

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

SEPTEMBER 22, 2011

The regular meeting of the Southington Board of Education was held on Thursday, September 22, 2011 at 7:30 p.m. in the Southington Town Council Chambers, 75 Main Street, Southington, Connecticut.

The Celebration of Excellence was held in honor of Jessica Bruenn who was recognized as the 2011-2012 Southington Public Schools Teacher of the Year. At 7:20 p.m., Dr. Erardi introduced Jessica Bruenn, a Grade 5 teacher at Strong Elementary School, who was presented with a plaque by Board Chairperson, Brian Goralski.

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. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard. Absent was Mrs. Rosemarie Fischer.

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 25 individuals in the audience.

2. PLEDGE OF ALLEGIANCE

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

3. APPROVAL OF MINUTES

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

“Move to approve the minutes of the regular meeting of September 8, 2011.”

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

4. COMMUNICATIONS

a. Communications from Audience

Arthur Cyr, 103 Berlin Avenue: Mr. Cyr stated that his concern was for the safety of the children with the speeding traffic on Berlin Avenue that does not stop for school buses. Last Wednesday, he witnessed a car that did not stop for the bus and he was able to get the license plate. He reported this to the police and to Mr. Cox who is in charge of transportation for the school system. Mr. Cyr stated that he was working on better communication with the Southington Police Department on how they handle a formal complaint from an irate citizen and what the result should be. In this case, there was no ticket written, but there will be for every other case. Mr. Cyr has found that standing at the bus stop at 8:30 a.m. and holding up his cellphone camera to photograph speeding cars appears to slow or stop the traffic. He has a policy that, "No kid dies in his neighborhood." Mr. Cyr stated that he wanted to talk about the "free money" again. He acknowledged that Dr. Erardi sent him an e-mail that the smallest school received \$1,000 from Box Tops for Education. He noted that last year he brought this program to the Board's attention. He shops at two supermarkets in Southington and, unless somebody reminds him that he has to sign-up every year for the free money to the schools, he would not do it. He requested that Chairman Goralski attend the next Town Council meeting and ask the town and the people who watch the meetings on television to sign-up at Stop and Shop or Price Chopper because free money for the schools is money that the taxpayers do not have to contribute to the schools.

Mr. Goralski noted that the PTOs do a great job raising money and he assumed most of the Town Councilors, through the PTOs, are part of that program. He thanked Mr. Cyr for reminding the Board of Education and the Southington townspeople of that program. He thanked Mr. Cyr for also keeping the Southington children safe.

Mr. Cyr thanked Mrs. Rickard and Mrs. Fischer, who are not running for re-election on the Board of Education after serving many years. He stated that he was living proof that "you can fight city hall and that one person can make a difference."

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Carmody stated that she and Board members Mrs. Notar-Francesco, Mrs. Johnson and Mrs. Queen, along with Mrs. Smith, visited the Southington High School Foreign Language Lab. She was very impressed with what the Board was providing for the students in the new Language Lab. They all put on headphones and could listen to the students speaking. She noted that the Department Head gave a demonstration and that Mr. Andrew Bayer and Dr. Martin Semmel were also in attendance. She was so proud that the students at the high school were getting this educational opportunity in World Language.

Mrs. Notar-Francesco thought that every Board member would be so pleased that the money they spent on the Language Lab went directly into the classroom to support students, especially since World Language is a subject area impacted by the Secondary School Reform.

She was very excited about this opportunity for students. It was incredible to see the students engaged in the Lab. She noted that Tina Riccio was doing a lesson and giving the students questions to which they were responding. After they responded, Ms. Riccio was able to save all of their conversations to be able to play it back again later and grade it. Mrs. Notar-Francesco felt that the technology was incredible. She thanked all the people who worked so hard over the summer to put this in place.

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

“Move Agenda Item 6.f, Curriculum Initiative - SHS Leveling System, to Agenda Item 5.b.”

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

Mrs. Rickard pointed out that on Wednesday she had the pleasure of seeing Dr. Erardi bagging groceries at Shop Rite to support hunger awareness. Mrs. Rickard informed the Board that the Southington High School Class of 1981 was having their 30-year reunion on October 8, 2011 at Aqua Turf. She invited anyone from the Class of 1981 to call her if they were interested in attending.

Mr. Goralski thanked his fellow Board members because today was “Thank You Thursday” as part of STEPS Week. More importantly, he thanked the STEPS organization; especially, Kelly Berkmoes who is their leader, John Myers for his role chairing and organizing, and the students of Southington High School. This week, he saw huge opportunities and initiatives on the part of the students that have taken place across the district. On behalf of the Board of Education, he thanked STEPS. There was a tree planted at Recreation Park on Wednesday and the students organized this planting. He thought that the students in Southington were becoming engaged in this movement.

Communication from Administration:

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

1. Safety Forum: Dr. Erardi reported that the Safety Forum will be held on October 17, 2011 at 7:00 p.m. in the Strong Elementary School Cafetorium. The oversight group will be the Bullying K-12 Committee that met approximately two weeks ago. The design of the forum is not going to be testimony from the committee, but rather what the community felt would be important for the School Board and for the Bullying K-12 Committee to know, as a proposal going forward, to finalize the policy as per the State Department of Education.
2. Early Childhood Partnership: Dr. Erardi reported that this is a continuance of the School Board partnership with the Early Childhood Collaborative and a meeting will be held on September 28, 2011 at 6:30 p.m. at Derynoski School. There will be a professional development presentation that is being offered to the preschool directors, home day care providers, and primary school educators.

3. Southington Education Foundation: Dr. Erardi reported that, since their advent only two years ago, over \$40,000 has been sent forward to the public schools, disbursed in the form of grants. He noted that all of Grade 4 would have the opportunity to have an authentic learning experience at Camp Sloper throughout the course of this school year.
4. Parent Executive Council: Dr. Erardi reported that, in order to accommodate the Parent Executive Council members who work during the day, they are going to pilot an evening meeting on October 11, 2011 at 7:00 p.m. at 49 Beecher Street.
5. Cohort #3 – Administrative Aspirants: Dr. Erardi was personally proud that they are putting together the third cohort of Administrative Aspirants. The first cohort will graduate with certificates in May of this school year. The third cohort is robust and they will likely end up with 15 to 18 members and will be meeting for their first time in October.

c. Communications from Student Board Representatives

Mr. Peschel thanked the Board members for visiting the Language Lab. He stated that all the students were excited about it and grateful that they were able to have the Language Lab because it has been helpful. He noted that, as the teachers get use to it, it is becoming even greater. He reported that last week the Southington High School Band won its first band competition and that the Music of the Knight will be held on Saturday, October 29. He stated that the Music of the Knight is extremely exciting, and there is a huge student turnout with about 20 bands that will be competing. He noted that everyone was excited that the UConn Band would be performing. He invited the Board to attend and noted that they will be doing a Voodoo-style performance. Mr. Peschel reported that the National Honor Society was running a Blood Drive on September 30, which was great for the community and for anyone who needs blood transfusions. He noted that students have been extremely helpful by signing up to donate blood. Mr. Peschel reported that there was a lot of excitement with the STEPS Program. In the cafeteria, all the days are written on the windows and the program has really picked up in the high school. Students are holding doors open for each other and being kind.

Miss DiMeo reported that she and Leon Peschel were both part of the Student Council, which helps to transcend the line between the students and the teachers. She stated that it was important to have student unity. She pointed out that Dr. Semmel has a monthly meeting with the Student Council to help voice student concerns so that any issues could come to surface. She reported that the PSATs will be October 12. She noted that last year the students had to pay to take the PSATs and sign up for them. This year, the school is paying for 10th and 11th graders to take it, which helps improve SAT scores. Some students will have the opportunity to take internships, which helps the students experience their field before they go to college.

Mr. Goralski reported that tonight the College Fair was a big “marquee” event at Southington High School. He requested that Dr. Erardi and Dr. Semmel do some research because, as a “marquee” event, he felt that it should be advertised and promoted, which he did not believe was done. As a parent of two high school students, he did get some information and did see it on the website, but he felt that they could not count on everyone doing that. He thanked Dr. Semmel for the phone call that was made to parents. He hoped that the administration and Dr. Semmel could report to the Board about this year’s advertising and next

year's plan to do it better. He hoped that in the future the Guidance Department would have a much more active role. He noted that there were 150 colleges at the high school tonight.

Mr. Derynoski agreed with Mr. Goralski. He noticed that some signs were out. Mrs. Carmody and Mr. Goralski explained that they were just put out tonight. Mr. Derynoski thought that the signs could be put out a week in advance of the College Fair. Mr. Goralski noted that there are Southington students who go to other schools, such as the magnet schools, and the College Fair is for them as well. Mr. Derynoski would like to know how the attendance was for the College Fair.

5. COMMITTEE REPORTS

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

Mrs. Carmody reported that the complete minutes from the committee's last meeting were included in the packet. They are the complete minutes of the presentation that Dr. Semmel will be giving in the next agenda item.

b. Curriculum Initiative ~ SHS Leveling System *(formerly Agenda Item 6.f)*

Mrs. Smith was very proud to have attended a very lengthy and thoroughly prepared presentation to the Curriculum and Instruction sub-committee. This evening, the Board will get a broader view about the history of, and the current recommendation for, changes relative to leveling at Southington High School. She was impressed with the quality of the work and the number of people who actively participated for a long period of time. She noted that many of the people were in attendance tonight. She explained that Dr. Semmel would speak on behalf of the committee.

Dr. Semmel stated that he had just come from the College Fair at Southington High School and that the entire parking lot was filled. He recognized that they do need to get the word out earlier; however, the cafeteria was actually almost too full in terms of the number of parents and students attending.

Dr. Semmel gave a PowerPoint presentation on the Southington High School Leveling System, Redesigning and Redefining for the 21st Century (*Attachment #2*). He noted that this was a collaborative effort and that a number of people in the audience either participated on the Leveling Committee or they were part of the School Improvement Team. They all put in a tremendous number of hours to make sure that this presentation tonight, and the body of work that they put together, is thoughtful and appropriate for students' education in the 21st Century. He thanked all the members of the Leveling Committee and the School Improvement Team, including parents and students.

Dr. Semmel explained that there were two major reasons why the high school needed to change leveling. The first reason is the Secondary School Reform Act focusing on rigor, engagement, and 21st Century skills, and developing model curricula and common assessments. It will require high expectations and a challenging course of study for all students. Currently, the leveling practice at the high school does not accomplish that. He noted that the handout he distributed addresses the Secondary School Reform Act and explains all those pieces of the

Reform Act. The second reason that the high school needs to change leveling is because NEASC just recently finished its report and Southington High School received 62 recommendations. Out of those recommendations, NEASC stated the high school needed to:

- a) Review and revise the student grouping practices;
- b) Develop and begin to implement a plan, including professional development for the teachers;
- c) Develop and implement a plan to ensure that all students are engaging in higher order thinking;
- d) Undertake an examination of the school's grouping practices;
- e) Support the achievement of the learning expectations for all.

When they combined the Secondary School Reform Act with the NEASC recommendations, there was ample evidence that they needed to make some changes to the leveling practice.

Dr. Semmel reported that currently the leveling practices at Southington High School do not encourage students to take the most demanding courses because it may effect class ranking. It is also connected to the grade weighting, which he will discuss later in the presentation. The decision to change from four levels to three levels is a shared decision-making process. They had conversations with Central Office and Board of Education to talk holistically about where they are headed as a school district. The Leveling Committee did a tremendous amount of work getting into the nitty-gritty. The School Improvement Team is the team that he works with on a daily basis, and is all the administrators and department chairs of the school. He stated that the School Improvement Team reviewed the work of the Leveling Committee and involved students who were part of the committee. At the end of the process, the Administrative Team looked at it. Dr. Semmel listed the names of the Leveling Committee members. He noted that Mrs. Carmody was the Board of Education representative, so the Board at all times knew what was going on. There were parents, students, special education teachers, world language teachers, English teachers, and science teachers. They tried to cut across the entire faculty to involve teachers who currently teach Level 1 courses, teachers who teach AP courses, and teachers who work with special education students. They tried to get every viewpoint at the table. They also invited Mr. Christopher Palmieri to join them because they wanted to make sure the communication from the middle schools to the high school was present. They felt that the committee was well developed.

Dr. Semmel stated that the Leveling Committee felt that the underlying assumptions / beliefs for every class and every course at Southington High School were that all students would have access to:

- Curriculum that prepares them to be college and career ready;
- Rigorous and relevant course content to develop their critical thinking skills and facilitate their intellectual curiosity;
- Quality instruction that is differentiated to meet a range of learning needs and interests;
- Authentic and challenging tasks that stimulate them to be active, life-long learners;
- Positive learning environments that encourage them to acquire the skills necessary to achieve their future goals and endeavors.

Dr. Semmel felt that the global economy that the students are entering is much different than the one he entered, and they needed to make sure that they give the students the strongest skill set possible. It would be a disservice to the students if they don't do that.

The Leveling Committee came up with definitions of new levels and each level has three strands in them. They decided that in each level they would talk about the type of instruction, the numbers of standards that are addressed, and the pacing of the course. The new levels are:

- Honors / AP / UConn ECE
- Competitive College Prep
- College and Career Prep

Dr. Semmel explained that the Honors /AP / UConn level will be available to all grade levels. Currently, a freshman would not have that highest level available. One of their biggest concerns is students who then take an AP course, might not have received the rigor of the challenge that they needed in Grade 9 or Grade 10 to be truly prepared for that AP History or AP Chemistry course. They need the students in Grade 9 to have that mentality of "I am on track to take AP courses." Dr. Semmel believed that they should have many more students taking AP courses. He thanked the Board during the budget process last year for adding the PSATs for Grades 10 and 11 because that actually helps them identify more students with AP potential. He noted that they might not even know that they have the skill set and may be underachieving.

Dr. Semmel explained that in the packet that the Board received there were examples of course descriptions. He stated that he has already been meeting with the School Improvement Team to start developing the Program of Studies because, if they are going to get it printed and copied, they have to start the work right now. If the Board decides to not go in this direction, he has to go with a different Program of Studies; however, he can't wait, otherwise they will not have a quality Program of Studies. They have already started talking about the specifics of this, hoping that the Board of Education will pass this. They are having discussions now about trying to make the Program of Studies as consistent as possible from one department to another. They can't all be the same because every program has its own set of distinct attributes, but they need as much consistency as possible.

Dr. Semmel explained that he also gave the Board a document identifying the sorting of courses. They took every single course that they offer at the high school, and, given the new level structure, identified where those courses would land. They defined each one by using the three definitions of the levels, which are: 1) the type of instruction; 2) amount of standards; and 3) the pacing of the class. He noted that was how they decided on each one of those courses.

Dr. Semmel addressed the grade weighting. The recommendation is as follows:

<u>Current</u>		<u>Proposed</u>	
Level 1 Courses	1.0	College and Career Prep	1.0
Level 2 Courses	1.05	Competitive College Prep	1.10
Level 3 Courses	1.10	Honors/AP/UConn ECE	1.20
Level 4 Courses	1.15		

He noted that, when he arrived at Southington High School over one year ago, students were coming to him and telling him that the grade weighting system at the high school was broken and that students could take Level 3 courses and outperform students taking AP courses because of the way the grade weighting system was structured. With the new system, they are trying to be equitable and fair to all students, recognizing that different students will be taking different courses; however, at the same time, they want to encourage students to take the Honors and AP courses. They want to challenge the students at the most appropriate level and don't want them playing mathematical games to decide on their courses.

Dr. Semmel pointed out the effect of the weighting on grades. A grade of 75 in Level 1 in the current system would move up to an 86 in Level 4. In the proposed weighting system, a grade of 75 would become a 90. In the current system, a grade of 90 becomes a 104 in Level 4, and in the proposed it becomes 108. The committee felt that was a fair distance in-between to encourage students to take the courses, without grossly adding to the highest level.

Dr. Semmel explained to the Board that in the packet he gave them was an Excel document with a class rank example and how this new leveling system would effect class rank. He noted that it was very simple mathematics. It comes down to adding up the points and dividing by the number of credits. When you go from one system to another, you just keep simply adding and dividing by the number of credits, so everyone is still on the same playing field. If students are taking honors courses and are performing well, they are going to get more quality points for being there. He believed that is the kind of system they actually want to have to make it fair for the students and challenge them at the same time.

Dr. Semmel noted that there was a question at the Curriculum and Instruction Committee meeting about Honor Roll and how that would be affected. He explained that the committee did not discuss that and it will stay the same.

In terms of the teachers' needs, Dr. Semmel stated that he was fortunate to have a very supportive Central Office who understands the Secondary School Reform Act and recognizes the need for professional development at the high school. When they started professional development last year, Central Office was already providing funds to make sure the teachers continue to improve their instructional strategies. The teachers have already been focused on this starting in 2010-2011 and now in 2011-2012. He stated that was one of his main focuses because one always wants to get better at what one does. They are trying to provide as much collaborative time for the teachers so that they can do this, not in a vacuum, but collectively.

Dr. Semmel addressed the rationale that included striving for quality and effectiveness of core instruction. He pointed out that Southington High School is a very good school. In his mind, as it moves forward, this is one step in the process of making Southington High School a school of distinction.

Dr. Semmel stated that their goal for communication to the community is to put on their website the documentation that he provided to the Board. There will be a PTO meeting on October 12, 2011 in which he plans on giving the same presentation to parents and answering their questions. He will use the website and a phone all-call to advertise the PTO meeting. He would also provide some information to students in homeroom and invite them to the PTO meeting as well. He would attend a Student Council meeting where they could talk about this

process and they can invite as many students as they would like. The Guidance Counselors will continue to inform students and parents during the scheduling process. The Grade 8/9 Transition Team would ensure that the teachers at the middle schools are aware of the changes. He believed that the administrators from both the high school and the two middle schools need to have conversations to make sure middle school students and parents are well informed when they get into the course selection process.

Mrs. Rickard stated that the Board had heard about issues with the weighting and that students who were taking Level 4 classes were much lower in class rank than students who received A's in Level 3. She was happy to see that this was addressed. She was concerned about the Honor Roll and was surprised that it was not addressed. She asked if Dr. Semmel felt that this new leveling system would take into consideration many of the concerns that were addressed seven years ago when the Honor Roll was discussed. She thought that it was part of the same thing. Dr. Semmel replied that it was not really part of the same thing, but it was something that they could take a look at. He noted that seven years ago he read about what was happening in Southington with the Honor Roll system. The leveling is more about what is right for students in terms of levels. He felt that, if the Honor Roll is something else that the high school should take a look at, it could certainly be done.

Mr. Goralski recalled seven years ago, when he was a new Board member, he really appreciated the math that they got from Mr. Lasbury, the Math Department Chair. He asked if Mr. Lasbury could share that information of seven years ago with that committee because he agreed with Mrs. Rickard. The Board knew that NEASC was in the early planning stages and that this was coming. He thought that this was the opportunity to fix it all at once. He did not think that it had to happen simultaneously and that the committee has to rush; however, he would like that committee to revisit the Honor Roll because, the closer they are together, the easier it would be for the community to understand. He noted that change does not come well when it is apart; when it is together, it makes sense. Mrs. Rickard stated that she was not suggesting more work; she was suggesting looking at the research that was already done because she remembered being very impressed by it. Dr. Semmel replied that he will meet with Mr. Lasbury and review the work of seven years ago.

Mr. Derynoski agreed with Mrs. Rickard and thought that where they failed seven years ago was with the outcry from parents; he thought that it was a communication problem. Mrs. Rickard noted that it was with parents of special education students. Mr. Derynoski did not think that the information was clear to the parents. They thought that it was a hit against their children and they looked forward to reading their child's name in the newspaper. He felt that there was a lack of understanding in what the Board was trying to do as a school system. He felt that any change that occurred needed to be done in a way that the parents and community understood the rationale behind it to prevent another fiasco. He felt that, if they could get beyond that, they would have a better chance of implementing this with everybody onboard.

Mrs. Queen agreed with everything that has been talked about. She felt that they should be looking at the Honor Roll as well with regard to the weighting of the classes. She felt that they needed to honor the rigor and the challenge, and thought that the data would align on each student more accurately.

Mrs. Johnson stated that she attended the Curriculum Committee meeting and was so impressed with this fabulous piece of work. She was very proud of the members who were on that committee. She had a minor issue that has to do with the naming of the different levels. She was not comfortable with the level named "College and Career Prep." She asked Mrs. Smith if she had a chance to check around with other school districts to see if there was some other name for it. Mrs. Smith replied that she did not have a chance to check, but she did know that many districts similar to Southington were in the process or recently have condensed levels. Some of them are calling their levels by number; however, as far as the actual name or definition in a Program of Studies book, she had not received that information yet. She put in a call to two contiguous communities and, when she hears back, she will let Mrs. Johnson know.

Mrs. Johnson asked Dr. Semmel why the committee decided to name these three levels by names as opposed to numbers. Dr. Semmel replied that the committee did wrestle with that. The big reason that they wanted to get away from the numbers was because they wanted to make it a paradigm shift. They want people to forget the numbers and use names because, if they refer to the numbers again, people would be thinking back to the old system. They are trying to move away from the old system, which is why they went to names.

Mrs. Johnson thought that the level called "College and Career Prep" was misleading. She liked "College Prep" and that is what was given to them at the Curriculum meeting. She knew that it sets the bar high and she liked that idea. She wanted all of the students expecting that the high school is going to be rigorous and that they were going to work and will be prepared for college, whether they choose to go or not. She thought that calling it "Career Prep" sounds misleading because it says that they are preparing for a career and she felt that they were not. Schools, such as Vinal Tech or Goodwin Tech, are the ones that prepare them for particular careers. She did not think they were offering any subjects in-depth enough to be able to say that this is career preparation.

Mrs. Carmody noted that at the Curriculum meeting she had a problem with it being called "College Prep." She believed that they should be raising the bar for all students and thought that there was a very fine line between idealism and realism. She thought that at Southington High School they have a group of students for whom they need to prepare for careers because college is not going to be in their future. They may be looking at manufacturing or many other areas. She had a very difficult time with it being called "College Prep." She noted that she and Dr. Semmel have discussed this at length and they are not in agreement. She knows that approximately 75%-87% students at Southington High School do go on to some type of secondary education. However, what about the 15% of students who do not? To her, they also have an obligation to those students. That does not mean that she does not want to set higher standards; but, because she has been an educator and has dealt with those students, she felt very strongly that they must call that course "College and Career Prep." She was adamant about that.

Mrs. Rickard agreed with Mrs. Carmody. She thought that the high school does a tremendous job preparing students for certain careers. She has heard middle school parents say that they don't want to send their child to the high school because it is so big. She always tells them that the high school has something for everybody. She truly believes that every student in that high school can find their place. The Business Department prepares students who want to do data entry or telemarketing. When she was in high school, one of her best friends got a job as

a secretary because she had Ms. Pedrolini as a teacher. There are great things at the high school that teach students for careers. She felt that the teacher in the new Culinary Department was very impressive. She disagreed with Mrs. Johnson. She liked the name “College and Career Prep.”

Mrs. Clark stated that graduation is one of her favorite events on the Board of Education and someone reminded her that, when Dr. Erardi talks at graduation, the first thing that he does is acknowledge those students who are not going to college; they are entering the military. To not acknowledge that by labeling a level would be exclusionary, and she did not think that was what Southington High School was about. She was in agreement with Mrs. Carmody and Mrs. Rickard that it should read “College and Career Prep.”

Mr. Derynoski wanted to know how this would interact with the activities of the Alta Program. It is a whole venue of students with different issues. He wanted to know how that transition was also going to take place. Dr. Semmel replied that every course at Alta currently is a Level 1 course. Every course there would be listed as a College and Career Prep level. He worked with Mr. Thiery and would like to continue to work with Mrs. Smith about making sure that the curriculum at Alta was being updated on the same five-year cycle as at the high school. He thought that there was some misalignment. As they are working on the high school math curriculum, they would make sure that Alta’s math curriculum was very similar to what was being offered at the high school. It is still an alternative high school, so there would be some differences. He wanted to make sure there is better communication in terms of the curriculum piece between the high school and Alta. Mr. Derynoski agreed; he thought that to just call it College Prep could act as a deterrent for those students who are currently eighth graders and going to the high school and know that they just don’t have the skill sets or the ambition to go to college.

Mrs. Notar-Francesco stated that she is aligned in thought with Mrs. Johnson and believes that it should be called College Prep. However, she felt that it is only a name and what is important is the incredible body of work that has taken place. She felt that it did not matter what they call it. She supported these changes and, as far as stretching and challenging students, she felt that it was a tremendous opportunity for students and they want to make them successful. She questioned, now that they are increasing the rigor, what supports do they have in place so that those students who struggle don’t fall down? Dr. Semmel noted that it was a great question and that was part of the whole process in terms of the 21st Century skills. The Scientific Research-Based Interventions (SRBI) process would provide support and the Board would probably be hearing more about it at the elementary school level. The Grade 8/9 Transition Team that Mr. Germano leads with high school and middle school teachers assures that communication between those teachers is happening. The practical supports that they have in the building are the reading classes for students who have a deficiency in reading. He noted that the Board provided a Literacy Specialist position for him at the high school that provides support, specifically this year in social studies around the idea of being able to read and comprehend social studies text. They will expand that into working with science teachers. At the same time, they are working hard to develop Early Intervention Teams. He noted that there was still a lot of work ahead, but that helps capture students who are struggling and working with them. At the same time, all the professional development is focused on that. The co-teaching teams are being well trained so the collaboration between the regular education teachers and the special education teachers is getting the maximum benefits. Dr. Semmel stated that the

professional development that they are doing in instructional strategies is also focused on those struggling students. The whole SRBI process is a triangle, which suggests that 80% of our students need to be helped in the regular education classroom; they should not need the extra support, which means the teachers need to continue to develop their own instructional strategies. Dr. Semmel summarized that these are some of the interventions and that they have more work to do to make sure that they are not losing students because of the size of the school. He felt that was an important question, and it was something that they need to continue to address.

Mrs. Queen thought that the work that the Leveling Committee had done was so important and that she fully endorsed it. While driven by the recommendations of NEASC, she saw the body of work as a dynamic adaptation to the changing world that our students will inherit. She wanted to list a few of the positive outcomes that she thinks would come from this new system. 1) She thought that all students who enter Southington High School will enter knowing that the high school believes each of them will have the ability to go to college if they choose that path. She thought that believing something is possible is powerful. 2) The grade weighting of the classes will encourage and support all students to stretch academically. This will result in more students choosing to take more of the amazing array of Honors/ECE/AP classes that currently exist at the high school. To her, this could only enrich the collective Southington High School education for all students. 3) For those students who would have taken the Honors/ECE/AP classes, regardless of any weight applied to them, they would now find that their effort and work are appropriately valued. Mrs. Queen admires the vision and the leadership of the Leveling Committee, which is comprised of teachers, parents, students, administrators and the Board member, Mrs. Carmody. She wanted to acknowledge, in advance, that the work ahead for the teachers who will be implementing this system on a daily basis would be challenging, and the rewards would be worth it. She thanked them, in advance, for their work.

Mr. Goralski asked the student representatives to share their thoughts and opinions regarding the names. Mr. Peschel replied that there was a lot of debate about the names and what would be politically correct. What currently is happening at the school is that students are actually stereotyped into Level 1, Level 2 and AP students. With the naming, it was not just about renaming, but about getting rid of the stereotype. Regarding the issues about the Career Prep, to many of the students, diplomas opens many doors and there are great opportunities, not just college, but to careers of any type. That was the main point why adding Career Prep by the committee was an important point to opening doors beyond just college. Miss DiMeo added that it was really stressful and discouraging the way the system is now. Last year, there was almost only one Junior English Level 4 class because students were not getting the grades that they wanted. It was discouraging because students would want to drop down; by condensing the levels students will be able to push. She thought that the whole point of education is pushing oneself to learn. If you are a student in Level 3 and getting A's, perhaps you are learning, but maybe the student is only reviewing. There could be better improvement in AP classes and Level 4 classes than in Level 3 because there is constantly new information. She felt that, by condensing levels, it would open it to more students and it would help class rank too. She thought that, not only would it help everyone's education, it would make it better for the students who work hard and don't get enough credit.

Mr. Goralski stated that he shared the opinion of the majority and is really appreciative of the work of the committee, especially in changing the name. The Board had a little insight before Dr. Semmel's presentation tonight and they shared their opinions privately. He stated that Dr.

Semmel's committee was willing to reflect back based on that input. He was appreciative that "Career Prep" was added because no student should be left behind. When they said "College Prep," he felt that they left a child behind and it is "No Child Left Behind." When they coupled the district philosophy with the national agenda, they can't leave a student behind without the word "Career," and he thought that they did.

Mr. Goralski thanked Dr. Semmel and asked him to extend his appreciation to the committee for changing the name to "College and Career Prep." He noted that the student representatives' insight on this was very valuable.

Dr. Erardi commented that he felt this was best for all students at the high school. He looked at a couple of things regarding whether this was a sustainable change. 1) It was not dependent on external resources. 2) It was not dependent on additional money. He believed that the high school faculty has galvanized behind this change for what this will do for students. Regarding Honor Roll, he saw it as an independent conversation to the recommendation in front of the Board. He appreciated the comments regarding College and Career Prep because it is a name and a label, and all that he heard means nothing unless there are appropriate conversations at Southington High School with every faculty member and guidance counselor, and it is understood by parents when they register their child for classes next year. His expectation from this, if it goes forward by the Board, is that, at some point next spring, they will be able to compare and contrast the numbers of students who have taken the challenge. He believed that they were undersubscribed with numbers of students, for the size of the high school, in the higher level classes. This allows students to get there sooner and get there more often. There is a human piece to this that makes this intricately important in the success formula and that is the conversation that must take place with every student. With that information, he suggested to the Board that, because this is probably the greatest action item that they will deal with in their two-year tenure, they hold on action this evening, wait two weeks, allow the conversation to come to them from the community, parents, and students, and then they take formal action at the first meeting in October.

Mrs. Carmody asked if Dr. Semmel still holds class meetings. Dr. Semmel replied that they already held them. She felt that would have been a great opportunity to speak to each of the classes about these possible changes. Mrs. Carmody asked if Dr. Semmel could do that. Dr. Semmel stated that his hesitation is in taking the students away from the teachers. Mrs. Carmody thought that it would be a great way to reach everybody. Dr. Semmel replied that they did not do it initially because he knew that the Board likes to be aware of things before they happen.

Mrs. Clark asked Dr. Semmel if he was going to invite students to the PTO meeting on October 12. Dr. Semmel replied that he did not have a problem with students coming to a PTO meeting, and he did not think the PTO would either. He thought that, working with the Student Council, they could also have this discussion at their regular Student Council meeting for any interested students. Dr. Semmel pointed out that all the documents the Board received would be on the website.

Mrs. Carmody asked Dr. Semmel if approval at their next Board meeting would give him enough time to do the Program of Studies. Dr. Semmel replied that he had to start already, even though he is waiting for the Board's vote.

Mr. Derynoski supported the increase in rigor and questioned if they were going to be increasing the rigor in all classes across the board with this change, and how that would happen. They would still have the same textbooks and the same teacher. Dr. Semmel replied that the curriculum development piece was really the crux of this, combined with the instructional strategy piece. Right now, the lowest level classes are filled with very low-level knowledge-type questions, and that is one component that needs to be changed. There is a five-year curriculum cycle and some of these courses will become better and better as they go through the five-year cycle. Mr. Derynoski stated that this is a great opportunity and there is no financial impact; however, he thought that, in the long haul, they would be taking a lot of the textbooks that they are currently using and changing them in order to increase the rigor. Dr. Semmel was not certain about that because the texts that they have been choosing are not the course; it is the supplemental piece that teachers use to teach the course. It is the types of questioning and authentic-learning activities that they provide the students that really define what the course is. The textbooks are basically written for the biggest states, and they pack everything into them. He believed that the current textbooks, in most cases, would be workable.

Mrs. Queen stated that she could see authentic learning experiences and the Capstone experience being tied. She asked for some examples of authentic learning experiences for the different types of classes. Dr. Semmel replied that the Capstone is a true authentic learning experience. When they talk about it in the Secondary School Reform Act, it is about taking all the skills that were learned in a variety of classes and synthesizing those skills into a final project. It is another step that the high school would have to take because they don't have a true Capstone Project anywhere in the building. They exist in pockets, such as the Project Lead the Way Program. He thought that was one of the best examples of what an authentic learning experience is. He stated that internships were another authentic learning experience where they actually go into a workplace and use the skills that they have learned from the high school, coupled with skills the business people are teaching them. This year, they are working with the Chamber of Commerce on the "Training for Tomorrow Today" and have started placing students into internships. He commented that, in Mr. Lasbury's math class, where they are using graphing calculators, they literally use the TI Inspired Graphing Calculators to dive into what a quadratic equation means; this is also an authentic learning experience.

Mr. Peschel commented about it being NEASC-driven and wanted to emphasize that it was also student-driven. Last year in the Student Council, most of the meetings were about getting the weighting changed for AP. Students really want to see these changes as well. The AP and Honors weighting, he thought, was extremely important because students can and do play a numbers game now. He noted that there was a lot of pressure on students to get into colleges. Sometimes that pressure is so overwhelming that they feel they won't get into college if they challenge themselves. He believed that the Board did not want students to prevent themselves from being challenging because conversely challenging themselves increases their opportunities. Mr. Goralski and Mrs. Carmody thought that those were great comments. Miss DiMeo thanked the Board for taking this into consideration because it is stressful and in the future it would be very beneficial to students.

Mr. Goralski was very appreciative of Dr. Erardi's comment about waiting until the next meeting. He was excited about the direction that this takes the high school. He liked Dr. Semmel's communication plan and having it as a part of the first PTO meeting of the year, which is well attended. He thanked Dr. Semmel and the committee for their work because this will

change the course of the high school. Dr. Semmel commented that this was not his work; this was the work of a great number of educators, parents and students, so he does not want to take credit for the work. His job is to simply present it, and answer the Board's questions the best that he could.

6. OLD BUSINESS

a. Town Government Communications

Mr. Goralski attended the last Town Council meeting and noted that Mr. Brumback was incredibly appreciative of the Board of Education's thanks for his leadership. Mr. Goralski felt that the communication between the boards was at an all-time high.

Mrs. Rickard commented that the Board was copied on an e-mail regarding an issue in the City of Bristol and she knew that Mrs. DiNello did an excellent job and that Southington was not going to have any issues. She thanked Mrs. DiNello for making sure that the Board of Education did everything correctly. Mr. Derynoski agreed with Mrs. Rickard. He pointed out that Bristol was not the only town that was running into this. There are many districts in Connecticut that were not as prudent as Southington in the approach that they took and the way Southington's Business Department handled all of this. There are towns that were being blindsided. Mrs. DiNello replied that the state has been very forthcoming with information regarding the Minimum Budget Requirement (MBR) that she is required to file annually. The Board puts forward a budget and the adoption of that budget enabled them to be positive with the MBR. Mr. Goralski explained that the e-mail was from a Board of Finance member talking about the Board of Finance action with the ARRA money. The budget is the Board's budget and they are still spending the \$1.6 million stimulus funds that the Board rolled from the two-year plan to this year's plan. The Southington district's plan was exemplary compared to other districts. He believed that the Board of Finance had that information because of how the Board of Education presents it, and they present what they get from Mrs. DiNello. He noted that Dr. Erardi, Mrs. DiNello and the cabinet brought to the Board of Education a document that was readable, understandable, and clear, and then the Board of Finance made their decisions. He stated that Mrs. DiNello's work made everyone in Southington look great.

b. Construction Update

Mr. Cox reported that the Energy Management System at Plantsville School is scheduled to be commissioned next week. They will put that on line and start tying in the other schools as needed. Over the last two weeks they have been bringing in loads of topsoil at South End School and reseeded for the third time. Mr. Goralski asked if they could keep people off the soccer field. Mr. Cox replied that on Saturdays and Sundays people keep taking down the fence that they keep putting up. Mr. Goralski stated that people were going to ruin the new seedlings and keep killing them. Mrs. Rickard asked if there was communication with the Parks and Recreation Department that the fence needs to stay up. Mr. Cox replied that he did; unfortunately, on the weekend, when no school or Parks and Recreation employees were around, they try to use every practical space to practice on. Mr. Derynoski recommended that they contact the Southington Police Department and make them aware to stop by and get people off the field. Mr. Cox replied that he would do that. Mr. Goralski stated that, to be pro-active versus punitive, they should contact Mr. David Lapreay at Parks and Recreation because he would

know all the people to get in touch with who are using the field. He thought that Mr. Lapreay could get in touch with Southington South who organizes fall baseball, the Swanson's with the Youth Soccer League, and the Southington Valley Midget Football League. They know that it would be available to them in the spring if they stay off it now. Mr. Cox replied that he would contact both departments on Friday.

c. North Center School Project Update

Mr. Cox pointed out that there has been movement at North Center School the last couple of days. The heavy duty guardrails have been removed from the front of the building and the fuel oil tank in the driveway was removed yesterday. The report that he received was that the soil was clean and the tank was in good shape. Some demolition work was taking place inside the building and they will get to it next week. He stated that Borghesi put together a schedule projecting the end of January for completion.

Mr. Goralski thought that the timing was fantastic because the Apple Harvest Festival was the "marquee" event for the Town and people would see this work. Next year, they will see a new government complex that the community should be proud of, and he was excited with the Board's roll in that.

d. Middle School Feasibility Study Update

Dr. Erardi stated that, thanks to Mr. Joe Costa from Fletcher Thompson and Mr. Fred Cox, the Board received an informational brochure and that he also had it on a CD and a thumb drive. He would be using them in certain presentations, such as to civic groups. He has been aggressive in getting the word out to the community and the Board has been very supportive in attending the numerous presentations that they had already given. Dr. Erardi thought that the community was appreciative of getting the information. A blog on the website has been launched that parents and community members can all access. Dr. Erardi explained that they are finalizing a draft of frequently asked questions with the target date of October 1 to have it in front of the Board and the community. There is a joint meeting next week with the members of the Board of Finance, Town government, Sherri DiNello, and his office; they want to make sure that there was a common understanding with agreed-upon language regarding the financial impact for community members on this project. He felt that was the best way to come up with a consensus answer to the question, "What is the impact?" It will be shared with the Board after it is developed, and it would complete the Question and Answers going forward. Last evening, a great suggestion was to have an information booth at the Apple Harvest Festival. He was waiting to hear back if that was a possibility. He noted that suggestion came from a parent at Plantsville Elementary School. The Board thought that was a great idea. Mrs. Rickard pointed out that the Chamber has the business tent and there is always room in there. Dr. Erardi thought that the community needed to know that the Board of Education members have been out every night sharing information, and not telling people how to vote.

Dr. Erardi added that building level administrators have done extraordinary work getting parents to these meetings. At the Derynoski School meeting, which was the first meeting, there were 75 parents in attendance. Mr. Derynoski explained that, at the Plantsville School presentation, there was a Project Choice parent in attendance and she was excited about the middle schools. She came from Hartford to attend the PTO meeting and she was planning to

drive to Southington on the weekend to look at where the two middle schools are, specifically Kennedy Middle School.

e. Staffing Update ~ HES, DES, KES, SES

Mrs. Smith reported that on September 8 the Board discussed the enrollment, especially the hot spots relative to Hatton, Derynoski, Kelley and Strong Elementary Schools. She was pleased to inform the Board that recommendations have been made for hire for the 5.5 tutors that the Board of Education endorsed. All the recommended candidates are certified teachers. She visited each of the hot spots at least once since the September 8th meeting and the attitude and positive outlook from the staff must be commended. The students are on-task and absolutely not missing a beat, with accommodations being made the best way that we can. The principals were delighted to be bringing onboard a new cadre of hopeful beginning teachers in the role of tutor.

Mrs. Johnson questioned the topics that the tutors would be teaching. Mrs. Smith replied that, until the tutors come in and are trained, and the classroom teachers have the opportunity to meet with them and discuss assessment data with them, it would be in a wide variety of ways. Mrs. Smith will bring back more specific information at the next Board meeting once the tutors begin working. In most cases, the general response was to be working with and supporting individual student plans around the area of intervention. All the tutors are going to be used exclusively in the hot spot areas. Mrs. Johnson thought that it was important for parents to know how these Literacy Tutors were going to be used. Mrs. Smith replied that they would be used wherever reading intervention is required. Mr. Goralski added that literacy is also in mathematics because word problems begin at the elementary level. He stated that, even though they hired Literacy Tutors, being certified teachers has the unlimited effect across all curriculum areas.

f. Curriculum Initiative ~ SHS Leveling System (*Moved to 5.b*)

7. NEW BUSINESS

a. Budget Assumptions / Priorities for 2012-2013

Dr. Erardi commented about the first bullet under Assumptions and the last bullet under Priorities. The Board met at the end of last year with town officials and the challenge was to bring the Board of Education, Town Council, Board of Finance, and Planning and Zoning a consensus Capital Improvement Plan that illustrates the needs of the School Board and the needs of the town. He will be meeting with the Town Manager because their side of the ledger is nearly complete. The Board of Education already endorsed the school system's Capital Plan and that is already in place. He hoped that, for the first time, the Board of Education Capital Plan will have appropriate traction and attention moving forward with 2012-2013.

Mrs. DiNello explained that annually the Board approves the Assumptions and Priorities, which is a document that is often referred to by the Board as they go through the budget workshops. The administrative team reviewed this document and is comfortable with the same Assumptions and Priorities that they had last year; therefore, there are no recommended changes, except to advance the dates. She was looking forward to working with the comprised Capital Plan between the Town and Board of Education. She knows that with the new document there will be some difficult decisions in Central Office when they bring the operating budget to the

Board of Education because there will be different items that no longer meet the description of the capital needs, and they will not have Property/Facility/Maintenance as a line item. They will be working very hard to determine what format they bring those items to the Board for approval in the budget process.

Mrs. Queen asked if the combined Capital Plan could be changed and if there was flexibility as things come up. Dr. Erardi replied that the administration would make a recommendation to the Board of Education and Town Council. It clearly is the choice of the Board of Education to accept it. He saw it as a very fluid document and not a static document. Mrs. Queen thought that the same items come up year after year and asked if there would be additions as well. Dr. Erardi replied that was correct, and what makes it tricky with timing is November 8, Election Day, and that is the unknown.

Mrs. DiNello acknowledged that it would be a fluid document because annually they will have the opportunity to take things off as they get funded and they will be adding things in as new projects come forward. The important issue would be how they prioritize the line up of Town and Board of Education projects. What everyone considers to be a priority this year may change due to conditions of a building, parking lot, etc.

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

“Move to accept the Budget Assumptions and Priorities for 2012-2013.”

Mr. Derynoski commented on the changing of the priorities by virtue of two-year terms of the Board of Education. He felt that every two years there could be a whole new insight of priorities. Mr. Goralski noted that the Board, regardless of elections, had always done a five-year Capital Plan and asked if they would continue doing that. Mrs. DiNello replied that the Town was also doing a five-year plan. Moving forward, the Board will see the items that both the Town and Board of Education have for projects, and they will meet and bring forward a recommendation of project priorities and determine the funding year.

Mrs. Clark noted that the funding for ECS would remain constant. She asked if a committee was being formed in Hartford to look at ECS. Dr. Erardi replied that it was the formula. Mrs. DiNello explained that it was an annual conversation about the calculation and the determination. Southington’s assumption right now has to be that they were able to keep the funding level the same for this year. She anticipated a similar funding level for next year. If they form a committee in Hartford, she had a hard time believing that they would see any type of recommendations that would come forward and be implemented before the next budget season.

Mrs. Johnson stated that they know 2012-2013 is going to represent a decreased amount of money because of the lack of ARRA money. These are the same Assumptions and Priorities this year when they had the money, so how was this going to be reflected for next year when they will have a funding shortfall? Mrs. DiNello replied that the ARRA money would have had an impact on the current year budget, but because of the foresight of how the ARRA money was used, very little dollars were spent on staffing. Therefore, there were not any “cliff” issues for the current budget year. Next year, they know that they are going to have a funding cliff regarding the Educational Jobs Grant. The \$1,160,000 will create the funding cliff to start the budget process next year because that money is, right now, directly paying for existing certified

salaries. Mrs. Johnson pointed out that it was not reflected in the Assumptions and Priorities. Mrs. DiNello did not think it needed to be put in there because they have been very vocal through the entire communication of the current budget and, the way that administration prepared the budget last year, they did not include the grant funding within the budget. They did not net it out and were very upfront that they wanted to have the operating budget funded based on the current needs and the Town would keep the grant money. The Town, in turn, chose to let the Board of Education keep the grant money and reduce our appropriation. She thought that they had constant communication about that and there was no real assumption that could be made, except assuming that the Town Council / Board of Finance would fund the cliff. She did not know that they could say that in the Assumptions and Priorities.

Dr. Erardi thought that it was important to explain that what Mrs. Johnson just questioned was not the action of the Board of Education and that was the reason why they ended up with a 0.22% increase. In essence, if the budget to the Board is a flat-level budget, then they are already short a percentage and one-half. He noted that \$1.2 million represents approximately a one and one-half percent shortfall. He felt that there could be an additional bullet that they should put into the projections moving forward. He stated that it was the Jobs money that administration had positioned that was changed. He thought that it was important to keep the conversation alive. That was where the Board of Finance felt they needed to land, and they also own the issue. They said publicly that they were aware of the result of their action. He felt that they were going into the most difficult budget season that, in his 12 years as a school superintendent, he has ever dealt with. Knowing that they were already \$1.2 million in the red would be very challenging.

Mr. Goralski asked if there was some interest in a bullet related to that. Mrs. DiNello stated that her recommendation would be to add in the last bullet under Assumptions, *"Funding for Educational Cost Sharing will remain constant for 2012-2013, and the budget reduction for the Educational Jobs Fund will be reinstated."* She noted that they were building their budget assuming that they were going to put that money back. The Board was comfortable with that recommendation.

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

"Move to accept the Budget Assumptions and Priorities for 2012-2013 as amended."

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

8. EXECUTIVE SESSION FOR STUDENT MATTERS AND NURSES' CONTRACTUAL UPDATE

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 Student Matters and Nurses' Contractual Update, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

The meeting adjourned at 9:30 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Southington Board of Education

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
SEPTEMBER 22, 2011**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:40 p.m.

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

Member Absent: Mrs. Rosemarie Fischer.

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

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

“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing Student Matters and Nurses’ Contractual Update, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mrs. DiNello left the Executive Session at 9:45 p.m.

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

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 10:15 p.m.

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

“Move to add student expulsions to the agenda.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2011-2012-02 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2011-2012-03 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2011-2012-04 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

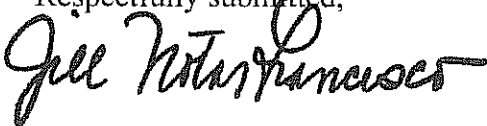
MOTION: by Mrs. Derynoski, seconded by Mrs. Clark:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 10:17 p.m.

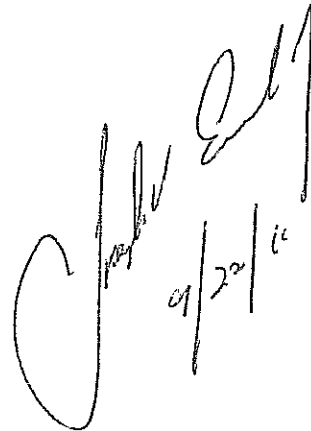
Respectfully submitted,

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

Jill Notar-Francesco, Secretary
Southington Board of Education

Administration: Board of Education Update September 22, 2011

1. **Safety Forum - SES Cafetorium – October 17th – 7:00 p.m.**
2. **Early Childhood Partnership – (Attachment #1)**
3. **Southington Education Foundation - (Attachment #2)**
4. **Parent Executive Council – October 11th – 7:00 p.m.**
5. **Cohort #3 – Administrative Aspirant 2011-2012**



A handwritten signature, possibly reading "John E. [unclear]", is written above the date "09/22/11".

SOUTHINGTON EDUCATION FOUNDATION

MARCH, 2009 – SEPTEMBER, 2011
(30 MONTHS)

Report as of September 13, 2011

Balance on hand-----\$47,560.75

STEM Project : 25,100.00

32 Grants-----\$35,893.92

STEM project supplies (Dale Reidinger) 5,000.00

Disbursements \$40,893.92

Income:

Directors:-----2250.00

BAL-----1000.00

Donations (Public, Business, Civic)-----47824.00

Fan of the Foundation (2)-----27106.00

Outback Steak (2)-----7860.00

Spelling Bee (2011)-----6765.00

Drive In Theater (2010)-----1335.00

Total Donations: 94,140.00

WWW.SOUTHINGTONEDUCATIONFOUNDATION.ORG

The Southington Daycare Providers Association in partnership with
the Southington Public Schools present:

Respect, Responsibility & Other Values

Presented by
Jeanine Fitzgerald
of the
Better Behavior Bureau

This workshop covers the What, How and Why of developing strong Character in children. The values we impart to children today will have a major impact on society tomorrow. The challenge we face is finding strategies and experiences that teach important values so the development of character and integrity is not left to chance. This workshop will examine those approaches.

Jeanine draws on more than 30 years professional experience, including experience as a certified teacher, licensed Mental Health Professional & mother of three. She understands the Promise of every child, as well as the diversity of their individual needs.

Please join us!

Date: Wednesday September 28, 2011

6:30-8:30pm

Derynoski Elementary School
210 Main ST, Southington CT 06489

Cost: **FREE**

Registration is required. Space is limited.

Childcare will **NOT** be provided.

Please call or email Maria Nelson at
860.628.6366, nelson399@aol.com

The Southington High School Leveling System

Redesigning and Redefining
for the 21st Century

Why does SHS need to change leveling practices?

- Secondary School Reform Act
 - Rigor, Engagement, 21st Century Skills
 - Model Curricula and Common Assessments
 - Student Success Plans
 - New Course and Credit Requirements
 - Capstone Experience
- Will Require:
 - High Expectations for ALL Students
 - Challenging Course of Study for ALL Students
 - Continuum of Academic Supports
 - Innovative Use of Instructional Time
 - Increased Use of Technology for Teaching & Learning

Why does SHS need to change leveling Practice?

- NEASC Report:
 - Review and revise student grouping practices to reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
 - Develop and begin to implement a plan, including professional development, to ensure all students, no matter the course or level in which they are enrolled, are engaged in higher-order thinking and have opportunities to apply knowledge and skills.

Why does SHS need to change leveling Practice?

- NEASC Report:
 - Develop and implement a plan to ensure that all students are engaging in higher order thinking to promote depth of understanding, provide opportunities to apply knowledge or skills, and to promote self-assessment and reflection.
 - Undertake an examination of the school's grouping practices in order to ensure they are equitable, inclusive, foster heterogeneity, reflect current research and best practices, and support the achievement of the learning expectations for all.

Current Leveling Practices at SHS

- Do not align with best practices/evolution of high school education
- Create an unequal distribution of students across levels based on demographic information
- De-emphasize the use of higher-order thinking skills in Level 1 courses
- Result in more frequent discipline issues in Level 1 courses
- Do not encourage students to take more demanding courses because of how it may effect class ranking

Shared Decision-Making

- Central Office and BOE discussions
- Leveling Committee
- School Improvement Team
- Student Focus Group
- Administrative Team

Board of Education Retreat

- › February 12, 2011
- › Discussed impact of NEASC recommendations
- › Provided vision and direction to changes in leveling system at SHS
- › Support provided to examine the reduction of levels from 4 to 3 starting in the 2012-2013 school year

Leveling Committee Members

- | | |
|---|---|
| <ul style="list-style-type: none"> ▣ Teri Carmody, Board of Education Representative ▣ Dina DeGumbia, Parent ▣ Christine Segal-Balley, Parent ▣ John Miller, Parent ▣ Leon Peschel, Student ▣ Hannah Berg, Student ▣ Karen Cavanaugh, Special Education Teacher ▣ Nancy Chiero, Special Education Teacher ▣ Elizabeth Fancher, World Lang. Teacher ▣ Rebecca Migliaro, English Teacher ▣ Richard Niro, Science Teacher ▣ Sara Ossias, Music Teacher | <ul style="list-style-type: none"> ▣ Ana Polonio, Social Studies Teacher ▣ Dot Fontana, Family/Cons. Dept. Chair ▣ Suzanne Hodges, Science Dept. Chair ▣ Bob Lasbury, Math Dept. Chair ▣ Mary Anne Wysocki, Guidance Director ▣ Chris Palmieri, Assistant Principal, JAD ▣ Helen Crowley, Assistant Principal, SHS ▣ Marty Semmel, Ed.D., Principal |
|---|---|

Meeting Dates and Agenda

- › Wednesday, March 9 – Review Task/Set Timeline
- › Thursday, April 7 – Defining Levels
- › Wednesday, May 4 – Sorting Courses
- › Tuesday, May 10 – Weighting
- › Thursday, May 26 – Communication
- › Wednesday, June 8 – Professional Development

School Improvement TEAM

- › Comprised of all SHS DC's and Administrators
- › Thursday, June 9
- › Monday, June 13
- › Friday, June 17
- › Monday, June 20
- › Agenda
 - Review work of leveling committee
 - Description/names of levels
 - Review and amend course sorting decisions
 - Discuss professional development needs
 - Discuss communication to stakeholders

Underlying Assumptions/Beliefs for Every Class at SHS

All students will have access to:

- › curriculum that prepares them to be college and career ready;
- › rigorous and relevant course content to develop their critical thinking skills and facilitate their intellectual curiosity;
- › quality instruction that is differentiated to meet a range of learning needs and interests;
- › authentic and challenging tasks that stimulate them to be active, life-long learners.
- › positive learning environments that encourage them to acquire the skills necessary to achieve their future goals and endeavors.

Definitions of New Levels

- Honors/AP/UConn ECE (H)
 - This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning.
- Competitive College Prep (CCP)
 - This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.
- College and Career Prep (CP)
 - This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

Examples of Course Descriptions

- › Handout

Sorting of SHS Courses

- › Handout
- › Based on:
 - Definition of levels
 - Type of Instruction
 - Amount of Standards
 - Pacing of Class

Grade Weighting

- | › Current | | › Proposed | |
|-------------------|------|----------------------------|------|
| › Level 1 Courses | 1.0 | › College Prep | 1.0 |
| › Level 2 Courses | 1.05 | › Competitive College Prep | 1.10 |
| › Level 3 Courses | 1.10 | › Honors/AP | |
| › Level 4 Courses | 1.15 | UConn ECE | 1.20 |

Effect of Weighting on Grades

- › Current

NAME	GRADE	SCORE	GRADE	SCORE
60	60	63	66	69
65	65	68	71	75
70	70	74	77	80
75	75	79	82	86
80	80	84	88	92
85	85	89	94	98
90	90	94	99	104
95	95	100	104	109

- › Proposed

NAME	GRADE	SCORE	GRADE
60	60	66	72
65	65	71.5	78
70	70	77	84
75	75	82.5	90
80	80	88	96
85	85	93.5	102
90	90	99	108
95	95	104.5	114

Class Rank

- › Class Rank Example
- › School Profile for 2012–2013 will indicate change in leveling practice
- › No changes to honor roll are being made at this time



Focus of PD for 2011–12

- › Increasing use of a range of instructional strategies
- › Creating, implementing, and sharing differentiated lessons
- › Enhancing skills of co-teaching teams
- › Examining best use of instructional time
- › Developing common formative assessments
- › Increasing use of classroom walkthroughs to spotlight promising practices
- › Building capacity of grade level EIP teams
- › Continuing support for administrators/department chairs as instructional leaders

Rationale

- Focusing on quality and effectiveness of core instruction
- Positioning ourselves for realities of leveling changes/secondary school reform
- Establishing a continuum of support reflective of the diverse strengths and needs of all learners
- Providing equitable access to learning
- Striving to be great/a school of distinction

Communication

- Powerpoint and supporting documentation placed on school website
- PTO Meeting - Oct 12
- Phone call used to advertise PTO meeting and website information
- Information disseminated to students in homeroom
- Students invited to student council meeting
- Information in school newsletter
- Guidance counselors will continue to inform students/parents during scheduling process
- Grade 8/9 transition team
- Secondary administrators and guidance counselors participate in joint meeting

Connecticut's economic future depends on investing in secondary schools.

We don't need much to get started, but we do need to get started . . . now!



Accountability and Assessment Holding All Students to High Standards

To assure students are learning the desired content, state-developed final examinations will be administered in each high school. These exams will be given to students at the completion of 10% of the required courses and will count for at least 20% of the student's final grade. These final exams will be administered in Algebra I, Geometry, Biological Life Science, English Language Arts II, and American History. The exams will include performance components. All students must score at least 70% on the final exams to successfully complete the course.

AP (Connecticut Academic Performance Test)

It will continue to be administered in Grade 10 to meet NCLB requirements and to serve as a constant in measuring progress over time.



Student Supports Providing A Variety of Supports to Ensure That All Students Succeed

Many student supports will be necessary to ensure that all students graduate from high school with the skills and understandings that are desired. Districts will need to provide remedial support in a timely and effective manner and create and expand programs that help students stay interested and involved in school. These programs may include mentorships, peer and adult tutoring, computer-based supports, after-school and weekend programs, school-based health programs, differently paced and/or modularized courses, and other options. The key is that a variety of strategies must be tried and implemented to help all students achieve.



Higher Education Ensuring That All Students Graduate "College Ready"

Significant numbers of Connecticut's current high school graduates still enroll in remedial English and/or Mathematics courses when they get to college. The establishment of a rigorous set of high school expectations and a challenging course of study for students serve to better align the high school curriculum with expectations for college level work.

Connecticut institutions of higher education, both public and private, serve a significant role in the success of these enhanced requirements. Increased collaboration between higher education and the Kindergarten-Grade 12 community will serve to better align school requirements with college expectations, and may include increased opportunities to earn college credit while still in high school, automatic admission to Connecticut colleges, and tuition assistance for students who excel in their high school performance.

Connecticut's Plan for Secondary School Reform

Some Alarming Facts...

- CT now has one of the largest achievement gaps between whites and minority students in the country.
- Thirty to forty percent of students in some urban high schools never earn a diploma.
- Only one-fourth of CT's ninth graders who go on to college ever complete their bachelor's degree program, even after six years.
- CT's colleges are now providing remedial instruction to an alarming number of incoming freshmen - sometimes more than 40% of new students. Why? Because they are not "college ready" and lack basic reading and mathematics skills.

Connecticut must break this downward cycle to maintain its position as leaders in innovation, household income and economic strength.

Can Connecticut afford to wait?

Connecticut's financial crisis is just beginning and is certain to grow worse. We must take steps now to safeguard our future. Education is our surest path to a strong economy, but regrettably our high schools currently graduate thousands of students ill-equipped for college, and without sufficient skills for the job market. We must reform our secondary schools now, or face a future without the skilled workers needed to sustain our economy and our standard of living.



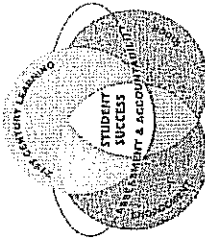
The need: A comprehensive statewide secondary school reform plan, The Connecticut Plan

We need all of Connecticut's children to succeed in school - and in life beyond the classroom.

Designing secondary schools where all students can learn and achieve at high levels will require important and substantial changes in our current structures, practices and assumptions. Small fixes here and there are not the answer. We must be committed to do all we can to enable all students to graduate from any high school in Connecticut with skills and understandings to not just succeed, but excel.

In the Connecticut Plan for Secondary School Reform, increased interventions and supports, high expectations, and engaging supportive environments will mean that more of our students will stay in school and graduate. With these reforms, our students will have increased options and be better equipped with the knowledge and skills necessary for success in further education or the workforce.

At the center of The Connecticut Plan for Secondary School Reform is STUDENT SUCCESS - the expectation that all students can and will succeed. For this to happen, schools must be redesigned so that every student is engaged, learns rigorous and significant content, and develops skills essential for success in the 21st century. This will require varied and flexible educational opportunities, personal connections, academic challenge, targeted supports, and a customized course of studies tied to each student's education and/or career goals.



Connecticut's Plan for Secondary School Reform Investing Today for a Better Tomorrow

Find out more information and follow progress on the implementation of The CT Plan on the Connecticut State Department of Education Website, <http://www.sde.ct.gov>.

Implementation of the CT Plan 2009-2019

Phase 1: School Years 2009-2011

- Develop 1-2 model curricula, final examinations, and formative assessment systems - all tied to the Department of Education's data warehouse and network.
- Develop a long-range implementation plan that encourages district participation, based on CT's current and projected financial capacity.
- Work with CT's regional education service centers (RESCs) to develop policy and guidance documentation for implementing student success plans, capstone projects, on-line courses, innovative schedules and assessment alternatives.
- Pilot 21 21st century courses such as Bio21 offered through The Center for 21st Century Skills @ Education Connection, to determine their effectiveness and potential as model curricula.
- Identify 20 - 25 districts to begin piloting aspects of The Connecticut Plan in Phase 1 and full implementation in Phase 2.
- Share best practices, curricula, engaging teaching methods, successful student support structures through state and regional workshops and the CEN (CT Education Network).

Phase 2: School Years 2011-2014

- Begin implementation phase, introducing all elements of the Connecticut Plan in the 20-25 pilot districts.
- Complete development of model curricula, begin professional development for all teachers in educational uses of technology, begin investments in remedial and tutorial supports for students, develop guidance and alternatives for students struggling with final examinations.

Phase 3: School Year 2014-2015

- Develop incentives for districts to fully participate in The Connecticut Plan.
- Complete phase-in and make adjustments to plan and strengthen the Plan, based on the first four years of achievement and formative assessment data. Introduce PISA examinations and support funds for PSAT test takers.
- Prepare for voluntary implementation of The Connecticut Plan statewide, potentially involving all 166 districts.

Key Elements of Connecticut's Plan for Secondary School Reform

Focus on Engagement

- Relevant, interesting and meaningful learning opportunities
- Supportive environments that address student needs at appropriate levels
- Structures and programs that help students feel connected to the school community



Model Curricula

Assuring Quality and Consistent Curricula

To assure that consistent course content is presented throughout the state, model curricula will be provided for eight of the core courses: Algebra I, Geometry, Algebra II, Statistics & Probability, Biological/Life Sciences, English I, English II and American History. Teaching and learning of 21st century skills will be integrated into each of the model curricula.

Additionally, the state will provide formative assessment instruments that complement each model curriculum, to help teachers focus on student areas of need and modify instruction as needed.

Student Personalization

Addressing Each Student's Needs and Interests



Beginning in 6th grade and continuing through high school, each Connecticut student will participate in the development of a Student Success Plan. The plan incorporates the student's individual interests and abilities, and establishes an individualized program of study that will help every student stay interested in school and set and achieve post-high school educational and career goals.

Middle School Connections

Early Intervention and Easing the Transition from Middle School to High School

Beginning secondary school reform in 9th grade is clearly too late for many students. Specifically, this plan calls for "Early Warning" and student support systems, as well as Student Success Plans for every student, beginning in Grade 6; the creation of model Language Arts curriculum for Grades 6-8, linked to high school English Language Arts I and II; the creation of model curriculum in Scientific Inquiry and Experimentation for Grades 6-8; and joint common professional development for teachers in middle school and high school.

Middle school students will be required to complete an 8th Grade Portfolio or Demonstration Project, the exact details of which will be determined by each district based on state recommendations.

Focus on 21st Century Skills

- Locate, analyze, interpret and communicate information in a variety of media and formats
- Solve problems creatively and logically
- Collaborate with others face-to-face and via technology tools
- Demonstrate leadership skills, habits of personal and social responsibility, and adaptability to change
- Effective use of technology tools



Technology

Offering New Ways to Experience Learning

Technology has an important role in this secondary school reform package for both students and teachers. The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the internet, and developing portfolios of best work are integral to the lifelong learning process for each student.

Teachers will need to become skilled in using technology to access student performance data to make better-informed instructional decisions. Teachers will use interactive applications for sharing units of study, lesson plans, student work, and online conversations about student performance. And finally, but of the utmost importance, teachers must use technology tools to advance learning. To accomplish these things, technology's use must be an integral part of professional development programs at the pre-service, school, district, regional, and state levels.

Excellent Teaching Practices

Assuring Excellent Teaching Through Pre-service Teacher Training and In-service Professional Development



Excellent teaching must be prevalent throughout our schools. This Plan describes high expectations for pre-service teacher training and professional development of experienced teachers and administrators.

State institutions of higher education will help ensure that teacher training programs are preparing teachers in content areas and developmentally appropriate instructional best practices to meet the requirements of this proposal. In particular, higher education will find it necessary to produce larger numbers of certified mathematics, science, and world language teachers, and, at the same time, equip all new secondary teachers with the skills and competencies needed to be equally effective with early adolescent and adolescent students. Further, pre-service programs must stress, throughout their coursework and practicum experiences, the effective use of technology to advance learning.

Expert teachers will participate in the development of the designated model curricula, formative assessments, sample lessons, and final exams for the designated courses. The state will provide training programs for middle and high school mentor/advisors that will provide the instruction and guidance required by the Student Success Plan.

Curricular Requirements

Increasing Credits, Expanding Opportunities



To be prepared for success in college and the workplace, all students must acquire deep understanding in the core areas of English, mathematics, science, and social studies. Additionally, coursework in the fine arts, comprehensive health, and physical education will ensure that our students obtain a balanced and well-rounded education.

The Connecticut Plan requires all students to complete 25 credits. Students will also be required to complete a Capstone Experience, which is a culminating project that allows students to focus on an area of interest and demonstrate skills and understandings mapped to their Student Success Plans.

Recommended Course and Credit Requirements - Total 25 Credits

Cluster 1: Science, Technology, Engineering and Mathematics (STEM) - Total 8 Credits	
Math - 4 Credits (Algebra I, Geometry, Algebra II or Statistics & Probability, other mathematics)	
Science - 3 Credits (Biology/Life Science, Chemistry/Physical Science, other science)	
STECH Elective - 1 Credit (Science, Mathematics, Engineering or Technology)	
Cluster 2: Humanities - Total 7 Credits	
English - 4 Credits (English I, English II, Literature and Composition - American, World, or British Literature, other English course or course)	
Social Studies - 3 Credits (American History, International/World Studies, 12 Credit Civics, 12 Credit Social Studies Elective)	
World Languages - 2 Credits (Note: Requirement may be completed in middle grades; if so, 2 additional "open elective" credits are required)	
Fine Arts - 1 Credit (Art, Music, Theatre, Dance)	
Humanities Elective - 1 Credit (English, Social Science, Fine Arts or other Humanities courses)	
Cluster 3: Career & Life Skills - Total 3.5 Credits	
Comprehensive Health Education - 1/2 Credit	
Physical Education - 1 Credit	
Career & Life Skills Electives - 2 Credits (Career and Technical Education, World Languages, English as a Second Language, community service, or other career & life skills course such as Personal Finance, Public Speaking, and Nutrition & Physical Activity)	
Open Electives - Total 1.5 Credits	
Capstone Experience - Total 1 Credit	

Though not included in the recommended course requirements, students have multiple opportunities to take courses with a specific career focus. These can be included in the Student's Success Plan to meet individual goals and interests.

Focus on Rigorous and Engaging Content

- Required content that provides a solid foundation for continued education or the workforce
- Learning activities requiring higher-order thinking, deep understanding of important ideas, critical self-reflection
- Emphasis on application of knowledge and skills rather than rote memorization



Curricular Requirements

Increasing Credits, Expanding Opportunities

To be prepared for success in college and the workplace, all students must acquire deep understanding in the core areas of English, mathematics, science, and social studies. Additionally, coursework in the fine arts, comprehensive health, and physical education will ensure that our students obtain a balanced and well-rounded education.

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Open Electives - Total 1.5 Credits	
Capstone Experience - Total 1 Credit	

Though not included in the recommended course requirements, students have multiple opportunities to take courses with a specific career focus. These can be included in the Student's Success Plan to meet individual goals and interests.



Capstone Experience

Allowing Students to Demonstrate Skills and Pursue Personal Interests

The Capstone Experience is intended to be a culminating experience that provides a way for students to demonstrate knowledge and skills they have acquired during their educational experiences by creating a project in an area of personal interest. As part of the experience, students will demonstrate research skills and communicate findings in written and oral presentations reviewed by the public. The exact details of Capstone Experience requirements will be determined locally.

Capstone Experiences could include special projects, a reflective portfolio of test work, community service and internships. These experiences should demonstrate not only the rigor of what the student is able to do, but clearly provide evidence of 21st century skills attainment.

CORE BELIEFS FOR ALL CLASSES AT SOUTHTON HIGH SCHOOL

All students will have access to:

- curricula that prepares them to be college and career ready
- rigorous and relevant course content to develop their critical thinking skills and facilitate their intellectual curiosity
- quality instruction that is differentiated to meet a range of learning needs and interests
- authentic and challenging tasks that stimulate them to be active, life-long learners
- positive learning environments that encourage them to acquire the skills necessary to achieve their future goals and endeavors

COURSE LEVELS

Courses are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations. These levels are:

- H** Honors/Advanced Placement/UConn Early College Experience
- CCP** Competitive College Preparatory
- CP** College Preparatory

Honors/AP/UConn ECE This instructional level balances individual inquiry and collaborative analysis, which will help students to discuss and exchange ideas effectively. Rigorous coursework is geared toward the mastery of state and national standards extending beyond the typical high school curricula including Advanced Placement and UConn Early College Experience courses. The pace of classes mirrors college level learning.

Competitive College Preparatory This instructional level balances individual and collaborative learning experiences, which will help students to strengthen their learning capacity. Challenging coursework is geared toward the mastery of state and national standards. The pace of classes prepares students for college level learning.

College Preparatory This instructional level provides comprehensive instruction focusing on modeling and guided practice, which will help students to progress as independent learners. Engaging coursework is geared toward the mastery of core state and national high school standards. The pace of classes provides students with a strong foundation for college level learning.

PROGRAM OF STUDIES DESCRIPTIONS – Samples

DRAFT

ENGLISH I (H, CCP, CP)

All students are required to earn one credit in a Freshman English course to satisfy graduation requirements:

Freshman English examines the development of the short story, drama, and the novel. Literary analysis and basic English proficiency skills are emphasized. Students study a sampling of World Literature which includes the Greek, Elizabethan, Victorian, and modern periods. In addition, students are exposed to the reading and analysis of non-fiction selections. The course endeavors to teach the language art skills: reading comprehension, writing, critical thinking, speaking, and listening. The numbers of readings and the difficulty of writing assignments increase by instructional level.

ALGEBRA I (H, CCP, CP)

Algebra I incorporates the topics of data analysis, elementary algebra, the algebra of straight lines, graphical estimation, using lines, equations and inequalities, and describing functions with algebra.

The Honors course is designed for the student who has demonstrated an exceptional degree of proficiency in mathematics, and who is interested in pursuing a career in mathematics or in a math related field. Teacher recommendation is required for the Honors level course.

BIOLOGY (H, CCP, CP)

Biology is the study of living things, and living things are part of everyone's everyday experience. Various living organisms are discussed from the simple to the complex. Biological principles are covered by studying representative organisms. Practical lab experiences are provided.

The Honors course is designed for the student who demonstrates exceptional ability in science and is interested in pursuing a career in science.

US HISTORY (CCP, CP)

Students examine the democratic principles and ideals of our past society which serve as a basis for understanding present issues and problems confronting citizens of our changing nation. Students begin their study of US History with the Progressive movement of the early twentieth century and continue with the study of present day issues and challenges. Use of outside materials and resources, current events and a variety of projects will be required. Successful completion of this course is necessary for graduation.

FRENCH I (H, CCP, CP)

This course continues to develop proficiency in the areas of listening, speaking, reading, and writing. The course promotes increased insight into the French language and the student's own language. Comparisons of lifestyles are studied. Cultural topics include: French history, sports, family life, holidays, school life, food, recreation and travel.

PERSONAL FINANCE (CCP, CP)

Students learn about the basics of taxes, saving, spending, borrowing money, insurance, checking accounts (debit cards), and portfolio management. This innovative "hands on" course provides interesting, contemporary learning materials that will teach students to: identify and prioritize their personal money management goals, develop a budget, track their income and spending to stay within their budget, comprehend the impact of time on the value of money—especially important in achieving savings and investment goals, understand the cost of using credit, and protect their assets as they begin to accumulate money.

Level Recommendations of Administrative Team

AGRICULTURE SCIENCE AND TECHNOLOGY DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Agriculture Science I		X	
Agriculture Science II		X	
Advanced Agriculture Science		X	
UConn Horticulture			X
UConn Floral Art			X
Veterinary Technology			X

ART DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Art I	X		
Art II		X	
Advanced Drawing		X	
Advanced Painting		X	
Jewelry	X		
Sculpture & 3D Design	X		
Photography	X		
Advanced Photography		X	
Computer Art	X		
Computer Photography	X		
Pottery & Crafts	X		
Art Seminar			X
Theatre Arts	X		
AP Studio Art			X

BUSINESS AND FINANCE TECHNOLOGY DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Careers & Leadership	X		
Business Communications		X	
Management (NAME CHANGE: Management & Entrepreneurship)		X	
Business Law		X	
Economics		X	
International Business		X	
Intro to Business	X		
MS Office I	X		
MS Office II		X	
MS Office III		X	
MS Office IV		X	
Accounting I	X	X	
Accounting II		X	
Advanced Accounting		X	
Personal Finance (to be used as a math elective in place of Business Math)	X	X	
Business Math	Eliminated		
Money Management		X	
Co-op Business	X		
Co-op Business Work Experience	X		
Marketing I	X		
Marketing II		X	
Marketing III		X	
Marketing III Co-op Work Experience	X		
Accelerated Marketing		X	
Sports & Entertainment Marketing		X	
Co-Op Diversified Occupations	X		
Diversified Occupations Work Experience	X		

FAMILY AND CONSUMER SCIENCES DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Bake Shop	X		
Food Production	X		
Cultures & Cuisines		X	
Food for Health		X	
Culinary Arts		X	
Fabric Creations	X		
Designer Originals	X		
Interior Design	X		
Infants & Toddlers		X	
Life After High School	X		
Marriage & Family		X	
Life Span Development			X
Preschooler		X	
Careers in Health Services	X		
Careers in Education (NAME CHANGE: Introduction to Teaching)		X	

LANGUAGE ARTS DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Literacy Connections I	X		
Literacy Connections II	X		
English for Foreign Students (NAME CHANGE: English for Language Learners)	X	X	X
Freshman English	X	X	X
Sophomore English	X	X	X
Junior English	X	X	X
AP Language & Composition			X
Senior English	X	X	
AP English			X
Developmental Reading/Fall	X		
Developmental Reading/Spring	X		
College Reading	X		
Public Speaking		X	
Creative Writing	X	X	
Success in Print Media	X		
Journalism		X	
Mass Media	X		
Development of Drama		X	
Intro to Acting	X		
College Prep Technical Writing		X	
Communications	X		
British Literature & Composition		X	
Logic in Language		X	
Humanities		X	
Shakespeare		X	
Literature and Pop Culture		X	
Academic Skills for SAT	X		
English for District Performance Standard	X		

MATHEMATICS DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Math Skills & Applications	X		
Math for District Assessment	X		
Consumer Math	X		
Algebra I	X	X	X
Geometry	X	X	X
Visual Basic 1		X	
Visual Basic 2		X	
AP Computer Science			X
Algebra II	X	X	X
Intermediate Algebra	X		
Probability & Statistics	X		
AP Statistics			X
Pre-Calculus		X	X
Calculus		X	
AP Calculus			X

MUSIC DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Concert/Marching Band		X	
Concert Band	X		
Symphonic Band		X	
Orchestra		X	
Chorus	X		
Concert Choir		X	
Music Appreciation	X		
Music Theory		X	
AP Music Theory			X
Music Tech		X	

PHYSICAL EDUCATION & HEALTH DEPARTMENTS

	College Prep	Competitive College Prep	Honors/AP/ECE
Health I	X		
Health II	X		
Health III	X		
Health IV	X		
Phys Ed I	X		
Phys Ed II	X		
Phys Ed III	X		
Phys Ed IV	X		

SCIENCE DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Earth Science	X	X	X
Biology	X	X	X
AP Biology			X
Consumer Chemistry	Eliminated		
Chemistry	X	X	X
AP Chemistry			X
Ecology & Natural Science	X		
Marine Biology	X	X	
Weather	X		
Astronomy	X		
Anatomy & Physiology	X	X	
Entomology & Genetics		X	
Physics	X	X	
AP Physics			X
AP Environmental Science			X

SOCIAL STUDIES DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Civics	X	X	X
Intro to Sociology	Eliminated		
Current Issues A	X		
Current Issues B	X		
World History	X	X	X
Middle East		X	
Vietnam War	X		
US History	X	X	
AP US History			X
American Culture	X		
International Relations		X	
Modern China & Japan		X	
Modern Russia	X	X	
Politics & Government	X	X	
Sociology	X	X	
Intro to Psychology		X	
AP Psychology			X
AP Politics & Government			X

TECHNOLOGY EDUCATION DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
Intro to Technology	X		
Intro to Communication	X		
Computer Assisted Technical Drawing (NAME CHANGE: ENGINEERING GRAPHICS)	X		
Technical Design Systems (NAME: INTRODUCTION TO ENGINEERING- open to Grade 9)		X	
Graphic Production Systems		X	
Electrical & Electronic Systems (RENAME: ELECTRONIC SYSTEMS)		X	
Computer Engineering		X	
Audio-Video Systems Technology		X	
Architectural Design (RENAME: ARCHITECTURAL ENGINEERING AND DESIGN)		X	
Computer Applications in Communication		X	
Power & Energy Technology		X	
Intro to Transportation Systems (PREREQ CHANGE: this will be a prereq to Power and Energy)	X		
Automotive Technology (NAME CHANGE: TRANSPORTATION TECHNOLOGIES)		X	
Wood Production	X		
Custom Wood Production (NAME CHANGE: WOOD MANUFACTURING ENTERPRISE SYSTEMS)		X	
Metal Production	X		
Custom Metal Production (NAME CHANGE: METAL MANUFACTURING ENTERPRISE SYSTEMS)		X	
Intro to Manufacturing	X		
Intro to Construction	X		
Commercial Construction Trades		X	
Residential Construction		X	
Engineering Design			X
Digital Electronics			X
Principles of Engineering			X
Computer Integrated Manufacturing			X
Engineering Design & Development			X

WORLD LANGUAGES DEPARTMENT

	College Prep	Competitive College Prep	Honors/AP/ECE
French I	X	X	X
French II	X	X	X
French III	X	X	X
French IV	X	X	X
French V		X	
UConn French/AP			X
German I	X	X	X
German II	X	X	X
German III	X	X	X
German IV		X	
AP German			X
Italian I	X	X	X
Italian II	X	X	X
Italian III	X	X	X
Italian IV		X	
UConn Italian/AP			X
Latin I	X	X	X
Latin II	X	X	X
Latin III	X	X	X
Latin IV		X	
AP Latin			X
Spanish I	X	X	X
Spanish II	X	X	X
Spanish III	X	X	X
Spanish IV	X	X	X
Spanish V		X	
UConn Spanish/AP			X