

Southington Board of Education Meeting

Thursday, June 27, 2013 6:30 PM
Municipal Center Public Assembly Room 200 North 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 School Safety ~ 6:30 p.m.
3. Board Recognitions ~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes of June 13, 2013
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
8. Committee Reports
 - a. Policy & Personnel Committee Meeting ~ June 17, 2013
9. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Administrator Evaluation Plan Update
 - d. Teacher Evaluation Plan Update
10. New Business
 - a. 2012-2013 Annual Report ~ School Resource Officer
 - b. Overnight / Out-of-State and Foreign Field Trips Approval
 - c. Job Description ~ Accounting / Purchasing Manager
 - d. Compensation for 2013-2014 Unaffiliated Employees (After Executive Session)
 - e. Evaluation of Superintendent of Schools 2012-2013 and Compensation 2013-2014 (After Executive Session)
11. Executive Session for Compensation for 2013-2014 Unaffiliated Employees, Evaluation of Superintendent of Schools 2012-2013 and Compensation 2013-2014
12. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JUNE 13, 2013

The regular meeting of the Southington Board of Education was held on Thursday, June 13, 2013 at 6:30 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 PERSONNEL ~ 6:30 P.M.

An Executive Session meeting was held 6:30 p.m. through 7:00 p.m. (*Minutes attached*).

3. BOARD RECOGNITIONS

At 7:05 p.m., in Celebration of Excellence, the Board recognized the following honorees:

- Board of Education Partnership AARP #4943: Rachel Wache, President and Christine Kwiat, Chairperson for the Box Tops and Campbell Soup Label Committee.
- Southington High School FIRST Robotics Team 195 Cyber Knights recognition of graduating seniors.
- Southington High School FIRST Robotics Team 195 Cyber Knights recognition for their accomplishments.
- Southington Education Foundation Partnership recognition to the Southington High School FIRST Robotics Team 195 Cyber Knights presentation of a check for \$1,500.
- Hope Scalise ~ Derynoski Elementary School winner of the Doodle 4 Google Art Competition.
- Katlin Klein ~ DECA International Competition in the Learn and Earn Project, placed second.
- Whitney DiMeo ~ 2012-2013 Board of Education graduating Student Representative.
- Class of 2013 Valedictorian ~ Bryan Davis
- Class of 2013 Salutatorian ~ Jonathan La Follette
- Class of 2013 Essayist ~ Molly Potter
- Edmund Klein ~ Southington High School Senior Class President, scheduled for deployment prior to graduation, was presented with his high school diploma.

All honorees were presented with a Certificate of Excellence from Mr. Goralski, Board Chairman.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:55 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; and Dr. Perri Murdica, Senior Coordinator of Special Services.

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

There were approximately 45 people in the audience.

5. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by the student representatives.

6. APPROVAL OF MINUTES ~ May 23, 2013

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

“Move to approve the Board of Education regular meeting minutes of May 23, 2013, as submitted.”

Motion carried by voice vote with eight in favor and Mrs. Johnson abstaining.

a. Special Board Meeting ~ June 12, 2013

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

“Move to approve the Board of Education special meeting minutes of June 12, 2013, as submitted.”

Motion carried unanimously by voice vote.

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

“Move to move Agenda Item 11.d ‘Appointment of Assistant Principal of Derynoski Elementary School’ to Agenda Item 6.b.”

Motion carried unanimously by voice vote.

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

“Move to add Agenda Item 11.f - ‘Waive Policy #3323 – Bids and Quotes’.”

Motion carried unanimously by voice vote.

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

“Move to add Agenda Item 11.g - ‘Student Expulsion’.”

Motion carried unanimously by voice vote.

b. Appointment of Assistant Principal of Derynoski Elementary School
(formerly Agenda Item 11.d.)

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

“Move to appoint Kelly Nichols to the position of Assistant Principal at Derynoski Elementary School effective July 1, 2013 with a starting salary of \$110,412.”

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

Mrs. Nichols commented that she started her career in Southington as a special education teacher at DePaolo Middle School. She thanked her family and friends for their support, the Board members, Dr. Erardi, Mrs. Smith and the interview committee for believing in her and giving her this wonderful opportunity to join the Derynoski family as assistant principal. She promised to work hard every day with integrity, compassion and a vision to provide opportunities for high levels of achievement for all the learners.

Mr. Goralski called for a recess at 8:00 p.m.

The Board reconvened the regular meeting at 8:05 p.m.

7. COMMUNICATIONS

a. Communications from Audience

Natalie Brennan, 1487 East Street, stated that she was a Grade 5 student at Hatton Elementary School and a SOAR student. She was very upset that the SOAR program was cut from the budget next year. She felt that the SOAR program was an amazing way to boost intelligent minds and make them stretch, and now with the decision of All-Day Kindergarten no other children will be able to participate in SOAR. She stated that intelligent children needed to be challenged and should not sit in a classroom bored. She noted that children blossomed each year in SOAR. Life skills, social skills and leadership skills were also taught besides learning new instructional material. The students were encouraged, constructively criticized and helped along the way. She felt that when intelligent children are challenged they will grow up to be successful in life. From inspiring to challenging, learning to progressing, SOAR has it all and it is a shame to think that other students will not be participating in this program for the years to come.

Mackinnon Brennan, 1487 East Street, stated that he was a Grade 5 student at Hatton Elementary School and a SOAR student. He stated that the SOAR program has brought fun and the excitement of learning to students who might otherwise be bored. Every person in SOAR

had made a connection to the program and teachers. He felt that if the Board wanted to upgrade the schools, instead of implementing a full-day Kindergarten, they should upgrade the SOAR program even more. He felt that if there were SOAR programs at all the elementary schools and middle schools, it would help more students than full-day Kindergarten. He asked the Board to please bring back the SOAR program.

Michelle Brennan, 1487 East Street, stated that she was the proud mother of Natalie and Mackinnon. She and her family were very disappointed with the decision by the Board of Education and administration to eliminate the SOAR program for the most academically talented and gifted students. Over a period of a few years, the SOAR program and the Gifted and Talented Program have been completely dismantled for the most promising students. Although the state does not mandate education for the gifted and talented, according to the school system's website it was available until the last Board meeting. The state does not mandate special services for this population and does not mandate that parents send their children to Kindergarten. She felt that the students should not be made pawns in a budget war. The parents count on the Board of Education to make the right decisions with the funding that is provided. The district motto is "making a difference, one student at a time." However, she did not understand how the decision to eliminate the SOAR program or a program like it would enhance the Southington public schools greatness or reach one student at a time. We teach our children not to judge a book by its cover, yet, she felt that Southington has become a town with an education system identified by appearances and not content. Southington will spend a bundle on a beautiful new football field, two middle schools being renovated to as new, a fabulous municipal building, and most recently a full-day Kindergarten program that will keep up with neighboring towns; yet, they do not have a guaranteed plan in place to educate the most excited and diligent learners. To her, it was not in keeping with what the school system should be executing in terms of the education of the students. She understood that Dr. Erardi proposed a plan for afterschool enrichment and personalized education; however, she does not agree that enrichment classes should be taught after school or by aspiring administrators. If Southington is trying to raise the bar for the students, the children not meeting the bar should be the children staying after school. Many children have their afternoons filled with activities that will round out their development. She felt that the children should be challenged during school. The identified and advanced learners have needs too, which have been discounted in this plan. She wondered about the fabulous students Southington loses annually to "brain drain" because the students and their parents decide their needs are best met at either a private or magnet school. What concerns her most about this decision was the way it was slipped in at the eleventh hour. This made her concerned about the administration and Board's commitment level to the SOAR students because the public did not get a chance to communicate disappointment and there was not a set replacement plan in place to meet the needs of the SOAR students. She was speaking as an advocate for her children, the children for whom SOAR-like programming may be the only push they will ever get, and for the many children who have parents that think their voice does not matter. She had been told by many parents that they could not make a difference with this administration and Board; but, she wanted to teach her children that they can make a difference. She asked the Board to consider the real-world educational needs of all the students and reinstate an in-school program for the best students.

Jeanne Segrue, 26 West Ridge Road, stated that the high achievers should be challenged throughout their educational careers. She felt that the Southington schools teach to the middle, provide assistance to those falling behind, and ignore the gifted students. She heard that the core curriculum would address the needs of the advanced students; however, it has not. Several

teachers have said that they don't know what to do with the students at the top. She noted that several friends and neighbors have pulled or will be pulling their students out of Southington schools to place them where they will be challenged. She has heard that afterschool enrichment programs will address the needs of the high achievers. She felt that some children will love these programs; however, some students want their afterschool time to be in activities and felt that they were being punished and must stay after school. She questioned why Southington was considering making the more advanced students stay after school to challenge them. Ms. Segrue quoted from the assistant superintendent's blog of October 26, 2012 regarding the identification of gifted and talented children which was required under Connecticut special education law. She was upset that eliminating SOAR was to finance the all-day daycare program. She was aware that it is called All-Day Kindergarten; however, since the curriculum is not changing, she felt that all it is really doing is providing childcare. She asked the Board to keep the SOAR program in school during the school day.

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Notar-Francesco had questions regarding the grid of certified staff time out of the classroom that Dr. Erardi had sent to the Board members. She requested that this be put on the Board agenda at a later date for discussion. Dr. Erardi stated that it could be put on the June 27 or July 11 Board agenda. Mrs. Notar-Francesco questioned if the numbers included PPTs, Professional Development, personal, sick time, or field trips, etc., and would like to see a breakdown. She felt that the high school numbers were high and requested an explanation. She would like some thought given on how to mitigate some this in the future.

Mrs. Queen reported that she attended the CAFE presentation of the 2013 legislative wrap-up on Tuesday, June 11, 2013. She had e-mailed the details to the Board to review. She highlighted the following from the meeting:

- The CAFE representatives felt that much credit had to be given to the coalition of groups that worked together to push for education funding at the state level with funds being put back into the budget, especially the transportation funding.
- There is a competitive grant up to \$15 million for security infrastructure, which was applied for by CAFE that will be given out in \$3 million to \$5 million amounts.
- She reported on a Public Act that unleashes innovation in Connecticut schools, which addresses the portfolio standards that CAPSS wants at the high school level. It permits Grades 11 and 12 high school students to earn academic credits using non-traditional standards.
- There is a taskforce to study mandated relief for high performing districts. The high performing districts are considered the top 15 districts with the highest district performance indicator, the five districts with the greatest improvement in district performance indicator, and the five districts with the greatest decrease in achievement gap. Mrs. Queen summarized that mandate relief for being in the top category of high performing districts would save school districts money. She pointed out that Southington falls into the bottom 20 districts across the state in terms of our funding of the operational plan.
- High school diplomas will now be granted to World War II veterans who have contributed to the war effort and did not graduate from high school. She asked that this be announced at the Military Luncheon.

- Preschool tuition for the RESCs will not be charged back to districts.
- She wondered if Public Act 929, the change in roof pitch, will affect Southington's eligibility for reimbursement.

Mrs. Lombardi reported that a red carpet extravaganza was hosted by the students at Kelley Elementary School for Mrs. Betty Lutz, Principal, who will be retiring. On behalf of the Board, she wished Mrs. Lutz a wonderful retirement. Mrs. Lombardi reported that she, Mrs. Queen and Mr. Derynoski attended the DePaolo Middle School 36th Annual Awards Night.

Mrs. Johnson reported that it was time for jubilation regarding all the accomplishments of the students. She attended the Kennedy Middle School Awards Ceremony and there were approximately 95 students on the stage being recognized. At one point, the Band Director, Mr. Tim Johnson, asked the students to raise their hand if any of the students were involved in music of any kind and every single one of the 95 children raised their hands.

Communication from Administration:

Dr. Erardi reported on the following:

1. Military Luncheon: Dr. Erardi announced that the actual luncheon will start at 12:30 p.m., not noon, and will honor 10 graduates of the Class of 2013.
2. Because of 26: Dr. Erardi announced that the community will unite on the Plantsville Green on Saturday, June 15 at 10:00 a.m. for a moving program. Governor Malloy and Senator Blumenthal will be speaking at the program.
3. Volunteer Luncheon: Dr. Erardi announced that on June 18, at noon, at Testa's Restaurant, there will be five volunteers from each school who will be recognized at this annual program that is sponsored by Stop and Shop.
4. Middle School Groundbreaking Ceremony: Dr. Erardi announced that on Tuesday, June 18 there will be a groundbreaking ceremony at DePaolo Middle School at 5:30 p.m. He will inform the Board members where to assemble once he hears from Mr. Cox.
5. Class of 2013 - Commencement: Dr. Erardi announced that there has been a change in the program this year where the Board of Education members will lead the Class of 2013 onto the athletic field for commencement. He suggested that Board members arrive no later than 4:30 p.m. for a light dinner before commencement. He asked the female Board members not to wear high heels.
6. Southington Public Schools Health Forum: Mrs. Smith reported that a Southington Mental Health Forum for local health providers and Southington Public Schools mental health support staff will be held on November 5, 2013 (Election Day) in the Municipal Center Assembly Room. It will be called "A Card Swap Day," which is an opportunity to make connections with private and public service providers. It is an outreach program to improve the mental health within the community.
7. Chamber Partnership: Dr. Erardi reported that, through the combined partnership of the high school leadership and the Chamber of Commerce, there was a "Training for Tomorrow, Today" breakfast meeting held on June 11, 2013. There were approximately 50 students who were involved in the authentic learning experience program that prepared them for after graduation. This was a celebration with the business owners, students, and Chamber of Commerce. He

noted that Dr. Semmel thought that he could double the program for the next school year.

8. Introduction – Stephanie Lawlor, K-12 Language Arts Coordinator: Dr. Erardi announced that Stephanie Lawlor was the new Language Arts Coordinator replacing Ms. Betsy Chester who will be retiring on June 30, 2013. Mrs. Lawlor commented that she was a special education teacher and literacy specialist at Kelley Elementary School for the past five years. She remarked that she was deeply committed to Southington and looking forward to the challenges. She thanked Dr. Erardi and Mrs. Smith for providing her with this opportunity.

Communication from the Student Representatives:

Miss DiMeo reported on the following:

- She recognized and congratulated the top three students and the class president who have served as role models for the senior class and community.
- Katie Klein, who was acknowledged for her academic achievements with the international testing, will be reading a speech during the official graduation ceremony.
- She congratulated the Robotics team for their accomplishments.
- Last week, the UNICO 25 and the Top 10 dinners were held.
- The final exams are taking place at the high school.
- The graduation ceremony will be held on Friday, June 21, 2013. Six tickets will be given to students for outdoor graduation and indoor graduation consists of four guest tickets.
- The All-Night Graduation Party will follow graduation, which the students are excited about. She thanked the parents for their commitment to this program.
- Miss DiMeo thanked the Board members for their passion for education and always putting the students first. She was proud of the Southington education that she just completed and credited the Board for always putting forward the best initiatives possible.

Miss Harris reported on the following:

- She thanked Whitney DiMeo, who will be attending Boston University, for mentoring her as a student representative on the Board.
- Youth Honor Day was held on June 12 and she had the privilege to shadow Dr. Erardi, who was incredibly busy.
- The AP Expo was held the evening of June 12 and classes showcased their thesis projects.
- She congratulated the baseball team for being runner-up in the Class LL championship and the softball team for winning the Class LL Championship. She congratulated the athletes for their accomplishments.
- Miss Harris looks forward to working with the two new Southington High School student representatives who will be serving on the Board the next school year. She introduced Gabrielle Baker and Stephanie Krar both high school juniors.
- Miss Harris thanked the Board for a fantastic first year serving on the Board and looks forward to next year.

Mr. Goralski thanked Dr. Semmel and Mr. Baxi for the process that was put in place for the selection of student representatives. He noted that Mr. Baxi, a former student representative, came before the Board to ask how he could help with the educational experiences in our schools. The Board was excited for his mentorship to help the current representatives take it to the next level.

8. SUPERINTENDENT'S REPORT

a. Personnel Report

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

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

Motion passed unanimously by voice vote.

9. COMMITTEE REPORTS

a. Curriculum & Instruction Meeting ~ June 10, 2013

Mrs. Carmody reported that the committee discussed leveling with Dr. Semmel updating the committee on the effects of leveling for the 2012-13 school year. This was a summary presentation, with Dr. Semmel returning in the fall for the full-year presentation. Mrs. Carmody stated that Dr. Semmel told the committee there was a decline in disciplinary issues, which he attributed to leveling changes. In the fall, the committee will get a total picture of all the level changes after surveying the teachers, students and parents.

Mrs. Carmody reported that the committee previewed the sample Smarter Balanced Assessments that the students will be taking. This is a student evaluation system that will replace the CMT and CAPT testing program and will measure the child's individual growth. She felt that it was much better assessment program.

Mrs. Queen noted that two children taking the test might ultimately be taking different tests at the same time because the test is interactive and reacts to the responses of the test taker. She noted that taking the test actually becomes an educational experience. Mrs. Queen pointed out how important professional development was going to be for the next few years. She felt that next year the Board should take that into consideration when they put together a budget for the following year.

10. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that he did not have any communication.

b. Construction Update

Mr. Cox reported that there is no change since the last Board meeting on the elementary school update. The state is still reviewing the information that they received from Newfield

Construction. For the middle schools, Mr. Cox reported that 27 out of the 32 trade contracts had been awarded. The remaining five are scheduled to be awarded next Tuesday. On June 21, the contractors will start on second shift at both middle schools setting up to begin work. The current projection is that the projects are approximately \$1.6 million under the original construction estimate.

Mr. Goralski thanked the state delegation for securing the bill package passage that gives Southington the 56% reimbursement rate that the public was told about at referendum.

- c. Administrator Evaluation Plan Update**
- d. Teacher Evaluation Plan Update**

Mrs. Smith reported on the combined Administrator and Teacher Evaluation Plan updates. She stated that on June 12 the subcommittee of the Administrator Evaluation Plan met with Kim Wachtelhausen, a consultant with the State Department of Education. They learned that the rigor of the SEED Program, or the State Teacher Evaluation Program, is similar for the administrators. She noted that the rigor, requirements, and time commitment is extraordinary. The six members of the subcommittee volunteered one week this summer to attend a RESC-sponsored workshop on the details behind the Administrator Evaluation Plan. It will emphasize the skillset that every administrator needs to master in order to achieve the status of proficient and exemplary. Similar to the Teacher Evaluation Plan, they are also going to be spending this year implementing and learning from it. The Board will continue to get updates.

For the Teacher Evaluation Plan, Mrs. Smith reported that on August 16, 2013, Patrick Flynn will be in Southington for professional development on day two of the retreat to help administrators learn how to calibrate the observational requirements in entering a classroom in order to come up with consistency of observational practice. Also, on August 15, Kim Wachenhausen will be helping calibrate what Dr. Erardi and Mrs. Smith should expect to see as they go around the district to visit administrators. It will be a very intense retreat focused on evaluation and support systems.

Mr. Goralski asked if Mrs. Notar-Francesco's question concerning certified staff out of the classroom should be part of this presentation or as a new business agenda item. Dr. Erardi suggested that it be a separate agenda item.

Mrs. Notar-Francesco asked if the state approved the Southington teacher application. Dr. Erardi replied that the state has approved it.

11. NEW BUSINESS

- a. Textbook Recommendations**

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

“Move to approve the purchase of the textbooks endorsed by the Curriculum and Instruction Committee.”

Mrs. Carmody thanked the teachers involved for doing due diligence in finding textbooks that were appropriate, answering the many questions from the Curriculum Committee, and doing everything possible to find eBooks at the lowest cost that they could.

Mrs. Notar-Francesco pointed out that in every case the copyright dates on these books were 2012, 2013 or 2014. Mr. Goralski noticed that every textbook also included eBooks. Mrs. Clark was very happy that these new books are coming with the eBook because there are some reluctant learners that find it easier looking at a computer screen than reading a book.

Mr. Derynoski noted that, on the cover document of this agenda item, it states that the cost is in the budget; however, he wanted to see the number \$135,000, which is in a separate document, on the cover sheet so that it is easy to follow. He noted that within the document it was broken down for each book and they would have to add up the numbers. Mrs. DiNello clarified that the \$135,000 also includes the classroom libraries for the science and language arts curriculums which are outside of the list that the Board would be taking action on tonight.

Mrs. Lombardi stated that she spoke to Mrs. Rachel Wache, who does an enormous amount of volunteer and fundraising work for the community. She noted that Mrs. Wache is undertaking an initiative to obtain books for ALTA because ALTA does not have a library. Mrs. Lombardi asked administration to look into that situation. Mr. Goralski requested to move on the motion before them first and to discuss this after.

Motion carried unanimously by voice vote.

Mrs. Lombardi asked about the condition of ALTA's books and what they had in terms of literacy support. Mrs. Smith replied that there was a budget for library books and for classroom sets that come from the high school and that ALTA is considered part of the high school. However, she will investigate Mrs. Lombardi's concerns. Mrs. Smith stated that she did not know that there was an effort underway to do something other than what they currently have. Dr. Erardi explained that they are also looking to continue the pilot next year with technology at ALTA and providing a Chromebook to every ALTA student, which should give them greater access beyond the textbook in front of them.

b. Grades 6-8 English / Language Arts Curriculum Approval

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

“Move to approve the Grades 6-8 English / Language Arts Curriculum.”

Mrs. Carmody thanked the committee for their hard work and incorporating the latest Common Core State Standards into the curriculum. Mr. Goralski asked Mrs. Smith to extend the Board's appreciation to the two faculty members who were in attendance for foreign language and Ms. Hodges for science regarding the textbook recommendations that were on the agenda.

Mrs. Smith asked Betsy Chester to introduce the Grades 6-8 English / Language Arts Curriculum team. Ms. Chester read the names of the literacy specialists who were part of the core team of writers as well as all the language arts teachers in the department who were involved in the writing of the curriculum throughout the last two and one-half years and thanked them for their efforts.

Ms. Chester explained that the middle school English / Language Arts curriculum has been a process for over two and one-half years. It is a continuation of the K-5 curriculum and has been developed for grade levels, but also through the lens of a vertical study with a focus on building upon students learning in each of the Common Core State Standards going deeper and deeper into the expected learning outcomes. These units have incorporated all the major shifts of the Common Core State Standards with a balance of genre studies in reading, the structures for writing, and increasing the expectations and opportunities for informational and argument reading and writing. There is also the expectation that the conventions of the language are taught explicitly and that the students are held accountable for them in their writing. The skills and strategies that are embedded in each of these units are transferrable and universal, so that our students own them and they carry them on to their own independent learning. There is ample opportunity for digital reading and writing and technological choices and experiences. The curriculum is rigorous, well designed and aligned with the educational expectations for today and the immediate future. Ms. Chester stated that she is very proud of this work and the dedicated efforts of all the middle school teachers.

Mrs. Smith explained that Smarter Balanced Assessment is going to drive the changes required in the instruction; thus, the professional development needs to adapt to those changes because it is a cycle. The end result will determine what is needed to get there, and then the training required to make it happen.

Mrs. Notar-Francesco noted that in Grade 8 the curriculum was written with the idea of transition for Grade 9 in it, so it is actually one entire continuum. The need for trade books was also discussed, as well as how professional development is imperative.

Motion carried unanimously by voice vote.

c. Grades 6-8 Math Curriculum Approval

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

“Move to approve the revised Grades 6-8 Math Curriculum, as presented.”

Mrs. Carmody thanked Ms. Dale Riedinger for her hard work. Ms. Riedinger explained that they were in transition with the Common Core implementation and they have been working on it for three years. Grades 4-8 received a lot of changes because, under the previous Connecticut State frameworks, Algebra I was just where we had it. Now, under the Common Core Standards, half of Algebra I has now moved down to Grade 8 math. At this point in the transition, they cannot have any student miss Grade 8 math, which used to be called pre-algebra. The plan is to offer Grade 8 math and Algebra I in the same year. A double class of Grade 8 will be offered for the first half of the year and seamlessly move into the Algebra I around the holidays. They will receive two classes to get that Algebra I in by the end of that year. The students will continue to receive Algebra I at the honors level, and those students will be able to take geometry honors at the high school and will have the same opportunity to take calculus as seniors. She explained that what used to be taught in high school is slowly moving down into the middle school. It has been a challenge, but they are working towards it and doing the best that they can to ensure the students have those opportunities.

Mrs. Johnson asked how the students would be assessed in the new half-and-half Grade 8 class and what would the assessments be based on. Ms. Riedinger replied that they look at a lot of criteria and gave an assessment a couple of weeks ago to determine if students had completely mastered Grade 7 math already. There is an abstract piece to it that they have the ability to show what they know, and can do, and apply that reasoning into other problems that look more towards the algebraic reasoning. They also look at the student's work throughout the year, benchmarks, and the student's ability to explain his/her thinking and show what they really know. Mrs. Johnson asked if the follow-up to that would be the success in ninth grade and will it be reviewed at the end of next year. Ms. Riedinger agreed, and they expect it to be very similar to the students who have taken Algebra I in the past. They are confident with the double math class that they will be able to complete it. These are the top level students so they will be able to continue to move at a much faster pace. Mrs. Johnson asked if these particular students in this new course would be tracked. Ms. Riedinger agreed. Mr. Goralski stated that he was happy to see the rigor in the new work.

Motion carried unanimously by voice vote.

d. Appointment of Assistant Principal of Derynoski Elementary School (*Moved to Agenda Item 6.b*)

e. Finance Committee Meeting ~ June 10, 2013

Mr. Goralski stated that for a variety of reasons there was not a quorum for the Finance Committee meeting. Mrs. Notar-Francesco pointed out that there was a discussion with those in attendance and that certain items were being brought before the full Board for action.

a. Transfer of Funds

Mrs. Notar-Francesco explained that a transfer was for the purchase of an electric range for the Family and Consumer Science Department. She asked if Mrs. DiNello looked into this as requested at the meeting. Mrs. DiNello explained that the price on the transfer was the original estimate that had been received from one quote. However, through the work of Lisa Jones [Accounting / Purchasing Manager], they are actually purchasing the range for \$529, which was substantially less than the over \$700 estimate.

Mrs. Notar-Francesco explained that Thalberg wanted to purchase iPad minis for the classroom to use in conjunction with the SmartBoards, which would provide greater mobility to teachers to move around the classroom monitoring students work.

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

“Move to approve the Transfer of Funds, as submitted.”

Mr. Derynoski stated that he arrived late to the meeting and missed the discussion on the transfer of funds. He questioned if the iPad minis was a pilot program. Mrs. DiNello replied that she was not sure that “pilot” was the right word because it is not changing the curriculum and that it was another avenue for the teacher to be more mobile in the classroom. It is engaging the teacher and students more within the classroom. Mr. Derynoski took the use as a “pilot” which meant that they are not quite sure if the iPad mini will be applicable to do what it needs to

do to make it worthwhile. Mrs. DiNello replied that Thalberg was the first school that was going to try it to see if it was something that they want to expand upon as they talk more and more about “bring your own device” to school. Mr. Derynoski questioned the cost of \$7,000 to purchase iPad minis. Mrs. DiNello explained that they are looking at \$3,500 for the purchase of the 13 iPad minis and the other \$3,500 is to purchase content area literacy support. Mr. Derynoski felt that there was not enough detail and a breakdown in the reason for making the request. Mrs. DiNello explained that Mrs. Bennett [Thalberg Principal] was conservative in her spending this year as a new principal running her building for the first time. Mrs. Bennett came to administration with funding in her budget and asked if this was something that she could try. She met with Mrs. Smith and Mrs. Veilleux [Technology Director] about this concept and everyone who Mrs. Bennett spoke to thought that it was something they would like to try within the district. Mr. Derynoski had a concern about buying 13 when they could buy one iPad mini to see if it works.

Mrs. Veilleux explained that calling it a “pilot” was not the best term to describe this. They have already tested this in the past. They are not using it in a whole school and only certain teachers in certain buildings are using them. Most of the iPad minis are personally owned by the teacher. The app that they are piloting is the best application to use with it to control the SmartBoard. The iPad minis have been used successfully in the classrooms at various levels already. The cost is \$329 for each iPad mini.

Mr. Goralski stated that committee meetings are very intense this time of year, and it was important that committee members are present. One of the reasons that he sought clarification from Attorney Sciota was to see if his presence would count at committee meetings toward a quorum. He apologized that he could not make the Finance Committee meeting.

Mrs. Lombardi commented that she has attended practically all the Finance Committee meetings. This past meeting, the time was changed at the last minute, and the polling is taken at the last minute and she had other obligations. She requested that they pencil in a Finance Committee meeting one week prior to the Board meeting on an ongoing basis so they can all plan appropriately.

Mrs. Lombardi noted that after the work that was done on Vision 2020, she hoped that the Board could give the staff and educators some leeway to use technology to the best of their decision-making for a classroom. She thought that Mr. Derynoski was right to question the dollars and transfers, but she did not need to know specifically every application that is being used in a classroom. What she is after is achievement and that is her philosophy. She would like to put the onus on the Director of Technology and the teacher to select the best technology for the child. Mr. Derynoski agreed with her 100%; however, if this was a budgeted item it would not have been a question; but, since it was a transfer they have an obligation to find out why the money is going from one area into another. What he was looking for was an explanation as to why they were spending so much money on a pilot. Mrs. Notar-Francesco stated that this was fully discussed at the non-meeting prior to his arrival. Mr. Goralski pointed out that this was committee-type dialog with differences of opinions, which he liked, that the public usually does not see. What the community is seeing now is committee work that is being done at the Board table.

Mrs. Queen stated that the idea of the teacher choosing the technology for the student is something they all understand. The concept of personalization is about the student choosing the

technology themselves to meet their learning needs and that they have a toolbox of resources, one of which is technology. She wanted to state that, since that would come up in a committee discussion.

Motion carried unanimously by voice vote.

b. YMCA Contract Extension Request

Mrs. Notar-Francesco explained that the YMCA leases space in our buildings for their Before and After Childcare programs at Derynoski, Flanders, Kelley, Hatton, Thalberg and Strong schools. The Board recently approved a revised fee schedule for the YMCA. Before them now is the YMCAs request for a five-year contract extension for the purpose of their long-term planning at each of the schools. She stated that the administration is recommending adding an addendum to the existing contract, adding two-years, to give them the five years that they are looking for. Their current lease expires in June 2016, and, adding the two years, would bring them to 2018.

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

“Move to add addendums for two additional years to the current YMCA Before and After Childcare Program contracts expiring in June 2016.”

Mr. Goralski stated that he thinks of the YMCA as a partner in educating and serving the community and, with the YMCA renting the space in the schools, it is an extension of that partnership.

Motion carried by voice vote with eight in favor and Mrs. Clark abstaining.

c. Apple Lease 2013-2014

Mrs. Notar-Francesco explained that this was a formality because Apple was requesting a motion and approval in order to move forward in leasing equipment for Kelley and Flanders Elementary Schools. Funding for this new lease has already been included in the budget for 2013-2014.

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

“Move to approve the new three-year Apple lease funded in the 2013-2014 budget to replace equipment at Kelley and Flanders Elementary Schools.”

Motion carried unanimously by voice vote.

d. All-Star Driver Proposal / Contract

Mrs. Notar-Francesco explained that a contract for leasing space to Top Driver, which is now owned by All-Star Driver, was being requested. Administration received a proposal for a one-year or a three-year contract, and recommends the three-year proposal because there will be a \$1,500 per session rental fee. If the Board agrees, administration will prepare a new three-year

contract for 2013-2016 using the original contract as a guide, and will ask Attorney Mark Sciota to review it.

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

“Move to approve the three-year proposal with All-Star Driver, as presented.”

Motion carried unanimously by voice vote.

e. Purchase Plan

Mrs. Notar-Francesco explained that the following items were approved to be reallocated from the 2013-2014 budget at the May 26 Board meeting: 1) New Program Textbooks, 2) Full-Day Kindergarten furniture and curriculum needs; 3) Infrastructure upgrade for technology, 4) Furniture replacement. Administration is requesting that any additional funds that potentially become available be used to continue the infrastructure upgrade and SmartBoard purchases within the schools.

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

“Move to approve the 2012-2013 Purchase Plan, as presented.”

Mrs. Johnson apologized for not being able to attend the last Board meeting where this was discussed. She stated that no one likes to reallocate monies and take away worthwhile programs. She was very touched by the elimination of the SOAR program. She was heartened to see that there still is a great deal of concern and interest in the community in education for the gifted and talented within the school day. She asked if additional monies left over could be used to continue the SOAR program. Mrs. DiNello explained that would be problematic because the main cost of the SOAR program was salaries, and salaries need to be paid during the budget year in which the work is done. There is not a mechanism to carry forward money into the new year budget unless the Board wanted to ask for some type of appropriation or carry forward of current operating budget funds into next year to fund that program. Mrs. Johnson asked if there was some potential for the continuation of the SOAR program for next year. Dr. Erardi replied that there has been ongoing discussion within administration and with both SOAR teachers. There will be information forthcoming to the Curriculum and Instruction Committee in the very near future, and it will be an opportunity at the committee level to look at the continuation of offering enrichment to the elementary school children.

Mr. Derynoski pointed out that they have two weeks left in the school budget year and questioned if there was any idea as to how much money would be left. Mrs. DiNello replied that the last pay date is June 28, which does not provide her with time to do a new analysis. Mr. Derynoski asked would there be enough time in two days to purchase these items associated with spend down if she did not know until June 28. Mrs. DiNello replied that most of the payroll would be run on Tuesday of that week so that would give her some opportunity prior to June 30 to adjust any purchase orders that would be issued specifically for the infrastructure upgrade and SmartBoard purchases, which are the only two areas they are considering spending any additional dollars. Mrs. DiNello pointed out that at the committee level Mrs. Notar-Francesco asked that she report back to the Finance Committee on the total amount spent when the purchases are completed.

Mr. Goralski questioned whether they would take the monies from infrastructure and technology if they end up short. If so, they would have to recoup that from next year’s budget after July 1, 2013, which is the gamble that he spoke about on May 26 that made him uncomfortable. Mrs. Queen clarified that by spending this money they are not buying the things that they would have bought normally at this point in the year when principals hold back their 25% and at this point they are normally allowed the wish list of items that they really need and they are not buying those things. Mrs. DiNello replied that was correct. As part of Dr. Erardi’s presentation, approximately \$250,000 of this plan is specifically coming from school building supply accounts.

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

f. Waive Policy #3323 ~ Bids and Quotes

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

“Because of the sensitivity of our school safety purchase plan, move to waive the requirement to bid the project and further move for administration to appropriately pursue competitive quotes to complete our safety initiatives.”

Motion carried unanimously by voice vote.

g.. Student Expulsion

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

“Move to expel student 2012-2013-10 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:40 p.m.

Respectfully submitted,
Linda Blanchard
 Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
JUNE 13, 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.

1. CALL TO ORDER

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

2. EXECUTIVE SESSION FOR SCHOOL SAFETY AND PERSONNEL

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

“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing School Safety and Personnel, 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 exited Executive Session and recessed at 7:00 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

**ELEMENTARY ENROLLMENT
2013-2014**

As of 6.25.13

SCHOOL	KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	17	18	18	19	20	21	
	17	19	18	19	20	22	
	17	19	18	20	20	22	
	17	19	19	20	20	22	
	17	19	19	20	20	22	
		19		20			
TOTAL	85	113	92	118	100	109	617
FTEs	5	6	5	6	5	5	32
Flanders	17	17	17	16	24	18	
	18	18	17	17	24	18	
	18		18	17		19	
TOTAL	53	35	52	50	48	55	293
FTEs	3	2	3	3	2	3	16
Hatton	17	17	20	21	16	22	
	17	18	22	22	17	23	
	17	18	22	23	18	23	
TOTAL	51	53	64	66	51	68	353
FTEs	3	3	3	3	3	3	18
Kelley	16	16	16	21	21	22	
	17	17	16	21	21	23	
	17	17	17	22	21	23	
TOTAL	50	50	49	64	63	68	344
FTEs	3	3	3	3	3	3	18
Plantsville	14	16	22	23	24	21	
	15	17	23	23	24	23	
	15	17					
TOTAL	44	50	45	46	48	44	277
FTEs	3	3	2	2	2	2	14
South End	11	16	18	20	22	22	
	12	16	19	22	23	23	
TOTAL	23	32	37	42	45	45	224
FTEs	2	2	2	2	2	2	12
Strong	15	20	20	17	17	22	
	16	20	20	17	18	23	
	16		20	18	18	23	
TOTAL	47	40	60	52	53	68	320
FTEs	1	2	3	3	3	4	16
Thalberg	16	17	18	21	23	20	
	17	17	18	21	23	20	
	17	18	19	21	23	21	
	17	18		22			
TOTAL	67	70	55	85	69	61	407
FTEs	3	4	3	4	3	3	20
ENROLLMENT TOTALS	420	443	454	523	477	518	2835
FTE TOTALS	23	25	24	26	23	25	146

2013-2014 CERTIFIED VACANCIES

School	Assignment	First Name	Last Name	Replacing	FTE
DES	SPEECH	Vacancy	Vacancy	McCarthy	0.80
	SPEECH	Vacancy	Vacancy	Syme	1.00
HATTON	SPECIAL ED	Vacancy	Vacancy	Lawlor	0.50
JAD	SPECIAL ED	Vacancy	Vacancy	Nichols	1.00
	WORLD LANGUAGE	Vacancy	Vacancy	Paul	1.00
	WORLD LANGUAGE	Vacancy	Vacancy	Ward	0.50
JFK	WORLD LANGUAGE	Vacancy	Vacancy	Smith, Lynne	1.00
	WORLD LANGUAGE	VACANCY	VACANCY	Ward	0.50
Pre K/Itinerant	SPEECH	Vacancy	Vacancy	McCarthy	0.20
SHS	LITERACY SPEC	Vacancy	Vacancy	added 13/14	1.00
	PHYS ED	Vacancy	Vacancy	Leahy	1.00
SOUTH END	GRADE 3	Vacancy	Vacancy	Buden	1.00
THALBERG	GRADE 3	Vacancy	Vacancy	Monte	1.00



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting June 17, 2013

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:30 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, Mrs. Patricia Queen. Other Board Members Present: Mr. David Derynoski (via phone)

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

Job Description ~ Accounting/Purchasing Manager

The committee reviewed and compared the current job description for the position of *Purchasing Agent* with that of the proposed job description for *Accounting/Purchasing Manager*. The recommendation of the committee regarding the proposed job description for *Accounting/Purchasing Manager* is to make the following changes:

1. Under *Qualifications*, move item number 5 to become item number 3.
2. Item number 3 would then read: "A minimum of three (3) years of experience in public buying/purchasing."
3. All other language surrounding qualification requirements will remain the same and will be renumbered accordingly.

The committee reviewed the process of changing job descriptions and will continue reviewing other job descriptions at future meetings. The Accounting/Purchasing Manager Job Description will be included on the June 27, 2013 Board of Education agenda.

Future Meeting Dates

The committee determined the following meeting dates for the 2013-2014 school year, subject to conflicts/priority changes:

Monday, July 1, 2013
Monday, August 19, 2013
Monday, September 16, 2013
Monday, October 21, 2013
Monday, November 18, 2013
Monday, December 16, 2013
Tuesday, January 21, 2014
Monday, February 24, 2014
Tuesday, March 18, 2014
Monday, April 21, 2014
Monday, May 19, 2014
Monday, June 16, 2014

Motion:

By Mr. Oshana, seconded by Mrs. Queen

"Move that the Policy and Personnel Committee meeting be adjourned."

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:15 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

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SOUTHINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

JOB TITLE: Accounting / Purchasing Manager

QUALIFICATIONS:

1. Bachelor's Degree in Accounting/Finance - Business or Public Administration.
2. Minimum of four (4) years related to accounting experience.
3. Minimum of three (3) years of experience in public buying/purchasing.
4. Knowledge of governmental accounting principles and practices.
5. Experience preparing timely and accurate accounting reports.
6. Demonstrated knowledge in Microsoft products and other financial accounting software packages.
7. Ability to establish and maintain effective working relationships with all levels of administration.
8. Ability to work within difficult time constraints
9. Good written and verbal communication skills.
10. Such alternatives to the above qualifications as the Board of Education finds appropriate and suitable.

REPORTS TO: Director of Business and Finance

SUPERVISES: All Purchasing Department and Production Room staff

JOB GOAL: Perform a variety of professional accounting functions while ensuring that each student in the district derives maximum benefit from the expenditure of the allocations as set by the Board of Education for the acquisition of supplies, material, equipment and services.

PERFORMANCE RESPONSIBILITIES:

1. Assist in preparation and presentation of the annual budget.
2. Supervise accounts payable function relative to invoices and payments to vendors.
3. Prepare Capital budget.
4. Complete account reconciliations and verifications.
5. Assist in performing a variety of accounting and analytical tasks including analyses, projections, and forecasts, as requested.
6. Assist in preparation of various state and federal financial reports.
7. Assist in year-end closeout.
8. Purchase by competitive bidding, informal quotations and negotiation, and in compliance with Board policy, items of supply, equipment and services necessary for the operation of the school system.
9. Obtain and study comparative prices and quotations.
10. Initiate contracts with vendors relative to supply and equipment availability, invoices, purchase orders and contracts.
11. Monitor all purchase requisitions and orders to determine correctness of information, price extensions, coding information and train staff on financial software program.
12. Bank account reconciliations.
13. Perform 1099 file preparation.
14. Perform other duties/functions as assigned.
15. Coordinate the implementation of financial accounting system for food service program.
16. Provide oversight of school activity accounts.

TERMS OF EMPLOYMENT:

Twelve-month work year (225 days) with salary and working conditions determined by the Board of Education.

EVALUATION: Performance of the job will be evaluated annually by the Director of Business and Finance.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date June 27, 2013

Decision Requested _____ Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

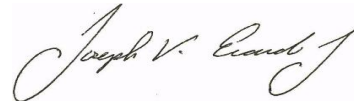
Alternative Strategies: N/A

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 June 27, 2013

Decision Requested _____

Agenda Code 9 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 State Construction Support Services Unit held a meeting on Friday May 17th with Newfield Construction to review final change orders.

Kennedy & DePaolo Middle School - Renovation/Expansion:

At the June 18th Building Committee Meeting Newfield Construction announced that with all bids received and awarded both projects came in under the estimated budget. An official “Groundbreaking Ceremony” took place for both projects on June 18th. All town elected boards were represented.

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 \$89,725,000 – 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 June 27, 2013

Decision Requested _____

Agenda Code 9 c

AGENDA REPORTING FORM

Agenda Topic: Administrator Evaluation Plan Update

Summary of Issue: The State Department of Education developed a model for the evaluation and development of administrators in Connecticut. SEED is Connecticut's System for Educator Evaluation and Development and it's based on the Connecticut Guidelines for Educator Evaluation that was developed by a diverse group of educators in June 2012 and on best practice research from around the country. All districts are responsible for implementing a new educator evaluation system in the 2013-14 school year.

Background: As of July 2013, all Connecticut School Districts are required to have an evaluation plan in place that meets the State of Connecticut guidelines.

Alternative Strategies: _____

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: N/A

Titles of Attachments:

1. _____
2. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **X** _____

Board Meeting Date June 27, 2013

Decision Requested _____

Agenda Code 9 d

AGENDA REPORTING FORM

Agenda Topic: Teacher Evaluation Update

Summary of Issue: The State Department of Education developed a model for the evaluation and development of teachers in Connecticut. SEED is Connecticut's System for Educator Evaluation and Development and it's based on the Connecticut Guidelines for Educator Evaluation that was developed by a diverse group of educators in June 2012 and on best practice research from around the country. All districts are responsible for implementing a new educator evaluation system in the 2013-14 school year. The administration will provide the Board of Education with an update surrounding the evaluation plan.

Background: As of July 2013, all Connecticut School Districts are required to have an evaluation plan in place that meets the State of Connecticut guidelines. The Board of Education approved the Teacher Evaluation Plan that was presented at the April 11, 2013 meeting.

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A


Beginning Date of Program or Project: _____

Ending Date of Program or Project: N/A

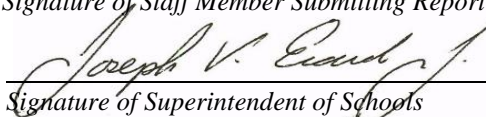
Recommendation or Comment: N/A

Titles of Attachments:

1. Parent Survey
2. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



Southington Public Schools

PARENT/GUARDIAN SURVEY ELEMENTARY

1. Please select the school that your child attends.

- | | | | |
|--------------------------------------|------------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Derynoski | <input type="checkbox"/> Flanders | <input type="checkbox"/> Hatton | <input type="checkbox"/> Kelley |
| <input type="checkbox"/> Plantsville | <input type="checkbox"/> South End | <input type="checkbox"/> Strong | <input type="checkbox"/> Thalberg |

2. Identify the current grade of your child.

- | | | | |
|----------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 2 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 5 | |

3. The classroom teacher and I communicate about my child's homework assignments.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

4. The classroom teacher and I communicate about what I can do to help my child learn.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

5. I know how my child is doing in school before I receive his/her report card.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

6. I have attended at least one meeting or event at school this year.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

7. I feel welcome at this school.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

8. The classroom teacher has high expectations for my child.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

9. The classroom teacher communicates to me about how my child is doing in class.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

10. The classroom teacher cares about my child.

- | | |
|---|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly Disagree |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> I Don't Know |

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only x Board Meeting Date: June 27, 2013

Decision Requested Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: 2012-2013 Annual Report ~ School Resource Officer

Summary of Issue: The School Resource Officer program has been in operation at Southington High School since the fall of 1997. Dr. Semmel has prepared the attached report which summarizes this year's program.

Background: The School Resource Officer has proven to be a valuable staffing resource at Southington High School. Officer Donald McKenzie is currently the school's resource officer.

Alternative Strategies: N/A

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

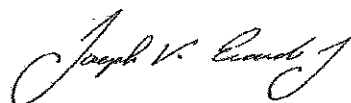
Beginning Date of Program or Project: 2012-2013 school year

Ending Date of Program or Project: N/A

Recommendation or Comment: Board members may wish to comment on the report.

Title of Attachment:

1. 2012-2013 Report



Signature of Superintendent of Schools

**Southington Police Department
Southington High School SRO
Final Report
2012-2013 Year**

REPORTING PERIOD:

August 2012 - June 2013

Southington High School has approximately 2000 students and a staff of approximately 250. It is one of the largest schools in Connecticut. This was my first year as the School Resource Officer and as such, there was a brief adjustment period. During the school year, I was presented with a variety of incidents and responsibilities. During the year, I responded to medical calls, parking lot accidents, fire alarms, thefts, and fights just to name a few.

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 few occasions.

I guest lectured in several Health classes, Psychology classes, Current Event classes, Civics classes and Business Law classes. In the classes I spoke in I covered DUI laws, Juvenile laws, distracted driving, search and seizure laws and experiences I have had over the years as an Officer.

I also spend a significant amount of time acting as an informal counselor to several students. 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 harassment through Face Book and Twitter. 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 liaison for the Police Explorer program.

During this year as SRO I sat in on several security meetings following the Newtown tragedy. I was asked for options and my opinion on how to help improve security in the school. I also spoke to students and teachers who had concerns about critical incidents.

One of my duties as School Resource Officer is to enforce the law. During the school year, there were numerous incidents such as fights, thefts, harassment, threatening and drug investigations. The Town of Southington has a Juvenile Review Board (JRB) for juveniles that qualify for the program. I referred the majority of qualified juveniles to the JRB rather than a criminal Juvenile arrest. Below is a breakdown of arrests and JRB referrals this year.

Fighting/Breach of Peace	2
Fighting Breach JRB referral	20
Breach of Peace/Other	2
Assault	1
Drug Related	5
Larceny	1
Larceny JRB referral	6
Criminal Trespass	1
Total Arrests/JRB referrals	<hr/> 38

Next year, I hope reduce the total number of arrests by working with students and faculty to prevent problems before they spiral out of control. I also hope to get the opportunity to guest lecture in even more classes.

Officer MacKenzie #364, SRO

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date: June 27, 2013

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: 2012-2013 Annual Report ~ School Resource Officer

Summary of Issue: The School Resource Officer program has been in operation at Southington High School since the fall of 1997. Dr. Semmel has prepared the attached report which summarizes this year's program.

Background: The School Resource Officer has proven to be a valuable staffing resource at Southington High School. Officer Donald MacKenzie is currently the school's resource officer.

Alternative Strategies: N/A

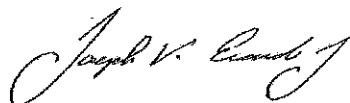
Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: 2012-2013 school year

Ending Date of Program or Project: N/A

Recommendation or Comment: Board members may wish to comment on the report.

Title of Attachment:
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Signature of Superintendent of Schools

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Southington High School SRO
Final Report
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Next year, I hope reduce the total number of arrests by working with students and faculty to prevent problems before they spiral out of control. I also hope to get the opportunity to guest lecture in even more classes.

Officer MacKenzie #364, SRO

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 27, 2013

Decision Requested X Agenda Code 10 b

AGENDA REPORTING FORM

Agenda Topic: Out of State: Overnight / Out-of-State and Foreign Field Trip Approvals

Summary of Issue: The Board of Education must give approval to field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented with this packet are the following field trips:

- *Southington High School Wrestling Team* to Lowell High School, Lowell, MA ~ Regional Wrestling Tournament ~ December 27 and 28, 2013
- *Southington High School Student Exchange* to Colegio Berriz ~ Madrid, Spain ~ February 14-24, 2014
- *Southington High School Student Exchange* to ISIS Machiavelli ~ Florence, Italy ~ April 10-21, 2014
- *Southington High School Student Exchange* to Lycee Pierre d' Aragon ~ Muret, France ~ April 9-21, 2014

Background: N/A

Alternative Strategies: N/A

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


Beginning Date of Program or Project: N/A

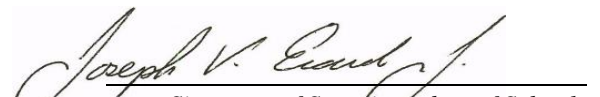
Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approves the attached field trips for the SHS Wrestling Team and the three student exchange trips to Spain, Italy, and France as presented.

Titles of Attachments:

1. Field Trip Applications under separate cover


signature of staff member submitting Report


Signature of Superintendent of Schools

Southington Public Schools
Southington, Connecticut

Application for Foreign Field Trip

Submit to Assistant Superintendent

Date: June 10, 2013

Southington High School

April 9-21, 2014

School

Class/Group

Date of Trip

Destination Lycee Pierre d'Aragon ~ Muret, France

Please attach a complete itinerary to this application

Reasons for Field Trip Student Exchange

Departure Date/Time April 9, 2014 ~ after school

Return Date/Time April 21, 2014 ~ after school

of Students Maximum of 20

of Teacher/Chaperones 2-3 (TBD)

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature _____

Date _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-moth prior to the scheduled trip.

COST AND FINANCING

Source of Funds

Totals

Additional Notes

TOTAL Anticipated Cost of Trip

\$44,000

Board of Education Contribution

\$

Other

\$

Fundraising Activity

(\$)

BALANCE

\$44,000

Student Contribution

Transportation

\$

Students @ \$

Entrance Fees, Room & Board

\$

Students @ \$

TOTAL Cost of Trip to Each Student

\$2,200

All-inclusive - Round Trip to/from airport, flight, transfers, train, bus, room, board

SIGNATURES

Teacher

Dept. Head

Principal

Comments

[Handwritten signatures]

Date

Date 6/10/13

Date 6/10/13

Assistant Superintendent Karen L. Smith

Date _____

Approved

Not Approved

Board of Education Approval***

YES NO

Date _____

***Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field trips. The district will make every effort to secure financial assistance for those students whose families have demonstrated financial hardship and are unable to afford the cost of the program.

The Board of Education will not be responsible for any student who participates in a travel study program that the Board of Education has not specifically approved.

Narrative for the French exchange – 2013-2014

The French exchange proposal is a hybrid between an international trip and a foreign exchange. This format has 2 main components:

1. Travel to a sister school (attending classes there and staying with a host family for approximately 2 weeks).
2. Host students from France who will travel to Southington (attending classes in Southington and staying with their assigned American students which they hosted in France)

This format allows up to 20 Southington foreign language (French) students to travel to an international destination (Toulouse, France) for the purpose of attending school there (Lycée Pierre d'Aragon) as well as getting to know the local culture by staying with local families.

The cost for this trip will be \$2,200 per student. This cost will cover air and ground transportation, airport transfer, local trips, chaperones, incidentals and various administrative costs such as shirts with school logo, mini recorders to take on the trip, bulletin board, etc. Additionally, this cost will cover as a 3 day stay in Paris. The meals and lodging are included in the hosting component of the trip. The students who travel will also host their French counterpart when they come to Southington.

After BOE approval, the exchange program will be announced to the students who will have the opportunity to apply. The applications will be reviewed by a panel of teachers and administrators and students will be interviewed to determine their suitability and acceptance into the program. If selected, the students will be paired up with a student from France and will begin communicating in order to establish the foundation of the future exchange.

The money collected from each student (\$2,200 per student) will be deposited in a foreign exchange account used for this program only. This account is located under the auspices of the Principal's Account.

The hosting school will arrange all local travel for guests, provide a chaperone for trips, organize potluck dinners, have at least 3 meetings with parents and students prior to the arrival/departure of each group, organize ice cream socials as well as other social events meant to solidify the relationships between the 2 sister schools. *

Travel to France as well local trips will be arranged directly by the chaperones. French students will be encouraged to visit (if permitted by the administration) foreign language classes at the middle school level in order to offer our guests a glimpse of our school system as well as offer our foreign language students at the middle school level an opportunity to interact with the students from France students.

Although the school will sponsor this program, the local community (parents of the students accepted in the program) will play an important role by hosting after school events, potluck dinners, etc.).

While the program will fall in general under the guidelines of the BOE bylaws for "foreign exchanges" and "international travel", there will be a need to either eliminate some provisions (such as the use of a travel company) or reconsider others (students will not be allowed to miss school) due to the unique format of this highly academic program**.

Although language learning and globalization go hand in hand, we often fail to acknowledge the need for and implementation of a sustained articulation of meaningful foreign language practices outside the foreign language classroom. While most foreign language programs (state-wide or nation-wide) struggle to bring artifacts into the classroom to offer students a glimpse of the language and culture they are studying, very few programs incorporate an extended authentic learning experience outside the classroom.

It is clear that this foreign exchange context will allow our students to build authentic, meaningful, out-of-the classroom experiences geared toward their foreign language education. This program will be a culmination of our students' learning in an articulated and sequential program.

*See separate official documentation through the French Embassy in Washington and the Ministry of Education in Toulouse

**See the Voice Thread project description separately

SCHEDULE 10th-17th APRIL

Thursday 10 th April	Arrival in Toulouse at 13.30 Blagnac airport
Friday 11 th April	Meet up at the lycée at 8am. The day will be spent in lessons in the morning, afternoon to unwind in Toulouse.
Saturday 12 th April	Day to be spent with the host family.
Sunday 13 th April	Day to be spent with the host family.
Monday 14 th April	Meet up at the lycée at 8am. The day will be spent in lessons, in school until 17.30.
Tuesday 15 th April	Meet up at the lycée at 8am. Morning excursion by coach to visit "Airbus 380", with guided tour. Guided tour around the offices of "La Dépêche" newspaper in the afternoon, returning to lycée by 17.00.
Wednesday 16 th April	Meet up at the lycée at 8am. Day trip to ancient town of Carcassonne, by coach with the students from the lycée.
Thursday 17 th April	Departure from Toulouse Matabiau at 9.00 am

Paris Itinerary April 17 to April 21

Thursday, April 17

- 2:35 PM - Arrival in Paris by train from Toulouse. Board the subway and transfer to the hotel.
- 3:00 PM - Hotel check in.
- 4:00 PM-6:00 PM - Walk to Jardin de Luxembourg, Observatoire, Sorbonne
- **Dinner at the hotel**
- Discotheque in the hotel

Friday***, April 18

- **8:00 AM Breakfast at the hotel**
- 9-10 AM “Le marché de Vendredi” around the hotel
- 10:00 AM Notre Dame, Le Quartier Latin, l’île de la Cité
- **Lunch in the city – student expense**
- 2 pm Musée d’Orsay
- City bus tour (1 ½ hour)
- **Dinner at the hotel**

Saturday***, April 19

- **8:00 am Breakfast at the hotel**
- 10:00 AM Musée de Louvre
- **Lunch in the city – student expense**
- Eiffel Tower, Champ de Mars
- Les Champs Elysées et l’Arc de Triomphe,
- **Dinner at the hotel**
- Bateau Mouche at night – 1 ¼ hour

Sunday***, April 20

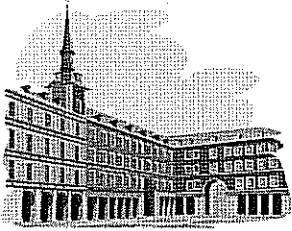
- **8:00 - Breakfast at the hotel**
- 9:00 AM Louvre, Jardin de Tuilleries, Palais Royal
- 12:00 **Lunch in the city – student expense**
- 4:00 Sacré Cœur et Montmartre
- **Dinner at the hotel**
- Theatre – optional - pending ticket availability – student expense

Monday, April 21

- **6:45 AM breakfast at the hotel**
- 7:00 AM leave the hotel by bus to the airport. Flight at 10:50 AM

** Versailles is a day trip that involves being outside a lot and good weather is necessary. If the weather permits on Friday, Saturday or Sunday, we plan to visit “Le Palais de Versailles”. If this is the case, the activities replaced will be redistributed, if possible.

MON JOURNAL DIGITAL



DUE: FRIDAY, APRIL 26, 2014

Objective

Students will demonstrate their understanding of the culture and customs of France by creating a visual and oral diary, employing their own digital pictures and recordings from the French Exchange, through the use SansSpace/VoiceThread technology.

SansSpace/VoiceThread/Prezi technology

To create a VoiceThread presentation, go to <http://voicethread.com> and log in with the username and password that Dr. Alexandru has provided for you. You may change your password at any time, but if you forget it or have trouble logging in, your teacher can reset your account for you. You may use the SHS language lab to work on your project during a free period or after school every day except Tuesday, or, if your home computer has a microphone, you can complete the project at home.

You will also be watching and commenting on your peers' VoiceThreads once all the projects are completed at the French Exchange Reunion (April '13). (The converse also applies -- your peers will be watching and commenting on yours!)

Evaluation

This assignment counts as one project grade. Remember, the main foci of this presentation are (1) your understanding of the culture that you have experienced and (2) your ability to communicate that understanding in French to an audience of your peers. Your French teacher will count this as a major grade for Quarter 4. You will be evaluated according to the rubric provided (over).

Requirements

Please limit your Journal Digital to **5 minutes**. Be sure to include digital photos (and videos if you can). You can also scan memorabilia and include it in the visual aspect of the Le Journal Digital. You must speak entirely in French, and any text you include must also be in French.

CRITERIA FOR EVALUATION

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is completely understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
VoiceThread Technology	Presentation is well-developed and well-executed, integrating audio and visual components creatively and originally.	Presentation is mostly well-developed and well-executed. Integration of audio and video components is adequate but not especially creative.	Presentation is neither well-developed nor well-executed. Integration of audio and/or video components is inadequate or inappropriate.



Southington High School

720 Pleasant Street • Southington, CT 06489

Phone: (860) 628-3229

Fax: (860) 628-3397

Home Page: www.Southingtonschools.org

Principal

Martin J. Semmel, Ed.D.

Assistant Principals

Andrew S. Bayer

Helen A. Crowley

David S. Germano

Brian R. Stranieri

March 1, 2011

Embassy of France – SCAC
Attn: Marie-Catherine Glaser
4101 Reservoir Road, NW
Washington, DC 20007

RE: Official Exchange Program with Lycée Pierre d'Aragon, Muret (France)

Dear Mrs. Glaser,

I am in full support of an official exchange program with Lycée Pierre d'Aragon, Muret (France). I am quite certain that the students enrolled in our French program interested to participate in this exchange will benefit from interacting with their French peers. I hope that this program will be an enriching experience for both our school communities.

The letter serves as a confirmation that Southington High is in full agreement with this exchange.

Please contact me if I can be of further assistance.

Respectfully,

Martin J. Semmel, Ed.D.
Southington High School
Principal





AMBASSADE DE FRANCE AUX ETATS-UNIS D'AMERIQUE
Cooperation & Cultural Service
4101 Reservoir Road NW, Washington DC 20007

N° SCAC-0111-04/MCG

Washington, January 20, 2011

Dear Principal Semmel,

The International Relations and Cooperation Office of the Academie of Toulouse received confirmation that the **Lycée Pierre d'Aragon, Muret (France)** would like to form an official exchange program with your school.

In order to complete the registration process for the exchange, could you please confirm in a letter that **Southington High** is in full agreement with this exchange and send it at your earliest convenience with 2 exemplars of the attached form to:

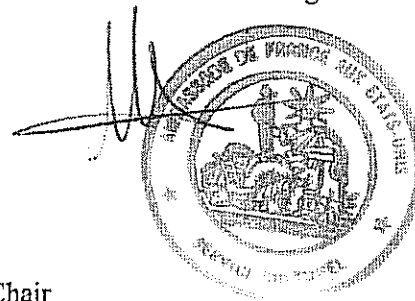
Embassy of France - SCAC
Attn : Marie-Catherine Glaser
4101 Reservoir Road, NW
Washington, DC 20007

Please don't hesitate to contact me if you have any questions.

Sincerely Yours,

Marie-Catherine Glaser
Educational Affairs Programs Officer

Southington High
Attn: Mr. Martin Semmel
720 Pleasant Street
Southington, CT 06489



CQ: Ms. Adina Alexandru, World Language Department Chair



MINISTÈRE DE
L'ÉDUCATION NATIONALE,
DE LA JEUNESSE
ET DE LA VIE ASSOCIATIVE

MINISTÈRE DE
L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE

Rectorat

Division des Structures
et des Moyens
DSM 1

Dossier suivi par
Sandrine Lermite
Téléphone
00335 61 17 75 34
Fax
00335 61 17 75 45
Mél
dsm1@ac-toulouse.fr

Place Saint-Jacques
BP 7203
31073 Toulouse cédex 7

Toulouse, le 03 JAN. 2011

Le Recteur de l'académie de Toulouse
à
Ambassade de France aux Etats-Unis
4101 Reservoir Road, NY
Washington DC
20007 USA

Objet : demande d'appariement

Je vous adresse sous ce pli deux exemplaires de la fiche de demande d'appariement concernant :

Lycée général et technologique Pierre d'Aragon
Muret

avec

Southington Public Schools
Southington

Je vous serais très reconnaissant de bien vouloir me faire connaître la suite qui pourra être donnée à cette demande et m'adresser, le cas échéant, l'acceptation de l'établissement scolaire.

Mes services se tiennent à votre disposition pour tout renseignement complémentaire.

Pour le Recteur et par autorisation,
Pour le Chef de la Division
des Structures et des Moyens,
Le Chef du bureau DSM 1

Jean ARLANDIS

D. S. M. 1

USA 067

FICHE A DACTYLOGRAPHIER

DEMANDE D'APPARIEMENT AVEC UN ETABLISSEMENT SCOLAIRE ETRANGER

N° de Code Etablissement : 0310024H

Etablissement français : LYCEE PIERRE D'ARAGON

Adresse complète :14, avenue Henri Peyrusse
.....31600 MURET..

Ville : MURET

Code postal : 31600

Département (2) : .HAUTE-GARONNE (31)... Académie (2) : TOULOUSE

Téléphone : 05.34.46.35.55

Milieu social dominant : Mixte

Caractère de la localité (nombre d'habitants - activités essentielles) : Muret est la sous-préfecture de la Haute-Garonne, commune d'environ 20000 habitants, à 20 km au sud de Toulouse. Commune principalement résidentielle, elle doit son attrait par sa proximité de Toulouse. Elle présente cependant quelques édifices et monuments intéressants à visiter comme l'Eglise Saint-Jacques et son centre ville historique.

L'établissement a-t-il un internat ? : ...OUI.....

	ECOLE ELEMENTAIRE	ENSEIGNEMENT SECONDAIRE		
		1er cycle	2nd cycle	
Garçons37%				
Filles 63%				
TOTAL ...1967				
Langues vivantes...étudiées (nombre d'élèves) /	Enseignement précoce	LV1	LV2	LV3
<u>Allemand</u>				
<u>Anglais</u>		ANG	ESP	ALL
<u>Espagnol</u>		ESP	ALL	
Italien		ALL	ANG	
Russe				
Autres(préciser)Langue d'Oc				

Classes intéressées par l'appariement : <u>Secondes/1ères</u>			
Age des élèves concernés par l'appariement : <u>...15 - 16 - 17</u>			
	SECTION	EFFECTIFS	
Garçons	<u>2ndes, 1ères générales</u> <u>(ES, L)</u>	<u>70 (voire plus selon les</u> <u>demandes)</u>	
Filles			
TOTAL			

Périodicité des échanges : **1 fois par an**

Période envisagée pour le séjour des élèves français à l'étranger : **Juin pour 2ndes**) à voir
Pâques pour 1ères) selon
les arrangements entre les deux lycées

Période envisagée pour l'accueil des élèves étrangers : **idem**

PROFESSEURS RESPONSABLES DE L'APPARIEMENT :

NOM : Mme Isabelle MASSIE / M. Laurent GAUVIN

Discipline : ANGLAIS

ETABLISSEMENT ETRANGER SOUHAITE :

PAYS : USA

Type d'établissement : LYCEE PUBLIC

Nom : Southington Public Schools

Adresse : 720 Pleasant street

Ville : Southington

N° de code postal : CT 06489

Région : CONNECTICUT

Remarques : (ex. projets pédagogiques internationaux de l'établissement)
Nous entamons une correspondance par e mails et skype à partir de janvier 2011.
Nous espérons ensuite organiser un échange scolaire entre les deux lycées.

Fait à MURET.....le ..16 DECEMBRE 2010.....

Signature du chef d'établissement : LE PROVISEUR, Alain SCHMIDT

(2) en lettres capitales

**SCHOOL PARTNERSHIP APPLICATION (USA-France)
CANDIDATURE A UN PARTENARIAT SCOLAIRE (France-USA)**

Please be as accurate as possible in your responses. / Merci d'être aussi précis que possible.
If you have any questions, please contact : scule.washington-amba@diplomatie.gouv.fr

1. About Your School / A propos de l'école

School Name / Nom de l'école :	Southington Hig School
Grade Levels :	<input type="checkbox"/> Elementary School / École élémentaire <input type="checkbox"/> Middle School / Collège <input checked="" type="checkbox"/> High School / Lycée <input type="checkbox"/> Other / Autre If other, please specify :
Number of Students / Nombre d'élèves dans l'école :	Elementary School / École élémentaire : Middle School / Collège : High School / Lycée : 2,000 TOTAL : 2,000
Name of Principal / Nom du chef d'établissement :	Martin Semmel
Email Address / Courriel :	msemmel@southingtonschools.org
School Address / Adresse :	720 Pleasant Street, Southington, CT 06489, USA
Phone Number / Téléphone :	860-628-3229
Fax Number / Fax :	860-628-3397
Website / Site Internet :	
Type of School / Type d'école :	Public / Publique <input type="checkbox"/> Private / Privée <input type="checkbox"/> Charter / à charte <input type="checkbox"/>
If private, is it religiously affiliated ? / Si privée, l'école est-elle confessionnelle ?	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez:
Boarding Facilities / Internat :	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/>
Please describe the community and environment of the school (location, distance from nearest major city, background of students attending the school, etc.): Décrivez dans quel environnement est implantée l'école (urbain/rural, distance de la ville la plus proche, profil des élèves, etc.) :	

2. Languages Taught / Langues enseignées

Languages taught in your school / Langues enseignées dans votre établissement :	
Percentage of students studying a foreign language / Pourcentage d'élèves étudiant une langue étrangère :	Elementary School / à l'école primaire : Middle School / au collège : High School / au lycée :
Percentage of students studying French / Pourcentage d'élèves étudiant l'anglais* :	Elementary School / à l'école primaire : Middle School / au collège : High School / au lycée :

* This question pertains to the teaching of French in American schools and about the teaching of English in French schools / La question porte sur le français pour les écoles américaines et sur l'anglais pour les écoles françaises.

3. Dual-language and Foreign Language Immersion Programs

Does your school offer an immersion program in French ? Votre établissement propose-t-il un programme d'enseignement bilingue français-anglais ?	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez:
Grade levels involved / Si oui, niveaux concernés :	
Number of students involved / Nombre d'élèves concernés :	Elementary School / École élémentaire : Middle School / Collège : High School / Lycée : TOTAL :
Subjects taught / Disciplines concernées :	At elementary level / à l'école primaire : At middle school level / au collège : At high school level / au lycée :

4. About Your Potential Partner School**

Schools should be prepared to establish a partnership with a school in any region of France, but we will take sister city relationships into account when possible. / Les établissements doivent être prêts à accepter un partenariat avec un autre établissement, quelle que soit sa situation géographique (il sera tenu compte des jumelages existant dans la mesure du possible).

You are looking for a(n) / Vous êtes à la recherche d'un(e) :	<input type="checkbox"/> Elementary School / École élémentaire <input type="checkbox"/> Middle School / Collège <input type="checkbox"/> High School / Lycée <input type="checkbox"/> Other / Autre If other, please specify / Si autre, précisez:
In which region(s) or city/cities of France are you most interested ? / Quelle(s) région(s) ou ville(s) américaine(s) ciblez-vous ?	
Why ? / Pour quelle(s) raison(s) ?	
If your first choice cannot be accommodated, which region(s) or city/cities of France would be your second choice? / A défaut, quel serait votre second choix ?	
Does your school's city have a sister city in France ? / Etes-vous jumelés à une ville aux Etats-Unis ?	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez:
Please provide any additional relevant information (regarding the curriculum, students, etc.) that could assist us in making the best possible match for your school / Remarques complémentaires (sur le cursus, les élèves, etc.) permettant de trouver le meilleur établissement partenaire :	

5. About the Partnership Project / A propos du projet d'échange

Name of the person in charge of the partnership project / Nom du coordinateur du projet :	
Subject(s) taught(s) / Discipline(s) enseignée(s) :	
Phone Number / Numéro de téléphone :	
Email Address / Courriel :	

* This question is about French language programs in American schools and English language programs in French schools / La question porte sur le français pour les écoles américaines et sur le l'anglais pour les écoles françaises.

* This question is about the potential partner school in France for American schools, and about the potential partner school in the U.S. for French schools.

Grade levels that would be involved in the project / Niveaux concernés par le projet d'échange :	
Number of classes that would be involved in the project / Nombre de classes concernées par niveau :	
Number of students that would be involved in the project / Nombre total d'élèves concernés par le projet d'échange :	
Multidisciplinary project. If so, please specify which subject area(s) would be involved / Projet pluridisciplinaire. Si oui, précisez.	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
Do you have any preferred theme(s) on which you would like to base your partnership ? If so, please specify. / Avez-vous des thèmes de prédilection sur lesquels pourraient être basés vos échanges ? Si oui, veuillez préciser.	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
Projects based on Information and Communication Technology in Education (e.g. website development) / Projets reposant sur l'utilisation des TICE, comme la création de site internet :	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
Use of videoconferencing by students / Utilisation de la visioconférence par les élèves :	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
In addition to electronic exchanges to support the research projects shared by the partners, do you hope this partnership will also facilitate travel exchanges for students (assuming that financial difficulties could be resolved) ? / En plus des échanges mail pour effectuer le travail de recherche croisé (sur la thématique du projet), envisagez vous des échanges ou déplacements d'élèves (si les questions financières pouvaient être réglées) ?	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
Student work shadowing or work experience (internships in local companies...). Could you provide the name of one or two companies in your neighborhood sponsoring such programs ? Are they internationally oriented ? / Initiation au monde de l'entreprise sous des formes variées (stages en entreprises, notamment pour les élèves des lycées professionnels). Pouvez-vous donner le nom d'une ou deux entreprises proches de votre établissement. Ont-elles une ouverture internationale ?	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
Teacher visits or exchanges (lesson observation, team teaching) / Visites ou échanges de professeurs (observation de classes, travail d'équipe) :	Yes / Oui <input type="checkbox"/> No / Non <input type="checkbox"/> If so, please specify / Si oui, précisez :
Other comments / Remarques complémentaires :	

The hosting school will arrange all local travel for guests, provide a chaperone for trips, organize potluck dinners, have at least 3 meetings with parents and students prior to the arrival/departure of each group, organize ice cream socials as well as other social events meant to solidify the relationships between the 2 sister schools. *

Travel to Italy as well local trips will be arranged directly by the chaperones. Italian students will be encouraged to visit (if permitted by the administration) foreign language classes at the middle school level in order to offer our guests a glimpse of our school system as well as offer our foreign language students at the middle school level an opportunity to interact with the students from Italy.

Although the school will sponsor this program, the local community (parents of the students accepted in the program) will play an important role by hosting after school events, potluck dinners, etc.).

While the program will fall in general under the guidelines of the BOE bylaws for "foreign exchanges" and "international travel", there will be a need to either eliminate some provisions (such as the use of a travel company) or reconsider others (students will not be allowed to miss school) due to the unique format of this highly academic program**.

Although language learning and globalization go hand in hand, we often fail to acknowledge the need for and implementation of a sustained articulation of meaningful foreign language practices outside the foreign language classroom. While most foreign language programs (state-wide or nation-wide) struggle to bring artifacts into the classroom to offer students a glimpse of the language and culture they are studying, very few programs incorporate an extended authentic learning experience outside the classroom.

It is clear that this foreign exchange context will allow our students to build authentic, meaningful, out-of-the classroom experiences geared toward their foreign language education. This program will be a culmination of our students' learning in an articulated and sequential program.

**See the Voice Thread project description separately

Foreign exchange with ISIS Machaivelli High School
Florence, Italy
2013 – 2014



ITINERARY – April 2014

4/10/14 Thursday - arrival in Florence (via Montreal) – transfer to students' homes

4/11/14 Friday – school day - follow host

4/12/14 Saturday- Family Day

4/13/14 Sunday- Family Day

4/14/14 Monday- School day- follow host student schedule

4/15/14 Tuesday- day trip – Exploring Florence, Fiesole and the Tuscany region

4/16/14 Wednesday-School day-follow host student schedule

4/17/14 Thursday- day trip to Pisa

4/18/14 Friday- travel to Rome by train

4/19/14 Saturday – Day in Rome (St Francis of Assisi Basilica visit, Rome City walk, Spanish Steps)

4/20/14 Sunday- Day in Rome (Trevi fountain, Pantheon, Piazza Navona, Vatican Museums and the Sistine Chapel visit, Colosseum visit, St Peter Basilica visit)

4/ 21/14 Monday departure by plane

Florence, Tuscany

Florence is the capital city of the Italian region of Tuscany and of the province of Florence. It is the most populous city in Tuscany, with approximately 370,000 inhabitants, expanding to over 1.5 million in the metropolitan area. Florence is famous for its history. A center of medieval European trade and finance and one of the wealthiest cities of the time, Florence is considered the birthplace of the Renaissance, and has been called the Athens of the Middle Ages. A turbulent political history includes periods of rule by the powerful Medici family, and numerous religious and republican revolutions. From 1865 to 1871 the city was also the capital of the recently established Kingdom of Italy.

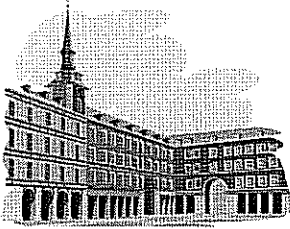
Pisa, Tuscany

Pisa is a city in Tuscany, Central Italy, on the right bank of the mouth of the River Arno on the Tyrrhenian Sea. It is the capital city of the Province of Pisa. Although Pisa is known worldwide for its leaning tower (the bell tower of the city's cathedral), the city of over 88,332 residents (around 200,000 with the metropolitan area) contains more than 20 other historic churches, several palaces and various bridges across the River Arno.

Rome, Lazio

Rome is a city and special comune in Italy. Rome is the capital of Italy and also of the region of Lazio. With 2.8 million residents in 1,285.3 km² (496.3 sq mi), it is also the country's largest and most populated comune and fifth-most populous city in the European Union by population within city limits. Between 3.2 and 3.8 million people live in the Rome urban and metropolitan area. The city is located in the central-western portion of the Italian Peninsula, on the Tiber within the Lazio region of Italy. Rome is referred to as "The Eternal City", a notion expressed by ancient Roman poets and writers.

MON JOURNAL DIGITAL



DUE: FRIDAY, APRIL 26, 2014

Objective

Students will demonstrate their understanding of the culture and customs of Italy by creating a visual and oral diary, employing their own digital pictures and recordings from the Italian Exchange, through the use SansSpace/VoiceThread technology.

SansSpace/VoiceThread/Prezi technology

To create a VoiceThread presentation, go to <http://voicethread.com> and log in with the username and password that Dr. Alexandru has provided for you. You may change your password at any time, but if you forget it or have trouble logging in, your teacher can reset your account for you. You may use the SHS language lab to work on your project during a free period or after school every day except Tuesday, or, if your home computer has a microphone, you can complete the project at home.

You will also be watching and commenting on your peers' VoiceThreads once all the projects are completed at the Italian Exchange Reunion (April '14). (The converse also applies -- your peers will be watching and commenting on yours!)

Evaluation

This assignment counts as one project grade. Remember, the main foci of this presentation are (1) your understanding of the culture that you have experienced and (2) your ability to communicate that understanding in Italian to an audience of your peers. Your Italian teacher will count this as a major grade for Quarter 4. You will be evaluated according to the rubric provided (over).

Requirements

Please limit your Journal Digital to **5 minutes**. Be sure to include digital photos (and videos if you can). You can also scan memorabilia and include it in the visual aspect of the Le Journal Digital. You must speak entirely in Italian, and any text you include must also be in Italian.

CRITERIA FOR EVALUATION

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgeably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is completely understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
VoiceThread Technology	Presentation is well-developed and well-executed, integrating audio and visual components creatively and originally.	Presentation is mostly well-developed and well-executed. Integration of audio and video components is adequate but not especially creative.	Presentation is neither well-developed nor well-executed. Integration of audio and/or video components is inadequate or inappropriate.

Southington Public Schools
Southington, Connecticut

Application for Foreign Field Trip

Submit to Assistant Superintendent

Date: June 10, 2013

Southington High School

February 14-24, 2014

School

Class/Group

Date of Trip

Destination Colegio Berriz - Madrid, Spain

Please attach a complete itinerary to this application

Reasons for Field Trip Student Exchange

Departure Date/Time February 14, 2014 (after school)

Return Date/Time February 24, 2014 (after school)

of Students Maximum of 20

of Teacher/Chaperones 2-3 (TBD)

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature _____

Date _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-moth prior to the scheduled trip.

COST AND FINANCING

Source of Funds

Totals

Additional Notes

TOTAL Anticipated Cost of Trip

\$40,000

Board of Education Contribution

\$n/a

Other

\$N/A

Fundraising Activity

(\$N/A)

BALANCE

\$40,000

Student Contribution

Transportation

\$

Students @ \$

Entrance Fees, Room & Board

\$

Students @ \$

TOTAL Cost of Trip to Each Student

\$2,000

All-inclusive - Round Trip to/from airport, flight, transfers, train, bus, room, board

SIGNATURES

Teacher

[Signature]

Date

Dept. Head

[Signature]

6/10/13

Principal

[Signature]

6/10/13

Comments _____

Assistant Superintendent [Signature]

Date _____

Approved

Not Approved

Board of Education Approval***

YES NO

Date _____

***Approval of all school-sponsored foreign field trips will be conditional and may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of the trip in the interest of the safety of the students and staff of the Southington Public Schools. The Board of Education will not be responsible for any financial obligations incurred as a result of the planning of the school sponsored foreign field trips or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the school-sponsored foreign field trips. The district will make every effort to secure financial assistance for those students whose families have demonstrated financial hardship and are unable to afford the cost of the program.

The Board of Education will not be responsible for any student who participates in a travel study program that the Board of Education has not specifically approved.

Narrative for the Spanish exchange – 2013-2014

The Spanish exchange proposal is a hybrid between an international trip and a foreign exchange. This format has 2 main components:

1. Travel to a sister school (attending classes there and staying with a host family for approximately 2 weeks).
2. Host students from Spain who will travel to Southington (attending classes in Southington and staying with their assigned American students which they hosted in Spain)

This format allows 20 Southington foreign language (Spanish) students to travel to an international destination (Madrid, Spain) for the purpose of attending school there (Colegio Berriz) as well as getting to know the local culture by staying with local families.

The cost for this trip will be \$2, 000 per student. This cost will cover air and ground transportation, airport transfer, local trips, chaperones, incidentals and various administrative costs such as shirts with school logo, mini recorders to take on the trip, bulletin board, etc.. The meals and lodging are included in the hosting component of the trip. The students who travel will also host their Spanish counterpart when they come to Southington.

After BOE approval, the exchange program will be announced to the students who will have the opportunity to apply. The applications will be reviewed by a panel of teachers and administrators and students will be interviewed to determine their suitability and acceptance into the program. If selected, the students will be paired up with a student from Spain and will begin communicating in order to establish the foundation of the future exchange.

The money collected from each student (\$2,000 per student) will be deposited in a foreign exchange account used for this program only. This account is located under the auspices of the Principal's Account.

The hosting school will arrange all local travel for guests, provide a chaperone for trips, organize potluck dinners, have at least 3 meetings with parents and students prior to the arrival/departure of each group, organize ice cream socials as well as other social events meant to solidify the relationships between the 2 sister schools.

Travel to Spain as well local trips will be arranged directly by the chaperones. Spanish students will be encouraged to visit (if permitted by the administration) foreign language classes at the middle school level in order to offer our guests a glimpse of our school system as well as offer our foreign language students at the middle school level an opportunity to interact with the foreign students.

Although the school will sponsor this program, the local community (parents of the students accepted in the program) will play an important role by hosting after school events, potluck dinners, etc.).

While the program will fall in general under the guidelines of the BOE bylaws for “foreign exchanges” and “international travel”, there will be a need to either eliminate some provisions (such as the use of a travel company) or reconsider others (students will not be allowed to miss school) due to the unique format of this highly academic program*.

Although language learning and globalization go hand in hand, we often fail to acknowledge the need for and implement a sustained articulation of meaningful foreign language practices outside the foreign language classroom. While most foreign language programs struggle to bring artifacts into the classroom to offer students a glimpse of the language and culture they are studying, very few programs incorporate an extended authentic learning experience outside the classroom.

It is clear that this context will allow our students to build authentic, meaningful, out-of-the classroom experiences geared toward their foreign language education. This program will be a culmination of our students' learning in an articulated and sequential program.

*see the Voice Thread project separately

EXCHANGE PROGRAM 2014

PROGRAMA DE ACTIVIDADES



Sábado 15 de Febrero y domingo 16 de Febrero

Los alumnos americanos llegan al aeropuerto a las 11:00h aproximadamente. Tendrán una recepción de las familias. Pasarán el resto del día en familia. Pasarán el domingo en familia.

Lunes 17 de Febrero

Colegio (horario lectivo habitual)

Martes 18 de Febrero

Alcalá de Henares. Salen del colegio a las 9:30 y regresan a las 17h.

Miércoles 19 de Febrero

Colegio (horario lectivo habitual)

Jueves 20 de Febrero

Segovia Salen del colegio a las 9:30 y regresan a las 17h.

Viernes 21 de Febrero

Madrid. Salen del colegio a las 09:30 y regresan a las 19h. Tenéis que venir a buscarlos al colegio

Sábado 22 y domingo 23 de Febrero

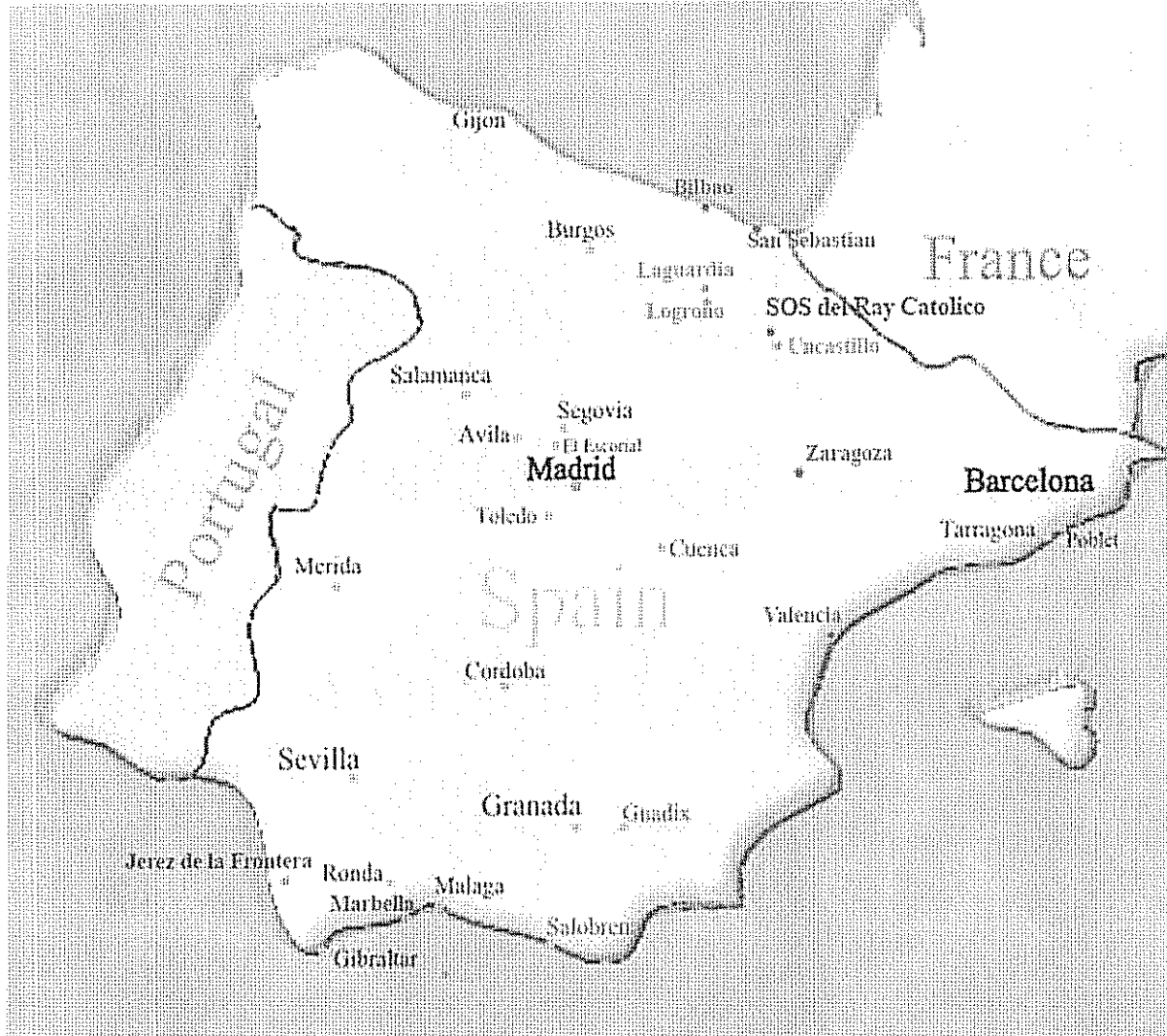
En familia.

Lunes 24 de Febrero

08:30- Quedamos en el colegio para el traslado al aeropuerto de los alumnos americanos.

Foreign exchange with Spain
2013 – 2014

Madrid, Segovia, and Toledo



Madrid is one of the world's most vibrant and seductive cities. It is a city with a charming and infectious atmosphere that the visitor can immediately sense, feel a part of and most of all, enjoy. A city that takes unabashed pleasure in its past traditions, it is proud to display a wealth of cultural treasures and architectural glories. You will walk through the streets of Bourbon Madrid, with its Avenue of Art, containing three of the world's leading art galleries. The Prado, Thyssen, and Reina Sofia have turned Madrid into a haven for art lovers. The Prado, with its massive concentration of masterpieces has long been recognized as one of Spain's greatest attractions, housing the very finest of Spanish Art.

Segovia, known in Spain as the capital of Castilian cuisine is famous for , and has the most important Roman remains found in Segovia, apart from the Aqueduct. The Aljibe was the largest cistern in the city and now has been turned into an elegant meeting room. From the hotel your guide will introduce you to the history of Segovia, photographing the aqueduct, cathedral, traditional buildings, and the famous Alcazar or castle. The castle is the crown jewel of Segovia, from its ramparts, one can dream of history.

Toledo, still called the Imperial City! Toledo was the capital of Visigoth Spain before Madrid even existed. The wonderful setting overlooking a barren Castilian landscape, its narrow and twisting streets, its historical and architectural diversity, and its wealth of art make Toledo a national treasure. Important landmarks are the gothic cathedral, the two surviving Jewish synagogues, the castle, and the prized El Greco paintings, your guides will immerse you in the labyrinth of charming, winding streets, stumbling upon tiny chapels, patios and enchanting plazas overlooking nature trail by the Tajo River. Also close by are the recently-refurbished tenth century Arab Baths.

Itinerary February 15, 2014

Madrid

Departure via coach to Madrid.

Highlights:

- Walking tour of Old Madrid, including the Palacio Real, Puerta del Sol, and Plaza Mayor, a wonderful Baroque square lined with arcades filled with picturesque cafes.
- Tapas tour, the perfect introduction to Madrid and Spain. Tapas in Madrid means tradition and this includes the atmosphere, not just the food.
- Walking tour of 'Bourbon Madrid', so called after the 'Bourbon' Kings, of the French dynasty, who built this area. Originally it was an open area containing market gardens, and was called the Prado (Meadow). The Bourbon monarchs, particularly Carlos III chose this area to provide a lasting architectural legacy to the madrileños. The attractions in Bourbon Madrid include Retiro Park, the Puerta de Alcalá, Plaza de Cibeles, the Congreso de los Diputados (Spanish lower parliament), and the Prado Museum.

Itinerary February 18, 2014

Segovia

Departure via coach to Segovia.

- Walking tour of Segovia, and discover its outstanding architectural monuments, such as the Roman aqueduct and the Alcázar. Segovia is known in Spain as the capital of Castilian cuisine
- In the early evening, your guides will lead another walking tour through Segovia, catching the Alcázar before closing.
- El Escorial
- Visit of Peñafiel and the Coca castle. Dating back to the 13th century, Peñafiel is one of Spain's most spectacular castles. It is perched on a cliff that rises sharply to dominate the vast plain of the river Duero. The long crest of the hill on which it is built determined the castle's layout; it has the form of a very narrow walled precinct almost 600 foot long.

Itinerary February 29, 2014

Toledo

Departure for Toledo, stopping in the lovely walled city of Avila for lunch. Upon arrival in Toledo, you will have a walking tour of the city. Although now completely overshadowed by nearby Madrid, Toledo with narrow, winding streets, steps, stone houses, and churches embodies Spain's past. In the Middle Ages, Toledo was built on a convergence of Christianity, Islam and Judaism, and contains two of the few remaining medieval Spanish synagogues.

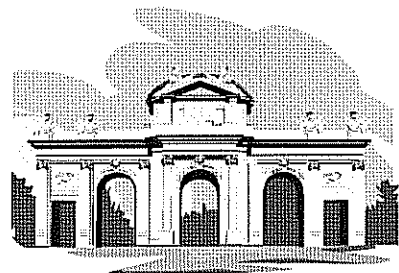
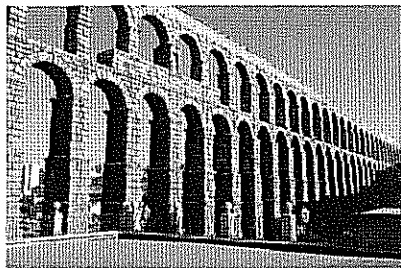
- Visit El Tránsito, a thirteenth century synagogue and the adjoining Jewish Museum, devoted to the history and legacy of Jewish Spain.
- At the center of Toledo, visit the soaring Gothic cathedral. Its Sacristy contains many paintings by El Greco, Van Dyck and Goya, plus an impressive collection of medieval garments and textiles. Stop at the church of Santo Tomé, and marvel El Greco's famed Burial of the Count of Orgaz, considered to be El Greco's finest work.
- The Museum of El Greco contains an extensive collection of the former Toledo resident's famous works.

Spanish Exchange 2013-2014

¿Qué es?

What is it?

- A group of students from Colegio Berriz (Madrid, Spain) visit Southington and stay with host students in Southington homes for 2 weeks usually during the month of December.
- The host students from Southington then travel to Spain in February (Feb 14 to Feb 24, 2014) and stay with their exchange families.
- Each part of this travel program lasts between 10 days (US students) - 14 days (Spanish students).
- Participants are required to make a full-year commitment to the exchange and to both host a Spanish student and travel to Spain with the SHS group.



¿QUIÉN puede participar?

Who can participate?

- Sophomores, juniors, and seniors may participate.
- Freshmen, sophomores, and juniors may apply (see rubric) at the end of a school year to participate the following year.
- Participants must have successfully **completed** at least Spanish II CCP or H.
- The most desirable applicants:
 - are confident in their Spanish ability;
 - perform well in Spanish class;
 - are adventurous, friendly, and responsible; and
 - have a deep desire to experience Spanish culture “in situ.”
- In the future students can apply to the program in the spring of each year. (Applications will be made available for the exchange in September 2013.) Please see your Spanish teacher for applications or download the packet from Southington High School, Foreign Language website.

¿QUÉ se hace en el intercambio?

What do you do on the exchange?

In Southington:

- Spanish exchange students attend SHS 4 days and go on excursions around Connecticut and Massachusetts on 2 days.
- Host students usually plan parties and excursions with the whole group or privately with their exchange students.

In Spain:

- SHS students attend classes some days at Colegio Berriz.
- Other days, they go on trips with their chaperones. Excursions may include:
 - Prado and Reina Sofia Museums
 - Royal Palace and the Plaza Mayor
 - Toledo
 - Segovia

For more information:

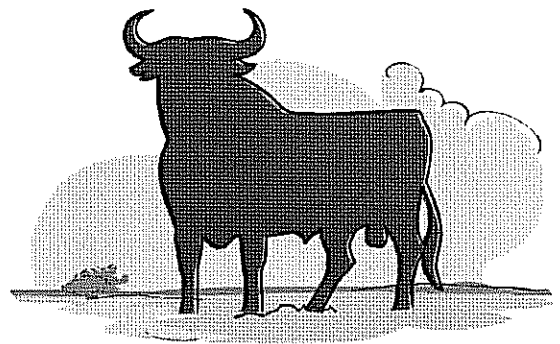
Check the school website or contact

Dr. Adina Alexandru

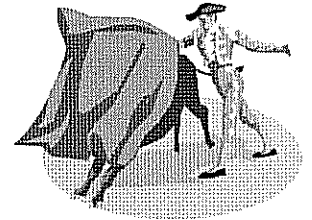
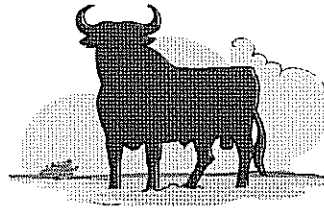
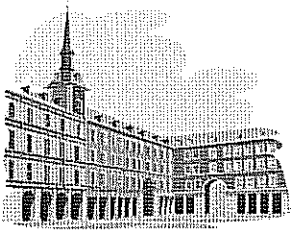
aalexandru@southingtonschools.org

SHS Department Chair

628-3229 x 431



MI DIARIO DIGITAL



DUE: FRIDAY, February 28, 2014

Objective

Students will demonstrate their understanding of the culture and customs of Spain by creating a visual and oral diary, employing their own digital pictures and recordings from the Spanish Exchange, through the use VoiceThread technology.

VoiceThread technology

To create a VoiceThread presentation, go to <http://voicethread.com> and log in with the username and password that Dr. Alexandru has provided for you. You may change your password at any time, but if you forget it or have trouble logging in, your teacher can reset your account for you. You may use the SHS language lab to work on your project during a free period or after school every day except Thursday, or, if your home computer has a microphone, you can complete the project at home.

You will also be watching and commenting on your peers' VoiceThreads once all the projects are completed at the Spanish Exchange Reunion. (The converse also applies -- your peers will be watching and commenting on yours!)

Evaluation

This assignment counts as one project grade. Remember, the main foci of this presentation are (1) your understanding of the culture that you have experienced and (2) your ability to communicate that understanding in Spanish to an audience of your peers. Your Spanish teacher will count this as a major grade for Quarter 3. You will be evaluated according to the rubric provided (over).

Requirements

Please limit your Diario Digital to **5 minutes**. Be sure to include digital photos (and videos if you can). You can also scan memorabilia and include it in the visual aspect of the Diario Digital. You must speak entirely in Spanish, and any text you include must also be in Spanish.

CRITERIA FOR EVALUATION

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgeably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is completely understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
VoiceThread Technology	Presentation is well-developed and well-executed, integrating audio and visual components creatively and originally.	Presentation is mostly well-developed and well-executed. Integration of audio and video components is adequate but not especially creative.	Presentation is neither well-developed nor well-executed. Integration of audio and/or video components is inadequate or inappropriate.

Madrid/Southington Exchange
February 19, 2014 – February 24, 2014

ASSIGNMENT VERIFICATION SHEET

To the teachers of _____:
(Name of Student)

Please sign & date to verify that the student has received all assignments for the weeks in which he/she will be in Spain (2/19– 2/24). It is the student’s responsibility to complete all work by the date you assign. Also, please sign & date once all work has been completed. Thank you ☺

Per	Teacher	Course	Due Date for assignments	Teacher Signature & Date (Indicating that student has received all assignments for the weeks of 2/19 -2/24)	Teacher Signature & Date (Indicating that the Student has completed all assignments)
1					
2					
3					
4					
5					
6					
7					
8					

Southington Public Schools
Southington, Connecticut

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: May 21, 2013

Out of State: Yes No

Overnight: Yes No

Miles Round Trip: 250

Southington High School Wrestling Team December 27 & 28, 2013
School Class/Group Date of Trip

Name and Address of Destination Lowell Holiday Wrestling Tournament, Lowell High School, MA

Reasons for Field Trip Regional Wrestling Tournament

Itinerary (attach if needed) _____

Departure Date/Time December 27, 2013 at 3:00 p.m. Return Date/Time December 28, 2013 at 9:00 p.m.

of Students 15 # of Teacher/Chaperones 4 # of Buses 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
Nurse's Signature _____ Date _____

Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
TOTAL Anticipated Cost of Trip	<u>\$2,300</u>	
Board of Education Contribution	<u>\$</u>	
Other	<u>\$</u>	
Fundraising Activity	<u>(\$800)</u>	Student Activity for entrance fees; Booster Club for bus
BALANCE	<u>\$1,500</u>	
Student Contribution		
Transportation	<u>\$0</u>	15 Students @ \$0
Entrance Fees, Room & Board	<u>\$1,500</u>	15 Students @ \$100.00
TOTAL Cost of Trip to Each Student	<u>\$100.00</u>	Parents will cover cost of hotel rooms.

SIGNATURES

Teacher Derek Dion (signature on original) Date 5/21/13

Dept. Head Eric Swallow (signature on original) Date 5/21/13

Principal Dr. Semmel (signature on original) Date 5/31/13

Comments _____

Assistant Superintendent Karen L. Smith Date 6/10/13 Approved
Not Approved

Board of Education Approval*** YES NO Date _____

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 27, 2013

Decision Requested X

Agenda Code 10 c

AGENDA REPORTING FORM

Agenda Topic: Job Description ~ Accounting/Purchasing Manager

Summary of Issue: The Policy & Personnel Committee has reviewed the job description for the formerly entitled position of *Purchasing Agent* at Central Office.

Background: The Policy and Personnel Committee regularly reviews job descriptions to make sure they are current and appropriate.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the job description for Accounting/Purchasing Manager, formerly entitled Purchasing Agent, as recommended by the Policy & Personnel Committee.

Titles of Attachments:

1. Job Description, Accounting/Purchasing Manager

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Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

DRAFT



SOUTHTON PUBLIC SCHOOLS

JOB DESCRIPTION

JOB TITLE: Accounting / Purchasing Manager

QUALIFICATIONS:

1. Bachelor's Degree in Accounting/Finance - Business or Public Administration.
2. Minimum of four (4) years related to accounting experience.
3. Minimum of three (3) years of experience in public buying/purchasing.
4. Knowledge of governmental accounting principles and practices.
5. Experience preparing timely and accurate accounting reports.
6. Demonstrated knowledge in Microsoft products and other financial accounting software packages.
7. Ability to establish and maintain effective working relationships with all levels of administration.
8. Ability to work within difficult time constraints
9. Good written and verbal communication skills.
10. Such alternatives to the above qualifications as the Board of Education finds appropriate and suitable.

REPORTS TO: Director of Business and Finance

SUPERVISES: All Purchasing Department and Production Room staff

JOB GOAL: Perform a variety of professional accounting functions while ensuring that each student in the district derives maximum benefit from the expenditure of the allocations as set by the Board of Education for the acquisition of supplies, material, equipment and services.

PERFORMANCE RESPONSIBILITIES:

1. Assist in preparation and presentation of the annual budget.
2. Supervise accounts payable function relative to invoices and payments to vendors.
3. Prepare Capital budget.
4. Complete account reconciliations and verifications.
5. Assist in performing a variety of accounting and analytical tasks including analyses, projections, and forecasts, as requested.
6. Assist in preparation of various state and federal financial reports.
7. Assist in year-end closeout.
8. Purchase by competitive bidding, informal quotations and negotiation, and in compliance with Board policy, items of supply, equipment and services necessary for the operation of the school system.
9. Obtain and study comparative prices and quotations.
10. Initiate contracts with vendors relative to supply and equipment availability, invoices, purchase orders and contracts.
11. Monitor all purchase requisitions and orders to determine correctness of information, price extensions, coding information and train staff on financial software program.
12. Bank account reconciliations.
13. Perform 1099 file preparation.
14. Perform other duties/functions as assigned.
15. Coordinate the implementation of financial accounting system for food service program.
16. Provide oversight of school activity accounts.

TERMS OF EMPLOYMENT:

Twelve-month work year (225 days) with salary and working conditions determined by the Board of Education.

EVALUATION: Performance of the job will be evaluated annually by the Director of Business and Finance.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 27, 2013

Decision Requested x Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Compensation for 2013-2014 Unaffiliated Employees (After Executive Session)

Summary of Issue: The Board of Education will direct administration on how to move forward with Unaffiliated Employees Compensation for 2013-2014.

Background: N/A

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: _____



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 27, 2013

Decision Requested x Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Evaluation of Superintendent of Schools 2012-2013 and Compensation 2013-2014 (After Executive Session)

Summary of Issue: The Southington Board of Education annually reviews the Superintendent of Schools contract and salary.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2012

Ending Date of Program or Project: June 30, 2014

Recommendation or Comment: _____



Signature of Superintendent of Schools