SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

SEPTEMBER 8, 2011

The regular meeting of the Southington Board of Education was held on Thursday, September 8, 2011 at 7:30 p.m. in the Southington Town Council Chambers, 75 Main Street, Southington, Connecticut.

1. CALL TO ORDER

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

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. 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.

Student Representatives present were Leon Peschel and Whitney DiMeo.

There were approximately 24 individuals in the audience.

2. PLEDGE OF ALLEGIANCE

The student representatives led the meeting with the Pledge of Allegiance.

Dr. Erardi introduced the student representatives, Leon Peschel and Whitney DiMeo, to the Board members and audience. He welcomed them and stated that Dr. Semmel escorted Leon and Whitney to his office a few weeks ago and they had a great conversation. He felt that they will have an exceptional year with student reports coming from the student representatives. He thanked them for volunteering.

3. APPROVAL OF MINUTES

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

"Move to approve the minutes of the regular meeting of August 18, 2011 as revised."

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

4. COMMUNICATIONS

a. Communications from Audience

Michelle Brennan, 1487 East Street: She stated that she was the proud parent of two Hatton Elementary School fourth graders and one first grader. She commended the teachers and administration at Hatton School because they look at each challenge that they are given and are enthusiastic and positive about finding solutions that will work best for the education of the students. She voiced her dissatisfaction with the fourth grade class size at Hatton School. The current fourth grade class has two sections each with 25 children enrolled. She noted that was more than the 47 students that the Board discussed at their last meeting. On the last enrollment grid that she had, it was clear that Hatton School has some of the highest class sizes in the district. She wanted to understand the criteria for picking what school would share the heaviest load. As a parent and taxpayer, she found the distribution of teacher resources in the district to be unfair. There are schools in the district with far less students in their fourth grade classes. She did not have the latest grid, but, unless Flanders School has enrolled more students, they have 47 students in three sections while Hatton has 50 students in two sections. It was her understanding that all the school principals were asked to see if they could "in-house" pick a class to expand the numbers so that another class could have smaller numbers. If this was done at Flanders, it would appear that the Board decided at their last meeting to add that teacher back to the class, which was condensed. In reading the minutes from the last meeting, she noted that Mrs. Smith mentioned that there were classes of 26 at Derynoski School last year in the fifth grade and they were assisted with the help of paraprofessionals and scheduling. She understood that and was happy that it worked for them; however, she believed that those large classes were of their own making because they were fifth graders who did not want to be redistricted. At Hatton, they did not volunteer for these large class sizes. She felt that this class at Hatton struggles and brought copies of the latest CMT results for this class (Attachment #1). She was sure that the Board was aware that this class did not perform well on the CMTs last year. She felt that this was unusual for Hatton because the current fifth grade did phenomenally well on their last two years of tests. She pointed out that, at the last Board of Education meeting, Mrs. Johnson asked why Mrs. McAloon was not requesting an additional class for the fifth grade at Hatton since their numbers were also high. Ms. Brennan could not speak for Mrs. McAloon, but she felt that the scores on the CMTs speak for themselves; the current fourth grade did not do well last year and the current fifth grade did. She felt that 25 children were too many for this class; the classroom was crowded and there was not room for an additional adult such as a paraprofessional. She was aware that there is not an open budget to pay for another teacher. One of the options that she has heard considered is that a paraprofessional would focus on literacy for the two classes. Other than space constraints, she had two concerns about this option. How much will this cost in comparison to a full time teacher for another class? How will the time of this person be divided? Will all the students benefit? She asked that, if 25 children per class were acceptable this year, would 27 or 28 be acceptable next year.

<u>Christine Mikosz, 76 Hazelwood Drive</u>: She stated that three of her four children attend Hatton in first, fourth and fifth grade. Her focus is on her daughter in the fourth grade.

After much discussion last year of the needs and make up of these children in third grade, a teacher was added back to support their needs. She was completely surprised to hear that it was cut this year resulting in a class of 25 students each. Her daughter has a learning disability, and it has not changed because she is one year older. She felt that 25 students in a class did not create the optimal learning environment that this town is providing for other children in fourth grade. She noted that third grade was an incredible year for her daughter because she made the most progress that she has ever made and that was largely due to the small third-grade class size of 16 students. She does not see this happening in a class size of 25 students. Her concern was that the CMT scores were very low for this group. She asked that Hatton fourth grade be given the same learning environment as the rest of the fourth graders in the district.

Ewa Ciaffaglione, 110 Mariondale Drive: She was there to talk about the class sizes for the third grade at Strong Elementary School. They went from four second-grade classes last year to three third-grade classes this year, resulting in larger class sizes. She believes that it is a harder learning environment for the students. She asked the Board to look at the class sizes for third grade at Strong School.

<u>Stacey Pillsbury, 117 Mount Vernon Road</u>: She has a daughter and son at Strong School. She supported what Ewa said about class size. She spoke highly about the teachers at Strong School and asked that the class size be smaller.

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Queen reported that Cherraine Davis, who last spring was recognized as an All-State athlete, just competed in the DN Galan Diamond League Youth World Championships in Stockholm, Sweden. While there, she finished third overall in the women's shot put. This was her first international competition representing the United States. Cherraine is currently a senior at Southington High School. Mrs. Queen congratulated Cherraine.

Mr. Derynoski reported that last night Dr. Erardi held a kick-off of his roadshow for the middle schools at Hatton School. He was impressed with the number of people who attended. Mr. Derynoski felt that those who saw the posters were very impressed and enthusiastic about the upcoming referendum. He did not hear anything negative and the comments that he did hear were that it was "about time." He stated that Dr. Erardi did a great job with his presentation. Mr. Goralski commented that they were off to a good start.

Mrs. Notar-Francesco reported that she recently forwarded many e-mails to the Board about the new Commissioner of Education, Stefan Pryor. She asked the Board if they would like her to continue sending information that she receives through CREC about the happenings at the State Capitol with Commissioner Pryor taking his seat. The Board agreed. She felt that they would have to keep an eye on this appointment as the next weeks roll on.

Communication from Administration:

Dr. Erardi thanked the four parents who spoke this evening. He thought that they represent the dozens of other parents who have weighed in on class size. He thanked them for their time tonight and the respectful manner in which they are approaching this topic.

Dr. Erardi discussed the following (Attachment #2):

- 1. Project Choice Update (PES/SEES/DES): Dr. Erardi explained that the Transportation Director of CREC has to navigate 27 different communities with transportation. Although there were some blips with transportation, overall he felt that CREC and Project Choice should be applauded because they tried to front load good information and it that changed hourly. Presently, Southington has accepted 10 additional Project Choice Kindergarten students with five at Derynoski and five at South End Schools. He expected all 10 slots to be filled. Similar to last year, there currently are three of five slots at Derynoski and three of five at South End filled. They are still waiting for four additional families to commit to Southington schools.
- 2. <u>Superintendent's Blog</u>: Dr. Erardi reported that Karen Veilleux, Director of Technology, spoke about the redesign of the webpage with a Superintendent's Blog at the Brown Bag Luncheon today. Starting September 10 through November 8, the Blog is going to be dedicated solely to the middle school projects. He thought that it was very important for the community to be able to have a conversation with administration and to ask questions with answers coming no later than the next day.
- 3. <u>Connecticut Consortium of Education Foundation</u>: Dr. Erardi reported that administration from Southington would be involved in presentations at the Connecticut Consortium of Education on October 4 in Cromwell all day.
- 4. <u>K-12 Bullying Committee</u>: Dr. Erardi reported that the ad hoc committee has been assembled consisting of students, parents, administrators, and central office staff members. He invited Board members to attend. The meeting is on Thursday, September 15 at 4:00 p.m. at central office. The intent is to bring an updated bullying policy that represents the needs of K-12 to the Personnel and Policy Committee.
- 5. <u>9/11 Remembrance</u>: Dr. Erardi reminded the Board that on Sunday, September 11 at 6:30 p.m. a 9/11 10th year anniversary ceremony will be held on Fontana Field. He noted that many Board members would be participants within the program and should be present by 5:30 p.m. in the Ag-Science Center to assemble for final directions. He noted that it was terrific work by the organizers. He thanked Fred Cox, Eric Swallow, and Rit Campbell who all have offered their expertise to make this happen.
- 6. <u>Family Resource Center</u>: Dr. Erardi stated that this was a four-year partnership with the Family Resource Center and the sophistication and maturity of the document was a reflection of the work of Krista Pringle and her excitement to be a partner with the Board of Education, as opportunity is offered in all eight elementary schools.
- 7. <u>ABC Classrooms</u>: Dr. Erardi reminded the Board about their partnership with the STEPS Program and the Asset Building Classrooms.

Mrs. Rickard said that she will be in Chicago on business next week and that she would not be able to attend the 9/11 Remembrance. Mr. Goralski noted that he was asked to go and he was not sure how many other Board members were involved.

c. Communications from Student Board Representatives

Mr. Peschel reported that, when they met with Dr. Semmel and Dr. Erardi, they talked about going beyond just facts and figures and giving more of a pulse on how the school was doing. He reported that the school opened extremely smoothly and everything went well with everybody finding their classes. He noted that the orientation for the freshmen really helped and that it was great to see older students volunteer several hours of the day and evening to help the new freshmen find their classes and get their schedules in order. He noted that there were a few student concerns about school buses. A couple of the buses were a little overcrowded; however, it is starting to better regulate itself as students find the correct bus. He noted that it was a concern that he had been hearing around the school. The clubs and sports are starting up with tons of excitement and new clubs being proposed. The Emblem Club has new software.

Ms. DiMeo reported that, regarding new AP classes, her chemistry teacher, Mr. Nero, said that this was the highest participation they had for AP chemistry. There are 24 students in two classes. It is really exciting; this usually does not happen because many people are discouraged to take AP classes. There is a new AP US History teacher, her name is Ms. Driver, and she is really kind. Most students would be discouraged and think the AP exam would be hard because it is her first year teaching; but, she did not think they are really that concerned. She stated that it has been hard, but really enjoyable. Along with new AP additions, there is a new language lab. The software is very professional and they get to hear their own voices speaking in different languages. She felt that it helped to learn the language better, which helps to encourage the important significance of languages. By having the lab, it will make learning fun.

Mrs. Notar-Francesco thanked Ms. DiMeo for the feedback on AP. She was very pleased to hear the positive attitude coming from students about it.

Mr. Goralski stated that he received a letter that evening from Mrs. Tina Riccio regarding the language lab. Mr. Goralski read the letter to the Board (Attachment #3). He noted that the investment the Board made with the language lab was appreciated by both students and staff. Mrs. Clark stated that on opening day of school she, Mrs. Queen and Mrs. Johnson took a first-hand tour of the language lab with Dr. Alexandru, World Language Department Chair. She stated that it is very high tech, very impressive and every minute of the school day it is in use. She observed that not only are the teachers excited about it, but the students are enjoying it as well.

Mr. Goralski told the student representatives that they could leave the meeting when they needed to and to never put the meeting before their school work.

5. COMMITTEE REPORTS

a. Curriculum & Instruction Committee Meeting ~ September 7, 2011

Mrs. Carmody reported that the committee met on September 7. She acknowledged the teachers who served on the Steering Committee who gave of their time and that the entire committee met with Dr. Semmel who gave a presentation. Mrs. Carmody wanted to give the Board some background before Dr. Semmel gives an entire presentation to the Board at their next Board of Education meeting. She explained that they are looking into changing leveling at Southington High School and she felt that the committee did an excellent job. Secondary school reform will focus on rigor, engagement in 21st Century skills and requiring high expectations for all students. The NEASC recommendation was to "review" and "revise" our student grouping practices and also to plan professional development to ensure that all students, regardless of level, are engaged in higher order thinking and application of skills. She stated that all those on the Leveling Committee supported the leveling changes.

Mrs. Carmody told the Board that they will be receiving the entire packet that the Steering Committee reviewed yesterday and they can read this packet for the background material for their meeting in two weeks. The overall goal of this new leveling is to have every student graduate from Southington High School prepared for any and all forms of further education. The committee is changing the levels of Level 1, Level 2 and Level 3 to new levels to be named "Honors" (AP, UConn and ECE), "Competitive College Prep" and "College Prep." She noted that the committee was extremely pleased with the presentation and all of the hard work at the high school. The committee was reassured that there will be professional development for the teachers and that the parents will be informed along with the students. Mrs. Carmody stated that this would also involve changes in the weighting of the courses, which will benefit the students who take the AP and higher level courses. She felt that it was a win-win situation for everyone and a paradigm shift in their thinking at the high school. She noted that change is always difficult.

Mrs. Notar-Francesco commented that there were some concerns at the Curriculum Committee level about informing the community of this change in an appropriate and timely fashion so everyone understands what is happening. She noted that one of the suggestions that Dr. Semmel was entertaining was a presentation on Spotlight Education. The Board thought that was a good idea.

Mr. Derynoski appreciated the report by Mrs. Carmody; however, he would have liked to have seen the minutes of the meeting ahead of time. Mrs. Notar-Francesco and Mrs. Carmody replied that the meeting was held yesterday. Mr. Derynoski stated that it was unusual for the Board to talk about a committee meeting without having some documentation. Mrs. Carmody explained that the Curriculum and Instruction Committee just wanted to give the Board a "heads up" of what is coming in two weeks. The Board will have a thorough explanation of everything that happened at the meeting within the packet that will be coming to the Board. She thought that this meeting was a good opportunity to make the public aware of it. Mr. Derynoski asked what was going to happen in two weeks. Mrs. Carmody replied that the Board will receive a packet that will explain all the material that Dr. Semmel presented yesterday regarding the leveling changes, the descriptive for each level, and how it will affect weighting. Dr. Erardi explained that the Board will receive the beginning of the NEASC recommendations for consideration on September 22. It is the opening conversation for the 2012-2013 school year. Mr. Derynoski asked if there will be a request for action at the next meeting. Dr. Erardi replied that his recommendation is that it be introduced on September 22 and then, if the Board needs time to digest and ask questions, they will take action at the first meeting in October. He noted

that there needs to be time for the entire Board to be comfortable with the conversation because this is watershed information that changes the landscape of Southington High School. Mr. Goralski summarized that the meeting minutes of the Curriculum and Instruction meeting were not before the Board because the meeting took place yesterday afternoon and that it was a lengthy meeting from what he heard. Mr. Goralski liked the plan for it to be presented to the Board, with action in October.

6. REPORT OF SUPERINTENDENT

a. Personnel Report

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

"Move to approve the Personnel Report."

Mrs. Notar-Francesco questioned if the Literacy Specialist at Southington High School was new. Dr. Erardi replied that the Literacy Specialist was within the existing English Department and that there was no additional staffing, just a reconstruction within the department to support literacy at the high school.

Mr. Derynoski asked if they had the same amount of Literacy Specialists as last year. Dr. Erardi replied that the FTE level K-8 was the exact same. The level within the English Department is the exact same; however, there was a need for recovery in reading and for readiness of the Grade 9-12 population. The English and Literacy Specialists combination is a flat number. Within the English Department they restructured one position to better support literacy for all students and staff.

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

7. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reminded the Board that STEPS will be at the next Town Council meeting on September 12. Mr. Goralski planned to attend and to publicly thank Mr. Brumback because, when Hurricane Irene hit, his expertise coming from the Gulf area, along with his partnership with Dr. Erardi and other branches of town government, was very impressive. The information flow was incredible and his preparation for the community was outstanding. Mr. Goralski stated that it appeared Southington had a dome over it and was protected from a severe storm that greatly affected other towns; however, with Mr. Brumback's leadership, the town was prepared. Mr. Goralski stated that he was incredibly proud with the way it was handled. Mrs. Rickard told Mr. Goralski to thank Mr. Brumback for including all the Board of Education members on his emails because all the information that he provides on a wide range of topics has been extremely informative and helpful.

b. Construction Update

Mr. Cox reported that at Plantsville School they are working on assembling the Energy Management Server and expect that to be up and running by the end of the month, which will serve Plantsville School, South End School and other district facilities. At South End School, they have had some difficulties in getting the lawn established. The Building Committee has given the contractor a deadline to have it up to par by October 3. The contractor has been bringing in additional top soil, weather permitting.

c. North Center School Project Update

Mr. Cox reported that they had their second job meeting that morning and will be meeting on a weekly basis during the project. The electrical contractor has been there for a couple of weeks removing the old service, and temporary service has been brought in from the road for construction purposes. All the older equipment has to be replaced by CL&P and that is why they are bringing in temporary service. Because of the weather this week, the site contractor has postponed his start on the site with the heavy equipment until Monday, September 12. The contractor is working on asbestos abating, and there is plenty of work for them to do. The permitting process takes 10 working days at the state level and they will start that process in two weeks.

Mrs. Johnson asked when the Board can expect occupancy. Mr. Cox replied that the last time the developer was asked that question they said it was expected to be completed in January or February.

Mr. Goralski asked if the Maintenance Department removed things that could be possibly used elsewhere in the school system such as fixtures. Mr. Cox replied that they left the "bones" of the building for Borghesi Construction. Mr. Goralski thanked Mr. Cox and the maintenance staff for doing that.

d. Middle School Feasibility Study Update

Dr. Erardi reported that the Board should have received two to three artifacts from Fletcher Thompson, in draft form, for consideration. He also brought to the meeting five poster boards for display at the meeting. He stated that the top board was a composite of the project that will be in front of the electorate on November 8. There are two boards that are a topographical look of DePaolo and Kennedy Middle Schools. There are also two boards that illustrate 12 additional classrooms, new science rooms, and new unified art rooms. These poster boards will also be a part of all the presentations. He hoped that Board members could assist administration with presentations. He provided an updated list of presentations and asked the Board to call his Executive Assistant, Mrs. Albaitis, with the dates they would be able to assist. He thought that it would add tremendous value to the presentation to have a Board member present to be a part of the conversation. He asked for the Board's support for two dates at 7:00 p.m. to offer an open forum to the greater community for discussion on the work. Dr. Erardi noted that Fletcher Thompson Architects have been working hard with Mr. Cox. He pointed out that it was a tremendous tribute and credit to Mr. Cox who has been the conduit between all the good works from Fletcher Thompson.

Dr. Erardi stated that they are also putting together a Fact Sheet and a Frequently Asked Questions sheet. On Sunday, November 6, they intend to block off three hours, 12:00 p.m. to 3:00 p.m., with a door-to-door canvas of the community, not telling people how to vote, but asking them to participate in the opportunity. He stated that he expected to be in front of 10 to 15 different businesses offering that same information with a Fact Sheet and a reminder to vote on Tuesday, November 8. The plan, at this point, is a conversation about a Political Action Committee (PAC). He asked the Board if they wanted to go forward with a PAC or if they were comfortable with the roll-out that they have in place. He hoped that on Monday, November 7, when the day is done, they can go to bed believing that they did all they could to inform the community of the opportunity. He stated that this was the roll-out plan for the middle schools, with many people doing extraordinary work in a tight timeline to get it all done.

Mr. Goralski proposed that Dr. Erardi give a few calendar dates to the Board for availability to attend the question and answer session opened to the public. After the Board is polled, they will see what days are best for the majority of the Board. He felt that it would show collaboration to have as many Board members present. Mr. Goralski felt that they had all the other elected boards in Southington unanimously support it throughout the process and that they had phenomenal media coverage from the newspapers. Now, it was the Board's job to make sure the community knew. He stated that he had a couple of people ask him about a Political Action Committee. Several parents are researching vendors who sell signs and plan to make up a sign to vote "yes" to support Southington schools. He thought that people are out there doing a lot of work already that he did not even know was taking place.

Mr. Derynoski thought that the forum concept was a wise idea. But, he would like to see it kept open and informal, and set-up with a series of tables spread out with Board members and administrators; something like a meet-and-greet. He thought that if it was a casual, laid back approach they would get more people involved instead of going to a podium and talking into a microphone. He felt that if they used that approach they would get much more interaction. Mr. Goralski thought that the elementary schools provided a good starting point. The middle schools and high school are more complex. He noted that Mr. Spencer Richards, the PTO President at Kennedy, proposed color printouts that he could put in different locations of the school for parents to see. He hoped that Fletcher Thompson could produce some of those for the middle schools and the high school.

Mrs. Rickard noticed that at the bottom of the printout it said, "Prepared, distributed and paid for by the Southington PTAs" and asked if that was draft verbiage that was put on it. Dr. Erardi replied that was correct. Mrs. Clark replied that there has to be a Political Action Committee if they are going to have something like that on material distributed. Mrs. Fischer replied that Southington does not have any PTAs, they are all PTOs. Mr. Goralski asked if the Board was allowed to produce information sheets. He believed that they are allowed to provide information but they are not allowed to encourage people. Dr. Erardi replied that town government is allowed to send information out at any point and that this is a town government project. Town government is not allowed to influence the electorate. They can send a Fact Sheet; but, it cannot say how to vote.

Mr. Goralski stated that if the Board approves the packet before them, they could send it to the town government to be shared. It could also be shared with a Political Action Committee. Mr. Goralski thought the packet was fantastic. Mrs. Notar-Francesco noted that there were a

couple of spelling mistakes in the packet that needed to be addressed. She felt that there were a couple of things that could be cleaned up on the big sheet as well. Dr. Erardi noted that the packet came from Fletcher Thompson two days ago with a real tight deadline. He would like to have a conversation with Mrs. Notar-Francesco with regard to the editing piece.

Dr. Erardi asked the Board if they were comfortable with the two forums, with one held at Kennedy Middle School and one at DePaolo Middle School. The Board unanimously agreed. Dr. Erardi felt that it made sense to showcase the schools that they plan to renovate, and gave the credit to Mrs. DiNello for thinking of that. Mr. Goralski acknowledged that the reason they are holding their last meeting in October at Kennedy Middle School was to draw attention and give the opportunity for the public to see the middle school. He commented that they would open the school for people to walk around.

Mr. Goralski thanked Dr. Erardi because there has never been a better spokesperson to communicate this to the community. Mr. Derynoski thought that it would be great to be at all the school Open Houses. Mr. Goralski thought that the PTO meetings at the beginning of the year are the highest attended and, if the PTOs get the word out to parents that there would be a presentation, it should be well attended.

Mrs. Queen noted that there was a presentation to staff on the list. Dr. Erardi replied that he planned to meet with the faculty members in the district, especially if they live in Southington, to express the opportunity to get out the vote and to serve as an ambassador of information. If the Board was able to attend their host school, they were more than welcome to be a part of that conversation.

e. K-5 Class Size Update 2011-2012

Dr. Erardi explained how scientific and how unscientific class size and projections could be. When they spoke in August, he was concerned with registration because it was a very slow July. Over the past three weeks, 93 students registered in Southington since August 15. All the projections and predictions that they try to look at around August 1st have changed. Since August 15, Derynoski School has gained an additional 16 students, Thalberg an additional 10 students, and that all of that data was in the latest grid in front of the Board (Attachment #4). By design, they changed the meeting date to have a better discussion in a timely fashion with class size when they met in August. The Board, at that time, identified three or four spots of concern and asked administration to bring back information of what represented the composite within a class or within a grade level. He noted that Mrs. Smith has that information and has shared it with the Board. The recommendation from administration this evening would be to look at all the spots, especially concerns that parents have spoken about, because those are the concerns that the Board also had. Part of his responsibility as a School Superintendent is to always be cognitive of the operational plan and the dollars attached to that plan. He had extensive conversations with Mrs. DiNello and Mrs. Smith and concluded that, unfortunately, this was going to be a difficult end of the race for 2011-2012. As they always do, they asked the building administrators to freeze 25% of items and Mrs. DiNello has that bottom line for the Board to give a sense of what that dollar looks like. The recommendation this evening is to look at the places that were identified in August and offer support to all three schools. The level of support, because of the fiscal concern that we have, is to offer a 1.5, 1.0, and 1.0 FTE Literacy Tutors at Derynoski, Hatton and Kelley Schools. He did not want any Board member to think that the

Superintendent or the Assistant Superintendent does not advocate for class size. They are absolutely onboard that low numbers equal better results. Their difficulty is that, when they came in lean with a budget this year and that budget was further reduced, it exacerbated what is now a tenuous situation.

Mrs. Smith reported that at noon today, she received current enrollment data. With 93 people registering since August 15, she was watching very closely to see what schools and in what grades and monitored that extremely closely. There was an impact in all of the schools with 93 additional students; but, the major impact was not felt in those hot spot schools addressed in August. At Derynoski School, the fourth grade enrollments are three sections with 25 students and two sections have 24 students. At Hatton School, the fourth grade classes each have 25 students. She added that, although it has not received a lot of public discussion yet, the fifth grades at Hatton School are also high with one class at 25 and one at 26 students. At Kelley School, the fourth grade classes, of which there are three, have two classes at 25 students and one class at 24 students. The Kindergarten, Grade 1 and 2 classrooms district-wide have been impacted by much of the 93 added students; however, because the enrollment was reasonable in the beginning of August, it has not negatively impacted the primary enrollment since August 1st. At Strong School, the third grade enrollment remains at three sections with 22, 22 and 23 students and has not changed since the Board last met. Her office communicated with principals and secretaries and was confident that, as of right now, these numbers were accurate.

Mrs. Rickard asked for clarification because she kept hearing the number 93. When she adds up the changes it looks to be less than one-third of 93. Mrs. Smith responded that the 93 students were Grades K-12. Mrs. Rickard asked how the numbers affected DePaolo and Kennedy Middle Schools. Dr. Erardi replied that DePaolo actually had 13 new registrations and Kennedy had four new registrations. Mrs. Rickard asked how it impacted class sizes at the high school. Dr. Erardi replied that the high school picked up an additional 28 students. Dr. Erardi stated that on September 22 he will have an annual report with class sizes of over 30 students and less than 10 students. In his conversations with Dr. Semmel, they have not spoken about students trying to register and being closed out because of class size or courses being shut down. He thought that they were okay. Mrs. Rickard stated that, because Dr. Erardi did not hear anything, he was assuming it did not happen. Dr. Erardi replied that it was 28 students over four grades. He will get a definite answer to the Board on that for Friday.

Mrs. Fischer questioned the special education note on the enrollment grid regarding Hatton School. She asked if there was similar data for Derynoski and Kelley fourth grades. Mrs. Smith replied that there was. Mrs. Fischer noted that Grade 4 at Hatton, out of the 50 students, two students have special needs. She asked what it looked like at Derynoski and at Kelley. Mrs. Smith replied that the reason they did that analysis was because most of the communications that have come to her office and to Dr. Erardi have been from concerned families who may or may not have particular information or children with needs. She felt that this information would be helpful. This evening, publicly, there was information shared about the Connecticut Mastery Test (CMT) data. In response to the questions that were coming in, her office did different layers of homework for all of the schools. Because most of the questions and concerns that were received at central office focused on the school at that grade level, she made sure that they had a clear understanding of whether or not there were 25 students 100% of the time in that room. She visited the school a couple of times and pleasantly had a wonderful meeting with one of the fourth grade teachers at Hatton School. Children were not there when she visited, but she saw all

the desks and she certainly understood that for much of the time in the fourth grade classrooms one might find 24 students in each. Mrs. Smith stated that the other schools had similar data. The data that they did not explore were numbers of students who may be in all of the hot spot fourth grades who may have 504 Plans, Early Intervention Plans (EIP) and who are not necessarily identified with an Individual Education Plan (IEP). They know with the Early Intervention model becoming the model for the district that their goal is to provide services to children, where possible, without a formal identification of IEP. It does not mean that there are not children who have needs in all buildings. At Derynoski School, in fourth grade, there are 11 children identified as having a special education learning needs. At Hatton School, there are also 11 children. The difference is that at Derynoski there are five sections and at Hatton there are two. At Kelley School, there are three sections of fourth grade and there are six identified children. It does not mean that there are six children at Kelley School only who have learning needs; those are children who have an Individual Education Plan.

Dr. Erardi interjected that at Hatton School there is a district-wide Special Education Program and within that district-wide Special Education Program at times there are two students in that district-wide program in Grade 3 that will matriculate into a Grade 3 classroom. The majority of their day is in another classroom. Mrs. Rickard concluded that the two were not included in the 11 at Hatton, it was really 13. Mrs. Smith corrected her that the two were included in the 11 and without the two there are nine students. She clarified that, if they were to remove two from the roster, there would be nine, but in keeping "apple to apples" the same rules apply in all three schools.

Mrs. Notar-Francesco asked for the number of paraprofessionals who go along with some of those students. Mrs. Smith replied that Hatton School's fourth grade has two one-on-one paraprofessionals who travel with the child, and the same could be said for the other school situations as well. At Kelley School, of the six children, there are two paraprofessionals; but they are only employed for 12 hours per week each. At Derynoski School, there are two full-time paraprofessionals who are associated with children who have individual needs within that grade. Mrs. Rickard asked for clarification and assumes that the two paraprofessionals are travelling with the two special education students who come in and out of the classroom. Mrs. Smith replied that was correct. Mrs. Rickard summarized that there were 24 students all of the time with a possible addition of one student and one paraprofessional making it 27 people in the room including the teacher.

Mrs. Smith added that there were inclusion paraprofessionals who move in and out of all classrooms at all grade levels, and are not necessarily defined as one-on-one paraprofessionals. For an example, at Derynoski School there are 11 children identified and some of those children may receive one-hour a week of service, some children may receive 12-hours a week of service. The service may look like a push-in model or a pull-out model, it is so individualized. The paraprofessionals that she was quoting the Board are one-on-one paraprofessionals.

Mrs. Rickard concluded that, based on what Mrs. Smith just said, at any time there could possibly be more than 27 people in the classroom. She asked if Mrs. Smith knew at any given time what the maximum number of people could potentially be in the classroom based on floating in and out. Mrs. Smith replied that she could not answer that, but could get the answer. She pointed out that there was another possibility because at Hatton, in fifth grade, there was one teacher who currently has a student teacher and that would add another adult in the classroom.

The teacher was happy to have a wonderful student teacher to assist her. It was not seen as a negative, but as being helpful.

Mrs. Queen asked how the Literacy Tutors support the classrooms and if they would be inside or outside of the classroom? Mrs. Smith replied that the final decision would be determined by the building principal, together with the teachers, to figure out the best way to provide service. As a former building principal of a school that had a history of some higherthan-typical numbers two years ago when the same situation arose at Derynoski for fourth grade and then for fifth grade, they were able to employ a full-time tutor. The tutor's job was to assist every classroom teacher by supporting literacy groups. The groups would change so that a group of six might be working with a Literacy Tutor in a particular fluency area or a comprehension area. It is really defined by the needs of the children and what the teacher feels is the best way is to utilize the tutor. Mrs. Smith stated that she did speak with all three schools. She noted that everyone would love teachers in these spots; however, a Literacy Tutor versus a paraprofessional was the preferred staff member if they did not get a certified teacher because language arts is the area where teachers have reported that they would like extra support. More than general support, the teachers preferred targeted support. The Literacy Tutors work under the direction of the Literacy Specialist and they do receive in-house training. Mrs. Carmody asked if they take the children out of the classroom. Mrs. Smith replied that they could. Mrs. Smith stated that, with the Literacy Tutor she had at Derynoski School, there were three classes where it worked best to find a small environment and in two classes pushing-in was the model.

Mr. Goralski thought that they were missing one of the hot spots that he recalled talking about. He flipped through the minutes and recalled mentioning that in third grade at Strong School there were three sections of 22, 22 and 23. He asked if third grade was considered a primary grade. He pointed out that Grade 3 was the first year of CMTs. He noted that they had two parents speak tonight and he received four e-mails from other people with a concern of that group. He asked that it be included in the Board's discussion. He felt that they had five hot spots. Mrs. Smith replied that Grade 3 is defined differently in different communities. Sometimes it is called "primemediate" because in the beginning of the year one tends to consider it more of a primary grade and from mid-year on one tends to define it more accurately as an intermediate grade. She noted that "primemediate" was an invented word, but a case could be made either way. She noted that she was referring to the primary grades of Kindergarten and Grades 1 and 2. Mrs. Smith stated that in the current grid Strong School is clearly the school that has the highest enrollment in Grade 3. The hot spots in fourth grade that she was addressing were the ones the Board talked about at their last Board meeting and she wanted to start the discussion with that.

Dr. Erardi explained that they used as placeholders, as a plus or minus, 18 students for Kindergarten, 22 students for Grades 1, 2 and 24 students for Grades 3, 4 and 5. This is what they have done for the last couple of years. He noted that Grade 3 at Strong was really that inbetween grade.

Mr. Derynoski agreed with the 1.5, the 1.0 and the 1.0 Literacy Tutors. He asked about the cost associated with that. Mrs. DiNello replied that the cost of having the 3.5 Literacy Tutors, which was recommended by the administration, assuming a start date at some point next week, would be \$44,625. Mrs. Fischer asked what a starting teacher would cost. Mrs. DiNello replied that a starting teacher's salary would be about \$44,500 assuming a Master's year-one

hire; prorating it based on a late start date would be close to \$40,000. Mr. Derynoski asked if they were looking for that Literacy Tutor to assist Grade 4 at Hatton School and if they wanted to have Grade 5 coverage too because of similar class size. Dr. Erardi interjected that it would be the discretion of Mrs. McAloon, Principal of Hatton School, but consistently the story around Grade 5 is that it is a high achieving, well-rounded group that has done well moving forward with the class size. Mr. Derynoski commented that he would hate to penalize Grade 4 and he would be more inclined to look at another half-time to support the fifth grade.

Mrs. Rickard questioned the plan for the 3.5 Literacy Tutors. Mrs. Smith replied that there were five sections at Derynoski School, so 1.5 tutors. Kelley School has three sections, so 1.0 tutor. Hatton School, in Grade 4, has two sections so it would be a 1.0 tutor. Mrs. Rickard noted that when her 20-year old son was in fourth grade there was a similar situation like this and the Board of Education at that time hired a starting teacher to split her time between Plantsville School and South End School. She believed at the time the teacher focused on literacy and math in both schools. She asked Mrs. Lutz, in the audience, if that was correct. Mrs. Lutz replied that it was for Plantsville School and it was a half-time teacher in the morning for reading. Mrs. Rickard asked if administration was hoping that the Literacy Tutors would achieve the same thing as a certified teacher. Mrs. Smith responded that they would love to have a recommendation before the Board of four additional certified teachers. She just came from 19 years as a building principal and she would be in the audience advocating hard behind the scenes and publicly. Now, she sees what the money looks like and, going into the planning stages for staff, their hope was to be able to keep the primary classes as small as they could and they have done that. They do not know where these bubbles are going to surface during the summer because it is not a finite science. To say that a certified teacher equals a Literacy Tutor, it does not. Practically speaking, she can say that, from experience, the Literacy Tutors whom they have hired happen to be certified teachers and oftentimes that is where the pool is when it comes to hiring new staff. Many of the new elementary staff recently hired have come from a Literacy Tutor pool. It is not a prerequisite; however, there is a big pool for qualified, certified elementary teachers who are looking for paraprofessional and tutoring jobs.

Mrs. Carmody asked what the cost would be for one teacher and two Literacy Tutors. Mrs. DiNello did some calculations based on some questions that came up during the day and her projections for one teacher and 2.5 Literacy Tutors was just over \$71,000, so that could be reduced by \$6,000; therefore, it would be \$65,000 for a teacher and two Literacy Tutors and it is prorated based on late start dates. One Literacy Tutor is \$12,750. Mrs. Fischer stated that the one teacher and two and one-half Literacy Tutors is \$71,000 versus \$44,000. Mrs. DiNello replied that was correct.

Mrs. Fischer noted on the enrollment grid that Flanders School has great class sizes and they also have 287 students in the building. Looking at Kelley School, which is the same exact building, they have 386 students. There is a 100 student differential in buildings that are the same exact size. She asked why and if redistricting was in order at some point because they cannot always have such a big difference. She stated that something was not right and they could not continue with this inequity. Mr. Goralski stated that was a good point.

Mrs. Notar-Francesco felt that there were a couple of different issues here. She thought that they needed to separate out the Hatton Grade 4 situation. She felt those numbers in that classroom, in that grade, were too high, given what they know about the large special education

numbers in those rooms, and the CMT scores that came back from that group. She also went back and looked at the different emails the Board received last year at this time from the same grade, and the same issues were expressed; the concerns have not changed for that grade. She would fully support a teacher for that grade and felt that the Board could talk about Literacy Tutors for the other grades and classes.

In response to Mrs. Fischer's comment, Mr. Derynoski recalled that three years ago this Board elected to only do a spot redistricting and he was against it at that time. He thought that they should have done a full district redistricting at that time and he was overruled. He stated that this was inevitable and it always happens. Mrs. Notar-Francesco did not feel the numbers now were like this three years ago. Mrs. Fischer replied that she understood Mr. Derynoski's point, but geographically that does not discuss the current issue because Flanders and Kelley are on opposite sides of town. Mr. Derynoski pointed out that it was Mrs. Fischer who brought up the issue up of redistricting.

Mr. Goralski asked the Board to get back to discussing class size.

Mrs. Clark's concern was physical space. When she looks at Derynoski School, the classroom size is much larger than the square footage at Hatton School. She stated that Hatton, Strong and Thalberg were built for 18 students per classroom. She asked Mr. Cox to refresh her memory on that. Mr. Cox replied that they were to be designed for 24 students, but with the casework the permanent walls were reduced. Mrs. Clark continued that the parameter is reduced so the classroom is smaller and they have children with one-on-one paraprofessionals coming into the Hatton classroom, they have a teacher and a student-teacher in there so they are all very "cozy" in the classroom. Mrs. Smith noted that she visited the classroom without the children in there, so it was hard to visualize. The fourth grade teacher with whom she spoke was having her lunch, but she welcomed Mrs. Smith into the classroom and she felt that speaks to the spirit of all teachers who have larger classes. Mrs. Smith stated that she was delighted to listen to the teacher's positive attitude and the enthusiasm about making it work. There were plenty of opportunities to complain in a nice way; however, she thought that if nothing was done, and they move ahead, the teachers would make it work. How it is made to work will look different depending on supports and class size. She wanted to leave a positive note on this, Mrs. Smith stated that Derynoski is an old high school and the ceilings are higher and there is an impression that the rooms are much bigger and there is an echo, so space does matter. Mrs. Smith stated that Mr. Cox would have to tell the Board the square footage differences and the capacity because she did not know that.

Mrs. Johnson stated that at the Board's last meeting they began this discussion, as they do every year, and that Mrs. Rickard had made a very profound statement by saying that "every child in every school deserves to have adequate teacher time." Mrs. Johnson stated that this evening they were going to be advocating for their own idea of what was adequate and fair for each school. She noted that Mrs. Notar-Francesco seems to think that they should put another full-time teacher in the fourth grade at Hatton. Mrs. Johnson felt that at Derynoski School they have those huge numbers with 11 identified students with special needs. Mrs. Rickard interjected that there were 11 at Hatton, too, and it was a much higher percentage than at Derynoski. Mrs. Johnson pointed out the Flanders School fourth grade and wanted to know how their numbers were lower if the placeholders are higher and that every school in town in the

fourth grade was struggling with big numbers. She wanted to know how this happened at Flanders School that their numbers were lower.

Dr. Erardi replied that it was important for the community to know that this past spring this process started with lengthy conversations with him and every building principal. It was the opportunity for each building principal to share their story about class size. The Grade 4 story is a complex story with complex youngsters, and that is why that decision was made to support three different sections. They have complex stories in many grade levels at this particular time and he was aware of that. However, if the Board looks to reduce a Grade 4 at Flanders, they are creating another situation. He weighed in on the Grade 4 with need and with performance; there was a need to maintain a third section in Grade 4. They could have a similar conversation with Grade 2 at Flanders School. There are pockets in the eight-school matrix that they could have conversations about, but in many cases it was that magical number where, if they eliminate, they end up exacerbating and adding to the already three or four hot spots, and that was the issue. He could share with the Board that there were in-depth conversations this spring, and Mrs. Smith has spent the majority of the last couple of weeks trying to prepare for this conversation, and there is no easy answer. The bottom line is dollars, and that is what makes this a difficult conversation.

Mrs. Carmody stated that Dr. Erardi was absolutely correct that there was no easy answer to this. However, when they look at the Hatton Grade 4 and the CMT scores, they are looking at children where only an additional teacher is the answer. She is concerned with what is going on at Strong School and would love to keep all class sizes down. As a former teacher, she knows how important it is to have small class sizes, and this entire Board supports that. Her recommendation is for the one teacher and the 2.5 tutors which would help the situation and cost \$71,000.

Dr. Erardi pointed out that, if the Board does support the tutors in any one of the two or three classrooms, they will be certified teachers. These will be people who are very anxious to get their foot across the starting line to be a part of Southington's professional staff. His experience has been that they work very hard and very smart and offer the same skill set as any beginning teacher. They would have the opportunity to take students from the classroom and offer instruction. The tutor pool will be a very strong professional pool at a cost that administration felt they could afford within the budget.

Mr. Goralski's concern was the same concern he had at the last Board meeting. He felt that they had five hot spots: the fourth grades, the fifth grade at Hatton, and the third grade at Strong School. To him, the only logical thing would be to address hot spots in a similar fashion. At the last meeting, he and Mrs. Johnson had a respectful difference of opinion regarding Title I versus non-Title I schools. Today, they are having a difference of opinion based on CMT scores. He thanked Mrs. Brennan for bringing the CMT scores to the meeting because it shows scores across the whole district, not just Hatton School, for Grade 3 and Grade 4, which is where they are focusing their attention. He gave the analogy of writing a check to pay a credit card bill. They want to pay if off, but, if the checkbook does not have enough money in it, they only pay a little over the minimum balance of the minimum due. Here, they are in a situation where Mrs. DiNello told the Board they have very little turnover from late retirements that resulted in \$40,000 that she would be comfortable with the Board spending. He stated that the \$40,000 is exceeded by 3.5 FTEs; he was uncomfortable with 3.5 because he thought that the need was 4.5

FTEs. If they were going to add staff in fourth grade, he absolutely thought that they need it in third grade. He would then have to thank the Hatton school population and the teachers for making due with 25 and 26 in Grade 5. If that request is there, he would support that as well so that would bring it to 5.5 FTEs. He thought fairness had to rule at the end of the day and that is the opinion that he wanted to share. If they do for one, they should do for all. For him, what they could afford with their checkbook is the Literacy Tutors, and that way they are being fair across the board. He respects everyone's opinion, but he cannot justify spending money that they do not have because they do not know what special education is going to do. They were a week and one-half into the school year, and special education is an unknown. He noted that all class sizes are going in the wrong direction, but they are still better than other communities.

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

"Move to add 5.5 Literacy Tutors with 1.5 in Derynoski School Grade 4, 1.0 in Hatton Grade 4, 1.0 in Hatton Grade 5, 1.0 in Kelley Grade 4 and 1.0 in Strong Grade 3."

Mrs. Fischer added that it gives uniformity across the board and is a little more than what they planned, but they are getting quality people and everybody is being addressed. It is equal and the fair thing to do and not a killer on the wallet because they are talking about \$30,000 more than what they are planning. Mrs. DiNello stated that the total cost of the 5.5 Literacy Tutors would be \$70,125; previously discussed were the total costs for 3.5 tutors that was \$44,625, and a second recommendation was the one teacher and 2.5 Literacy Tutors for \$71,350. Mrs. Fischer felt that every class with a hot spot was being addressed fairly.

Mr. Derynoski supported the approach of 5.5 tutors. He had a little heartburn with the fact that they felt comfortable with the \$40,000 and now they are going to be in the hole by \$30,000 before they even get started. He had trouble with that.

Mrs. Fischer replied that she has been on the Board for eight years and in those eight years she cannot recall a year where at the end of the year there was not something to give back to the town. The issue she has is that she has young children and, if her young child is only going to go through Grade 3, 4 or 5 once and come May or June there is \$30,000 left to give back to the town, she would feel badly. She agreed that nobody has a crystal ball, but, considering the size of the budget, she asked the Board what it is that they do. Is it to pay custodians, to get the lawn cut, to buy pencils, or is it to educate children? She stated that they were doing their primary job right now: putting teachers in front of children. She felt that \$30,000 was not a killer with the size of their budget and, where they are right now, they don't release the supply account. She asked Mrs. DiNello how much money is in the supply account that is held back. Mrs. DiNello replied that approximately \$300,000 accounts for 25% of the threshold. Mrs. Fischer continued that she thought that the Board could find it for the kids.

Mr. Derynoski stated that, if that is the approach that the Board takes and they will tap into the supply accounts, he would prefer to have the accounts reduced, not in theory, but in actuality, and just back that money out right now, as an earmark for these costs, so they don't have to worry how it is covered at the end. He pointed out that they were going to run out of supplies because they do every year.

Mrs. DiNello commented that she did not want to rain on anyone's parade, and she certainly would love to see the Board support the recommendations they are discussing tonight. However, she cannot have this conversation without reminding the Board of some of the concerns that she expressed at the last meeting, such as the additional magnet school tuition, the additional paraprofessionals that were needed to start the school year, and the special education movement. She will be meeting with Mrs. Murdica in early October to look at anticipated special education costs. With the loss of ARRA funding, they do not know what the reimbursement rate will be for the Excess Costs. She stated that the goal is to always hold back the 25% in supplies for these unknowns until they work themselves out. Traditionally, in December, they have a good idea of what that may look like when they file the first special education PSSIS report with the state. Then they have a better idea whether or not they could release that money back to the schools. She has already had requests to release all the science supply monies to at least two schools because of additional sections of science and some of the elementary schools need additional science kits. Mrs. DiNello stated that they are holding back supply money and that some of it was going to be designated for specific areas in the budget. There will probably be \$30,000 in supplies left in the budget, but whether they will need it to buy additional supplies or go without to fund the staff is the decision this Board has to make. She needed to be on the record of making sure the Board sees the whole picture in making their decision.

Mr. Derynoski thanked Mrs. DiNello for reminding the Board that they did have the discussion about the magnet school tuition surprise, which was going to be a sizeable amount of money, and they still do not know what that will cost. Mrs. DiNello hoped by the end of the month to get a report on that. Some money is budgeted based on last year's enrollment, but she does not know what the actual enrollment will be at magnet schools. They are still accepting students based on students who have withdrawn or chosen not to go with the lottery.

Mrs. Rickard had a point of order question. If the motion gets defeated could the exact same motion come up again later in the meeting? Mr. Derynoski and Mr. Goralski replied that it could. Mrs. Rickard asked if it needed to be worded differently. Mr. Derynoski and Mr. Goralski replied that it could be the exact same motion.

Mrs. Fischer respected and understood everything that Mrs. DiNello discussed. She felt that the number of children affected was a small group of students. In December, they will have a better idea whether this was a good or bad motion. She felt that they are going to do what is right for the majority of the students in school. She felt that it was not fair they could not put teachers in front of students because they may have to pay to send students to Hartford magnet schools. They still don't know what it is going to cost, who is going, and how much the tuition will cost. She thought that it was unfair, but their position was to take care of the students. The motion addresses each one of those equally. They may be in a bind, but she thought that they would figure it out and she did not want to have all these kids suffer. She liked Mr. Derynoski's idea to take the money out now and move it over so it is off the table.

Mr. Derynoski explained that, come April or May when they have a good handle as to how the end of the year is going to be, they are limited in options. If they know that they are going to run short, they can always go to the Board of Finance or Town Council and ask for additional funds. If that does not happen, the other option that they have is to do a "RIF" and

that is going to be a very unpopular because there is a reduction in force in order to balance the budget.

Mr. Goralski asked Mr. Derynoski if he was asking for a friendly amendment to the motion to involve the transfer of funds to balance this between those two accounts. Mr. Derynoski replied that, if the motion were to say that, then he would vote in favor of it. If not, he did not think he could support it. He does not like to vote for anything that cannot be funded. Mrs. Fischer acknowledged that, if Mr. Derynoski's friendly amendment allocates the money from the supply account into personnel, she would then amend her motion. Mrs. Queen stated that she would amend her second of the motion.

AMENDED MOTION: by Mrs. Fischer, seconded by Mrs. Queen:

"Move to add 5.5 Literacy Tutors with 1.5 in Derynoski School Grade 4, 1.0 in Hatton Grade 4, 1.0 in Hatton Grade 5, 1.0 in Kelley Grade 4 and 1.0 in Strong Grade 3 and to allocate the money from the supply accounts into personnel."

Mrs. Notar-Francesco affirmed that for this particular group at Hatton School she absolutely supported the teacher. She supported the teacher at Hatton Grade 4 and then reducing those tutors to spread it out and be fair to the other hot spots. She felt that, in fairness to this Hatton group, a tutor, which is a great idea, would only be in each classroom half of the time. A teacher would be with the children all day versus putting a tutor in one classroom for the morning and one classroom in the afternoon. Mrs. Rickard added that it was the same amount of money.

Mr. Goralski stated that the other item that cost \$71,000 was 2.5 FTE Literacy Tutors and one FTE teacher, which addresses fourth grade. It does not take into account Grade 5 or Grade 3 in any way. Mrs. Notar-Francesco stated that administration could take those tutors and spread them out as they see fit. Mr. Goralski replied that they could, but that was not the intent of this Board.

Mrs. Carmody asked Mrs. DiNello for clarification before the Board votes on this. Would the one teacher at Hatton and the 2.5 Literacy Tutors cost \$71,000? Mrs. DiNello replied that was correct, but what is getting convoluted is that does not address the fifth grade at Hatton School nor the third grade at Strong School, so that is why it is not comparing apples to apples although the dollars are the same.

Mr. Goralski noted that the administration has the liberty to move FTEs, and there really was not a formal request for Grade 5. He did go in those classrooms and there were students in the classrooms when he visited. He had the same conversation as Mrs. Smith, but with students present. He saw that the student teacher, the teacher and the students in the classroom were engaged. It was the first day of school and it was incredibly crowded. If they are seeing great success that would be an administrative decision to take that FTE Literacy Tutor and utilize the tutor to assist full time in the two classrooms at Hatton. He was not trying to be overly creative; he was trying to be fair. If the principal at Hatton or the central office administration who are the experts told him not to bother with the Literacy Tutor for fifth grade, and asked for one teacher that would be a different story. Those are the discussions that the Board was having now and there was a motion before the Board from those discussions.

Mrs. Rickard had another clarification question. When they add FTEs, can they say where to put them. Mr. Derynoski and Mr. Goralski replied that they could. Mrs. Rickard stated that, if the motion was one teacher and 2.5 tutors, the administration has the capability to take that 2.5 and decide that two days a week that tutor is going to Strong School. They don't have to be pigeon-holed into Hatton School. Dr. Erardi explained that the motion on the floor was explicit to building and grade. Mrs. Rickard stated that she was asking a hypothetical question. She asked Dr. Erardi if he would have the ability to take those 2.5 FTEs and utilize them as .6 all across the board instead. Dr. Erardi replied that administration would follow the spirit of the Board conversation and the motion on the floor right now is grade specific and school specific. If the motion is passed, that will be administration's conversation tomorrow. If it does not pass and there is a general motion of 2.5 offering discretion to administration to place as per conversation with our site level administrators, he would come back to the Board on September 22 of where those placements took place.

Mrs. Johnson asked Mrs. DiNello to explain to her about frontloading the costs for this now as opposed to another way of doing it. Mrs. DiNello replied that the request was that they would bring a formal transfer request to the next Board of Education Finance Committee meeting and administration would determine where they move approximately \$30,000 and to designate specific supply funds to be moved from the building level into the salary account for teachers or Literacy Tutors to fund those positions. This way, administrators know what the true supply dollar amount is when they are working on their 25% hold back. It would physically move the money. Mrs. Johnson stated that would be the difference between the dollars that they have saved from the early retirements. Mrs. DiNello replied that was correct.

Mrs. Johnson strongly supported bringing additional help to the classrooms. She did not support having an additional teacher per se in the fourth grade at Hatton. They are going to vote on 5.5 FTEs that would address the third grade at Strong, the fourth grades and the fifth grade. If they do not agree with this delineation and they vote no, it does not mean that someone does not approve of adding the extra help, just the delineation of where the help is.

Mrs. Fischer asked if she could make an amendment to her motion. She liked the idea of giving the flexibility at Hatton to move those two tutors. Her intent was to make sure that each school was getting attention. In the event that Grade 5 at Hatton is successful in managing those children, it gives them the flexibility and authority to move that person into Grade 4. It would then give them two Literacy Tutors in fourth grade if the principal thinks that is the better way to do it. The whole delineation in her motion was not her intent, it was more equality. She understood the flexibility and not tying people's hands at Hatton School.

Mr. Goralski stated that he was looking at the chart of CMT scores and before he moves the question he would like everyone to look at some scores. He noted that they could see where these students are achieving and he thought that they were pretty close to looking at apples and apples. He did not expect the motion as quickly as it came, but he did like it.

Mrs. Queen stated that to make an apple-to-apple comparison, if they take the two Literacy Tutors FTEs at Hatton at \$13,575 each, not prorated, they would be looking at \$27,000, compared to a teacher, which would be \$44,500. Although the Literacy Tutor is not the same as a teacher, they would have two adults at a little more than half the cost working in that same

population of students, and also meeting the needs at Derynoski, Kelley, and adding in Strong School for roughly the same cost as one teacher at Hatton and 2.5 Literacy Tutor FTEs.

Mrs. Queen liked the idea of giving the administration the flexibility to move the Literacy Tutors where they are needed, so she seconds the amended motion.

AMENDED MOTION: by Mrs. Fischer, seconded by Mrs. Oueen

"Move to give administration the flexibility to move the Literacy Tutors where they are needed at Hatton School."

ROLL CALL VOTE: YES: Mrs. Fischer, Mrs. Queen, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mr. Goralski. NO: Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody. **Motion passed with six in favor and three against.**

8. NEW BUSINESS

a. School Opening 2011-2012 Update

Dr. Erardi commented on five different components of the opening of school starting with personnel. It was a credit to the Personnel Department and the building administrators that on day one every certified position was filled and that was not an easy thing to do. He gave kudos to many people on making that happen. In regard to building readiness, he congratulated Mr. Cox, Mr. Beliveau, Mr. Lombardo, the maintenance and custodial staff because the buildings were clean and ready for students. He thanked the high school administration, particularly Dr. Semmel and Mr. Bayer, for their oversight with the World Language Lab, which was a major project this summer with the goal to have it up and running for students. Dr. Erardi reflected on Convocation. He thanked many Board members who attended and noted that the comments back from staff was that it was the best Convocation. He was pleased with the spirit in the room and the facilitation of Mrs. Smith as she created an atmosphere of "let's just get it done for 2011-2012."

Dr. Erardi reported that following August 24 there were two exceptional days of professional development on Thursday and Friday. He did not know if Board members were able to get to any of the opportunities that were offered to staff. He noted that Monday, the opening day, was problematic with Hurricane Irene. With today's technology, the opportunity to share a message to 6,000 homes within 10 minutes is remarkable. He absolutely concurs with Mr. Goralski that the leadership that came from town government was extraordinary. He called the Town Manager on numerous occasions for his advice, as Mr. Brumback's expertise and experience offered him great wisdom regarding making the best decision. Dr. Erardi pointed out that Southington was fortunate. There were a number of school districts who had the same start date as Southington on August 29 who missed an entire week of school and came back on Tuesday after Labor Day. Dr. Erardi noted that Southington's school calendar has moved one day because of the hurricane. The first day of school went very well based on observations by site-level administrators, central office staff and the Board members' comments at the end of the day. Transportation went well; there were hiccups as expected with a few bus stops that are hot spots, which Mr. Cox is handling. Overall, the first day of school is an exciting day and he hoped that the excitement and enthusiasm is still there on day 181 of the school year.

Dr. Erardi thanked Steve Nyerick, DePaolo Guidance Counselor, and Jeffrey Douquette, School Psychologist, who coordinated an outstanding presentation from STEPS at Convocation. In every building, the Mission Statement banner appears and next to that will be the Asset Building Classroom banner from STEPS. It is a big part of the anti-bullying campaign.

Dr. Erardi explained that the Parent Council was offered the opportunity at Brown Bag Lunch to comment on what they would improve on if they were a Board of Education member or the Superintendent of Schools. They talked about physicals and concerns with opening day lockers; however, their overall impressions were that their child came home saying that it was a great first day. Dr. Erardi noted that some Board members took the day to tour every building. Mr. Goralski visited every classroom in every elementary school. He gave an enormous thank you to the building principals who do extraordinary work.

b. Spanish Exchange Trip Approval

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

"Move that the Board of Education approves the field trip for the Southington High School Spanish Exchange Group as recommended."

Mrs. Notar-Francesco asked if the students would be purchasing trip insurance. Dr. Adina Alexandru, World Language Department Chair, replied that the insurance is the option of the students and she always recommends it. From her previous experience, she believed that they were also covered under umbrella insurance from the Board. Mrs. DiNello replied that the understanding with the current policy is that, if we notify the insurance company in advance of trips abroad, they do extend coverage for liability issues. It has been done in the past and she will confirm that and follow-up via e-mail. It is not trip insurance for students, but liability insurance for the Board of Education for allowing students to travel abroad. Mrs. Fischer noted that it was not the child's liability. Mrs. DiNello noted that trip insurance was different from liability insurance. Mrs. Notar-Francesco commented that she was asking about trip insurance. Dr. Alexandru responded that it was about \$35 and was usually covered through American Express. Mrs. Notar-Francesco stated that she strongly recommended that the students purchase that.

Mr. Derynoski stated that, speaking through experience, he thought that Dr. Alexandru should make a very strong recommendation that students buy trip insurance because you never know what will happen once the trip is underway. Mr. Goralski explained that they had students stuck in Europe who had that insurance and that company took great care of the students. He noted that Mr. Derynoski was stuck in Europe without that insurance.

Mrs. Queen noted that Dr. Alexandru had a full itinerary for the week going to three different cities. She asked Dr. Alexandru to explain "Family Day." Dr. Alexandru replied that it means the school is not in session, it is either a Saturday or Sunday, and they are staying with their host family. Usually, they organize local trips or they visit and get together with the rest of the families in Spain and organize an activity that is local and cultural. They might attend a sports event or whatever is going on at that time. Other times there are school events that happen over the weekend so the students will participate with their host family at these events. The

same thing will happen when they come here; we will provide the same type of cultural events that take place at the high school or in town.

Mr. Goralski pointed out that there was a group last year that was hosted in Southington. This is a similar opportunity now where Southington students are going abroad. Dr. Alexandru explained that it is a different situation because last year the group was brought here by a professional company. What she is proposing is that we actually take care of this ourselves so we don't have to pay the company. The students will not travel to the same students' schools who visited last year. She established a new rapport with a school in Madrid through the Spanish Embassy and that is going to be a reciprocal visit where the same students who host will be the ones who travel.

Mrs. Notar-Francesco wanted to add the disclaimer should world events dictate cancellation. Dr. Erardi endorsed the trip and advised the Board to add an amendment to the existing motion that the Board has the right to withdraw approval up to the day of the trip with no cost incurred by the Southington Board of Education. He stated that was important information for all parents to have who are involved with the trip.

AMENDED MOTION: by Mrs. Johnson, seconded by Mrs. Rickard:

"Move that the Board of Education approves the field trip for the Southington High School Spanish Exchange Group as recommended and that the Board has the right to withdraw approval up to the day of the trip with no cost incurred by the Southington Board of Education."

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

c. K-5 Standardized Report Card

Mrs. Smith explained that the Elementary School Standards-Based Report Card was not a new topic, but what is new related to that topic is the production and distribution of a Parent Handbook. The Parent Handbook is the direct result of two years' worth of study, feedback and intake received from teachers, staff members, administrators, parents, and, in some cases, students. It contains frequently asked questions, background information, definition of terms, and a generalized overview of what is a Standards-Based Report Card and why it is important. There are questions about the particular system of identifying progress of a child against the standards. It is easy to read. She stated that there was a very large committee that, under Mrs. Sally Kamerbeek's leadership, continued to meet over the summer to refine this. This is their first attempt at a Parent Handbook. These are being distributed at every elementary school Open House and every parent will have it as a resource long before it is needed. They will indicate to all parents that this is a wonderful guide, not just at report card time, but throughout the school year. The most effective conferences and communication are ongoing and are not just three times during the school year at conferences. This is their first attempt at communicating some of the concerns that had been raised and clarifying information about Standards-Based Report Cards.

Mrs. Smith reported that, at the same time, there is a Teacher Handbook that is currently being edited. Every teacher will have that shortly and well in advance of the development of the first-term report cards. All teachers have also received the Parent Handbook and are prepared to respond to parent questions and concerns.

Mrs. Carmody noted that the committee did a great job on the handbook. She was sure it will make for a much smoother year with the Standards-Based Report Cards. She stated that it was extremely well done and appreciated the hard work done by the committee.

Mrs. Rickard asked about the cost of producing the handbook. Mrs. Smith replied that it was the cost of photocopying. It was copied in-house. Mrs. Rickard asked if there was a significant cost savings to the new Standards-Based Report Cards versus what they paid for the old report cards. Mrs. DiNello did not have specific information on that and knew that Mr. Thiery at the time worked with the Purchasing Department on the cost, but she did not have that information with her.

Mrs. Clark was impressed with the Glossary of Terms that was included in the Parent Handbook. So often in education, terms are thrown around and they just assume that everyone understands what is being said. The Glossary is so important to parents who go into a Parent-Teacher Conference and they do not know the acronyms. She gave kudos to whomever decided to put those in.

Mr. Derynoski thought that, if they had this handbook last year, when it was implemented, a lot of the shock and awe that they received from the parents would have been answered, especially after knowing what the administration, teachers and principals went through last year. He felt that, if they ever go through another major change, it would be great to have something in advance. He knew the ripple affect that they had when they were looking at changing the Honor Roll system several years ago and he did not want to go through that again. When they get the information out upfront and answer the questions, a lot of the anger and frustration they dealt with from the parents would go away. He liked that handbook and felt that it was very well done.

Mrs. Notar-Francesco stated that a very important piece was regarding the descriptors where the standard rating is listed and what each of these descriptors looks like in the classroom. She thought that they were able to drill down to what each standard would represent.

Mrs. Smith stated that the committee took seriously all the parent and teacher input. She did not know if they could have developed the handbook until they had a year's experience. She stated that sometimes the committee wrestled with coming up with the right descriptor and finding the right words.

Mr. Goralski knew that Mrs. Kamerbeek's committee continues to meet and asked her to share the Board's appreciation with them. All change is complicated and difficult, and that committee addressed something that speaks to all of the students.

d. Modification to 2011-2012 School Calendar

Dr. Erardi reported that the committee who represented the work was approximately 23 professional staff members. In conversation with the committee and parent input through the Brown Bag Luncheon, a common concern was the parent who felt rushed in their parent conference and the teacher who felt rushed because there was somebody on deck waiting to come in. The proposal does not need action tonight. The committee's recommendation moving forward is that, with the advent of the Standards-Based Report Cards and the concern of staff and parents, we need to pay attention to lengthening the Parent-Teacher Conference. Dr. Erardi felt that the great majority of teachers find a way by meeting before the day, during the day, or after the day. We also have a contract that is specific with language regarding time. The recommendation in front of the Board will offer the opportunity to ensure every parent a lengthened Parent-Teacher Conference twice a year. This is brand new, as is the Parent Handbook. This evening is the beginning of a conversation about the recommendation coming forward for two additional days. The Board may want to direct administration to wait for the first Parent-Teacher Conference to take place in the same timeline that has been in place for last year, let us bring back additional data, and reconfirm that the extra time is needed or we are okay.

Mrs. Carmody thought that, with the excellent Parent Handbook distributed to parents, they wait and see and go with what they have been doing because she hates to lose instructional time for time off from school. She also worries about day care for parents with two additional conference days.

Mrs. Johnson asked Dr. Erardi to tell the Board what the downside to this would be. Mrs. Smith replied that adding two additional early release days at the elementary level would mean approximately two hours of instructional time for each one of the conference periods. This is a total of four lost instructional hours in the course of the calendar year. She explained that the purpose to expand is to provide more opportunities to parents and an assurance that conferences would be longer. But with the change of report card comes the responsibility that parents understand the progress of their child through a portfolio walk through. This is different than years past when the conversation could be "Johnny has a B, or an 84 average" and everyone left happy. The Standards-Based Report Card is not based on that system. It is based on State Standards in all curriculum areas. It compares children against themselves and plots their trajectory of progress and to look at end of year benchmark data takes time. The major piece of feedback that they received from parents and staff was that it took longer to do a quality job. She agreed with Dr. Erardi that most of the teachers are taking whatever time is needed, and they are to be commended for that. It is also a piece of why administration would ask the Board to consider the idea of expanding to three conference early release days twice a year because of the changeover to the Standards-Based Report Cards.

Mrs. Rickard noted that 10 years ago when she was first on the Board, a parent told her that, when mom stayed home, conferences were at night; now that mom works, conferences are held during the day. Last year, Board members received some letters from parents who had a hard time with four early release days; now they are asked to add two more and it is also Thanksgiving week. She did not agree with "wait and see" because now they are not allowing parents the time to plan. Dr. Erardi replied that, if the Board instructs administration to come back in December, they would bring it back as an action item in December to consider for the March second round.

Mrs. Fischer asked if there was any professional development that the staff would need to hold a conference based on Standards-Based Report Cards. Mrs. Smith replied that a portion of the August 26 professional development day was dedicated to report cards and what creates a successful conference. In fairness, all teachers K-5 have had a year's experience with conferencing and have shared with each other and had opportunities to talk with administrators. She felt that improvement was going to naturally occur. Some feedback indicated that the success of the conference was dependent upon the teacher's comfort level. She thought that they should step back and poll to see how this experience was. With class sizes, if you have 16 or 18 parents to meet with versus 25 parents, the quality of the conference during contracted times will look a little different. She agreed with the nighttime conferences.

Mrs. Rickard asked if they could offer those teachers who have 25 students versus the teachers who have 16 students some release time. Could they pay for substitutes to offer those teachers who have 25 students in a classroom, so they are not losing instructional time and causing hardships on families and still meeting the need of the teachers who have more students than others. Mr. Goralski thought that was a good idea. Dr. Erardi felt that was an option. Mrs. Clark agreed with Mrs. Rickard because she has a very flexible job and yet she had to scramble for those days when they had the half-day early release; to add another two days was difficult for families.

Mrs. Queen thought all the comments about the logistics made a lot of sense, but she thought the role of the parent / guardian in their child's success as a learner is fundamental and essential, which she thought the Board all agreed with; but, she did not want to lose sight of that in light of discussing the logistics about how to make it work. If the teachers and the administrators on this Standards-Based Report Card Committee are saying they need more time, the Board should definitely revisit it and not decide tonight.

Mr. Goralski summarized that the Board appears comfortable to see it the second year through and, with the handbook, they could handle November conferences, but they definitely want to revisit this at their first meeting in December for a potential change for March. Dr. Erardi asked the Board if they were comfortable with administration identifying classes that have 22 and above to offer release time for additional conferencing. The Board thought that was a good idea.

Mr. Derynoski asked that, if they went with this approach, which he liked, if there was any way of getting feedback from the teachers as to how many parents are actually participating in the conferences. Dr. Erardi believed that building administrators collect that information and that Mrs. Smith could speak to it. He would get that information to the Board.

9. EXECUTIVE SESSION FOR MEMORANDUM OF UNDERSTANDING FOR MAINTENANCE AND A STUDENT MATTER

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

"Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing a Memorandum of Understanding for Maintenance and a student matter, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

The meeting adjourned at 10:00 p.m.

Respectfully submitted **Linda Blanchard**Recording Secretary

Southington Board of Education

SOUTHINGTON BOARD OF EDUCATION SOUTHINGTON, CONNECTICUT

EXECUTIVE SESSION SEPTEMBER 8, 2011

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 10:10 p.m.

<u>Members Present</u>: Mrs. Terri Carmody, 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.

<u>Administration Present</u>: Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; and Mrs. Sherri DiNello, Director or Business and Finance.

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

"Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing a Memorandum of Understanding for Maintenance and a student matter, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

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

"Move that the Board return to public session."

Motion carried unanimously by voice vote.

The board reconvened public session at 10:40 p.m.

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

"Move to add a student expulsion to the agenda."

Motion carried unanimously by voice vote.

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

"Move to expel student 2011-2012-01 as stipulated by the Superintendent of Schools."

Motion carried unanimously by voice vote.

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

"Move to adjourn."

Motion carried unanimously by voice vote.

The Board adjourned at 10:41 p.m.

Respectfully submitted,

Jill Notar-Francesco, Secretary Southington Board of Education

Connecticut Mastery Test

Score Summary Report Grade 3, 2011

		% At/Above Proficiency	81.1	95.7	96.0	96.8	87.5	91.6	85.4	91.5	91.5
Writing	Total Writing	% At/Above Goal	61.1	80.9	88.0	90.3	70.0	77.1	64.6	78.9	74.6
		Average Scale Score									
Reading	Total Reading	Number Tested	39124	47	20	31	80	83	48	77	118
		% AVAbove Proficiency	74.0	78.3	89.4	93.5	89.3	85.2	77.1	85.5	88.3
		erage % cale At/Above At/ core Goal Pro	58.4	56.5	76.6	77.4	74.7	67.9	60.4	72.5	73.9
		Average Scale Score	241.2	243.9	258.8	262.5	249.9	252.8	243.3	252.9	255.3
	:	Number Tested	37964	46	47	31	75	81	48	69	111
Mathematics	Total Mathematics	% At/Above Proficiency	84.3	93.6	100.0	96.8	96.1	96.3	93.8	97.1	94.7
		% At/Above Goal	63.3	83.0	96.0	93.5	90,8	88.8	77.1	84.1	74.6
		Average Scale Score	259.4	284.7	292.5	305.6	290.3	293.6	275.7	280.1	270.4
		Number Tested	38377	47	20	31	92	80	48	69	114
		Year	2011	2011	2011	2011	2011	2011	2011	2011	2011
		Group	State	Hatton Sch	Plantsville Sch	South End Sch	Strong Sch	Thalberg Sch	Flanders Sch	Urbin T Kelley Sch	Derynoski Elem

NA: Not Available Results are not presented for groups fewer than 20.

Administration: Board of Education Update September 8, 2011

- 1. Project Choice Update PES / SEES / DES
- 2. Superintendent's Blog September 12th Launch Building Project (Attachment #1)
- 3. CT. Consortium of Education Foundation (Attachment #2)
- 4. K-12 Bullying Committee (Attachment #3)
- 5. 9-11 Celebration (Attachment #4)
- 6. Family Resource Center (Attachment #5)
- 7. ABC Classrooms (Attachment #6)

98/0

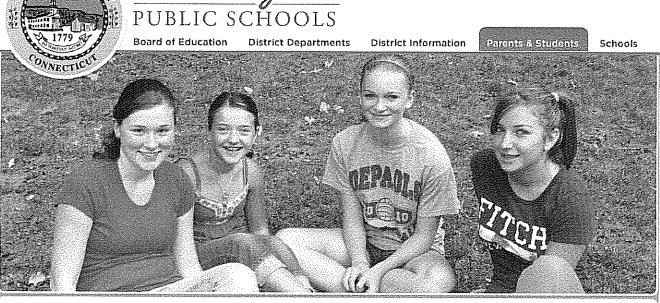
Southington PUBLIC SCHOOLS

keyword search.....

Cancellations & Early Diamissals

Quicklinks .

Staff Login



School Registration

Job Opportunities

Lunch Menu

Bus Schedule



Summary here of Blog Post Lorem ipsum dolor sit amet, consectetur entum soliicitudin purusuma pulvinar nec.

News & Announcements

View all...

Southington Public Schools News Item

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Southington Public Schools News Item

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Calendar

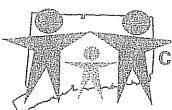
View all...

AUG 05 Southington Event Here 6 pm to 8:30 pm

AUG 12 Calendar Event here All day event

AUG 15 Southington Public Event 7 pm to 9:30 pm

Southington Public Schools 49 Beacher St. southington, CT. 06489. Contact Us.



CONNECTICUT CONSORTIUM OF EDUCATION FOUNDATIONS

Linking Schools and Communities

THE POWER OF EDUCATION FOUNDATIONS:

A Strong Foundation for Vibrant Schools and Communities

Tuesday, October 4, 2011 8:15 am to 2:00 pm Crowne Plaza Cromwell Hotel, Cromwell, Connecticut

Please join us for the twelfth annual CTCEF conference for education foundation board and staff members, community members, board of education members, superintendents, and other educators. Learn how local education foundations can provide important educational programs and resources to your schools and community. This year's conference will offer existing, new, and emerging education foundations information to help you reach your goals. Encourage members of your community to attend this important and informative conference.

AGENDA

8:15 am – 8:45 am REGISTRATION AND CONTINENTAL BREAKFAST

8:45 am - 9:00 am

WELCOME AND INTRODUCTIONS

Liz Stokes, President

Connecticut Consortium of Education Foundations

9:00 am - 9:45 am
EDUCATIONAL POLICY:
WHAT INTERNATIONAL STUDIES TELL US
William Schmidt, University Distinguished Professor
Michigan State University

10:00 am - 12:15 pm

SPECIAL TRAINING WORKSHOP

Education Foundation Fundamentals is a training workshop for individuals or teams who are revitalizing or starting an education foundation.

Workshops A1, A2, A3 10:00 am - 11:00 am

During this time period, you may attend Developing and Strengthening Your Board; Signature Events: The Benefits and Challenges of an Annual Event; or Embracing Technology as a Non-Profit.

Workshors B1, B2, B3 11:15 am - 12:15 pm

During this time period, you may attend Fostering Mission and Vision: The Secret of Enduring Success; Donor Retention: How to Keep Your Donors Happy; or Superintendents: How to Applaud, Assist, Promote, and Connect with Your LEFs.

12:30 pm – 12:45 pm Foundation Celebration Award

Teachers and students will share the benefits of their local education foundation.

Joe Erardi, Superintendent Southington Public Schools

LUNCHEON DISCUSSION GROUPS 12:45 pm – 2:00 pm

Each table will discuss one of the following topics: boards; fundraising; creating a sustainable grants program; cloud computing; alumni; prospect research; superintendents; signature events; mission and vision; and questions about starting an education foundation.

SPECIAL TRAINING WORKSHOP 10:00 am - 12:15 pm

Education Foundation Fundamentals

This two-plus-hour workshop is for foundations that need to revitalize as well as for emerging foundations. The presentation will discuss recruiting and developing your board, fundraising basics, how to organize, legal and financial issues, and your relationship with the schools and the community.

Moderator:

Joe Erardi, Superintendent Southington Public Schools

PRESENTERS:

Lori Brantner, Chair .

Farmington Public School Foundation

Liz Stokes, President

Connecticut Consortium of Education Foundations

John Capone, Chairman

Cheshire Education Foundation

Gary Attmore, Attorney

O'Connell, Flaherty & Attmore

WORKSHOPS A (Choose one)

10:00 am - 11:00 am

A1 Developing and Strengthening Your Board

What are the basic responsibilities of non-profit boards? Learn the attributes of effective boards, how to assess your board's effectiveness, and some steps to attract and retain good board members.

MODERATOR:

Betsy Weber, President

National Executive Service Corps

PRESENTERS:

Ellen Brown and Cal Heminway, Senior Consultants National Executive Service Corps

A2 Signature Events: The Benefits and Challenges of an Annual Event

Education foundations all face the same challenges while planning their signature events: expanding them to increase profits each year, keeping board members and volunteers involved, and maintaining the support and interest of the community. Panel members will discuss their signature events and possible solutions to challenges you may face with your event.

MODERATOR:

Leslie Krumholz, Co-Chair Guilford Fund for Education

PRESENTERS:

Pam Dysenchuk, Executive Director
The Darien Foundation for Technology & Community
Joe Goldberg, Co-Chair
Guilford Fund for Education

Lauren Rosato, President
Norwalk Education Foundation

A3 Embracing Technology as a Non-Profit

Non-profit organizations often strive to develop successful and effective routines for all aspects of their operations. However, many groups fail to consider that, with continuous advances in technology and general business processes, these strategies need regular evaluation and can often be improved. This session will cover several aspects of fundraising and the latest technologies that have revolutionized the way organizations raise money.

MODERATOR:

Kate Ebbott, Vice-Chair and Founding Chair Redding Education Foundation

Presenter:

John Applegate, Account Executive e Tapestry, a Blackband Solution

Workshops B (Choose one)

11:15 am - 12:15 pm

B1 Fostering Mission and Vision:

The Secret of Enduring Success

In this workshop, you will examine the power of a definitive vision and how it will help your organization deliver exceptional results for years to come. Investing time up front in brainstorming, researching, and developing a mission statement that reflects the vision and direction of your organization saves time in the long run and provides a framework to carry out your work.

MODERATOR:

Woody Bliss, Board Member Weston Education Foundation

PRESENTER:

Gail Rice, Adviser

Cape Elizabeth (ME) Education Foundation

B2 Donor Resention: How to Keep Your Donors Happy

"It takes a minute to fall in love and a lifetime to stay in love."
Donors make their first gift because they fall in love, but that does not ensure a lifetime relationship. In this session, you are invited to participate in an exchange of ideas about donor retention, including the donor retention successes and challenges facing your organization. We will also discuss strategies to keep your donors happy.

Moderator:

Pat Salner, Community Programs Director Achieve Hartford!

Presenter:

Marti Fischer, Vice-President

Weston Education Foundation

Principal, Marti Fischer Grant Services

B3 Superintendents: How to Applaud, Assist, Promote,

and Connect with Your Local Education Following

Superintendents can play a unique role in maintaining a balance between the autonomy of the local education foundation and the need for a positive working relationship with the local school board. Discuss specific responsibilities and suggestions to help foster a healthy, sustainable, and vibrant relationship with your foundation.

MODERATOR:

Joe Erardi, Superintendent, Southington Public Schools

PRESENTERS:

Greg Florio, Superintendent, Cheshire Public Schools
Sal Menzo, Superintendent, Wallingford Public Schools
Paul Smith, Superintendent, Bolton Public Schools

Pre-Conference Networking Dinner at the Crowne Plaza Cromwell Hotel

Monday, October 3, 2011

6:30 PM

Take advantage of the opportunity to have dinner and interact with your colleagues from across Connecticut and from other states.

Overnight lodging on October 3 at a special rate of \$109 is guaranteed through Tuesday, September 13, at the Crowne Plaza (860-635-2000). Ask for the CTCEF group rate.

DIRECTIONS TO CROMWELL, CT THE CROWNE PLAZA CROMWELL HOTEL

From the South: Exit 21 – off Interstate 91. Left off the ramp. Hotel is 100 yards on the left.

From the North: Exit 21 – off Interstate 91. Left off the ramp and under the Interstate. Hotel is 100 yards further on the left. A special thank you to The William Caspar Graustein Memorial Fund for generously supporting this conference.

Thank you to
Harris Connect; Kilakwa Associates;
eTapestry, a Blackbaud Solution;
and CHET Advisor
for sponsoring the Continental Breakfast.

Please bring 100 copies of your education foundation brochures, newsletters, or other publications for interested attendees to take home.

The Connecticut Consortium of Education Foundations is a statewide, 501(c)(3), non-profit organization that facilitates the creation, growth, and effectiveness of local education foundations in Connecticut.

9/2

REGISTRATION FORM

The Power of Education Foundations:
A Strong Foundation for Vibrant Schools and Communities
Tuesday, October 4, 2011
Crowne Plaza Cromwell Hotel, Cromwell, CT

Yes, I will attend the 12th Annual Connecticut Conference for Education Foundations on Tuesday, October 4, 2011

I am a G Foundation Board Member or Staff Member

☐ Board of Education Member☐ Superintendent

E-mail

Other: Specify_____

Name of Education Foundation:

Connecticut Consortium of Education Foundations Affiliate

O Yes O No School District/Town Registration must be accompanied by a check, purchase order, or PayPal payment (use the link on the Conference Page at www.ctcef.org).

\$125 Conference Fee (conference only)

\$115 CTCEF Affiliates Conference Fee (conference only)

\$95 Early Bird Special (4 or more people from the same organization. All 4 must register at the same time with check, purchase order, or PayPal payment that must be received by September 12).

☐ Dutch Treat Oct. 3, 6:30 pm – Pre-Conference Networking Dinner at the Crowne Plaza Cromwell Hotel

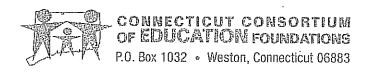
Check enclosed. Total: \$______

RO. #, if applicable ______

Special dietary needs

Registration/Cancellation Deadline: September 26, 2011 Cancellations made within 5 working days of the program date will be charged \$20. No-shows will be charged full fee.

Return this registration form to: CTCEF, P.O. Box 1032, Weston, CT 06883 or fax to 203-454-0706 or call 203-227-9323



NON-PROFIT ORGANIZATION U.S. POSTAGE PAID WESTPORT, CT PERMIT NO. 126

The Power of Education Foundations:
A Strong Foundation for Vibrant Schools and Communities

Tuesday, October 4, 2011

Visit www.ctcef.org for more information.

Joseph V. Erardi, Jr. Superintendent Southington Public Schools 49 Beecher Street Southington, CT 06489

CTCEE.

Facilitating the creation, growth, and effectiveness of local education foundations in Connecticut

offersory copy



CONNECTICUT CONSORTIUM OF EDUCATION FOUNDATIONS

presents

The 12th Annual Connecticut Conference for Education Foundations

The Power of Education Foundations:

A Strong Foundation for Vibrant Schools and Communities

Tuesday, October 4, 2011, 8:15 am to 2:00 pm Crowne Plaza Cromwell Hotel, Cromwell, Connecticut

A special thank you to the William Caspar Graustein Memorial Fund for its generous support.

JOSEPH ERARDI

To:

JOSEPH ERARDI

Cc:

Central Office Cabinet

Subject: Attachments: FW: Revised Bullying Policy and Related Documents

Model Policy - Students_Bullying Behavior In The Schools.DOC; P-5130, R-5130, Bullying.

April 2009.doc

Bullying Committee Members:

Thanks to each of you for your willingness to serve on this committee. Our work will be meaningful and impactful on 7,000 youngsters.

I have attached two documents for your read, review, and copy:

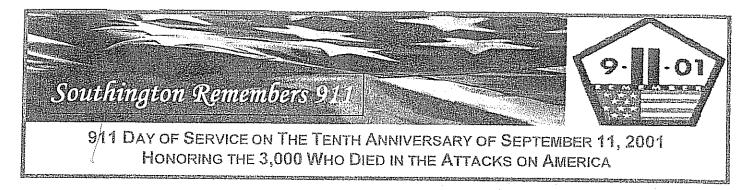
- 1. The first is suggested language for BOE policy (from legal counsel)
- 2. The second represents our present policy.

I would like to hold a one hour meeting on Thursday, September 15th at 4:00 p.m. at central office.

Please let me know if this a time that works for your calendar.

Respectfully,

JΕ



August 26, 2011

Dear Dr. Joseph Erardi:

On September 11, 2011 at 6:30pm, there will be a town-wide memorial service for the 10th anniversary of September 11, 2001. This service, "Southington Remembers 911" will be held on the grounds of Southington High School. As part of this project, over 55 organizations and groups in town had individuals do acts of kindness, good deeds or charities in memory of the victims. These acts/deeds/charities (performed during the summer months) have been recorded on a star along with the victims' names and will be displayed and addressed at the service. This joins in part with a nation-wide effort called "911 Days of Service" which is an attempt to create the single-most largest day of service in U.S. history as a response to President Obama's proclamation to make September 11, a day of service.

As someone in a leadership role for our community, you have been invited to participate in the Southington Remembers 911 service. Please arrive by 5:00pm. Park in the main lot of Southington High School and walk around to the Vocational Agriculture Building located next to the tennis courts. When you arrive we will have an outline of the program for you. Your part is a section of our scripted program and we have included it below for you.

As part of this service we are asking that you have a role in the service by: reciting a poem from a local poet-

One With You

Our hearts cry out to you. As you search through the rubble. Our love fills the open wound where there once was life. Our tears meld with yours to prepare this world for future growth. Our prayers reach out to heal these emotional scars. to let you know your loss is ours. Though more pain may lie ahead it is what lies within you and those who have perished that has meaning it is the human spirit.

We have a rain date scheduled for the following day of Monday, September 12th. In the event of rain, we will make the decision by 2pm on Sunday September 11th and post it on www.omegacomminc.com/southingtonremembers911.

If the event is rescheduled and you cannot attend, please arrange for an alternate and let Leeanne know ASAP at 860.919.1479

We look forward to having you with us for this important event.

Regards,

Southington Remembers 9/11 Committee

Family Resource Center of Southington Derynoski School* 240 Main Street* Room 120* Southington, CT06489

860*628*3286 x 380

southingtonfro@yahoo.com



Fall 2011

Welcome to another school year! We hope that everyone enjoyed a relaxing, happy summer and are looking forward to the cooler weather that fall will bring.

The Family Resource Center is pleased to be beginning its fourth school year in Southington. We are also excited to announce that as of July 1, we are OFFCIALLY employees of the Board of Education. This reflects the commitment that the school system has made to our programs and to making sure we are in Southington for a long time to come. And once again, the Community Foundation of Greater New Britain is partnering with the schools to provide funding and administrative support. We can't thank the folks at CFGNB enough for all of their behind the scenes work for us and for the children of Southington.

We look forward to seeing you and your children soon.

until then,

Krísta and Jen

FRCS Staff



A quick reminder- many of our groups fill up VERY VERY quickly. The best way to reach us is by email, as we are in eight different schools and are seldom in our office to answer the phone. We will confirm with you by email.



PLAYGROUP: (all ages)

Playgroups are a great opportunity for parents/caregivers with children ages birth to 5 years to come together with others to talk, share their experiences and meet other families in the community. It is also a time for children to develop and strengthen their social skills. This program is free for all Southington residents, so call or email today to find out more or to register. When reaching our answering machine, please leave a message with: your name, children's names and ages, phone number and which group you are interested in and someone will call you to confirm. Because of the limited number of families we can accommodate please register for **one** of the following groups:

Playgroup Schedule:

<u>School</u>	Day	<u>Time</u>	Sept.	Oct.	Nov.	Dec.
Kelley School	Mondays	9:30-10:30 am		3, 17, 24, 31	7, 14, 21, 28	5, 12
Derynoski	Tuesdays	9:30- 10:45am	27	4, 11, 18, 25	1, 15, 22, 29	6, 13



"Big Steps, Little Feet" (3, 4 and 5 year olds)

Big Steps, Little Feet introduces three, four and five year olds to the classroom setting and prepares them for their transition to school. Activities include arts, crafts, games, stories, songs, individualized play and more! This is a great program for kids who are going to be making the transition to Kindergarten or Pre-K in the fall, and who may need a little practice with separating from their loved ones! Caregivers will be REQUIRED to stay on site, in a separate area, for the whole of the program. Program is limited to 10 children in each session. Email frcs09@yahoo.com to register.

Session 1: Tuesdays 11:00-12:00 Derynoski School September 27, October 4, 11, 18, 25 and November 1

Session 2: Tuesdays 11:00-12:00 Derynoski School November 15, 22, 29 and December 6, 13



"PARENTING WITH PRIDE" CLASS: (all ages)

A new offering at the FRCS is this **FREE** class designed to take you from being a parent who "reacts" to a parent who "thinks". Fun, lively discussions will be lead by certified parent educators who will share ideas, tips and theories to help parents become more creative in dealing with children and the many challenges they present. Topics will include: language we use with children, building self-esteem and positive discipline.

Classes will be held on Tuesday afternoons at Derynoski School. Parents will meet in the FRCS office, and free child care will be provided in the Dragon's Den.

There are only 10 spots available in this great class- so make sure to get yours early! Email frcs@yahoo.com to register.

Tuesdays 1:00-2:30pm October 4, 11, 18, 25 and November 1, 15, 22



Goopy, Gloppy, Sloppy: (all ages)

Let's get messy! A fun, hands on and hands in class for kids who don't mind getting a little dirty! We will make slime, fingerpaint and more!

Session 1:

Thursdays 9:30-10:15am South End School September 29, October 6, 13, 20, 27 and November 3

Session 2:

Thursdays 9:30-10:15am South End School November 10, 17 and December 1, 8, 15



Kids Can Cook: (ages 3, 4 & 5)

Research tells us that children are more likely to try foods that they had a hand in preparing. Here is their chance to be a part of the process. All foods will be no bake/no cook recipes that you can easily make with your children at home.

Session 1: Wednesdays 9:30-10:15 at Strong School September 28, October 5, 12, 19,26 and November 2

Session 2: Wednesdays 9:30-10:15 at Strong School November 9, 16, 30, and December 7, 14



NEW!! READ AROUND THE WORLD: (ages 3, 4 and 5):

Come learn about faraway places through a story. We will also make a weekly art project inspired by the culture of each place we "visit".

Session 1: Wednesdays 1:45-2:30 Flanders School September 28, October 5, 12, 19,26 and November 2

Session 2: Wednesdays 1:45-2:30 Flanders School November 9, 16, 30, and December 7, 14



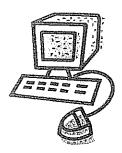
Calling All Characters: Children ages 3, 4 & 5

Come and enjoy stories and art projects featuring five of our favorite characters. Characters will include Clifford, Max and Ruby, Curious George, and two new favorites: Llama Llama and Knuffle Bunny.

Session 1: Mondays 1:45-2:30 October 3, 17, 24 31 and November 7 at Thalberg School

Session 2: Mondays 1:45-2:30 November 14, 21, 28 and December 5 and at Thalberg School

"Connecting With Computers"



Children ages 3 1/2 and up are invited to sign up for this new program! Together with parent/caregiver, children will have the opportunity to play with educational, age-appropriate computer software and work on important school readiness skills like pre-literacy and pre-math. They will be having so much fun- they won't know how much they are learning! No computer experience necessary to participate. Email Krista to set up your weekly appointment at southingtonfrc@yahoo.com. Classes will be held on Fridays

Workshops for Parents and Providers:

It's Not Your Mommy's Kindergarten!

Are you the parent of a child entering Kindergarten in September 2012? Then this workshop series on Kindergarten Readiness is for YOU!

Attend 1, 2, or all 3 workshops to see what your child will need to know before they enter Kindergarten!

Wednesday October 12, 2011
Presented by Southington Schools Literacy Specialists

Wednesday October 19, 2011
Presented by Southington Schools Numeracy Specialists

Wednesday October 26, 2011 Kindergarten Panel- Principals, Kindergarten Teachers

All Workshops will take place at South End Elementary
Doors open at 6pm
Presentation to start at 6:30pm
RSVP: Jen LeRoy frcs09@yahoo.com
Free Childcare available, you must RSVP for Childcare



EARLY CHILDHOOD COLLABORATIVE OF SOUTHINGTON (ECCS):

We are a concerned group of concerned educators, parents, and early childcare providers who are dedicated to our mission that all Southington children enter school ready to learn. This group is responsible for securing the funding to start the FRCS, and includes a committee dedicated to guiding its future. We would love for families and providers who have been involved with the FRCS to join the collaborative and help us with the ECCS and FRCS's next steps in the community. We meet on the fourth Tuesday of every month at 6pm. The meeting is held at Plantsville School. RSVP at southingtonearlychildhood@yahoo.com and thank you in advance for joining this important group!

Do You Know a Great Babysitter?

The FRCS is compiling a list of area babysitters that we can keep on hand for those times when you need a little time off! If you know of a great babysitter and want to share please have them email their contact information to us at frcs09@yahoo.com. We will be keeping an ongoing list so feel free to email us with information any time.



MAILING LIST:

If you would like to be on the FRCS mailing list so that you can receive future newsletters and information about our programs, please call or email us today!

WE NEED YOU!

If you know of any Southington families that have young children and who might be interested in our programs PLEASE help us spread the word!



SCHOLASTIC BOOK CLUB:

We will be participating in Scholastic Book Clubs. This is a great opportunity for you to purchase books for your family at a large discount! Your purchases also help the Family Resource Center earn free books. Look for flyers again in the fall.

PARENT RESOURCE LIBRARY:

We are currently building our inventory of books and other materials. If you have a favorite book about any parenting topics, let us know! Also, if you need a resource on a particular topic, let us know that, too. We can use those ideas to stock our library or plan future workshops.



Do You Facebook?

FRCS & the ECCS both now have a Facebook Page! Just search for "Family Resource Center of Southington" and "EECS" and like us! Keep up to date on all FRCS & ECCS happenings online!



PERSONAL VISIT PROGRAM:

The FRCS staff is made up of certified parent educators who would be happy to meet with you to discuss your child's development or any concerns or questions you may have. We also have the Ages and Stages Questionnaires available to help you see how your child is growing and developing. Please give us a call to learn more.



Fall Fun for Families:

Pick your own fruit:

- Rogers Orchards in Southington http://www.rogersorchards.com/
- Karabin Farms in Southington http://www.karabinfarms.com/
- Hickory Hill Orchards in Cheshire http://www.hickoryhillorchards.com/

Pumpkintown USA 93 East High Street (Rte 66) East Hampton, CT 860-267-0143

PumpkinTown USA is open daily from 10 AM to 5 PM, weather permitting, from mid-September through Halloween. Please visit the <u>Pumpkintown website</u> for more information.

Corn mazes / Hay rides:

- Lyman Orchards in Middlefield http://www.lymanorchards.com
- March Farm in Bethlehem http://www.marchfarm.com/home.asp
- Ives Farm in Cheshire http://www.ivesfarmct.com

Fall Fairs

- The North Haven Fair Sept 9-12 http://www.northhaven-fair.com/
- The Big E in West Springfield, MA Sept 17 Oct 3 http://www.thebige.com
- Apple Harvest Festival in Southington Oct 1-3 & Oct 8-10 http://www.southington.org/content/2028/default.aspx
- The Berlin Fair Oct 1-3 http://www.ctberlinfair.com/
- The Durham Fair Oct 23-26 http://www.durhamfair.com

FAMILY RESOURCE CENTER WINTER WEATHER POLICY:

When Southington schools have a delayed opening or are closed, FRCS programs are cancelled. Please be sure to listen to local radio or TV stations.

FRCS programs will follow the Southington Public Schools Calendar and will be closed on the following days:

October 10: Columbus Day

November 8: Election Day

November 11: Veteran's Day

November 23-25: Thanksgiving Recess

December 26-January 3- Holiday Recess

Asset Building Classrooms

STEPS COMMISSIONERS

Asset of the Month 2011 - 2012

Month	Asset #	Asset/Explanation	% Population of Southington Students Reported having this Asset in 2010		
*September	5	Caring School Climate: School provides a caring, encouraging environment	28%		
*September	24	Bonding to School: Young person cares about his/her school	53%		
October	12	School Boundaries: School provides clear rules and consequences	56%		
November	16	High Expectations: Both Parents and teachers encourage the young person to do well	50%		
December	14	Adult role Models: Parent(s) and other adults model positive, responsible behavior	28%		
January	32	Planning and Decision Making: Young person knows how to plan ahead and make choices	34%		
February	34	Cultural Competence: Young person has knowledge of and comfort with people of different cultural / racial/ ethnic backgrounds	35%		
March	8	Youth as Resources: Young people are given useful roles in the community	28%		
April	6	Parent Involvement in Schooling: Parent(s) are actively involved in helping young person succeed in school	27%		
May	7	Community Values Youth: Young person perceives that adults in the community value youth	22%		
June		Positive View of Personal Future: Young person is optimistic about her/his personal future	78%		

*September has 2 assigned assets

Developmental Assets are positive building blocks that all students need to be healthy and successful.

For more information on the Developmental Assets and on STEPS Please visit www.search-institute.org and www.southingtonsteps.org



40 Developmental Assets® for Adolescents (ages 12-18)



Search Institute" has identified the following building blocks of healthy development—known as Developmental Assets "-that help young people grow up healthy, caring, and responsible.

Support

- 1. Family support—Family life provides high levels of love and support.
- Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships—Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood—Young person experiences caring neighbors.
- 5. Caring school climate—School provides a caring, encouraging environment.
- 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.

- Empowerment 7. Community values youth—Young person perceives that adults in the community value youth.
 - 8. Youth as resources—Young people are given useful roles in the community.
 - 9. Service to others—Young person serves in the community one hour or more per week.
 - 10. Safety—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

- 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School Boundaries—School provides clear rules and consequences.
- 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult role models—Parent(s) and other adults model positive, responsible behavior.
- 15. Positive peer influence—Young person's best friends model responsible behavior.
- 16. High expectations—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

- 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community—Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home-Young person is out with friends "with nothing special to do" two or fewer nights per week.

Commitment

to Learning

- 21. Achievement Motivation—Young person is motivated to do well in school.
- 22. School Engagement—Young person is actively engaged in learning.
- 23. Homework—Young person reports doing at least one hour of homework every school day.
- 24. Bonding to school—Young person cares about her or his school.
- 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.

Positive Values

- 26. Caring—Young person places high value on helping other people.
- 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity—Young person acts on convictions and stands up for her or his beliefs.
- 29. Honesty—Young person "tells the truth even when it is not easy."
- 30. Responsibility—Young person accepts and takes personal responsibility.
- 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

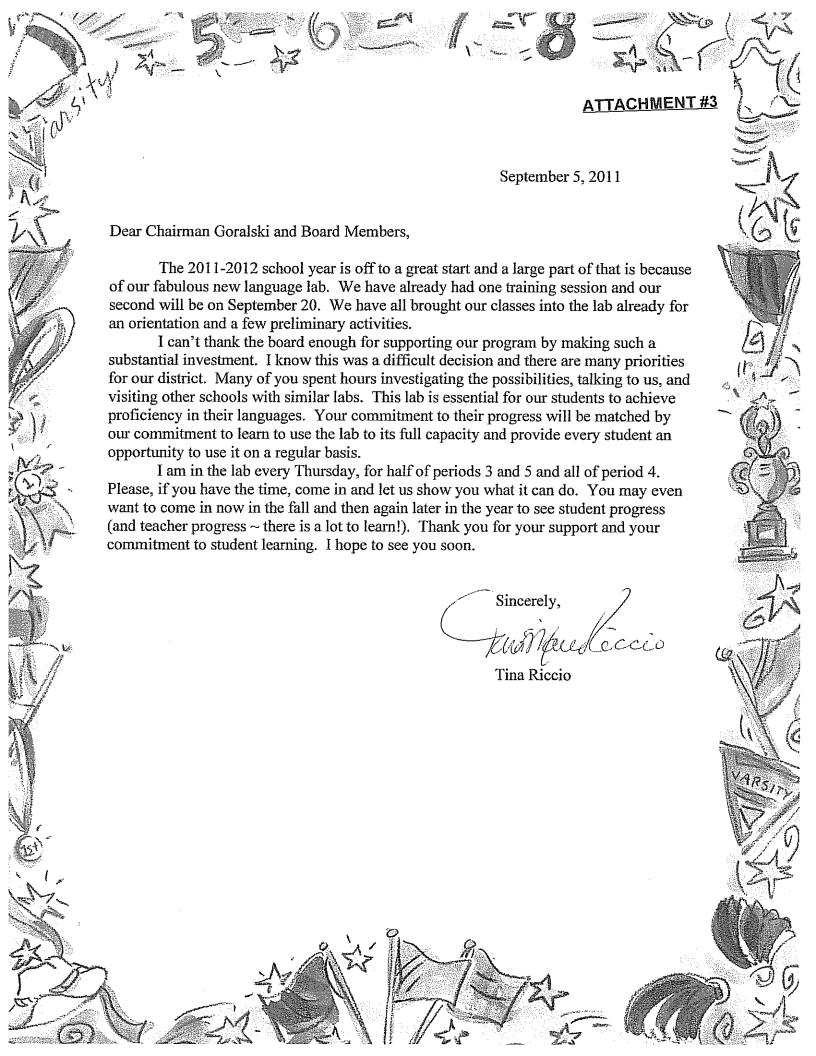
Social Competencies

internal Assets

- 32. Planning and decision making. Young person knows how to plan ahead and make choices.
- 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.
- 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

Positive Identity

- 37. Personal power—Young person feels he or she has control over "things that happen to me."
- 38. Self-esteem—Young person reports having a high self-esteem.
- 39. Sense of purpose—Young person reports that "my life has a purpose."
- 40. Positive view of personal future—Young person is optimistic about her or his personal future.



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