

## Southington Board of Education Meeting

Thursday, September 26, 2013 6:30 PM  
Municipal Center Public Assembly Room 200 North Main Street  
Southington, CT 06489 Revised ~ September 23, 2013  
200 North Main Street  
Southington, CT 06489



### BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss Student Matter, SAA Negotiations, Contract Negotiations and Safety ~ 6:30 p.m.
3. Board of Education Recognitions ~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes ~ September 12, 2013
7. Communications
  - a. Communications from Audience
  - b. Communications from Board Members and Administration
  - c. Communications from Student Representatives
8. Committee Reports
  - a. Policy & Personnel Committee Meeting ~ September 16, 2013
  - b. Job Description - Guidance Counselors
9. Old Business
  - a. Town Government Communications
  - b. Construction Update
  - c. Administrator Evaluation Plan Update
  - d. Teacher Evaluation Plan Update
  - e. K-5 Class Size
  - f. Policy 2000 Series ~ Second Reading
10. New Business
  - a. Budget Assumptions / Priorities for 2014-2015
  - b. CMT Report 2013
  - c. Update - Bullying Legislation - SPS Protocol
  - d. Approval of Field Trips
  - e. Student Expulsion 2013-14-01
  - f. Student Expulsion 2013-14-02
11. Adjournment

**SOUTHINGTON BOARD OF EDUCATION**

**SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING**

**SEPTEMBER 12, 2013**

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The regular meeting of the Southington Board of Education was held on Thursday, September 12, 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 TO DISCUSS SOUTHWINGTON ADMINISTRATORS ASSOCIATION NEGOTIATIONS, CONTRACT NEGOTIATIONS, PERSONNEL AND SCHOOL SAFETY ~ 6:30 P.M.**

An Executive Session was held 6:30 p.m. through 7:26 p.m.

Board members present were: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson (*arrived at 6:50 p.m.*), Mrs. Terry Lombardi, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski. Board member excused absent was Mrs. Jill Notar-Francesco. Administration members present were: Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent, and Mrs. Sherri DiNello, Director of Business and Finance.

**3. RECONVENE MEETING ~ REGULAR SESSION**

The regular session was reconvened at 7:40 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, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent was Mrs. Jill Notar-Francesco

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, Director of Pupil Services.

Student representatives present were Abigail Harris and Gabrielle Baker.

There were approximately 17 people in the audience.

**4. PLEDGE OF ALLEGIANCE**

The audience recited the Pledge of Allegiance.

A moment of silence was observed for Mary Znosko, a 30-year paraprofessional at Southington High School, and Ruth DeVito, a former teacher at West Ridge School (now known

as U. T. Kelley Elementary School) who recently passed away and in memory of those who tragically lost their life on 9/11.

**5. APPROVAL OF MINUTES ~ August 15, 2013**

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

**“Move to approve the Board of Education minutes of August 15, 2013, as submitted.”**

**Motion carried unanimously by voice vote.**

**6. COMMUNICATIONS**

**a. Communications from Audience**

Arthur Cyr, 103 Berlin Avenue, was concerned that the DePaolo Middle School buses, and subsequent elementary school buses, ran 20-25 minutes late the first Friday that students returned to school. In the future, he requested that an all-call be made to parents in order to allay their concerns. Mr. Cyr addressed the replacement costs for the Southington Community Turf Field at Southington High School. He asked if all the Board members were in agreement that Board of Education funds would not be used. One year ago, when he advocated for the turf field, he believed that \$32,000 of net savings would be used for the replacement costs. He stated that he addressed his concerns at both the Town Council and Board of Finance meetings and questioned the integrity of the Board of Education.

Heidi Matusik, 235 Budding Ridge, asked the Board of Education to take a stance against allowing Bread for Life to build on property next to Derynoski Elementary School. She thanked the Board for always putting the safety of children first. She felt that there would inevitably be a sex offender, someone struggling with substance abuse or mental illness on the grounds. She understood that not all patrons of Bread for Life have these issues; however, it would only take one person. She asked the Board of Education not to support this knowing that the children, faculty and staff could potentially be in danger. She thought that Bread for Life was a wonderful organization that provides much needed services to people in the community. She is grateful that they provide the schools with Breakfast Programs; however, they do not provide school safety.

Mr. Goralski remarked that the Board of Education was interested in hearing the public's opinion regarding Bread for Life building on the property next to Derynoski Elementary School. He encouraged anyone who has issues with this to share their opinions with the Town Planning and Zoning Board. He noted that safety is always the Board of Education's priority regarding children.

Mr. Goralski addressed Mr. Cyr's concern and pointed out that the Board of Education took action on the turf field on March 22, 2012 with a motion that supported the project and that it would be funded outside of the operational plan, which passed 8-to-1.

**b. Communications from Board Members and Administration**

**Communications from the Board Members:**

**MOTION:** by Mrs. Carmody, seconded by Mrs. Queen:

**“Move Agenda Item 10.b “Enrichment Proposal” to Agenda Item 8.a.1.”**

**Motion carried unanimously by voice vote.**

Mrs. Queen submitted two e-mails that she recently received regarding Bread for Life building next to Derynoski School. She requested that they be included in the minutes (*Attachments #1 and #2*).

Mrs. Queen pointed out that on the CAFE website [www.cafe.org](http://www.cafe.org) there is a link under the “Professional Development” tab regarding “Common Core State Standards” that she felt would be a great resource for parents.

Mr. Oshana distributed page 10 from the Board of Education minutes of April 11, 2013 (*Attachment #3*) regarding the Board’s discussion on interior cameras on school buses. He noted the representative from Student Guardian stated that, “*Student Guardian is the only company in the industry that is able to provide internal cameras to the entire bus fleet at no cost.*” Mr. Oshana pointed out that there was direction to go forward and do some research on it. He requested to move that item forward now. Mr. Goralski asked the administration to follow-up on the interior cameras and report to the Board.

Mr. Oshana addressed the Bullying Policy that was put into place over one year ago. He noted the recent horrible incident that was in the news where a student committed suicide because of bullying. He asked for data on where Southington stands regarding bullying incidents last year and how those cases were handled. Dr. Erardi replied that as recently as last week administration has met every letter of the legislation regarding bullying. Mr. Oshana requested clarity regarding privacy on who is identified as a bully. Dr. Erardi will bring this to the Board as an agenda item at their September 26, 2013 meeting.

Mr. Oshana addressed the leveling program at the high school and asked if the Board would have a formal presentation on its implementation and the results. Mrs. Carmody replied that the Curriculum and Instruction Committee will have a report and a presentation regarding leveling by high school administration at a Board meeting in October.

Mr. Derynoski acknowledged that the opening of school for 2013-2014 went very well. He attended the Derynoski and Plantsville Elementary Schools Open Houses and noted that the attendance by the parents was amazing. He hoped that the parent participation continues throughout the year.

Mrs. Lombardi was happy to see that the kitchens were back in the Kindergarten rooms. She thanked the staff at both middle schools for their efforts in organizing their classrooms for the opening of school.

Mrs. Clark stated that she and Mr. Oshana attended the Open House at Kennedy Middle School as parents and noted that the teachers and parents had a positive attitude and that learning was happening in spite of construction. She thanked the staff and administration at both middle schools for doing a terrific job.

Mr. Goralski reported that he received correspondence from CAFE regarding nominations for awards and requested that Mrs. Blanchard send it electronically to the Board members.

**Communication from Administration:**

Dr. Erardi addressed Mr. Cyr's remark regarding DePaolo Middle School buses running late last Friday. He believed that the buses had the opportunity to leave on time; however, the buses ran late on Thursday and Friday due to the lack of success that administration has had with over 200 walkers and bus students who are being driven to school by their parents, which is causing enormous congestion. Some of the congestion will go away with the onset of middle school sports in the afternoon. He noted that administration has worked hard with safety officials to resolve the issues and it is getting better every day.

Dr. Erardi noted that there is a lot of conversation around STEM (Science, Technology, Engineering and Mathematics) and that he met with high school teacher Justin Mirante and Mr. Derynoski whose company has opened up their facility in Cheshire where the Project Lead the Way students will be making a site visit in October.

Dr. Erardi reported on the following:

1. Middle School – Neighborhood Meetings: Dr. Erardi welcomed all neighbors of the two middle schools to attend project updates at the respective middle schools. The DePaolo neighborhood meeting will be held on September 17 at 5:30 p.m. The Kennedy neighborhood meeting will be held on September 24 at 5:30 p.m.
2. Veterans' Partnership: Dr. Erardi noted that the veterans in Southington are very giving of their time to our students. The Veterans' Speakers Bureau plans to speak in every school on the Thursday and Friday before Veterans' Day.
3. Southington Education Foundation (SEF) Partnership: Dr. Erardi reported that the SEF has awarded approximately \$100,000 in grants to our teachers since 2010.
4. Assistant Principal of the Year: Dr. Erardi invited Board members to join administration in celebrating the CAS Assistant Principal of the Year, Christopher Palmieri, on Thursday, October 17, 2013 at 6:30 p.m. at Saint Clements Castle.
5. State Department of Education Teacher of the Year: Dr. Erardi was proud that for the last three years the Southington Teacher of the Year has advanced as a semi-finalist to be the Connecticut Teacher of the Year. He announced that Linda Bass Reilly is moving forward as a semi-finalist this year.

**c. Communications from Student Representatives**

Miss Abigail Harris reported on the following:

- There is no Homeroom this school year, which results in 21 hours of additional instructional time.
- The Blue Knights football game against Glastonbury was postponed due to rain and rescheduled to Friday, September 13 at 3:00 p.m.
- The Marching Band's first competition will be at Maloney High School on September 21, 2013.

Miss Gabrielle Baker reported on the following:

- The College Fair is scheduled for Wednesday, September 18, 2013 with 130 colleges to be represented.
- An Essay Workshop is offered now to help with the college process.
- The high school Open House is scheduled for Thursday, September 19.

## 7. REPORT OF THE SUPERINTENDENT

### a. Personnel Report

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

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

**Motion carried unanimously by voice vote.**

## 8. COMMITTEE REPORTS

### a. Curriculum & Instruction Committee Meeting ~ August 19, 2013 and September 4, 2013

Mrs. Carmody reported on the September 4, 2013 meeting and that Julie Robertson, Guidance Director at the high school, shared the following with the committee:

- The process that students were experiencing when searching for a college that is a “good fit.”
- This year, the guidance counselors have been assigned a college to build a rapport with the admissions office to help promote our students.
- The use of Naviance, which is being used by the middle school and high school students and guidance counselors.
- A concern of the committee was the frequency of the guidance counselors meeting with the students to get to know the student.
- A letter is included with a student college application, which describes our courses, AP courses, grading system, weighting factors, and what Southington High School offers in order to familiarize the college with our high school and help with the acceptance decision.

Mrs. Carmody reported that the Curriculum and Instruction Committee met on August 19, 2013 and reviewed the identification criteria of gifted students and the special education laws in Connecticut. She gave a PowerPoint presentation and discussed the following (*Attachment #4*):

- Gifted students criteria are based on OLSAT, CMT and DRP results.
- Grade 3 students are administered the Otis-Lennon School Ability Test (OLSAT) in the fall and have to attain a score of 130 or above. Parents will be notified when the students will be taking the test.
- Students have to receive scores at goal or above on the Connecticut Mastery Test (CMT). The CMT will be replaced by another form of state testing in 2014-2015.
- A score that exceeds grade-level expectations will be used for the Degrees of Reading Power (DRP). The DRP is administered to all students.

- All of these criteria will offer enrichment opportunities for a wider range of students than in the past.

#### **8.a.1 Enrichment Proposal** (formerly Agenda Item #10.b)

Dr. Erardi explained that the Administrative Aspirant cohort comprised of Jonathan Cop, Mark Hughes, Kim Kalat, Dea Laviero, Erin Natrass and Melissa D’Orazio worked on an Enrichment Proposal this summer for the 2013-2014 school year. He noted that over the last several years, the district has lost the high school, middle school and then the elementary school enrichment programs. Dr. Erardi explained that the aspiring administrators looked at Like Learner opportunities, which are students who would qualify with the criteria in place in the 2012-2013 school year. This school year, the Grade 4 and 5 students were qualifiers as Grade 3 and 4 students. The cohort looked at how to embed this in the school day and considered the extended day and weekend opportunities. They looked at: 1) how far they could go; and 2) how they could find alternative funding and stay away from direct costs to the operational plan. Dr. Erardi pointed out that each Administrative Aspirant will have dedicated 250 hours of volunteer time by the end of the school year. He noted that Mark Hughes currently works at East Haven High School and his background includes programs that he has put into place in the Meriden school district.

The Administrative Aspirant Cohort gave a PowerPoint presentation on the proposal that they worked on during the summer and the pilot program that started this school year.

- Jonathan Cop, special education teacher at Thalberg Elementary School, explained the pilot Enrichment Program at Thalberg Elementary School on Personalized Learning that involves core time, which is a block of 30-minutes at each grade level, where no new instruction will take place. This allows teachers to get involved with students and find out what they want to learn about and research. The core time will take place in all grade levels and is not removing any instruction time from the students.
- Dr. Erardi noted that the concern of teachers is the pull-out of students from the classroom for occupational therapy, physical therapy, speech and language, and special education. The children who require those services will have them during the 30-minute block. Around November 1, this model will be introduced to the other elementary schools to see if it can be replicated throughout the district.
- Melissa D’Orazio, special education teacher at Kelley Elementary School, explained that Kelley School will pilot the program where they are allotting 30-minutes for Like Learners, once a week, in order to provide them with enrichment opportunities.
- Erin Natrass noted that they had some challenges and obstacles that needed to be worked through. Once they looked at their schedules this year, and thought outside the box, they were able to come up with this time spot by utilizing the highly-qualified and wonderful paraprofessionals in their building.
- Dea Laviero explained that for the 30-minutes in Grade 5, they are going to be working in conjunction with Talcott Mountain Science Center as an enrichment piece for Like Learners. The students will be able to study areas of Earth Science, Space Science, Life Science and technology and advance those ideas that they are already doing in the classroom.
- Dr. Erardi explained that the Talcott Mountain Science Center is in addition to the elementary school Science Fair and will be embedded as an opportunity for every

fourth and fifth grade student in the district. Dr. Erardi explained that the Invention Convention will be offered to everybody and that the opportunity will come within the classroom. He explained that there is a proposed PTO Partnership. The PTOs role would be sponsoring the local Invention Convention Fair at each elementary school, adjudicating, and making decisions on who will move on to the state convention.

- Jonathan Cop explained the brand new Talcott Mountain Virtual Science Academy. He distributed a handout (*Attachment #5*) that he received from Talcott Mountain regarding what is going to happen at the student level, parent level, and staff level in terms of the Talcott Mountain Virtual Learner. It is an opportunity for students to experience Talcott Mountain Science Center activities and modules without having to be onsite at Talcott Mountain. A software program named, "Canvas" will be used. He noted that Like Learners in Grade 5 will qualify for this program and each building already has those students assigned.
- Kim Kalat, Grade 7 Social Studies teacher at DePaolo Middle School, explained a "Pay to Participate" opportunity and partnership with Meriden Public Schools for elementary and middle school students. It will be located in Meriden. She explained that Middlesex Community College will send their professors to Meriden at a location where parents can bring their children. It will cost \$200 per student, per session. There will be two sessions offered per year, five weeks each session on Saturdays from 9:30 a.m. to 12:30 p.m. Any Southington child in Grades 4, 5, and 6 can attend this program.
- Mark Hughes, Dean of Students at East Haven High School, explained that Meriden is offering this program to Grades 7 and 8 and will be adding Grade 6. The partnership with Southington is being offered because there are empty seats in each of the sessions. The lessons are hands on, engaging, and align the Common Core and STEM.

Dr. Erardi explained that the target date of notification was August 1 and everyone has been notified including the Commissioner of Education. The frustration is that they wrote what they thought was a terrific grant to be in partnership with the YMCA to extend the elementary school day for those students who want that extended day in all eight schools. Six of the eight elementary schools presently have an afterschool program with the YMCA. This is a program that would offer opportunity to two focus groups: 1) an enrichment focus, and; 2) youngsters in need of remediation. The cost is approximately \$250,000. Administration is waiting to be notified because this is a grant that has yet to be awarded. Dr. Erardi noted that sometimes target dates are for everyone but the State Department of Education.

Dr. Erardi explained that enrichment for Grade 4 would be completely sponsored and funded by the Southington Education Foundation. All Grade 4 students will have multiple opportunities to go to Camp Sloper for the Discovery program. In addition, there was a \$44,000 grant proposal for art that will have an artist in residency for six weeks in Grade 3 in all eight elementary schools. He will inform the Board of Education when he receives a determination on this award.

Dr. Erardi read a message that he received from a parent of a middle school student. The parent thanked administration at Kennedy Middle School for teachers who challenged her sixth grade daughter and for offering exceptional learning opportunities afterschool with programs such as the Stock Market Club, Science Bowl Team, Math Counts competition, Improv/Comedy

Club, and the STEM Academy. Dr. Erardi noted that this was an exemplar of what is already in place. What has been presented to the Board tonight continues to be a work in progress. Dr. Erardi believed that this proposal trumps what has been lost and that it had been shared with the former enrichment teachers who were excited about the program.

Mrs. Carmody thought that having personalized learning for each child was a win-win situation because it connects their interests, talents, passions and aspirations all in one. She thanked the Administrative Aspirant Cohort for taking care of the identified gifted children and also looking at all of the children in the school system.

Mr. Derynoski questioned if November 1, 2013 was enough time to receive feedback on how well the pilot program was progressing. He liked the proposal but wanted to make sure there was enough time to have it take hold. Dr. Erardi felt that it was enough time. He noted that Kim Kalat would be the facilitator for both middle schools with administration. The four elementary school aspiring administrators will each take two elementary schools. There will be a point person in every building to work with administration.

Mrs. Lombardi liked the way that they have expanded the scope of enrichment. She hoped that the arts piece will develop. She noted that the gifted and talented learners were a small group of the whole student population. She felt that there were students who were not being enriched because they have a high science or math ability, but not in writing, language or reading, and did not make these programs. She will have a conversation with Dr. Murdica to see if there is any way to identify these other children to include them in these programs. Mrs. Lombardi asked for a report on the success of these different components and to identify what the measurement and metric would look like. Dr. Erardi explained that the cohort will give a report to the Board three more times, including a summary in June, of what went well, what did not, where there might be funding, and how to continue what has been started because what they start this year has to be renewable.

Mrs. Johnson thought this was an exciting proposal and was happy to see people thinking outside the box to do these necessary things without a lot of money. She pointed out that she has been a proponent of gifted education since 1970. She noted that the Curriculum Committee discussed the means of identification that are being sent to the state, which are different from what they had been previously. The component that is not going to be sent this year is the teacher recommendation, which has her very concerned. She thought it piggybacked with Mrs. Lombardi's concern about a student who may not fall within the exact criteria that was being reported to the state, but is absolutely someone who should be included in this particular program. She felt that there had to be a way for this kind of student to be addressed; otherwise, the Board is not fulfilling their role of educating Like Learners.

Mrs. Smith explained that the goal of studying what did exist versus what is being proposed for this year was to enhance a program that has been in existence for many decades that they, most recently, did not feel was as effective or far reaching as it could be. For this year, in transitioning, there will be limitations. At Thalberg School, all students across all grades, regardless of any criteria, are going to be participating. Mrs. Smith explained that what is being proposed this evening, and what is actually being implemented, does not preclude enrichment that should be happening, and is happening, in the course of the new curriculum called Common Core State Standards and Differentiation. She pointed out that they are talking about new identifications. Therefore, Grade 3 students are the students who are taking the Otis-Lennon

Test of Basic Skills. The results will be shared at the first parent-teacher conference. Should there be a student who meets all criteria, except in one category, the principal of that school will then contact Dr. Murdica and Mrs. Smith who, together with administration, can make an exception. Mrs. Smith stated that because this was the first year, they want to go slow to make sure that they successfully can implement something new. The ultimate goal is to expand the successes so that more students are able to participate. They have been brainstorming about other programs that will reach wider populations; however, they are not ready yet to be formally presented. She noted that this was a work in progress and was a great first step transitioning from where they were to where they want to be.

Mrs. Queen asked the administration to keep track of how many exceptions needed to be made so at the end of the year they can reassess the identification process to see if they are missing a component that they need to add. Mrs. Smith noted that another category would be the child who may be new to our district and did not come from a district that administered any type of test or qualifier that would present them with a formalized program.

Mr. Goralski thanked the aspiring administrators and Mr. Hughes for their time. He noted that the Board's goal is to provide better professional development to make differentiated instruction a reality.

**b. Policy & Personnel Committee Meeting ~ August 19, 2013**

Mrs. Clark reported that the committee discussed the ABA Therapist and BCBA job descriptions with Dr. Murdica that are now supporting the new Autism program at Hatton Elementary School. The committee completed the review of the 2000 Series, Concepts and Roles in Administration, and found that they need to make some minor changes in terminology at their next meeting. The committee reviewed the job descriptions for the Superintendent and Assistant Superintendent and agreed that the administration should research the CABA policies to see if there were any comparable descriptions.

Mr. Goralski requested that when the Policy and Personnel Committee reviews the policies, they provide the Board with the strikethroughs and edits in the first read so they can see what changes were made. As done in the past, a clean copy should be provided for the second read.

**c. Finance Committee Meeting ~ September 4, 2013**

**8.c.a Transfer of Funds**

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

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

**Motion carried unanimously by voice vote.**

**8.c.b. External Evaluator – Elementary & Secondary Counseling Program Grant (ESSC)**

Mrs. DiNello reported that they are required to hire an external evaluator, which will be paid from the ESSC grant funds. She noted that Theresa Bruckerhoff, from Curriculum Research and Evaluation, assisted Christine Boulanger, our Grant Writer, in writing this grant. She pointed out that Mrs. Bruckerhoff comes highly recommended from Mrs. Boulanger and the Cromwell Superintendent of Schools. The committee was looking that the Board approve waiving the bid process, hire Mrs. Bruckerhoff because of her expertise, and approve a one-year contract, not to exceed \$35,000. Mrs. DiNello would like to leave that as the recommended motion. However, she shared that since the Finance meeting there was follow-up information regarding the grant. The grant was approved as written with the \$35,000, but there is a cap for contracted services of \$25,000. She noted that administration has contacted Mrs. Bruckerhoff and explained the situation to her.

**MOTION:** by Mrs. Lombardi, seconded by Mrs. Carmody:

**“Move to waive the bid/RFP process and contract with Theresa Bruckerhoff from Curriculum Research and Evaluation, Inc., for a one-year contract not to exceed \$35,000 paid from the counseling grant funds.”**

Mr. Oshana questioned as to why make the motion for \$35,000 if the grant stated that \$25,000 could not be exceeded. Mrs. DiNello explained that the grant revision has not been done yet. The initial approval was for the \$35,000; however, in the notes received from the Grant Revision Committee they acknowledged that there was a \$25,000 cap. Mrs. Bruckerhoff is willing to take the \$25,000; however, there was also a fee of \$2,000 for work previously done as part of writing the grant. Mr. Oshana suggested amending the motion for paying \$25,000, subject to review if the grant changes.

Mr. Derynoski stated that the other option was to table the motion until the Board gets clarification and something firm in writing. Mr. Goralski asked if the Board wanted to delay starting this counseling program or to revisit it if the grant changes. Mrs. DiNello explained that this was a new grant from the federal government and she did not know the speed of getting final revisions approved. She preferred the Board move on the \$25,000.

**AMENDED MOTION:** by Mrs. Lombardi, seconded by Mrs. Carmody:

**“Move to waive the bid/RFP process and contract with Theresa Bruckerhoff from Curriculum Research and Evaluation, Inc., for a one-year contract not to exceed \$25,000 paid from the counseling grant funds.”**

Mr. Derynoski indicated that they were looking at a three-year grant for approximately one million dollars and he had difficulty approving monies when they don't have anything firm in writing. Mrs. DiNello stated that they have the grant award with the line items. The line item for this service was \$35,000; however, administration was asked to send in a revision because of the cap of \$25,000. Therefore, they don't have the finalized grant, but do know that they are getting the money. She was concerned with the timing because the grant was written that the additional counselors would be hired by the end of October.

Mrs. Lombardi noted that Mrs. Bruckerhoff developed the grant, would be responsible for tracking the grant, creating the reports, reporting to the federal government, and that she has the direct line to the federal government. She thought it would be a risk if they tabled this item.

Mr. Derynoski thought this person would be doing an audit and had oversight of the implementation of the grant. Mrs. DiNello pointed out that Mrs. Bruckerhoff was part of the implementation because she is going to assist the project director on determining the data elements and data collection. Mrs. Smith pointed out that it is a partnership. She noted that Phyllis Scattergood, who is the liaison in Washington, D.C., was extremely clear with the committee, and very stringent in her opinion, about the external evaluator who she routinely would be interacting with. The external evaluator is mandated to be a part of all those committee meetings and the federal liaison will be on a conference call with the committee. Mrs. Smith noted that part of her salary and job description is going toward the implementation of this because of the work required. Ms. Scattergood is technically a liaison; but, she has loyalty to the federal government to make sure that their money is being used wisely. Mrs. Smith noted that the implementation would start before the staff is hired.

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

#### **8.c.c. Transportation Efficiency Study – Transportation Advisory Services (TAS)**

Mrs. DiNello reported that administration made a recommendation to the committee to look at how to move forward with the New Britain Transportation contract that expires at the end of June 2014. The Board of Education has been in a long-term contract with them and there have been numerous extensions to the contract. The administration wanted to work with the Finance Committee to assure that they are safely transporting students at a reasonable cost to the taxpayers of the community. She stated that Mark Walsh, partner of Transportation Advisory Services, gave a presentation at the Finance Committee meeting on performing an efficiency study of the current busing services and contract. He informed them who he would be talking to, the data points that he would be collecting and the comparison data that he would provide from his company. Mr. Walsh informed the committee of the possible outcomes that they could expect from the study. He shared that there are times, after completing an efficiency study that their company may recommend that the Board go out for an RFP. Oftentimes, they feel there is a good working relationship with the current vendor and that they would help renegotiate the contract and make some modifications to the language that could be beneficial to the district. The committee hoped that this work would be completed by the end of October.

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

**“Move to hire Transportation Advisory Services (TAS) to perform a transportation efficiency study at a cost of \$9,250, plus out of pocket costs not to exceed \$1,250.”**

Mrs. Lombardi reminded the Board that currently there is an approximately \$4 million transportation contract. She felt that spending \$9,250 for an efficiency study on a \$4 million contract made good business sense to her.

Mr. Derynoski noted that the presentation was very specific and concise and that Mr. Walsh was not trying to sell the process just to make a sale. He appreciated the effort that Mr. Walsh put into the presentation. He thought it was a wise move to do and at worst they will find out if they already have a good bus service to do the best for the town, the students and safety. Regardless of the outcome, he thought that the district will be in a better place with this study.

Mrs. Johnson appreciated and respected the business expertise of Mr. Derynoski and Mrs. Lombardi; however, she felt that this was money not well spent. She believed that New Britain Transportation has done an exemplary job and that spending approximately \$10,000 for a study that is extraneous is money that could be better spent. She noted that the Board's Attorneys at Shipman and Goodwin were hired for their numerous areas of expertise, including transportation, and that they would be able to write a new contract for the Board at half the amount. She has faith in the abilities of the people on staff who have already been advising on transportation and would prefer to request that Shipman and Goodwin provide the transportation data that is needed.

Mr. Oshana felt that to do this study was a good idea because the Board has never evaluated the transportation system. He felt that they would be negligent in never doing an evaluation or efficiency study on a \$4 million budget item. He pointed out that the Board needed to know if they are spending this money wisely on transportation and for the safety of the children.

ROLL CALL VOTE: YES ~ Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Lombardi, Mr. Oshana, Mrs. Queen, and Mr. Goralski. NO ~ Mrs. Johnson. **Motion carried with seven in favor and one opposed.**

## 9. OLD BUSINESS

### a. Town Government Communications

Mr. Goralski explained that he is a member of the Turf Advisory Committee representing the Board of Education. He addressed Mr. Cyr's comments made earlier. He explained that the Turf Advisory Committee was an advisory board appointed by the Town Council to give advice. His role on the Turf Advisory Committee is to represent the Board of Education. Mr. Goralski explained that the original PowerPoint presentation came from the appointed Turf Advisory Committee and was presented to the Board of Education with great discussion on March 22, 2012. He noted that pages 7 through 14 of the March minutes contain the motion of how the Board supported the turf field and supported the Advisory Committee to help oversee the functions and operations of the field. As a member of the Turf Advisory Committee, he has heard nothing but praise on how Mr. Swallow [Athletic Director] and Mr. Lapreay [Parks and Recreation Director] work in great partnership and coordinate the activities. He noted that they also had the advantage of having a great secretary at the high school in the athletic department who does the recording of these activities.

Mr. Goralski addressed that one of the revenue generated ideas that Mr. Cyr referred to was the savings from Board of Education dollars that was in the PowerPoint presentation given by Dr. Natelli on March 22, 2012. The other piece of the Advisory Committee's presentation was that the revenue generating ideas were not new. He noted that the Board of Education wanted to do everything that they could without hitting the taxpayers' pockets. He explained that the Board of Education's motion on March 22, 2012 included that the project would be funded outside of the operational plan of the Board of Education.

Mr. Goralski stated that he looked forward to the Board of Education, Town Council and Board of Finance talking about the future, not the past, not the PowerPoint presentation or the integrity and honesty of the Board of Education members. He stated that he would defend the

integrity of all the Board members and that he was proud of all the members that he served with over the years. He hoped that this cleared up any miscommunication and concerns of the public.

Mr. Goralski stated that in preparation for next year's budget, he would talk to the other Boards. If the other Boards want to use taxpayers' dollars, and they want it to come from the Board of Education, then there is a maintenance line that is town-controlled and untouched by the Board that can be given consideration. He felt that this year's budget was articulated very well. He thanked Mrs. DiNello for providing him with an e-mail that he gave to the Turf Advisory Committee. Those minutes and explanations of that expense were very clear and will be in the minutes of the Turf Advisory Committee. It breaks it all down, where the expenses are, responsible planning, and that it was also shared with the Board of Finance during the budget discussions. He noted that Mr. Cyr will have access to it when he reads the Board of Finance minutes and the Town Turf Advisory Committee minutes because they included those comments with the details from Mrs. DiNello in their minutes.

Mr. Derynoski commented about changes enacted in the ticketing. He asked for the final number that the Board anticipates on the revenue generated. Mr. Goralski replied that in the original PowerPoint presentation, they estimated that the dollar charged for tickets would probably generate \$13,700 a year. Multiply that by 10 years, it would be \$137,000, which is one-third of the cost of replacement. He noted that the Board endorsed it and made it a reality. Mrs. DiNello explained that the only other action that has taken place was that the Board added a \$10 surcharge to the family passes, which will go to the Turf Replacement Fund and an additional \$5 amount on the adult passes. The Board did not increase the student fee in order to encourage the students to buy the passes. The Board will be giving \$5 of each student pass sold to the Turf Replacement Fund. Mr. Derynoski thought that the \$14,000 was low. Mr. Goralski noted that for soccer scrimmages they are pulling in 250-300 people. If they start selling tickets, then that is \$500 a game. Mr. Goralski noted that the Board members took the advice of the Turf Advisory Committee and made the recommendation a reality. Mrs. Carmody noted that Knightvertising has been turned over to the Turf Advisory Committee. Mr. Derynoski stated that it could be \$35,000-\$40,000 a year of non-taxpayer dollars that is going into this account so that in 10 years, which was the plan, the Board would be where they wanted to be.

Mrs. Carmody took offense to Mr. Cyr's accusations of Board members. When the Board took that vote, she could distinctly remember that she asked, and made certain, that it was made very clear that in no way, shape, or form would there be any money for the turf field coming out of the Board of Education operating budget. She thought it was wonderful that they have the turf field; but, she was offended by the misinterpretations that are going around town. She clarified that so the press will know where and how the Board members voted. She emphasized that it was very important that her integrity was not being questioned.

Mrs. Clark remarked that she heard rumblings about the turf field and she distinctly remembered saying that the Board of Education would not put forth any money from the operating budget. She noted that the turf field was mentioned in the Board of Education minutes of May 26, 2011 on pages 14-19, the June 9, 2011 minutes on pages 15-16, and March 22, 2012 minutes on pages 7-14. She pointed out that sometimes they have a problem when somebody says something at a podium that the press might pick up on or somebody may spread verbally and that because it is said in public, people believe it is true. If somebody took a number and said this number is what the Board of Education promised and said it out loud to someone else, they played the game of telephone and it does not necessarily make it true. If people look back

on those Board meeting minutes where the turf field was discussed, and then voted on, they would see that the Board of Education never said they were going to take any money out of their operating budget. She recalled that she said that “in perpetuity they would not use Board of Education money.” She did not know how much clearer the Board could be and hoped that tonight they can clarify this matter.

**b. Construction Update**

Mr. Cox reported that the middle schools opened on time and were ready for staff and students. He commended the staff at both middle schools for coming in the Friday before the start of school and working into the evening hours on Monday and Tuesday. He noted that the custodial staff spent Saturday and Sunday at the middle schools before the opening of school and Monday and Tuesday evenings to assist in getting the schools ready. They worked along with the Maintenance Department and Technology Department in getting equipment hooked back up so they would be ready for the first day of school on Thursday. Mr. Cox felt that the parent meetings on Tuesday and the open house the following afternoon helped to defuse parents and students concerns. He stated that these were very smooth openings compared to the other projects.

*Mrs. Clark left the meeting at 9:20 p.m.*

Mrs. Queen noted that the Board members received the all-call messages from Mr. Madancy and Mr. Pepe and she felt that there was excellent communication from the principals to the school community. Mr. Goralski stated that the building committee was meeting bi-weekly on Tuesday at 4:30 p.m. in the Library at DePaolo Middle School and receives monthly reports.

Mr. Oshana questioned when air testing was taking place. Mr. Goralski replied that all the testing was done during and after remediation to meet the standards. The standard that they met exceeded all federal guidelines for middle schools and the guidelines for elementary schools. He stated that air testing would be done annually. Next summer, when abatement is done again, they will go through the entire area and sample test. He noted that there will be air quality testing in the schools into the future beyond the project. Dr. Erardi replied that the Hazmat materials have all been removed for Phase I and there will be no Hazmat materials removed at all during the course of the school year so they do not need to test for PCBs. They will test for dust particles and the cleanliness of the air. Mr. Oshana thought that it was important that they inform the public because his impression was that there was going to be periodic testing throughout the year regardless of what is happening and that the results would be reported back to the public. Dr. Erardi’s intention is that once the Public Building Committee drills down to some specificity with dates, he would send a voicemail to every parent at both schools to read his blog about what will be taking place. Mr. Goralski noted that Mr. Palmieri [Town Councilor and Assistant Principal at DePaolo Middle School] updates the town’s website with all information that comes out of the Building Committee. Dr. Erardi noted that the prevailing issues with parents were air quality and the safety of their children with the adults in the building.

Mr. Oshana was concerned with the open ceilings and the pipes covered with insulation with capped ends and any hazardous materials that might come out of them during the construction. Mr. Goralski replied that there was not any construction happening inside the school and that there was not anything exposing any risks to students with construction

happening outside the building. Dr. Erardi replied that on Friday he would contact Hygenix, Inc. in order to assure the Board that they should not have any concerns regarding air quality safety.

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

Dr. Erardi credited Mrs. Smith for doing an extraordinary job in preparing the administrative team for teacher evaluations and their own evaluations. The evaluation process has started and administrators are meeting with teachers to begin to talk about their objectives for the school year. Dr. Erardi and Mrs. Smith have started their administrator evaluations and this will be an ongoing conversation throughout the school year. He pointed out that they are where they want to be, and need to be, with the process.

Mrs. Smith stated that the partnerships continue despite the reality of life and that they are now living the plans. A major plus is the fact that the teachers are going through the Teacher Evaluation Committee to provide feedback and they are meeting on September 23 to process how they are doing so far and to come up with a list of questions and concerns. This will be done monthly or twice a month.

## **10. NEW BUSINESS**

- a. Policy 2000 Series ~ First Reading**

Mr. Goralski noted that this was a first read.

- b. Enrichment Proposal (*Moved to Agenda Item 8.a.1*)**
- c. School Opening 2013-2014**

Dr. Erardi thanked the Board members who gave up their day to travel to all 12 of our schools on opening day.

Dr. Erardi shared the following statistics on Project Choice:

- The Project Choice program has grown to 56 students in 2013-2014.
- There are 14 Project Choice new students at DePaolo Middle School.
- There are five new students in our All-Day Kindergarten program.
- There are open seats in Kindergarten and CREC is doing their best to fill those seats on or before October 1, 2013.

Dr. Erardi reported on the CREC Magnet Schools:

- There were 103 students attending part-time or full-time for 2013-2014.
- With the wide breadth of CREC schools, 55 students of the 103 were attending either the Hartford Academy of Performing Arts or the Academy of Math & Science.

Dr. Erardi stated that the Board members worked very hard to stay in front of the middle school projects. Many Board members attended the informational sessions for the middle school parents with nearly 600 parents attending. To stay proactive, they are continuing to look at cooperation with fire, police, and town government. There are some hot spots that they are

looking at such as the traffic flow at DePaolo Middle School. Dr. Erardi was very pleased with the leadership at both middle school buildings.

Dr. Erardi distributed an updated class size grid (*Attachment #6*). He recommended that the grid stays as presented and that administration reports to the Board on September 26 regarding the four classes that supersede the holding number of 18 students at Kelley and Thalberg Schools. There is not a request for an additional staff member at this time; however, there may be a request for additional paraprofessional support in one or two of those classes.

Mrs. Johnson asked for the schools and grade levels that the 56 Project Choice students attend. Dr. Erardi stated that he will share this information with the Board over the weekend and include the breakdown per grade level.

Mr. Oshana was amazed at Mrs. Smith's ability to walk into a school and have a rapport with the teachers, students and parents on the first day of school. He thought that the Board of Education was very lucky to have Mrs. Smith as the Assistant Superintendent. After watching her in action, he now sees why she is so good at what she does and that she loves what she does. It proves to teachers and administrators that this is not just a job, it is a passion and Mrs. Smith exudes it. Mrs. Smith stated that it was delightful to be able to do what one loves and it is not about the salary. She spoke for the passionate educators and employees in Southington and noted that they have veteran status because staff does not leave. She noted that it was rare in most districts' to even have Superintendent's stay longer than three years.

**d. Hiring Protocol Pre-K through Grade 12 Science Coordinator**

Dr. Erardi reported that on or around November, administration will bring to the Board a starting date of January 1, 2014 for a new K-12 Science Coordinator of high quality.

**11. ADJOURNMENT**

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

**"Move to adjourn."**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:45 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

**Attachment #1****Bread for Life next to DES**

Casie Messina [casie.messina@cox.net]

Sent: Wednesday, September 11, 2013 9:46 AM

To: SBOEADMIN

Cc: JOSEPH ERARDI; KAREN SMITH; JAN VERDERAME

September 11, 2013

Members of the Southington Board of Education,  
My name is Cassandra (Casie) Messina, and I live at 132 Panorama Drive in Southington. I am strongly opposed to the proposed Bread for Life building immediately next to Derynoski Elementary School. I am asking that as a board, you formally and publically stand against the building of this facility on next to DES. There are many aspects of the facility that would be to the detriment of our students and staff, not the least of which is safety. Please see below, as I have outlined specific objections.

**Traffic:** There will be a lot of stress on an already congested traffic area. The town run food pantry out of the social services building on Norton Street, services at least 60 families a day. Last Wednesday, they served 72 families. Each family arriving in a separate vehicle to pick up groceries. It is not uncommon to have 10-12 cars parked in front of social services at the three o'clock hour, and many more in and out throughout the day. There would also be traffic from the meals on wheels service and the many volunteers who give their time to BFL. As you know, Derynoski is a school of over 600 students and over 100 faculty. That is a lot of traffic on a regular basis. There is also current traffic from the Pyne center, which houses Alta students and faculty and the maintenance offices with their staff. There is a lot of traffic in this section of Main Street between the hours of 7 AM and 4 PM. The additional traffic that BFL would create would be a burden on an already high traffic area.

**Loitering:** There is already an issue of loitering in the downtown area. It is only a matter of time until the patrons on the soup kitchen loiter on DES property. Nothing has been able to stop the current loitering issues on DES property. This issue will only increase as the homeless population is drawn to the area for meals at Bread for Life, at which point it will become a Board of Education problem.

**Walker safety (Traffic/drainage basin):** The additional traffic in the area during the same hours as school will be a safety risk to students of DES walking to school. Student safety at drop off and pick up time is already a big problem at DES and will only add to the burden of the school's administrators and ultimately the BOE if the BFL building is allowed. Additionally, the current BFL site plans show a 70 foot long drainage basin on the south side of the property extending from close to the sidewalk. This basin will be 2 feet deep and 3 feet wide. The basin will hold water until it settles into the ground. Posing a definite safety risk for children walking to school.

**Already safety issues on DES grounds:** Dr Erardi can be quoted as saying that he feels one of his biggest failures during his time as Southington School Superintendent has been the situation behind Derynoski and its lack of any improvement. I, myself, have sat at safety meetings with administrators and at times members of the police department to discuss the concerns of safety behind DES. The janitor at DES has to go outside every morning and check for broken glass, drug paraphernalia (including syringes), used condoms and inappropriate graffiti on the blacktop and playground. The Derynoski cub scout pack, of which I am a leader, does an annual trash pickup on the DES grounds. The adults have to make a point of staying 10 steps in front of the scouts so that we can get to these illicit items before the kids do. There are long standing issues here that the addition of a homeless population will only add to.

**Statistics of homeless population:** I fear that those of us opposed to the BFL building are being looked at as over reactive parents with a bias against the homeless population and therefore, no basis for our objections. A simple 15 minutes Google search on the internet will give you statistical facts about the homeless population. I have listed some of them here. Please note that the sources for many of the facts are from organizations that work to help the homeless.

- According to the Substance Abuse and Mental Health Services Administration, 20 to 25% of the homeless population in the United States suffers from some form of severe mental illness. In

comparison, only 6% of Americans are severely mentally ill. According to the same Administration...Mental illness was the third largest cause of homelessness for single adults.

- According to the national alliance to end homelessness: Chronically homeless people are among the most vulnerable people in the homeless population. They tend to have high rates of behavioral health problems, including severe mental illness and substance abuse disorders, conditions that may be exacerbated by physical illness, injury or trauma.
- According to the National Coalition for the Homeless, the Substance Abuse and Mental Health Services Administration (2003) estimates, 38% of homeless people were dependent on alcohol and 26% abused other drugs. Alcohol abuse is more common in older generations, while drug abuse is more common in homeless youth and young adults (Didenko and Pankratz, 2007). Substance abuse is much more common among homeless people than in the general population.
- According to a survey by Hidden Homelessness, "a fifth of those questioned said they had avoided being given bail or committed 'an imprisonable offence with the express purpose of receiving a custodial sentence as a means to resolving their housing problems'."

I purposefully did not include statistics on sex offenders and homelessness because I do not want to cloud the issue. But if you do your own Google search you can see the very frightening statics yourself.

**Background checks:** During the parents meetings at JFK and JAD before school started, Dr Erardi and the chairman of the board of education went to great lengths to explain, in detail, the background checks that were done on everyone who would be working on site at either middle school. This was done to ensure the safety of all of the students at the schools. It was thorough and necessary. Bread for life's slogan is "that no one may go hungry". They are not doing background checks. They shouldn't have to. Anyone who needs a meal, should get a meal. However, everyone who needs a meal is not appropriate to be in the building directly next to an elementary school.

**School safety is top priority:** Since the horrific events at Sandy Hook Elementary School, Dr. Erardi and the Southington BOE have made the safety and security of their students and staff a top priority. The manner in which everything was handled makes me believe that the Southington Board of education does put the safety of its students and staff in high priority. So in making your decision on where you stand on this topic, please consider the following. It does not need to be argued that mental illness played a huge role in the events at Sandy Hook. It also does not need to be argued that the homeless population has a much higher rate of mental illness than the general population. These are basic facts. So why would any town official feel that it is in any way appropriate to put a soup kitchen that serves the homeless, next to an elementary school? Please put our children's safety first.

Again, I ask that as a board, you formally and publically stand against the building of this facility on next to Derynoski Elementary School.

Please include this email in the meeting minutes for tomorrow's BOE meeting.

Casie Messina  
132 Panorama Drive  
860 628-7061  
860 919-6723

**Attachment #2****Bread for Life and DES**

Tina Asido [tina.asido@gmail.com]

Sent: Wednesday, September 11, 2013 9:48 AM

To: SBOEADMIN

Cc: JOSEPH ERARDI; KAREN SMITH

Hi All,

I am writing as a concerned parent. As I heard of the news that Bread for Life is attempting to build a 4-5,000 square foot facility for serving meals (among other services) on the piece of property immediately next to the DES cafeteria parking lot. While I can appreciate the homeless need to eat. I am all for feeding the homeless, but I do not feel that a building of this type should be next to Derynoski. It concerns me to think of having a facility like bread for life directly next to an elementary school. It is a statistical fact that many members of the homeless population suffer from mental illness and drug and alcohol abuse.

**Already safety issues on DES grounds...** Dr Erardi can be quoted as saying that he feels one of his biggest failures during his time as Southington School Superintendant has been the situation behind Derynoski and its lack of any improvement. The janitor at DES has to go outside every morning and check for broken glass, drug paraphernalia, used condoms and inappropriate graffiti on the blacktop and playground. There are long standing issues here that the addition of a homeless population will only add to.

**Statistics of homeless population...**

- According to the Substance Abuse and Mental Health Services Administration, 20 to 25% of the homeless population in the United States suffers from some form of severe mental illness. In comparison, only 6% of Americans are severely mentally ill. According to the same Administration...Mental illness was the third largest cause of homelessness for single adults.
- According to the national alliance to end homelessness: Chronically homeless people are among the most vulnerable people in the homeless population. They tend to have high rates of behavioral health problems, including severe mental illness and substance abuse disorders, conditions that may be exacerbated by physical illness, injury or trauma.
- According to the National Coalition for the Homeless, the Substance Abuse and Mental Health Services Administration (2003) estimates, 38% of homeless people were dependent on alcohol and 26% abused other drugs. Alcohol abuse is more common in older generations, while drug abuse is more common in homeless youth and young adults (Didenko and Pankratz, 2007). Substance abuse is much more common among homeless people than in the general population.
- According to a survey by Hidden Homelessness, "a fifth of those questioned said they had avoided being given bail or committed 'an imprisonable offence with the express purpose of receiving a custodial sentence as a means to resolving their housing problems'."

We have to consider the safety of our children and I hope that you do as well.

I do ask that my email be included in the minutes for the next meeting of the organization(ie..PTO Meeting, BOE Meeting, PZC Meeting and Town Council meeting.

Thank you for your time.

Sincerely,

Concerned parent

Tina Asido

290 Pin Oak Drive

Southington, CT 06489

Sent from My iPhone

Tina Asido

background of Student Guardian, which has been in Connecticut since 2011, and explained how the program works. Ms. Meinke explained that there is no cost to the Board of Education. Currently, there are three buses in Southington with the cameras. She has videos of violations captured in Southington for viewing; however, Mr. Goralski did not feel it was appropriate to view at this time. However, if this is approved, he would be happy to publish the names of violators.

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

**“Move to approve the implementation of the School Bus Camera Program and direct the Superintendent of Schools to sign on behalf of the district.”**

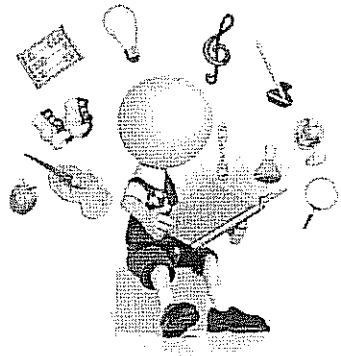
Mr. Oshana questioned if internal bus cameras were also available for free. Ms. Meinke replied that Student Guardian is the only company in the industry that is able to provide internal cameras for the entire bus fleet at no cost. They redirect the fine distribution and take slightly more of the revenue that goes back to the town to put towards the internal system. Mr. Goralski directed administration to look into that option. Ms. Meinke believed that the contract included the opt-in for the internal solution, which can be added at any time.

Mr. Derynoski questioned the breakdown of costs. Ms. Meinke replied that the fine for passing a bus in the state of Connecticut is \$465 and of that there is a \$15 court processing fee with the percentages based on \$450. Therefore, 20% or \$90 goes to the state, 80% or \$360 goes to the municipality and Student Guardian would quarterly invoice for the number of tickets issued using their system. She explained that it would be \$125 for the municipality after program costs and \$234 for the vendor. Mr. Derynoski anticipated that if the Board went with the internal camera then the \$125 would be reduced. He believed that the Board would like to know that number before they add the internal cameras.

Mr. Goralski summarized that for the \$234 Student Guardian would be providing the cameras, doing all the work, and would fix broken cameras. Ms. Meinke replied that was correct.

Dr. Erardi thanked Dean Barns of New Britain Transportation for being an active participant with this program pilot.

**ROLL CALL VOTE:** YES – Mr. Oshana, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Lombardi, Mr. Goralski.



# Identification Criteria of Gifted Students

*Special Education Law  
in Connecticut*

Southington Public Schools  
Curriculum and Instruction Committee Report

OLSAT  
Results

CMT  
Results

DRP  
Results

Criteria of Gifted Students



OLSAT  
Results

### *Attain a score of 130 or above*

All students in Grade 3 will be administered the OLSAT each fall. The OLSAT is a group-administered test that measures verbal, quantitative, and spatial reasoning ability. The results will be shared with parents at the first parent-teacher conference.

**Otis-Lennon School Ability Test**



CMT  
Results

### *Receive scores at Goal or Above*

CMT results were received for students entering Grades 4 and 5 during the summer of 2013. The CMT will be replaced by another form of state testing beginning with the 2014-2015 school year.

**Connecticut Mastery Test**



*A score that exceeds grade-level expectations*

The DRP is a reading assessment (comprehension, fluency, decoding, and vocabulary) that will continue to be administered to all students.

**Degrees of Reading Power**

## Southington Schools - Talcott Mountain Cooperative Enrichment Project

**Enrichment** will be a combination of “local” in-school hands-on work, and “remote” extra-curricular online collaboration and research. This uses what’s called a “blended learning” model with both inperson and online work as well as a “flipped classroom” model where the minds-on and hands-on stuff is done in the classroom and reading / research is done outside the classroom.

**Students** will start by brainstorming online with Talcott staff on possible topics and projects. These will be projects in the broad areas of Earth science, Space science, Life Science and Technology (computers, media, robotics).

**Staff** will start by in-person sessions with Talcott staff to get familiar with the resources at the schools and at Talcott, so everyone knows what realistic time and space are available.

**Local work** on this project can happen several ways:

**Pull-out:** where students meet in their building for a set time during the week. They meet with the local teacher, who facilitates their use of local equipment to do some hands-on work - either exploratory, skill building or project creation.

**In class:** based on teachers’ assessment of the students ability in science, and if they can safely work on enrichment if they can demonstrate mastery of the current classroom science content.

Or a **mixture** of both, as appropriate, based on the best fit for the building, teachers, and students.

Some students may **visit** the Talcott mountaintop facilities as needed (telescopes, weather station, etc.) by arranging visits to the mountain, in small groups.

**Online work** can happen anywhere / anytime, including:

At school during study / science / enrichment time as appropriate and available;

At home evenings or weekends in whatever chunks of time make sense and fit best.

Wherever the students happen to be that fits what they need to do - third party locations, partners, labs, etc.

The TalcottOnline system built on Canvas works on any current browser on Mac, Windows, Linux, iOS and Android.

They can ask questions, brainstorm solutions with teachers and students, share data, write collaboratively and see and use resources from around the globe.

**What the Southington student sees:**

Students attend school as usual plus go to an enrichment session during their school week, and may work on these projects in science class if they have "passed" what's needed in science class. They get online with a computer or handheld as needed to plan and create a project of their choosing, with a mentor at Talcott.

The result is a science project of their choosing,

**What the Southington teacher sees:**

They lead an enrichment session during the week, where students have time and space to work on hands-on science, troubleshoot what students are doing, and are in touch with Talcott staff for mutual support.

They manage the on-site materials and lab space.

**What the Talcott teacher / scientist sees:**

Students reach them via TalcottOnline, they mentor students and groups, provide new science topics and demos, training in procedures, and guide students through the development and completion of their projects.

**What public/ Southington parents see:**

Students work during out of school time to create original small group and individual science and technology projects - the results are at science fairs, competitions, and on an online showcase at [tmssc.org](http://tmssc.org)

**ELEMENTARY ENROLLMENT  
2013-2014**

As of 9.6.13

**Attachment #6**

SCHOOL	KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	16	18	18	20	20	22	
	16	18	18	20	20	22	
	16	19	19	20	20	23	
	16	19	19	20	20	23	
	16	19	19	21	21	23	
	16	19		21			
<b>TOTAL</b>	<b>96</b>	<b>112</b>	<b>93</b>	<b>122</b>	<b>101</b>	<b>113</b>	<b>637</b>
<b>FTEs</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>33</b>
Flanders	17	19	17	16	23	17	
	17	20	17	17	23	18	
	18		18	17		18	
<b>TOTAL</b>	<b>52</b>	<b>39</b>	<b>52</b>	<b>50</b>	<b>46</b>	<b>53</b>	<b>292</b>
<b>FTEs</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>16</b>
Hatton	18	19	21	22	16	23	
	18	19	21	22	16	24	
	18	20	21	22	17	24	
<b>TOTAL</b>	<b>54</b>	<b>58</b>	<b>63</b>	<b>66</b>	<b>49</b>	<b>71</b>	<b>361</b>
<b>FTEs</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>18</b>
Kelley	18	17	18	20	21	23	
	19	17	18	21	22	24	
	19	17	18	22	22	24	
<b>TOTAL</b>	<b>56</b>	<b>51</b>	<b>54</b>	<b>63</b>	<b>65</b>	<b>71</b>	<b>360</b>
<b>FTEs</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>18</b>
Plantsville	14	16	21	23	23	23	
	14	17	22	24	23	24	
	15	18					
<b>TOTAL</b>	<b>43</b>	<b>51</b>	<b>43</b>	<b>47</b>	<b>46</b>	<b>47</b>	<b>277</b>
<b>FTEs</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>14</b>
South End	14	17	19	21	23	23	
	14	18	19	22	23	24	
<b>TOTAL</b>	<b>28</b>	<b>35</b>	<b>38</b>	<b>43</b>	<b>46</b>	<b>47</b>	<b>237</b>
<b>FTEs</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>12</b>
Strong	16	20	21	18	17	23	
	16	21	21	18	18	23	
	16		21	18	18	23	
<b>TOTAL</b>	<b>48</b>	<b>41</b>	<b>63</b>	<b>54</b>	<b>53</b>	<b>69</b>	<b>328</b>
<b>FTEs</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>17</b>
Thalberg	18	18	19	20	23	20	
	18	18	19	20	24	21	
	19	18	20	21	24	21	
	19	19		21			
<b>TOTAL</b>	<b>74</b>	<b>73</b>	<b>58</b>	<b>82</b>	<b>71</b>	<b>62</b>	<b>420</b>
<b>FTEs</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>21</b>
<b>ENROLLMENT TOTALS</b>	<b>451</b>	<b>460</b>	<b>464</b>	<b>527</b>	<b>477</b>	<b>533</b>	<b>2912</b>
<b>FTE TOTALS</b>	<b>27</b>	<b>25</b>	<b>24</b>	<b>26</b>	<b>23</b>	<b>24</b>	<b>149</b>

# ADMINISTRATIVE REPORT

SEPTEMBER 26, 2013



1. Enrichment Update: TMSC / MXCC
  - Parent Notification – On or Before October 15, 2013
  - Parent Meeting – On or Before November 1, 2013
2. Extended Day Grant
3. SDE Security Grant
4. Weather Notification – Auto Call
5. Middle School Neighborhood Meetings
6. Personalized Learning – SPS Professional Learning Community



# SOUTHINGTON PUBLIC SCHOOLS

## Southington, Connecticut Policy and Personnel Committee Meeting September 16, 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, Mr. Zaya Oshana, Mrs. Patricia Queen.  
Absent: Mrs. Patricia Johnson

Administration Present: Mrs. Karen Smith, Assistant Superintendent of Schools.

### Draft Job Description ~ Science Coordinator

The draft job description for the *Science Coordinator* was reviewed and compared to the current job description for the *Math-Science Coordinator*. The committee recommended that the draft Job Description for the Science Coordinator be brought to the full Board for approval.

### Job Descriptions ~ Superintendent and Assistant Superintendent of Schools

Administration provided the committee with sample job descriptions for the superintendent and assistant superintendent from two other districts, Cheshire and Bristol. The committee will review the job descriptions and the item will be included on the agenda of an upcoming policy meeting.

### 2000 Series, Concepts and Roles in Administration

The committee revisited the revisions that were made to the 2000 series and made additional grammatical and clerical changes. The 2000 series will be presented to the full Board for a second reading at the September 26, 2013 Board of Education meeting.

### Attendance Policy

Administration distributed the current attendance policy for Southington Public Schools as well as the CAFE attendance policy. The committee will review these policies in anticipation of this being a future agenda item.

The next Personnel and Policy Committee meeting is scheduled for Monday, October 21, 2013 at 5:30 p.m. in Conference Room #2 at the Municipal Center.

### **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 7:25 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

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date September 26, 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

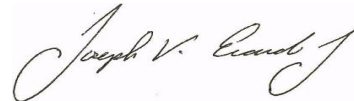
**Alternative Strategies:** N/A

**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 September 26, 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 continues to review final change orders with Newfield Construction.

**Kennedy & DePaolo Middle School - Renovation/Expansion:**

The Middle School Building Committee approved the Hygenic's Indoor Air Quality Monitoring Plan at their September 17<sup>th</sup> meeting. The testing will commence the week of September 23<sup>rd</sup> and continue through the construction period.

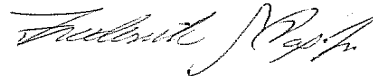
**Background:** At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

**Cost (if applicable):** \$15,825,000 – Plantsville      \$16,860,000 – South End      \$89,725,000 – Middle Schools

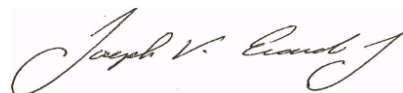
**Funding Source:** State & Local

**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 September 26, 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


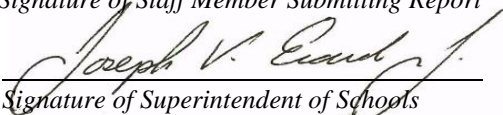
**Beginning Date of Program or Project:** \_\_\_\_\_

**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 September 26, 2013

Decision Requested \_\_\_\_\_

Agenda Code 9 d

**AGENDA REPORTING FORM**

**Agenda Topic:** Teacher Evaluation Plan 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


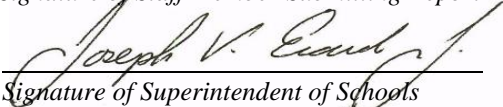
**Beginning Date of Program or Project:** \_\_\_\_\_

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

**Titles of Attachments:**

1. \_\_\_\_\_

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report  
  
\_\_\_\_\_  
Signature of Superintendent of Schools



SCHOOL		KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski		15	18	18	20	20	22	
		16	18	18	20	20	22	
		16	19	18	20	20	23	
		16	19	19	20	21	23	
		16	19	19	20	21	23	
		16	19		21			
<b>TOTAL</b>		<b>95</b>	<b>112</b>	<b>92</b>	<b>121</b>	<b>102</b>	<b>113</b>	<b>635</b>
<b>FTEs</b>		<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>33</b>
Flanders		17	19	17	16	23	17	
		17	19	17	17	23	18	
		18		18	17		18	
<b>TOTAL</b>		<b>52</b>	<b>38</b>	<b>52</b>	<b>50</b>	<b>46</b>	<b>53</b>	<b>291</b>
<b>FTEs</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>16</b>
Hatton		18	19	21	21	16	23	
		18	20	21	22	16	24	
		19	20	21	22	17	24	
<b>TOTAL</b>		<b>55</b>	<b>59</b>	<b>63</b>	<b>65</b>	<b>49</b>	<b>71</b>	<b>362</b>
<b>FTEs</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>18</b>
Kelley		18	17	17	20	21	23	
		19	17	18	21	22	24	
		19	17	18	22	22	24	
<b>TOTAL</b>		<b>56</b>	<b>51</b>	<b>53</b>	<b>63</b>	<b>65</b>	<b>71</b>	<b>359</b>
<b>FTEs</b>		<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>18</b>
Plantsville		14	16	21	23	23	23	
		14	17	21	24	23	24	
		15	18					
<b>TOTAL</b>		<b>43</b>	<b>51</b>	<b>42</b>	<b>47</b>	<b>46</b>	<b>47</b>	<b>276</b>
<b>FTEs</b>		<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>14</b>
South End		14	17	19	21	23	23	
		14	18	19	22	23	24	
<b>TOTAL</b>		<b>28</b>	<b>35</b>	<b>38</b>	<b>43</b>	<b>46</b>	<b>47</b>	<b>237</b>
<b>FTEs</b>		<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>12</b>
Strong		16	20	21	18	17	23	
		16	21	21	18	17	23	
		16		21	18	18	23	
<b>TOTAL</b>		<b>48</b>	<b>41</b>	<b>63</b>	<b>54</b>	<b>52</b>	<b>69</b>	<b>327</b>
<b>FTEs</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>17</b>
Thalberg		18	18	19	20	23	20	
		18	18	19	20	24	21	
		19	18	20	21	24	21	
		19	19		21			
<b>TOTAL</b>		<b>74</b>	<b>73</b>	<b>58</b>	<b>82</b>	<b>71</b>	<b>62</b>	<b>420</b>
<b>FTEs</b>		<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>21</b>
<b>ENROLLMENT TOTALS</b>		<b>451</b>	<b>460</b>	<b>461</b>	<b>525</b>	<b>477</b>	<b>533</b>	<b>2907</b>
<b>FTE TOTALS</b>		<b>27</b>	<b>25</b>	<b>24</b>	<b>26</b>	<b>23</b>	<b>24</b>	<b>149</b>

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date September 26, 2013

Decision Requested X

Agenda Code 9 f

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 2000 Series ~ Second Reading

**Summary of Issue:** The Board of Education Policy and Personnel Committee has reviewed and revised the 2000 Series, Concepts and Roles in Student Policies, in its entirety.

**Background:** The above noted series has been reviewed and revised for the Board of Education consideration.

**Alternative Strategies:** The Board may suggest further changes.

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

**Funding Source:** N/A

**Beginning Date of Program or Project:** January 2013

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** The Board accepts the edits in the 2000 Series, Concepts and Roles in Student Policies, recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. 2000 Series, Concepts and Roles in Student Policies ~ clean copy
2. 2000 Series, Concepts and Roles in Student Policies ~ edited copy

  
Signature of Staff Member Submitting Report

  
Signature of Superintendent of Schools

**SERIES 2000**

**Clean Copy as  
of 9/16/13**

<b><u>Series 2000: CONCEPTS AND ROLES IN STUDENT POLICIES</u></b>	<b><u>Policy</u></b>	<b><u>Regulation</u></b>
<b>Concept and Roles in Administration</b> .....	2000	
<b>Administrative Staff Organization</b> .....	2100	
Table of Organization		R-2100 (1)
Procedures for Principals Leaving Schools		R-2100 (2)
Procedures for Opening/Closing of School		R-2100 (3)
Schedule of Yearly Reports		R-2100 (4)
<b>Organization Chart(s)</b> .....	2121	
<b>Job Descriptions</b> .....	2130	
Job Description Manual		R-2130
<b>Superintendent of Schools</b> .....	2131	
Procedures for the Evaluation of the Superintendent of Schools		R-2131
<b>Administrative Leeway in Absence of Board Policy</b> .....	2210	
<b>Representative and Deliberative Groups</b> .....	2220	
Representative and Deliberative Bodies, Admin Council		R-2220 (1)
Representative and Deliberative Bodies, Teacher Advisory Council		R-2220 (2)
Representative and Deliberative Bodies, Dept Councils & School Improvement Committees		R-2220 (3)
Representative and Deliberative Bodies, Curriculum Network		R-2220 (4)
Representative and Deliberative Bodies, Curriculum Cabinet		R-2220 (5)
Representative and Deliberative Bodies, Administrative Support To Parent Groups		R-2220 (6)
<b>Policy and Regulation Systems</b> .....	2231	
<b>Monitoring of Product and Process Goals</b> .....	2250	
Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals		R-2250



**Series 2000: Concepts and Roles in Administration**

**Concepts and Roles in Administration**

The Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted: December 1988

Policy reviewed: January 2003

Policy revised: May 2013

**Series 2000: Concepts and Roles in Student Policies****Administrative Staff Organization**

The Superintendent shall organize the staff of the school system to achieve its purposes. The Superintendent shall be the executive responsible to the Board of Education and shall identify lines of primary responsibility for all employees.

Policy adopted: December 1988

Policy reviewed: January 2003

Policy reviewed: May 2013

**Series 2000: Concepts and Roles in Student Policies**

**Administrative Staff Organization**

**Procedures for Principals to Follow When Leaving Their Schools**

In recognition that the proper performance of the duties of a principal requires his/her presence in the building while school is in session, the following guidelines have been developed:

1. A principal shall notify the school secretary of his/her destination when leaving the building.
2. The scheduling of any meeting or activity for or by a principal should take into consideration that student arrival and dismissal times, student lunch periods, student noon recesses and student assembly periods are the most accident and incident prone times of the day, and a principal should try to be present in the building at these times.
3. Conferences, meetings, emergencies and illnesses will occasionally result in a longer term absence. Contingency arrangements are to be in place as follows:
  - a. notification of central office;
  - b. identification of an in-building professional in charge; and
  - c. delineation of secretary's responsibilities in such circumstances.
4. In the event a principal is leaving the community for a conference or meeting, the Superintendent's office must be notified.

Regulation approved: February 1989

Regulation revised: April 2003

Regulation reviewed: May 2013

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School**

Prior to the opening of school in the fall and the closing of school in June, the principal is to review all preparatory considerations. While not all-inclusive, the checklists below will be followed by the principal when planning for the opening and/or closing of school. The items are not presented in order of priorities.

**Checklist of Procedures for the Opening of School**

- 1. School procedures booklet is distributed to all teachers prior to opening day
- 2. School parents' handbook is made available to all parents /guardians during the month of September
- 3. Class lists are
  - a. Completed for each grade level
  - b. Recommended student placements and special groupings for math and reading are noted.
- 4. Lists of students receiving special education services (usually prepared in June and revised during the first two weeks in September) are distributed
  - Speech
  - Learning Disabilities
  - Physical Therapy/Occupational Therapy
  - English for Speakers of Other Languages (ELL)
  - Early Release and Delayed Opening Schedules
- 5. Final teacher schedule is submitted after first two weeks of school for approval by principal (includes LMS, Specials, Related Services, Literacy, etc.)

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 6. Caseloads and schedules for social workers, guidance counselors, and school psychologists are distributed
- 7. Library visitation schedule is developed:
  - a. Weekly classroom visitation schedule completed (to be implemented by third day for grades 6-12 and first full day for K-5)
  - b. Library skills instruction schedule (grades 3-5) completed (to be implemented by first full day of school)
- 8. Special subject area teacher schedules are developed:
  - Daily schedules for art, music, and physical education completed (constructed by principal and issued to teachers prior to opening day of school; make provision for preparation periods)
- 9. Itinerant special education teachers' daily schedules completed and submitted to the principal for approval
- 10. Student enrollment information is completed
- 11. Daily schedules of all classroom teachers are completed:
  - Constructed by all teachers and submitted to principal for approval within first two weeks of school
  - Daily schedules adhere to recommended times for special subject areas; lunch and noon playground, am/pm directed recesses, and daily/weekly specified time allocations for all subject areas

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

12. Paraprofessional schedules are developed:
- a. Assignments to grade levels and/or subject areas are completed (given to teachers and paraprofessionals on or before opening day)
  - b. Specific daily schedules completed in August or September by paraprofessionals and assigned teachers, signed and submitted to the principal for approval
  - c. Priority given to pupils with greatest educational need (teacher recommendations; test scores, grades, etc.)
13. Supervisory duty schedules (constructed by principal and given to teachers prior to opening day) are completed:
- a. Lobby display case schedule
  - b. Cafeteria supervision of pupils
  - c. Noon playground supervision of pupils
  - d. Hall supervision
  - e. Bus duty
  - f. Recess supervision of pupils (am/pm and indoor/outdoor)
  - g. Other
14. Shortened day schedules (usually done by teachers in September and submitted to principal for approval) are submitted. Use approximately two-thirds of recommended full day times for all subject areas; lunch remains at 30 minutes:
- a. Shortened day lunch and noon playground schedule is completed (constructed by principal and given to teachers prior to opening day)
  - b. Classroom teachers' daily schedules are modified
  - c. Special education teachers' daily schedules (learning disabilities, speech, etc.) are modified
  - d. Special teachers' daily schedules are modified
    - Art, Music, Physical Education
    - Reading
    - Instrumental Music
    - Library Skills

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 15. Student attendance/absence communications:
  - a. Procedure for reporting student absences by parents is disseminated
  - b. Procedure for reporting student absences by teachers is disseminated
  - c. Student attendance, by grade levels, is to be reported to the Superintendent's office for the first four days of school (total number of students in attendance; total number enrolled; check on reason why expected students are not in attendance)
  
- 16. Confidential health procedures for students are in place:
  - a. Confidential health list given to teachers and principal (done by school nurse in September; use last year's list until new list is completed)
  - b. Students requiring special attention are identified (alert teachers to heart conditions, hemophiliacs, allergies to bee stings, diabetes, etc.)
  
- 17. Fire drill and all emergency code instructions given to all teachers by opening day:
  - a. Duties and procedures
  - b. Location of fire extinguishers
  - c. Procedure for reporting a fire
  
- 18. Emergency Operations Plan distributed and reviewed with all teachers and staff

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 19. Agenda for "Opening Day" - meeting with teachers before first day is finalized:
  - a. Notices to staff on important items (starting and closing times for students and staff)
  - b. Students entering building (first day and after first day)
  - c. Supervision of students prior to start of school
  - d. Hot lunch procedure and lunch, milk and ice cream prices for students and adults
  - e. Bus dismissal procedures
  - f. Students receiving car rides
  - g. Conservation of energy (thermostat settings, lights, doors, windows)
  - h. Faculty parking
  - i. Signing in and out of building at office
  - j. Teachers taking courses
  - k. Procedure for reporting absences and requesting substitutes
  - l. Procedures for field trips
  - m. Meeting schedules
  
- 20. Review of teachers assigned to committees:
  - a. School Improvement Team
  - b. Building level professional development committee
  - c. Other as appropriate (ex. Early Intervention, Data Teams, etc.)
  
- 21. Teacher emergency coverage plan for pupil supervision and/or preparation periods is arranged:
  - a. Substitute plan for cafeteria and noon playground supervision (absence of any teacher assigned) is available
  - b. Substitute plan for provision of preparation periods (absence of art, music or physical education teacher) is prepared

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 22. Bus transportation:
  - a. Routes and maps are available
  - b. Lists of students for each bus (name, address, and grade) are ready
  - c. Notices to parents from Board of Education regarding student rules for riding school buses and disciplinary action for violations (usually sent home in September) is ready
  
- 23. Teacher objectives:
  - a. Notification given to teachers working directly with administration
  - b. Initial forms (in duplicate) issued to all teachers for stating objectives (turned in to administration for approval)
  
- 24. Textbooks and school supplies:
  - a. Materials needed for instruction are received
  - b. Other supplies needed for school opening are received
  - c. Items not received reported to the purchasing department
  
- 25. Textbook inventory is completed
  
- 26. Summer repairs (condition of building for opening) are verified
  - a. Completed items checked out
  - b. Incomplete items reported to Operations Manager
  - c. Emergency items in need of attention reported to the Operations Manager
  
- 27. School calendar is made available

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for Closing School

- 1. Class lists prepared for coming year
  - a. Completion of student information cards by teachers
  - b. Special help or services that are to continue next year are noted
- 2. End of the Year inventories completed
  - a. Textbooks, workbooks, instructional materials, tests, etc. (done by teachers prior to ordering)
- 3. Summer repair list (submitted to Operations Manager)
- 4. Summer cleaning materials order (submit to supervisor of buildings and grounds)
- 5. Requisitions for budgetary items submitted (according to direction from central office; all orders should be submitted before leaving for summer vacation)
- 6. Teacher checklists completed (given to teachers during last two weeks of school)
- 7. Report completed of all items donated to the school (submitted to business manager in June.
- 8. Annual certified and classified staff evaluations completed (submitted to personnel manager by May)
- 9. Bus lists for coming school year submitted to Bus Company and coordinator of special education before leaving for summer vacation or as directed
- 10. School registers closed and filed for safe-keeping (June)

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Closing of School

- 11. Safe storage arranged for all audio visual and computer equipment
  - a. Inspect and tag all audio visual equipment in need of repair and designate special area for pick-up of the items
  - b. Store all equipment in safe and secure area
- 12. Close school library (last day for grades 9-12, third to last day for grades K-8).
- 13. Inspection of every classroom prior to dismissal of each teacher for summer vacation
- 14. Student cumulative records arranged in alphabetical order and filed in office by classes
- 15. Student records transferred to other local schools (first week after pupils leave)
- 16. Transcripts of students' records sent for those students leaving the school system
- 17. Duplicate report cards on file in office
- 18. All keys (desks, cabinets, etc.) properly labeled and turned in to office
- 19. Teaching assignments given to teachers (by June 1, if possible)
- 20. Teachers who are changing rooms are notified and instructional and personal material moved prior to leaving
- 21. Summer address and phone number of each staff member on file in office

Regulation approved: February 1989

Regulation revised: April 2003

Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Schedule of Yearly Reports**

**Weekly Reports to Central Office**

- Time sheets
- Staff weekly absences
- Personal day/professional day forms
- Fuel report (telephone call by head custodians to purchasing agent)

**Monthly Reports to Central Office**

- Student enrollment report
- Custodial checklist
- Mileage forms
- Homebound instruction forms

**Meetings**

- Administrative Council - as per schedule received
- Principals - as per schedule received
- Staff - second Tuesday of the month
- Teachers' Forum - as per schedule received
- School Improvement Team - monthly
- Building Professional Development Committee-as scheduled
- Safety Committee – monthly

**August**

- Schedules developed for all building staff
- Supplies ~ verify receipt of ordered supplies and notify business office of materials not received
- Building inspection by fire marshal and other safety officials

**September**

- Goals/objectives (Superintendent and administrators)
- Goals/objectives of teachers (started/conferences begun)

**October**

- Reports to Central Office
  - ▶ Student Data Report
  - ▶ Dominant Language Data Report
  - ▶ Racial Survey
  - ▶ School Directory Update

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Schedule of Yearly Reports (continued)**

**November**

- Parent-teacher conferences and report cards
- American Education Week

**January**

- Status of non-tenured teachers to superintendent of schools
- Secondary report cards

**March**

- Elementary parent-teacher conferences
- Elementary report cards
- Begin annual student review process

**April**

- Begin inventory review and prepare purchase orders as directed by central office
- Continue annual student review process
- Evaluations - non-certified personnel
- Secondary report cards

**May**

- End of year evaluations for all staff - certified and classified
- Submit purchase orders pending budget approval

**June**

- List of textbooks to be rebound to purchasing department
- End of year checklist - developed for staff responsibilities
- Report Cards

Regulation approved: February 1989  
Regulation reviewed: April 2003  
Regulation reviewed: May 2013

**Series 2000:                    Concepts and Roles in Student Policies****Job Descriptions**

The Superintendent shall direct his/her designee to provide for the preparation and maintenance of job descriptions for all personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted:    December 1988  
Policy reviewed:   April 2003  
Policy revised:    May 2013

**Series 2000:                    Concepts and Roles in Administration****Superintendent of Schools**

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system.

The Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent.

Each year the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

**Legal Reference:**

*Connecticut General Statutes*  
10-157 Superintendents

Policy adopted:     December 1988  
Policy reviewed     April 2003  
Policy reviewed     May 2013

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Elements of the Evaluation**

Definition of job responsibilities -This shall be accomplished through:

1. a formally adopted job description which is updated as needed;
2. setting of mutual goals and objectives; and
3. a periodic review of established objectives.

The appraisal shall be based on a review of:

1. the established procedures to accomplish objectives;
2. the established criteria for measurement; and
3. the documented results.

The availability of resources, budget constraints, personnel and other factors which have an effect on the accomplishment of objectives shall be identified and taken into account in establishing objectives.

**Guidelines to Govern Evaluation**

The Board of Education may meet with the Superintendent in executive session during the months listed below for the stated reasons:

**August**

1. Review the Superintendent's job description and revise if needed.
2. Mutually establish objectives to be accomplished during the year.

**October, January, and March**

1. Receipt of progress report related to objectives.
2. Revision of established objectives if warranted.
3. Informal discussion.

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Guidelines to Govern Evaluation (continued)**

**May**

**1. Evaluation of Performance Objectives**

The Superintendent will submit a written final report of the year's efforts related to his/her objectives. The report shall include but not be limited to:

- a. Documentation to support the accomplishment of each objective.
- b. Rationale to explain lack of accomplishment of any objective and corrective actions indicated.

**2. Appraisal of Overall Job Performance**

The Board shall meet with the Superintendent in executive session to assess his/her overall performance. Prior to the meeting, Board members shall:

- a. Review the Superintendent's job description
- b. Review the written reports submitted by the Superintendent regarding his/her objectives.
- c. Be prepared to review the Superintendent's performance in the following areas utilizing the listing of performance indicators mutually developed by the Board and Superintendent:
  - Implementation of Board Policies and Procedures
  - Administration of the Southington Public Schools
  - Ongoing Improvement of the Southington Public Schools
  - Relationship with Board of Education
  - Community Relations
  - Fiscal Management
  - Personal Qualities
  - Staff and Personal Relationships
  - Plant Management
  - Instructional Leadership

During the appraisal meeting, the performance of the Superintendent in each of the areas will be discussed in terms of commendations and recommendations. Should the Board identify area(s) as being significantly deficient, then the procedures outlined in the Superintendent's contract will be followed.

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

1. During the first week of May, each Board of Education member shall receive the accompanying performance indicators to guide the evaluation of the Superintendent.
2. Each Board member is asked to study these criteria in preparation for the Board's evaluation of the Superintendent of Schools. The evaluation will take place in executive session at the second May meeting of the Board of Education.
3. Each Board member should be prepared to offer comments regarding the Superintendent's performance as it relates to the criteria. Board members' assessments should be as specific as possible.

**Purposes of Evaluation**

1. Place priorities on tasks which are most critical in the performance of duties and responsibilities.
2. Improve his/her daily operational efficiency, enhance self-image and increase job satisfaction.
3. Receive suggestions and directions regarding desired improvement.
4. Receive commendation and esteem for accomplishments.
5. Develop harmonious working relationships between the Board and the Superintendent.

**Implementation of Board Policies and Procedures**

1. Understands role in the administration of Board policy.
2. Places emphasis on Board policy and procedures reflecting those priorities established by the Board.
3. Informs the Board promptly regarding areas of concern with regard to policy implementation.
4. Informs school personnel of Board policies and decisions in which they are directly or indirectly affected.
5. Implements Board policies and procedures affecting personnel fairly, equitably and in a nondiscriminatory manner.

**Series 2000:                    Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

**Administration of the Southington Public Schools**

1. Maintains an organizational structure that best serves the school system.
2. Assumes direct responsibility and delegates authority.
3. Insists on clear, concise reporting that is supported by data.
4. Responsive to Board concerns regarding performance of staff.
5. Effects a supportive and accurate evaluation of central office staff.

**Improvement of the Southington Public Schools**

1. Identifies problem areas and addresses them promptly.
2. Encourages staff growth through suitable professional development.
3. Maintains visibility in the school system.
4. Demonstrates innovative qualities.

**Relationships with Board of Education**

1. Offers professional advice to the Board on items requiring Board action.
2. Provides data and materials requested by the Board in a timely and accurate manner and, where applicable, follows them to their ultimate conclusion.
3. Accepts responsibility for maintaining liaison between the Board and personnel by working toward mutual understanding.
4. Bases position on principle and is willing to maintain that position regardless of its popularity until an official decision has been reached after which time the Board's position is supported.
5. Maintains a high standard of ethics and sound judgment regarding personal relationships with all Board members.
6. Seeks out the chairperson of the Board when an honest, objective difference of opinion exists between the Superintendent and individual members of the Board in an earnest effort to resolve such differences immediately.

**Series 2000:                    Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

**Community Relations**

1. Provides opportunities for input from parent-teacher organizations, other organizations, and the public regarding conduct of the school system.
2. Works effectively with the news media.
3. Maintains effective relationships with public and private agencies in the town and state.
4. Makes the Superintendent's office available to the community to interpret questions regarding school programs and needs.

**Fiscal Management**

1. Solicits input from staff and personnel prior to formulation of budget.
2. Keeps Board informed throughout the budget-making process.
3. Keeps abreast of local, state and federal regulations and laws affecting the budget system.
4. Keeps the Board informed regarding budget status; alerts the Board of possible deficits or other areas of concern.
5. Maintains integrity of line item accounts.
6. Applies Board policy in the administration and implementation of budget (e.g., bidding, etc.).

**Personal Qualities**

1. Defends principle and conviction in the face of pressure and partisan influence.
2. Maintains high standards of ethics, honesty and integrity in all professional matters.
3. Earns respect and standing among professional colleagues.
4. Demonstrates ability to work well with individuals and groups.
5. Thinks effectively when faced with an unexpected or disturbing turn of events.
6. Maintains professional development through such activities as readings, attendance at conferences, work on professional committees, visits to other districts, and meeting with other Superintendents.

**Series 2000:                    Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

**Staff and Personal Relationships**

1. Treats all personnel objectively without favoritism and discrimination while insisting on performance of duties.
2. Actively seeks participation of appropriate staff members and groups in planning, procedures and execution of policy.
3. Inspires staff to high levels of performance of their duties.
4. Encourages open lines of communication within the school system.
5. Promptly evaluates and addresses areas of concern involving interpersonal relations among staff.

**Plant Management**

1. Continually evaluates school facilities to assure adequacy for accomplishing educational programs and goals.
2. Establishes both long and short range goals and strategies to assure proper maintenance of facilities.
3. Strives to develop and implement plans for efficient use of school facilities.
4. Promptly alerts the Board regarding any areas of concern.

**Instructional Leadership**

1. Utilizes all standard and accepted means of evaluating the educational quality of programs.
2. Actively seeks input from staff regarding the appraisal of educational programs.
3. Maintains those programs that are judged effective and eliminates or improves areas found deficient.
4. Encourages staff to maintain attitudes conducive to the educational process.

Regulation approved:    February 1989  
Regulation reviewed:    April 2003  
Regulation reviewed:    May 2013

**Series 2000:                    Concepts and Roles in Administration****Administrative Leeway in Absence of Board of Education Policy**

In cases when emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act.

It shall be the duty of the Superintendent or designee to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies, and the Superintendent's decisions shall be subject to review by the Board of Education at its next regular meeting.

Policy adopted:    December 1988  
Policy reviewed:   April 2003  
Policy revised:    May 2013

**Series 2000: Concepts and Roles in Administration****Representative and Deliberative Groups**

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. Foster good communications with the staff, students and the community.
2. Allow staff, students, and the community a voice in decisions affecting them.
3. Establish effective channels of communication for staff, students, and the community.

Policy adopted: December 1988  
Policy reviewed: April 2003  
Policy revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Administrative Council**

The Administrative Council is made up of all certified and classified administrators in the school district. The council meets on a monthly basis and serves as a primary vehicle for sharing information and obtaining direct feedback on proposals and issues. The council functions under the following operating guidelines:

1. A calendar of meetings is published at the beginning of the school year.
2. An agenda is published for each meeting. Agenda items may be suggested by central office staff or any other administrator.
3. Meetings are scheduled for late afternoon.
4. Presentations are made as informally as possible and ample opportunity is provided for questions and comments.
5. Written materials are usually prepared as part of each presentation. Administrators are expected to keep notes on all follow-up items.

Regulation approved: February 1989  
Regulation revised: March 1991  
Regulation reviewed: April 2003  
Regulation reviewed: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Teachers' Forum**

The Teachers' Forum serves as a means for teachers to discuss issues of interest or concern directly with the Superintendent of Schools. The forum also provides the Superintendent with a vehicle for securing direct staff input on a wide variety of issues. The forum will only deal with topics of some general application. Individual issues or issues of extremely narrow focus will not be treated at forum meetings.

The Teachers' Forum will function in the following way:

1. A regular member and an alternate are to be selected at each school. Staff members should not be just assigned to the forum. Instead, they should be individuals who have an interest in this type of assignment.
2. Meetings will be scheduled on a regular basis.
3. Members of the central office staff will participate in forum meetings as issues warrant.
4. Agendas will be published a week in advance of the council meetings. Forum members may submit agenda topics to the Superintendent.
5. Minutes will be produced and distributed for each meeting.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration****Representative and Deliberative Bodies****Department Councils and School Improvement Teams**

All schools will have a structure to promote shared decision-making. At the high school and middle schools, the department leadership team will serve as the vehicle for shared decision-making. At the elementary level, each principal will form a School Improvement Team that will serve as that school's vehicle for shared decision-making.

**Functions**

1. To oversee building level implementation of system-wide curriculum and curriculum-related programs and initiatives.
2. To act on all building-based curriculum and instruction initiatives and see to their effective implementation.
3. To serve as a building level clearinghouse for procedural and administrative matters affecting the school.
4. To coordinate with the building level professional development committee on professional development matters.

**Committee Representation**

Each School Improvement Team should have representation which includes the building principal, primary level classroom teachers, intermediate level classroom teachers, support services staff and special education teaching staff. The number of representatives from each of these classifications will depend on the overall size of the school.

**Committee Procedures**

1. Each committee should meet on at least a monthly basis.
2. An agenda should be published in advance of the meeting. Any staff member can submit agenda items.
3. Notes should be kept at each meeting and published (or posted) for staff reference.
4. The building principal will serve as the chairperson of the committee.
5. Each committee will develop an annual report summarizing the major issues and activities addressed during the year and indicating major items to be pursued in the coming year.

Regulation approved: February 1989

Regulation revised: March 1991

Regulation reviewed: April 2003

Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Curriculum Network**

The primary function of the Curriculum Network is to oversee the ongoing refinement of Southington's instructional programs in keeping with established priorities and practices. The network is intended to facilitate the following objectives:

1. An increase in shared decision-making among staff with regard to curriculum matters.
2. A more effective use of the expertise available among staff at all levels.
3. An expansion of curricular activity in all program areas at all levels.

**Procedures: Curriculum Network**

1. Permanent curriculum committees are to be established for all K-12 instructional program areas. The committees will be organized with representation from all grade levels and all buildings. Participation will be on a voluntary basis.
2. Co-chairpersons will be identified to lead each committee. One co-chairperson will be a member of the administrative staff who expresses an interest and/or has a background in the particular subject area. Coordinators will be the administrative co-chairpersons in those areas where those staff are available. The other co-chairperson will be a committee member elected from the teaching staff. The co-chairpersons will lead the committees in all of their deliberations.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation reviewed: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Curriculum Cabinet**

The Curriculum Cabinet will assist in defining the overall curricular priorities for the Southington Public Schools and deliberate on other matters that transcend curricular areas. The cabinet will be composed of one co-chairperson from each permanent curriculum committee. The Assistant Superintendent for Curriculum and Instruction will chair the Cabinet which will meet at least twice each year.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation reviewed: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Administrative Support of Parent Groups**

Principals or designees are to be in attendance at all PTO meetings and should be fully aware of all matters and activities. Any concerns or problems relative to the PTA/PTO should be brought to the immediate attention of the Superintendent of Schools.

Regulation approved:	February 1989
Regulation reviewed:	April 2003
Regulation revised:	May 2013

**Series 2000: Concepts and Roles in Administration****Policy and Regulation Systems****Policy Manual**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be posted on the Southington Public School website. The policy manual will be maintained at the Board of Education offices and will be reviewed on a five (5) year cyclical basis.

**Policies**

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent or designee is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent or designee shall develop a regulation specifying how policies will be developed and presented to the Board.

**Regulations**

Consistent with policy, the Superintendent or designee shall specify required staff actions and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual. Regulations shall be presented to the Board but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a process involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

**Series 2000: Concepts and Roles in Administration****Policy and Regulation Systems (continued)****Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: December 1988

Policy reviewed: April 2003

Policy reviewed: May 2013

**Series 2000: Concepts and Roles in Administration**

**Policy and Regulation Systems**

**Guidelines for the Development of Administrative Regulations**

The Superintendent or designee is responsible for the development of administrative regulations which are to be coordinated and consistent with Board policies.

Review and approval by the Superintendent is necessary prior to dissemination.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration****Monitoring of Product and Process Goals**

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, students and other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals.

Policy adopted: December 1988

Policy reviewed: April 2003

Policy reviewed: May 2013

**Series 2000: Concepts and Roles in Administration****Monitoring of Product and Process Goals****Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals**

The progress of the schools in achieving stated goals is monitored and assessed through the school district's accountability model. The model consists of a series of periodic reports to the Board of Education and the public. The elements of the model are listed below.

**Type of Report and Brief Description**

1. Local and State Assessments
  - Reports provide a comprehensive analysis of results and programming recommendations for improvement.
2. Scholastic Aptitude Test (SAT) Report
  - Report provides a comprehensive analysis of results and recommendations for improving student scores.
3. Program Evaluation Report(s)
  - Terminal goal statements for each instructional area are defined. The program evaluation process determines to what degree each terminal goal has been or is being achieved. The Board will receive annual report(s) based on the program evaluations completed that year. Evaluations will be scheduled on a cyclical basis and coordinated with the master timetable for curriculum development.
4. Assessment of Educational Goals
  - The school system's educational goals are stated. Following that process, procedures are developed which summarize the results of the evaluation. All goals will not be assessed each year. A timetable is developed indicating the scheduling and frequency of evaluation for each goal statement.
5. Periodic Post-Graduate Surveys
  - The surveys are used to gather feedback from former students as to their perceptions of adequacy of service. This feedback will assist in shaping recommendations for program improvement.

**Series 2000: Concepts and Roles in Administration**

**Monitoring of Product and Process Goals**

**Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals**

**Type of Report and Brief Description (continued)**

6. Periodic Parent Surveys
  - These would be alternated with the post-graduate surveys. These surveys would be used to gather parental input on a variety of current and proposed services.
  
7. New Implementations/Pilots
  - All new instructional or curricular related implementations or pilots will have an evaluation component to determine the implementation's effectiveness. Regular reports will be made to the Board on these evaluations.

Regulation approved: February 1989  
Regulation revised: March 1991  
Regulation reviewed: April 2003  
Regulation revised: May 2013

**SERIES 2000**

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as of 9/16/13**

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**Series 2000: Concepts and Roles in Administration****Concepts and Roles in Administration**

~~Within the guidelines established by Board of Education policy, law and employee agreements,~~ The Superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy and achieving the goals and general objectives of the Board of Education.

The Board of Education expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

Policy adopted: December 1988

Policy reviewed: January 2003

Policy revised: May 2013

**Series 2000:                    Concepts and Roles in Student Policies****Administrative Staff Organization**

The Superintendent shall organize the staff of the school system to achieve its purposes. The Superintendent shall be the executive responsible to the Board of Education and shall identify lines of primary responsibility for all employees.

Policy adopted:    December 1988

Policy reviewed:   January 2003

Policy reviewed:   May 2013

**Series 2000:                    Concepts and Roles in Student Policies**

**Administrative Staff Organization**

**Procedures for Principals to Follow When Leaving Their Schools**

In recognition that the proper performance of the duties of a principal requires his/her presence in the building while school is in session, the following guidelines have been developed:

1. A principal shall notify the school secretary of his/her destination when leaving the building.
2. The scheduling of any meeting or activity for or by a principal should take into consideration that student arrival and dismissal times, student lunch periods, student noon recesses and student assembly periods are the most accident and incident prone times of the day, and a principal should try to be present in the building at these times.
3. Conferences, meetings, emergencies and illnesses will occasionally result in a longer term absence. Contingency arrangements are to be in place as follows:
  - a. notification of central office;
  - b. identification of an in-building professional in charge; and
  - c. delineation of secretary's responsibilities in such circumstances.
4. In the event a principal is leaving the community for a conference or meeting, the Superintendent's office must be notified.

Regulation approved:    February 1989

Regulation revised:     April 2003

Regulation reviewed:    May 2013

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School**

Prior to the opening of school in the fall and the closing of school in June, the principal is to review all preparatory considerations. While not all-inclusive, the checklists below will be followed by the principal when planning for the opening and/or closing of school. The items are not presented in order of priorities.

Checklist of Procedures for the Opening of School

- 1. School procedures booklet is distributed to all teachers prior to opening day.
- 2. School parents' handbook is ~~distributed~~ **made available** to all parents/**guardians** during the month of September.
- 3. Class lists are
  - a. Completed for each grade level
  - b. Recommended student placements and special groupings for math and reading are noted.
- 4. Lists of students receiving special education services (usually prepared in June and revised during the first two weeks in September) are distributed.
  - Speech
  - Learning Disabilities
  - Physical Therapy/Occupational Therapy
  - English for Speakers of Other Languages (E.S.L.) **(ELL)**
  - Early Release and Delayed Opening Schedules**
  - ~~Daily schedules of special education teachers are submitted after first two weeks of school for approval by principal.~~
- ~~5. Lists of students receiving the services of the reading teacher are distributed.~~
- 5. Final **daily teacher** schedule is submitted after first two weeks of school for approval by principal **(includes LMS, Specials, Related Services, Literacy, etc.)**

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School (continued)**

Checklist of Procedures for the Opening of School

6. Caseloads and schedules for social workers, guidance counselors, and school psychologists, ~~gifted and talented staff~~ are distributed.
- ~~7. Students participating in gifted and talented programs are identified:~~
- ~~a. Talcott Mountain Science Program~~
  - ~~b. Bus schedules submitted to central office~~
  - ~~c. Weekly schedules given to classroom teachers so~~  
~~conflicts in special subject areas (art, music, physical~~  
~~education, and band) can be resolved~~
7. Library visitation schedule is developed:
- ~~a. Library/media specialist's weekly schedule completed~~
  - b. Weekly classroom visitation schedule completed (to be implemented by third day for grades 6-12 and first full day for K-5)
  - c. Library skills instruction schedule (grades 3-5) completed (to be implemented by first full day of school)
8. Special subject area teacher schedules are developed:
- ~~Art, music (vocal and instrumental), physical education, and reading teacher days and hours assigned by Assistant Superintendent for Curriculum and Instruction~~
  - Daily schedules for art, music, and physical education completed (constructed by principal and issued to teachers prior to opening day of school; make provision for preparation periods) ~~to be implemented on first half day of school~~
  - ~~Instrumental music teacher's daily schedule is completed (usually submitted in August/September to principal for approval after teachers' daily schedules are approved~~
9. Itinerant special education teachers' daily schedules completed and submitted to the principal for approval.

**Series 2000:                    Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School (continued)**

Checklist of Procedures for the Opening of School

10. Student enrollment **information is** ~~cards~~ are completed.
11. Daily schedules of all classroom teachers are completed:
- Constructed by all teachers and submitted to principal for approval within first two weeks of school
  - Daily schedules adhere to recommended times for special subject areas; lunch and noon playground, am/pm directed recesses, and daily/weekly specified time allocations for all subject areas
12. Paraprofessional schedules are developed:
- a. Assignments to grade levels and/or subject areas are completed (given to teachers and paraprofessionals on or before opening day)
  - b. Specific daily schedules completed in August or September by paraprofessionals and assigned teachers, signed and submitted to the principal for approval
  - c. Priority given to pupils with greatest educational need (teacher recommendations; test scores, grades, etc.)
13. Supervisory duty schedules (constructed by principal and given to teachers prior to opening day) are completed:
- a. Lobby display case schedule
  - b. Cafeteria supervision of pupils
  - c. Noon playground supervision of pupils
  - d. Hall supervision
  - e. Bus duty
  - f. Recess supervision of pupils (am/pm and indoor/outdoor)
  - g. Other

**Series 2000:                    Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School (continued)**

Checklist of Procedures for the Opening of School

14. Shortened day schedules (usually done by teachers in September and submitted to principal for approval) are submitted. Use approximately two-thirds of recommended full day times for all subject areas; lunch remains at 30 minutes:
- a. Shortened day lunch and noon playground schedule is completed (constructed by principal and given to teachers prior to opening day)
  - b. Classroom teachers' daily schedules are modified
  - c. Special education teachers' daily schedules (learning disabilities, speech, etc.) are modified
  - d. Special teachers' daily schedules are modified
    - Art, Music, Physical Education
    - Reading
    - Instrumental Music
    - Library Skills
15. Student attendance/absence communications:
- a. Procedure for reporting student absences by parents is disseminated
  - b. Procedure for reporting student absences by teachers is disseminated
  - c. Student attendance, by grade levels, is to be reported to the Superintendent's office for the first four days of school (total number of students in attendance; total number enrolled; check on reason why expected students are not in attendance)
16. Confidential health procedures for students are in place:
- a. Confidential health list given to teachers and principal (done by school nurse in September; use last year's list until new list is completed)
  - b. Students requiring special attention are identified (alert teachers to heart conditions, hemophiliacs, allergies to bee stings, diabetes, etc.)

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School (continued)**

Checklist of Procedures for the Opening of School

- ~~18. Bell schedule for clocks is coordinated:~~
- ~~a. All room changes for all grade levels are taken into consideration~~
- ~~b. Daily time schedule for all grades and lunch sections (opening; lunch and playground; dismissal; recess time optional) is taken into consideration~~
- ~~19. Behavior management/discipline: guidelines for discipline/management review with new teachers and incorporated in faculty handbook.~~
17. Fire drill **and all emergency code** instructions given to all teachers by opening day:
- a. Duties and procedures
- b. Location of fire extinguishers
- c. Procedure for reporting a fire.
18. Emergency Operations Plan distributed and reviewed with all teachers and staff.
19. Agenda for "Opening Day" - meeting with teachers before first day is finalized:
- a. Notices to staff on important items (starting and closing times for students and staff)
- b. Students entering building (first day and after first day)
- c. Supervision of students prior to start of school
- d. Hot lunch procedure and lunch, milk and ice cream prices for students and adults
- e. Bus dismissal procedures
- f. Students receiving car rides
- g. Conservation of energy (thermostat settings, lights, doors, windows)
- h. Faculty parking
- i. Signing in and out of building at office
- j. Teachers taking courses
- k. Procedure for reporting absences and requesting substitutes
- l. Procedures for field trips
- m. Meeting schedules**

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School (continued)**

Checklist of Procedures for the Opening of School

20. Review of teachers assigned to committees:
- a. School Improvement Team
  - b. Building level professional development committee
  - c. Other **as appropriate (ex. Early Intervention, Data Teams, etc.)**
21. Teacher emergency coverage plan for pupil supervision and/or preparation periods is arranged:
- a. Substitute plan for cafeteria and noon playground supervision (absence of any teacher assigned) is available
  - b. Substitute plan for provision of preparation periods (absence of art, music or physical education teacher) is prepared
22. Bus transportation:
- a. Routes and maps are available
  - b. Lists of students for each bus (name, address, and grade) are ready
  - c. Notices to parents from Board of Education regarding student rules for riding school buses and disciplinary action for violations (usually sent home in September) is ready
23. Teacher objectives:
- a. Notification given to teachers working directly with ~~the principal~~ **administration**
  - b. ~~October~~ **Initial** forms (in duplicate) issued to all teachers for stating objectives (turned in to ~~principal~~ **administration** for approval)
24. Textbooks and school supplies:
- a. Materials needed for instruction are received
  - b. Other supplies needed for school opening are received
  - c. Items not received reported to the purchasing department
25. Textbook inventory is completed

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Opening of School

- 26. Summer repairs (condition of building for opening) are verified.
  - a. Completed items checked out
  - b. Incomplete items reported to Operations Manager
  - c. Emergency items in need of attention reported to the Operations Manager.
- 27. School calendar (~~copies for parents and teachers~~) disseminated is made available.

Checklist of Procedures for Closing School

- 1. Class lists prepared for coming year.
  - a. Completion of student information cards by teachers
  - b. Special help or services that are to continue next year are noted.
- 2. "End of the Year" inventories completed.
  - a. Textbooks, workbooks, instructional materials, tests, etc. (done by teachers prior to ordering).
- 3. Summer repair list (submitted to Operations Manager).
- 4. Summer cleaning materials order (submit to supervisor of buildings and grounds).
- 5. Requisitions for budgetary items submitted (according to direction from central office; all orders should be submitted before leaving for summer vacation).
- 6. Teacher checklists completed (given to teachers during last two weeks of school).
- 7. Report completed of all items donated to the school (submitted to business manager in June).

**Series 2000: Concepts and Roles in Administration****Administrative Staff Organization****Procedures for the Opening and Closing of School (continued)**Checklist of Procedures for the Closing of School

- 8. Annual certified and classified staff evaluations completed (submitted to personnel manager by May).
- 9. Bus lists for coming school year submitted to Bus Company and coordinator of special education before leaving for summer vacation or as directed.
- 10. School registers closed and filed for safe-keeping (June).
- 11. Safe storage arranged for all audio visual and computer equipment.
  - a. Inspect and tag all audio visual equipment in need of repair and designate special area for ~~Project RAVE~~ to pick up **of the** items
  - b. Store all equipment in safe and secure area
- 12. Close school library (last day for grades 9-12, third to last day for grades K-8).
- 13. Inspection of every classroom prior to dismissal of each teacher for summer vacation.
- 14. Student cumulative records arranged in alphabetical order and filed in office by classes.
- 15. Student records transferred to other local schools (first week after pupils leave).
- 16. Transcripts of students' records sent for those students leaving the school system.
- 17. Duplicate report cards on file in office.
- 18. All keys (desks, cabinets, etc.) properly labeled and turned in to office.
- 19. Teaching assignments given to teachers (by June 1, if possible).

**Series 2000:                    Concepts and Roles in Administration**

**Administrative Staff Organization**

**Procedures for the Opening and Closing of School (continued)**

Checklist of Procedures for the Closing of School

- 20. Teachers who are changing rooms are notified and instructional and personal material moved prior to leaving.
- 21. Summer address and phone number of each staff member on file in office.

Regulation approved: February 1989

Regulation revised: April 2003

Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Schedule of Yearly Reports**

**Weekly Reports to Central Office**

- Time sheets
- Staff weekly absences
- Personal day/professional day forms
- Fuel report (telephone call by head custodians to purchasing agent)

**Monthly Reports to Central Office**

- Student enrollment report
- Custodial checklist
- Mileage forms
- Homebound instruction forms

**Meetings**

- Administrative Council - as per schedule received
- Principals - as per schedule received
- Staff - second Tuesday of the month
- Teachers' **Forum** Advisory Council - as per schedule received
- School Improvement **Team** Committee - monthly
- Building Professional Development Committee-as scheduled
- Safety Committee - monthly

**August**

- **Schedules developed for all building staff**
- **Supplies ~ verify receipt of ordered supplies and notify business office of materials not received**
- **Building inspection by fire marshal and other safety officials**

~~Schedules: Specialists (art, physical education, music); Duty (cafeteria, noon recess, bus); Prep time; Bus (check routes) Elementary Library Media; Specialist Lunch/recess Reading teachers; Speech Pathologist All secondary teachers; School psychologists, social workers, and elementary guidance~~

~~Supplies: Checked in on purchase orders, notify business office of materials not received Building inspection by fire marshal~~

**September**

- Goals/objectives (Superintendent and **administrators** principals)
- Goals/objectives of teachers (started/conferences begun)
- ~~Supply inventory update including textbook inventory cards~~
- ~~Check to determine back orders Paraprofessionals~~

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Schedule of Yearly Reports (continued)**

**October**

- Reports to Central Office
  - ▶ Student Data Report
  - ▶ Dominant Language Data Report
  - ▶ Racial Survey
  - ▶ School Directory Update
- ~~Kindergarten registration~~
- ~~Goals/objectives for all teachers (completed by middle of the month)~~
- ~~Hot Lunch week~~
- ~~Submit report to personnel and professional development manager regarding teachers on probation~~
- ~~Strategic School Profile Data as requested~~

**November**

- ~~Secondary **Parent-teacher** conferences and report cards~~
- ~~American Education Week Budget preparation~~

**December**

- ~~Inventory – supplies~~
- ~~Connecticut Mastery Test results sent home~~
- ~~Elementary parent conferences and report cards~~

**January**

- **Status of non-tenured teachers to superintendent of schools**
- Secondary report cards
- ~~Submit teacher recommendations to personnel and professional development manager~~
- ~~Two/three observations completed for non-tenured teachers as per teacher evaluation plan~~

**February**

- ~~Submit Report to Superintendent for teachers considered for non-renewal~~

**March**

- Elementary parent-**teacher** conferences
- Elementary report cards
- **Begin annual student review process**

**Series 2000: Concepts and Roles in Administration**

**Administrative Staff Organization**

**Schedule of Yearly Reports (continued)**

**April**

- **Begin inventory review and prepare purchase orders as directed by central office**
- ~~Supplies take inventory determine needs cut purchase orders as soon as central office directs school~~
- **Continue annual student review process** ~~IEP Annual reviews invitation sent; I.E.P.S meetings held~~
- Evaluations - non-certified personnel
- Secondary report cards

**May**

- ~~End of year checklist developed for staff responsibilities~~
- **End of year evaluations for all staff** ~~Annual reviews for all staff - certified and classified completed by end of May~~
- **Submit purchase orders pending budget approval** ~~Budget for upcoming year set up book~~

**June**

- List of textbooks to be rebound to Purchasing Department
- End of year checklist - developed for staff responsibilities
- Report Cards

Regulation approved: February 1989  
Regulation reviewed: April 2003  
Regulation reviewed: May 2013

**Series 2000: Concepts and Roles in Student Policies****Organizational Chart(s)****Lines of Responsibility**

Lines of responsibility in the school district shall be structured to:

1. Develop educational programs most appropriate for students.
2. Clarify responsibility for students, teachers, administrators, the Superintendent, and the Board of Education.
3. Tell each member of the staff to whom he/she is responsible and for what functions.
4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
5. Designate a process by which a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
7. Keep each staff member advised of policies, functions and progress of the district.

Policy adopted: December 1988

Policy reviewed: April 2003

**Series 2000:                    Concepts and Roles in Student Policies****Job Descriptions**

The Superintendent shall **direct his/her designee to** provide for the preparation and maintenance of job descriptions for all ~~administrative~~ personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted:    December 1988

Policy reviewed:   April 2003

Policy revised:    May 2013

**Series 2000:                    Concepts and Roles in Administration****Superintendent of Schools**

The Board of Education will elect and fix the term of office and salary of a Superintendent who serves as the chief executive officer of the Board and has authority and responsibility for the supervision of the school system.

The Board shall provide a written contract of employment which includes salary, benefits and term of office of the Superintendent.

Each year the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

**Legal Reference:**

*Connecticut General Statutes*  
10-157 Superintendents

Policy adopted:     December 1988  
Policy reviewed    April 2003  
Policy reviewed    May 2013

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Elements of the Evaluation**

Definition of job responsibilities -This shall be accomplished through:

1. a formally adopted job description which is updated as needed;
2. setting of mutual goals and objectives; and
3. a periodic review of established objectives.

The appraisal shall be based on a review of:

1. the established procedures to accomplish objectives;
2. the established criteria for measurement; and
3. the documented results.

The availability of resources, budget constraints, personnel and other factors which have an effect on the accomplishment of objectives shall be identified and taken into account in establishing objectives.

**Guidelines to Govern Evaluation**

The Board of Education **may shall** meet with the Superintendent in executive session during the months listed below for the stated reasons:

**August**

1. Review the Superintendent's job description and revise if needed.
2. Mutually establish objectives to be accomplished during the year.

**October, January, and March**

1. Receipt of progress report related to objectives.
2. Revision of established objectives if warranted.
3. Informal discussion.

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Guidelines to Govern Evaluation (continued)**

**May**

**1. Evaluation of Performance Objectives**

The Superintendent will submit a written final report of the year's efforts related to his/her objectives. The report shall include but not be limited to:

- a. Documentation to support the accomplishment of each objective.
- b. Rationale to explain lack of accomplishment of any objective and corrective actions indicated.

~~The report shall be organized so that the approved objectives and accomplishments related to each are on facing pages.~~

**2. Appraisal of Overall Job Performance**

The Board shall meet with the Superintendent in executive session to assess his/her overall performance. Prior to the meeting, Board members shall:

- a. Review the Superintendent's job description
- b. Review the written reports submitted by the Superintendent regarding his/her objectives.
- c. Be prepared to review the Superintendent's performance in the following areas utilizing the listing of performance indicators mutually developed by the Board and Superintendent:
  - Implementation of Board Policies and Procedures
  - Administration of the Southington Public Schools
  - Ongoing Improvement of the Southington Public Schools
  - Relationship with Board of Education
  - Community Relations
  - Fiscal Management
  - Personal Qualities
  - Staff and Personal Relationships
  - Plant Management
  - Instructional Leadership

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Guidelines to Govern Evaluation (continued)**

During the appraisal meeting, the performance of the Superintendent in each of the areas will be discussed in terms of commendations and recommendations. Should the Board identify area(s) as being significantly deficient, then the procedures outlined in the Superintendent's contract will be followed.

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

1. During the first week of May, each Board of Education member shall receive the accompanying performance indicators to guide the evaluation of the Superintendent.
2. Each Board member is asked to study these criteria in preparation for the Board's evaluation of the Superintendent of Schools. The evaluation will take place in executive session at the second May meeting of the Board of Education.
3. Each Board member should be prepared to offer comments regarding the Superintendent's performance as it relates to the criteria. Board members' assessments should be as specific as possible.

**Purposes of Evaluation**

1. Place priorities on tasks which are most critical in the performance of duties and responsibilities.
2. Improve his/her daily operational efficiency, enhance self-image and increase job satisfaction.
3. Receive suggestions and directions regarding desired improvement.
4. Receive commendation and esteem for accomplishments.
5. Develop harmonious working relationships between the Board and the Superintendent.

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

**Implementation of Board Policies and Procedures**

1. Understands role in the administration of Board policy.
2. Places emphasis on Board policy and procedures reflecting those priorities established by the Board.
3. Informs the Board promptly regarding areas of concern with regard to policy implementation.
4. Informs school personnel of Board policies and decisions in which they are directly or indirectly affected.
5. Implements Board policies and procedures affecting personnel fairly, equitably and in a nondiscriminatory manner.

**Administration of the Southington Public Schools**

1. Maintains an organizational structure that best serves the school system.
2. Assumes direct responsibility and delegates authority.
3. Insists on clear, concise reporting that is supported by data.
4. Responsive to Board concerns regarding performance of staff.
5. Effects a supportive and accurate evaluation of central office staff. Ongoing

**Improvement of the Southington Public Schools**

1. Identifies problem areas and addresses them promptly.
2. Encourages staff growth through suitable professional development.
3. Maintains visibility in the school system.
4. Demonstrates innovative qualities.

**Relationships with Board of Education**

1. Offers professional advice to the Board on items requiring Board action.
2. Provides data and materials requested by the Board in a timely and accurate manner and, where applicable, follows them to their ultimate conclusion.

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

3. Accepts responsibility for maintaining liaison between the Board and personnel by working toward mutual understanding.
4. Bases position on principle and is willing to maintain that position regardless of its popularity until an official decision has been reached after which time the Board's position is supported.
5. Maintains a high standard of ethics and sound judgment regarding personal relationships with all Board members.
6. Seeks out the chairperson of the Board when an honest, objective difference of opinion exists between the Superintendent and individual members of the Board in an earnest effort to resolve such differences immediately.

**Community Relations**

1. Provides opportunities for input from parent-teacher organizations, other organizations, and the public regarding conduct of the school system.
2. Works effectively with the news media.
3. Maintains effective relationships with public and private agencies in the town and state.
4. Makes the Superintendent's office available to the community to interpret questions regarding school programs and needs.

**Fiscal Management**

1. Solicits input from staff and personnel prior to formulation of budget.
2. Keeps Board informed throughout the budget-making process.
3. Keeps abreast of local, state and federal regulations and laws affecting the budget system.
4. Keeps the Board informed regarding budget status; alerts the Board of possible deficits or other areas of concern.
5. Maintains integrity of line item accounts.
6. Applies Board policy in the administration and implementation of budget (e.g., bidding, etc.).

**Series 2000: Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

**Personal Qualities**

1. Defends principle and conviction in the face of pressure and partisan influence.
2. Maintains high standards of ethics, honesty and integrity in all professional matters.
3. Earns respect and standing among professional colleagues.
4. Demonstrates ability to work well with individuals and groups.
5. Thinks effectively when faced with an unexpected or disturbing turn of events.
6. Maintains professional development through such activities as readings, attendance at conferences, work on professional committees, visits to other districts, and meeting with other Superintendents.

**Staff and Personal Relationships**

1. Treats all personnel objectively without favoritism and discrimination while insisting on performance of duties.
2. Actively seeks participation of appropriate staff members and groups in planning, procedures and execution of policy.
3. Inspires staff to high levels of performance of their duties.
4. Encourages open lines of communication within the school system.
5. Promptly evaluates and addresses areas of concern involving interpersonal relations among staff.

**Plant Management**

1. Continually evaluates school facilities to assure adequacy for accomplishing educational programs and goals.
2. Establishes both long and short range goals and strategies to assure proper maintenance of facilities.
3. Strives to develop and implement plans for efficient use of school facilities.
4. Promptly alerts the Board regarding any areas of concern.

**Series 2000:                    Concepts and Roles in Administration**

**Superintendent of Schools**

**Procedures for the Evaluation of the Superintendent of Schools**

**Performance Indicators to Guide the Evaluation of the Superintendent of Schools (continued)**

**Instructional Leadership**

1. Utilizes all standard and accepted means of evaluating the educational quality of programs.
2. Actively seeks input from staff regarding the appraisal of educational programs.
3. Maintains those programs that are judged effective and eliminates or improves areas found deficient.
4. Encourages staff to maintain attitudes conducive to the educational process.

Regulation approved:    February 1989

Regulation reviewed:    April 2003

**Series 2000:                    Concepts and Roles in Administration****Administrative Leeway in Absence of Board of Education Policy**

In cases when emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act.

It shall be the duty of the Superintendent **or designee** to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies, and the Superintendent's decisions shall be subject to review by the Board of Education at its next regular meeting.

Policy adopted:    December 1988

Policy reviewed:   April 2003

Policy revised:    May 2013

**Series 2000: Concepts and Roles in Administration****Representative and Deliberative Groups**

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. **Foster** good communications with the staff, students and the ~~public~~ **community**.
2. **Allow** staff, students, and the ~~public~~ **community** a voice in decisions affecting them.
3. **Establish** effective channels of communication for **staff, students, and the public community**. ~~the students and the district staff.~~

Policy adopted: December 1988

Policy reviewed: April 2003

Policy revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Administrative Council**

The Administrative Council is made up of all certified and classified administrators in the school district. The council meets on a monthly basis and serves as a primary vehicle for sharing information and obtaining direct feedback on proposals and issues. The council functions under the following operating guidelines:

1. A calendar of meetings is published at the beginning of the school year.
2. An agenda is published for each meeting. Agenda items may be suggested by central office staff or any other administrator.
3. Meetings are scheduled for late afternoon.
4. Presentations are made as informally as possible and ample opportunity is provided for questions and comments.
5. Written materials are usually prepared as part of each presentation. Administrators are expected to keep notes on all follow-up items.

Regulation approved: February 1989

Regulation revised: March 1991

Regulation reviewed: April 2003

**Series 2000: Concepts and Roles in Administration****Representative and Deliberative Bodies****~~Teacher Advisory Council~~ Teachers' Forum**

The Teachers' **Forum** ~~Advisory Council~~ serves as a means for teachers to discuss issues of interest or concern directly with the Superintendent of Schools. The **forum** ~~council~~ also provides the Superintendent with a vehicle for securing direct staff input on a wide variety of issues. The **forum** ~~council~~ will only deal with topics of some general application. Individual issues or issues of extremely narrow focus will not be treated at **forum** ~~council~~ meetings.

The Teachers' **Forum** ~~Advisory Council~~ will function in the following way:

1. A regular member and an alternate are to be selected at each school. Staff members should not be just assigned to the **forum** ~~council~~. Instead, they should be individuals who have an interest in this type of assignment.
2. Meetings will be scheduled on a regular basis.
3. Members of the central office staff will participate in **forum** ~~council~~ meetings as issues warrant.
4. Agendas will be published a week in advance of the council meetings. **Forum** ~~council~~ members may submit agenda topics to the Superintendent.
5. Minutes will be produced and distributed for each meeting.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Department Councils and School Improvement Committees Teams**

All schools will have a structure to promote shared decision-making. At the high school and middle schools, the department leadership team will serve as the vehicle for shared decision-making. At the elementary level, each principal will form a School Improvement **Team Committee** that will serve as that school's vehicle for shared decision-making.

**Functions**

1. To oversee building level implementation of system-wide curriculum and curriculum-related programs and initiatives.
2. To act on all building-based curriculum and instruction initiatives and see to their effective implementation.
3. To serve as a building level clearinghouse for procedural and administrative matters affecting the school.
4. To coordinate with the building level professional development committee on professional development matters.

**Committee Representation**

Each School Improvement **Team Committee** should have representation which includes the building principal, primary level classroom teachers, intermediate level classroom teachers, support services staff and special education teaching staff. The number of representatives from each of these classifications will depend on the overall size of the school.

**Committee Procedures**

1. Each committee should meet on at least a monthly basis.
2. An agenda should be published in advance of the meeting. Any staff member can submit agenda items.
3. Notes should be kept at each meeting and published (or posted) for staff reference.
4. The building principal will serve as the chairperson of the committee.
5. Each committee will develop an annual report summarizing the major issues and activities addressed during the year and indicating major items to be pursued in the coming year.

Regulation approved: February 1989  
 Regulation revised: March 1991  
 Regulation reviewed: April 2003  
 Regulation revised: May 2013

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Curriculum Network**

The primary function of the Curriculum Network is to oversee the ongoing refinement of Southington's instructional programs in keeping with established priorities and practices. The network is intended to facilitate the following objectives:

1. An increase in shared decision-making among staff with regard to curriculum matters.
2. A more effective use of the expertise available among staff at all levels.
3. An expansion of curricular activity in all program areas at all levels.

**Procedures: Curriculum Network**

1. Permanent curriculum committees are to be established for all K-12 instructional program areas. The committees will be organized with representation from all grade levels and all buildings. Participation will be on a voluntary basis.
2. Co-chairpersons will be identified to lead each committee. One co-chairperson will be a member of the administrative staff who expresses an interest and/or has a background in the particular subject area. Coordinators will be the administrative co-chairpersons in those areas where those staff are available. The other co-chairperson will be a committee member elected from the teaching staff. The co-chairpersons will lead the committees in all of their deliberations.

Regulation approved: February 1989  
Regulation reviewed: April 2003

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Curriculum Cabinet**

The Curriculum Cabinet will assist in defining the overall curricular priorities for the Southington Public Schools and deliberate on other matters that transcend curricular areas. The cabinet will be composed of one co-chairperson from each permanent curriculum committee. The Assistant Superintendent for Curriculum and Instruction will chair the Cabinet which will meet at least twice each year.

Regulation approved: February 1989

Regulation reviewed: April 2003

**Series 2000: Concepts and Roles in Administration**

**Representative and Deliberative Bodies**

**Administrative Support of Parent Groups**

Principals **or designees** are to be in attendance at all ~~executive board meetings~~ **PTO meetings** and should be fully aware of all matters and activities. ~~It is recommended that an audit committee be established to review all books prior to a new group of officers being installed into office.~~ Any concerns or problems relative to the PTA/PTO should be brought to the immediate attention of the Superintendent of Schools. ~~Principals are to be in attendance when Parent Teacher Association meetings are held in their schools.~~

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation revised: May 2013

## Series 2000: Concepts and Roles in Administration

### Policy and Regulation Systems

#### Policy Manual

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be posted on the Southington Public School's website. ~~and published in a manual and made available to all persons concerned.~~ The policy manual will be **maintained at the Board of Education offices and will be** reviewed on a five (5) year cyclical basis. ~~so as to be maintained in current condition.~~

#### Policies

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent **or designee** is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent **or designee** shall develop a regulation specifying how policies will be developed and presented to the Board.

#### Regulations

Consistent with policy, the Superintendent **or designee** shall specify required staff actions and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual. Regulations shall be presented to the Board but the Board will not adopt regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a ~~system~~ **process** involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

**Series 2000: Concepts and Roles in Administration****Policy and Regulation Systems (continued)****Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: December 1988

Policy reviewed: April 2003

Policy reviewed: May 2013

**Series 2000: Concepts and Roles in Administration**

**Policy and Regulation Systems**

**Guidelines for the Development of Administrative Regulations**

The Superintendent **or designee** is responsible for the development of administrative regulations which are to be coordinated and consistent with Board policies.

~~In order to keep regulations current, the attached form is to be used whenever a new or an amended regulation is required.~~

Review and approval by the Superintendent is necessary prior to dissemination.

Regulation approved: February 1989

Regulation reviewed: April 2003

Regulation revised: May 2013

**SOUTHINGTON PUBLIC SCHOOLS  
Southington, Connecticut**

**DEVELOPMENT OF ADMINISTRATIVE REGULATIONS**

Board Policy Series \_\_\_\_\_  
(Number) (Title)

Specific Policy \_\_\_\_\_  
(Number) (Title)

Please Indicate:  New Regulation  
 Revised Regulation

Title of Regulation \_\_\_\_\_

\_\_\_\_\_  
Approved by Superintendent

\_\_\_\_\_  
Date

**\*This form is to be used for the development of ALL new regulations or revisions as they apply to the implementation of the Board policies.**

**Series 2000: Concepts and Roles in Administration**

**Policy and Regulation Systems**

**Dissemination of Board Policies and Administrative Regulations**

The office of the Superintendent is responsible for the maintenance of the Board Policy, Administrative Regulation and Bylaw Manual.

All manuals remain the property of the Board of Education and shall be considered "on loan" to anyone or any organization in whose possession they may be at any time.

For the purpose of keeping the manuals current, they will be subject to recall at any time deemed necessary by the Superintendent.

Distribution of policy manuals is as follows:

1. Board of Education Members
2. Central Office Staff
3. All School Offices
4. All School Libraries
5. The Alternative Program
6. Coordinators' Office
7. John V. Pyne Meeting Center
8. Town Clerk's Office
9. Public Library (2)
10. Parent Teacher Association President
11. Board Attorney

Regulation approved: February 1989  
Regulation reviewed: April 2003

**Series 2000: Concepts and Roles in Administration****Monitoring of Product and Process Goals**

The Board of Education directs the Superintendent of Schools in cooperation with the school staff, parents, students and other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals.

Policy adopted: December 1988

Policy reviewed: April 2003

Policy reviewed: May 2013

**Series 2000: Concepts and Roles in Administration****Monitoring of Product and Process Goals****Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals**

The progress of the schools in achieving stated goals is monitored and assessed through the school district's accountability model. The model consists of a series of periodic reports to the Board of Education and the public. The elements of the model are listed below.

**Type of Report and Brief Description**

1. ~~Connecticut Mastery Test (CMT) Report and Connecticut Academic Proficiency Test (CAPT)~~ **Local and State Assessments**
  - Reports provide a comprehensive analysis of results and programming recommendations for improvement.
2. Scholastic Aptitude Test (SAT) Report
  - Report provides a comprehensive analysis of results and recommendations for improving student scores.
3. Program Evaluation Report(s)
  - Terminal goal statements for each instructional area are defined. The program evaluation process determines to what degree each terminal goal has been or is being achieved. The Board will receive annual report(s) based on the program evaluations completed that year. Evaluations will be scheduled on a cyclical basis and coordinated with the master timetable for curriculum development.
4. Assessment of Educational Goals
  - The school system's educational goals are stated. Following that process, procedures are developed which summarize the results of the evaluation. All goals will not be assessed each year. A timetable is developed indicating the scheduling and frequency of evaluation for each goal statement.
5. Periodic Post-Graduate Surveys
  - The surveys are used to gather feedback from former students as to their perceptions of adequacy of service. This feedback will assist in shaping recommendations for program improvement.

**Series 2000: Concepts and Roles in Administration**

**Monitoring of Product and Process Goals**

**Procedures for Monitoring the Progress of the Schools in Achieving Stated Goals**

**Type of Report and Brief Description (continued)**

6. Periodic Parent Surveys
  - These would be alternated with the post-graduate surveys. These surveys would be used to gather parental input on a variety of current and proposed services.
  
7. New Implementations/Pilots
  - All new instructional or curricular related implementations or pilots will have an evaluation component to determine the implementation's effectiveness. Regular reports will be made to the Board on these evaluations.

Regulation approved: February 1989  
Regulation revised: March 1991  
Regulation reviewed: April 2003  
Regulation revised: May 2013

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date September 26, 2013

Decision Requested     X    

Agenda Code     10.a    

**AGENDA REPORTING FORM**

**Agenda Topic:**     Budget Assumptions and Priorities for 2014 - 2015    

**Summary of Issue:**     Annually, the Board sets up budget assumptions and priorities to be      
included in the upcoming budget documents.    

**Background:**     N/A    

**Alternative Strategies:**     N/A    

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

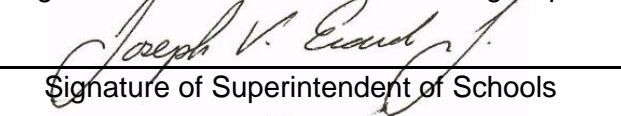
**Beginning Date of Program or Project:**     N/A    

**Ending Date of Program or Project:**     N/A    

**Recommendation or Comment:**     That the Board of Education adopt the Budget      
Assumptions and Priorities for 2014 - 2015.    



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

- Titles of Attachments:
1. 2014-2015 Assumptions – Draft
  2. 2014-2015 Priorities – Draft
  3. \_\_\_\_\_

**ASSUMPTIONS**  
**2014 - 2015 BOARD OF EDUCATION BUDGET**

- Open communication and cooperation will be maintained with other municipal boards and community throughout the budget process.
- State and Federal financial support of education will not keep pace with increased programming mandates and may be further reduced by ~~the Budget Control Act~~ **Sequestration legislation.**
- Safety, security and health standards will be maintained and supported through continued training of staff; i.e., Anti-bullying, Blood Borne Pathogens, Sexual Harassment / Title IX, OSHA (Office of Safety and Health Administration).
- Salaries **and benefits** will increase based on commitments incurred through collective bargaining agreements.
- Existing programs and services will be maintained or adjusted as the educational needs of students change.
- Overall certified and classified staffing levels will be adjusted based on enrollment/programming/facility considerations.
- ~~Staff benefit costs will be based upon current health packages.~~
- Purchased services and supply accounts will be adjusted based on documented prices and trends; i.e., fuel, where appropriate, enrollment changes and facility needs.
- Budgeted items that are bid will be based on budget history and inflation projections.
- Use of space and facilities district-wide will be efficient and effective.
- ~~Consideration will be given to the current economic conditions.~~
- Funding for Educational Cost Sharing will remain constant for ~~2013-2014~~ **2014-2015.**

**PRIORITIES**  
**2014 – 2015 BOARD OF EDUCATION BUDGET**

- Support funding for appropriate class sizes at all levels of instruction.
- Update all instructional materials including textbooks for teachers and students as required through the curriculum renewal cycle for the current school year.
- Continue funding for media centers and classroom resources for literacy, including trade books
- Continue funding for expansion and sustainability of technology with access and equity for all students.
- Continued commitment to the ~~instructional strategic plan~~ district's long-term plan (Vision 2020) that includes a strong professional development initiative. Support funding for the prioritized joint Capital Plan (Board of Education / Town of Southington).
- ~~Pending completion of the district's Feasibility Study, support funding for the implementation of All-Day Kindergarten for the 2013-2014 school year~~

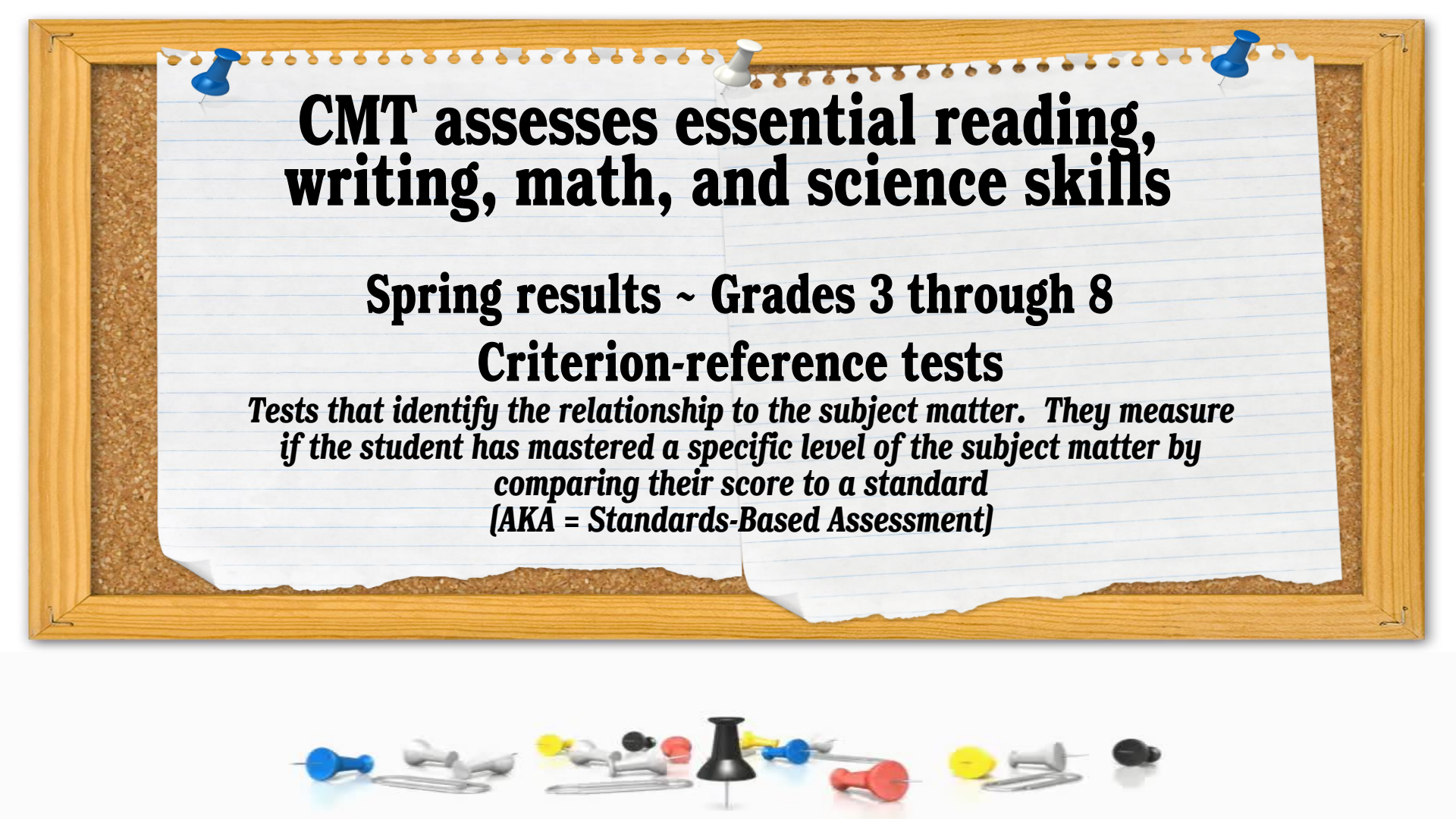


*Southington Public Schools*

**CMT Results  
2013  
Grades 3-4-5-6-7-8**

*Karen Smith, Assistant Superintendent of Schools*





# **CMT assesses essential reading, writing, math, and science skills**

**Spring results ~ Grades 3 through 8**

## **Criterion-reference tests**

*Tests that identify the relationship to the subject matter. They measure if the student has mastered a specific level of the subject matter by comparing their score to a standard  
[AKA = Standards-Based Assessment]*

# Connecticut Mastery Test

**Below Basic**  
**Basic**  
**Proficient**  
**Goal**  
**Advanced**



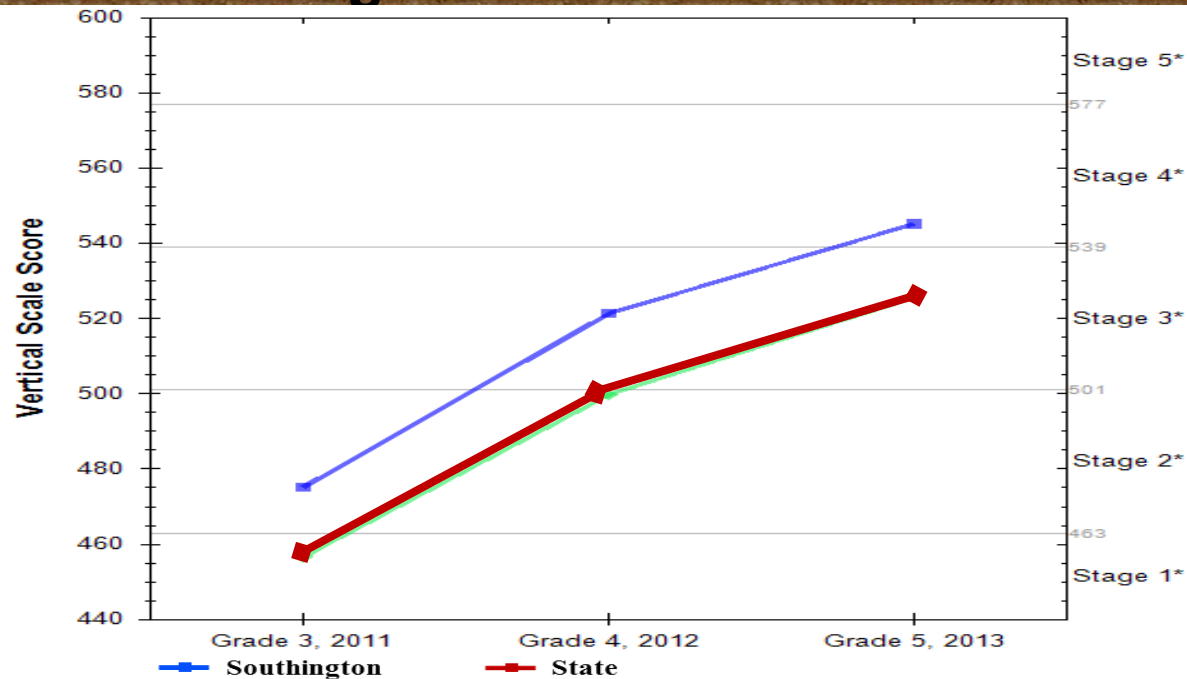
# Average Vertical Scale Score

**MATHEMATICS**

**Grade 3, 2011**

**Grade 4, 2012**

**Grade 5, 2013**



Group	Grade 3, 2011		Grade 4, 2012		Grade 5, 2013		2011-2013		2012-2013	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
Southington	516	475	523	521	534	545	518	71	527	24
State	38,316	457	38,030	500	37,475	526	34,697	69	35,870	26

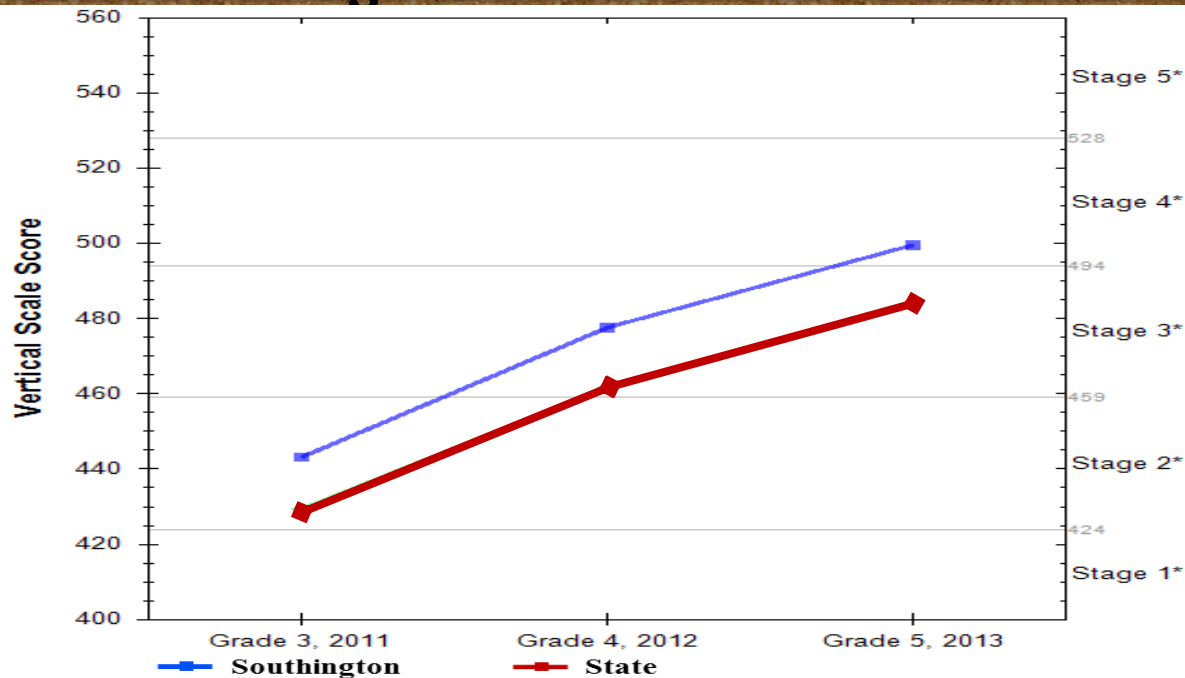
# Average Vertical Scale Score

**READING**

**Grade 3, 2011**

**Grade 4, 2012**

**Grade 5, 2013**



Group	Grade 3, 2011		Grade 4, 2012		Grade 5, 2013		2011-2013		2012-2013	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
Southington	508	443	515	478	528	500	509	56	519	22
State	37,904	429	37,516	462	37,056	485	34,215	54	35,378	23

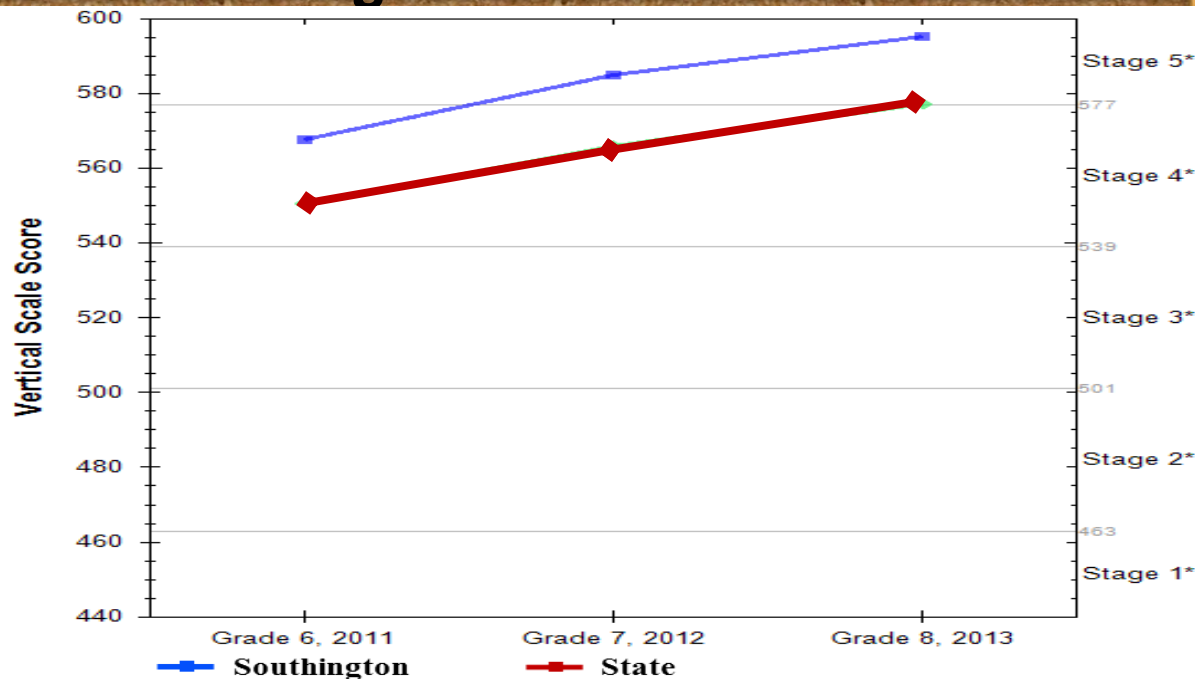
# Average Vertical Scale Score

**MATHEMATICS**

**Grade 6, 2011**

**Grade 7, 2012**

**Grade 8, 2013**



Group	Grade 6, 2011		Grade 7, 2012		Grade 8, 2013		2011-2013		2012-2013	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
Southington	526	568	530	585	519	595	501	28	511	10
State	39,591	550	39,700	566	39,105	577	36,370	27	37,592	12

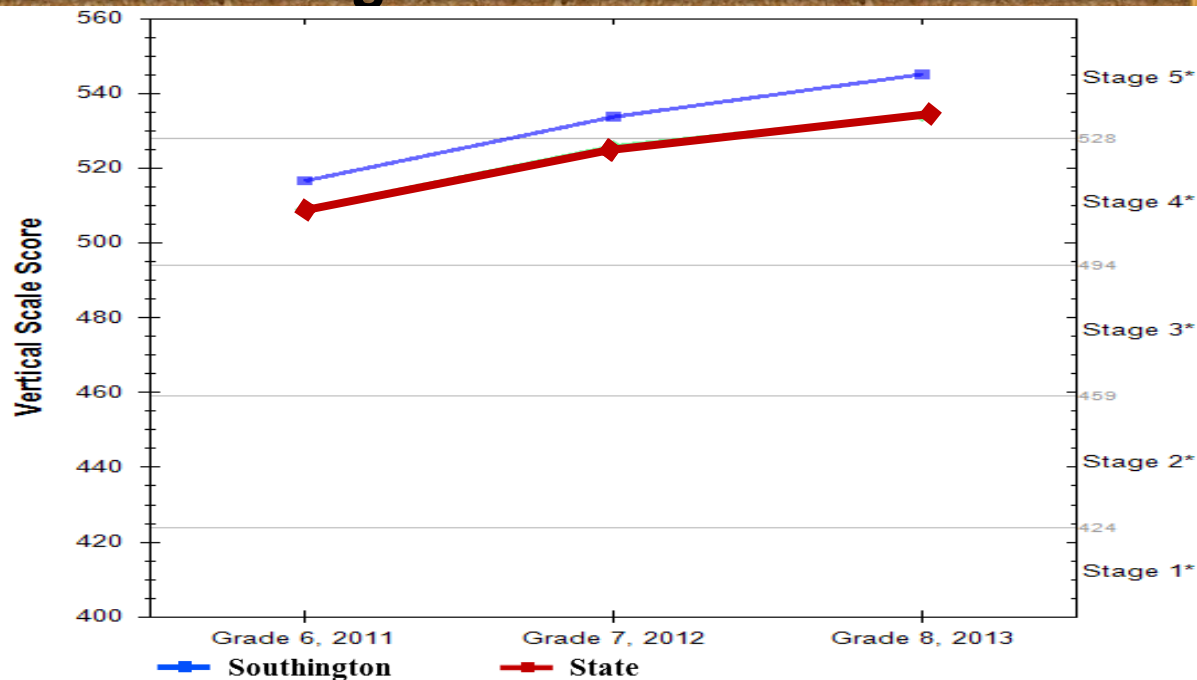
# Average Vertical Scale Score

**READING**

**Grade 6, 2011**

**Grade 7, 2012**

**Grade 8, 2013**



Group	Grade 6, 2011		Grade 7, 2012		Grade 8, 2013		2011-2013		2012-2013	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
Southington	512	517	515	534	507	545	487	29	497	11
State	39,272	509	39,456	526	38,994	534	36,120	27	37,389	9

# Percent by Level ~ Grade 3

**MATH**

**READING**

**WRITING**

State  
Southington

Below Basic	Basic	Proficient	Goal	Advanced
8.4	8.9	21.1	35.9	25.7
0.4	2.4	14.2	42.5	40.5

State  
Southington

16.8	10.9	15.4	35.3	21.6
7.1	7.1	14.9	43.9	27.1

State  
Southington

8.0	11.6	20.4	40.6	19.4
2.5	6.6	17.6	42.0	31.2



# Percent by Level ~ Grade 4

**MATH**

**READING**

**WRITING**

State  
Southington

Below Basic	Basic	Proficient	Goal	Advanced
7.4	8.8	18.4	36.6	28.8
0.6	2.8	10.6	40.9	45.1

State  
Southington

13.7	8.7	14.9	44.8	17.9
3.8	6.0	10.2	53.8	26.3

State  
Southington

6.4	10.2	20.4	38.9	24.2
3.3	4.8	15.2	45.2	31.5



# Percent by Level ~ Grade 5

**MATH**

**READING**

**WRITING**

**SCIENCE**

	Below Basic	Basic	Proficient	Goal	Advanced
<u>State</u>	6.7	9.0	15.0	36.4	33.0
<u>Southington</u>	1.5	2.8	10.3	37.5	47.9
<u>State</u>	13.1	7.8	12.2	45.5	21.4
<u>Southington</u>	3.8	4.5	9.3	54.2	28.2
<u>State</u>	3.4	8.8	22.1	42.8	22.8
<u>Southington</u>	1.8	4.5	15.1	46.8	31.7
<u>State</u>	7.6	10.7	19.1	40.5	22.0
<u>Southington</u>	2.5	4.0	14.2	46.3	33.0



# Percent by Level ~ Grade 6

**MATH**

**READING**

**WRITING**

State  
Southington

Below Basic	Basic	Proficient	Goal	Advanced
5.8	8.3	18.7	34.0	33.2
0.4	2.1	11.9	36.2	49.4

State  
Southington

9.0	6.5	11.2	49.5	23.8
3.6	1.9	8.1	56.8	29.7

State  
Southington

5.1	10.5	19.2	37.4	27.8
2.3	6.2	14.6	44.4	32.6



# Percent by Level ~ Grade 7

**MATH**

**READING**

**WRITING**

State  
Southington

Below Basic	Basic	Proficient	Goal	Advanced
5.5	9.7	19.1	35.0	30.8
0.7	3.2	10.6	38.5	47.0

State  
Southington

7.5	5.5	8.1	44.7	34.2
1.9	3.2	5.4	48.7	40.9

State  
Southington

6.1	10.7	18.3	38.5	26.4
2.2	8.3	11.6	45.4	32.5



# Percent by Level ~ Grade 8

**MATH**

**READING**

**WRITING**

**SCIENCE**

	Below Basic	Basic	Proficient	Goal	Advanced
<u>State</u>	4.7	9.2	20.8	34.7	30.5
<u>Southington</u>	0.6	4.0	11.4	43.7	40.3
<u>State</u>	8.1	6.2	9.4	43.7	32.6
<u>Southington</u>	2.0	2.8	7.3	51.3	36.7
<u>State</u>	5.2	9.0	18.4	43.9	23.3
<u>Southington</u>	3.2	4.7	16.3	51.1	24.6
<u>State</u>	14.4	9.1	15.9	42.7	17.9
<u>Southington</u>	6.4	5.5	13.6	52.7	21.8





*Moving  
Forward...*



# What we know...

Smarter Balanced will be the State Dept. of Education's assessment tool in 2014-2015 for English/Language Arts and Math. Science will remain assessed using CMT and CAPT for 2013-2014, maybe longer.

Smarter Balanced is expected to release interim assessments in the near future for districts to measure interim growth.

If a federal waiver is received, districts may opt-in to use Smarter Balanced assessment for the 2013-2014 year. If not, districts may continue to use their "legacy" assessments (CMT/CAPT) or use locally determined assessments to measure student growth.

Common Core State Standards are expected to be embedded within all Smarter Balanced assessments.

Teachers will require ongoing and continued professional development in understanding the standards within the areas of English/Language Arts and Math.

Smarter Balanced assessment requires computers which means students need computer competency skills prior to 2014-2015.



*Thank you!*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date September 26, 2013

Decision Requested \_\_\_\_\_

Agenda Code 10 c

**AGENDA REPORTING FORM**

**Agenda Topic:** Update – Bullying Legislation – SPS Protocol

**Summary of Issue:** Administration will provide the Board with an update from the Safe School Climate Coordinators for the district. As a result of the new legislation concerning the strengthening of school bullying legislation, the attached documents represent present practice in the Southington Public Schools. In addition, there is Professional Development for all teachers (PowerPoint), Bullying Posters and Cards are displayed and distributed throughout the schools, and parent letters are sent annually.

**Background:** The Board of Education requested that the administration provide them with a safe school climate update.

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** July 2012

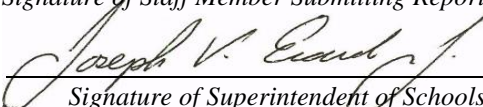
**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

**Titles of Attachments:**

1. PowerPoint ~ Bullying Prevention and Intervention
2. Bullying Poster/Cards
3. Parent Letter ~ September 2013
4. Report of Suspected Bullying Behavior Form

  
Signature of Staff Member Submitting Report

  
Signature of Superintendent of Schools

# **10c – PowerPoint – Separate Attachment**

## **10c – Bullying Posters/Cards**

# Bullying

*CT Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws, was signed into law in 2011. The new legislation takes comprehensive steps to prevent bullying and ensure every child the right to learn in public school without fear of teasing, humiliation or assault.*

**Bullying** is when a student makes fun of, threatens, physically harms or embarrasses another student (more than one time) with the intent to ridicule, harass, or intimidate that student. *The new law prohibits bullying which occurs outside of the school setting as well.* It can be done in writing, orally, or through electronic communication. Bullying may occur at school, on the bus, at a school activity, online, or through a text message.

The law says that schools must investigate any reports of bullying, even if the report is anonymous.

## Consequences for bullying can include:

- Detentions
- Suspensions (in or out of school)
- Expulsion
- Referral to Police

**Help make our school bully free!**



# **10c – Parent Letter, 2013**



# SOUTHINGTON PUBLIC SCHOOLS

September 9, 2013

Parents/Guardians:

We would like to welcome your son/daughter back for another exciting school year! Below please find a copy of a "Bullying" poster that is displayed in all grade 3, 4, and 5 classrooms. The complete bullying policy is located on our district's website at [www.southingtonschools.org](http://www.southingtonschools.org).

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

KAREN L. SMITH  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION AND LEARNING

## Bullying

**CT Public Act 11-232**, An Act Concerning the Strengthening of School Bullying Laws, was signed into law in 2011. **The new legislation takes comprehensive steps to prevent bullying and ensure every child the right to learn in public school without fear of teasing, humiliation or assault.**

**Bullying** is when a student makes fun of, threatens, or embarrasses another student (more than one time) with the intent to ridicule, harass, or intimidate that student. *The new law prohibits bullying which occurs outside of the school setting as well.* It can be done in writing, orally, or through electronic communication. Bullying may occur at school, on the bus, at a school activity, online, or through a text message.

**The law says that schools must investigate any reports of bullying, even if the report is anonymous.**

### **Consequences for bullying can include:**

- Detentions
- Suspensions (in or out of school)
- Expulsion
- Referral to Police

### Help make our school bully-free!

Please be assured that our goal is to make our schools safe for all students and together we feel that we can achieve that goal. Please feel free to contact us at any time during the school year should you suspect any incidents of bullying. In addition, Southington Public Schools has an anonymous tip line which is (860) 637-2006.

Thank you!

Jan Verderame, Derynoski Elementary School  
Patricia Mazarella, Flanders Elementary School  
Sally Kamerbeek, Hatton Elementary School  
Patricia Corvello, Plantsville Elementary School  
James Quinn, South End Elementary School  
Linda Lackner, Strong Elementary School  
Megan Bennett, Thalberg Elementary School

Marilyn Kahl  
Kelley Elementary School  
Safe School Climate Coordinator, PK-5  
(860) 628-3310

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200 NORTH MAIN STREET  
SOUTHINGTON, CT  
06489

[WWW.SOUTHINGTONSCHOOLS.ORG](http://WWW.SOUTHINGTONSCHOOLS.ORG)

OFFICE TELEPHONE  
(860) 628-3202

FAX  
(860) 628-3205

# **10c – Report of Suspected Bullying Behaviors**

**Southington Public Schools**  
**REPORT OF SUSPECTED BULLYING BEHAVIORS**

Complaint Filed Against: \_\_\_\_\_

Target(s): \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Person Completing Report: \_\_\_\_\_

Location/Time: \_\_\_\_\_

Relationship to Target: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Description of specific behavior being reported. Describe the incident, participants, background to the incident. Please include relevant dates, times, and places.

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List of witnesses who may provide more information regarding this incident. If the witnesses are not school district staff or students, please attach contact information.

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Have there been previous incidents? If so, please describe the behavior of concern, the approximate dates, the location and to whom it was reported.

---

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**I certify that the above information and events are accurately depicted to the best of my knowledge.**

\_\_\_\_\_  
Signature of Complainant

-----  
**For Administrative Use Only**

Administrative investigation notes (attach separate sheet if necessary):

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Bullying Verified (circle)? Yes      No      If yes, has notification been made to parent/guardian (circle)?      Yes      No

Actions taken:

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If bullying verified, has the school developed a student safety support/intervention plan (circle)?      Yes      No

Note: Attach witness statements and any other pertinent information to this form

Signature of administrator: \_\_\_\_\_


Date: \_\_\_\_\_

# **10c – PowerPoint – Separate Attachment**





**Southington  
Public Schools**

## Bullying Prevention and Intervention Policy



August 2013



Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws, was signed into law by Governor Dannel Malloy on July 13, 2011.

**The new law takes comprehensive steps to prevent bullying and ensure every child the right to learn in public school without fear of teasing, humiliation or assault.**

## Definition:



Effective July 1, 2011, bullying is now defined as the:

...repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school, or
5. substantially disrupts the education process or the orderly operation of a school.



**The new law prohibits bullying which occurs outside of the school setting as well.** It can be done in writing, orally, or through electronic communication. Bullying may occur at school, on the bus, at a school activity, online, or through a text message.

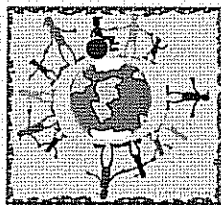


## SPS Safe School Climate Plan and Leadership

- o Each school has Safe School Climate Specialist. The principal (or principal's designee) serves as Safe School Climate Specialist and investigates or supervises the investigation of reported acts of bullying.
  
- o The district has Safe School Climate Coordinators:
  - Chris Palmieri – grades 6-12
  - Marilyn Kahl – grades preK-5The coordinators work with the Superintendent, the Board, and Safe School Climate Specialists on a district level.

## SPS Safe School Climate Plan and Leadership

- o Each school has established a Safe School Climate Plan that details prevention strategies and protocol to follow for reporting bullying.
- o The principal of each school shall establish a committee to be responsible for fostering a safe school climate and addressing issues related to bullying in the school. At least one parent/guardian will be a member of the committee.



## SPS Safe School Climate Plan and Leadership

- o At the beginning of each school year, each school will provide all school employees with a written or electronic copy of the school district's safe school climate plan.
- o All school employees must complete annual training on the identification, prevention, and response to bullying as required by law.



## What is your role?



- o School employees who witness acts of bullying or receive reports of bullying must orally notify the Safe School Climate Specialist (or another administrator if the Specialist is unavailable), **no later than one (1) school day** after witnessing or receiving a report of bullying.
- o The school employee must then file a **written report not later than two (2) school days** after making the oral report.



**Southington  
Public Schools**

**For more information:**

- o The complete *Bullying Prevention and Intervention Policy* is located on the district's website [www.southingtonschools.org](http://www.southingtonschools.org) under BOE policies, series 5000, policy 5130.
- o *Chris Palmieri, Assistant Principal, DePaolo Middle School:* [cpalmieri@southingtonschools.org](mailto:cpalmieri@southingtonschools.org)
- o *Marilyn Kahl, Principal, Kelley Elementary School:* [mkahl@southingtonschools.org](mailto:mkahl@southingtonschools.org)

**DECA to Boston, MA**

**November 1-3, 2013**

Southington Public Schools  
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: September 10, 2013

Out of State: Yes  No

Overnight: Yes  No

Miles Round Trip: 240 mi

Southington High School School DECA Class/Group November 1-3, 2013 Date of Trip

Name and Address of Destination Regional DECA Conference ~ Boston, MA

Leadership development for DECA officers; Opportunity to interact with students from Northeast region in DECA, enhance student learning and develops leadership, communication and team building skills.

Reasons for Field Trip

Itinerary (attach if needed)

Departure Date/Time Friday, November 1, 2013 Return Date/Time Sunday, November 3, 2013

# of Students 10 - approx. # of Teacher/Chaperones 2 - approx. # 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-moth prior to the scheduled trip.

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

\*\*\*\*\*

**COST AND FINANCING**

Table with 3 columns: Source of Funds, Totals, Additional Notes. Rows include: TOTAL Anticipated Cost of Trip (\$3,000.00), Board of Education Contribution (\$0.00), Other (\$0.00), Fundraising Activity (\$ ), BALANCE (\$3,000.00), Student Contribution (Transportation \$500.00, Entrance Fees, Room & Board \$2,500.00), TOTAL Cost of Trip to Each Student (\$300.00).

**SIGNATURES**

Teacher Sandra Spinello (signature on hard copy) Date 9/15/13
Dept. Head Dorothy Fontana (signature on hard copy) Date 9/15/13
Principal Dr. Semmel (signature on hard copy) Date 9/15/13
Comments As in the past, the cost covers the transportation, room, and registration fees. Families are responsible for meal expenses and incidentals.

Assistant Superintendent Karen L. Smith Date 9/15/13 Approved [checked] Not Approved [ ]

Board of Education Approval\*\*\* YES [ ] NO [ ] Date

## **DECA TRIP TO BOSTON, MA**

**Friday, November 1, 2013 ~ 6:30 a.m. Departure from Maloney High School**

**Sunday, November 3, 2013 ~ 11:30 a.m. Departure from Boston**

- **Sheraton in Boston for 2 nights**
- **Registration**
- **Connecticut DECA meeting**
- **Open Ceremony at TD Boston Garden**
- **Celtics Business Presentation and Game**
- **Conference Meetings/Sessions/Competitions held at the Sheraton**
- **Business Attire for all morning/afternoon DECA events**
- **Cost of trip includes room/registration/ticket to Celtics game**
- **Meals and incidentals are not included**

# **SHS Students to Peru**

**April 12-20, 2014**

Southington Public Schools  
Southington, Connecticut

## Application for Foreign Field Trip

*Submit to Assistant Superintendent*

Date: 6/18/2013

SHS	Students in Grs 10-12 interested in international volunteering	4/12/2014 - 4/20/2014
<b>School</b>	<b>Class/Group</b>	<b>Date of Trip</b>
Destination <u>Peru</u>		

**Please attach a complete itinerary to this application**

**Reasons for Field Trip** \*To provide students with real world applicable experiences. \*Opportunity for students to explore the culture and history of Peru. \*To teach students the importance of community service and volunteerism.

**Departure Date/Time** Saturday, April 12, 2014      **Return Date/Time** Sunday, April 20, 2014

**# of Students** 15 - approx.      **# of Teacher/Chaperones** 3 - approx.

**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.**

\*\*\*\*\*

**COST AND FINANCING**

<u>Source of Funds</u>	<u>Totals</u>	<u>Additional Notes</u>
<b>TOTAL Anticipated Cost of Trip</b>	<b>\$49,725.00</b>	Includes: round-trip airfare, hotel w private bath, breakfast and dinner daily, lunch on 2 days, tour director, sightseeing: city tour Lima, tour of Cuzco, Machu Picchu, train ride to Machu Picchu, round-trip airfare between Lima & Cuzco
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$0)	Once we are able to discuss this trip with students, we will gage interest in appropriate fundraising
<b>BALANCE</b>	<b>\$49,725.00</b>	<b>(est.)</b>
<b>Student Contribution</b>		
Transportation	\$2,400	15 Students @ \$160.00 to/from JFK (approx.)
Entrance Fees, Room & Board	\$47,325.00	15 Students @ \$3,155.00
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$3,315.00</b>	Price based on estimated number of students

**SIGNATURES**

<b>Teacher</b>	<u>Karen Cavanaugh (signature on hard copy)</u>	<b>Date</b> <u>9/15/13</u>
<b>Dept. Head</b>	<u>Gail Lessard (signature on hard copy)</u>	<b>Date</b> <u>9/15/13</u>
<b>Principal</b>	<u>Dr. Semmel (signature on hard copy)</u>	<b>Date</b> <u>9/15/13</u>
<b>Comments</b>	<u>Itinerary Attached</u>	

**Approved**   

**Assistant Superintendent** Karen L. Smith      **Date** 9/15/13      **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.*

# Tour Itinerary

## Day 1 Start Tour

- Meet your Tour Director and check into hotel

## Day 2 Hola Lima

- Lima Guided Sightseeing Tour Government Palace, City Hall, Cathedral of Lima, Miraflores, San Isidro, San Francisco Convent visit
- Museum of Archaeology & Anthropology visit

## Day 3 Lima--Cuzco

- Fly to Cuzco
- Cuzco Guided Sightseeing Tour Tambo Machay, Qenko, Puca Pucara, Sacsayhuaman Fortress visit

## Day 4 Cuzco--Machu Picchu

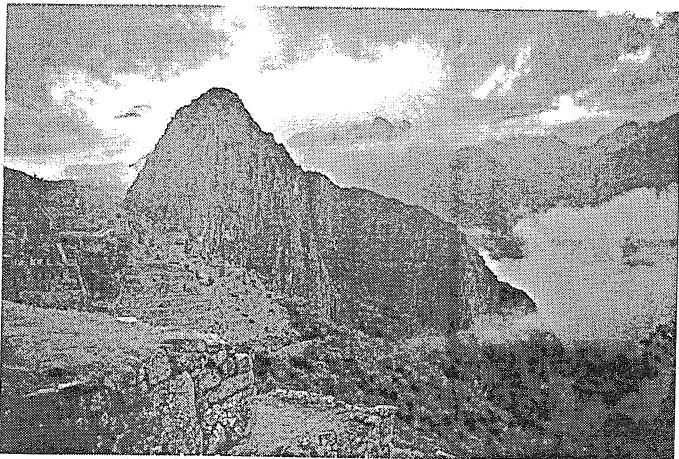
- Sacred Valley Excursion Ollantaytambo Fortress visit, Pisac Indian Market, Wildlife Sanctuary visit
- Train Ride to Machu Picchu



the experience is everything



# Tour Itinerary



## Day 5 Machu Picchu--Cuzco

- Sunrise at Machu Picchu
- Hike to Intipunku
- Transfer back to Cuzco

## Day 6 Start Make a Difference Extension

- Fly to Lima
- Volunteer at a local school


## Day 7 Lima

- Volunteer at a local school

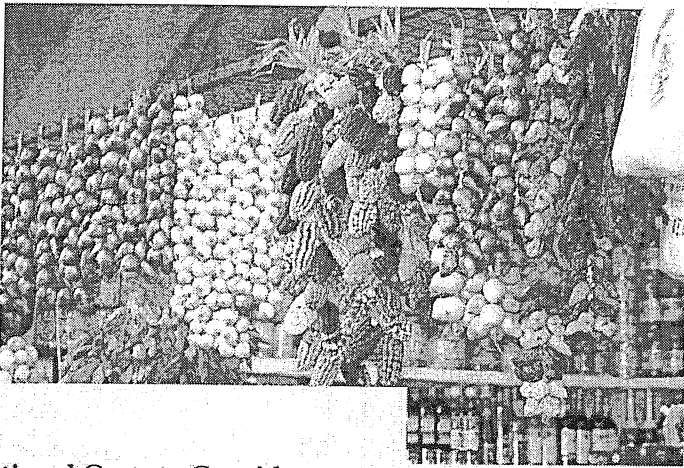
## Day 8 End Tour

- Fly home

## Day 9 Return Home

the experience is everything 

# What's Included?




## Additional Costs to Consider:

- \*Passports & Visas (if applicable)
- \*Tipping
- Snacks, Beverages & Lunches (unless otherwise noted)
- \*Souvenirs
- \*Free time activities
- More excursions (on cruise tours only)

None of these items are not included in the total price

- Round-trip airfare
- Overnight stays in hotels with private bathrooms
- Breakfast daily
- Dinner daily
- Lunch included on extension only
- Full-time services of a professional Tour Director
- Visits to select attractions as per itinerary
- Tour Diary™

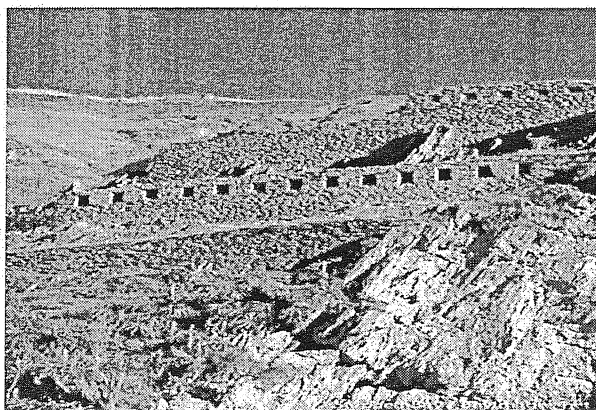
the experience is everything 

# Highlights of What We'll See

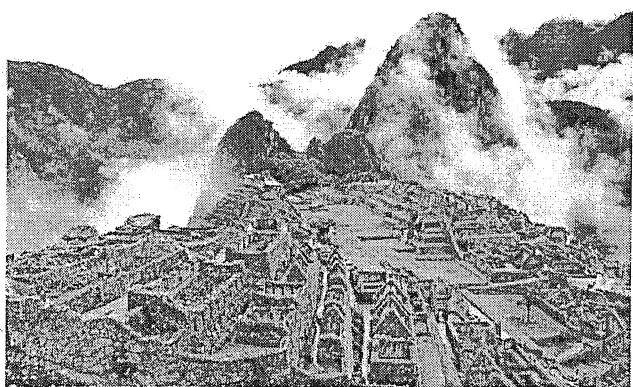
**Cathedral of Lima**



**Ollantaytambo Fortress**



**Machu Picchu**



**Sacred Valley**



# **SHS Marching Band to Washington, DC**

**April 27-30, 2014**

Southington Public Schools  
Southington, Connecticut

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

*Submit to Assistant Superintendent*

Date: September 10, 2013

Out of State: Yes  No

Overnight: Yes  No

Miles Round Trip: 668 miles

Southington High School                      Marching/Symphonic Band                      April 27-30, 2014  
School    Class/Group    Date of Trip

Name and Address of Destination    Washington D.C.

Reasons for Field Trip            Performance at Martin Luther King Jr Memorial

Itinerary (attach if needed) \_\_\_\_\_

Departure Date/Time            Sunday, April 27, 2014 (7 am)    Return Date/Time    Wednesday, April 30, 2014 (11pm)

2 teachers

# of Students    105 (minimum)            # of Teacher/Chaperones    10 chaperones            # of Buses    2 or 3

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.

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>
<b>TOTAL Anticipated Cost of Trip</b>	<b>\$94,395.00</b>	Includes the travel expenses, hotel costs, museum passes, meals, and the cost of our tour director and his company Destinations Unlimited. The cost also includes night security at the hotel where we are staying
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$    )	Students will be given several opportunities to fundraise during the school year
<b>BALANCE</b>	<b>\$94,395.00</b>	
<b>Student Contribution</b>		
Transportation	\$NA	Students @ \$
Entrance Fees, Room & Board	\$94,395.00	105 Students @ \$899.00
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$899.00</b>	105 students @ \$899.00 (cost will decrease if there are more than 105 students)

**SIGNATURES**

Teacher            Sara W. Ossias (signature on hard copy)                      Date    9/15/13

Dept. Head        Jeff Shaw (signature on hard copy)                                      Date    9/15/13

Principal            Dr. Semmel (signature on hard copy)                                      Date    9/15/13

Comments            Itinerary Attached

Approved   

Assistant Superintendent    Karen L. Smith                      Date    9/15/13                      Not Approved   

Board of Education Approval\*\*\*    YES     NO                       Date \_\_\_\_\_



P.O. Box 548  
 Southington, CT 06489  
 (860) 621- 9178  
 1-800-246-1546

Southington High School Music Dept.  
**Washington, DC**  
 April 27-30, 2014  
**TENTATIVE ITINERARY**

<b>DATE:</b>	<b>TIME:</b>	
Sunday April 27	6:15 am	Motorcoaches arrive for boarding
	7:00 am	Depart School (Rest stop en route)
	2:30 pm	Visit the National Air & Space Museum
	4:00 pm	Arrival at your hotel The Hilton Crystal City 2399 Jefferson Davis Highway Arlington, VA 22202 703-418-6800
	5:30 pm	Board the Odyssey Dinner Cruise Step aboard The Odyssey and enjoy an escape to the signature elegance and total entertainment experience only a true luxury cruising vessel can provide. Creative appetizers, entrees and desserts prepared fresh onboard daily. Dance to live music as unmatched views of the nation's greatest monuments drift past your table.
	6:00 pm	Dinner, Dancing and Cruise aboard the Odyssey
Monday April 28	7:00 am	Full American breakfast at your hotel
		Today you will perform at the Martin Luther King Jr. Memorial overlooking the Tidal Basin
	9:30 am	Set-up
	10:00 am	Concert performance
	11:00 am	Guided City tour including Arlington National Cemetery; the Vietnam Memorial, the WWII Memorial, The Jefferson Memorial, The Lincoln Memorial; the Korean Memorial, The Capitol Area, and much more. (All sites are under the jurisdiction of the National Park Service, the Capital Police, and other government entities. Our visitation is based on their requirements and restrictions)
		A lunch stop at Pentagon City Mall or the Old Post Office Pavilion (Lunch not included in tour cost)
	5:00 pm	Performance of Shear Madness at the Kennedy Center (Based on availability) Over 8 million people around the world have seen Shear Madness, America's favorite comedy. Set in a hairstyling salon that is the scene of a wacky murder, Shear Madness is the uproarious whodunit where the audience gets to solve the crime.
	7:30 pm	Dinner at Buca di Beppo Buca di Beppo is an authentic Italian restaurant that offers flavorful Italian dining. Dine with family and friends while enjoying the Italian traditions of food, friendship and hospitality. In the spirit of Italian culture, dishes are served family style and are meant to be shared.

**Southington High School Music Dept.  
Washington, DC  
April 27-30, 2014  
Page 2**

**DATE:**  
Tuesday  
April 29

**TIME:**

7:00 am	Full American breakfast at your hotel
8:50 am	Visit the US Capitol Visitor's Center and tour the Capitol (Based on availability)
11:00 am	This morning you will visit the Museum of American History  Lunch (not included in tour cost) at the museum cafeteria
1:30 pm	Visit Ford's Theatre (based on availability)
4:00 pm	Arrival at Mount Vernon Visit the new Museum and Education Center at Mount Vernon

The Donald W. Reynolds Museum and Education Center and the Ford Orientation Center include 25 new theaters and galleries that tell the detailed story of George Washington's life. More than 500 original artifacts, eleven History Channel videos, and immersion theater experiences illuminate the remarkable story of the first American hero.

5:00 pm	Private showing of <i>We Fight to Be Free</i>
5:30 pm	Private Mount Vernon Mansion Tour
7:30 pm	Dinner at Phillips Flagship Restaurant

Wednesday  
April 30

7:30 am	Full American breakfast at your hotel
9:30 am	Visit the Newseum

The Newseum — a 250,000-square-foot museum of news — offers visitors an experience that blends five centuries of news history with up-to-the-second technology and hands-on exhibits.

The Newseum exterior's unique architectural features include a 74-foot-high marble engraving of the First Amendment and an immense front wall of glass through which passers-by can watch the museum fulfilling its mission of providing a forum where the media and the public can gain a better understanding of each other.

The Newseum features seven levels of galleries, theaters, retail spaces and visitor services. It offers a unique environment that takes museum-goers behind the scenes to experience how and why news is made.

1:00 pm	The National Zoo (Lunch can be purchased at the Zoo)
3:30 pm	Depart (Rest stop en route)
11:00 pm	Approximate arrival at Southington High School

**NOTE:** All times are approximate and will be dependent upon traffic, weather, road conditions and unforeseen circumstances. All touring inclusions are based upon our ability to safely accomplish the itinerary.

**DECA to Atlanta, GA**

**May 2-7, 2014**

Southington Public Schools  
Southington, Connecticut

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

*Submit to Assistant Superintendent*

Date: September 13, 2013

Out of State: Yes  No

Overnight: Yes  No

Miles Round Trip: 1940 miles

Southington High School                      DECA                      May 2, 2014 - May 7, 2014  
School    Class/Group    Date of Trip

Name and Address of Destination DECA International Career Development Conference ~ Atlanta, GA

Reasons for Field Trip International competition and conference for students who have excelled in DECA either by winning a competitive event or participating in international promotional campaigns.

Itinerary (attach if needed) \_\_\_\_\_

Departure Date/Time Friday morning, 5/2/14                      Return Date/Time Wednesday afternoon, 5/7/14

# of Students 10 - approx.                      # of Teacher/Chaperones 2 - approx.                      # of Buses 1 - airport transp.

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>
<b>TOTAL Anticipated Cost of Trip</b>	<b><u>\$10,000.00</u></b>	<u>Estimated fees for transportation, hotel, entrance fees</u>
Board of Education Contribution	<u>\$</u>	_____
Other	<u>\$</u>	_____
Fundraising Activity	<u>(\$3,000.00)</u>	<u>School Deca store profits</u>
<b>BALANCE</b>	<b><u>\$7,000.00</u></b>	_____
<b>Student Contribution</b>		
Transportation	<u>\$3,000.00</u>	<u>10 Students @ \$300.00 - both flight and bus</u>
Entrance Fees, Room & Board	<u>\$4,000.00</u>	<u>10 Students @ \$400.00 - hotel, entrance fees</u>
<b>TOTAL Cost of Trip to Each Student</b>	<b><u>\$700.00</u></b>	<u>Estimated fees for transportation, room/board, entrance fees</u>

**SIGNATURES**

Teacher Sandra Spinello (signature on hard copy)                      Date 9/15/13

Dept. Head Dorothy Fonatan (signature on hard copy)                      Date 9/15/13

Principal Dr. Semmel (signature on hard copy)                      Date 9/15/13

Comments As in the past, the cost covers the transportation, room, and registration fees. Families are responsible for meal expenses and incidentals.

Assistant Superintendent *Karen L. Smith*                      Date 9/15/13                      Approved                       Not Approved

Board of Education Approval\*\*\*    YES     NO                       Date \_\_\_\_\_

## **DECA TRIP TO ATLANTA, GA**

**Friday, May 2, 2014 ~ Students meet at SHS and will take bus to airport (times TBD)**

**Wednesday, May 7, 2014 ~ Students will be transported by bus to SHS (times TBD)**

- **Designated hotel in Atlanta, GA**
- **Registration**
- **Connecticut DECA meeting**
- **DECA Activities, Conference Competitions, Events**
- **Business Attire for all morning/afternoon DECA events**
- **Cost of trip includes room/registration/entrance fees**
- **Meals and incidentals are not included**

**FBLA to Nashville, TN**

**June 28-July 3, 2014**

Southington Public Schools  
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: September 17, 2013

Out of State: Yes  No

Overnight: Yes  No

Miles Round Trip: \_\_\_\_\_

SHS \_\_\_\_\_ FBLA \_\_\_\_\_ June 28, 2014 - July 3, 2014  
School Class/Group Date of Trip

Name and Address of Destination National Leadership Conference ~ Nashville, TN

Reasons for Field Trip Winners from state compete on National Level, elect new National Officers, Workshops

Itinerary (attach if needed) \_\_\_\_\_

Departure Date/Time Saturday, June 28, 2014 Return Date/Time Thursday, July 3, 2014

# of Students 4 # of Teacher/Chaperones 1 # of Buses N/A

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.

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

\*\*\*\*\*

**COST AND FINANCING**

Source of Funds	Totals	Additional Notes
<b>TOTAL Anticipated Cost of Trip</b>	<b>\$2,980.00</b>	Estimated airfare, hotel, registration
Board of Education Contribution	\$0	
Other	\$0	
Fundraising Activity	(\$1000.00)	Approx. money hoping to raise to offset costs
<b>BALANCE</b>	<b>\$1980.00</b>	
<b>Student Contribution</b>		
Transportation	\$1600.00	4 Students @ \$400.00 (approx)
Entrance Fees, Room & Board	\$380.00	4 Students @ \$95.00 (approx)
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$495.00</b>	Families will be responsible for providing students with money for lunches and dinners.

**SIGNATURES**

Teacher Cynthia Davy (signature on hard copy) Date 9/15/13  
Dept. Head Dorothy Fontana (signature on hard copy) Date 9/15/13  
Principal Dr. Semmel (signature on hard copy) Date 9/15/13

Comments In the past, there hasn't been a representative from SHS attend the event. Last year, I student attended with his family. This year, Cindy Davy plans to attend ~ Itinerary not available at this time.

Approved

Assistant Superintendent Karen L. Smith Date 9/15/13 Not Approved

Board of Education Approval\*\*\* YES  NO  Date \_\_\_\_\_

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** September 26, 2013

**Decision Requested** X **Agenda Code** 10 d

**AGENDA REPORTING FORM**

**Agenda Topic: Out of State:** Approval of Field Trips

**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 DECA* to the Sheraton in Boston, MA ~ Regional DECA Conference ~ November 1-3, 2013
- *Southington High School Students* to Peru ~ International Volunteering ~ April 12-20, 2014
- *Southington High School Marching Band* to Washington, DC ~ Performance at Martin Luther King Jr Memorial ~ April 27-30, 2014
- *Southington High School DECA* to Atlanta, GA ~ International Career Development Conference ~ May 2-7, 2014
- *Southington High School FBLA* to Nashville, TN ~ National Leadership Conference ~ June 28-July 3, 2014

**Background:** N/A

**Alternative Strategies:** N/A

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


**Beginning Date of Program or Project:** N/A

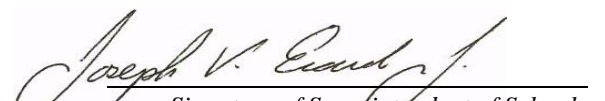
**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approves the attached field trips for SHS DECA, SHS Marching Band, SHS Students, and FBLA as presented.

Titles of Attachments:

1. Field Trip Applications

  
signature of staff member submitting Report

  
Signature of Superintendent of Schools