

## Southington Board of Education Meeting

Thursday, October 24, 2013 7:00 PM  
Municipal Center Public Assembly Room 200 North Main Street  
Southington, CT 06489  
200 North Main Street  
Southington, CT 06489



### BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss Student Matters and SAA Negotiations ~ 7:00 P.M.
3. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ October 10, 2013
6. Communications
  - a. Communications from Audience
  - b. Communications from Board Members and Administration
  - c. Communications from Student Representatives
7. Committee Reports
  - a. Curriculum and Instruction Meeting ~ October 15, 2013
8. Old Business
  - a. Town Government Communications
  - b. Construction Update
  - c. Administrator Evaluation Plan Update
  - d. Teacher Evaluation Plan Update
9. New Business
  - a. Rugby Update
  - b. Special Education Outplacements: June 2011 - June 2013
  - c. Compensation for Music Specialist
  - d. Student Expulsion
10. Adjournment

**SOUTHINGTON BOARD OF EDUCATION**

**SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING**

**OCTOBER 10, 2013**

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The regular meeting of the Southington Board of Education was held on Thursday, October 10, 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 SOUTHINGTON ADMINISTRATORS NEGOTIATIONS, PERSONNEL AND SAFETY ~ 6:30 P.M.**

An Executive Session meeting was held from 6:33 p.m. through 7:05 p.m. in the Municipal Center Technology Training Room.

Board members present were Mr. Brian Goralski, Chairperson, Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen.

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

Also present were Mr. Robert Brown, Southington Education Association President, and Mr. Jeffrey Shaw, Music Director at Southington High School, who attended Executive Session from 6:36 p.m. through 6:49 p.m.

**3. BOARD OF EDUCATION RECOGNITIONS**

At 7:10 p.m., in Celebration of Excellence, the Board recognized Catherine Riccio from Southington High School who was selected as the 2013-2014 Southington Paraprofessional of the Year and given a standing ovation. She was presented a plaque by Mr. Goralski, Board Chair.

The administration recognized the distinguished retirees from 2012-2013 and gave a brief history of each of the retirees in attendance. They were presented with a clock and a box of Fascia chocolates by Mr. Goralski, Chair, Mrs. Carmody, Vice-Chair, and Mrs. Notar-Francesco, Secretary. The retirees in attendance were:

Name	Facility	Position	Yrs. of Service
Karen Andres	Hatton	Speech Pathologist & Pre-K Facilitator	16
Andrew Bayer	SHS	Assistant Principal	12

Barbara Belanger	Alta	Secretary	31
Roseanne Carey	SHS	Special Education Teacher	19
Gail Doerfler	SHS	Social Studies Teacher	28
John Formeister	DePaolo	Head Custodian	23
Betty Ann Hardy	DePaolo	Secretary to Principal	24.5
Maureen Konfala	DePaolo	Language Arts Teacher	18
Madonna Lemay	KES, PES, SES, TES	Art Teacher	37
Elizabeth Lutz	Kelley	Principal	17
Elaine Meccarillo	Hatton	Grade 5 Teacher	39
Francis Paul	DePaolo	World Language Teacher	42
Aurora Pedrolini	SHS	Business Teacher & Dept. Chair	35
Judith Roberge	SHS	Special Ed. Paraprofessional	30
James Russo	Kelley	Grade 4 Teacher	35
Shirley Saccoman	DePaolo	Special Ed. Paraprofessional	8
Jane Syme	Derynoski	Speech & Language Pathologist	7
Richard Truncali	DePaolo	Business Computer Teacher	39
Janice West	Derynoski	Music Teacher	37.5

Retirees unable to attend were:

Name	Facility	Position	Yrs. of Service
Elizabeth Chester	District	Language Arts Coordinator	6
Paul Clements	SHS	Head Custodian	33
Lewis Grower	SHS	Technology Ed. Teacher	3
Richard Hills	Kennedy	Special Ed. Paraprofessional	5
Charlotte Hinckley	South End	Special Ed. Paraprofessional	29
Lee Jones	PES/TES	Music Teacher	26
Doreen Leahy	SHS	Physical Education Teacher	38
Carmen Lord	SHS	English Teacher	33
Anthony Mauro	SHS	Custodian	17
Janine Peerless	Kennedy	Special Ed. Paraprofessional	11.8
Janice Sullivan	SHS	Family & Consumer Science	30
Lynne Smith	Kennedy	World Language Teacher	35
Rudolph Royko	SHS	Science Teacher	35

**4. RECONVENE MEETING ~ REGULAR SESSION**

The regular session was reconvened at 7:52 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen.

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

Finance; and Dr. Perri Murdica, Director of Pupil Services. Student representative present was Miss Stephanie Krar.

There were approximately 13 people in the audience.

## **5. PLEDGE OF ALLEGIANCE**

Miss Krar led the audience in reciting the Pledge of Allegiance.

## **6. APPROVAL OF MINUTES ~ September 26, 2013**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Queen:

**“Move to approve the Board of Education minutes of September 26, 2013, as amended.”**

**Motion carried unanimously by voice vote.**

## **7. COMMUNICATIONS**

### **a. Communications from Audience**

Art Cyr, 103 Berlin Avenue, addressed Bread for Life and statements that he has heard from the Derynoski School PTO that, if the Bread for Life facility is built adjacent to Derynoski School, they will stop donating to the Food Pantry. Mr. Cyr noted that an erroneous newspaper article stated that Bread for Life does the town's Food Pantry. He clarified that the Food Pantry is run by the Town of Southington Community Services and is located on Norton Street in Milldale. If people want to protest the Bread for Life, he requested that they don't take it out on the Food Pantry, which is spearheaded by Janet Mellon who is a very hard worker. He asked the Board members to convey to the PTOs not to punish the Food Pantry because it is not run by Bread for Life.

Bob Brown, 587 Burritt Street, stated that he is a teacher at Southington High School and the union president for the teachers in town. He felt that everyone should be so proud of the people who work in this town to educate children. He thanked the Board for honoring the retirees tonight and personally thanked the retirees for all that they have given to educate our children.

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

#### **Communication from the Board Members:**

Mrs. Carmody visited an All-Day Kindergarten class at Thalberg School. She observed the children doing a cooperative learning lesson with Legos and figuring out numbers. She spoke to the teachers and some of the students and they all love the All-Day Kindergarten. She also visited a first grade classroom that was working on the Enrichment Program in the core schedule at Thalberg School. She could not believe the topics the first grade students were choosing for enrichment and personalized learning, along with the questions that they were asking and the differentiation that was occurring in the classroom. Mrs. Carmody also visited

ALTA and was very impressed with an English class where they were working on descriptive reading and writing with contrast and comparing. She also visited a math class at ALTA where they were learning how to estimate. She noted that, as a former teacher, it was a very rewarding day for her to visit both schools.

Mrs. Lombardi gave an update on the Virtual STEM Online University proposal and stated that the committee will be forming a Professional Learning Community comprised of interested district administrators and faculty members. She noted that these teams will develop and create the premier lesson design plans that will be the initial loading into the Online University. Each grade level will have an initial lesson design plan on this site. This week, the Southington Education Foundation Executive Board took action to underwrite the launch of this project and committed \$13,000 to the initial work. This is another form of collaboration and external funding that is coming into our district. This community group will launch within the next month.

Mr. Derynoski stated that he was a member of the Technology Advisory Board and that at the end of the last school year his company, EDAC, offered to invite some students to tour their facility. Over the last three days, his company hosted 122 Southington Project Lead the Way students who toured their facility in the morning on a very tight schedule with an orchestrated itinerary that covered all the things his company does from an engineering, quality control, and manufacturing perspective. He thought that the outcome was far greater than he ever expected. The management of his company took the reins and put together a really good show for these students. He noted that the 122 students in Project Lead the Way set the bar high with their questions, enthusiasm, focus, and interaction with company officials who were very impressed. It was amazing the number of students who showed up in shirt and ties. He stated that his company is planning to do something for next year. Mr. Derynoski noted that there was an article in the Record Journal newspaper that highlighted the visit. He explained that manufacturing is in a high growth mode, but they cannot find enough people. There was an offer made by upper management of his company to the Southington High School Project Lead the Way seniors that at the end of the school year, if they still have an interest in getting into aerospace engineering, the door at EDAC was open to them.

Mr. Goralski asked the administration to share Mr. Derynoski's story with Mr. Justin Mirante and his colleagues who teach Project Lead the Way because it is a compliment to them. Dr. Erardi thanked EDAC and noted that the students felt that it was an extraordinary experience.

Mrs. Queen explained that last Friday she attended the Southington United Soccer game on the turf field and heard Gabby Baker, a student representative on the Board, sing the National Anthem, which gave her the chills because it was so beautiful. She noted that this was week two of three Friday's in a row where the athletic teams at the high school took to the turf field for something larger than just a sporting contest. The prior Friday was a Military Appreciation Night by the Southington High School football team. The second Friday was the Southington United Soccer game in which all proceeds went to United Way of Southington, as well as 400 pounds of food donated to Community Services. This Friday is the Pink Game where the football team will be playing to raise awareness of Breast Cancer. Mrs. Queen announced that on Friday, October 11 at 6:00 p.m. NBC Channel 30 will have a feature on Southington High School and New Britain High School who are playing each other.

**MOTION:** by Mrs. Clark, seconded by Mr. Oshana:

**“Move Agenda Item 11.a “CAPT / SAT / AP / College Report” to Agenda Item 8.b.”**

**Motion carried unanimously by voice vote.**

Mr. Goralski announced the following:

- He had information regarding the CAFE Conference and the Delegate Assembly for those Board members who are interested in attending. There was also an opportunity for three students from Southington High School to attend.
- The Wall of Fame ceremony that honors former Southington High School students will be October 21, 2013 at 6:00 p.m. at Southington High School.
- The Red Ribbon Rally will be held on Tuesday, October 15 on the Town Green from 6:00 p.m. through 7:15 p.m.

**Communication from Administration:**

Dr. Erardi reported on the following:

1. STEPS: Asset of the Month: Dr. Erardi provided an Asset Building Classrooms chart to the Board indicating the assets of the month for when Board members visit their respective schools.
2. Southington Education Foundation: Virtual STEM University: Dr. Erardi stated that he spoke with Mrs. Lombardi earlier today and was happy that she reported on this.
3. Science Coordinator K-12 Update: Dr. Erardi explained that applications were closed today for the K-12 Science Coordinator and there was a rich applicant pool. In the next three to four weeks, administration will be bringing the candidate to the Board.
4. Middle School Neighborhood Partnership: Dr. Erardi explained that he has continued an ongoing relationship and articulation with the middle school neighbors, especially at Kennedy Middle School where the residential piece is much greater. There will be another meeting after the Public Building Committee meets, which will be October 15.
5. School Calendar: 2014-2015: Dr. Erardi explained that the calendar that annually comes before the Board in January will have two additional items. 1) Legislation to change the calendar, which Dr. Erardi believes should stay at the local level. 2) In partnership with the Common Core State Standards, there is a possibility of a reoccurring one-day a month shortened day. Mr. Goralski requested that the 2014-2015 School Calendar be an agenda item in late November or early December 2013.

**c. Communications from Student Representative**

Miss Stephanie Krar reported on the following:

- Her fellow student representatives were absent because Gabby Baker had an appointment and Abby Harris was sick.
- The French Exchange students were arriving at the high school at 10:30 p.m. tonight and will be in classes on Friday. There will be four French Exchange

students in her French class. They will be visiting Boston and New York City and staying in Southington for 10 days.

- On Friday, October 11, the National Honor Society is sponsoring a Blood Drive.
- The Southington High School football team was selected by NBC 30 for the “Game of the Week” that will take place Friday, October 11 at 7:00 p.m. against New Britain High School.
- This year, the Yearbooks are online.
- The SATs were held on Saturday, October 5 and the seniors are anxiously awaiting their scores.
- ACT scores came in today for the seniors who took them during September.
- Next Wednesday, the PSATs will be held for the sophomores and juniors. It comes with My College Quickstart, which outlines the entire PSATs and explains the questions that the student got wrong or right. She felt that it was a helpful study technique.
- During the PSATs, the 500 seniors will have their class picture taken in the gym by Art Rich Photography followed by a class meeting with Class Advisors. The seniors will then be divided into three groups by alphabet and rotating between three different stations. A CCSU Police Sergeant will be giving a presentation on campus safety. The guidance department will be talking to the students about internship opportunities, which are nine-week programs that run throughout the school year through the Chamber of Commerce. There will be a Naviance college tutorial in the computer rooms with guidance counselors.
- During the PSATs, the freshmen will be attending four presentations. There will be an “Intro to Naviance” with Mr. Bugnacki. There will be a bullying assembly with Officer MacKenzie and Mr. Terino. The freshmen will be filling out questionnaires and writing notes that will be put in a time capsule and, when they graduate, they will be able to open it. The time capsules were started last school year. There will be a seminar on “*If you can do high school over again*” where 15 freshmen meet with two seniors. Miss Krar will be one of those seniors.

## 8. REPORT OF THE SUPERINTENDENT

### a. Personnel Report

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

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

**Motion carried unanimously by voice vote.**

### b. CAPT/SAT/AP/COLLEGE REPORT *(formerly Agenda Item 11.a)*

Dr. Martin Semmel, Principal of Southington High School, gave a PowerPoint presentation on the results of the 2013 Connecticut Academic Performance Test (CAPT), Advanced Placement (AP), and SAT scores, and the Class of 2013 College Acceptance Report. Dr. Semmel explained that the success that they see in the test results is due to the collective work of the entire Southington public school district. The high school benefits from all the work

that is done by the vision of the Board, leadership of central office, the work of the Kindergarten teachers all the way through high school.

#### Connecticut Academic Performance Test (CAPT):

Dr. Semmel explained the following:

- CAPT is broken down into five strands: Advanced, Goal, Proficient, Basic and Below Basic. He stated that the goal across the district is Goal because Proficiency is not high enough of a standard for Southington students.
- The comparative results for the CAPT showed a five-year trend in Mathematics (3<sup>rd</sup> generation CAPT) with the percentage of test takers. He noted that this is truly a celebration for any department that focuses on math because the goal scores went from 64.1% in 2009 up to 75.1% in 2013, which was the goal set as part of the high school's School Improvement Plan three years ago.
- The Five-Year Trend in Science was again upward with 49.9% at Advanced or Goal in 2009 and 66.3% in 2013. He stated that they are always looking for a trend line in a positive direction, which shows that their strategies are having an impact on the students.
- The Five-Year Trend in Reading across the Disciplines showed a little drop from 2012 to 2013. In 2012, 67.4% of students were at Advanced or Goal compared with 65.3% in 2013. He did not feel that this was disappointing because they kept the majority of students at Advanced or Goal from the year before and the percentage of students at Basic & Below Basic and Proficient were higher in 2013 than in 2012.
- The Five-Year Trend in Writing across the Disciplines was an area of success because the percentage of students at Advanced or Goal was 57.2% in 2009 and 72.3% in 2013. He noted that these were great trend lines to end with if this is the last time that they administer the CAPT test.

#### Advanced Placement Report:

Dr. Semmel explained the following:

- For the 2013-2014 school year, the high school is offering 17 Advanced Placement courses.
- He noted that the Environmental Science class was removed due to limited enrollment. In 2011-2012, there were 12 Advanced Placement courses offered, and in 2012-2013 there were 18 courses.
- The highest score a student can get on the AP exam is a 5, which is extremely well qualified.
- The Five Score Bands are: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified) and 1 (No Recommendation).
- He noted that the College Board indicated that, even if a student gets a 1 on the exam, the student is still better prepared for college because the student experienced the rigor and challenge of an AP course.
- The Five-Year trend in AP showed the number of seats filled in 2009 at 309 and in 2013 the number of seats filled at 574. He explained that the 574 does not mean 574 different students; it meant that a student could be taking three courses and that student would be filling three seats in the AP classes. This year, the number of seats is less, with 559 seats filled. He stated that the number of students climbed from 204 students in 2009 to 274 in 2013.
- The percentage of AP students with scores of 3 or higher in 2013 was 81.4%.
- The percentage of the total AP students with scores of three, four or five in Southington was higher than the Connecticut and global percentages. In Southington, it was 81%, in Connecticut it was 75%, and global was 61% that were qualified, well qualified or extremely

well qualified. He noted that the number for Southington has been flat from 2009 through 2013; however, they are adding tests, more tests are being taken, and they are increasing the pool of students who are challenging themselves.

#### SAT 2013:

Dr. Semmel explained the following:

- There are three tests on the SAT: Mathematics, Critical Reading, and Writing.
- The score ranges from 200-800 on each test with the national average of 1500. Southington High School's average is 1570. The highest score that a student can get is 2400.
- The percentage of test takers in Southington in 2013 was 79.1%. He believed that, because the PSAT is now offered to tenth and eleventh graders, it has increased the number of test takers for the SAT because they get the previous experience.
- He noted that the percentage of students scoring a 600 or above this year is higher than in previous years. He pointed out that 23.7% of our students scored a 600 or above in mathematics and that colleges start looking closer at a student in the 600 range.
- The Critical Reading scores overall are flat; however, a 514 in 2013 as an average score is excellent compared to Connecticut and the nation.
- In Mathematics, the average score was 529 in 2013 for Southington, and the state and nation are way behind Southington in terms of the SAT math score. However, Southington's math score could be considered flat since 2009.
- In writing, Southington saw a huge increase because there has been a tremendous effort in writing between the English department and all departments at the high school. The Writing score in 2012 was 513 and jumped to 527 in 2013.
- What was disappointing was the national score of 488 in 2013.

#### College Acceptance Report:

Dr. Semmel presented a three-year trend and reported on the following:

- College acceptance for the Class of 2013 at Southington High School was 86.7% of students attending post-secondary educational institutions.
- Graduates attending a four-year college increased to 63.1%. He noted that economy sometimes has an effect.
- These scores were cause for celebration and he congratulated all the teachers, Pre-K through Grade 12, because all the students who attend Southington High School need to be at a certain level for the high school to get them to the level shown in the these reports.

Dr. Semmel recommended the following:

- Every student should be challenged in their appropriate course load, and the high school will continue to use programs such as AP Potential. If a student can take an AP class, then they will encourage the student and their family that it is the right decision and provide the support and safety nets for success.
- Hire and retain the best teachers.
- Support our teachers every day.
- Provide teachers with the tools necessary to teach in the 21<sup>st</sup> Century.
- Significantly increase opportunities for teachers/administrators to collaborate around instruction and assessment.
- Stay focused on School Improvement Plan.

Mrs. Lombardi asked if the ALTA students were included in the CAPT data. Dr. Semmel believed that they were, but he will check and get back to the Board. She asked for SAT data also regarding ALTA students and would like the trend over the years. Dr. Semmel noted that it is hard to look at trend data for small populations with specific needs.

Mrs. Clark liked the AP challenge and asked what Dr. Semmel tells the parents who don't want their child to take an AP course because of grades. Dr. Semmel replied that the guidance counselors explain to parents that colleges are looking for those rigorous courses and that a B or a C in an AP course does not put a student out of the running because the colleges look at that rigor. He noted that it was an individual case-by-case situation, which makes it more complicated.

Mrs. Queen congratulated all the administrators, teachers and staff for these rock solid results. She felt that Dr. Semmel's recommendations were very important and it tells the Board what they need to support moving forward in the budget process. She asked if the College Board provided a more detailed chart on what percentage of students fall within more specific groupings. She thought that the average was misleading because they don't have a sense of whether it's a few students who score over 700 and a lot at 525, or if Southington is more in the middle as a whole. She wanted to see where the majority of our students fall on that spectrum. Dr. Semmel replied that they fall mostly between 450 and 550 and there is a bell curve around the data. Dr. Semmel replied that they do break it down by the hundreds and he could pull that data. He noted that the PSAT does a great job and looks at every question. The program, My College Quickstart, provides detailed information and the school can go online to see which questions most students got wrong along with the challenge level.

Mrs. Queen noted how there were not enough students enrolled in the AP Environmental Sciences and the class had to be dropped. She asked how many seats were not filled in various AP courses because it did not fit in a student's schedule. Dr. Semmel replied that it does happen, but he believes that it is not a huge number that are affected because they work so hard on the scheduling. He noted that sometimes students have to make a choice because of the strange combination of classes they select and when a class is held.

Mr. Oshana noted that there was a 39% increase between the national average and Southington in writing and a 14% jump from last year to this year, which had to do with strategies. He asked what the difference was between what Southington is doing and what is happening on a national level where they are so far below Southington. Dr. Semmel replied that he could not address what the national was doing because every school system is different. When he first came to town he realized that they needed a Literacy teacher, someone who has the skillset and content knowledge to provide professional development to teachers in their work with their students. On top of that, they developed a plan called the English / Social Studies Collaboration where the reading and writing skills are being reinforced across disciplines. There is a complex set of formative assessments that are given in business classes, VoAg, Family and Consumer Science, and Social Studies classes where they provide support services to students who are really struggling. There needs to be a strategy, a focus, and a way to do this, which Southington has done well. The next steps are that they will be visiting other school districts that are doing better than Southington for their ideas.

Mrs. Smith added that in the area of writing, there has been a systemic plan in place for multiple years and the strategies that Dr. Semmel was referring to were strategies that begin in

Pre-K. Many of the students who have been a part of the workshop model from Columbia are now in ninth grade. The effect of that over the long-term is good writing instruction. “Writing across the Curriculum” was a phrase the Board heard many years ago and the integration in the content areas of writing were across the disciplines. She believed what Dr. Semmel was reporting is that he is beginning to jump onboard at the high school level with the growth that needs to be seen in all his curricular areas. She was very impressed with the work of the high school literacy team and department chairs. She thought that Southington was seeing a systemic result and that the trend data will continue.

Mr. Oshana noted that there was discussion that, when the new leveling system went into place, there would be a follow-up report on what was good, what was bad, and how to tweak it going forward. Mrs. Carmody replied that Dr. Semmel would be doing a presentation to the Curriculum and Instruction Committee in November or December on that and then to the full Board.

Mrs. Johnson was concerned about the 50 students who did not score at 3 or above on the Advanced Placement tests. She asked how administration was assessing that situation and what they were doing about it. Dr. Semmel replied that, as they continue to increase the number of students taking the AP classes and exams, they are going to get students who do not earn a 3, 4 or 5. However, taking the course and sitting for the exam better prepares these students for the rigors of college than if they had not taken it. When the teachers get the score report back on AP, it shows specifically where they need to concentrate and the content where the students struggled. They are currently focusing on that and why the students did not do well in certain areas.

Dr. Erardi added that any student who selects an AP class and then decides they want to drop out must meet with Dr. Semmel to have a discussion around why they feel that way. In many cases it may be too many AP classes at once. However, as of last week, every student who initially registered for an AP class was still in place.

Miss Krar reinforced Dr. Semmel’s comment about the skills learned in the AP courses, such as critical reading in English and students developing their writing, which are incomparable and challenging to what would be learned in a regular course. Miss Krar stated that she took two AP classes as a junior and felt that those classes prepared her for the classes that she was currently enrolled in as a senior.

## 9. COMMITTEE REPORTS

### a. Finance Committee Meeting ~ October 1, 2013

#### 1. Snow Removal/Sanding Bid ~ 2014-BID-16 (SHS, DES/JVP, HES, KES, PES)

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

**“Move to award the Snow Removal/Sanding Bid #2014-BID-16 for Southington High School, Derynoski Elementary School and the Pyne Center, Hatton, Kelley and Plantsville Elementary Schools, as presented by the Finance Committee.”**

Mrs. Notar-Francesco reported that Southington High School was awarded to Ali's Nursery; Hatton School was awarded to Cheshire Concrete, which was the low bidder; Plantsville School to Cheshire Concrete, the low bidder; Derynoski School was awarded to Total Maintenance, which was the second low bidder. Cheshire Concrete who was the low bidder at DES would have had more sites than the committee thought was reasonable, which Cheshire Concrete agreed with. Kelley School was awarded to Ali's Nursery under the same scenario. Ali's was the second low bid, with Cheshire Concrete being the low bid and having too many sites already. The committee talked extensively about these bid awards, and the performances of the vendors over time, and any claims against these vendors. Administration was clear that they were comfortable with the work, workload, and the ability of these vendors who have previously worked for our schools. There were three committee members at the meeting; two members favored the recommendation moving forward to the full Board and one was opposed. With this recommendation, the total award is almost \$6,600 below the budget for the school year.

Mr. Oshana stated that he was the committee member against the bid award. Earlier this year, he asked to have language put into the boilerplate regarding lawsuits and, if there was a firm that had a lawsuit, that some research is done as to what was outstanding, etc. He noted that one firm has a lawsuit against it at this point. He pointed out that lawsuits sometimes take a long time to work their way through a system. Mr. Oshana stated that having had lawsuits against this system in the recent past that have cost the town a lot of money, have ruined people's lives, he thought that it was very important for the Board to be very cognizant of what they are signing up for, regardless of the reputation of the firm. If there is a lawsuit against somebody, the Board needs to look at that and he was very uncomfortable awarding to someone who has a suit against the town at this point.

Mr. Goralski supported the language that Mr. Oshana asked to have in the bid document. He noted that we have had vendors in the past who have not done good work for the school system. He values the opinions of the administration at the schools, central office, Mr. Cox and the maintenance department. He continues to put his support behind performance of the vendors as judged by Mr. Cox. He respectfully appreciated everything that Mr. Oshana was saying. Mr. Oshana replied that he also puts a lot of support and faith into what the school administration says when they see things at their schools. He thought that if there was an open case where the Board does not know the results, and they are signing a three-year contract, the Board does not know what they are signing up for. He thought it strange to sign up for something that they don't know the consequences and thought it was a bad precedent to set.

ROLL CALL VOTE: YES – Mrs. Lombardi, Mrs. Notar-Francesco, Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Johnson and Mr. Goralski. NO – Mr. Oshana.

**Motion carried with eight in favor and one opposed.**

## **2. Capital Plan 2014-2019**

Mrs. Notar-Francesco reported that this was coming before the Board as an informational first read because Mr. Cox was not available to answer questions tonight to move it forward. She noted that Ms. Lisa Jones, Accounting/Purchasing Manager, was available to speak to some items on the Capital Plan. Mrs. Notar-Francesco noted that the committee had several items that they hoped that Mr. Cox could address before the Board votes on this plan, which included his priorities and whether the high school atrium roof fell into this priority as a safety item. Mrs.

Notar-Francesco stated that Ms. Jones had shared that she was aware that the masonry repointing at Derynoski School and the Southington High School bleacher refurbishments were priorities of Mr. Cox as well. The Finance Committee also requested an update on the energy management system for Southington High School. The committee was also concerned regarding the total dollars requested on the Capital Plan. Were these actual, researched amounts or was an inflationary percentage just applied year after year? She reported that the committee hoped that the Board of Education would combine projects with the town to save dollars on some of the items on the Capital Plan. Parking lot repaving is one such item.

Dr. Erardi pointed out that the Capital Plan was coming before the Board about one month earlier than usual. Administration is anticipating a lot of questions and wanted the Board to have the Capital Plan ahead of time to begin prioritizing. He noted that the Board of Education is in partnership with the town for a master plan, but took a step back last year because we had \$90 million of that plan.

Ms. Jones clarified that the priorities were noted by Mr. Cox and the Derynoski masonry repointing was priority number one. The football bleachers refurbishment at the high school was identified as priority number two. What was added as priority number three, based on the conversations that transpired at the Finance Committee meeting, was the high school atrium roof replacement. She noted that the atrium roof is 25 years old and leaks periodically requiring pails to be placed under it. The roof is inspected each fall by Silktown Roofing Company. She noted that there was a question regarding the cost of the masonry repointing at Derynoski and the number that they have is based on a bid received two years ago. She asked if the Board would like a new number, which would require them to go out to bid. Ms. Jones stated that the number in the Capital Plan is based on a three percent (3%) increase.

Mr. Derynoski would like updated numbers in order to stand behind it. Another number is the VoAg wing renovation, which he would not mind pushing out farther, unless they have a situation where they don't have enough classrooms at the high school. He agreed with the priority list because the high school atrium roof has been leaking forever. He noted that the masonry at Derynoski was something that needs to be maintained on a routine basis and that the Board let it go.

Mr. Goralski remarked that the Board wanted to make sure that the numbers that they would be requesting as priorities are as accurate as possible. Dr. Erardi explained that the Capital Plan has been escalated three percent (3%) every year. However, for the repointing, bleachers, and the atrium they will get real numbers, not just estimates.

Mr. Oshana felt that the atrium roof should be the first priority because that is a safety issue. Mrs. Clark stated that they need to maintain what they already have and the Board has delayed maintenance far too long.

Mrs. DiNello explained that the struggle they have on some of these projects is that for a number of years they ask the same vendors to give an updated quote and nothing ever happens. There is never a bid because these projects are not funded. She would like to continue the practice of putting an inflationary number for the projects that are not a priority. For the items that are determined as a priority by the Board, administration would be happy to engage contractors or vendors to get accurate numbers because this is the Board of Education's priority list that will be commingled with the town's priority list. Central office does not mind doing the

work, but it is difficult to engage people to spend their time to give estimates, and by year 10 it is still on the list. She asked the Board over the next two weeks to share what year they would like to see the VoAg wing appear on the list. She noted that Mr. Cox was anxious to have a conversation with the Board as to where the performance contracting fits into this overall plan.

Mr. Goralski felt that the consensus of the Board was to support Mr. Cox's recommendation on the atrium roof and repointing at Derynoski. Mr. Goralski addressed the bleachers on the turf field, which is now a community complex. He noted that the elected Boards have to meet to decide how this would be funded because he was uncertain if that should be one of the Board of Education's priorities. He felt that this was now a community priority. Mr. Goralski pointed out that roofs have always been a town project; therefore, the atrium roof should be in the town's cycle of roofs. The atrium roof was completed in the early 1990s. He felt that these two items on the Capital Plan are town projects. If the Board agrees, these three things have to be updated and they should look at the other items on the Capital Plan for this year.

Mrs. Johnson asked if she was correct in recalling that, whenever there were roof replacements done, there was significant state reimbursement. Mrs. DiNello deferred that question to Mr. Cox; however, she believed so and would follow up that question via e-mail. Mrs. Johnson questioned if the atrium roof would be considered as a hard roof. She questioned the future building renovations for the three elementary schools that have not yet been done, and asked why they would do any capital work on Derynoski, Flanders and Kelley Elementary Schools when they could be wrapped into the building renovations. However, if it is a safety issue, it would definitely need to be addressed. She noted that the repointing of the bricks at Derynoski dated back to 2008. She asked the Board to consider the capital outlay they make on those three schools. Mr. Goralski clarified that the Derynoski masonry dated back to 2003-2004. Mrs. Notar-Francesco pointed out that Mr. Cox has cited this project for the last few years as his priority. She did not know if it could wait.

Mr. Derynoski addressed the Derynoski School playground and Pyne Center parking lot repaving on the Capital Plan. He stated that Lowe's recently did an excellent job resurfacing and repainting the playground and it looked in good shape. He noted that the Pyne Center parking lot did need some work. He questioned how accurate the number was in the Capital Plan. Mr. Derynoski stated that he would delay the VoAg wing renovation a minimum of two or three years.

Dr. Erardi explained that the Board took action four years ago, with implementation three years ago, on the Capital Plan [parking lot redesign and paving] at DePaolo Middle School because it was a safety issue and the Board knew that they were launching a middle school project. The Board did not take action on upgrading technology in the middle schools because the Board knew that the reimbursement would come at 56% from the State Department of Education. In our goals, we are launching conversations about Derynoski, Flanders and Kelley Elementary Schools. The question to Mr. Cox would be what is the urgency to the repointing of the brick at Derynoski? Dr. Erardi stated that he would bring the answer to that question at the next meeting. He felt that Mrs. Johnson raised a great question.

Mrs. Queen addressed Mrs. Clark's comments about not maintaining buildings yearly and that "we" have not done it. Mrs. Queen was under the impression when she was first elected to the Board that the Capital Plan was out there, but it was not funded. She felt that they needed

to clarify that for the purpose of public communication, and maybe the history behind it that Mrs. Queen could not speak to. Mr. Goralski stated that the best column to look at on the Capital Plan was the year of request. He pointed out that Kelley School parking lot was on the Capital Plan since 1998. Mrs. Queen clarified that she was not talking about how long an item has been on the list; what she was referring to was that it has not been the Board of Education's priority to get these things done, it is that the funding has not been available. As of last year, the change in the pattern was the combined Capital Plan with the town, which will change the pattern moving forward.

Mrs. Lombardi addressed the paving of the school parking lots in combination with the town paving of the roads, and if the Board could capture or leverage any of that material at the same time. Dr. Erardi thought that was a great point and that he would have that conversation with Mr. Garry Brumback, Town Manager. Mr. Derynoski pointed out that, as far as the materials, the Board has the advantage of the state bid requirements and cost because we are a municipality.

Mrs. Notar-Francesco reported that there were two changes in legislation regarding the VoAg program funding. The first change is the VoAg tuition rate was being reduced by \$792 per student. These dollars go to the town now as revenue. In 2013-2014, the VoAg enrollment is higher than expected; therefore, the tuition that the town will be receiving will be higher than the number the Board of Education expected to meet on the town side. The actual billing is \$590,400 and the estimate was \$537,000, which is significantly higher and good news. The impact of this tuition reduction will not impact the town's revenue side. The second piece of the legislation was the ASTE Grant. The Board received additional funds through the ASTE Grant last year and that grant is being again increased, this time by \$1,000 per student; however, these funds must be used within the VoAg program. The good news is that the program will benefit, but it comes at a time when the year has already started and they now need to plan for how to best use these funds for the program. Before going to the Board of Finance for an appropriation for the additional ASTE Grant money, administration will determine how the funds will be used within the program and bring it back to the Board.

Mrs. DiNello added that the state is proposing new legislation about trying to reinstate the tuition rate for this year and delay that rate by a year. She would like to put the sending districts on notice that, although they received their bill for the 2013-2014 school year, they may be getting another bill in the spring if the legislation changes and tells us that we can charge them that additional \$792.

## **10. OLD BUSINESS**

### **a. Town Government Communications**

Mr. Goralski announced that Dr. Erardi made the offer on behalf of the Board of Education to meet with the leadership team from Bread for Life. He believed that the Bread for Life had a press release to the media today regarding them taking us up on our offer. There will be collaboration between the Board of Education in assisting the Bread for Life to continue to look for a potentially different location. They are asking the Planning and Zoning Commission to put a 60-day moratorium on their application. The public input session is scheduled for October 15, 2013 at 7:00 p.m. and will go on as planned in the Town Council Chambers. Mr.

Goralski stated that he will be attending and will bring the letter the Board of Education sent to them regarding the Board's position.

**b. Construction Update**

Dr. Erardi was very happy to share that, through a great partnership between site supervisors and our middle school administrative team, the opening of the new school year and six and one-half weeks into the year have been uneventful for the two-year middle school projects.

Mr. Goralski announced that the Public Building Committee of which he and Mrs. Clark are members will be meeting on October 15. They will get an update on how things are proceeding. The gyms are on schedule.

Mrs. Queen had heard from students that it is noisy and the class has been moved when the noise is too loud. Mrs. Clark replied that the Building Committee has had discussions about the noise, and there is a very good line of communications between the site manager and the principals. If there is an issue, the work stops. The principal can call everything to a halt if there is testing, etc. There are contingencies in place for situations that may occur. The main focus is that learning does continue.

Mr. Goralski stated that in trying to minimize the impact on students, last week the pad was poured at Kennedy Middle School from 7:00 p.m. through 10:00 p.m. with lights. Dr. Erardi communicated that information to the neighbors ahead of time. He noted that the foremen on these job sites are outstanding and very receptive to what we say.

**c. Administrator Evaluation Plan Update**

Mrs. Smith distributed a handout to the Board (*Attachment #1*) that explained the Student Learning Objective (SLO) process. The Teacher Evaluation and Administrator Evaluation Support Plan are based around objectives that are set for student learning to improve, which are called Student Learning Objectives. She thought that the Board would enjoy staying up-to-date with some of the latest information being shared electronically. Mrs. Smith stated that later in the winter she will bring a complete packet of samples to the Curriculum and Instruction Committee of what they are experiencing as teachers and administrators using the new evaluation plan.

**d. Teacher Evaluation Plan Update**

There was no report.

**e. Budget Assumptions / Priorities for 2014-2015**

Mrs. DiNello explained that at the last Board meeting there was a lengthy conversation around the Budget Assumptions and Priorities for the 2014-2015. The Board had before them the revised drafts showing the changes from the last meeting. Mrs. Notar-Francesco noted that her suggestion of putting the word "funding for" a strong professional development initiative

never made it in the bullet under Priorities. Mrs. DiNello apologized for leaving that out. The bullet would read, "Continued commitment to the district's long-term plan (Vision 2020) that includes 'funding for' a strong professional development initiative." The Board consensus was that they were comfortable with that wording.

Mr. Derynoski stated that the last bullet under Priorities, "Continue to pursue opportunities to share services between town and Board of Education to 'maximize' tax dollars" should be to 'minimize' tax dollars and should be changed. Mr. Goralski suggested changing it to "Continue to pursue opportunities to share services between the town and Board of Education." Mrs. Johnson thought that "town" was too broad and should be municipality. Dr. Erardi explained that "town proper" is a term that represents town government and town council. Mr. Derynoski suggested using, "between town departments." Mrs. DiNello suggested "between the Board of Education and all town departments." The Board agreed with that wording.

Mr. Goralski took a consensus whether to leave in or take out the bullet under Assumptions that states, "Consideration will be given to the current economic conditions." Mrs. Notar-Francesco recalled that, years ago when the Board put this bullet in, the economy was collapsing and she was a big advocate of including it. However, at this point, she believed that this bullet, conceptually, is aligned with the first bullet, that "open communication and cooperation will be maintained with other municipal boards and community throughout the budget process." In communicating with other boards, they will get a sense of where they need to be within their budget; therefore, she thought that this bullet could be struck at this point. Mrs. Lombardi asked Mrs. Johnson why she was in favor of leaving that bullet in. Mrs. Johnson replied that it was an affirmation of their fiscal responsibility. Mr. Derynoski wanted to leave it in because of the uncertainty in the national government with the shutdown, the budgets, and the funding from the federal level.

The consensus was five in favor to leave this bullet in under Assumptions to four opposed.

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

**Move to accept the Budget Assumptions and Priorities for 2014-2015 with revisions."**

**Motion carried unanimously by voice vote.**

## **11. NEW BUSINESS**

- a. **CAPT/SAT/AP/College Report** (*Moved to Agenda Item 8.b.*)
- b. **Letter of Agreement ~ Grant Writer 2013-2014**

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

**'Move to approve the Grant Writer Letter of Agreement, as presented.'**

Mrs. Johnson asked which health benefit package the Grant Writer would fall under. Mrs. DiNello stated that the Grant Writer would be under the same plan as retired teachers.

**Motion carried unanimously by voice vote.**

**12. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 10:05 p.m.

Respectfully submitted,  
*Linda Blanchard*  
Recording Secretary

# SLO Process

## 1. Review student data

What are the most important skills/knowledge I want my students to have by the end of the interval of instruction?

## 2. Identify student learning needs

Based on what I know about my students, what are their learning needs in relation to the important knowledge/skills they need to achieve by the end of the interval

## 3. Set the SLO

Write a broad statement that describes your expectation for student improvement and learning related to the most important skills/knowledge you want students to have by the end of the interval of instruction.

## 4. Establish the IAGDs

What will you use to measure student learning related to the SLO statement? What level of performance must students achieve to demonstrate they have learned the most important skills/

## 5. Instruct

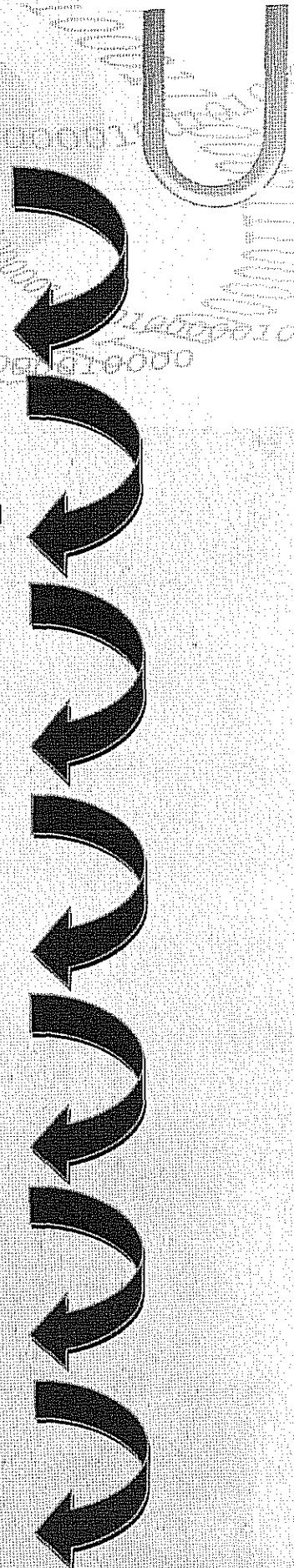
The power of SLOs is in the instruction. What instructional strategies will you use to move students toward the targets set for learning?

## 6. Monitor student performance

How will you monitor student learning during instruction—formative assessments, learning tasks and activities, questioning strategies, group work, etc.? What will you do when students are

## 7. Assess performance

Administer the final assessment to determine if students have learned the most important skills/knowledge by the end of the interval of instruction? Have the students achieve the IAGD?



# **Administrative Report**

**Thursday, October 24, 2013**



- 1. Update – Virtual STEM University**
- 2. K-12 Science Coordinator – Update**
- 3. Bread for Life - Update**
- 4. Collaborative Services**



# SOUTHINGTON PUBLIC SCHOOLS

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

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

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

Present from the administration: Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools; Ms. Sally Kamerbeek, Principal, Hatton Elementary School; Mr. Steve Madancy, Principal, Kennedy Middle School; Mr. Frank Pepe, Principal, DePaolo Middle School; Mr. Christopher Palmieri, Assistant Principal, DePaolo Middle School.

## Middle School Unified Arts ~ Program Update

The middle school administrators presented information about the current unified arts program at DePaolo and Kennedy. It was explained that within the three-day middle school schedule, known as A, B, and C days, students receive instruction in two areas. The areas included in unified arts are: Art, Computers, Family-Consumer Science, Physical Education, and Technology. The middle school building projects will provide restructuring opportunities for these programs. As such, the committee will be involved with reviewing administrative recommendations that may develop that are relative to updating the unified arts curriculum over the next two years. The committee will await information pertaining to costs that are associated with changing any initial plans for the space required by unified arts. They will then proceed with reviewing any curriculum changes that will be presented for consideration.

## Full-Day Kindergarten ~ Update

Kindergarten teachers at Hatton Elementary School created a ten-minute iMovie that was presented to parents during their September PTO meeting. The iMovie showed the life in the day of a kindergarten student. It included lunch, recess, center times, as well as readers and writers workshop. Mrs. Kamerbeek shared that work continues throughout the district in kindergarten in the areas of curriculum writing and pacing guides for the full-day program.

The kindergarten team will continue to work this year in creating consistent expectations, activities, and assessments for our youngest learners. Members of the Curriculum and Instruction Committee are encouraged to visit any of the elementary schools to observe the program. The committee will continue receiving updates on the program throughout the school year.

## **Motion:**

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

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

*Motion carried unanimously by voice vote.*

The meeting was adjourned at 11:30 a.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 CHAIRPERSON

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date October 24, 2013

Decision Requested \_\_\_\_\_ Agenda Code 8 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Town Government Communications

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

**Background:** N/A

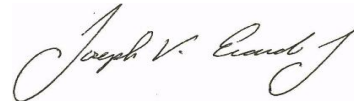
**Alternative Strategies:** N/A

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

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

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

**Recommendation or Comment:** N/A



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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

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

Board Meeting Date October 24, 2013

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

Agenda Code 8 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Construction Update

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

**Phase II Construction Projects:**

**South End Elementary School - New Construction:**

**Plantsville Elementary School – Renovation/Expansion:**

The State Construction Support Services Unit continues to review final change orders with Newfield Construction.

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

Structural steel installations on the classroom addition are completed. Structural steel for office and media center will be completed early November. Gymnasium flooring installation underway.

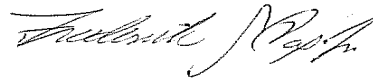
**Background:** At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

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

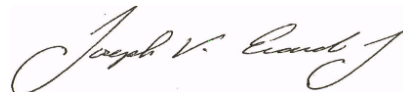
**Funding Source:** State & Local

**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 October 24, 2013

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

Agenda Code 8 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:** \_\_\_\_\_

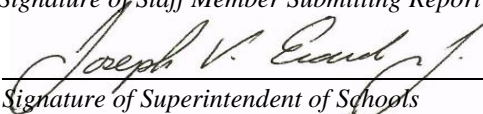
**Ending Date of Program or Project:** N/A

**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 October 24, 2013

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

Agenda Code 8 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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date October 24, 2013

Decision Requested \_\_\_\_\_ Agenda Code 9 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Rugby Update

**Summary of Issue:** Administration will update the Board of Education on the Boys' and Girls' Southington High School Rugby Program.

**Background:** N/A

**Alternative Strategies:** N/A

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

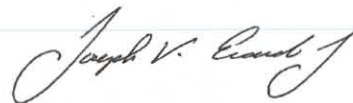
**Beginning Date of Program or Project:** N/A

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

**Recommendation or Comment:** \_\_\_\_\_

**Title of Attachment**

1. Southington High School Rugby Program



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

# Southington High School Rugby Program



# Player Support Letters



Dear Board of Education,

When I was a sophomore in high school, Mr. Golchin was my English teacher. Every now and then, he would talk about this sport called rugby, and how he wanted to get a boys team started. The more and more he talked about it, I became more interested and wanted to be apart of it. One day, I approached Coach Golchin and told him that if he didn't start a girls' team, I was going to join the boys. At first, he didn't think I was serious, but I kept bugging him about it. He decided to hold a general interest meeting for both boys and girls. At the meeting, there were more than 50 girls who came. Once Coach Golchin realized that this wasn't a joke anymore, he approached Mr. Carvahlo to see if he was interested in coaching the girls' team, and he couldn't have been more excited. In the second year of our program, Coach Vargas joined in helping Coach Carvahlo coach the girls.

I have been involved in gymnastics since I was two years old, and that was all I knew. I never played any other sports as a child. When I was growing up, I always loved watching football games with my dad. I always enjoyed going to watch our high school football team play every Friday night. Rugby was a completely new thing for me. At first, I was playing to have fun and do something different for the remainder of my high school career. I never thought that something would become of this new sport for me after I graduated high school.

In my junior year, we were playing in the State Championship game. A friend of Coach Golchin approached him and said that the coach from Quinnipiac University was interested in talking to me. This was when I started to realize there was an opportunity for me to continue this newfound love after high school. After various email exchanges, phone calls, and meetings, Coach Rebecca Carlson offered me a partial scholarship to attend Quinnipiac University and play on their Women's Varsity Rugby Team.

If it were not for the SHS Rugby Team, I would not be where I am today. Everyone apart of the system was so supportive in helping me with everything that I needed. I am so grateful that this program was lucky enough to have such great coaches who donate all their time and effort into making this program as successful as possible. I am currently sitting on a bus in Colorado, about to take on Air Force Academy in my second game of my college career. None of this would be possible if there was not a rugby program.

SHS Rugby has not only allowed me to be where I am today, but it has helped so many other kids who attend Southington High School. There are roughly 2,000 students who attend SHS, and it is easy for kids to get lost in this large school if they are not involved in something. At our school, it is not the easiest thing to join a sports team in your freshman year. Rugby has allowed many kids from different backgrounds and different social norms to come together and become more than a team, but a family. I know personally that there are people who I have met through rugby, that I would not have met any other way, and they have had a significant impact on my life.

I will always be grateful that I was lucky enough to be apart of the SHS Rugby Team because of everything that it has done for me.

Sincerely,

Rachel Wrinn  
Class of 2013

Dear Board of Education,

My name is Jonathan Esteves and I graduated from Southington High School in 2011. I was one of the first students to join the ruby team and helped Mr. Golchin get the Rugby Program started at Southington High.

I found the Rugby Program to be an integral part in my high school experience. I took from it a lot of valuable lessons that I have taken forward with me to college.

The Rugby Program taught me the value of hard work and that if you want to succeed at something you must be willing to sacrifice and commit yourself to the task at hand. Rugby kept me out of trouble because while other kids were out smoking weed and drinking alcohol with their free time I was at practice or in the gym trying to get better every day. Rugby provided an outlet for me where I could turn to when I was having a bad day and just needed an escape from all the stressful things in life.

I currently attend Central Connecticut State University and am the starting outside centre for their rugby team. We just finished off one of the best seasons that the school's program has ever had by making it to the conference championship last season. I also am working towards a double major in Accounting and Finance at the School of Business and currently hold a 3.85 GPA.

I can sincerely say I would not be where I'm at today without the Southington Rugby Program. The program provided me the opportunity to compete at the collegiate level in a sport and helped me learn the skills of hard work that has led to my success in the classroom. I do not have one bad thing that I can say about the Southington Rugby Program; they have my utmost most respect and I will always support them.

Once a Blue Knight always a Blue Knight!

Sincerely Yours,

Jonathan Esteves

Dear Board of Education,

Throughout my four years of high school, I have always been a soccer player. Soccer has been a passion of mine, and I have played since I was very young. Through my dedication to the sport, and through constant practice, I made some of my greatest friends. However, my history with Rugby begins much later than that.

During my sophomore year of high school, I had Mr. Golchin as my English teacher. I had always had a lot of respect for him as he was a great teacher and was also one of the football coaches. At the time, I had not heard too much of the sport, Rugby. I heard the name mentioned every now and again but it did not have too much significance to me as the sport was completely foreign to me.

Two years later, my senior year came around. I became unbelievably excited for soccer season to begin. Finally, it came around, and I had the time of my life playing alongside my best friends. Throughout the year, however, I began to hear more and more about the Rugby program at Southington High. Many of my friends were involved and firmly reiterated how much fun they were having and how I should come out for their training beginning late in the winter. At first, I was very hesitant. The sport seemed awesome. It was described as being a continuous variant of American Football and Soccer. However, I had just received a full tuition Marine ROTC scholarship that I was afraid of compromising with an injury in a spring sport. Nonetheless, my friends continued to emphasize how much I would enjoy the sport along with explaining what position I would play and how some of the dynamics of the game work. I began to become more and more intrigued. Despite my concerns, I was looking for another way to stay in shape throughout my senior year and finally decided to come out for the first training session.

Although it sounds cliché, I instantly fell in love with sport. I was training a few days a week, staying in shape, and instantly forming lasting connections with my teammates. As time progressed, my nonexistent skills began to develop and I started practicing as Fly-Half. The season came very quickly and I was having the time of my life. I was training with two coaches I had the utmost respect for and people I considered some of my best friends. Each and every practice, the values I had learned since I was born were greatly fortified. Dedication, commitment, leadership, and respect were some of the many values Coach Golchin instilled amongst his players from the very beginning. I began to notice athletes from all sorts of social groups becoming friends. Moreover, I learned that Rugby is more than a sport, it's a family. Some people I would have never thought I'd be friends with, both boys and girls, are now some of my greatest friends who I still keep in contact with every day.

Rugby is undoubtedly a sport full of aggression and contact. However, at the end of each game, we would have a sort of cookout with the other team and get to know all the players. It is bonding experience unlike any other. It brings together players from all sorts of backgrounds to talk and relax after an exhausting game. It is this kind of experience that epitomizes the Rugby culture. To put it bluntly, you beat each other up for the whole game, and then form your friendships that last a lifetime.

I am now at the University of Washington, on a ROTC scholarship, currently speaking to the head coach of the Rugby team. The skills I have developed along with my engrained values have brought me great success in Rugby. As captain and MVP of the SHS Rugby team, I can confidently say the program has allowed me to succeed in many ways. Academically, I finished off my senior with excellent grades while physically developing as an athlete. The Rugby team provided me with the many tools I needed to succeed in school. The coaches were always extremely understanding of school coming before athletics.

Overall, the Rugby program is essential to the high school. It brings all sorts of people together to play a sport that is spreading rapidly across the United States. Anyone who participates or is involved in the program in any way is truly fortunate. I have absolute confidence in the development of the program and am extremely grateful for all the lessons I have learned.

Sincerely,

Ryan Perez

Class of 2013

Dear Board of Education,

My first year of rugby, I had no idea what to expect. Coming from a football mindset I thought I would fit right in and know what I was doing. Well I was completely wrong. It was a new game with a different set of rules.

So throughout the season I learned more and more about this game, trying to be the best in the state. We had our ups and downs throughout the season, but people stuck around because they like the people they were with, liked how the team got coached and most of all the friends they were playing with. Rugby was more than a game to me. I loved winning and being able to do that with some of my closest friends is what made it unforgettable. Plus the scoring; every offensive lineman loves to score in a game once or twice.

Not a lot of sports in the high school allow contact with upper class men and lower class men. I have experienced that myself first hand. But what coach did here was bring people together and put everyone on the same page. I met new people not only from my grade, but from the younger grades as well.

I am a firm believer now that rugby is a growing sport and that the knights need support from the town, school, and the student body. Someday I hope it will become a natural idea that if you don't play any other sport in the spring, that you go play varsity rugby at Southington High School. Please support our team!

Travis Clark  
Class of 2013

Dear Board of Education,

I am a senior at Southington High School and I am currently the forward's captain for the 2013-2014 rugby season. As a freshman, I was convinced by my friends to join the girl's rugby club. I didn't think I would enjoy the sport, and to be honest, I had no idea how to play. As time progressed, I started to develop love and passion for the sport. As for today, I don't know where I would be without having this as a part of my life. It has changed me both physically and mentally. It not only is a fun activity, but it is a great way to get exercise. Rugby is a part of who I am now. Currently, I am looking at schools that not only offer my major, but have a rugby team as well. I see myself continuing my love and dedication for the sport throughout my college career. If you asked me 4 years ago if I would consider playing rugby in college, my answer would most likely be no. Now, that's my goal. I don't know who or where I would be if this sport wasn't introduced to me in my freshman year of high school. I am also proud to say that I am amongst the first group of girl's to be on Southington High School's girl's rugby team.

Thank you,

Elizabeth Ragozzino

Dear Board of Education,

Many people think that rugby is a bit of a brutish game. I can't say that they're wrong. Rugby is incredibly physically demanding and I have been tackled by girls twice my bodyweight. But when people brush off the sport as a whole without getting to know neither the game nor its players they miss the core fundamentals of why we all play. Rugby isn't about getting hit, or running in a straight line, or passing the ball backwards. Those are just the aspects of the game. Rugby is a game of finesse, of agility and cunning, of split-second decisions, of high pressure at a higher speed. It is not a game of brute strength and solitary heroes. We are a codependent unit, a well-oiled machine. We are a family. We win together, and we lose together-and on occasion we give Each other Band-Aids. This sport is so much more than a sport, and it sincerely, undoubtedly changes who you are. I came to this program a timid, quiet person, who had never felt like she would be able to do anything. Matter of fact, I was the first to volunteer to be the water-girl. However, the season progressed, the practices got tougher, and I grew stronger, but I still hadn't come out of my shell.

It wasn't until the first game, standing on that pitch, that it hit me: I was playing rugby. I was playing this tough, scary sport, and to be completely honest, I started to panic. All the doubts that people had put into my head, all the times they called me crazy, started to crowd my mind. I almost walked off the field right then and there, with everyone on the sidelines and in the stands watching. Instead, I got into my position, and I watched the other team walkout onto the field. I was practically shaking. The moment that ball went up in the air, though, I just let my body take over. My conscious seemed to take the backseat, and I started to run - and everything went quiet. I felt calm, I felt collected. All the lessons, all the practices, all the plays were right there in the forefront of my mind. I have acted on stages and performed, I have sat at a piano and played for hundreds of people, but I have never been calmer then when I am in full Southington Blues on a Rugby pitch lining myself up with a six foot girl who looks like she wants to run me over.

I know that from the stands, Rugby looks like a mosh pit. It looks unorganized, even chaotic. But when you are down on the field, in the middle of it all, it's actually a thing of beauty. Your senses come alive. You hear every breath, every gasp, and every cleat on the ground. You see every tackle, every misstep, and every leap. Being on a pitch, watching your team - your family - play their hearts out, take a hit for you, and hit someone for you - it's unlike anything you could imagine. If you had told me last year that I would be a starting forward, win Rookie of the Year, and Start a New England All Star Tournament with the most skilled players in the state, I probably would have sat you down and asked you if you were feeling alright. But I suppose you can't exceed at something you don't enjoy.

I'm learning to take everything in stride. I have never been so confident in myself and my abilities. I don't feel helpless anymore, and I don't feel lost. These coaches and these girls have made me feel like a decent rugby player, but more importantly, they have made me feel like an exceptional human being; and there are no words to thank them for that. I will continue to play Rugby for as long as I am able, because it is not another mindless contact sport. To the world it's just a game; to some people it's the world. Rugby isn't some pastime, it's a belief. And my belief is that some obstacles in life won't move until you charge them, put your shoulder down, and hit them with all you've got. I may not be the fastest, or the strongest, or the most experienced, by far, but I will always try my hardest, and Rugby has taught me how to do that.

Thank you.

Gwen Gorman

# Southington High School Rugby Program

## Health and Safety Support



To Whom It May Concern,

Allow me to introduce myself. My name is Daniel Spada. I am a pediatrician who is heavily involved in the high school rugby program at Simsbury High School. I have been asked by Matt Golchin to address the medical aspects and concerns surrounding youth rugby and how we, as a program, address these particular concerns with administration and parents.

First, a bit of background. Prior to retirement two years ago I was a practicing pediatrician in Simsbury for 35 years. I am a founding partner of ProHealth physicians. I am also the school health director for Simsbury schools. In all my years of practice my special interest focused on sports medicine. My passion for rugby, which I played in college and grad school, led me to be the driving force for establishing the Simsbury High Rugby Club, both men and women, in 2006-7. I presently serve as the medical advisor for the program as well as a coach and a referee for the New England Rugby Union. Hopefully this curriculum vitae will serve to establish my credentials relating to the discussion of medical concerns relating to rugby.

Let's face it, rugby is a contact sport. There will be injuries related to participation. This is true of all contact sports and frequently of non-contact sports as well. Rugby has gained an unfair reputation for being more injury prone than other classic contact sports but multiple studies from reputable researchers (Harvard for one) have shown this is not the case. It seems counterintuitive what with no protective equipment but it is reality. The reasons for this are myriad but they probably focus around coaching education that emphasizes correct tackling techniques, zero tolerance for dangerous play, and the absence of blocking. Referees are particularly alert to dangerous play and have multiple tools to address this during the course of the match including on field penalties and yellow and red cards. As a ref, I can attest to the effectiveness of these tools in defusing problematic situations. In addition, all matches are required to have medical personnel in attendance. Refs will cancel matches if medical attendance is lacking. All coaching certification has a medical awareness section to it and all coaches must be CPR current.

At Simsbury High the athletic department tracks injuries per sport. The latest data, from 2012, indicated that rugby had significantly fewer injuries than other contact sports, especially football. Sprains and strains were close to equal. Breaks were less and concussions (everyone's concern these days) were significantly less with only three reported by the trainer and me.

I hope this brief missive will prove helpful in ensuring the continued support for Southington's emerging high school program. Coaches Golchin and Carvahlo run a high class program that is as safety conscious as any contact program can be. They are excellent and caring coaches and their influence can easily be measured by the number of participants in the program and the enthusiasm of the parents.

If you have any further questions or concerns please do not hesitate to contact me.

Sincerely,

Daniel L. Spada, MD

10 Berkshire Way

Simsbury, Ct. 0607

860-916-5093 (cell)

# **Southington High School**

## **Rugby Program**

### **USA Rugby Support**





Dear Southington Board of Education,

My name is Kurt Weaver and I am the Youth and High School Director for USA Rugby and I am excited to write a letter of recommendation to support Southington High School's request for financial support.

Rugby is supported by many parents and athletes who consider it to be the safest and best sporting experience of all. Athletes all over the world play this game. In fact, rugby is often seen as a "game for life." Unlike gridiron football, players may continue to participate long after their school athletic career has come to a close.

Youth Rugby is one of the fastest growing sports in the United States and High school rugby has seen a rapid growth within the United States. USA Rugby's vision for high school rugby leading into 2014 is to make rugby a legitimate high school sport opportunity for all athletes by providing a great experience on and off the field and by gaining recognition in high school and college administrations through growth in numbers of participants and an enhanced rugby brand. Currently we have 30 States, including Connecticut, hosting High School State Championships. With Rugby joining the Olympic games in 2016, we expect the numbers and support for the game to grow sharply. USA Rugby is working hard to grow the game at the youth level and has the full support of the USA Olympic Committee.

I am excited that Southington High School has joined other High School Rugby Programs throughout the United States. Please accept my recommendation from USA Rugby to help in your decision to provide financial support for rugby.

Sincerely

Kurt Weaver

USA Rugby Youth and High School Director

# **Southington High School Rugby Program**

## **Rugby Connecticut Support**



# **Rugby Connecticut**

Home of the Connecticut  
State Based Rugby Organization



Southington Board of Education,

My name is Ed Matteo, President of the Connecticut State Based Rugby Organization and Head Boys Rugby Coach at Simsbury High School. The Connecticut State Based Rugby Organization has been the governing body for youth Rugby in Connecticut over the past five years.

Connecticut currently has over twenty teams participating at the High School level throughout the state and five currently at a Varsity Status (Greenwich, Fairfield Prep, Staples, Simsbury, and Darien). These Varsity programs are not CIAC sanctioned; rather, Varsity is an “in-house” label. Each of these schools provides financial support for their rugby programs, and every Athletic Director believes this is money well spent. Our state has hosted five State Championship tournaments and plans are in place for 2014. We also have plans for several more school based teams to join in 2014.

Rugby is now the fastest growing youth sport in the country and with its adoption in the 2016 Olympics, it will continue to grow and become more popular. The game promotes sportsmanship, teamwork, fitness, leadership, self-confidence, and dedication. Rugby’s unique ability to blend many different types of players together promotes an atmosphere whereby every individual can feel part of the team regardless of ability, background and body type. Students strive to be accepted, and rugby offers an opportunity to be a part of a team.

Simsbury recently elevated our Boys and Girls’ program from Club to Varsity status for the 2013 season with a strong endorsement from the Board of Education and Simsbury High School faculty. This was a very positive experience for both the players and the school and a significant achievement for the sport of Rugby. Our current Athletic Director, Dane Street, is pleased with the program and its impact on the students at Simsbury High School.

Please do not hesitate to contact me with any questions or concerns. We are excited to work with Southington to develop their rugby program.

Sincerely

Ed Matteo  
President of Connecticut Rugby State Based Organization  
Head Boys Rugby Coach at Simsbury High School

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date October 24, 2013

Decision Requested: \_\_\_\_\_ Agenda Code 9 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Special Education Outplacements, June 2011 – June 2013

**Summary of Issue:** Informational

**Background:** N/A

**Alternative Strategies:** \_\_\_\_\_

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

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

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

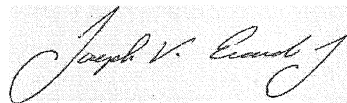
**Recommendation or Comment:** \_\_\_\_\_

**Title of Attachment:**

1. **Special Education Outplacements**



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



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

## Review of Outplacements June 2011 through June 2013

### June 2011 – June 2013 Outplacements

# of Students Outplaced – June 2011		# of Students Outplaced – June 2012		# of Students Outplaced – June 2013		# of Students graduated, returned to district, or exited special education services - June 2013	
LEA Placed	52	LEA Placed	48	LEA Placed	42	LEA Placed	4
Agency Placed	18	Agency Placed	17	Agency Placed	21	Agency Placed	2
Parent Placed	6	Parent Placed	6	Parent Placed	9	Parent Placed	1
<b>Total:</b>	<b>76</b>	<b>Total:</b>	<b>71</b>	<b>Total:</b>	<b>72</b>	<b>Total:</b>	<b>7</b>

Note: Local Education Agency (LEA) = Southington Public Schools PPT decision.

Agency Placed = Southington is district of origin.

An outside agency (e.g., DCF) has made an educational decision about where the student will receive his or her education.

Parent Placed = parental decision to place (e.g., magnet school).

#### **Federal Regulations: Individuals with Disabilities Education Act (IDEA, 2004)**

- Provide a free and appropriate public education
- Provide an individualized education program
- Provide a continuum of services in special education
- Provide education in the least restrictive environment
- Provide an education that provides educational benefit

#### **State of CT Special Education Regulations related to outplacement:**

Sec. 10-76d-17. Private facilities

A board of education may place a child requiring special education and related services in a private facility.

(a) Requirements. Each Board of Education shall ensure that any placement in a private facility is made in accordance with the following requirements.

(1) The Board of Education shall explore all other placement options with priority, as set forth in section 10-76d-16 (a) of these regulations, before deciding that the child cannot be appropriately placed in a public school, agency or institution;

10-76d-16(a) **Placement priorities.** Each child requiring special education and related services shall be educated in the school which he or she would attend if he or she did not require special education and related services, unless the individualized education program requires another placement. Priority shall be given to public placement near the child's home.

**Plans Moving Forward:** Continue district program review of special education across the continuum.