

Southington Board of Education Meeting

Thursday, August 16, 2012 6:30 PM
Town Council Chambers 75 Main Street Southington, CT 06489
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session for SEA Contract Negotiations, UPSEU Paraprofessional Negotiations and Student Matters ~ 6:30 p.m.
3. Board Recognitions ~ 7:15 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes ~ July 12, 2012
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
8. Report of Superintendent
 - a. Personnel Report
9. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ July 23, 2012
 - b. Policy & Personnel Committee Meeting ~ July 23, 2012
 - c. Finance Committee Meeting ~ August 8, 2012
 1. Transfer of Funds
 2. Pay Phones - SHS
 3. Bid Approval-Snow Removal & Sanding-Bid #2012-BID-16
10. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Summary Results of District Survey of Families of Students with Disabilities
 - d. Class Size Report
 - e. Staff Update 2012-2013
11. New Business
 - a. Superintendent's Annual Report
 - b. Superintendent's Proposed Goals for 2012-2013
 - c. Opening of School Dates 2012-2013
 - d. Closeout of 2011-2012 Budget
 - e. Obsolete Textbooks
 - f. Sequestration ~ Budget Control Act
 - g. Student Discipline at Southington High School
12. Adjournment

PRESS RELEASE

SOUTHINGTON COMMUNITY SERVICES
91 Norton Street
Plantsville, CT 06489

Contact: Janet Mellon
860-628-3761

Date: June 26, 2012

STUDENTS MAKE DONATIONS TO SOUTHINGTON COMMUNITY SERVICES

Two Southington students recently made donations to Southington Community Services.

Aidan Reilly, Kelly School, asked his friends to bring school supplies to his 10th birthday party in lieu of gifts. Aidan then presented these school supplies to Mark Fazzolari, Assistant Director SCS, to be used in the back to school program. The back to school program assures that all clients' children return to school with a backpack and school supplies appropriate for their age group.

McKenzie Pelletier, SHS, recently celebrated her confirmation. Instead of gifts, she asked her family and friends to donate baby clothing and diapers. She presented these items to Mark to be given out to families with infants.

Mark commented, "We are always grateful for items that are donated to us for client use as the need is great. Donations from children who give up their own gifts to help others are especially appreciated. These children put the needs of other ahead of themselves. It is a truly selfless gesture."



SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JULY 12, 2012

The regular meeting of the Southington Board of Education was held on Thursday, July 12, 2012 at 7:30 p.m. in the Town Council Chambers, Southington Town Hall, 75 Main Street, Southington, Connecticut.

1. CALL TO ORDER

An Executive Session meeting was called to order at 6:30 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Terry Lombardi (*arrived at 6:35 p.m.*), Mr. Zaya Oshana, Mrs. Patricia Queen and Mr. Brian Goralski. Absent were Mrs. Terri Carmody and Mrs. Colleen Clark.

Present from the administration were Dr. Joseph Erardi, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

Present from Town Council were Dr. Albert Natelli (*left Executive Session at 7:20 p.m.*) and Dr. Stephanie Urillo.

Present from Board of Finance were Mr. John Leary, Mr. Edward Pocock, Jr., Mrs. Sandra Feld, and Mr. Anthony Casale, Jr. (*left Executive Session at 6:38 p.m.*).

Also present was Attorney Richard A. Mills, Shipman & Goodwin, LLP.

2. EXECUTIVE SESSION FOR SEA CONTRACT NEGOTIATIONS AND UPSEU PARAPROFESSIONAL NEGOTIATIONS

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

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

Motion carried unanimously by voice vote.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

Executive Session ended at 7:30 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

The Regular Session was reconvened at 7:40 p.m. by Chairperson, Mr. Brian Goralski. Board members present were, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Terry Lombardi, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent were Mrs. Terri Carmody and Mrs. Colleen Clark.

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

There were approximately three people in the audience.

4. PLEDGE OF ALLEGIANCE

Those in attendance recited the Pledge of Allegiance.

5. APPROVAL OF MINUTES ~ June 14, 2012

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

“Move to approve the minutes of June 14, 2012.”

Motion carried unanimously by voice vote.

6. COMMUNICATIONS

a. Communications from Audience

Mr. Arthur Cyr, 103 Berlin Avenue was very pleased with the completion and outcome of all the sidewalks and the entire parking lot at Kelley School.

b. Communications from Board Members and Administration

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

“Move Agenda Item 10.d (Program of Studies) to Agenda Item 8.b.”

Motion carried unanimously by voice vote.

Communication from the Board Members:

Mrs. Notar-Francesco reported that there has been much press lately on CREC's Greater Hartford Academy of the Arts jazz choir called, The Real Ambassadors, who have been invited to perform at the London Olympics. There are three recent Southington High School graduates performing in the choir. They are Jesse Crofton, Dominic Pellegrini and Nicholas Charlton. Mrs. Notar-Francesco believes that this is a wonderful, rare opportunity for our students. The group was, in fact, the only high school group invited to perform at the summer Olympics. The group is fundraising to help with their travel expenses to London and will be holding a fundraiser at Smokin' with Chris Restaurant this coming Sunday, July 15th, beginning at 1 p.m. She congratulated and wished good luck to the jazz choir and our Southington students.

Mr. Goralski remarked that the Board members were very proud of the students who graduated on June 19. The weather was great and Mr. Germano did a fantastic job.

Communication from Administration:

Dr. Erardi distributed a packet of his Administration Report and noted that it would be the last time the Board would be receiving a hard copy (*Attachment #1*).

1. Family Resource Funding: Dr. Erardi publicly thanked the Graustein Foundation and the Community Foundation for Greater New Britain for their continued partnership with our Family Resource Center with a \$25,000 grant.
2. Main Street Community Foundation Partnership: Dr. Erardi thanked Sue Sadecki and the Main Street Community for their recent grant to relocate the Early Childhood Collaborative of Southington to a permanent space at Hatton Elementary School.
3. Safe Routes to School Grant: Dr. Erardi noted that through Mr. Cox's leadership, a final confirmation from the Connecticut State Department of Transportation regarding the Safe Routes to School Grant has been received and the conversation will be moving to construction.
4. Community Foundation of Greater New Britain: Dr. Erardi thanked James Williamson, President of the Community Foundation, for the foundation's ongoing commitment and the \$16,333 grant that they awarded to the high school for a special education transportation van for our students in transition to the age of 21.
5. Summer School 2012: Dr. Erardi reported that under the new leadership of David DeStefano, Summer School Director, the program is running well and is a self-funded program that will end in black ink.
6. Garden at the Barnes – Leon Peschel: Dr. Erardi announced that Leon will be celebrating his Eagle School project on August 23, 2012 at 6:30 p.m. at the Southington Library. Mr. Goralski asked for clarification on where the event will be held.

7. SRO Police Department / SHS Partnership: Dr. Erardi reported that the practice with the Southington Police Department is that every two years there is a rotation of a School Resource Officer. Officer Jason Plourde will be rotating out of the SRO role. Dr. Erardi will share with the Board who the new SRO will be for the 2012-2013 school year when he receives the information.

7. REPORT OF THE SUPERINTENDENT

a. Personnel Report

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

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

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Curriculum & Instruction Meeting ~ June 13, 2012

Mrs. Queen reported that the committee met on June 13 and all the members were present. There were two components to this meeting. They discussed the new Program of Studies and Southington High School Leveling. They had a comprehensive presentation by Dr. Semmel and Mrs. Helen Crowley [Assistant Principal]. There were three main components: 1) Questions of student placement in the levels; 2) Teacher professional development and, 3) and an assessment as to how well the system is working. In terms of student placement, guidelines have been developed and the Board has seen drafts of those before. They now have DRP data on every student's degree of reading power that we did not have prior to one year ago. Every student is tested in Grades 9, 10 and 11, as well as the eighth graders coming in, and that is key for leveling placement. An interesting piece to every guideline that the teachers receive is that their best judgment essentially trumps all other factors. In terms of teacher training, they focused on professional development for this initiative beginning this year. Mrs. Smith confirmed that the initiative will continue in 2012-2013, which is year two. They contracted with SERC's services to continue the work. She is very proud of the leadership teams, the department chair teams, and the teacher leadership teams that have formed at the high school around this topic. Mrs. Queen continued that the EIP teams are new for next year, which is significant in terms of improving student achievement overall. Mrs. Smith added that it would match what is occurring in Grades K-8. By the end of next school year, they will have a Pre-K through Grade 12 SRBI or EIP Program in place, which they hope to be able to present to the full Board next fall.

Mrs. Queen added that Mrs. Smith does an amazing job describing professional development. Once it goes beyond the SERC professional trainers, the next level is collegial visits. Professional development is an ongoing framework that does not end because the official professional development has concluded. Mrs. Queen noted that many of the veteran teachers are already employing best practices and have been for years; they do it naturally and are masterful at it.

Mrs. Queen reported that there are several components to the assessment piece. She noted that the time to have another conversation to see where they are will be after the first marking period.

Mrs. Queen continued that Dr. Semmel noted that for the course sign-ups the percentages fell where he anticipated, with 25% of students registering for CP level, 50% in the CCP and 25% in the Honors. That was consistent across the board.

Mr. Oshana questioned how they were going to do the assessment side of it. Mrs. Queen replied that Dr. Semmel collects data as he does numerous walk-throughs through the building. The EIP teams will also be providing feedback. The work with SERC will provide another source of feedback. She noted that Dr. Semmel stated the first-quarter grades and exam grades would be the data closest to the teachers work. They are talking about potentially doing a survey of teachers, parents, and students to get anecdotal feedback, as well. The caveat is that it may take one or two years to really assess where we are.

Mr. Oshana asked what actually was being assessed. Mrs. Smith replied that there are several forms of formal assessments and that what occurs on a daily basis are the informal assessments including anecdotal data that is collected. The district currently has formal assessments known as "benchmark assessments" or end-of-semester exams and mid-term exams, CAPT testing, CMT, AP testing, etc. More importantly, we have curriculum-based informal assessments that, depending upon the curriculum that is being taught, are benchmark assessments along the way. For students who require something in addition to what we traditional assessment, we have a program called "Early Intervention." It is a system whereby progress monitoring occurs. This means more frequent assessments are targeted for a particular student's needs. We don't have to wait a half semester or full semester to find out if someone is slipping. We may wait three to six weeks and form a small team to talk about how their intervention is having an impact on that student. It is called a "formative assessment." It is an informal document. Mrs. Smith stated that they were becoming smarter with assessments and realizing that they don't want to wait until the end of a term to find out how a student is doing.

Dr. Erardi noted that the design of the programming for students this upcoming school year is to put them into more competitive classes than they have ever had. There will be a lot of conversation around grades for the first line data that comes forward with the first quarter. We are stretching students and our expectation is to clearly have fewer failures. He thought an important piece to this conversation is the subjective piece, the qualitative piece, and to have conversations with students in regard to what they think is happening in their classroom. He stated that is the piece administration would like to bring back to the Board, which is a key piece to this.

Mrs. Smith stated that they are also trying to prepare for a new testing program in Connecticut. The Connecticut Mastery Tests (CMT) results are beginning to emerge now, as well as CAPT tests, and they are going to be de-emphasizing that particular vehicle of assessment and thinking about 2015 when the state is adopting the "Smarter Balanced Assessment," which is another way of performance assessment. They will be hearing a lot in the next school year, particularly from districts that are piloting some different kinds of assessments. Mr. Oshana summarized that they will not just teach to the test. Mrs. Smith replied that was correct, and that it was a major shift.

Mrs. Queen stated that they are going to loop the administrator so the same administrator will be a part of that team grade. For example, an administrator will start with a Grade 10 class and will follow that same class until they graduate, and the next year's tenth grade administrator on the EIP team will be different. Mrs. Lombardi was concerned about the middle level student and the impact on them in this leveling. She felt that sometimes they lose sight of the middle level student. Mrs. Smith replied that they will bring data on that to the Board in early fall.

Mrs. Johnson asked about the small groups who are studying the process this summer and what their function would be after the summer is over. Mrs. Smith replied that they have several new classes especially AP Honors classes that are being developed. Teachers who are interested in and experienced with particular subject areas are working as a member of a team, or independently in developing a curricular topic and will then bring it back to the department. The department will have two days of planning at the beginning of the school year to review all the material from the current curriculum. They are doing a lot of leveling work as well in trying to either improve or modify current curriculum standards and assessments. All the teams working on curriculum at the high school are working directly or indirectly with Ms. Dale Riedinger, Math/Science Coordinator, or Ms. Betsy Chester, Language Arts Coordinator, as well as the department chairs and are also learning about Common Core together. She felt that Common Core State Standards, leveling, and the curriculum revision cycle are all coming together at a good time. There is a lot of professional development money that is going into the high school.

b. Program of Studies (*formerly Agenda Item 10.d*)

Mrs. Smith introduced Mrs. Marion Stannard who presented two classes that she would like to add to the Agriculture Science and Technology curriculum.

Mrs. Stannard stated that she currently teaches two Early College Experience (ECE) courses that are UConn credit courses. In the fall, she taught UConn Horticulture, which is a three-credit course and UConn Floral Art, which is a two-credit course that she taught in the spring. She has done that for six years and UConn approached several of the schools that teach ECE courses and asked where she would like to expand. Several schools have already started the Advanced Floral Art courses at their schools and she is now ready to do that because she feels that her students are ready to move into those advanced floral design skills. She was especially excited about the biotechnology course because it is a new area of the curriculum. Biotechnology has a lot of different definitions and is a plant science-based course for three credits. In plant science, biotechnology has been around forever. In Connecticut there is a huge horticultural industry and a large percentage of the nursery crops and the perennial crops are created through micro-propagation, which is taught in the biotechnology curriculum at UConn. Mrs. Stannard also has taught that in the past, and it would be part of this course as well. New in biotechnology is genetically-modified organisms, and they are prevalent in a lot of our food products; however, it is important for people going on in agriculture to know where they exist, why they exist, and how they come into being. If someone is not necessarily in favor of GMOs, they need to know how to identify where those products are and how to market products. Those are all issues that go along with the biotechnology curriculum.

Mrs. Queen asked if the students will use microscopes to modify the seeds. Mrs. Stannard replied that there were a lot of different laboratory procedures. Plant tissue culture, the micro-propagation that she spoke to, is done in a laboratory setting. Southington already has the

facilities in the agriculture building and she has taught it for many years. The students actually do the modifications in the test tube. They are not really down to the cellular level, but they are learning to identify what they need and the part of the plant to propagate on a microscopic level. Mrs. Stannard attended a professional development activity two weeks ago where the UConn Plant Science professor was helping those who are looking into teaching the biotechnology course to learn some additional laboratory procedures, and she learned how to isolate the DNA to determine whether a plant has genetically modified organisms. She would be able to teach that to her students as well.

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

“Move to approve the proposed high school courses as recommended by the Curriculum and Instruction Committee.”

Mr. Derynoski noticed that the textbooks are listed at \$1,125, but it is identified that current textbooks will be used for this course. He asked if these are additional textbooks that Mrs. Stannard would need. Mrs. Stannard replied that they have a fair number of biotechnology textbooks that they have always had as references because she has taught some parts of biotechnology for many years. Each curricular area has a biotechnology component, so they have a number of textbooks that they have used as references; however, when they teach it as a course, they need to expand the number of textbooks. Mr. Derynoski asked how many students she anticipated would participate. Mrs. Stannard replied that it was hard to predict. She hoped to market it to all of the Ag students because the Animal Science students need to understand that as well. For her two current ECE courses, class sizes are at 18 students and 10 students.

Mrs. Johnson asked what Mrs. Stannard’s previous reticence was in teaching the Floral Design class. Mrs. Stannard replied that she teaches a small amount of Floral Design to freshmen, and a fair amount to sophomores. With the junior / senior year, it has to fit in with the rest of her curriculum, so she wanted to make sure that she had the sequence ready so that she was not having a senior in a class who did not have the proper background.

Mrs. Lombardi asked if Mrs. Stannard could market her products because there is no one in town that really grows geraniums like Mrs. Stannard does. She thought that it would be good to have marketing within the community. So many people don’t know about the VoAg May 1st plant sale. Mr. Derynoski thought that they should have the marketing class at the high school sell advertising and expand their curriculum to cover that. He thought that it was a great opportunity to have cross-curricular education.

Motion carried unanimously by voice vote.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski noted that the Capital Improvement Plan has been moving forward with the other town boards, such as the November referendum for \$11 million worth of road repairs that are long overdue. He noted that the Board of Education has received support with their Capital improvements. Mrs. Lombardi stated that she would like to see technology move up on the

Capital Improvement Plan. Mr. Goralski was not sure it was part of the Town Capital Improvement Plan. Mrs. Lombardi noted that there was a list where Kelley School made it to the top 10 and some of it was prioritized. Mrs. DiNello explained that the Board of Education had their Capital Plan and that Dr. Erardi has worked hand-in-hand with Mr. Brumback, Town Manager, with it. The fact that we recently have so many school construction projects moving forward (especially with the middle schools) they felt that it was the Board of Education's turn to take a back seat and let the town move forward with some of their projects at this time. Mrs. DiNello was happy to have a town-wide and Board of Education combined Capital Improvement Plan and seeing it move forward. It is the first time in her tenure that this is occurring. She thought that the prioritization list would be reviewed annually.

Dr. Erardi pointed out that he attended the Monday Town Council meeting and the Town Council had a public discussion regarding if there was a "hot button" that was unbeknownst to them. It appears from the conversation that there is some flexibility. He did not think that they would consider technology a "hot button." However, that is a conversation that he will have with Mr. Brumback as far as movement.

Mr. Goralski reported that he and Mr. Derynoski served on the Turf Advisory Committee and that the process has reached its conclusion. This past Monday, the Town Council supported their recommendation for ProGrass. He noted that they could see equipment on the high school grounds as early as next week. He stated that Mr. Swallow has done some work to make sure that we do not skip a beat this fall. It was a town government collaboration.

Mrs. Johnson noted that, when she read the letter to ProGrass, it stated something about an eight-year warranty. She asked who would be responsible for the condition of the turf after the eight years if something needs to be done. Mr. Goralski replied that ProGrass offered an eight-year warranty on the base, which is the part that is underneath the turf and is the only company that offers it. They also offered a maintenance program after year six that could be bought through them for \$5,000 a year and they could do a professional deep cleaning of the product above and beyond the grooming and things that we do. Each year that it is purchased up to year ten, it extends the warranty. The life is eight to twelve years. Mr. Derynoski noted that some areas in the northeast had ProGrass and were in their 13th year, and it is still in fine shape. It is a combination of use, abuse, maintenance and care.

Mrs. Johnson asked if there was discussion as to who was going to absorb the responsibility for replacement. Mr. Goralski replied that the Turf Advisory Committee recommended, and the Town Council continues to endorse, a Turf Advisory Committee be formed with representatives who are going to maintain and manage the plan to create funding through the program itself. The Board of Education will eventually have to look at some of their things that they have in place. After the installation, it should be self-maintained with no more tax dollars going into that plan. If it is managed right, it will always replace itself.

b. Construction Update

Mr. Cox reported that the Building Committee continues to meet on a weekly basis for the middle school projects with Fletcher Thompson and Newfield Construction. They are in the schematic stage now where they are checking site plans, classrooms arrangements, etc. The middle school administrators have had a lot of input through Mr. Palmieri at the meetings. It is

moving along considering the tight timeframe that they have and different people being on vacation. They will meet every Tuesday. Next week, he will go with the architect and Newfield Construction to meet with the state School Facilities Unit for their first of many meeting to get things started.

Mr. Cox reported that North Center continues to move forward and that environmental remediation has slowed down progress. The moving date appears to be the second week of August at this time. Next week, they will be pulling cable and fiber into the facility for the offices. The plan is to take down the plastic on the windows and actually put glass in the window frames.

Mr. Cox reported that the paving has been completed for Kelley School and it will take a couple of rainstorms and the cooling down process before they can start painting lines and painting the basketball court. They are also replacing the fencing near the kindergarten area because it had to be removed as part of the project. There have also been some drainage repairs. They are 10% under budget on the project.

Dr. Erardi added that, although we have been delayed in moving in, he was not uncomfortable with that because 49 Beecher Street has not been sold. Beecher Street staff will be prepared to move when it is time to move. He is impressed that the partnership remains strong and that the bottom line is patience.

Mr. Derynoski asked about the aligning of the driveway. Mr. Cox replied that the driveway will be realigned with the traffic light on Route 10 and the actual building of the driveway will happen in approximately three weeks. Mr. Derynoski asked if they were going to put in the extra turn lane on Route 10. Mr. Cox replied that he was not at the meeting when they got the final approval from the DOT. Mr. Derynoski hoped that they would be putting in a turning lane heading north so that traffic would not be backed up into downtown.

Mr. Oshana asked if the piles of rubble and debris in the front were there because of environmental issues. Mr. Cox replied that it was not and was held up by the Department of Transportation's decision. The piles of gravel actually came off the roof and it will be used for the base of the new driveway opening. The dirt with the weeds growing out of it will be used to backfill around curbs. It is all there for use and no environmental issues. Dr. Erardi added that the outdoor landscaping will begin next week.

Mrs. Lombardi assumed that they were saving some dollars in rent as a result of going in late. She asked what that equated to in savings. Dr. Erardi replied that he would get back to her on that.

Mr. Goralski stated that the Board will be included in all minutes from the Middle School Building Committee moving forward. He stated that every concern that the Board members have heard from teachers, that Mr. Palmieri is aware of, has been reflected in the latest drawings. The drawings are remarkable. He noted that Newfield Construction and Fletcher Thompson have worked together before and their teamwork is impressive. Mr. Goralski commented that Mr. Cox was irreplaceable.

c. 2012-2013 Staffing

Dr. Erardi stated that they were aggressive with the administrative search and through the hard work of Kim Hunt, Personnel Manager, Karen Smith, and many others they have their complete complement in place for the administrative team for 2012-2013. The matrix with 9.9 FTEs representing 11 bodies was as of June 27, 2012 and one-third of those positions have been filled. Administration continues to work hard with their quest at the high school for an exemplary Director of Guidance and the search for a physics teacher is difficult. As of July 12, those are their two greatest concerns.

Mrs. Johnson asked who the interim Director of Guidance was. Dr. Erardi replied that they just unsuccessfully negotiated with a candidate who they thought was coming forward; however, the position is written in a way where it is salaried at a 1.2 FTE, which equates to "X" amount of days and they did not want to give away those days, parcel them out to guidance counselors because they wanted ownership for the summer work. They are now at a point of negotiation with a candidate and, if they reach a successful ending, that person will come onboard and we will be in good shape. If that does not happen, on or around the first of August, we will then designate a counselor to take that lead responsibility to make sure that everything that needs to be done during the summer has been accomplished. Mrs. Johnson asked if there would be a substitute person to take that guidance position then. Dr. Erardi replied that conversation will come out of Personnel & Policy. He was very reluctant to start the year without a leadership role in that department. He is further reluctant to lower their standards within the pool of applicants.

d. K-5 Enrollment

Dr. Erardi noted that the actual contract language between the School Board and the teachers union is that the kindergarten and first grade number cannot exceed 27 and traditional classroom instruction classes in elementary and secondary schools cannot exceed 31 students. The numbers that the Board had set was that in Kindergarten a maximum of 18, Grades 1 and 2 a maximum of 22, Grades 3, 4, and 5 a maximum of 24. Looking at the June 30, 2012 enrollment matrix, there are a couple of hot spots with one being in Grade 2 at Derynoski School and Grade 5 at Hatton and Kelley Schools. There is a cool spot in Grade 1 at Plantsville. The end result by reduction in force and the grid is that they have a .5 position that they have yet to place. They did that because of their concern at Strong Elementary School in Kindergarten. As they have done in the past, administration will keep a running record for the Board, and the next Board meeting for this conversation will be on August 16.

Mrs. Johnson asked if the number 17 at Hatton School was the number of Pre-K students. Dr. Erardi noted that it was a typo and there should be "p.m." next to it because it is for a Kindergarten class. Mrs. Johnson was concerned that three of the elementary schools were functioning with less than 300 students. She was concerned about the cost efficiency. It is nice to have small classrooms, but they are sacrificing because of the budget constraints. She would like administration to start thinking about how this could be addressed. Dr. Erardi thought that there were actually two parallel conversations with that question. 1) In August, they will be talking about the superintendent's and administration's goals and they will bring a study to the Board on or around October 1, 2012 of all-day kindergarten. It is a difficult alignment with a full-blown redistricting plan and trying to create quality space in every building. The shortage of

quality space may dictate a much more aggressive look at redistricting. 2) The South End projection, when the school project was brought forward to the state School Facilities Unit, was a projection of 300 students and that was how that school was built, funded and was going to be reimbursed. He stated that there was a redistricting plan to address that; however, the neighborhoods that were supposed to have grown, have not. Dr. Erardi noted that was an ongoing conversation this year with the Curriculum and Instruction Committee about looking to make that a magnet within our own district to attract students. They have two to three years to do that.

Mr. Derynoski agreed with Mrs. Johnson about the inefficiencies. He stated that all-day kindergarten is going to be a reality at some point and they would have to find 13 rooms in the school district as it stands right now and that is almost the equivalent of a school. Right now, there are 26 kindergarten classes, morning and afternoon, and that is a lot of space. Before the Board goes jumping into expanding Project Choice they need to put a matrix together to see where their priorities and cost implications would be. Dr. Erardi noted that from last year to this year 14 elementary school classrooms were opened up because we have 14 fewer teachers in the elementary schools.

Mr. Goralski does not foresee himself supporting adding teachers because he does not know where they are going to get them beyond that .5 FTE. They have a month to study this document and he does not see how he can support adding a teacher that they don't have the funding for.

e. Southington Public Schools ~ 20/20 Vision: Long Term Planning

Dr. Erardi wanted to keep this on the agenda. The Administrative Institute is taking place in August and part of the Institute is going to be dedicated to the 20/20 Vision. This means that the administration would have the opportunity to be an integral part of the framework moving forward. The superintendent's plan is to be back to the Board in September with what the study will look like, who will be part of the ongoing work, and how the School Board will connect to the work before the presentation goes to the Board as a proposal.

10. NEW BUSINESS

a. Discussion on Project Choice

Mrs. Smith explained that they currently have 30 Open Choice students enrolled in the Southington Public Schools and they are looking for support and encouragement from the Board of Education to increase that number by 15 students. If they are fortunate enough to fill those seats, they would anticipate five children coming into Kindergarten at Derynoski Elementary School, five children coming into Kindergarten at South End Elementary School, and five children either in total or combination of two schools (Flanders or Plantsville Elementary Schools) coming into Kindergarten. Beyond the 15 there are always sibling requests that follow on a case-by-case decision. There is a revenue increase if we take in 50% more students than we currently have and that would be the case if we were to offer 15 seats. Beyond that, there is an added grant that she would like to apply for this year in the amount of \$5,000 to help in a professional development way for adults around the general topic of diversity.

Mrs. Notar-Francesco knows that the funding for Kindergarten is at a premium and that is always what districts are looking for when they request Kindergarten students. She was worried that, if Southington was looking to achieve the \$6,000 per student, it may be hard to get 15 Kindergarten students. She asked if Southington would be willing to take other grades. Mrs. Smith replied that they would. Mrs. Notar-Francesco noted that it needed to be a 50% increase by October 1. What happens if the state does not come forward with the 15 students by then? Mrs. Smith reflected on what happened this year when they were late with filling some of the seats that were opened up and we finally did meet the maximum number of seats and, therefore, funding eventually did come. Mrs. Smith stated that she would get back with an answer on that because she could not answer that this evening. Mrs. Notar-Francesco noted that this year Simsbury piloted a couple of sections of Preschool Open Choice and she thought that they took about 30 students in the Pre-K pilot.

Mrs. Lombardi pointed out that she was involved in helping Open Choice hispanic families during the first week and she found that they needed a lot of support in assimilating because they are also traveling 20-30 miles to a new town that they don't know anything about. She asked if there was anything that could be done in terms of an orientation to our schools. Mrs. Smith replied that she has had meetings with those schools who currently have Open Choice children and one of the ideas was to have a host family or families assigned to the new children. The problem this year was that our seats were available, but they were not filled in a timely fashion. There is much more that can be done on an outreach, but also the idea of the host families for parents, not just for the children. For example, in our Extended Day Kindergarten classes, we had children who were going to return in the evening for Pasta Suppers, Ice Cream Socials or Book Fairs, and we had host families with whom the children would stay. The families would come after work and join them. They would like to do the same thing only on an adult basis. They are also marketing a little bit better and they are putting together a brochure selling our wonderful public school system.

Mr. Goralski acknowledged that there was a consensus from the Board for the administration to go forward with 15 students.

b. Magnet School Update

Mrs. Smith explained that there are CREC Magnets and there are Hartford Magnets that are not run by CREC. With the help of Mrs. Passamano, she was able to research each one of the magnets where Southington currently has children attending. She has learned that the magnets that service preschool through elementary school-age children have some common denominators, such as world language, all-day Kindergarten, and state of the art technology. They all tend to offer before and after school care for a fee. The magnets that are offered for middle school-aged students through high school also have state of the art technology and tend to be arts and science driven, and also incorporate world language. There are themed schools around music, art, and partnerships with the Bushnell and the Science Museum and musical organizations. There are phenomenal opportunities in the city. We have one student who is attending Project Learn in East Lyme because of marine science. In general, those were some of the common themes that she found. She would like to do a survey of the Southington families and the high school-aged students who attend magnets so we can find out what is it about the magnet system that is so attractive.

Mrs. Notar-Francesco would be interested in exploring through a survey why the Greater Hartford Academy of Math and Science (GHAMAS) is such a big draw. She understood that they have different levels of math and science, but she wonders if there were some things that Southington could replicate. They are spending approximately \$185,000 in tuitions for the GHAMAS students alone. She asked Mrs. DiNello what she budgeted for our magnet tuitions for this year. Mrs. DiNello replied that she would follow-up tomorrow through e-mail, but she believed that she budgeted what the current anticipated cost was, which at the time was \$351,000. She noted there was still a lot of movement going to take place. Mr. Goralski summarized that a hole in the budget technically could already exist. Mrs. Notar-Francesco felt that bringing in more Open Choice students would help offset the magnet tuitions.

Dr. Erardi explained that a good deal of the attraction to GHAMAS was that they have an engineering program for middle school students. We are actually losing students in the middle school and they are staying within that math and science track. The second piece is, if we use the dollar amount of \$6,000 X 45 Open Choice students that we plan to have in our district this upcoming school year, that is a revenue base of \$270,000. If they are looking at red ink in what they budgeted, he hoped that they could offset some of it with the Open Choice students.

Mrs. Johnson asked Mrs. Smith to talk about the preschool piece. Mrs. Smith replied that she had information about the University of Hartford Magnet School, Museum Academy, and Discovery Academy and explained that there are seven preschool students. She felt that this is where a survey would be helpful because she could only speculate that perhaps a parent works in the area. She noted that they are very attractively marketed. Mrs. Johnson noted that Southington was losing almost \$200,000 a year to students who could learn at our middle schools or high school if we could replicate some of the things at the magnets. Mrs. Smith explained that Southington has wonderful components of everything that every magnet school is offering. When she looks at GHAMAS, in particular, she thinks of STEM and the work going on in partnership with the Southington Education Foundation and Sloper, with Dale Riedinger actually doing hands-on science in the pond. There was a huge emphasis with making connections to STEM professions where students are out in the work world. She thought that, as a comprehensive public school system, Southington was replicating and expanding some wonderful things.

Mrs. Johnson thought that it was essential that Mrs. Smith looks further into it because there was no reason to lose students who feel that they cannot get their wishes fulfilled in the Southington Public Schools, when they can.

Mrs. Queen felt that Southington offered more in our math, science and engineering programs than our interested students can fit into their schedule. She wondered if it was a matter of compression. Could students who are able move through the curriculum more quickly and still cover more, and could some of the full-year courses be taught in half a year. These are students who are not taking a lunch because they are already taking eight classes a day. They need the full component of English, social science and world language for college applications, but they can't literally fit it in. Mrs. Smith thought that this would fit in nicely with Dr. Erardi's 20/20 Vision Plan as a piece of the puzzle in moving ahead with target goals.

Dr. Erardi would bring back to the August meeting how many students apply, are accepted, start at GHAMAS, and then return to the high school. He knows students who have

done that. Mrs. Notar-Francesco asked what happens to the tuition payments that Southington has paid at that point. Dr. Erardi explained that the students finish the year and then they come back. They don't finish the four years at GHAMAS.

Mr. Derynoski explained that in the past they had a lottery system where Southington would budget so many seats for students to attend GHAMAS. They then had the students who attended GHAMAS come to a Board meeting and show what they have accomplished with the curriculum. They wanted to go to GHAMAS because it fulfills their application to get into a higher level college. He does not see that as the case because Southington High School offers tremendous opportunities and there are a lot of students who have achieved access to some of the Ivy League schools without having attended GHAMAS. However, he thought that was the belief still out there with the parents. Dr. Erardi remarked that we have lost local control.

Mr. Goralski stated that the sad reality of this topic, and the cause of this, is the state of Connecticut Sheff case in Hartford created this and the districts outside of Hartford are paying for it. In his opinion, Southington is one of the most diverse high schools in the state of Connecticut available to all of these students and they are going elsewhere because they can. Until the state of Connecticut fixes their own problem, they are going to keep giving us a bill and we are going to keep paying for it. Mrs. Notar-Francesco clarified that the state of Connecticut did not create it, the courts did. Dr. Erardi added that it was adjudicated.

c. Appointment of Cable TV Committee Representative

Mr. Goralski explained that Mr. Rit Campbell asked that he be replaced as the representative. He has served with great distinction for a long time and he continues to bring his knowledge from that field to our high school every day. It seems reasonable that someone who volunteers for something should not have to do it forever. Mr. Goralski stated that Mr. Campbell personally had a role in the replacement selection. Dr. Erardi acknowledged that administration endorses the recommendation.

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

“Move to appoint Elizabeth Hosmer to serve as a representative to the Cable TV Committee for a two-year term to July 2014.”

Motion carried unanimously by voice vote.

d. Program of Studies *(moved to Agenda Item 8.b)*

e. Field Trip Approval

Mrs. Smith explained that she invited Football Coach Michael Drury to be here this evening in case the Board had any questions. She hoped this field trip request was self-explanatory because he was absent. She stated that she spoke to Dr. Semmel about the field trip; he approves it and the funding was covered by the Gridiron Club.

Mrs. Queen stated that, since they were talking about football, and this request is the kick-off of their season, there has been a lot of discussion in the media lately about the long-term

effects of the contact sport, not just concussions. There is discussion now with the NFL players about the lifetime of hitting with the head and long-term head issues. If the coach was in attendance, she was going to ask if there has been any discussion amongst his staff in terms of daily practice changes as a result of these studies.

Mrs. Smith replied that last summer there was a question about helmets when a lot of the stories were beginning to surface about young men who had now a history of injuries and long-term studies were being conducted. She knew that Eric Swallow did a thorough job of bringing in all sorts of information about how they even selected the helmets and how they get reconditioned. Dr. Erardi believed what Mrs. Queen was asking was how many days will there be contact and has that changed with the recent conversations that have taken place on the professional and the medical level. He stated that administration will ask that question through Mr. Swallow to Coach Drury and get that back to the Board.

Mrs. Lombardi asked if this field trip was for team-building and if this was an annual field trip. Dr. Erardi replied that it was for team-building. They have been doing this for a very long time, but did not go last summer because of the late hire of a coach. It is all about team-building and bonding. Mrs. Lombardi asked if team building was occurring during 'relax' times as well. Mr. Derynoski explained that this has been an ongoing field trip for many years and they used to go to New Hampshire or upstate New York. It was usually in conjunction with another school where they will have scrimmages. It is team-building. There is no free time and it is all done in groups. It is a great experience for the football players. The problem he has with this is that it was coming before the Board now rather than two months ago. Dr. Erardi believed that it did not come forward until they had the ability to make sure the funding stream was behind this. Mr. Derynoski stated that was legitimate, but they could have always come forward in advance of having funding with a caveat of funding being available. Dr. Erardi agreed. Mr. Derynoski stated that now they have to act on something and the coach is not here. Dr. Erardi was very surprised and he would inquire on Friday morning what happened to the coach. Mr. Derynoski noted that he will vote in favor of this, but if they had more time he would probably table it and wait.

Mr. Goralski commented that it would have been great if the coach was in attendance to answer these questions. He supports Coach Drury and hears that he is outstanding. He was very disappointed that Coach Drury was not in attendance. He hoped the administration could express that to him. It is disappointing to have a last minute request like this and the coach is not present. Mr. Goralski noticed that in the Personnel Report a coach resigned and he would like some follow-up on the replacement of who would be going on this field trip. He trusted Mr. Swallow to stay on top of that.

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

“Move to approve the field trip for the Southington High School Football Team to Camp Awosting in Morris, Connecticut, as presented.”

ROLL CALL VOTE: YES – Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Notar-Francesco, Mr. Oshana, Mrs. Queen. NO – Mr. Goralski. **Motion carried with six in favor and one against.**

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:15 p.m.

Respectfully submitted,

Linda Blanchoud
Recording Secretary

SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

EXECUTIVE SESSION
JULY 12, 2012

1. CALL TO ORDER

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 6:30 p.m.

Board of Education Members Present: Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi (*arrived at 6:35 p.m.*), Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

Board of Education Members Absent: Mrs. Terri Carmody and Mrs. Colleen Clark.

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

Town Council Members Present: Dr. Albert Natelli (*left the meeting at 7:20 p.m.*) and Dr. Stephanie Urillo.

Board of Finance Members Present: Mr. John Leary, Mr. Edward Pocock, Jr., Mrs. Sandra Feld, Mr. Anthony Casale, Jr. (*left the meeting at 6:38 p.m.*).

Others Present: Attorney Richard A. Mills, Shipman & Goodwin LLP.

2. EXECUTIVE SESSION FOR SEA CONTRACT NEGOTIATIONS AND UPSEU PARAPROFESSIONAL NEGOTIATIONS ~ 6:30 p.m. – 7:30 p.m.

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

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

Motion carried unanimously by voice vote.

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move that the Board return to public session.”

Motion carried unanimously by voice vote.

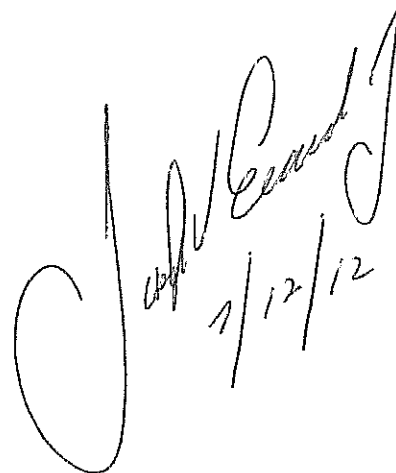
Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

Administration: Board of Education Report July 12, 2012

1. **Family Resource Funding** (Attachment #1)
2. **Main Street Community Foundation Partnership** (Attachment #2)
3. **Safe Routes to School Grant** (Attachment #3)
4. **Community Foundation of Greater New Britain Partnership** (Attachment #4)
5. **Summer School 2012**
6. **Garden at the Barnes – Leon Peschel** (Attachment #5)
7. **SRO: Police Department / SHS Partnership** (Attachment #6)



A handwritten signature in black ink, followed by the date 7/12/12. The signature is stylized and appears to be 'J. P. ...'.

WILLIAM CASPAR GRAUSTEIN
MEMORIAL FUND

June 28, 2012

Mr. James Williamson
Executive Director
Community Foundation of Greater New Britain
74A Vine Street
New Britain, CT 06052

David Nee
Executive Director

Dear Mr. Williamson:

On behalf of the Trustees of the William Caspar Graustein Memorial Fund and the State Department of Education we are pleased to inform you of their action to approve an Option 2b award of \$25,000 for the Southington Discovery grant for the period of July 1, 2012 to June 30, 2013. We are excited about this funding partnership that will allow for a comprehensive approach to improving conditions for all children in Connecticut.

You will soon receive the Grant Memorandum of Agreement that will detail the terms and conditions of the award. We want to thank you for your continued interest and participation in Discovery. We are looking forward to working with you in your efforts to improve outcomes for your community's youngest children.

Sincerely,

David M. Nee
Executive Director

Ref. #2873.03

Cc: Krista Pringle



*The storyteller figure
symbolizes the values
of the Memorial
Fund—educating,
supporting and
inspiring our
children.*



Connecting Donors Who Care With Causes that Matter

June 22, 2012

Ms. Susan D. Sadecki, President
Main Street Community Foundation
200 Main Street – P.O. Box 2702
Bristol, CT 06011-2702

Dear Susan:

On behalf of all of us here at the Community Foundation of Greater New Britain and our partners, Southington Public Schools, I'd like to express our most sincere thanks and grateful appreciation for your foundation's recent grant of \$3,655 to the Early Childhood Collaborative of Southington and its Family Resource Center. As you know, the grant will provide important support to their planned summer relocation to a new permanent home at Hatton Elementary School.

As fiscal agent and funder to ECCS, we are pleased to have your generous support to their programs, and hope that you and your Board members will have an early opportunity this fall to tour these new facilities. In a recent external evaluation of ECCS/FRC programs by the Community Foundation, our evaluators found that "the program has played an important role in supporting the school district's focus on reducing its Kindergarten readiness gap." Also noted was a substantial increase over the past three years in the number of pre-school age children and families using ECCS/FRC services. Your generous support will no doubt help to continue that important upward trajectory, bringing great long-term benefit to our Southington children as they begin their academic journey.

With best regards,

James G. Williamson
President

cc: Dr. Joseph V. Erardi, Superintendent, Southington Public Schools
Krista Pringle, Coordinator, Early Childhood Collaborative of Southington

JOSEPH ERARDI

From: Susan Sadecki <susan@mainstreetfoundation.org>
Sent: Monday, June 11, 2012 1:35 PM
To: Krista Pringle
Cc: JOSEPH ERARDI; Jim Williamson; Jarre Betts
Subject: Family Resource Center

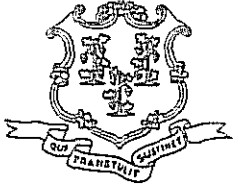
Hi Krista,

Congratulations! I wanted you to be among the first to know that the Main Street Community Foundation board of directors approved your grant proposal to transform a classroom at Hatton Elementary School to be used as a permanent space for the Family Resource Center of Southington. We hope this grant helps to provide additional programs to benefit families throughout Southington.

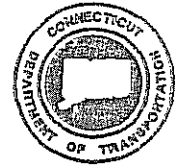
An official award letter and grant agreement will be mailed to Jim at the Community Foundation of Greater New Britain. We look forward to visiting the "transformed classroom" upon completion and wish you and Jennifer continued success.

Sincerely,
Susan

Susan Sadecki, MBA
President & CEO
Main Street Community Foundation
200 Main Street, P.O. Box 2702
Bristol, CT 06011-2702
Tel. 860.583.6363
Fax. 860.589.1252
Email. susan@mainstreetfoundation.org
www.MainStreetFoundation.org



STATE OF CONNECTICUT
DEPARTMENT OF TRANSPORTATION



2800 BERLIN TURNPIKE, P.O. BOX 317546
NEWINGTON, CONNECTICUT 06131-7546

Phone:

June 20, 2012

The Honorable Garry Brumback
Town Manager
Town of Southington
75 Main Street
Southington, Connecticut 06489

Dear Mr. Brumback:

Subject: Federal Fiscal Year 2010-11 Safe Routes to School (SRTS)
Infrastructure Program - SRTS Project Award Notification

On May 25, 2012, the Department of Transportation (Department) received public involvement documentation and resolution of support from Southington's Town Council for the Joseph A. DePaolo Middle School SRTS project, fulfilling the prerequisites of the FFY 2010-11 SRTS Infrastructure Program. Therefore, the Department would like to notify you that your SRTS project is approved for a funding award of \$498,496.

The estimated construction cost of the project is \$498,496, which includes approximately \$40,535 for the cost of the Department's incidentals to construction. The Town is responsible for any costs associated with the design of these improvements and any costs required for the acquisition of rights of way. It is important to note that the Town is responsible for any construction costs over the maximum amount awarded.

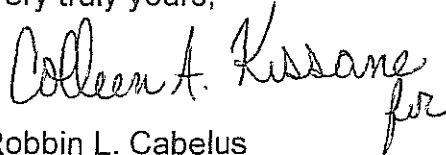
The Department's Highway Design, Local Roads Office will be responsible for administering the design phase. A kickoff meeting with your Engineering Department will be scheduled in the near future to discuss the project details, schedule and the design process.

All costs incurred under this project must be in full compliance with both Federal and State regulations, policies, and procedures that govern the use of transportation

funds. Costs are subject to review by both Department Accounts Examiners and Federal Auditors. Payments will be made as reimbursements for project expenses after they have been incurred.

If you have any questions or require further assistance, please contact Ms. Sharon P. Okoye, SRTS Coordinator, at (860) 594-2367, or by e-mail at sharon.okoye@ct.gov.

Very truly yours,



Robbin L. Cabelus
Transportation Planning Director
Bureau of Policy and Planning

cc: Dr. Joseph Erardi
Mr. Kenneth Shooshan-Stoller
Mr. Carl Stephani



Connecting Donors Who Care With Causes that Matter

June 28, 2012

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

Dear Joe,

It seems only just a little while ago that more than 70 of your fellow Southington residents gathered last October at The Orchards at Southington for an evening of thanks and celebration of the Community Foundation's ten years of service to our Southington community. It was a wonderful evening, and we remain most indebted to our gracious hosts, Andy & Fran Meade, and Trish Walden and her husband, George Gorecki. Our deep appreciation also goes, of course, to our friends at The Orchards and the staff of Central CT Senior Health Services who worked so hard to make it such a special affair. It was, as someone remarked, "an Incandescent Evening!"

We are sorry that you were unable to be with us that night, but hope that one of our attendees may have told you about the event and its highlights. We appreciate your interest in and support of the Community Foundation, and thought you might like to have this update on our plans and activities since then.

As we mentioned that evening, our new Strategic Plan challenges the Foundation to "*become the philanthropic community leader that builds partnerships which bring people and charitable resources together to impact critical issues facing our Greater New Britain communities.*" Embodied in three core values of Leadership, Effectiveness and Impact, this charge calls for us to go "beyond grants" to invest ourselves more deeply into our community's most important issues, working closely with those already on the "front lines" to craft the strategies and gather the resources necessary for ultimate success.

One recent example of that new approach is our active support to the Early Childhood Collaborative of Southington's desire to create a new "Community Plan for Southington's Children." This Plan, once completed, will result in a more holistic and comprehensive approach to helping our Southington children prepare for academic success when they arrive at Kindergarten at Age 5. So, beyond our co-funding of the Collaborative with Southington Public Schools, we intend to actively participate in the Community Plan's promotion, meetings, research and deliberations, in order to help assure its eventual success.

June 28, 2012

Page 2

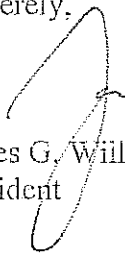
We are also working closely with the Southington Education Foundation to further develop the partnership established last fall with the Foundation's \$5,000 Challenge Grant to SEF's Annual "Fan of the Foundation" Gala. We're still in discussions right now, but hope to have something new and exciting to announce after the summer which will build on that relationship. Look for it.

Beyond those, we continue to respond whenever possible to Southington's emerging needs through our traditional Community Response Grants program. You may be aware of the Community Foundation's \$20,000 grant last fall to the Southington YMCA's innovative LiveSTRONG program for cancer survivors; our recent \$16,333 grant to the School District for the purchase of a van needed for its Special Education Transition Program for ages 18-21; or attended the recent dedication of the new Community Pavilion at the Southington Drive-In where the Foundation was honored, with many others, for its \$10,000 grant to that project.

Thank you again for your continued support to the Community Foundation. We value your interest, as well as your comments or suggestions on how we might best serve the Southington community in the months and years ahead.

Enjoy your summer!

Sincerely,

A handwritten signature in black ink, appearing to read "James G. Williamson". The signature is written in a cursive style with a large, sweeping initial "J".

James G. Williamson
President

Movie and Trivia Mondays begin July 16th

In keeping with our Summer Reading theme, *Everything British*, we will be showing British movies based on books you will be reading. Films will include Agatha Christie's Poirot and Miss Marple characters, Jane Austen's *Persuasion*, and *King Arthur: The Young Warlord*.

We encourage you to read the book and then see the movie to compare your experience:

- Does the movie follow the plot of the book?
- Are the characters portrayed as you imagined them?
- Which do you like more, the book or the movie?

No registration is necessary for the movie showings. The movies are about an hour and 40 minutes long. Light refreshments will be served. Stop in the Library or check the on-line calendar for dates and times.

Everything British Trivia Quiz

Before the feature showings all in attendance will have an opportunity to take part in the *Everything British Trivia Quiz*. The person who correctly answers the most trivia questions will receive a small prize and a Bertucci's coupon for a free item from their Starters menu. A trivia sheet is available at the Adult Summer Reading display by the kiosk. Take your chance at: What is a Pasty? What is the British Isles? When do the 2012 Olympics begin?

The English Lady's Garden Earth Program

Tuesday, August 21st at 6:30 p.m.

In her naturally humorous and upbeat manner, The English Lady (a.k.a. Maureen Haseley-Jones) will discuss ways in which we can be inspired to connect at a deeper level with the meaning and purpose of Mother Nature and create beautiful gardens that respect the earth and flourish without the use of harmful poisons.

Maureen recognizes that at present, more than any other time in our history people need to make conscious choices about their health, lifestyle, and homes. This is imperative not only for humankind, but for our planet as well. "We are inexorably entwined with the earth" she says. "People need to know that even the smallest gesture of a garden has positive effects and rewards on the environment."

Maureen Haseley-Jones, comes from a long line of horticultural artisans, whose landscaping heritage dates back to the seventeenth century. She is one of the founders of the The English Lady Landscape and Home Company.

Maureen's "cheeky, self-effacing style" as the garden guru on WRCH Lite 100.5 FM radio has earned her a wide fan base for over ten years. *The New York Times* said of her "one of life's unexpected experiences was discussing manure with a baroness." And *Connecticut Magazine* described her as "anything but tweedy."

Registration is required and will begin Monday July 23rd. All in attendance will receive a

free raffle ticket for an opportunity to win an English Lady prize at the end of the program.

The Orchard Valley Garden Club and the Library are co-sponsoring this program. Light refreshments will be served.

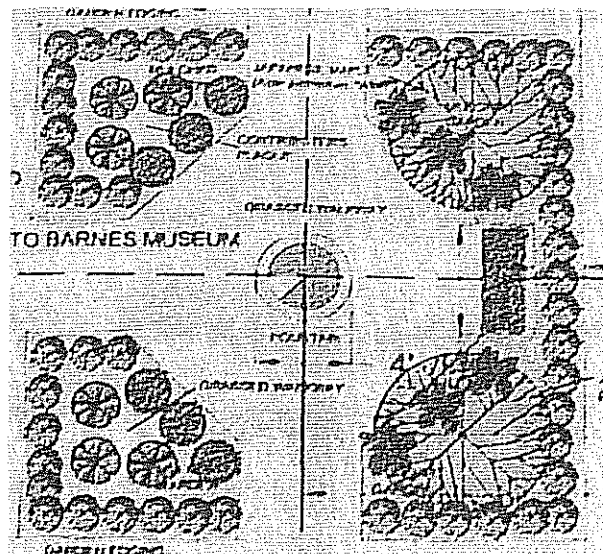
The Eagle Scout Garden at the Barnes Museum

Thursday August 23 at 6:30 p.m.

Eagle Scout Leon Peschel, will discuss his project and the process involved in creating the Barnes Eagle Scout Garden based on the original Barnes garden and English Garden designs.

If time and weather permit, those in attendance are invited to travel up to the Barnes Museum located at 85 North Main Street (Route 10) to visit the garden after the program. The grounds of the Barnes Museum are always open for the public's enjoyment.

Registration is required. The Orchard Valley Garden Club and the Library are co-sponsoring this program.



British authors you might enjoy!

- ☞ Agatha Christie - Whether you are a fan of Belgian detective Hercule Poirot or the charming Miss Marple, Christie's mysteries are always good reading. Try *The Murder of Roger Ackroyd*, or *And Then There Were None* for a taste of classic British mystery writing.
- ☞ Ian Fleming - If you are familiar with 007 only from the movies you might be surprised by Fleming's novels. Did you know he also wrote the children's story *Chitty-Chitty-Bang-Bang*?
- ☞ Nick Hornby - *About a Boy*, published in 1998, is about two "boys" – Marcus, an awkward yet endearing adolescent, and the free-floating, mid-30s Will Freeman, who overcomes his own immaturity and self-centeredness through his growing relationship with Marcus.
- ☞ John Le Carré - Le Carré began writing spy novels during the 1950s and the 1960s while he was working for the British intelligence services MI5 and MI6. His third novel, *The Spy Who Came in from the Cold* (1963), became an international best-seller, and remains one of his best known works.
- ☞ Jane Austen - A film adaptation of *Persuasion*, one of Austen's most popular novels, will be shown this summer as part of out *Everything British* movie series.
- ☞ Doris Lessing - Born in British Zimbabwe, Lessing was awarded the 2007 Nobel Prize in Literature. Her novels include *The Grass Is Singing*, *The Golden Notebook*, *The Good Terrorist*, and five novels collectively

known as *Canopus in Argos*.

- ☞ Ngaio Marsh - New Zealand-born, Marsh is known primarily for her creation Inspector Roderrick Alleyn, a gentleman detective who works for the Metropolitan Police (London). She is one of the "Queens of Crime" alongside Agatha Christie, Dorothy L. Sayers, and Margery Allingham.
- ☞ Iris Murdoch - Murdoch's first published novel, *Under the Net*, was selected in 1998 as one of Modern Library's 100 best English-language novels of the 20th century. The (London) Times ranked one of "The 50 greatest British writers since 1945."
- ☞ Ian McEwan - *Atonement* was one of the most celebrated and honored books of its time. It was short listed for the 2001 Booker Prize for fiction and *Time* magazine named it in its list of All-time 100 Greatest Novels.
- ☞ Anne Perry - Perry is the author of two popular series set in Victorian England. One features William Monk, a police officer with no memory of his early life, (*Face of a Stranger*, *A Dangerous Mourning*) and the other features Thomas Pitt a Police Inspector removed from his job as a result of investigating the "wrong people." (*The Carter Street Hangman*, *Callander Square*)
- ☞ J.K. Rowling - *Harry Potter* – enough said.
- ☞ Mary Stewart - Stewart is the bestselling author of many romantic suspense and historical fiction novels. Her books include *The Moonspinners*, *Nine Coaches Waiting* and the popu-



Relax, Rejuvenate & Read

This Summer you are invited to relax and rejuvenate at the Library with a free chair massage provided by Advanced Massage Therapy Students of Branford Hall.

Come to the Library on the following Tuesday evenings between 6:00 and 8:00:

- ☞ July 17
- ☞ July 24
- ☞ July 31
- ☞ August 14
- ☞ August 21
- ☞ August 28

Massages are held on the mezzanine level and are first come, first served - no specific times will be scheduled. There is no age restriction. Infant/child massage will also be offered (*Parents must be present during the time of massage for anyone under the age of 18*).

Sessions are approximately 15 minutes in length,

Stop in to "Read, Relax and Rejuvenate."

Southington Police Department

Southington High School SRO

Final Report

2011-2012 Year

REPORTING PERIOD:

August 2011 - June 2012

This is the second year as the School Resource Officer (SRO) at Southington High School. During the school year, I was presented with a variety of duties and responsibilities as the SRO. A School Resource Officer is expected to act as a teacher, an informal counselor, and as a law enforcement officer.

During the year, I worked with school administrators on a variety of security issues including: parking lot safety, installation of new security cameras, Protective/Restraining Orders, bullying, and Code Lock Drills. The K-9 Units came into the school on a several occasions to conduct drug sweeps of the hallways. I responded to medical calls, parking lot accidents, fire alarms, thefts, fights, and many other incidents.

I guest lectured in a total of sixteen (16) Health classes demonstrating the effects of alcohol intoxication. I utilized my experience as an Accident Reconstructionist to show the end results of combing drinking and driving. Part of my presentation was to show photographs of fatal crashes that I investigated in Southington. Students were also shown a surveillance video that captured a fatal crash on Meriden-Waterbury Road that killed a Cheshire High gym teacher. This teacher was an intern at Southington High for several weeks. The driver of the other vehicle was found to be intoxicated and is currently serving time in prison.

I also lectured in several Psychology classes to discuss how psychology is used in law enforcement. Specifically, officer encounter individuals with substance abuse problems, psychological issues, and people dealing with traumatic incidents. Officers need to know how to deal with people and the unique problems they face. Psychology is also used to elicit confessions from suspects.

Part of my duties as a SRO was to act as an informal counselor. I spent a significant amount of time meeting with students and teachers in the role of counselor. As the school year progressed and students become more comfortable with me, they would come to my office to discuss problems they were having at home and at school. Many issues students encountered, were the product of being harassed through FaceBook, Twitter, Texting, and other mass media. I also worked closely with school counselors as they encountered various problems with students.

I assisted officers and detectives with information on various cases they were working on throughout the year. I helped recruit and acted as a liason for the Police Explorer program.

One of my duties as School Resource Officer is to enforce the law. During the school year, several students were arrested at Southington High School for various offenses. Students were charged with the following crimes:

- Fighting/Breach of Peace
- Breach of Peace - Other
- Interfering with an Officer
- Assault
- Weapons Violations
- Drug Related
- Vandalism
- Counterfeiting
- Larceny

This is my final year as the School Resource Officer at Southington High School. My experience at SHS will carry over with me as I assimilate back to life in patrol. I have a new found respect for the remarkable job that the teachers and administrators do at SHS. In addition, I view students at SHS much differently than I did two years ago. I now realize the tremendous talent and potential that the youth of our town possess. The majority of students will move on to become highly successful adults.

I really enjoyed my tenure as SRO and will miss the faculty and students. I would like to thank Dr. Erardi, Dr. Semmel, and the school administration for fully supporting the SRO program and working with me as we faced new challenges on a daily basis. I would also like to thank Lt. DePalma and Chief Daily for giving me their full support and trust over the past two years.

Officer Jason Plourde #355
School Resource Officer

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 16, 2012

Decision Requested X Agenda Code 8 a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2012 – 2013.

Background: The attached report lists personnel activity from July 1, 2012 through July 31, 2012.

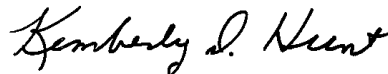
Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

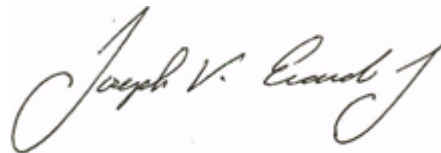
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Personnel Report be approved as submitted.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – August 2012

PERSONNEL ACTIVITY REPORT

FOR: August 2012

APPPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Rimkie, Elizabeth	Special Ed Teacher	Strong		August 27, 2012	MA	Central CT State University	\$46,060.00
Wilcox, Stacy	Literacy Specialist	JAD / JFK		August 27, 2012	MA	Central CT State University	\$65,040.00
Linke, Stuart	Psychologist	Hatton & S.End		August 27, 2012	6 th Year	University at Buffalo, NY	\$49,680.00
Santanella, Richard	Music Teacher	JAD		August 27, 2012	BA	University of Connecticut	\$49,960.00
Ekegren, Lindsay	Physical Science Teacher	JAD		August 27, 2012	MA	University of Bridgeport	\$46,060.00
Fenton, Kerri	Interim Lang Arts Teacher	JAD		August 27, 2012	MA	University of CT	\$46,060.00
Laudati, Courtney	Language Arts Teacher	JAD		August 27, 2012	MA	University of Bridgeport	\$46,060.00
Maiorano, Hollis	Pre-K Facilitator	District	.4	August 27, 2012	6 th Year	Southern CT State Univ.	\$34,188.00
Bousaada, Kate-Elizabeth	Grade 5 Teacher	DES		August 27, 2012	6 th Year	University of Bridgeport	\$49,680.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Scranton, Michael	Custodian	Hatton / SHS	40.0	August 6, 2012	\$21.08
Cooney, Joy	Secretary Class II	Deyrnoski	35.0	August 15, 2012	\$20.62
Dufresne, Jodi	RN	JAD	36.25	August 28, 2012	\$39,781.00
Pelletier, Heather	RN	Hatton	36.25	August 29, 2012	\$40,381.00

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Brostrom, Sharon	Science Teacher	JAD	July 31, 2012	7 years	No
Francis, Deborah	Elementary Teacher, Grade 5	DES	August 3, 2012	35 years	Yes
Comito, Susan	World Language Teacher	JAD	August 4, 2012	5 years	No
Rodriques, Roy	Continuing Education Director	SPS	October 2, 2012	26 years	Yes

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Luczkow, Julie	Secretary Class II	Math / Science Coordinator	July 7, 2012	9 years	Yes
DeAngelo, Lesley	Secretary Class II	Reading / Lang Arts Coordinator	August 4, 2012	6 years	No
Scranton, Michael	Part-Time Custodian	Hatton	August 4, 2012	11 months	No

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
Savia, Bernadette	Special Ed Teacher	JAD	Special Ed Teacher	SHS	August 27, 2012
Arroyo, Michelle	Spanish Teacher	SHS	Spanish Teacher	JAD	August 27, 2012

Classified

Name	From Position	From School	To Position	To School	Effective Date
No Classified transfers in the month of July					

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absence in the month of July					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Haynes, Tammi	Newspaper Advisor	SHS	August 27, 2012	\$2,163.00
Cousino, Becky	Honor Society Advisor (sharing position with Katarzyna Grochal)	SHS	August 27, 2012	\$479.50
Grochal, Katarzyna	Honor Society Advisor (sharing position with Becky Cousino)	SHS	August 27, 2012	\$479.00
Powers-Salamon, Nancy	Team Leader, Grade 6	JFK	August 27, 2012	\$1,379.00
Jarosz, Barbara	Team Leader, Grade 7 & 8 (split)	JFK	August 27, 2012	\$1,379.00
Pepin, Pamela	Curriculum Specialist, Science	JFK	August 27, 2012	\$1,379.00

Resignations

Name	From Position	School	Effective Date
Altieri, Patricia	Advisor, Drama Club	J. F. Kennedy Middle School	July 5, 2012
Quinn, Jesse	Assistant Coach, Cross Country	Southington High School	July 23, 2012

OTHER

Certified

Name	Position	Reason	Effective Date
Jardine, Kathleen	.6 FTE School Social Worker	Requested a reduction from 1.0 FTE	August 27, 2012



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting July 23, 2012

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 11:05 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen

Present from the Administration and Faculty: Dr. Joseph Erardi, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools.

All-Day Kindergarten ~ Initial Discussion

The committee began their discussion surrounding the study of an all-day kindergarten program in Southington beginning with the 2013-2014 school year. An analysis of space, cost, transportation, and curriculum will begin this fall. Community conversations will occur as part of this study process. It is anticipated that by the end of October, data collected from this study will be shared with the Board of Education with the anticipated hope of including all-day kindergarten for consideration for approval.

Topics for the 2012-2013 School Year

The committee decided that the following topics will be reviewed during the 2012-2013 school year: *High School Leveling Updates, Exceptional Learners, Literacy at Southington High School, All-Day Kindergarten, Preschool Program at Hatton School, Grades 8-9 Transition Talks (Year II), Summer School Update 2012, Student Success Plans Grades 6-12*

Calendar Dates

The committee was provided with the included listing of meeting dates for the 2012-2013 school year.

August 21, 2012	February 5, 2013
September 18, 2012	March 12, 2013
October 11, 2012	April 10, 2013
November 15, 2012	May 7, 2013
December 19, 2012	June 10, 2013
January 15, 2013	

Other

The committee was provided with an overview of CMT and CAPT scores. A detailed review of the achievement of students, as measured by the CMT and CAPT tests, will occur later in the fall to the full Board. Administration stated that they are pleased with the results.

Motion:

By Mrs. Queen, seconded by Mrs. Notar-Francesco

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Roll Call Vote: Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Queen, Mrs. Carmody

Voted: Unanimously

Meeting was adjourned at 12:35 p.m.

Respectfully Submitted,

Karen L. Smith

Assistant Superintendent for Instruction and Learning

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

49 BEECHER STREET
SOUTHINGTON, CT
06489

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(860) 628-3202

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SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut
Policy and Personnel Committee Meeting
July 23, 2012

The meeting was called to order by Chairperson, Mrs. Colleen Clark at 5:30 p.m.

Committee Members Present:

Mrs. Colleen Clark, Mrs. Patricia Johnson, Mrs. Patricia Queen, Mr. Zaya Oshana

Administration Present:

Mrs. Karen Smith, Assistant Superintendent of Schools

Continue Review of the 1000 Series ~ Guidelines of the Southington Police Department ~ Police Activity at Schools

The committee asked the following questions and Mrs. Smith indicated that she will research the answers and respond at the next meeting that is scheduled for August 20, 2012.

- What are the legal rights of students who are interviewed and/or interrogated by the police on school property?
- Can the Board of Education request that an administrator be present during all interviews/interrogations?
- What is the definition of a 'minor'?
- What is the legal age at which time a parent/guardian does not have to be present for an interrogation/interview to occur?

Policy #5144.1, Restraint and Seclusion

In addition to some minor grammar and punctuation edits, the committee recommended that the following be deleted from the policy:

General Principle's section ~ delete the sentences that read, "*Only safe and approved forms of restraint will be utilized. Physical restraint or seclusion will not be used as a punishment or restriction of freedom, nor will it be used as a means to inflict pain.*"

Definitions ~ Seclusion section ~ delete "*whether alone or*" that is found in the first sentence.

Definitions ~ Student at Risk section ~ delete "*requiring special education*" that is found in the first sentence.

The committee also asked if the district can restrain/seclude a student if the student is *not* identified as a student-at-risk. The administration will research this question and respond at the next Policy and Personnel Committee meeting.

Future Meeting Dates

The committee was provided with a listing of possible meeting dates for the 2012-2013 school year. All meetings will begin at 5:30 p.m. and will be held at the Municipal Center unless otherwise noted.

August 20, 2012*	February 25, 2013
September 17, 2012	March 18, 2013
October 15, 2012	April 22, 2013
November 26, 2012	May 20, 2013
December 17, 2012	June 17, 2013

*August meeting will be held at Kennedy Middle School.

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

BOARD OF EDUCATION

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Other

The committee agreed to include the following agenda items at their next meeting:

- Continue review of the 1000 Series
- Review of Job Descriptions ~ Initial Discussion
- Review of the 2000 Series – Concepts and Roles in Student Policies

The meeting adjourned at 7:00 p.m.

Motion

By Mrs. Queen, seconded by Mrs. Johnson

“Move that the Policy and Personnel Committee be adjourned.”

Motion carried by voice vote.

Respectfully,



Karen L. Smith

Assistant Superintendent for Instruction and Learning

SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Wednesday, August 8, 2012, 7:00 p.m.

Hatton Elementary School, 50 Spring Lake Road, Southington

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski, Terry Lombardi, Patricia Johnson
From Administration: Sherri DiNello, Director of Business & Finance; Philip Goodwin, Purchasing Agent

The meeting was called to order at 7:00 p.m.

1. **SELF INSURANCE REPORT:**

The committee reviewed the report as submitted.

2. **TRANSFER OF FUNDS:**

Mrs. DiNello pointed out a correction to the cover page that the account title is "Content Area Literacy Support," not Specialist. She went on to explain that the Purchase Plan for 2011-2012 was not able to fund the additional \$15,000 in content area books and that many principals would like to make the purchase by transferring funds from other text accounts.

Committee members recommend approving the transfers as submitted

3. **PAY PHONE – SOUTHINGTON HIGH SCHOOL:**

The committee endorses administration's recommendation to eliminate the two payphones at Southington High School due to lack of activity. A monthly savings of \$183 will be realized. The committee feels that the Board of Education should approve this decision at a Board of Education meeting so it will be added to the agenda under our Finance Committee Report.

The committee members hope that continued reviews and savings can be realized in other accounts as well.

4. **BID APPROVAL:**

a) **Snow Removal & Sanding – Bid #2012-Bid-16 (JAD, Plantsville, Flanders):**

The committee endorses the bid document as presented. Mr. Goodwin shared that the only major change to the document was on page 15; season is changed from the first snow and/or ice storm to and including the last snow and/or ice storm during the school year between July 1 and June 30. This change is a result of the October 2011 storm that fell outside of the "season" definition because previous seasons began November 1.

5. **ATHLETIC TRAINING CONTRACT:**

Mrs. DiNello explained that our current three-year contract with Select Physical Therapy expires on June 30, 2013. The business office would like permission to work on negotiating a contract extension. School officials, parents, and student athletes are

pleased with the services being provided. Mrs. DiNello provided a brief history of the bid process that took place prior to the current contract being signed. Select Physical Therapy basically bid against itself because the new vendor that requested we get competitive pricing by going out to bid, never submitted a proposal. The school district did save significant dollars from the process.

Committee members are comfortable with negotiations taking place and a recommendation could come back to the Finance Committee at a later date.

6. **PROPOSAL FROM HADFIELD SPORTS - INTRODUCTION:**

For the purpose of updating new committee members, Mrs. DiNello explained the history of the NIKE / Billing Sports Purchasing Agreement that the Board of Education entered into from 7/1/2008- 6/30/11. She shared the pros and cons of the agreement along with the public perception.

Mrs. DiNello verbally shared information received from the owners of Hadfield Sports when they made a presentation to both her and Phil last June. She shared their interest in providing a Purchasing Agreement and the services and products that would be covered in their proposal along with the sponsorship credits. Their proposal encompassed all athletic equipment and apparel along with embroidering and screen printing and the pricing would be extended to booster clubs, PTOs, etc. Hadfield's would like advertising opportunities through posters in our schools.

Mrs. DiNello asked if the committee members were interested in the concept of entering into a purchasing contract with Hadfield Sports. If so, she would invite the owners to give a presentation to the committee. Committee members openly discussed the number of complaints raised when the Board of Education entered into the NIKE Agreement. Administration shared that they were comfortable with the current purchasing policies and practices and that Mr. Goodwin is willing to continue working with Mr. Swallow to obtain quotes for the athletic purchases and bid items when required.

The committee did not have any interest in having a presentation from Hadfield Sports and recommends the administration continue with its current purchasing practices.

7. **2012-2013 AGRICULTURE SCIENCE AND TECHNOLOGY EDUCATION (ASTE):**

Mrs. DiNello reviewed the documentation from the State of Connecticut notifying the committee that Bill PA-12-116 increases the annual state grant for each student attending a regional Agriculture Science and Technology Education (ASTE) from \$1,355 to \$1,750. This results in an increase of \$64,300 in revenues. The bill allows local school boards to receive and spend the increase; however, they cannot supplant local educational funding with it.

Mrs. DiNello suggests requesting an appropriation from the town for the \$64,300 for the VOAG Program after the town receives the funds. The appropriation request will also provide the dialogue needed for budgeting in 2013-14 so the town can increase the anticipated revenues and the Board of Education VOAG budget will be required to increase by the additional per pupil grant amount.

Mrs. DiNello will ask Marion Stannard and Dr. Semmel to come forward with a recommendation for the use of the funds prior to making an appropriation request to the Board of Finance.

Committee members endorsed handling the ASTE grant in the manner it was proposed and look forward to learning more about how the grant funds will be used.

8. **YEAR END CLOSEOUT:**

The committee reviewed the Year End Expenditure Report for the closeout of the 2011-12 school year. Mrs. DiNello shared that budget was closed with a remaining balance of \$3,742.16 that will remain in the Town's General Fund. She distributed a revised report that included additional journal entries to correct some account balances. The committee reviewed the report in detail and Mrs. DiNello provided a detailed explanation for accounts that had large remaining balances or negative balances. In many cases, there was a correlation between the two. An example would be a large balance in a salary account but an over expenditure in the substitute account. The Board of Education saved money because the employee was out on an unpaid medical leave but paid a substitute for a longer period of time than was budgeted.

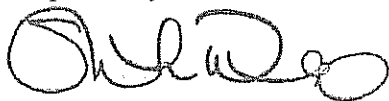
The committee appreciated the account review and accepted the Year End Closeout Report.

9. **MISCELLANEOUS:**

- a) Mrs. DiNello reported that the only orders placed from the approved Purchase Plan were the textbooks shifted from 2012-13 to 2011-12 and the projectors needed at Derynoski Elementary School so the donated SMART Boards could be used. Budget funds were too tight to allow for any other purchases. She told the committee that she will be issuing a purchase order for the ALIO upgrade needed for the web version in the amount of \$6,000. This change is scheduled for the fall and needs to be done for the product to continue being supported.
- b) Mrs. DiNello shared that there will be a meeting at the end of the month with a number of school districts to learn more from Secure Energy about electricity generation pricing. Our current contract does not expire until December 2014; however, pricing is extremely low and the vendor wanted to share an update with participating districts.

The meeting adjourned at 8:13 p.m.

Respectfully submitted,



Sherri P. DiNello
Director of Business & Finance

Southington Public Schools
Southington, Connecticut

2012-2013

TRANSFERS OF FUNDS

RECOMMENDED TO FINANCE COMMITTEE

August 8, 2012

Rev. 8-9-12

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
FLANDERS	10	42100	2259	Text Replacement	(1,105.15)	
	10	40305	4009	Content Area Literacy Support		1,105.15
STRONG	10	42100	2256	Text Replacement	(3,285.00)	
	10	42300	2321	Consummable Text	(2,000.00)	
	10	40305	4013	Content Area Literacy Support		5,285.00
TOTAL					(6,390.15)	6,390.15

Southington Public Schools
49 Beecher Street
Southington, CT 06489

To: **DIRECTOR OF BUSINESS & FINANCE**

From: Patricia Mazzarella

Location: Flanders Elementary

Subject: **REQUEST FOR TRANSFER OF FUNDS**

Please authorize the following transfers within the accounts assigned to my program location:

	FUND	ACCOUNT NUMBER	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM:	10	42100	641	1000	213	2259	\$1105.15
	<i>Text read</i>						
TO:	10	40310 40305	611	1000	213	4009	\$1105.15
	<i>Count area lit 5472</i>						
FROM:							
TO:							
FROM:							
TO:							
FROM:							
TO:							

BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

This transfer will allow us to buy books needed to Match the new LA curriculum and meet CCSS Requirements.


Signature: Principal - Administrator

7-19-12
Date

BUSINESS OFFICE USE ONLY

Approved

Denied

COMMENTS

- _____ Insufficient balance
- _____ Outstanding encumbrance
- _____ Other (See COMMENTS)


Director of Business & Finance

7/31/12
Date

Southington Public Schools
49 Beecher Street
Southington, CT 06489

To: **DIRECTOR OF BUSINESS & FINANCE**
 From: Linda Lockner
 Location: Shore School
 Subject: **REQUEST FOR TRANSFER OF FUNDS**

Please authorize the following transfers within the accounts assigned to my program location:

	FUND	ACCOUNT NUMBER	OBJECT CODE	FUNCTION	SITE CODE	KEY #	AMOUNT
FROM:	10	42100	641	1000	208	2256	\$ 3,285.00
TO:	10	40305	611	1000	208	4013	\$ 3,285.00
FROM:	10	42300	641	1000	208	2321	\$ 2,000.00
TO:	10	40305	611	1000	208	4013	\$ 2,000.00
FROM:							
TO:							
FROM:							
TO:							

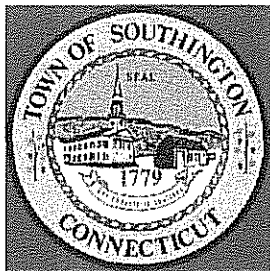
BRIEFLY JUSTIFY YOUR REASONS FOR MAKING THE ABOVE REQUEST.

We needed to increase
our non fiction books
for our classroom
libraries

Linda M. Lockner
 Signature: Principal - Administrator

July 2, 2012
 Date

<u>BUSINESS OFFICE USE ONLY</u>		<u>COMMENTS</u>
<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Denied	
	<input type="checkbox"/> Insufficient balance <input type="checkbox"/> Outstanding encumbrance <input type="checkbox"/> Other (See COMMENTS)	
<u>[Signature]</u>	<u>8/1/12</u>	
Director of Business & Finance	Date	



SOUTHINGTON PUBLIC SCHOOLS

*PHILIP W. GOODWIN
PURCHASING AGENT*

A handwritten signature in black ink, appearing to read "P. Goodwin", is written over the typed name and title.

MEMO

To: Finance Committee

Date: August 2, 2012

Re: Review of Account – Pay Phones at the SHS

There are two remaining pay phones at the High School. The monthly charge for both phones is \$183.00 a month for 12 months or \$2,196.00 a year.

A usage report indicates that from August 30, 2011 to May 23, 2012 the line in the cafeteria was used 32 times and the line in the auditorium foyer was used 14 times.

I reviewed this information with Dr. Semmel and we are recommending the removal of both pay phones.

Purchasing Department
Southington Public Schools

BID APPROVAL REQUEST

Snow Removal/Sanding Bid 2012-BID-16

The attached compilation of the above listed bid is submitted for **APPROVAL** by the Superintendent of Schools, Board of Education Finance Committee and Board of Education.

This bid seeks the pricing for Snow Removal and Sanding at three locations: Plantsville School, Flanders School and JA DePaolo Middle School.	
Funding Source: 32910	Proposed Budgeted Amount - Plantsville \$15,028
	Flanders \$7,416
	JA DePaolo \$6,149
	\$28,593

Signature of Purchasing Agent Philip W. Goodwin Date 7/26/12

Superintendent's Direction: **Approved as Submitted** (submit to Finance Committee for approval)
 Hold (pending future action)
 Rejected all _____
part _____ adjust as directed below

Direction: _____

Raymond W. Egan
Signature of Superintendent of Schools Date

Finance Committee's Direction: **Approved as Submitted** (submit to Board of Education for approval)
 Hold (pending future action)
 Rejected all _____
part _____ adjust as directed below

Direction: _____

Joel Peter Francesco 8/1/12
Signature of Finance Committee Chairperson Date

Board of Education's Direction **Approved as Submitted** (submit to Board of Education for approval)
 Hold (pending future action)
 Rejected all _____
part _____ adjust as directed below

Direction: _____

Signature of Board of Education Chairperson Date

BID SCOPE

The Southington Board of Education is soliciting bids for Snow Removal Services, Salt/Sand Spreading Services and Ice Melt/Sanding Services.

The bid is presented with two options:

- Option 1.** Each school site - on a per storm price
- a. a rate per storm for snow removal
 - b. a rate per yard per storm for salt/sand spreading; ice melt/sand use on walkways
 - c. if award is made on a "per storm" basis the vendor must contact the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm stating that the work is complete

- Option 2.** Each school site - on a fixed total season price
- a. a fixed total season price for snow removal - all storms
 - b. a fixed total season price for salt/sand spread; ice melt/sand use on walkways - all storms

Ice melt and sand shall be used on sidewalks, walkways and stairs in place of sand/salt spreading.

Season shall be defined as from the first snow and/or ice storm to and including the last snow and/or ice storm during the school year July 1 through June 30.

The bid also gives the prospective bidders the opportunity to bid a fixed price on one, two or three years on either or both options.

Prospective bidders, at their discretion, may bid on any one or all of the sites as presented and at the bidder's discretion may bid on **Option 1** or **Option 2** or both.

It is the intent to award either **Option 1** or **Option 2** for each site and award may be made on a one year or multiple year basis in a manner which will best serve the interest of the Southington School System.

Payments

- Option 1.** Payments to the successful bidder under this option will be made at the end of each month upon receipt of vendor's invoice. If multiple years are awarded the same payment process will apply for each succeeding year. The last payment will be held until repairs to the site (if any) are completed.

- Option 2.** Payments to the successful bidder under this option will be made in six (6) monthly payments at the end of each month, beginning November 2012 through and including April 2013. If multiple years are awarded, the same payment process will apply for each succeeding year. The last payment will be held until repairs to the site (if any) are completed.

ADDITIONAL INFORMATION

To assist prospective bidders, the following time schedules are provided. Adjustments may be possible based on individual requirements and/or changes. Bidders are to confirm afternoon departure times with the principal of each site.

A. Arrival of custodial/teaching staff

Site	Arrival Time
JA DePaolo Middle School	7:00 a.m.
Plantsville Elementary School	7:00 a.m.
Flanders Elementary School	6:30 a.m.

B. Arrival of student buses

Site	Arrival Time
JA DePaolo Middle School	7:45 a.m.
Plantsville Elementary School	8:10 a.m.
Flanders Elementary School	8:00 a.m.

C. Early dismissal – unless otherwise directed

Site	Early Dismissal Time
JA DePaolo Middle School	12:45 p.m.
Plantsville Elementary School	1:10 p.m. – grades 1-5 10:30 – kindergarten
Flanders Elementary School	1:10 p.m.- grades 1-5 10:30 - kindergarten

SPECIFIC DIRECTIONS

- A. A separate sheet is provided on which bidders are to list equipment information.
- B. A separate sheet is provided on which bidders are to provide employee information.
- C. Before bidding a visit should be made to the school to review with the building principal or designate, the areas and the scope of work that will be required
- D. Unless otherwise specifically directed, the snow plowing operation will begin when a minimum accumulation of 1" has been reached.
- E. **Snow Storm**
All accumulation resulting from the effects of a named storm counts as one occasion. In the cases where the snow event is too insignificant to receive a name, a storm occasion will be defined as a continuous snow event depositing 1" or more, with a break in the precipitation of no more than six (6) hours.
- F. To provide maximum safety for faculty and students, the spreading of a salt/sand and/or ice melt product will be done **when and where it is needed at the discretion of the successful bidder** based on bidder's ongoing inspection for the duration of the storm and beyond, of each site awarded to him/her or by request of the school principal or the Building and Grounds Supervisor.
- G. **Bidders must agree to provide the removal service and sanding, or ice melt spreading if and when needed to the schools on a top priority basis within the time frames stated or as might be directed by the School System Administration.**
 - 1. Staff parking areas and an access walkway as designated by the building principal must be cleared by the time staff arrives – see page 16. This must be completed even if the regular school day has been canceled or delayed in opening. To maximize available parking spaces, all snow must be removed completely from all spaces. This will alleviate problems in subsequent storms.
 - 2. Sufficient emergency vehicle access plowing and/or sanding must be done when accumulation has met the minimum as stated above or when ice conditions dictate sand or ice melt should be applied. This access clearing and/or sanding must be done on all storm days and/or when required by a thaw/freeze situation.
 - 3. Removal and/or sanding of the complete areas as described on the individual school specification sheets must be completed by the opening of school. This is to be based on each school's opening time as is to be discussed with the principal.
- H. Special care must be taken when removing snow and/or ice from school property which directly abuts neighboring residences.
- I. Immediate replowing, resanding or ice melt application, on a no-charge basis, will be attended to upon request of the school principal and/or Supervisor of Building and Grounds at his/her discretion if the original operation is not satisfactorily completed.
- J. Salt and mix applied to asphalt driveways and play areas is to be at a **ratio of one part salt to four parts sand. Sand is to be stone-free and is to be textured - white or clear.** Average requirement per site per storm is listed for a per storm basis award. **Invoices must state the yards actually applied.**

SPECIFIC DIRECTIONS – continued

- K. The ice melt/sand mix product is to be safe for concrete and shall be used on all concrete walkways, stairs, landings and steps. Bidder is to list the ice melt product he proposes to use. Descriptive literature including Material Safety Data Sheets must accompany information on product the bidder proposes to use (see page 32).

Site	Total Average Cubic Yard Requirement Sand/Salt Ice Melt/Sand Per Application
JA DePaolo Middle School	6.5
Plantville Elementary School	8
Flanders Elementary School	7.3

- L. The successful bidder is encouraged, but not required, to stake the sites prior to anticipated storms for the purpose of identification of plowing areas as well as obstacles.
- M. At sites with oil fills, access to oil fills must be provided and the area around the fill pipe cut back sufficiently so as to eliminate thaw/freeze water problems. At all sites access to flagpoles and milk delivery sites must be provided.
- N. Whenever the word **CLEAR** is used on the bid sheets contained in this bid, it is to be defined as meaning removal down to the underlying surface of all snow accumulation.
- O. It is to be understood that clearing of stairs, landings, entrance pads, handicapped access ramps, flagpole sites and steps are the responsibility of the bidder. These areas are to be maintained so as to allow full accessibility to the building. No snow is to be left blocking any door.
- P. Vendors need to respond to all calls regarding snow removal and sand/ice issues in a courteous and timely manner.
- Q. Prospective bidders shall note that award and/or rejection of this bid in total or in part will be at the discretion of the Board of Education and the award will not be based solely on prices bid. All factors as indicated in these bid sheets will be considered in the award process. Awards and/or rejection will be made in a manner which will best serve the interests of the Southington Public School System.
- R. It is the intent of the Board of Education to consider one, two or three-year contracts. Multi-year contracts will be awarded during similar time frames contingent of previous year's performance (see Bid Conditions item #23).

REMOVAL PRECAUTIONS

1. No snow is to be piled on existing walks or drives.
2. No snow is to be piled or blown into entrance drives and/or walks.
3. During each storm, snow is to be cleared from all parking spaces. This will maximize parking and avoid problems in future storms.
4. All curbing is to be carefully avoided. Snow is not to be piled against fences. Fence damage and turf and curb repair will be the responsibility of the vendor.
5. When removing snow from or sanding walkways, landing and stairs, consideration is to be given to weight of equipment so that marking and/or cracking of walkways will not occur. Should damage occur, the bidder accepts full responsibility for the repair of damage to the satisfaction of the Board of Education.
6. Snow is not to be pushed or deposited on adjoining property or roads.
7. Access cutouts between the street crosswalk and sidewalk for children walking are included in this bid and will be designated by the principal.
8. Special attention is to be given to all handicapped ramps and parking areas. As in all other areas, these are to be cleared and well sanded.

SPECIFIC BID CONDITIONS

Bidder must furnish to the site principal, Operations Administrator, Supervisor of Building and Grounds and Purchasing Agent at the Board of Education, in writing, within 10 days of bid award, a phone number where they can be reached or where messages and instructions may be left for them from the hours of 6:00 a.m. to 8:00 p.m. Monday through Sunday, inclusive.

The Board of Education reserves the right to discontinue service at any school or any athletic area if conditions or internal arrangements are made after bids are accepted.

Inadequate performance at any given school could result in termination of the agreement and the loss of payment for the same. Evaluation as to adequacy of performance will be determined by the site principal or Supervisor of Buildings and Grounds.

At the end of each month of service the contractor must provide an invoice to the accounts payable office. All invoices must be cross-referenced to a Board of Education purchase order number covering the service for which the invoice is being submitted. Payments for any given work will be withheld until all work for the period is complete and corrected to the satisfaction of the Board of Education or its authorized representative.

Successful vendor will revisit the schools awarded to him/her and review with the building principal, the snow removal procedures and areas to be plowed and cleared **prior to the first snowfall**. A plot plan will be provided which will identify current conditions on site BEFORE the plowing/sanding begins. Once an agreement between school personnel and vendor is reached, both parties will sign the plot plan. At the end of the snow season any damage which is determined to be caused by vendor must be repaired/replaced, at no cost to the Board of Education, prior to release of last payment.

Work and payment for such which is deemed outside of the bid content shall be arranged through the securing of a specific purchase order and no work outside the bid content shall be entered into without an approved, written purchase order issued by the Board of Education purchasing department and being received by the contractor.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

JAD	JA DePaolo Middle School 385 Pleasant Street Southington CT 06489	860.628.3260	Mr. F. Pepe, Principal
PES	Plantsville Elementary School 70 Church Street Plantsville CT 06479	860.628.3450	Mrs. P. Corvello, Principal
FES	Flanders Elementary School 100 Victoria Drive Southington CT 06489	860.628.3372	Mrs. P. Mazzarella, Principal

Last Year's Pricing

JA DePaolo Middle School	\$ 6,000 per season price
Plantsville Elementary School	\$14,590 per season price
Flanders Elementary School	\$ 7,200 per season price

BID DIRECTIONS

Bids to be considered must be presented on the sheets provided within this bid. Additional information sheets may be attached. All entries must be typed or entered in ink. Pencil entries may be cause for rejection of the bid.

No bidder may withdraw his bid for a period of 45 days after the opening date.

Prices must hold for a full season.

no	Bid bond is required with this bid	see page 2 – item 28
yes	Proof of insurance is required with this bid	see page 2 – item 29
no	Performance bond will be required by successful bidder	see page 3 – item 32
no	Prevailing Wage Project	see page 3 – item 43
no	Samples required with this bid	see page 1 item 16
yes	Workplace Analysis must be returned with this bid	see page 12
no	Descriptive literature and item(s) specifications must be submitted with bid	
yes	Non-collusive bid statement must be submitted with bid	

NO BID

In the event you are unable to submit a proposal against this bid, please complete below, clip and mail to the address listed. Failure to respond will result in your name being removed from our bid list.

To: Board of Education
Purchasing Department
49 Beecher Street
Southington CT 06489

2012-BID-

Our firm will not submit a bid at this time for the following reason(s):

Company Name

Response By

BID SHEET

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM
J.A. DEPAOLO MIDDLE SCHOOL**

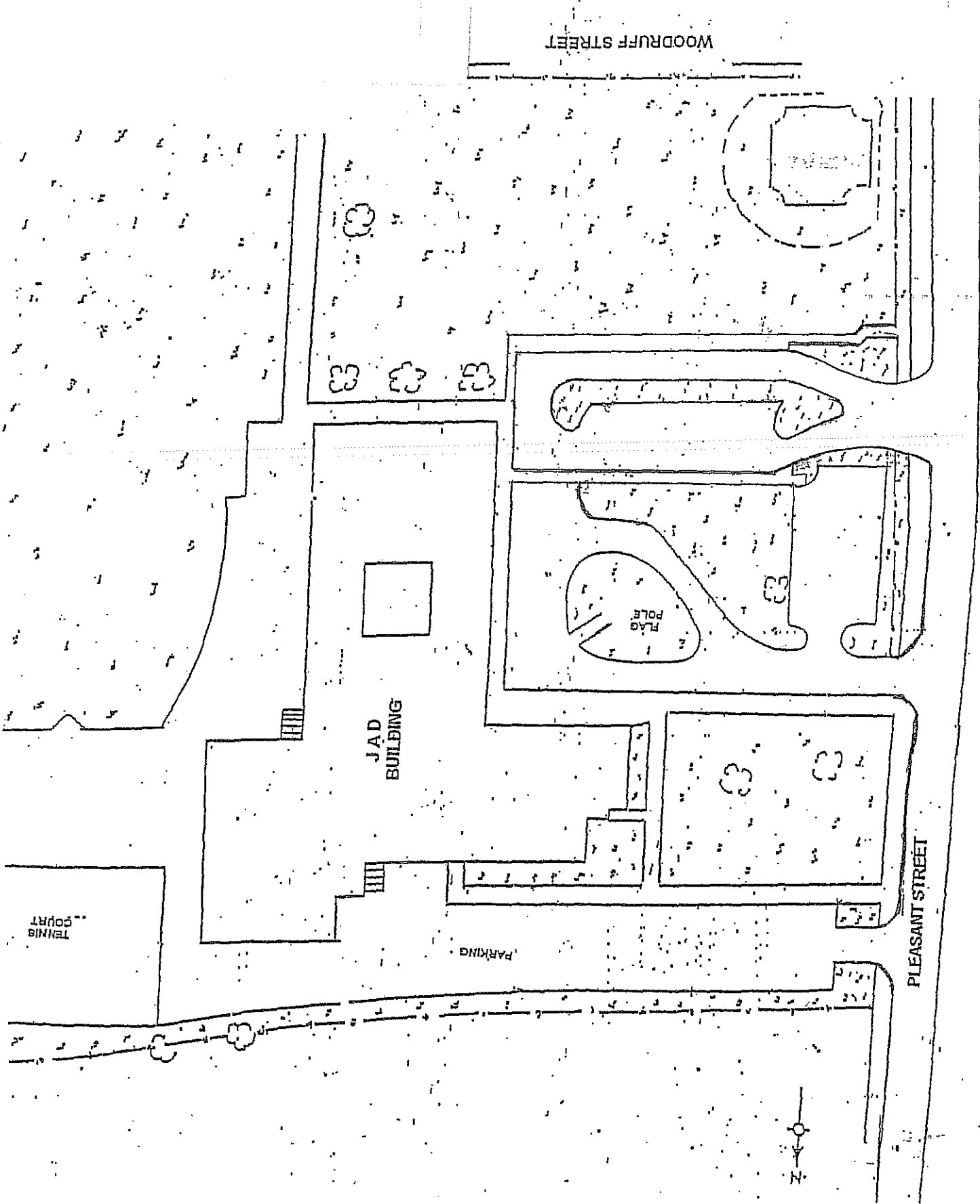
Drives and Parking Areas

1. Clear main entrance drive, circle and parking areas in front of building. Clear cafeteria entrance and parking areas.
2. Clear drive and turn-around in rear of building for oil delivery and exit of pupils. Plow to end of classroom wing in rear of building.
3. Salt/sanding-ice melt/sanding of areas 1 – 2 above.

Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted

1. Clear walk from Pleasant Street to front door.
2. Clear walk from Pleasant Street to the Armory.
3. Clear walk from Pleasant Street to auditorium entrance.
4. Clear crosswalk in front of auditorium and music room entrance.
5. Clear walk in front of classroom wing.
6. Clear walk from southeast corner of building to Woodruff Street and walkway from southeast corner, west and parking area.
7. Clear walk from Pleasant Street to delivery entrance (receiving room).
8. Clear walk from northeast to northwest parking area.
9. Clear path from school to flagpole.
10. Ice melt/sanding of areas 1 – 10 above.

			2012-13	2013-14	2014-15
Option 1	a. Snow Removal	price per storm *	\$	\$	\$
	b. Salt/Sand Spreading	price per yard	\$	\$	\$
* Vendor must notify the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm					
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Salt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$



BID SHEET

**BID FORM AND SNOW AND SAND REMOVAL SPECIFICATIONS
PLANTSVILLE ELEMENTARY SCHOOL**

Drives and Parking Areas

1. Clear Church Street drive and circle.
2. Clear West Main Street drive.
3. Clear all parking lots
4. Clear walk to lower level.
3. Salt/sanding-ice melt/sanding of areas 1 – 4 above.

Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted

1. Clear sidewalk on Church Pleasant Street.
2. Clear walk from Church Street to school.
3. Clear walk from school to West Main Street.
4. Clear approach walk in front of building and to lower level – south and west sides.
5. Clear walk on south side of building to rear playground.
6. Clear walk on north entrance to front of building and to rear playground.
7. Clear walkway to flagpole area.
8. Ice melt/sanding of areas 1 – 7 above.

			2012-13	2013-14	2014-15
Option 1	a. Snow Removal	price per storm *	\$	\$	\$
	b. Ice Melt/Sand Spreading	price per yard	\$	\$	\$
<i>* Vendor must notify the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm</i>					
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Ice Melt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$

BID SHEET

**BID FORM AND SNOW AND SAND SNOW REMOVAL AND SAND SPECIFICATIONS
FLANDERS ELEMENETARY SCHOOL**

Drives and Parking Areas

1. Clear driveways in front of building and out in a northerly direction to Victoria Drive Extension.
2. Clear parking area off drive in rear of cafeteria.
3. Salt/sanding-ice melt/sanding of areas 1 – 2 above.

Walks – including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted

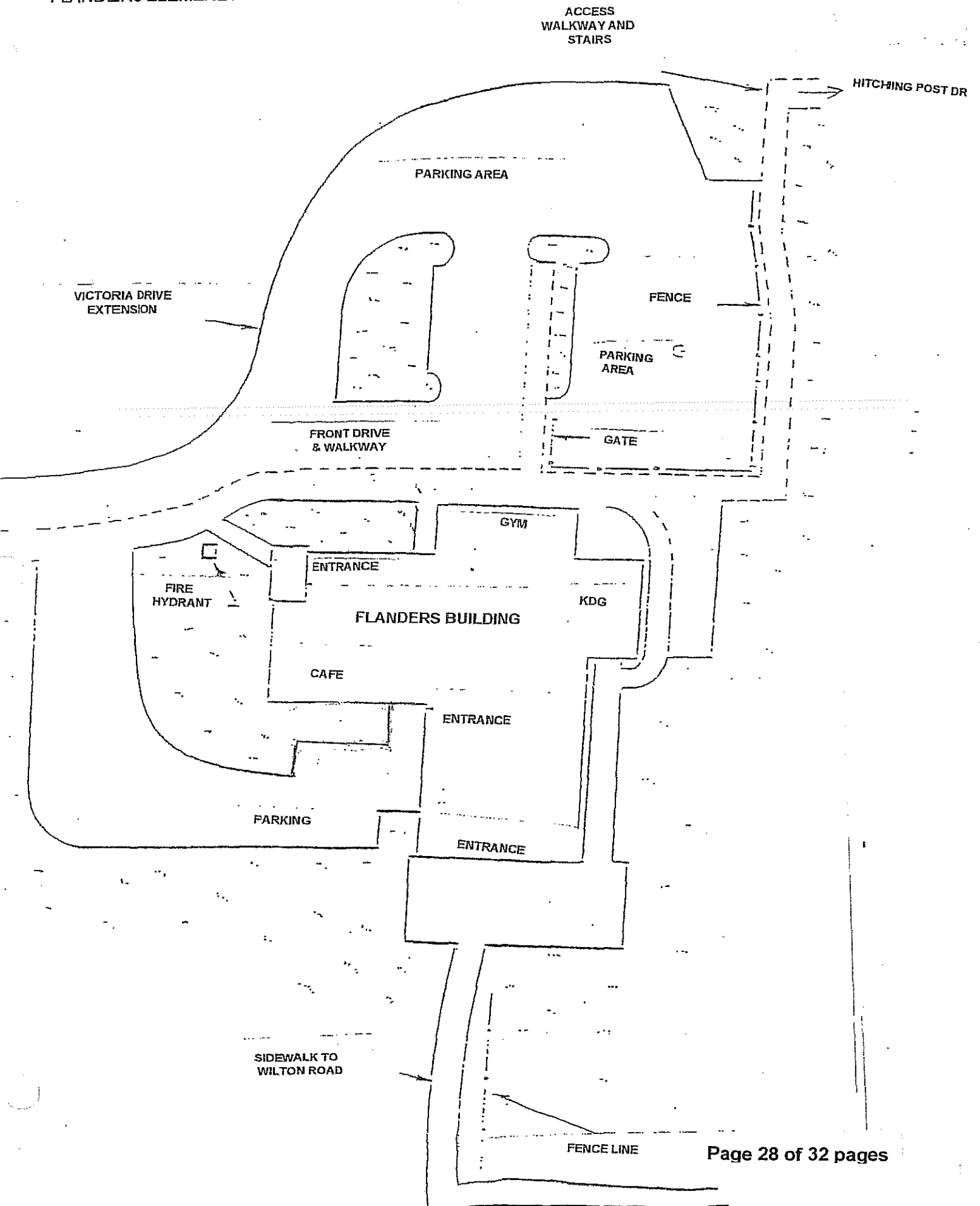
1. Clear path from both rear entrances on each side of library to blacktop area of building.
2. Clear path from both rear cafeteria doors to drive.
3. Clear sidewalks along front of building and then northerly along driveway for bus unloading.
4. Clear walk to kindergartens rear doors
5. Clear walk to front door. Clear walk to front east exit doors leading to kindergartens.
6. Clear walk at west entrance from sidewalk to side door of school leading to cafeteria.
7. Clear access walk from south entrance through playground to the junction of Wilton Road and Bruce Avenue.
8. Clear access walk which extends from easterly section of parking area to Hitching Post Drive – inclusive of ramp.
9. Ice melt/sanding of areas 1-8 above.

Play Areas

1. Clear all play areas.
2. Salt/sanding of play areas.

			2012-13	2013-14	2014-15
Option 1	a. Snow Removal	price per storm *	\$	\$	\$
	b. Salt/Sand Spreading	price per yard	\$	\$	\$
* Vendor must notify the Purchasing Department at 628-3200 within 1 business day after plowing and/or sanding of each storm					
Option 2	c. Snow Removal	fixed season price	\$	\$	\$
	d. Salt/Sand Spreading	fixed season price	\$	\$	\$
		total season price	\$	\$	\$

FLANDERS ELEMENETARY SCHOOL OUTLINE



BID SHEET – continued

EQUIPMENT

Please list all of the equipment which will be used in the course of regular performance of snow removal and sanding. If equipment is not owned by you, please list the owner(s) below under remarks.

	Description	Quantity	Owned by Bidder	Owned by Others
1				
2				
3				
4				
5				
6				
7				

Remarks:

PROPOSED ICE MELT PRODUCT WITH SALT – descriptive literature including Material Safety Data Sheet must accompany information below

Brand Name	
Manufactured By	

PROPOSED ICE MELT PRODUCT WITHOUT SALT - descriptive literature including Material Safety Data Sheet must accompany information below

Brand Name	
Manufactured By	

BID SHEET – continued

EMPLOYEE INFORMATION

List all employees who will be used in the course of regular performance of snow removal and sanding. Indicate part or full time status for each employee listed.

	Name	How Long Employed	Full Time	Part Time
1				
2				
3				
4				
5				
6				
7				

Remarks:

BID SHEET – continued

When snow accumulation requires relocation of snow accumulation on-site or off-site, such relocation and the amount to be relocated shall be determined and authorized prior to any movement by:

Mr. Charles Beliveau	Supervisor of Buildings and Grounds	860.628.3392
	or	
Mr. Fred Cox	Operations Administrator	860.628.3200

No decision to relocate, or the amount to relocate, will be made by the contractor unless a safety concern is confronted. In such cases, the contractor shall remedy the safety concern and report the action to Mr. Cox (phone number above) as soon as practical.

Please provide your contingency plan should the accumulation of snow require the removal of snow from the premises or from one area to another on-site. Show and describe what equipment you would employ (i.e. number of vehicles, type of vehicles, size of vehicles), ownership of said equipment and the proposed hourly cost of each piece of equipment inclusive of the manpower as required for each piece of equipment.

List the legal disposal site you will use if removal from the premises becomes necessary and list the machinery to be used and the cost of each per hour.

Disposal Site Address	

Name/Address of Site Owner	
	Phone

Equipment to be used:

Description	Cost Per Hour Including Operator

Equipment Owned By: _____

Address: _____

BID SHEET

By submitting this bid, bidder agrees to all of the provisions and conditions contained herein pages 1 through 32.

The Board of Education reserves the option to extend any contract or award developed under this bid, under the same terms and conditions, for a period not to exceed the length of the original award, if agreeable to both parties.

NON COLLUSIVE BID STATEMENT

The undersigned bidder, having fully informed himself regarding the accuracy of the statements made herein, certifies that:

1. The bid has been arrived at by the bidder independently and has been submitted without collusion with and without any agreement, understanding or planned common course of action with any other vendor of materials, supplies, equipment or services described in the invitation to bid, designed to limit independent bidding or competition, and
2. The contents of the bid have not been communicated by the bidder or its employees or agents to any person not an employee or agent of the bidder or its surety on any bond furnished with the bid and will not be communicated to any such person prior to the official opening of the bid.

The undersigned bidder further certifies that this statement is executed for the purpose of inducing the Board of Education to consider the bid and make an award in accordance therewith.

Legal Name of Business	
Business Address	street
	city
	state
	zip
	phone
	fax
	Email address
Person Authorized to Sign for Company	
Signature of Authorized Person	
Date	

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 16, 2012

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

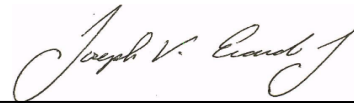
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A



Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ X _____
Decision Requested _____

Board Meeting Date _____ August 16, 2012
Agenda Code _____ 10 b. _____

AGENDA REPORTING FORM

Agenda Topic: _____ **Construction Update** _____

Summary of Issue: _____ Phase II Construction and Renovation/Expansion of buildings are listed below with their
current status. _____

Phase II Construction Projects: _____

Plantsville Elementary School – Renovation/Expansion: The building committee will meet soon to approve _____
the final costs presented by the Construction Manager. No change. _____

South End Elementary School - New Construction: The building committee will meet soon to approve the _____
final costs presented by the Construction Manager. No change. _____

Municipal Center – Renovation: The administration has scheduled the moving of seasonal files and miscellaneous _____
furniture the week of August 13th. _____

Kennedy & DePaolo Middle School - Renovation/Expansion: With the schematic phase of design completed _____
by Fletcher Thompson, Newfield Construction presented the first design estimate to the Building Committee on _____
August 7, 2012. _____

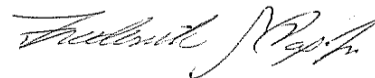
Background: _____ At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a _____
permanent agenda report for school construction projects. _____

Cost (if applicable): \$15,825,000 – Plantsville \$16,860,000 – South End \$85,000,000 Middle Schools _____

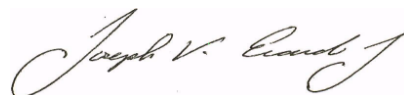
Funding Source: State & Local _____

Beginning Date of Program/Project: Varied _____ **Ending Date of Program or Project:** _____ Varied _____

Recommendation or Comment: _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only X Board Meeting Date August 16, 2012
Decision Requested _____ Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Summary Results of District Survey of Families of Students with Disabilities

Summary of Issue: Informational

Background: A district developed survey was sent out to families of students with disabilities in March, 2012, to gather information about their experiences and needs regarding special education services.


Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** N/A

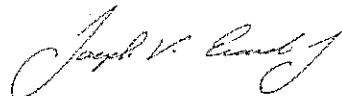
Beginning Date of Program or Project: _____

Ending Date of Program or Project: _____

Recommendation or Comment: _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Title of Attachment(s):

 1. Special Education Parent Survey Results

Southington Public Schools Special Education Department: Parent Survey of Families with Students with Disabilities

Survey:

A twenty-two question survey was disseminated to all students who receive special education services in Southington Public schools or in private approved special education facilities. The survey was distributed and returned during the month of April, 2012. A 5-point Likert Scale was used to assess the survey participant's feelings in three areas: current practices, the Planning and Placement Team (PPT) process, and after school activities. Additional open ended responses relating to interest in a parent group and training were also included.

Purpose:

The purpose of this survey was to gain an understanding of how families feel regarding certain topics pertaining to the welfare of their child with special needs. Specifically, the survey was designed to determine family learning needs about key services that would assist their child/children in future development, to better understand if families are comfortable with the PPT process, and their thoughts about the extracurricular and community based options that are available to their child.

Demographic Information:

More than half of the survey participants had children in elementary school (45.9%) or preschool (14.6%). Middle School survey participants were 16.7%, high school participants were 17.3%, and 5.4% of the survey participants were families of students who are educated outside of the district.

Survey Results:

The survey response rate was 21%. The survey results on Likert Scale items were compiled in three areas. The results of these areas are below.

Current Practices:

- **41.8%** agreed or strongly agreed that there is adequate communication between school and home regarding upcoming events or workshops that may be of interest to families with children who have special needs.
- **24.1%** agreed or strongly agreed that Southington Public Schools has hosted informational sessions on topics that are applicable to families with children with special needs.

The Planning and Placement Team Process:

- **91.7%** agreed or strongly agreed that they understood the reason for the PPT meeting in which they were invited to attend.
- **85.9%** agreed or strongly agreed that their input was valued as a team member when they attended their child's PPT.
- **87.1%** agreed or strongly agreed they had a clear understanding of the services to be provided to their child after the PPT meeting.
- **84.7%** agreed or strongly agreed that when their child's Individualized Education Program (IEP) was developed, it was designed to bring a measure of success.

Extracurricular and Community Based Activities:

- **45.3%** agreed or strongly agreed that the school their child attends has sports activities in place that includes students with special needs.
- **40.6%** agreed or strongly agreed that the school their child attends has clubs in place that their child has been included in.
- **26.5%** agreed or strongly agreed that the Town of Southington, Department of Parks and Recreation has adequate programming for children with special needs.
- **65.3%** agreed or strongly agreed that their child feels that he/she belongs to the school community.

Southington Public Schools Special Education Department: Parent Survey of Families with Students with Disabilities

In the area of current practices, both questions yielded less than 50% of respondents reporting positively. The responses were mixed with participants responding more positively to communication to families than addressing the level of opportunity for informational sessions provided by Southington Public Schools.

In the area of the PPT process, survey participants reported high percentages of agreement on each of the four questions. These results indicate that parent(s) and/or caregivers who responded to the survey feel comfortable with the PPT meeting process. They understand the services provided for their child and feel valued as a team member. The question with lowest agreement was developing the students program in a way that would result in progress.

In the area of extracurricular and community based activities, survey participants reported varied percentages of agreement on the four questions. Participants reported strong agreement with their child belonging to the school community, they reported substantially less agreement with the Department of Parks providing adequate programming for their child with special needs.

The survey results on open response items regarding areas of further interest are listed below.

74.3% of survey respondents would be interested in a parent support group.

74.9% of survey respondents would be interested in attending evening programs to learn how to access supports and services delivered by state and private agencies.

81.9% of survey respondents would be interested in informational parent workshops on educational, behavioral or sensory topics.

54.4% of survey respondents would be interested in a presentation on the topic of understanding your child's IEP and/or understanding your child's individual assessments.

48.0% of survey respondents would be interested in workshops that would provide information on long term planning for a child with whom the caregiver will retain guardianship.

These results indicate families are interested in a regular monthly parent support group where topics pertaining to children with special needs and their families would be presented.

District Implications:

The response rate for this survey indicates a need to access this kind of information from more families, particularly at the secondary level.

Based on those who responded to the survey, there are a few areas that should be further examined for implementation. These areas include:

- Increasing the frequency of informational sessions and communication about the sessions for families of students with special needs
- Strengthening the PPT process to ensure families have a clear understanding of how the students' programming should result in progress
- Increasing collaboration with community based organizations to create additional programming opportunities for the students with special needs in Southington
- Further engaging families in the special education process, including the provision of targeted training

SCHOOL		KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	am	17	19	19	20	22	20	
	am	17	19	19	20	22	20	
	am	18	19	19	20	22	21	
	pm	18	20	19	20	22	21	
	pm	18	20	20	20	22	21	
	pm	17		20			21	
TOTAL		105	97	116	100	110	124	652
FTEs		3	5	6	5	5	6	30
Flanders	am	16	17	16	22	18	23	
	pm	18	17	16	23	18	24	
			17	16		19		
TOTAL		34	51	48	45	55	47	280
FTEs		1	3	3	2	3	2	14
Hatton	am	15	19	21	18	22	24	
	am	15	19	21	18	24	24	
	pm	16	19	22	18	24		
	pm	18						
TOTAL		64	57	64	54	70	48	357
FTEs		2	3	3	3	3	2	16
Kelley	am	16	16	22	21	23	24	
	am	17	17	22	21	23	25	
	pm	17	17	22	22	23	25	
TOTAL		50	50	66	64	69	74	373
FTEs		1.5	3	3	3	3	3	16.5
Plantsville	am	16	21	16	16	22	17	
	am	16	21	16	16	22	18	
	pm	17		16	17		18	
TOTAL		49	42	48	49	44	53	285
FTEs		1.5	2	3	3	2	3	14.5
South End	am	16	18	20	22	23	17	
	pm	16	19	20	23	23	18	
TOTAL		32	37	40	45	46	35	235
FTEs		1	2	2	2	2	2	11
Strong	am	19	18	17	17	24	20	
	pm	19	19	17	17	24	21	
			19	18	17	24	21	
							21	
TOTAL		38	56	52	51	72	83	352
FTEs		1	3	3	3	3	4	17
Thalberg	am	15	18	20	18	21	21	
	am	16	19	21	18	22	21	
	pm	16	19	21	19	22	21	
	pm	16		21	19		22	
TOTAL		63	56	83	74	65	85	426
FTEs		2	3	4	4	3	4	20
ENROLLMENT TOTALS		435	446	517	482	531	549	2960
FTE TOTALS		13	24	27	25	24	26	139

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 16, 2012

Decision Requested x Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2011-2012

Summary of Issue: The Superintendent's Annual Report summarizes the significant events and issues of the preceding school year. This report is incorporated into the Town's Annual Report.

Background: N/A

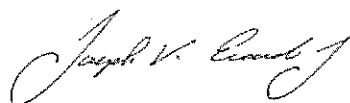
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 2011

Ending Date of Program or Project: June 30, 2012

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2011-2012 school year be approved as submitted.



Signature of Superintendent of Schools

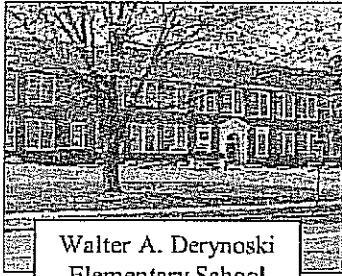
Title of Attachment

1. Superintendent's Annual Report

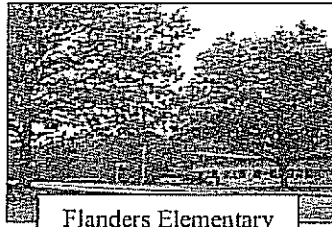
SOUTHINGTON PUBLIC SCHOOLS

Superintendent's Annual Report

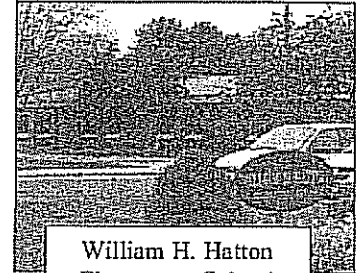
2011 ~ 2012



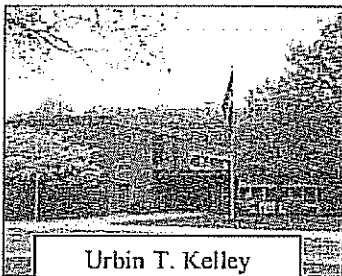
Walter A. Derynoski
Elementary School



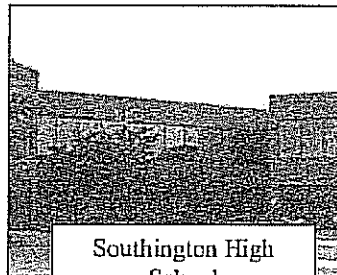
Flanders Elementary
School



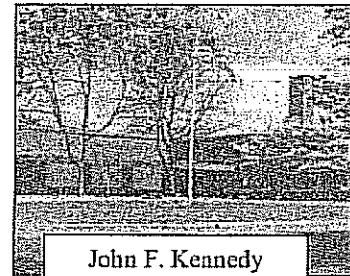
William H. Hatton
Elementary School



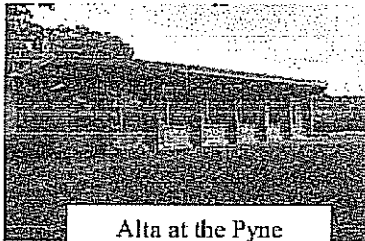
Urbin T. Kelley
Elementary School



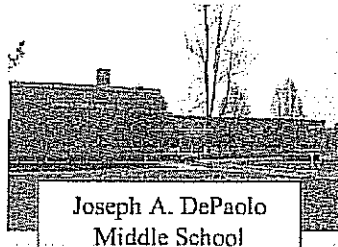
Southington High
School



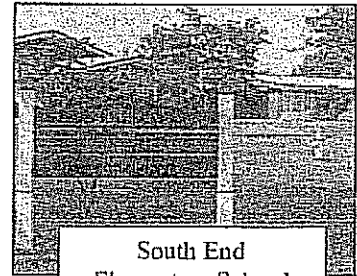
John F. Kennedy
Middle School



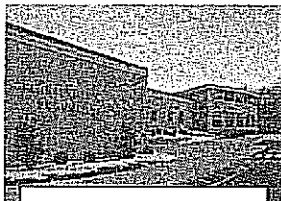
Alta at the Pyne
Center



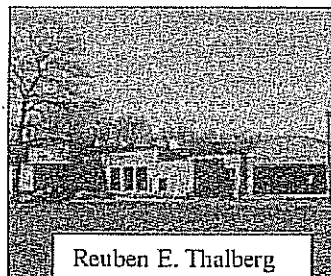
Joseph A. DePaolo
Middle School



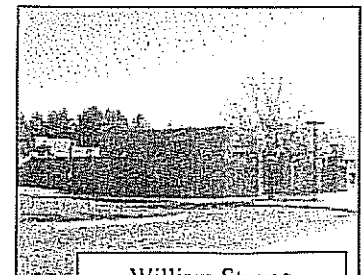
South End
Elementary School



Plantsville
Elementary School



Reuben E. Thalberg
Elementary School



William Strong
Elementary School

**Superintendent's Annual Report
2011 ~ 2012**

Southington Board of Education

Brian S. Goralski, Board Chairperson

Terri C. Carmody, Vice Chairperson

Jill Notar-Francesco, Secretary

Colleen W. Clark

David J. Derynoski

Patricia P. Johnson

Terry G. Lombardi

Zaya G. Oshana

Patricia A. Queen

Central Office Staff

Dr. Joseph V. Erardi, Jr., Superintendent of Schools

Karen L. Smith, Assistant Superintendent

Sherri DiNello, Director of Business and Finance

Frederick G. Cox, Director of Operations

Dr. Perri Murdica, Senior Coordinator of Pupil Personnel Services

Kimberly Hunt, Personnel Manager

Philip Goodwin, Purchasing Agent

Karen Veilleux, Director of Technology

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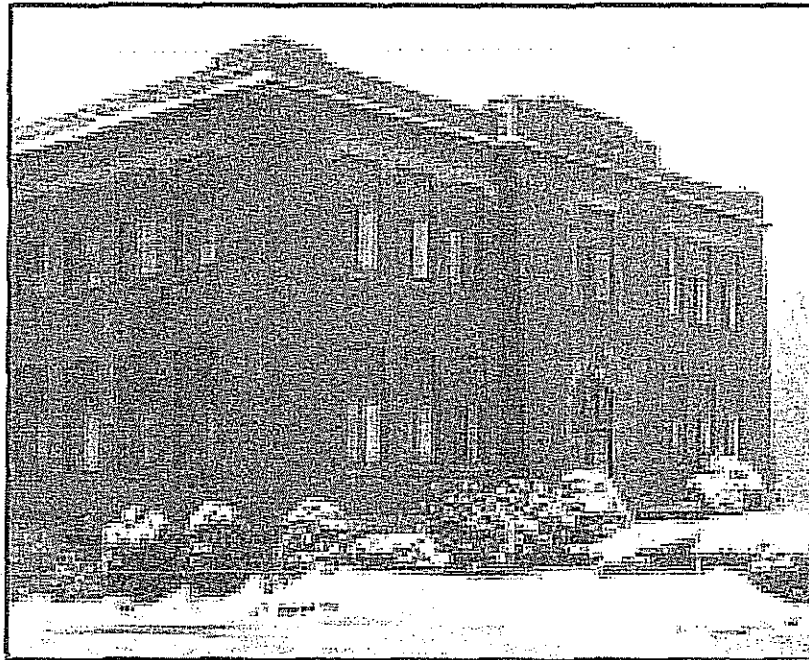
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SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 - 2012



Superintendent's Executive Summary

SUPERINTENDENT'S EXECUTIVE SUMMARY

Southington Public Schools had an extraordinary 2011-2012 school year!

Despite the continued struggle with the economy and the nation's challenge of finding meaningful employment for its workforce, the town of Southington's commitment to their next generation of leaders was strongly demonstrated by:

- Retaining all staff and enhancing K-12 programming;
- Supporting an Extended All-Day Kindergarten program opportunity for youngsters in need of readiness skills;
- Passing, by well over a 2-to-1 margin, the successful \$85,000,000 Renovate-to-New Middle School Building Project;
- Making a strong commitment to the upgrade of the district's technology infrastructure.

The private funding stream from *The Community Foundation of Greater New Britain* was instrumental in the continued growth of the Family Resource Center. The Family Resource Center, the Extended Day Kindergarten program, combined with the Early Childhood Collaborative partnership remains the foundation of readiness for all children in Southington.

The four-year literacy partnership with Columbia University continues to show strong measures of success as Grade K-8 scores improved for the fifth consecutive school year. Under the leadership of the Assistant Superintendent and the Language Arts Coordinator, Southington schools continue to be recognized as a learning laboratory within the state of Connecticut.

The district's middle schools went through an extensive long-term feasibility study that resulted in specifications that will serve youngsters with a state-of-the-art education for many years to come. Detailed facility planning was built around the core of the middle school teaming concept. In addition, extensive Grade 8 rigor and relevance work was analyzed by school leaders and the Board of Education aligning students to better transition from middle school to Southington High School.

Southington High School continued to implement the recommendations from the 2010 self-study done by the New England Association of Schools and Colleges. Significant leveling changes will be in place for all students for the 2012-2013 school year. In addition, the Board of Education enthusiastically endorsed an expanded selection of Advanced Placement (AP) courses and continued to support the regionalization of Alta, the district's Alternative High School.

The district's public report card remained impressive at all levels with student achievement measuring well above state average in nearly all annual tests. The 2011-2012 school year found students in Grades 3-8 being measured with their peers throughout the state by their performance on the Connecticut Mastery Test and students in Grade 10 taking the Connecticut Academic Performance Test.

Partnerships were highlighted by school and town officials continuing to collaborate on the closing of the present Board of Education administrative building and the renovation of North Center School. Innovative, cost saving planning will result in the 49 Beecher Street property being sold, and the Board of Education administrative staff moving with town offices into the now empty North Center School.

Superintendent's Annual Report – 2011-2012 – Superintendent's Executive Summary

School alliances were, once again, expanded as stakeholders did extraordinary work to support school funding and student safety. The 2011-2012 school year found every Grade 4 youngster being offered multiple authentic learning opportunities at Camp Sloper as the Southington Education Foundation underwrote a Science, Technology, Engineering, and Mathematics (STEM) initiative. In addition, the Southington Education Foundation supported classroom innovation with gifts in excess of \$25,000.

The safety umbrella for students was widened with both staff and Board members remaining active in the Southington's Town-wide Effort to Promote Success (STEPS) and with the Southington Drug Task Force.

Through private donations, the school board launched their Grade K-12 Before School Breakfast Program to all students.

Celebration was continuous throughout the year as students were recognized on the state, regional, and national level. Staff recognition was highlighted by Justin Mirante, the Technology Department Chair at Southington High School, being chosen as the district's "Teacher of the Year" and the staff member who will represent Southington in Connecticut's state competition. The district also celebrated the performance of 13 employees with its annual Profiles in Professionalism Program and ended the year recognizing scholarship and leadership of students, staff, and parents by celebrating the Scholars' Luncheon at Southington High School and hosting the second annual Parent Volunteer Luncheon.

Due to the continued sluggish economy, the Southington Board of Education worked hard to maintain and enhance cost-saving and cost-avoidance measures that allowed the Board to present to elected officials a nearly flat funded operational plan for 2012-2013 school year. The Board continued to be recognized throughout the state for innovative practice. Their work included:

- Contracting the services of a grant writer who has brought numerous awards into the district;
- Encouraging community members to assist with funding by embracing the Southington Education Foundation;
- Moving from "conversation to practice" with cost savings pertaining to shared services as the Municipal Center is set to open in July 2012;
- Empowering parent groups to assist with cultural and enrichment opportunities;
- Re-negotiating a three-year contract with the Southington AFSCME (Secretaries, Custodians, Maintenance and Food Service) bargaining group that resulted in a zero percent (0%) increase to their wage schedule for the 2011-2012 school year.

Southington can be any town or community in Connecticut or this nation. However, it is not. Southington remains a very special community that demonstrates public school support by electing intelligent community leaders who truly care about the well-being of 7,000 youngsters...one student at a time.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



**Assistant Superintendent
Instruction and Learning**

ASSISTANT SUPERINTENDENT OF CURRICULUM AND INSTRUCTION

Curriculum, Instruction, and Learning: 2011-12:

The summer of 2011 resulted in administrative planning for "Leading Continuous Improvement" throughout the Southington Public Schools. The district Mission Statement drove our work: *Students engage 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.* We successfully merged the 1999 and 2010 versions of the Common Core of Teaching (CCT) with our Mission Statement. This resulted in administrators using the same rubric for classroom observations including informal walk-through visits. This consistency ensured that the district mission was fully implemented within all learning environments.

The book, The Orange Revolution, formed the basis of retreat professional development discussions about how one leadership team has the ability to transform an organization.

Each school further developed their Continuous School Improvement Plans based primarily upon the result of the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). Plans were translated from district to school to classroom. Teachers created and implemented individual professional growth plans based upon both formal and informal data and those plans formed individual teacher's goals for 2011-12. Improvement plans also included themes of school safety and community outreach.

The district continued partnerships with Columbia Teachers College, Capital Region Education Council (CREC), State Education Resource Center (SERC) and the Center for Educational Change. Through these partnerships, teachers and administrators benefitted from professional development in the areas of English-Language Arts and Mathematics Common Core learning, Scientifically Researched Based Instruction/Early Intervention (SRBI-EIP), and Systems Change. We remained a site for Columbia Teachers College with K-5 classes once again forming the basis for the successful implementation of the Readers and Writers Workshop models of instruction. Middle school English-Language Arts teachers joined with social studies teachers to discover ways to improve the integration of both subjects. Similar high school work began during this school year.

Students benefitted from a multitude of hands-on science learning experiences that ranged from creating science projects to trips to Camp Sloper for an outdoor learning classroom. Teachers volunteered to participate to create science lessons that will be implemented at Camp Sloper as a result of a partnership with the Southington YMCA and the Southington Education Foundation.

Southington High School continues to implement recommendations from the NEASC report. As such, many committees have been formed for the purpose of creating teacher leaders, implementing a successful early intervention program, condensing from four to three academic levels, and studying the use of time within the high school day. High school world language staff has reached out into the elementary schools to pilot "language exposure programs" in two settings. The high school continues to represent a comprehensive learning experience for all students.

Transition Committee:

The work of the Grade 8 to 9 Transition Committee expanded to include topics related to English-Language Arts. We held three "Transition Talks" meetings that resulted in partnerships with all Grade 8 and Grade 9 teachers.

Extended Day Kindergarten Program:

An Extended Day Kindergarten Program was created this year that resulted in 60 district children attending one of two schools for the equivalent of a full day experience. Preliminary results show that this intervention practice greatly enhanced the readiness levels of all who were invited to participate.

Technology Learning:

Technology learning continued as all teachers and administrators continued to learn about how to incorporate current technology into learning environments. Through creative grant writing, the generosity of a community sponsor, and Board of Education funding, we are increasing and improving the technology that will be found within all classrooms. Our Technology Department continued to offer professional development to all staff on a variety of computer programs and uses. As a result of the work of the Technology Department, a majority of Grade 3 teachers piloted a computerized report card for the last marking period.

Professional Rounds:

Professional Rounds continued this year with the goal of visiting classrooms using our newly developed observational tool that merged the Mission Statement with the CCT. Our content focus was in the area of writing as this continues to be a primary content improvement area across the district.

Summary:

There are many highlights of the 2011-12 school year that may not be reflected in this general overview. However, the reader should know that a true highlight for the Assistant Superintendent of Schools for Instruction and Learning as I completed my first year in this role is that there is a healthy sense of pride and team that exists within our district. Everyone wants to do what is best for all students in all settings. We truly have a professional staff.

Instructionally Looking Ahead: 2012-13:

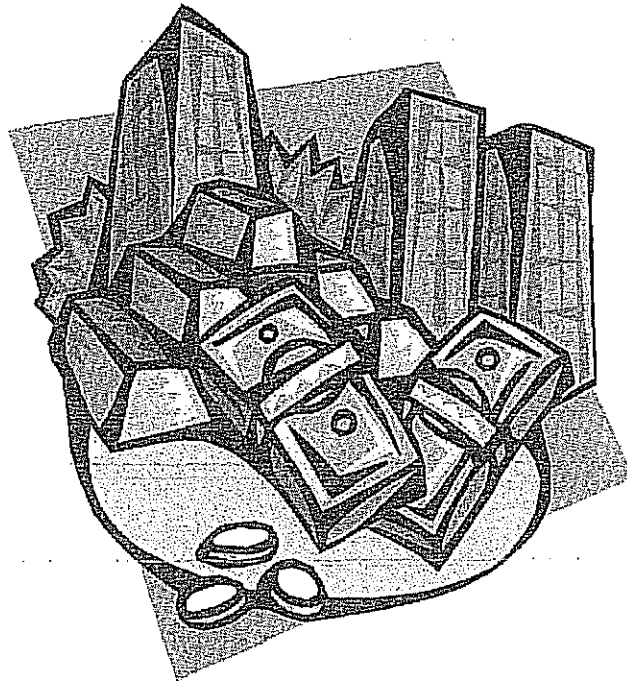
The following themes are examples of 2012-13 initiatives for the 2012-13 school year:

- Administrative Retreat – Focus on Common Core State Standards.
- Teacher professional development on Common Core State Standards in areas of English-Language Arts and Mathematics.
- Teacher Professional Growth Plans focused on Common Core State Standards.
- Transition Talks Grade 8 and Grade 9 for teachers of mathematics.
- Computerized Progress Reports for all K-5 students.
- Planning for Centralized Student Data Collection System.
- Initial discussion about All-Day Kindergarten.
- Planning for new assessments in spring of 2015.
- Standardization of SRBI-EIP processes K-12.
- Differentiation of instruction for all levels of students within all K-12 settings.
- Improved curricular alignment between the district's Alternative High School (Alta) and Southington High School.
- Standards-based Report Cards for middle schools.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



Director of Business & Finance

BUSINESS OFFICE

The Business Office has accomplished the following items during the 2011-2012 school year.

Contract Negotiations:

The Director of Business and Finance worked closely with the Southington Board of Education negotiating team and the Board Attorney in contract negotiations with the American Federation of State, County and Municipal Employees (AFSCME) Local 1303 (Custodians, Secretaries, Maintenance and Food Service Employees), AFSCME Local 1303-140 (Nurses) and United Public Service Employees Union (Paraprofessionals). We have signed three-year contracts with both AFSCME groups that will expire on June 30, 2014. The paraprofessional negotiations will continue into the summer months of 2012.

Payroll – Employee Portal:

In December of 2011, our Payroll Office, along with our Technology Department, opened the Employee Portal link on our Alio™ financial software system. This portal allows employees to view paychecks and W-2 information online along with access to their attendance records. The Payroll Office no longer prints direct deposit remittances, which allowed for a savings in supplies.

Per Pupil Expenditures:

The building level per pupil allocations were reviewed with a committee of principals in an effort to allocate the funds based on educational need for the 2012-2013 budget year.

Grant Management:

The Southington Public Schools continue to benefit from the work of Mrs. Chris Boulanger as the District Grant Writer. Her success has added to grant management responsibilities of the Business Office. We also serve as a resource for the grant application questions. The Business Office is happy to continue assisting in this role because our students are the true beneficiaries from the grant funds we receive.

School Lunch and Breakfast Program:

The Breakfast Program has expanded district-wide and the Business Office continues to work with the Food Service Director and Bread for Life to look at ways to increase participation.

The School Nutrition Standards for the National School Lunch and Breakfast Program are changing as of July 1, 2012. Time was spent this spring familiarizing ourselves with the changes. The School Board approved a twenty-five cent (25¢) increase to all school lunch prices beginning in August of 2012.

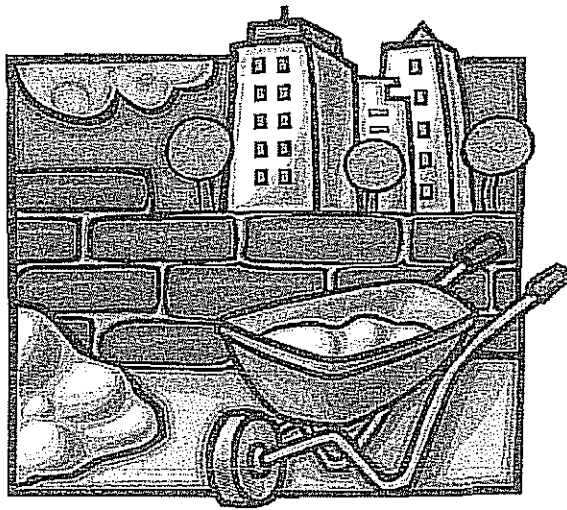
Budget 2012-2013:

The 2012-2013 Board of Education Operating Budget was approved with a \$215,000 reduction. The original budget included the reduction of 22 positions and all of those positions were eliminated once the budget was adopted. Although our staff has been reduced, we were fortunate to continue all of existing programs in the Southington Public School district.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



Director of Operations

OPERATIONS OFFICE

Construction:

Facility Advisory Committee:

- The Superintendent's Facility Committee met to review short and long term building needs of the town into the fall of 2011.
- Borghesi Building and Engineering Company of Torrington entered into an agreement with the town to purchase the North Center School and property. In turn, they would develop the office space for the Board of Education administration offices and several town departments. Occupancy is scheduled for the summer of 2012. The agreement allows for a multiple year lease with the option for the town to purchase back the building and site at a future time.
- With the planned move of school district offices, Realty 3/Carroll & Agostini was hired by the Town Council to broker the 49 Beecher Street property. The building was constructed as an elementary school in 1911 and sits on 1.76 acres.

Middle School Projects:

- The Education Specifications for DePaolo and Kennedy Middle Schools were revised to reflect the \$15 million budget reduction, and approved by the Southington Board of Education on August 18, 2012.
- The November 1, 2011 referendum question to approve \$85 million to "Renovate-as-New" expansions of both middle schools passed with a vote of 4,859 in favor and 2,284 no votes.
- The Building Committee for the projects was established in January 2012.
- Seventeen Construction Manager Firms responded to the town's Request for Proposals (RFP). Newfield Construction of Hartford was hired for both projects in May 2012. Newfield Construction had recently completed the Plantsville and South End Elementary School projects in a Construction Manager role.
- Twenty-four architectural firms responded to the town's Request for Proposals (RFP). Fletcher Thompson, Inc. was the successful firm and was hired in June 2012. Fletcher Thompson, Inc. had recently completed the Plantsville Elementary School "Renovate-as-New" project.
- The town purchased 1043-1045 South Main Street in June 2012. The purchase of 1.16 acres that cost \$260,000 will add needed space to the Kennedy Middle School site.

Kelley Parking Lot:

- The reconstruction of Kelley Elementary School parking lots, playground and site sidewalks were funded by the town with a budget of \$244,800. Work began immediately following the last day of school.

Clean Energy Program:

- The town, through the Connecticut Clean Energy Communities Program, earned a 2KW Solar PV System. The system will be installed at the Vocational Agriculture Center at Southington High School. The system will produce power for building use as well as providing a learning experience to students.

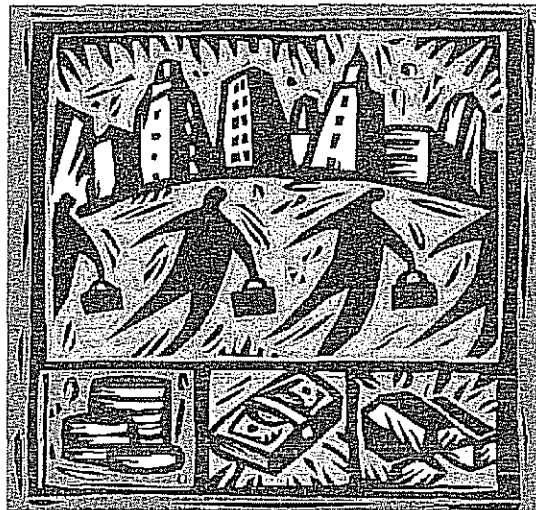
Building Maintenance – Health and Safety:

- On October 29, 2011, an early snowstorm “Storm Alfred” brought down trees and power lines throughout the region. All district schools were closed for five days due to lack of power and needed site cleanup.
- The district switched to a “Green Cleaning” line of custodial products to meet current Public Act No. 09-81 requirements. The district also standardized hand soaps, hand towels and toilet tissue for all sites.
- In June 2012, the town was notified that a federal “Safe Routes to School” grant award of \$498,500 was approved. This funding will be used to provide additional sidewalk areas for students attending DePaolo Middle School.
- In mid-April of 2012, the district, along with Redflex Traffic Systems, began a pilot program using cameras on five school buses to track the red light violations by motorists.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



Personnel Manager

PERSONNEL OFFICE

The Personnel Office continues to provide the necessary services to obtain the most “highly qualified” staff in order to support our student population, as well as support current staff in all aspects of their employment. The goal of the department is to provide these services in a friendly, professional “customer service” manner. During 2011-2012, we completed our first full year with our new online application system. The new system eliminated the problems we were encountering with the previous system and is very user-friendly for both on the applicant and administrator.

Some specific work that was accomplished within the Personnel Office includes:

Administrative Hiring:

Spring 2012 was a very busy time in the Personnel Office. This year, we had four building level administrators retire. The spring was spent reviewing over 335 applications for four positions, preparing documentation for and participating in hiring committee interviews. The committees consisted of administrators, teachers and parent representatives from each effected school. With such a large pool to draw from the decisions were difficult; but, I feel that through this lengthy process the best candidates were presented to the Board of Education for their final interview and decision.

Team Program:

This year, the Personnel Office, in conjunction with certified staff, was able to assist with 43 student teachers from area colleges such as Central Connecticut State University (CCSU), St. Joseph's College, Southern Connecticut State University (SCSU) and University of Hartford. In addition, the TEAM Program was in its second full year. This program replaced BEST for new teaching staff. With Southington's election to do all module paper reviews in-house, a TEAM Committee was established with Patricia Corvello as the district TEAM Facilitator. The TEAM Committee met several times during the year to review and accept or reject new teacher submissions. The State of Connecticut provided a rubric for the “readers” to follow to determine if the submitted module was acceptable. Once the student teacher completed the necessary modules, they were eligible for the next step in the certification process.

Internships:

As we try to do each year, this year we placed 11 interns from the University of Bridgeport and Quinnipiac University within our schools. As well as assisting as substitute teachers, they also worked closely with principals on special projects. With the changed requirements for certification, these interns are also completing their student teaching requirements with us. The goal of the university in this program is to give the student a broad experience base as they pursue their degree in education.

Substitute Scheduling:

Again, this year was particularly difficult in the area of substitute coverage. Over the past few years, obtaining an adequate level of available substitutes has been difficult as many surrounding towns pay a higher per diem rate. Each year the Personnel Office re-builds our substitute teaching pool as many of our substitutes are hired as permanent teaching staff, which reflects well on the caliber of substitutes that we are utilizing.

Substitute Training:

We continue to hold an annual Substitute Teacher Training in August. During this three-hour session, current and new substitutes were walked through Title IX training, State Mandated Reporting criteria, dress code, and procedural expectations. In addition, they view the mandated “Bloodborne Pathogen and Food Allergy” videos.

Cohort Meetings:

The 2011-2012 school year was the fifth year of our new teacher cohort meetings. From these meetings, we have obtained valuable information and established a practice of open communication with our new teachers.

Workers' Compensation:

The Personnel Office continues to coordinate all Workers' Compensation issues. The office is working with CIRMA to insure accuracy and timely reporting of all employee accidents in the workplace. In addition, the Safety Committee is working with CIRMA to obtain training for our administrators to better investigate accident causes and solutions.

Employee Newsletter:

This year, the Personnel Office produced four quarterly newsletters. All cabinet members are contributing to the publication. We have added some new features such as a Trivia Contest in the hope that more employees will read the letter so that it a communication tool for our staff.

Unaffiliated/Non-Union, Non-Administrator Handbook:

This handbook covers staff members who are not members of a bargaining group and are not administrators. Those included are the Executive Secretaries, Technology Analysts, Payroll Supervisor, Maintenance Foreman, Food Services Director and Secretary, Audio-Visual Technician and the Hall Monitors and Matrons. The last time this handbook was updated was July 2002. It is currently awaiting Board of Education review.

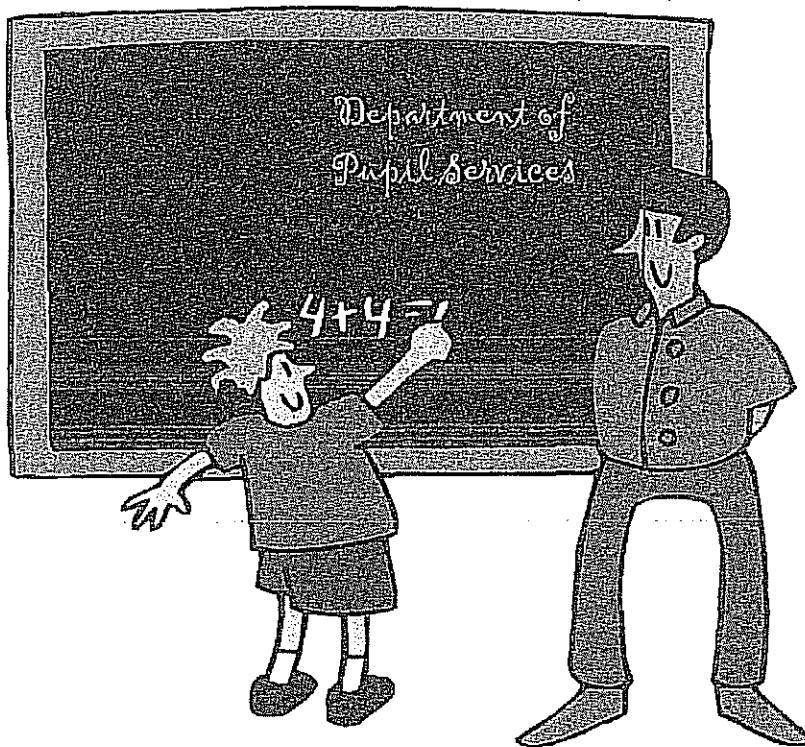
CEU Tracking:

The CEU system is working well for recording CEU's. We are still in the roll-out process for allowing staff to register for their professional development online. The plan is that registration for the November 6, 2012 Professional Development Day will be online. The State of Connecticut Department of Education has direct access to the data on our certified staff through the system so that when renewing Provisional or Professional Certificates all the information is available and staff will not have to be audited as they were in the past.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



**Senior Coordinator
Pupil Personnel Services**

SPECIAL EDUCATION DEPARTMENT

During the 2011-2012 school year, the Special Education Department has undergone considerable change. With a team of three Special Education Coordinators, a Senior Coordinator, and four support staff, considerable improvements were made to provide the highest quality educational services to our students. Specifically, the department has worked toward goals around developing community partnerships, improving student achievement, and improving office and department procedures.

Community Partnerships:

Community partnerships were established through a memorandum of agreement for the 2011-2012 school year with Connecticut Mental Health Associates (CMHA) to provide increased support, in a preventive manner, to our students with mental health concerns. Partnerships within the town of Southington were also increased for our 18-21 year old high school students to improve their transition from school to the community. A grass roots parents group was established in the district this year and the Special Education Department engaged in collaboration with them to support parent training in special education procedures and practices.

Student Achievement:

With student achievement an integral part of student success, a focus was on building the capacity of special education and related services staff to enable and empower them to work more succinctly and effectively with those students with academic and behavioral challenges. Specifically, research-based interventions and data-based procedures were at the core of this work. With national standards now in place, the Common Core Standards will remain at the foundation of present and future district work. These standards will have implications on those students receiving special education. To that end, special education teachers at the elementary, middle, and high school were selected to participate in a regional work group designed especially to address these implications. With technology a key ingredient to creating 21st century learners, an emphasis on producing greater district-wide equity in accessing online research-based programs related to explicit literacy instruction, and on increasing the use of appropriate assistive technology equipment and software by students was encouraged and supported.

Budget and Compliance:

Throughout the year, efforts to streamline the processes involved in managing the special education budget and the provision of services were stressed. Emphasis was also on compliance with the State of Connecticut regulations for special education and the federal regulations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act (ADA).

School Readiness:

The Special Education Department has reason to celebrate. Some highlights at the early elementary level involve school readiness. Special education was integrally involved with the Southington "Community Conversation" from the conceptual level to implementation. A change to the location of the Family Resource Center of Southington has allowed for

Superintendent's Annual Report 2011-2012 – Special Education Department

centralizing its services at Hatton Elementary School. This new structure allows for more continuity with programming and a single location from which staff can develop materials and programs. In addition, the Family Resource Center will now be located in the same building as the district preschool, allowing for increased collaboration between the two staffs.

Middle School Level:

At the middle school level, there is increased participation by middle school students with special needs in school related activities such as Drama Club, Bowling Club and Environmental Club. There is sustained growth of middle school students' participation in local and regional Unified Sports events. The Second Annual Unified Sports Banquet was held in June at the Manor Inn to honor typical peers and exceptional learners together. Co-teaching partnerships continue to be strong at middle school level. The first year implementation of an alternative district-wide middle school program for students with significant needs, housed at J. F. Kennedy Middle School, has been successful and expansion of the program is planned.

High School Level:

At the high school level, transition services have been expanded and a pilot program for our 18-21 year old population of students has been hugely successful. Through the diligent work of high school educators and the district Grant Writer, substantial grant funds were secured from the Community Foundation of Greater New Britain and the Calvanese Foundation. These funds will enable us to purchase a vehicle to improve transition programming in the community.

System-wide:

The district was very fortunate to have educators from the Netherlands visit in October to learn more about the education system in the United States. These international visitors were hosted by middle and high school administrators to tour their schools, visit classrooms, and talk to the staff. The visitors were particularly interested in how special education works here, as their education system differs substantially.

Summary:

The Special Education Department will continue to make the changes necessary for students to be successful and lifelong learners. Continued focus will be on targeted professional development for special education and related services staff to meet the unique needs of those students receiving special education. Emphasis on finding creative ways to engage families and the town and school communities in this process will be encouraged. Focus will also be on interaction and collaboration between general and special education in a preventative way to meet the needs of students early on in their school career thus preventing the need for more intensive services later.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



Director of Technology

TECHNOLOGY OFFICE

The 2011-2012 school year included many improvements in technology. Powerschool 7 was a major update that allows parents to create a single sign-on to access information for their children. New technologies were installed including a state of the art World Language Lab at Southington High School and through the leasing agreement, all new computer equipment was purchased at Hatton and Strong Elementary Schools. The infrastructure upgrade was completed and all schools are now connected via fiber. The Southington Public Schools website was upgraded and has improved communication between Southington Public Schools and the community through many enhancements including the "Superintendent's blog."

PowerSchool 7:

The PowerSchool 7 upgrade was completed last summer. In September, the Parent Portal single sign-on was implemented. Although we received many calls per day in the beginning, call volume has subsided to only a few a week. Parents have appreciated the fact that they can create their own usernames/passwords and link their children together.

State Reporting:

The Teacher-Course-Student (TCS) state reporting project was a challenge for many reasons. First, the state shut down their system for several weeks due to the problems on their end. Next, we had issues with our software vendor producing the file correctly. The final challenge was getting all the information from the outplacement schools in the correct format. This was completed late in November.

World Language Lab:

The purchase and configuration of a state of the art digital World Language Lab was completed and is used regularly by the foreign language classes.

Middle School Education Specs:

The Middle School Education Specifications were completed and the project was passed.

Virtual Desktops/Servers:

The purchase and installation of new virtual middle school servers and deployment of over 100 virtual desktops to the middle schools and high school was completed. Students like the virtual desktops because they are much faster than the previous computers.

New Technology at Hatton, Strong, and Southington High School:

All technology including servers, desktop computers and teacher laptops were replaced at Hatton and Strong Schools. All homeroom computers were replaced at Southington High School. All technologies are fully deployed and in use.

Fiber Network:

This project was completed. We now have a fiber network in all of our schools that took over six-years to complete. This will help us prepare for the online assessments coming in 2013.

Superintendent's Annual Report 2011-2012 – Technology Office

School Messenger:

This has been an invaluable tool, especially during the storm in October. We were able to send calls home despite not having Internet access. More will be done with investigating how to fully use this tool.

Website:

The new website was completed in September. Lura Terrace put many hours in cloning over 4,000 pages to the new site. Both parents and staff report that the new design is easier to navigate and find information.

New Technology:

Through partnership with the PTO, Derynoski was able to purchase an additional four SmartBoards. The Adult Education program purchased an iPad cart to be used by J. F. Kennedy Middle School students during the day and Adult Education at night that is also up and running. An Apple trainer provided professional development in the fall during a one day workshop.

Employee Portal – Alio:

This was recently completed and seems well received. Information on using the system was provided to all staff.

Update Technology Plan:

The Technology Plan 2012-2015 was completed and approved by the Board of Education at the May 10, 2012 meeting.

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2011 ~ 2012



School-Based Activities



BLUE KNIGHTS

Southington High School

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Principal
Martin J. Semmel, Ed.D.

Assistant Principals
Andrew S. Bayer
Helen A. Crowley
Brian R. Stranieri
Richard Terino

Annual Report 2011-2012

It was another excellent year for Southington High School as we continue our journey from good to great!

The one-year report to the New England Association of Schools and Colleges was presented and the commission was pleased by our work in the areas of professional development, the development of a comprehensive school improvement plan, and our work to decrease the number of instructional levels among many other items. A two-year report is due to the commission by October 1, 2012.

The change made to our leveling system meant changes to curriculum and the purchase of a few new textbooks. School counselors and teachers worked with our parents and students to find the most appropriate courses and levels for all students. Even with all of these changes to the scheduling process, we were able to provide students with their course schedules for the 2012-2013 school year during the first week in June.

Our work with STEPS and the creation of our own Asset Building Classroom (ABC) Team was another significant enhancement at Southington High School. Our ABC Team developed and worked with a group of 50 students from across the school. These students provided valuable feedback on topics such as homework, technology in the school and preparing for success in the educational setting. We are excited about the positive changes that this new committee of teachers and students will bring to our learning community.

The School Improvement Team (SIT) comprised of the administrative team, department chairs and our literacy teacher spent a great deal of time in classrooms individually and in small groups. Well over 700 classroom visits were recorded providing our SIT with valuable information about the quality of our programming in the building. Our practice of being present where the learning is occurring will continue in the coming school year.

In addition to the great work outlined above, the school spent a great deal of time working on a system of supports for our students. A committee of teachers and administrators worked hard to develop a process for identifying students who need further support to meet academic success. In the coming school year, teams of teachers, one at each grade level, will work with students who present specific needs and work to provide the necessary supports to ensure student success. As an example, a student may be identified as reading below grade level and, therefore, may be provided additional support by our literacy teacher to increase the student's ability to read. While this continuum of supports and culture of success will take further time to develop, we are encouraged by our progress to date.

Superintendent's Annual Report – 2011-2012 - Southington High School Annual Report

Southington High School had much to celebrate during this school year. Four of our staff members received the prestigious distinction as a “Profile in Professionalism” award recipient. The superintendent of schools recognized Nancy Chiero (teacher), David Germano (assistant principal), Jean Griglun (nurse), and Brian Palmieri (custodian) for their professionalism. Additionally, we were notified in June that the district’s “Teacher of the Year” was our very own Justin Mirante. Justin is a teacher and department chair for our Technology Education Department. His hard work and dedication to students makes him an excellent choice to represent the many great teachers in our district. During the school year, we were notified by Learning Forward that we were selected to present at their national conference in Boston this coming December. We will be presenting on our collaborative effort with the State Education Resource Center (SERC) to improve the instructional practice and student achievement at Southington High School. Mr. John Miller, president of the Band Backers, was awarded the Order of the Blue Knight, an honor bestowed to parents and/or community members for their amazing dedication to the our students and our school. Bryan Davis, a junior, was named one of the top 30 scholars in Connecticut with his designation as a Governor’s Scholar. Finally, our collaborative effort with the Chamber of Commerce called “Training for Tomorrow Today” saw a significant increase in the number of students who worked as interns in our local businesses. This opportunity provides valuable experience to our students in multiple professional and vocational occupations.

We continue to celebrate great success with our co-curricular activities. Our Robotics Team performed beautifully throughout the year capturing multiple awards including design and engineering awards. Most significantly, the team won the First Robotics Connecticut Regional Competition allowing them to compete at the national level in St. Louis where the team showed very well. Our FBLA and DECA programs continued to show the state why we have the number one Business Department in the state. Our DECA president, Emily Socha, returned from the National DECA Competition in Utah as a National Vice President of DECA, quite an honor. Our music programs also had a great year with a second place finish in both the State Marching Band Competition and the Berklee Jazz Festival. Our Unified Theatre Program showed that it was not a one-hit wonder with another inspiring performance in its second year of existence. Our school newspaper, The Emblem, turned 100 years old this year and we were proud to celebrate the significant accomplishments of the paper over its great history.

Our sports programs had a phenomenal year as well. Cherraine Davis was the New England Champion for shot put with a distance of over 44 feet. Michael Smigelski found great success in the pool beating all competitors for the State Open Championship in the 50 freestyle and was runner-up in the state at the 100 freestyle. Travis Daly was the Class LL State Wrestling Champion in the heavy weight division. Our girls’ volleyball team, softball team, and gymnastics team were all runner-ups in the state championship games or meet, while our baseball team made it to the semi-finals of the Class LL State Tournament. Our Unified Sports Program continued to flourish and was named one of the top ten programs in the state by the Connecticut Association of Schools Michael’s Cup Program.

As we look to the coming school year, we are excited about the foundation we built for continued success and greatness. Our excellent teaching staff has been engaged in the secondary reform movement and is well situated to implement the mandated changes. We look forward to our work with Student Success Plans (SSPs) that will increase the personalization of education for all students and parents. Essentially, our goal is to pair a certified staff member with 12-15 students. This staff member will act as another critical friend, beyond the school counselor,

to help guide the student through the high school experience. In addition, our School Improvement Team will continue to examine the most effective use of instructional time at Southington High School while we consider using different building schedules. Additionally, our School Improvement Plan over the past year used assessment techniques to identify strengths and weaknesses of our students in an effort to remediate weaknesses and take advantage of strengths.

Our new leveling system will increase the rigor of our educational programming for all of our students. At the same time, we have developed strategies to help our struggling learners and have significantly increased the number of Advance Placement (AP) courses that we offer to challenge our students. Our School Improvement Plan for the coming school year has taken into account all that we learned from the previous school year. We will continue with our focus on reading critically, writing effectively, skills in mathematics and successful performance on standardized assessments.



ALTA

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Annual Report 2011-2012

The Alta computer lab was updated at the beginning of the 2011-2012 school year with an upgrade from 10 to 15 computers. Increased student accountability was a major focus this year and we also revamped the Alta homework policy to further improve student achievement. The Alta instructional staff has been significantly more involved with professional development at the high school and now attends all department meetings and curriculum meetings. The Alta administration is working on developing and finalizing a Life Learning curriculum that will be presented to the Curriculum and Instruction Committee in January of 2013.

Fifteen Alta students took part in commencement ceremonies this June with two more students slated to earn their diplomas in August, 2012. Alta students earned over 600 hours of community service volunteering in the town of Southington this year. Alta students compiled over 1,400 documented work hours towards earning one individual credit each. One graduating senior from Alta was the recipient of two scholarships for post high school studies. Alta continues to work with Department of Children and Families (DCF), Emergency Mobile Psychiatric Services (EMPS) and other state agencies educating students who are homeless and in residential settings. Enrollment continues to increase and Alta ended the year with 59 students. Alta has one tuition student currently slated to attend in the fall of 2013.

Professional development and hands-on exposure to the new Common Core will be a major focus for the 2012-2013 school year. A continued emphasis on literacy and writing in all content areas will also be a main focus. We will continue to embrace an interdisciplinary, collaborative approach to teaching and require creative and meaningful differentiation in all subject areas. A continued increase in academic rigor and student accountability through assessments and individual student performance will be demanded. We will also spend time over the summer and in the beginning of the school year focusing on the further development and alignment of the Alta English curriculum with Southington High School in conjunction with the work that is being done (Grades 9-12) at the district level. Instructional coaching and the development of the Alta Tuition Program will also be continued through Mr. Levin's office with ongoing work and reflection. Mr. Levin will collaborate with Mr. Mark Hill to develop a more impactful service learning component within our current school counseling/student/transition framework.

Frank Pepe
Principal

Joseph A. DePaolo Middle School

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Assistant Principal

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Annual Report 2011-2012

Broad Based Enhancements:

Joseph A. DePaolo Middle School enjoyed another successful year. Although DePaolo is due for a renovation starting in the summer of 2013, the DePaolo staff and student body continued to make improvements to the building. Specimen plants were donated by Jeremiah's Gardens and were added to our newly renovated courtyard. Additionally, our hallways were adorned with positive posters and messages as well as student work. Plans for the summer are to purchase picnic tables for the cafeteria patio for students to enjoy for the upcoming school year.

Celebrations:

DePaolo's motto of "Catch Students Being Good" continued in a variety of forms. Student academic and behavioral achievement was celebrated throughout the school year. The following is a small sample of formal events and the respective number of students recognized.

- Honor Roll: There were 1,592 students recognized over the course of the first three semesters. Students were identified by high honors or honors dependent on the semester grading.
- Students of the month: There were 120 students nominated over the course of 10 months. Students were nominated by teachers based on both academic achievement and citizenship.
- Principal Bagel Breakfast: Nine breakfasts were held over the course of the academic year. Students were invited to have bagels and juice while their nomination forms were read to the audience celebrating students for academic achievement, improvement and or citizenship. There were 270 students in all who were honored.
- Good News Cards: Over 678 students received "Good News" postcards from staff members.
- Gold and Platinum Reward Cards: There were 2,071 cards that were earned granting students special privileges in and out of school.
- Eighth Grade Awards: On June 7, 2012, 137 students were honored during an evening awards assembly

Ongoing Work:

DePaolo's Continuous School Improvement Plan focused on data-driven differentiation. The first workshop day in August was spent examining student data for those who just were promoted and affirmed that the teacher imbedded interventions over the course of the year were, in fact, indicators of success on the state standardized assessment. The second day focused on teachers identifying students with strands of weakness and then researching the student performance back three years. This helped staff members form a more complete picture of each student requiring interventions. Staff goal setting documents were then based on this information discovered.

Superintendent's Annual Report – 2011-2012 - J. A. DePaolo Middle School

During the first two workshop days, staff also cycled through meeting times with their respective grade level counselor and their team special education staff member. All 504, Early Intervention Plans and Individualized Educational Plans were disseminated during these meeting times. Between the completed data analysis and these additional documents, teachers had a complete understanding of the students entering their classrooms prior to the first day of school for students.

Teachers had the opportunity throughout the year to observe one another by participating in a school-based program called "Teacher to Teacher." This program was started the year prior and continued to evolve this year. Staff used forms based on the Connecticut Common Core of Teaching domains to guide their observations of their colleagues twice per month. This allowed teachers to gain insight into their own practice by observing others.

John F. Kennedy Middle School

Angela Campagnano - Principal



Pam Aldi - Assistant Principal

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Annual Report 2011-2012

School Accomplishments and Student Achievements:

The collective work of the J. F. Kennedy Middle School learning community has led to the continued growth of our instructional practices in a very significant way. Through the strong partnership we maintain with SERC and the coaching that they provided, each of our teaching teams has successfully refined our Scientific Research-Based Interventions (SRBI) practices. As a part of our application of the Early Intervention Plan (EIP) process, we have utilized more effective formal assessment tools, which have better enabled us to specifically identify learning needs for students and to better coordinate our planning for supports. Improved collaboration among all content area teachers and math and literacy specialists has led to a more intentional planning and implementation of Tier I, II and III supports and interventions. A large body of formal and informal progress monitoring data indicates significant growth for students that is closely aligned with this work. Mrs. Smith's work with SERC in unifying the EIP documents used district-wide has further assisted us in this as it has helped teachers better understand the process from the K-12 perspective.

In our work to provide a safe, supportive and authentically engaging learning environment, we have grown the ways in which we meet students' social and emotional needs. A very significant and successful example of this is our more intentional and formal approach to supporting STEPS through the Asset Building Classroom initiative (ABC). The monthly school-wide focus on specific assets and the special afterschool events that we scheduled for students, parents and staff were a great success. The staff embraced the concept of asset building classrooms as an opportunity to make daily connections with students. Another example would be the Kennedy "Caught Doing Good" cards that identified and promoted positive character counts of students. The continuation of the afterschool Lego League, Entrepreneur Club, Stock Market Club and School Newspaper Club have provided a growing number of new challenges and opportunities for students to extend their school day and work alongside new friends and peers. Overall participation grew significantly this year in all of our afterschool clubs. The state and national recognition of awards for two of our students in the Stock Market Club offers evidence of the success of these opportunities that Kennedy provides. We also expanded upon our participation in the CIAC-sponsored Unified Sports Program by offering opportunities in an additional sport. The Best Buddies Program, implemented this school year, offered increased opportunities for peer connections between students with and without disabilities. The Builders Club continued this year to provide community service opportunities to students, their work this year providing funds that purchased laptop computers for soldiers serving overseas through the sale of yellow ribbons.

Our PTO continues to be vital to our work. Quite simply, there are many opportunities for students that their fundraising and volunteerism provides for such as assembly programs, field trips, book fairs. Each of our 850 students had opportunities this year that were only possible because of their unselfish work.



WALTER A. DERYNOSKI ELEMENTARY SCHOOL

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Jan Verderame
Principal

Marilynn Kahl
Assistant Principal

Annual Report 2011-1202

The 2011-2012 school year at Derynoski School began with our new administrative team anxious to continue the great work that was part of this community. Instructional practices were enhanced based on the results of our CMT and benchmark data. A district and school focus was placed in the area of written expression with teachers implementing independent writing goals for all students and refining their Writers Workshop strategies and practices. Professional development in this area was completed through Columbia and monitored and enhanced through the literacy specialists. New units of study in the language arts areas were implemented with close collaboration with the grade level teams and literacy specialists. Continued focus on early intervention was placed in Kindergarten with Derynoski housing one of the district's Extended-Day Kindergarten programs. This program, along with our own extended day program, provided a targeted group of students' explicit instruction in individual skill areas with generalization built into the curriculum to promote carryover in the regular classroom setting. Data indicated significant increases in performance in all areas of literacy.

We are especially proud of our STEPS/Character Counts program this year. The goal was to enhance our existing Character Counts program with the community STEPS initiative. This was embraced by the entire Derynoski community. Each day, students would read the "Character Tip of the Day" over the morning announcements. Each classroom developed a list of "Character Tips" that would be read to the school and written on the board in the cafeteria. Teachers would discuss this tip in their classrooms and during lunch to provide multiple opportunities for students to reflect on it throughout the day. Student leaders were trained in the "ABC" classroom and, along with the fifth grade student council, determined school spirit days and became leaders for various events during the year. Student leaders were part of a STEPS team, which is comprised of students, staff and parents. This team worked on developing practices that target the development assets for the school. Throughout the year, students were encouraged to give back to their community through various venues. Students initiated fundraisers and raised over \$5,000 throughout the year, which facilitated leadership skills. Students continued to earn a star on the "Heroes among Us" board for all of their community/school service completed. The veterans in our community were honored in different ways throughout the year starting in November with a celebration that included a "white table" ceremony. Students learned about the branches of the military and the fifth grade classes had veterans speak to them about their service to their country. The fifth grade class created a mosaic wall design that is hung in our lobby to honor our veterans. Veterans from our Derynoski families have a ribbon in the shadow box to honor their service to our country.

Safety was addressed this year by refining our "Code Lock" practices with the support of the Southington Police Department. The staff and students practiced this drill at various times to provide consistency with the procedure. New procedures and protocols were also put in place for our fire drills with the support of the Southington Fire Department.

The PTO also began this year with a new executive board and developed new bylaws to improve the structure of their process. The Derynoski PTO shared a goal with the administrative team and staff to increase technology in all classrooms. Through the Scholastic Book Fairs and various fundraisers, SMART Boards and projectors were put in the first and third grade classes. A \$6,000 grant from the SAVISS Corporation provided funding for our second grade classes to also receive SMART Boards and projectors. Along with this technology document cameras were purchased for the third grade. The ongoing goal is to outfit all of the classrooms with SMART Boards, projectors and document cameras. This is a three-year plan.

Kindergarten:

In Kindergarten, we continued our work in Readers Workshop and Writers Workshop. The children had books in their hands the first week of school. Book bags went home every week with "Just Right Books" for the families to read and reinforce good strategies. The children used their "tools" to become good readers. The children published their stories on our "Publishing Wall" where they could be shared with the children and staff. In addition, "Words Their Way," our Word Work program was implemented. Differentiation in all activities takes place so that all children are challenged. Each month we focus our instruction on the different assets of the STEPS program to ensure that the students feel good about themselves and their school. We also worked as a team to keep our parents informed through a classroom newsletter and updates about our curriculum, as needed. This communication proved to be essential in helping our kids move academically as their support is necessary as we collaborate together.

Grade 1:

When the school year began, the first grade teachers spent time assessing students and using data to drive daily instruction. We met monthly as a team to look over current data and work together to make plans for the diverse learners in our classrooms. In Readers and Writers Workshop the Lucy Caulken's model of instruction was followed with added strategies incorporated to focus on our school writing objective. Focus was placed on homogenous partnerships to expand students' critical thinking skills in both reading and writing. Continued enhancement of the Growing with Mathematics Program to meet the needs of all the learners in the first grade classes was completed throughout the year. Specific focus was placed on learning basic addition and subtraction math facts as well as solving multiple-step real-world problems. With a focus on non-fiction text, an integration of science and social studies was made with our language arts block. Students enjoyed learning about an assortment of life cycles including chicks, frogs, and insects. The town-wide STEPS initiative was embraced by the school and the first grade team. Using the building blocks of asset development, a collective goal to achieve a positive classroom climate where children feel accepted and cared about in our learning community was implemented.

Grade 2:

The STEPS program is an excellent complement and enhancement to social and emotional enrichment tools that we all have in place in our classrooms to help foster the developmental assets. We partnered with Lowe's Home Improvement Store in a building project that tied into our math curriculum. While continuing with our Reading and Writing Workshop models, we successfully implemented several new units of study focusing largely on non-fiction, persuasive writing, and different fictional genres. Students continue using writing binders to organize their writing pieces and aid in their editing/revising skills. We continue to incorporate CBAs to supplement the Growing with Mathematics Program and are on track to complete all units this year.

Grade 3:

The third grade has taken on many new initiatives throughout the 2011-2012 school year. We have incorporated the town-wide STEPS philosophy into our classrooms, emphasizing good character traits and working to develop assets for students to be successful. Thanks to the generosity of our PTO, the majority of the third grade classrooms are now equipped with SMART Boards. Teachers are beginning to develop interactive lessons in all subject areas. Teachers, as well as students, are learning the skills necessary to be “tech-savvy” citizens of the classroom. With writing as a School Improvement Plan focus, we have continued to revise and implement units of instruction during the Writers Workshop. We also launched new units in this area. In addition, third grade was privileged to participate in a two-week “Author-in- Residence” program with story-teller Eshu Bumpus. Third graders participated in lessons focusing on the writing process, ending by publishing their own folktales.

Grade 4:

Improving the quality of student writing across the curriculum was a major focus for this year. In Writers Workshop, students identified individual goals to improve their writing. In addition, we integrated the new units of study into Readers and Writers Workshop. There was a particular focus on Nonfiction / Expository writing. Students also had to learn and develop their note-taking skills. Throughout Readers and Writers Workshop, literacy specialists and tutors provided small group and individual support that enhanced student learning. In addition, explicit instruction in grammar was implemented to help students learn how to edit and revise their own work. In mathematics, we followed the Grow with Mathematics Program pacing schedule and worked on specific objectives within our School Improvement Plan. Students benefitted from the support of the math tutors. Students enjoyed a hands-on approach to science inquiry. All subject areas were enhanced with the use of the classroom SMART Boards. Improved technology access such as Grolier and BrainPop also improved lessons and student learning. Our existing Character Counts program was improved by incorporating the STEPS district-wide initiative.

Grade 5:

In reading and writing, we implemented a new curriculum that coincides with the Common Core Standards. This included more non-fiction reading and researched-based writing. We received support from the literary specialists and had additional training from Columbia Teachers College. In math, we continued to use the Growing with Mathematics Program. Additional resources supplied by the math department were used to challenge our higher level learners. In science, we received professional development for the Foss kit that covers the new earth, moon, and stars unit. We continue to use the technology provided by the Thalberg Foundation across the curriculum. The developmental asset building blocks of the STEPS program could be seen throughout our classrooms, specifically through our Veterans Program and the Southington High School Diversity Club. Our Veterans Program was implemented by our students and involved their family members. In May, we invited a local veteran to discuss Veterans’ Day and Memorial Day. In March, students from the Southington High School Diversity Club spent one week in our classrooms sharing personal information about their cultures. Our students participated in numerous fundraising activities to support various charities and organizations throughout the community.



Flanders Elementary
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Annual Report 2011-2012

At Flanders Elementary School, we are a diverse neighborhood school community with a strong connection with its parents and the general community. Our school mascot is the Flanders Falcon and our school slogan is "Soaring to New Heights." We continue to connect with the greater community by supporting Relay for Life, Community Soup Kitchens, YMCA Camp Sloper and Park and Recreation programs. Our PTO supports our staff through fundraising to enhance our instructional and cultural initiatives. This year, their hard work supported our classroom libraries, field trips and our science lab. They also promote positive family activities through programs such as Family Picnic, Family Bingo, Read Aloud Day, Winter Read across America Program, Ski Club, Drama Club, Scouts and Flanders Cares. Together we are planning to provide more family-centered events at no cost for the upcoming school year.

This academic school year, our Continuous School Improvement Plan worked on student achievement and teacher accountability in four areas: Numeracy, Literacy with a focus on written expression, School Safety/Climate and School/Family Partnerships.

Key items and events that we are most proud of are:

- School and home connections via a Principal's Monthly Newsletter, Kindergarten Special Day Celebrations, Grade 1 - First Friday's for Families, Grade 2 - Poetry Night, Grade 2 - Reader's Theater, Grade 3 - Mystery Readers Program, Grade 3 - Poetry Day, Grade 4 - Reader's Theater Presentations, Grade 4 - Writing Celebrations, Grade 5 - Writing Celebrations, Grade 5 - Science Fair Expo, Principal Coffees, and grade level information in monthly newsletters.
- Instructional focuses for 2011-2012 included, but are not limited to, the following: The Southington Public Schools Mission Statement, ABC School Asset Building strategies, exemplary classroom libraries, expanding our non-fiction collections, Writers Workshop, Readers Workshop, focused conferences with students on comprehension strategies, student engagement, continued work in differentiated instruction and using curriculum based data such as DRA2, DRP and math benchmark assessments more effectively to drive instruction on the grade level, conferencing with students regarding open ended math responses and problem solving.
- Flanders served as a Columbia Readers Workshop Lab school (year four) hosting training for teachers across the district in Grades 1-5. Our Flanders Elementary School staff in Grades 1 and Grade 2 hosted instructional workshops that provided training in writing to Flanders and district staff with Flanders Elementary School students. The work of our teachers and performance of our students, once again, brought acclaim to our school from the Columbia staff and staff from the district.

Superintendent's Annual Report 2011-2012 – Flanders Elementary School

We are very proud of our Continued Improvement Plan process at Flanders School. We have come full circle and have finished the school year with a draft plan to start with on the very first day of school. Our work in student achievement will focus on differentiation, technology, safety and Common Core of Learning. We plan to enhance our strong school/family connections with a variety of initiatives such as Literacy Nights, Numeracy Nights, instructional celebrations, community service projects, parent involvement in our A.L.O.T./STEPS program (Asset #26 - Caring) and increased participation in PTO meetings.

Kindergarten:

Refinement of the Kindergarten literacy curriculum facilitated fluent connected instruction leading to greater student achievement. Student achievement was enhanced with expanded word lists leading to greater success at or above grade level reading expectations. Work earlier in the year with retell strategies promoted higher levels of achievement in reading as well.

Grade 1:

The first grade continues with the implementation of Readers and Writers Workshop. A focus on conferencing to improve fluency has been the heart of this year's literacy work. Over 80% of the students are reading at or above grade level as a direct result of this work. In writing, the teaching focus has been on elaboration in writing, which has moved students to higher achievement. Work with students in math with place value has been successful in greater student achievement in this area.

Grade 2:

The second grade at Flanders School has continued with the implementation of Readers and Writers Workshop. Conferencing with students on specific reading comprehension strategies has been a focus this year, particularly Author's Message. Conferencing in Writers Workshop has focused on editing and revising. This has had successful results as well with student achievement at or above grade level for all students.

Grade 3:

The third grade focus on literacy instruction with the support of literacy specialists involved expanding the student's ability to think critically with peers and to expand student work in Author's Message. Writers Workshop mini-lessons involving revision has led to greater student achievement with all students at or above grade level in writing. Our math instruction emphasized differentiation and individualized instruction to meet the needs of all students.

Grade 4:

The fourth grade focused on differentiated reading instruction through the use of mini-lessons involving non-fiction writing. This involved research and information writing. Reading work in Author's Message has helped improve student reading comprehension. Students have continued to develop the math concepts present in the Growing with Math Program through the use of manipulatives, math tutor, math specialist, and small group instruction. New technology has provided staff with new and innovative ways to deliver content material and involve students in interactive practice.

Grade 5:

The fifth grade students have been active participants in Readers and Writers Workshop including incorporating Book Clubs and Partner Talks. In writing, students published more work focused on non-fiction text. Our students participated in a Business Building Enterprise with the support of a Southington Education Foundation grant. Parent involvement increased this year by helping with hands-on work in science and social studies.

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Roberta McAloon

Principal



Annual Report 2011-2012

Hatton School has 111 students in the William Wrinn Preschool Center and 340 students in Grades K-5 for a total of 451 students. We have a Speech Itinerant Program for three and four year olds not attending our preschool. Part of our Preschool Program consists of Applied Behavioral Analysis, a service delivered by CREC. Many of our preschool students come from the Birth to Three Program.

Early Intervention/SRBI continues to be successful at Hatton School. We continue to collect and analyze data to support interventions for student growth. The Hatton School Improvement Plan has been our guide to achieving student growth. Teachers collect data, standardized tests, benchmarks and daily work, and use this data to drive instruction. We have shown growth in reading, writing and math. Hatton School has implemented Readers and Writers Workshop across the grade levels, as well as the Sitton Spelling Program.

This year, we hosted five student teachers from Central Connecticut State University. This allowed a cohort of people to offer support to teacher novices, and there was new learning for all involved.

We had several presenters at our PTO meetings. Some topics were: Pre-Reading Skills Workshop, "The Active Classroom", Nutrition, our Garden Project by Paula Knight and students, and an Anti-bullying at School and Home Workshop.

We have offered our entering Kindergarteners, and their parents, helpful workshops in reading and math. The students have been included in classroom centers and story time. Parents have borrowed the Reading Kits from the library, as well.

We continue the "Giving Tree" tradition, donations for the Southington Food Bank, Relay for Life, and other charities, such as Jump Rope for Heart and the American Cancer Society. Other student projects are Young Author's, Science Fair, Talent Show, Field Day at Slopers and Trails Day at Panthorn Park. We have many PTO sponsored activities including the Book Fair, Pasta Supper, Ice Cream Social, Bingo, Grade 5 Carnival, the Family Picnic and Ski Club. We offer Grandparent Week.

Preschool:

In the 2011-12 school year, the Wrinn Preschool Center at Hatton School serviced over 111 children. Monthly screenings, based upon parental referrals, were conducted to identify students with possible special needs. We continued our collaboration with the Special Olympics Young Athletes Program. This year, we included two groups of fifth graders as coaches. This initiative proved to be mutually beneficial.

Superintendent's Annual Report 2011-2012 – Hatton Elementary School

New technology, including computers, programs and a “SMART Table” was available for supplementing the preschool curriculum. Technology staff was able to incorporate our handwriting program into the smart table software in collaboration with the Occupational Therapists.

Kindergarten:

Kindergarten students have experienced a wide range of curricular learning activities this year. With the implementation of both Readers and Writers Workshop, supported by a balanced literacy environment, students learned various strategies and skills that they were able to apply in many engaging activities. Some activities included shared reading, guided reading, and literacy and writing centers. Kindergarten also integrated social studies and science into both math and literacy areas.

Grade 1:

With the Readers and Writers Workshop instruction, students have experienced a range of strategies and styles. In reading and writing, students explored realistic fiction, poetry, how to, and all about books. Students showed impressive success with these different topics and their language arts growth was astonishing this year. In science, the children learned about animal life cycles by raising insects, frogs and chickens.

Grade 2:

The Reading Workshop model helped students continue to grow as confident readers. Students were introduced to some new concepts within the non-fiction unit. A new unit was also introduced: folktales, fables, and their favorite, fairy tales. This year, Grade 2 piloted a new program called “The Active Classroom.” The second grade staff was trained to facilitate the active classroom and students participated in physical activities throughout the day that incorporated our Grade 2 curriculum. The goal was to incorporate more movement into their day to improve concentration and behavior as well as build stamina for physical activity.

Grade 3:

Third grade has continued to work to improve performance in the area of reading and developing a love of reading across different genres. There was also a focus on writing open-ended responses to reading passages. In writing, students have worked to become confident writers and have created and published both narrative and non-fiction writing pieces through the Writers Workshop. Growing with Mathematics has, once again, been the backbone of the third grade math program with a focus on real life connections. Students learned about the state of Connecticut and its resources in social studies. In science, students used a hands-on approach to explore science topics such as earth materials, matter, and the human body.

Grade 4:

This year, the fourth graders continue to enjoy Readers Workshop. An emphasis on non-fiction text enabled the students to use their reading skills in all content areas. In math, the children have worked to solve problems involving logical reasoning and number sense. The students continued work with fractions and interpreting decimals on number lines and graphs. This year in science, students visited Slopers Outdoor Center in both the fall and spring. They identified living things in pond life and soil life. They also collected soil and water samples from the pond, wetlands, and forest habitats. In the spring, they focused their attention on finding samples of erosion and how humans have worked to prevent both wind and water erosion.

Grade 5:

During this school year, Hatton's fifth grade continued to implement Readers and Writers Workshop with a focus on Book Clubs, Mentor Texts, and conferencing in both areas. Social studies was integrated into both workshops through the use of historical fiction. Students worked cooperatively to create stories and comic strips based on their favorite historical time period. Science topics became an integral part of Readers Workshop. New topics such as line plots and exponents were added to the math curriculum.

Music:

Fifth grade chorus began preparing seven songs in September for their December holiday concert. They performed for the school, for the residents at The Orchards of Southington and in the evening for their family and friends. Also, fifth grade volunteers performed for the YMCA Giving Tree Ceremony. Fourth grade chorus began preparing six songs in January for their May spring concert. They performed for the school during the day and performed in the evening for family and friends. Sixty (60) volunteers from our fourth and fifth grade chorus performed at Southington High School for the Town-wide Choral Festival on June 6, 2012. First graders performed "School Days" (A Fish Tale) in June for the entire school and their family and friends in the evening. Kindergarten performed their Flag Day program for their families on June 14, 2012.

Instrumental Music:

This was another fun and exciting year for the fourth and fifth grade instrumental music students. Students continued to use SmartMusic, the innovative music software program, both in the classroom and at home. Several of the Hatton School musicians were invited to perform in the Silver Star Band and Orchestra. Highly motivated musicians performed solos on the morning announcements. Mrs. Sloves brought her "Con Brio" performing groups from DePaolo Middle School. The Hatton Orchestra performed a joint concert with them, which helped to ease the transition from elementary school music to middle school music. This was highly successful and all of the orchestra students will be continuing next year.



Urbain T. Kelley School

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Annual Report 2011-2012

SCHOOL ACCOMPLISHMENTS

Kelley School, along with all schools in the district, focused on the improvement of student achievement in three identified areas of the Continuous Improvement Plan (Reading, Writing, and Math as well as having a safety goal). These academic areas were chosen as a focus after reviewing our data. Teachers in all grades and all subject areas actively participated in the implementation of these objectives. Our main focus was on writing.

Kindergarten: The kindergarten teachers used specific anchor charts for writing strategies this year (digraphs, nonfiction, how-to, word families and conventions to name a few). They integrated non-fiction writing with the science curriculum and had one-on-one conferencing with students, giving them specific teaching points. They implemented the five new writing units and planned weekly to make sure the students' needs were met.

Grade 1: The first grade teachers used the Daily Oral Language materials to enhance the writing program. Students wrote daily in class as well as having writing homework weekly. A published piece of writing was showcased at the end of each writing unit.

Grade 2: Teachers in grade two gave weekly writing assignments to their students for homework in order to stress the importance of writing both in and out of school. Teachers used modeling even more this year during their mini-lessons. Anchor Charts were created to enhance this modeling. Student/teacher conferences were held often in order to improve writing.

Grade 3: Teachers in grade three used the Read/Write/Think website with their students. They gave weekly writing homework in order to involve parents in the writing process. Students wrote Pen Pal letters and there was a focus on explicit grammar instruction.

Grade 4: Teachers in grade 4 also gave a weekly homework assignment in writing. They used Daily Language Plus with their students. They focused on conferencing skills and gave students meaningful teaching points. They used the Smartboard to enhance the instruction of skills.

Grade 5: Teachers in grade 5 focused on mini-lessons and conferencing with students in writing. For homework, students wrote written responses to reading. Students wrote essays and non-fiction written pieces in Science and Social Studies. They focused on peer revision and editing and also used Daily Oral Language for practice of skills.

KELLEY SCHOOL CELEBRATIONS:

- SPROUTS Mentorship Program
- Town meetings for ABC (Asset Based Classrooms)
- Grade level Academic Celebration Events
- Implementation of district benchmark assessments, curriculum based assessments and CMTs to monitor student progress and plan instruction
- Professional Development focused on Readers Workshop, Writers Workshop, EIP
- Grade Level Team meetings and staff meetings focused on instructional planning, review of student work, analysis of data
- Integration of school goals into all areas including Art, Music, PE, Guidance, Library Media.
- Literacy Specialist within our building used for ongoing professional development, coaching teachers, modeling, assessing and instructing students
- PTO sponsored cultural arts events, fun family activities, field trips, materials for classrooms, book fair, Donuts for Dads, Muffins for Moms
- Staff attendance at PTO meetings to showcase curriculum
- Hands-on Science projects at all grade levels
- 100% participation in Young Author's Program
- Staff vs. Grade 5 volleyball game fundraiser for STEPS, fundraising for Relay for Life, St. Jude's Hospital, American Cancer Society, Bread for Life, Social Services
- Further development of leveled classroom libraries
- African Drumming Club
- Jazz Band
- Lucky Listeners Program
- Summer Slide Reading Program

ONGOING WORK/SCHOOL IMPROVEMENT PLAN:

All students at Kelley School were active participants in lessons to foster their academic, social and personal development. We had a very successful year with the implementation of our Continuous Improvement Plan.

Staff and students at all grade levels focused on writing. We met throughout the year to analyze data, review student work and improve instruction. We involved parents in the writing process by giving weekly homework in writing. It was our goal to show the value of writing both in and out of school this way.

Next year we will continue to target areas in reading, writing and math that are weak. We will review all data in August in order to help us target specific areas. We will incorporate the Common Core standards into our work. We will also continue to focus our efforts in making sure that the individual needs of each Kelley student are met.

Our focus on the district mission will continue to guide us in our work at Kelley.

TEAM – Together Everyone Achieves More



Plantsville Elementary School

Patricia Corvello
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Annual Report 2011-2012

School Accomplishments:

Plantsville School continues its strong partnership with parents through a very active PTO. We continue to grow as a school community with children coming from various parts of the country and our participation in the Open Choice Program.

The staff continued working with our mutually revised Continuous Improvement Plans. Literacy and numeracy goals are directly related to Connecticut Mastery Test objectives as well as district benchmarks. Meetings on student data from the previous years were held and teachers aligned their instructional goals based on the results of that data and our plans. The teachers use differentiated instruction based on student need as they see it developing in their instructional setting. Both Writers and Readers Workshop are fully implemented in all classrooms, as all teachers are now fully trained in both models. Writing skills are emphasized across subject areas, as children write in all classes every day. Small flexible groups within the math classrooms are based on student need within strands. Areas of weakness are addressed by our literacy specialist, special educators, and a math tutor. As our facility is full of diverse technology, development of technology skills has been at the forefront of our professional development. Teachers and paraprofessionals, and especially students, have used our interactive SMART Boards, document cameras, and computer technology in all teaching areas including our library/media center and adjacent lab. It is also not at all unusual to see children using the computer cart on wheels in the classrooms and in the halls.

The Plantsville faculty demonstrated a strong commitment to our academic programs. Several teachers attended the Summer Institute in Columbia's Reading Workshop and others during the fall. Several teachers continue their education with college courses, and many have requested to attend professional development opportunities outside of those offered by the district. They share important information and technique with staff afterward. One of our teachers is part of the district Administrative Aspirant Program. Our staff also gives back professionally, serving as cooperating teachers for young student teachers and as TEAM mentors for new teachers.

We are proud of our music, art, and physical education programs; we had two instrumental and two vocal concerts. Physical education classes integrated literacy and numeracy goals and science and social studies objectives with a variety of unique centers.

Plantsville School is fortunate to have a strong and supportive PTO. Along with our cultural programs, the PTO is active in many areas, sponsoring two Book Fairs, an Ice Cream Social, and funding our Field Day and class field trips where real life experiences are provided outside of the

classroom. The PTO also dedicates their time as volunteers in the classrooms. With our partnership with Calendar House, Plantsville students have continued their outreach to older adults in the community. We were part of the district Relay for Life team as well as many other charitable contributions for community needs.

Student Achievements:

Kindergarten: Our half-day Kindergarten students experience a balanced program of literacy and numeracy. The highlight of their social studies curriculum was a visit to the local fire house where they saw firsthand what these community members do for them; science and literacy was supported by a trip to Indian Rock. Writing has shown growth throughout the year as their stories have more detail.

Grade 1:

The first grade literacy program is highlighted in the spring by their Young Author's Tea. Family members are invited to an old-fashioned English tea and each child reads one of his or her pieces of writing. Theme days focusing on winter holidays, apple day, and Thanksgiving integrate social studies, math, language arts, and science through various center activities. There is an international flair in Grade 1 with cultural events and an active international holiday fair. The science curriculum was also enhanced by a visit to the Beardsley Zoo and a talk by a local dentist.

Grade 2:

The second graders also hosted Young Author's Tea for their families. The science curriculum was supported by a trip to Nature's Art in Montville, Connecticut, and by guest speakers. The children learned firsthand about local history with a visit from the director of the Barnes Museum. The year ended with Pirate's Day or Beach Day, an integration of all second grade curricular work around a common, festive theme.

Grade 3:

Individual pieces of literature were published and shared with peers. Students participated in book clubs, created maps of Connecticut, participated in countless hands-on science experiments, created timelines, kept journals, and worked through many math processes, reaching the abstract stage for many topics. They also became active recyclers after the presentation at the Science Center.

Grade 4:

There were monthly celebrations in reading and writing; through Writers Workshop, best writing was shared with peers, and conversations about best books were held. The children's radio station integrated social studies regions and literacy as news and sports events were announced, weather reports given, and editorials showed students' skill at inference. Nature's Day field experience to Panthorn Park highlighted the science curriculum as did a trip to the Eli Whitney Museum where they created their own simple and compound machines. Technology took on new meaning for fourth graders as they created a PowerPoint presentation on different states.

Grade 5:

Readers Workshop is a way of life in Grade 5. Grand conversations were held about literature, writing was published, and book clubs were held. Every Friday, a mystery reader shared his or her favorite book with the class. The Science Fair showed students testing a hypothesis through experimentation and coming to valid conclusions. The trip to Sturbridge Village gave the class a

real life look at early American life. Visiting The Summit created a partnership with our neighbors.

Ongoing Work:

Teachers and administration will continue to use data-driven decision making when deciding what the best instruction for each child is. As a faculty, we will study our Continuous Improvement Plan and revise our objectives, to not only include those areas of need seen in Connecticut Mastery Testing, but also those of our district assessments and daily student work. Teacher goals will be based on this analysis. We will begin our professional development in the Common Core that will drive our instruction in the future. The expansion of leveled classroom libraries will continue, especially in the area of nonfiction. We will continue our work as an inclusive setting so that every child is in his or her least restrictive environment. We will strive to become even more technologically literate, updating web pages and using technology when appropriate to enhance student learning.



SOUTH END ELEMENTARY SCHOOL

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Sally Kamerbeek
Principal

Annual Report 2011-2012

School Accomplishments:

South End Elementary School has a strong home/school partnership with a very active PTO. This year, over 50 parents worked to support students and staff as room mothers, classroom helpers and literacy volunteers. In addition, the PTO coordinated the musical production "Annie Jr." with 78 children participating. South End parents continued their fundraising efforts to sponsor cultural arts performances and field trips. This year, parent volunteers worked with students to produce a monthly newspaper, SEES News. The newspaper reporters helped administration by involving all students to choose a new mascot and design the logo. We are proud of our new mascot, Scout the Skyhawk. In addition, several fifth grade students worked with the music teacher to create a South End School song. Fifth grade students created a marketing strategy for promoting the new school apparel and created order forms to purchase items. Parents also created a publishing center to support all our student authors. South End continues to reach out to our community. The staff and parents held several fundraising activities to support Southington's Relay for Life event in June (\$5,000.00 was raised this year). South End held two food drives to support Bread for Life. Students also created cards for the troops overseas for Valentine's Day and Memorial Day.

This year, South End School housed one of the two district Extended Day Kindergartens. Students from Flanders, Hatton, Plantsville, South End and Thalberg were invited to participate in this intervention program for a half-day and then attend Kindergarten at their home school. Our first year was very successful and we look forward to continuing this program at our building next year.

Celebrations:

Extended Day Kindergarten:

- Poetry was incorporated into thematic units of study. Specific literacy skills taught included letters, sounds, sight words and rhyming. Students created a poetry journal that they brought home every Friday.

Kindergarten:

- A Kindergarten Family Literacy Night was held to teach parents strategies to use when reading with their child at home.
- The students authored many writing pieces this year. The students participated in a school-wide assembly about being "unique." They wrote about what they can do well and shared their special talents with all the students.

Grade 1:

- First grade reading celebrations included the creation of character hats, reading with other classes (Kindergarten and Grade 1), sharing a class vocabulary book and poster-making (nonfiction) and reading outdoors.

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- Use of technology continues to be developed. Throughout the spring, students watched webcams of bald eagles nesting and raising their young, as well as a black bear and her two cubs in their den.
- The classes took two field trips this year. The trip to the production of “Seussical” was part of an author study. A field trip to Hungerford reinforced scientific observations of animals life cycles and classification.

Grade 2:

- This year, the second grade team met regularly to create reading and writing focus lessons. They also worked with the literacy specialist who coached them on how to enhance their facilitation of reading mini-lessons.
- The second grade students participated in end of unit reading and writing celebrations. Parents were invited to the Animal Research Expert Book celebration.
- The second grade classes enjoyed a field trip to Nature’s Art where students participated in and learned more about the rock cycle and classification of rocks and minerals.

Grade 3:

- This year, third grade held three celebrations inviting parents in to share the students’ reading and writing accomplishments.
- The students were invited to visit the Mattatuck Museum in Waterbury. City officials extended an invitation to South End to tour the museum and learn about Waterbury’s history. The second field trip was to the Mark Twain and Harriet Beecher Stowe houses.
- Each year, the third grade students run Alex’s Lemonade Stand to raise money for the Alex’s Lemonade Foundation. Students read a story of Alex to every class in the school.

Grade 4:

- The grade four teachers worked with the literacy specialist this year to enhance their skills in teaching students how to write summaries. The intermediate team and literacy specialist created a comprehension toolkit with lessons designed to improve this skill.
- The two classes traveled to Eli Whitney Museum to explore some hands-on activities to support the science unit on levers and pulleys.
- The students worked on PowerPoint presentations for one of their social studies units on one of the regions of the country.

Grade 5:

- Students completed web-quests and shared their projects as part of a social studies unit on colonial America. They wrote scripts, created recipes and PowerPoint presentations.
- Students celebrated their non-fiction science reading/writing unit by presenting “Expert” workshops to all the intermediate students at South End School.
- Fifth graders worked in collaborative book clubs focusing on social issues.
- Students enjoyed a field trip to Sturbridge Village this spring.

Ongoing Work/School Improvement:

The South End School staff is committed to academic excellence and fostering a community of learning where everyone is respectful, responsible and safe. Our School Improvement Plan (SIP) is focused on improving academic achievement in literacy and numeracy. The staff monitored student progress, collected data, and made instructional adjustments throughout the year as

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needed. The support staff (including the math and literacy tutors) has been instrumental in supporting students in need of intervention by providing individual and small group instruction. We will continue to analyze data and refine our SIP to address areas of weakness at each grade level. Staff and grade level meetings will focus on sharing teaching strategies that promote student achievement. Another area of focus for the staff will be to continue our professional growth in learning how to make the Southington Public School Mission Statement come alive in our classrooms by delivering a rigorous and relevant curriculum. The 2012-2013 Safety Plan will continue to promote character building with the implementation of Asset Building Classrooms (ABC), a district initiative. With the support and involvement of parents and community members, we will work hard to provide the best educational opportunities for all our students.



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Annual Report 2011-2012

School Accomplishments:

The Strong School staff continued to implement the School's Continuous Improvement Plan by increasing student achievement in reading, writing, and math through the use of differentiated instruction, small group strategy work, and best practices. The review of the district language arts assessments and the district math benchmarks provided evidence that students have made growth in all three areas.

This year, as part of the Readers Workshop model, the literacy specialists worked with the primary teachers on incorporating the four parts of the mini lesson: Connection, Teaching, Active Engagement, and Link. As part of the Columbia Teachers College Coaching Program, the literacy specialists modeled the lesson and in subsequent lessons the classroom teachers on a grade level taught parts of the lesson and later the whole lesson. During this process, literacy specialists provided feedback concerning their strengths and areas that needed improvement. The primary teachers were very appreciative of the assistance they received from the literacy specialists. In the Writers Workshop model, the literacy specialists worked with the entire faculty on having them review the writing continuum during CIP meetings. By knowing this continuum, teachers' could now identify the level of their students writing and be able to provide their students with goals to achieve in order for them to proceed to the next level in their writing. As a result, teachers were able to use these assessments to drive their instruction.

In math, using the Growing with Mathematics Program, teachers continued to pace their lessons according to the district schedule. Teachers assessed students with the math benchmarks, unit tests, and CBA's and formed small strategy groups to assist students with special needs and provide enrichment to students who showed exceptional growth; therefore, students exhibited progress in math.

This year, the Strong School staff implemented the Asset Building Classrooms (ABC) Program. Each month, the staff planned activities around the asset of the month. Throughout the year, students earned "Blue Tickets" to win a stuffed dolphin, the school mascot. In addition, the staff created the Wee Deliver Program and students were encouraged to write letters to their peers to foster friendships. As a result of this program, students increased their assets in order that they could be more successful at school. During the course of the year, staff again implemented the Southington Education Foundation Grant, "Give Your Dog a Bone Business," which raised money for the Southington Animal Rescue. Also, staff acquired another grant "Good Morning Strong School" to set up a TV station that would broadcast Strong School news weekly. In the area of technology, staff continued to become more proficient in using the SMART Board and the document camera. Teachers utilized Raz-Kids, Lexia, Type to Learn, and other websites to improve academic skills. Students continued to become more proficient using word processing and PowerPoint. Lastly, the staff worked on a school-wide enrichment project, "One Grade, One Book". Each grade read and discussed one book and completed a culminating activity to enhance understanding of the story. For example, fifth grade worked on creating three movie

trailers to provide information on the setting, plot, and characters of the book, The Watsons Go to Birmingham. Extensive research was part of this project. Furthermore, each grade worked on diversity, safety, and community partnerships. Lastly, in addition to field trips and cultural arts programs, students participated in the Summer Reading Celebration, Career Day, Read Aloud Day, Grandparents Breakfast, Celebration of Writing, Diversity Day, Field Day, National Trails Day, Flag Day, Earth Day, Band, Orchestra, and Choral Concerts, Strong's Authors Program, etc. Students received many opportunities to broaden their experiences.

Student Achievements:

Kindergarten:

- Wrote books during Readers Workshop, including "How to Books".
- Observed changes from caterpillars to butterflies/observed different types of fish.
- Planted seeds and watched plants grow.
- Put on an end of the year show for parents.
- Learned about dental health with a visit from a local dentist, Dr. DiRienzo.
- Learned about fire safety in the home and community from the fire department.

Grade 1:

- Compared and contrasted holiday cultures around the world.
- Studied different family traditions and created a Family Traditions Cookbook.
- Continued a community partnership in literacy with the Southington Rotary Club.
- Promoted home/school reading partnership through the use of reading logs and tools for decoding and comprehension.
- Participated in inquiry-based activities involving the life cycle of chickens, frogs, butterflies and mealworms.
- Developed enrichment through a grade level book, Stuart's Cape.
- Enriched the study of animals through a grade level read and extension activity.
- Enriched the study of animals through an in-school field trip where students had hands-on experience learning about animals.
- Promoted Bicycle Safety through a presentation by a parent/police officer.

Grade 2:

- The students celebrated diversity by participating in cultural arts presentation on Brazil's traditions/culture/celebrations presented by a Grade 2 parent.
- The students explored a variety of non-fiction topics to become experts. They then wrote books and created posters about their topics to teach others.
- Complemented the FOSS New Plants Unit with a field trip to Roaring Brook Nature Center.
- Local TV meteorologist, Joe Furey, shared his knowledge of weather as a culminating activity for our FOSS Air, Wind and Weather Unit.
- In social studies, students learned the history of the Town of Southington from the Barnes Museum and created brochures persuading others to visit the museum.
- Home/school connections were bridged through family math mornings on measurement and geometry.
- Participated in safety programs on "Stranger Danger" and "Bike Safety".

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Grade 3:

- Created attractive Connecticut brochures for display board after researching our state.
- Focused on culture and heritage during Diversity Day celebration.
- CERT presented to the students and students helped stock Southington's food pantry.
- Learned about conservation and how to reduce, reuse and recycle.
- Implemented a School Safety Patrol to ensure the safety of all students at Strong School.
- Indian Rock came to visit and taught students about how they can help their environment.
- Enrichment activity with the book, Where the Mountain Meets the Moon, which incorporated the multiple intelligences.

Grade 4:

- Created PowerPoint presentations and iMovie to explain the West.
- Focused on characters, biographies, and nonfiction reading themes.
- Used the SMART Board to create lessons and teaching games.
- Implemented the document camera to illustrate student work and model lessons.
- Toured Panthorn Park to visit stations and learn about wildlife and recycling.
- Addressed electrical safety through a lecture from CL&P.
- Created a short comic strip based on a life of a famous person.
- Attended Sloper science field trips to learn through hands-on activities about habitat/ecosystems.
- Developed a partnership with Activate Southington to promote healthy eating.

Grade 5:

- Problem-solving is key to our math program. Students think, speak, and write mathematically as they apply knowledge and skills in meaningful activities.
- Participated in hands-on investigations following the Scientific Method and completed a Science Fair Project applying skills and concepts learned.
- Interactive activities continued in the History Alive! Program and students were involved in virtual field trips and historical debates, such as Patriots vs. Loyalists.
- SMART Board activities were integrated into all curriculum areas.
- Read A Dog's Life, learned the purpose of the Southington Animal Rescue, received Southington Education Foundation Grant, made gourmet dog bones and sold them to raise money for the Dog Pound. Visited Dog Pound on June 1, 2012 to make donations.
- Parents as Partners Book Club.
- Memoir Writing Celebration.
- Strong Weekly Newspaper.
- Old Sturbridge Village Field Trip.
- Mrs. Terry Lombardi, Board of Education member, presented a motivational speech.



REUBEN E. THALBERG SCHOOL

145 DUNHAM ROAD
SOUTHINGTON, CT 06489
TELEPHONE: (860) 628-3305

BEECHER LAJOIE
PRINCIPAL

Annual Report 2011-2012

Introduction:

Reuben E. Thalberg Elementary School's student population is 425 and a Title I school. Major emphasis has been placed on technical growth, high yield instructional strategies, asset building, and to increase student achievement in the areas of literacy, writing and numeracy. We concentrated on building community relationships with veterans, school/business partnerships, and using our school resources to be innovative and enriching student learning. In keeping with Southington's mission statement, we engaged our students in a wide range of educational experiences. In short, we strove to make Thalberg a place "Where Children Soar and Dreams Take Flight."

Technology:

- We are completing the aim to have all 22 classrooms equipped with mounted SMART Boards and digital cameras. It will be completed during the summer.
- Two ELMO document cameras were purchased, bringing the total to three.
- Staff participated in technology workshops including SMART Board Interactive Orientation, Lexia, Wikkis, Podcasts, Bookshare and Read Live.

Interventions:

- Our literacy tutor was reduced to a .5 (from a 1.5) and our math tutor was reduced to a .5 (from a 1.0). This curtailed services to students needing intensive support. We firmly believe that our math and literacy support systems are vital to student success. Our math tutor worked with small groups based on needs in Grades 3, 4 and 5.
- Other interventions that were successful were: EIP, After School Book Clubs, Reading Clinics, CMT Boost Groups (Grade 3 for six weeks).
- Data Team: To monitor student progress and to develop data-driven interventions that meets the needs of non-mandated students.
- Primary Level Boost Groups.
- Two workshops were given for parents on how to improve their skills regarding reading and math readiness.
- Grade 4 math workshops designed to correct Grade 4 weaknesses.

Contributing to our Community:

- Fischer House: Monetary contributions were collected for this military veteran equivalent to the Ronald McDonald House.
- Andrew Hedberg Fund: \$5,000 was collected to support our second grader's cancer treatment expenses.
- Connecticut National Guard Operation Elf
- Grandparents Day had a large turnout with 420 guests in attendance.

Superintendent's Annual Report – 2011-2012 – Thalberg Elementary School

Benevolent endeavors included:

- Monthly food drives for the Bread for Life plus over \$500 in contributions, Relay for Life, St. Jude's Children Hospital and a Thalberg Cares clothing donation for the community.

Ongoing Work:

- We have made substantial gains in reading, mathematics and science. We continue to focus on writing. New initiatives for next year will include three areas: Asset building, Connecticut Common Core and differentiation.

School Business Partnerships developed and continued:

- Southington Education Foundation – three grants were received
- Orchard Valley Garden Club - \$1,000
- UConn (Master Gardeners) \$250 grant
- Lowe's - \$5,000 grant/additional courtyard structures
- NOFA
- Price Chopper, Stop and Shop, Shop Rite – Tools for Schools
- TD Bank
- Southington High School Vo-Ag
- Oak Hill School

Cultural Arts donated by the PTO: Our students were enriched by participating in:

- The #1 Most Important Anti-Bullying Message
- Fun Filled Science Show (based on state science standards)
- Beardsley Zoo

This has been a fantastic year at Thalberg Elementary School “Where children soar and dreams take flight”. This can be asserted by the measurement of achievement, by the use of analysis of data, and standards based curriculum. We measure our success one student at a time and the following are some of the highlights per grade:

Kindergarten:

- Readers Workshop – The students have been developing strategies to read “Just Right” books. Students bring these books home to practice fluency.
- Writers Workshop was very successful this year. The Kindergarten classes participated in several author celebrations at the completion of the units. Parents were invited to the celebrations.
- The Mother's Day Tea was a wonderful day to celebrate and show appreciation for moms. The moms enjoyed all of the wonderful songs the children sang.
- After a year long celebration of good character, we culminated our learning with a trip to Camp Sloper where the Kindergarten students participated in character building activities.
- In science, the students compared and contrasted goldfish and guppies as well as living and non-living things.

Grade 1:

- Our team focused on readers and writers workshop. We worked on perfecting our mini-lessons and trying out a handful of new writing techniques. One addition that went well was our “revising” area. We had reminders hung up on the wall of what to look for when revising.
- Toward the end of the year we focused on prompt writing by teaching it first thing in the morning. We scored writing prompts together and gave constructive criticism to each other.
- In math, we incorporated fractions, money and other difficult math topics into our calendar so the children would become familiar with these topics. We saw a huge improvement on the math benchmarks.
- Social studies and science were integrated into our balanced literacy program. This was our first year having chicks in our life cycle unit. It was unbelievable and something our students will always remember.
- Our team met regularly to discuss planning and how to incorporate diversity and other important events.

Grade 2:

- CMT written open-ended responses, conferencing, using mentor texts and interactive read alouds.
- Focused on increasing the student's independent reading stamina.
- In writing, we emphasized our writing units and workshop format by creating writing folders.
- Focused on writing units and workshop format, integration of technology – TTL4.

Grade 3:

- SMART Board technology was implemented and used in all classrooms.
- Reading and writing workshops were an integral part of all classrooms and included the following units:
 - Series book clubs (new this year and quite successful)
 - Mystery Unit (book partnerships)
 - Non-fiction Reading and Writing (including biographies)
 - Persuasive writing
 - Five paragraph essay (conservation unit)
 - Developing essential questions (cross curricular)
 - Poetry
- Students were involved in recycling paper for the entire school.
- Researched and completed report on Connecticut.
- As part of Connecticut history unit, students went to the Capitol, toured the Capitol building and state library; listened to the history of the state supreme court.
- Students completed a web quest project with SOAR as an enrichment activity using the mobile laptop cart.
- Indian Rock came to each classroom to do a presentation on Recycling and ways to help the environment.
- Several students participated in a Math-a-thon to raise money for St. Jude's Children's hospital.

Superintendent's Annual Report – 2011-2012 – Thalberg Elementary School

- All students published books for Young Author's Program.
- Students went to the American Indian Institute in Washington, Connecticut to enhance the social studies curriculum.
- By the end of the school year, all students were reading at least 30 minutes in their "Just Right" books (at home and at school).
- Two third grade teachers' piloted computerized standardized report cards for third marking period (went to computer training in May). All four classes participated in this.

Grade 4:

- Improvement was sought in making reader/text connections and the DRP strategies.
- Math / Readers Workshop (after school CMT boost groups).
- Enrichment Afterschool Programs: Math Enrichment, Lego Club – STEM focus and Southington Education Foundation grants.
- Partnership with Orchard Valley Garden Club.
- Poetry Evening in the garden.
- Garden Club – Everyday during recess – student volunteers.
- "Toolbox for Education" from Lowe's Grant.
- "Sustaining Learning in the Outdoor Classroom" – Southington Education Foundation grant.
- "What's cooking at Thalberg" - Southington Education Foundation Grant.
- Asset Building Classroom involving staff, students and parents.

Grade 5:

- Improving strand responses in reading focusing on non-fiction, historical fiction, and social issues.
- In writing, students composed and refined their expository writing by developing non-fiction books, persuasive essays, memoirs, and personal narratives.
- Our Growing with Math program provides students the opportunity to develop many strategies involving real-world problems.
- "The History Alive!" social studies curriculum helps students to understand our history, culminated by our field trip to Sturbridge Village bringing history to life.
- Students also continually have the opportunity to use the SMART Board to help integrate lessons.
- Students also learned about the law under Attorney Eric Daigle and participated in a mock trial at New Britain Court House.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 16, 2012

Decision Requested X Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Proposed Goals 2012-2013

Summary of Issue: Goals are submitted to the Board of Education at this time every year for review.

Background: N/A

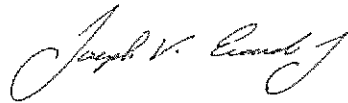
Alternative Strategies: That the Superintendent's goals be modified.

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: 2012-2013 School Year

Ending Date of Program or Project: June 2013

Recommendation or Comment: That the Proposed Superintendent's Goals be approved.



Signature of Superintendent of Schools

Title of Attachment

1. Proposed Superintendent's Goals



*Dr. Joseph V. Erardi, Jr.
Superintendent of Schools*

MEMO

TO: Southington Board of Education
DATE: August 2012
RE: Superintendent's Goals 2012 - 2013

Superintendent's Goals for the 2012-2013 School Year

The 2012-2013 district goals are, once again, intended to represent the combined focus areas of the Southington Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

Our new school year will include meaningful work that has the potential to change the landscape of teaching and learning within our Pre-Kindergarten through Grade 12 district. The following focus areas are presented to you for your consideration and endorsement:

Instructional:

Vision 2020 – Long Term Planning

- On or before January 1, 2013, a district advisory committee will report to the Board of Education with their findings that pertain to successfully preparing all students in being productive citizens and productive workers.

All-Day Kindergarten Feasibility Study

- On or before December 1, 2012, administration will bring to the Board of Education a completed feasibility study of potentially offering All-Day Kindergarten to all students. The study will include:
 - Space Analysis
 - Cost Analysis
 - Curriculum Impact
 - Transportation
 - Community Conversations

Student Use – Technology

- K-12 pilot programs will be set-up with findings brought to the Board of Education on or before February 1, 2013 addressing the following:
 - Southington Board of Education e-mail addresses for students to assist in a paperless environment;
 - The use of non-Internet-based devices (Kindles, Readers, etc.) in a classroom setting;
 - The use of iPads, laptops, and cell phones (Internet-based devices) in a classroom setting.

In addition, teaching and learning initiatives that began in 2011-2012 will be further examined, refined, and enhanced during the 2012-2013 school year:

- The Grade 8/9 Student Transition Team will continue to meet with ongoing work connected to the examination of rigor and readiness for middle school students moving forward to Southington High School;
- An analysis of the leveling changes at Southington High School that are now in place for all students;
- A continued examination of world language becoming imbedded in our K-5 curriculum;

- The completion of the Southington High School “time study” and a recommendation to the Board of Education on or before December 1, 2012;
- A continued examination of the Virtual Learning Academy (online student opportunity) as a resource and option for high school students for credit recovery and for homebound instruction.

Facility and Technology:

- To successfully transition the Board of Education office space to the Municipal Center at North Center;
- On or before March 1, 2013, begin discussions and community conversations on the renovation needs of Derynoski, Kelley, and Flanders Elementary Schools;
- To work in partnership with the Southington Public Building Committee on the design phase of both J. A. DePaolo and J. F. Kennedy Middle Schools;
- To complete a student distribution equity plan (balance DePaolo / Kennedy enrollment) for Board review on or before January 1, 2013;
- To successfully partner with town staff on the installation of artificial turf on Fontana Field at Southington High School;
- To recommend to the Board of Education on or before November 1, 2012 a Centralized Student Data Collection System
- To successfully complete an in-depth technology needs and cost analysis study that will offer equity in opportunity with all students and staff in all buildings;
- To continue in partnership with town officials on the further development of the Town of Southington Capital Improvement Plan.

Partnerships:

- To remain active in:
 - Engaging and informing parents (PTO Executive Council, attend PTO meetings, 6:30 a.m. open hour);
 - The Early Childhood Collaborative;
 - Engaging and working with the veterans’ of Southington;
 - Weekly meetings with the Town Manager to share appropriate information;
 - Collaboration with safety officials (police / fire) and community safety organizations (STEPS);
 - Central Connecticut State University (Administrative Cohort Program).

In addition, new challenges due to local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

- **Board of Education / Fiscal - Sequestration**
 - The scheduled 9% reduction in nearly all federal grants scheduled for January 2013 has the potential to at best be difficult to manage and at worse cause considerable concern within our 2012-2013 operational plan.
- **Board of Education / Town Proper Consolidation of Services**
 - The Municipal Center will house school and town officials in the same location on or around August 1, 2012. Continued conversations between both elected and appointed officials will take place to explore definable savings through strong working relationships between the Board of Education and the town proper.

I share with you an aggressive undertaking for 2012-2013. I remain only positive and confident that our partnership will move paper to practice throughout this school year.

Finally, once again, we will have both exceptional challenges and celebrations that are presently unknown. However, I am certain that the work ahead of us in 2012-2013 will move us one step closer to reaching our attainable mission of making a meaningful difference for every student... one student at a time.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 16, 2012

Decision Requested _____ Agenda Code 11 c.

AGENDA REPORTING FORM

Agenda Topic: Opening of School Dates 2012-2013

Summary of Issue: The administration will update the Board of Education on upcoming
Opening of School events.

Background: N/A

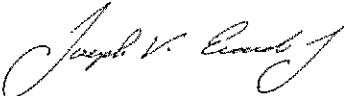
Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Informational



Signature of Superintendent of Schools

Attachments

1. Opening of School Events

OPENING OF SCHOOL DATES 2012-2013

EVENT	DATE	TIME	PLACE
Substitute Teacher Orientation	Wednesday, August 22, 2012	8:30 a.m.	Hatton Elementary School
New Teacher Orientation	Thursday, August 23, 2012 Friday, August 24, 2012	8:30 a.m.	Hatton Elementary School
Opening of School Health Fair	Monday, August 27, 2012	7:00 a.m.	SHS Cafeteria
Opening of School Convocation		9:00 a.m.	SHS Auditorium
Executive Parent Council Meeting	Tuesday, August 28, 2012	7:00 p.m.	Hatton Elementary School
Staff Professional Development	Tuesday, August 28, 2012 Wednesday, August 29, 2012	Check SPS Website	Designated Schools
First Day of School	Thursday, August 30, 2012		All Schools
Open House Flanders Elementary School Hatton Elementary School Strong Elementary School Thalberg Elementary School	Wednesday, September 5, 2012	7:00 p.m. 6:30 p.m. 6:30 p.m. 6:30 p.m.	Designated Schools
Open House South End Elementary School	Monday, September 10, 2012	6:30 p.m.	South End Elementary School
Open House Joseph A. DePaolo Middle School John F. Kennedy Middle School	Tuesday, September 11, 2012	6:00 p.m. 7:00 p.m.	Designated Schools
Open House Derynoski Elementary School Kelley Elementary School Plantsville Elementary School	Wednesday, September 12, 2012	6:30 p.m. 6:30 p.m. 6:00 p.m.	Designated Schools
Board of Education Meeting	Thursday, September 13, 2012	7:30 p.m.	Municipal Center
Open House Southington High School ALTA	Thursday, September 20, 2012	6:00 p.m.	Designated Schools
Board of Education Meetings	Thursday, September 13, 2012 Thursday, September 27, 2012	7:30 p.m.	Municipal Center
Executive Parent Council Meeting	Tuesday, September 25, 2012	7:00 p.m.	Hatton Elementary School
Southington Education Foundation Gala	Friday, October 5, 2012	7:00 p.m.	Aqua Turf
Wall of Honor	Tuesday, October 9, 2012	5:30 p.m.	Southington High School
Parent Executive Council Meeting	Tuesday, October 23, 2012	7:00 p.m.	Hatton Elementary School
Music of the Knight	Saturday, October 27, 2012	5:00 p.m.	Southington High School
8/1/12			

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date August 16, 2012
Decision Requested X Agenda Code 11.d

AGENDA REPORTING FORM

Agenda Topic: Closeout of 2011-2012 Budget

Summary of Issue: The fiscal year 2011-2012 ended with a balance of \$3,742.16.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** 2011-2012 Budget

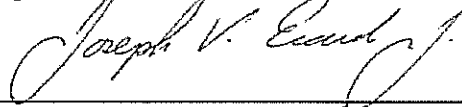
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: To approve the fiscal year closeout for 2011-2012.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Expenditure Summary Report

2. _____

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For 07/01/11 - 06/30/12

Expenditure Summary Report

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Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
11110 ADMINISTRATIVE SALARIES	678,511.00		678,511.00	.00	678,831.69	678,831.69	-320.69	100.05
11120 CLERICAL SALARIES	334,768.00		334,768.00	.00	347,399.52	347,399.52	-12,631.52	103.77
11135 DATA PROCESSING SALARIES	484,716.00		484,716.00	.00	475,929.67	475,929.67	8,786.33	98.19
11140 FISCAL SALARIES	312,339.00		312,339.00	.00	308,215.72	308,215.72	4,123.28	98.68
11210 PRINCIPALS & COORDINATORS SALARIES	2,652,127.00		2,652,127.00	.00	2,656,611.05	2,656,611.05	-4,484.05	100.17
11300 TEACHER SALARIES	27,072,167.00		27,033,565.00	.00	26,528,293.28	26,528,293.28	505,271.72	98.13
11500 LIBRARY/MEDIA SALARIES	505,850.00		505,850.00	.00	505,970.05	505,970.05	-120.05	100.02
11600 SCHOOL SECRETARY SALARIES	1,364,639.00		1,364,639.00	.00	1,334,135.43	1,334,135.43	30,503.57	97.76
11710 SCHOOL PHYSICIAN SALARY	11,786.00		11,786.00	.00	11,618.00	11,618.00	168.00	98.57
11715 STUDENT PHYSICAL FEES	3,000.00		3,000.00	.00	1,202.99	1,202.99	1,797.01	40.10
11720 REGISTERED NURSES SALARIES	507,986.00		507,986.00	.00	484,312.86	484,312.86	23,673.14	95.34
11740 LICENSED PRAC. NURSES SALARIES	144,542.00		151,282.00	.00	147,734.95	147,734.95	3,547.05	97.66
11810 CUSTODIAL SALARIES	1,475,984.00		1,475,984.00	.00	1,448,695.29	1,448,695.29	27,288.71	98.15
11820 MAINTENANCE SALARIES	837,872.00		895,292.00	.00	890,956.13	890,956.13	4,335.87	99.52
11900 GUIDANCE SALARIES	1,278,322.00		1,282,004.00	.00	1,254,219.81	1,254,219.81	27,784.19	97.83
11910 COACHING SALARIES	349,293.00		349,293.00	.00	328,571.51	328,571.51	20,721.49	94.07
11915 ATHL. ATTENDENTS SALARIES	12,000.00		12,000.00	.00	11,626.50	11,626.50	373.50	96.89
11916 EVENT SUPERVISOR & CHAPERONES	28,000.00		28,000.00	.00	24,063.40	24,063.40	3,936.60	85.94
11920 STIPEND SALARIES	71,906.00		71,906.00	.00	70,782.06	70,782.06	1,123.94	98.44
11922 DETENTION SALARIES	10,000.00		10,000.00	.00	7,239.68	7,239.68	2,760.32	72.40
12100 PARAPROFESSIONAL SALARIES	519,196.00		519,196.00	.00	489,680.34	489,680.34	29,515.66	94.32
12150 RETIREMENT COMPENSATION	201,150.00		201,150.00	.00	197,968.55	197,968.55	3,181.45	98.42
12200 TEACHER SUBSTITUTES	415,000.00		415,000.00	.00	735,359.79	735,359.79	-320,359.79	177.20
12205 TEACHER SUBST:SCHOOL BUSINESS	48,000.00		48,000.00	.00	20,685.00	20,685.00	27,315.00	43.09
12220 SECRETARY SUBSTITUTES	4,500.00		4,500.00	.00	16,265.25	16,265.25	-11,765.25	361.45
12230 CUSTODIAL SUBSTITUTES	20,000.00		20,000.00	.00	35,153.15	35,153.15	-15,153.15	175.77
12400 PARAPROFESSIONAL SUBSTITUTES	4,000.00		4,000.00	.00	1,280.00	1,280.00	2,720.00	32.00
12510 ATHLETIC TRAINER SERVICES	14,900.00		14,900.00	.00	14,900.00	14,900.00	.00	100.00
12700 NURSE SUBSTITUTES	60,800.00		60,800.00	.00	83,641.22	83,641.22	-22,841.22	137.57
12820 SUMMER MAINT. SALARIES	10,000.00		10,000.00	.00	7,330.13	7,330.13	2,669.87	73.30
12830 CROSSING GUARD SALARIES	97,000.00		97,000.00	.00	94,168.12	94,168.12	2,831.88	97.08
12840 SECUR. ATTENDANTS SALARIES	105,831.00		105,831.00	.00	104,169.57	104,169.57	1,661.43	98.43
14100 WORK STUDY SALARIES	6,000.00		6,000.00	.00	2,584.43	2,584.43	3,415.57	43.07
14200 NEW PERSONNEL SALARIES	109,942.00		.00	.00	.00	.00	.00	.00
14300 TUTOR SALARIES	.00		70,125.00	.00	59,925.02	59,925.02	10,199.98	85.45
20110 MUNICIPAL RETIREMENT ADMIN. FEE	806,400.00		806,400.00	.00	793,957.92	793,957.92	12,442.08	98.46
20210 SOCIAL SECURITY FEES	393,000.00		393,000.00	.00	383,335.50	383,335.50	9,664.50	97.54
20230 MEDICARE FEES	473,900.00		473,900.00	.00	482,947.53	482,947.53	-9,047.53	101.91
20310 HEALTH INSURANCE	8,303,125.00		8,303,125.00	.00	8,458,407.32	8,458,407.32	-155,282.32	101.87
20320 LIFE & DISABILITY INSURANCE	104,000.00		104,000.00	.00	93,532.49	93,532.49	10,467.51	89.94
20410 UNEMPLOYMENT INSURANCE	80,000.00		80,000.00	.00	56,718.10	56,718.10	23,281.90	70.90
20510 WORKERS' COMPENSATION	588,120.00		588,120.00	.00	607,693.74	607,693.74	-19,573.74	103.33
31200 PROFESSIONAL DEVELOPMENT	63,000.00		63,000.00	.00	67,461.06	67,461.06	-4,461.06	107.08

For 07/01/11 - 06/30/12

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
31800 LEGAL FEES	50,000.00		50,000.00	.00	70,674.00	70,674.00	-20,674.00	141.35
31900 PROFESSIONAL & TECHNICAL SERVICES	49,000.00		49,000.00	.00	50,304.77	50,304.77	-1,304.77	102.66
31950 DATABASE SERVICES	8,361.00		8,361.00	.00	7,079.60	7,079.60	1,281.40	84.67
32110 WATER AND SEWER	90,889.00		90,889.00	.00	98,932.42	98,932.42	-8,043.42	108.85
32120 ELECTRICITY	1,755,500.00		1,755,500.00	.00	1,612,347.96	1,612,347.96	143,152.04	91.85
32125 ENERGY CONSERVATION	24,234.00		24,234.00	.00	23,730.00	23,730.00	504.00	97.92
32140 CONTRACTED REFUSE	82,820.00		82,820.00	.00	78,958.74	78,958.74	3,861.26	95.34
32200 CONTRACTED CUSTODIAL SERVICES	265,255.00		265,255.00	.00	265,257.04	265,257.04	-2.04	100.00
32201 SHS HVAC	37,929.00		37,929.00	.00	28,815.46	28,815.46	9,113.54	75.97
32301 UPKEEP OF GROUNDS	38,334.00		38,334.00	.00	17,797.24	17,797.24	20,536.76	46.43
32302 MAINTENANCE OF ATHLETIC FIELDS	46,335.00		46,335.00	.00	41,177.08	41,177.08	5,157.92	88.87
32303 REPL. OF WINDOW COVERINGS	2,007.00		2,007.00	.00	507.10	507.10	1,499.90	25.27
32304 REPAIR OF GLASS	7,212.00		7,212.00	.00	2,996.15	2,996.15	4,215.85	41.54
32305 BURNER/BOILER REPAIR SERVICES	15,731.00		15,731.00	.00	14,560.00	14,560.00	1,171.00	92.56
32306 CONTRACTED SERVICE HEAT REPAIR	51,132.00		51,132.00	.00	53,161.49	53,161.49	-2,029.49	103.97
32307 CONTRACTED CLOCK & BELL REPAIR	11,617.00		11,617.00	.00	5,206.77	5,206.77	6,410.23	44.82
32308 CONTRACTED PUBLIC ADDRESS SYSTEM	27,228.00		34,431.00	.00	38,615.63	38,615.63	-4,184.63	112.15
32309 CONTRACT SERVICE ELEVATORS	36,314.00		36,314.00	.00	33,864.82	33,864.82	2,449.18	93.26
32310 OTHER EXPENSES FOR REPAIR	15,736.00		15,736.00	.00	15,111.34	15,111.34	624.66	96.03
32313 COPIER REPAIR	93,464.00		93,464.00	.00	94,740.07	94,740.07	-1,276.07	101.37
32316 ALL OTHER CONTRACTS	10,704.50		10,704.50	.00	8,700.59	8,700.59	2,003.91	81.28
32317 MUSICAL INSTRUMENT REPAIR	15,899.00		15,899.00	.00	11,385.50	11,385.50	4,513.50	71.61
32318 INSTRUCTIONAL EQUIPMENT REPAIRS	9,595.00		9,595.00	.00	7,987.77	7,987.77	1,607.23	83.25
32319 OTHER EQUIPMENT REPAIR	33,368.00		33,368.00	.00	48,464.49	48,464.49	-15,096.49	145.24
32320 SPECIAL EQUIPMENT REPAIR	24,501.00		17,298.00	.00	17,821.94	17,821.94	-523.94	103.03
32322 ROOF REPAIR	4,120.00		4,120.00	.00	10,051.33	10,051.33	-5,931.33	243.96
32323 COMPUTER MAINTENANCE INSTRUCTION	25,207.06		25,207.06	.00	16,198.76	16,198.76	9,008.30	64.26
32324 COMPUTER MAINTENANCE HARDWARE	24,630.54		24,630.54	.00	21,066.05	21,066.05	3,564.49	85.53
32325 COMPUTER MAINTENANCE SOFTWARE	167,582.28		167,582.28	.00	145,050.41	145,050.41	22,531.87	86.55
32405 PROPERTY/LIABILITY/ AUTO INSURANCE	200,000.00		200,000.00	.00	184,999.30	184,999.30	15,000.70	92.50
32415 STUDENT INSURANCE	12,395.00		12,395.00	.00	12,433.00	12,433.00	-38.00	100.31
32510 RENTAL & LEASING OF EQUIPMENT	292,826.00		297,939.03	.00	291,337.72	291,337.72	6,601.31	97.78
32520 RENTAL OF FACILITIES	125,400.00		125,400.00	.00	24,555.00	24,555.00	100,845.00	19.58
32800 RAVE AND OTHER AV REPAIRS	3,000.00		3,000.00	.00	1,510.88	1,510.88	1,489.12	50.36
32900 CARE OF GROUNDS	56,263.00		56,263.00	.00	56,198.11	56,198.11	64.89	99.88
32910 CARE OF DRIVES & WALKS	150,402.00		150,402.00	.00	148,038.58	148,038.58	2,363.42	98.43
33100 SYSTEMWIDE TRANSPORTATION	1,452,069.00		1,452,069.00	.00	1,451,994.69	1,451,994.69	74.31	99.99
33300 VOCATIONAL EDUCATION TRANSPORTATION	143,406.00		143,406.00	.00	130,651.26	130,651.26	12,754.74	91.11
33700 NON-PUBLIC SCHOOL TRANSPORTATION	331,286.00		331,286.00	.00	322,041.59	322,041.59	9,244.41	97.21
33800 MAGNET SCHOOL TUITIONS	300,412.00		300,412.00	.00	313,939.40	313,939.40	-13,527.40	104.50
33810 PRINCIPALS / TEACHERS PROF. CONFERENCES	10,000.00		10,000.00	.00	5,998.54	5,998.54	4,001.46	59.99
33900 BOARD OF EDUCATION EXPENSES	4,500.00		4,500.00	.00	6,776.71	6,776.71	-2,276.71	150.59
33905 ADMINISTRATIVE EXPENSES	1,000.00		1,000.00	.00	803.81	803.81	196.19	80.38

For 07/01/11 - 06/30/12

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
33910 CENTRAL OFFICE CONFERENCES AND TRAVEL	8,000.00		8,000.00	.00	6,909.14	6,909.14	1,090.86	86.36
33920 BUSINESS OFFICE TRAVEL EXPENSES	1,500.00		1,500.00	.00	1,637.05	1,637.05	-137.05	109.14
33925 OTHER ADMINISTRATIVE TRAVEL EXPENSES	21,000.00		21,000.00	.00	18,167.28	18,167.28	2,832.72	86.51
33930 TEACHERS' TRAVEL EXPENSES	5,400.00		5,400.00	.00	4,559.03	4,559.03	840.97	84.43
33950 NURSES' TRAVEL EXPENSES	300.00		300.00	.00	.00	.00	300.00	.00
33960 MAINTENANCE TRAVEL EXPENSES	7,400.00		7,400.00	.00	5,313.59	5,313.59	2,086.41	71.81
34100 POSTAGE	43,000.00		43,000.00	.00	41,255.56	41,255.56	1,744.44	95.94
34200 TELEPHONE	200,000.00		200,000.00	.00	215,257.64	215,257.64	-15,257.64	107.63
35100 RECRUITING	3,000.00		3,000.00	.00	3,099.32	3,099.32	-99.32	103.31
35200 ADVERTISING	2,000.00		2,000.00	.00	2,952.91	2,952.91	-952.91	147.65
36100 PRINTING EXPENSES	20,000.00		20,000.00	.00	10,722.46	10,722.46	9,277.54	53.61
36200 RECYCLING SERVICES	17,647.00		17,647.00	.00	10,354.31	10,354.31	7,292.69	58.67
39200 MIDDLE SCHOOL ATHLETIC TRANSPORTATION	14,466.00		14,466.00	.00	14,305.67	14,305.67	160.33	98.89
39300 HIGH SCHOOL ATHLETIC TRANSPORTATION	66,336.00		66,336.00	.00	70,376.96	70,376.96	-4,040.96	106.09
39440 BAND & ORCHESTRA FIELD TRIPS	19,000.00		19,000.00	.00	15,981.54	15,981.54	3,018.46	84.11
39450 SYSTEMWIDE FIELD TRIPS	29,000.00		29,000.00	.00	23,548.39	23,548.39	5,451.61	81.20
39470 STUDENT ACTIVITIES	4,160.00		4,160.00	.00	443.00	443.00	3,717.00	10.65
40110 CENTRAL OFFICE CLERICAL SUPPLIES	15,500.00		15,500.00	.00	15,265.56	15,265.56	234.44	98.49
40210 AUDIO VISUAL SUPPLIES	25,100.00		25,100.00	.00	15,047.49	15,047.49	10,052.51	59.95
40300 GENERAL TEACHING SUPPLIES	184,900.00		184,900.00	.00	143,283.43	143,283.43	41,616.57	77.49
40310 KINDERGARTEN CLASSROOM SUPPLIES	14,000.00		14,000.00	.00	8,619.85	8,619.85	5,380.15	61.57
40320 COORDINATORS PROGRAM SUPPLIES	12,200.00		12,200.00	.00	11,595.32	11,595.32	604.68	95.04
40400 ART SUPPLIES	62,592.00		62,592.00	.00	42,358.03	42,358.03	20,233.97	67.67
40600 TECHNOLOGY EDUCATION SUPPLIES	46,728.00		46,728.00	.00	32,338.98	32,338.98	14,389.02	69.21
40700 FAMILY & CONSUMER SCIENCE SUPPLIES	27,236.00		27,236.00	.00	18,129.52	18,129.52	9,106.48	66.56
40800 OCCUPATIONAL SERVICES	3,324.00		3,324.00	.00	1,353.72	1,353.72	1,970.28	40.73
40900 MUSIC SUPPLIES	33,326.00		33,326.00	.00	22,533.59	22,533.59	10,792.41	67.62
40910 INSTRUMENTAL MUSIC SUPPLIES	11,750.00		11,750.00	.00	6,798.61	6,798.61	4,951.39	57.86
40920 PHYSICAL EDUCATION SUPPLIES	15,550.00		15,550.00	.00	10,661.66	10,661.66	4,888.34	68.56
41100 TESTING SUPPLIES	15,000.00		15,000.00	.00	8,457.09	8,457.09	6,542.91	56.38
41150 MATH SUPPLIES	22,712.00		22,712.00	.00	15,937.75	15,937.75	6,774.25	70.17
41200 SCIENCE SUPPLIES	69,009.00		66,094.65	.00	52,591.85	52,591.85	13,502.80	79.57
41300 HEALTH SUPPLIES	17,202.00		17,202.00	.00	13,283.74	13,283.74	3,918.26	77.22
41410 CUSTODIAL SUPPLIES	163,640.00		163,640.00	.00	172,925.73	172,925.73	-9,285.73	105.67
41420 OPERATION OF VEHICLES	27,000.00		21,886.97	.00	40,599.46	40,599.46	-18,712.49	185.50
41430 REPAIR OF BUILDINGS	197,500.00		197,500.00	.00	152,936.40	152,936.40	44,563.60	77.44
41440 ENVIRONMENTAL & SAFETY	21,000.00		21,000.00	.00	48,596.12	48,596.12	-27,596.12	231.41
41500 OIL HEAT	255,895.00		255,895.00	.00	201,809.03	201,809.03	54,085.97	78.86
41650 GAS HEAT	418,253.00		418,253.00	.00	358,316.11	358,316.11	59,936.89	85.67
41800 MISCELLANEOUS EXPENSES	18,000.00		18,000.00	.00	11,790.70	11,790.70	6,209.30	65.50
41850 GRADUATION EXPENSES	13,200.00		13,200.00	.00	14,170.12	14,170.12	-970.12	107.35
41950 COPIER SUPPLIES	35,858.00		35,858.00	.00	35,967.81	35,967.81	-109.81	100.31
42100 TEXTBOOK REPLACEMENT	129,002.00		93,879.00	.00	71,504.56	71,504.56	22,374.44	76.17

For 07/01/11 - 06/30/12

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
42200 NEW PROGRAM TEXTBOOKS	.00		.00	.00	117,217.66	117,217.66	-117,217.66	.00
42250 MATH CONSUMABLE WORKBOOKS	66,000.00		66,000.00	.00	63,323.27	63,323.27	2,676.73	95.94
42300 CONSUMABLE ACTIVITY BOOKS	84,962.00		84,962.00	.00	48,930.74	48,930.74	36,031.26	57.59
42400 PERIODICALS	1,675.00		1,675.00	.00	1,049.80	1,049.80	625.20	62.67
42500 COMPUTER SOFTWARE	48,500.00		48,000.00	.00	29,523.48	29,523.48	18,476.52	61.51
42600 COMPUTER SUPPLIES	56,900.00		57,400.00	.00	49,208.21	49,208.21	8,191.79	85.73
42800 HEALTH EDUCATION SUPPLIES	6,678.00		6,678.00	.00	1,982.77	1,982.77	4,695.23	29.69
43100 LIBRARY BOOKS	32,950.00		32,950.00	.00	22,130.13	22,130.13	10,819.87	67.16
43200 OTHER LIBRARY EXPENSES	6,678.00		6,678.00	.00	4,327.73	4,327.73	2,350.27	64.81
44100 SUBSCRIPTIONS	6,000.00		6,000.00	.00	2,915.56	2,915.56	3,084.44	48.59
46200 NEW ATHLETIC EQUIPMENT	13,000.00		13,000.00	.00	13,831.69	13,831.69	-831.69	106.40
46300 MIDDLE SCHOOL REPLACEMENT OF ATHLETIC EQ	2,000.00		2,000.00	.00	1,984.46	1,984.46	15.54	99.22
46400 HIGH SCHOOL REPLACEMENT OF ATHLETIC EQUI	33,500.00		33,500.00	.00	33,392.36	33,392.36	107.64	99.68
46470 HIGH SCHOOL FIRST AID SUPPLIES	5,237.00		5,237.00	.00	5,029.04	5,029.04	207.96	96.03
46472 AWARDS AND PROGRAMS	7,465.00		7,465.00	.00	10,969.51	10,969.51	-3,504.51	146.95
46473 OFFICIATING EXPENSES	24,150.00		24,150.00	.00	19,400.00	19,400.00	4,750.00	80.33
46500 MIDDLE SCHOOL REPAIR OF ATHLETIC EQUIPME	200.00		200.00	.00	107.94	107.94	92.06	53.97
46600 HIGH SCHOOL REPAIR OF ATHLETIC EQUIPME	14,296.00		14,296.00	.00	14,424.13	14,424.13	-128.13	100.90
46900 MIDDLE SCHOOL FIRST AID SUPPLIES	400.00		400.00	.00	396.42	396.42	3.58	99.11
46910 MEDICAL SERVICES	4,635.00		4,635.00	.00	1,500.00	1,500.00	3,135.00	32.36
48100 PETTY CASH	2,200.00		2,200.00	.00	1,347.28	1,347.28	852.72	61.24
49310 BUSINESS EDUCATION SUPPLIES	12,800.00		12,800.00	.00	6,424.92	6,424.92	6,375.08	50.19
49600 ALTERNATIVE EDUCATION PROGRAM	15,000.00		15,000.00	.00	8,979.59	8,979.59	6,020.41	59.86
49700 GUIDANCE SUPPLIES	12,340.00		12,340.00	.00	5,724.19	5,724.19	6,615.81	46.39
49900 ALIO & POWER SCHOOL SUPPLIES	20,000.00		20,000.00	.00	18,306.99	18,306.99	1,693.01	91.53
54100 EQUIPMENT ADMINISTRATION	5,000.00		5,000.00	.00	6,262.94	6,262.94	-1,262.94	125.26
54200 SCHOOL BASED EQUIPMENT	34,807.00		51,321.35	.00	48,233.09	48,233.09	3,088.26	93.98
54300 TECHNOLOGY EQUIPMENT CONTING.	10,000.00		10,000.00	.00	9,999.54	9,999.54	.46	100.00
64000 DUES & MEMBERSHIP FEES	29,000.00		29,000.00	.00	29,027.19	29,027.19	-27.19	100.09
70101 HIGH SCHOOL SPECIAL PROJECTS	21,950.00		21,950.00	.00	11,945.00	11,945.00	10,005.00	54.42
70105 SYSTEMWIDE SPECIAL PROJECTS	15,250.00		15,250.00	.00	18,763.98	18,763.98	-3,513.98	123.04
70116 DES SPECIAL PROJECTS	4,250.00		4,250.00	.00	5,350.00	5,350.00	-1,100.00	125.88
70126 MAINTENANCE DEPARTMENT SPECIAL PROJECTS	7,900.00		7,900.00	.00	7,360.93	7,360.93	539.07	93.18
80100 SUMMER SCHOOL	.00		.00	.00	-155.60	-155.60	155.60	.00
80200 JUMPSTART	23,820.00		23,820.00	.00	22,564.23	22,564.23	1,255.77	94.73
81112 SALARIES- DIRECTOR	4,000.00		4,000.00	.00	4,000.00	4,000.00	.00	100.00
81113 SALARIES- TEACHERS	10,000.00		10,000.00	.00	5,893.52	5,893.52	4,106.48	58.94
81116 SALARIES- CLERICAL	3,000.00		3,000.00	.00	4,156.47	4,156.47	-1,156.47	138.55
81418 INSTRUCTIONAL SUPPLIES	2,000.00		2,000.00	.00	4,950.01	4,950.01	-2,950.01	247.50
82113 VOAG - TEACHER SALARIES	258,161.00		300,261.00	.00	305,967.79	305,967.79	-5,706.79	101.90
82116 VOAG - CLERICAL SALARIES	30,150.00		30,150.00	.00	29,046.43	29,046.43	1,103.57	96.34
82118 VOAG - CUSTODIAL SALARIES	96,689.00		96,689.00	.00	99,930.28	99,930.28	-3,241.28	103.35
82203 VOAG - HEALTH INSURANCE	130,500.00		130,500.00	.00	130,500.00	130,500.00	.00	100.00

For 07/01/11 - 06/30/12

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
10 REGULAR EDUCATION								
82319 VOAG - WATER & SEWER	2,200.00		2,200.00	.00	3,104.08	3,104.08	-904.08	141.09
82320 VOAG - GAS	19,571.00		19,571.00	.00	21,538.72	21,538.72	-1,967.72	110.05
82321 VOAG - ELECTRICITY	42,000.00		42,000.00	.00	39,727.18	39,727.18	2,272.82	94.59
82323 VOAG - PROPERTY SERVICES	5,500.00		5,500.00	.00	3,100.50	3,100.50	2,399.50	56.37
82324 VOAG - PROPERTY INSURANCE	5,000.00		5,000.00	.00	5,000.00	5,000.00	.00	100.00
82338 VOAG - PROFESSIONAL TRAVEL	1,150.00		1,150.00	.00	1,002.50	1,002.50	147.50	87.17
82339 VOAG - TEACHER TRAVEL	200.00		200.00	.00	.00	.00	200.00	.00
82342 VOAG - TELEPHONE	450.00		450.00	.00	450.00	450.00	.00	100.00
82394 VOAG - FIELD TRIPS	1,700.00		1,700.00	.00	1,405.00	1,405.00	295.00	82.65
82401 VOAG - OFFICE SUPPLIES	900.00		900.00	.00	411.85	411.85	488.15	45.76
82402 VOAG - AUDIO VISUAL SUPPLIES	1,320.00		1,320.00	.00	687.78	687.78	632.22	52.10
82403 VOAG - TEACHING SUPPLIES	5,000.00		5,000.00	.00	4,583.70	4,583.70	416.30	91.67
82414 VOAG - CUSTODIAL SUPPLIES	3,500.00		3,500.00	.00	2,256.60	2,256.60	1,243.40	64.47
82421 VOAG - TEXTBOOKS	1,200.00		1,200.00	.00	871.98	871.98	328.02	72.67
82423 VOAG - WORKBOOKS	1,320.00		1,320.00	.00	229.38	229.38	1,090.62	17.38
82425 VOAG - COMPUTER SOFTWARE	1,000.00		1,000.00	.00	750.00	750.00	250.00	75.00
82426 VOAG - COMPUTER SUPPLIES	1,580.00		1,580.00	.00	714.97	714.97	865.03	45.25
82431 VOAG - LIBRARY BOOKS	750.00		750.00	.00	440.00	440.00	310.00	58.67
82440 VOAG - PERIODICALS	780.00		780.00	.00	411.56	411.56	368.44	52.76
90100 APPROPRIATED REVENUES	.00		211,426.00	.00	211,426.00	211,426.00	.00	100.00
10 REGULAR EDUCATION	60,248,186.38	221,426.00	60,469,612.38	.00	59,611,508.48	59,611,508.48	858,103.90	98.58
15 SPECIAL EDUCATION								
20110 MUNICIPAL RETIREMENT ADMIN. FEE	344,232.00		344,232.00	.00	378,946.35	378,946.35	-34,714.35	110.08
20210 SOCIAL SECURITY FEES	192,000.00		192,000.00	.00	184,068.97	184,068.97	7,931.03	95.87
20230 MEDICARE FEES	136,000.00		136,000.00	.00	136,465.19	136,465.19	-465.19	100.34
83110 CLERICAL SALARIES	199,779.00		199,779.00	.00	191,879.94	191,879.94	7,899.06	96.05
83111 PRINCIPAL SALARY	31,245.00		31,245.00	.00	31,244.93	31,244.93	.07	100.00
83112 ADMINISTRATIVE SALARIES	330,865.00		330,865.00	.00	339,762.02	339,762.02	-8,897.02	102.69
83113 TEACHER SALARIES	3,198,204.00		3,198,204.00	.00	3,298,816.51	3,298,816.51	-100,612.51	103.15
83114 GIFTED PROGRAM TEACHER SALARIES	162,325.00		162,325.00	.00	162,325.00	162,325.00	.00	100.00
83115 SPEECH PATHOLOGISTS SALARIES	649,511.00		649,511.00	.00	669,058.75	669,058.75	-19,547.75	103.01
83116 PSYCHOLOGISTS SALARIES	492,065.00		492,065.00	.00	493,462.72	493,462.72	-1,397.72	100.28
83117 SOCIAL WORKERS SALARIES	429,868.00		429,868.00	.00	429,923.42	429,923.42	-55.42	100.01
83118 GUIDANCE SALARIES	210,916.00		210,916.00	.00	221,244.09	221,244.09	-10,328.09	104.90
83120 PRESCHOOL TEACHER SALARIES	219,289.00		219,289.00	.00	220,223.71	220,223.71	-934.71	100.43
83121 PARAPROFESSIONAL SALARIES	3,236,375.00		3,236,375.00	.00	3,249,062.02	3,249,062.02	-12,687.02	100.39
83122 SUBSTITUTES SALARIES	135,000.00		135,000.00	.00	135,000.00	135,000.00	.00	100.00
83123 HOMEBOUND INSTRUCTOR SALARIES	120,000.00		120,000.00	.00	132,218.67	132,218.67	-12,218.67	110.18
83124 PARAPROFESSIONAL SUBSTITUTES	27,000.00		27,000.00	.00	25,960.00	25,960.00	1,040.00	96.15
83125 EXTENDED SCHOOL YEAR SALARIES	85,000.00		85,000.00	.00	79,207.07	79,207.07	5,792.93	93.18
83203 HEALTH INSURANCE	3,192,500.00		3,192,500.00	.00	3,269,107.00	3,269,107.00	-76,607.00	102.40
83205 WORKERS' COMPENSATION	161,294.00		161,294.00	.00	161,616.26	161,616.26	-322.26	100.20
83206 LIFE & DISABILITY INSURANCE	37,080.00		37,080.00	.00	37,040.32	37,040.32	39.68	99.89

SOUTHINGTON PUBLIC SCHOOLS

For 07/01/11 - 06/30/12

Expenditure Summary Report

FJEXS06B

Periods 00 - 13

Expenditures and Encumbrances

Exp/Enc Summary

Account No/Description	Original Budget	Adjustments	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent
15 SPECIAL EDUCATION								
83313 OCCUPATIONAL / PHYSICAL THERAPY	500,000.00		500,000.00	.00	521,478.29	521,478.29	-21,478.29	104.30
83314 EVALUATION & DIAGNOSTIC	45,000.00		45,000.00	.00	42,893.95	42,893.95	2,106.05	95.32
83315 VOCATIONAL SERVICES	5,000.00		5,000.00	.00	15,154.92	15,154.92	-10,154.92	303.10
83318 LEGAL SERVICES	20,000.00		20,000.00	.00	20,927.50	20,927.50	-927.50	104.64
83319 PURCHASED SERVICES	116,825.00		116,825.00	.00	105,305.24	105,305.24	11,519.76	90.14
83320 DIAGNOSTIC CENTER	105,000.00		105,000.00	.00	273,812.64	273,812.64	-168,812.64	260.77
83332 IN-TOWN TRANSPORTATION	557,725.00		557,725.00	.00	634,077.65	634,077.65	-76,352.65	113.69
83335 OUT OF TOWN TRANSPORTATION	1,286,133.00		1,286,133.00	.00	1,267,095.26	1,267,095.26	19,037.74	98.52
83337 PROFESSIONAL DEVELOPMENT	5,000.00		5,000.00	.00	2,281.86	2,281.86	2,718.14	45.64
83338 PROFESSIONAL MEETINGS	2,500.00		2,500.00	.00	1,836.11	1,836.11	663.89	73.44
83339 ADMINISTRATIVE TRAVEL	7,000.00		7,000.00	.00	5,996.11	5,996.11	1,003.89	85.66
83340 TRAVEL FOR INSTRUCTION	2,000.00		2,000.00	.00	826.77	826.77	1,173.23	41.34
83350 AUDIOLOGICAL SERVICES	153,431.00		153,431.00	.00	150,503.66	150,503.66	2,927.34	98.09
83369 APPLIED BEHAVIOR ANALYSIS PROGRAM	598,905.00		598,905.00	.00	734,118.00	734,118.00	-135,213.00	122.58
83370 OUT OF TOWN TUITION	2,037,738.00		2,037,738.00	.00	2,014,229.72	2,014,229.72	23,508.28	98.85
83371 AGENCY PLACEMENT TUITION	197,745.00		197,745.00	.00	502,499.60	502,499.60	-304,754.60	254.11
83400 CLERICAL SUPPLIES	1,950.00		1,950.00	.00	707.86	707.86	1,242.14	36.30
83401 OFFICE SUPPLIES	4,000.00		4,000.00	.00	1,998.86	1,998.86	2,001.14	49.97
83402 AUDIO VISUAL SUPPLIES	528.00		528.00	.00	304.23	304.23	223.77	57.62
83403 GENERAL TEACHING SUPPLIES	4,536.00		4,536.00	.00	3,413.83	3,413.83	1,122.17	75.26
83404 ART SUPPLIES	3,080.00		3,080.00	.00	1,759.52	1,759.52	1,320.48	57.13
83410 PHYSICAL EDUCATION SUPPLIES	352.00		352.00	.00	169.77	169.77	182.23	48.23
83411 TESTING SUPPLIES	25,500.00		25,500.00	.00	19,251.02	19,251.02	6,248.98	75.49
83412 SCIENCE SUPPLIES	1,144.00		1,144.00	.00	508.03	508.03	635.97	44.41
83414 MATH SUPPLIES	228.00		228.00	.00	164.84	164.84	63.16	72.30
83417 PROFESSIONAL MATERIALS	1,800.00		1,800.00	.00	969.56	969.56	830.44	53.86
83421 TEXTBOOK REPLACEMENT	3,256.00		3,256.00	.00	1,138.96	1,138.96	2,117.04	34.98
83422 NEW PROGRAM TEXTS	3,240.00		3,240.00	.00	542.54	542.54	2,697.46	16.75
83423 CONSUMABLE TEXTS	1,408.00		1,408.00	.00	545.46	545.46	862.54	38.74
83424 PERIODICALS	500.00		500.00	.00	449.00	449.00	51.00	89.80
83425 COMPUTER SOFTWARE	23,000.00		23,000.00	.00	13,037.59	13,037.59	9,962.41	56.69
83493 GIFTED & TALENTED SUPPLIES	3,000.00		3,000.00	.00	684.21	684.21	2,315.79	22.81
83494 SYSTEMWIDE SPEECH SUPPLIES	4,000.00		4,000.00	.00	1,830.57	1,830.57	2,169.43	45.76
83495 INSTRUCTIONAL SUPPLIES	16,000.00		16,000.00	.00	6,608.90	6,608.90	9,391.10	41.31
83496 SPECIALIZED MATERIALS	20,100.00		20,100.00	.00	11,352.76	11,352.76	8,747.24	56.48
83497 VOCATIONAL SUPPLIES	2,500.00		2,500.00	.00	823.31	823.31	1,676.69	32.93
83498 PERSCHOOL SPEECH SUPPLIES	1,000.00		1,000.00	.00	284.21	284.21	715.79	28.42
83499 PRESCHOOL PROGRAM SUPPLIES	4,000.00		4,000.00	.00	2,851.73	2,851.73	1,148.27	71.29
83542 EQUIPMENT FOR INSTRUCTION	10,804.00		804.00	.00	1,770.76	1,770.76	-966.76	220.24
15 SPECIAL EDUCATION	19,366,476.00	-10,000.00	19,356,476.00	.00	20,210,837.74	20,210,837.74	-854,361.74	104.41
2 FY	79,614,662.38	211,426.00	79,826,088.38	.00	79,822,346.22	79,822,346.22	3,742.16	100.00

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date August 16, 2012

Decision Requested X

Agenda Code 11 e

AGENDA REPORTING FORM

Agenda Topic: Obsolete Textbooks

Summary of Issue: With the adoption of more current textbooks, it is necessary to dispose of miscellaneous outdated textbooks from the high school, middle and elementary schools. When possible, obsolete textbooks are sold to vendors.

Background: According to Board of Education policy #3260, the Board may authorize the disbursement or disposal of outdated textbooks that are no longer useful to the educational program.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____


Beginning Date of Program or Project: June 2011

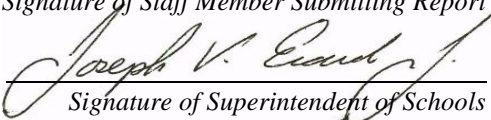
Ending Date of Program or Project: N/A

Recommendation or Comment: The Board approves the disposal of the outdated textbooks as submitted.

Titles of Attachments:

1. Policy #3260, Sales and Disposal of Equipment Supplies, and Books
2. Obsolete Textbook Listing



Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Series 3000: Business and Non-Instructional Operations**Income****Sales and Disposal of Equipment, Supplies and Books**

When equipment, supplies and books become worn out, obsolete, surplus or otherwise unusable in the schools, the Superintendent may authorize their disposal in a manner to the district's best advantage.

The Board of Education may, upon recommendation of the Superintendent of Schools, authorize the disbursement or destruction of outdated textbooks which are no longer useful to the educational program, provided that such books are a minimum of ten years old and/or have been determined to be obsolete by the professional administrative staff.

Any proceeds from the disposition of equipment, supplies and books shall be deposited in the town general fund.

Legal Reference:

Connecticut General Statutes

10-220, Duties of Boards of Education

10-240, Control of schools

10-241, Powers of School Districts

Southington Town Charter, Chapter VII

Policy adopted: October 1988

Policy reviewed: April 2003

SUBJECT	GR	TITLE	PUBLISHER	YEAR	# OF COPIES
LA/Reading		Beginner Dictionary	Scott, Foresman	1979	1
LA/Reading		My Second Picture Dictionary	Scott, Foresman	1971	1
LA/Reading		My Second Picture Dictionary	Scott, Foresman	1990	1
LA/Reading		American Heritage Dictionary	Houghton Mifflin	1972	1
LA/Reading	1	Here We Go	Houghton Mifflin	2001	40
LA/Reading	1	Wonders	Houghton Mifflin	2001	20
LA/Reading	1	Surprises	Houghton Mifflin	2001	21
LA/Reading	1	Treasures	Houghton Mifflin	2001	21
LA/Reading	2	Delights	Houghton Mifflin	2001	16
LA/Reading	3	Adventures	Houghton Mifflin	2001	64
LA/Reading	3	Fanfares	Harcourt Brace	1989	21
LA/Reading	3	Fanfares Teacher Edition	Harcourt Brace	1989	1
LA/Reading	3	Celebrations	Harcourt Brace	1989	39
LA/Reading	5	Expeditions	Houghton Mifflin	2001	5
LA/Reading	5	Reading	Houghton Mifflin	2001	22
LA/Reading	5	Silver Secrets	Silver Burdett & Ginn	1991	3
LA/Reading	5	Silver Secrets - Teacher Edition	Silver Burdett & Ginn	1991	1
LA/Reading	5	Give It All You Got	Houghton Mifflin	2001	6
LA/Reading	5	One Land Many Trails	Houghton Mifflin	2001	6
LA/Reading	5	Person to Person	Houghton Mifflin	2001	6
LA/Reading	5	Animal Encounters	Houghton Mifflin	2001	6
LA/Reading	5	Natures Fury	Houghton Mifflin	2001	6
LA/Reading	5	Voices of the Revolutions	Houghton Mifflin	2001	6
Math	3	Mathematics Plus	Harcourt Brace	1989	60
Math	3	Mathematics Plus	Harcourt Brace	1989	3
Music	1	World of Music	Silver Burdett & Ginn	1988	95
Music	2	World of Music	Silver Burdett & Ginn	1988	65
Music	3	World of Music	Silver Burdett & Ginn	1988	102
Music	4	World of Music	Silver Burdett & Ginn	1988	60
Music	5	World of Music	Silver Burdett & Ginn	1988	96
Music	K	Album Kit to Books	Silver Burdett & Ginn	1988	1
Music	1	Album Kit to Books	Silver Burdett & Ginn	1988	2
Music	2	Album Kit to Books	Silver Burdett & Ginn	1988	2
Music	3	Album Kit to Books	Silver Burdett & Ginn	1988	2
Music	4	Album Kit to Books	Silver Burdett & Ginn	1988	1
Music	5	Album Kit to Books	Silver Burdett & Ginn	1988	1
Music	6	Album Kit to Books	Silver Burdett & Ginn	1988	1
Science	3	Science	Addison Wesley	1989	12
Social Studies	3	Social Studies	Harcourt Brace	1991	1
Social Studies	4	Communitites - Teacher Edition	Harcourt Brace	1991	3
Social Studies	4	Portrait of America: Connecticut	Steck-Vaughn Co.	1991	40
Spelling	3	Spelling	Harcourt Brace	1983	1
Food for Fitness and Health	9-12	Nutrition and Fitness	Goodheart-Willcox	2000	22
Infants and Toddlers	9-12	Children the Early Years	Goodheart - Willcox	1999	24
Technology Education	9-12	Metalwork Technology & Practice, Text	Glencoe/McGraw-Hill	1975	38
Technology Education	9-12	Metalwork Technology & Practice, Wkbk	Glencoe/McGraw-Hill	1975	13
Technology Education	9-12	Metalwork Technology & Practice, Text	Glencoe/McGraw-Hill	1969	4
Technology Education	9-12	Metalwork Technology & Practice, Wkbk	Glencoe/McGraw-Hill	1982	13
Technology Education	9-12	Machine Tool Metalworking, Text	McGraw-Hill Companies	1961	5
Technology Education	9-12	Machine Tool Technology, Text	McGraw-Hill Companies	1984	1
Technology Education	11-12	Auto Mechanics, Text	McGraw-Hill Companies	1980	6
Technology Education	11-12	Auto Mechanics Fundamentals, Text	McGraw-Hill Companies	1974	8

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 16, 2012

Decision Requested _____ Agenda Code 11 f.

AGENDA REPORTING FORM

Agenda Topic: Sequestration ~ Budget Control Act

Summary of Issue: Because the "Super Committee" assigned through the federally

Legislated Budget Control Act failed to identify spending reductions (1.2 trillion over

ten years) an across the board 9% reduction to federal grants is in place for the

2013-2014 school year. The agenda item is brought forward to the school board as

information for their upcoming budget planning.

Background: As per the recommendation of the AASA (American Association of
School Administrators) information is being shared locally across the country for full
understanding of impact.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

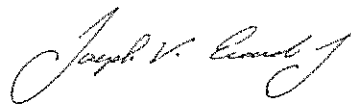
Beginning Date of Program or Project: _____

Ending Date of Program or Project: N/A

Recommendation or Comment: Administration recommends for the school board
to fully express their opinion through their professional organization (CABE) regarding
this issue.

Title of Attachment

1. AASA – Sequestration and the Schools



Signature of Superintendent of Schools

Sequestration and the Schools

Noelle Ellerson

AASA

April 2012

This is an audio slide show. Click on the speaker icon at the bottom of each slide.

Sequestration 101

- How did we get here?
- What is it?
- What does it mean?
- Talking Points
- What can I do?
- Resources



How Did We Get Here?

- Stems from Debt Ceiling Debate, Summer 2011
- Resulted in Budget Control Act which, among other things, created bipartisan, bicameral Joint Deficit Commission
- 12 member committee tasked with identifying \$1.2 trillion in cuts/savings over 10 years
- Failed to produce plan, triggering sequestration



What Is Sequestration?

- Sequestration = automatic, across-the-board cuts
- Process 'triggered' in Jan. 2012, cuts will come Jan. 2013
- Impacts almost all aspects of federal budget; ALL programs in USED except Pell
- Initial CBO estimates placed sequestration cuts at 7.8%; more likely to be at 9.1%



What Does It Mean?

- Real-time, mid-year cuts
- Remember the Title I and IDEA adjustments in Oct 2011?
Similar concept, except deeper.
- Cuts to USED will be between \$3.5 and \$4.1 billion
- Estimated Education Impact at 7.8% level:
 - Title I: \$1.1 billion
 - IDEA \$978 million
 - Perkins: \$136 million
 - Head Start: \$590 million



Talking Points

- Cuts are coming, whether through sequestration or Congressional action
- Congress could act to identify blend of spending cuts, revenue (taxes) and mandatory spending (Medicare) reform
- Congressional action would likely still include cuts to education, but to a much lesser extent



Talking Points

- Congress gave themselves the work of identifying \$1.2 trillion in savings
- If we get to sequestration, it is because Congress failed to act.
- Sequestration is a blunt instrument, cutting all programs without considering demand, effectiveness, or return on investment.
- Efforts to exempt portions of the budget (i.e., defense) simply amplify the severity of cuts to education



What Can I Do?

- Contact your Senators and Representative and urge them to support Congressional efforts to pick up the work of the Super Committee
- Use the Invoice on the 'Resources' slide to let your Congressional delegation know how the sequestration cuts would impact your district
- Work with your Board to explain to the community what sequestration is and how it would effect your district



Resources

- Complete a Sequestration Invoice and send it to your Congressional delegation.
- Sign the Committee for Education Funding petition to avoid sequestration.
- MORE Talking Points
- How will sequestration impact advanced funded programs? Check out the AASA blog.



Questions?

Noelle Ellerson

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For the latest AASA Advocacy updates,

- Check out the [advocacy blog](#)
- Follow us on Twitter ([@Noellerson](#))!