

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

DECEMBER 9, 2010

The regular meeting of the Southington Board of Education was held on Thursday, December 9, 2010 at 7:30 p.m. at Reuben E. Thalberg Elementary School, 145 Dunham Place, Southington, Connecticut.

At 7:25 p.m., for the first part of the Celebration of Excellence, the Board of Education recognized Maryssa Romano, a student at DePaolo Middle School, and Katherine Lainas, a senior at Southington High School, as the Connecticut Association of Public School Superintendents (CAPSS) Student of the Year Award recipients. Mr. Goralski presented them with a Certificate of Excellence plaque and a photo of them with Dr. Erardi at the actual celebration.

For the second part of the Celebration of Excellence, the Board of Education recognized Mark M. Pruzin, Exalted Ruler, and the Southington Elks Lodge No. 1669 for their exemplary partnership with the school system and Board of Education. Mr. Goralski presented the Elks with a Certificate of Excellence plaque.

For the third part of the Celebration of Excellence, the audience was treated to a holiday festival of songs from the Grade 4 Thalberg chorus led by music teacher, Ms. Darlene Baer.

1. CALL TO ORDER

The meeting was called to order at 7:55 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, and Mrs. Patricia Queen. Absent were Mr. David Derynoski and Mrs. Kathleen Rickard.

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

Student representative, Christopher Amnott, was present.

2. PLEDGE OF ALLEGIANCE

Mr. Amnott led the Pledge of Allegiance.

Mr. Goralski thanked Mr. Beecher Lajoie and the Thalberg School PTO for hosting the Board meeting.

3. APPROVAL OF MINUTES ~ November 18, 2010

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

“Move to approve the minutes of the Board of Education’s November 18, 2010 meeting.”

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

4. COMMUNICATIONS

a. Communications from Audience

Mr. Ross Roberts, 375 Copper Ridge Road, stated that his daughter was in fifth grade at Derynoski School and that they received the new Standards-Based Report Card. He voiced his displeasure with the new report card because, as a parent, he felt that it did not tell him anything about her academic achievement. He pointed out that there are grades of N/A- Not Assessed; 1 – Not Progressing; 2 – Progressing; 3 – Meets; 4 – Exceeds. He knows that from a math standpoint she has not gotten anything below a grade of 88 and, yet, she received all “2s” in the math category. He was told that in some of the blocks such as length, volume, mass, weight and angle measurements, if the teacher did not assess a grade such as angle measurements, the teacher was not going to put an N/A on the report card because the students still did four of the five blocks. His daughter was given a “2” in that block. He knows his daughter’s grade numerically for math, science and social studies; yet, those grades are interpreted by the teacher and given a score of a 2 (Progressing) or a 3 (Meets). To him, as a parent, it does not reflect the actual work that his daughter is doing. He addressed the Connecticut Mastery Test that is taken every year and he was sure the Board was aware that the scores for that are between 100 (Below Basic) to 400 (Advanced). In the cover letter for the Connecticut Mastery results from the Assistant Superintendent, there is a comment that says, *“The CMT is one of the many tools that teachers and administrators use to determine the academic strengths of students and areas of relative weakness.”* He felt that, if the Connecticut Mastery Test was using the same standards as the Standards-Based Report Card, the assessment could not be done. They would not have the same tools or data analysis as the letter suggests that the Southington Public Schools are using. He proposed that the parents be given a vote on the report card.

Mr. Goralski recommended that Mr. Roberts contact Mrs. Karen Smith, Principal of Derynoski, to answer his questions and concerns or to contact Mr. Thiery, Assistant Superintendent, who gave presentations on the new report card. He thanked Mr. Roberts for his opinion.

b. Communications from Board Members and Administration

Communication from Board Members:

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

“Move Agenda Items 8.a. [Activate Southington] and 8.b. [Family Resource Center Update] to Agenda Items 4.d. and 4.e.”

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

Mrs. Notar-Francesco reported that on December 1, she, Mrs. Clark, Mr. Thiery and Dr. Erardi went to Hartford to meet with the families of the Open Choice children. She noted that it was a very stormy night and, in spite of the weather, eight families out of 14 attended. She felt that they accomplished a great deal that evening and got a sense of the families whose children are attending Plantsville and South End Schools and vice versa. She noted that the Kindergarten and Grade 1 teachers and principals at South End and Plantsville Schools attended as well. She felt that it was a well-received evening. She understood how appreciative the families are to have the opportunity to attend school in Southington. It was also an opportunity for the Open Choice parents to meet and talk with each other. She thanked Mr. Thiery for arranging it and Nessa Oram, the CREC Open Choice Representative, who coordinated it.

Mrs. Queen stated that it had been three weeks since she became a member of the Board of Education and she had several first impressions. First, she thanked the Board members, Central Office administration, school administrators, teachers and the staff for the tremendous amount of work that they all do every day toward the goal of continuous improvement of Southington Public Schools. She was truly in awe and promised to do her best to keep up. She was about halfway through touring and visiting all of the schools. From what she has seen, she could report that, in keeping with the Mission Statement, Southington students are actively engaged in a range of educational experiences. She commented on one experience in particular, which is the access every fourth and fifth grader has to the latest technology in the form of a SMART board. She heard about Mrs. Genevieve Thalberg's incredibly generous donation in excess of \$300,000 to equip the balance of the elementary schools to match the newly renovated Plantsville and South End Elementary Schools with SMART boards, and now she has seen them in action. The screen is large and the image is crisp. With a touch, the teacher has tremendous flexibility to take a lesson in a myriad of directions. She witnessed students raptly attentive to the teacher and the SMART board. Her favorite SMART board story was shared by a principal in which she described observing a veteran teacher whose first lesson using the SMART board shifted to students, who, in an extremely engaged and respectful manner, proceeded to explain and show the teacher some of the many possibilities and applications of the SMART board. The teacher invited the principal to "come and see what the children are teaching me." The principal commented to Mrs. Queen on how profound the real lesson was for those students, which is that learning is a life-long pursuit. Mrs. Queen thanked Mrs. Thalberg for providing this opportunity for this particular lesson. She understood that Mrs. Thalberg has since made an additional donation to the schools.

Mr. Goralski stated that he had found a letter from last year from the College Board in which the Board asked them to improve their registration technique for more accurate information. He noted that Dr. Semmel presented SAT scores to the Board a couple of meetings ago and he would be more than happy to send another letter asking the College Board to please improve their registration methods for better tracking information.

From the audience, Dr. Semmel stated that he recently met with representatives from the College Board and he raised that concern with them. The College Board told him that it was not just Southington's concern; other school systems had the same concern and they were working

on it. Apparently, it was more complicated to do. Dr. Semmel stated that he would let the Board know if it gets to the point that another letter needs to be sent.

Mr. Goralski stated that in past years he has sent a letter to the faculty wishing them a safe and happy holiday season and a wonderful and healthy new year. With the Board's approval, he would like to write a letter on behalf of the Board to be sent again. He felt that it was a small token to thank them for all the great things that they do.

Mrs. Johnson reported that she had the privilege of attending the holiday performances at Derynoski School and Kennedy Middle School. She gave kudos to the staff for doing such a fabulous job with the children.

Communication from Administration:

Dr. Erardi distributed a packet for the Administration Report to the Board (*Attachment #1*).

1. Southington Education Foundation: Dr. Erardi reported that the initiative that was addressed at the Southington Education Foundation gala last month about the \$500,000-\$600,000 science center at Camp Sloper was in its formative stages of conceptual planning. He stated that Dr. David Monti was spearheading this initiative as the Chair of the committee for the Foundation. This is a powerful partnership between the Southington YMCA and the Southington Education Foundation, doing what is right for children. At a future Board meeting, there will be a presentation regarding the STEM Center (Science, Technology, Engineering and Mathematics Center) that will be housed at Camp Sloper.
2. English Language Learners (ELL): Dr. Erardi reported that he was extremely pleased with the benchmarks that were superseded in all categories for the ELL students. He noted that Mrs. Jan Verderame, Assistant Principal at Derynoski School, has district-wide oversight of the ELL program and Linda Clock, a staff member, were very instrumental for the success formula that is in place for the ELL students.
3. SHS Library Beautification Project: Dr. Erardi stated that the Southington High School PTO had a kick-off this past Saturday with their Library Beautification Project. There was a collection of well over 5,000 books. An active committee is looking to beautify, enhance and upgrade the high school library with \$150,000 projected.
4. Federal Relations Committee: Dr. Erardi shared that he would be chairing a statewide committee to look to create relationships with those people who represent Connecticut in Washington, D.C. He will keep the School Board updated on that work as they go forward with the newly elected officials.
5. Publication – Hiring Practice: Dr. Erardi stated that one of the Central Office Cabinet goals was to write and to publish this school year. He enclosed the first article that was authored by Kim Hunt, Personnel Director, which would be forwarded to the National School Board Association and the American Association of Superintendents for consideration for publication.

6. National Staff Development Council: Dr. Erardi stated that the Southington schools had the opportunity to present on a national platform this week. Mr. Thiery stated that he, Mr. Frank Pepe [Principal of DePaolo Middle School] and Laura Boutelier, consultant from the Connecticut Center for School Change, traveled to Atlanta, Georgia to the National Staff Development Council (NSDC) national convention. He pointed out that NSDC was an international organization with members from all 50 states, all provinces of Canada and the major European countries. They presented a workshop on Administrative Rounds on Tuesday morning, which was an initiative that has been taking place in Southington for the last four years. Mr. Thiery distributed a handout (*Attachment #2*). Administrative Rounds is a model of collegial problem solving and visitation based on medical rounds. Many districts are now getting involved in this, which puts Southington in front for doing this over the past four years; consequently, they were asked to present at this conference. Mr. Thiery thanked Mr. Pepe for sharing his views as a school building principal and the effects that it has on his school. Mr. Pepe also shared a spin-off model of teacher-to-teacher visitation that was implemented this year at DePaolo. It was valuable to the presentation and helped engage a number of people in the audience who were building-based.

Mr. Goralski thanked Mr. Thiery and Mr. Pepe for presenting Southington's work nationally. He noted that it was exciting to be cutting-edge and that it was a great testament to the work being done in Southington.

Communication from Student Representative:

Mr. Amnott reported on the following:

- There was a sophomore class fundraiser at Friendly's on Monday, December 13 from 5:00 p.m. to 8:00 p.m.
- The Friends of Rachel Club was meeting on Monday, December 13 in the freshman cafeteria.
- The first issue of The Emblem, the student newspaper, has been published.
- SATs were held last Saturday.
- There was a National Honor Society sponsored movie night for the elementary school children.
- The International Business class was trading with a school in Shanghai, China, communicating with them via Skype, and working out some business deals.
- There will be an important college-writing workshop held after January 1 with students from the Class of 2010 attending.
- The Girls' Basketball team won their first game last night. The first game for Boys' Basketball is this Wednesday.
- There was a successful Book Drive held last Saturday at Southington High School.
- The Football team concluded their season on Thanksgiving Day.
- He recognized the Thalberg School chorus performance held at the beginning of the meeting; this reminded him of his Kelley School days.
- He wished Dr. Semmel and his family happy holidays and a well-deserved break for a couple of weeks.
- He wished the Board of Education happy holidays.

8. a. Activate Southington

Mr. John Myers, Executive Director of the Southington-Cheshire Community YMCA, gave a presentation on a new initiative named Activate Southington, which is about improving the overall health of the community. Activate Southington is a town-wide initiative funded through a \$52,000 grant from the Robert Wood Johnson Foundation to work together as a community to improve the overall health of the community. When they look at the alarming statistics of childhood obesity, they want to focus on making sure that Southington children are leading a healthier lifestyle. He felt that it was sad to think that children today have a shorter life expectancy than that of their parents. He stated that two of the coaches or leaders of the coalition, Howard Thiery and Karen DiGirolamo, were present. Two other members of the group who were in the audience were Diane Visockis and Jan Verderame. Mr. Myers stated that their early focus was about awareness. They would be supporting healthy eating and active living initiatives in town through their time, resources, and financial support. They are going to be promoting an environment where active living and physical activity are part of everyday life. At the end of the day, they want to be proud to say that Southington is the healthiest community in Connecticut. Mr. Myers and Mr. Thiery presented a short video on Activate Southington.

Mr. Myers stated that they were in their infancy stage as a group. Mr. Thiery explained that some of the school-based initiatives included revising the wellness policy for the students. The committee was comprised of teachers, administrators, school nurses, cafeteria management, athletic director and physical education teachers. The goal is to look at the wellness policy to make sure that they have a strong policy that promotes physical activity and good eating for all students. They are working on an initiative at the high school to tie good nutrition into the athletic manual and athletic programming. They are asking all the athletes to exercise well with strength and conditioning coaches and to eat well and have access to healthy foods. They are looking at a training table program, which could be a model in the State for a brand new approach to athletics. After they approach it on the athletic side, they are looking to incorporate it into the physical education curriculum in a meaningful way.

Mr. Myers pointed out that this was more about environmental and policy change, not about developing programs. They have met with the Parks and Recreation Department and they are onboard. They are going to start meeting with the youth groups to talk about having healthy food options at sporting events. He stated that Mr. Lou Perillo from the Southington Economic Development Department was also onboard. Mr. Myers distributed a fact sheet (*Attachment #3*) and an apple.

Mr. Thiery noted that in the future the Activate Southington Committee is establishing a series of mini-grants that will be offered to various constituencies throughout the town to give citizens better access to healthy living. Rather than asking for money, Activate Southington will be giving out grants in order to get the community to participate in this.

Mr. Goralski stated that the video, with the music, could be incorporated onto the education channel to follow the broadcast of the Board meeting.

8. b. Family Resource Center Update

Dr. Erardi explained that much of the work has been funded by the Community Foundation of Greater New Britain. He noted that Mr. Jim Williamson, Executive Director, was

in the audience to support the Family Resource Center presentation this evening. Dr. Erardi stated that elementary school principals, Mr. Thiery's office, home day care providers and preschool directors have all been on the same page trying to do the best they could for incoming Kindergarten readiness. They have shared professional development and have open paths of communication. What has become the key to all of that is a growing and emerging Family Resource Center. The downside of where they are was still dependent on personnel. The Center is extraordinarily successful because of the Family Resource Center Director, Krista Pringle. He asked Krista to give a presentation on the work that has taken place and the vision of where they would like to go in the future with the three-, four-, and five-year olds.

Krista Pringle introduced Jennifer LeRoy, Family Program Coordinator, who came onboard in the fall of 2009. Ms. LeRoy distributed a handout (*Attachment #4*).

Ms. Pringle explained how the Family Resource Center began in Southington. She noted that there were 62 State Department of Education Family Resource Centers, which members of the Early Childhood Collaborative of Southington knew about and wanted to start in Southington. She began working in Southington in December 2008, with programs beginning in the winter of 2009. Programs were very limited because she was the sole employee, working 15-hours a week. She was in two schools, Derynoski and Kelley Schools. She stated that it became apparent very quickly that they had more families who wanted to participate than they could accommodate. In the fall of 2009, they were able to secure additional funding from the School Board, in addition to another year of support from the Community Foundation of Greater New Britain, and that was when they brought Jennifer LeRoy onboard. With two part-time people working, they tripled the number of families that they saw from the first year. They went from meeting weekly in two schools to meeting weekly in four schools and three additional schools monthly.

Ms. Pringle explained that they brought in a host of new programs. One new program was a healthy family initiative last spring, with the goal of getting young families outside and moving around. They were out on the trails, in the parks and letterboxing around town. They held that in conjunction with a nutrition workshop for parents. They started a parent and child computer program where children come into their office at Derynoski School for 30 minutes a week and work along with their caregiver on pre-math and pre-literacy skills using education software.

Ms. Pringle stated that this fall, as they start their third year of programming, their focus changed a little bit. They were still doing the things that they have been doing very well, but they have shifted their focus towards the four- and five-year old children and the Kindergarten readiness piece. She stated that they were hearing from nursery school directors, childcare providers, and families that, in the current economic climate, preschool was something that many families were choosing to forego. There are many children arriving in Kindergarten in Southington not having had a preschool experience. The parents cannot afford it. The Family Resource Center is looking to give them something before they enter Kindergarten. This fall, they held a science class at Thalberg. They also held a literacy program called "A-B-C Read with Me" at Strong School, and a "1-2-3 Read with Me" program at Plantsville School. These were all for four- and five-year olds with the caregiver in the room. They are working on pre-math and pre-literacy skills, along with social skills so the children can work cooperatively with their peers. They are introducing them to materials that they might not have seen before, such as scissors. Children are getting a preschool-like experience at the Family Resource Center that

they might not have the opportunity to get otherwise. She noted that enrollment in the January 2011 programs is full already and they still have more families that would like to participate than they could accommodate. For the first time this January, they would be weekly in every elementary school in town, including a nighttime program. They will also be working on-site at Summerbrook Apartments on Darling Street to do some parent education workshops in conjunction with S.T.E.P.S.

Ms. Pringle pointed out that Ms. LeRoy was part of a program at Flanders School. The program recognized that reading aloud was not always a pleasurable experience for some parents. When the parents come to these classes every week, they are given a book that they take home. The book is modeled for them so that they know how to read that book aloud to their children. The parents are given a variety of extension activities that they can go home and do with their children around that book. It was tremendously successful and they would like to see that in every school in town. She stated that parenting education was something that they were passionate about and they have not been able to do much. They have recently purchased a curriculum named, Parenting with Dignity, which is a 10-week curriculum that they would like to implement in the future.

Ms. Pringle invited the School Board to visit them, call or e-mail with any questions, comments or suggestions.

Dr. Erardi noted that this was an extraordinary example of how great communities continue to grow through difficult economic times. The Family Resource Center's life span has been during three very difficult economic years and the entire program that was presented this evening was done outside of the operational budget. He pointed out that readiness grant funds were used to support the project, along with a co-partnership with the Community Foundation of Greater New Britain with Mr. Williamson and they just received a \$10,000 dedicated donation to readiness. He thought that it was important to note that Ms. Pringle and Ms. LeRoy were innovative and moved forward growing the program so that in every elementary school there is opportunity.

Mrs. Johnson stated that this was a fabulous program and thanked Ms. Pringle for doing all this good work. She asked how they choose families who participate. Ms. Pringle replied that it was first-come, first-served. They send out a newsletter, they put information on the TV education channel, they send out flyers, and the parents call the office to sign-up. When they have no more room, it is closed out. However, she conceded that she is very bad in turning people away.

Mr. Goralski thanked them for offering this great opportunity.

5. COMMITTEE REPORTS

a. Curriculum and Instruction Committee Meeting ~ November 16, 2010

Mrs. Carmody reported that the committee revisited the Advanced Placement (AP) and Early College Experience (ECE) courses at the high school and the value they have as students apply for college admission, possible credit toward a degree and the possible cost avoidance for tuition. The high school administration agrees that both courses have benefits because they provide rigor and quality to the Program of Studies at the high school. She noted that Dr.

Semmel believes that both should be available and that there should be flexibility to easily switch ECE courses back to AP in case they lose an ECE teacher. She noted that it was difficult to get an ECE certification and they could switch the course back to AP if they had to. The committee asked that it be clearly communicated in the Program of Studies to parents so they have an understanding that those changes could take place.

Mrs. Carmody stated that the committee talked about the weighting of AP and ECE courses and how it affects student choices. She noted that Dr. Semmel pointed out that the weighting and prerequisites could interfere with the opportunity to take these courses. The committee would continue looking into it. She stated that Dr. Semmel also endorsed the opportunity for all students to take the PSAT during school hours since that is the way to identify the students who may be ready for AP courses.

Mrs. Carmody reported that the committee discussed course weighting and the GPA calculation system. The committee expressed concern that the current system does not reward students sufficiently for taking rigorous courses. The administration agreed that the current system would be examined as a response to the NEASC report and possible changes of course leveling at the high school. She noted that the committee had a lot of work ahead of them.

Mrs. Carmody reported that the committee talked to the guidance department chairperson, Mrs. Wysocki, and wanted to know how the high school prepared and informed students for the college admission process. The committee felt that the process does not begin early enough. The committee was meeting again next week and Mrs. Wysocki was going to demonstrate the new computerized system called "Naviance" that is being used by the counselors to help students successfully choose and apply to colleges.

Mrs. Notar-Francesco asked, if the PSAT is taken by students during the school day, would it need to be put into the budget. Dr. Erardi replied that it was one of Dr. Semmel's highest ranked requests for the Superintendent's Budget for 2011-2012, and that request would come before the Board for consideration.

b. Policy & Personnel Committee Meeting ~ December 2, 2010

Mrs. Fischer reported that the committee discussed assistant coaches and an age requirement. They felt that the current CIAC guidelines and the current coaches' manual were appropriate. She stated that they also discussed supervision and evaluation and asked Mr. Thiery to invite the athletic director to their next meeting to talk about that.

Mrs. Fischer stated that the committee addressed the foreign field trip policy and adding a second submission window. Upon looking at the policy, they saw that the requirement for approval of a minimum of six months prior to the trip satisfied that second submission window, so no change needed to be made.

Mrs. Fischer reported that the raffle policy was about adding the second submission window and, upon review, it was noted that it was last reviewed in 2003. The committee decided to review that policy in its entirety.

Mrs. Fischer stated that the Social Networking Policy was discussed along with the legal opinion that was received. Mr. Thiery explained that the Board passed this policy in the spring.

However, updated new information came via Mrs. Notar-Francesco's contacts at CREC regarding a recently passed policy by CREC, and advice from Shipman and Goodwin who is Southington's law firm as well. In their regulations, not in their policy, they have unique language that we did not have. It states, *"Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, it is not appropriate for a teacher or administrator to 'friend' a student or his/her parent or guardian."* The conversation was around whether the committee wanted to add such language to our policy or regulation, which would prevent any employees from 'friending' students or parents on social network sites. The committee felt that they needed guidance from a variety of sources, including the Board. Mr. Thiery explained that the committee also sought legal guidance to figure out why Shipman and Goodwin had it in this version when he consulted with them last spring on Southington's version. The committee also wanted the input from Karen Veilleux, our Technology Director, who would have a lot of input on the effects of that from a technology standpoint. Mr. Thiery spoke to Attorney Rich Mills from Shipman and Goodwin, and he pointed out that the item was in regulation and not policy. There is a difference in the weight of the two. Attorney Mills does feel that it is best practice that teachers not 'friend' students. He does believe that it is up to each individual school district whether that best practice should be administered by a regulation. Mr. Thiery pointed out that the administration and the union agrees on that issue. During the new teacher orientation and professional development over the last several years, they have given a joint message that the best practice is that teachers do not and that it could lead to trouble.

Mr. Thiery stated that, when he spoke with Karen Veilleux, one of the things that they arrived at from a technology standpoint was that, having it in the regulation, might not do what it should do. It would symbolically tell teachers and employees that they should maintain appropriate boundaries. Mr. Thiery used the example that, if he had a social network site and he left his settings as public, even though he did not friend a student, any student could see it anyway. If he had a friend, who was a friend of a student, they might be able to see it anyway. It does not necessarily prevent the entire networking aspect of it and is much more complicated. From a technology standpoint, it becomes a symbolic gesture that appropriate guidelines or boundaries should be maintained.

Mrs. Veilleux stated that Mr. Thiery summed it up very well. She noted that Facebook changes their security settings often. For example, she went onto her husband's account and noted that he was open to friends of friends. Facebook changed their security settings and, if people do not regularly go in and update the settings, they might think that they are on lockdown, but they might not be. She has a concern about that also.

Mrs. Fischer explained that the reason the committee was revisiting it was because Mrs. Notar-Francesco gave them information about what CREC was doing. She wanted to know if the Board was satisfied with the current policy or if anyone felt that they should talk about the whole friending aspect. She noted that the committee talked about language in the policy that does get to where they want to be, without specifically breaking off the friending piece. Mr. Thiery noted that Attorney Mills told him that Shipman and Goodwin endorses the approach of Southington's policy where it looks at behaviors rather than specificity. Mrs. Fischer pointed out that Southington's policy, as it stands, does not leave them open. The Board does not want to prohibit friending, they want to prohibit the misbehavior. She was happy to leave the policy as it is.

Mr. Goralski trusts the opinion of the committee and he appreciates that attorneys tend to be cautious. He noted that the Board members were in agreement with Mrs. Fischer to leave the policy as it is.

Mrs. Notar-Francesco explained that she often gives the Board the CREC policies to review and see what is out there, especially since Shipman and Goodwin frequently gives their advice on CREC policies. She thought that it was always a good idea for the Board to evaluate these things; however, they might not necessarily want to act on them. In this particular case, she noted that Tom Mooney was adamant and clear about his opinion that teachers not friend students. Mr. Thiery commented that it shows that even within a firm there is diversity. This is such a fast evolving field that it was helpful that Mrs. Notar-Francesco brought this forward.

6. REPORT OF THE SUPERINTENDENT

a. Personnel Report

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

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

Mrs. Fischer questioned the effective dates and noted that it was a November Personnel Report, but there were December dates in it. Dr. Erardi replied that, for the psychologist position, it was a position that they hired weeks ago knowing that the actual start date would be December 17, which allowed them to include that person in the report. When they see September and October, that is an indicator that the certified staff member has all credentials in place; however, administration does not bring that person to the Board until the licensure piece through the State Department is received by administration and sometimes that takes two to three months. With mid-year hires, it is a professional courtesy that we offer the district that the person is working in usually a two- to four-week period. They are signing with us, then resigning and we get them one month later.

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

7. OLD BUSINESS

a. Town Council / Board of Finance Communications

Mr. Goralski stated that there were no communications.

b. Construction Update

Dr. Erardi stated that Mr. Cox was ill this evening and he asked Dr. Erardi to defer to Mr. Derynoski, who was also not at the meeting due to a personal issue. There is no report at this time.

c. Facility Committee Update ~ North Center School

Dr. Erardi commented on the ad hoc committee that has been involved with the School Board and town hall with the North Center School proposal. They met on Monday, December 6 and the committee is strongly recommending that the Board of Education take action this evening to allow the Town Council to move forward with the purchase / lease / buy-back proposal.

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

“Move to authorize the Town Council to sell building and property known as North Center School to a third-party contractor. The contractor shall remodel the building and site to accommodate an office complex to be leased to the Town of Southington for offices for the Board of Education and the town government. The sales agreement shall allow an option for the town to repurchase the building and property at a later date.”

Mr. Goralski thought that the work of that committee was a great example of collaboration and now with the Board taking this action tonight makes it a possibility for the Town Council to do so also. He noted that the language in the motion came from the advice of the legal expert on that committee, Attorney Mark Sciota, to allow the Town Council the opportunity to pursue this option.

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

d. Middle School Feasibility Study Update

Dr. Erardi reported that the bids came in earlier this week for the Request for Proposal (RFP). In Executive Session tonight, the School Board will be discussing the four contractors who bid the project.

e. Standards-Based Report Cards ~ Administrative Update

Dr. Erardi stated that Mrs. Queen and Mrs. Johnson attended the Brown Bag lunch that afternoon for a very lively and honest discussion with parents regarding the Standards-Based Report Cards.

Mr. Thiery reported that they just completed the first and full implementation of the Standards-Based Report Card and all the elementary school parents received the new report card, as well as the accompanying conference, which is really a key component. They continue to receive feedback from parents. The input of parents has been invaluable all along from the design committee, to the pilot, to the feedback that they are now receiving. The parents continue to bring up key insights from which the committee needs to learn and grow. He commended the diligence of the Southington parents. He received four e-mails from a parent who did research, and appreciated the input. In the January PTO meetings, they are going to have an agenda item at each of the PTO meetings for parents to feedback to the committee. There will be representatives of the Report Card Committee and the administration at each of those meetings in order to take that feedback because they already had scheduled a Report Card Revision Committee meeting for January. They knew that would be the time when they could begin to process how the November rollout had occurred and what they learned from it. They will determine how and when they will proceed from that point on.

Mrs. Johnson stated that she has been giving it some thought since she attended the Brown Bag lunch that afternoon. It appears to her that the student and parent angst centered upon not having a concrete affirmation of the hard work and progress that the children were making. No student or parent is going to want to say, "My child got a 2 on the report card." She noted that our culture has been surrounded by the "A" concept. If you are good, you get an "A." What do you get if you don't get an "A?" What concrete affirmation does a parent or student have that will show progress? Mr. Thiery replied that, in districts where this has been implemented for a length of time, the culture does change and the way a person reads the report card changes. When a child comes home with 3s and parents realize how significant it is for a child to have a 3, that child has met a year-end standard in November, and is significant beyond an "A." An "A" means a child has earned 98 points, and the child may be no way near meeting the year-end standard. A 3 actually indicates that the child has met a year-end standard.

Mr. Thiery noted that he lives in a district that for a long time had a report card like this and when his child, who gets 2s and 3s in November, asks how she is doing, he tells her that she is doing great and is exactly where they want her. Mr. Thiery stated that change is difficult and people have a tendency to correlate some of these grades to the letter grades. They think a 2 feels like a C or D. He reiterated that the numbers do not have any correlation to the previous letter grades at all. It is like comparing apples to elephants. The committee did not view the report card as a motivational tool; they viewed it as a tool to communicate a child's progress. However, they are very clearly hearing from the community that the affirmation definitely plays a role. They are also considering some of the comments that they are receiving from parents. He will be bringing the comments to the committee. One of the strengths of this report card is that it is not from him, but from a faculty-based committee. He noted that there was value in the comments that the committee might have undervalued in all the hard work that the committee did. Some of the value was in the affirmation and he thought that was an incredibly valuable message that the parents are giving them.

Mrs. Johnson thought that the report card has often been used as a motivator, "Well, you did not do so well this time, son, but maybe you will do better next time." She stated that kind of motivation is now completely gone. Mr. Thiery believed that it only lost motivation in its inability to compare children to other children. When they look at the report card as a progress measurement on every single one of the standards, and it takes a learning curve, it actually provides more motivation because a child's strengths are very clearly illustrated. The areas that they need to work on are also very clearly illustrated. A parent could actually drill down to where their child is strong and motivate them to work on the specific skill sets that they need to work on. Mr. Thiery stated that he had a wonderful conversation with a father who told him that his child got an "A" in the first marking period last year. Then, the child got a "B" in the second marking period, and the father thought the child backslid. After seeing Mr. Thiery's presentation, the father questioned whether the child actually backslid and now realized that the child only earned less points. He did not know if the child learned any less. Mr. Thiery heard from the father after the report card and the father clearly indicated that he felt that he knew much more about where his child was. Mr. Thiery stated that right now it was not as easily communicated and that they needed to teach and help the parents to learn to communicate it to the children. He stated that it would come over time.

Mrs. Queen stated that every time concerns were expressed, the more information that was given out, the more onboard parents would become because the rationale is so strong. She

thought that Mr. Thiery has done a very good job with explaining the rationale. As students show evidence of being at a 3 or 4, she thought that is a signal to the teacher and a point where some differentiation has to occur. It is a clear message that perhaps that child is ready to move on. She stated that this report card allows students in elementary school to truly embrace learning purely for the love of learning. She felt that it takes away the pressure of the grades, which only have meaning in the sense that the culture gives them meaning. As the students move from elementary school to middle school, there is not an evaluation of elementary school grades for placement at a middle school level. Mr. Thiery agreed that was the journey he hoped they were on. He shared that, when he was in Atlanta, Georgia, he had the good fortune of sitting with one of the country's truly leading scholars in education, Dr. Douglas Reeves. They discussed Standards-Based Report Cards and Dr. Reeves said that he felt that this was the most important work going on at a national level to ensure quality instruction for each individual child. When a child is not progressing, or when a child has met or exceeded a standard, a very clear conversation needs to happen on what the teacher is going to do. He was impressed that this scholar, Dr. Reeves, was echoing things that they have been talking about in Southington. They used the South End School pilot for the middle school piece because they got feedback from the middle schools on the South End report cards. There was a sense at the middle schools that the information from a teacher's perspective is much more precise as to where a student is versus, for example, a grade of 88. He noted that an 88 does not tell the teacher where the child is strong or where they are weak. For sixth grade placement purposes, these report cards recognize a child's strengths and weaknesses, and should allow for differentiated instruction much sooner in September.

Mrs. Fischer asked about the hybrid method that Mr. Thiery spoke to her about for middle school and high school. She asked if there was a place on the elementary school report card that could accommodate a letter grade that would be helpful for parents. She noted that people do not like change. Mr. Thiery replied that a district could have any type of report card they choose to have. Mr. Thiery stated that the committee talked about it at length. He noted that Dr. Reeve stated that, because of the cultural change, it was important to give the parents value-added and take away as little as possible. They talked about the middle school and high school and how it is almost inevitably the hybrid model. Mr. Thiery stated that Dr. Reeve asked him what direction Southington went in. Mr. Thiery told him that they took grades off the elementary report card and Dr. Reeves told him that was the one place he actually endorses taking something away because it so critical at the elementary level to get the teachers' mindset away from the point accrual. As soon as you have letter grades, it is very easy to get back to an earning of points system versus where are students in their knowledge or skills. Mr. Thiery stated that, during assessment, if a child gets a question wrong, it could be, for instance, 10 points that the child can never get again that affects a grade. If the child has actually shown the teacher that they already know how to do that skill, the teacher has every opportunity to clearly and honestly report out that the child does know how, for example, to count from 1 to 30, or whatever the standard may be, versus the child lost 10 points and now has a 90.

Mrs. Fischer asked if the tests would have a letter grade or number grade. Mr. Thiery replied that right now they are not micromanaging teachers to that degree. The assessments given in this district are scored a variety of ways. For example, in the writing assessments, they use holistic scoring and it is actually a 1 through 3. It matches the holistic scoring used on the CMTs. It is critical that students understand how holistic scoring works. They also frequently use systems such as getting 2 out of 10 wrong and it is not necessarily correlated into a grade. Instead, it told the teacher where the strengths and weaknesses were on what they got right and

what they got wrong. He noted that some teachers are still using numerical grading and taking that 2 out of 10 and turning it into an 80. He stated that administration was making sure the teacher was not averaging within the grade book. Instead, they have to make sure that the grade book presents a picture of what the student knows and what the student could do.

Mrs. Clark stated that, as an elementary school parent and listening to other elementary school parents, they know that the students are getting number grades on tests and quizzes and the parents mentally average the grades. Then they try to correlate that to the Standards-Based Report Card; she understands that they are not going to be able to do that. Her concern was that they were causing themselves a bigger disconnect if they go into the middle schools, have a Standards-Based Report Card and then get to the high school where they are talking GPAs. They could go on Powerschool and they have everything listed; it is not about a progress report, even though it is called that. It still has number and letter grades associated with it. People who she has received comments from have not been able to balance the numbers they get at home on the test scores versus the information that they get on the report card. She pointed out that society is data-driven. In addition, people have told her that it was too much information. It is fine for an educator because comments from teachers have been that it was great because the teacher has a snapshot of where a particular student is, which is great. Mrs. Clark stated that the parents went from A, B, C, or the number grade, with a comment affirming what the student was doing, to so much information. She questioned where the balance was.

Mr. Thiery replied that the middle school more often than not is a hybridized product, where there is a grade, and there are standards. At the high school, there was a movement in the direction where the parents began to get the learner expectation reports, as well as grades. Those learner expectations are somewhat similar to the standards, but grades did not go away, nor will they ever go away at the high school level because of the communication to colleges. He stated that things needed to be appropriate at each level. He stated that Mrs. Clark's other points were absolutely valid and he would bring them forward to the committee.

Mrs. Carmody stated that it was a paradigm shift in thinking. As a former educator, when she was first introduced to the Standards-Based Report Card from the Curriculum Committee, it was hard for her to comprehend how that was going to be. She was very interested in hearing comments from parents. Personally, she asked her own children and grandchildren what they thought about the report cards. She stated that they were very accepting of it because they felt they were getting a lot more information and knew where their children were. They thought the new report card was very informative. Mrs. Carmody thought that the information that went out to the parents previous to the report card was very helpful. When they went to the parent conferences, they were very pleased with the report cards. She thought that they were seeing a mix in the community. It is a shift in thinking and any kind of change is difficult for people. For her, as an educator, she thought that it would be difficult for her to adapt to that. She thought that many districts were now changing to the Standards-Based Report Card.

Mr. Thiery replied that they were continuing to be committed to working with, educating and helping parents, as much as parents are educating and feeding back to administration. Today, at the Brown Bag lunch, Ms. Chester and Ms. Riedinger stated that they were committed to holding parent workshops. Many workshops have been done for the teachers, and they want to continue to have parent workshops of how to interpret the standards, how to interpret the report card, and what it means for their child. It is going to be even more important as the second marking period rolls around, when a report card takes on a whole new look because their

child is that much farther along the journey. Making sense of that journey was going to be a critical factor and he looks forward to those workshops.

Mrs. Notar-Francesco was glad that they were going back to committee on this. She liked this report card, but she also thought that they needed to be sensitive to what parents were saying, and try to incorporate parents' thoughts when the committee meets again.

Mr. Goralski stated that he has received a lot of communication from the public. He advised everyone of the same thing. The first place that parents should go if they have questions should be to the teacher who is also learning this new process. It is not so much the grade as it is learning what the student needs to know to get to the next level. He stated that change is hard for everyone, but the teacher is going through the same change that parents are. The learning curve has to be moved up if that does not meet people's needs. The design of the report card matches the curriculum and is a way to get students to the next level. This values and rates that ability to achieve our curriculum. He said that he tells parents to respect the chain of command. He liked the direction that they are heading, but understands that change is hard for all of them. He looks forward to the next committee meeting because he sees comments being a big bridge in the change process.

f. Legislative Breakfast Update
g. Board of Education Workshop

Mr. Goralski stated that he was going to group the legislative breakfast and the Board of Education workshop agenda items together because they both have to be planned in January or early February. He explained that, when Mrs. Albaitis polled the Board of Education for dates to hold the legislative breakfast, she became quickly aware that they are not allowed to meet with the legislative delegation until they are sworn in. The Board cannot move forward until after January 5 when the actual swearing in of new elected officials occurs. He stated that Mrs. Albaitis was going to poll the days of the week that are good for the Board. He apologized for being premature with the planning of this, but the intent is to have it as soon as possible.

Mrs. Fischer asked if it was possible to have the Board of Education workshop after they pass the budget. She wanted to know why they needed to have it in January. She would like to move it to March or April because they have three budget workshops in January, a Board of Education meeting, the legislative breakfast and she felt that time was not of the essence for the Board of Education workshop.

Mrs. Johnson thought that they had to decide what the intent is of the workshop. Is the workshop going to be knowledge-based for the Board and for the administration to bring issues to the Board, or is it a time for the Board to direct the administration as to what they think are deficiencies or advancements that need to be worked on? Mr. Goralski asked Dr. Erardi about that. Dr. Erardi acknowledged that Mrs. Johnson used the example that has been discussed for the past four weeks. He noted that the Board has heard from the accreditation team, Ms. McGrath last year, Dr. Semmel and the Curriculum and Instruction sub-committee that there are a number of issues with great substance that are in discussion points. They could invite the NEASC chairs, high school administration, Mr. Thiery and instructional coordinators to have a dialogue with the School Board and begin to put into place a chronology regarding the significant changes that have been discussed. Dr. Erardi noted that Dr. Semmel spoke to this and stated that it was a one- to three-year plan. They have to become definitive because there could

be dollars attached to that plan. That needs to tie into the legislation that took place last year that the Board discussed regarding Public Act #10-111. Dr. Erardi thought that could be very rich dialogue for an entire morning.

Mr. Goralski stated that, if the Board agrees, this could be the topic administration could be working on. He noted that Mrs. Fischer brought up the idea of having this after the Board of Education budget workshops. He felt that this could be in late February or early March on a Saturday. He stated that Mrs. Albaitis could poll the Board for their availability on Saturdays starting in the middle of February. The Board members thought that was a great idea.

8. NEW BUSINESS

a. Activate Southington

This agenda item was moved to 4.a.

b. Family Resource Center Update

This agenda item was moved to 4.b.

c. Education Jobs Fund Grant Impact 2011-2012

Mrs. DiNello distributed a handout (Attachment #5). She wanted to talk about the impact that the Education Jobs Fund Grant would have on the 2011-2012 budget. The administration is currently working hard and smart as they develop the 2011-2012 budget. As the administration works to put together a budget, the one thing they have control over is expressing the school district's needs. The Board of Education is going to have the opportunity through the budget workshops and eventual adoption to have control over what they think needs to be put forward to the Board of Finance and Town Council. The main area over which the administration does not have any control is what the funding stream will look like for the 2011-2012 year. She gave a brief history of the major funding stream from the State for education that offsets the town's contribution to public education.

Mrs. DiNello explained that the State has been funding \$19.8 million for public education for Southington. The town received that amount for Educational Cost Sharing in 2008-2009. In 2009-2010 and in 2010-2011, the federal government provided the ARRA Stabilization Fund to the State of Connecticut. At that time, the Governor chose to use that to offset the State's contribution for public education. Over the last 18 months, they have been talking about the "cliff" that exists since, rather than the State providing Southington with \$19.8 million, the State over the past two years has provided Southington with just over \$17 million. The balance of \$2.8 million has come from the ARRA Stabilization grant. The town has recognized both of these amounts in their revenue stream. The Board of Education has shown how they are spending that \$2.8 million in ARRA funds and the type of salaries being paid by it. It is really a paper exercise by administration through the audit because the Town has funded the budget request, and there have not been significant cuts in personnel, but she needs to show how those dollars are funding positions.

Mrs. DiNello stated that the new piece as they go into 2011-2012 is the Education Jobs Fund. That money was made available to Southington during the 2010-2011 year and the

administrative team made a decision and a recommendation to the Board that they wanted to hold that money for use in the 2011-2012 budget because of the unknowns. The unknowns are that they have no idea today what the State is going to give the Town of Southington for Educational Cost Sharing. They do know that there is zero dollars for ARRA grants coming forward to the State. The State would have to come up with a huge additional revenue stream to try to get them back to the \$19.8 million that they funded in 2008-2009, just for Southington. She could imagine the impact that is going to have statewide on the new Governor's budget. There is always a year of uncertainty because the State sets a biennial budget. One year they go into the budget season knowing what the funding streams looks like for revenues and the following year is the unknown until the Governor adopts another budget. This year, the funding unknown is magnified.

Mrs. DiNello planned to bring forward a budget based on expressing the school system's needs, but they need to publicly speak and educate the public, Town Council and Board of Finance to understand that we currently have \$1.1 million set aside and available to be drawn on at any time. The hope was that they could begin to draw that down next school year. The ideal situation would be that the State funds \$19.8 million and the Board of Education would have the opportunity to decide what that \$1.1 million would look like for the budget next year. She wanted to begin to publicly talk about it. The number that they need people to remember is \$1.6 million. When they say \$1.6 million, they are talking about the \$2.8 million that they previously had from the ARRA funding, less the \$1.2 in the Education Jobs money. This leaves that unknown shortfall of close to \$1.6 million that the Town may be facing in a revenue stream if the Governor does not add any additional funding beyond the \$17 million.

Mrs. Queen asked if the Education Jobs Fund was federal. Mrs. DiNello replied that it was. Mrs. Queen asked if every town gets that or if Southington had to apply for it. Mrs. DiNello replied that every town or School Board regional district has received Education Job Funding. Some districts used all of that money in the current budget year to save positions that were cut when their 2010-2011 budget was approved. We were in a unique and fortunate position than many other districts around the State. We did not have significant cuts in jobs in our district and, therefore, we made that recommendation to hold the dollars for next year. However, as a statewide piece, the new Governor is going to have a hard time stating that all districts have Jobs money available to help with next year's budget because some districts have spent that money. It is not going to be consistent around the State in how they can turnaround and decide how to fund ECS.

Mrs. Notar-Francesco asked if there were any restrictions on what that money could be used for. Mrs. DiNello replied that there were restrictions because it is specifically supposed to be for jobs. Mrs. Notar-Francesco asked if it could be rolled into the budget if needed. Mrs. DiNello replied that it could. The conversation that they would be having was similar to the ARRA piece where the budget was set prior to their knowing that in the 2009-2010 year that they were going to have the ARRA funds. Since the town had approved the Board of Education budget, it was not additional dollars; it was a paper exercise of saying that 40 positions actually were funded by the ARRA money. Even though they were funded in the operating budget, the revenue stream helped to pay for those teacher salaries.

Mrs. Notar-Francesco asked if there was a deadline for using this money. Mrs. DiNello replied that there was. The grant runs out on September 30, 2012. Mrs. DiNello stated that they

are holding it for the July 1, 2011 through June 2012 school year. Their goal would be to expend the money in the 10-month school year next year.

Mrs. Fischer asked if there was any chance the ECS money would even be lower. Dr. Erardi replied that the Governor-elect ran strong on a platform to support public school education. He would hate to think that it would be lower, but there is always that possibility. He believed that Dan Malloy, Governor-elect, was a strong advocate of public schools.

Dr. Erardi stated that the area of concern continues to be the conversation that this School Board had three budgets ago. They ended up with a half-million dollar funding cliff within the paraprofessional account. Fast forwarding to the federal grant of the Education Jobs Fund, the \$1.2 million will be placed within the 2011-2012 budget knowing that the following year that money does not exist. To put this into a percentage, he sees, as the worst-case scenario, a built-in 2% increase. He stated that \$800,000 represents approximately 1%. If ECS were funded at the same level this year as in the past two years, they would then have a positive 1.5% increase. If they are funded on a flat base with ECS, they have then built-in a \$1.2 million one-time funding stream for 2011-2012. He stated that was why Mrs. DiNello shared with the Board the January presentation. The Board of Education Operational Plan that will be forwarded to the Board would be excluding the information this evening because they just don't know. He pointed out that the Board members attended a Legislative Breakfast two years ago and were told at that point to expect up to a 25% decrease in Educational Cost Sharing; two weeks later, they found out that it was going to be fully funded.

Mr. Goralski asked that Mrs. DiNello forward an electronic version of the handout to the Board of Education. He, personally, has been communicating with the representatives-elect since Election Day. As Dan Malloy is planning his future, our representatives should be planning theirs. Part of that planning, Mr. Goralski stated, is trying to assist them with what the school system needs. Mrs. DiNello confirmed that she would fix the heading and take the clip art off the handout. Mr. Goralski hoped for a \$19.8 million funding stream from the State of Connecticut. He stated that the \$1.2 million that they saved takes into account the salary increases that are contract negotiated, the inevitable increases that occur in the budget, and he thought that they could probably give a budget that the town is pleased with.

Dr. Erardi asked if Board members were comfortable with sharing this information with the Town Council and Board of Finance. Dr. Erardi stated he would offer the opportunity to appear on either their public comment or as an agenda item to explain the document. Mr. Goralski stated that, because of the previous action that they took this evening, he intended to attend the next Town Council meeting on Monday night. If they can get this information to them before Monday and they have questions, he would ask Mrs. DiNello to attend the Town Council meeting.

d. Unaffiliated Contracts / Salaries (after Executive Session)

9. EXECUTIVE SESSION FOR STUDENT MATTERS, PERSONNEL AND CONTRACT NEGOTIATIONS

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

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

Motion carried unanimously by voice vote.

The meeting adjourned at 9:45 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
DECEMBER 9, 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, Mrs. Patricia Queen, and Mr. Brian Goralski

Members Absent: Mr. David Derynoski and Mrs. Kathleen Rickard

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools

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

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

Motion carried unanimously by voice vote.

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 11:23 p.m.

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

“Move to add a student expulsion to the agenda.”

Motion carried unanimously by voice vote.

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

“Move to table Agenda Item 8.d. Unaffiliated Contracts / Salaries to the January 13, 2011 Board of Education meeting agenda.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2010-2011-10 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

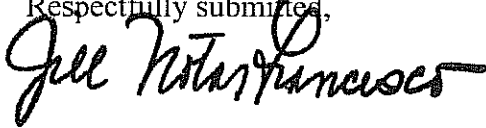
MOTION: by Mrs. Johnson, seconded by Mrs. Queen:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The Board adjourned at 11:25 p.m.

Respectfully submitted,

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

Jill Notar-Francesco, Secretary
Southington Board of Education

Administration: Board of Education Update December 9, 2010

- 1. Southington Education Foundation**
 - a. STEM Center – Dr. David Monti (Attachment #1)**
- 2. English Language Learner**
 - a. State Department Benchmarks (Attachment #2)**
- 3. SHS Library Beautification Project (Attachment #3)**
- 4. Federal Relations Committee (Attachment #4)**
- 5. Publication – Hiring Practice (Attachment #5)**

Joseph V. Emond
12/9/10

QUESTIONS TO BE ANSWERED REGARDING THE STEM PROJECT

What is the goal for SEF?

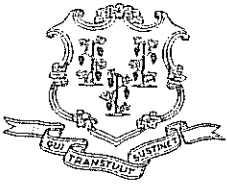
The goal is to build a STEM center to enhance the knowledge base of the public school children of Southington regarding Science, Technology, Engineering and Mathematics.

Is there any restriction as to when students of the district can use it?

The restriction for children of Southington would be that it would be utilized in the summer by those children who are part of the Y's day camp.

Can students outside the district use it?

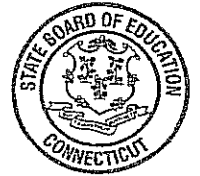
To be determined.



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

November 17, 2010



Dr. Joseph V. Erardi
Superintendent of Schools
Southington Public Schools
49 Beecher Street
Southington, CT 06489-3097

RECEIVED

NOV 29 2010

SOUTHINGTON BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS

Dear Dr. Erardi:

This letter provides you with English language learner (ELL) data results for your district's Annual Measurable Achievement Objectives (AMAO) for 2009-10 as required under Title III, No Child Left Behind (NCLB) regulations. Districts that receive funds under Title III must meet the following three targets relative to the AMAO: yearly progress in learning English; attainment of English language proficiency on the Language Assessment System (LAS Links); and academic standards in English language arts and mathematics.

AMAO rates are calculated using the **weighted** method which takes into account students' length of English language service time. The weighted results are reported for AMAO district achievement results. The unweighted AMAO rates are the simple percentage of students who demonstrated progress and achieved proficiency (i.e. 90 of 100 students made progress for an unweighted AMAO 1 rate of 90%). The **unweighted** rates are not used to determine whether a district made AMAO 1 or AMAO 2; rather they are included here to provide additional information regarding the English language proficiency testing performance of your ELL students. We are providing the unweighted results for your information **only**. Unweighted rates can never be higher than weighted ones, though in some cases they can equal them. Typically unweighted rates are lower than weighted rates. These unweighted results will match your district data.

At this time, the Connecticut State Department of Education wants to acknowledge your positive results for 2009-10. We have your data available and want to share these scores with you as a point of reference. Districts that received funds under Title III must have met the following three targets relative to the AMAOs:

- 74 percent of ELLs must make progress in acquiring English language proficiency;
- 24 percent of ELLs must attain English language proficiency; and
- ELL subgroup must achieve Adequate Yearly Progress (AYP).

Dr. Joseph V. Erardi
November 17, 2010
Page 2

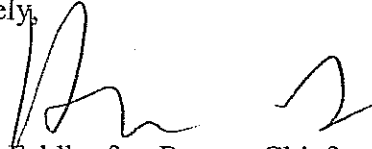
If you had 40 or more students in your district subgroup, you previously received the 2009-10 Connecticut Mastery Test and Connecticut Aptitude Performance Test results for your ELL population. The following are your district's 2009-10 Language Assessment System (LAS Links) results for the progress and proficiency benchmarks:

Category	Percent Who Made Progress in Attaining English Language Proficiency (AMAO 1)	Percent Who Attained English Language Proficiency (AMAO 2)
Weighted Results	92.9%	78.6%
Unweighted Results	92.2%	60.6%

AYP data was not calculated for the subgroup in your district because there were less than 40 identified ELLs.

If you have any questions, please do not hesitate to contact Marie Salazar Glowski, ELL/bilingual consultant, at 860-713-6750 or marie.salazar.glowski@ct.gov.

Sincerely,



Harriet Feldlaufer, Bureau Chief
Bureau of Teaching and Learning

HF:msg
cc: Mark K. McQuillan, Commissioner of Education
Marion H. Martinez, Ed.D. Associate Commissioner
District ELL Contact

Attachment

Connecticut State Department of Education: Revised Methodology for the Calculation of Title III Annual Measurable Achievement Objectives

In January 2009, the Connecticut State Department of Education (CSDE) submitted its updated Title III accountability plan to the U.S. Department of Education and the CSDE received official notification of its approval in April 2009. The proposed plan updated the Annual Measurable Achievement Objective (AMAO) targets and included some methodological changes in their calculation to align with the U.S. Department of Education's October 17, 2008 Title III Notice of Final Interpretation.

1. State definition of AMAO 1, determining progress

Progress is defined as the improvement of students' overall scale score on the LAS Links test in the current year compared with their overall scale scores from the preceding year. The overall scale score is the average of the listening, speaking, reading and writing subscale scores. The targets for percentage of LEP students making progress that need to be met in order to meet the AMAO 1 requirement are:

SY 2008-09 – 72 percent
SY 2009-10 – 74 percent
SY 2010-11 – 76 percent
SY 2011-12 – 78 percent
SY 2012-13 – 80 percent

2. State definition of AMAO 2, determining English language proficiency

Consistent with prior years, proficiency will be determined by comparing the overall scale score with the grade-specific overall proficiency standard provided by CTB, publisher of the LAS Links test. Students who attained an overall score at or above this grade-specific proficiency standard will be considered to have attained proficiency. The targets for percentage of English Language Learner (ELL) students reaching English language proficiency that need to be met in order to meet the AMAO 2 requirement are:

SY 2008-09 – 22 percent
SY 2009-10 – 24 percent
SY 2010-11 – 26 percent
SY 2011-12 – 28 percent
SY 2012-13 – 30 percent

To comply with the Title III Notice of Final Interpretation, all tested students must be included in the calculation of AMAO 1 and AMAO 2 rates. Previously, the CSDE followed the Title I practice of excluding students who had not been in the district for the entire school year (i.e., as of October 1st). However, the CSDE will employ a weighting system based upon English language support service time in the calculation of AMAO 1 and AMAO 2. Specifically, students with less service time who do not make progress or who do not attain proficiency will be "weighted down," i.e., have less impact on the AMAO 1 and AMAO 2 scores, respectively. The incorporation of

service time in the calculation of AMAO scores meets the suggested practice of the U.S. Department of Education's Title III Final Notice of Interpretation.

State calculation of AMAO 3, determining AYP

AMAO 3 requires that the ELL subgroup meets the Title I AYP targets for Math and Reading on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). Consistent with Connecticut's approved Title I Accountability workbook, AYP for the ELL subgroup includes all current ELL students as well as those monitored former ELL students who reached mastery in the preceding two years. Following Title I practices, students must be enrolled in the district for a full academic year (as of October 1st) to be included in the AYP calculations. In addition, the ELL subgroup for a district must include 40 or more students to be analyzed for AYP. Those districts with fewer than 40 ELL students are considered to have met AMAO 3. The AYP targets (percentage achieving proficiency) to be met in order to meet the AMAO 3 requirement are:

SY 2008-09 CMT: Reading 79% and Math 82%
SY 2009-10 CMT: Reading 79% and Math 82%
SY 2010-11 CMT: Reading 89% and Math 91%
SY 2011-12 CMT: Reading 89% and Math 91%
SY 2012-13 CMT: Reading 89% and Math 91%

SY 2008-09 CAPT: Reading 81% and Math 80%
SY 2009-10 CAPT: Reading 81% and Math 80%
SY 2010-11 CAPT: Reading 91% and Math 90%
SY 2011-12 CAPT: Reading 91% and Math 90%
SY 2012-13 CAPT: Reading 91% and Math 90%



Southington High School
720 Pleasant Street
Southington, CT 06489

Library Improvement and Beautification Project

Dear Community Leaders,

We would like to take this opportunity to ask for your support of the Southington High School Library Improvement and Beautification (LIB) Project. Since SHS has been erected, much of the school has been updated or replaced, yet the library remains in it's original state since 1974. The students at SHS do not have updated books, computers, furniture etc., so subsequently this large space is rarely used.

Our goal is to make this a "Learning Center of Excellence" which will bring us into the 21st century. A space with cutting edge technology and resources in a comfortable environment. We need to replace all of the following: study desks, conference tables and chairs, couches, book shelves, flooring, lighting, circulation desk, desk for Librarians on the floor, and lap tops. We would also like to add partition walls and WI-FI capability for a flexible classroom space.

A project of this magnitude requires a great deal of financial support, and our goal is to raise \$150,000. New furniture donations are also needed. This will be an ongoing project over the next few years and cannot be accomplished without generous support from our local businesses, civic organizations and individuals.

We thank you in advance and look forward to this dream becoming a reality.

Please make checks payable to SHS PTO and send with a copy of the attached form to:

SHS PTO
c/o Dina DeGumbia
383 Pattonwood Drive
Southington, Ct. 06489

Thank You!

FEDERAL RELATIONS COMMITTEE AGENDA

12/6/10

1:00 PM

CAPSS OFFICE

- 1. Call to Order**
- 2. Selection of Chairperson**
- 3. Position on ESEA Reauthorization**
- 4. Position on Competitive Federal Grants**
- 5. Position on Excellence and Innovation in Learning Act**
- 6. Federal Relations Corps**
- 7. Other**
- 8. Adjournment**

Best Practice Leads to Gold Standard

By Kimberly D. Hunt

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

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

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

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

administration to address any contemporary issues. New teachers are mentored by the Assistant Superintendent for Instruction and Learning, as well as the Personnel Manager.

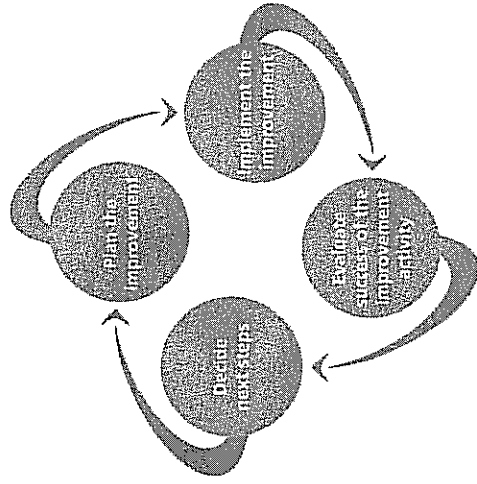
The philosophy of the district, and the default within the district, is excellence. Every new hire is informed of the following during orientation and throughout the year: *"You have been hired in a district that makes all decisions based on what is best for children. If you do not project out after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

In Southington, hiring has been pro-active. Our certified staff comes from a wide variety of colleges and universities. The success of new hires impacts the success of our 6,500 students. Administrators' in the district are active participants in guiding new staff on a path that will guarantee their success.

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

Kimberly D. Hunt
Personnel Manager
Southington Public Schools
Southington, Connecticut

Southington Public Schools Administrative Rounds



NSDC National Convention
December 7, 2010
Atlanta, GA 2011



Administrative Rounds


- What is the intended focus of rounds?
 - Examination of Leadership Practices to Improve Instruction and Student Achievement
 - Continuation of Administrative Institute*Themes:
 - On Site
 - In Practice

*Administrative Institute is a two day workshop held every summer and focused on building capacity for Leadership of Continuous School Improvement



Administrative Rounds

- What is the intended outcome of rounds?
 - Professional Learning
 - Examination of Problems of Practice
 - Collegial Dialog
 - Sharing of Leadership Practices



Historical Focus of Administrative Rounds

- 2007/2008: School Continuous Improvement Planning: Evidence in the Classroom
- 2008/2009 and 2009/2010: Accountability as a Leadership Tool for Continuous Improvement
- 2010/2011: Implementation of the District Mission at the School and Classroom Level

Administrative Rounds 2010-2011

Host Preparation

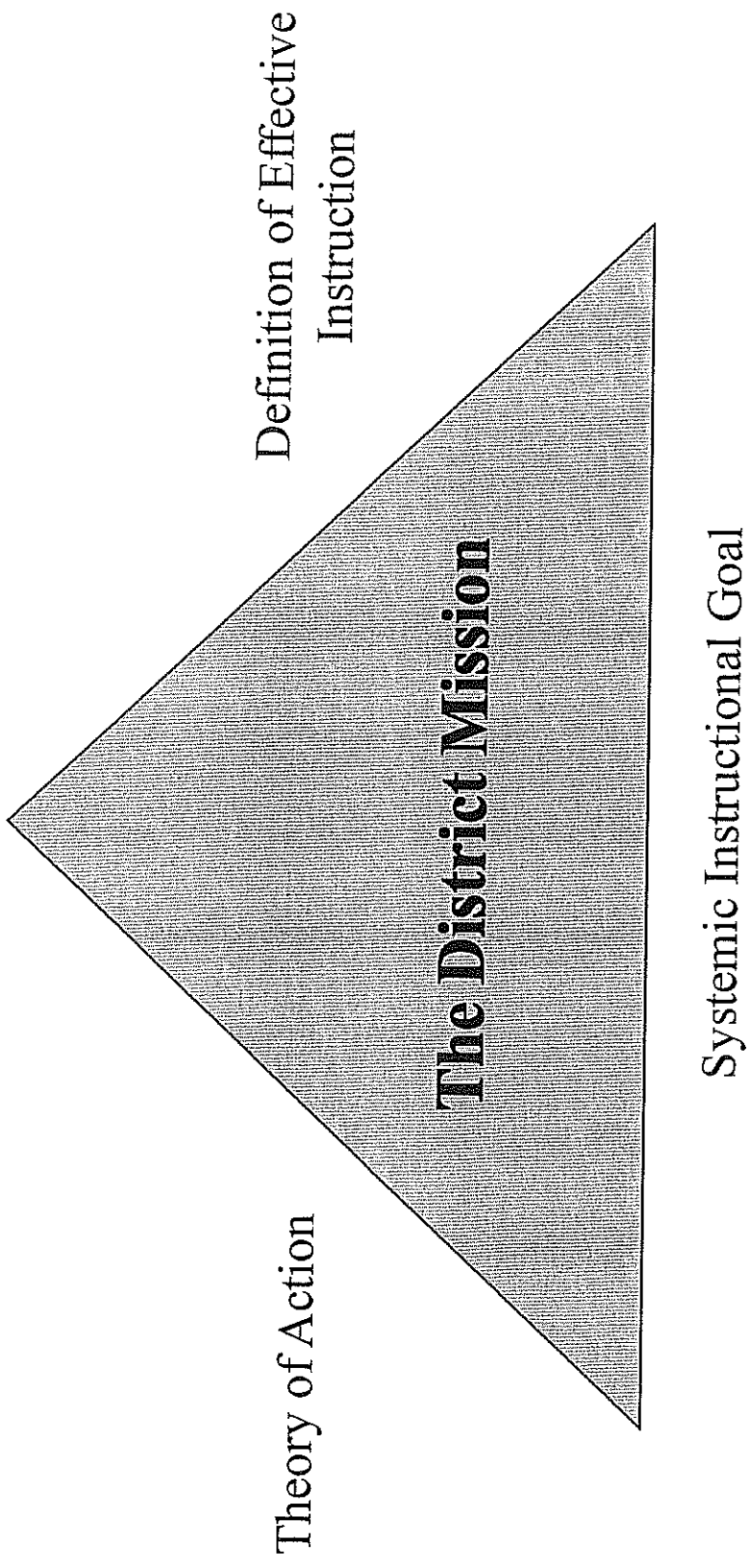
- Focus
 - District Mission: Implicit vs. Explicit Understanding and Implementation
 - Essential Question: How do we increase the explicit and implicit understanding of the district mission at the classroom level and beyond?
- Support
 - Each presenter will have a team of two colleagues to help them prepare their Rounds and to provide follow up after rounds



Mission as a Lens on Instruction

- The mission of the Southington Public Schools is to engage students in a range of educational experiences to become informed, adaptive problem solvers who effectively communicate, rise to challenges, and are committed to improve themselves and their communities.
- Engage-Adapt-Improve

The District Mission



Administrative Rounds

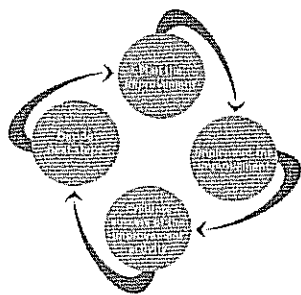
2010-2011

- Host Administrator Presentation- 20 minutes
 - District Mission: Implicit vs. Explicit Understanding and Implementation
 - Essential Question: What have we done to increase the explicit and implicit understanding of the district mission at the classroom level and beyond?
- Clarifying Questions- 10 Minutes



Classroom Visitation

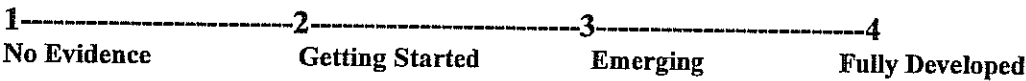
- Visitations to classroom (25 minutes)
 - Focus
 - Evidence of:
 - Student Engagement
 - Range of educational experiences
 - Working with information to solve problems
 - Adaptive problem solving
 - Communicating effectively
 - Rising to challenges
 - Commitment to improvement



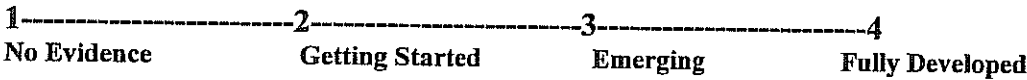
Southington Schools
Administrative Rounds
Small Group Debrief
Worksheet

Please record your group’s evidence of each Mission element. After the evidence is discussed and recorded please indicate how you would rate that element for the classroom you observed on the scale provided.

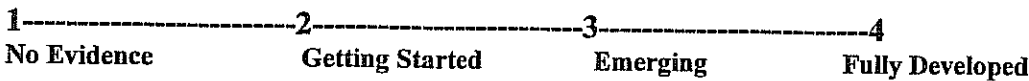
■ Student Engagement



■ Range of educational experiences



■ Working with information to solve problems



■ **Adaptive problem solving**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed

■ **Communicating effectively**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed

■ **Rising to challenges**


1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed

■ **Committed to improving themselves and others**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed


Whole Group Debrief

- Whole Group Debrief
- Small Group Share Out
 - What did you see?
 - To what degree is the Mission implicitly or explicitly understood and/or implemented in the classroom?
 - What recommendations would you make for increasing the explicit understanding and implementation of the Mission?
- The district mission as a lens for the half day shadowing
 - How did what you observed today correlate to your half day shadowing of a student?



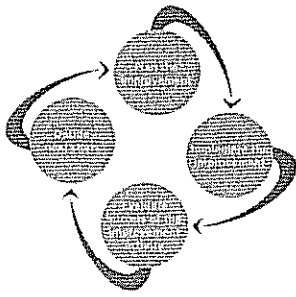
Administrative Rounds Follow Up

- Facilitated by Assigned Colleagues
- Essential Question: What will you implement as a result of Rounds to increase the understanding and implementation of the District Mission?
- Collegial Revisit: Six months later to look for results of new initiatives implemented after Rounds



Administrative Student Shadow

- ☐ Every other month - Between Rounds
- ☐ One student
- ☐ Half of a school day
- ☐ Focus: Evidence of District Mission in that student's school day
- ☐ Outcomes Integrated into Rounds Debrief



Southington Schools
Administrative Rounds
Student Shadow
Worksheet

Please record your evidence of each Mission element during your half day shadow. After the shadowing is complete please indicate how you would rate that element overall for the experience the student had that day on the scale provided.

■ **Student Engagement**

1-----2-----3-----4
 No Evidence Getting Started Emerging Fully Developed

■ **Range of educational experiences**

1-----2-----3-----4
 No Evidence Getting Started Emerging Fully Developed

■ **Working with information to solve problems**

1-----2-----3-----4
 No Evidence Getting Started Emerging Fully Developed

■ **Adaptive problem solving**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed

■ **Communicating effectively**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed

■ **Rising to challenges**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed

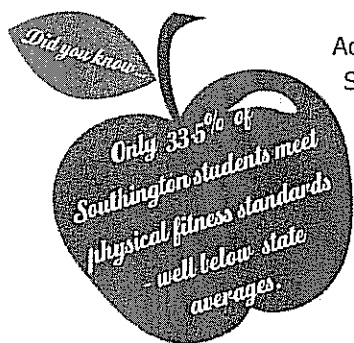
■ **Committed to improving themselves and others**

1-----2-----3-----4
No Evidence Getting Started Emerging Fully Developed



*An on-going public-private
initiative to improve the
overall health and wellness of
Southington residents.*

Southington is a great place to live, work and play. The town offers spectacular natural features, numerous recreational amenities, and strong community values. From a distance, Southington looks like a fit, health-conscience community. At close range however, a large percentage of our community is leading an unhealthy lifestyle.



Activate Southington is an on-going initiative to improve the overall health and wellness of Southington residents. It's not a single event; it's a long-term program to create a sustainable environment where good nutrition and exercise are integrated into our daily life.

Activate Southington's mission is to improve the overall health and wellness of Southington residents by providing opportunities for active living, healthy eating and physical activity. Our goal is to promote policy, system and environmental changes in our community to ensure that a healthy lifestyle is accessible and affordable for all residents.

The Activate Southington Team

The Activate Southington initiative is spearheaded by a broad group of community stakeholders dedicated to improving the health and wellness of Southington.

- ★Gina Breen, Southington resident and parent
- ★Barry DePaolo, owner, Anthony Jacks
- ★Karen DiGirolamo, Southington-Cheshire YMCA and parent
- ★William Masci, Southington Parks and Recreation
- ★William McDougall, co-owner, Murphy & Scarlett's restaurant and Chairman of Bread for Life
- ★Diane McNicholas-Botsacos, retired educator
- ★Jolene Miceli, Southington resident and parent
- ★John Myers, Executive Director, YMCA
- ★Greg Parzych, Vice President, Rogers Orchards
- ★Michael Riccio, Southington Open Space Committee
- ★Howard Thiery, Assistant Superintendant of Schools
- ★Jan Verderame, Vice Principal, Derynoski Elementary School

Activate Southington is town-wide initiative funded through a grant from the Robert Wood Johnson Foundation. The grant program is administered by the Southington-Cheshire Community YMCA, a non-profit 501(c)3 organization. Activate Southington is supported by a leadership team representing the greater Southington community.

What Do We Hope to Accomplish?

Activate Southington is a collaboration between town, business and community leaders to identify opportunities to improve our community and take positive steps toward a healthy lifestyle. Our team has identified several initial objectives and actions items, including:

- Actively engaging the entire town—residents, businesses, schools and community groups, in Activate Southington
- Expanding the farmers' market in town
- Improving sidewalks and creating a pedestrian friendly downtown
- Providing healthy food choices at all town events
- Creating bicycle safety routes
- Establishing community gardens
- Creating safe pathways to neighborhood schools
- Promoting the use of parks and recreation venues
- And much, much more

For more information, contact:

activatesouthington@gmail.com

Family Resource Center of Southington
Derynoski School* 240 Main Street* Room 120* Southington, CT 06489

860*628*3286 x 380

southingtonfrc@yahoo.com

Winter 2010



Hello Southington families!

We are wrapping up our fall programs and looking forward to enjoying the holidays. There is a lot to look forward to in the new year- and we hope that all of you will continue to be a part of the FRCS!

Continued health and happiness to all of you this holiday season. Thank you for being a part of our program.

I look forward to seeing you all soon!

Best,

Krista Pringle

Director, Family Resource Center of Southington

Having a Healthy and Happy Holiday:

The holidays, including Thanksgiving, Hanukkah and Christmas, are supposed to be fun times for families that don't often find time to get together. Unfortunately, the holidays can also be very stressful and a time when kids can get hurt or sick.

Childproofing:

The first step in having a healthy and happy holiday is making sure that your kids stay safe. While your own home may be well childproofed, if you are spending the holiday with family or friends, keep in mind that their home may not be childproofed at all, especially if they do not have young children. In that case, in addition to closely supervising your younger children at all times, you should ask about guns, a backyard pool, and other common hazards, etc.

Food Allergies:

It is hard enough to avoid things that your kids might be allergic to in your own home, where you have direct control over the groceries you buy and the food you cook. It can be almost impossible when you go somewhere for a holiday dinner, like at Thanksgiving, when a lot of different people may be cooking, some of whom might not even believe in food allergies.

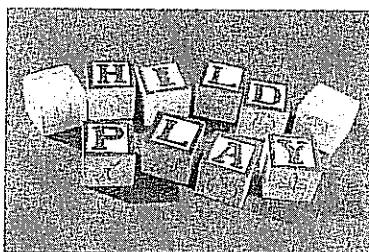
To help protect your child with food allergies, if you can't have your holiday feast in your own home where you have more control over things, it should help to call your host in advance and let them know about your child's food allergies and ask that they not prepare any foods with the ingredient that your child is allergic to, or at the very least, prepare it separately and keep it away from other foods. And have some allergen free alternatives available just in case.

Traveling with Kids:

With long lines, waiting around, and crowded conditions, it is hardly ever easy to travel with kids. You can help it to go a little smoother by bringing enough supplies in a carry on bag, traveling during off-peak times when it might be less crowded, taking non-stop flights, and bringing enough activities to keep your kids amused.

Stick to Schedules and Routines:

In addition to simply getting overstimulated, one of the biggest reasons for meltdowns by infants, toddlers, and preschoolers during the holidays, is that they get off their schedule and become overtired. To avoid this, try to plan your holiday activities around your child's nap, which you should really avoid missing, if at all possible. If there are too many kids together to find a place for a nap for everyone, at least plan a quiet time in the middle of the day so they can get some rest.



PLAYGROUP:

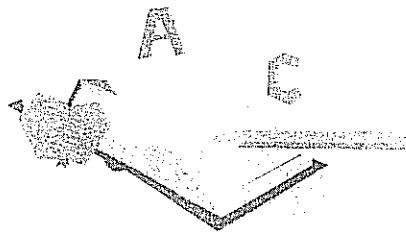
Playgroups are a great opportunity for parents/caregivers with children ages birth to 5 years to come together with others to talk, share their experiences and meet other families in the community. It is also a time for children to develop and strengthen their social skills. Playgroups will be held in 10 week sessions during the school year. This program is free for all Southington residents, so call or email today to find out more or to register. When reaching our answering machine, please leave a message with: your name, children's names and ages, phone number and which group you are interested in and someone will call you to confirm. Because of the limited number of families we can accommodate please register for **one** of the following groups: **(please note- you must REREGISTER even if you have been attending a playgroup)**

Playgroup Schedule:

<u>School</u>	<u>Day</u>	<u>Time</u>	<u>Jan.</u>	<u>Feb.</u>	<u>March</u>
Kelley School	Mondays	9:30-10:30am	10,24,31	7,14,28	7,14,21,28
Flanders School	Tuesdays	6:30-7:30	11,18,25	1,8,15	1, 8, 15,22,29
Derynoski	Tuesdays	9:30-10:45	11,18,25	1,8,15	1,8,15,22,29
South End	Thursdays	9:30-10:30	13,20,27	3,10,17	3,10,17,24,31

CONNECTING WITH COMPUTERS:

Children ages 3 and up are invited to sign up for this new program! Together with parent/caregiver, children will have the opportunity to play with educational, age-appropriate computer software and work on important school readiness skills like pre-literacy and pre-math. They will be having so much fun- they won't know how much they are learning! No computer experience necessary to participate. Call or email Krista to set up your weekly appointment 628-3286 x380 or southingtonfrc@yahoo.com



ABC Read with Me: Children ages 3, 4 & 5

Children prepare to read long before they enter school - early literacy is everything children know about reading and writing before they can actually read and write. Early literacy skills begin to develop in the first 5 years of life. The most important thing you can do to foster early literacy is provide an atmosphere that's fun, verbal and stimulating. That is our goal as we read some story time favorites and work on our pre-reading skills

Session 1: Mondays January 10, 24, 31 February 7 and 14 1:00-1:45pm at Thalberg School

Session 2: Mondays February 28, March 7, 14, 21, 28 1:00-1:45pm at Thalberg School

Calling All Characters: Children ages 3, 4 & 5

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

Session 1: Tuesdays January 11, 18, 25 and February 1, 8 1:00-1:45 at Hatton School

Session 2: Tuesdays March 1, 8, 15, 22 and 29 1:00-1:45 at Hatton School

Goopy, Gloppy, Sloppy:

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

Session 1: Thursdays January 13, 20, 27 and February 3, 10 1:00-1:45 At Plantsville School

Session 2: Thursdays March 3, 10, 17, 24 and 31 at Plantsville School

Kids Can Cook: Children ages 3, 4 & 5

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

Session 1: Wednesdays January 12, 19, 26 and February 2 and 9 9:30-10:15 at Strong School

Session 2: Wednesdays March 2, 9, 16, 23 & 30 9:30-10:15 at Strong School

PERSONAL VISIT PROGRAM:

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

FAMILY RESOURCE CENTER WINTER WEATHER POLICY:

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

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

December 24-January 1- Holiday Recess

January 17- Martin Luther King Jr. Day

February 21-25- February Recess

KINDERGARTEN REGISTRATION DATES:

Please call your school to get more information. If you need help determining what school district you are in, please give us a call.

February 16:

Kelley School- 860-628-3310

Strong School- 860-628-3314

February 18:

Plantville School- 860-628-3450

February 24:

Flanders School- 860-628-3372

Hatton School- 860-628-3377

March 2:

EARLY CHILDHOOD COLLABORATIVE OF SOUTHLINGTON (ECCS):

We are a group of concerned educators early childcare providers, parents, teachers and citizens working to ensure that "all Southington children enter school ready to learn." We are always looking for new members. Come with your energy and ideas!

The ECCS is the group that started the FRCs. Now be a part of the conversation around what next steps should be for Southington's children! Check our website www.southingtonearlychildhood.org for more information and meeting dates.

PARENT/PROVIDER WORKSHOP:

Goop, Gloop and Messy Things: Incorporating Science

Sponsored by the Early Childhood Collaborative of Southington

Presented by Maureen Meyers

Tuesday, January 18 6:30 pm at Plantsville School

\$5 per person

Call or email to register 860-628-3286 ext 380 or frcs09@yahoo.com

MAILING LIST:

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

SCHOLASTIC BOOK CLUB:

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

RESOURCE LIBRARY:

The resource library is growing- come check it out! Parenting books and DVDs on a number of topics are available for you to borrow.

WE NEED YOU!

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

South End School- 860—628-3320

March 4:

Thalberg School- 860-628-3370

STATE EDUCATION FUNDING

December 9, 2010

FUND	2008-2009	2009-2010	2010-2011	2011-2012
Education Cost Sharing (ECS)	\$19,839,108	\$17,008,762	\$17,008,762	?
ARRA Stabilization Funds	0	\$2,830,346	\$2,830,346	0
	\$19,839,108	\$19,839,108	\$19,839,108	?

Education JOBS Fund

 \$1,160,007
(Carry forward)

