

Southington Board of Education Meeting

Thursday, June 12, 2014 7:30 PM

Municipal Center Public Assembly Room 200 North Main Street

Southington, CT 06489

200 North Main Street

Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session at 6:00 p.m. to Discuss Nurses Negotiations, Personnel Matters and Compensation for 2014-2015 Unaffiliated Employees
3. Celebration of Excellence~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes of May 22, 2014
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
 - c. Communications from Student Board Representatives
8. Report of Interim Superintendent
 - a. Personnel Report
 - b. Curriculum & Instruction Committee Meeting ~ May 20, 2014
 - c. Finance Committee Meeting ~ June 9, 2014
 1. Transfer of Funds
 2. Maintenance Vehicle
 3. Healthy Food Certification
 4. Purchase Plan
 - d. Policy & Personnel Committee Meeting ~ June 11, 2014
9. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Administrator Evaluation Plan Update
 - d. Teacher Evaluation Plan Update
10. New Business
 - a. Elementary School Guidance Update
 - b. Textbook Recommendations ~ First Reading
 - c. ABA Program Review Update
 - d. Approval of Job Descriptions ~ Second Reading
 - e. Review of Class Sizes
 - f. Program of Studies
 - g. Compensation for 2014-2015 Unaffiliated Employees

- h. Middle School Media / Technology Integration Specialist ~ First Reading
- 11. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

May 22, 2014

The regular meeting of the Southington Board of Education with Executive Session was held on Thursday, May 22, 2014 at 6:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

Mr. Goralski, Chairperson, called the meeting to order at 6:34 p.m.

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, Mrs. Patricia Queen, and Mr. Brian Goralski.

Present from the administration was Mrs. Karen Smith, Interim Superintendent.

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

“Move that the Board go into Executive Session, excluding the public and press, for the purpose of discussing a Student Matter and Personnel Matters, and upon conclusion reconvene to public session.”

Motion carried unanimously on voice vote.

2. EXECUTIVE SESSION TO DISCUSS A STUDENT MATTER AND PERSONNEL MATTERS ~ 6:30 p.m.

The Board went into Executive Session at 6:34 p.m.

At 7:00 p.m., Mr. Goralski recessed Executive Session; the Board would reconvene their Executive Session discussion after the regular meeting.

3. CELEBRATION OF EXCELLENCE

At 7:12 p.m., in Celebration of Excellence, the Board of Education recognized the following Southington students:

Southington High School Seniors ~ CT Electrethon Challenge

This is the first time competing in this event and the team placed first in the novice division. Mr. Derynoski's company, EDAC Technology, is very involved with this challenge and working with these students. Congratulations to:

Anthony Califano, Nicholas Cianci, Nathan D'Angelo, Eric Mankus, Nathan Mullins, Colin Murphy, Nicholas Siarkowski and Noah Violette.

CABE (Connecticut Association of Boards of Education) Awards

Annually, CABE recognizes students across the state for student achievement. Congratulations to:

Olivia Corriveau ~ Southington High School
Evan Bender and Ashley Shafran ~ DePaolo Middle
Ananya Karanan and Jacob Alberg ~ Kennedy Middle School

31st Annual Connecticut Invention Convention ~ Elementary

For the first time this year, all fourth and fifth grade classrooms participated district wide. Congratulations to the following students for their achievement in this event:

Alexah Zaczynski, Grade 5, Derynoski
Jackson Landino, Grade 5, Hatton
Amanda McKee, Grade 4, Plantsville
Maya Ciaffaglione, Grade 5, Strong
Abigail Galvin, Grade 4, Strong
Kevin Hubert, Grade 4, Thalberg
Avery Lathan, Grade 4, Thalberg
Angelina Paulus, Grade 4, Thalberg
Kristy Palmieri, grade 5, Thalberg

Class III Grade 8 Americanism Essay Contest Winner

Tyler Peruta, DePaolo Middle School

At 7:31 p.m., Mr. Goralski called for a recess.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:38 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 Mrs. Karen Smith, Interim Superintendent, Mrs. Sherri DiNello, Director of Business and Finance, and Dr. Perri Murdica, Director of Pupil Services.

There were approximately 31 people were in the audience.

5. PLEDGE OF ALLEGIANCE

The audience recited the Pledge of Allegiance led by the members of the Board of Education.

6. APPROVAL OF MINUTES ~ May 8, 2014

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

“Move to approve the Board of Education Regular meeting minutes of May 8, 2014, as amended.”

Motion carried unanimously by voice vote.

a. Approval of Special Meeting Minutes ~ May 12, 2014

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

“Move to approve the Board of Education Special Meeting minutes of May 12, 2014, as submitted.”

Motion carried unanimously by voice vote.

b. Approval of Special Meeting Minutes ~ May 19, 2014

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

“Move to approve the Board of Education Special Meeting minutes of May 19, 2014, as submitted.”

Motion carried unanimously by voice vote.

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

“Move Agenda Item 10c. Appointment of Principal of Plantsville Elementary School to Agenda Item 6c.”

Motion carried unanimously by voice vote.

c. Appointment of Principal of Plantsville Elementary School (Formerly Agenda Item 10c.)

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

“Move to appoint Mr. Stephen Bergin as principal of Plantsville Elementary School effective July 1, 2014 at an annual salary of \$133,541.”

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

Motion carried 9 – 0.

Mr. Goralski asked Mr. Bergin to approach the podium to say a few words. Mr. Bergin stated how deeply honored he was to be selected, and thanked the Board of Education for the process that kept him energized and focused. He introduced his family, and thanked the staff from Plantsville School for coming tonight and for welcoming him with a photo of Grade 1 students from the school. Mr. Goralski asked Mrs. Patricia Corvello to come forward and thanked her for coming this evening and wished her well in her retirement.

At 7:45 p.m. Mr. Goralski called for a recess.

Mr. Goralski reconvened the meeting at 7:57 p.m.

7. COMMUNICATIONS

- a. **Communications from Audience**
None
- b. **Communications from Board Members and Administration**

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

“Move to add Agenda Item 10e. Student Expulsion 2013-2014-08 to the agenda.”

Motion carried unanimously on voice vote.

Communication from Board Members:

Mrs. Carmody stated that she attended the Art Show at Southington High School last week and was so impressed and proud of the work of the students.

Mrs. Notar-Francesco spoke on the information she left for each Board member from the CABE Legislative Wrap-Up session she attended with Mrs. Queen. The new superintendent, Mr. Tim Connellan, was also in attendance at the CABE session. She highlighted three bills recently passed by the legislature:

1. Athletics and Concussions ~ CABE Attorney Patrice McCarthy believes that this is now a much improved bill and the State Board of Education is required to develop a concussion education plan.
2. EpiPens ~ it is now required for schools to maintain EpiPens for emergency use effective July 1, 2014. Designated staff on school grounds must be trained to administer to children who may not have shown allergic reactions previously.
3. School Calendar ~ this will be pushed out one more year to July 1, 2016.

Mrs. Notar-Francesco asked Board members to go through the entirety of the packet.

Mrs. Lombardi took a moment to state this coming Monday is Memorial Day, a day to honor the men and women who have served our country. She acknowledged the parade on Monday and asked all schools to take a moment to honor our military.

Mr. Goralski stated that, on May 10, he had the honor to represent the Board with Mrs. Smith at the American Legion breakfast. It was much more than they could have expected. It was an honor to have the National Commander of the American Legion there. He recognized our American Legion for the work they do in providing lap tops for soldiers. This town's relationship with our veterans is remarkable, and it is only going to continue to grow. It is a role model for other districts in the state and nation to follow.

Communication from Administration:

Mrs. Smith read the student representatives' update to the Board. They were unable to attend as they were enjoying Class Night activities.

- Class Day will be held tomorrow, May 23rd in East Granby.
- Senior Prom was last weekend and a great time was had by all.

- Spring sports are going impressively well, and we expect many teams to move on to the tournaments.
- Drama Club will be attending the HALO Awards on May 28th and performing “Nubia”. Gabby Baker, Paula Calandra, Steve Peccarillo, Brett Simms, Gabby Boudreau have been nominated.
- Project Lead the Way Senior Night is May 29th in the auditorium lobby where seniors will showcase their inventions.
- Top 25 Dinner is June 4 at 6:15 p.m. at the Aqua Turf.
- Top 10 Scholar Luncheon is June 5.
- Activities Night is June 2 when incoming freshmen come to visit and see all the different activities SHS has to offer.
- AP Expo will be held on June 11; projects from the classes will be on display.
- At a recent advisory meeting, seniors invited their teachers to graduation.
- New student representatives will be introduced at the June 12th Board meeting.

8. REPORT OF THE INTERIM SUPERINTENDENT

Update of Safety Message

Mrs. Smith stated a safety call was made to all families and an email was sent to all staff, administrators and Board of Education members. A message from the Southington Police Department put us on alert. This alert continues in Southington and surrounding areas regarding a suspicious vehicle/s. We are well informed and in close communication with Officer Gallo at the SPD. Some calls from parents came to the Board of Education offices and were promptly answered by staff who were well informed.

American Psychiatric Foundation

Jennifer Discenza, Guidance Department Chairperson at Kennedy Middle School, applied for and was awarded a \$1,000 grant to implement typical or troubled mental health educational programs at both middle schools and the high school for the 2014-15 school year.

Grant Funded Counseling Program

This multi-million dollar grant is one of the most successful programs in our district and is reaching many children, teens and families. Miss Rita Stearns, Program Director, is working on the end-of-year report and, with the Board’s permission, she would like to schedule a time before the beginning of the next school year for her and her team to come before the Board and discuss the impact this grant is having on our district.

ARTS Grant ~ Partnership with Southington Education Foundation and New Britain Museum of American Art

In partnership with the Southington Education Foundation and the New Britain Museum of Art, Mrs. Christine Boulanger continues to persevere in trying to get money for our third grade art program to tie in with the art curriculum and the social studies/geography curriculum. This grant will enable us to train our six elementary art teachers and host an artist in residence. Mrs. Boulanger is fairly optimistic as we missed it last year by only a few points. Stay tuned!

Mr. Goralski thanked Mr. Connellan for being in attendance. His employment with us does not begin until August 11, but Mr. Connellan’s email is up, and he has his feet on the ground and is already running with us.

a. Curriculum & Instruction Committee Meeting ~ May 8, 2014

Mrs. Carmody stated that the committee met on May 8 for curriculum review. She was impressed with the level of work completed and how closely the curriculums are aligned with the Common Core State Standards. She thanked Mr. Shaw for reporting on the K-12 Music, Mrs. Hodges for 9-12 Science, and Miss Riedinger for the 9-12 Math. The committee strongly endorses the approval of the mentioned curricula. Mrs. Notar-Francesco asked for an explanation of the curriculum writing process and was told that all teachers involved in the subject areas are part of writing the curriculum for the entire subject area. Mrs. Smith stated that copies of each curricular area referenced are available for any Board member to read them. Mr. Goralski thanked the committee for the work they do.

b. Policy and Personnel Committee Meeting ~ May 15, 2014

Mrs. Clark stated that the meeting was held on May 15 at Southington High School. Three job descriptions were assessed and a few minor changes were made in the job goals. This will be discussed by the Board later in the agenda for a first read.

9. OLD BUSINESS**a. Town Government Communications**

Mr. Goralski publicly thanked the Town Council and Board of Finance for the cooperation, collaboration and team work like he has never seen before. He stated that we are all working on the same page now and is very happy where we are regarding the work we are doing together.

Mrs. DiNello stated at the next Town Council meeting on Tuesday, May 27, there will be two presentations involving the school district that Board members may want to attend:

1. Covanta ~ this involves the school district if it decides to move forward in turning food waste into energy.
2. The Energy Committee is moving forward on solar energy and is looking at three school sites where they may put solar panels.

b. Construction Update

Mr. Goralski stated that Mr. Cox is absent, but reported that the middle school projects continue to move along on schedule. A tremendous amount of planning is occurring as old classes get converted over the summer months. Punch lists on the new additions are already quite small. Communication between the Newfield site coordinator and the neighbors at Kennedy has improved and become much more direct through Mr. Palmieri. He thanked Newfield for being very responsive to the concerns of the neighbors and for making adjustments without impacting their schedule. Mr. Oshana asked how the communication has improved? Mr. Goralski stated minutes from owners meetings are now being shared with the building committee. When they know the demo schedule, that schedule is communicated to the neighbors, giving them a week's notice, as well as workers trying to end the external noise by 9:00 p.m.

c. Teacher Evaluation Plan Update

Mrs. Smith stated that the Connecticut State Department of Education requires Boards of Education to submit their Teacher Evaluation Plans by June 2. Notification was sent to all districts indicating that there were changes to the guidelines and would allow the flexibility to make revisions to our current manual. The revisions included in this plan will better serve the

Southington Public School District. A vote this evening is required to support this plan. Hard copies are available and the details are not new. A review of the changes are:

- Student Learning Objectives (SLOs) – one minimum, although most teachers are opting to keep two for measurement purposes, especially in writing.
- Observation Cycle – Tenured teachers will be on a three-year cycle, non-tenured remains the same, and the percentage of non-tenured teachers is growing due to retirements.
- Below Standard – remains the same with an intense number of informal and formal observations.
- Proficient or Above – one formal observation every three years, 3 informal observations at a minimum on years when they do not receive a formal. Administrators have learned they spend more time with more teachers on informal observations, more authentic.
- Removal of number ratings, the percentages will still be used.
- Ratings changed back to the wording by the state ~ Exemplary, Proficient, Developing, and Below Standard are now mandated.
- Minor editing changes, CMT no longer assessing ELA and Math; it is now Smarter Balanced.

The document is intensive. A core group of the committee will meet over the summer to review the rubric and show an example of what an exemplary lesson is. Mrs. Smith stated that she is very glad that the district did not go 100% BloomBoard, as other districts that did had several technical issues. There may be more changes coming from the CSDE.

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

“Move to accept the revised copy of the Teacher Evaluation Plan as presented to the Curriculum & Instruction Committee on May 20, 2014.”

Mr. Goralski thanked the teachers on the committee for their continued work on this document.

Motion carried unanimously on voice vote.

10. NEW BUSINESS

a. Approval of Job Descriptions

Mrs. Clark stated that board members had in front of them a copy of the drafts with changes, and a clean copy along with it. The recommendations are recommended by the administration and Policy and Personnel Committee. Mr. Derynoski asked about the job description for “*Production Room Mail Courier*” being changed to “*Production Room Secretary*.” Mrs. DiNello stated that currently the position is within the secretarial bargaining unit and it is felt that it has more job responsibilities and wanted to include that in the title. Mrs. Lombardi stated the title “*Production Room*” is more like a location vs. a function. This job can be done in any room. It was agreed to take out “*Room*” and the title be “*Production Secretary*”. There were no comments or changes to Network Manager and Administrative Secretary. Mr. Goralski asked Board members to go through administration or Mrs. Clark with any questions or concerns. They will take action at the next meeting.

b. Reallocation / Adoption of 2014-2015 Operating Budget

Mrs. DiNello stated that she is very excited with the adoption of the Board of Education budget. There is one minor adjustment to DePaolo as they will convert from oil to gas over the summer and the money will be moved appropriately. In discussion with Board members and recommendations from administration, beyond making a line item change to DePaolo, their recommendation is to leave the budget intact and, as we discover areas that may need adjusting, revisit those with the Finance Committee over the summer and do it by way of transfers. Then we will have a better idea of shifting, possibly salary money or other areas of the budget to make these changes. In front of you is the one simple change. Mr. Oshana stated that he agreed 100% that the Finance Committee can work on any changes or transfers. Mrs. Notar-Francesco also agreed. Mr. Goralski stated that, if it were to be a budget transfer, there is no need to make a motion. It would come through the Finance Committee at a later date. He thanked the administration, especially Mrs. DiNello, for the hard work. He stated that they put this all together and helped the Board to understand it. He extended the Board's appreciation.

c. Appointment of Principal of Plantsville Elementary School (Moved to Agenda Item 6c.)**d. Curricula Approval ~ K-12 Music, 9-12 Science, 9-12 Math, World Language Pilot**

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

“Move to approve the revised curricula of K-12 Music, 9-12 Science, and 9-12 Math, and the World Language Pilot, as presented”

Mr. Goralski commented on the World Language pilot as being a new, unique and exciting opportunity for students in Southington. The K-12 Music, 9-12 Science and 9-12 Math are all improvements on what we are already doing well. Mrs. Johnson requested to poll the Board for the motion as it is a change in curricula, one motion for all subjects.

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

Motion carried 9 – 0.

e. Student Expulsion 2013-2014-08

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

“Move to expel student 2013-2014-08, as stipulated by the Interim Superintendent of Schools with the addendum requested by the Board.”

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

Motion carried 9 – 0.

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

“Move to return to Executive Session.”

Motion carried unanimously on voice vote.

The Board returned to Executive Session at 8:36 p.m.

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, Mrs. Patricia Queen, and Mr. Brian Goralski.

Present from the administration was Mrs. Karen Smith, Interim Superintendent.

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

“Move to return to public session.”

Motion carried unanimously on voice vote.

The Board returned to public session at 11:00 p.m.

11. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 11:00 p.m.

Respectfully submitted,
Patricia Fournier
Recording Secretary

Board of Education

Administrative Report

June 12, 2014



- 1. Arts Grant – Grade 3**
- 2. Kindergarten Survey**
- 3. Annual Parent Survey**
- 4. Engaging Youth through Engineering (EYE) Application to Participate**
- 5. U.S. News and World Report – “One of America’s Best High Schools – 2014” - Attachment**

How U.S. News Calculated the 2014 Best High Schools Rankings

We looked at thousands of public schools to identify the most outstanding.

By Robert Morse | April 21, 2014 | 9:41 p.m. EDT

[+ More](#)

To produce the 2014 U.S. News & World Report Best High Schools rankings, U.S. News teamed up with the Washington, D.C.-based American Institutes for Research, one of the largest behavioral and social science research organizations in the world.

AIR implemented the U.S. News comprehensive rankings methodology, which is based on the key principles that a great high school must serve all of its students well, not just those who are college bound, and that it must be able to produce measurable academic outcomes to show the school is successfully educating its student body across a range of performance indicators.

The methodology used in the 2014 Best High Schools rankings was unchanged from the 2013 edition.

We started out by analyzing 31,242 public high schools in all 50 states and the District of Columbia. That number was reduced to 19,411 schools, which is the total number of public high schools across the country that had high enough 12th-grade enrollment and sufficient data from the 2011-2012 school year to be eligible for the rankings.

National Rankings

A three-step process determined the Best High Schools. The first two steps ensured that the schools serve all of their students well, using performance on state proficiency tests as the benchmarks. For those schools that made it past the first two steps, a third step assessed the degree to which schools prepare students for college-level work.

- **Step 1:** The first step determined whether each school's students were performing better than statistically expected for the average student in the state. We started by looking at reading and math results for all students on each state's high school proficiency tests.

We then factored in the percentage of economically disadvantaged students – who tend to score lower – enrolled at the school to identify the schools that were performing better than statistical expectations.

- **Step 2:** For those schools that made it past this first step, the second step determined whether the school's least-advantaged students – black, Hispanic and low-income – were performing better than average for similar students in the state.

We compared each school's math and reading proficiency rates for disadvantaged students with the statewide results for these student groups and then selected schools that were performing better than this state average.

- **Step 3:** Schools that made it through the first two steps became eligible to be judged nationally on the final step – college-readiness performance – using Advanced Placement or International Baccalaureate test data as the benchmarks for success, depending on which program was largest at the school.

AP is a College Board program that offers college-level courses at high schools across the country. The International Baccalaureate program also offers a college-level curriculum.

This third step measured which schools produced the best college-level achievement for the highest

percentages of their students. This was done by computing a College Readiness Index based on the school's AP or IB participation rate – the number of 12th-grade students in the 2011-2012 academic year who took at least one AP or IB test before or during their senior year, divided by the number of 12th-graders – and how well the students did on those tests.

The latter part, called the quality-adjusted AP or IB participation rate, is the number of 12th-grade students in the 2011-2012 academic year who took and passed – received an AP score of 3 or higher or an IB score of 4 or higher – at least one of the tests before or during their senior year, divided by the number of 12th-graders at that school. Any individual AP or IB subject test was considered when determining if a student took or passed at least one test.

For the College Readiness Index, the quality-adjusted participation rate was weighted 75 percent in the calculation, and the simple AP or IB participation rate was weighted 25 percent. The test that was taken by the most students at a particular school – either AP or IB – was used to calculate that school's College Readiness Index.



TAGS: education, high school, K-12 education, public schools, rankings, students

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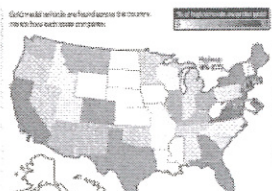
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2014 U.S. News Best High Schools Rankings



Photos: Top 10 Public High Schools for 2014



Infographic: 2014 Best High Schools

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 12, 2014

Decision Requested X Agenda Code 8. a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2013 – 2014.

Background: The attached report lists personnel activity from May 1, 2014 through May 30, 2014.

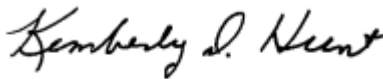
Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Interim Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – June 2014

PERSONNEL ACTIVITY REPORT

FOR: June 2014

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Bergin, Stephen	Principal	Plantsville		July 1, 2014	6 th Year	Southern CT State University	\$133,541.00
Isner, Karin	Math Teacher	SHS		August 25, 2014	Master's	Wesleyan University	\$82,600.00
Gamzon, Allison	Interim Earth Science Teacher	SHS	.40	August 25, 2014	Master's	Southern CT State University	\$20,360.00 prorated
Tavera, Katharine	World Language Teacher	SHS		August 25, 2014	Bachelor's	Manhattanville College	\$43,200.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Gottlieb, Heather	Clerk	Flanders	10.00	May 5, 2014	\$14.68
Walling, Ann	Interim Math Tutor	Strong	3.75	May 12, 2014	\$12.91
Fournier, Maria	Interim Math Tutor	Strong	4.50	May 12, 2014	\$12.91
Fiondella, David	Interim Technology Assistant	District	19.50	May 27, 2014	\$13.00
Fazzino, Joshua	Interim Technology Assistant	District	19.50	May 27, 2014	\$13.00
Brynes, Katie	Interim Math Tutor	JAD	30.00	May 27, 2014	\$12.91
Forcier, Jodi	Secretary Class II, Gd 9 Academy/Purchasing	SHS	37.50	July 1, 2014	\$21.14

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Maiorano, Hollis	Pre-Kindergarten Facilitator	District	June 20, 2014	2 years	No
Delfino, Antionette	World Language Teacher	SHS	June 20, 2014	13 years	No
McBride, Donna	Grade 1 Teacher	Kelley	June 30, 2014	24 years	Yes
Murdica, Perri	Director of Pupil Services	District	July 1, 2014	3 years	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Bermudez, Delixandra	Interim Part-Time 504 Paraprofessional	Flanders	May 21, 2014		No
Whalen, Susan	Part-Time Special Education Paraprofessional	Thalberg	June 7, 2014	1 year	No
Lemire, Arlene	Part Time Paraprofessional	Plantsville	June 19, 2014	6 years	No
McDonald, Colin	ABA Therapist	DES & Hatton	June 20, 2014	1 year	No
Forcier, Jodi	Library Clerk	SHS	June 20, 2014	1 year	No

TRANSFERS

Certified

Name	From Position	From School		To Position	To School	Effective Date
Leger, JoelPatrick	Social Studies Teacher	JAD		Social Studies Teacher	SHS	August 25, 2014
Hamilton, Marissa	Special Education Teacher	Flanders & S.End		Special Education Teacher	Flanders	August 25, 2014

Classified

Name	From Position	From School		To Position	To School	Effective Date
Murphy, Barbara	Sp Ed Paraprofessional	Flanders		Sp Ed Paraprofessional	Hatton	May 7, 2014
Primus, Margaret	Sp Ed Paraprofessional	Flanders		Sp Ed Paraprofessional	Hatton	May 7, 2014

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No Unpaid Leaves of Absence in the month of May					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
No Coaching / Stipend Appointments in month of May				

Resignations

Name	From Position	School	Effective Date
Grochal, Katarzyna	Co-Advisor, National Honor Society	SHS	June 20, 2014



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut
Curriculum and Instruction Committee Meeting
May 20, 2014

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 9:02 a.m.

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

Present from district: Mrs. Karen Smith, Interim Superintendent of Schools; Mrs. Stephanie Lawlor, District Language Arts Coordinator; Ms. Dale Riedinger, District Math Coordinator. Teaching Staff: Ms. Heather Allenback, Ms. Jennifer Jorgensen, and Ms. Rebecca Migliaro.

Textbook Adoption ~ Big Ideas Math, Grade 6

Ms. Riedinger presented details of the math book that she would like to see purchased for all Grade 6 student in the district. The costs include the books and a 6-year subscription for an e-license. The title of the book is Big Ideas Math and is aligned with the Common Core State Standards.

The committee thanked Ms. Riedinger for researching and finding the most appropriate textbook for the students. It was recommended from the Curriculum and Instruction Committee that the book is forwarded to the full Board of Education at their June 12 meeting.

New Course Proposals from Southington High School

Text to Film

Mrs. Lawlor and Ms. Jorgensen presented the information pertaining to the Text to Film course. The committee thanked them for their work and enthusiasm for the course and recommended the course be presented to the full Board for approval.

AP Human Geography, Human Rights, and World Religions

Ms. Allenback and Ms. Migliaro presented the information pertaining to three new courses for social studies: *AP Human Geography*, *Human Rights*, and *World Religions*. The committee thanked them for their work and enthusiasm for the courses and recommended the courses be presented to the full Board for approval at the next meeting.

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 10:30 a.m.

Respectfully Submitted,

Karen L. Smith
Interim Superintendent of Schools

KAREN L. SMITH
INTERIM SUPERINTENDENT OF
SCHOOLS

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

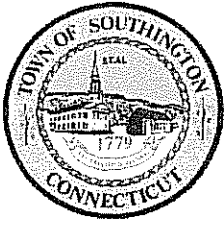
PATRICIA A. QUEEN

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205



SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Monday, June 9, 2014, 6:30 p.m.
Municipal Center Conference Room #2
200 North Main Street, Southington, CT 06489

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski (*arrived at 6:50 p.m.*), Terry Lombardi, Brian Goralski, Patricia Johnson, Patricia Queen
From Administration: Karen Smith, Interim Superintendent; Sherri DiNello, Director of Business & Finance; Karen Veilleux, Director of Technology; Lisa Jones, Accounting/Purchasing Manager; Steven Madancy, Kennedy Middle School Principal; Charlie Beliveau, Supervisor of Buildings and Grounds and Nya Welinsky, Food Service Director

The Finance Committee meeting was called to order at 6:32 p.m.

1. INSTRUCTIONAL MANAGEMENT / ASSESSMENT SOFTWARE:

Mrs. DiNello explained the money budgeted in 2014-2015 is for a software to collect assessment data of student records. Mrs. Smith gave a brief overview of data warehousing versus assessment software to go along with management of data. After having vendor presentations from three different vendors, the committee decided that Schoolnet from Pearson would best fit the district's needs. This will allow SPS to not only store assessment data over a long period of time, but also design our own assessments which will help formulate instruction. Mrs. Veilleux distributed information on the software "Schoolnet for PowerSchool," which is online assessments with detail analysis of responses. Pearson also does PARC tests (similar to Smarter Balance) so additional assessments can be developed. It can be integrated with PowerSchool because it is a Pearson product.

The cost is \$66,173 in year one which includes implementation and training hosted by Pearson.

Mr. Madancy explained Inform was database that he used in Milford and now he is impressed with Schoolnet because of all the additional reporting and assessments. Teachers are currently maintaining these records in Excel or on paper. This would make it easier for teachers to share the information from teacher to teacher.

The committee supports purchasing the software and would like this item placed on the Board of Education agenda for the second meeting in June.

The administration introduced the need for an Instructional Data Analysis position in the 2015-2016 budget. Mrs. Johnson was concerned the teacher workload may increase. Mr. Madancy spoke to online testing reducing the workload because the data entry will be streamlined and teachers will no longer be creating their own templates.

The committee suggested having an agenda item for the second Board of Education meeting in June to present this software discussion to the full Board.

2. **SELF INSURANCE REPORT:**

The Finance Committee reviewed the Self Insurance Report.

3. **TRANSFER OF FUNDS:**

The committee reviewed the 2013-2014 Transfer of Funds as presented. A number of questions were raised in regard to middle school needs arising out of the construction projects. Mr. Madancy was able to address those questions.

Mrs. DiNello added a new transfer for 2014-2015 arising from Mrs. Smith's meeting with the Coordinator of Mathematics last week. Included with new textbooks was Grade 9 Algebra texts. Mr. Robert Lasbury [SHS Math Department Chair] and Ms. Dale Riedinger have not found a book that meets the needs of the curriculum. Mrs. DiNello requested a transfer of \$20,000 from New Texts to Consumable Math Texts which will provide the necessary resources.

The Finance Committee approved the request.

4. **MAINTENANCE VEHICLE LEASES:**

Ms. Jones reviewed materials distributed to members including the priority of replacing the 1994 Chevy Utility truck with a 2014 Ford F350 4x4 pick-up with a cabinet. Mr. Derynoski asked questions regarding size, use, and weight which Mr. Beliveau answered. Discussions continued in regard to lease versus purchase options; however, all committee members were in agreement with the type of vehicle being discussed. Ms. Jones reminded the committee that \$8,830 was in the 2014-2015 budget for a lease.

The committee wanted to revisit the decision after discussing agenda item #7 (Purchase Plan 2013-2014).

The recommendation to the full Board by the Finance Committee is to lease the new truck in beginning of 2014-2015 for four years.

5. **FOOD SERVICE PROGRAM:**

a) **Update:**

Ms. Welinsky gave a financial overview of the Food Service Program to the committee.

b) **Smart Snacks Legislation:**

Ms. Welinsky explained the impact the new legislation will have on a la carte items that will no longer meet the nutrition requirements such as People's Choice pizza, bagels and muffins. Mrs. DiNello added the impact the legislation will also have on the Corner Café and the high school School Store. Food items that do not meet the requirements cannot be sold to students during the school day which begins at midnight and ends a half-hour after the school day ends.

c) **Healthy Food Certification:**

Ms. Welinsky and Mrs. DiNello explained that based on the required compliance with the Smart Snack initiative the district should participate in the Healthy Food Certification because foods will be required to meet guidelines so the district should not pass on the opportunity to receive ten cents per reimbursable meal.

The committee asked a number of questions but completely agrees with the administration's recommendation.

6. **TRANSPORTATION CONTRACT:**

The administration requested and received guidance from the committee in regard to contract language for cameras and fuel.

7. **PURCHASE PLAN 2013-2014:**

The committee reviewed the Purchase Plan presented and explained by Mrs. DiNello. A request was made to add projected dollar amounts into the Plan prior to Board of Education approval. The committee is recommending that the Business Office utilize any remaining budgeted funds for items listed.

8. **MISCELLANEOUS:**

There were no miscellaneous items

The meeting adjourned at 8:33 p.m.

Respectfully submitted,



Sherri P. DiNello
Director of Business & Finance



SOUTHINGTON BOARD OF EDUCATION
Southington, Connecticut

FINANCE COMMITTEE MEETING

Monday, June 9, 2014, 6:30 p.m.
Municipal Center Conference Room #2
200 North Main Street, Southington, CT 06489
Amended 6/19/14

Board Members Present: Jill Notar-Francesco, Chairperson; David Derynoski (*arrived at 6:50 p.m.*), Terry Lombardi, Brian Goralski, Patricia Johnson, Patricia Queen
From Administration: Karen Smith, Interim Superintendent; Sherri DiNello, Director of Business & Finance; Karen Veilleux, Director of Technology; Lisa Jones, Accounting/Purchasing Manager; Steven Madancy, Kennedy Middle School Principal; Charlie Beliveau, Supervisor of Buildings and Grounds and Nya Welinsky, Food Service Director

The Finance Committee meeting was called to order at 6:32 p.m.

1. INSTRUCTIONAL MANAGEMENT / ASSESSMENT SOFTWARE:

Mrs. DiNello explained the money budgeted in 2014-2015 is for a software to collect assessment data of student records. Mrs. Smith gave a brief overview of data warehousing versus assessment software to go along with management of data. After having vendor presentations from three different vendors, the committee decided that Schoolnet from Pearson would best fit the district's needs. This will allow the Southington Public Schools to not only store assessment data over a long period of time, but also design our own assessments which will help formulate instruction. Mrs. Veilleux distributed information on the software "Schoolnet for PowerSchool," which is online assessments with detail analysis of responses. Pearson also does PARC tests (similar to Smarter Balance) so additional assessments can be developed. It can be integrated with PowerSchool because it is a Pearson product. The cost is \$66,173 in year one which includes implementation and training hosted by Pearson.

Mr. Madancy explained Inform was database that he used in Milford and now he is impressed with Schoolnet because of all the additional reporting and assessments. Teachers are currently maintaining these records in Excel or on paper. This would make it easier for teachers to share the information from teacher to teacher.

The committee had a lengthy discussion on purchasing Instructional Management / Assessment Software that they had been holding off on purchasing for a few years. Mrs. Lombardi pointed out that Mrs. Smith polled all the other districts and found out that Southington is one of three or four that do not have the software. The committee supports purchasing the software and would like this item placed on the Board of Education agenda for the second meeting in June.

The administration introduced the need for an Instructional Data Analysis position in the 2015-2016 budget. Mrs. Johnson was concerned the teacher workload may increase. Mr. Madancy spoke to online testing reducing the workload because the data entry will be streamlined and teachers will no longer be creating their own templates.

2. SELF INSURANCE REPORT:

The Finance Committee reviewed the Self Insurance Report.

3. TRANSFER OF FUNDS:

The committee reviewed the 2013-2014 Transfer of Funds as presented. A number of questions were raised in regard to middle school needs arising out of the construction projects. Mr. Madancy was able to address those questions.

Mrs. DiNello added a new transfer for 2014-2015 arising from Mrs. Smith's meeting with the Coordinator of Mathematics last week. Included with new textbooks was Grade 9 Algebra texts. Mr. Robert Lasbury [SHS Math Department Chair] and Ms. Dale Riedinger have not found a book that meets the needs of the curriculum. Mrs. DiNello requested a transfer of \$20,000 from New Texts to Consumable Math Texts which will provide the necessary resources.

The Finance Committee approved the request.

4. MAINTENANCE VEHICLE LEASES:

Ms. Jones reviewed materials distributed to members including the priority of replacing the 1994 Chevy Utility truck with a 2014 Ford F350 4x4 pick-up with a cabinet. Mr. Derynoski asked questions regarding size, use, and weight that Mr. Beliveau answered. The committee had extended discussions in regard to lease versus purchase options. Mrs. Lombardi raised the concern of the cost of leasing at 6.5% versus an outright buy and their need to explore the whole picture. The Finance Committee discussed and evaluated this point in relation to other needs in the district and financial planning opportunities, and decided that at this time leasing was the best option. The committee will revisit lease versus buy in the future as it pertains to the acquisition of the maintenance vehicles in the fleet. All committee members were in agreement with the type of vehicle being discussed. Ms. Jones reminded the committee that \$8,830 was in the 2014-2015 budget for a lease.

The recommendation to the full Board by the Finance Committee is to lease the new truck in beginning of 2014-2015 for four years.

5. FOOD SERVICE PROGRAM:

a) Update:

Ms. Welinsky gave a financial overview of the Food Service Program to the committee.

b) Smart Snacks Legislation:

Ms. Welinsky explained the impact the new legislation will have on a la carte items that will no longer meet the nutrition requirements such as People's Choice pizza, bagels and muffins. Mrs. DiNello added the impact the legislation will also have on the Corner Café and the high school School Store. Food items that do not meet the requirements cannot be sold to students during the school day which begins at midnight and ends a half-hour after the school day ends.

c) **Healthy Food Certification:**

Ms. Welinsky and Mrs. DiNello explained that based on the required compliance with the Smart Snack initiative the district should participate in the Healthy Food Certification because foods will be required to meet guidelines so the district should not pass on the opportunity to receive ten cents per reimbursable meal.

The committee asked a number of questions but completely agrees with the administration's recommendation.

6. **TRANSPORTATION CONTRACT:**

The administration requested and received guidance from the committee in regard to contract language for cameras and fuel.

7. **PURCHASE PLAN 2013-2014:**

The committee reviewed the Purchase Plan presented and explained by Mrs. DiNello. A request was made to add projected dollar amounts into the Plan prior to Board of Education approval. The committee requested administration to look throughout the district for both extra office and classroom furniture before funding those purchases on the list.

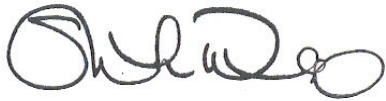
The committee is recommending that the Business Office utilize any remaining budgeted funds for items listed.

8. **MISCELLANEOUS:**

There were no miscellaneous items

The meeting adjourned at 8:33 p.m.

Respectfully submitted,



Sherri P. DiNello
Director of Business & Finance

Southington Publis Schools
Southington , Connecticut

TRANSFER OF FUNDS
RECOMMENDED BY FINANCE COMMITTEE TO THE SBOE

2013 - 2014

SCHOOL	FUND	ACCOUNT	KEY #	DESCRIPTION	AMOUNT TRANSFERRED FROM	AMOUNT TRANSFERRED TO
SOUTHINGTON HIGH SCHOOL	10 10	42300 54200	2315 2510	Consumable Text School Based Equipment	(6,815.81)	6,815.81
To allocate the funds to replace carpeting with tile in 2 rooms.						
SOUTHINGTON HIGH SCHOOL	10 10 10 10 10	42300 49310 40920 41150 54200	2315 0957 2050 6111 2510	Consumable Text Business Education P E Supplies Math Supplies School Based Equipment	(1,000.00) (1,780.00) (1,220.00) (560.00)	4,560.00
To allocate funds to purchase student desks.						
JFK	10 10 10 10	40700 54200 40400 42600	2001 2512 1951 2378	Life Skills School Based Equipment Art Supplies Computer Supplies	(6,400.00) (57,475.00)	6,400.00 7,475.00
To allocate funds to purchase shelving and chairs, computers and 25 Chrome Book computers.						
JAD	10 10 10 10	47900 40400 40920 54200	0970 1952 3052 2511	Guidance Supplies Art Supplies P E Supplies School Based Equipment	(175.00) (325.00) (1,000.00)	1,500.00
To allocate the funds to purchase locker keys for new lockers, mats for desk chairs and shelving units for storage.						
Buildings and Grounds	10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10	32310 32301 32319 32301 32320 32305 32301 32304 32301 32303 32307 32308 32322 32306 41430	1344 1269 1434 (various) 1444 1310 1278 1300 1278 1290 1330 1340 1454 1320 2173	Other Repairs Upkeep of Grounds Other Equipment Repair Upkeep of Grounds Special Equipment Repair Burner Repair Service Upkeep of Grounds Repair Glass Upkeep of Grounds Replace Windows Upkeep of Grounds PA Repair Roof Repair Heat Repair Repair of Buildings	(3,589.80) (398.22) (5,419.56) (2,115.81) (105.15) (732.82) (5,090.99) (5,979.77) (8,470.00)	3,988.02 5419.56 2,220.96 732.82 5,979.77 8,470.00
TOTAL					(53,561.94)	53,561.94
2014 - 2015						
Systemwide	10 10	42200 42250	2285 2286	New Program Textbooks Math Consumables	(20,000.00)	20,000.00
					(20,000.00)	20,000.00

TO: THE BOARD OF EDUCATION FINANCE COMMITTEE
FROM: LISA R. JONES, ACCOUNTING/PURCHASING MANAGER
SUBJECT: VEHICLE LEASE REQUEST
DATE: JUNE 3, 2014

Per your request, provided is documentation with respect to purchasing or leasing vehicles for the SPS Maintenance Department fleet.

As communicated, a 2014 Ford Van has been purchased using funds from the current year (2014) budget. The vehicle was delivered on May 28th to the Maintenance Department.

In addition, a prioritized list of vehicles the Maintenance Department is seeking to purchase is included. Each vehicle is identified, by priority, and outlines the cost to purchase and cost associated with three lease options.

The 2015 budget has \$8,808 allocated for a lease payment(s) for the replacement of vehicle(s) for the Maintenance Department. The Administration recommends that the Finance Committee move forward with leasing the 2014 Ford F350 which is the #1 priority of the department.

Funds will be budgeted in 2015-16 for replacing the #2 priority. The committee should make a recommendation if they want the administration to include funding for the lease or purchase.

MAINTENANCE DEPARTMENT
 2014-15 VEHICLE REPLACEMENT REQUEST
 (REVISED 6/03/2014)

Priority #1 - Replace 1994 Chevy Utility Body plate # SO 46. (This vehicle was used as trade in the purchase of a 2014 Ford van using funds from 2014 budget year).

Requested replacement vehicle 2014 Ford F350 4 X 4 Pick-Up (Quote # 140529001) -

Price:

Purchase - \$33,253.86

Lease Options:

				<i>Total</i>
3 year	3 Annual Payments	\$11,940.20	=	\$35,820.60
4 year	4 Annual Payments	\$9,224.77	=	\$36,899.08
5 year	5 Annual Payments	\$7,602.97	=	\$38,014.85

Priority #2 - Replace 2000 Chevy 4 X 4 plate # SO 209.

Requested replacement vehicle * 2014 Ford E-250 Cargo Van (Quote # 140408801)

Price:

Purchase - \$21,163.60

Lease Options:

				<i>Total</i>
3 year	3 Annual Payments	\$7,653.83	=	\$22,961.40
4 year	4 Annual Payments	\$5,913.20	=	\$23,652.80
5 year	5 Annual Payments	\$4,873.60	=	\$24,368.00

OR,

If the 2014 Ford E-250 model is no longer in stock - 2015 Ford Transit Connect Van (Quote #140328005)

Price:

Purchase - \$31,919.60

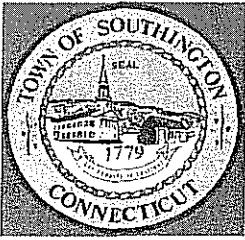
Lease Options:

				<i>Total</i>
3 year	3 Annual Payments	\$11,476.16	=	\$34,428.48
4 year	4 Annual Payments	\$8,859.32	=	\$35,437.28
5 year	5 Annual Payments	\$7,301.76	=	\$36,508.80

* Note van may not currently be equipped with the specs as requested and may include specs beyond our needs. This could result in a variance in price quoted, plus or minus \$500 - \$600.

Leased vehicles include a processing fee of \$425 above base price of the vehicle, 6.50% interest on 3 year lease, and 6.45% interest on 4 or 5 year leases.

Current Budget includes funding of \$ 8,830.06 budgeted for vehicle leasing.



SOUTHINGTON PUBLIC SCHOOLS

Sherri DiNello
Director of Business & Finance



MEMO

TO: Board of Finance Committee Members
DATE: June 4, 2014
RE: Smart Snack – Impact on Decision to Comply with
Healthy Food Certification (HFC)

The Southington Board of Education has annually elected to not participate in the Healthy Food Certification under C.G.S. Section 10-215f for a number of years.

Beginning July 1, 2014, all public schools will be required to comply with the United States Department of Agriculture (USDA) Smart Snack Nutrition Standards (PowerPoint slides included in packet). This new requirement for competitive food will impact á la carte sales in our Food Service program, school store, and Corner Café, along with fundraising.

The Healthy Hunger-Free Kids Act of 2010 provides USDA authority to establish nutrition standards for all foods sold 1) outside the school meal programs; 2) on the school campus; and 3) anytime during the school day.

Based on the compliance requirement for Smart Snack, it is our recommendation that the Board of Education elect to comply with the Healthy Food Certification beginning July 1, 2014. This decision will provide ten cents (10¢) per reimbursable meal sold which will increase revenues to the Food Service Program by approximately \$30,000; however, we anticipate a significant decline on á la carte sales. The impact is too difficult to predict until we see one (1) year of compliance and if the Board of Education agrees with our recommendation, we will provide an update in the spring of 2015.

lb
Attachment

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the Connecticut Nutrition Standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

▶ ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the _____ and
(Name of the Board of Education or Governing Authority)

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, (*select appropriate box*)

will (*must complete Sections 3 and 4 on page 2*)

will not (*sign below and return form*)

meet said standards during the period of **July 1, 2014 through June 30, 2015**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____

(Signature of the Authorized Representative)

(Printed Name of the Authorized Representative)

Title (Superintendent of Schools, President or Chairperson of the Board)

Date of Authorization

Section 3 – Exemption Statement

▶ *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, (*select appropriate box*)

will

will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

▶ *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2014 through June 30, 2015.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____

(Signature of the Authorized Representative)

(Printed Name of the Authorized Representative)

Title (Superintendent of Schools, President or Chairperson of the Board)

Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____

(Signature of State Agency Representative)

Kathy Demsey

(Printed Name of State Agency Representative)

Chief Financial Officer

Title

Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

2013-2014 Purchase Plan

AED's for 6 schools Originally on top of list-should be coming via donation	N/A use 14-15 funds if donation is not received
Time & Attendance System (2014-15) Utilize 13-14 funds	16,000
Office Furniture-Desks & Chairs New staff technology and replacement needs	15,000
Kindergarten classroom needs South End	7,000
Classroom furniture needs	10,000
Technology: Including Smartboard packages and Chrome Books	150,000
Technology Infrastructure upgrade phase 3 (prefund phase 2 if funds available)	261,300



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting June 11, 2014

KAREN L. SMITH
INTERIM SUPERINTENDENT OF
SCHOOLS

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:33 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Administration Present: Mrs. Karen Smith, Interim Superintendent of Schools; Mrs. Kimberly Hunt, Personnel Manager.

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Review of Job Description ~ MS Media/Technology Integration Specialist

The administration shared their recommended changes for the responsibilities associated with the *Middle School Media/Technology Integration Specialist*. The current job description for this position is very outdated and the committee followed the lead of the administration to update the job description to accurately reflect the role and responsibilities that are associated with this position.

The administration explained that approval of this job description is time-sensitive. Mrs. Clark will speak with the Board Chairperson to discuss getting this on the next Board of Education meeting agenda for a first read.

Motion:

By Mrs. Queen, seconded by Mrs. Johnson

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

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:00 p.m.

Respectfully Submitted,

Karen L. Smith
Interim Superintendent of Schools

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date June 12, 2014

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

Karen L. Smith

Signature of Interim Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date _____ June 12, 2014 _____

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: _____

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

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

Contractors for both projects are gearing up to add 2nd shift operations starting June 19th at 1:30 pm. The addition of 2nd shift will be necessary to make up for the (7) seven snow days this past winter. _____

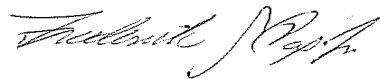
Background: _____ At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects. _____

Cost (if applicable): _____ \$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 Interim Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date June 12, 2014 _____

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

Karen L. Smith

Signature of Interim Superintendent of Schools

**.BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ **X** _____

Board Meeting Date June 12, 2014

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. _____

mp\Board\6.12.14, SPS Teacher Eval.doc

Signature of Staff Member Submitting Report

Karen L. Smith

Signature of Interim Superintendent of Schools



The Southington Elementary Counseling Collaborative

Presentation to the
Southington Board of Education

June 12, 2014



What's behind the Collaborative?

- United States Department of Education
 - Office of Elementary and Secondary Education
 - Office of Safe and Healthy Students
- Provides \$1.2 to Southington Public Schools from 2013-2016 to expand the K-5 counseling program
- Funding renewed based on yearly performance



Who's on the Grant Advisory Team?

Karen Smith, Interim Superintendent of Schools

Michele Cozzolino-Grant Counselor- PES, SES

Sandy Kujawski, Special Education Coordinator

Alyssa Ferrone- Grant Counselor- DES,KES

Perri Murdica, Director of Pupil Services

Alexandra Uhlman, Grant Counselor- FES

Sherri DiNello, Director of Business and Finance

Krista Pisano- Director, Family Resource Center

Rita Stearns, Project Director/Grant Cnslr-SEES

Colleen Clark- Southington YMCA/ BOE Member

Paula Quinn, External Evaluator, Quinn Evaluation Consulting

Mary Yuskis- Director- Early Childhood Collaborative of Southington

Jessica Anthony- Grant Counselor- HES, TES



What do we aim to accomplish?

- Socially and emotionally competent students
- Teachers handling social and emotional issues more comfortably
- Increased student achievement; decreased discipline referrals
- Quicker staff recognition and support of students in need
- Stronger home, school, and community relationships
- Home and school working as partners



What connections have we made?

Personnel and Community Partners

- Grant Advisory Team created and continues to grow
- Partnered with The Family Resource Center and Southington Youth Services to co-sponsor parent workshops
- Collaborated with Southington's 3 to 3 Initiative and The Early Childhood Collaborative of Southington
- Joined forces with STEPS to conduct a charitable event providing leadership opportunities for fifth grade students



What's happening in our classrooms?

The Second Step Curriculum

- Top rated, research based, Developmental Guidance curriculum.
- All K-3 students received a weekly/bi-weekly developmentally appropriate guidance lessons including the following topics:
 - * Learning to Listen
 - * Identifying Feelings
 - * Being Assertive
 - * Solving Problems
 - * Managing Anger
 - * Showing Compassion
 - * Similarities and Differences
 - * Making Friends



How have parents benefited so far?

Workshops were offered to ALL Southington elementary parents!

- It's Not Your Mother's Kindergarten- Partnered with FRC
- Managing Challenging Behaviors at Home- SPS School Psychologist
- Talk More, Fight Less- LCSW from FAVOR, INC.
- Social Emotional Reasoning and Your Child- SPS School Psychologists
- Building Courage and Self Esteem in Children-FRC
- Words We Use- FRC
- Ready, Set, Grow- (KDG Readiness) SPS Kindergarten Teachers, OT, PT
- Incredible Years Parent Training Series-SECC
- Stress and Anxiety in Children- SPS School Psychologist



How are teachers and parents connecting?

The Incredible Years

- Evidence-based programs for parents, children, and teachers
- Goal: Prevent and treat young children's behavior problems and promote their social, emotional, and academic competence
- Begins in 2014-2015 school year



What results have we seen so far?

Improved student/counselor ratios

State of CT guidelines call for a 250/1 counselor to student ratio.

Ratios: Student/MH Professional	June 2013	April 2014
K-5 student/school counselor	748/1	356/1
K-5 student/school social worker	1300/1	1284/1
K-5 student/school psychologist	664/1	844/1



What results have we seen so far?

Second Step Success!

- K-3 students learned attitudes and skills necessary for respectful behavior
- Of 1,782 SPS students who completed a Second Step Assessment...
 - Average score: 90%
 - 92% of students earned a score of at least 75%



What results are we still exploring?

- Change in number of discipline referrals in SPS
- Other changes in student classroom behavior
- Changes in student achievement
- Changes in teacher-parent relationships

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 12, 2014

Decision Requested X

Agenda Code 10 b

AGENDA REPORTING FORM

Agenda Topic: Textbook Recommendations ~ First Reading

Summary of Issue: Textbook selection is part of our curriculum design process. Money is budgeted for the 2013-2014 and 2014-2015 school years to purchase new/replacement textbooks. Included are supporting documents for a Grade 6 Math Textbook that is proposed for adoption. The Board of Education's Curriculum and Instruction sub-committee reviewed the request at their May 20, 2014 meeting. The Board will be asked to approve the proposed textbook at the June 12, 2014 meeting.

Background: New textbooks have traditionally been ordered in the spring for the coming year and approval from the Board of Education is required.

Alternative Strategies: The Board may reject the textbook recommendations.

Cost (if applicable): See Attached Forms for Costs **Funding Source:** Budget (1415)

Beginning Date of Program or Project: June 2014

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of the Big Ideas Math textbook that is endorsed by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Recommended Textbook Form

Signature of Staff Member Submitting Report

Karen L. Smith

Signature of Interim Superintendent of Schools

Agenda Code: 10 b.

Textbook Recommendations

Math Department

Math, Grade 6 ~ *Big Ideas Math*

Southington Public Schools Southington, CT

TEXT BOOK ADOPTION FORM – PART A

Date: May 12, 2014

1. Curriculum Committee or department submitting change: MS Math Department

2. Grade levels and high school course(s) in which text will be used: Gr. 6 Math

3. Proposed Text

a. <i>Title</i>	<u>Big Ideas in Math</u>
b. <i>Author(s) full name(s)</i>	<u>Ron Larson, Laurie Boswell</u>
c. <i>Publisher (name and location)</i>	<u>Houghton Mifflin Harcourt</u>
d. <i>Copyright Date</i>	<u>2014</u>

4. Cost of recommended text: \$72.00

5. Amount Budgeted: \$40,000

6. Number of student copies to be purchased: 550

7. This text is (check one): *A replacement for existing text* *A new text for new or revised course*

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

An additional math resource is needed to support common core math standards instruction. This resource will supply extra practice and can be used for students and parents. This text aligned student journal/workbook will be replaced free for 6 years along with the ebook resource access.

Department or Committee Members: MS Math Curriculum Committee

Approvals:

Elizabeth Sterner (Signature on File)
Department Chair Signature

Steve Madancy (Signature on File)
Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

Connected Mathematics Program 3rd Edition, 2014, Prentice Hall
 On Core Mathematics, 2012, Holt McDougal mathematics
 Glencoe Math, 2013, Glencoe

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

This text had more math practice and review problems and ample resources for students and parents online. This will also be used with other supplemental resources currently used in the middle school math program to support the Common Core State Standards instruction.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (Attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate the question from a low of 1 point, to a high of 3 points.

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the learning aids of the text (i.e., pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills which are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the student who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: _____

NOTE: Additional comments can be included on back of each page.

TREATMENT OF SENSITIVE AREAS

	1	2	3	N/A
1. To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent are all sides of a controversial issue treated fairly and objectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: _____

**CONTENT AREA TEXT ASSESSMENT FOR
TEACHING & LEARNING - PART C**

Name of Text: Big Ideas Math
 Author(s): Larson & Boswell
 Copyright: 2014 Publisher: Houghton Mifflin Harcourt
 Class: Gr. 6 Math Grade(s): 6

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	yes
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	yes
	Is the information up to date?	yes
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	yes

Teacher comments on *Text Content*: _____

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	yes
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	sometimes
	Does the author build on the students' prior knowledge within the chapter subsections?	yes
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	yes
	Do titles of sections within the chapter indicate the main idea of each section?	yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	yes

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	yes
	Do titles of sections within the chapter indicate the main idea of each section?	yes
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	yes

Teacher comments on *Pre-reading* aids: This is a math text thus there is minimal reading, there are mathematical examples.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	yes
	Will the main idea be obvious and easy for students to understand?	yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	yes
Supporting & Reinforcing the Main Idea	Are explanations adequate?	yes
	Are supporting details clear and sufficient in number?	yes
	Do charts, pictures, and other graphics support the main ideas?	yes
	Do charts, pictures, and other graphics support the main ideas?	yes
Organizing the Information	Are there special appendices to provide students with additional reference materials?	yes
	Is there a logical arrangement of text so students can easily take notes?	yes
	Are signal words provided to indicate how ideas in the section are related to one another?	yes
	Is the presentation of main ideas and details consistent in each chapter?	yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	yes

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	yes
	Are signal words provided to indicate how ideas in the section are related to one another?	yes
	Is the presentation of main ideas and details consistent in each chapter?	yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	yes
Vocabulary Development	Are important words/concepts highlighted in the text?	yes
	Are important words/concepts clearly defined or explained within the reading?	yes
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	yes
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	yes

Teacher comments on *Active Reading* components of text: There are not many paragraphs but more mathematical examples.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	yes
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	yes
	Do the end-of-chapter questions correlate with the chapter objectives?	yes
	Do the questions at the end of the chapter encourage higher order thinking skills?	yes
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	yes

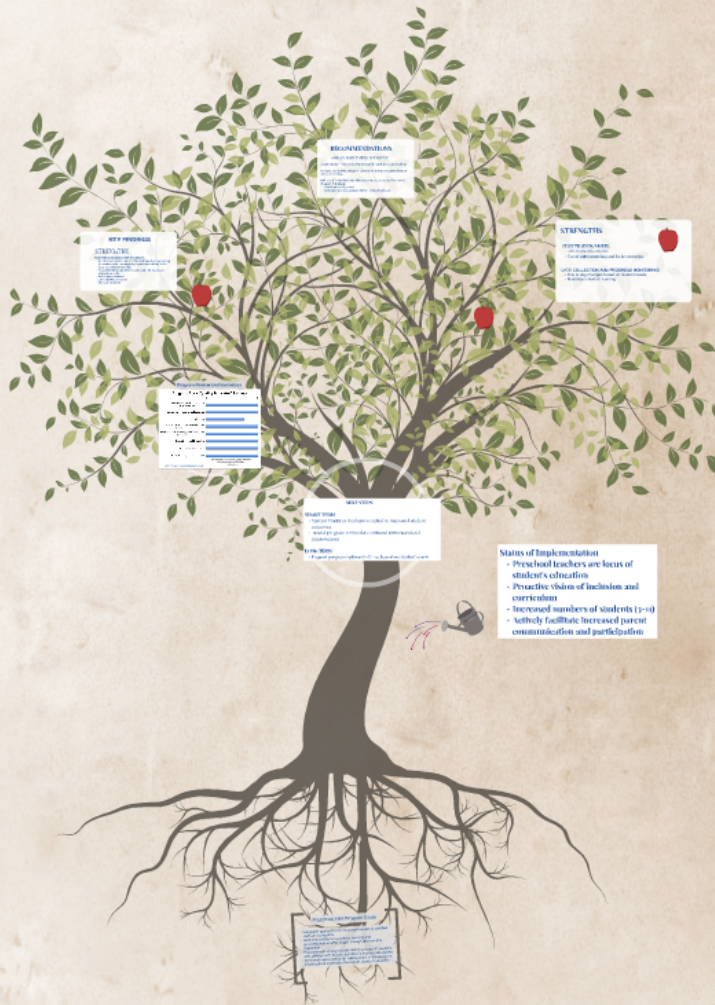
Teacher comments on *Post-Reading* components of text: Once again, this mathematics text has mathematical equations with problem solving steps using numbers and not words.

**Readability
Flesch-Kincaid**

Big Ideas In Math

A polygon is a closed figure in a plane that is made up of three or more line segments that intersect only at their endpoints. Several examples of polygons are parallelograms, triangles, and trapezoids. The formulas for the areas of polygons can be derived from one area formula, the area of a rectangle. Recall that the area of a rectangle is the product of its length and its width. The process you use to derive these other formulas is called deductive reasoning. The area of a polygon is the amount of surface it covers. You can find the area of a parallelogram in much the same way as you can find the area of a rectangle.

Number of Words ~ 119
Reading Ease ~ 60.1
Grade Level ~ 8.9



External Program Review and Evaluation: Southington Public Schools Preschool Applied Behavioral Analysis (ABA) Program

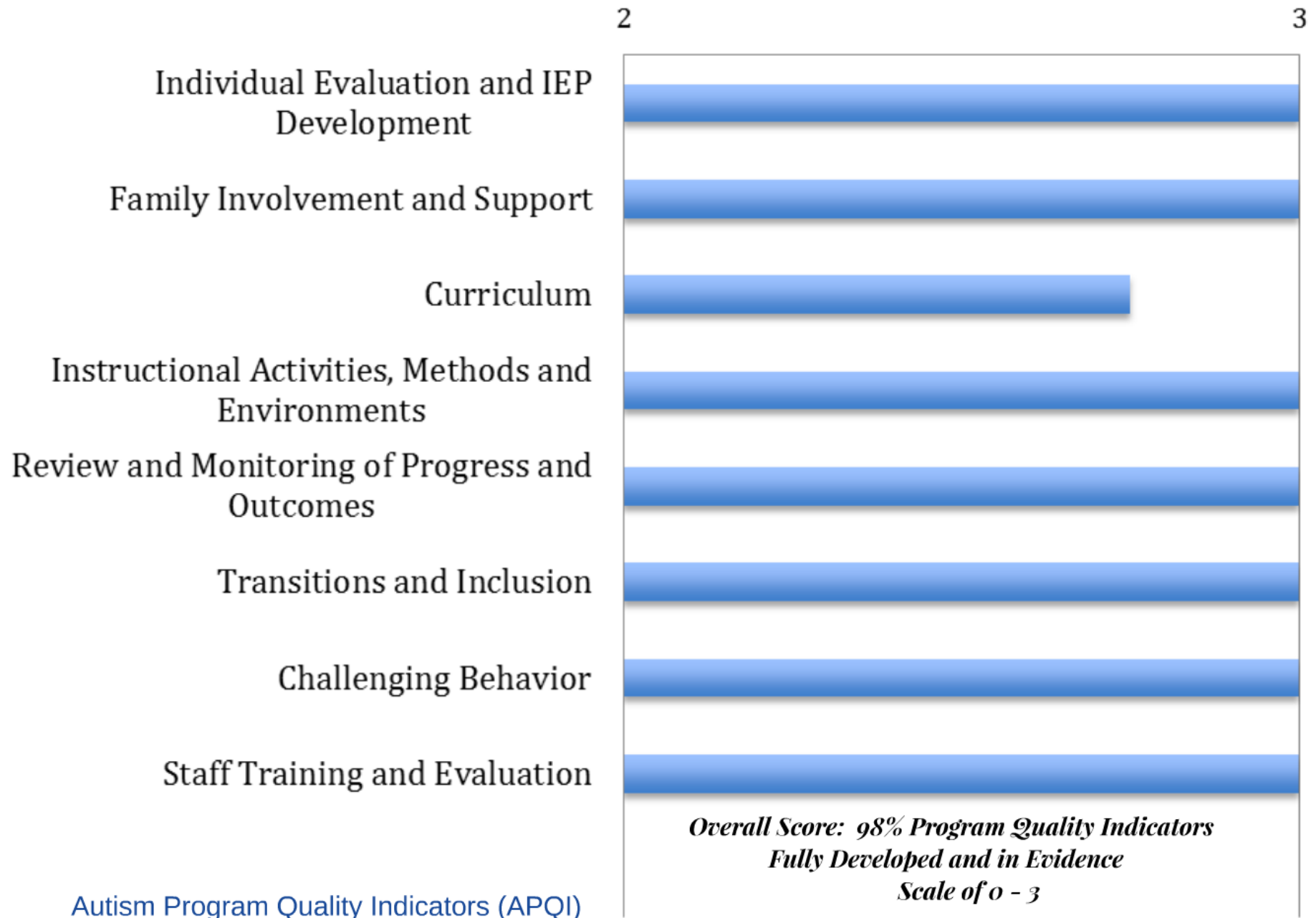
Preschool ABA Program Goals

- Integrated approach with increased access to certified staff and curriculum
- Authentic setting for seamless learning and generalization of skills taught through discrete trial instruction
- Programmatic changes build staff knowledge in working with children with Autism and other behavioral disabilities
- Increased opportunities for collaboration in the design of individualized instruction that meets needs of students

Status of Implementation

- **Preschool teachers are locus of student's education**
- **Proactive vision of inclusion and curriculum**
- **Increased numbers of students (3-11)**
- **Actively facilitate increased parent communication and participation**

Program Area "Quality Indicator" Ratings



Autism Program Quality Indicators (APQI)

KEY FINDINGS

STRENGTHS

POSITIVE OUTCOMES FOR STUDENTS

- **MAXIMIZED LEARNING OPPORTUNITIES** by programming for students from the beginning to promote learning in the least restrictive environment
- **ACCELERATED** rate of learning through the teaching of prerequisite skills
- 961 targets mastered
- 292 objectives mastered
- 93 goals mastered

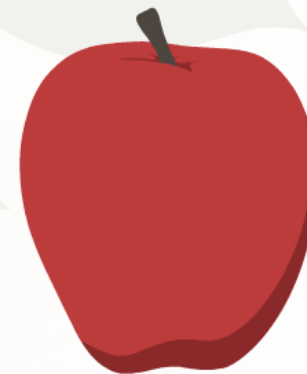
STRENGTHS

STAFF TRAINING MODEL

- ABA trained therapists
- Use of video modeling and BCBA oversight

DATA COLLECTION AND PROGRESS MONITORING

- Day to day changes based on student needs
- Maximizes student learning



RECOMMENDATIONS

AREAS FOR IMPROVEMENT

Documentation in the form of MANUALS for staff and parent training

Increase social skills groups in classrooms to improve generalization across all settings

Add use of Verbal Behavior Milestones Assessment and Placement Program (VB-Mapp)

- Developmentally based
- Includes transition assessment for levels of inclusion



NEXT STEPS

SHORT TERM

- Sustain Practices that have resulted in improved student outcomes
- Annual program review for continued refinement and improvement

LONG TERM

- Expand program options to K- 12, based on student needs

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 12, 2014

Decision Requested X

Agenda Code 10 d

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Descriptions (Second Reading)

Summary of Issue: The Policy & Personnel Committee has reviewed the following job descriptions: Production Room/Mail Courier, Network Manager, and Administrative Secretary. Included are the final drafts of the job descriptions that were presented at the May 22 meeting. The draft of the Production Room/Mail Courier position was updated to reflect the recommended changes from the first reading at the May 22 meeting. The changes were recommended by the administration and Policy and Personnel Committee.

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

Alternative Strategies: N/A

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


Beginning Date of Program or Project: Upon Board approval

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the job descriptions for Production Secretary, Network Manager, and Administrative Assistant, as recommended by the Policy and Personnel Committee.

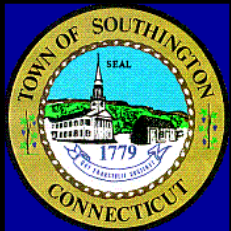
Titles of Attachments:

1. DRAFT Job Description, Production Room/Mail Courier
2. DRAFT Job Description, Network Manager
3. DRAFT Job Description, Administrative Assistant

Signature of Staff Member Submitting Report


Signature of Interim Superintendent of Schools

DRAFT Job Description
Production Room/Mail Courier
(clean copy)



SOUTHINGTON PUBLIC SCHOOLS JOB DESCRIPTION

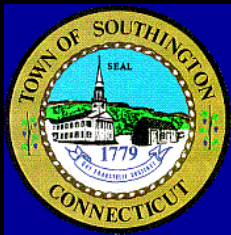
DRAFT

TERMS OF EMPLOYMENT: Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME.

A twelve-month work year.

EVALUATION: Performance of the job will be evaluated annually by the Accounting/Purchasing Manager.

DRAFT Job Description
Network Manager
(clean copy)



SOUTHTINGTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

TITLE: Network Manager

JOB GOAL:

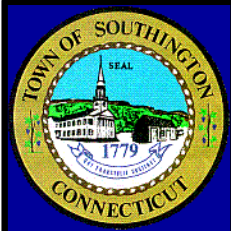
The Network Manager oversees and implements the technical elements of the district technology plan as well as researches new technologies and develops solutions that will enable Southington Public Schools to acquire and maintain the technology needs to enhance teaching and learning.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and maintains a robust “always on” infrastructure for technology including integrated, interoperable systems for supporting teaching and learning, as well as management and operations.
2. Provide oversight for all networks and systems to ensure 24/7 uptime.
3. Assists with planning and logistics for online district, state, and national assessments including ensuring access to appropriate technology and network services.
4. Enforces policies and practices for safe, legal, and ethical use of digital information and technology.
5. Assists with the development and management of annual and long-term financial plans and budgets.
6. Plans, directs and coordinates all tasks related to infrastructure and security, device acquisition, replacement and repair, and user support.
7. Develops standards for district networking and communications infrastructure, computer hardware and maintains records of all hardware and software licensing.
8. Monitors network and data security to ensure the integrity and reliability of systems.
9. Preserves the confidentiality of all proprietary and confidential data and information in accordance with district policy, and state and federal laws.
10. Researches current trends in technology, informs staff and administration of those trends, and uses knowledge of them to guide decision-making.
11. Remains knowledgeable about hardware and software and their compatibility when used for both educational and administrative purposes.
12. Performs ongoing evaluation of district hardware, software, and uses of technology.
13. Provides professional development for Technology Analysts, and Technology Assistants.
14. Assists with scheduling and daily supervision of Technology Assistants.
15. Perform other duties as assigned by the immediate supervisor.

REPORTS TO:

Technology Director



SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

DRAFT

QUALIFICATIONS:

1. Bachelor's degree in computer science, management information systems or related fields required.
2. Certifications such as A+ and MCSE are preferred.
3. Working knowledge of Windows™ 2003/2008, Windows™ 7/8, Microsoft Exchange™
4. Minimum of 5 year experience in information technology management.
5. Experience using a variety of technology hardware, software, and operating systems.
6. Experience managing multiple servers and complex network systems.
7. Working knowledge of CISCO switches.
8. Basic knowledge of instructional software usage in classroom environment, network topologies, current hardware and software integration.

TERMS OF EMPLOYMENT:

Twelve month work year with salary, benefits and working conditions established by the Board of Education.

EVALUATION:

Performance of the job will be evaluated annually by the Technology Director.

DRAFT Job Description
Administrative Assistant
(clean copy)



SOUTHINGTON PUBLIC SCHOOLS

JOB DESCRIPTION

DRAFT

NEW POSITION

TITLE: ADMINISTRATIVE SECRETARY

JOB GOAL:

To efficiently and effectively carry out all office functions for the assigned office.

PERFORMANCE RESPONSIBILITIES:

1. Takes and transcribes dictation.
2. Works and communicates effectively with board members, administrators, town officials, staff at all levels, parents, and the public.
3. Maintains secure and confidential records.
4. Processes incoming correspondence.
5. Welcomes visitors and directs callers in accordance with procedures.
6. Compiles agendas and supporting materials for board, administrators, and committee meetings.
7. Provides support to the Superintendent, Assistant Superintendent and Director of Business and Finance.
8. Assumes other responsibilities as the Superintendent may assign.

REPORTS TO:

Superintendent of Schools

QUALIFICATIONS:

1. High School diploma with some college or post-secondary education desirable.
2. Three years successful experience as an executive secretary with office management or comparable experience.
3. Strong computer skills, including knowledge of student and employee administrative systems, Microsoft Office™ and other applicable software applications.
4. Strong dictation skills.
5. Strong organizational and telephone skills with attention to detail and accuracy, including the ability to prioritize, multi-task and meet deadlines.

TERMS OF EMPLOYMENT:

Flexible work year with salary and working conditions established by the Board of Education.
This is a non-union position.

EVALUATION:

Performance of the job will be evaluated annually by the Superintendent of Schools.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 12, 2014

Decision Requested X

Agenda Code 10 e

AGENDA REPORTING FORM

Agenda Topic: Review of Class Sizes

Summary of Issue: Projected enrollment through June 6, 2014 and staffing requirements are reflected in the attached chart.

Background: The administration presents elementary class sizes and staffing requirements to the Board of Education as needed.

Alternative Strategies: Board to recommend staff allocation adjustments.

Cost (if applicable): TBD

Funding Source: Budget

Beginning Date of Program or Project: August 2014

Ending Date of Program or Project: N/A

Recommendation or Comment: _____

Titles of Attachments:

1. Enrollment Chart to follow on 6/9/14


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Signature of Staff Member Submitting Report

Karen L. Smith

Signature of Interim Superintendent of Schools

SCHOOL	KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	16	19	19	19	20	20	
	17	19	19	19	20	21	
	17	19	20	19	21	21	
	17	20	20	19	21	21	
	17	20	20	20	21	21	
			20		21		
TOTAL	84	97	118	96	124	104	623
FTEs	5	5	6	5	6	5	32
Flanders	13	18	21	18	16	23	
	13	19	21	18	16	24	
	14	19		18	16		
TOTAL	40	56	42	54	48	47	287
FTEs	3	3	2	3	3	2	16
Hatton	17	19	20	21	22	16	
	18	19	20	21	23	16	
	18	20	21	22	23	17	
TOTAL	53	58	61	64	68	49	353
FTEs	3	3	3	3	3	3	18
Kelley	16	18	17	17	21	22	
	16	19	17	18	21	22	
	16	19	17	18	22	22	
TOTAL	48	56	51	53	64	66	338
FTEs	3	3	3	3	3	3	18
Plantsville	14	22	17	21	23	24	
	14	22	17	21	23	24	
	15		18				
TOTAL	43	44	52	42	46	48	275
FTEs	3	2	3	2	2	2	14
South End	14	16	18	19	21	24	
	14	16	18	20	21	24	
	15						
TOTAL	43	32	36	39	42	48	240
FTEs	3	2	2	2	2	2	13
Strong	14	16	20	21	18	18	
	14	16	21	21	18	18	
	14	16		21	18	18	
TOTAL	42	48	41	63	54	54	302
FTEs	3	3	2	3	3	3	17
Thalberg	15	19	17	19	20	24	
	15	19	18	19	20	24	
	15	20	18	20	20	24	
	16	20	18		22		
TOTAL	61	78	71	58	82	72	422
FTEs	4	4	4	3	4	3	22
ENROLLMENT TOTALS	414	469	472	469	528	488	2840
FTE TOTALS	27	25	25	24	26	23	150

 = Class sizes that we are monitoring closely.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date June 12, 2014

Decision Requested X

Agenda Code 10 f

AGENDA REPORTING FORM

Agenda Topic: Program of Studies

Summary of Issue:

All proposals for high school course program changes have been reviewed by the Curriculum and Instruction Committee and administration. New courses are proposed for the following:

- Social Studies, AP Human Geography
- Social Studies, Human Rights
- Social Studies, World Religion
- English, Text to Film

Background: As part of the curriculum design process, all proposals for course/program changes must be presented to the Board for approval. Approved courses are included in the program of studies. Course curricula will be developed during the 2014-2015 school year and implemented in the 2015-2016 school year. The English, *Text to Film*, course is a pilot program being introduced in the 2014-2015 school year.

Alternative Strategies:

1. Accept or modify the proposals as presented.
2. Reject one or more of the proposals.

Cost (if applicable): Textbooks and Resources **Funding Source:** New Textbook Funds

Beginning Date of Program or Project: August 2014

Ending Date of Program or Project: Ongoing

Recommendation or Comment: The Board of Education approves the proposed high school courses as recommended by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Proposed Course Program Change Forms

Signature of Staff Member Submitting Report

Karen L. Smith

Signature of Interim Superintendent of Schools

New Course Proposal

Social Studies ~ *AP Human Geography*

**Southington Public Schools
Southington, Connecticut**

School: Southington High School

Department: Social Studies

Please check appropriate item:

New Course:

Revised Course:

Course Title: Advanced Placement Human Geography

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

Advanced Placement is the study of the distribution, processes and effects of the human population on our planet. The course consists of 7 different units of study and introduces students to the study of the patterns and processes that have shaped human understanding and continue to do so. AP Human Geography is taught as a year-long course and it provides students with an experience equivalent to an introductory college level Human Geography class.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

AP Human Geography provides students with the enduring understanding that "geography is everything and everything is geography." The course introduces students to the systematic study of the patterns and processes that have shaped human understanding, use and alteration of the earth. Geography is alive all around us and human geography is a course that will teach students how to explore the world in which they live from a different perspective: the Geographic Perspective. Throughout the course students will gain knowledge about the world at several levels: local, regional, national, and global. The topics studied at these levels will help students become educated about the world around them, a quality needed in the new global age.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

The target population for this course is 11th and 12th grade. It will be an elective open to all students, but since it is an AP course the academic workload is both robust and rigorous.

4. Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?

The implementation of this course will be assessed by expected student enrollment of at least 1 section during the 2015-2016 school year. Student performance on the AP Human Geography exam and on a summative assessment in the form of a portfolio and/or project encompassing the concepts that are the foundation of the course will be used to assess student performance.

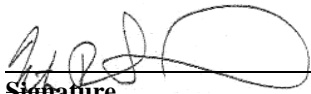
5. Cost – What are the anticipated costs for staff, textbooks, materials, other?

The preferred textbook for the course is: "The Cultural Landscape: An Introduction to Human Geography" by James A. Rubenstein, which is currently priced around \$60.00. This is the only required material that we would need to purchase. Additionally, there is the potential to receive a grant from the National Council for Geographic Education to help with start-up costs. They often provide grants for new courses that are starting up as a way to encourage more schools to adopt the course. And finally, no training will be required since an approved AP Human Geography teacher (as evidenced by the submitted course audit to the College Board) is already on staff.

	YEAR		
	I	II	III
Staff	\$0	\$0	\$0
Textbooks	\$1500 (approx)	\$TBD	\$TBD
Materials	\$	\$	\$
Other	\$	\$	\$
TOTAL	\$1500	\$	\$

Comments: Student enrollment will impact text cost in years II and III. This course was enthusiastically supported by the majority of the social studies department members.

Principal: Approved Denied



Signature

New Course Proposal

Social Studies ~ *Human Rights*

**Southington Public Schools
Southington, Connecticut**

School: Southington High School

Department: Social Studies

Please check appropriate item:

New Course:

Revised Course:

Course Title: Human Rights

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

A course on the examination of human rights will provide the students at SHS a new elective option in the Social Studies. This course will provide an in-depth study of the history, development and progression of human rights. It will be a half-year course, providing 1/2 credit towards student graduation requirements.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

We offer many courses that deal with wars and conflict. This course would offer an alternative to those topics and provide students with an understanding of global citizenship. New state and national standards on social studies education emphasize not only being more prepared for the challenges of both college and career, but also preparation for civic life. In order to sustain our democratic republic, we must encourage awareness of the global environment and to act in ways that promote the common good. In addition, according to the "Human Rights Education Handbook" published by the Human Rights Resource Center located at the University of Minnesota Law School,

Learning about human rights is largely cognitive, including human rights history, documents, and implementation mechanisms. All segments of society need to understand the provisions of the Universal Declaration of Human Rights (as established by the United Nations) and how these international standards affect governments and individuals. They also need to understand the interdependence of rights, both civil and political and social, economic, and cultural. Human rights should be the "4th R," a fundamental of everyone's essential education, along with reading, writing, and "rithmetic."

This course would afford students the opportunity to examine women's rights, race and ethnic rights, religious rights, economic rights, conceptions of rights around the world, and peaceful conflict resolution. Specific topics would include an examination of genocide in modern history, slavery and human trafficking. Students would also look at the UN Declaration on Human Rights in order to analyze and hypothesize ways the world can best advocate for human rights.

This course will replace "Modern Russia" which could be considered "out-of-date" for today's students when learning about and understanding current global issues.

New Course Proposal

Social Studies ~ *World Religions*

**Southington Public Schools
Southington, Connecticut**

School: Southington High School

Department: Social Studies

Please check appropriate item:

New Course:

Revised Course:

Course Title: World Religions

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

A course on world religions will provide the students at SHS a new elective option in the Social Studies. It will include the history, tenets and impact of the five traditions of Hinduism, Buddhism, Judaism, Christianity and Islam on world history. It will be a half-year course, providing 1/2 credit towards student graduation requirements.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The history of religion is a discipline that is necessary to the progress and development of a democratic and multi-diverse nation. Religion is part of the foundation regarding who we are and what we value culturally. Without some understanding of the world's religious traditions, students are ill-equipped to understand literature, history, art or the current political landscape. Without this background students are uninformed citizens who are less equipped to compete in a global market.

Educators support this rationale:

....we can view the study of organized religions in the wider context of human spiritual experience. Such experience is not confined to rigid categories; it belongs to the inner life of each individual and manifests itself not only in religion, but also in artistic, scientific, and literary expression. Moreover, knowing about the beliefs and practices of people who share this world is vital to the future. In the United States, where people of many nations, faiths, and ethnicities live together, all of us as citizens have the responsibility to learn about one another so that we can unite in positive social conduct. We accept civic education as a way to reinforce the practice of equity and religious freedom enshrined in the U.S. Constitution, but these principles are hollow if the people who inhabit this land do not know one another. More broadly, learning about the history, cultures, and belief systems of peoples who share the globe engenders respect and understanding. To join in positive action, students must learn both to appreciate cultural differences, and to understand that all people share common values. (Susan L. Douglass, "Teaching about Religion" in Educational Leadership, October 2002, Volume 60, Number 2)

This course will replace "Lessons in Vietnam" which has experienced smaller enrollment and could be considered "out-of-date" for today's students.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

This course will be offered to students in the 11th and 12th grades as a 1/2 year elective. We intend to offer both CP and CCP levels to provide more social studies elective options, particularly for the CP student. An examination of our current course offerings shows that we do not provide equal opportunities for all students to access to social studies courses.

4. Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?

The implementation of this course will be assessed by expected student enrollment of at least 1 section during the 2015-2016 school year. The curriculum & selection of texts and materials will be completed during the first two-thirds of the 2014-2015 school year.

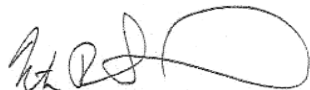
5. Cost – What are the anticipated costs for staff, textbooks, materials, other?

No specific textbook has been selected yet, but an examination of texts available on Amazon provides prices of paperbacks ranging from \$15 - \$25. Additional materials (lesson plans and activities) may be purchased as supplementary resources.

	YEAR		
	I	II	III
Staff	\$0	\$0	\$0
Textbooks	\$TBD	\$	\$
Materials	\$TBD	\$	\$
Other	\$TBD	\$	\$
TOTAL	\$TBD	\$	\$

Comments: This course received enthusiastic support by the majority of department members.

Principal: Approved Denied



Signature

New Course Proposal

English ~ *Text to Film*

**Southington Public Schools
Southington, Connecticut**

School: Southington High School

Department: English

Please check appropriate item:

New Course:

Revised Course:

Course Title: Text to Film

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

TEXT to FILM – CP course premise – For years, books and short stories have inspired films. This course is designed to look at various level texts (to meet the variety of reading levels in CP) and the films they inspired. Students will have the chance to read texts and view the inspired films or portions of the inspired films and respond via the CCSS three types of writing.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The addition of another option for the CP students that is based on high interest in reading and film critiquing will provide an academically viable option for those reluctant learners. Also, this course will provide a wide opportunity for differentiation that will result in a unified desired outcome based on the broad ability of the CP level students.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

Grade 12 CP Elective - this group of students typically has a DRP range of 40-90+ and a course like Text to Film can provide material/options for all levels through differentiation of material but still maintain the desired outcome for all students.

The current CP Senior English Electives are limited to: Society and Media, College Reading, Intro to Drama, and CP Creative Writing; however, the CCP options include: Shakespeare, Creative Writing, Logic, Journalism, Lit and Pop culture, Technical Writing, British Lit 2, Humanities, and Public Speaking.

