

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

AUGUST 18, 2011

The regular meeting of the Southington Board of Education was held on Thursday, August 18, 2011 at 7:30 p.m. in the Carl M. Small Regional Vocational Agriculture Center, 700 Pleasant Street, Southington, Connecticut.

1. CALL TO ORDER

The meeting was called to order at 7:35 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, and Mrs. Kathleen Rickard. Absent was Mrs. Terri Carmody.

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

There were approximately 28 individuals in the audience.

2. PLEDGE OF ALLEGIANCE

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

3. APPROVAL OF MINUTES

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

“Move to approve the minutes of the regular meeting of July 19, 2011.”

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

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

“Move to approve the minutes of the special meeting of August 8, 2011.”

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

4. COMMUNICATIONS

a. Communications from Audience

There was no communication from the audience.

b. Communications from Board Members and Administration

Communication from the Board Members:

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

“To move Agenda Item 8.a, Appointment of Assistant Principal ~ Derynoski Elementary School, to Agenda Item 4.c.”

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

Mrs. Queen reported that two Southington High School Boys Volleyball players, Ryan Masters and Michael Cannata, received All-State honors this past spring. Volleyball had not released the names of its All-State honorees at the time of our celebration of All-State athletes in June. She congratulated Ryan and Michael. Mrs. Queen pointed out that the Girls Volleyball team, for the ninth consecutive year, was awarded the Annual Volleyball Coaches Association Academic Award. Southington was one of only three schools in Connecticut to receive this award.

Mr. Goralski thanked the Board members for their work over the summer attending many meetings. He noted that Mrs. Carmody was not at the Board meeting because she was vacationing with her family.

Mr. Goralski stated that he asked Dr. Erardi to forward Board packets to all candidates who are running for election. He recognized candidates Mr. Oshana and Mrs. Lombardi who were in the audience. He pointed out that, regardless of the outcome of the elections, he was saddened for the loss of Mrs. Rickard and Mrs. Fischer who will no longer serve on the Board of Education. He felt that it was also a loss for the community.

Communication from Administration:

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

1. Legislative Update: (See below)
2. Bullying Committee: Dr. Erardi reported that items one and two were discussion items with the entire administrative team and legal counsel to prepare for the 2011-2012 school year. In some cases, items one and two will guide and direct the Personnel and Policy Committee. He asked that Board members read the pamphlet prepared by Shipman and Goodwin for the administrative team and the Board.

3. K-12 Administrative Assignments: Dr. Erardi stated that this item was informational showing the way the work has been divided for the 2011-2012 school year. It serves as a reference for the Board, especially if a Board member is interested in a particular domain of the K-12 spectrum.

4. Administrative Institute: Mrs. Smith reflected on the Administrative Institute Retreat that was held in August. Last Monday and Tuesday, the administrative team, along with cabinet members, attended a two-day workshop at Water's Edge that was totally funded with a grant from the Center for School Change in Hartford. This is an initiative that began six years ago and Southington was fortunate to receive grant money for the promotion of administrative leadership and teaching and learning change within the district. She noted that this was the sixth year and one of the more productive meetings that Dr. Erardi described as "heavy lifting." She reported that they addressed continuous positive change called, "Leading Continuous Improvement." This will form the basis for their action plan for the next school year.

Mrs. Smith gave credit to the members of the Steering Committee: Mrs. Lackner, Mr. Stranieri, Mrs. Mazzarella, Dr. Semmel, Ms. Riedinger, Ms. Chester, Mr. Pepe and Laura Boutelier from the Center for School Change, who was the facilitator. Their goal was to compare the 1999 and 2010 versions of the Common Core of Teaching, which is called the CCT, and to merge it with Southington's district Mission Statement. The CCT document itself is Connecticut's definition of expectations and responsibilities for teachers. They then developed the teaching and learning evidence for each of the seven "elements" within the Mission Statement. It was around those seven words or phrases, called "elements," that they actually did see a positive correlation with the CCT. That is evidence that the school district's Mission Statement is relevant and current and will continue to guide them into the future. She noted that they were very proud of that.

Mrs. Smith stated that during the course of the two-day retreat they also had a book read, with the title of the book The Orange Revolution. She noted that the book was about "teaming." She further noted that it was a relevant topic for business, industry, the public, families, Cub Scouts, etc., regarding how to become and sustain an effective team. She offered the Board the chance to borrow copies to read. She reported that it was a wonderful conversation with applications for the next school year. Mrs. Smith noted that it was very productive and their goals and mission were accomplished.

Mrs. Smith stated that their next level of work includes similar conversations with the teaching staff and further growing the sample classroom evidence chart. This means common language will be developed so that, when administrators and teachers work together to define best teaching practices, they will have a common vocabulary. She noted that they will be working on this for the rest of the school year. Speaking on behalf of the entire cabinet and administrative team who attended, she stated that it was invaluable.

5. Best Practice Leads to Gold Standard: Dr. Erardi reported that he was very pleased and proud of the work of Kimberly Hunt, Personnel Manager, who was published nationally in the American Association of School Personnel Administrators. He included a copy of the article for the Board.

6. Summer School 2011: Dr. Erardi provided the Board with a one-page summary of Summer School 2011. He stated that, if any Board member would like a complete composite of the 70-page executive summary that Mr. Terino prepared for him and Mrs. Smith, it would be made available to them.

7. Adopt-A-School: Dr. Erardi shared with the Parent Council that he believed that the Board was comfortable maintaining the same “adopted” schools as the 2010-2011 school year. If this is not the case, he asked the Board to let his office know. He also told the Parent Council that there would be some changes after the November elections. Dr. Erardi told the Board members that they would be on the list serve of their respective PTOs.

8. Administrative Read: “The Orange Revolution”: Dr. Erardi reported that there is relevance out of his office, central office, the administrative team, and throughout the school organization that this book was inspiring for all who read it and that it was a terrific read. It also has application to the teamwork that takes place with the School Board. He noted that it was a simple read and that he had copies available for the Board. Mrs. Johnson asked who the author was. Dr. Erardi replied that the authors were Adrian Gostick and Chester Elton.

c. Appointment of Assistant Principal ~ Derynoski Elementary School (formerly Agenda Item 8.a)

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

“Move to appoint Marilyn Kahl to the position of Assistant Principal at Derynoski Elementary School with an annual salary of \$105,400 prorated to \$103,439 and with a start date of Monday, August 22, 2011.”

Mr. Goralski pointed out that there were 81 candidates who applied for this position.

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

Mr. Goralski congratulated Mrs. Kahl and stated that the Board was proud and happy to have her as part of the Southington administrative team. He thanked her family for attending and sharing Mrs. Kahl with the school system.

Mrs. Kahl thanked Dr. Erardi, Karen Smith, Jan Verderame, the members of the Derynoski Interviewing Committee, Mr. Goralski and Board members. She was truly honored to accept this position, which had been a dream of hers. She was happy to start her administrative career in Southington. She noted that her children were in the Southington school system, and that she and her husband have been thrilled with the education that they have received over the last seven years that they have lived in town. She looked forward to continuing the wonderful work that Karen Smith and Jan Verderame had been doing at Derynoski School and becoming part of the stellar administrative team. Mrs. Kahl stated that she enjoyed the two days at Water’s Edge immensely and getting to know everybody and feeling so welcomed. She thanked her husband and her children for their support, and especially her parents who instilled in her a love of education since she was a child. She noted that her mom was in the audience, but that her dad

passed away last summer. She knew that her father was looking down with a huge smile because this was a dream of his as well. Mrs. Kahl stated that she looked forward to working with the Board.

5. COMMITTEE REPORTS

a. Curriculum & Instruction Committee Meeting ~ August 8, 2011

In Mrs. Carmody's absence, Mrs. Notar-Francesco reported that the committee met on August 8 and the highlight of the agenda was a review with the new Assistant Superintendent of the committee's goals for the new school year. One of the NEASC recommendations that the Curriculum & Instruction Committee will be addressing shortly is the consolidation of academic levels at Southington High School, from four levels down to three levels. Mrs. Notar-Francesco noted that Mrs. Carmody was a member of the SHS Leveling Committee and she discussed an overview of that Committee's work with the Curriculum and Instruction Committee. The Curriculum and Instruction Committee acknowledged the challenging work that the Leveling Committee has undertaken, and they are anxious to see the plan that will be brought forth. The Curriculum and Instruction Committee will meet again on September 7 at which time they will delve into the substance of this initiative with a presentation of the plan by Dr. Semmel and several members of the leveling committee. The full Board will then have the pleasure of the plan presented at the September 22 meeting. She noted that the committee talked about other topics for future Curriculum and Instruction Committee meetings and agreed to continue to meet monthly or more frequently, if issues require it.

b. Finance Committee Meeting ~ August 11, 2011

Mrs. Clark reported that the committee met on August 11, 2011 and discussed self-insurance, transfer of funds, recycling of copy paper, snow removal and sanding, capital projects and the year-end closeout 2010-2011.

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

"Move to approve the Transfer of Funds."

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

Mr. Goralski mentioned that this early in the year transfer of funds is not common, but this particular transfer allows some changes that impact curriculum. This took place at Kennedy Middle School over the summer.

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

"Move to approve Bid #2011-BID-20, Snow Removal and Sanding at JFK, Strong, Thalberg and South End Schools."

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

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

“Move to approve the Five-Year Capital Project Plan to be submitted to the Town.”

Mr. Goralski pointed out that this is the plan that the Board approved last year with the modifications to meet the standards the Town has in place. It will eventually make the grand master plan on the Town level.

Mrs. DiNello commended Mr. Goodwin who did much work pulling items from the Property/Facility/Maintenance section of the operating budget and determining what could be rolled into this Capital Plan. Mrs. Clark gave kudos to the administration because something that had never truly been understood by everyone involved has now been simplified to represent something that all Town committees will understand.

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

6. REPORT OF SUPERINTENDENT

a. Personnel Report

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

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

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

7. OLD BUSINESS

a. Town Government Communications

Mr. Goralski thanked all the Town Boards for their work over the summer months. He pointed out that Mrs. Rickard and Mrs. Clark attended the meeting regarding the middle schools that will be a referendum item this November. He noted that the Board has seen the great things that have happened to all the other renovations that occurred in the elementary schools and Vo-Ag. Now, the middle schools renovate-to-new will be a very exciting project for the entire community. He thanked all the Town Boards for making that a reality.

b. Construction Update

Mr. Cox reported that for the Plantsville project they received the energy management server component, and that the school technology department and energy management are coordinating installation. This should take place after the first week of school. He reported that with the South End project they made a number of changes in the programming and some of the components this summer. They will put the air conditioning to the true test when they have 300 youngsters and staff coming in at the start of school. Mr. Cox reported that the contractor was on the athletic and soccer fields today and totally leveled it again and reseeded.

c. North Center School Project Update

Dr. Erardi noted that for those who know Mr. Cox he is fairly stoic. However, Mr. Cox expressed his excitement on Monday afternoon while offsite with a large font, bold, e-mail stating that the contract regarding North Center School had been signed. Dr. Erardi hoped that, when he drives by North Center School on Friday, Al Borghesi and his work crew will be there on-site and beginning the project.

d. Middle School Feasibility Study Update ~ Educational Specifications

Dr. Erardi stated that the information that Board members have in front of them is information that the Board has already seen, but he compiled it so the Board has a packet this evening for discussion (*Attachment #2*). At the July meeting, there were modifications that were made to the Educational Specifications for the two middle schools renovate-to-new. The Board needs to take action to the addendum of the Educational Specifications. He stated that Joe Costa from Fletcher-Thompson Architects was present to answer any questions. Dr. Erardi stated that he had copies for the press.

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

“Move that the Board of Education approve the amended Educational Specifications for the middle school projects.”

Mr. Derynoski stated that he reviewed the Educational Specifications and, although he would have rather seen the original Educational Specifications approved, he understood the circumstances with the dollars. He thought that they did a very nice job in maintaining a good solid educational environment.

Mrs. Notar-Francesco stated that there had been some discussion about the grand pianos in the community. She questioned what they were planning to spend on the pianos.. Dr. Erardi replied that he would get that information for her. Mrs. Notar-Francesco stated that, from some of the information that she gathered, grand pianos can range significantly in cost from approximately \$10,000 to \$50,000-\$60,000 and up. Dr. Erardi will bring that to the Board and to the community once he gets those figures.

Mrs. Johnson asked Mr. Costa about the revised footprints. Mr. Costa pointed out that the drawings were conceptual which means they need a lot more design. Mrs. Johnson asked Mr. Costa to show the Board on the conceptual plan what was eliminated because of the \$15 million reduction. Mr. Costa stated that the old plan had a small addition on the end of the gymnasium and within that addition there was a health class, OT/PT, and two storage rooms. He pointed out that there are new homes for those spaces now within the school. As part of the elimination of program, there was the orchestra keyboard space that has been displaced and removed from the program. They did some small tweaking with the floor plan itself. There was a small mechanical room that is now a faculty collaboration space. On the second floor, there were two spaces that were labeled “faculty collaboration” and those are now labeled as “work spaces.” He noted that the changes were very minor.

Mrs. Notar-Francesco asked if the coordinators were going to reside at the middle schools. Dr. Erardi replied that was correct; one coordinator will be in each building.

Mrs. Queen stated that, in reviewing the description for the two special education classrooms, they seem designed for a specific population of students in each one. She asked if the plan was to keep them long-term for special education students or if they were flexible space. Dr. Erardi responded that there are two district programs, one being housed at Kennedy and one at DePaolo. It is his belief that they are long-range programming and that they will probably build rather than go away. He stated that they are the two programs that they will also look for reimbursement on, because of the overage, through the Commissioner's office for a better return on our dollar. He stated that, looking at the projections coming through the preschool and primary elementary, they are quite certain that population would grow in one of those two programs.

Mrs. Johnson noted that in other construction events they had 3-D models and asked if they would be getting one of those. Mr. Costa replied that they updated the 3-D models that they produced earlier and at a future date they will reintroduce those. They wanted to keep this as a fairly simple presentation tonight. Mrs. Johnson asked if it was going to be done as virtual models or something they could actually look at on a desk. Mr. Costa replied it will be electronically and that they will have them in still images. Mrs. Johnson clarified that she was talking about a physical model. Mr. Costa replied that they generate a computer model and do not have a physical model. They found that computer models were more flexible and they can show more views and enlarge it, remove reduce it, and transport it very easily. He stated that his firm prefers an electronic model.

Mr. Goralski noted that on the Educational Specifications there was one page that he questioned. On page 23, where it indicates the mathematics classrooms expectations, he thought that student seating was missing. Dr. Erardi replied that under the heading "Furnishings" on page 23, item number six addresses the seating.

Mr. Goralski thanked all the Town Boards. He noted that the Board of Finance asked some very interesting questions and made the Board of Education delve deep into the reasoning behind what the Board did. The Board of Education was not happy to cut the \$15 million from what they believed was needed. However, through that process with the Board of Finance, the community is already undertaking a great understanding about what the Board of Education is talking about. He thanked the administration and the committee because they worked through the summer to finalize this document. Mr. Goralski pointed out that Mr. Costa and his organization were amazing because they worked with the Board on the original plan and, on really short notice, they worked with the Board to quickly turn it around. He felt that the teamwork throughout this process has brought something to this community that they will be proud of for many years.

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

e. **SHS Breakfast Program**

Dr. Erardi reported that two weeks ago they had a meeting with the Executive Director and the Chairman of Bread for Life and shared with them that they would be recommending to the School Board a high school breakfast program the same as Grades K-8. In essence, this will become a K-12 Breakfast Program. He received information from Bill McDougal from Bread for Life that they are stepping forward and are willing to underwrite the first \$5,000, if need be,

toward the 2011-2012 Breakfast Program. Dr. Erardi noted that Mrs. DiNello was the plan designer and would share the information for the Board to consider a recommendation to a K-12 Breakfast Program.

Mrs. DiNello reported that at the July 19 Board of Education meeting, the Board requested administration to look into expanding the current K-8 Breakfast Program to the high school. Through conversations with Nya Welinsky, Food Service Director, and Dr. Semmel, Southington High School Principal, they believe that it was feasible to expand the Breakfast Program and, in addition, they believe that there is a need with the number of students who are eligible for free or reduced lunch who could benefit from the expansion of the program. She reminded the Board that the Breakfast Program, throughout all of the schools, is open to every student and staff to participate, it is not something that is only eligible for free or reduced lunch students. She noted that full paying students are also strongly encouraged to buy breakfast.

Mrs. DiNello explained that they would offer the program as a “grab-and-go,” similar to how it is run at the elementary and middle schools. However, Dr. Semmel believes that the bus arrival times would provide students ample time to actually eat in the cafeteria and not have to bring food into the classrooms or homeroom. The plan would be that he would monitor the arrival times of buses the first week of school and determine what the ending time would be to shut down the Breakfast Program to allow the School Store to open.

In expanding the Breakfast Program, there will be a direct correlation and a hit to the DECA program in the School Store. Currently, the School Store sells bagels along with juice, cereal, and milk prior to the opening of school and the store is open periods 1, 2, and 3. It needs to shut down during the lunch waves because they are not allowed to have businesses competing with the state and federally funded lunch program. Because the Breakfast Program would also be subsidized, there cannot be a competitive sale of the bagels in the School Store. In addition, she learned this week that they cannot have sales occur within one-half hour before or after the offering of breakfast. She explained that was why Dr. Semmel was going to watch the arrival time of buses to determine when they could shut down the Breakfast Program in an effort to open the School Store as early as they can during period one to not continue to hurt that program. She felt that it was important for the Board to know that the School Store has a very successful and profitable bagel sale program and the net profit is traditionally over \$15,000 annually. Therefore, there would be a direct impact to their fundraising efforts. Mrs. DiNello pointed out that the School Lunch Program could potentially be the beneficiary of this changeover with the expansion of the Breakfast Program because now they would be able to sell the same bagels as an a' la carte item during the Breakfast Program that the School Store had sold. She pointed out that five percent of students are eligible for free and reduced lunch and that translates into over 100 students who could benefit from being able to receive a free breakfast or a breakfast at a cost of 40 cents. The administration is recommending expanding the Breakfast Program. They would like to start on Tuesday, September 6.

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

“Move to expand the Breakfast Program to Southington High School in September.”

Mrs. Fischer asked if it was feasible to not sell bagels as a way to compromise with the School Store.

Mrs. DiNello clarified that the Breakfast Program and the menu items would be very similar to those being offered at the elementary and middle schools because they need to meet the requirements of a subsidized Breakfast Program. They usually offer a hot breakfast two times a week such as French toast sticks, warm bagels, mini-pancakes, as well as cold cereal, fruit, yogurt, and cheese sticks. There are a variety of items that students would be getting as part of the breakfast meal plan. In addition, the plan was that they would sell the bagels as an a' la carte item. They would not be eligible for the free and reduced lunch pricing because it would not meet the nutrition requirements. She noted that, in speaking with the high school business department chair and Marissa Calvi-Rogers, who oversees the School Store, everyone was in agreement that it will have a severe impact on the School Store; but, it would be silly for them to not allow the continued sale of the bagels as an a' la carte item because many students would not have the opportunity to buy the bagel in periods 1, 2 and 3.

Mrs. Rickard summarized the difference is that the School Store is open before school and it is not going to be able to do that anymore. It will just be open one-half hour after the Breakfast Program through the end of period 3. Mrs. DiNello replied that was correct.

Mrs. Johnson commended the administration on implementing the Breakfast Program at the high school. It was less than one month ago that the Board first brought this idea to them and they acted on it so quickly and found out that the need was so great. She noted that she spoke to a high school student who is on the very last bus that arrives at the school and he barely has time to get to his class much less participate in any Breakfast Program. She questioned how Dr. Semmel would handle that. Mrs. DiNello replied that it was still in the discussion phase. At the middle school they talked about the opportunity for students who could not arrive at school on time to be able to bring breakfast to homeroom and eat it then. Right now, the idea of having food traveling through the high school and having food in the homeroom is not something they are looking forward to, but it has not been ruled out. Dr. Semmel will be monitoring the bus arrival times for the first week of school and determine how many students could be impacted and whether there is an alternative way to service those students. Mrs. Notar-Francesco thought it might take longer than the first week of school to determine this with the bus schedules finally settling down.

Mr. Goralski questioned if the Breakfast Program works on the same principle as the lunch program with the ID's. Mrs. DiNello replied that was correct; students could pay at the register and input their pin number so it would allow for those students who are eligible for free or reduced lunch to be anonymous. Mr. Goralski asked if that pin number works in the DECA Store. Mrs. DiNello replied that it did not. She stated that the School Store orders 12-15 dozen bagels daily; 2-3 dozen of those are sold in the freshman wing and, by the time school started, traditionally only about 3 dozen bagels were left. Close to 12 dozen bagels were sold prior to the start of school. Mr. Goralski felt that the 100 students who are eligible for free and reduced lunches should be closely monitored for their utilization of this program and that is when the Board could go back and revisit this.

Mrs. Queen had no doubt that the DECA students could use their creativity and ingenuity to come up with a great sales program to sell something else. She stated that after school there is a huge need for students who are looking for snacks before they go to sports or an after school activity. Mrs. DiNello noted that the Finance Committee has asked the administration to work with the leadership at the high school and business department to see what they could together come up with for future plans. Mr. Goralski thought that the after school idea was great.

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

8. NEW BUSINESS

a. **Appointment of Assistant Principal ~ Derynoski Elementary School (*Moved to Agenda Item 4.c*)**

b. **Superintendent's Annual Report**

Dr. Erardi had a correction to his Executive Summary where he talks about the high school being recognized as one of the top 300 schools regarding AP testing. It is actually the top 400 and that correction will be made on Friday.

Mrs. Queen asked if this went into the minutes that are published online because there is so much information in the Annual Report for parents to read. She stated that it was an excellent report and she encouraged people to read it. She was told that the Superintendent's Annual Report goes on the website as a separate document.

Mr. Goralski noted that on page 11 it stated the Activate Southington organization participated in a successful "State Routes to School Program" and it actually should be "Safe Routes to School Program." He felt that this was a great document.

Mrs. Rickard added that this document has really evolved because she remembers many times Mrs. Johnson asked for some consistency to the formatting and this document is beautiful. Mr. Goralski loved the letterhead and the style. Mrs. Clark pointed out that it stills shows the individuality of each school community and highlights it. She felt that it was a wonderful document. Mr. Goralski noted that many times the Board's "thank you" does not get heard everywhere, although Dr. Erardi does a fantastic job sharing it. He noted that there were many principals in attendance tonight because of the class size discussion, and he thanked them for the piece that they played in the Annual Report as a collaborative effort.

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

"Move to approve the Superintendent's Annual Report for the 2010-2011 school year, as submitted."

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

c. **Closeout of 2010-2011 Budget**

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

"Move to approve the fiscal year closeout for the 2010-2011 school year."

Mr. Goralski pointed out that Mrs. DiNello provided a new copy of the closeout because there were a couple of pages missing in the copying of the original document (*Attachment #3*).

There should have been a full six pages. He thanked Mrs. DiNello for always making sure the books are appropriate and a model for others.

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

d. Superintendent's Proposed Goals for 2011-2012

Dr. Erardi stated that the goals presented to the Board this evening represent what he believed would be the work of the Board of Education for 2011-2012, central office, and the staff. The format has changed and what he wanted to do was illustrate the ongoing work from last year and rather than bullet out, what he has done in the past, he thought a narrative for each focus area would better serve the community and staff. He always presents this to the Board as a first read, first draft for conversation and endorsement in September. But, what the Board has this evening is what he believed was a reflection of their collective goals moving forward.

Mrs. Notar-Francesco thanked Dr. Erardi for adding the technology piece. She stated that all of these items were going to involve countless hours of work.

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

“Move to approve the Superintendent's Goals for the 2011-2012 school year.”

Mr. Derynoski was under the impression that they were going to review the goals, have some discussion, and then approve them in September. Mr. Goralski believed that was what Dr. Erardi had said. However, he knew that this was shared electronically with the Board a week or two ago. Mr. Goralski believed that it was presented to the Board two ways. They could approve it this evening or they could wait until September. The motion is before the Board tonight and they could make it part of their discussion. Mr. Derynoski replied that either way was fine with him.

Mr. Derynoski stated that with the November referendum coming, Dr. Erardi is formulating plans to start some active informational dissemination on the project; Mr. Derynoski would have liked to have seen more detail of what that was going to entail so that the Board could assist in focusing Dr. Erardi's energies into specific areas, rather than him running roughshod over the whole thing. He felt that Dr. Erardi's time was very valuable and he thought that it would be good if the Board could get together as a group and have a detailed discussion on that one area. The rest of the goals he thought were fine. He thought that Dr. Erardi was going to have a very busy year. However, that goal, in particular, was going to take a tremendous amount of Dr. Erardi's energy and time and he would feel comfortable working with the group to come up with a plan and help him in that regard.

Dr. Erardi stated that it was actually a conversation in which he was going to ask the Board to engage within the last agenda item tonight. He thought that was what Mr. Derynoski was referring to, the lengthy list of roll out. Dr. Erardi shared that he, Mr. Cox and Mr. Costa met over a week ago and began to put their timeline together of the information that is needed. When they begin to roll this out in the second week of September, either through PTOs and faculty meetings, he will be able to frame out for the Board what that 10-15 minutes were going to look like. He felt that, within an agenda item of a PTO meeting, beyond 10 minutes of direct

information they begin to lose folks and people become impatient. He hoped that the most effective presentation is not done by one person and that he and the Board had to share that work. He thought that it was impossible to do every presentation alone. Dr. Erardi explained that what will take place is the opportunity for Board members to select their time to be present. It is truly a work of everybody around the table including central office and the administrative team, and that there will be an opportunity for everyone to get deeply vested into the roll out with many different groups. He noted that they were also looking at community groups, civic groups, all the Town Boards and Commissions, and when the day is done they are looking at nearly 50 presentations in six weeks and, in some cases, multiple presentations in the same evening. He will flush that out in much greater detail, but that is the broad brush in general of where they are with it.

Mr. Goralski liked the idea that Mrs. Johnson had brought up previously about a workshop. Rather than a workshop, he would like the Board to consider a Public Forum where they could set-up in a room large enough where people in the community could come and talk. They would have that 15-minute presentation that Dr. Erardi spoke to and then the Board could answer questions from the public. He thought that, if they added a Public Forum to that list, anyone that does not get addressed in the list has the opportunity to attend the forum. They could put some flyers in the newspapers.

Mrs. Rickard recalled that in past years they would call it "The Roadshow." It was Dr. Saloom, Mrs. Kogut, and Mr. Nick DePaola who did the whole "Roadshow" for Phase II and they had a couple of Public Forums at centrally located places so people could ask questions. She noted that they were well attended.

Mr. Goralski stated that Mrs. Clark was involved in a Political Action Committee before she served on this Board, and he recalled when he first ran for election, there was a similar group for Phase I. Mr. Derynoski explained that the difference between then and now was that they had one year to get the word out. He mentioned this several months ago and they now have about eight or nine weeks to spread the word. He stated that it was going to be a very intense time in order to do it properly. Mrs. Rickard replied that she had full faith in Dr. Erardi. Mr. Derynoski replied that he did too.

Mr. Goralski felt that the Board had learned from the past and amongst the nine of them he felt that they had a great deal of experience on how that worked in the past. He felt that they incorporated some of that in the process already. They had Mr. Costa at 10 public meetings already. Because of the broadcast of meetings on television and the minutes being read, he felt that a great many people in the public had the opportunity to see where they are going. He thought that the community was much better informed and educated than in the past. Mr. Derynoski commented that he has talked to people who had no clue of the Board's plans for the middle schools. Even though there has already been publicity in the newspapers and on the Cox television channel, there are people who don't read newspapers or watch television. The Board needs to reach those people. Mr. Goralski asked how they could incorporate that into Dr. Erardi's goals. Mrs. Rickard stated that they had a tremendous opportunity with the School Open Houses that are all before Election Day. Mrs. Notar-Francesco pointed out that was what Dr. Erardi had planned.

Mrs. Johnson thought that they were initially discussing how the Board would assist Dr. Erardi in putting together his presentation, which was a separate issue from the program that will

be forthcoming. Dr. Erardi clarified that administration's intent is that there is a Board meeting on September 8th and they would have the artifacts that they want to present; they would look for Board input at that time to finalize what the 15 minutes would like. It needs to be shared between administration and the Board. The Board agreed that they would make that a strong agenda item the first meeting in September. Mr. Derynoski added that they have to make sure to allow adequate time for that discussion.

Mrs. Rickard commented on the Brown Bag Luncheons. She stated that, when Dr. Harvey Polansky started that, it was a get together and contact with the PTOs. She pointed out that Dr. Erardi really took over the role of what the Southington Parent-Teacher Council used to be before it disbanded. She felt that Dr. Erardi really expanded on that and that the agendas are packed with information for a room overflowing with attendees. She felt that Dr. Erardi has gone above and beyond in filling a void that was missing for several years.

Mr. Goralski stated that he liked the new format of the goals. He noted that Dr. Erardi referenced the collaboration of how it is put together and, as usual, Dr. Erardi continues to recognize that it is the work of many and not just his work. Mr. Goralski stated that Dr. Erardi needs to never lose sight of the fact that "the work is done by the many because they are led by one." He thanked Dr. Erardi for the new format that is easier to read and stated that he looked forward to meeting these challenges with him.

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

e. Review of Elementary Staff and Class Size Report for 2011-2012

Dr. Erardi reported that at the Brown Bag Luncheon that afternoon they had a lively conversation on this agenda item. He pointed out that the information the Board currently had was the cleanest information that they have looked at in his four years with the district. There are 146 different sections in the eight, Grades K-5, elementary schools. He felt that the Board's conversation tonight would be reduced to three or four classes. He noted that it was important for the Board to know some additional items. By the way the matrix was developed, the budget was put together and with the consolidation and the mobility with students last April through July, they currently have a 1.0 FTE (Full Time Equivalent) in the budget yet to be assigned. There was information that was forwarded to the Board yesterday from central office that tried to create discussion points for the Board.

Dr. Erardi explained that the discussions that took place at central office were intense and extensive and they were led by the Assistant Superintendent. During the Administrative Institute, and since they have returned, ongoing conversations had taken place with every elementary school principal. The bottom line question to the elementary school administrator was, *"Are you endorsing the August 9, 2011 attendance matrix or are you recommending a change that administration should consider bringing forward to the Board of Education?"*

Dr. Erardi pointed out that at Derynoski Elementary School in Grade 4 class sizes average 24 or 25 students. The administrative recommendation for consideration is not to expand an additional section, but for the Board to consider a full-time paraprofessional for support for Grade 4. At Flanders Elementary School, it is the administration's recommendation that the unassigned 1.0 FTE be used for Grade 2 and expand the two sections of 23 students each

to three sections. At Hatton Elementary School, the administration hopes the Board would look at Grade 4, the two sections of 23 and 24 students. At Kelley Elementary School, there are similar numbers in Grade 4 with three sections at 23 and 24 students. At Plantsville and South End Elementary Schools, administration hopes the Board does nothing with those two buildings because the principals are excited to move forward as is. At Strong Elementary School in Grade 3, the principal hopes the Board would consider looking at three sections of 22 students in each. At Thalberg Elementary School, the principal is satisfied with the numbers presented.

Mrs. Smith was delighted with the Kindergarten, Grade 1 and Grade 2 numbers, with the exception of Flanders Grade 2. For years, discussions have been about the importance of maintaining a lower enrollment in Kindergarten, Grade 1 and Grade 2 and that has happened. She focused the Board's attention on Kindergarten and was amazed by the numbers of telephone calls that come in, sometimes hourly, with changes that occur. The best information they have as of 4:00 p.m. yesterday are the numbers before the Board tonight. She shared that with the lower numbers of Kindergarten students it provided the energy for administration to do some research within the state. The colleagues that she contacted across the state, including parochial schools in our district, have generally reported a decline in Kindergarten enrollment. This may be a state or national issue and it is not just an anomaly for Southington. Mrs. Smith stated that, when she looks at Kindergarten, Grade 1 and Grade 2 numbers (with the exception of Flanders), she is delighted about the opportunities that present themselves. As the curriculum and instructional spokesperson for this district, she noted that was the best way to improve instruction and learning for all of the children. It was the best way to provide rigor and support intervention and instruction for everyone. She stated that this was good news.

Mrs. Smith reported that they needed to be watching several "hot spots." As in the past, this Board always had serious conversations, sometimes after school had started, when they see that a bubble has increased to the point of not being reasonable. She noted that the principals she spoke to did not want to see 24 or 25 students in a fourth grade classroom, or 23 in a third grade classroom, or 25 or 26 in a fifth grade classroom. Generally speaking, over the years the Southington enrollment numbers have been fantastic when compared to other districts. In the recent past, Southington has had anomaly classrooms of 24 and 25; but, when that does occur, with supports built-in and with excellent instruction, it can be effective and does not always represent a negative. She strongly endorsed the addition, based on all the information they had this evening, of adding a section at Flanders School because that is the one school that has the highest enrollment at the primary level right now.

Mrs. Smith explained that at Derynoski School, in Kindergarten, there are five Open Choice seats from Hartford. Two have accepted in the first round, and the Open Choice Program Director has told her that the other three seats will be filled by October 1, 2011. Those three seats have not been included in the Kindergarten enrollment at Derynoski; however, the spots must be reserved. Mrs. Notar-Francesco questioned the Open Choice seats at South End School. Mrs. Smith replied that South End seats were all included.

Mr. Goralski asked Dr. Erardi for the administration's recommendation one more time. Dr. Erardi reminded the Board that the recommendation is gleaned from the building principal.

Derynoski School	Grade 4	Hold number of sections and add one FTE Paraprofessional to support teaching and learning.
Flanders School	Grade 2	Expand from two to three sections.
Hatton School	Grade 4	Expand Grade 4 from two to three sections.
Kelley School	Grade 4	Consideration with numbers of 23 and 24.
Plantsville School		No Changes
South End School		No Changes
Thalberg School		No Changes
Strong School	Grade 3	Expand Grade 3 from three to four sections.

Mrs. Fischer questioned if at Kelley School it was to expand from three sections to four sections. Dr. Erardi replied that they were aware that the class sizes are large in fourth grade; however, he believed that it was a workable situation. Mrs. Fischer noted that nothing was said on Hatton School's section of 25 students in Grade 5. Dr. Erardi replied that was correct.

Mrs. Rickard stated that they always looked at the number of students who require special services when they see these higher numbers. She asked if the principals took that into consideration and if they looked at how many paraprofessionals are in these classrooms already. Dr. Erardi replied that the answer was yes and those were the stories that were shared with Mrs. Smith in the identified grade levels that were brought to the Board. There is a story behind every grade level, and every grade level is different. Mrs. Fischer pointed out that in Grade 3 there is the introduction of so many new concepts and so much new information that the students have to absorb.

Mrs. Johnson understood the recommendation was to put one paraprofessional at Derynoski School for five Grade 4 classrooms. At Hatton School, the recommendation is to disseminate the two classes into three classes. Dr. Erardi replied that was the principal's recommendation. Mrs. Johnson wanted to know the logic behind it. Mrs. Smith replied that at Hatton it was the principal's recommendation and at Derynoski School it was a central office recommendation. Mr. Derynoski clarified that the central office was recommending this, not the principal at Derynoski School. Mrs. Johnson did not find it very logical at all. It appeared to her that they should be doing just the opposite. They should be putting the paraprofessional into the class of 25 at Hatton School and take one whole teacher and put it in the fourth grade at Derynoski School. She pointed out that they are talking about stretching one person over five classrooms at Derynoski School.

Mrs. Fischer asked if they could talk about adding that teacher in the second grade at Flanders School. She thought that they should address that first. She felt that, if the Board agreed to add that teacher there, then they would be looking at what resources are available and have that discussion. Mr. Goralski pointed out that all the Board members were shaking their heads in agreement. He noted that Mrs. Johnson agreed that was a focus area. Mr. Goralski pointed out that they have one FTE available and, anything beyond that one FTE, they have to consider the financial implications of where it comes from and how do they do it.

Mr. Goralski took a consensus that the one FTE should be used for Grade 2 at Flanders as recommended by the administration. All eight Board members agreed that is where the FTE should go. He stated that any discussion from this point forward should be how, why, when and where.

Mrs. Johnson asked administration to weigh-in on the financial part of that and what accounts they would be looking at. Dr. Erardi replied that, because of the dynamics with incoming Kindergarten students in one of the elementary schools, they have five youngsters who will be requiring a one-on-one paraprofessional, all in the same school. He was anticipating red ink in the paraprofessional line item out of the special education portion of the budget. With that being said, they have had two or three late retirements during the summer and that gleans a savings for the Board of Education. He stated that this puts him in a very difficult position because he is an advocate for class size and agrees that the smaller the number, the greater the dividend. But, as he shared with the administrative team, with the budget they have been presented and the work that needs to be done, this will be a difficult funding opportunity if they continue to move forward with additional staffing at this time of the year. The Board knows that in line items that they control, they will hold 25% for things like the snow on the roof that they did not budget for last year. He will never use the word "found" money because there is nowhere to "find" money in the operation plan. Every penny is accounted for. He stated that, if the Board chooses to go beyond what the consensus is for Grade 2 at Flanders, it means the administration will come back to the Board with how to marginalize a different account to fund the staffing level the Board would bring forward.

Mrs. DiNello stated that, in preparation for this meeting and knowing that the administrative recommendation was to use the available FTE in Grade 2 at Flanders School and that the only other addition would be one paraprofessional at Derynoski School, she was comfortable that her recommendation would be to use the 25% hold back of supply money to assist in the funding. She reiterated Dr. Erardi's concern regarding the need for the special education paraprofessionals. At this point, the largest unknown in the budget, besides the traditional changes throughout special education outplacements, is the cost of the magnet school tuitions. As of today, they are still awaiting final enrollment numbers at all of the magnet schools. The best available information that they had today was a list of students who have been accepted in magnet schools up through Grade 9. They do not know if all of those students are attending; but, if she was to use that information under the assumption that all students accepted were all to attend and move all the students who had attended a magnet school in Grade 9, 10 and 11 and assume that they would all be returning, they could potentially have a shortfall of close to \$100,000 in magnet school tuition this school year. That leaves her in a very difficult position of recommending spending any additional funding. Mrs. DiNello stated that right now oil continues to drop and they might pick up a few dollars there. They have some late retirements that will assist them, but every dollar that she is seeing in the black is going to help those very large shortfalls.

Mrs. Rickard asked if there was a possibility that there is a student going to the magnet school in any of the "hot spots." Mrs. DiNello replied no and that for elementary enrollment there is less than six students. All of those students had to come to central office to get paperwork signed so they were notified that they registered in Southington and we are aware that they would be attending a magnet school. Those students are not included in the elementary numbers that the Board has before them. Mrs. Rickard asked where the bulk of the magnet students would be attending. Mrs. DiNello replied that the majority of the students would be

attending the Hartford Academy of Math and Science and the Hartford Academy of the Arts coming from the high school. It would be the eighth graders choosing to attend one of those two magnet schools. Mrs. Rickard heard of students attending the magnet middle schools and asked if those students were taken into consideration. Mrs. DiNello replied that they were and there were minimal (under five) students attending in Grades 7, 8 and 9.

Mrs. Queen questioned that, if the school year begins and they find a “hot spot” in which a teacher is having a challenging situation, what resources were available and is there a culture in place in which a teacher feels comfortable asking for help. She felt that this was a professional strength, not a weakness. She questioned how the Board would address that moving forward. Dr. Erardi replied that the Board would reconvene on September 8; if there was an untenable situation in any classroom they would have that information on August 29 (the first day of school).

Mrs. Smith explained that last year Derynoski School had high enrollment in Grade 5 with five teachers. They had two classes of 26 students. They restructured the use of literacy tutors and targeted one literacy tutor, in particular, to work exclusively with Grade 5. She stated that it provided quite a bit of relief, and it was a schedule that was developed that made sense. She added that she appreciated Mrs. Johnson’s point because, if she could, she would want to hire four teachers and keep all enrollment below 20 students everywhere; but, the constriction under which the Board has been charged is, if one FTE exists, where would the priority be? She was happy to see it was in a primary grade and there was only one of them. As a former principal, she noted that this Board has always reacted favorably with enrollment considerations being the number one goal. She stated that the staff knew that as well.

Mrs. Notar-Francesco appreciated the recommendation for the Hatton Grade 4 situation to expand that from two to three classrooms because she looked through some of the CMT data. For the most part, that group of youngsters was very needy in terms of where they landed at goal in reading. She stated that Flanders was as well, but their class size numbers are smaller. She also thought that they were stretched financially so she would not be inclined to expand that grade to three classrooms. However, she asked what they could do for those students in terms of additional support, whether it is support with literacy tutors or literacy specialists. Dr. Erardi asked if he could bring back a detailed answer to the Board for September 8 on what they have done with these “hot spots” if the Board does not take any further action regarding support staff. The Board members agreed.

Mrs. Johnson felt that they had to keep in mind that they have three Title I schools in this town and she thought that priority for smaller class sizes should be given to the Title I schools because the children there are needy. Mr. Goralski pointed out that Title I is based on financial need. He stated that educational need in many communities hinges upon that. In the Southington community, he was not ready to make that assumption. Mrs. Johnson stated that she philosophically disagreed.

Mrs. Rickard thought that it was the Board’s responsibility to make sure that every child in this town received the best possible education suited for them within the means that the Board can. They cannot say they are going to help one school over another. Every child is important and she thought, based on what they are doing right now, their only option is to add the teacher and wait until September 8.

Mr. Goralski felt that they would be almost irresponsible to add more than the one they have in place because right now the budget could sustain that one teacher. He would not be comfortable adding more than that. He was not comfortable with the class sizes growing. He does see parity like he has never seen before, but the sad reality is that the parity is going up. They used to be happy when the class size was 20 students or less in Grade 3 and below, and when it was 23 or less in Grades 4 and 5. What they are seeing now is that they have to be comfortable with 21 and 25. It is a sad reality of the economic times. He felt that the Board had to be optimistic that the administration will continue to be creative. He stated that the parents needed to understand that the Board supports them. Mr. Goralski explained that, in New Britain, the teachers' union is allowing elementary class sizes that exceed 32 students. He thought that Southington should be somewhat pleased that they are still at 25 students in a classroom and that is making them uncomfortable.

Mrs. Johnson asked if they would be getting updated enrollment projections at the September 8 Board of Education meeting. Dr. Erardi replied that they would.

Mr. Goralski asked if they need a motion from the Board or, because there is an FTE in place, the consensus will do for the administration. Dr. Erardi suggested that they make that motion. Mr. Goralski stated that the administration is requesting a paraprofessional at Derynoski School and a teacher at Flanders School. Mr. Goralski noted that they have only taken a consensus on the teacher at Flanders. Mr. Goralski stated that the current budget only has one FTE available and the Board took a consensus to utilize that FTE in Grade 2 at Flanders. They will need a more formal motion before they step off this agenda item. They also need a consensus on the paraprofessional, which does not appear to exist because they do not have that money. Mrs. Queen thought that Mrs. DiNello said they could fund that with the 25% hold back in supplies. Mrs. DiNello explained that the 25% hold back of supplies will be potentially used to fund some of the other shortfalls, such as magnet school tuition and paraprofessional needs. If it was the Board's choice to move forward with the paraprofessional, her suggestion was that it would be funded through the potential of the 25% hold back.

Mrs. Notar-Francesco felt that by the next Board meeting they should have more definitive numbers on magnet schools. Mrs. DiNello replied that was also her hope; however, she just checked her e-mail because Mrs. Passamano had been calling throughout the day and the e-mail that she sent after 5:00 p.m. today said that "they are not anticipating releasing actual enrollment numbers for the magnet schools until after September 30, 2011." Mr. Goralski noted that the magnet schools could keep asking our students to attend. If the magnet school does not get acceptance from the first round, they could go out to the wait-list students and ask all the way through October 1. They want to fill their schools and they are going to keep trying to do so. Mrs. DiNello read the e-mail, "This was information from the Bureau Chief at RSCO and he was going to put in a request for the updated list, but wanted to be clear that the final data would not be available until after September 30. They are still having additional rounds of acceptance." Mrs. Fischer stated that Mrs. DiNello would know from the list they have regarding the names of students. Mrs. DiNello replied that they would know if the students who are on the list have gone; but, they will not know if additional students who have been wait-listed may now gain acceptance based on students who choose not to attend other schools. It could be a plus and/or minus.

Mr. Derynoski appreciated the dilemma of trying to balance all these numbers, especially with the tuition issue in front of them. Every year he brings up that his biggest concern is the

potential unknown of special education. He thought that they have been very lucky over the last few years because things have been very favorable, but that can change with one student and he knows there is nothing extra in that account. Mrs. DiNello reminded the Board and the public that they have had the benefit of having the ARRA funding, specifically for special education IDEA funding for the past two years. That money is gone as of September and it was used to help fund close to \$500,000 worth of tuitions for students over the past two years. Those students will now be absorbed, and administration knew that as they developed the 2011-2012 budget; but, there is no additional funding to assist for any new outplaced students. Traditionally, her office has met with the Special Education Department during the month of October, and they start formulating what the potential excess costs would look like. However, this will be a major issue statewide because districts utilized ARRA funding and now they would be going back to the state requesting excess cost funding as part of their operating budget. The state dollar amount for the grant for excess costs has not increased, which will mean a larger cap on the dollars potentially coming back to districts.

Mrs. Rickard noted that the 25% was not money they have sitting around; it is money that is not being spent on needed supplies. Mrs. DiNello replied that, although they have not changed the per pupil dollar amounts, for the first time in almost six years, the Board was able to fund in almost every line item based on the current enrollment numbers. They have not increased per pupil funding in the accounts, but they are finally funding it based on the enrollment numbers that they had as of October 1, 2010. Mrs. Rickard stated that it was still students going without so they could pay for something else. Mrs. DiNello replied that it was funding that the principals would like to spend on supply needs that they are forced to hold back spending until the spring, if and when the money is released back to the schools.

Mrs. Notar-Francesco asked if Mrs. Passamano was still taking registrations. Dr. Erardi replied that she was and the numbers will grow. Mrs. Smith stated that every appointment they have through the next five school days will not affect those "hot spots." Dr. Erardi stated that they have over two dozen parents just calling now to register. He stated that the middle schools and high school are jammed packed with registration at this point.

Mrs. Johnson commented that, at the Brown Bag Luncheon that afternoon, Dr. Erardi recommended to everyone in attendance to get the word out to register now and not to wait. She thought their friends from the newspapers could assist them in that effort to make sure that the word is out.

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

"Move to utilize one FTE for the second grade at Flanders Elementary School."

Mr. Derynoski can appreciate making the motion, but he was not sure that it was really needed. Mr. Goralski replied that they are directing where the FTE goes.

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

Mr. Goralski asked Dr. Erardi to extend the Board's thanks to Mrs. Passamano who does this throughout the summer. He also thanked Mrs. Smith for her work.

f. Opening of School Dates 2011-2012

Dr. Erardi stated that this was information for the Board's calendars (*Attachment #4*). This is the best information going forward with important dates, times and places for the Board of Education. Mr. Derynoski commented that this was the first time he has seen something in this type of detail and thought it was very nice. After 20 years, he finally has something that he can look to and easily plug into this calendar. He stated that he was grateful to whoever put this together. Mrs. Rickard replied that it was obviously Debi Albaitis.

Mr. Goralski pointed out the opening of school date for what the Board calls their traditional "BOE Bus Tour." This is actually whoever has the biggest car to hold the most Board members; they will start at the high school. Anyone on the Board who is interested should call Debi Albaitis to let her know who will be attending. Mr. Goralski stated that he would visit every elementary classroom as he does every year. Mr. Goralski noted that, last year, Dr. Semmel had homemade muffins for the Board and he thought that it would be a good idea to get the message to him that the Board appreciated that.

Dr. Erardi commented that they usually arrive at 7:15 a.m. with the intent to beat the buses. Mr. Goralski clarified that they arrive at the high school before the buses, and then they leave after the buses pull out.

9. EXECUTIVE SESSION FOR PERSONNEL MATTERS AND NEGOTIATIONS

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

"Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing personnel matters and contract negotiations, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

The meeting adjourned at 9:15 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary
Southington Board of Education

SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

EXECUTIVE SESSION
AUGUST 18, 2011

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:30 p.m.

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

Members Absent: Mrs. Terri Carmody.

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

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

“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing personnel matters and contract negotiations, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mrs. DiNello left the meeting at 10:00 p.m.

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

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 10:34 p.m.

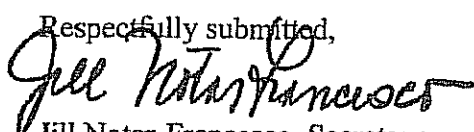
MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 10:34 p.m.

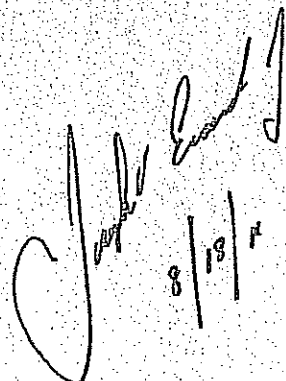
Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

Administrative Report – August 18, 2011

- 1. Legislative Update** (Attachment #1)
- 2. Bullying Committee** (Attachment #2)
- 3. K-12 Administrative Assignments** (Attachment #3)
- 4. Administrative Institute** (Attachment #4)
- 5. Best Practice Leads to Gold Standard** (Attachment #5)
- 6. Summer School 2011** (Attachment #6)
- 7. Adopt-A-School** (Attachment #7)
- 8. Administrative Read “The Orange Revolution”**



Handwritten signature and date: 8/18/11

2011 SESSION CONNECTICUT GENERAL ASSEMBLY

In its 2011 session, the General Assembly passed a number of laws affecting boards of education and school districts. The following is a general summary of legislation passed. Application of a specific law to a particular set of facts or to a particular situation may require more detailed analysis of the law's provisions. In addition to the summaries below, boards of education should refer to the Employment Legislation Summary for additional legislative changes applicable to all employers. These new statutes are available online through the General Assembly website at <http://www.cga.ct.gov/>. We will be happy to send you copies of any of these new Public Acts upon request.

Bullying

Public Act 11-232 makes significant and substantial changes to existing law regarding bullying. Effective July 1, 2011, bullying is now defined as the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district (communicative acts), or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district (physical acts) that: (1) causes physical or emotional harm to the student or damage to the student's property; or (2) places the student in reasonable fear of harm to himself or herself, or of damage to his or her property; or (3) creates a hostile environment at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate); or (4) infringes on the rights of the student at school; or (5) substantially disrupts the education process or the orderly operation of a school. This new law also defines cyberbullying, and explicitly requires school districts to prohibit bullying which occurs outside the school setting if such bullying (1) creates a hostile school environment for the victim; (2) infringes on the rights of the victim at school; or (3) substantially disrupts

the education process or the orderly operation of a school.

Among its many requirements, Public Act 11-232 now requires districts to: (1) develop and implement a "safe school climate plan" and to submit such plan to the State Department of Education ("SDE") no later than January 1, 2012; (2) appoint a safe school climate coordinator, starting on July 1, 2012; and (3) provide in-service training for certified teachers, administrators, and pupil personnel. Starting with the 2012-2013 school year, this new law also requires that the principal of individual schools or his/her designee serve as the safe school climate specialist, and that the principal establish a committee (or designate an existing committee) to be responsible for developing and fostering a safe school climate and addressing issues related to bullying in school.

Prior law had required school district policies to enable anonymous reports of bullying to teachers, school administrators, and designated school staff. The new law permits anonymous reports to any school employee, as defined by the new legislation, and requires any school employee who witnesses acts of bullying or receives reports of bullying to orally notify

the safe school climate specialist within 1 school day and to file a written report not later than 2 school days after making their oral report. Finally, under this new law, the school principal is now obligated to notify the appropriate local law enforcement agency when the principal believes that any act of bullying constitutes criminal conduct. For more detailed information about this new legislation, please see <http://www.ctschoollaw.com/blog.aspx?entry=213>.

Child Abuse and Neglect

Public Act 11-93 expands existing laws regarding the reporting and investigation of child abuse and neglect. Among its requirements, this new law requires that any applicant for any position within the public schools submit to a child abuse and neglect registry check. This requirement is effective July 1, 2011 for applicants for certified positions and July 1, 2012 for noncertified positions. In addition, Public Act 11-93 requires the Department of Children and Families ("DCF") in consultation with the SDE to develop a model mandated reporter policy and provide mandated reporter training to new school employees. This new law also expands the ability of boards of education to obtain records from DCF in connection with potential employees by requiring DCF to promptly provide such records without the consent of the potential employee.

Effective July 1, 2011, the definition of mandated reporter was expanded to include any school employee, a term which is defined broadly to include individuals who have regular contact with students through the performance of their duties. On or before February 1, 2012, each board of education must adopt a written policy regarding the reporting by all school employees and distribute it annually to school employees; also, each board of education must document that all employees have received the written policy and completed a required training program. Finally, this Act now requires, effective July 1, 2011, that boards of education maintain "in a central location" all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee, including reports made to DCF, and authorizes the SDE to access such records.

Tenure and Non Renewal Notification

Public Act 11-135 amends existing law regarding teacher tenure. For the purposes of calculating continuous employment towards tenure, non-tenured teachers working under cooperative arrangements pursuant to Section 10-158a can count previous continuous employment with a board of education immediately prior to the cooperative arrangement towards tenure. In addition, a tenured teacher who is employed by a board of education that enters into a cooperative arrangement pursuant to Section 10-158a will not have a break in continuous employment for the purposes of tenure as a result of the cooperative arrangement.

On a related topic, Public Act 11-136 makes a slight, but significant, change to the deadline for notification of non-renewal of teacher contracts. Effective July 1, 2011, a district may provide written notification of non-renewal to non-tenured teachers it wishes not to renew by May 1 (rather than by April 1, as was previously the case).

Teacher Certification Requirements

Public Act 11-127, effective July 1, 2011, allows teacher candidates who complete student teaching in private schools to count that student teaching towards the preparation and eligibility requirements for initial teaching certificates. To qualify, the student teaching must be at a private school approved by the State Board of Education, offered through a teacher preparation program at a higher education institution, and completed through a cooperating teacher program.

Qualifications of Substitute Teachers

Public Act 11-27 amends existing law to allow the Commissioner of Education to waive the requirement that a substitute teacher hold a bachelor's degree upon the request of a superintendent of schools. This replaces existing law and represents a return to the law as it stood prior to the 2009 changes to the degree requirements for substitute teachers.

Minimum Budget Requirement ("MBR")

For fiscal years 2012 and 2013, Public Act 11-234 requires most, but not all, towns to budget the same amount for education as they budgeted in the previous year. During Fiscal Year 2012, all towns must generally appropriate at least the amount appropriated for education in Fiscal Year 2011. Towns which chose to reduce their local education appropriation pursuant to Public Act 09-1 -- which allowed towns to reduce local appropriations after school districts received unexpected direct mid-year funding under the American Recovery and Reinvestment Act's ("ARRA"; commonly referred to as "The Stimulus Package") State Fiscal Stabilization Fund -- must now also restore such local education funding.

There are several exceptions to these general requirements. First, if a school district had fewer students enrolled in the previous school year than in the year before, the town may reduce its MBR by \$3,000 times the enrollment reduction, but the total reduction may not be more than 0.5% of the previous year's appropriated amount. The second exception applies only to school districts which do not maintain a high school and have arranged for their high school level students to attend another school district's high school on a tuition basis. Should a reduction in the number of high school age students occur in such a "sending" district, the sending district may reduce its MBR by an amount equal to the number of students reduced times the tuition paid per student, but the total reduction may not be more than 0.5% of the previous year's appropriated amount. Third, if a school district has permanently closed one or more schools in the district, or will close one or more schools in the next two years, due to declining enrollment, the resulting savings may enable the municipality to reduce the applicable MBR in an amount determined by the commissioner.

Towns are not eligible to reduce their MBR in any of these three ways, however, if (1) their school district has been identified for improvement and the poverty rate in the town is greater than 10 percent; or (2) the

district is in the third year or more of being identified as in need of improvement and (a) has failed to make adequate yearly progress in math or reading at the whole district level or (b) has made adequate yearly progress under the "safe harbor" provisions of No Child Left Behind.

Interdistrict Public School Attendance Program

Various fiscal components of the interdistrict attendance program (Open Choice) are effected by Section 188 of Public Act 11-48. For the 2011 fiscal year, the SDE gave receiving districts an annual grant of up to \$2,500 for each out-of-district student who attended school in the receiving district under the Open Choice program. For the 2012 fiscal year, and each fiscal year thereafter, the grant paid to receiving districts will be as follows: if the number of out-of-district students is less than 2% of the total student population of the receiving district, the annual grant will be \$3,000 for each out-of-district student. If the number of out-of-district students is greater than or equal to 2%, but less than 3%, of the total student population of the receiving district, the annual grant will be \$4,000 for each out-of-district student. If the number of out-of-district students is greater than or equal to 3% of the total student population of the receiving district, the annual grant will be \$6,000 per out-of-district student.

Public Act 11-48 amends the description of the purpose of the program by deleting the phrase "for students enrolled in the public schools," thereby allowing students enrolled in private schools to participate in the Open Choice program.

Education Cost Sharing ("ECS")

Section 189 of Public Act 11-48 establishes a task force to study issues related to state funding for education in the context of state constitutional requirements. The ECS grant formula remains unchanged.

Study of the State Technical High School System

Section 191 of Public Act 11-48 establishes a task force to study the finance, management, and enrollment structure of the State Technical High School System.

School Breakfast Grants

Section 198 of the Public Act 11-48 renders more schools eligible for state school breakfast grants by reducing the eligibility standard. If at least 20% (rather than the existing standard of 40%) of lunches served to students are free or reduced price, the school qualifies for the breakfast program.

Notification of Mediation and Arbitration Decisions

Effective July 1, 2011, Public Act 11-125 revises existing law to require arbitrators to send a copy of teacher or administrator binding arbitration awards to the legislative body of the town for the district involved, or, in the case of a town for which the legislative body of the town is a town meeting or representative town meeting, to the board of selectmen, as well as to the education commissioner, town clerk, board of education, and union.

Student Expulsion

Effective July 1, 2011, existing student expulsion law is revised to clarify that if a board of education expels a student who is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for the same offense, any period of expulsion must run concurrently with the period of commitment. Pursuant to Public Act 11-115, if the expelled student subsequently seeks to return to a school district after release from juvenile detention, and the student had not been expelled by the local or regional board of education for the offense for which the student was committed, the board for the school district to which the student is returning must allow the student to return and may not expel the student for additional time for the offense.

In addition, Public Act 11-157 revises existing law to make changes regarding the confidentiality of information provided by representatives of the municipal or state police departments in connection with an expulsion hearing. Prior law provided that information with respect to a child under 16 is confidential; effective October 1, 2011, any information with respect to a child under 18 shall be confidential.

Effective July 1, 2011, Public Act 11-126 allows a student who is at least 16 years old to attend adult education as part of an alternative educational opportunity during an expulsion period without having to withdraw from regular public school.

Student Transfers

Under existing law, when a student enrolls in a new school district (including a charter school), the new school district must provide written notification of such enrollment to the student's former school district. Public Act 11-115 revises this requirement to add that such notice to the former district must be made not later than two business days after the student's enrollment. This Act also sets forth requirements regarding student transfers from either one of the unified school districts to a local or regional board of education.

Closing the Achievement Gap

Public Act 11-85 amends existing law in several ways. First, it permits the local or regional board of education for a school classified as low-achieving pursuant to Section 10-223e(c)(1) of the General Statutes to increase the number of school sessions each year and the number of school hours each day in order to improve student performance. Second, it requires priority school districts to assess the reading levels of kindergartners at the end of the school year, and of first through third graders at the beginning, middle, and end of each school year. If a student in grades K-3 has a deficiency in reading, the school must develop an individual reading plan for that

student (under existing law, this is called a personal plan). Finally, the Act requires anyone seeking a teacher certification in elementary education to achieve a satisfactory evaluation on the appropriate SDE-approved math assessment.

Secondary School Reforms

Public Act 11-135 delays by two years the implementation of the secondary school reform requirements enacted in 2010, delays by two years the SDE's development and approval of end-of-year examinations, and revises and delays by one year the start of biennial status reports on the implementation of the new graduation requirements.

School Governance Councils

Public Act 11-135 also exempts boards of education with low-achieving schools that have only a single grade or that already have substantially similar school governance councils to those required by law from the requirement to establish new school governance councils.

Student Success Plans

Instead of requiring schools districts to collect information on students' career and academic choices, beginning with the 2012-2013 school year, each local and regional board of education will be required to create a student success plan for each student in grades six through twelve. Public Act 11-135 requires the plan to include a student's career and academic choices.

Revisions to Education Statutes

Public Act 11-136 revises several existing education statutes:

- **Genocide:** Existing law named "Holocaust education and awareness" as a subject the State Board of Education shall encourage boards of education to include in curricula. This topic was expanded to "Holocaust and genocide education and awareness."
- **Certification endorsement:** The Commissioner of Education may allow a certified teacher who holds an endorsement in elementary education and who is otherwise qualified, to teach a specialized course in grades kindergarten to eight.
- **Truancy:** Schools now must notify parents of their child's irregular attendance by telephone and by mail. This new requirement for written notice must include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to existing law. If the parent of the truant child fails to attend the meeting required under law (a meeting between parents and school personnel to review the circumstances of the truancy), or otherwise fails to cooperate in solving the truancy problem, the superintendent of schools must file, within 15 calendar days of such parent's failure to cooperate, a written complaint to the Superior Court pursuant to existing law. On or before July 1, 2012, the State Board of Education will create definitions of "excused absence" and "unexcused absence" for use by school districts.
- **Public school information system:** A superintendent may now access information in the statewide public school information system regarding the statewide mastery examination for the limited purpose of determining examination dates, scores, and levels of student achievement for enrolled or transferring students.
- **World languages:** Under existing law, one or more world languages must be offered as a component of a public school program. As amended, American Sign Language must be included as a world language, and signed English is no longer an approved course.

- **Definition of an advanced placement course:**
Existing law is amended to expand what qualifies as an advanced placement course. Each local and regional board of education must provide an advanced placement course program. Advanced placement course program will mean a program approved by the State Board of Education that provides college or university-level instruction for which high school credit is earned.

Charter Schools

Public Act 11-234 gives the State Board of Education authority to issue a charter school educator permit to qualified persons employed by a charter school as a teacher or administrator who do not hold initial educator, provisional educator, or professional educator certification. Qualification criteria are set forth in the Public Act. Not more than 30% of the total number of administrators and persons providing instruction or pupil services may hold the charter school educator permit during a school year.

The charter school educator permit authorizes the holder to serve as an administrator or teacher in a charter school and may be renewed by the Commissioner of Education for good cause upon the request of the state charter school governing council employing the holder at the time the charter for the school is renewed. In addition, any administrator holding a charter school educator permit is authorized to supervise and conduct performance evaluations of any person providing instruction or pupil services in the charter school that such administrator is employed. Charter school educator permit holders are considered members of the union, if one exists, and participate in the Teacher Retirement System.

Accountability Report Card

Public Act 11-109 provides that the select committee of the General Assembly that has cognizance of matters related to children maintain an annual report card that evaluates state policies and programs that promote the goal that all children grow up in a stable,

safe, and healthy living environment. The report card will be available by January 15, 2012.

Child Day Care and School Readiness

Section 144 of Public Act 11-61 requires the Commissioner of Education to collaborate with the Commissioner of Social Services to develop a plan to coordinate child day care services administered by the Department of Social Services and the school readiness programs administered by the SDE into a coordinated early care and education program.

Juvenile Detention Facilities

Pursuant to Public Act 11-51, the local or regional board of education for the school district in which a juvenile detention facility is located will be responsible for providing general education and special education and related services to children detained in the facility. However, tuition may be charged to the local or regional board of education where the child would otherwise be attending school. The State Board of Education will be responsible for any costs in excess of such local or regional board of education's (where the child would otherwise be attending school) prior year's average per pupil costs. If the district in which the child should be attending school cannot be identified, the district in which the facility is located is responsible for spending up to the per pupil cost, and then is reimbursed by the State Board of Education for costs exceeding the per pupil amount.

School Construction

Public Act 11-61 modifies the school construction grant application process. It also allows the Department of Construction Services to waive any deficiencies found in an audit of a school building project upon determining the waiver is in the state's best interest.

Under Section 100 of Public Act 11-57, the Department of Construction Services, along with the SDE, shall provide a school building project grant for a diversity school in any district that has one or

more schools with a minority population of greater than 25% of the district-wide average for the same grade, and that has demonstrated a good-faith effort to correct existing racial disparity in the district. The grant will reimburse such districts for 80% of the reasonable cost of any capital expenditure for the purchase, construction, extension, replacement, leasing, or major alteration of diversity school facilities, including any expenditure for the purchase of equipment.

Early Childhood Educator Requirements

Public Act 11-54 revises the requirements for early childhood educators, creating qualification requirements that will be implemented in three phases. Various qualification requirements are imposed for the period prior to July 1, 2015, from July 1, 2015 to June 30, 2020, and on or after July 1, 2020. The detailed qualification requirements for each of these phases are described in the Public Act.

Review of the Cost of State-Mandated Special Education Requirements

Special Act 11-9 requires the Commissioner of Education to conduct a comprehensive review of state-mandated special education requirements, including examining who is best suited to bear the burden of proof in determining whether a student is eligible for special education services.

Donations of Equipment to the State Technical High School System

Public Act 11-114 permits the Commissioner of Education to indemnify and hold harmless, subject to several limitations, any person who makes a gift of equipment with a fair market value in excess of \$1,000 to the SDE or the State Technical High School System for instructional purposes.

Autism

Pursuant to Public Act 11-4, the Department of Developmental Services Division of Autism Spectrum Disorder Services, which designs and implements

services and programs for state residents with an autism spectrum disorder, may create autism-specific early intervention services for any child under the age of three diagnosed with an autism spectrum disorder. The Division may also implement education and transition services for individuals age three to twenty-one diagnosed with an autism spectrum disorder.

Intellectual Disability

Public Act 11-16 requires the term "intellectual disability" to be used in place of the term "mental retardation" in the General Statutes.

Special Education Evaluation

Public Act 11-235 amends existing law to require school districts to complete the special education evaluation and determination process "without delay." The bill also expands the membership of the Advisory Council for Special Education.

School Health Assessments and Vaccinations

Under Section 2 of Public Act 11-179, the list of health professionals who can perform school health assessments is expanded to include a legally qualified practitioner of medicine, an advanced practice registered nurse ("APRN"), or a physician assistant ("PA") stationed at any military base. Section 13 of Public Act 11-242 allows PAs and APRNs to provide certification that a student has met vaccination requirements and allows the Commissioner of Public Health to waive the schedule for active immunizations for recognized nationwide shortages.

International Teacher Permits

Public Act 11-179 also revises existing law regarding international teacher permits. Under existing law, the SDE shall, upon the request of a local or regional board of education, issue an international teacher permit in a subject shortage area pursuant to Section 10-8b, provided the conditions for issuance of such permit are met. These international teacher permits shall be issued for one year and may be renewed for a period of up to one year, upon the request of the

local or regional board of education, provided that the teacher whose permit is to be renewed maintains, at the time of such renewal, a valid J-1 Visa issued by the United States Department of State at the time such permit is renewed. This provision replaces the existing provision that a permit cannot be renewed more than twice in the two years subsequent to the initial issuance.

Misrepresentation as a Board Certified Behavior Analyst

Public Act 11-228 makes it a crime for persons to represent themselves as a "board certified behavior analyst" (BCBA) or a "board certified assistant behavior analyst" (BCABA) unless certified by the Behavior Analyst Certification Board. Violators may be fined up to \$500 or imprisoned for up to five years, or both.

Carbon Monoxide Detectors

Pursuant to Public Act 11-248, the State Fire Safety Code regulations will require carbon monoxide detection and warning equipment in all public and nonpublic school buildings. The Act, which is effective July 1, 2011, sets forth specific requirements for the Fire Safety Code regulations pertaining to installing, testing, and maintaining carbon monoxide detectors in public and nonpublic school buildings, including the prohibition against any battery-operated (or plug-in with battery backup) warning equipment for buildings for which a permit for new occupancy is issued on or after January 1, 2012.

School Buses

Under existing law, drivers must stop ten feet from a school bus displaying flashing red lights, and failure to do so may result in a fine. Effective July 1, 2011, Public Act 11-255 allows towns and school boards to install monitoring cameras on school buses to record motor vehicles that violate this law. This new law also permits police to issue a summons to a driver who fails to stop based on the recorded image, and the

images can be used as evidence against the driver. In addition, Public Act 11-130 exempts any new school bus inspected and then registered between August 1 and the start of the next school year from further inspection until September of the following school year.

Korean War Veterans

Public Act 11-17 expands a board of education's authority to award high school diplomas to veterans who left high school prior to graduation by allowing for issuance of such diplomas to veterans of the Korean hostilities.

LEGISLATION SPECIFIC TO POSTSECONDARY INSTITUTIONS

Access to Postsecondary Education

All persons domiciled in the state of Connecticut are considered in-state students for tuition purposes. Public Act 11-43 expands the category of persons entitled to be classified as in-state students. If a person other than a nonimmigrant alien resides in Connecticut, attended and completed at least four years of high school level education in Connecticut, graduated from a high school in Connecticut, and is registered or is enrolled at a public institution of higher education in Connecticut, the person is eligible for in-state tuition benefits upon filing an affidavit with the higher education institution stating that an application to legalize immigration status has, or will be, filed.

Student Athletes

Public Act 11-92 requires that, commencing January 1, 2012, any institution of higher education that offers athletic scholarships must make available certain information to student athletes by placing a hyperlink on the front page of its official athletic website entitled "Student Athletes' Right to Know." The Public Act describes the information that must be provided.



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SUMMARY OF 2011 BULLYING LEGISLATION

Under existing law (10-222d), bullying is defined as “any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are committed more than once against any student during the school year.” District policies may include provisions addressing bullying outside of the school setting if the bullying has a “direct and negative impact on a student's academic performance or safety in school.” Under this definition, the focus was on the actor and on the actor's intent.

Public Act 11-232, in addition to bolstering the existing bullying law, revises the definition of bullying. Effective July 1, 2011, bullying will be defined as the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district (communicative acts), or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district (physical acts) that:

- (A) Causes physical or emotional harm to the student or damage to the student's property, or
- (B) places the student in reasonable fear of harm to himself or herself, or of damage to his or her property, or
- (C) creates a hostile environment at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate), or
- (D) infringes on the rights of the student at school, or

(E) substantially disrupts the education process or the orderly operation of a school.

The Act explains, bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Under the new definition, the focus is on the impact of the act, on the harm to the student, or the disruption to the school environment.

The Act goes on to define terms relating to bullying:

- **Cyberbullying** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.
- **Mobile electronic device** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- **Electronic communication** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- **School climate** is defined as the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- **School employee** means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional

board of education or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education

What districts need to do in general:

- Each local and regional board of education must develop and implement a *safe school climate plan* that addresses the existence of bullying in its schools. Under current law, each school was required to have a policy to address bullying. Under the new Act, existing policies will have to be rescinded and replaced by a plan, or revised to meet the new requirements.
- Starting with the 2012-2013 school year, each district must appoint a safe school climate coordinator. The coordinator's duties include implementing the safe school climate plan, collaborating with the safe school climate specialists, providing data to the superintendent and the district regarding bullying, and meeting at least twice annually with the safe school climate specialists to make recommendations concerning amendments to the district's safe school climate plan.
- Also starting with the 2012-2013 school year, each school must have a safe school climate specialist. This specialist can be the principal or a designee of the principal, and must investigate or supervise the investigation of reported acts of bullying in accordance with the district's safe school climate plan. The specialist must also collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.
- Finally, the principal of each school, beginning with the 2012 school year, must establish (or designate an existing) committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in

school. The principal must appoint at least one parent or guardian of a student enrolled in the school to the committee.

The safe school climate plan must:

- Enable students to anonymously report acts of bullying to school employees, and require students and their parents or guardians to be notified annually of the process by which they may make such reports. Under existing law, reports could be made only to teachers and school administrators, so the definition of people to whom reports can be made is expanded to encompass all school employees.
- Enable the parents or guardians of students to file written reports of suspected bullying.
- Require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, and to file a written report after making the oral report.
- Include a prevention and intervention strategy for school employees to deal with bullying.
- Provide for the inclusion of language in student codes of conduct concerning bullying.
- Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying and to maintain a list of the number of verified acts of bullying. This list must be made available to the public, and must be annually reported to the Department of Education.
- Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. These interventions may include counseling and discipline.
- Prohibit discrimination and retaliation against an individual who reports, or assists in the investigation of, an act of bullying.
- Direct the development of student safety support plans for students against whom an act of bullying was directed. These support plans must address the safety

measures the school will take to protect the students against further acts of bullying.

- Prohibit bullying on school grounds; at a school-sponsored or school-related activity, whether on or off school grounds; at a school bus stop or on a school bus or other vehicle owned, leased, or used by the district; or through the use of an electronic device or an electronic mobile device owned, leased, or used by the district.
- Prohibit bullying outside of the school setting if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or substantially disrupts the education process or the orderly operation of a school. This is a significant change; under current law, districts *may* prohibit bullying outside of the school setting. Now, they will be *required* to do so.
- By January 1, 2012, each local and regional board of education must approve the safe school climate plan and submit it to the SDE.
- Also within 30 days of approval, the plan must be available on the board's and each individual school in the district's website. The plan must also be included in each district's publication of rules, procedures, and standards of conduct for schools, and in all student handbooks.
- At the beginning of each school year, each school must provide all school employees with a written or electronic copy of the plan.
- Each district must provide an in-service training program for its certified teachers, administrators, and pupil personnel pursuant to section 10-220a of the General Statutes. Now included in this training must be information that addresses prevention and identification of, and response to, bullying and the prevention and response to youth suicide.
- On and after July 1, 2012, and biennially thereafter, each local and regional board of education must require each school in the district to complete an assessment using the school climate assessment instruments, and submit the assessment to the SDE. The SDE will disseminate model assessment instruments, including surveys, for school district use.

What districts need to do in response to a specific bullying incident:

- A school employee who witnessed bullying, or receives a report of bullying, must orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after witnessing or receiving a report of bullying.
- The school employee must then file a written report not later than two school days after making the oral report.
- The safe school climate specialist must investigate, or supervise the investigation of, all reports of bullying and ensure that investigations are completed promptly after receipt of any written reports.
- The safe school climate specialist must review any anonymous reports, except that no disciplinary action can be taken solely on the basis of an anonymous report.
- The school must notify the parents or guardians of students who commit any verified acts of bullying, and the parents or guardians of students against whom such acts were directed, not later than forty-eight hours after the completion of the investigation.
- The school must invite to a meeting the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed after the completion of the investigation. The purpose of the meeting is to communicate the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying.
- The school principal or the principal's designee must notify the appropriate local law enforcement agency when the principal or designee believes that any acts of bullying constitute criminal conduct.

Highlights of the new law also include the following:

- Under existing law, beginning teachers must complete an instructional module in the area of classroom management and climate. Under the new bill, this module

will include training regarding the prevention and identification of, and response to, school bullying, and the prevention of and response to youth suicide.

- The SDE will provide annual training to school employees who do not hold initial educator, provisional educator, or professional educator certificates, on the prevention of, identification of, and response to school bullying, and the prevention of and response to youth suicide.
- The SDE will create a state-wide safe school climate resource network for the identification, prevention, and education of bullying in the state. This resource network will made available to all schools information, training opportunities, and resource materials to improve school climates and diminish bullying.

Curriculum Committee Chairpersons 2011-2012

Art	<i>Jan Verderame, Tom Horanzy</i>
TEAM	<i>Pat Corvello, Roberta McAloon</i>
Business Ed, Computer Ed & Cooperative Ed (Voc Ed), Grades 6-12	<i>Aurora Pedrolini</i>
ELL	<i>*TBD</i>
English/Language Art/Reading	<i>Betsy Chesler, Regina Hackett</i>
Enrichment K-5/Gifted and Talented	<i>Pam Aldi, Jackie St. John, Paula Knight, Betty Lutz - Elementary Liaison</i>
Family & Consumer Sciences	<i>Martin Semmel, Dor Pontana</i>
Guidance	<i>Stephanie Parsons (Elem), Steve Nyerick (MS), Mary Ann Wysocki (HS), Karen Smith - Contact Person</i>
Health	<i>Betty Lutz (Elem), Angelo Campagnino (MS), Scott Ottoschian (6-12)</i>
Kindergarten, Extended Kindergarten, Early Childhood Collaborative	<i>Sally Kamerbeek</i>
Library/Media Specialists	<i>Erinda Laakner, Beth Hosmer</i>
Mathematics	<i>Dale Riedinger, Rosemary Burdick, Helen Crowley, Bob Lasbury, Rob Garafalo</i>
Music	<i>Patricia Mazzarella, Jeff Shaw</i>
Physical Education	<i>Eric Swallow, Jessie Levin, Marcia Riccio, Marcia Phelps</i>
Psychologist/Social Worker	<i>Beth Ozkan, Kristen Barnes</i>
Pre-Kindergarten	<i>Sandra Kujawski, Roberta McAloon</i>
Science	<i>Dale Riedinger, Chris Palmieri (MS), Suzanne Hodges (HS)</i>
Social Studies	<i>Beecher Lajoie & Diane Raczynski (Elem), Frank Pepe & Deb Moreau (MS), Andy Bayer & Kathy Conway (HS)</i>
Special Education	<i>Perri Murdica (Elem), Carol Bagwell (MS), Beth Ozkan & Gail Lessard (HS)</i>
Speech	<i>Sandra Kujawski</i>
Technology Education, Grades 6-12	<i>David Germano, Justin Mirante, Middle School Representative TBD</i>
Vocational Agriculture	<i>Brian Stranieri, Marion Stannard</i>
World Language	<i>Andrew Bayer</i>
OTHER	
504	<i>Special Education Department</i>
SRBI	<i>Perri Murdica, Jan Verderame</i>
Teacher of the Year	<i>Chris Palmieri</i>
Title IX	<i>Patricia Mazzarella</i>

**Administrative Institute
August 15-16, 2011
Water's Edge Conference Center**

Institute Focus: Leading Continuous Improvement

The district Administrative Institute is designed to:

- examine contexts and frameworks for leading continuous improvement
- connect leadership skills to the continuous improvement process
- build teamwork among the district leadership team focused on continuous improvement for student achievement
- develop a shared understanding of quality instruction and the relationship to teacher evaluation
- connect the Common Core of Teaching to the district mission statement
- create standards around elements of the mission statement and determine the use of these standards in teacher evaluation and in the leadership rounds process
- provide feedback and support for the 11-12 School Continuous Improvement Plans
- connect theory of action to Continuous Improvement Plans and Mission Statement

By the end of the Administrative Institute participants will have:

- recognized the nexus between the CCT and the district mission statement
- developed an understanding of the newly designed rubric for implementation of the mission statement
- identified and agreed upon a set of best practices in supervision and evaluation
- developed the ability to have difficult conversations within evaluation and accountability systems
- received collegial feedback on their draft 11-12 Continuous Improvement Plans
- reflected on their personal Theory of Action

Day 1 – August 15, 2011

Agenda

Arrival ~ 8:15-8:30 (welcome mingle, light food and coffee)

Essential Questions:

- How does leadership make a difference in student achievement?
- What is quality instruction?
- How can descriptive, non-judgmental data strengthen the evaluation process?
- How does the Southington Mission Statement (SMS) support the Common Core of Teaching (CCT)?
- What does each element of the SMS look like in the classroom?
- How can we become better evaluators of staff?

Session 1 => 8:30-10:30

Defining Quality Instruction (Laura)

- Become familiar with the requirements for teachers delineated in the 2010 Common Core of Teaching
- Practice gathering non-judgmental, observational evidence
- Observe classroom lesson, gather data using the CCT and discuss observational data

Reflection Session => 10:30-10:45 (Marty, Brian)

The CCT can be used to improve teaching and learning by...

Break => 10:45-11:00

Session 2 => 11:00-12:00

Defining Teacher Behaviors which Support the Mission Statement (Linda, Dale)

- Map Southington Mission Statement to CCT
“If the teacher (CCT indicator), then the student will (mission statement element).”
Synthesize the work

Day 1 – August 15, 2011

Lunch => 12:00-1:00

Session 3 => 1:00-2:30

Accountability and Evaluation Systems (Joe)

- Difficult Conversations
- Sharing Expectations

Reflection Session 2 => 2:30-2:50 (Marty, Brian)

In order to improve my ability to engage in difficult conversations it is necessary for me to...

Break => 2:50-3:00

Session 4=> 3:00-4:00

Problems of Practice around Evaluation of Staff (Karen)

- Use Consultancy Protocol to review problems of practice
(Chris and Pam, Pat M., Kim, Perri)

Reflection Session 3 => 4:00-4:30 Personal Reflection Time

As a result of today's conversations, some changes I will make in my practice include...

5:15 – 6:00

Book Talk (Pat M.)

Dinner Cruise=> 6:30

Day 2 – August 16, 2011

Agenda

Breakfast Available from 7:30-8:15

Essential Questions:

- What is the evidence that each element of the SMS exists in the classroom?
- What other models for observing classroom instruction are practiced in Southington?
- How can we strengthen our Continuous Improvement Plans and increase the impact on instruction?
- How does my Theory of Action support my CIP and impact all that I do?

Session 4 => 8:15-10:00

Defining Classroom Evidence

- Brainstorm examples of evidence of teacher and student behaviors for each element of the mission statement

Reflection Session 4 => 10:00-10:15 (Marty, Brian)

- *As I now reflect on our Mission Statement, I think...*

Break=> 10:15-10:30

Session 5 => 10:30-11:15

Sharing Effective Teacher Behaviors and Sample Evidence

- Working individually or in pairs, review all of the evidence charts looking for alignment and coherence
- Share your reactions to all documents

Session 6 => 11:15-12:00

Calibrating our Practice

- Use the evidence charts as a tool for observing classroom instruction
- Evaluate the tool and make recommendations for change

Lunch-12:00-1:00

Day 2 – August 16, 2011

Session 7 => 1:00-1:30

Sharing SPS Mission Statement Standards and discussions about next steps
(Karen, Joe)

Session 8 => 1:30-3:00

Accountability and Evaluation: Best Practices

- Developing consistency in practice (15 minutes) – Karen
- Sharing other models for observing instruction (30 minutes)
 - HS – focused walks – Marty, Brian, Andy, Helen, and Dave
 - DePaolo – teacher-to-teacher – Frank, Chris
 - Elementary collegial visits
- CIP – Sharing and giving and receiving feedback on your proposed SIP (30 minutes)
- TOA- tying it all together (15 minutes)

Reflection and Debrief => 3:00-3:30 (Reflect and be prepared to share)

- *I used to think...and now I think...*

Common Core of Teaching (CCT)

6 *domains* (4 observable in the classroom – content and essential skills, environment and engagement, instruction for active learning, assessment of learning)

46 *indicators* (describe what teachers and students should be doing)

Southington Mission Statement (SMS)

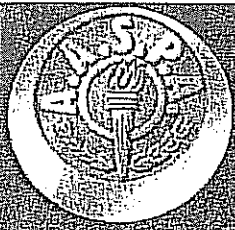
7 *elements* (engagement, range of educational experiences, becoming informed, adaptive problem solving, effective communicators, rise to challenges and committed to improving self and others)

Mission Statement Standards

Identifies CCT domains and indicators and sample classroom evidence around the 4 observable domains from CCT that support the SMS (Southington Mission Statement)

Defines what the mission statement should look like in the classroom

Will be the basis for a new teacher evaluation plan



AASPA *perspective*

AUGUST 2011 - OCTOBER 2011

NEWS FOR AND ABOUT MEMBERS OF THE AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS

"Next Stop Reno" AASPA's 73rd Annual Conference October 11-14, 2011

Conference Preview Issue

Inside this issue:

- Reducing Fear, Uncertainty and Doubt
- 73rd Annual Conference Preview
- 2011-2012 Executive Board Nominees
- Effective Feedback and Teacher Evals

perspective

American Association of
School Personnel Administrators
11863 W. 112th Street, Suite 100
Overland Park, KS 66210
Phone: (913) 327-1222
Fax: (913) 327-1223
www.aaspa.org

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Cover and Layout Design
Emily Franzenburg
Membership/Marketing Specialist
emily@aaspa.org

Editors
Sandy Reigel-Wachter
Professional Development
Coordinator
sandy@aaspa.org

Carrie Durley
Executive Director of HR
Aldine Independent School District

Contributors
Adam Cobb
Kimberly D. Hunt
Larry Lobert
Dr. Anne Miller

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2010-2011 EXECUTIVE BOARD MEMBERS

PRESIDENT
Dr. Cathy Skinner
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Olathe, KS

REGIONAL REPRESENTATIVES

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Westminster, MD

REGION 4
Dr. Karen Gasket
Phoenix, AZ

REGION 5
Dr. Liz Duran-Swlnford
Vicksburg, MS

REGION 6
Dr. Addie C. Swinney
Auburn, AL



Best Practice Leads to Gold Standard

Kimberly D. Hunt

How does an organization consistently hire and retain the best and brightest certified staff in a school district?

In Southington, Connecticut, a town with a population of just over 42,500, it means starting early; doing a significant background investigation on desirable applicants, and having every finalist actually teach a sample lesson before age-appropriate students. In a district with eight elementary schools, two middle schools, a 2,200 student high school, a regional vocational agriculture center, and an alternative high school program, Southington's certified staffing has reached a total of over 550 educators. The hiring protocol is an integral part of the district's success formula.

A key element in creating consistency of excellence with staff is when the Southington Superintendent of Schools meets with each recommended candidate to share his "vision" of what an exceptional employee demonstrates and what the expectation is of the district, as a whole, regarding children.

The new hire process for educators continues with a two-day "New Teacher Orientation" that includes everything from teaching strategies, to setting up a web page and working with the current online parent portal with grades and assignments. Expectations in all areas are clearly outlined. New teachers are expected to know all district protocols prior to the opening day of school. Support for beginning educators takes place throughout the year as the "New Teacher Cohort" has several meetings to check on the well-being of new staff and for administration to address any contemporary issues. New teachers are mentored by the Southington Assistant Superintendent for Instruction and Learning as well as the Personnel Manager.

The philosophy of the district, and the default within the district, is "excellence." Every new hire is informed of the following during orientation and throughout the year: "You have been hired in a district that makes all decisions based on what is best for children. If you do not project out after your first year of teaching to have the potential to be exceptional, you will not be retained."

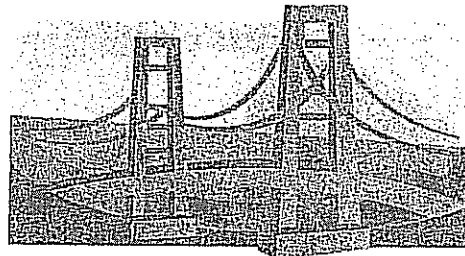
In Southington, hiring has been pro-active. Our certified staff comes from a wide variety of colleges and universities. The success of new hires impacts the success of our 6,800 students. Administrators in the district are active participants in guiding new staff on a path that will guarantee their success.

So, what is best practice? Hiring the most qualified new staff is only the beginning. The ability and priority to train and guide new hires continues the process. Finally, and perhaps most importantly, the understood default of "excellence" with all staff ensures that Southington, Connecticut offers the best opportunity for all students.



Kimberly D. Hunt has a Bachelor's degree in Business from Central Connecticut State University. She has worked in the Municipal and Educational Human Resource fields for over fifteen years. She has been Personnel Manager of the Southington Public Schools, Southington Connecticut for the past six years.

Southington Summer School 2011



We're Building Bridges.

Date: July 28, 2011

To: Karen Smith, Assistant Superintendent for Instruction and Learning

From: Rick Terino, director of summer school *RT*

Re: program's final report

Enclosed you will find the final report for the Southington Summer School Program 2011. Of particular note are the following points listed below:

- The high school tuition income once again subsidized the elementary and middle school components as well as the inclusion of any mainstreamed ESY student.
- Upon receipt of the Southington Community Services tuition commitment, the \$535.29 balance noted will increase to \$2,535.29.
- Two elementary, nine middle school, and two high school tuitions were registered as complimentary.
- Remedial kindergarten returned to the program after a two-year absence with student enrollment covering both language arts and math sessions.

C: Dr. Erardi

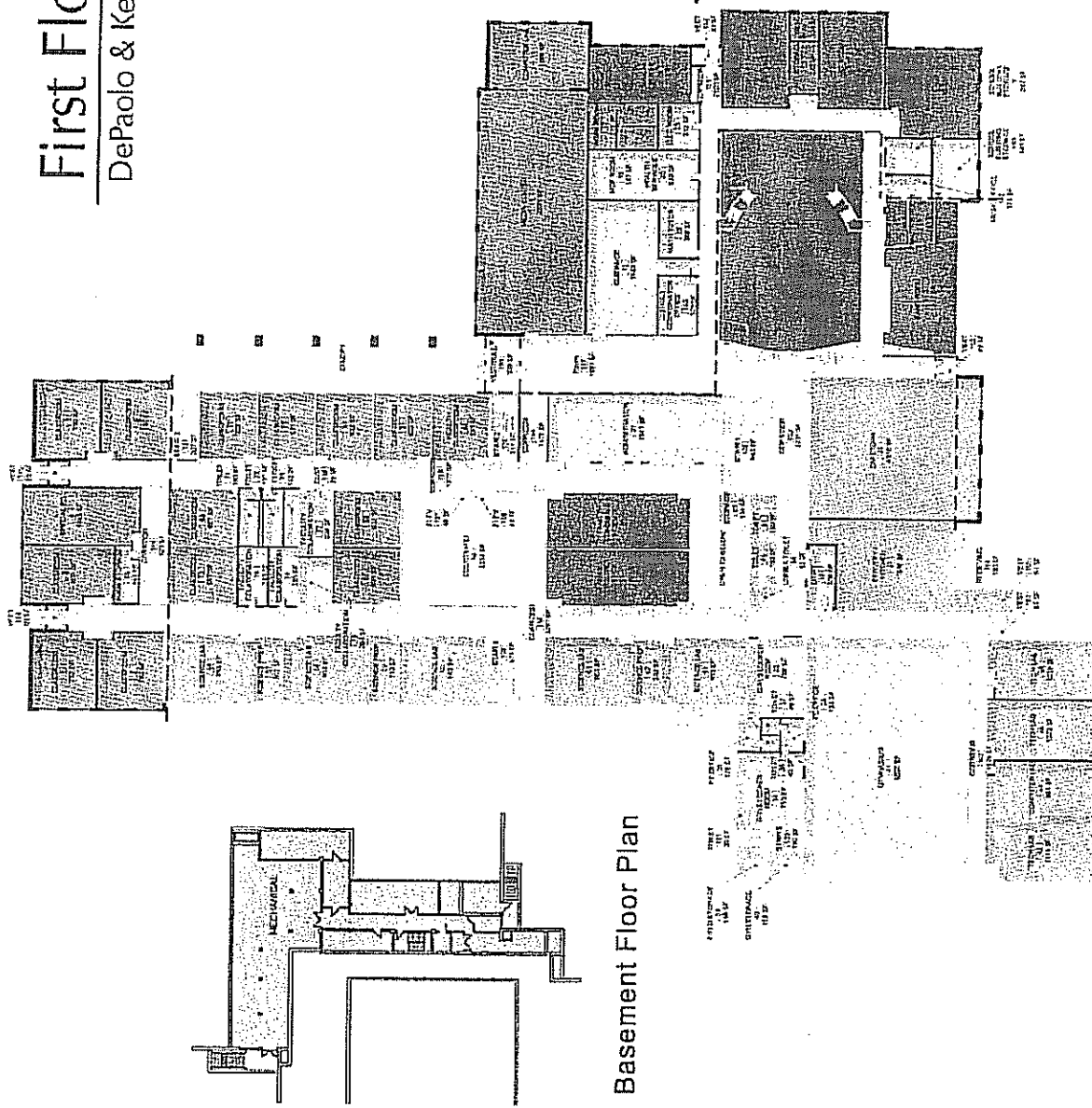
**PROPOSED 2011-2012
BOARD REPRESENTATIVE
ADOPT-A-SCHOOL**

SCHOOL	SCHOOL BOARD REPRESENTATIVE
ALTA @ Pyne Center	Terri Carmody
DePaolo Middle School	Rosemarie Fischer
Derynoski Elementary School	Dave Derynoski
Flanders Elementary School	Jill Notar-Francesco
Hatton Elementary School	Patricia A. Queen
Kelley Elementary School	Kathleen Rickard
Kennedy Middle School	Patricia Johnson Colleen Clark
Plantsville Elementary School	Jill Notar-Francesco Dave Derynoski
South End Elementary School	Colleen Clark
Southington High School	Brian Goralski Terri Carmody Colleen Clark Patricia Johnson Patricia A. Queen
Strong Elementary School	Brian Goralski
Thalberg Elementary School	Dave Derynoski Terri Carmody
Project CHOICE	Colleen Clark Jill Notar-Francesco

First Floor Plan:

DePaolo & Kennedy Middle School Study

- Department Legend
- ☐ ADMINISTRATION
 - ☐ CAFETERIA
 - ☐ CIRCULATION
 - ☐ GENERAL CLASSROOM
 - ☐ MEDIA CENTER
 - ☐ PHYSICAL EDUCATION
 - ☐ SCIENCE
 - ☐ SPECIALS
 - ☐ SUPPORT
 - ☐ TECHNOLOGY



Basement Floor Plan

AUGUST 12TH, 2011

In Date 08/04/11 02:50 PM

For 07/01/10 - 06/30/11

Periods 00 - 13

SOUTHINGTON PUBLIC SCHOOLS

Expenditure Summary Report

Expenditures and Encumbrances

Page No 1

FJEXS06B

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Exp/Enc Summary			Percent
				Y-T-D	Period Expended	Y-T-D Expended	
0 REGULAR EDUCATION							
11110 ADMINISTRATIVE SALARIES	652,961.00		662,485.00	.00	629,946.69	32,538.31	95.09
11120 CLERICAL SALARIES	320,115.00		320,115.00	.00	346,963.31	-26,848.31	108.39
11135 DATA PROCESSING SALARIES	470,730.00		470,730.00	.00	459,294.08	11,435.92	97.57
11140 FISCAL SALARIES	309,647.00		309,647.00	.00	319,662.26	-10,015.26	103.23
11210 PRINCIPALS & COORDINATORS SALARIES	2,568,879.00		2,568,879.00	.00	2,573,703.85	-4,824.85	100.19
11300 TEACHER SALARIES	27,756,048.00		27,756,048.00	.00	27,506,351.96	249,696.04	99.10
11500 LIBRARY/MEDIA SALARIES	492,264.00		492,264.00	.00	492,194.00	70.00	99.99
11600 SCHOOL SECRETARY SALARIES	1,345,304.00		1,345,304.00	.00	1,359,908.34	-14,604.34	101.09
11710 SCHOOL PHYSICIAN SALARY	11,786.00		11,786.00	.00	11,725.20	60.80	99.48
11715 STUDENT PHYSICAL FEES	3,000.00		3,000.00	.00	1,402.11	1,597.89	46.74
11720 REGISTERED NURSES SALARIES	500,953.00		500,953.00	.00	499,975.32	977.68	99.80
11740 LICENSED PRAC. NURSES SALARIES	141,198.00		141,198.00	.00	135,272.08	5,925.92	95.80
11810 CUSTODIAL SALARIES	1,447,701.00		1,467,805.00	.00	1,495,703.10	-27,898.10	101.90
11820 MAINTENANCE SALARIES	822,108.00		822,108.00	.00	886,092.29	-63,984.29	107.78
11900 GUIDANCE SALARIES	1,246,968.00		1,246,968.00	.00	1,212,457.50	34,510.50	97.23
11910 COACHING SALARIES	341,264.00		341,264.00	.00	323,722.00	17,542.00	94.86
11915 ATHL. ATTENDENTS SALARIES	12,000.00		12,000.00	.00	11,737.16	262.84	97.81
11916 EVENT SUPERVISOR & CHAPERONES	20,000.00		20,000.00	.00	20,854.94	-854.94	104.27
11920 STEPIPD SALARIES	74,744.00		74,744.00	.00	68,597.96	6,146.04	91.78
11922 DETENTION SALARIES	10,000.00		10,000.00	.00	10,203.06	-203.06	102.03
12100 PARAPROFESSIONAL SALARIES	529,149.00		529,149.00	.00	530,038.10	-889.10	100.17
12150 RETIREMENT COMPENSATION	185,080.00		199,980.00	.00	276,648.32	-76,668.32	138.34
12170 CENTRAL OFFICE ADMIN. INCREASE	9,524.00		.00	.00	.00	.00	.00
12200 TEACHER SUBSTITUTES	415,000.00		415,000.00	.00	644,967.29	-229,967.29	135.41
12205 TEACHER SUBST:SCHOOL BUSINESS	48,000.00		48,000.00	.00	19,565.00	28,435.00	40.76
12220 SECRETARY SUBSTITUTES	4,500.00		4,500.00	.00	6,715.13	-2,215.13	149.23
12230 CUSTODIAL SUBSTITUTES	20,000.00		20,000.00	.00	37,383.92	-17,383.92	186.92
12400 PARAPROFESSIONAL SUBSTITUTES	.00		.00	.00	18,240.26	-18,240.26	.00
12500 FEES FOR PHYSICAL EXAMS	500.00		500.00	.00	.00	500.00	.00
12510 ATHLETIC TRAINER SERVICES	14,900.00		.00	.00	.00	.00	.00
12700 NURSE SUBSTITUTES	60,200.00		60,200.00	.00	76,143.88	-15,943.88	126.48
12820 SUMMER MAINT. SALARIES	10,000.00		10,000.00	.00	10,654.89	-654.89	106.55
12830 CROSSING GUARD SALARIES	100,463.00		100,463.00	.00	93,261.23	7,201.77	92.83
12840 SECUR. ATTENDANTS SALARIES	92,243.00		92,243.00	.00	103,511.16	-11,268.16	112.22
14100 WORK STUDY SALARIES	6,000.00		6,000.00	.00	2,941.20	3,058.80	49.02
14200 NEW PERSONNEL SALARIES	20,104.00		.00	.00	.00	.00	.00
20110 MUNICIPAL RETIREMENT ADMIN. FEE	561,547.00		561,547.00	.00	665,591.51	-104,044.51	118.53
20210 SOCIAL SECURITY FEES	413,238.00		413,238.00	.00	385,355.30	27,882.70	93.25
20230 MEDICARE FEES	461,464.00		461,464.00	.00	467,440.13	-5,975.13	101.30
20310 HEALTH INSURANCE	8,887,805.00		8,887,805.00	.00	9,167,876.12	-280,071.12	103.15
20320 LIFE & DISABILITY INSURANCE	104,000.00		104,000.00	.00	98,806.67	5,193.33	95.01
20410 UNEMPLOYMENT INSURANCE	47,000.00		47,000.00	.00	53,180.62	-6,180.62	113.15
20510 WORKERS' COMPENSATION	560,704.00		560,704.00	.00	549,369.00	11,335.00	97.98

Run Date 06/04/11 02:50 PM

For 07/01/10 - 06/30/11
Periods 00 - 13

SOUTHINGTON PUBLIC SCHOOLS
Expenditure Summary Report
Expenditures and Encumbrances

Page No 2
FVEXS065

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
31200 PROFESSIONAL DEVELOPMENT	63,000.00		63,000.00	.00	69,066.32	69,066.32	-6,066.32	109.63
31800 LEGAL FEES	50,000.00		50,000.00	.00	115,860.53	115,860.53	-65,860.53	231.72
31900 PROFESSIONAL & TECHNICAL SERVICES	49,000.00		49,000.00	.00	52,932.83	52,932.83	-3,932.83	108.03
31950 DATABASE SERVICES	8,117.00		8,117.00	.00	7,960.00	7,960.00	157.00	98.07
32110 WATER AND SEWER	78,302.00		78,302.00	.00	83,955.27	83,955.27	-5,653.27	107.22
32120 ELECTRICITY	1,761,000.00		1,761,000.00	.00	1,705,140.08	1,705,140.08	55,859.92	96.83
32125 ENERGY CONSERVATION	15,891.00		15,891.00	.00	22,320.00	22,320.00	-6,429.00	140.46
32140 CONTRACTED REFUSE	78,078.00		78,078.00	.00	80,884.69	80,884.69	-2,806.69	103.59
32200 CONTRACTED CUSTODIAL SERVICES	268,874.00		268,874.00	.00	265,257.04	265,257.04	3,616.96	98.65
32201 SHS HVAC	36,824.00		36,824.00	.00	39,263.93	39,263.93	-2,439.93	106.63
32301 UPKEEP OF GROUNDS	36,834.00		36,834.00	.00	25,002.25	25,002.25	11,831.75	67.88
32302 MAINTENANCE OF ATHLETIC FIELDS	46,335.00		46,335.00	.00	40,582.92	40,582.92	5,752.08	87.59
32303 REPL. OF WINDOW COVERINGS	2,007.00		2,007.00	.00	356.25	356.25	1,650.75	17.75
32304 REPAIR OF GLASS	7,212.00		7,212.00	.00	4,033.27	4,033.27	3,178.73	55.92
32305 BURNER/BOILER REPAIR SERVICES	13,037.00		13,037.00	.00	17,955.38	17,955.38	-4,918.38	137.73
32306 CONTRACTED SERVICE HEAT REPAIR	49,643.00		49,643.00	.00	46,950.96	46,950.96	2,692.04	94.58
32307 CONTRACTED CLOCK & BELL REPAIR	11,395.00		11,395.00	.00	1,401.15	1,401.15	9,993.85	12.30
32308 CONTRACTED PUBLIC ADDRESS SYSTEM	26,967.00		26,967.00	.00	30,109.38	30,109.38	-3,142.38	111.65
32309 CONTRACT SERVICE ELEVATORS	36,080.00		36,080.00	.00	26,553.84	26,553.84	9,526.16	73.60
32310 OTHER EXPENSES FOR REPAIR	15,725.00		16,725.00	.00	14,273.20	14,273.20	2,451.80	85.34
32313 COPIER REPAIR	98,826.00		98,826.00	.00	93,406.90	93,406.90	5,419.10	94.52
32316 ALL OTHER CONTRACTS	9,866.00		9,866.00	.00	5,866.49	5,866.49	3,999.51	59.46
32317 MUSICAL INSTRUMENT REPAIR	15,434.00		13,844.00	.00	9,340.00	9,340.00	4,504.00	67.47
32318 INSTRUCTIONAL EQUIPMENT REPAIRS	9,596.00		9,596.00	.00	6,020.65	6,020.65	3,575.35	62.74
32319 OTHER EQUIPMENT REPAIR	30,000.00		30,000.00	.00	41,344.19	41,344.19	-11,344.19	137.81
32320 SPECIAL EQUIPMENT REPAIR	23,360.00		23,360.00	.00	35,891.01	35,891.01	-12,531.01	153.64
32322 ROOF REPAIR	4,000.00		4,000.00	.00	1,657.93	1,657.93	2,342.07	41.45
32323 COMPUTER MAINTENANCE INSTRUCTION	22,527.00		22,527.00	.00	21,340.47	21,340.47	1,186.53	94.73
32324 COMPUTER MAINTENANCE HARDWARE	24,860.00		24,860.00	.00	24,847.72	24,847.72	12.28	99.95
32325 COMPUTER MAINTENANCE SOFTWARE	150,245.00		150,245.00	.00	156,843.35	156,843.35	-6,598.35	104.39
32405 PROPERTY/LIABILITY/ AUTO INSURANCE	200,000.00		200,000.00	.00	184,927.00	184,927.00	15,073.00	92.46
32415 STUDENT INSURANCE	12,206.00		12,206.00	.00	11,850.00	11,850.00	356.00	97.08
32510 RENTAL & LEASING OF EQUIPMENT	132,752.00		132,752.00	.00	127,507.90	127,507.90	5,244.10	96.05
32520 RENTAL OF FACILITIES	26,507.00		26,507.00	.00	23,910.00	23,910.00	2,597.00	90.20
32800 RAVE AND OTHER AV REPAIRS	5,590.00		5,590.00	.00	4,639.73	4,639.73	950.27	83.00
32900 CARE OF GROUNDS	51,878.00		51,878.00	.00	47,782.80	47,782.80	4,095.20	92.11
32910 CARE OF DRIVES & WALKS	158,871.00		158,871.00	.00	178,659.48	178,659.48	-19,788.48	112.46
33100 SYSTEMWIDE TRANSPORTATION	1,389,276.00		1,389,276.00	.00	1,399,623.12	1,399,623.12	-10,347.12	100.74
33300 VOCATIONAL EDUCATION TRANSPORTATION	120,781.00		120,781.00	.00	133,898.06	133,898.06	-13,117.06	110.86
33700 NON-PUBLIC SCHOOL TRANSPORTATION	307,280.00		307,280.00	.00	312,940.15	312,940.15	-5,660.15	101.84
33800 MAGNET SCHOOL TUITIONS	.00		282,340.00	.00	300,948.00	300,948.00	-18,708.00	106.63
33810 PRINCIPALS / TEACHERS PROF. CONFERENCES	9,955.00		9,955.00	.00	5,322.11	5,322.11	4,632.89	53.46
33900 BOARD OF EDUCATION EXPENSES	3,500.00		3,500.00	.00	4,302.81	4,302.81	-802.81	122.94

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SOUTHINGTON PUBLIC SCHOOLS

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Expenditures and Encumbrances

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Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Exp/Enc Summary		
						Y-T-D Expended	Available Balance	Percent
0 REGULAR EDUCATION								
33905 ADMINISTRATIVE EXPENSES	1,000.00		1,000.00	.00	1,207.69	1,207.89	-207.89	120.79
33910 CENTRAL OFFICE CONFERENCES AND TRAVEL	8,000.00		8,000.00	.00	7,238.41	7,238.41	761.59	90.48
33920 BUSINESS OFFICE TRAVEL EXPENSES	1,950.00		1,950.00	.00	1,281.67	1,281.67	668.33	65.73
33925 OTHER ADMINISTRATIVE TRAVEL EXPENSES	21,000.00		21,000.00	.00	19,618.48	19,618.48	1,381.52	93.42
33930 TEACHERS' TRAVEL EXPENSES	5,400.00		5,400.00	.00	4,536.32	4,536.32	863.68	84.04
33950 NURSES' TRAVEL EXPENSES	300.00		300.00	.00	24.10	24.10	275.90	8.03
33960 MAINTENANCE TRAVEL EXPENSES	7,400.00		7,400.00	.00	7,466.64	7,466.64	-66.64	100.90
34100 POSTAGE	43,000.00		43,000.00	.00	43,080.70	43,080.70	-80.70	100.19
34200 TELEPHONE	200,000.00		200,000.00	.00	216,436.68	216,436.68	-16,436.68	108.22
35100 RECRUITING	3,000.00		3,000.00	.00	2,240.38	2,240.38	759.62	74.68
35200 ADVERTISING	2,000.00		2,000.00	.00	2,572.74	2,572.74	-572.74	128.64
36100 PRINTING EXPENSES	20,000.00		20,000.00	.00	13,945.72	13,945.72	6,054.28	69.73
36200 RECYCLING SERVICES	17,133.00		17,133.00	.00	9,055.44	9,055.44	8,077.56	52.85
39200 MIDDLE SCHOOL ATHLETIC TRANSPORTATION	12,000.00		12,000.00	.00	12,914.25	12,914.25	-914.25	107.62
39300 HIGH SCHOOL ATHLETIC TRANSPORTATION	64,000.00		64,000.00	.00	67,757.32	67,757.32	-3,757.32	105.87
39440 BAND & ORCHESTRA FIELD TRIPS	18,450.00		18,450.00	.00	22,409.23	22,409.23	-3,959.23	121.46
39450 SYSTEM-WIDE FIELD TRIPS	29,000.00		29,000.00	.00	25,238.45	25,238.45	3,761.55	87.03
39470 STUDENT ACTIVITIES	4,000.00		4,000.00	.00	2,094.00	2,094.00	1,906.00	52.35
40110 CENTRAL OFFICE CLERICAL SUPPLIES	15,000.00		15,000.00	.00	12,212.87	12,212.87	2,787.13	81.42
40210 AUDIO VISUAL SUPPLIES	25,000.00		25,000.00	.00	15,663.70	15,663.70	9,336.30	62.65
40300 GENERAL TEACHING SUPPLIES	172,343.00		176,843.00	.00	116,978.38	116,978.38	59,864.62	66.15
40310 KINDERGARTEN CLASSROOM SUPPLIES	14,000.00		14,000.00	.00	9,417.28	9,417.28	4,582.72	67.27
40320 COORDINATORS PROGRAM SUPPLIES	12,200.00		12,200.00	.00	8,432.50	8,432.50	3,767.50	69.12
40400 ART SUPPLIES	59,717.00		59,717.00	.00	45,456.67	45,456.67	14,260.33	76.12
40500 TECHNOLOGY EDUCATION SUPPLIES	44,972.00		44,972.00	.00	40,715.88	40,715.88	4,256.12	90.54
40700 FAMILY & CONSUMER SCIENCE SUPPLIES	24,011.00		24,011.00	.00	17,057.88	17,057.88	6,953.12	71.04
40800 OCCUPATIONAL SERVICES	438.00		438.00	.00	45.95	45.95	392.05	10.49
40900 MUSIC SUPPLIES	31,783.00		31,783.00	.00	24,155.28	24,155.28	7,627.72	76.00
40910 INSTRUMENTAL MUSIC SUPPLIES	8,750.00		8,750.00	.00	4,040.03	4,040.03	4,709.97	46.17
40920 PHYSICAL EDUCATION SUPPLIES	17,665.00		17,665.00	.00	12,138.70	12,138.70	5,526.30	68.72
41100 TESTING SUPPLIES	15,000.00		15,000.00	.00	12,574.38	12,574.38	2,425.62	83.83
41150 MATH SUPPLIES	14,024.00		14,024.00	.00	10,860.20	10,860.20	3,163.80	77.44
41200 SCIENCE SUPPLIES	59,601.00		59,601.00	.00	101,130.40	101,130.40	-41,529.40	169.68
41300 HEALTH SUPPLIES	15,825.00		15,825.00	.00	10,503.05	10,503.05	5,321.95	66.37
41310 OTHER HEALTH SUPPLIES	5,000.00		5,000.00	.00	4,790.13	4,790.13	209.87	95.80
41410 CUSTODIAL SUPPLIES	148,757.00		148,757.00	.00	105,617.78	105,617.78	43,139.22	71.00
41420 OPERATION OF VEHICLES	27,000.00		27,000.00	.00	33,874.55	33,874.55	-6,874.55	125.46
41430 REPAIR OF BUILDINGS	197,500.00		197,500.00	.00	174,955.57	174,955.57	22,544.43	88.59
41440 ENVIRONMENTAL & SAFETY	21,000.00		21,000.00	.00	29,688.90	29,688.90	-8,688.90	141.38
41500 OIL HEAT	230,550.00		230,550.00	.00	193,800.09	193,800.09	36,749.91	84.06
41650 GAS HEAT	451,000.00		451,000.00	.00	387,319.90	387,319.90	63,680.10	85.88
41800 MISCELLANEOUS EXPENSES	20,000.00		20,000.00	.00	13,380.24	13,380.24	6,619.76	66.90
41850 GRADUATION EXPENSES	12,000.00		12,000.00	.00	14,606.97	14,606.97	-2,606.97	121.72

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Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
41950 COPIER SUPPLIES	35,572.00		35,572.00	.00	27,372.00	27,372.00	8,300.00	76.73
42100 TEXTBOOK REPLACEMENT	143,401.00		139,901.00	.00	92,443.15	92,443.15	47,457.85	66.08
42200 NEW PROGRAM TEXTBOOKS	127,753.00		127,753.00	.00	221,741.78	221,741.78	-93,988.78	173.57
42250 MATH CONSUMABLE WORKBOOKS	77,000.00		77,000.00	.00	66,781.17	66,781.17	10,218.83	86.73
42300 CONSUMABLE ACTIVITY BOOKS	74,962.00		71,962.00	.00	58,258.15	58,258.15	13,703.85	80.96
42400 PERIODICALS	1,675.00		1,675.00	.00	1,099.33	1,099.33	575.67	65.63
42500 COMPUTER SOFTWARE	39,493.00		39,493.00	.00	18,330.73	18,330.73	21,162.27	46.42
42600 COMPUTER SUPPLIES	47,175.00		48,675.00	.00	37,231.58	37,231.58	11,443.42	76.49
42800 HEALTH EDUCATION SUPPLIES	7,395.00		7,395.00	.00	3,117.81	3,117.81	4,277.19	42.16
43200 OTHER LIBRARY EXPENSES	5,628.00		6,628.00	.00	4,553.59	4,553.59	2,074.41	68.70
44100 SUBSCRIPTIONS	6,000.00		6,000.00	.00	3,545.13	3,545.13	2,454.87	59.09
46200 NEW ATHLETIC EQUIPMENT	13,000.00		13,000.00	.00	12,865.57	12,865.57	134.43	98.97
46300 MIDDLE SCHOOL REPLACEMENT OF ATHLETIC EQ	2,000.00		2,000.00	.00	1,971.09	1,971.09	28.91	98.55
46400 HIGH SCHOOL REPLACEMENT OF ATHLETIC EQUI	33,500.00		33,500.00	.00	33,749.76	33,749.76	-249.76	100.75
46470 HIGH SCHOOL FIRST AID SUPPLIES	5,237.00		5,237.00	.00	5,199.91	5,199.91	37.09	99.29
46472 AWARDS AND PROGRAMS	7,465.00		7,465.00	.00	8,128.00	8,128.00	-663.00	108.88
46473 OFFICIATING EXPENSES	23,000.00		23,000.00	.00	18,000.00	18,000.00	5,000.00	78.26
46500 MIDDLE SCHOOL REPAIR OF ATHLETIC EQUIPME	200.00		200.00	.00	163.20	163.20	36.80	81.60
46600 HIGH SCHOOL REPAIR OF ATHLETIC EQUIPME	14,296.00		13,296.00	.00	12,411.58	12,411.58	884.42	93.35
46900 MIDDLE SCHOOL FIRST AID SUPPLIES	400.00		400.00	.00	321.23	321.23	78.77	80.31
48100 PETTY CASH	4,500.00		4,500.00	.00	1,639.00	1,639.00	2,861.00	36.42
49310 BUSINESS EDUCATION SUPPLIES	2,200.00		2,200.00	.00	1,565.02	1,565.02	634.98	71.14
49600 ALTERNATIVE EDUCATION PROGRAM	13,344.00		13,344.00	.00	10,208.80	10,208.80	3,135.20	76.50
49700 GUIDANCE SUPPLIES	15,000.00		15,000.00	.00	13,068.32	13,068.32	1,931.68	87.12
49900 ALIO & POWER SCHOOL SUPPLIES	11,170.00		11,170.00	.00	7,810.02	7,810.02	3,359.98	69.92
54100 EQUIPMENT ADMINISTRATION	19,500.00		19,500.00	.00	19,953.10	19,953.10	-453.10	102.32
54200 SCHOOL BASED EQUIPMENT	5,000.00		5,000.00	.00	972.95	972.95	4,027.05	19.46
54000 DUES & MEMBERSHIP FEES	46,770.00		48,860.00	.00	101,319.62	101,319.62	-52,459.62	207.37
70101 HIGH SCHOOL SPECIAL PROJECTS	27,000.00		27,000.00	.00	28,130.92	28,130.92	-1,130.92	104.19
70116 DEB SPECIAL PROJECTS	9,240.00		9,240.00	.00	170,519.95	170,519.95	-161,279.95	1845.45
80200 JUMPSTART	3,675.00		3,675.00	.00	2,200.00	2,200.00	1,475.00	59.86
81112 SALARIES- DIRECTOR	23,425.00		23,425.00	.00	22,024.44	22,024.44	1,400.56	94.02
81113 SALARIES- TEACHERS	4,000.00		4,000.00	.00	4,000.00	4,000.00	.00	100.00
81116 SALARIES- CLERICAL	10,000.00		10,000.00	.00	10,000.00	10,000.00	.00	100.00
81418 INSTRUCTIONAL SUPPLIES	3,000.00		3,000.00	.00	3,000.00	3,000.00	.00	100.00
82113 VOAG - TEACHER SALARIES	2,000.00		2,000.00	.00	2,000.00	2,000.00	.00	100.00
82116 VOAG - CLERICAL SALARIES	251,897.00		251,897.00	.00	252,147.00	252,147.00	-250.00	100.10
82118 VOAG - CUSTODIAL SALARIES	45,214.00		45,214.00	.00	39,102.30	39,102.30	6,111.70	86.48
82203 VOAG - HEALTH INSURANCE	95,765.00		95,765.00	.00	103,943.91	103,943.91	-8,178.91	108.54
82319 VOAG - WATER & SEWER	142,419.00		142,419.00	.00	142,419.00	142,419.00	.00	100.00
82320 VOAG - GAS	2,519.00		2,519.00	.00	1,907.30	1,907.30	611.70	75.72
82321 VOAG - ELECTRICITY	25,000.00		25,000.00	.00	22,571.15	22,571.15	2,428.84	90.28
	44,000.00		44,000.00	.00	40,043.06	40,043.06	3,956.92	91.01

SOUTHINGTON PUBLIC SCHOOLS

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Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Exp/Enc Summary		
						Y-T-D Expended	Available Balance	Percent
0 REGULAR EDUCATION								
82323 VOAG - PROPERTY SERVICES	6,000.00		6,000.00	.00	6,345.43	6,345.43	-345.43	105.76
82324 VOAG - PROPERTY INSURANCE	5,000.00		5,000.00	.00	5,000.00	5,000.00	.00	100.00
82338 VOAG - PROFESSIONAL TRAVEL	1,150.00		1,200.00	.00	1,149.50	1,149.50	50.50	95.79
82339 VOAG - TEACHER TRAVEL	200.00		.00	.00	200.00	200.00	-200.00	.00
82342 VOAG - TELEPHONE	450.00		450.00	.00	450.00	450.00	.00	100.00
82394 VOAG - FIELD TRIPS	1,700.00		1,850.00	.00	1,700.00	1,700.00	150.00	91.89
82401 VOAG - OFFICE SUPPLIES	900.00		900.00	.00	599.01	599.01	300.99	66.56
82402 VOAG - AUDIO VISUAL SUPPLIES	1,320.00		1,320.00	.00	951.48	951.48	368.52	72.08
82403 VOAG - TEACHING SUPPLIES	8,470.00		8,470.00	.00	5,836.54	5,836.54	2,633.46	68.91
82414 VOAG - CUSTODIAL SUPPLIES	3,500.00		3,500.00	.00	1,257.21	1,257.21	2,242.79	35.92
82421 VOAG - TEXTBOOKS	1,200.00		1,200.00	.00	656.80	656.80	543.20	54.73
82423 VOAG - WORKBOOKS	1,320.00		1,320.00	.00	854.29	854.29	465.71	64.72
82425 VOAG - COMPUTER SOFTWARE	1,000.00		1,000.00	.00	750.00	750.00	250.00	75.00
82426 VOAG - COMPUTER SUPPLIES	1,580.00		1,580.00	.00	1,055.87	1,055.87	524.13	66.83
82431 VOAG - LIBRARY BOOKS	750.00		750.00	.00	180.72	180.72	569.28	24.10
82440 VOAG - PERIODICALS	780.00		780.00	.00	562.88	562.88	217.12	72.16
90100 APPROPRIATED REVENUES	.00		220,761.04	.00	220,761.04	220,761.04	.00	100.00
10 REGULAR EDUCATION	50,169,691.00	503,001.04	50,672,692.04	.00	51,090,865.22	61,090,865.22	-418,173.18	100.69
5 SPECIAL EDUCATION								
20110 MUNICIPAL RETIREMENT ADMIN. FEE	249,854.00		249,854.00	.00	292,242.95	292,242.95	-42,388.95	116.97
20210 SOCIAL SECURITY FEES	194,460.00		194,460.00	.00	173,384.64	173,384.64	21,075.36	89.16
20230 MEDICARE FEES	130,135.00		230,135.00	.00	130,226.14	130,226.14	-91.14	100.07
83110 CLERICAL SALARIES	204,153.00		204,153.00	.00	201,363.63	201,363.63	2,789.37	98.63
83111 PRINCIPAL SALARY	31,245.00		31,245.00	.00	32,143.05	32,143.05	-898.05	102.87
83112 ADMINISTRATIVE SALARIES	348,193.00		348,193.00	.00	320,254.64	320,254.64	27,938.36	91.98
83113 TEACHER SALARIES	3,075,405.00		3,075,405.00	.00	3,108,591.93	3,108,591.93	-33,186.93	101.08
83114 GIFTED PROGRAM TEACHER SALARIES	158,850.00		158,850.00	.00	161,612.40	161,612.40	-2,762.40	101.74
83115 SPEECH PATHOLOGISTS SALARIES	650,101.00		650,101.00	.00	622,098.05	622,098.05	28,002.95	95.69
83116 PSYCHOLOGISTS SALARIES	479,265.00		479,265.00	.00	471,832.00	471,832.00	7,433.00	98.45
83117 SOCIAL WORKERS SALARIES	422,322.00		422,322.00	.00	395,600.00	395,600.00	26,722.00	93.67
83118 GUIDANCE SALARIES	205,699.00		205,699.00	.00	213,888.68	213,888.68	-8,189.68	103.98
83119 IDEA PART B SALARIES	.00		.00	.00	-1,324.14	-1,324.14	1,324.14	.00
83120 PRESCHOOL TEACHER SALARIES	216,559.00		216,559.00	.00	212,191.00	212,191.00	4,368.00	97.98
83121 PARAPROFESSIONAL SALARIES	3,059,215.00		3,059,215.00	.00	3,053,535.29	3,053,535.29	5,679.71	99.81
83122 SUBSTITUTE SALARIES	135,000.00		135,000.00	.00	135,000.00	135,000.00	.00	100.00
83123 HOMEBOUND INSTRUCTOR SALARIES	92,000.00		92,000.00	.00	122,959.11	122,959.11	-30,959.11	133.65
83125 EXTENDED SCHOOL YEAR SALARIES	85,000.00		85,000.00	.00	81,226.47	81,226.47	3,773.53	95.56
83129 ARRA IDEA SALARIES	.00		.00	.00	50,082.01	50,082.01	-50,082.01	.00
83203 HEALTH INSURANCE	3,363,317.00		3,363,317.00	.00	3,422,369.56	3,422,369.56	-59,052.56	101.76
83205 WORKERS' COMPENSATION	153,465.00		153,465.00	.00	150,514.00	150,514.00	2,951.00	98.08
83206 LIFE & DISABILITY INSURANCE	36,000.00		36,000.00	.00	37,701.82	37,701.82	-1,701.82	104.73
83313 OCCUPATIONAL / PHYSICAL THERAPY	480,000.00		480,000.00	.00	485,454.68	485,454.68	-5,454.68	101.14
83314 EVALUATION & DIAGNOSTIC	45,000.00		45,000.00	.00	38,262.50	38,262.50	6,737.50	85.03

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						Y-T-D Expended	Available Balance	Percent
15 SPECIAL EDUCATION								
83315 VOCATIONAL SERVICES	5,000.00		5,000.00	.00	254.00	254.00	4,736.00	5.28
83318 LEGAL SERVICES	20,000.00		20,000.00	.00	11,659.25	11,659.25	8,330.75	58.35
83319 PURCHASED SERVICES	211,825.00		211,825.00	.00	70,768.35	70,768.35	141,056.65	33.41
83320 DIAGNOSTIC CENTER	85,000.00		85,000.00	.00	127,799.06	127,799.06	-42,799.06	150.35
83332 IN-TOWN TRANSPORTATION	571,854.00		571,854.00	.00	558,504.53	558,504.53	13,349.47	97.67
83335 OUT OF TOWN TRANSPORTATION	1,153,044.00		1,153,044.00	.00	1,128,699.43	1,128,699.43	24,344.57	97.89
83337 PROFESSIONAL DEVELOPMENT	5,000.00		5,000.00	.00	4,428.49	4,428.49	571.51	88.57
83338 PROFESSIONAL MEETINGS	2,500.00		2,500.00	.00	1,389.65	1,389.65	1,110.35	55.59
83339 ADMINISTRATIVE TRAVEL	5,000.00		5,000.00	.00	5,029.37	5,029.37	-29.37	100.59
83340 TRAVEL FOR INSTRUCTION	2,000.00		2,000.00	.00	757.77	757.77	1,242.23	37.89
83350 AUDIOLOGICAL SERVICES	79,946.00		79,946.00	.00	208,511.81	208,511.81	-128,565.81	260.82
83369 APPLIED BEHAVIOR ANALYSIS PROGRAM	376,445.00		376,445.00	.00	526,758.00	526,758.00	-150,313.00	139.93
83370 OUT OF TOWN TUITION	2,267,192.00		2,267,192.00	.00	1,557,163.38	1,557,163.38	710,028.62	68.68
83371 AGENCY PLACEMENT TUITION	262,478.00		262,478.00	.00	347,047.39	347,047.39	-84,569.39	132.22
83372 GIFTED TUITION	282,240.00		282,240.00	.00	.00	.00	.00	.00
83400 CLERICAL SUPPLIES	1,950.00		1,950.00	.00	1,342.73	1,342.73	607.27	68.86
83401 OFFICE SUPPLIES	4,000.00		4,000.00	.00	1,983.10	1,983.10	2,016.90	49.58
83402 AUDIO VISUAL SUPPLIES	417.00		417.00	.00	306.22	306.22	110.78	73.43
83403 GENERAL TEACHING SUPPLIES	4,063.00		4,063.00	.00	2,008.52	2,008.52	2,054.48	49.43
83404 ART SUPPLIES	2,275.00		2,275.00	.00	1,786.89	1,786.89	488.11	78.54
83410 PHYSICAL EDUCATION SUPPLIES	260.00		260.00	.00	226.21	226.21	33.79	87.00
83411 TESTING SUPPLIES	25,500.00		25,500.00	.00	24,925.68	24,925.68	574.32	97.75
83412 SCIENCE SUPPLIES	669.00		669.00	.00	584.21	584.21	84.79	87.33
83414 MATH SUPPLIES	228.00		228.00	.00	161.74	161.74	66.26	70.94
83417 PROFESSIONAL MATERIALS	1,800.00		1,800.00	.00	.00	.00	1,800.00	.00
83421 TEXTBOOK REPLACEMENT	1,405.00		1,405.00	.00	1,066.91	1,066.91	338.09	75.94
83422 NEW PROGRAM TEXTS	2,240.00		2,240.00	.00	490.25	490.25	1,749.75	21.89
83423 CONSUMABLE TEXTS	1,081.00		1,081.00	.00	913.63	913.63	167.37	84.52
83424 PERIODICALS	500.00		500.00	.00	.00	.00	500.00	.00
83425 COMPUTER SOFTWARE	23,000.00		23,000.00	.00	36,004.40	36,004.40	-13,004.40	156.54
83493 GIFTED & TALENTED SUPPLIES	3,000.00		3,000.00	.00	1,174.10	1,174.10	1,825.90	39.14
83494 SYSTEMWIDE SPEECH SUPPLIES	4,000.00		4,000.00	.00	1,508.20	1,508.20	2,491.80	37.71
83495 INSTRUCTIONAL SUPPLIES	16,000.00		16,000.00	.00	11,762.49	11,762.49	4,237.51	73.52
83496 SPECIALIZED MATERIALS	20,100.00		20,100.00	.00	6,121.56	6,121.56	13,978.44	30.46
83497 VOCATIONAL SUPPLIES	2,500.00		2,500.00	.00	1,279.03	1,279.03	1,220.97	51.16
83498 PRESCHOOL SPEECH SUPPLIES	1,000.00		1,000.00	.00	769.80	769.80	230.20	76.98
83499 PRESCHOOL PROGRAM SUPPLIES	4,000.00		4,000.00	.00	2,513.03	2,513.03	1,486.97	62.83
83542 EQUIPMENT FOR INSTRUCTION	4,490.00		4,490.00	.00	10,335.66	10,335.66	-5,845.66	230.19
15 SPECIAL EDUCATION	19,269,240.00	-282,240.00	18,987,000.00	.00	18,567,265.25	18,567,265.25	419,734.75	97.79
1 FY 09/10	79,438,931.00	220,761.04	79,659,692.04	.00	79,658,130.47	79,658,130.47	1,561.57	100.00

OPENING OF SCHOOL DATES 2011-2012

EVENT	DATE	TIME	PLACE
Substitute Teacher Orientation	Thursday, August 18, 2011	9:00 a.m.	Hatton Elementary School
Executive Parent Council Meeting	Thursday, August 18, 2011	12:00 p.m.	Beecher Street Conference Room
New Teacher Orientation	Monday, August 22, 2011 Tuesday, August 23, 2011	8:30 a.m.	Plantsville Elementary School
Opening of School Health Fair	Wednesday, August 24, 2011	7:00 a.m.	SHS Cafeteria
Opening of School Convocation		9:00 a.m.	SHS Auditorium
Staff Professional Development	Thursday, August 25, 2011 Friday, August 26, 2011	Check SPS Website	Designated Schools
First Day of School	Monday, August 29, 2011		All Schools
Technology Department Recognition Luncheon	Monday, August 29, 2011	12:00 p.m.	Beecher Street Conference Room
Executive Parent Council Meeting	Thursday, September 8, 2011	12:00 p.m.	Beecher Street
Board of Education Meeting	Thursday, September 8, 2011	7:30 p.m.	Town Council Chambers
Open House Strong Elementary School Hatton Elementary School South End Elementary School Thalberg Elementary School	Wednesday, September 7, 2011	7:00 p.m.	Designated Schools
Open House Joseph A. DePaolo Middle School John F. Kennedy Middle School	Tuesday, September 13, 2011	7:00 p.m.	Designated Schools
Open House Derynoski Elementary School Flanders Elementary School Kelley Elementary School Plantsville Elementary School	Wednesday, September 14, 2011	7:00 p.m.	Designated Schools
Open House Southington High School ALTA	Thursday, September 15, 2011	7:00 p.m.	Designated Schools
Board of Education Meeting	Thursday, September 22, 2011	7:00 p.m.	Town Council Chambers
Wall of Honor	Tuesday, October 11, 2011	5:30 p.m.	Southington High School
Music of the Knight	Saturday, October 29, 2011	5:00 p.m.	Southington High School