services shall be provided by a person who is either (A) licensed by the Department of Public Health or certified by the Department of Education and such services are within the scope of practice of such license or certificate, or (B) certified by the Behavior Analyst Certification Board as a behavior analyst or assistant behavior analyst, provided such assistant behavior analyst is working under the supervision of a certified behavior analyst. In addition, a teacher or paraprofessional may implement the individualized education plan providing for such applied behavior analysis services, provided such teacher or paraprofessional is under the supervision of a person described above.
- On and after July 1, 2010, revises the membership of the State Advisory Council for Special Education by reducing the number of appointments and revising the membership to make it consistent with federal law.

H.B. 5426: AN ACT CONCERNING INDIVIDUALIZED EDUCATIONAL PROGRAMS

- Establishes a 22-person task force, to be staffed by the General Assembly, to study individualized educational programs.
- The task force shall: (1) Examine the existing processes and procedures for the development and administration of individualized educational programs; (2) examine relevant federal laws and propose legislation that codifies such federal laws into state law; (3) reevaluate existing individualized educational programs under federal law

standards; (4) examine the training required for personnel administering individualized educational programs and develop ways in which such training can be included in professional development for certified employees; (5) develop a program for the auditing of individualized educational programs at the district level; and (6) examine ways in which to address issues of noncompliance by personnel and districts in the administration of individualized educational programs.

- Not later than February 1, 2011, the task force shall submit a report on its findings and recommendations to the joint standing committees of the General Assembly having cognizance of matters relating to education, higher education and employment advancement and human services.

### **Other Education-Related Bills Approved**

#### **Public Act 10-44: AN ACT AUTHORIZING AND ADJUSTING BONDS OF THE STATE FOR CAPITAL IMPROVEMENTS, TRANSPORTATION AND OTHER PURPOSES**

- Cancels all or part of the following bond authorizations for state agency capital projects as well as various grant and loan programs for the Department of Education:

<b>§</b>	<b>Project</b>	<b>Current Authorization</b>	<b>Amount Canceled</b>
126	Alterations and improvements to buildings and grounds, including new and replacement equipment, tools and supplies necessary to update curricula, vehicles and technology upgrades at all Connecticut Technical High Schools. (Authorized in 2005)	8,000,000	6,757
191	Grants to municipalities, regional school districts, and regional education service centers for the costs of wiring school building. (Authorized in 2005)	5,000,000	5,000,000
305	Grants to municipalities, regional school districts, and regional education service centers for the costs of wiring school buildings. (Authorized in 2007)	2,000,000	2,000,000
306	Grants for minor capital improvements and wiring for technology for school readiness programs. (Authorized in 2007)	1,500,000	1,500,000
309	Grants to municipalities, regional school districts, and regional education service centers for the purchase and installation of security infrastructure, including surveillance cameras, entry door buzzer systems, scan cards, and panic alarms. (Authorized in 2007)	5,000,000	2,000,000
342	<i>Sheff</i> magnet school start-up grants. (Originally authorized in 2008)	7,000,000	29,200

Public Act 10-75: AN ACT CONCERNING THE RECOMMENDATIONS OF THE MAJORITY LEADERS' JOB GROWTH ROUNDTABLE.

(Signed by the Governor on 5/6/10)

- Beginning on or after January 1, 2014, eliminates the tax credit for donating new or used computers to public or private schools.

Public Act 10-83: AN ACT PROVIDING A PARTIAL REFUND OF THE SALES TAX IMPOSED ON THE SALE OF SCHOOL BUSES EQUIPPED BY THE MANUFACTURER WITH SEAT SAFETY BELTS

- Requires the Department of Motor Vehicles (DMV) to administer a program to help pay for the cost of school buses equipped with lap/shoulder (3-point) seat belts. DMV must do this by increasing certain fees by \$50 and using the increase to offset a portion of the sales tax school bus companies pay for seat belt-equipped school buses in participating school districts. School districts may apply to the DMV for this funding from July 1, 2011 through December 31, 2017. The application must include a proposed agreement between the school district and the bus company with which it contracts. The agreement is contingent on DMV's approval and funding from a school seat belt account the bill creates.
- Requires participating school districts to provide written notice of the availability and proper use of seat belts to the parents or legal guardians of each student who uses a school bus. It requires the school district to teach students the proper use of the seat belts, including how to fasten and unfasten them.
- Exempts participating school districts, the school bus companies they contract with, and school bus operators, from liability for injuries caused solely by a student's use, misuse, or failure to use a school bus seat belt.
- Requires the Transportation and Education committees to hold a joint hearing during the 2018 legislative session on the program's effectiveness and level of participation, and to recommend to the legislature, by March 1, 2018, whether to continue the program.

Public Act 10-133: AN ACT CONCERNING CHILDREN IN THE RECESSION.

- Requires the Department of Social Services, in consultation with the Labor Department and the Departments of Education ("SDE"), Public Health and Children and Families, to seek, within available appropriations, to promote efficiency, reduce costs and administrative error rates and simplify the application process for families eligible for benefits by streamlining and integrating public information and access to programs.
- Requires SDE, in consultation with appropriate departments, to seek full utilization of the federal McKinney-Vento Homeless Assistance Act to protect children falling into homelessness from school failure and dropping out of school and to improve access to higher education. (Section 4(b))
- Requires the Departments of Social Services, Public Health and Education to collaborate to decrease hunger resulting from the recession by coordinating, within available appropriations, state-wide public access, information and outreach, and promoting, within available appropriations, cross-referral and collocation of entry points and application processes for the federal Supplemental Nutrition Assistance Program, child nutrition programs and the federal Special Supplemental Food Program for Women, Infants and Children and increase federal reimbursements.

- Requires SDE to administer, within available appropriations, a child nutrition outreach program to increase (1) participation in the federal School Breakfast Program, federal Summer Food Service Program and federal Child and Adult Care Food Program; and (2) federal reimbursement for such programs. The child nutrition outreach program shall:
  1. Encourage schools to (A) participate in the federal School Breakfast Program; (B) employ innovative breakfast service methods where students eat their breakfast in their classrooms or elsewhere after school starts, rather than only before school and only in the cafeteria; and (C) apply to the in-classroom breakfast grant program pursuant to section 10-215g of the general statutes;
  2. (A) Encourage local and regional school districts to sponsor Summer Food Service Program sites; (B) recruit other sponsors of such sites; and (C) make grants to site sponsors to assist them in increasing child participation;
  3. Encourage day care centers to participate in the Child and Adult Care Food Program; and
  4. Publicize the availability of federally-funded child nutrition programs throughout the state. (Section 6)
- Requires the Department of Public Health, within available appropriations and in consultation with the Departments of Social Services and Education, to seek to reduce the incidence of low birth weight among infants and reduce the cost to the state from unnecessary hospitalizations of such infants by (1) maximizing co-enrollment in the federal Special Supplemental Food Program for Women, Infants and Children and Medicaid for all eligible women; (2) encouraging tobacco cessation programs targeted to pregnant women; and (3) promoting the use of the centering pregnancy model of prenatal care. The department may recover the costs of implementing the provisions of this section through funds available from the Tobacco and Health Trust Fund established under section 4-28f of the general statutes and the federal Temporary Assistance for Needy Families Emergency Fund.
- Requires SDE to submit a report on the policies and interventions promoted pursuant to subsection (b) of section 4 and section 6 of this act. The report shall include key outcome indicators and measures and set benchmarks for evaluating progress in accomplishing the purposes of said sections. The department shall submit the report on or before January 1, 2011, to the joint standing committee of the General Assembly having cognizance of matters relating to appropriations and the budgets of state agencies, in accordance with the provisions of section 11-4a of the general statutes.

Public Act 10-156: AN ACT IMPLEMENTING THE RECOMMENDATION OF THE PROGRAM REVIEW AND INVESTIGATIONS COMMITTEE CONCERNING THE ALIGNMENT OF POSTSECONDARY EDUCATION AND EMPLOYMENT IN THE GREEN INDUSTRY.

- Requires each regional vocational-technical school and public higher education institution to develop, in a manner prescribed by the commissioners of education and higher education, equipment-sharing agreements for students in green jobs courses or academic programs, including solar photovoltaic installation.
- Requires the Department of Higher Education, in consultation with the Department of Education, to develop annually and publish on its website (1) a list of every green jobs course and academic program in a public higher education institution or a regional vocational-technical school in the state and (2) an inventory of green jobs-related

equipment in these schools. Additionally, the bill requires the Community-Technical Colleges Board of Trustees (CTC) to have uniformly named green jobs academic programs in the CTC.

Public Act 10-160: AN ACT IMPLEMENTING THE BUDGET RECOMMENDATIONS OF THE GOVERNOR CONCERNING THE EDUCATIONAL PLACEMENT OF CHILDREN IN THE CARE AND CUSTODY OF THE DEPARTMENT OF CHILDREN AND FAMILIES.

- Creates a presumption that it is in the best interest of a child placed in out-of-home care under an emergency, temporary custody, or commitment order by the Department of Children and Families (DCF) to continue to attend the school he or she attended before the placement (i.e., the “school of origin”).
- Applies to (1) all school-age children, (2) three- to five-year olds determined eligible for special education, and (3) children age 27 months through age five referred for special education determination.
- Provides mechanisms for parents to challenge DCF decisions.
- Makes DCF responsible for the costs of transporting a child from a placement to school.
- Makes a school ineligible to receive the state special education state agency placement grant for a child placed in another community who continues to attend his or her original school.

H.B. No. 5202: AN ACT CONCERNING TELECOMMUTING OPTIONS FOR STATE EMPLOYEES.

- Requires, instead of allows, the Department of Administrative Services (DAS) commissioner to develop and implement guidelines, in cooperation with state employee unions, authorizing state employee telecommuting and work-at-home programs. The guidelines and the determination of whether a position is appropriate for telecommuting are not subject to collective bargaining.
- Eliminates the requirement that such an assignment must be determined to be cost effective and eliminates the requirement that such an assignment be approved by DAS.

H.B. No. 5336: AN ACT ENCOURAGING SHARED SERVICE AGREEMENTS BETWEEN BOARDS OF EDUCATION

- Effective October 1, 2010, permits any two or more boards of education to establish shared service agreements between such boards of education or between such boards of education and the municipalities in which such boards of education are located.
- Establishes a grant in FY 12 to any municipality whose board of education makes a cooperative arrangement with at least one other board of education to provide school transportation, that results in a savings in FY 11. The grant is in addition to the reimbursements to school districts under current law for student transportation.

**Budget Related Bills Approved**

Public Act 10-3: AN ACT CONCERNING DEFICIT MITIGATION FOR THE FISCAL YEAR ENDING JUNE 30, 2010.

(Signed by the Governor on 4/14/10)

- Reduces the amounts appropriated to SDE for FY 10 and FY 11 by the following amounts:

Line Item	FY 10	FY 11
Equipment	\$95	\$94
Best Practices		\$475,000
Bilingual Education		\$212,903
Charter Schools		\$70,000
CT Pre-Engineering Program		\$87,500
Early Childhood Advisory Cabinet		\$71,250
Health & Welfare Services Pupils Private Schools		\$477,500
Interdistrict Cooperation		\$3,000,000
Personal Services		\$3,100,000
Readers as Leaders		\$60,000
Regional Education Services		\$368,730

- Requires the Commissioner of Education and the superintendent of the regional vocational-technical school system to establish not later than January 1, 2011, and administer licensed practical nurse programs at various regional vocational-technical schools at six locations throughout the state, distributed on a geographically equitable basis, unless prior to November 1, 2010, said commissioner gives notice to the chairpersons and ranking members of the joint standing committee of the General Assembly having cognizance of matters relating to education that the commissioner will fail to establish such programs by said date and the reasons for such failure. If any appropriation made for such programs is insufficient to cover the costs of establishing or administering the programs at such six locations, such insufficiency may be recovered from tuition paid by students of the programs, and the amount of such tuition may be established or increased as necessary to recover the insufficiency (Sec. 29)

H.B. 494: AN ACT MAKING ADJUSTMENTS TO STATE EXPENDITURES FOR THE FISCAL YEAR ENDING JUNE 30, 2011 (See: New Bill, Senate Amendment A, Senate Amendment B, and Senate Amendment C)

(Signed by the Governor on 5/7/10)

- Makes mid-term budget adjustments for FY 11 Budget Adjustments. The following changes were made to the Department of Education's budget:

Line Item	FY 11 Original Appropriation	FY 11 Adjusted Appropriation
Personal Services	\$148,382,064	\$143,500,000
Other Expenses	\$16,689,076	\$17,476,121
Equipment	\$6	\$1
Adult Education Action	\$253,355	\$240,687
Early Childhood Advisory Cabinet	\$3,750	0
Longitudinal Data Systems	\$775,000	\$648,502

School Accountability	\$1,855,062	\$1,803,284
Community Plans for Early Childhood	\$450,000	\$427,500
American School for the Deaf	\$9,979,202	\$9,480,242
Omnibus Education Grants State Supported Schools*	\$6,748,146	0
Head Start-Early Childhood Link	\$2,200,000	\$2,090,000
Institutional Student Aid**	0	\$882,000
Child Nutrition State Match**	0	\$2,354,000
Health Foods Initiative**	0	\$3,512,146
Transportation of School Children	\$47,964,000	\$28,649,720
Excess Cost-Student Based	\$120,491,451	\$139,805,731
Magnet Schools	\$174,631,395	\$174,131,395
After School Program	\$5,000,000	\$4,500,000
<b>Agency Total</b>	<b>\$2,730,907,894</b>	<b>\$2,724,896,878</b>

\* This line item was broken down into the three different line items marked with a double asterisk (\*\*)

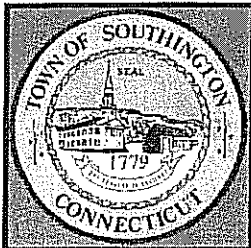
- Adjusts the per pupil grant for Wintergreen and Edison Magnet schools for fiscal year FY11, to reflect the budget adjustment made in the Magnet School line item, above. (Sec. 18)
- Redirects approximately \$19 million in reimbursements for each town from the transportation line item to Excess Cost-Student Based line item, in the specific grant amounts listed in the bill. (Sec. 27)
- Requires funds to be carried forward from prior years' appropriations to be used in FY 11, rather than lapsing at the end of FY 10, including up to \$500,000 for the litigation costs associated the Connecticut Coalition for Justice in Education Funding v. Rell lawsuit and up to \$1,500,000 for the costs associated with meeting the data assurances required for receipt of federal State Fiscal Stabilization Funding. (Sec. 's 54 & 54)
- Grants the Commissioner the authority to provide supplemental grants to the Hartford school district and the Capitol Region Education Council (CREC) for the purpose of transportation of students who are not residents of Hartford for interdistrict magnet schools operated by the Hartford School district and CREC. (Sec. 58)

**Summary of Secondary School Reform Implementation Dates**

<b>Provision</b>	<b>Effective Date</b>	<b>Notes</b>
<i>Graduation Requirements</i>	Class of 2018 (freshman class in fall of 2014)	Includes 25 credits and courses, including capstone project.
<i>End of Course Examinations</i>	Class of 2018 (freshman class in fall of 2014)	SDE shall commence development or approval of such exams on and after <b>July 1, 2012</b> and complete such development and approval on or before <b>July 1, 2014</b> .
<i>Student Support Services</i>	Class of 2018 (freshman class in fall 2014)	Includes the provision of alternate means for a student to complete any of the graduation requirements.
<i>Student Success Plans</i>	July 1, 2012, beginning in grade six.	The Class of 2018 will be in grade seven for the 2012-13 school year.

Grants to local and regional school districts for implementation:  
Fiscal years ending June 30, 2013 to June 30, 2018.





# SOUTHTON PUBLIC SCHOOLS

## JOB DESCRIPTION

DRAFT

**TITLE:** Interim Director of Alternative High School

**QUALIFICATIONS:**

1. Connecticut Intermediate Administrator Certification {092}
2. Teaching experience at the secondary level
3. Knowledge of current practices and theory in secondary education
4. Teaching or administrative experience in the alternative education field preferred.

**REPORTS TO:** High School Principal

**JOB GOAL:** To direct the operation of the alternative high school in order to increase the effectiveness of the school's programs for each individual student.

**PERFORMANCE RESPONSIBILITIES:**

1. Responsible for the organization and administration of the alternative high school.
2. Develop, implement and evaluate educational programs appropriate for an alternative high school.
3. Select and assign staff.
4. Supervise and evaluate certified and classified staff
5. Responsible for student management.
6. Prepare and implement the Alternative school budget.
7. Oversee the maintenance and operation of the Alternative School buildings and grounds.
8. Communicate the school's programs to parents and citizens of the community.
9. To assume any duties and responsibilities of the principal as directed.

**TERMS OF EMPLOYMENT:** In accordance with the working agreement between the Southington Board of Education and the Southington Administrators Association.

**EVALUATION:** Performance to be evaluated by the High School Principal.

LETTER OF AGREEMENT  
between  
THE SOUTHLINGTON BOARD OF EDUCATION  
and  
THE SOUTHLINGTON ADMINISTRATORS ASSOCIATION

**INTERIM DIRECTOR OF THE ALTERNATIVE HIGH SCHOOL**

The Southington Administrators Association (SAA) and the Board of Education agree that an Interim Director of the Alternative High School shall be hired full-time for the 2010-2011 school year. The Interim Director of the Alternative High School will report directly to the High School Principal. Compensation shall be between the range of \$93,589 and \$101,177. This agreement will be in effect for the period of July 1, 2010 to June 30, 2011.

**SOUTHLINGTON BOARD OF EDUCATION:**

Date: \_\_\_\_\_

By: \_\_\_\_\_  
*Dr. Joseph V. Erardi, Jr.*  
*Superintendent of School*

**SOUTHLINGTON ADMINISTRATORS ASSOCIATION:**

Date: \_\_\_\_\_

By: \_\_\_\_\_  
*Patricia J. Mazzearella, SAA President*