

Southington Board of Education Meeting

Thursday, January 24, 2013 7:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
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Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session for Student Expulsions and Residency ~ 7:00 p.m.
3. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ January 10, 2013
6. Communications
 - a. Communications for Audience
 - b. Communications from Board Members and Administration
 - c. Communications from Student Representatives
7. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ January 15, 2013
8. Old Business
 - a. Town Government Communications
 - b. Construction Update
9. New Business
 - a. Review/Adoption of the 2013-2014 Board of Education Budget
10. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JANUARY 10, 2013

The regular meeting of the Southington Board of Education was held on Thursday, January 10, 2013 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

2. EXECUTIVE SESSION FOR SAFETY AND STUDENT EXPULSIONS

An Executive Session meeting was held 6:30 p.m. through 7:10 p.m. (*Minutes attached*).

3. BOARD RECOGNITIONS ~ 7:15 p.m.

a. Christopher Palmieri ~ Connecticut Assistant Principal of the Year

Mr. Palmieri, DePaolo Middle School Assistant Principal, was recognized as the 2013 Connecticut Association of Schools (CAS) Middle School Assistant Principal of the Year. He received a Certificate of Excellence from the Board of Education.

b. CAPSS 2012-2013 Recipients ~ Jonathan La Follette and Catherine Myers

Miss Catherine Myers, DePaolo Middle School student, was recognized as the middle school recipient of the Connecticut Association of Public Schools Superintendents (CAPSS) Award. She received a Certificate of Excellence from the Board of Education.

Mr. Jonathan La Follette, Southington High School student, was recognized as the high school recipient of the Connecticut Association of Public Schools Superintendents (CAPSS) Award. He received a Certificate of Excellence from the Board of Education.

A delegation from the State of Connecticut was present. Senator Joseph Markley, State Representative David Zoni, State Representative Robert Sampson and State Representative Alfred Adinolfi recognized Miss Myers and Mr. La Follette with Citations from the State of Connecticut General Assembly. The Citations were introduced by Senator Markley, Representative Sampson, Representative Adinolfi, Representative Zoni and Representative Joseph Aresimowicz.

4. RECONVENE MEETING ~ REGULAR SESSION

The Regular Session was reconvened at 7:50 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen.

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

Student Representatives present were Miss Whitney DiMeo and Miss Abigail Harris.

There were approximately 30 people in the audience.

5. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by the student representatives.

Mr. Goralski called for a moment of silence in memory of the Sandy Hook Elementary School students and staff.

6. APPROVAL OF MINUTES ~ December 13, 2012

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

“Move to approve the Board of Education minutes of December 13, 2012, as submitted.”

Motion carried unanimously by voice vote.

7. COMMUNICATIONS

a. Communications from Audience

Mrs. Bonnie Sica spoke regarding a violent movie involving the KKK that was shown in her daughter’s class five days after the tragedy in Newtown, Connecticut, which upset her daughter. It was also upsetting and offensive because the “N” word was used throughout the movie. They have a friend who is African-American who is in that same class and who is bullied by another student using the “N” word in that grade. Their friend had to sit through and watch the movie that used the “N” word. She advocated for more Social Workers and Psychologists at the high school and middle school levels. Mrs. Sica also talked about a 21st Century Skills Cyber-bullying Worksheet that was done as a guidance lesson, which her daughter found frightening and included the threat of violence by someone e-mailing that they were in the house and going to get the person. She asked for more positivity and sensitivity.

Mr. Gregory Potamis spoke in favor of All-Day Kindergarten as a parent. He felt that it was in the best interest of the children to be as prepared as possible because the new national standards require a tremendous amount of instruction that exceeds the 2 hour and 40 minute day

that is currently in place. He felt that All-Day Kindergarten would have the blending of both academic and developmental skills and provide the teachers the opportunity to engage and differentiate their instruction to each child's individual needs. He thought that All-Day Kindergarten would help make Southington competitive in the state and the rest of the nation.

Ms. Lindsay Veronneau, 26 Alice Lane, spoke in support of All-Day Kindergarten as a current Kindergarten teacher at Plantsville and Kelley Elementary Schools and six years of teaching Grade 2. She talked about her experiences with teaching in a full-day setting versus a half-day setting. She noted that there was not enough time to cover what she needs to cover in the half-day Kindergarten because every minute of their day is accounted for with little to no time for the Kindergarten students to socialize or play with one another, which is a crucial component for the development of five and six-year olds.

Mr. Brian Kesilewski, 164 Monarch Drive, spoke in support of All-Day Kindergarten as a parent. He felt that the learning experience should not be rushed. He would rather put his child in front of an educator who has been trained professionally in the best interests of his child, which he could then supplement at home. He addressed socialization skills and the cost of the program and did not think anyone could put a dollar value on a child's education. He felt that, if the town could vote yes to a referendum for roads and bridges, the cost for All-Day Kindergarten pales in comparison to that cost.

Ms. Carrie Bradley spoke in support of All-Day Kindergarten as a parent. She has lived through the current half-day experience with her daughter and felt that the children were at a serious disadvantage cramming a full-day curriculum into a half-day. She would like the students to have time for developmental play and the socialization process. She noted that the curriculum decisions were made at the state and national levels, and Southington has to live with these standards. Given these standards, she felt that All-Day Kindergarten would give the children the best chance at success.

Ms. Audrey Ordstat, 51 Greystone Drive, spoke in support of All-Day Kindergarten as a parent and a Speech and Language Pathologist in the Meriden Public School system having experience with full-day Kindergarten. The school that she currently works at has had All-Day Kindergarten for 10 years. They make the most progress in the district. She pointed out that numbers don't lie when it comes to the progress that these Kindergarteners have made. Her son will be entering Kindergarten and needs exposure and experience with socialization with his peers, supported by certified staff members who are experienced in facilitating these experiences and in developing lesson plans that enhance it. She addressed Common Core State Standards that need to be started in Kindergarten. She noted that that Board of Education was already writing checks for magnet schools that have rigorous full-day Kindergarten programs. The bottom line is that increased time increases scores, socialization, and the well-adapted child.

Mr. Arthur Cyr, 103 Berlin Avenue, spoke against All-Day Kindergarten because it was a million dollar increase in the proposed budget. In these hard financial times, he thought that the Board of Education should be promoting level services. He did not think that parents in town should be expecting the Board of Education to pay for socialization. He addressed a wonderful program offered in the past called the Transition Program, which was offered between Kindergarten and first grade for approximately three years and then disappeared. He asked the Board of Education to put a rein on spending.

Mr. Robert Brown, President of the Southington Education Association, spoke on behalf of a Representative Council, which represents over 550 teachers in Southington, in support of the All-Day Kindergarten. He stated that education was much more than test scores and data. The All-Day Kindergarten would provide opportunities for young students to do more things that have recently been cut out of their education. There is less time for socialization, learning to interact and share with other youngsters, creativity, develop motor skills, conversational skills, and learning to play with others. He noted that if a parent does not want this for their child, they may opt-out.

Ms. Rosemary Risser and Ms. Carol Needham spoke in support of All-Day Kindergarten as Southington Kindergarten teachers. Ms. Risser stated that the half-day Kindergarten program is academic-based. She and Ms. Needham served as members on the All-Day Kindergarten Study. They looked at what the All-Day Kindergarten program could look like next year and discussed what could be done with the added time. They researched many different full-day programs and what they were doing. Currently, time does not permit them to do all the wonderful, rich learning experiences in a shortened day program. They felt that the Kindergarten children deserved the opportunity of what a full-day Kindergarten could present to them. They noted that it is not about the teachers or the finances; it is about the children.

b. Communications from Board Members and Administration

Communication from the Board Members:

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

“Move to add Agenda Item 11.e. “Student Expulsions” to the agenda.”

Motion carried unanimously by voice vote.

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

“Move Agenda Item 11.b, “2012 Annual Update of the Southington Education Foundation,” to Agenda Item 7.d.”

Motion carried unanimously by voice vote.

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

“Move Agenda Item 11.d, “CAPT/SAT/AP/College Report,” to Agenda Item 7.e.”

Motion carried unanimously by voice vote.

Mrs. Lombardi reported that she attended the Advisor/Advisee Program at DePaolo Middle School. She noted the connection between the teachers and the children and how it was all integrated with the STEPS Assets. She encouraged everyone to see this program in action and applauded everyone who has been involved with it.

Mr. Goralski announced that the Polar Plunge is on January 19, 2013 and that he and Mrs. Queen will represent the Board of Education. They are looking for pledges to support the cause. He noted that the Board of Education will hold a special meeting on Monday, January 14, which is concurrent with the Public Building Committee at 5:00 p.m. in the Municipal Center Public Assembly Room. On Tuesday, January 15, the Board will be at Town Hall for their first Budget Workshop and on Thursday, January 17, the Board will be at the Municipal Center for the second Budget Workshop.

Mr. Goralski reported that the Legislative Breakfast was held on Tuesday, January 8, and noted that the legislators are very engaged in the Board's work. He pointed out that the legislative delegation is bi-partisan in support of education.

Mr. Goralski announced that the STEPS Advisory Conference will be held on Saturday, January 26, 2013 from 8:00 a.m. to 2:00 p.m. at Hawk's Landing. He asked the Board members to RSVP to Kelly Leppard through Dr. Erardi.

Communication from Administration:

Dr. Erardi reported on the following:

1. Southington Public Schools Certification Compliance 2012-2013: Dr. Erardi reported that he received a letter from Nancy Pugliese, Chief of the Bureau of Educator Standards and Certification, acknowledging that all staff was appropriately aligned with certification, which is not an easy task. He gave credit to the Personnel Office and administrative team.
2. Annual Retreat: Dr. Erardi asked the Board members to give Mr. Goralski or his executive assistant, Debi Albaitis, items for the Retreat Agenda that will take place on a Saturday in February.
3. School Safety: Dr. Erardi extended his sympathy to Bill Leukhardt of the Hartford Courant, who had a personal loss in Newtown. Dr. Erardi shared that the Board of Education does everything first and foremost with the safety of the students in mind. He shared a chronology of activities and events that have taken place over the last several weeks. On January 29, 7:00 p.m. in the Derynoski Auditorium, Dr. Erardi plans to reconvene the parent community and community-at-large to share the approach to the Newtown incident and to be proactive and reactive in making Southington schools as safe as we possibly can. He shared that the cooperation received from town officials and safety officials has been extraordinary. He believed that the Board of Education's response is something that they could sustain, maintain and make sense of for the students, parents, and the community.

c. Communication from the Student Representatives:

Miss DiMeo reported on the following:

- She congratulated Mr. Palmieri for being named the Connecticut Middle School Assistant Principal of the Year.

- She congratulated Jonathan La Follette and Catherine Myers. She commented that Jonathan was one of her best friends and is brilliant. She noted that Catherine Myers resume was astounding.
- On December 20, 2012, the second Advisory meeting was held. She thought that the relationships were starting to build. She noted that she has been paired with students in her homeroom since freshman year; but, she finally had the chance to talk to them and it was about building friendships. She noted that they learned about midterms and transcripts.
- An assembly was held for College 101 with the graduated seniors from last year returning and to talk about their experiences and about dorm life.

Miss Harris reported on the following:

- The midterms were coming up and will fall on a three-day weekend.
- The sophomores and juniors received their PSAT scores and that there was a lot of improvement. She noted that the best part of College Quickstart is that they were able to go through all the questions that they got wrong to correct themselves. They give the students lists of important information for when they apply to college. It is a free, personalized kit that helps students explore their unique skills, needs, and interests.
- The BandBackers will soon be selling their Super Bowl subs.

d. 2012 Annual Update of the Southington Education Foundation (*formerly Agenda Item 11.b*)

Mrs. Dawn Miceli, President of the Southington Education Foundation (SEF), gave a PowerPoint presentation (*Attachment #1*). She reported that, with the current and past fiscal climate, along with education becoming more complex and ever-challenging, it was critical that the community have a private funding source to help complement and enhance the educational opportunities that are available to the Southington Public School system. The Southington Education Foundation was established in 2009 as a non-profit, all volunteer organization. There are currently 20 members at-large. They have given out 50 grants totaling \$100,000 since the first round of grant funding in 2010. Every school has received at least three grants. One of the programs is the district-wide fourth grade STEM pilot program, which enables students to go to Camp Sloper to participate in hands-on project-based learning with all the natural resources that Camp Sloper has to offer. It correlates with the fourth grade science curriculum. Mrs. Miceli explained how the SEF raised funds with four major fund raisers throughout the year. She compared how other local education foundations supported their school districts. She explained how the SEF selected grant recipients and how the STEM program at Camp Sloper was expanding to all grade levels with a state-of-the-art STEM Center being built by 2014 to house that program. Mrs. Miceli pointed out that January 17 is the grants reception; January 26 is a lunch at the Outback Steakhouse; April 4 is the third annual Adult Community Spelling Bee, and in October the Fan of the Foundation Event will be held.

Mr. Goralski asked Mrs. Miceli to thank the Southington Education Foundation for all that they have done for the students of Southington.

e. **CAPT/SAT/AP/College Report** (formerly Agenda Item 11.d.)

Dr. Semmel, Principal of Southington High School, gave a PowerPoint presentation (*Attachment #2*). Dr. Semmel presented the Connecticut Academic Performance Test (CAPT) 2012 scores, gave a sneak peak of Smarter Balanced questions and the School Performance Index. He discussed the Advanced Placement (AP) 2012 scores and the College Acceptance – Class of 2012 Report.

Dr. Semmel provided five years of CAPT data. The math scores steadily increased with 2012 breaking through the 70% barrier and getting to 72.1% at goal or advanced, and 22.1% at proficient. He pointed out that this meant 94.2% of the students were reaching proficiency. In science, there was a slight decrease from last year's score in advanced and at goal of 63.5% in 2011, and 62.4% in 2012; however, there was a huge increase from 2010 to 2011 from 53.1% to 63.5%. He saw it as a big win in 2012 because they held on to most of that increase. There was a huge increase in Reading Across the Disciplines with last year 57.2% at goal or advance in 2011, and 67.4% in 2012. Last year, they started a major focus on non-fiction reading. In Writing Across the Disciplines there was an increase from 63.1% in 2011 to 67.2% in 2012 in advanced and at goal. He pointed out that the CAPT scores were all very positive.

Dr. Semmel explained the School Performance Index (SPI) and Connecticut's new Accountability System. He noted that every school is now graded with this SPI score. He gave the Board a sense of what the high school's SPI score is. They no longer have NCLB, it is now Connecticut's New Indicators. He explained the major shifts of the program. The state sets a target for the high school and the SPI target that Southington needs to hit is 84.9 overall for 2012-2013. The state wants this to be a linear increase going through the next 12 years. By the year 2024, Southington has to have a SPI of 88.0.

Dr. Semmel explained the Smarter Balanced Assessments are coming; this year Southington High School will be doing some field testing in math in Grades 10 and 11. They were scientifically selected. There is going to be a broad field test in 2013-2014 and then full implementation in 2014-2015. Dr. Semmel provided the Board members with some sample examples.

Dr. Semmel explained the 2012 SAT scores. The score range for each test was 200-800, for a total of 2400 on the test. He noted that the percentage of test takers went from 68.4% in 2009 to 80.1% in 2012. He noted that they have to put that into perspective when they look at the scores because 12% more of our students took the test in 2012. They are at 529 for mathematics, 507 for critical reading and 513 for writing. He noted that math continues to increase and critical reading and writing are staying flat. They are also looking at the percentage of students getting a score of 600 or higher. In math, they went from 18% in 2010 to 25.3% in 2012 getting a 600 or higher, which he thought was extremely impressive.

Dr. Semmel explained that in 2011-2012 there were 12 Advanced Placement (AP) courses and now there are 18 AP courses. He noted that for students taking an AP exam, a score of five (5) is the highest they can get with one (1) the lowest score. He provided four years of data for the Board members and noted that for most schools that accept credit for an AP class, the student needs a three (3) or higher. In 2009, there were 278 AP tests given to 574 given in 2013.

Dr. Semmel explained the College Acceptance Report for the Class of 2012. Almost 90% of students attend postgraduate, which is a sum of the four-year, two-year and vocational-technical.

Miss DiMeo thought that there should be more of an emphasis on SAT scores because they hold so much weight. Her sister had a lower GPA than she did, but her SAT score was higher; consequently, her sister got into more schools than she did even though she was below the GPA requirements. Miss DiMeo would like it better known that Southington has a SAT Prep class.

Miss Harris commented that this was the first year that they are doing AP Literature and Composition for juniors and commended Mrs. Migliaro, her teacher, because she is doing a spectacular job teaching it. She thought that it was a wonderful opportunity that they bumped it down to junior year.

Mr. Goralski and Mr. Derynoski thanked the students for their input.

Mrs. Queen asked what other ways that Dr. Semmel looks at this data and disseminates it to the department chairs and the teachers. Dr. Semmel explained that their focus has not been to examine the data too specifically right now. Their focus has been on the fact that they need to keep increasing these scores and the practice that the students need in the classes. They already know they have the issue and they are trying to figure out how to increase those scores in those areas. They have not drilled down as deep as Mrs. Queen is asking about right now. Mrs. Queen acknowledged that it was phenomenal work and great improvement in so many areas.

Mrs. Lombardi recognized Dr. Semmel for raising the bar and integrating that philosophy throughout the whole curriculum with great results. She noted that they are always talking about the students who excel and that is where they want all the students to be; however, the reality is there are so many students who are in the middle. She wanted to see data on what they are doing with those children. Dr. Semmel replied that the students she is talking about are in the data. In the CAPT data, 72% of the students are reaching goal. There are more students taking AP classes. Mrs. Lombardi would like to hear more about the partnerships with the businesses and the children who will not be going to college because they want to go into the trades. Dr. Semmel invited Mrs. Lombardi to the high school to join him on his walk-throughs to see the great things that are going on.

Mrs. Notar-Francesco congratulated Dr. Semmel on the AP data because he had indicated a couple of years ago that this was the direction in which he was strongly going and it obviously has happened. She would really like to see students involved in 800 or 900 AP classes down the road.

Mrs. Johnson felt that this data shows that the high school is progressing very nicely towards increasing rigor. She was surprised to see on the College Acceptance Report that graduates undecided about future plans had gone up to 2.3% from .9% in 2011. She asked what the guidance department was planning on doing about that. Dr. Semmel replied that the guidance counselors hound these students to state what they are going to do but the students don't reply. He will talk to Mrs. Robertson, Director of Guidance, and ask her what she already does and, if nothing, they will try to reach out to the 2.3% to find out where they are now.

Mrs. Johnson noted that in past discussions, Dr. Semmel stated that the staff was going to use the PSAT scores as indicators for future learning. She asked how that was going. Dr. Semmel replied that there is AP Potential, which is what PSAT is directly linked to. Depending on the success of the students on the PSAT, the AP Potential identifies students who could be successful in a PSAT class. They recently printed out all the students who are potential students for an AP class and gave them to the department chairs. Some students are ready for AP, but psychologically don't think they are, and may just need a nudge in the right direction.

Mrs. Clark would like to know what graduates are doing five years after graduation. Dr. Semmel replied that there are services that they could pay for that track students. Tracking students once they graduate could be very difficult. If that was important to the Board, they could look into purchasing a tracking system. Dr. Erardi pointed out that administration just signed off on a report because the state programs such as VOAG require a five-year longitudinal look and he has that data that was just completed by Mrs. Stannard, Director of Ag-Science. The Board replied that they would like to see that data.

Mrs. Johnson noted that most high school classes have reunions after they graduate and oftentimes there is a questionnaire. Dr. Semmel replied that, if they stay in touch with the class presidents who pull together a five-year reunion, it would be a good way to get that information and a lot cheaper too.

Mr. Goralski noted one thing to add to the guidance piece would be about their role with SAT and course selection. He would like to see a guidance movement toward assisting students with better course selection. He would like to see some of Miss DiMeo's concerns addressed through guidance with better advising. He liked what guidance was doing, but he was thinking how to connect guidance's role in course selection and SAT success with Miss DiMeo's comment. He thought that could be an initiative and goal for Dr. Semmel.

Mr. Goralski stated that he does not like sub-groups. He wanted to know how we were going to be evaluated as a school district with the new sub-group category. Will it be based on how they progress from year-to-year or how we as a school in each sub-group perform? Dr. Semmel replied that it was both. He thought that it was important to pay attention to those sub-groups because they traditionally perform lower. It was important that they do not lose track of that group. There is an SPI score overall, and there is an SPI score for every sub-group and there are targets for every sub-group. Mr. Goralski felt that the biggest failure of No Child Left Behind, which he has written to them about, was calling districts, students or sub-groups failures. Mrs. Smith replied that the new program does not do that. The thrust is progress against oneself and not being compared to other districts.

The student representatives left the meeting at 9:30 p.m.

8. REPORT OF THE SUPERINTENDENT

a. Personnel Report

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

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

Mrs. Clark was amazed that over 420 years of experience was leaving the district in retirements as of July 1st.

Motion carried unanimously by voice vote.

9. COMMITTEE REPORTS

a. Policy & Personnel Committee Meeting ~ December 17, 2012

Mrs. Clark reported that the committee reviewed the faculty manager job description and decided to hold off on that until the proposed budget discussions for 2013-2014. They continue to work on the organizational chart and are in the tweaking stages to make it user friendly for all. The committee followed-up on the Turf Policy and will be working with the Turf Advisory Committee to update the policy in conjunction with them. She noted that Mrs. Smith did research with other towns. They continued the review of the 2000 Series and looked at Policy 2231 and the Regulation associated with it, which was about the physical policy books and the paperless environment. The committee began the review of the 3000 Series with a recommendation to change communication methods for responding to bus accidents. The next meeting is scheduled for January 16, 2012.

b. Curriculum & Instruction Meeting ~ December 19, 2012

Mrs. Carmody reported that Tina Riccio and Bethany Rosin, who represent the World Language Department in Grades 7-12, gave a presentation on "Foreign Language for Every Student." They did a 10-week program at Kelley Elementary School that integrated science and Spanish for third grade students. The committee would like to revisit the topic of compulsory bi-lingual language starting in third grade for all elementary students. They will continue to look at it with the Vision 2020 Study Committee. The Curriculum Committee also had a presentation by Mrs. Lutz, Mrs. Rogala and Mr. Russo on the revised Health Curriculum for Grades K-5. This curriculum will be presented to the full Board in the spring of 2013 for approval.

10. OLD BUSINESS

a. Town Government Communications

Mr. Goralski asked the Board to contact Mrs. Albaitis if they are going to attend the Monday, January 14, 2013 concurrent meeting with the Public Building Committee and the Planning and Zoning Commission. The meeting will take place in the Municipal Center Public Assembly Room. There will be two agendas with both Boards called to order. Mr. Goralski noted that the meeting starts at 5:00 p.m. and that there will be a Town Council meeting at 7:00 p.m. in the Municipal Center.

Dr. Erardi reported that he had a very positive meeting with Garry Brumback, Town Manager, regarding the Board endorsed Capital Plan. Mr. Brumback plans to send it forward with the highest priority being the work with our Energy Management System at the high school for the upcoming fiscal year.

Mr. Goralski reported that the Board of Finance was going to have some discussion about the referendum dollars at their January 16th meeting at 7:00 p.m. The tentative date of the Board of Education presentation to the Board of Finance is February 13, 2013 at 7:00 p.m. At the Town Council meeting on Monday, January 28 at 7:00 p.m., the state delegation will be meeting with them to talk about budget. Also the public hearing for the middle school referendum will be held on January 28. Dr. Erardi stated that his office would send out a chronology of dates that are important for the Board.

Mr. Goralski announced that the Turf Advisory Committee was considering a morning meeting Wednesday or Thursday of next week in order to get information between the two Boards. He stated that Mr. DeFeo will facilitate that in order for Mrs. Clark, Chair of the Board of Education Policy Committee, to attend. The two Boards need to connect because our policies could impact activities as early as this spring. Mr. Derynoski asked what the intent of this meeting was. Mr. Goralski's understanding was the meeting would be about the managing of the turf and the replacement of the turf in the future. Our policy has to change to make it a public entity. We would have to remove the rental fees because it is a town thing now. The Town Council will have the ultimate say because the Turf Advisory Committee is appointed by the Town Council because it is being treated as a town property for rental purposes.

Mrs. Lombardi asked if there was a policy for our fields that the Parks and Recreation oversee. She asked why there would be two sets of policies for fields. Mr. Goralski replied that the Board oversees our fields and Parks and Recreation does not take care of Board of Education fields. Parks and Recreation uses our fields. All of our fields are community fields, but our current policies and current practice in the town of Southington is that the Board of Education maintains control, care, maintenance, and scheduling of school fields. This particular field will not be like the other school properties and that is why it is unique. Mr. Oshana noted that it takes responsibility away from the Board. Mr. Goralski replied that was his understanding. Mr. Oshana thought that there has to be some clarification and identification of who owns the field and who ultimately is going to make the policy. If it were the Turf Committee, he would recommend that someone from the Board would have to be there as well as the Policy Committee to understand how it was going to be done because there are a lot of questions. Mr. Oshana asked if someone could have a pick-up football game on Sunday on the field. Mr. Goralski replied that it is a public piece of land, so someone absolutely could do that. Mrs. Johnson asked who would make sure they are not wearing metal cleats. Mr. Goralski thought that it was something to take to Attorney Sciota for advice.

Mrs. Lombardi stated that it was not clear to the public and it was not clear who has authority and what the cost is going to be. There needs to be more explanation. Mrs. Clark stated that the field is in and they have not worked out all the details. Sitting down and having an actual discussion with the Turf Advisory Committee is the first step in how this will all work. What are the logistics of who owns it, who controls what, and who pays for what? The details need to be worked out. There are a lot of questions and nobody has sat down for the discussions yet. Mr. Derynoski stated that they do not want to make this any more confusing and complex than it needs to be. Early on there was some discussion about tacking on a small fee to the price of a ticket which would come under our purview. There would be associated activities outside of the Board of Education that the town would control that would have nothing to do with the Board of Education. He thought that the Turf Committee needs to get an understanding of where they need to start. He thought that it would also go through the Board of Education Finance

Committee, such as ticket pricing and rentals, and the Town Council will have to pick up the piece as to how they are going to orchestrate an account in which the funds go for future replacement costs, etc.

Dr. Erardi stated that he would be meeting with Mr. DeFeo on Friday morning and he would share this conversation with Mr. DeFeo. He noted that everything that happens at the Turf Advisory Committee level has to be vetted through the Board of Education for action. There is a policy that is very direct and there is a charter that is equally direct. The final piece is, if it is approved by the Board of Education, it then goes to Town Council. Mr. Derynoski stated that the Board of Education cannot carry monies over year-to-year and to accumulate money over 10 years has to be handled through the Town Council. All the Board of Education needs to know is where the money is coming from and where it is going to go. Mr. Goralski thought that the only thing this Board will discuss is how to change our policy to let it be used for purposes other than school events, and if we are going to be part of the recommendation of the initial committee with the dollar per ticket. Once we fix our policies, then that piece could go to the Board of Education Finance Committee and then we are done. Mrs. Queen noted except for the budget because it has an impact in terms of what is budgeted for maintenance of fields. Mr. Goralski stated that it would have to be worked out.

b. Construction Update

Mr. Cox stated that Monday's meeting is important and unique because typically the Building Committee has reviewed the architect's plan well in advance and approved them and then a week later it goes to the Board for approval. By state requirement, the Building Committee must approve it first, which he will make sure happens on Monday evening before it goes to the Board of Education for approval. It is important that these approvals take place because they have two plan completion tests scheduled for Hartford later this month for both projects. Once they go to the plan completion tests, they will be getting information from the reviewers on what needs to be modified and added to the plans.

Mr. Derynoski was on the Building Committee for the Plantsville and South End School projects and questioned if there has been a closeout yet. Mr. Cox replied that the School Facilities Unit promised that it would go to the top of the review pile in December. During the first week of December, they hired back one of their consultants who went through five change orders on the South End project and approved those. These change orders are going through for the second time. This past week, Mr. Cox was told that the consultant did not come back after the holiday break. Mr. Cox is trying to find out who will be picking up the Plantsville pile of change orders to finish it up. Mr. Goralski learned during the middle school process that Open Choice students could now be part of our closeout for Plantsville and South End Schools. Mr. Cox replied that he is pushing that point with the state and could potentially save some taxpayer dollars.

c. All-Day Kindergarten Proposal ~ Update

Dr. Erardi explained that he will gather information for the Board when they deliberate on the All-Day Kindergarten proposal. On January 28 and January 30, Administration will survey the incoming Kindergarten parents on how many would prefer a full-day and how many

would prefer a half-day program. He thought that parent choice would be important information for the Board.

Mrs. Lombardi noted that the Board would be receiving that information after the budget workshops. Dr. Erardi stated that was correct, but he will provide a projection for the Board next week from the information that he presently has.

d. 2013-2014 School Calendar Review ~ Second Reading

Dr. Erardi stated that administration continues to share the Southington Education Association Executive Board proposal that was discussed at the last Board of Education meeting. Mrs. Carmody thought that there was a lot of support from faculty and parents who are requesting to put the February vacation back into the calendar. Since there is an early out date in June again next year, they do not see a problem with doing that. Dr. Erardi stated that he had not received that information from the parent community. He shared the calendar at the Parent Executive Council level and asked them to send it out to their PTOs, and there has been silence. He explained that the present June 10 last day of school will probably change because of snow days. He cautioned the Board that they are going to be confined to two summers of some really heavy lifting with work in the middle school projects that can only take place without students present. The number of days that they can capture from the last day of school to the opening day is one of his important concerns for the project for the summer of 2013, summer of 2014 and potentially the summer of 2015. That is why he recommended a similar calendar next year as we have this year. They really don't have data on February yet because this is the first year they will not have a February break. He can't forecast how many people will have the flu at that time.

Mrs. Queen noted that one of the requests from the SEA was to guarantee an April vacation. She questioned moving the April vacation up on the calendar because there was 14 weeks between the winter break and the April break and eight to nine weeks between April and the end of the school year. Dr. Erardi replied that reason that they look to the April 14th week is because it locks in Good Friday.

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

“Move to approve the 2013-2014 calendar as presented with the caveat of locking in the April vacation week for teachers.”

Mr. Goralski summarized that they cannot go to school after Labor Day, cannot avoid the hot days in June, cannot have two vacation weeks and build middle schools. They can't do it all. He did not hear from any parents.

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

11. NEW BUSINESS

a. 2013-2014 Teacher Evaluation

Dr. Erardi explained that it was the feeling of local districts that the plane is flying and the mechanic is in the back trying to figure out the engine. The timeline is excruciatingly painful for local districts. Administration asks the Board to endorse a hybrid plan of the recommended plan from the State Department of Education. Details of that plan will come to the Board at the March meeting.

Mrs. Notar-Francesco asked what the administration sees in this as the biggest challenges and what the Board could do to help out in that. Dr. Erardi replied the reason that they are looking at a hybrid is because the original SEED document was point specific with six evaluations for every staff member. The legislation is to have three evaluations for every staff member. Dr. Erardi believed that Southington was well positioned for this. The most difficult thing will be that within the state program we would be responsible for identifying teachers into four specific categories. The greater work will come at the administrative level and he planned to dedicate the Administrative Institute to teacher evaluation.

Mr. Oshana noted that the state gave them what the standard is with the opportunity to do it their way or modify it. The administration's recommendation is to modify it. He asked if there were any parameters around what they can and can't do in modifying it. Dr. Erardi replied that was what they were working on right now in committee. The state recommended document in all aspects supersedes legislation and the balance of legislation to recommendation is the work that Karen Smith is doing right now with the committee. They are absolutely confident that the work will come before the Board on or before the April date. The State Department of Education would be overwhelmed if 169 districts came back with their own plan because every plan has to be reviewed and then approved. The Commissioner is on record to be looking at the timeline. Right now, we are complying with this directive and Southington as well as every district needs more time to commit to it.

Mrs. Queen asked if Dr. Erardi meant the timeline in which they have to put this into place or the timeline of achieving six evaluations a year. Dr. Erardi replied that this goes into effect in all districts July 1, 2013. The way this document is built, we need to have in our summative evaluations with all professional staff in May or June to prepare for the student learning objectives that will be a part of the criteria for the next school year.

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

“Move to endorse the modified version of SEED (CT System for Educator Evaluations and Development).”

Mrs. Clark noted that April 15 the modified plan is due to the state. She asked when the state would get back to Dr. Erardi that it was accepted. Dr. Erardi did not have an answer. Mrs. Smith explained that the committee was not planning to wander so far away from SEED that it would be a controversial modification. He is basically following legislation versus SEED with numbers. If they were to fully implement what SEED is recommending, they would not have the administrative staff to even comply. The approach that Southington is going to follow is very similar to approximately 80% of the 169 school districts.

Mr. Goralski remarked that for the state to give them a date of January 15, when they do not even have a plan in place, was irresponsible and showed incompetence. He was disappointed

in the State Board of Education and disappointed in the legislators allowing them to do this. He would like this to be on top of the list that they give their delegation for a mandate that is unfunded and irresponsible because this is where local control is responsible for the quality of the teachers in the district. We hire an administration to do this. If they don't do it, it is the Board's job to make them do it, and it is their job to make the school administrators do it for the teachers. It is irresponsible of state government to put this burden upon us and any money associated with it is unacceptable. Mr. Derynoski felt that the legislators got that message about unfunded mandates at the Legislative Breakfast and this was a good example of one.

Dr. Erardi explained that the past legislation was continued evaluation for all professional staff. This Board of Education and administration always interpreted that as every certified teacher and every administrator having an evaluation every single year, which is read by administration. The districts that are spinning right now are the districts who did not evaluate annually.

Motion carried unanimously by voice vote.

b. 2012 Annual Update of the Southington Education Foundation (*moved to Agenda Item 7.d*)

c. Mid-Year Report on Superintendent's Objectives

Dr. Erardi explained that this was an annual mid-year update of administration's goals and objectives with the Superintendent, cabinet, staff and the School Board. It is an ongoing document. There have been a number of unknowns in front of us; however, we continue to move forward on the work that needs to be done.

d. CAPT/SAT/AP/College Report (*moved to Agenda Item 7.e*)

e. Student Expulsions

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

“Move to expel student 2012-2013-04 as per the stipulated agreement.”

Motion carried unanimously by voice vote.

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

“Move to expel student 2012-2013-05 as per the stipulated agreement.”

Motion carried unanimously by voice vote.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 10:15 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
JANUARY 10, 2013**

Board Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, and Mrs. Karen Smith, Assistant Superintendent.

1. CALL TO ORDER

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 6:31 p.m.

2. EXECUTIVE SESSION FOR SCHOOL SAFETY AND STUDENT EXPULSIONS

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

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

Motion carried unanimously by voice vote.

The Board went into Executive Session at 6:31 p.m.

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

“Move to reconvene into public session.”

Motion carried unanimously by voice vote.

The Board reconvened into public session for Board Recognitions at 7:10 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education



State of the SEF in 2013

WASHINGTON EDUCATION
FOUNDATION, INC.

Instilling a love of learning.



We've been instilling a love of learning in Southington classrooms since 2009.

Who are We?

Community Volunteers

9-member Executive Board

20-member Board at Large

1-Ex Officio Member

SOUTHINGTON EDUCATION FOUNDATION, INC.

SOUTHINGTON EDUCATION FOUNDATION, INC.

SOUTHINGTON EDUCATION FOUNDATION, INC.

Instilling a love of learning.

Instilling a love of learning.

Instilling a love of learning.





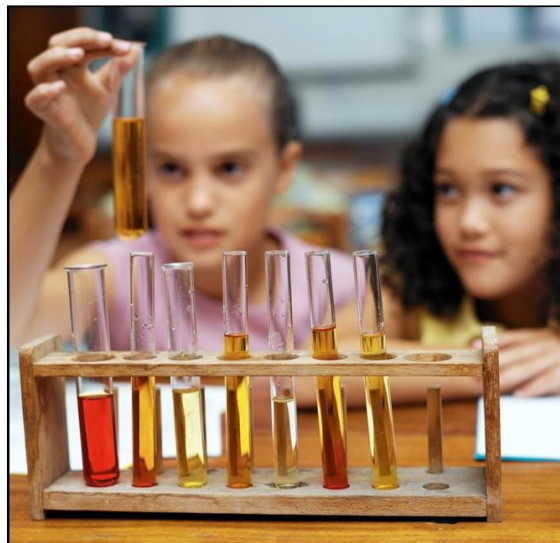
**SOUTHINGTON EDUCATION
FOUNDATION, INC.**

Instilling a love of learning.

**Kennedy Middle School
"G.E.M.S."**

Girls Exploring Mathematics and Science

Teachers: Amy Perry, Laura Maringola, and Kathy Lee



An after-school program that encourages girls to explore the possibility of pursuing careers in math, science, and technology. Participants will explore opportunities in such fields as: geology, astronomy, physics, chemistry, biology, bioengineering, and technology.

In just 3 years...

- ...the SEF has funded nearly **\$100,000** in grants to our teachers and staff.
- ...**every** school in the district has received grant funding.
- ...nearly **50** grants awarded district-wide.

Including a district-wide pilot program for fourth-graders at Camp Sloper.





**SOUTHINGTON EDUCATION
FOUNDATION, INC.**

Instilling a love of learning.



**That will soon have a permanent
home at Camp Sloper with all the
bells and whistles!**

Comparatively Speaking...



- ❑ Wallingford Education Foundation:
\$103,000 in grants awarded since 2003.
- ❑ Branford Education Foundation:
\$95,000 awarded since formation in 2004.
- ❑ Farmington Education Foundation:
\$95,000 awarded since establishment in 1995.
- ❑ Newington Education Foundation:
153 mini grants totaling \$73,000 awarded since inception in 1996.



Community Adult Spelling Bee

Community Support



Fan of the Foundation Gala



Outback Steakhouse Fundraiser



Southington Drive-In Night



Our Challenges:
Communicating
the criteria for
grant funding.

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**Inspirational
Programs Outside
the BOE's Scope**



**Direct Benefit to Large
Numbers of Students**



To Attend
Events



To Join Our
BAL



To Give
Generously

We Need
You!



THE FUTURE

Our Signature Project – A STEM
(perhaps STEAM!) Center at YMCA

Camp Sloper

STEM Enhancement

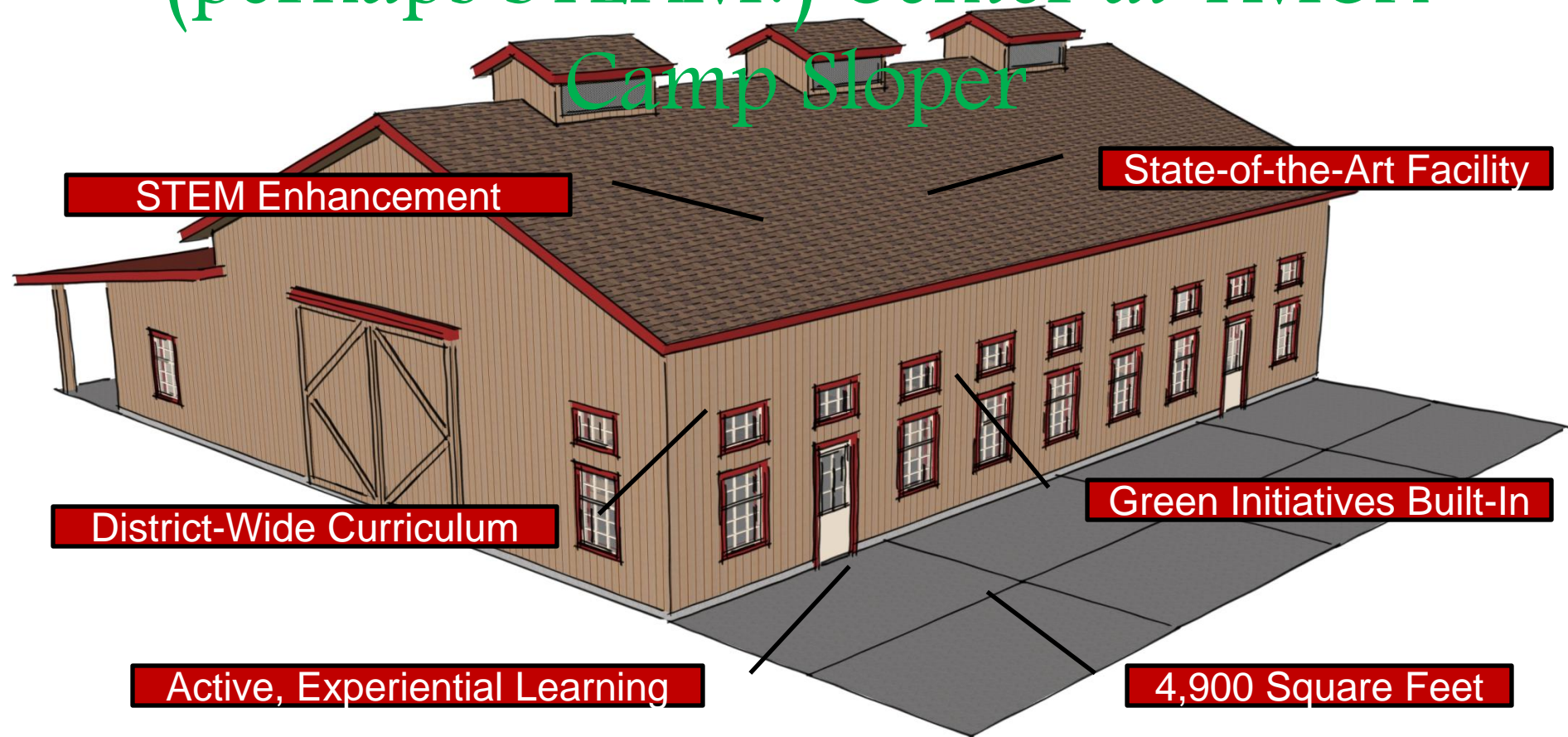
State-of-the-Art Facility

District-Wide Curriculum

Green Initiatives Built-In

Active, Experiential Learning

4,900 Square Feet



Save the Date!



- ✓ Jan. 17 – Grants Reception, 4 p.m., Derynoski Elementary School
- ✓ Jan. 26 – Outback Steakhouse Luncheon, 11 a.m. to Noon
- ✓ April 4 – Third Annual Adult Community Spelling Bee at SHS
- ✓ Oct. 25 – Fan of the Foundation Gala, 7 p.m., Aqua Turf



Instilling a love of learning.



High School Academic Reports

Presented by:
Dr. Martin J. Semmel
Southington High School
Principal

Which Reports will we review?

- Connecticut Academic Performance Test (CAPT) 2012
 - Sneak Peak of SmarterBalanced Questions
 - School Performance Index
- SAT – Class of 2012
- Advanced Placement (AP) 2012
- College Acceptance – Class of 2012

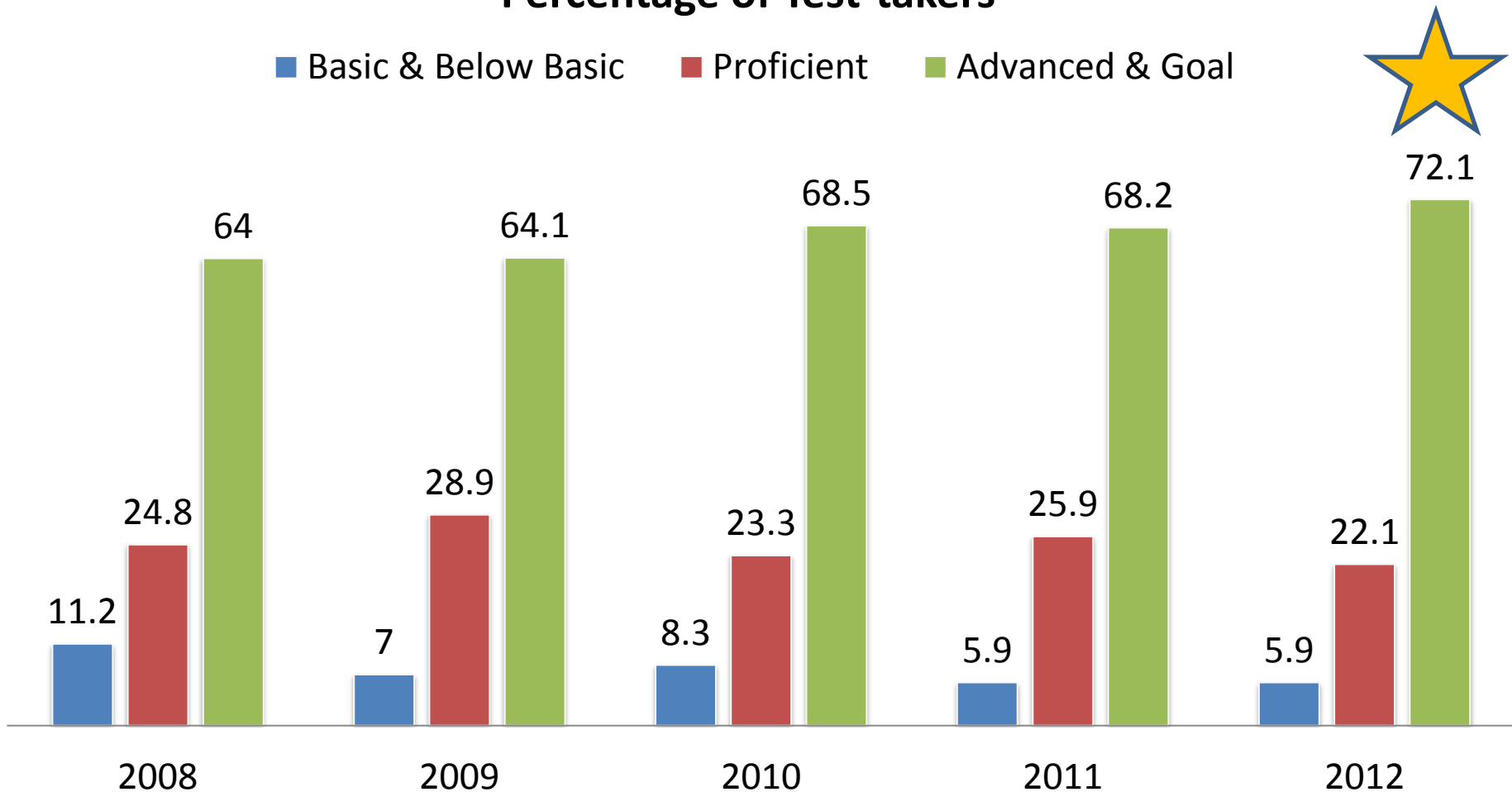
CAPT 2012

Comparative Results

Five Year Trend in Mathematics (3rd Generation CAPT)

Percentage of Test-takers

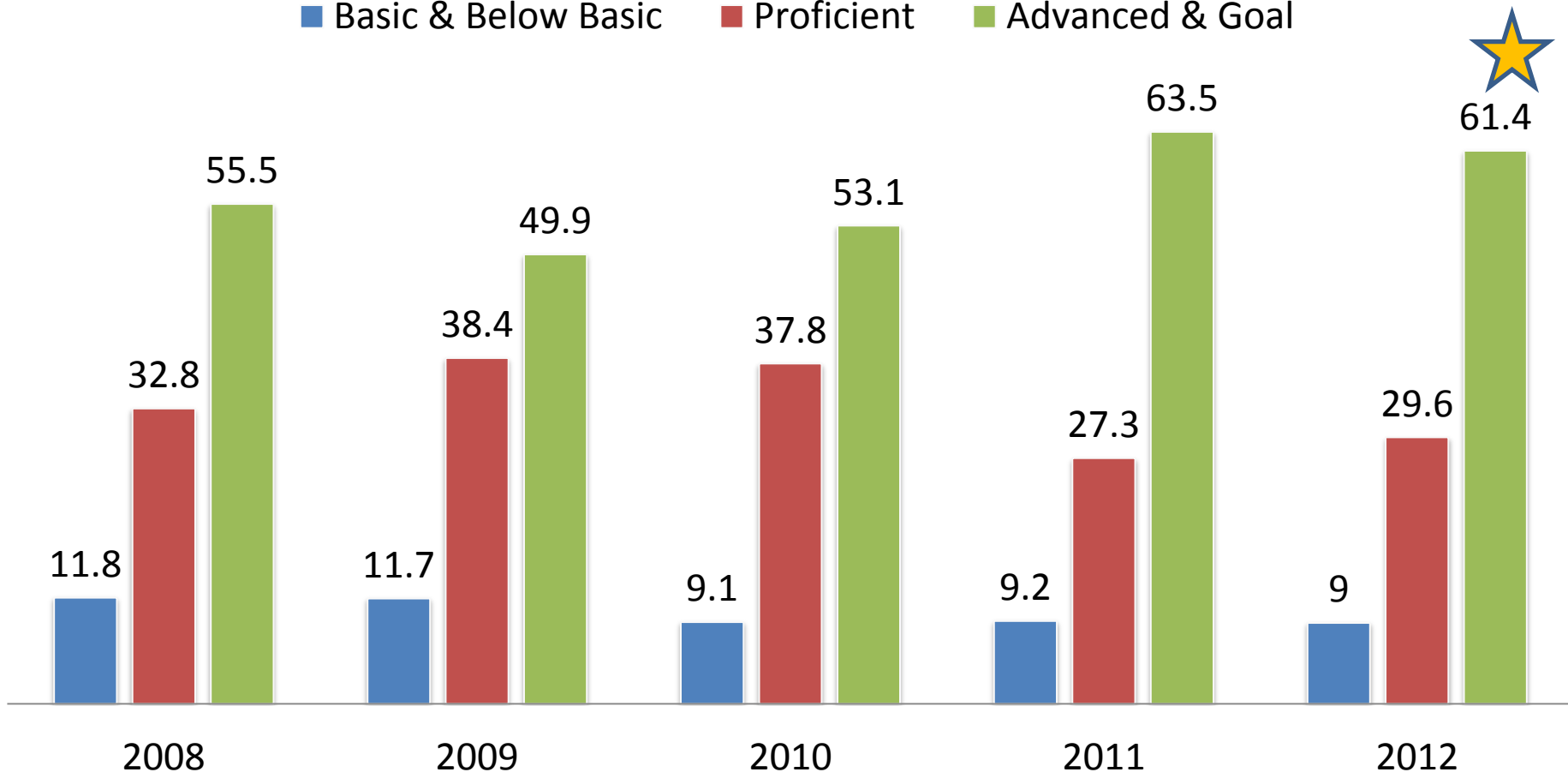
■ Basic & Below Basic ■ Proficient ■ Advanced & Goal



Five Year Trend in Science (3rd Generation CAPT)

Percentage of Test-Takers

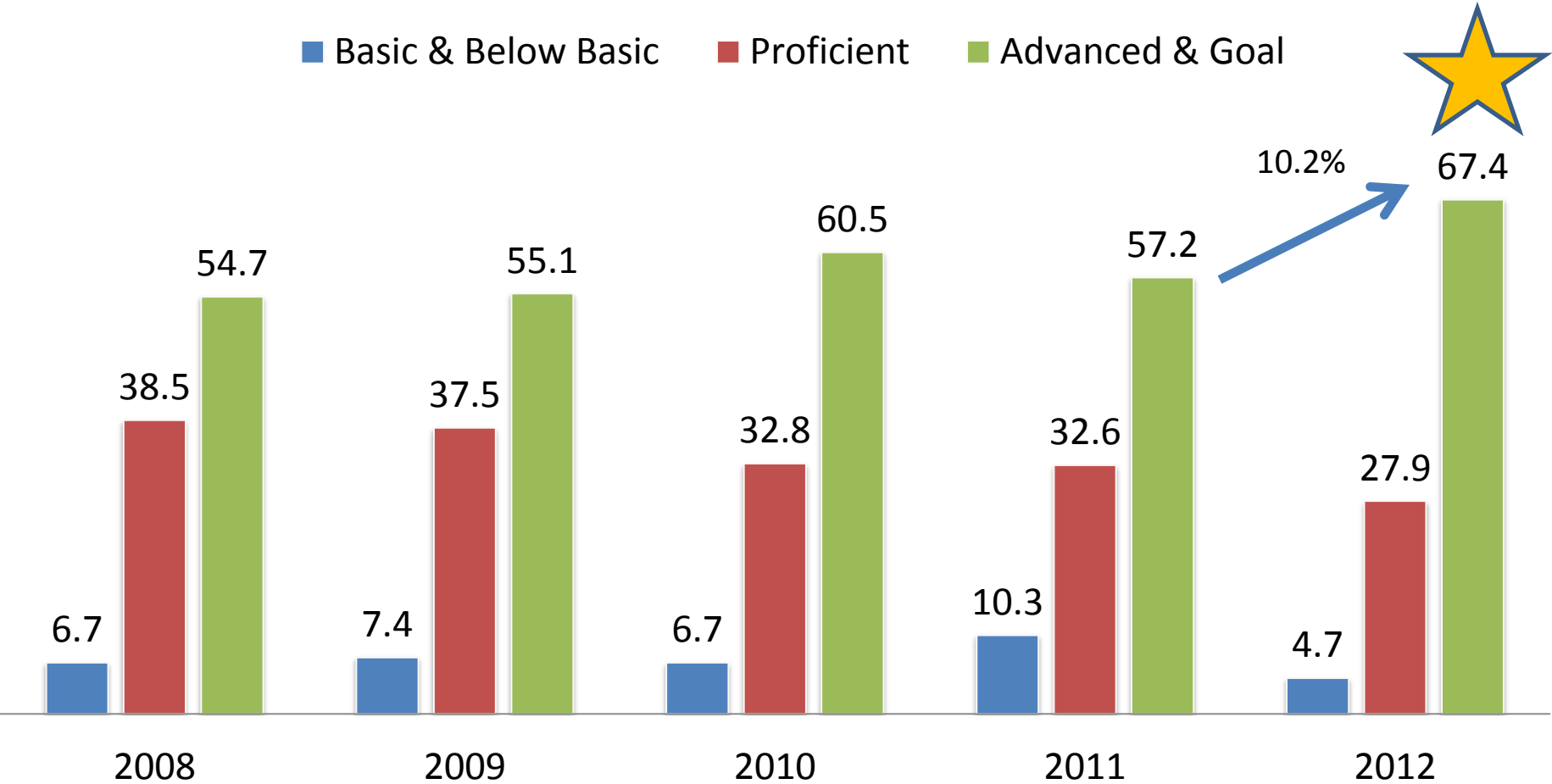
■ Basic & Below Basic ■ Proficient ■ Advanced & Goal



Five Year Trend in Reading Across the Disciplines (3rd Generation CAPT)

Percentage of Test-takers

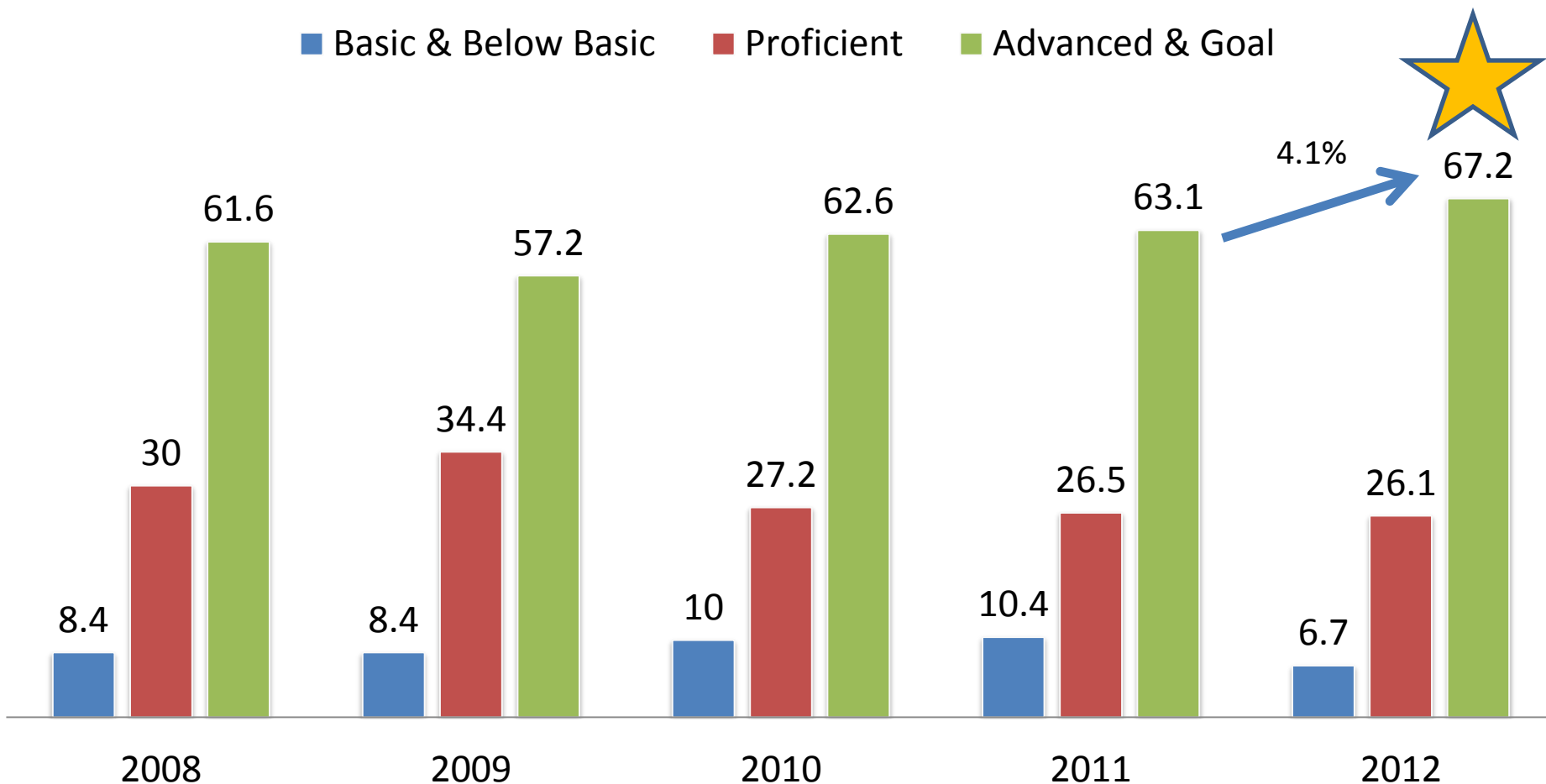
■ Basic & Below Basic ■ Proficient ■ Advanced & Goal



Five Year Trend in Writing Across the Disciplines (3rd Generation CAPT)

Percentage of Test-takers

■ Basic & Below Basic ■ Proficient ■ Advanced & Goal



School Performance Index (SPI)

Connecticut's New
Accountability System

Major shifts:

<u>NCLB</u>	<u>CT's new indicators</u>
Target is Proficient	Target is – on average – at Goal
Get to 100% by 2014	Halfway to target by 2018
Only math and reading count	Math, reading, writing, and science count
Only capture progress from Basic to Proficient	Count progress between all levels
School progress only measured by standardized test scores	School progress also measured by high school graduation rates (4-year and extended)
Accountable for subgroups of students, “n” size = 40	Still accountable for subgroups of students, “n” size = 20; majority of subgroups approach

SHS School Performance Index and Goals

Indicator	SPI 2010-2011	SPI 2011-2012	Baseline SPI (Three-year average)	SPI Performance Target (2012-2013)	Goal by 2018	Goal by 2024
School Perf. Indicator	85.1	85.5	84.6	84.9	86.3	88.0
Four-year cohort graduation rate	91.5	Not Given	89.9 (Two-year Baseline)	90.2	92.0	94.0
Extended graduation rate	96.5	Not Given	95.7 (two-year Baseline)	95.7	95.9	96.0

SmarterBalanced Assessments

2012-2013 – Field Test

2013-2014 – Broad Field Test

2014-2015 – Full Implementation

Diamonds in the Sky

- Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called “nanodiamonds” because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space.

Literacy Example (Grade 11 – Text Complexity)

Read the sentence from the text. Then answer the question.

“Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space.”

Based on the context of the sentence, what is the most precise meaning of disgorging?

1. scattering randomly
2. throwing out quickly
3. spreading out widely
4. casting forth violently



Mathematics

Problem Solving

- A circle has its center at $(6, 7)$ and goes through the point $(1, 4)$. A second circle is tangent to the first circle at the point $(1, 4)$ and has one-fourth the area.
- What are the coordinates for the center of the second circle? Show your work or explain how you found your answer.

Solution The slope between the center of the larger circle and the point $(1, 4)$ is $3/5$. Since the area of the smaller circle is one-fourth the area of the larger circle, then the radius of the smaller circle is half of the radius of the larger circle. The slope will be the same, but both distances will be half, so $3/5$ becomes $1.5/2.5$. So, the coordinates of the center of the smaller circle are $(1 - 2.5, 4 - 1.5) = (-1.5, 2.5)$.

Literacy

Grade 11

- Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.

The following excerpt is from a writer's first draft of a narrative essay. Read the excerpt. Then rewrite it, revising it to correct errors.

I had no idea what to expect when I walked into the arena. There were people everywhere, most of them clad in brightly colored jersey's with different players' names on the back of them. There were some names I couldnt even pronounce. Me and my friend made our way to the corridor that led to the ice rink. The minute I stepped through the doorway, I could feel a rush of cold air hit my face. I could actually smell the ice! I never thought ice had a smell, but it really does. The next thing I noticed was the size, of the ice rink. There were lines and circles painted all over it, and I knew immediately I wouldn't understand the rules. We found our seats, and it wasn't long before the game started. We sat so close to the action that I felt as if I was right in the middle of it, the action was so intense it was hard to follow the puck, keep an eye on the players, and to figure out which team was ahead. When the home team scored a goal. The entire arena erupted with cheering that was so loud, I bet it was heard across town. by the end of the game, I felt so many emotions: delight, disappointment, fear, and excitement. Mostly, though, I felt in awe of the athletes who played this game. They are much more tougher than I ever expected. I suspect others new to hockey will be as impressed as me by this fast, interesting game.

Now rewrite the excerpt, revising it to correct errors.

Type your answer in the space provided.

Hockey - Exemplar

I had no idea what to expect when I walked into the arena. There were people everywhere, most of them clad in brightly colored jerseys with different players' names on the back of them. There were some names I couldn't even pronounce! My friend and I made our way to the corridor that led to the ice rink. The minute I stepped through the doorway, I could feel a rush of cold air hit my face. I could actually smell the ice! I never thought ice had a smell, but it really does. The next thing I noticed was the size of the ice rink. There were lines and circles painted all over it, and I knew immediately I wouldn't understand the rules. We found our seats, and it wasn't long before the game started. We sat so close to the action that I felt as if I was right in the middle of it. The action was so intense it was hard to follow the puck, keep an eye on the players, and figure out which team was ahead. When the home team scored a goal, the entire arena erupted with cheering that was so loud, I bet it was heard across town. By the end of the game, I felt so many emotions: delight, disappointment, fear, and excitement. Mostly, though, I felt in awe of the athletes who played this game. They are much tougher than I ever expected. I suspect others new to hockey will be as impressed as I am at this fast, interesting game.

Mathematics – Modeling and Data Analysis

The “two-second rule” is used by a driver who wants to maintain a safe following distance at any speed. A driver must count two seconds from when the car in front of him or her passes a fixed point, such as a tree, until the driver passes the same fixed point. Drivers use this rule to determine the minimum distance to follow a car traveling at the same speed. A diagram representing this distance is shown.



As the speed of the cars increases, the minimum following distance also increases. Explain how the “two-second rule” leads to a greater minimum following distance as the speed of the cars increases. As part of your explanation, include the minimum following distances, **in feet**, for cars traveling at 30 miles per hour and 60 miles per hour.

2 Second Rule Solution


Sample Top-Score Response:

The minimum following distance is determined by the formula $d = rt$, where d is the minimum following distance, r is the rate (or speed), and t is the time. The “two-second rule” says that the time needed between cars traveling at the same speed remains constant at 2 seconds, so as the speed of the cars increases by a certain factor, then the minimum following distance must increase by the same factor. Since the speed of the cars is measured in miles per hour, and the “two-second rule” measures time in seconds, I used the formula shown below to determine the minimum following distance, in feet. For cars traveling at 30 miles per hour, the minimum following distance is 88 feet. For cars traveling at 60 miles per hour, the minimum following distance is 176 feet.




SAT 2012

Three Tests	Score Range
Mathematics	200-800 on each test
Critical Reading	
Writing	

Percentage of Test Takers	
2009	68.4%
2010	69.8%
2011	76.9%
2012	80.1% 

State, National, and SHS SAT Averages

	Year	Mathematics	Critical Reading	Writing
State Average	2012	512	506	510
National Average	2012	514	496	488
Southington High School Average	2010	527	517	513
	2011	518	510	510
	2012	529	507	513
% of students over 600	2010	18.1	17.8	18.7
	2011	21.8	17.9	18.4
	2012	25.3 	14.0	19.0

Advanced Placement Report




Advanced Placement 2012

- 12 AP Courses offered in 2011-2012 academic year.
- Recognized by the CEEB for consistent improvement in both enrollment and scores!
- During the 2012-2013 academic year we are offering AP courses in the following additional areas: English Lang. and Composition (to Jrs.), Environmental Science, Spanish, French, German and Italian. (18 AP courses!!!)★

AP Exams

- 5 Score Bands
 - **5** Extremely Well Qualified = A in the corresponding college course
 - **4** Well Qualified = A-, B+, and B in equivalent college course
 - **3** Qualified = B-, C+, and C in college course
 - **2** Possibly Qualified
 - **1** No Recommendation
- *The college equivalent grades are determined by the individual institutions. However, periodically, the AP Program conducts college comparability studies for each AP subject by administering a portion of the AP Exam to college students enrolled in equivalent courses. The Program then compares the performance of these students on the sample AP Exam with their actual course scores. (AP Central)*

AP Exam Performance at SHS

Test Date		All Exams
Spring 2009	% Score 3 or higher	77%
	# students enrolled	309
	# of tests given	278
Spring 2010	% Score 3 or higher	79.6%
	# students enrolled	349
	# of tests given	337
Spring 2011	% Score 3 or higher	86.3%
	# students enrolled	392
	# tests given	316
Spring 2012	% Score 3 or higher	77.2%
	# students enrolled	375
	# tests given	372
Spring 2013	# students enrolled	574 

Source: AP Five-Year
School Summary

College Acceptance Report

Class of 2012

	Class of 2010	Class of 2011	Class of 2012
Graduates attending post-secondary educational institutions	91.3%	91.9%	89.3%
Graduates attending 4-year colleges	58.8%	58.9%	59.0%
Graduates attending 2-year colleges	27.3%	29.4%	27.3%
Graduates attending vocational/technical schools	5.2%	3.6%	3.0%
Graduates entering the military	2.4%	0.9%	1.7%
Graduates entering the workforce	4.7%	5.8%	6.7%
Graduates undecided about future plans	1.6%	.9%	2.3%

Recommendations

- Continue to raise expectations for all students
- Hire and retain the best teachers
- Provide instruction and resources for our teaching staff
- All teachers are teachers of literacy
- Engage in a full review and rewrite of curriculum both vertically and horizontally
- Continue to educate parents about AP/UConn ECE courses
- Stay focused on School Improvement Plan

Administration: Board of Education Update January 24, 2013

- 1. Introduction: Mr. Mario Cruz – UCONN Ed Leadership**
- 2. Annual Retreat February 9th 8:30 - Noontime**
- 3. School Safety: January 29 Forum: DES / 7PM**
- 4. Middle School Referendum (Attachment #1)**
- 5. State of the Town January 31 / Manor Inn / 6:15**

Joe Emond
1/24/13



Southington Public Schools
Southington, Connecticut

January 14, 2013

Joseph A. DePaolo Middle School and John F. Kennedy Middle School Projects
Frequently Asked Questions (FAQ)

Why is the Town conducting a second referendum? What will the additional funds pay for?

- Polychlorinated Biphenyls (PCBs) were discovered in various existing building materials resulting in an estimated 8.5MM cost to abate hazardous materials.
- The additional funds will pay, in part, for hazardous materials abatement.

Why weren't the presence of PCBs known when the original Project Budgets were developed for the first referendum?

- Testing for and removal of PCBs has been enforced only for the last few years. PCB testing in schools is not typically done prior to project design and mandated environmental testing.
- The extent of PCB contamination can only be determined by extensive testing, including destructive testing. These tests were performed at the schools beginning in August of 2012.
- There is no way to predict the level of contamination in a building. The Middle Schools were built within a few years of each other, but one is significantly more contaminated than the other due to the choice of materials used by the builders.

Why is the referendum value 4.725MM?

- November 2012 construction estimates of 99.6MM exceeded the original referendum value of 85MM by 14.6MM.
- The Building Committee carefully Value Engineered the Projects reducing the cost by approximately 9.9MM resulting in a current funding shortage of 4.725MM.
- The Value Engineering had no impact on the educational specifications approved by the Southington Board of Education.

Are the Middle Schools safe for the occupants now and during construction?

- Upon discovery of the PCBs air testing was performed at both schools.
- Air test results show no PCBs in the air.
- Abatement will be conducted by licensed abatement contractors in accordance with State Department of Public Health and Federal Environmental Protection Agency (EPA) regulations.
- A detailed PCB Remediation Plan was submitted to the EPA in November. The EPA's approval of the Plan is required prior to performing the abatement work.

Is the Project on schedule? How does the additional abatement work impact the schedule?

- The Project is currently on schedule to begin June 2013.
- Construction duration of approximately two years, beginning June 2013, is planned as originally proposed.
- An aggressive abatement schedule requiring double shifts for the summers of 2013 and 2014 will be implemented to maintain the two year plan.

Will all the PCBs be removed from the buildings?

- The current PCB Remediation Plan calls for leaving the PCB contaminated vapor barrier in the exterior walls.
- The vapor barrier is encapsulated in the exterior wall cavity between the exterior brick and interior cement block.
- This plan requires approval of the EPA, which is pending.

How much will the Town have spent should the referendum fail requiring shelving of the Projects?

- Approximately 2.7MM.

Value Engineered Results

- Original state reimbursement was 52.52% due to penalties for extra square footage, with Value Engineering resulting in reduced square footage, we can now take full advantage of state reimbursement at 56.07%.
- The Board of Education’s involvement in the Hartford Choice program (which currently has approximately 30 students enrolled at the elementary level) will, at the time the project is complete, be in the middle school population and the state reimbursement for being a Choice district can range between an additional 2-3% reimbursement based on present practice.
- The shared balance for the town would have been \$40,358,000 now the town balance will be \$38,514,798 or \$39,411,952, depending on the 2 or 3% reimbursement from the Choice Program.
- Even though the project cost has increased by \$4,725,000 Southington’s share has decreased by an expected range of \$946,048 - \$1,843,202.

1st Referendum Question and Results

Date: November 8, 2011

“Shall the Town of Southington appropriate \$85,000,000 for renovations, improvements and additions to DePaolo and Kennedy Middle Schools; and authorize the issue of bonds and notes not to exceed \$85,000,000 to finance the appropriation, the amount of such bonds and notes to be reduced by the amount of project grants received?”

Number of “Yes” votes 4859

Number of “No” votes 2284

2nd Referendum as Proposed

Date: March 19, 2013

ORDINANCE INCREASING THE APPROPRIATION AND BORROWING AUTHORIZATION FOR THE 2011 DEPAOLO AND KENNEDY MIDDLE SCHOOLS RENOVATIONS, IMPROVEMENTS AND ADDITIONS PROJECT BY \$4,725,000 TO \$89,725,000

BE IT ORDAINED

(a) That the ordinance entitled “Ordinance Appropriating \$85,000,000 For Renovations, Improvements And Additions to DePaolo and Kennedy Middle Schools; And Authorizing the Issue Of Bonds and Notes Not To Exceed \$85,000,000 To Finance The Appropriation, The Amount of Such Bonds Or Notes To Be Reduced By The Amount of Project Grants Received,” adopted by the Town Council on July 25, 2011 and approved by the voters of the Town at referendum held November 8, 2011, is amended hereby: (1) to increase said \$85,000,000 appropriation by \$4,725,000, for an aggregate appropriation of EIGHTY-NINE MILLION SEVEN HUNDRED TWENTY-FIVE THOUSAND DOLLARS (\$89,725,000), (2) to increase the authorization of the issuance of \$85,000,000 bonds, notes and temporary notes to finance said appropriation by \$4,725,000, for an aggregate borrowing authorization of EIGHTY-NINE MILLION SEVEN HUNDRED TWENTY-FIVE THOUSAND DOLLARS (\$89,725,000); and (3) to determine that the estimated cost of such project is EIGHTY-NINE MILLION SEVEN HUNDRED TWENTY-FIVE THOUSAND DOLLARS (\$89,725,000).

Location: Derynoski Elementary School
Time: 6:00 a.m. – 8:00 p.m.



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting January 15, 2013

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:00 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Patricia Queen.

Absent: Mrs. Jill Notar-Francesco

Present from the Administration: Mrs. Karen Smith, Assistant Superintendent of Schools; Mr. Steve Madancy, Principal, Kennedy Middle School; Faculty Representing the District Physical Education Department: Ms. Marcia Phelps, Mr. Matthew Lefkowitz, Ms. Lisa Volpe, and Mr. Dave Yanosy.

Overview of the K-12 Physical Education Curriculum

Representatives from the district physical education department presented information surrounding the Physical Education Curriculum and the topics included:

- **Elementary Level** ~ Hatton Elementary School teachers in Grades Kindergarten and 2 have been trained to promote physical fitness during the school day and not only during the assigned physical education period (one time per week). The goal of the program is to create more active movement activities throughout the day that have been proven to increase blood flow and energy levels in students and adults. Ms. Phelps stated that she hopes to expand the PASS program to other physical education teachers within the elementary schools and is planning professional development around this goal.
- **Middle School Level** ~ Personal fitness goals are emphasized in the middle schools in addition to team sports. Students are able to track their personal fitness progress throughout the year starting with the benchmark data they collect in the fall. The middle school teachers are eagerly anticipating having an auxiliary gymnasium when the renovations occur at each middle school. They will be able to offer more personal fitness options to students as part of the curriculum.
- **High School Level** ~ Students in Grades 9 and 10 focus on fitness in their physical education curriculum while students in Grades 11 and 12 are able to select more options such as: archery, table tennis, and golf. Students track their own physical fitness goals versus measuring their success against others.
- **Goal** ~ Arrange for common planning time for Grade K-12 physical education teachers to meet. Mrs. Smith will make these arrangements for a portion of the day on February 19, 2013 which is the district professional development day.

In all cases, physical education teachers develop professional objectives that match their school's improvement plan. All students are included within physical education classes and activities and differentiation is evident at all levels. Progress was reported in the area of students at the high school who receive enough credits for graduation. There remain some students, especially in Grades 8 and 9, who need additional motivation to fully participate within physical education but good progress is being made in this area. There are more personal fitness selections on the horizon.

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

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ZAYA G. OSHANA

PATRICIA A. QUEEN

200 NORTH MAIN
STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

The next Curriculum and Instruction Committee meeting is scheduled for Tuesday, February 5, 2013 at 10:00 a.m.

Motion:

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

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

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:45 a.m.

Respectfully Submitted,



Karen L. Smith
Assistant Superintendent for Instruction and Learning

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date January 24, 2013

Decision Requested _____ Agenda Code 8 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

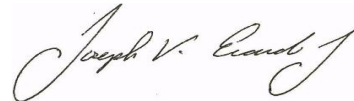
Alternative Strategies: N/A

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 _____

Board Meeting Date January 24, 2013

Decision Requested _____

Agenda Code 8 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:

South End Elementary School - New Construction:

Plantsville Elementary School – Renovation/Expansion:

The building committee will meet in the near future to approve the final costs presented by the Construction Manager following completion of Change Order reviews by the School Facility Unit.

Kennedy & DePaolo Middle School - Renovation/Expansion: A Plan Completion Test (PCT) meeting took place on January 15, 2013 at the State School Construction Unit Office to review plans, estimates and compliance for the JFK Project. A similar PCT is scheduled for JAD on January 29th.

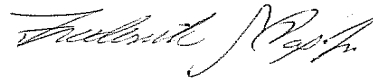
Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

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

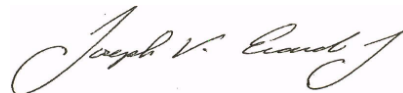
Funding Source: State & Local

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 _____

Board Meeting Date January 24, 2013

Decision Requested X

Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Review/Adoption of the 2013-2014 Board of Education Budget

Summary of Issue: The Board of Education held budget workshops on January 15, 2013 and January 17, 2013. A tabulation of budget decisions based on the January 17, 2013 workshop will be forwarded to the Board of Education for consideration at this meeting.

Background: If appropriate, the Board of Education will be asked to adopt their 2013-2014 budget at this meeting.

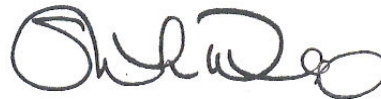
Alternative Strategies: N/A

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

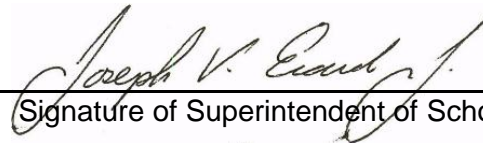
Beginning Date of Program or Project: July 1, 2013

Ending Date of Program or Project: June 30, 2014

Recommendation or Comment: Recommend that the Board of Education adopt the 2013-2014 operating budget.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. _____
2. _____
3. _____