

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

OCTOBER 28, 2010

The regular meeting of the Southington Board of Education was held on Thursday, October 28, 2010 at 7:30 p.m. at South End Elementary School, Maxwell Noble Drive, Plantsville, Connecticut.

At 7:10 p.m., Dr. Erardi introduced Lydia Tedone from CABA (Connecticut Association of Boards of Education) who presented the Board of Education with the 2009 CABA Awards of Excellence for Education Communications to the Southington Public Schools for the Superintendent's Annual Report, Operating Budget, School Calendar and Website.

For the Celebration of Excellence, the Board of Education recognized the Girls' Volleyball team that received the 2009-2010 American Volleyball Coaches Association Team Academic Award, along with Coach Rich Heitz. The award honors college and high school teams that display excellence in the classroom. Only 164 high schools across the nation were recognized with this honor and Southington High School was one of three high schools in the state of Connecticut that received this award. This is the eighth year in a row that the Southington Girls' Volleyball team has received this award. Team members who were on the varsity team last year and were present to receive a Certificate of Excellence were Emily Sherwill, Victoria Munson, Victoria Broymann, Elsie Bernaiche and Briana Gregoire. Team member Natasha Carlbert was not present.

The Board of Education recognized the Boys' Volleyball Team and Coach Lou Gianacopolos who won the 2010 CIAC Class L State Championship in the 2009-2010 school year. Dr. Erardi recognized the team members who were not present. They were Neal Ayotte, Brendan Charamut, Michael Connolly, Jeffrey Drogosek, Zack Etter, Mitchell Oshana, Kevin Crispens and Nicholas Defeo. Those present who received a Certificate of Excellence were Michael Cannata, Matthew Macchi, Ryan Masters, James Palko, Shane Quadrato, Matt Russo, Ben Straub, Jeremy Thorpe and Dan Carbone.

Dr. Erardi recognized the veteran teachers who left the school system last year with a legacy of excellence after decades of service. He gave a brief history of each of the retirees in attendance. They were presented with a clock and flowers by Mr. Goralski, Mrs. Carmody, and Mrs. Notar-Francesco. The retirees in attendance were:

Name	Facility	Position	Yrs. of Service
Lisa Arena	JFK	Special Education	12
Paula Beckley	Flanders	Grade 4	35
Mary Bradley	JFK	Paraprofessional	25
John Ellsworth	SHS	Tech Ed.	35
Christine Julian	JAD	Social Studies	35
Sandra Kern	Kelley	Paraprofessional	39

Elizabeth Mastriani	Hatton	Pre-K Paraprofessional	11
Kathleen McGrath	SHS	Principal	31
Carlene Michaud	JFK	Paraprofessional	32
Evelyn Orłowsky	JAD	Nurse	17
Mary Perlot	SHS	World Language	24
Margaret Pohorilak	Thalberg	Paraprofessional	11
Josephine Rembish	JAD	Art	23
Margaret Santagata	JAD	Matron	31
Nick Tiscione	No. Center / ALTA	Part-time Custodian	4

Retirees unable to attend:

Name	Facility	Position	Yrs. of Service
Karen Costagliola	Strong	Grade 2	36.5
Janice DeDominicis	Thalberg	Literacy Specialist	10
Roselind Diemand	SHS	Family & Consumer Sci.	32
AnneCarole Hubeny	JAD	Attendance Clerk	30.5
Priscilla Kolpak	SHS	Paraprofessional	31
Patrick Luongo	District	Maintenance	23
Holly Malczyk	Hatton	Kindergarten	24
Marilyn Messina	SHS	English	25
Regina Moss	SHS	World Language	24
Roxanne Steele	Derynoski	Paraprofessional	7
Marilyn Stevens	Hatton	Grade 3	21
Judith Sullivan	Central Office	Secretary/Language Arts	13
John Wiellette	JAD	Tech Ed	32.5
Mary Znosko	SHS	Paraprofessional	30

1. CALL TO ORDER

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

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

Student representative, Christopher Amnott, was absent.

2. PLEDGE OF ALLEGIANCE

Mr. Goralski led the Pledge of Allegiance.

Mr. Goralski thanked the South End School PTO for the refreshments and Mrs. Sally Kamerbeek, Principal, for hosting the Board of Education.

3. APPROVAL OF MINUTES ~ October 14, 2010

MOTION: by Mrs. Notar-Francesco, seconded by Ms. Schroeder:

“Move to approve the minutes of October 14, 2010.”

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

4. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Carmody stated that she had the pleasure of attending the FBLA and DECA Halloween Party with her grandchildren before the Board meeting, and noted that Mr. Amnott was working at that party and was doing a wonderful job.

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

“Move to add Contract Negotiations to the Executive Session.”

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

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

“Move to move agenda item 7.b, Acceptable Use Policy #4118.5 – Second Reading, to agenda item 5.b.”

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

Mrs. Clark stated that last week she witnessed the collaboration between the Southington Schools and the Early Childhood Collaborative. There was teacher training for preschool teachers and daycare providers and the training was done by Mr. Eric Korp who did an excellent job. She was very pleased, not only as a teacher, but also as a Board member.

Mrs. Clark reported that she attended the Flanders School program “Aspiring Leaders of Tomorrow.” She noted there were well over 60 students involved. They wrote the presentation, talked about associations they were connected with and introduced all the members of the association. She was very impressed with the wonderful celebration.

Mrs. Rickard reported that the Marching Band won the State Championship last Saturday. She hoped that the Board would recognize them for the State Championship as they did tonight for the athletes. Mr. Goralski replied that they had already been in touch with Mr. Shaw, Band Director.

Mrs. Rickard stated that she really enjoyed the Steps competition and that, after having worn the pedometer for two weeks, it made her more aware of her steps and she is continuing to wear it. Mrs. DiNello stated that it was the brainchild of two teachers at the high school, Bob Lasbury and Candace Patten. She thought that 300 people participated and noted that it was a fundraiser.

Mrs. Notar-Francesco reported that she attended the CREC Council October meeting. She distributed to the Board the Executive Director's Report (*Attachment #1*). Although the Executive Director has always prepared this report, Mrs. Notar-Francesco felt that the new format was worthy of a look-through. She asked the Board to glance through this report to see the many offerings of the CREC organization and how CREC, and supporting districts, are engaged. Southington's participation in Open Choice this year is also noted within this document.

Mrs. Notar-Francesco reported that Patrice McCarthy from CAFE and Peter Smith from Rome, Smith & Lutz were present at the Council meeting. They strongly urged Boards of Education to communicate with their newly elected representatives immediately following November 2nd. She stated that the Board would be talking about the Legislative Breakfast later in the meeting to set a date.

She noted that the CREC Council members received a handout on the report from the Connecticut Commission on Educational Achievement (*Attachment #2*). This Commission was established by Governor Rell through an Executive Order to research why Connecticut has the largest achievement gap in the nation between low-income students and their more affluent peers. The commission is volunteer, bipartisan and privately funded, and composed primarily of business leaders and other professionals, all committed to the ideal of quality workforce development and growing 21st Century talent. It was a very brief outline of the group's findings and recommendations to close Connecticut's achievement gap. This is important and relevant because the next state governing bodies will be addressing achievement gap reform and will likely refer to this research or, at the very least, some pieces of it. All Board members should look at the findings of the Commission presented in this document and visit the website www.ctachieve.org.

Mrs. Notar-Francesco stated that Tom Mooney of Shipman & Goodwin presented the firm's legal thinking on two proposed Board policies. He discussed the Social Networking policy, which our Board has recently ratified. He also prepared information on a bullying policy pertaining to off campus behavior. She had forwarded these materials to Dr. Erardi and Mrs. Fischer, Policy Chair, for review. She noted that the next CREC Council meeting will be held on November 17 and the Commissioner of Education has been invited to attend. She expected to bring highlights of that visit to the November 18 Board meeting.

Mrs. Fischer reported that last week she attended the DePaolo PTO meeting and noted that Mr. Christopher Palmieri, Assistant Principal, talked about the Leadership Program in which there were 436 children involved. She noted that, at the end of the PTO meeting, under New

Business, one parent brought up the topic of bullying. She pointed out that DePaolo Middle School has a LUK Box (Let Us Know) stationed around the school where a child who is feeling threatened could put something in the box. She asked if it is addressed in each school building. Ms. Schroeder thought that it was addressed in the curriculum and the guidance counselors in the elementary schools go classroom-to-classroom to speak on bullying.

Dr. Erardi replied that right now the ability for a student to report insecurity was building by building. They do not have that Box in place at all the schools and it is something they should be looking into. Mrs. Fischer thought that parents felt there is no conversation on this because they are reluctant to bring it forward. Dr. Erardi thought that this could be put on the November Executive Parent Council agenda to see if they would like to sponsor a bullying forum throughout the district.

Mrs. Johnson felt that, within the curriculum, there was a good deal about bullying and that the PTOs often bring in programs dealing with bullying and how to handle it. She thought that, when it was brought up at the Brown Bag Luncheon, administration could also note what kinds of programs are being addressed in a proactive way to the students.

Ms. Schroeder gave kudos to Mr. Thiery for his presentation on the new report card initiative that he gave on his birthday. She noted that there was an excellent turnout at Derynoski School. As people were leaving, parents had positive things to say about the way it was presented to them.

Ms. Schroeder reported that DePaolo had two field trips this month. On the trip to Boston, there was a transportation issue on the way home. The second trip was to New York City and the middle school students were very respectful and used good manners.

Mr. Goralski noted that there was a new reporter, Kimberly Primicerio, for the Record-Journal covering the Board of Education. Mr. Goralski welcomed her. He noted that Richie Rathack had moved on to cover the Town as a whole.

Mr. Goralski stated that he was very proud to attend the STEPS Forum on Tuesday night and to see the involvement of the students. He noted that Dr. Semmel became the "Number One Nut" for the Southington community and has a hat they he should be wearing. Dr. Semmel is starting a "movement" in Southington. He thanked Dr. Semmel for starting the "movement." He noted that Dr. Erardi's closing remarks were impressive in that he challenged the people in the room and the community at-large to be "in." Those "in" will quietly help children in Southington in a mentoring role. He felt that it was a phenomenal community event and the keystone to it was the involvement of the students in the room.

Communication from Administration:

Dr. Erardi distributed a packet for the Administration Report to the Board (*Attachment #3*).

1. Retired Staff Breakfast: Dr. Erardi pointed that on Tuesday, November 9, 2010, at 9:00 a.m. in the South End School Community Room, he has invited the retired teachers in the hope that they are willing to give one hour or more of their time to students in the district.

2. Project Choice Update: Dr. Erardi reported that on Friday, October 22, he, Mr. Thiery, and the two Board liaisons, Colleen Clark and Jill Notar-Francesco, met with the principals from South End and Plantsville Elementary Schools along with two Kindergarten teachers for a two-month checkpoint of the Project Choice Program. He thought that the initial concerns of transportation had dissipated and transportation is running smoothly. Students have adjusted and the Project Choice Program has gone very well in both schools. However, he felt disappointed knowing that there are numerous students on the Project Choice waiting list in Hartford, while Southington has yet to fill all 17 slots. There are four openings in South End or Plantsville that still exist eight weeks into the new school year.

Mrs. Notar-Francesco reported that the group who met that day also hoped to go to Hartford and meet with the Project Choice parents and children. They would try to find a mutually agreeable location for this visit.

Mrs. Fischer asked why the slots were open. Dr. Erardi replied that the process is by rotation, and the parents who are on the waiting list may have been on the waiting list too long. He noted that every parent who came to visit Southington ended up staying. He was not sure if the problematic piece was the length of the drive. Mrs. Johnson asked what the typical length of the drive was. Dr. Erardi responded that the students are returning home at 4:15 or 4:30 p.m., which is a long day. They are leaving their home around 7:45 a.m. He pointed out that 7:45 a.m. to 4:30 p.m. for a five-year old is a long day.

3. SBOE / Home Daycare Providers Summit: Dr. Erardi stated that much of this work has come from the Assistant Superintendent's office. All 41 home daycare providers have been invited to a Saturday, November 13 Summit at 9:30 a.m. at Plantsville Elementary School.
4. Southington High School – NEASC Accreditation: Dr. Erardi shared with the Board the document that was sent to his office stating that the high school remains fully accredited. He noted that Dr. Semmel and Mr. Thiery would combine their efforts for a one-year, November 2011, report back to NEASC, and then a two-year mandatory checkpoint in 2012.
5. 21st Century Skills Survey: Dr. Erardi wanted the Board to get a sense of the richness that is taking place in the Administrative Aspirant Program. Part of the second leg to the program was a cohort 092 opportunity with Central Connecticut State University. He enclosed a survey that was put together by four staff members who were part of the Program and sent forward to administration and to the teaching community.
6. Activity-based Enrichment After School Programs: Dr. Erardi stated that there was much concern and conversation about the next level in the middle school. The three new programs implemented as co-curricular after school programs are the Newspaper Club, Lego League, and Stock Market. There are six advisors and 175 students involved. He wanted to give the School Board a sense of where the programs are today.

7. Parent Notification – Standards-based Report Cards: Dr. Erardi stated that, from the Assistant Superintendent's office next Friday, November 5, every Grades K-5 parent will receive in their child's backpack a generic Standards-based Report Card so that they can understand the template and be prepared for the Parent-Teacher Conference.
8. SHS Marching Band: Dr. Erardi stated that the Blue Knights Marching Band won the State Championship for the fourth consecutive year. It is tricky to recognize over 100 students at the same time, especially if they are at the Town Council Chambers. They have started working with Mr. Shaw regarding recognizing the entire band. Their season ends this weekend in Pennsylvania. There is only one Board meeting in November and at the November 18 meeting they will be recognizing the band with certificates.

Mrs. Fischer stated that she was talking with a parent on Sunday and they did not know anything about the Newspaper Club, Lego League, and Stock Market at the middle schools. She asked if there was a notice sent home, especially to DePaolo parents. Board members questioned if it was voluntary. Dr. Erardi did not know when DePaolo started; he knew that they have been in session and had held meetings. Dr. Erardi stated that he would check into it and get details. Mrs. Johnson asked him to find out why the numbers were so low at DePaolo, except for the Stock Market, than at Kennedy Middle School. Mr. Goralski appreciated that they were able to find the six advisors.

Mr. Goralski had a question about the excessive communication the Board has received regarding the auditorium foyer at Southington High School and the Sports Hall of Fame. He viewed the Sports Hall of Fame as a collaborative, but there were some strong opinions and feelings among students, faculty members, and the community about it. He asked Dr. Erardi to address that.

Dr. Erardi replied that the Sports Hall of Fame, which is a new organization within the community, would be recognizing their first group of honorees on November 10. The Sports Hall of Fame is not affiliated or connected in any way to the Southington Board of Education and is a stand-alone organization. They requested to place their Wall of Honor at the high school. Dr. Erardi stated that he approved it to be located outside of the foyer and that location has caused great concern with a number of students, parents, alumni and the community. He listened to the concerns over the past two weeks and met this morning with Dr. Semmel [Principal at Southington High School], Mr. Jeff Shaw, Band Director and K-12 Music Coordinator, along with Mr. Tom Horanzy who is the Chairperson of the Art Department at the high school. The meeting resulted in a committee of seven with Mr. Horanzy and Mr. Shaw (or their designee) serving on that committee. They will also choose two students. In addition, Mr. John Fontana and three members of his committee will serve as part of the seven. Dr. Erardi believed that the upside of this committee is that the people who have a great love for the arts and sports will be sitting at the same table for the first time in a long time. The charge of the committee, which will be facilitated by Dr. Semmel in an ex-officio role, will be to examine the high school over the next six to eight weeks, explore other possibilities and report to Dr. Erardi whether the Wall of Honor where it presently sits is the best place, or if the committee recommends a better place. He felt that it was an opportunity for student empowerment, as well as for the arts and sports to better understand each other's role and responsibility. He thought

that it was an opportunity to recognize all those who weighed in with him and the Board that they did it within the framework of best practice and that their voice was heard.

Mr. Goralski thanked Dr. Erardi because the School Board has always been about collaboration and community connection. He thought that sitting these two groups down together would create collaboration or highlight a collaboration already in place between those two groups.

Communication from Student Representative:

There was no report.

5. COMMITTEE REPORTS

a. Finance Committee Meeting ~ October 18, 2010

Mrs. Johnson questioned the amount of the YMCA leases for Derynoski and Kelley Schools. She felt that the idea was the Finance Committee was going to hold the price for now. She asked why there was no increase in the utility costs. Mrs. DiNello replied that the discussion centered on the lease document without the pricing. Annually, in the springtime, she brings to the Board the rates they are looking to charge for the following school year. Because the AFSCME contract is going to be starting negotiations, they will not have those specific rates. As she prepares the new five-year leases, she will reflect the 2009-2010 rates as placeholders. In the lease, it states that annually the Board will be coming forward with an increase. It is the Finance Committee's intent that the rates will increase according to the anticipated increases for salaries, electricity, supplies, etc., and those rates will be brought before the Board in the springtime. She thought that they could work out a side agreement with the YMCA if they put a placeholder for salaries and make an adjustment in the second year of the lease based on what happens with the negotiations. The Board would be approving that the Finance Committee is looking to renew all six school sites for five years, but not taking action right now on the fee schedule.

Mrs. Johnson asked for the rationale for the increase in the lease term. Mrs. DiNello replied that was a request from the YMCA. They felt that they had developed a good working relationship with the Southington Public Schools, and they were looking for more security in the length of time that they would be able to remain in the school buildings. She stated that she verified with all principals and they confirmed that they were comfortable with the extension.

Mrs. Johnson stated that the priority list of groups using facilities was confusing. She asked if the \$30-per-day fee was a carry-over from last year. Mrs. DiNello replied that, as of right now, the only thing that the Board would be asked to take action on this evening was the change in the fee structure for the two renovated elementary schools. These schools now have renovated gymnasiums and would be moving to same fee structure as the other similar-sized buildings. The only other action that would be taken by the Board tonight is on the organized recreation list; those activities that are supported by the town of Southington budget would continue to be treated as the #5 item, which has local support of tax dollars and would be charged no rental fee. Mrs. DiNello thought that Mrs. Clark was planning to go through each motion one by one and the Board could ask questions as they got through each motion and then follow-up with any questions on the remaining minutes.

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

“Move to approve the transfer of funds, as submitted.”

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

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

“Move to approve the five-year leases with the YMCA for Derynoski, Flanders, Hatton, Strong, Thalberg and Kelley Schools beginning July 1, 2011 through June 30, 2016.”

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

Mrs. Clark asked Mrs. DiNello to explain the Snow Removal / Sanding Bid change. Mrs. DiNello reported that the committee was willing to recommend the award based on the information that was submitted with the minutes. However, when Mr. Goodwin [Purchasing Agent] informed Evergreen Nursery that they were the low bidder on three sites and that the Board of Education would be taking action on the award, they were not comfortable that they could handle all three sites. They withdrew from Derynoski School, which allows the school system to go to Total Maintenance and award a three-year bid versus the one-year bid, for an increase in cost of only \$26; however, it would lock the Board in at that price for three years. She stated that is the only adjustment to the recommendation by the Finance Committee. Mrs. Rickard pointed out that they have currently been doing Derynoski School and they don't have any other schools. Mrs. Fischer asked why they were switching then. Mrs. DiNello replied because they did not come in as low bidder and Evergreen Nursery beat their price by \$26. When Evergreen learned that they were low bidder on three sites, they were not comfortable taking all three sites and were willing to give up the Derynoski site.

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

“Move to approve the continuance of no rental charges for organized recreational activities supported by the town of Southington budget.”

Mrs. Carmody questioned if #9 Southington Youth Wrestling on the list of Organized Recreational Programs was a camp. Mrs. DiNello replied that there were a number of wrestling activities throughout the town. The only activity that they will allow to utilize school space at no rental fee would be a wrestling program that is receiving any financial support from the town budget. The Southington Youth Wrestling program does get a subsidy from the town. When there are any requests for use of our facilities, it will be confirmed that it must be the Southington Youth Wrestling program, being subsidized by the town that would reap that benefit. Any other individuals providing wrestling would be paying according to the other fee schedule if it is for profit.

Dr. Erardi replied that a lot of time was spent with the Director of Recreation to sort this out and there were a number of different layers. The only layer that the School Board should be

approving is the one piece that is being sponsored by the Town Recreation Department; anything else would be paying according to the fee structure.

Mrs. Johnson asked if the letter from Attorney Sciota about the three non-recreational or organized recreation programs using the Board of Education indoor or outdoor facilities were paying rental or not. Mrs. DiNello replied that, in the past, the Director of Parks and Recreation had signed off on them, so they were not charged a rental fee. However, now that the Parks Director has clarified that they do not fall under the organized recreational activities or the Parks and Recreation sponsored activities, they will be working with different fee schedules for those groups. They will have to determine if they are for profit, a local or out-of-town business, and they will need to be charged according to the fee schedule.

Dr. Erardi noted that this came as a direction from the Board for administration to dig deeper into what appeared to be private entities using our buildings with no cost. The letter from Attorney Sciota is a result of three activities that will be fee-based in the future. Mrs. Carmody asked if, in the past, they were under the auspices of the town and now they are not. Mrs. DiNello explained that, when an individual wants to use a school facility, they have to go to a school building and fill out a Use of Facility form, which is then signed off by the principal that the space is available. The three programs listed in Attorney Sciota's letter had the Director of Recreation fill out the Use of Facility form; therefore, his signature would mean that this was a town of Southington sponsored event. Specific organizations may or may not have been charged based on that signature. Attorney Sciota helped clarify what organizations truly are being supported by local tax dollars. Only those groups will now have the ability to use school space rental free. They will continue to pay custodial charges; we will bill the organized recreation activities directly through their associations and not through the Parks and Recreation Department. It is her understanding that Mr. Masci will no longer be signing off on the three programs that were listed in the September 7 letter from Attorney Sciota. Mrs. DiNello stated that there were still administrative questions that needed to be worked out internally.

Mr. Goralski stated that he appreciated the administration's work in this area because there has been confusion in the community for years about what was sponsored by Parks and Recreation, what was privately run, and what was AAU. He thought that the work of the administration is clarifying it for the Board, so there is some fairness in the fees being applied. There are coaches who run camps and pay a nominal fee because they are one of the groups listed in the policy, and there are private groups running camps making large amounts of money under the belief that they were a Parks and Recreation activity.

Ms. Schroeder noted on the organized recreational programs, the only one out of place for her was the American Legion Baseball. Mrs. DiNello explained that the American Legion actually receives a contribution subsidy from the Parks Department budget. Mr. Goralski stated there was collaboration between the American Legion and the Southington Public Schools through their donations to the libraries, the Women's Auxiliary, and in Boys' and Girls' State and the Oratorical Contest every year.

Mrs. DiNello stated that the guide was going to be the list from the town and confirming from the program subsidy list from the town's budget. That will be the double check.

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

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

“Move to change the billing rates for Plantsville and South End Elementary Schools to mirror the rates at Flanders, Hatton, Kelley, Strong and Thalberg Schools.”

Mrs. Clark stated that the reason for this was that the schools were completed and the same standards are met at all schools.

Mrs. Johnson asked what the status of North Center School was. Mrs. DiNello replied that there was a billing structure for North Center, but that item continues to be the same and they are not looking to change it because the facility is not to the magnitude of the other facilities. Mrs. Johnson asked if they would be allowing use of North Center. Mrs. DiNello stated that, if someone wanted to use that building, it would be more complicated to supply custodial coverage, but, if there was a need, it could happen. However, they would be encouraged to use another facility with custodial staff. Mrs. Rickard asked to whom would they go if they wanted to use North Center since they would normally go to the building principal. Mrs. DiNello replied that they would go to Mr. Cox who oversees use of facilities. Mrs. Rickard asked if it would be used for voting on Tuesday. Mr. Cox replied that it would not be used since Plantsville School moved from North Center last year. Mrs. DiNello stated that rates were available if someone was to ask to use it, and they could make it work.

Ms. Schroeder noted that with all the facility use charges she questioned who watches over the wear and tear of the facilities and for the use of the paper products for the bathrooms. Mr. Cox replied that there was a standard wear-and-tear fee with the rentals. Mrs. DiNello stated that they charge a wear-and-tear fee that helps offset the cost of supplies.

Mrs. Johnson noted that on the Facility Use charges there was an addendum at the bottom that states an additional \$50 charge will apply to organizations requesting the use of lighting, microphones, and speakers associated with the auditorium use for wear and tear. She asked if that included the technician. Mrs. DiNello replied that the technician was listed on the Use of Facility form, along with any staffing that is needed, and they are billed accordingly. Those individuals submit timesheets listing the specific event they worked and the hours, and those organizations are billed accordingly for reimbursement.

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

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

“Move to award the snow removal and sanding bid as presented, with the exception of Derynoski which is a three-year award to Total Maintenance.”

Mr. Goralski commented that there was a savings from what was budgeted. He thanked Mr. Goodwin for his hard work.

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

b. Acceptable Use Policy #4118.5 ~ Second Reading

Mr. Thiery stated that there were some changes to the regulation and distributed the new information (*Attachment #4*). He stated that this was the second read and, in between the second and first reading, there were a couple of changes to the regulation. He notified the Board by e-mail of one change, and the other change was made just this week. The changes were both due to questions that were posed by Central Office and administration at the high school. The first change relates to the regulation, Section C, #5. There was concern that it might prevent them from communicating on behalf of some of the community partners, such as United Way or the Southington Education Foundation. They did not want that to happen, but still wanted to be able to regulate this activity. The phrase, *"unless approved by the Superintendent or his designee"* was added. It mirrors the way they communicate on organizations outside the school system. If someone wants to send a flyer home with students from an outside organization, it has to go through Central Office for approval. This is the electronic analog to that.

Mr. Thiery stated that the second piece was under Section C, #15, which states, *"Any attempt to access unauthorized sites."* There was concern on the part of administration that this might prevent administration from monitoring and investigating certain Internet activity. He checked with the Board's attorney who said the regulation, as written, did cover that, but they could make it clearer by inserting the following statement, *"except when such access is authorized by a designated administrator for the purpose of monitoring or investigating computer, network or Internet use."*

MOTION: by Ms. Schroeder, seconded by Mrs. Fischer:

"Move to accept the developed Acceptable Use Policy recommended by the Policy and Personnel Committee for Acceptable Computer, Network, and Internet Use."

Dr. Erardi offered an amendment to the motion. He noted that Ms. Schroeder made the correct motion, but if it stands as is that would mean that tomorrow this would be in place throughout the district. The awkwardness of this policy is that it is midpoint and that there is a sign-off. He asked the Board to allow the administrative team at the site level to introduce this formally at a November staff meeting and assure the Superintendent that every sign-off is in place by the holiday break, with a January 1, 2011 implementation.

REVISED MOTION: by Ms. Schroeder, seconded by Mrs. Fischer:

"Move to accept the developed Acceptable Use Policy recommended by the Policy and Personnel Committee for Acceptable Computer, Network, and Internet Use, with implementation in January 1, 2011."

Ms. Schroeder asked if Mrs. Veilleux [Technology Director] had a chance to look at this and had any questions or problems with it. Mrs. Veilleux replied that she was at the Policy and Personnel Committee for the first read and a few things were tweaked.

Mr. Goralski asked that administration share with staff Section D, item #6 under the Regulation where it states, *"No employee shall knowingly provide school e-mail addresses to outside parties..."* He stated there were many occasions where e-mail addresses were used because a parent communicates with an individual for school matters and then the school matters

become personal matters. As complicated as that is for staff members, administration might want to point out to them that that is not allowed. Mrs. Rickard pointed out that all the e-mail addresses are posted on the website. Mr. Goralski stated that, for example, when a person, who is a teacher, is running a camp, that same person could have e-mail interaction for two different purposes and, when that occurs, he asks administration to share with the employee that they should try to delineate between their personal and work e-mail addresses. Dr. Erardi replied that he would do that, but believed that the spirit of item #6 was that it prohibited an employee from sending out a list serve to a private entity so the private entity has the opportunity to solicit within.

Mr. Goralski stated that he does not want someone who is coaching Little League to be on a list serve with other Little League coaches with the Southington Public Schools e-mail address, and he knows that exists currently. That is why he is asking administration at all levels to make sure it does not exist in the future. In no way does that connect to the Southington Public Schools and the individuals should be using their personal e-mail address.

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

6. OLD BUSINESS

a. Town Council / Board of Finance Communications

Mr. Goralski stated that he and Dr. Erardi attended the Town Council meeting this past Monday, although they were not officially on the agenda. During the acceptance of the Board of Finance report, the Town Council made the feasibility request for the middle school project a reality. He felt that the Board of Education was very fortunate to be able to move forward with that process. He felt that it was a continuation of the collaboration between the Boards.

Mrs. Johnson asked what the next step would be. Mr. Goralski stated that they would speak to that in the Facility Committee Update later on the agenda.

b. Construction Update

Mr. Cox reported that the South End and Plantsville School projects are at a place where the agenda form is not going to give the Board much new information. They are balancing heating systems now and would be tweaking air conditioning systems in the spring. He noted that minor punch list items were taking place. They are in good shape at both facilities.

Mr. Cox noted that the RFP (Request for Proposals) would be sent out from his office on Friday to architectural firms for the Feasibility Study for the middle schools. He distributed the invitation to submit a proposal (*Attachment #5*). He stated that this would be e-mailed to numerous architectural firms with a mandatory walk-through taking place on November 9 and a due date of December 7. As soon as they get the funding that was approved the other night, they are ready to go with the Feasibility Study.

c. Re-Dedication of Plantsville Elementary School Playscape

Dr. Erardi reported that the committee held their final meeting this week and are all set. He stated the re-dedication would be held on Monday, November 8 at 3:45 p.m., at Plantsville School, rain or shine.

Mrs. Notar-Francesco hoped that parents from the first dedication, current parents, staff and Board members would attend. Mr. Goralski thought that there would be a great connection between the past, present and the future with the agenda that was being put together. He noted that Mrs. Rickard, who was present at the original dedication, would be the Master of Ceremonies for the re-dedication.

d. Henne Dedication: SHS Concession Stand

Dr. Erardi stated that invitations had been sent and the presentation with Dr. Semmel, Mr. Goralski and the Henne Family would take place on Friday evening, November 5 at the football game during half-time. The plaque would be put into place shortly after November 5 and will be part of the ceremony.

e. Legislative Breakfast

Dr. Erardi stated that knowing the election is November 2, a starting point date would be Tuesday, November 30 and he asked Board members to check their calendars and to let Mrs. Albaitis know if that was a good date for the Legislative Breakfast. They will continue to form the agenda as they continue internal conversation about the approach to the new delegation.

Mrs. Notar-Francesco suggested that, for the retreat, they invite the new representatives to come in and have a round-table discussion with them instead of trying to find a different kind of topic. She thought that it might be beneficial to share with them, one-on-one, what their needs are and have more of an intimate, round-table discussion rather than a question and answer session with a Legislative Breakfast that they try to accomplish in 45 minutes. She thought that there was some value in doing this and perhaps at a later date they could consider that as a different alternative.

Mr. Goralski noted that this date was very loose because, following the election, the representatives that are elected would have to be available on the same day. Although, they are looking for their availability on Tuesday, November 30, the Board would have to be quite flexible. If they could incorporate the Legislative Breakfast into a round-table discussion, they might be able to “kill two birds with one stone.”

Mrs. Rickard liked the idea of exchanging the Legislative Breakfast for a round-table discussion. She thought that the past couple of years they have gotten more “canned” responses than actual concrete dialog. She did not like the idea of not having their retreat. She always found the retreat invaluable because they could talk candidly and they were able to accomplish so much more.

The Board members supported having the Legislative Breakfast as a round-table discussion and the idea of having the retreat at a later date. They will work with the November 30 date in a round-table format and through the administration share some topics for the Board Retreat to be held after the first of the year.

f. Facility Committee Update

Dr. Erardi reported that the committee met Wednesday evening. He noted that, on November 18, at the next Board of Education meeting, he was confident that they would have a lengthy presentation for the School Board with the final option. The final option will be the cost that was presented by Kaestle Boos Associates with the Feasibility Study, which was approximately \$6.1 million. Over the past four weeks, they sent out a proposal, looked them over and met with three different firms last evening. There were four final bids and they met with three firms. The direction from the committee was to re-engage two of the three firms for further discussion regarding bottom line. On November 18, they will be prepared to share with the Board "Option A" and "Option B" for discussion. At the meeting, they will have a key member available to answer any questions.

Mrs. Johnson questioned the bond costs. They were told at the Facility Committee meeting that the Southington bond cost was approximately four percent (4%) at this time. Dr. Erardi replied that it was between 3% and 4%. She noticed, in the newspaper that day, that Avon's bond cost was 2.36% and understood that they have a different rating than Southington. She asked if it was a floating number. Dr. Erardi replied that they just finished the projection that came from the town on a 20-year bond with the bottom line in cost. That needs to be factored into decision-making. The other piece that is important, if the Board looks towards the sell-lease-buy-back program, is the bonding cost of the buy-back. All of that would be presented to the Board on November 18.

Mrs. Fischer asked how he was going to figure out what the bonding cost is in two years. Dr. Erardi replied that it all would be the best projection that would come from Town Hall.

7. NEW BUSINESS

a. High School Academic Reports ~ CAPT / SAT / AP / College Acceptance

Mr. Thiery stated that annually in October the high school administration comes before the Board to present the results on CAPT / SAT / AP / as well as college acceptances from last year. He noted that Dr. Semmel would present to the Board on those topics.

Dr. Semmel gave a PowerPoint presentation and noted that there were four different reports within the presentation which were the Connecticut Academic Performance Test (CAPT) 2010, the Class of 2010 SAT report, Advanced Placement (AP) 2010 report and the Class of 2010 College Acceptance report.

CAPT 2010

Dr. Semmel pointed out that there were four tests on the CAPT that covered mathematics, reading across the disciplines, writing across the disciplines and science. There are also five score bands that start with the below basic, basic, proficient, goal and advanced goal. He noted that the proficient is the federal standard (the AYP standard) and the goal standard is what he considers the Southington High School standard that all students should be able to attain. He stated that the advanced goal was an extremely rigorous goal for all students.

Math CAPT 2007-2010: Dr. Semmel presented a chart and graph of data showing the percentage level at or above proficiency, at or above goal and percentage at advanced goal for 2007 through 2010. He felt that the trend lines were in a positive direction over the four years.

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
% at advanced goal	20.5%	25.9%	25.8%	29.7%
% at or above goal	56.2%	63.1%	63.8%	68.2%
% at or above proficiency	88.8%	88.2%	92.6%	91.3%

Dr. Semmel stated that once they hit the 90% trend lines in proficiency it is really hard to keep getting up towards 100%. He felt that seeing it remain flat line was not a bad thing and that this was a very positive set of data in terms of the CAPT scores.

Reading CAPT 2007-2010: Dr. Semmel noted that proficiency has been stable. He felt that the goal scores were stable. Goal scores started around 55% and hung around 55% over the last four years, and this year jumped up to 60% at goal. He stated that the advanced goal tended to go up and down and considered it relatively flat.

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
% at advanced goal	20.6%	16.7%	22.3%	22.1%
% at or above goal	55.7%	54.0%	54.9%	60.4%
% at or above proficiency	91.1%	92.4%	92.3%	93.1%

Science CAPT 2007-2010: Dr. Semmel noted that proficiency held at 90%, which was a very nice score. The at or above goal started at 62% and rose this year up to 52% from last year, but over the past four years they came down and recovered a little bit this past year. At advanced goal, the trend seems to be either flat or decreasing.

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
% at advanced goal	29.7%	29.8%	26.1%	24.1%
% at or above goal	61.1%	54.9%	49.5%	52.8%
% at or above proficiency	90.8%	87.8%	87.6%	90.3%

Writing CAPT 2007-2010: Dr. Semmel reported that there was relatively flat data. He noted that the advanced goal scores were moving up along with the goal scores. The writing had a nice jump from last year to this year of 5% at or above goal. The advanced goal went from 18%, moving in a nice trend line, up to 25.5% this year.

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
% at advanced goal	18.0%	20.2%	21.2%	25.5%
% at or above goal	56.7%	60.7%	57.0%	62.3%
% at or above proficiency	90.1%	90.7%	91.3%	89.5%

Dr. Semmel noted that, in terms of CAPT scores, the most positive trend was in math and writing. In reading and science, they were relatively flat. Overall, from 2009 to 2010 the scores all went up this year at the goal level. He reported that 2010 was a very good year, as compared to 2009. He also felt that it was very important to look at this data historically.

Recommendations: Dr. Semmel's recommendations in terms of the CAPT are to:

- Develop School Improve Plan
 - Identifies areas of need
 - Set reasonable targets (at goal and advanced goal)
 - Continuously examine quality of instruction
 - Develop common formative and summative assessments
- Provide teachers with opportunities for collaboration
- Examine current leveling structure
- Examine bell schedule
- Examine CAPT support classes.

Mrs. Johnson questioned the three recommendations of the collaboration, leveling and the bell schedule and noted that they are huge. She asked Dr. Semmel how he planned to present them and what his timeline was. Dr. Semmel replied that the timeline would take a couple of years. For leveling structure, the program of studies was basically complete for the 2011-12 school year. They have started having these conversations this year. These are only his recommendations having been at the high school for two months now. Clearly, the NEASC report indicated that the lowest level courses were not providing the type of rigor necessary for the students. He felt that looking at leveling was a possibility and that might have an impact on the bell schedule. He put the bell schedule recommendation as a possibility. That was why he wants to examine those things, not necessarily change them.

Mrs. Johnson questioned if the bell schedule referred to the length of time in class. Dr. Semmel agreed that they would look at how long students spend in class and noted that there were a number of different bell schedules available.

Dr. Semmel pointed out that in his CAPT report he made an error; he had said that there were no sub groups for last year's set of AYP data in the report that he submitted to the Board. He realized he erred when he saw the AYP report and there was actually a sub group in special education and a sub group in free or reduced lunch. In the special education sub group, there were 56 students that made safe harbor on the AYP report, and the free and reduced lunch group made AYP straight out. He noted that was cause for celebration. He apologized for that mistake.

SAT – CLASS OF 2010:

Dr. Semmel reported that there were three tests for the SAT: Mathematics, Critical Reading and Writing. The score range on each of those tests is from 200 to 800 for a maximum score of 2400 points for each student. Dr. Semmel provided a chart with the percentage of students taking the SATs and the mean scores. He reported that the percentage of students taking the SATs for the Class of 2010 was 69.8%, Class of 2009 was 68.4%, and Class of 2008 was 72.0%. He provided the state averages, national averages, Southington High School averages, and the percentage of students scoring over 600.

Dr. Semmel reported that the state averages were going up in math, critical reading and writing. The national averages were staying stable. He pointed out that the state averages were taken off the state website and do not include private schools. The national averages were provided by the College Board and do include private schools. He stated that the state averages were used in the past for this report and he would continue using the state averages. He pointed out that in mathematics Southington High School stayed the same for two years statistically and

then jumped to 527 in 2010. He noted that there was another nice jump in critical reading and writing.

Dr. Semmel added that in past reports he has not seen the percentage of students earning over 600. For him, this is similar to goal and advanced goal and where they want the students on CAPT and where he wants the students on the SAT. He noted that 18.1% of the Class of 2010 scored a 600 or higher on mathematics, 17.8% in the critical reading and 18.7% in writing. He would like to see that more in the 30% range.

Mrs. Rickard asked if that 18% was part of the 70% who took the test. Dr. Semmel replied that was correct. Mrs. Rickard stated that the percentage of students who take the test bothered her the most. Dr. Semmel replied that when they see the college acceptance report there seems to be conflicting information. There were 86% of Southington students going to colleges and that included two-year colleges that may not require the SAT tests to be taken. There were 86% going on to two-year or four-year colleges, but only 70% taking the SAT. He stated that there might be other information that is missing in the report. His guidance director believes that students are sitting down to take the test and they are not putting down the high school code.

Mr. Goralski commented that last year he wrote a letter to the College Board on behalf of the Board of Education expressing his displeasure with the poor tracking system that the College Board uses because online registration does not require a home school to be listed. He wondered how much that affects the number because the Board was very disturbed that the numbers did not match. He noted that the College Board wrote back stating that they had flaws and they were constantly trying to fix their system, but they have not done so again this year. Mr. Goralski was considering duplicating the letter from last year telling the College Board to fix their system in order to allow the Board to accurately look at what Southington students are doing. He asked Dr. Semmel to assist the Board in looking into how the College Board online registration works. If he found that it was repeated again this year, Mr. Goralski would be happy to reproduce that letter. Dr. Semmel replied that he could also talk to the principals in the CCC [Central Connecticut Conference] who are at those meetings to find out if they are running into the same problem. He felt that the CCC could potentially do something. Mr. Goralski replied that he would wait to hear from Dr. Semmel.

Dr. Semmel continued that the average scores for the SATs for the Class of 2010 all went up. The scores in the prior two years were basically stable. He does not know why the data would have jumped up that much. That was why he liked to look at years of data to see a trend where the data goes up. He compared it to what is seen in the stock market; there might be some corrections and things might come down a little bit, but ultimately you want to see your portfolio going in a positive direction. That is what he would like to see in the school's data as well.

Recommendations: Dr. Semmel's recommendations in terms of SAT scores were:

- Increase the level of challenge for all students
- Review SAT preparation courses
 - who is taking
 - number of sections
- Examine how SAT is embedded in curriculum
- Raise percent of students earning 600.

Advanced Placement 2010: Dr. Semmel reported that there were 12 AP courses and there are five score bands in the AP. Five is the best score, four represents well qualified, three is qualified, two is possibly qualified and one is no recommendation.

Dr. Semmel provided a chart with four years of data in terms of number of students taking AP courses. He noted that the number of AP tests taken in 2007 was 238; in 2008 there was 262; in 2009 there was 292, and 372 seats are filled in the AP courses this year. There are certain students who are taking five AP courses who are being counted five times in that number. He noted that not every student would take the AP exam, so he did not know how many tests would be taken this year. He pointed out that the number of students taking AP courses was increasing. The percentage of students taking AP and earning a three or higher was increasing. He noted that different courses had different levels of success.

Dr. Semmel noted that there might not be much incentive to take AP courses because of the way the high school currently weighs grade point averages. Students could take a Level 3 course, get a solid “A”, and surpass the Level AP students. The students know this and they choose not to take the AP course. He believed that examining the current quality point structure would also connect to examining the leveling structure.

Mr. Goralski noted that there was discussion that occurred three years ago about looking at the leveling structure, the GPA, and the honor roll system. There was public opinion that contradicted best practice in the education field. Now that NEASC is completed, he hoped that work becomes something that was addressed soon. Dr. Semmel pointed out that, when they start looking at leveling, there are a number of other things that are connected to it that could be affected. He did not want it to be a surprise to the Board that it could take two to three years. This current year, he could not do anything except to start having conversations to get the ball rolling. The 2011-2012 school year is already set because students would be starting their sign up for courses in December. He thought that in the next two to three years they should be in a very different place. He would have to work with Central Office to solidify that timeline.

Dr. Semmel stated that there were many positives with AP and its rigor. He was also interested in looking at AP courses in tenth grade.

Recommendations: Dr. Semmel’s recommendations in terms of Advanced Placement were:

- Provide more opportunities for students to engage in challenging course work
- Examine how Grade 9 and 10 courses prepare students for the challenge of AP work
- Examine current quality point structure.

College Acceptance Report – Class of 2010: Dr. Semmel reported that 86% of the students were attending post-secondary educational institutions. There were 58.8% of the Class of 2010 graduates attending four-year colleges and 27.3% were attending two-year colleges. There was a small drop from the Class of 2009, but it was still higher than the Class of 2008 in terms of post-secondary educational institutions. Students attending vocational/technical schools went from 5.1% in 2008, to 2.8% in 2009, and back to 5.2% in 2010. The graduates’ entering the military in the Class of 2008 was 1.8%. In 2009 we reported 0.8%, and in 2010 it was back up, at 2.4%. Dr. Semmel did not believe that attending a vocational/technical school was a bad choice. These are choices that students make and not all students would attend post-secondary

educational institutions. He felt that there would be students who would choose the vocational/technical direction, entering the military or simply entering the workforce. However, he wanted to make sure that all students are prepared to go to post-secondary educational institutions. Every student should have the ability and the skills to gain acceptance to a two-year or four-year college, but he could not mandate them to do that. He noted that he still pays very hefty fees to plumbers and people who have gone into the vocational route, which could be very lucrative with the right work ethic.

Dr. Semmel pointed out that the Board might be familiar with the College Acceptance report in a certain way. They are using a new software program at the high school called "Naviance," which is a better program than what was used previously. The report is somewhat similar to what was seen in the past. It is an alphabetical listing of all the colleges and universities that our students have applied to, whether they were accepted, and if they are attending.

Dr. Semmel believed that getting into college was a Grade K-12 issue and a community issue. He felt that everyone needed to be talking about choices throughout their K-12 programming, and not waiting until junior year in high school to start talking about college.

Recommendations: Dr. Semmel's recommendations in term of College Acceptance were:

- Grade K-12 issue to get into college
- Increase the level of challenge for all students
- Push for Goal on CAPT
- Push for 600 on SATs
- Continue to educate our students/parents
 - Naviance Software
 - School and evening presentations.

Dr. Semmel stated that the Naviance software would force parents to use one software program in terms of looking at colleges, and where their student's SAT and PSAT scores are. This one program gives parents and students an opportunity to see what is out there. He pointed out that the high school has a great presentation where alumni return and talk to the juniors and seniors. He felt that the sophomores should also hear this presentation, but that it may be too late for seniors because they have already made their choices.

Dr. Semmel stated that Mrs. Wysocki [Director of Guidance] gave him a list of the most competitive schools and highlighted a list of colleges where Southington students have gone over the past three years. Since 2006, students have gone to Amherst, Boston College, Bowdoin College, Brandeis, Carnegie Mellon, Colby College, Cornell, New York University, Johns Hopkins, Tufts, Rensselaer Polytechnic, etc. The students needed to be in the 10% of class rank, have an A to B+ average, and needed to have scores between 655 and 800 on the SAT. He noted that competition has intensified. This is a global world and students were coming from all over the world to get into these prestigious colleges. He was not excited about the group of colleges that Southington students attend as a whole. He wished that there were more attending the top-tier colleges.

Mrs. Clark asked if they were setting the bar high enough for our students to be accepted into the top-tier colleges or whatever school they chose. Dr. Semmel replied that it was hard for

him to answer that right now because he does not know all the experiences the students would have had in their four years of high school. His recommendation is that they should try to push that rigor into freshmen / sophomore years so the students are prepared and get 600, 700 and 750 on the SATs. They have not had any Merit Scholarship finalists in a number of years, which is SAT based.

Dr. Semmel thought that Dr. Erardi and Mr. Thiery understood that this was a K-12 issue of assuring that curriculum was aligned and not solely a high school issue. His understanding is that CMT scores are going in the right direction, so students who are coming to the high school are better prepared to take on the rigors of high school than previous classes.

Mrs. Johnson stated that there are parents of juniors and seniors who will hire guidance counselors privately to steer their children into these competitive colleges. She asked what the difference was between the public school guidance counselors and the counselors that parents are hiring. Dr. Semmel replied that it was the caseload and amount of time that the individual person can give to one-on-one attention with the student. They are getting what they pay for in that situation. The high school guidance counselor caseload is somewhere between 200 and 250 students per counselor. They are dealing with a number of students going through this process. The one-on-one is fantastic, but extremely expensive for a public school to afford. Mrs. Johnson would like to see statistics of what our guidance counselors could do if their caseload was less.

Dr. Erardi replied that there was a national standard set by the counselors across America and Southington was on the upside. He believed that, with some of the Ivy League schools, it has to do with relationships between the public school and that school of choice. With the history of Southington High School, it appears that Cornell University comes up more often than any other school. He thought that there was a reason for that. Part of the work going forward was how to create a better relationship with an Ivy League Admissions Officer. The Admissions Officers are divided by region, so there is an Admissions Officer that is responsible for Connecticut. The body of the work ahead of the Board could be for them to better define what the rigor within our schools is all about. They would all like to see Southington students be successful in getting into the upper-end schools.

MOTION: by Mrs. Fischer, seconded by Ms. Schroeder:

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

Motion carried unanimously by voice vote.

The meeting adjourned at 9:40 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
OCTOBER 28, 2010**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:55 p.m.

Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Ms. Michelle Schroeder, Mrs. Kathleen Rickard, Mr. Brian Goralski.

Members Absent: Mr. David Derynoski

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

MOTION: by Mrs. Fischer, seconded by Ms. Schroeder:

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

Motion carried unanimously by voice vote.

Mrs. DiNello and Mr. Cox left the meeting at 10:15 p.m.

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

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

The board reconvened public session at 10:24 p.m.

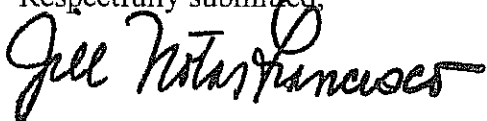
MOTION: by Mrs. Clark, seconded by Mrs. Johnson:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 10:24 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

Executive Director's Report

A MONTHLY UPDATE BY THE CAPITOL REGION EDUCATION COUNCIL

Attachment L



October 2010

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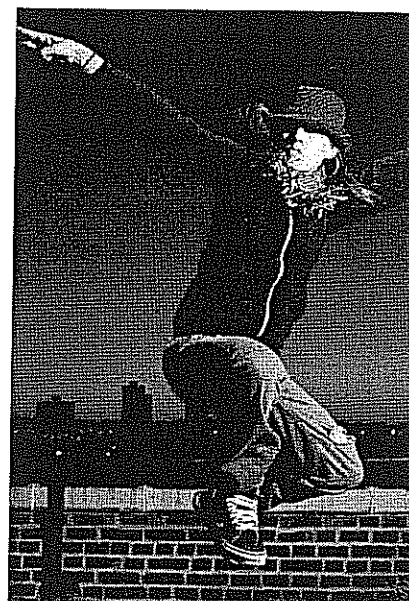
Greater Hartford Academy of the Arts Choreographers Showcase

On October 29, the hard work and practice of the dance students at Greater Hartford Academy of the Arts (GHAA) will be showcased at a public performance on the main stage at the Academy's Theater of Performing Arts on 359 Washington Street in Hartford. The performance will begin at 7:30 p.m. and will feature new works created by renowned professional choreographers and the students who will join them on stage to present an evening of captivating dance.

This year's guest choreographers are Clyde Evans, who leads his own dance troupe, *Chosen*; Camille A. Brown who has worked with Ronald K. Brown and Urban Bush Women, among others; SYREN Modern Dance Company's directors Lynn Peterson and Kate Mehahn, whose unique approach to dance and community has earned them awards and performances at Jacob's Pillow; and Jennifer Weber, founder/artistic director of Decadancetheatre, a female hip-hop, dance troupe based in Brooklyn, NY.

"We're very excited to have them here," said director Judi Tolomea.

"We really want Hartford to experience the work of our students and these choreographers. It's a great opportunity for us, our students and the community."



Reggio Magnet School of the Arts Featured on NBC 30's Making the Grade

CREC's Reggio Magnet School of the Arts was featured on NBC 30's *Making the Grade* series earlier this month. Families, students and community members enjoyed seeing their teachers and classmates on the evening news. Diane Sydney's classroom looked as beautiful on the evening news as it does in real life and her students were photographed hard at work exploring the life cycle of sunflowers and building tunnels and railroad systems. Congratulations to all.

"The school is the last expenditure upon which America should be willing to economize."

— Franklin D. Roosevelt

District News

Avon Public Schools

National Blue Ribbon School Recognition for Thompson Brook School

Thompson Brook School in Avon was one of 304 schools recognized by U.S. Secretary of Education Arne Duncan as 2010 National Blue Ribbon Schools. The schools – 254 public and 50 private – will be honored at an awards ceremony Nov. 15-16 in Washington, D.C. In the past 28 years, more than 6,000 of America's schools have received this coveted award. The award honors public and private elementary, middle and high schools whose students achieve at very high levels or have made significant progress and helped close gaps in achievement especially among disadvantaged and minority students.

The Blue Ribbon Schools Program honors public and private schools based on one of two criteria:

1. Schools whose students, regardless of backgrounds, are high performing. These are schools ranked among the state's highest performing schools as measured by their performance on state assessments or in the case of private schools, that score at the highest performance level on tests referenced by national norms in at least the most recent year tested.
2. Schools with at least 40 percent of their students from disadvantaged backgrounds that improve student performance to high levels as measured by the school's performance on state assessments or nationally-normed tests.

Thompson Brook School principal **Anne Watson** noted that "this prestigious award represents the hard-work and efforts of our talented staff, dedicated parents and community. In addition, the Blue Ribbon Award is reflective of the Town of Avon's values and commitment to education. Our teachers are commended for their willingness to embrace and apply new learning. It is an honor for their efforts to be recognized." Ms. Watson also said, "We will be recognized at a formal ceremony in Washington, D.C. on November 15th. We'll officially present the esteemed Blue Ribbon Flag and plaque at a celebratory program to which the public will be invited."

Language arts coordinator, **KC Chapman**, noted "the consistent rise in CMT scores, particularly reading and math, since 2006. The staff's commitment to providing a rich curriculum is recognized with this award. The leveled bookroom that we have built has resulted in high-performing students performing even better than before. It's likely no coincidence, that our reading scores have improved so drastically while we simultaneously incorporated a guided- reading approach through the reader's workshop."



Windsor Public Schools

Cay Freeman Named Windsor Teacher of the Year



Cay Freeman, a special education and math mastery teacher at **Sage Park Middle School in Windsor** has been named the Windsor Public Schools' "Teacher of the Year." The Windsor resident was nominated and selected by her peers for this honor. As part of the process, Ms. Freeman wrote an essay about her personal approach to teaching, was interviewed by an 11-member panel, and was observed teaching her students.

Ms. Freeman has been a special education teacher at Sage Park Middle School for 23 years. Currently, she teaches math to eighth graders who need support in and reinforcement of their pre-algebra skills. In this role, she places a priority on finding what works for her students knowing that they have struggled to succeed in school.

"My passion is to connect with each student, to find the gaps in their learning and to remediate them," said Ms. Freeman. "My mission is to find ways to help students find success, so that they believe in themselves and see themselves as capable learners."

Division and Program Highlights

Community Education

Regional Adult Literacy Initiative

The Hartford Foundation for Public Giving will provide a fourth year of support to programs, in the amount of \$650,000. The participants in this initiative will play a key role in the development of the regional adult literacy plan which is due to the Connecticut Employment and Training Commission in mid-November.

Family Learning

We are nearing completion of our work for the **Western Massachusetts Workforce Development Board** related to their 21st Century Community Learning Center Program. Division staff provided technical assistance through site visits and evaluation consultation.

Our continuation program improvement grant for family literacy has been approved and family recruitment activities will soon be underway at **Naylor School in Hartford**. New technical assistance contracts include work with a new family literacy project in **Wallingford**, assistance to the Vocational Technical Schools on school, family, community partnerships, a new welcoming walk through video, a positive behavioral supports video and contract management for a new teen pregnancy grant with a family literacy component.

Magnet Schools

East Hartford-Glastonbury Elementary Magnet School (EHGEMS)

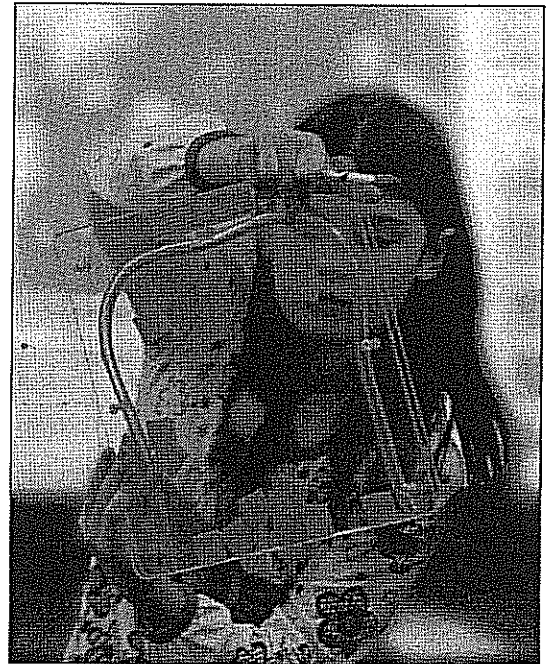
New Building Project

Work is moving forward on the new school building project in **Glastonbury**. The excitement of the new project will be celebrated by parents, students, teachers, CREC leaders and local dignitaries at a groundbreaking ceremony on October 27.

Science at EHGEMS

Students are studying biology-related units and participating in field study trips. First graders, teachers and parent chaperones recently took a trip to Mystic Aquarium where they were asked to answer the big question, "Feet, Fins, Flippers or Wings?" This is part of a study in animal adaptations that helps them understand how animals exhibit physical differences because they need to adapt to their environments.

Fifth graders studied the Long Island Sound ecosystem at Hammonasset Beach State Park. The students collected specimens with a seine net and identified them, studied beach geology and erosion and used digital photography. They also conducted a crab population study in which they collected approximately 2,000 crabs and sorted them by size and gender. Nearly all of the crabs they collected were grapsid crabs, an invasive species native to Asia that first came to New York in the ballast of ships in the 1980s. Back at school, the students analyzed their data using Microsoft Excel and compared it to the results from over a decade of data collected.



East Hartford-Glastonbury Lottery Open

On October 1 at 12 a.m., the **East Hartford – Glastonbury Elementary Magnet School** began taking online applications for the 2011–2012 school year. Work over the past two months by the Division of Technology Services has resulted in an improved, more streamlined online application form and lottery engine. Benefits from the new system include an easier application form as well as enhanced reporting and analytics for EHGEMS.

CREC Public Safety Academy

House System

The CREC Public Safety Academy House System is a comprehensive approach to honor positive student choices, celebrating the school's diversity, forming new friendships, developing cross grade level mentorship, and instilling a sense of tradition and pride for all students at the Public Safety Academy. Teachers and staff members have been organized into six houses representing the colors of the rainbow (until the houses create their public-safety related names). Within the houses, students and staff will work together to create expectations, leadership roles and a sense of tradition that will last for years to come.



Individual and house accomplishments will lead to house points, which will be calculated monthly to determine incentives and privileges to be determined in the first meetings of each house. At the end of the year, total house points will be tallied to determine the winner of the Public Safety Academy House Cup.

Students may earn points for their houses in a variety of ways:

- **Academic Performance:** Overall grade point average will be compiled for each house.
- **Living the PSA Way:** Being respectful, responsible and a good role model will earn Positive Behavior Support merit tickets for each house.
- **Respect and Decision Making:** Classroom infraction forms, administrative referrals and bus referrals will limit a house's ability to earn points.
- **Community Service:** Hours of service to the community will be totaled for each house.
- **Participation in Fitness:** Each house will have the opportunity to earn ten house points per day through total participation in morning activities and physical fitness training.
- **Monthly Academic Bowls:** Grade level academic tasks will be scored and tallied to earn house points.

Open Choice Program

New Student Placement Transition

We are assisting the Regional School Choice Office with late placement of students. Placement will continue until January 10 or until all students are placed and registered in their new schools. To date, suburban districts have declared 244 new seats and 192 families have accepted their placements. There are currently 1341 students attending schools in 28 towns. **If all seats are filled, we project a total of 1,395 students for the 2010-2011 school year.**

Transition Facilitators

Several districts have received a significant number of new Open Choice students for 2010-11 school year – **Berlin, East Windsor, Ellington, Hartford, Southington and Suffield**. To help accommodate this increase, the State Department of Education and CREC have offered these districts the support of transition facilitators, who will supplement the support specialists currently assigned to the districts. The transition facilitators are former administrators with extensive experience in assisting Open Choice students transition to new school environments. They will work with school leadership and staff to address issues and challenges, determine technical assistance needs and identify resources to facilitate the transition of students and their families into districts.

Open Choice After School Support Center

The Open Choice Program offers after school support to middle and high school students from 29 towns through the After School Support Center at the Dwight Annex on 471 Franklin Avenue in Hartford. The Center will operate from October 18 to May 19, Monday through Thursday, from 3 to 5:30 p.m. Bus transportation to and from the program is provided for students, who will also receive a snack upon arrival at the Center. The students are engaged in a variety programs, including homework support, life skills, video communication, leadership training and college preparation.

Operations, Facilities and School Construction Cooperative Purchasing Update

District spending increased dramatically for the year ending March 30, 2010. School districts spent \$9.1 million during the last bid year, which is consistent with this program's steady annual growth. More importantly, **we estimate that our cooperative purchasing programs save school districts \$2 million each year.** We are preparing for the new bid year and look forward to serving the needs of our districts.

- | | |
|-----------------------------------|--------------------|
| • Class, Art and Office Supplies: | \$5,813,865 |
| • Medical Supplies | \$94,734 |
| • Paper | \$2,400,000 |
| • AV and Office Machines | \$692,232 |
| • Total | \$9,118,577 |



Student Services – River Street School

Joyce Rioux Named Chairperson on AOTA Committee

Joyce Rioux, M.S., OTR/L, has been selected by the Commission on Continuing Competence and Professional Development of the American Occupational Therapy Association, Inc. (AOTA) as chairperson of an ad hoc panel to explore the feasibility of developing a specialty certification for therapists who provide services within a school environment. The panel will present its report either for or against the implementation of the additional certification program, reporting on its relevance to the Standards for Continuing Competence, contextual factors that influence the practice area, evidence-based support for the area, and financial viability.

Student Services – Soundbridge Transitions for Parents Presentation

Parents from **South Windsor, Bristol, Southington, Ellington** and **New Britain** attended a recent presentation entitled *Transitions for Parents* held at Soundbridge. After a general discussion, the parents divided into two groups (according to the ages of their children). **Diane Nelson**, team leader for the Educational Consultants for Spoken Language and Listening, talked with parents of the younger children about the elements that go into successful transitioning back to the home district. **Maura McGuire**, assistant director, talked with parents of secondary-aged student about preparing for post-secondary transitioning

Teaching and Learning

Regional Curriculum Council and District Services Highlights

The Curriculum Council has two new co-chairs for 2010-2011 – **Paula M. Talty**, Assistant Superintendent of Curriculum and Evaluation and **Lynn K. McMullin**, Assistant Superintendent of Canton Public Schools. The new Language Arts Council facilitators for 2010-2011 are **Gina Gadue, Region 10** and **Sharon Richter, East Windsor**.

Hartford Public Schools has a 70 day contract with **Sarah Fitzsimons** and **Peggy Neal** for lesson study with grade 6, 7 and 8 teachers at 19 schools. Groups of 3-4 schools will come together for demonstration lessons and lesson planning. All Teaching and Learning consultants working in Hartford met with the district academic team to hear about the curriculum roll out and strategic initiatives for the year.

Other districts that have contracted for instructional coaching services for this year include **Weston**, **East Windsor** and **Ellington**. Districts that have requested curriculum writing services for the summer include **Willington** and **Granby**.

Marta Diez has begun her third year of consultation work at **Cromwell's Edna C. Stevens Elementary School**. Ms. Diez will continue assisting and facilitating the Data Teams process. She is also providing ELL assistance to **South Windsor Public Schools**.

Technical Assistance and Brokering Services (TABS) Positive Behavioral Interventions and Supports (PBIS) Kick-Off

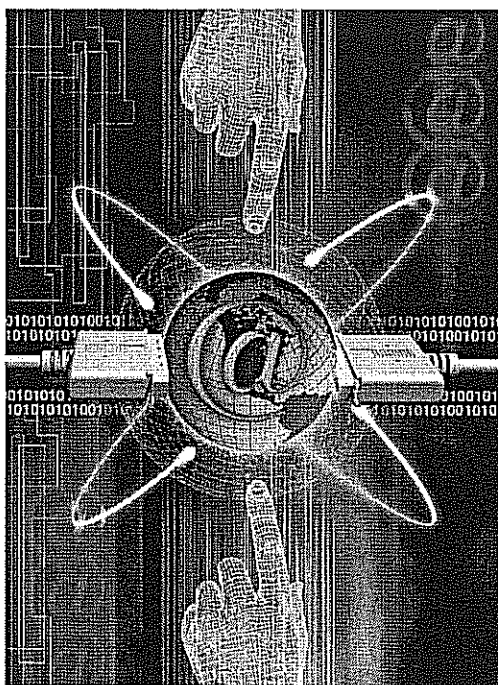
Teams of eight individuals from thirteen schools began their school-wide Positive Behavioral Interventions and Supports (PBIS) training in early October. PBIS is a proactive, comprehensive and systematic continuum of support designed to provide opportunities to all students (including students with disabilities and second language learners) to achieve social, behavioral and learning success. This is accomplished by examining the factors that impact behavior as well as the relationships between environment and behavior. On September 23, the administrators from each of the schools attended a session to clarify their critical role in PBIS, discuss the connection between SRBI (strategic research based Intervention) and PBIS, outline goals, and learn resources that are available to help with implementation. PBIS training for early childhood schools will begin in January 2011.



CREC Foundation

- The **Greater Hartford Academy of Mathematics and Science** received a \$13,000 donation from **Dur-A-Flex Corporation** in support of their Explorations in Science program.
- **CB Richard Ellis Corporation** donated 40 backpacks filled with school supplies and personal items for homeless students who attend CREC magnet schools.
- **ESL Transition to Employment** received a \$5,000 grant from **Verizon** to support their programming.
- The **Polaris Center** received a \$7,500 grant from the **Fund of Greater Hartford** to support the **Working Together** program.
- **Soundbridge** submitted a grant proposal for \$2,000 to the **Connecticut Commission on Culture and Tourism** to support their early childhood arts program.
- The **Farmington Valley Diagnostic Center** submitted a grant proposal for \$500 to the **National Gardening Association** to support its experiential learning Nutrition and Agriculture program.
- **River Street School** submitted a proposal to **Office Depot** for an iPod to be used for their physical education program.

Technology Services Districts Benefit from Technology Audits



In October, CREC Technology Services began audits in two districts, **Newington** and **Lebanon**. This service provides a detailed analysis of current operational effectiveness and helps plan for future expansion. The audit team begins by collecting data on a school or district's infrastructure, network administration, administrative use, professional development, data management, and curriculum integration. The team reviews staffing allocation relative to the size of the district and scope of technology and then develops an in-depth report that identifies strengths, areas for improvement, and next steps for meeting future goals. For more information, contact **Doug Casey** at 860-524-4092 or dcasey@crec.org.

Technology Council

The 2010 – 2011 CREC Technology Council series began Thursday, September 23. Topics included funding updates from the State Department of Education, upcoming free professional development opportunities, and best practices in the integration of technology into the classroom. For a list of future monthly meetings and a full archive of past meeting notes, visit <http://techcouncil.crec.org>.

Workshops and Seminars

Emotional Literacy Workshop for Staff and Parents

On October 21, Marc Brackett, Ph.D., a research scientist in the Department of Psychology at Yale University, will provide an emotional literacy workshop for staff and parents from 5:30 to 7 p.m. at the CREC Montessori Magnet School on 1460 Broad Street in Hartford. Based on his research, Dr. Brackett co-developed the RULER model of emotional literacy, which suggests that teaching children and adults the skills associated with recognizing, understanding, labeling, expressing and regulating emotions contributes to positive development of children and adults. Dr. Brackett is the author, co-author or editor of more than 60 scholarly publications, including six social and emotional learning curricula for students, teachers, and school leaders.

For more information, contact Nancy Pinault at the Montessori Magnet School at 860-757-6112 or npinault@crec.org.

Technology Services Digital Learning Conference

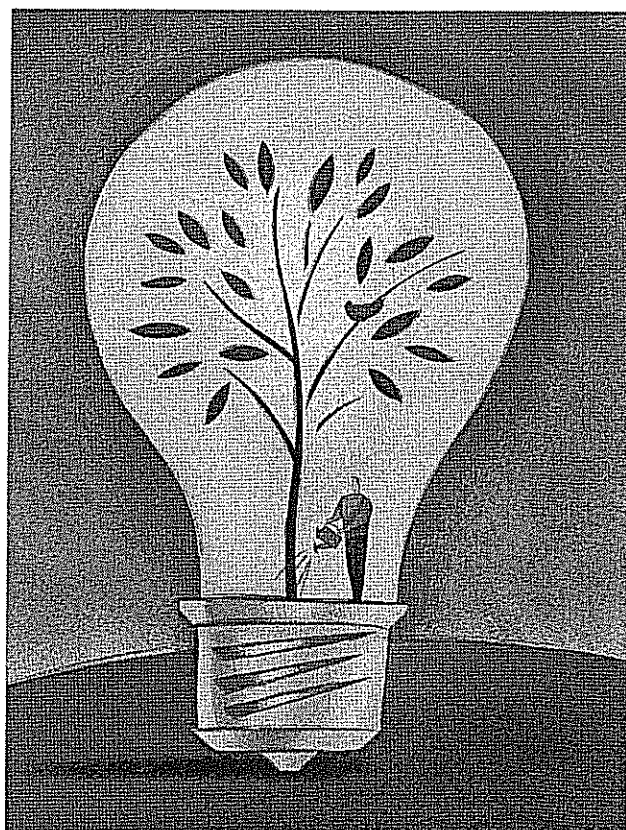
More than 200 people attended *Teaching and Learning in the Future Tense: Leading from Vision to Practice* a one-day digital learning conference hosted by CREC's Technology Services team, in partnership with its colleagues in the RESC Alliance on September 24 at the Waterbury Holiday Inn. The conference, which featured a keynote by Dr. Don Leu, co-director of the New Literacies Research Lab at the University of Connecticut, offered a wealth of information for schools' central office staff, board of education members, curriculum directors and lead teachers. Breakout sessions included speakers from CREC schools and member districts and covered four major strands: 21st-Century Learning Environments, New Literacies, Assessment and Instructional Tools.

For presentation handouts and more information, contact **Doug Casey** at dcasey@crec.org.

Social Thinking Workshop

On October 28-29, the River Street School Integrated Program Models will sponsor a Social Thinking® workshop from 8:30 a.m. to 4 p.m. at the Hilton Garden Inn on 555 Corporate Drive in Windsor. The workshop will feature a presentation by renowned speech/language pathologist and author Pamela Crooke, Ph.D., CCC-SLP. Dr. Crooke is the co-author with Michelle Garcia Winner of *You are a Social Detective: Explaining Social Thinking to Kids*, and *Socially Curious and Curiously Social*. She has presented on social thinking and on autism spectrum disorders nationally and internationally. Her area of expertise is treatment efficacy in social and relational therapies for individuals with Asperger syndrome and high-functioning autism.

For additional information please contact **Joyce Rioux** at 860-298-9079, extension 2256 or jrioux@crec.org. The deadline for online registration is October 25. Visit www.crec.org/events.php and search for Social Thinking.



Recognition and Honors

Charter School for Young Children on Asylum Hill Welcomes New Principal

Shandra Brown became principal of the Charter School for Young Children on Asylum Hill – soon to be known as the CREC Museum Academy. We welcome her and wish her the best of luck in her new position.

Medical Professions and Teacher Preparation Academy Opening

Under the leadership of principal **Andrew Skarzynski**, the CREC Medical Professions and Teacher Preparation Academy officially opened on September 7, 2010, with the Medical Professions and Teacher Preparation Preschool Academy following suit on September 13. Education students from the upper grades are exploring connections between teaching and learning, while other students are exploring leadership in the health and human service fields.

Two Rivers Magnet Middle School Alumni Receives Writing Recognition

Eva Marie Maher, of East Hartford, a member of last year's eighth grade class at Two Rivers, had her work published by *This I Believe*, an international project engaging people in writing and sharing essays describing the core values that guide their daily lives. Eva created her written work during a unit on personal beliefs in which students wrote a personal statement about what mattered to them. More than 90,000 essays, written by people from all walks of life, are archived on the *This I Believe* web site

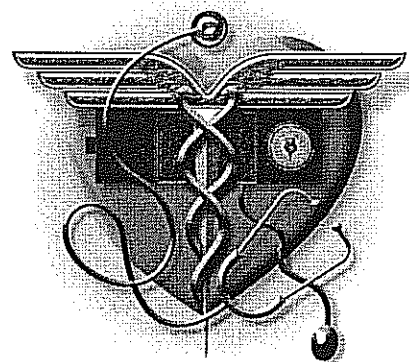
(www.thisibelieve.org), heard on public radio, chronicled through *This I Believe* books and featured in weekly podcasts. The project is based on the popular 1950s radio series of the same name hosted by Edward R. Murrow. **Congratulations to Eva on her achievement.**

Caroline Redpath, River Street School, Appointed to Board of Directors

Caroline Redpath, M.S., BCBA, of CREC's River Street School, has been appointed to serve on the Board of Directors for the Campus for Successful Learning (CSL), a non-profit organization that implements programs for students and families associated with the Learning Clinic in Brooklyn, CT. The organization provides workshops on transition into college and independent living settings for the student with special needs.

Great Path Academy Student To Attend National Youth Forum

Jamie Donner, of Manchester, a junior at CREC's Great Path Academy, has been selected to attend the National Youth Leadership Forum on Medicine during the summer of 2011. This prestigious forum introduces outstanding high school students to the world of medicine as they meet with professionals from some of the nation's top medical centers and faculty from renowned institutions of learning. This is indeed an honor since all scholars who attend are in the 9th through 12th grades and have demonstrated academic achievement. The Forum on Medicine sets the strictest standards for nomination and enrollment, as only the nation's highest-achieving students qualify for selection. **Congratulations to Jamie on her outstanding achievement.**



What is the gap?

It's the difference in educational performance between Connecticut's low-income and non-low-income students. This gap disproportionately affects minority students, primarily African-American and Latino children. **In national progress tests given to 4th and 8th graders, results showed that low-income students in Connecticut performed at dramatically lower levels than non-low-income students—sometimes up to three grade levels behind.**

Why Connecticut has the largest achievement gap in the U.S.

Low income correlates with low levels of academic achievement. In Connecticut we have some of the wealthiest towns in the country as well as some of the poorest. This disparity in income contributes to the achievement gap. But it is not all a result of income differences.

When compared to low-income students from other states, Connecticut's low-income students score in the bottom third on some key assessments.

There are other factors that contribute to the achievement gap, pointing to the need for reform of the pre-K–12 education system. These include: a lack of accountability throughout our system, not setting high expectations for all of our students, the need for more effective teachers and school leaders—especially in low-income areas, inefficient and opaque ways of funding education, and complacency with chronically low-achieving schools.

The gap's impact.

Consider this: Many low-achieving students drop out of school, forfeiting the knowledge they need to join a skilled workforce. Those who finish high school and go on to post-secondary education earn twice as much as dropouts and are far less likely to be unemployed. The difference in the net fiscal contributions of a high school graduate vs. a high school dropout in Connecticut is \$518,000 over that person's lifetime. Clearly, closing the achievement gap would improve Connecticut's economy and quality of life. For all of us.

The Achievement Gap Affects Us All:

Not enough students graduate with skills to succeed in college and careers

State unemployment increases

It's harder to attract businesses that need skilled labor

High school dropouts are incarcerated at three times the rate of graduates

For each class of high school dropouts \$155 million more in lifetime healthcare costs

More than \$500,000 in net fiscal lifetime benefits to government is lost from a high school dropout compared to a graduate

Source: Alliance for Excellent Education, Connecticut State Card, August 2009. http://www.all4ed.org/about_the_crisis/schools/state_information/connecticut

Source: Sum, Andrew. Center for Labor Market Studies, Northeastern University (2009). *The Fiscal Consequences of Dropping Out of School and Failing to Complete Years of Post-Secondary Schooling in Connecticut*.

Our recommendations.

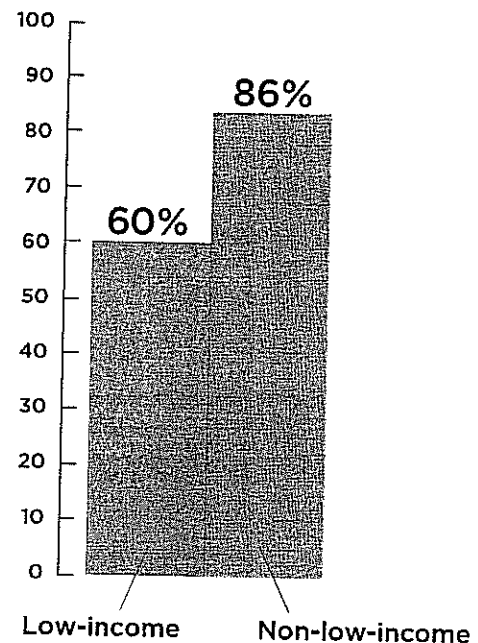
These recommendations amount to a 10-year plan to improve Connecticut's pre-K–12 education. If implemented, they will significantly close the achievement gap. Many of them will also help raise the education achievement of all our students, whatever their circumstances. Here's how we can help close the achievement gap:

1| Demand accountability.

Strengthen state leadership and drive accountability for educational change.

- Let the new Governor lead the charge. Significant gains in closing the gap will begin with him
- Appoint independent and innovative thinkers to the State Board of Education
- Establish a Secretary of Education who is appointed by and reports directly to the Governor
- Establish a new Commissioner of Early Childhood Education and Care
- Restructure the State Department of Education to ensure quality throughout the state's educational system and a focus on low-achieving schools
- Create an outside entity to track and report reform progress
- Develop a high-quality statewide data system that tracks student progress

Connecticut's Four-Year High School Graduation Rate, Class of 2009

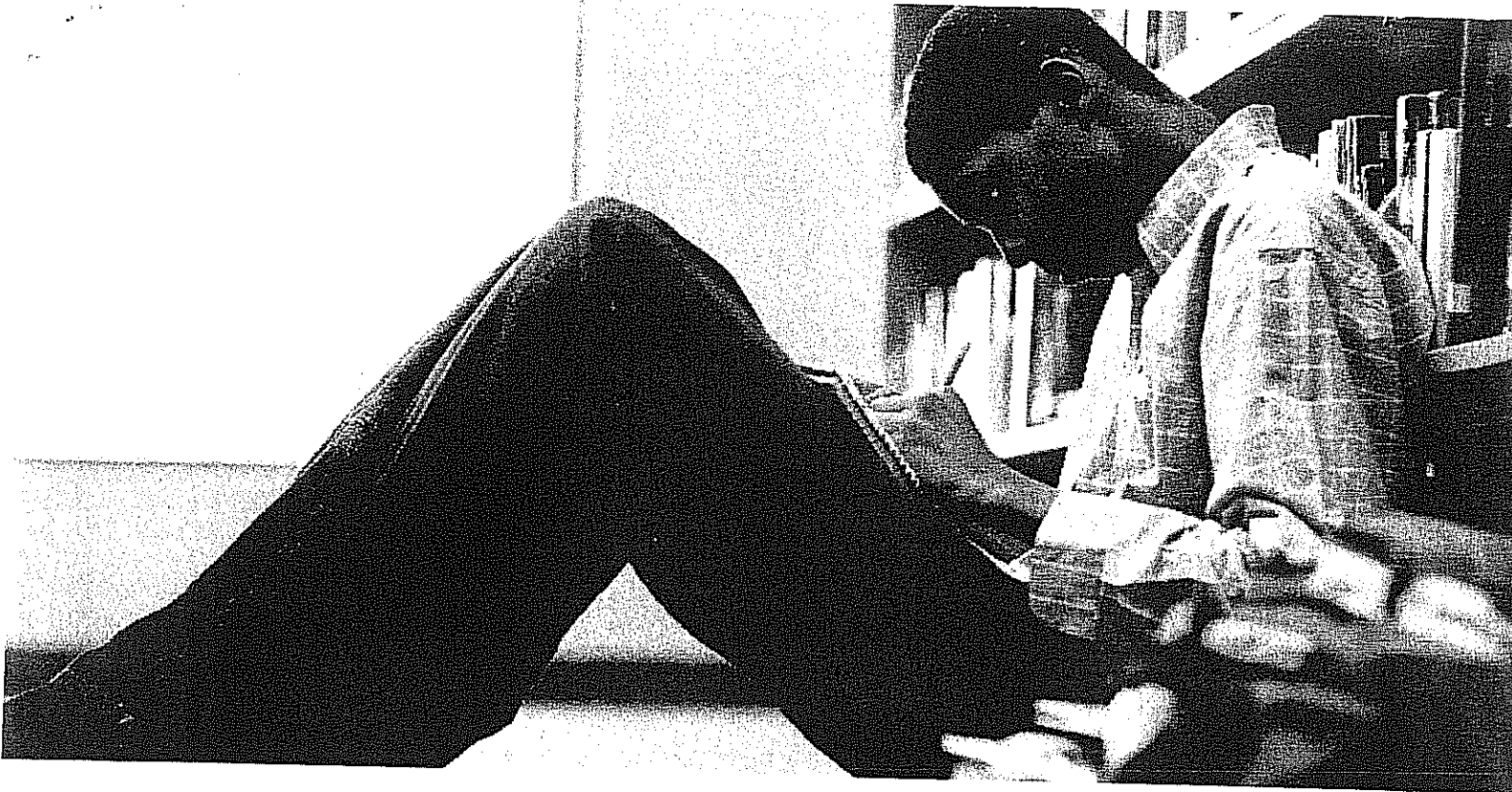


Source: Connecticut State Department of Education, Press Release March 23, 2010.

2| High expectations.

Set high expectations for all students. Provide curricula and support so all students can reach them.

- Increase access to pre-K and Kindergarten
- Continuously use creative ways to involve parents
- Align statewide curricula to higher standards
- Identify and support low-achieving students early through extended learning time and tutoring
- Measure student progress with greater frequency
- Require high school students to pass the Connecticut Academic Performance Test (CAPT) to graduate

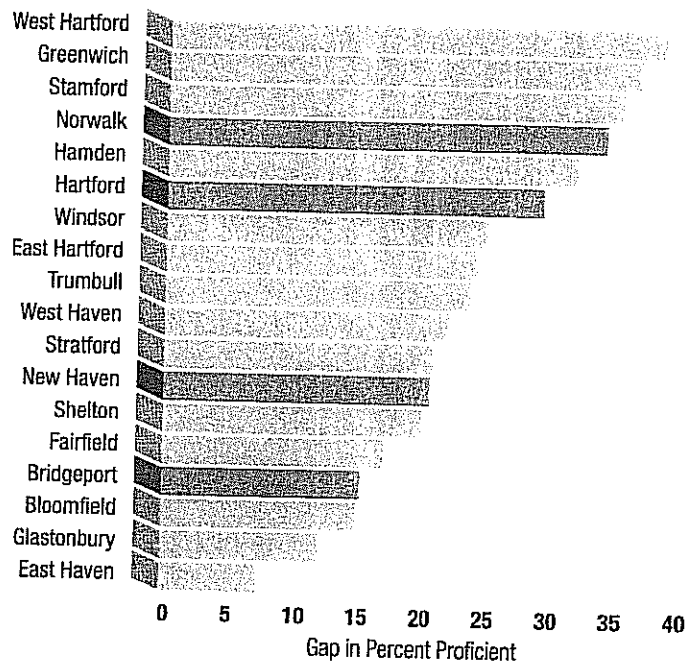


3| Foster leadership.

Attract, develop and empower the most effective leaders for our schools.

- Recruit, train and develop effective leaders
- Create programs that train administrators to be effective in low-achieving schools
- Train principals in new evaluation and data systems
- Hold principals accountable for reaching student achievement goals
- Require student achievement goals to be part of superintendent evaluations

The Gap in Grade 4 Reading Proficiency Exists All Over the State



Source: CT SDE (2010). CMT Data for Grade 4 Reading. Shows the difference in percent scoring at proficient and above between low-income students and non-low-income students.

The misconception: It's an urban thing.

The achievement gap exists in every part of Connecticut—urban, suburban and rural. In fact, some of our wealthiest towns have achievement gaps larger than those of the Hartford and New Haven school districts.

4| Excellent teaching.

Ensure students, especially low-income students, have well-trained and highly effective teachers with professional development opportunities.

- Provide teacher candidates with more in-classroom training
- Refine teacher certification requirements to better prepare teachers
- Encourage alternative routes to becoming a teacher
- Hold teacher preparation programs accountable for producing effective teachers
- Institute state-of-the-art data systems for evaluating, developing and supporting teachers
- Focus on professional development throughout teachers' careers
- Recognize and reward outstanding teachers through a new career ladder and with school, group or individual performance bonuses
- Require effective teaching to gain, and retain, tenure
- In layoff decisions, give less weight to seniority by including teacher effectiveness and other factors
- Attract more effective teachers to the most challenged schools

5| Invest intelligently.

Provide an effective and transparent way of funding public education.

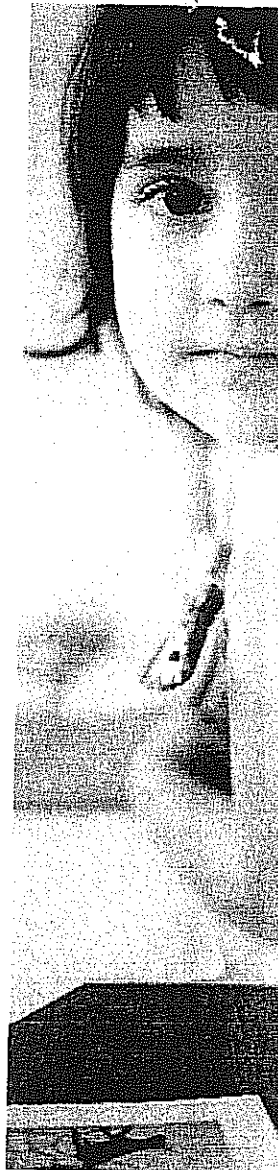
- Develop a new weighted student Educational Cost Sharing formula to be phased in over 3-5 years

- Over time have money follow the child to the public school of his or her choice
- Increase transparency so we understand how we are spending our money
- Encourage school districts to share services and save money
- Step up efforts to seek outside grants

6| Turnaround schools.

Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

- Establish a School Turnaround Office with the authority to aggressively intervene in the lowest-achieving schools
- Adopt a multi-tier framework that defines support from and accountability to the School Turnaround Office
- Provide greater authority to principals and district administrators to remove barriers to change
- Grant significant latitude to form charter, magnet and other innovative schools
- Maximize in-school learning time and extend the learning day or year as necessary



Goals for a State of Achievement.

The Commission's goals are that within a decade:

Connecticut will largely eliminate the gaps in achievement between low-income and non-low-income students on the 4th and 8th grade Connecticut Mastery Tests and in high school graduation rates.

Connecticut will have one of the smallest achievement gaps in the nation and will be the highest-achieving state overall based on rankings on the 4th and 8th grade National Assessment of Educational Progress (NAEP).

Moving toward what's possible—as quickly as possible.

The achievement gap in Connecticut is a crisis in our state's classrooms. Yet it's a crisis with a resolution in sight. Our recommendations can have a significant impact on turning the current situation around and helping close the achievement gap. Undoubtedly, there will be debate. But we believe everyone—policymakers, teachers, administrators, elected officials, business and community leaders, and especially parents and students—will be able to agree on one thing. There's no time to lose. The time for action is now. It's about our children, their futures and ours.

The Largest Achievement Gap in the United States

Connecticut

34

Maryland	31
New Jersey	30
North Carolina	30
Illinois	30
Colorado	30
Pennsylvania	30
Massachusetts	30
Arizona	29
Minnesota	29
Michigan	29
Washington	29
Wisconsin	28
Nebraska	28
Mississippi	27
California	27
Alabama	27
Rhode Island	27
Virginia	26
South Carolina	26
Oregon	26
Georgia	26
Ohio	26
Arkansas	26
Louisiana	26
District of Columbia	25
Tennessee	24
Texas	24
New Mexico	24
Iowa	24
New York	23
Vermont	23
Alaska	23
Kansas	23
Montana	23
Missouri	22
Utah	22
Kentucky	22
Maine	22
Indiana	22
South Dakota	22
Hawaii	21
Delaware	21
Florida	21
New Hampshire	20
Oklahoma	20
West Virginia	19
Idaho	18
North Dakota	18
Wyoming	18
Nevada	17

Source: U.S. Department of Education, NAEP Data Explorer.
<http://nces.ed.gov/nationsreportcard/naepdata/>

Note: Chart shows average scale score gap between low-income students and non-low-income students on the 2009 National Assessment of Educational Progress (NAEP) for 8th Grade Math.

Learn more—and make it happen.

How you can help close the achievement gap:

- Call or email your state legislators and the new Governor to find out how they are supporting efforts to help improve achievement for all Connecticut students.
- Ask your school principal, superintendent and board of education leaders what they are doing to close the achievement gap.
- Urge local community organizations like parent/teacher associations or the Chamber of Commerce to get involved in closing the achievement gap.
- As parents, support your child's schoolwork and meet with his or her teacher.
- Learn more by visiting our Web site: www.ctachieve.org.

Commission Members

Steven J. Simmons, Commission Chairman

Chairman and CEO, Simmons/Patriot Media and Communications

Ramani Ayer, Retired Chairman and CEO, The Hartford

David E A Carson, Retired Chairman and CEO, People's Bank

Roxanne Coady, President and Founder, RJ Julia Booksellers

William W. Ginsberg, President and CEO, The Community Foundation for Greater New Haven

Carla Klein, Former Teacher and Member of the Bridgeport Public Education Fund

Yvette Melendez, Vice President, Government and Community Alliances Hartford Hospital/Hartford Healthcare

Peyton Patterson, Chairman, President and CEO, New Alliance

Steve Preston, President & CEO, OAKLEAF Waste Management

John R. Rathgeber, President and CEO, Connecticut Business & Industry Association

Dudley N. Williams, Jr., Director of District Education Strategy, GE Asset Management Group

Acknowledgments

Shana Kennedy-Salchow and Pei Pei Ma (Co-Executive Directors), Lauren Weisberg Kaufman (Connecticut Business and Industry Association Education Foundation), the Office of Workforce Competitiveness and our interns.

We would also like to thank all of the board of education members, superintendents, principals, teachers, other education experts, parents, students, state officials, community organizations and other groups, as well as the schools we visited for taking time out of their busy schedules to meet with us.

Finally we would like to gratefully thank the foundations and individuals whose contributions supported the Commission's work.

Connecticut Commission
on Educational Achievement

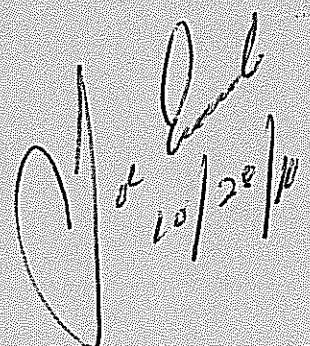


CREATING A STATE OF ACHIEVEMENT FOR ALL

Administration: Board of Education Update October 28, 2010

1. Retired Staff Breakfast – Tuesday, November 9th – 9:00 a.m. – SEES Community Room
2. Project Choice Update – Friday, October 22nd Meeting
3. SBOE / Home Daycare Providers Summit: November 13th Plantsville Elementary School – 9:30 a.m.
4. Southington High School – NEASC Accreditation (attachment #1)
5. 21st Century Skills Survey (attachment #2)
6. Activity Based Enrichment After School Programs

a. Newspaper Club: JAD (15) / JFK (30) =	45
b. Lego: JAD(22) / JFK (42) =	64
c. Stock Market: JAD (30) / JFK (36)	66
	175 Students
7. Parent Notification – Standard Based Report Cards November 5th
8. SHS Marching Band – 4th Consecutive State Championship (attachment #3)


 10/28/10



Founded In 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS

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Celebrating 125 years 1885-2010
Demanding Excellence, Honoring Difference

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October 19, 2010

Martin Semmel
Principal
Southington High School
720 Pleasant Street
Southington, CT 06489

Dear Ms. Semmel:

The Commission on Public Secondary Schools, at its September 26-27, 2010 meeting, reviewed the decennial evaluation report from the recent visit to Southington High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Commission was impressed with many of the programs and services and wishes to commend the following:

- the collaborative process used to develop the school's mission and learning expectations
- the commitment to on-going review and revision of the school's mission
- the large variety of opportunities and the quality programs to study beyond the walls of the classroom and school that are designed to meet the needs and interests of all students
- the continued incorporation of and dedication to the Understanding by Design process
- the numerous authentic learning opportunities available to students through the school
- the vocational and business programs which give students the opportunity to apply skills learned to real life situations
- the commitment of teachers to make time to work collaboratively with other teachers before and after school for the purpose of improving instructional practices
- teacher commitment to the use of a wide variety of instructional practices

- the variety of methods used to communicate student achievement both to students and parents as well as to the school community as a whole
- the autonomy provided to the principal by the superintendent and school board for the operation of the school
- the sense of pride in the school by all school and community groups
- the variety and types of student work that is regularly displayed and celebrated
- the board of education's pride and ownership in the school and the strong support for its mission and learning expectations
- the dedicated special education staff and their comprehensive services
- the wide spectrum of services and programs offered through the counseling program
- the ALTA program that supports students who need a non-traditional education setting
- the Ninth Grade Academy that ensures a smooth transition from 8th to 9th grade
- the wide variety of community partnerships with local businesses, agencies, and organizations within town and neighboring locales
- the many methods the school uses to connect with families and to encourage their involvement in the school
- the community support of inclusive practices through their financial support of Best Buddies and Unified Sports
- the partnerships with higher education institutions that have provided opportunities for students to challenge themselves and receive benefits of college credit

The Commission requests that school officials submit a Special Progress Report by November 1, 2011 providing detailed information on action taken to address the following:

- implement a plan to ensure that teachers regularly use the school-wide rubrics with all students so that every student has regular opportunities to practice and achieve the expectations
- provide increased time for the development and revision of the curriculum
- articulate the learning expectations for which each content is responsible for teaching and assessing
- 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
- develop and implement a formal plan with increased time and a process for teachers to collaborate around best teaching practices not only within their content areas but across the disciplines
- complete the revision of the teacher evaluation and professional growth plan and implement it to improve instruction and to enhance learning
- develop and begin to implement a plan to align course-specific rubrics with school-wide analytic rubrics
- develop and implement a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations

- develop and implement a site management accountability system and increased custodial help for the purposes of immediate improvement in cleanliness in the building
- develop and implement a plan with timelines for the appropriate maintenance, repair, and replacement of equipment
- immediately correct the safety hazard posed by the broken wall divider in the west gymnasium, the exposed wiring in the auxiliary gym, the light covers that are hanging, cracked or missing ceiling tiles, and vent grates that are covered with dust or are missing
- ensure adequate access to the health center by emergency services such as ambulance stretchers and personnel
- develop a plan with time-lines and funding to address the shortage of spaces at the school, including confidential meeting space and appropriate classroom spaces for the delivery of specific content, including but not limited to outdated science classrooms

All accredited schools must submit a required Two-Year Progress Report, which in the case of Southington High School is due on October 1, 2012. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpss.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general report recommendations from the school's decennial evaluation report.

With regard to the reporting of action taken on evaluation report recommendations school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

- implement a plan which includes a wide variety of stakeholders for the regular review of the core values, beliefs about learning, and learning expectations that employs the use of research, multiple data sources and district and school community priorities
- develop and implement a plan to ensure that the school's core values and beliefs are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations
- provide increased availability of technology and professional development in order to ensure that all teachers regularly integrate technology into their instructional practices
- develop and implement a plan to upgrade the resources of the library/media center and integrate these resources into the curriculum

- develop and implement a process of providing continuous and varied feedback from peers, students, supervisors, and parents for the purpose of improving instruction
- develop and implement a planned professional development program relevant for all teachers for the specific purpose of improving instruction
- provide regular, increased formal time for teachers to collaborate around curriculum and assessment practices, including the use of school-wide analytic rubrics for assessing the learning expectations
- 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 students
- undertake an examination and review of the schedule to ensure it supports the implementation of the curriculum, instructional, and assessment practices
- develop and implement a plan to communicate individual achievement of the school's learning expectations, based on the use of school-wide analytic rubrics, to students and their families

The Commission congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Commission's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Commission's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Commission considers the Special Progress Report. Consistent with the Commission's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the Follow-Up Committee and be sent electronically to the Commission office at the following address: cpssreports@neasc.org. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



Ann L. Ashworth
ALA/mv

cc: Joseph V. Erardi, Superintendent, Southington Public Schools
Brian Goralski, Chairperson, Southington Board of Education
Linda Van Wageningen, Chair of the Visiting Committee
Victor D. Mercurio, Chair, Commission on Public Secondary Schools

21st Century Skills Survey of Southington Schools

Exit this survey**1. Are Southington Students prepared for life in the 21st Century?**

Please review the definition of 21st Century Skills before answering the questions below:

Students need exposure to the following skills to be successful in the 21st Century:

SKILLS:

- + Critical thinking and problem solving
- + Communications, information, and media literacy
- + Collaboration, teamwork and leadership
- + Creativity and innovation
- + Computing and ICT literacy (Information, Communications and Technology)
- + Career and learning self-reliance
- + Cross-cultural understanding

1. What is your current role in the Southington School System?

- ☐ Administration/Coordinator
- ☐ General/Special Education Teacher of Core Subject(s)
- ☐ Unified Arts (Tech Ed, Fine Arts, Life Skills, Health, P.E.)

Optional Comments

2. What grade level do you currently teach?

- ☐ Pre-K-2
- ☐ 3-5
- ☐ 6-8
- ☐ 9-12

Optional Comments

3. What is your level of understanding of the 21st Century themes and skills?

- ☐ I understand them very well
- ☐ I've heard about them but don't know much about them
- ☐ I've never heard about the themes and skills associated with the 21st Century Initiative

How did you learn about the 21st Century Skills/Themes

4. How often do students authentically engage in collaborative learning and incorporate group input and feedback into their work?

- ☐ always
- ☐ frequently
- ☐ occasionally
- ☐ never

Optional Comments

5. How often do students have the opportunity to create unique ideas or solutions to real-world problems and share those solutions with individuals outside of the classroom?

- ☐ always
- ☐ frequently
- ☐ occasionally
- ☐ never

Optional Comments

6. How often do students access information effectively (sources) and efficiently (time) and utilize it accurately?

- ☐ always
- ☐ frequently
- ☐ occasionally
- ☐ never

Optional Comments

7. How often do students understand and utilize the most appropriate media creation tools in their work?

- ☐ always
- ☐ frequently
- ☐ occasionally
- ☐ never

8. Considering career and life skills, choose the TWO skills that you feel students have the MOST exposure to.

☐ Flexibility and adaptability

☐ Productivity and accountability

☐ Initiative and self-direction

☐ Leadership and responsibility

☐ Social and cross-cultural interaction

Optional Comments

9. Considering career and life skills, choose the TWO skills that you feel students have the LEAST exposure to.

☐ Flexibility and adaptability

☐ Productivity and accountability

☐ Initiative and self-direction

☐ Leadership and responsibility

☐ Social and cross-cultural interaction

Optional Comments

10. Rate the following themes from the most important theme students should have exposure to the least important. 1 being the most important.

	Global Awareness (students understand and address global issues)	Financial, Economic, Business and Entrepreneurial Literacy (students understand the role of economy in society)	Civic Literacy (students understand the rights and obligations of citizenship at local, state, national and global levels)	Health Literacy (students understand the national and international public health and safety issues)
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Comments

11. How often is information on student performance officially collected in various ways? For example, a student has the opportunity to show what she/he knows in more ways than one.

☐ always

☐ frequently

☐ occasionally

☐ never

Optional Comments

12. If portfolios are used, how often is it REQUIRED for students to use and apply technology effectively?

☐ always

☐ frequently

☐ occasionally

☐ Portfolios are not used

☐ Portfolios are used without technology requirement

Optional Comments

13. Which of the following (you may choose as many as you like) do you feel IS CURRENTLY EVIDENT in Southington Schools' Curriculum, Instruction and Assessment? This is not asking what teachers do in their classrooms, rather what is described in the actual curriculum, UbD or measured through district made assessments and/or performance tasks.

☐ Supports a balance of assessment

☐ Integrates community resources beyond school walls

☐ Integrates the role of the economy in society

☐ Aligns appropriately to encourage interdisciplinary units

☐ Emphasizes DEEP Understanding

☐ Promotes student understanding of the rights and obligations of citizenship from a local to global level

☐ Integrates the appropriate use of supportive technologies

☐ Engages students with real world data and includes meaningful problems to solve

☐ Initiates the understanding of local and global implications of civic decisions

☐ Integrates inquiry- and problem- based approaches

☐ Integrates Global Awareness where students use their skills to understand and address global issues

☐ Initiates the understanding of national and international public health and safety issues.

Optional Comments

14. Which of the following (you may choose as many as you like) do you feel IS CURRENTLY EVIDENT in Southington Schools' Professional Development? This is only referring to P.D. that

Southington offers teachers in-house (Tuesday meetings, team meetings or department meetings) or pays for teachers to attend.

<input type="checkbox"/> Provides adequate resources so staff can stay current with new tools, teaching strategies and state standards and how to adopt them in a learning community	<input type="checkbox"/> Highlights ways staff can seize opportunities to appropriately enhance a lesson with multi-media	<input type="checkbox"/> Helps staff develop their abilities to use various strategies to reach diverse students and create environments that support differentiated teaching and learning
<input type="checkbox"/> Understands and Differentiates PD to reflect staff needs	<input type="checkbox"/> Helps identify what activities can be revised, replaced or de-emphasized in order to embed new teaching strategies	<input type="checkbox"/> Focuses more on HOW to incorporate new teaching strategies and less on WHAT the strategies are

Optional Comments "What do you feel is the focus during Professional Development?"

15. Please check each statement that you feel accurately reflects current Southington Public Schools' practices concerning LEARNING ENVIRONMENTS.

<input type="checkbox"/> Creates learning practices and physical environments that will support the teaching and learning of the listed 21st Century Skills
<input type="checkbox"/> Supports professional learning communities that enable educators to collaborate and share best practices
<input type="checkbox"/> Enables students to learn in relevant and real world contexts such as project-based or applied work
<input type="checkbox"/> Allows equitable access to quality learning tools, technologies and resources
<input type="checkbox"/> Supports expanded community and international involvement in learning, both face-to-face and virtual

Optional Comments

16. We welcome any comments or suggestions about 21st Century Skills in Southington Schools below:

Done



For Immediate Release
October 24, 2010

Contact: Joanne Kelleher
Southington Band Backers
(860) 628-2151

SHS BLUE KNIGHTS MARCHING BAND WINS STATE CHAMPIONSHIP

Southington --- The Southington Blue Knights Marching Band won the Connecticut State Championship at the USSBA (United States Scholastic Band Association) New England States Championship competition held October 23, 2010 at Kennedy Stadium in Bridgeport, Connecticut. This is the fourth year in a row that Southington has achieved this recognition.

Southington's 2010 show, titled '5 Day 4 Cast' by Frank Sullivan, is a production which imitates the changes that occur in nature from day to day. Each day has its own color, sound effects, feeling, temperature, and character... from the weather forecaster's fanfare to the last sunset. Movements include: Day 1 - Sun; Day 2 - Wind; Day 3 - Rain; Day 4 - Storm; Day 5 - Sunset. The music is accompanied by an elaborate field show featuring artistic panels representing the forecast and changing weather.

"Our students have worked very hard since last June to perfect their performance. We are very excited that they have been recognized as Connecticut State Championship," said Jeff Shaw, Director of Bands for Southington High School.

"The students, instructors and parents are all extremely excited about this award. We are now focusing on the Northern States Championship," said Sara Ossias, Assistant Marching Band Director and Visuals Coordinator.

The Blue Knights have one additional competition in their season. They will compete in the USSBA Northern States Championship in Allentown, PA on October 30. The Northern States Championship includes 39 bands from New England, Pennsylvania, New Jersey, and Virginia.



For more information, visit the Blue Knights Marching Band Website at www.shsbands.com, or contact the Southington High School music department at (860) 628-3229 ext. 250.

//

Series 4000: Personnel**Rights, Responsibilities, and Duties****Acceptable Computer, Network, and Internet Use**

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. Employees are to utilize these computers, networks, and Internet services for school-related purposes and performance of job duties. Reasonable personal use of school computers is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

All SPS computer systems remain under the control, custody, and supervision of the district. The district reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school computers.

Any employee who violates this policy or any rules governing use of district computers shall be subject to disciplinary action, up to and including termination of employment. Illegal uses of district computers shall result in referral to law enforcement authorities.

Each employee authorized to access these computers, networks, and Internet services is required to sign an acknowledgment form stating that they have read this policy and the accompanying regulations. This acknowledgment form will be retained in the employee's personnel file.

(cf. 6141.321 - Student Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal References: Connecticut General Statutes
The Freedom of Information Act
53A-182B Harassment in the first degree.
P.A. 98-142 An Act Requiring Notice to Employees of Electronic Monitoring by Employers.

Policy adopted:-

Series 4000: Personnel**Rights, Responsibilities, and Duties****Acceptable Computer, Network, and Internet Use (continued)****A. Access to School Computers, Networks, and Internet Services**

The level of access that employees have to District computer systems is based upon specific employee job requirements and needs.

B. Acceptable Use

Employee access to District computer systems is provided for administrative, educational, communication, and research purposes consistent with the District's educational mission, curriculum, and instructional goals. Expectations for professional behavior and communication apply to use of all aspects of the District's computer systems.

Employees are to utilize these computers, networks, and Internet services for school-related purposes and performance of job duties. Reasonable personal use of school computers is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

C. Prohibited Use

Employees are responsible for their actions and activities involving District computer systems and for their computer files, passwords, and accounts. General examples of unacceptable uses which are expressly prohibited include, but are not limited to, the following:

1. Any use that is illegal or in violation of other Board policies, including harassing, discriminatory or threatening communications and behavior, violations of copyright laws, etc.;
2. Any use involving materials that are obscene, pornographic, sexually explicit or sexually suggestive;
3. Any inappropriate communications with students or minors;
4. Any use for private financial gain, commercial advertising or solicitation purposes;
5. Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate or communicate the views of an individual or non-school-sponsored organization; to solicit membership in or support of any non-school-sponsored organization; or to raise funds for any non-school-sponsored purpose, whether for-profit or not-for-profit **unless approved by the Superintendent or his designee.**
6. No employee shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes.

Series 4000: Personnel**Rights, Responsibilities, and Duties****Acceptable Computer, Network, and Internet Use (continued)**

7. Any communication that represents personal views as those of the Board or that could be misinterpreted as such;
8. Downloading or loading software or applications without permission from the system administrator;
9. Opening or forwarding any e-mail attachments (executable files) from unknown sources that may contain viruses;
10. Sending mass e-mails to the school community or outside parties for school or non-school purposes without the permission of the system administrator or other designated administrator;
11. Any malicious use or disruption of District computers, networks, and Internet services or breach of security features;
12. Any misuse or damage to District computer equipment;
13. Misuse of computer passwords or accounts;
14. Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct;
15. Any attempt to access unauthorized sites **except when such access is authorized by a designated administrator for the purpose of monitoring or investigating computer, network or Internet use.**
16. Failing to report a known breach of computer security to the system administrator;
17. Using District computers, networks, and Internet services after such access has been denied or revoked; and
18. Any attempt to delete, erase or otherwise conceal any information stored on a District computer that violates these rules.

D. No Expectation of Privacy

Southington Public Schools retain control, custody, and supervision of all computers, networks, and Internet services owned or leased by the District. The District reserves the right to monitor all computer and Internet activity by employees and other system users. Employees have no expectation of privacy in their use of school district computer systems, including e-mail messages and stored files.

Series 4000: Personnel**Rights, Responsibilities, and Duties****Acceptable Computer, Network, and Internet Use (continued)****E. Confidentiality of Information**

Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

F. Staff Responsibilities to Students

Teachers, staff members, and volunteers who utilize school computer systems for instructional purposes with students have a duty of care to supervise such use. Teachers, staff members, and volunteers are expected to be familiar with the District's policies and rules concerning student computer and Internet use and to enforce them. When, in the course of their duties, employees become aware of student violations, they must stop the activity and inform the building principal or other appropriate administrator.

G. Compensation for Losses, Costs, and/or Damages

The employee shall be responsible for any losses, costs, and/or damages incurred by the Board related to violations of policy 4118.5/4218.5 and/or these regulations.

H. School District Assumes No Responsibility for Unauthorized Charges, Costs or Illegal Use

The District assumes no responsibility for any unauthorized charges made by employees. These include, but are not limited, to credit card charges, subscriptions, long distance telephone charges, equipment, and line costs, or for any illegal use of its computers such as copyright violations.

I. Employee Acknowledgment Required

Each employee authorized to access school District computers, networks, and Internet services is required to sign an acknowledgment form stating that they have read policy 4118.5/4218.5 and these regulations. This acknowledgment form will be retained in the employee's personnel file.

DRAFT

R-4118.5

Southington Public Schools

**EMPLOYEE COMPUTER, NETWORK, AND INTERNET USE
ACKNOWLEDGMENT FORM**

No employee shall be allowed to use Southington School computers, network or the Internet until he/she has signed and returned this acknowledgment.

I have read policy 4118.5/4218.5 - Acceptable Computer Network Use and its Administrative Regulations - Acceptable Computer Network Use and understand their terms and conditions.

Signature

Date

**Request for Proposal
Feasibility Study Services**

Southington School District
John F. Kennedy Middle School
Joseph A. DePaolo Middle School
Southington, CT

Invitation to Submit Proposal: Interested firms must submit twelve (12) copies on or before 10:00 a.m. on Tuesday, December 7, 2010. Your submission must follow the outline of this Request for Proposal.

Proposals will be received at the Office of the Superintendent of Schools:

**Attn: Dr. Joseph V. Erardi, Jr., Ed.D.
Superintendent of Schools
Southington Board of Education
49 Beecher Street
Southington, CT 06489**

Introduction: The district is seeking proposals from architectural firms with expertise in the design of middle school (grades 6-8) educational facilities. The successful firm will perform a facility and site assessment that will create the greatest utilization and most cost effective options to address facility deficiencies and provide additional educational spaces.

John F. Kennedy (1963) and Joseph A. DePaolo (1967) share nearly identical floor plans. Each is situated on approximately 15 acres of land.

Scope of Services: To include but is not limited to the following:

- Preparation of conceptual design for each facility including floor plans and site plans.
- Architectural review of interior, exterior and structural conditions.
- Mechanical review of HVAC, NEP, NFPA, ADA Code Compliance, Security and Technology of existing facilities.
- Preparation of educational specifications and identify preliminary programming use for overall design.

Submission Requirements:

Submission of the following information will be required for firm consideration:

- Provide project approach and schedule for completing the required work.
- AIA Document B305 – 1993 Architect's Qualification Statement inclusive of related experience.
- Provide detailed resumes of the proposed individuals who will be assigned to this project. Include an overall project organization chart indicating lines of responsibilities. Please note that at least one of the project team must be a LEED Accredited Professional.

Mandatory Site Visit: There will be a mandatory site visit for each facility.

Joseph A. DePaolo Middle School
385 Pleasant Street
Southington, CT 06489
November 9, 2010 @ 9:00 a.m.

John F. Kennedy Middle School
1071 South Main Street
Plantsville, CT 06479
November 9, 2010
Immediately following Joseph A. DePaolo Middle School site visit

Firms who do not attend each site visit will be excluded from submitting a Proposal.

Selection Criteria: The successful firm must meet the following selection criteria, including but not limited to:

1. Completion of at least three (3) public school feasibility studies within the State of Connecticut within the past five (5) years.
2. The project team must have completed a minimum of one (1) “**RENOVATE AS NEW**” project within the past five (5) years.
3. Experience working with the State of Connecticut Department of Education.
4. The firm shall be properly insured and licensed to practice architecture or engineering in the State of Connecticut.

Qualified responses will be evaluated by the school district administration in conjunction with Town Officials.

Terms and Conditions of Submission

The Southington School District reserves the right to reject any or all proposals or parts thereof, to waive any formality/informality in same, or accept any proposal deemed to be in the best interest of the Town of Southington School District. Any proposal not received by the designated date and time will be determined late and not be considered. Applicants may withdraw their proposals, by written request, prior to, but not after the set time for proposal submission. Thereafter, proposals are irrevocable for a period of not less than sixty (60) days, and may not be withdrawn or modified.

Questions regarding this Request for Proposal shall be submitted in writing to:

Attn: Frederick G. Cox, Jr.
Director of Operations
Southington Board of Education
49 Beecher Street
Southington, CT 06489

Deadline for Request for Information submissions is Tuesday, December 7, 2010.