

## Southington Board of Education Meeting

Thursday, June 26, 2014 7:30 PM

Municipal Center Public Assembly Room 200 North Main Street

Southington, CT 06489

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Southington, CT 06489



### BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session at 6:30 p.m. to discuss Personnel Matters
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 June 12, 2014
  - a. Approval of Special Meeting Minutes ~ June 24, 2014
7. Communications
  - a. Communications from Audience
  - b. Communications from Board Members and Administration
8. Report of Interim Superintendent
  - a. Curriculum & Instruction Meeting ~ June 16, 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. Covanta Presentation
  - b. Greenskies Presentation
  - c. Technology Planning
  - d. Middle School Media / Technology Integration Specialist ~ Second Reading
  - e. Appointment of Director of Operations
  - f. Instructional Management / Assessment Software
  - g. Obsolete Textbooks
11. Adjournment

**SOUTHINGTON BOARD OF EDUCATION**

**SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING**

**JUNE 12, 2014**

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The regular meeting of the Southington Board of Education with Executive Session was held on Thursday, June 12, 2014 at 6:00 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 6:01 p.m.

Board members present were: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi (*arrived 6:49 p.m.*), Mrs. Jill Notar-Francesco, Mr. Zaya Oshana (*arrived 6:08 p.m.*), Mrs. Patricia Queen, and Mr. Brian Goralski.

Present from the administration was Mrs. Karen Smith, Interim Superintendent, and Mrs. Sherri DiNello, Director of Business and Finance (*left at 6:19 p.m.*).

**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 Nurses Negotiations, Personnel Matters and Compensation for 2014-2015 Unaffiliated Employees, and upon conclusion return to public session.”**

**Motion carried unanimously on voice vote.**

**2. EXECUTIVE SESSION TO DISCUSS NURSES NEGOTIATIONS, PERSONNEL MATTERS AND COMPENSATION FOR 2014-2015 UNAFFILIATED EMPLOYEES**

At 7:10 p.m., Mr. Goralski recessed Executive Session to the Celebration of Excellence and the regular Board meeting. The Board would reconvene their Executive Session discussion after the regular meeting.

**3. CELEBRATION OF EXCELLENCE ~ 7:00 P.M.**

At 7:15 p.m., in Celebration of Excellence, the Board of Education recognized the following Southington students:

**2013-2014 Student Representatives:**

Gabrielle Baker, Abigail Harris and Stephanie Krar, student representatives, were recognized for serving with distinction on the Board of Education for the 2013-2014 school year. On behalf of the Board of Education, Mr. Goralski presented them with a Certificate of Excellence and Mrs. Carmody presented them with a gift from the Board.

**CABE Student Leadership Award:**

Olivia Corriveau was recognized for receiving the CABE (Connecticut Association of Boards of Education) Student Leadership Award for distinguished leadership in school activities and daily life. Mr. Goralski presented her with the Certificate from CABE.

*At 7:20 p.m., Mr. Goralski called for a recess.*

**4. RECONVENE MEETING ~ REGULAR SESSION ~ 7:30 P.M.**

The regular session was reconvened at 7:31 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: Mrs. Karen Smith, Interim Superintendent, Mrs. Sherri DiNello, Director of Business and Finance, Mr. Frederick Cox, Director of Operations and Dr. Perri Murdica, Director of Pupil Services.

Student Representatives present: Gabrielle Baker, Abigail Harris and Stephanie Krar.

Approximately 27 people were in the audience.

**5. PLEDGE OF ALLEGIANCE**

The audience recited the Pledge of Allegiance led by the student representatives.

Mr. Goralski called for a moment of silence in memory of Patricia Harding who taught in the Southington Public School system at Kennedy Middle School and Southington High School as a Home Economics teacher for 38 years and for Mr. Joseph Angelillo who had been a leader in the community for many years and a past Board of Education member. They both recently passed away.

**6. APPROVAL OF MINUTES ~ May 22, 2014**

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

**“Move to approve the Board of Education Regular meeting minutes of May 22, 2014 as submitted.”**

**Motion carried unanimously by voice vote 9 - 0.**

**7. COMMUNICATIONS**

**a. Communications from Audience**

**Arthur Cyr, 103 Berlin Avenue** noted that this was Mr. Cox’s last meeting and thanked him for his many years of service. He felt that the Board should recognize Mr. Cox at a future meeting in Celebration of Excellence. Mr. Cyr stated that over the years he has had the opportunity to interact with Mr. Cox on various issues, such as busing. He stated that he would miss Mr. Cox and wished him an enjoyable retirement.

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

Mrs. Notar-Francesco reported that the Leonard Joll Scholarship Committee for 2013-2014 was comprised of herself, Mr. Derynoski and Mr. Oshana, and that they received a thank you note from the award recipient, Brooke Cochrane. Mrs. Notar-Francesco read it into the minutes. It stated, *“Dear Board of Education Committee, thank you for awarding me with the Leonard W. Joll Memorial Scholarship. The funds will be put to good use as I work toward my degree at Eastern Connecticut State University. I will do my best to honor the Joll family. Sincerely, Brooke Cochrane.”*

Mrs. Queen congratulated Miss Gabrielle Baker, student representative, for receiving the HALO Award as the best leading actress in a musical. She noted that it is a phenomenal accomplishment and that the Board was proud of her and the cast of the musical *Aida*.

Mrs. Clark reported that she attended the joint concert of the DePaolo and Kennedy Middle School Grade 8 Bands and recognized the great spirit of cooperation between the two schools.

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

**“Move to add Agenda Item 10.h, ‘Job Description for the Middle School Media / Technology Integration Specialist ~ First Reading’.”**

**Motion carried unanimously by voice vote 9 – 0.**

Mr. Derynoski asked that one the Executive Secretaries at central office check the archives regarding the Leonard Joll family contacting the Board in the past and send a copy of the thank you note from the scholarship recipient to them. He noted that the family members lived out of state.

Mr. Derynoski stated that the three Board of Education student representatives this school year were the best representatives to serve on the Board, and noted that each year the bar is raised higher.

Mrs. Lombardi reported on the celebration of the opening of the Science Pavilion at Camp Sloper and seeing a vision become a reality. The Science Pavilion was due to collaboration between the Southington Education Foundation, the Board of Education and the Southington YMCA. It was named “The Myer’s Family Pavilion” after John Myers [Executive Director of the YMCA] and his family.

Mrs. Lombardi reported that she attended the DePaolo Middle School Awards Night and was impressed with the achievements of the eighth graders, which shows the excellence of the middle school curriculum. She thanked Mrs. Smith for this work that has been done under her leadership.

Mr. Oshana reported that the Kennedy Middle School Chorus and Orchestra performance was being held that night and that his daughter would be performing, which he was missing. He believed that Southington had a great music program.

Mr. Oshana agreed that the three student representatives did an excellent job reporting on events and activities at Southington High School and that they were skilled at public speaking.

Mr. Oshana stated that earlier this year the Board discussed time out of the classroom for the teachers and following up with an additional study. The initial study was a two-week period that showed an excessive amount of time that teachers were out of the classroom. He requested follow-up for the next Board meeting on where they are as far as time out of the classroom at this time of year. Mrs. Smith responded that she would ask Mrs. Kim Hunt [Personnel Manager] if she could look at the same timeframe as last year for comparative data. Mr. Oshana pointed out that last year it was a two-week snapshot and was not enough. He would like to see a longer timeframe.

### **Communication from Administration:**

1. Arts Grant – Grade 3:

Mrs. Smith reported that at the Southington Education Foundation Executive Board meeting there was support for a partnership with the Community Foundation of Greater New Britain with an expectation that there will be a decision in September 2014 of funding a Grade 3 Art Partnership with the New Britain Art Museum. If successful, they would have a partnership with an artist in residence in all of the elementary schools and would be combining the social studies curriculum with art curriculum.

2. Kindergarten Survey:

Mrs. Smith reported that a survey on Survey Monkey had been administered to parents of Kindergarten students this school year. She will share of results of the survey at the next Board of Education meeting. She noted one indicator of success that is attributable to full-day Kindergarten was an average district end of Kindergarten Developmental Reading Assessment (DRA) score of 84%. She remarked that they have never seen statistics like this before where 84% of the children have met the DRA target goal of four or above.

3. Annual Parent Survey:

Mrs. Smith stated that she already addressed this under the Kindergarten Survey.

4. Engaging Youth through Engineering (EYE) Application to Participate:

Mrs. Smith thought that she would have more information about this to report. However, she noted that John Duffy, Science Coordinator, was aware of an opportunity to complete a middle school grant application that would allow Southington to be considered as participants in an early STEM project. She is thrilled that Mr. Duffy is working hard trying to reach out to expand STEM opportunities in some lower grades.

5. U.S. News and World Report – “One of America’s Best High Schools ~ 2014”:

Mrs. Smith reported that U.S. News and World Report indicated one of the best of America’s high schools for 2014 is Southington High School. This was based on many factors including the percentage of students who are taking AP [Advance Placement] classes and students who score a three or higher on the AP exam.

Mrs. Notar-Francesco added that Southington was 34 out of 208 in the entire state of Connecticut. She felt that this was one response for the Board of Finance’s question of how do we know we are getting value for the dollars we spend in our budget. She noted that this is a phenomenal recognition and the first time Southington achieved this category. Many of the

other districts in this category from numbers 1 to 34 are primarily in the affluent DRGs [District Reference Groups] of A, B and C. Southington is the only district from DRG D in it. She was very proud of the high school for this silver medal recognition.

**c. Communications from Student Board Representatives**

Miss Abby Harris reported on the following:

- Youth Honor Day was held on June 3, 2014, which is the opportunity for seniors to shadow town officials and noted that she shadowed the Fire Department.
- The AP Expo was held the evening of June 11, 2014 where students were able to showcase their thesis projects. She announced that Gabby Baker won one of the categories.
- Miss Harris thanked the Board members for two fantastic years as a student representative. This experience has made a positive impact in her life for which she was extremely grateful. She will take the skills that she has learned with her to Villanova University.

Miss Stephanie Krar reported on the following:

- The Top 25 Dinner sponsored by UNICO, as well as the Italian Honor Society Induction, was held last week.
- Volleyball played in the championship game this evening and, unfortunately, they lost. However, they have a lot to be proud about for all they accomplished this season. She congratulated them.
- Baseball plays their championship game with Amity on Friday night and Softball plays Amity on Saturday night.
- Gabby Baker won a HALO award when the high school attended the HALO Awards on May 28 and performed "The Gods Love Nubia" from the close of the first act of *Aida*. Gabby won the best performance by a leading actress in a musical out of eight nominees. She congratulated Gabby.
- Miss Krar thanked the Board for their support and noted that she learned a lot about public speaking.
- She explained that Dr. Semmel was sorry that he could not make tonight's Board meeting because he was attending the Volleyball Championship game.

Miss Gabrielle Baker reported on the following:

- Technically, today was their last day of school because final exams were starting on Friday.
- The seniors made a make shift beach in the parking lot today and were playing beach volleyball and hockey. She remarked that Dr. Semmel [Principal] took part in the activities. The seniors realized that this could be the last time that they see their fellow students and it was a nice way to end the year.
- Graduation is scheduled for June 19, 2014.
- Miss Baker thanked the Board for the public speaking opportunity and experience in a formal setting. She thanked the Board for the past 12 years of excellent schooling and stated that she was proud to live in Southington.

Miss Baker introduced the student representatives for the 2014-2015 school year. They are Elizabeth Veilleux who will be a senior next year, and Christopher Iverson and James Brino

who will be juniors. The new student representatives thanked the Board for the opportunity to serve on the Board of Education for the next school year.

Mr. Goralski welcomed the new student representatives and thanked the outgoing representatives.

## **8. REPORT OF THE INTERIM SUPERINTENDENT**

### **a. Personnel Report**

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

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

**Motion carried unanimously by voice vote 9 - 0.**

### **b. Curriculum & Instruction Committee Meeting ~ May 20, 2014**

Mrs. Carmody reported that the Committee met on May 20 with a presentation by Ms. Dale Riedinger for textbook adoption of Big Ideas Math, Grade 6. They also had a presentation by Mrs. Stephanie Lawlor and Ms. Jennifer Jorgensen for a proposed new course at Southington High School of “Text to Film.” This would be an opportunity for the reluctant readers to engage in more reading. Mrs. Carmody reported that the Committee also had a presentation by Ms. Heather Allenback and Ms. Rebecca Migliaro pertaining to three new courses for social studies, which are AP Human Geography, Human Rights, and World Religions. The idea is to make social studies more global.

Miss Krar thought that these courses would benefit the students because students are more centered on what is happening in America and not in tune with current events in other parts of the world. This would give them a more rounded and culturally diverse background.

Mrs. Queen understood that they would be phasing out courses that were not as relevant and bringing in these new courses because the world is changing and these new courses would reflect that. Mr. Oshana noted that on a daily basis America is interacting with other countries, cultures and religions and these courses would give a lot of insight as to what is happening. He thought that the Text to Film course would be a very exciting class. Mrs. Notar-Francesco thought the Text to Film course naturally lent itself to differentiation so that all students could participate at their own levels.

### **c. Finance Committee Meeting ~ June 9, 2014**

Mrs. Notar-Francesco reported that the Finance Committee met on Monday, June 9, 2014 with a lengthy agenda and that six of the nine Board of Education members were in attendance. There were several items that were being brought before the Board for action.

#### **a. Transfer of Funds**

The committee thoroughly reviewed the transfers requested for Southington High School, Kennedy and DePaolo Middle Schools and systemwide Building & Grounds for this year’s budget. The committee asked questions directed at the need to make some of these transfers, particularly at the middle schools. Mr. Madancy was present at the

Finance Committee meeting and addressed the questions and the need for the requests.

Mrs. Notar-Francesco reported that Mrs. DiNello, on behalf of the math coordinator, requested a transfer in next year's budget of \$20,000 from New Texts to Consumable Math Texts. This better aligns with the needs of the math curriculum. The Committee supported all of the transfers as presented.

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

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

**Motion carried unanimously by voice vote 9 – 0.**

**b. Maintenance Vehicle Lease**

Mrs. Notar-Francesco reported that the committee had much discussion on whether to lease or buy through Purchase Plan dollars the next Maintenance Department vehicle. At this time, the Finance Committee supports the four-year lease of a Ford F350 pick-up truck for the Maintenance Department. There is \$8,830 currently available in next year's budget for this item. She noted that Mrs. Lombardi raised the valid 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.

Mrs. Notar-Francesco requested that the Finance Committee minutes be amended to reflect this extended discussion.

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

**“Move to approve a four-year lease for a 2014 Ford F350 4x4 pick-up truck with annual payments of \$9,225.”**

**Motion carried unanimously by voice vote 9 – 0.**

**c. Healthy Food Certification**

Mrs. Notar-Francesco reported that the Finance Committee received an update on the financials for the Food Service Program through March. The program has remained in the black this year due in large part to the sale of popular a la carte items. However, there is new federal legislation called “Smart Snacks” guiding nutrition requirements that will impact the sale of some a la carte items, such as People's Choice pizza, bagels and muffins. Food items that do not meet the requirements cannot be sold during the school day that, by their definition, begins at midnight and ends one-half hour after the school day ends. As a result of the stricter requirements of Smart Snacks federal legislation, administration is now recommending that we participate in the state's Healthy Food Certification which will enable the district to receive \$0.10 per reimbursable meal in state grant funds. It appears that numerous districts have also moved in this direction.

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

**“Move that the Board of Education will meet the standards required for the Healthy Food Certification; but will exclude from certification certain food and beverage items that do not meet 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;**
- 3) such food is not sold from vending machines or school store.**

**Motion carried unanimously by voice vote 9 – 0.**

**d. Purchase Plan**

Mrs. Notar-Francesco reported that the Finance Committee approves and endorses the Purchase Plan before the Board tonight. Through the funds available at year’s end, the Finance Committee recommends that the Business Office utilize any remaining budgeted funds specifically for items carried on this short list. The committee also required administration to look throughout the district for both extra office and classroom furniture before funding those purchases on the list. The Purchase Plan, as presented, emphasizes technology and technology infrastructure upgrades.

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

**“Move to approve the Purchase Plan, as presented.”**

Mrs. Lombardi requested that the Finance Committee meeting minutes be amended to reflect that they should be looking at existing desks and any office furniture prior to expending those dollars. Mrs. Notar-Francesco replied that the Finance Committee minutes would be amended.

Mr. Goralski asked that Mrs. Notar-Francesco share this Purchase Plan with the Board of Finance to show our future vision is to expedite the improvement of technology in the school district through proper management of this year’s funds.

Mrs. Johnson requested a roll call vote on this agenda item.

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

**Motion carried unanimously 9 – 0.**

Mrs. Notar-Francesco reported on the Finance Committee’s discussion regarding Instructional Management / Assessment Software. Coming to the Board through support from the Finance Committee is the proposed purchase of a critical software tool to collect assessment data of student records. There are enormous benefits to this proposal. It is called “Schoolnet” from Pearson, which integrates with PowerSchool, and was the proposed choice. There are, in fact, very few school systems that do not avail themselves of some type of data collection / assessment software. This is a critical piece that is missing in our district and our staff is currently maintaining data in Excel or on paper. She stated that the Finance Committee fully supports purchasing the software and recommends that it be an agenda item for the next Board meeting.

Mrs. Lombardi pointed out that they had been holding off on purchasing this software for a few years. She noted 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. She noted that the Finance Committee had a big discussion regarding this and she would like the Finance Committee meeting minutes amended to reflect that.

**d. Policy and Personnel Committee Meeting ~ June 11, 2014**

Mrs. Clark reported that the meeting was held on June 11, 2014. She thanked Mrs. Michelle Passamano [Executive Secretary], Mrs. Kim Hunt [Personnel Manager] and Mrs. Queen for their speed in going through the work that the committee did last night to produce the new job description that was in front of the Board tonight. Mrs. Clark reported that the committee reviewed the new job description for the Middle School Media / Technology Integration Specialist and explained that the current job description is Library / Media Specialist, which was last revised in 1996. This new job description will come before the Board later in the meeting. She noted that the administration wanted this to come before the Board tonight because of time sensitivity.

**9. OLD BUSINESS**

**a. Town Government Communications**

Mrs. Queen reported that she attended her first Facilities Committee meeting prior to tonight's Board meeting. One of the topics that they discussed was fundraising and developing a Fundraising Sub-Committee of volunteers. She noted that the committee discussed signage and a brick program. The committee also discussed at length the \$25,000 line item for the long-term turf replacement fund in the Board of Education budget and she told the Facilities Committee that the Board of Education would revisit it each year. The Facilities Committee will be charging \$5.00 per child for participating in the soccer, lacrosse and football youth leagues. Mrs. Queen explained that the current position shared by the Facilities Committee is that should the Board of Education choose not to include \$25,000 in its future budgets for the turf replacement fund, the alternative would be to charge the Board of Education a usage fee of \$5.00 per student to use the field. Mrs. Queen expressed skepticism about this potential plan of action.

Mrs. Queen stated that, through the middle school renovation projects, there will be some items coming from the middle school kitchens to the concession stands next fall. The concession stand will be available to all groups using the field, and it would become a community concession stand like it is a community turf field.

Mrs. Queen had a question for Mrs. DiNello regarding the Capital Plan and making the bleachers for the home side have disability access. Mr. Goralski pointed out that the bleachers are not in the Capital Plan because the current bleachers are maintained and, until the day that they need to be replaced, the Board is grandfathered from the ADA compliance issue. Mr. Cox clarified that refurbishing, sandblasting and painting the bleachers was in the Capital Plan for \$62,000, which is to maintain them; it is not an upgrade.

Mr. Goralski reported that many of the Board members attended the Town Council meeting where they discussed the Covanta Energy Recycling Program and GreenSkies Solar regarding power in facilities across the town. These are energy opportunities and educational opportunities for students. These two organizations will be coming before the Board of

Education at the next meeting. He hoped that the Board would consider these opportunities because over the summer there could be installation of solar devices and in the fall they could start a recycling opportunity for the students to teach them how to better maintain our planet.

Mr. Goralski explained that the last appropriation request for the year was sent to the Board of Finance for rentals and tuition revenues collected. Mrs. DiNello informed the Board that the request was approved at the Board of Finance meeting and now moves to the next Town Council meeting. Mrs. Notar-Francesco requested that the Finance Committee receive a copy of these appropriation requests.

**b. Construction Update**

This is Mr. Cox's last Board meeting and Board report, as he will be retiring this month after 20 years as the Director of Operations.

Middle Schools: Mr. Cox reported the contractors are anxious to get started on the summer work. For the last day of school, June 19, 2014, the plan is to start a modified second shift working until 8:00 p.m. or 9:00 p.m. to help make up for the days that were lost because of the extended school year due to the weather. About 80% of the remaining classrooms that have not been renovated will take place this summer.

Mrs. Johnson asked what type of work would be done during the summer. Mr. Cox replied that the Tech Ed wing has already been demolished and they are starting to build the interior walls. The cafeteria would be remediated with new floors, and the kitchen will be emptied. All new equipment will be roughed in because the kitchen equipment will be delivered sometime after the start of school due to some design changes. The classrooms, other than the science classrooms, would be completed. There will still be some classrooms that will have concrete floors and will not have ceilings at the start of next school year. The auditoriums will be addressed this summer.

Mr. Derynoski pointed out that Mr. Cox played an integral part on all the building committees over the years and did an outstanding job for the town. He wished Mr. Cox and his wife, Janice Cox who was also retiring from the school system, an enjoyable retirement.

Mr. Goralski announced that Mr. Cox would remain a consultant to the Board of Education for the middle school projects until their completion. He noted that Mr. Cox will continue to represent the Board as a consultant on the Building Committee.

**c. Administrator Evaluation Plan Update**

Mrs. Smith stated that there was no report at this time.

**d. Teacher Evaluation Plan Update**

Mrs. Smith stated that there was no report at this time.

At 8:37 p.m., Mr. Goralski called for a recess to continue the Celebration of Excellence and recognize the top three scholars at Southington High School for the Class of 2014. They are Alexis Dziubek, Essayist; Daniel Connolly, Salutatorian; and Alexander Queen, Valedictorian,

who is the son of Board member Patricia Queen. On behalf of the Board of Education, Mr. Goralski presented them with a Certificate of Excellence.

*At 8:49 p.m. the Board of Education Regular meeting reconvened.*

## **10. NEW BUSINESS**

### **a. Elementary School Guidance Update**

Mrs. Smith introduced Ms. Rita Stearns, the Elementary School Guidance Program Director, who gave a PowerPoint presentation overview of the Elementary School Guidance grant that the school district received in the amount of \$1.2 million. Ms. Stearns introduced the team of professionals with her and explained their various roles: Ms. Paula Quinn, External Evaluator associated with Quinn Evaluation Consulting; Alyssa Ferrone, Grant Counselor at Derynoski and Kelley School; Michele Cozzolino, Grant Counselor at Plantsville and Strong Schools. Two other Grant Counselors, Jessica Anthony at Hatton and Thalberg and Alexandra Uhlman at Flanders were in Seattle, Washington, at a Leadership Institute. They named themselves the Southington Elementary Counseling Collaborative. The grant was written by Christine Boulanger, District Grant Writer. They will find out in August if they are ready for year two, depending on if the United States Department of Education likes what they did this year; it would then be a three-year grant.

Ms. Stearns noted the many people who comprise the Grant Advisory Team, along with the many people who work behind the scenes. Ms. Stearns gave an update of the progress that they were making with this grant and discussed in detail the following:

- What they aim to accomplish in the three years.
- What connections they have made with personnel and community partners.
- The Second Step Curriculum and what is happening in the classroom.
- How the parents have benefited so far.
- How the teachers and parents are connecting.

Ms. Paula Quinn addressed the data results that they have seen so far and what results they are still exploring, such as the change in the number of discipline referrals, changes in student classroom behavior, changes in student achievement, and changes in teacher-parent relationships. She noted that the United States Department of Education was interested in the ratio of students to counselors and in the first year the ratio of K-5 students to school counselors dropped from 748 students to one counselor down to 356 students to one counselor, which makes one of the goals achieved already. She noted that of the 1,782 Southington Public School students who completed a Second Step Assessment, the average score was 90%, and 92% of students earned a score of at least 75%.

Mrs. Lombardi noted that to engage parents in school activities and programs is a challenge these days and asked how they were getting the parents involved. Ms. Stearns replied through free childcare and homework help. At all their workshops they had paraprofessionals and high school volunteers who helped out with childcare and homework.

Mrs. Queen noted that this was a three-year grant and asked if they would survey middle school administrators and guidance counselors in year three to see if they witness changes. Ms. Stearns replied that it is a great idea and that they have to show sustainability in this grant. This

year, counselors taught all the Second Step lessons in the classroom and teachers were asked to stay in the classroom and participate; year two the counselors and teachers will co-teach; in year three the teachers will have it as their own curriculum. Ms. Quinn replied that they do not have any plans to collect data from middle schools to see the kind of impact. However, she thought that they should be gathering some baseline data now to look at that in the future. She thanked Mrs. Queen for the suggestion.

Mrs. Johnson thought that this was a wonderful program, but had a few concerns. She noted that one of the things the counselors were seeing was students who were stressed. One of the Board's jobs has been to increase rigor in the curriculum and with Common Core they are placing more academic stress on children. She asked how they could combat this stress without reducing the need for rigor. Ms. Stearns replied that one of the things that she did as a fifth grade teacher was to assure the students that everything was okay and they did calming down strategies. She felt that it is how the teachers handle the situation and that they are doing these strategies such as belly breathing, counting, and self-talk. She noted that the stress also stems from social and family issues, and the students are coming to school not being able to handle emotions.

Mrs. Smith added that they are surveying the teachers also because this is new learning for them. She explained that this was much like the Columbia model for Readers and Writers Workshop where experts come in and model, and then coach, and then they leave, which is the theory behind this grant.

**b. Textbook Recommendations ~ First Reading**

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

**“Move to waive the first reading for the Textbook Recommendations.”**

**Motion carried unanimously by voice vote 9 – 0.**

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

**“Move to approve the purchase of the Big Ideas Math Textbook that is endorsed by the Curriculum and Instruction Committee.”**

**Motion carried unanimously by voice vote 9 – 0.**

**c. ABA Program Review Update**

Mrs. Smith announced that this was also the last Board of Education meeting for Dr. Perri Murdica who was the Director of Pupil Services for three years. Dr. Murdica will be leaving the district for another job opportunity.

Dr. Murdica gave a Prezi presentation on the ABA (Applied Behavioral Analysis) Preschool Program. She introduced the ABA team members present who were in the audience and an integral member of the ABA program change: Sandy Kujawski, Elementary Special Education Coordinator, and Allison Gadbois, BCBA. The Preschool teachers and Mrs. Sally Kamerbeek, Principal of Hatton School, were unable to attend tonight's meeting due to prior commitments. They were all instrumental in the development of the program.

Dr. Murdica stated that she has done PowerPoint presentations for many years; however, tonight she was giving a Prezi presentation through the help of Thalberg School teacher Jonathon Cop and the Thalberg fifth grade Techsperts.

Dr. Murdica explained that an external program evaluator from Rethink Autism was hired who reviewed and evaluated many indicators and interviewed many people involved in the program. Dr. Murdica addressed the goals in the original proposal and their vision for changes in the ABA program. She discussed at length the following:

- Status of implementation
- Program Area “Quality Indicator” ratings
- Key findings in the strengths of positive outcomes for students
- The staff training model
- Data collection and progress monitoring
- Recommendations for areas of improvement
- Short-term and long-term next steps

Dr. Murdica explained that the tool used to evaluate the program was the Autism Program Quality Indicator (APQI) that has 75 indicators across many domains. They were rated on a scale of zero (0) through three (3) and the overall score was 98% indicating all of the areas were fully developed; however, the curriculum area fell short compared to the other areas. The report that they received had 25 recommendations that were prioritized by the evaluator. She noted that the evaluator was very impressed with what was going on in the classrooms. Dr. Murdica explained that the strengths under the key findings were maximized learning opportunities in the least restricted environment, and the accelerated rate of learning through the teaching of prerequisite skills.

Dr. Murdica noted that by the start of the next school year the student numbers will have drastically increased and that they will have approximately 11 Preschool ABA students. She pointed out that this is year one in a five-year rollout.

Dr. Murdica invited Mrs. Conway, a parent of one of the ABA students, to the podium to speak. Mrs. Conway discussed the positive impact that the ABA Preschool Program had on her son. She is very happy with the results of the program. She noted that her son is not the same child as when he started at the beginning of the school year. The communication, partnership, and the goal of doing what was best for her son were evident throughout the entire school year.

Mrs. Lombardi explained that the Board asked for this audit and review to make sure they are striving for excellence in the decision the Board had made. She pulled out four different areas in the formal report and wanted to make sure that they have the next steps with action items for the administration in this area. She noted that in the report there is a whole theme of parent engagement, participation and involvement with the curriculum being brought home; there was a whole theme of needing to increase social skills and measuring those social skills; there was the recommendation for a formal program manual and she suggested that they go electronically with a manual. Mrs. Lombardi stated that the last area was the data collection technology processing system. For the record, she wanted to make sure this is future follow-up from staff that the Board is looking for.

Mr. Goralski asked that the Prezi presentation, be added to the minutes (*Attachment #1*) and posted on the CABA portal and that in the future Dr. Murdica’s colleagues should have

handouts of the presentation in case there is a technology glitch. What is being talked about should always be attached to the agenda item.

**d. Approval of Job Descriptions ~ Second Reading**

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

**“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.”**

**Motion carried unanimously by voice vote 9 – 0.**

**e. Review of Class Sizes**

Mrs. Smith reported that the data speaks for itself. She pointed out the hot spots. She noted that Plantsville School is the hottest spot right now for first grade enrollments. She will keep the Board updated with current enrollment charts at the next Board meeting because the data changes daily.

**f. Program of Studies**

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

**“Move that the Board of Education approves the proposed high school courses as recommended by the Curriculum and Instruction Committee.”**

**Motion carried unanimously by voice vote 9 – 0.**

**g. Compensation of 2014-2015 Unaffiliated Employees**

This agenda item was tabled until after Executive Session.

**h. Middle School Media / Technology Integration Specialist ~ First Reading**

Mr. Goralski stated that this agenda item was added as a first reading and that if any Board member has any changes they are to contact the chair of the Policy and Personnel Committee so it can be reflected in the second reading discussion.

**Reconvene to Executive Session:**

At 9:58 p.m., following the regular meeting, Mr. Goralski announced that the Board was returning to Executive Session.

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. Mr. Timothy Connellan was also present.

Mr. Goralski declared the Executive Session ended at 11:01 p.m. and the Board returned to public session.

**Reconvene to Regular Session:**

**10.g Compensation for 2014-2015 Unaffiliated Employees**

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

**“Move to approve the compensation grid as discussed by the Board of Education and as presented.”**

**Motion carried unanimously by voice vote 9 - 0.**

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

**“Move to approve the contract for the Assistant Superintendent with changes as discussed by the Board of Education.”**

**Motion carried unanimously by voice vote 9 - 0.**

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

**“Move to approve the contract for the Director of Business and Finance with changes as discussed by the Board of Education.”**

**Motion carried unanimously by voice vote 9 – 0.**

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

**“Move to approve the contract for the Director of Technology with changes as discussed by the Board of Education.”**

**Motion carried unanimously by voice vote 9 – 0.**

**11. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote 9 - 0.**

The meeting adjourned at 11:08 p.m.

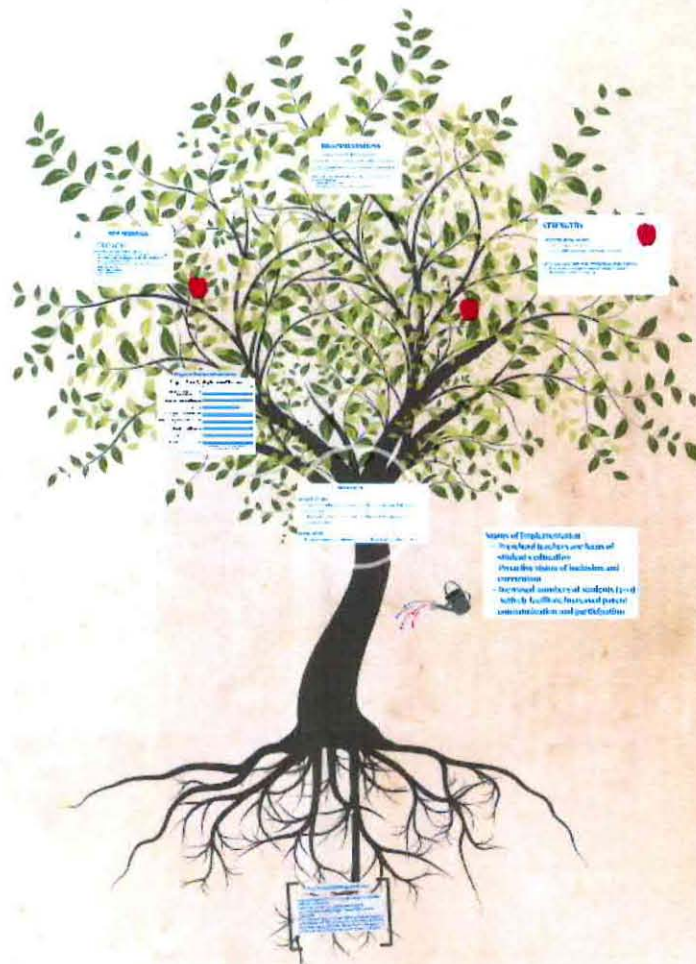
Respectfully submitted,  
*Linda Blanchard*  
Recording Secretary

Non Union Salary  
BOE Approved 6-12-14  
7/1/14-6/30/15

POSITIONS	2013-14 ADOPTED	2014-15 ADOPTED	\$ INCREASE	% INCREASE	
<b>CERTIFIED ADMINISTRATORS</b>					
ASSISTANT SUPERINTENDENT	\$147,908	\$ 156,782	\$ 8,874	6.0%	Increase annuity by \$1500
DIRECTOR OF BUSINESS AND FINANCE	\$120,709	\$ 127,348	\$ 6,639	5.5%	
<b>CLASSIFIED ADMINISTRATORS</b>					
TECHNOLOGY DIRECTOR	\$94,952	\$ 98,750	\$ 3,798	4.0%	
SUPERVISOR of BLDG & GRDS	\$82,973	\$ 85,047	\$ 2,074	2.5%	
ACCOUNTING/PURCHASING MANAGER	\$72,000	\$ 72,720	\$ 720	1.0%	
PERSONNEL MANAGER	\$74,510	\$ 76,745	\$ 2,235	3.0%	
<b>OTHER STAFF</b>					
TECHNOLOGY ANALYSTS	\$46,570 - \$62,993	\$47,967-\$64,883	\$1,397 - \$1,890	3.0%	
(lead tech analyst) stipend	\$ 2,112	\$ 2,175	\$ 63	3.0%	
SOFTWARE SPECIALIST	\$27.00	\$ 27.54	\$ 0.54	2.0%	
TECHNOLOGY ASSISTANT	\$13.33	\$ 13.73	\$ 0.40	3.0%	
AUDIO VISUAL TECHNICIAN	\$51,652	\$ 53,202	\$ 1,550	3.0%	
PAYROLL SUPERVISOR	27.58	\$ 28.68	\$1.10	4.0%	
MAINTENANCE FOREMAN	\$67,422	\$ 69,445	\$ 2,023	3.0%	
<b>SECRETARIAL</b>					
EXECUTIVE ADMINISTRATIVE ASSISTANT	\$32.64	\$ 33.95	\$1.31	4.0%	
EXEC SECRETARY: ASST. SUPERINTENDENT	\$26.55	\$ 27.61	\$1.06	4.0%	
EXEC. SECRETARY: DIR BUS & FIN.	\$26.55	\$ 27.61	\$1.06	4.0%	
<b>PART TIME CERTIFIED STAFF</b>					
SUMMER SCHOOL DIRECTOR	\$6,009	\$ 6,129	\$120.18	2.00%	
JUMP START DIRECTOR	\$4,378	\$ 4,466	\$87.56	2.00%	
CONT. EDUCATION DIRECTOR	\$12,328	\$ 12,698	\$369.84	3.00%	

Non Union Salary  
BOE Approved 6-12-14  
7/1/14-6/30/15

POSITIONS	2013-14 ADOPTED	2014-15 ADOPTED	\$ INCREASE	% INCREASE
<b>OTHER STAFF</b>				
BOARD MEETING SECRETARY	\$24.37	\$ 24.37	\$0.00	0.0%
SUBSTITUTE SERVICE	\$13,069	\$ 13,461	\$ 392	3.0%
PT. TIME CUSTODIAN	13.81 - 14.60	\$14.16-\$14.97	\$.35 - .36	2.5%
SCHOOL PHYSICIAN	\$12,020	\$ 12,260	\$240	2.0%
MATRONS	\$15.54	\$ 15.93	\$0.39	2.5%
CROSSING GUARDS	\$15.86 PER SHIFT	\$16.34 per shift	\$0.48	3.0%
PART TIME CLERKS	14.68 - 18.62	\$15.05 - \$19.09	\$.37- \$.47	2.5%
ESY/ JUMPSTART AIDES	8.10 - 9.08	\$8.70*- \$9.26	\$.40 -.18	2.0%
ESY/JUMPSTART PARAS (non union)	10.93 - 13.03	\$11.15 - \$13.29	\$.22-\$.26	2.0%
SUBSTITUTE PARAS	\$10.25	\$ 10.46	\$0.21	2.0%
SUBSTITUTE CUSTODIANS	\$13.84	\$ 14.12	\$0.28	2.0%
SUBSTITUTE NURSES	\$19.50	\$ 19.89	\$0.39	2.0%
SUBSTITUTE SECRETARIES	\$12.30	\$ 12.55	\$0.25	2.0%
TUTORS- MATH & LITERACY	12.91 - 14.03	\$13.30 - \$14.45	\$.39- .42	3.0%
ELL TUTORS	13.00 - 18.41	\$13.39 - \$18.96	\$.39 -\$.55	3.0%
HALL MONITORS DES	10.46	\$ 10.67	\$0.21	2.0%
SUBSTITUTE TEACHERS	\$70 DAY	\$70-100 DAY	\$0-\$30	0.0%
NON UNION LPN	20.61	\$ 21.13	\$0.52	2.5%
<b>ABA PROGRAM</b>				
BCBA	84,000	\$ 84,840	\$840.00	1.0%
ABA THERAPIST	\$17.00	\$ 17.51	\$0.51	3.0%
<b>FUNDED OUTSIDE OF OPERATING BUDGET</b>				
FOOD SERVICE DIRECTOR	62,804	\$ 65,316	\$2,512	4.0%
SECY/BOOKEEPER LUNCH	23.94	\$ 24.66	\$0.72	3.0%
FOOD SERVICE CLERK	11.58	\$ 11.93	\$0.35	3.0%
EARLY CHILDHOOD COLL. - DIRECTOR	38,117	\$ 39,261	\$ 1,144	3.0%
EARLY CHILDHOOD COLL. - PROGRAM COORD.	17.31	\$ 17.83	\$0.52	3.0%



# 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

2

3



**Overall Score: 98% Program Quality Indicators Fully Developed and in Evidence**  
**Scale of 0 - 3**

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
- 

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT  
SPECIAL MEETING OF THE BOARD OF EDUCATION  
JUNE 24, 2014**

A Special Meeting of the Board of Education was held on Tuesday, June 24, 2014 at 6:30 p.m. in Conference Room #2 of the Southington Municipal Center, 200 North Main Street, Southington, Connecticut.

**Board Members Present:** 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.

**Board Members Absent:** Mrs. Terri Carmody.

**Administration Present:** Mrs. Karen Smith, Interim Superintendent of Schools.

**1. CALL TO ORDER**

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

**2. CANDIDATE INTERVIEWS ~ Executive Session Anticipated**

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

**“Move that the Board goes into Executive Session, excluding the public and the press for the purpose of candidate interviews for the Director of Operations and, upon conclusion, reconvene to public session.”**

**Motion carried unanimously by voice vote.**

*The Board went into Executive Session at 6:30 p.m.*

*At 8:55 p.m., Mr. Goralski declared the Executive Session ended and the Board reconvened public session at 8:55 p.m.*

**3. PROPOSED APPOINTMENT ~ Director of Operations**

The members of the Board of Education discussed that they would vote on the appointment of the Director of Operations at the regular Board of Education meeting on Thursday, June 26, 2014.

**4. ADJOURNMENT**

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

**“Move that the Special Meeting of the Board of Education be adjourned.”**

**Motion carried unanimously by voice vote.**

The Special Meeting of the Board of Education adjourned at 8:55 p.m.

Respectfully submitted,

A handwritten signature in black ink that reads "Jill Notar-Francesco". The signature is written in a cursive, flowing style.

Jill Notar-Francesco, Secretary  
Southington Board of Education

**Board of Education**

**Administrative Report**

**June 26, 2014**



- 1. Southington High School Graduation 2014**
- 2. End of School – 2014**
- 3. Professional Development – August 26<sup>th</sup> & August 27<sup>th</sup>**



# SOUTHINGTON PUBLIC SCHOOLS

## Southington, Connecticut Curriculum and Instruction Committee Meeting June 16, 2014

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:15 a.m.

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

Present from district: Mrs. Karen Smith, Interim Superintendent of Schools; Mr. Richard Terino, Assistant Principal, Southington High School.

**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

### Grade 9 Team Leader Pilot Program

Mr. Terino shared an overview of the current Grade 9 Team Leader Pilot program. His report concluded that the team pilot has been a huge success for the eighty, grade 9 students who participated. The team collaboration resulted in improved student success. A breakdown of the first semester by team pilot and all other grade 9 students in the core subjects was provided.

Following the report of the current Grade 9 Team Pilot program, Mr. Terino explained that the high school would like to repeat the program during the 2014-2015 school year. He requested that the committee support a second, Grade 9 Team Pilot program. This would require a team leader with a stipend in the amount of \$1,417. The academic team would be in place for the 2014-2015 school year and would operate with the same hierarchy as its counterpart. He shared an overview of the job responsibilities for the team leader position.

The committee endorsed the request and recommended that the program continue as a pilot program.

### Southington High School Profile

Mrs. Queen is continuing her work with Dr. Semmel and Julie Robertson on revising the Southington High School Profile. It's a work in progress and they will provide an edited version to the Curriculum and Instruction Committee at an upcoming 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 11:45 a.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  
(860) 628-3205

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  \_\_\_\_\_ Board Meeting Date June 26, 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 26, 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:**

The creation of the Technology FF&E is nearing completion. The plan will be presented to the Board during the summer. .

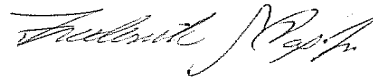
**Background:** At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

**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 26, 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 26, 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. \_\_\_\_\_

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

*Karen L. Smith*

\_\_\_\_\_  
*Signature of Interim Superintendent of Schools*



**COVANTA™**  
E N E R G Y  
*for a cleaner world*



**Covanta / Town of Southington, CT  
Board of Education  
Organics Recycling in Public  
Schools**



June 26th, 2014

**COVANTA™**  
E N E R G Y  
*for a cleaner world*

# Covanta Overview

## About Covanta

- World's largest Energy-from-Waste company

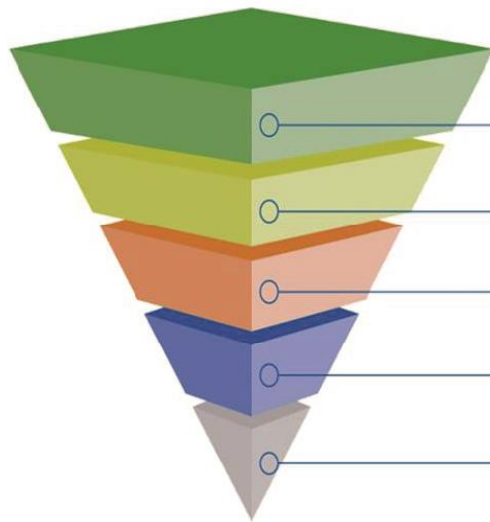


- Currently operates **45** modern EfW facilities in North America, China and Europe
- More than **4,000** professionals employed globally
- Converts **20+ million** tons of waste into more than **9 million** MWhrs of clean renewable energy and **9 billion** lbs of steam annually
- Processes approximately **65%** of the nation's EfW volume
- Generates approximately **8%** of American's non-hydro renewable energy
- Recycles over 400,000 tons of ferrous metal and over 15,000 tons of non-ferrous metal annually

- Named among the top 11 U.S. companies in the [Maplecroft Climate Innovation Indexes](#) (No. 1 in energy, alternate sources)

# Consultative Strategy

## The Waste Management Hierarchy



**THE WASTE MANAGEMENT HIERARCHY** - *The hierarchy identifies five waste management solutions in descending order or preference.*

**Reduce.** *Then what can't be reduced*

**Reuse.** *Then what can't be reused*

**Recycle / Compost.** *Then what can't be recycled or composted*

**Recover.** *Using state-of-the art combustion processes to generate clean, renewable energy, and then*

**Dispose.** *Of that which has no other use and must be landfilled*

## Our Services



E-Waste



Strategic Services offers a holistic solution to your organization's material management needs.

Recycling



Metal Recovery



Organics / Composting



Energy Recovery

## Bundled Services

- Management of MSW, Recycling, Organics/Composting, E-Waste, Secure Medication & Bulky Waste disposal
  - Comprehensive solution/one stop shopping
  - Competitive pricing & quality services
  - Reduced costs & administrative burden for Municipalities and Regional Authorities
  - Streamlined approach towards servicing our Municipal partners
  - New Opportunities for Regional Authorities
  - Tremendous support received from DEP



**COVANTA™**  
E N E R G Y  
*for a cleaner world*

# Organic Waste Recycling

# Recycling's Final Frontier – Organic Waste Recycling



# CT Organics Project Overview

- Covanta and Turning Earth executed Organics Recycling Agreement October 24, 2013
- Project targets recycling food waste and other organic materials from both municipalities and commercial institutions
- Southington facility will convert organic waste into renewable energy and high value compost using the Aikan Technology – integrated anaerobic digestion and in-vessel composting
- Currently negotiating organics recycling partnerships with commercial businesses, food manufacturers and municipal institutions
- Project has strong support from CT DEEP and local municipalities
  - CT passed legislation in 2013 (SB 1081) requiring generators to deliver to permitted facility

# What is Anaerobic Digestion?



Anaerobic Digestion is the natural breakdown of organic materials without the presence of oxygen, creating a biogas, which produces heat & electricity, natural gas and nutrient-rich compost, while reducing greenhouse gas emissions. This in turn, reduces our dependence on the Earth's natural resource supply and increases our source of renewable energy options.

# Organic Waste Life Cycle – Anaerobic Digestion

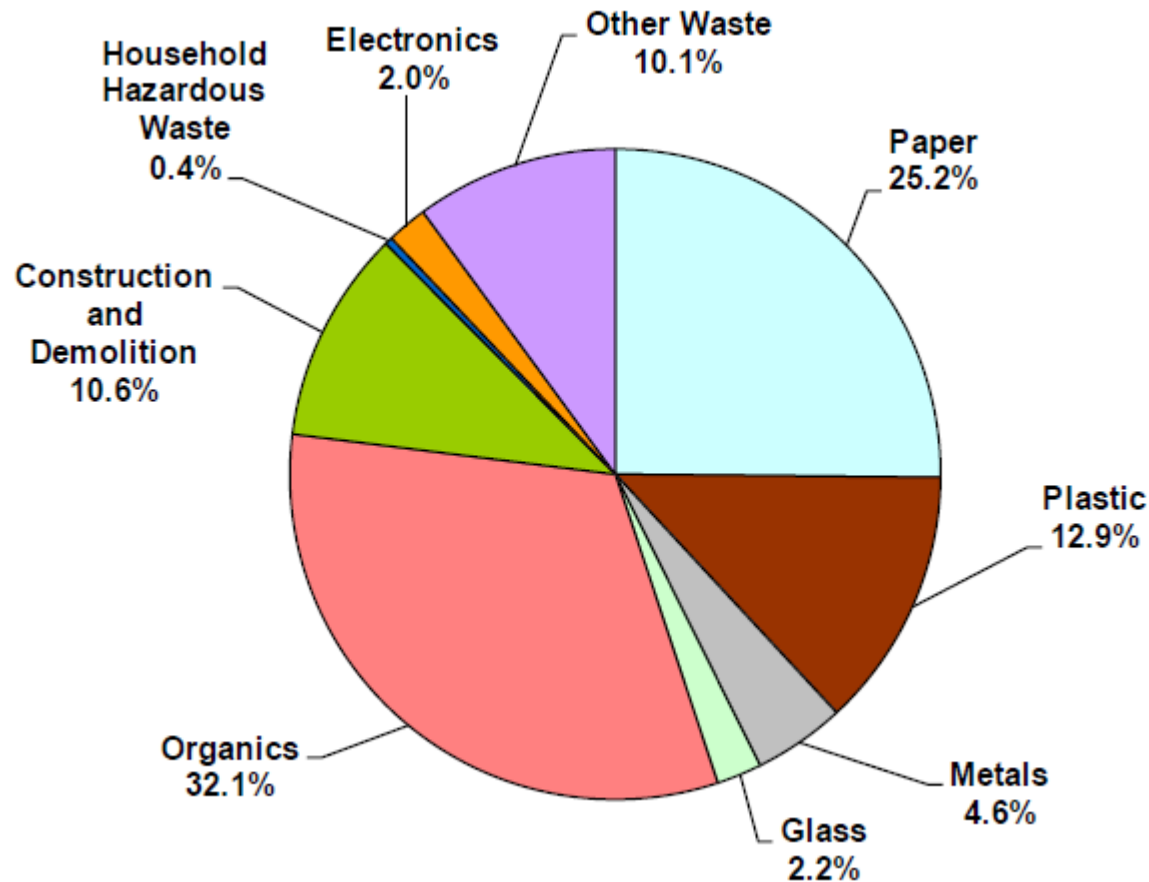
We convert organic waste into valuable resources

The Anaerobic Digestion process truly closes the loop in a cradle to cradle manner

Organic waste in... food and compost out... and renewable energy in between!



# Organic “Waste” Under Utilized



## Benefits from Recycled Organics

Covanta and Turning Earth's goals are to provide a strategy on how you can recycle or convert organic materials into clean, renewable energy, while reducing greenhouse gas emissions and producing a top quality soil supplement. Organic materials can be and composted and used for:

- DOT roadside work
- Food production at farms
- Golf courses
- Athletic fields & parks
- Erosion control & landscaping

# Acceptable Organic Waste Includes:

## ***Food Waste (Cooked or Raw)***

- ❖ Food and vegetable trimmings
- ❖ Table scraps
- ❖ Unsaleable food/food
- ❖ Meat, poultry, fish and bones
- ❖ Shellfish, including shells
- ❖ Dairy products
- ❖ Food processing waste (industrial food waste)
- ❖ FOG
- ❖ Bread, rice, pasta
- ❖ Eggs and eggshells
- ❖ Coffee grinds and filters
- ❖ Tea leaves and bags

## **Recyclable and Compostable Paper (Clean, Damp or Soiled)**

- ❖ Napkins, paper towels and waxed fast food wrappers
- ❖ Waxed paper and cardboard, including corrugated cardboard
- ❖ File folders
- ❖ Wrapping paper
- ❖ Paper plates and cups
- ❖ Newspapers, flyers, magazines, catalogues, paper egg cartons, paperbacks, phone books
- ❖ Sugar and flour bags
- ❖ Tissue
- ❖ Bond paper
- ❖ Biodegradable and compostable liners/bags and service ware

# Acceptable Organic Waste Includes:

## Leaf, Yard and Woody Waste

- ❖ Leaves
- ❖ Grass clippings
- ❖ Tree and shrub trimmings
- ❖ Brush and stumps
- ❖ Sawdust and wood shavings

The image is a collage of six panels. The top-left panel contains the Covanta Energy logo. The top-middle and top-right panels show a close-up of power lines against a blue sky with clouds. The middle panel is a large central image with the title text overlaid. The bottom-left, bottom-middle, and bottom-right panels show a landscape with green fields, a forest, and a power line tower under a blue sky with clouds.

**COVANTA™**  
E N E R G Y  
*for a cleaner world*

# Organic Waste Recycling Solution for Town of Southington

# Covanta's Goals for Southington's Organic BOE Waste Disposal

- ❖ Establish Southington as leader and precedent setter for sustainability in Connecticut
  - ❖ Become the 1<sup>st</sup> Connecticut community to implement organic waste recycling !
- ❖ Implement a SSO (Source Separated Organics) program in public schools in 2014
- ❖ Covanta can provide education programs, training and implementation for organics recycling
- ❖ Provide MSW cost savings to Southington BOE

# Implementing an Organics Recycling Program for Southington's BOE

- Program Planning:
  - Establish timeline & understand BOE's goals
  - Conduct site visits to assess food prep area's, cafeteria sorting stations and outside disposal areas
  - Determine appropriate collection containers & locations
  - Establish sorting areas
  - Determine solutions for lunch area trays & utensils and trash can liners

# Implementing an Organics Recycling Program for Southington's BOE

- Training & Communication:
  - Outline acceptable organic recyclable materials and identify appropriate receptacles to use
  - Provide examples of successful programs in other school systems
  - Draft letters to Principal's, teachers & staff explaining the program, its importance and why everyone's participation is essential
  - Consider establishing student advocates to drive the process
  - Draft newsletter for parents & students

# Implementing an Organics Recycling Program for Southington's BOE

- Implementation:
  - Install proper receptacle signage
  - Containers in-place in food prep areas and cafeteria
  - Full support needed for success:
    - BOE, principals, teachers, admin staff & students
    - Food service & custodian staffs
    - Environmental stewards – students !

# Student Involvement

Cultivates thoughtful/green attitudes among students, teachers and staff

Students will deposit food scraps and other Organic Recyclables (napkins, paper bags, paper plates, etc.) into the organics barrel.

Student culture is to recycling and teach grown ups how important recycling is to our environment.



## Board of Education SSO Program



### Food Scraps

Food waste – like fruit, vegetables, rice, bread, meat, chicken, cheese, and pasta – goes in this bin.

### Soiled Paper

Food-soiled paper – like paper lunch sacks and napkins – goes in this bin.

Recyclable Items	Landfill Items
<p><b>No</b> Metal, glass, plastic, cartons, bottles, fruit cups, utensils</p>	<p><b>No</b> Plastic bags, foam, squeeze tubes, ketchup packets, plastic wrappers</p>



# School District Food Waste Diversion Assistance

Southington, CT



Heather Billings, Green Business Specialist

# The Center for EcoTechnology

- Non-profit 501 (c)(3) organization established in 1976
- 85 employees
- Track record of assisting businesses, schools & institutions maximize waste diversion
- Partners include:
  - US EPA
  - MassDEP
    - The Green Team
    - RecyclingWorks in Massachusetts
  - Big Y Supermarkets





# Experience

- Provide technical assistance through The MassDEP Green Team program
  - All levels of diversion
  - To schools statewide
- Industry sector technical assistance includes:
  - Elementary & Secondary Schools
  - Colleges & Universities
  - Correctional Facilities
  - Hospitals
  - Lodging & Hotels
  - Nursing Homes
  - Restaurants
  - Supermarkets
  - Venues & Events

# Food Waste Diversion in Schools

- Environmental education opportunity
- Reduces trash
- Established programs:
  - South Hadley
  - Granby



# Best Management Practices In the Kitchen

- Ensure containers are
  - Labeled
  - Leak proof
  - Covered when not in use
  - Washable
- Remove food waste from the kitchen at the same frequency as trash
- Clean up any spills



# Best Management Practices In the Dining Area

- Ensure containers are
  - Labeled
  - Leak proof
  - Located near trash and recycling
- Remove food waste at the same frequency as trash
- Consider compostable liners



# Best Management Practices On the Loading Dock

- Dumpsters, carts, or compactors should be
  - Cleanable
  - Leak-free
  - Lockable
- Food waste should be collected for processing at least
  - Twice per week in the summer
  - Once per week in the winter
- Clean up any spills promptly



# Example:

## Crosby's Marketplace

- Implemented a commercial diversion program, annually removing over 52 tons of food from the waste stream.

### Original Service Level

- One 10 yard trash container emptied 3 times a week - \$350 x 3

### New Service Level

- One 10 yard container emptied 2 times a week - \$350 x 2
- One 4 yard single stream container emptied every other week - \$100/month
- Five 64 gallon food waste carts emptied 2 times a week - \$250/month

Cost/Savings - Neutral





# Example:

## Boston Latin School

- Students researched food waste diversion options and developed signage
- Request for proposals evaluated, funding approved for 2014-2015 school year
- Zone Captain monitoring program instituted for cafeteria waste/recycling stations
- Considerations
  - Three 20 minute lunch periods, 800 students each



# The Process

- Gather information from each school
  - Administration - Student population
  - Custodial - Waste/recycling logistics
  - Dining Service - Preparation methods
- Involve stakeholders in planning program
- Waste assessment
  - Food
  - Compostable containers
  - Recycling
- Training and Implementation
- Follow up



## Additional Information

Visit our website at [www.cetonline.org](http://www.cetonline.org)

Heather Billings

(508) 479-3713

[heather.billings@cetonline.org](mailto:heather.billings@cetonline.org)

# NYC Pilot Organics Program in Public Schools

- Roll out of public school organics recycling to selected areas. In 2014, there will be over 300 NYC Department of Education public schools enrolled in the program
- Assessed each site
  - Set up sorting stations based on schools size, layout, lunch schedule and student population
  - Minimum of one sorting station at each school
  - Food Service staff will set up and maintain sorting bins in food prep areas – minimal changes

# NYC Pilot Organics Program in Public Schools (cont'd)

- ❖ Minimal impact to custodial staff
  - ❖ Currently have sorting area in cafeteria, additional bin for organic waste
  - ❖ Keep sorting area clean and dry
  - ❖ Same amount of trash just separated



# Andover High School (AHS) Cafeteria Waste Diversion Program Case Study

- ❖ Background:
- ❖ AHS is a single building with 1800-1900 students and one cafeteria. There were three lunch periods until SY14, when the school added a 4<sup>th</sup> lunch period.
- ❖ Overview and History:
- ❖ During the School Year 2010-11 (SY11), **a student did** an independent project to start food waste composting and recycling of bottles and cans in the cafeteria. She had help from the 9<sup>th</sup> grade Environmental Science class, AP Environmental Studies class, Environmental club, the Andover Department of Public Works, and DEP's Municipal Assistance Coordinator.
- ❖ In SY12, the program started. The initial plan was to separate liquids, recyclable containers, and a limited list of compostable items (fruits, vegetables and brown paper bags). Composting was done on-site in 6 New Age Composters provided by DEP's Green Team and managed by the Environmental Club.
- ❖ In SY13, the program expanded to include all types of food, paper trays (replacing Styrofoam trays) and compostable material was trucked off-site to a compost facility.
- ❖ In SY14, several 12-th grade student interns focused on ways to improve the program, overcome some challenges, and re-inspire the students. One led a waste audit. Two others created a motivational video for incoming 9<sup>th</sup> graders.

# Andover High School (AHS) Cafeteria Waste Diversion Program Case Study

SY11:

Results: At the start of the year, there were adult monitors during the first weeks of school and signage on the barrels, the columns in the cafeteria and on the tables. The first year, the program reduced waste 40-50%.

SY12:

The first year proved that students could be taught to separate and that it would significantly reduce the weight of waste from the cafeteria. After examining the costs for off-site composting and the opportunity to compost all food waste, paper trays and food waste from the cafeteria, the DPW decided the added cost was nominal. The DPW contracted with a hauler to take all compostable waste offsite.

## Case Study – Hamilton, MA

- ❖ Piloted residential food waste collection in 2008
- ❖ Full program roll out to all 3,600 households (including sister city Wenham) in 2011
- ❖ During the 9 months since the organics program was implemented full-scale:
  - Solid waste tonnage went down 522 tons
  - Recycling went up 201 tons
  - An additional 231 more tons of organics waste was collected
- ❖ Overall, the town saved approximately \$25,000 in disposal savings with the new organic program, and the recycling rate went from 32.6 to 50.3 percent

## Next Steps

- Meet with Staff to determine disposal, container and other needs at each facility
- Develop timeline, training, material, literature and signage
- Provide a proposal to meet BOE and Town's expectations
- Receive necessary approvals and commitment to recycle organics in your public schools
- **Be the first to implement an organics recycling program for public schools!**

# Questions

**Thank you**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date June 26, 2014

Decision Requested \_\_\_\_\_ Agenda Code 10 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Covanta Presentation

**Summary of Issue:** The program would eventually include the recycling of food items, paper etc. from our schools. Covanta was asked to present their ideas on how they would partner with the schools district on this program.

**Background:** Covanta Energy presented their proposal to the Town Council on May 27, 2014 for construction of a regional organics recycling facility.

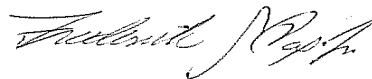
**Alternative Strategies:** None

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

**Beginning Date of Program or Project:** To be determined

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

**Recommendation or Comment:** None



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



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

# Greenskies

**Town of Southington  
Board of Education  
6-26-14**



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# EXECUTIVE SUMMARY



**Greenskies Renewable Energy LLC is a Connecticut-based solar integrator that specializes in solar financing, system design, project implementation, system monitoring and maintenance, primarily in the northeastern United States. Our core attributes allow us to enjoy several advantages over competition in our market including:**

❖ **Dedicated focus on commercial & municipal markets**

- Most competitors have focused on residential solar installations or utility-scale development, leaving an opportunity in the under-served commercial/municipal space. Our steadfast focus on these markets has resulted in an ability to provide our clients with tailored solar services, specifically designed for this client type.

❖ **High quality customer base**

- Solar PPAs are long-term financial commitments. For this reason, Greenskies only engages with investment grade commercial and municipal clients. The vast majority of projects that we have developed have been with off-takers rated A or better.

❖ **Lean and efficient operating model**

- Greenskies maximizes its efficiency by maintaining low overhead costs while providing a complete suite of services to its customers. Efficient operations result in a competitive advantage versus our larger competitors, especially those competitors who manufacture solar equipment.

# COMPANY OVERVIEW



**Founded in 2008, Greenskies has managed to achieve fundamentally sustainable growth. This growth is not only due to its market focus and the quality of its off-takers, but also due to its strong strategic alliances including:**

❖ **Strong alliance with a leading construction firm**

- Our Engineering, Procurement and Construction (EPC) partner is Centerplan Construction Company LLC. Centerplan applies decades of industry knowledge and expertise to each Greenskies project at the construction level to ensure safety, quality control and optimal electrical generation. Centerplan handles both construction management and actual performance on site from breaking ground to commissioning. Centerplan maintains a strategic relationship with IBEW, which allows for immediately scalable access to experienced electricians throughout the northeast.

❖ **Strong and diverse relationships with Tier 1 equipment manufacturers.**

- By working with a variety of credit-worthy manufacturers and taking advantage of the most cutting edge technology available, Greenskies is able to optimize each project site, creating solar systems that will generate solar energy at its peak performance for an economically viable price.

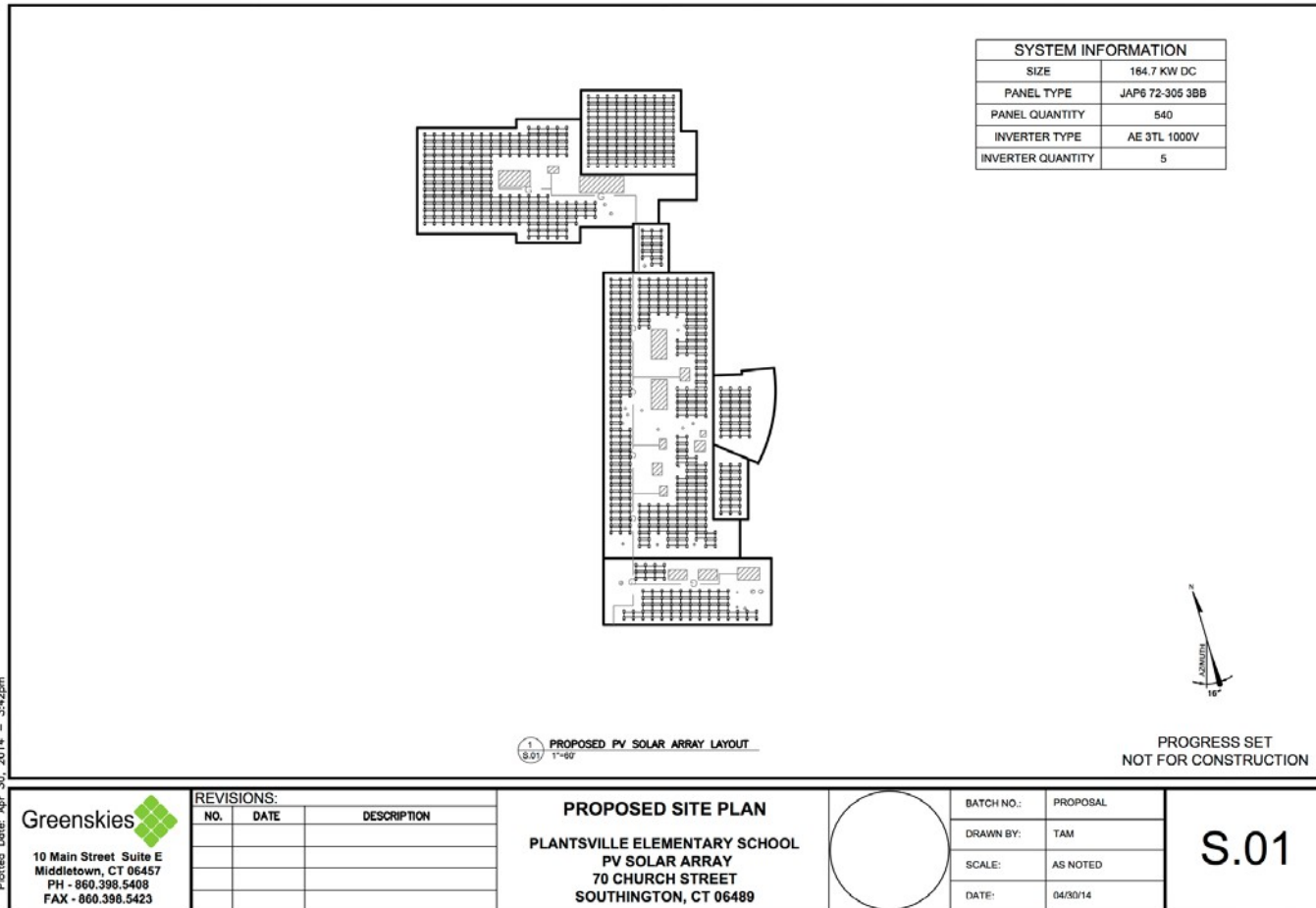
❖ **Strong relationships with regional and national financing institutions**

- Greenskies has been fortunate in that it was able to establish successful working relationships with institutional providers of capital early in its existence. After the successful completion of many projects and the repayment of institutional capital at attractive returns, it has been able to broaden its financial relationships in order to support its strategic scaling plan.

# **TOWN OF SOUTHLINGTON**

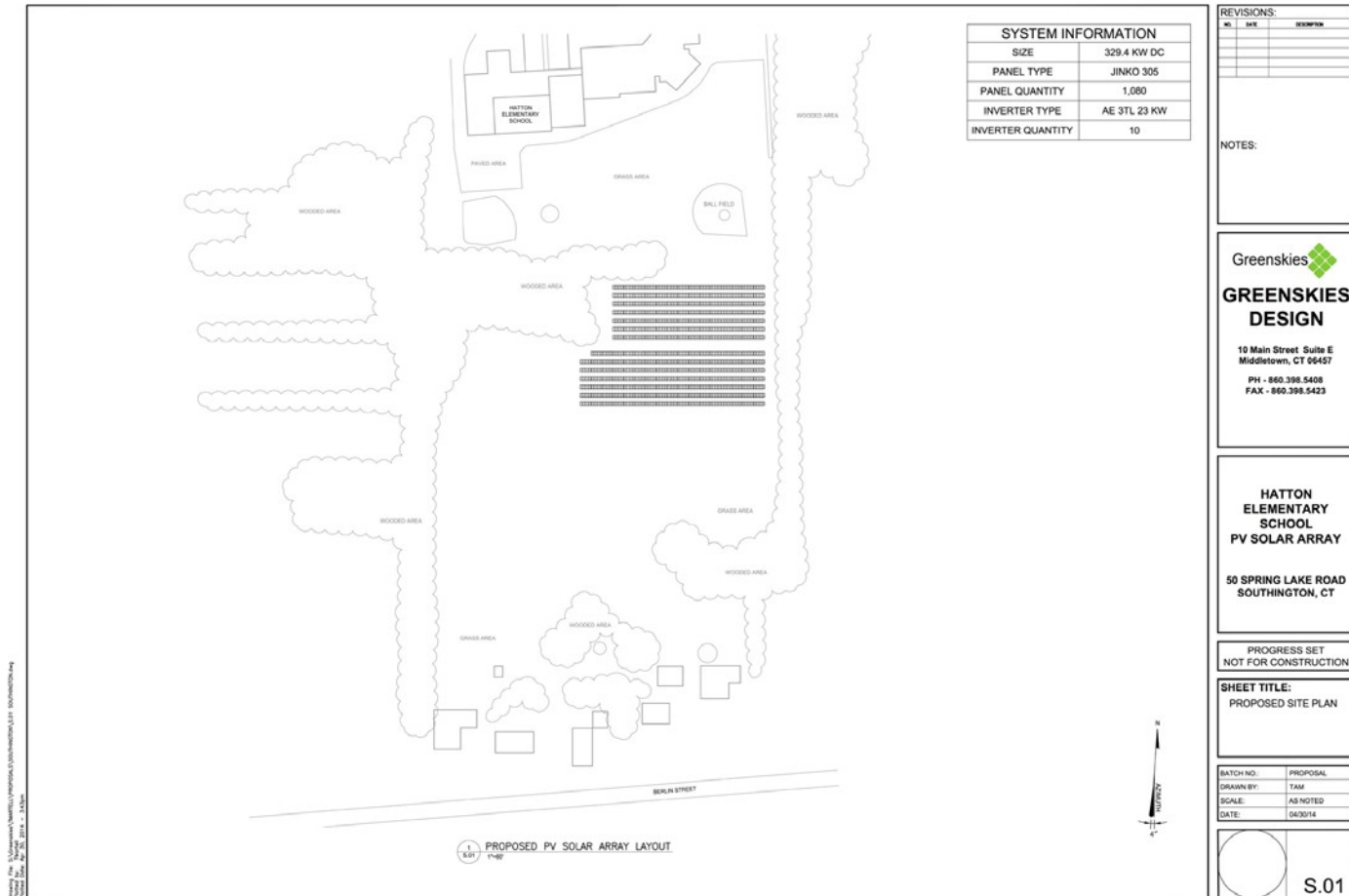
## **Proposed Sites**

# Plantsville Elementary school, 70 Church Street Southington, CT



Total Savings after 20-year term = \$414,024

# Hatton Elementary School, 50 Spring Lake Road Southington, CT



SYSTEM INFORMATION	
SIZE	329.4 KW DC
PANEL TYPE	JINKO 305
PANEL QUANTITY	1,080
INVERTER TYPE	AE 3TL 23 KW
INVERTER QUANTITY	10

REVISIONS:		
NO.	DATE	DESCRIPTION

NOTES:

Greenskies   
**GREENSKIES DESIGN**  
 10 Main Street Suite E  
 Middletown, CT 06457  
 PH - 860.398.5408  
 FAX - 860.398.5423

**HATTON ELEMENTARY SCHOOL PV SOLAR ARRAY**  
 50 SPRING LAKE ROAD  
 SOUTHINGTON, CT

PROGRESS SET  
 NOT FOR CONSTRUCTION

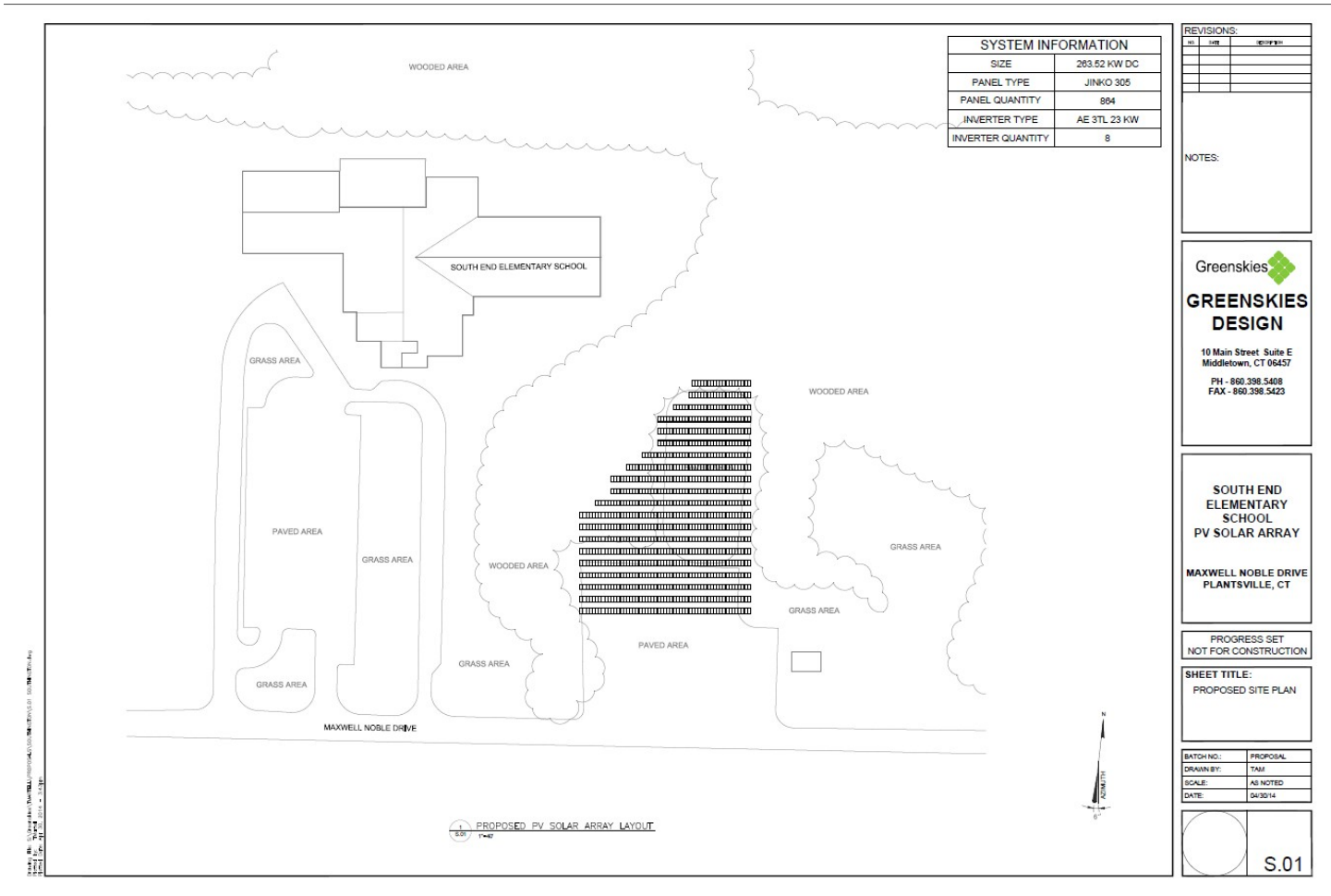
**SHEET TITLE:**  
 PROPOSED SITE PLAN

BATCH NO.	PROPOSAL
DRAWN BY:	TAM
SCALE:	AS NOTED
DATE:	04/30/14

 S.01

**Total Savings after 20–year term = \$850,017**

# South End Elementary School, Maxwell Noble Drive Southington, CT



Total Savings after 20-year term = \$678,858

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date June 26, 2014

Decision Requested \_\_\_\_\_ Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Greenskies Presentation

**Summary of Issue:** Greenskies met with Central Office Administration to share additional details on the proposed South End, Plantsville and Hatton Elementary School properties. They were also asked to give a presentation to the Board.

**Background:** Greenskies presented to the Town Council on May 27, 2014 their plan to install Solar PPA's on several municipal properties. The Town Council approved Greenskies for the projects.

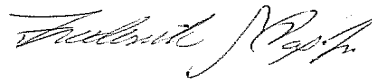
**Alternative Strategies:** None

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

**Beginning Date of Program or Project:** To be determined

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

**Recommendation or Comment:** Administration requests a Board consensus allowing Greenskies to continue their engineering reviews.



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



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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  \_\_\_\_\_ Board Meeting Date June 26, 2014

Decision Requested \_\_\_\_\_ Agenda Code 10 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Technology Planning

**Summary of Issue:** Members of the committee will be presenting the final report for your review and consideration.

**Background:** The Technology committee was formed this school year to provide recommendations to the board. Various pilots (BYOD, 1:1) took place throughout the district and updates were given in December, February and May.

**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:** Informational

Title of Attachment(s)

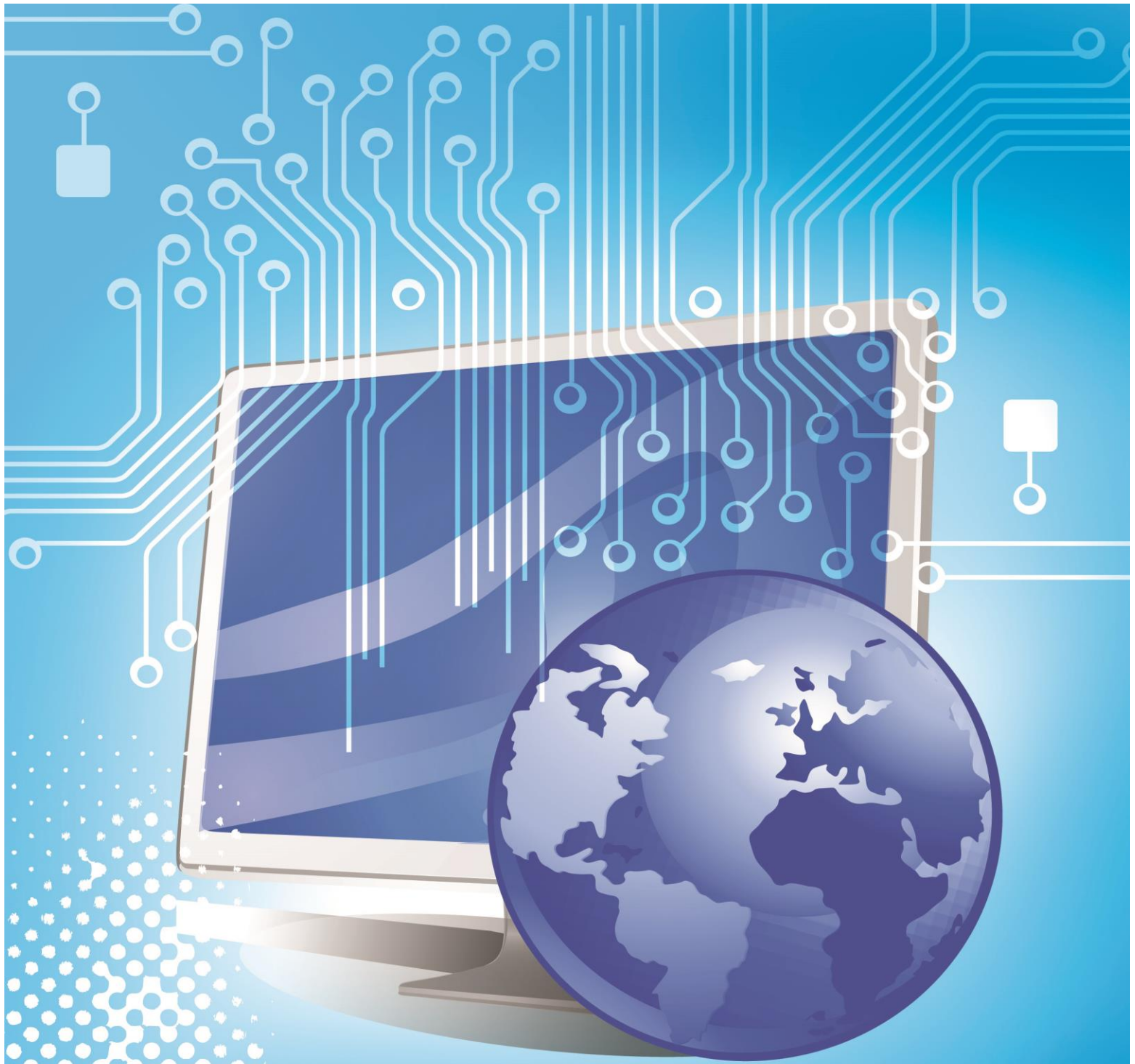
1. Technology Committee Report
2. PowerPoint



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



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



Technology Plan  
June 2014  
Southington Public Schools

Acknowledgements: This report would not have been possible without the time and effort the committee members dedicated to this project. A special thank you is extended to Christopher Richter, Steven LePage and Steven Madancy for their assistance in the final report.

### **Committee Formation**

The start of the 2013 school year saw the formation of a comprehensive technology committee. Membership was open to every school, every discipline and every level. The purpose of the committee was to create a community invested in the growth and development of technology for Southington Public Schools. The committee would examine the current strengths and weaknesses of SPS educational technology and make recommendations and improvements to the existing system. The goal was to give teachers, administrators, and even students an equal chance to be represented in the decisions regarding technology.

### **Committee Membership:**

<b>Chair-Karen Veilleux</b>	Director of Technology
<b>Laura Abed</b>	Strong-Library/Media Specialist
<b>Holly Boudreau</b>	JAD- Language Arts Teacher
<b>Karin Carey</b>	Strong- Teacher
<b>John Duffy</b>	Science Coordinator
<b>Alyssa Fontana</b>	ALTA- English Teacher
<b>Jason Ghidini</b>	JFK- Social Studies/Language Arts Teacher
<b>Joanne Grant</b>	JAD- Special Education Teacher
<b>Kimberlee Kalat</b>	JAD- Social Studies Teacher
<b>Gina Krar</b>	Thalberg- Teacher
<b>Steven LePage</b>	Plainville High School Principal
<b>Eric Lindblom</b>	SHS- English Teacher
<b>Steve Madancy</b>	JFK- Principal
<b>Patricia Mazzarella</b>	Flanders - Principal
<b>Debbie Miller</b>	Technology Analyst
<b>Erin Natrass</b>	Kelley- Teacher
<b>Richard Niro</b>	SHS- Science Teacher
<b>John O'Neill</b>	JFK- Computer Teacher
<b>Christopher Richter</b>	JFK- Social Studies Teacher
<b>Dale Riedinger</b>	Mathematics Coordinator
<b>Martin Semmel</b>	SHS- Principal
<b>Karen Smith</b>	Assistant Superintendent for Instruction and Learning
<b>Alyson Spath</b>	JFK- Social Studies Teacher
<b>Anthony Tranquillo</b>	Technology Analyst
<b>Kate Wakefield</b>	Thalberg- Library/Media Specialist
<b>Jessica Wuennemann</b>	Derynoski- Teacher

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**Alta Chromebook Pilot 1:1**  
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**B: Parent Technology Survey**

**C: Grade 6-11 Student Survey & Follow up Questions**

**D: Alta Teacher & Student Survey**

**E: Parent Chromebook Pilot Form**

**F: Parent Google Apps for Education Letter**

## *INTRODUCTION*

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The 2013-2014 school year brought exciting technology developments to Southington Public Schools. The school district has begun a shift to using Google Drive which will allow for greater collaboration among teachers and students. Innovative projects like the Tech-Sports program at Thalberg Elementary are providing students with technology skills and interpersonal communication abilities that are the building blocks to a 21st Century Education. Blogging, online assessments, multimedia presentations, all of these things are quickly becoming the standard by which many teachers and students conduct their daily academic lives in our classrooms. This year has brought many great successes and has opened Southington Public Schools to an exciting future. This future will be challenging and hardly free of speed bumps. Our work this year, as a Technology Committee, has laid the foundation to overcome these challenges and approach the future with hope and more importantly, resolve!

## ***POLICIES***

---

A subcommittee met to discuss a BYOD policy. It was decided that regardless of whether we are a BYOD and/or 1:1 district, we need to have a BYOD policy in place. Policies were looked at from other Connecticut districts and CABA (Connecticut Association of Boards of Education). Questions remain whether the guidelines would be the same for elementary, middle and high school students. One example, is that high school students may be allowed to text during a lunch or study hall, but elementary/middle school students would not. The goal is to bring a draft policy to the Personnel and Policy committee this summer.

## ***INSTRUCTIONAL DATA MANAGEMENT***

---

Another initiative members of the technology committee was to research and review possible instructional management and assessment software with a goal of increased efficiency and ability to monitor and adjust instruction based on an analysis of student performance across assessments within all content areas. Furthermore, an adoption of a management and instructional system will provide the district with an archived longitudinal view of both individual and cohort performance data over an extended period of time.

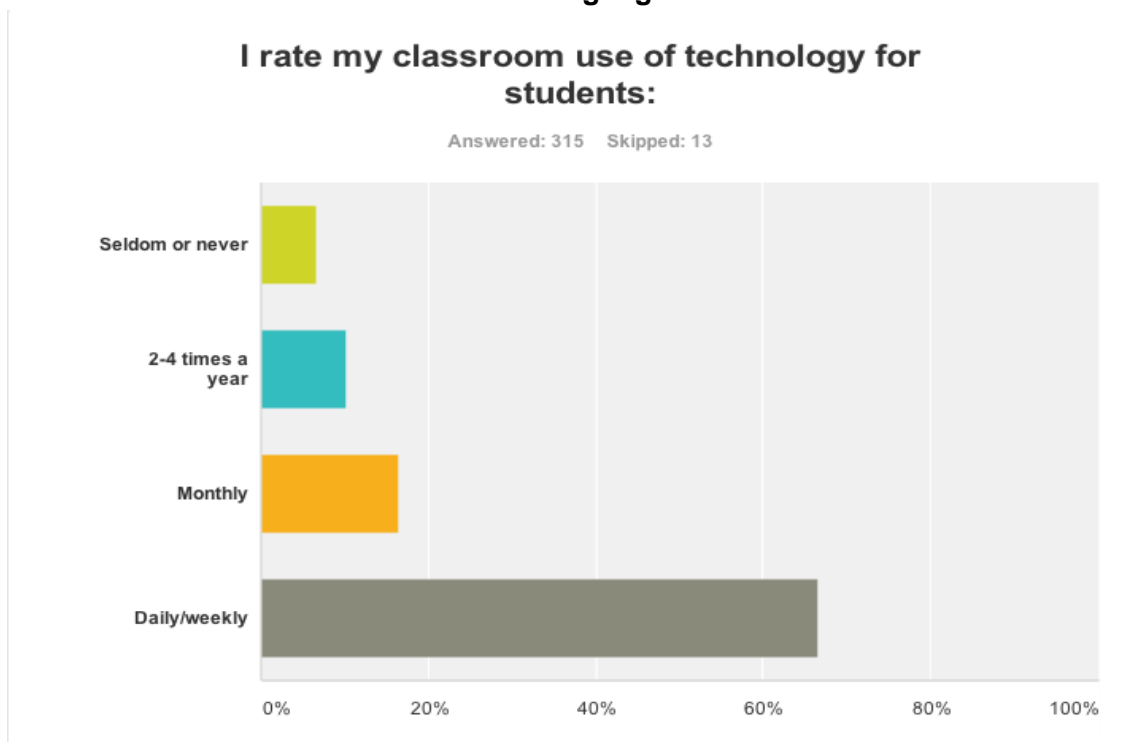
## DEVICES

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### Staff Survey Data Analysis

To gain a better understanding of SPS technology successes and weaknesses the first task completed by the Technology Committee was a comprehensive analysis of data collected from a technology survey distributed to every teacher and administrator in the district. A total of 328 members of the district took the survey and offered tremendous insight where we stood at the beginning of 2013. From the survey data collected patterns began to emerge. Below is a highlighted list of strengths and weaknesses as identified by the technology committee in their analysis.

#### Highlight #1



#### Strengths:

65% of those surveyed are using technology in their classrooms on a daily or bi-weekly basis.

#### Weaknesses:

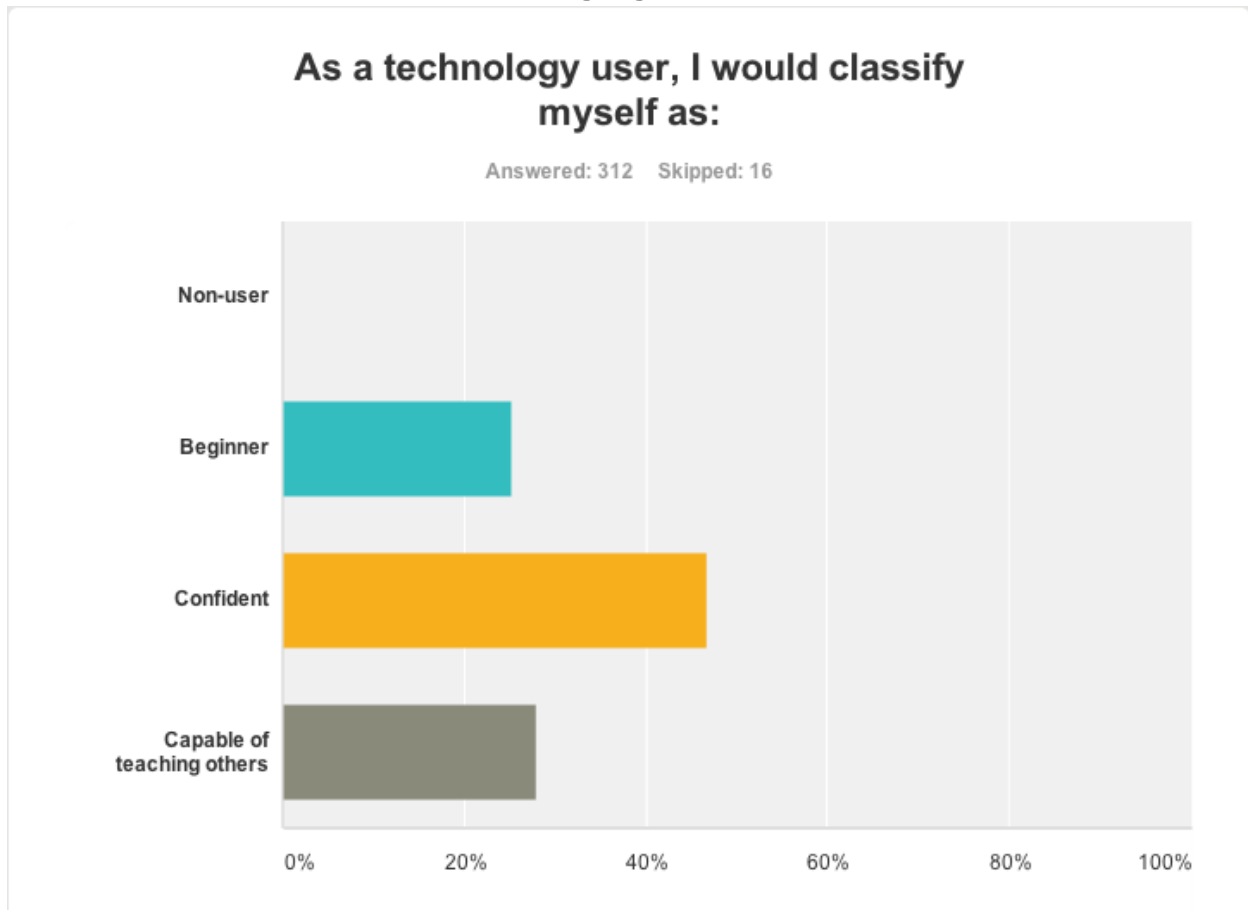
35% of teachers are using technology in their classrooms monthly, 2-4 times a year or seldom or never. That means that  $\frac{1}{3}$  of the school district's students are experiencing classrooms that are accessing technology infrequently at best.

#### Summary:

While many of our students are getting daily/weekly access to technology in their classrooms we

have a large gap in frequency that needs to be addressed.

### Highlight # 2



#### Strengths:

In correlation with Highlight #1 it becomes clear when analyzing classification of users that Southington has a terrific group of teachers. With 76% of teachers being capable of teaching others or confident in their own use of technology, this offers Southington with a unique opportunity to tap into the resources already in the district to provide opportunities for professional development.

#### Weaknesses:

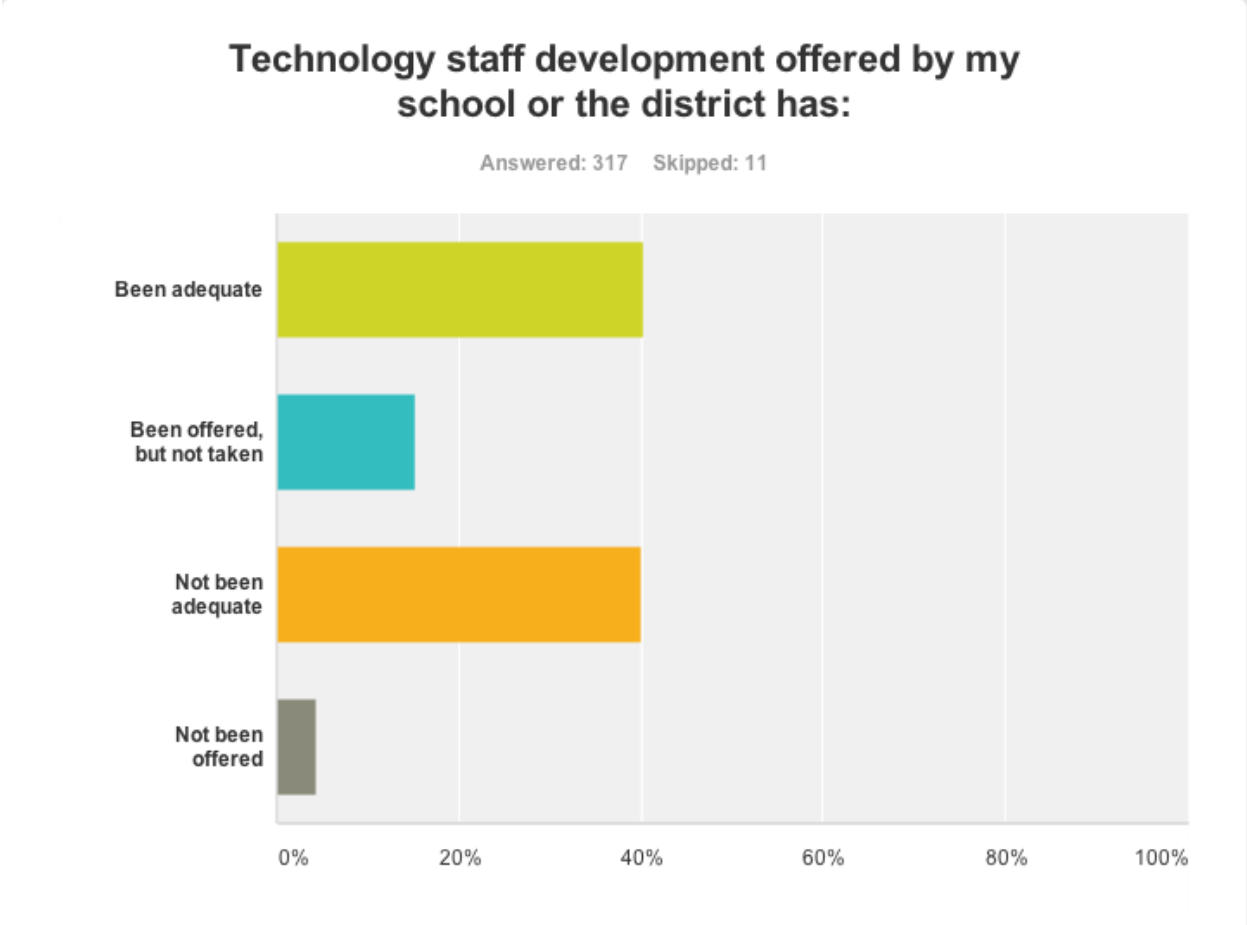
Clearly problematic is the ¼ of our teachers feeling like they are “beginner” users. This paired with the analysis of Highlight #1 is a disturbing trend. Many of our students are receiving little to no exposure to technology in their classrooms while also having a substantial group of teachers that consider themselves beginning users.

#### Summary:

Southington’s greatest weaknesses is the lack of technology literacy amongst its teachers. If ⅓

of our students are infrequently exposed to technology this may be correlated to the lack of confidence that their teachers have in accessing technology tools that could help improve instruction and learning. Southington should focus on moving the 25% of its teachers currently classified as beginners to confident technology users.

**Highlight # 3**

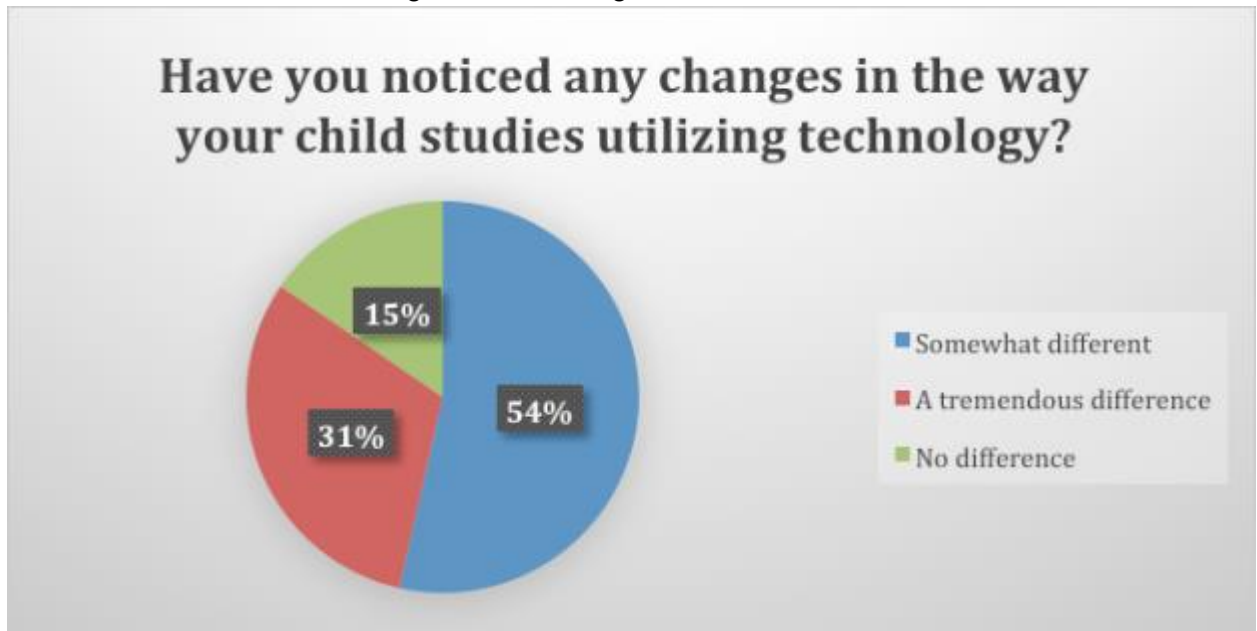


**Summary:**

One of the biggest barriers to effective implementation of any program in schools is the time devoted to comprehensive-practice based professional development. In Highlight #3 we begin to see a professional development gap for Southington public schools. This area is where we need to focus for the 2013-2014 school year and should be the basis for all our work. How do we bring meaningful professional development to all of the teachers in Southington? How do we achieve “adequate” professional development while serving all of the various users that Southington Public Schools has? These questions should serve as the basis for Technology Committee.

## Parent Survey Summary

Another task pursued by the technology committee this year was to gather information from students and their families in grades 6-11. The purpose of this query was to further inform the district of the philosophical beliefs and everyday behaviors of our student population relative to the use and understanding of technology. Below, several of the graphs accompanied by brief narratives summarize the findings of our investigation.



The graph above, along with its accompanying data, supports the fact that parents are now recognizing that student use of technology is an integral part of their child's educational experience.

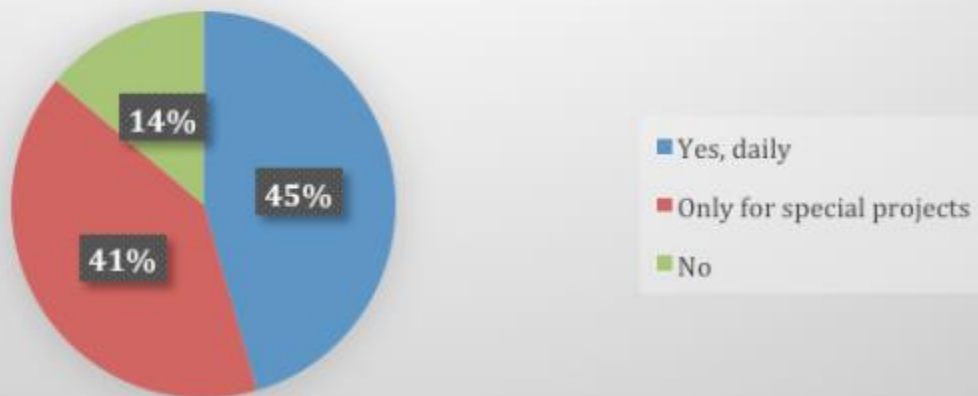
The graph below further supports the fact that parents feel technology has had a positive impact their child's educational experience.

## What impact do you think your child's use of technology has had on your child's education?

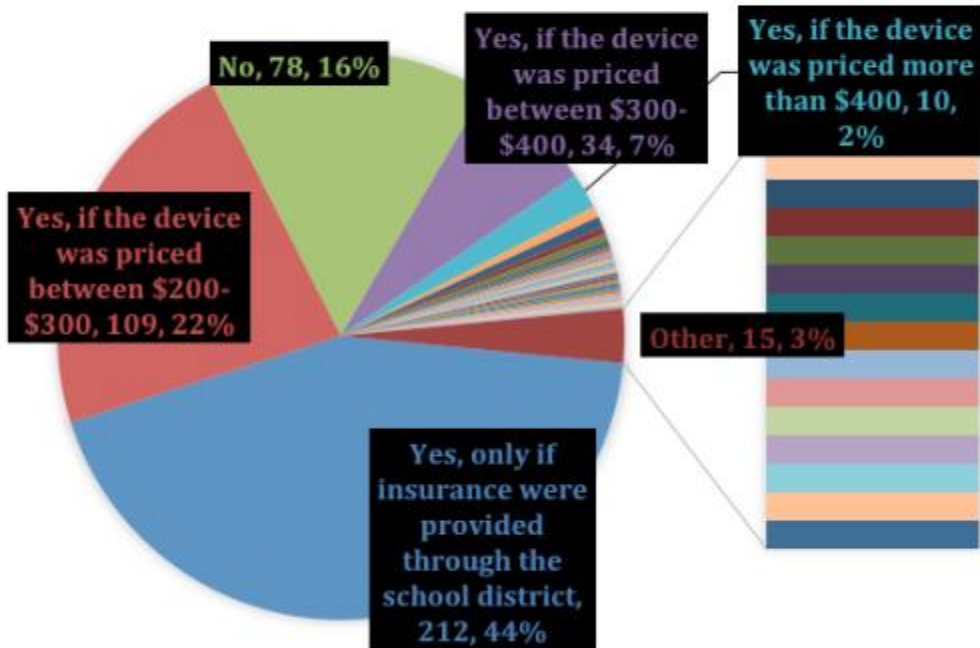


The graph below illustrates the fact that although parents feel technology has changed the way their child studies in a positive light, some parents are still apprehensive about allowing their children to bring family-owned devices to school.

## Would you allow your child to bring a family owned device to school?

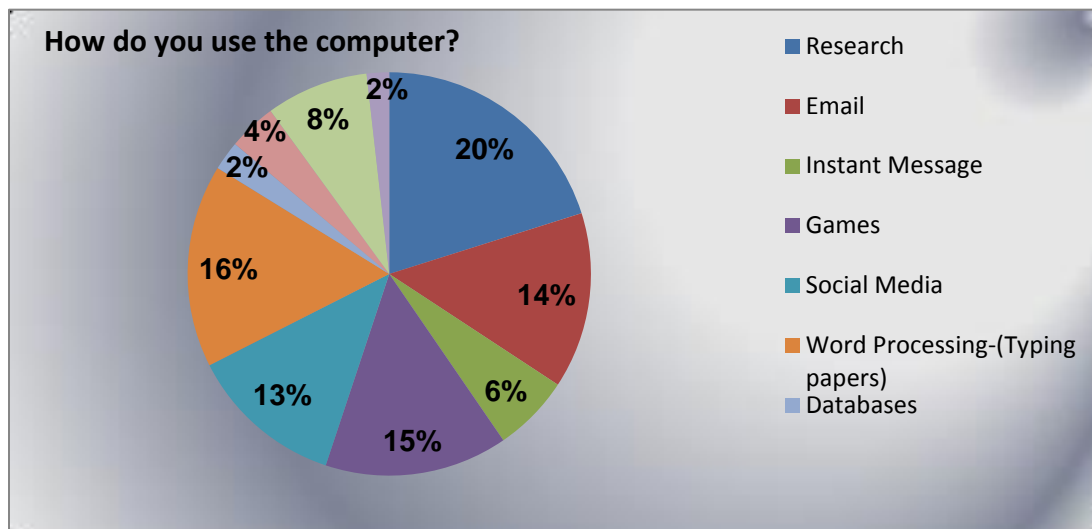


## WOULD YOU ACCEPT RESPONSIBILITY OF A DISTRICT PROVIDED DEVICE FOR YOUR CHILD?

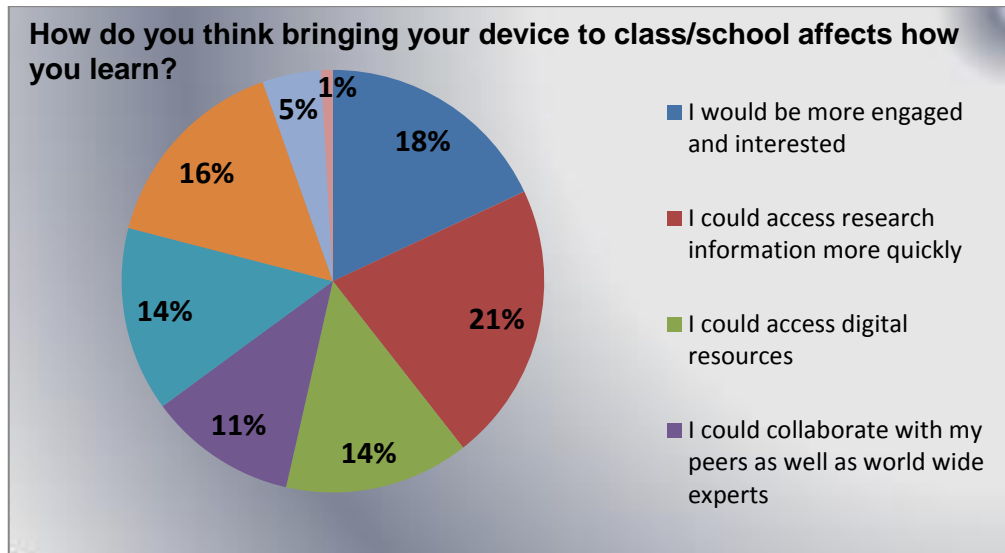


### Student Survey Summary

Students in grades 5-11 were surveyed regarding technology access and home and school. Over 97% of students do have a computer at home while 98% of students responded that they had internet access at home. Over 95% of them have email access at home and the graph below highlights that they are used primarily for research, email, word processing, games and social media.



The graph below highlights how students think using a device in class/school affects how they learn. Clearly it is visible that students believe they will be more engaged, could access information quickly and would be sending in work electronically.



As shown by the survey, students have a variety of devices that they use for research and to do their schoolwork. These devices could be desktops, laptops, iPads, smartphones, tablets and more! When asked whether they would like to be provided with a device or bring in their own, there were some ambiguous results. This question was rejected and students in grades 6-8 were resurveyed. The results of the additional questions favored the district providing the students with a device.

## **BYOD Pilot - Systemwide - Presented to the Board of Education on January 17, 2013**

### **Executive Summary of the BYOD Pilot**

The BYOD Pilot was performed at the elementary, middle and high school levels. Plantsville and Derynoski Elementary schools, along with both middle schools and the high school, had various levels of participation.

#### Elementary Level

At Plantsville, a school of less than 300 students, this pilot consisted of students in grades 3 and 4 bringing in e-readers only. These could not be internet enabled devices and were only allowed for reading the class book or independent reading. Only one quarter of the fourth grade class participated for a total of 10 students out of 40. No sharing of devices took place. In the third grade classes and other fourth grade class, no students brought in devices.

Results of this pilot include the recommendation of not going as low as grade 3. Also, it was problematic because some students were playing games on the e-readers at recess so that required monitoring. The grade 4 teacher saw only slight improvement in enhancement of student learning and did not think the devices made students read more. The Principal determined that this pilot was not successful because of these reasons. Interestingly, most students who participated felt that their interest in reading improved somewhat (2 students) or significantly (6 students).

At Derynoski, a school of over 600 students, the pilot was to allow students in grade 5 the ability to bring in any device (iPad, Kindle, etc.) for either reading or research projects. Staff was very comfortable allowing students to use these different devices. Almost 90% of students surveyed already had access to a device at home. There was no sharing of devices during this pilot however laptops were brought in to supplement the student devices so all students had access. 6 out of 6 teachers participated and approximately half of the students brought in devices. Over 90% of Derynoski students that participated felt their interest in reading improved either somewhat or significantly during the pilot. Most of the students (67%) enjoyed using the devices for research over reading.

All teachers at Derynoski that participated saw improvement when using the devices in a unit versus not using the devices. Teachers also believed that students with devices were able to access more resources than before. It was determined that this pilot was successful.

#### Middle Schools

At J.F. Kennedy Middle School the pilot concentrated on Chris Richter (Social Studies teacher) using Edmodo in all his classes (grades 7-8). Edmodo is a free app (or website) where teachers can set up a secure space for collaboration and collection of homework. Students brought in everything from iPods, smartphones, tablets and very old laptops. Mr. Richter supplemented the student devices by loaning out some of his personal technology so everyone had a device. After some training was offered to teachers in November, fifteen teachers at JFK are using Edmodo in some capacity.

Downsides include a small percentage of parents signed up to monitor Edmodo and due to the infrastructure, Wi-Fi access was difficult on some days. Overall, this was found to engage

more students. Some quiet students were found to participate in this manner where they might not raise their hands in class. More students were handing in work. One of the most positive results was the learning that continued outside the classroom with rich discussion between students and teachers.

At J.A. DePaolo, Holly Boudreau was trained by Chris Richter in Edmodo and used it in her classes. Students liked the ability to ask their teacher's questions outside the school day. Some drawbacks mentioned included the many different devices students brought in. Wi-Fi access was also problematic in this building due to the age of the infrastructure. After the November training, there were more teachers at JAD trying Edmodo. This pilot was deemed successful. It was recommended that more ongoing training of teachers would be needed.

### Southington HS

The high school pilot involved three teachers and centered around a website/app called Schoology. This software is similar to Edmodo and allows sharing of information (assignments, quizzes) and discussion in a secure environment. There is no cost to use this software. It was used in courses at all academic levels (CP, CCP and AP). Advantages included the ability to post outside the school day and students who were out on leave could still be connected to the course. Students were allowed to use various devices including cell phones.

It was felt that student engagement was equal to or greater than without using these devices.

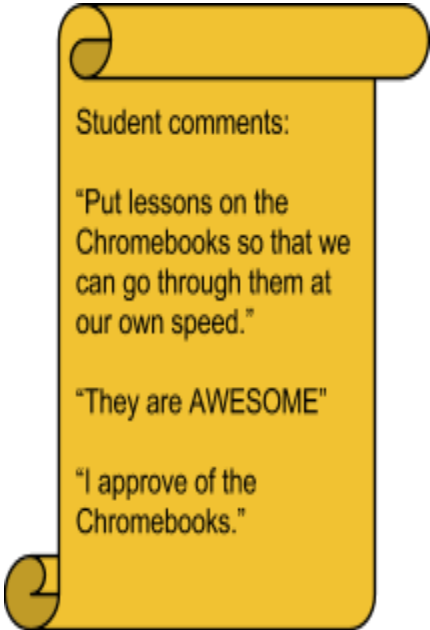
## Alta Chromebook Pilot 1:1

**“The Chromebooks have increased student engagement across all content areas. Students are beginning to understand multiple uses of technology - Mr. Pulley has been using them in bio lab for graphs, charts and reports. All teachers have been utilizing them and have incorporated the Chromebooks into their teaching in an interdisciplinary, differentiated fashion. They are a great asset/support to the learning process, and a creative tool for teachers.” -Jessie Levin**

In September 2013 Chromebooks were purchased for Alta students. Although teachers had minimal training, many began using the Chromebooks daily in their instruction. Both staff and students were surveyed. Both teachers and students agreed overwhelmingly that there was an increase in participation, enthusiasm, and interest. 73% of students thought the Chromebooks increased understanding while 87% also responded that collaboration was improved.

“Students need to have access to these Chromebooks each and every day ! Practice makes perfect, and my students came to feel more and more comfortable each and every day. We're delighted that this technology will again be available to us next year !!!” -Alta teacher

Challenges included slow Wi-Fi connections and little training. Additional professional development is needed in future installations. When students were asked how learning can be improved with Chromebooks, many stated “use them more”.



**BYOD vs 1:1 - Pros/Cons**

In April, the technology committee discussed the Pros and Cons of both 1:1 and BYOD practices. As you can see from the chart below, there are many reasons why a 1:1 program is advantageous in a school district. It levels the playing field for all students and makes it easier for teachers to incorporate using one device in their classroom. From the results of this exercise, a plan was developed to create two 1:1 pilots; one at J.F. Kennedy and the other at Southington High School.

<i>PROS</i>		<i>CONS</i>	
BYOD	1:1	BYOD	1:1
<b>Comfort</b>  <b>No financial cost to district</b>  <b>Access to information</b>  <b>More versatility – students grouped themselves by device that meets needs.</b>	<b>Equity</b>  <b>Efficiency (teacher time and troubleshooting)</b>  <b>Standardized</b>  <b>Compatibility</b>  <b>IT Oversight / Management</b>  <b>School device for school use</b>  <b>Easier to move to paperless environment</b>  <b>Student productivity</b>  <b>Standardized PD</b>	<b>Can't easily read or print</b>  <b>Inequity</b>  <b>Oversight / management</b>  <b>Troubleshooting</b>  <b>Still need supplemental devices</b>  <b>Theft</b>  <b>Lack of state testing</b>  <b>Incompatible</b>  <b>Teaching time</b>  <b>Security</b>  <b>Teacher buy in</b>  <b>Professional Development</b>	<b>Expense</b>  <b>Moving target</b>  <b>Replacement cycle</b>  <b>Insurance complexities</b>  <b>Technology support</b>  <b>Training</b>

## Site Visit/Presentation

### Middle School of Plainville - March 18, 2014

Members of the technology committee conducted a site visit to the Middle School of Plainville to observe their 1:1 Chromebook initiative. A general overview was given by technology and administration regarding funding as well as why they chose Chromebooks. Additionally, we were given an overview of their insurance process. There are approximately 550 middle school students in Plainville, 750 high school. Plainville established a replacement plan and dedicated 1% of their budget to technology each year. There were many questions that needed to be answered before the project was put into place.



As part of their internal capacity building leading into this initiative, teachers were offered an opportunity of a \$1000 stipend to become a Google Certified Educator. Teachers agreed to give at least 2 workshops if they accepted this stipend. Successful professional development was a large factor in the implementation of the initiative plan. There were three days of professional development provided for teachers. Additionally, time was allocated to meet within departments when designing lessons.

The Southington group visited classrooms including Science, English and Spanish. Students were very fluent using the Chromebooks on a daily basis in classrooms. Additionally, there are policies in place if a student forgets their Chromebook or brings a device that is not charged; they can borrow one from the library 3 times before disciplinary action is taken.

When speaking to eighth grade students (who only had access to the Chromebooks this year) they preferred having to the Chromebooks to not having them. Some of the tools we observed students using included highlighting, a feature they use regularly for research, digital textbooks, Google Apps, peer editing. Furthermore, students were viewing teacher uploaded materials and content and assignments. All homework is submitted electronically.

### Glastonbury Public Schools - April 30, 2014



Another opportunity that the Technology Committee had was a presentation followed by a Q & A with The Director of Educational Technology in Glastonbury Schools. During this time we learned of the Glastonbury districts experiences of implementing a 1:1 iPad Program at Glastonbury High School. Glastonbury High School, a population of approximately 2,200 students, distributed 1,100 iPads to students last summer. iPads were selected based on support from Apple, apps and the track records of the devices that were available at the time decisions were made. All teachers at Glastonbury High School were given an iPad (and a laptop) almost a year in advance to allow them time to develop lessons.

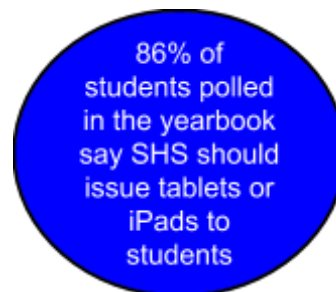
It was stressed to the committee that this was not a technology initiative, it

was an instructional initiative. The goal was giving tools for student success. This initiative was not tied into student achievement and it is expected it will take 2-3 years to see any results. Observations so far indicate that this initiative is producing improved student access, differentiation, interest and engagement. There are no immediate plans to implement digital textbooks.

All teachers were offered extensive Professional development. Step one, was training administrators 6 months before teachers. Next, teachers were trained on professional development days, department meetings, through online learning, conferences and at “Appy Hours”. Parents were also mandated to attend a 75 minute session on the iPad where expectations were explained. Optional insurance was offered to parents through a third party (but they would like to self-insure next year). Currently, the iPads are expected to last a 4-year life span. In the future, this initiative will be expanded to start in grade seven with the iPad replaced in grade ten.

### Mini-Chromebook Pilot Observations

Two Chromebook pilots were put into place mid-May 2014. One was a Marketing Class at Southington High School which consisted of 9-11 grade students. The second was a class of sixth graders at J. F. Kennedy Middle School. Once cases had arrived, leadership from the district technology department met with both teachers to go over the Parent/Student Responsibility Form. Both teachers and students were excited. All forms were sent home to students and all parents/students chose to participate in the pilot. Students were shown how to handle the Chromebooks, and what the expectations were. Teachers told students they were to charge it at home and to bring it back and forth to school each day.



Teresa Brooks, Business Teacher at Southington High School states that, “Overall the pilot was very encouraging. The students loved using the new technology and it seemed to keep the majority of the class more engaged as opposed to distracted with other “options” in using the Chromebook.” Teresa indicated that she saw an increase in collaboration between students when working on projects. There was one day when a student was out sick yet was “online” with their peers completing the assignment. Initially, there was a learning curve - it was recommended that in the future students be given the “basics” or perhaps a course on digital citizenship.

At J.F.Kennedy Middle School, Jason Ghidini piloted the Chromebooks in his sixth grade Language Arts class (which is a double block). Mr. Ghidini shared the following:

"I noticed that students motivation and engagement was increased. Before the Chromebooks, I tracked that students began to go off task at the 20 minute mark during independent writing time. The first week of use, students spend the entire double block working on their writing. This did decrease and they were able to work for a period and half before getting "antsy". On the last writing assignment, for the first time, all students moved to a score of level 3 or higher. In addition, homework was handed in 100% of the time during the pilot."

Overall both pilots were very successful. There were some issues with students forgetting their devices at home, or not bringing them in fully charged. In both cases, students used other computers in the classroom. All students used the technology responsibly and equipment was collected back at both sites.

## *INFRASTRUCTURE*

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Phase I of the Infrastructure Upgrade was completed in September of 2014. This upgrade addressed areas of weakness in the high schools wireless coverage and connected each building back to the high school with new network electronics. All switches were replaced at Derynoski and Central office which were also experiencing issues.

Wireless access was expanded in the schools. The next step is to increase our bandwidth from 1 GB to 10 GB between buildings and continue our wireless initiative. This upgrade will not only support state testing but will prepare us for Voice over IP phone's in the future. Phase II has been budgeted for in the 2014-15 Board of Education Budget.

## ***PROFESSIONAL DEVELOPMENT***

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### **Google training December 2013**

Another goal of the committee was to have all the members of the Technology Committee trained in Google Drive. Google Drive is a file storage and synchronization tool provided by Google. Google Drive allows users the ability to create and store files remotely from any computer in the world. Google Drive gives each user access to Docs, Sheets, Slides, Forms and Drawings. These programs are standard for all users and are your base software for office work. Google Drive is also compatible with Microsoft Office and has the capability to convert file formats from Microsoft to Drive.

### **Desired Outcome:**

Google Drive includes two main features that have the opportunity to revolutionize the way in which we conduct day to day operations in Southington Public Schools.

Google Drive's main benefit is in its ability to share information between people. Drive allows users to share their work without having to email or attach documents to potential recipients. This collaboration can be done at any time and from anywhere. By sharing documents students and teachers are connected at all hours of the day. Teachers can go online and edit or comment on a student's Doc(Word) paper and the student receives instant feedback. Students can collaborate and build projects together in and outside of class. All work is shared, it's paperless, and it allows for a level of collaboration that has not been in Southington Schools.

The second key feature of Google Drive is that all information is available from any computer, anywhere in the world. Students, teachers and administrators do not need to connect to Southington Public School's servers to access their work. Their work is automatically saved to cloud storage. The use of Google Drive also reduces problems converting files between teachers and administration. Students can have greater access to their school and teachers by using Google Drive. Teachers can have a greater connection to each other and administration. Teacher evaluations can be shared and commented on in real time by administration.

### **Plan:**

The district hired an outside consultant to come in and provide a full day of professional development for key technology committee members and district administrators. The purpose of the day included the following:

- Introduction to Google Drive
- Exploration of the Dashboard
- Introduction to Google Docs
  - Creation
  - Editing
  - Sharing
  - Commenting

The day was a huge success. A large contingent of teachers, administrators, and staff were able to receive the initial training.

### **SPSTeachology**

#### **Plan:**

In an effort to provide teachers in the district with a go-to interactive resource the Technology Committee introduced a new website project titled "Southington Public Schools Teachology." The website will provide teachers in Southington with the tools and training needed to integrate technology into their classrooms in creative and efficient ways. The goal of the website is the following:

- Provide real world tutorials for new tech skills learned through professional development. (Google Drive Tutorials, Common Core Resources, PowerSchool and other Ed-Tech)
- Flipped videos on all of the core topics covered at the August PD
- Common core resource pages and tutorials
- PowerSchool tutorial videos and useful tools
- Provide teachers with a weekly blog covering all items related to technology in education.
- Articles produced by teacher team from all grade levels and contents.
- Teacher reviews and recommendations of cutting edge classroom technology brought right to the districts' teachers.
- Schedule after school volunteer-led workshops to help teachers integrate more technology.
- 1:1 device tutorials for Chromebooks and iPads.

#### **Desired Outcome:**

The goal of SPSTeachology is to provide the resources needed to feel comfortable and capable as we move teachers towards technology based classrooms. SPSTeachology will provide teachers with a platform for sharing information and the ability to discuss and learn from other teachers in the district. By providing supports for teachers, in school and out, we hope to ease the technology-integration anxiety that many teachers feel.

## **RECOMMENDATIONS**

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### **INFRASTRUCTURE**

One of the first initiatives this committee focused on was enhancing our infrastructure in order to create a more robust network. Continuing to replace outdated hardware will preparing for the future of video streaming in the classroom and allow for the most flexible teaching spaces in the schools. It is recommended that the infrastructure upgrade plan to install enterprise wireless access and power over Ethernet switches throughout the schools continue. These upgrades will prepare Southington School District for the future of classroom technologies.

### **INSTRUCTIONAL DATA MANAGEMENT**

After presentations from multiple vendors and speaking with other districts, it was determined that Pearson's Schoolnet would best fit Southington's data warehousing and assessment needs. This software will allow instructional decisions to be made based on assessment data. Currently, data is tracked only on paper or in Excel spreadsheets. Therefore, is difficult to share or analyze. Schoolnet will allow Southington to track, monitor, and adjust instruction based on data analysis.

### **DEVICES**

Due to many factors including SBAC testing, the two classrooms which piloted the Chromebooks only had them for approximately one month. While we did receive some good feedback it is recommended that the pilots be expanded to included different groups of students and for a longer period of time. At the high school level, science probes are used and the ones we currently own are not compatible with Chromebooks. A new set of probes will be purchased to test with the Chromebooks in a science classroom.

It is recommended to continue to provide teachers with a laptop. This has been very successful at the elementary level and must be continued at the secondary level. Plans are in place to purchase them for the middle schools through the building projects.

The committee decided that one device did not necessarily fit all needs nor did it need to. We may still need specialized equipment in certain areas especially at the high school level. It was also decided that the Chromebooks may not be the only solution - Apple MacBook airs would also work as a student device. This device, which would fulfil all our needs, is cost prohibited on the scale we would need to deploy them at Southington Public Schools.

Next year, with the continued expansion of technology pilots, the district will experience an increased use of both Chromebooks and iPads at all levels. It is recommended that at least one elementary classroom pilot iPads in the fall. Although many of our elementary schools have iPads already, none have been piloted on this scale.

## **POLICIES**

Since we will be allowing both district and student owned equipment in the classroom, it is important to adopt a BYOD policy to address when students can use these technologies in the classrooms. This is expected to take place Summer of 2014.

## **FUNDING**

As technology is an instructional tool, it is important that the replacement plan continues to be funded in order to replace equipment before it is obsolete. Funding for this has increased significantly in the last 5 years by leasing equipment through Apple. It is expected to continue to increase until at least a five year plan is realized. The ideal goal would be to lease equipment for four years and turn in the equipment year three. At this point, there is residual value left and could be “sold back” to the vendor while skipping the last payment (year 4). This would be recommended for equipment with shorter life spans such as laptops.

## **PROFESSIONAL DEVELOPMENT**

In order to successfully implement technology into the classrooms, ongoing professional development must be provided. This should consist of stipends for teachers to become Google Certified Educators with the agreement that they would be “experts” in the district. One full day of Google training will be extended to all of the district’s teachers during the August professional development. Each teacher will have a two hour overview in auditorium and then will break up into classrooms for two hours of hands on instruction and then two hours of exploration.

Teachers will also be given access to Google training flipped classroom videos on the web with detailed instructions for them to follow. These videos can also be used for any new teacher or teachers who miss the training. These trainings and implementation of Google Drive should provide a strong tool for teachers to begin using in their classrooms on a daily/weekly basis.

The continued support and development of SPSTeachology. It is our plan that with the start of the 2014-15 school year that SPSTeachology will be updated frequently and sent out to all of the district’s teachers. We will be putting up Google training videos that coincide with the professional development days for teachers as well as reposting the important work we have already done. Our goal is to have an on-going dialogue next year with all of the district’s teachers and SPSTeachology will allow us to do this. We also recommend that if possible, for every post that a teacher moderates on SPSTeachology that they receive a base form of compensation. This will allow us to promote the website and have people invest in the product both intrinsically and extrinsically.

In order to assist teachers with new and emerging technologies, continue to expand our “TechSperts” program at the elementary and possibly the middle school levels. The expansion of this program can assist teachers who may be at a beginner level when it comes to technology. It also allows teachers and their students to receive help almost immediately when trouble arises.

## *APPENDIX*

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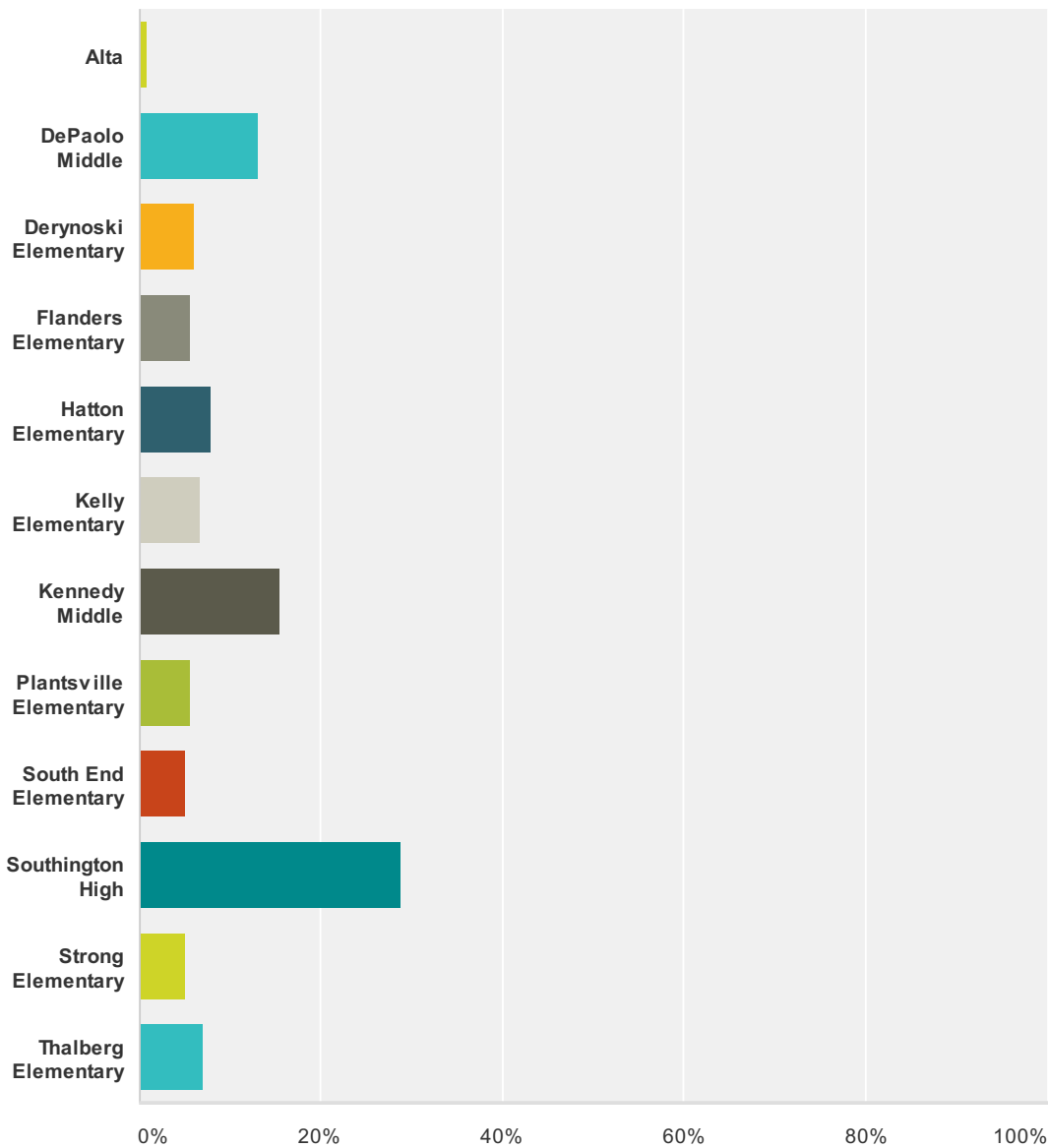
# Technology Survey

## APPENDIX A: Teacher Technology Survey

### Q1 I work at the following schools:

Answered: 328 Skipped: 0

7



Answer Choices	Responses
Alta	0.91% 3
DePaolo Middle	13.11% 43
Derynoski Elementary	6.10% 20
Flanders Elementary	5.79% 19
Hatton Elementary	7.93% 26
Kelly Elementary	6.71% 22
Kennedy Middle	15.55% 51
Plantsville Elementary	5.79% 19
South End Elementary	5.18% 17

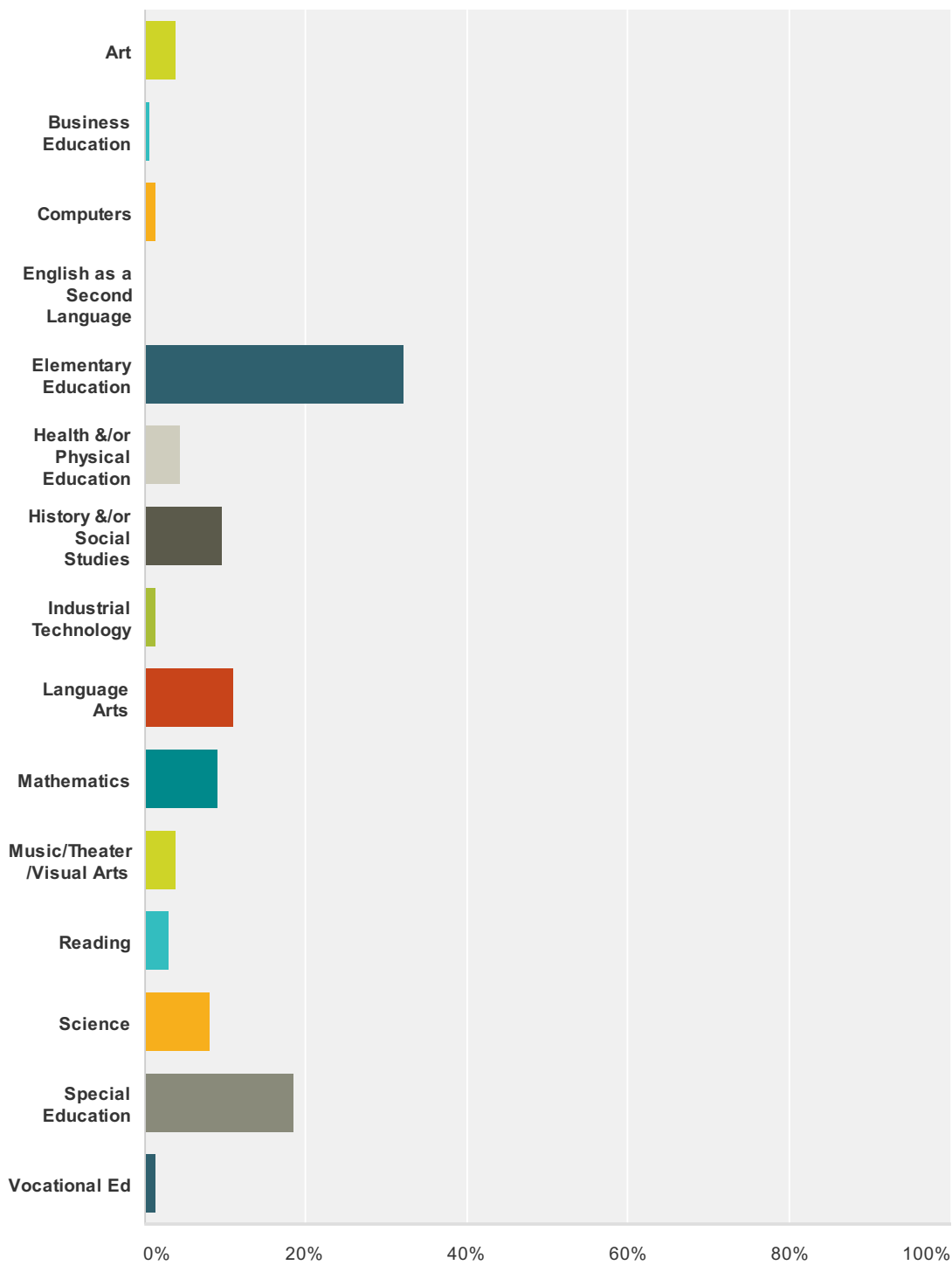
## Technology Survey

Southington High	28.66%	94
Strong Elementary	5.18%	17
Thalberg Elementary	7.01%	23
<b>Total Respondents: 328</b>		

# Technology Survey

## Q2 I teach the following subjects:

Answered: 286 Skipped: 42



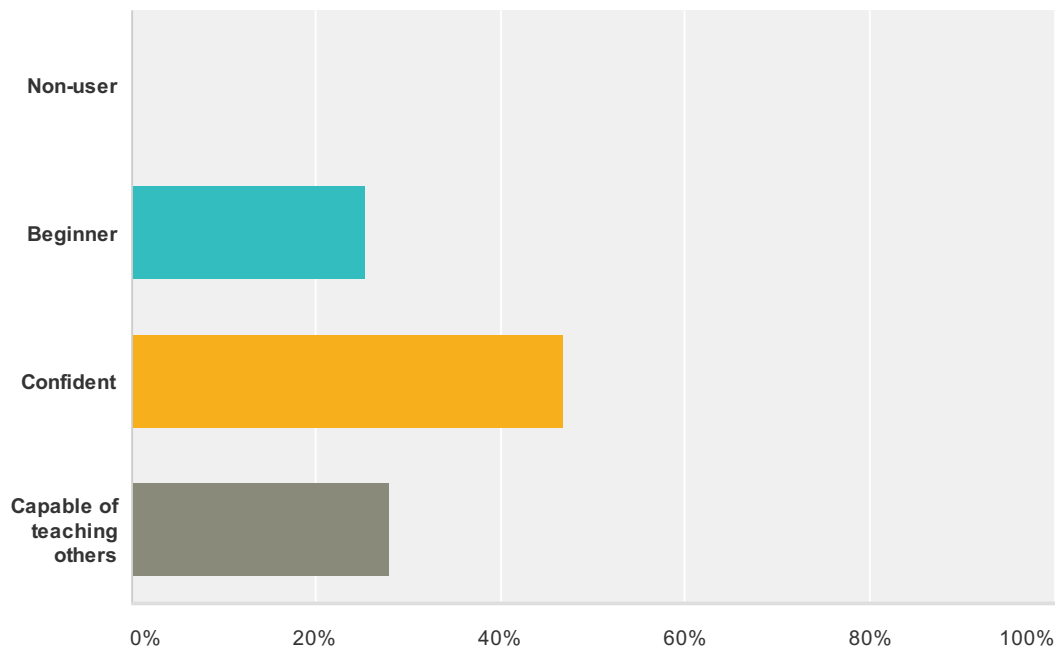
Answer Choices	Responses
Art	3.85% 11
Business Education	0.70% 2
Computers	1.40% 4
English as a Second Language	0.35% 1

## Technology Survey

Elementary Education	32.17%	92
Health &/or Physical Education	4.55%	13
History &/or Social Studies	9.79%	28
Industrial Technology	1.40%	4
Language Arts	11.19%	32
Mathematics	9.09%	26
Music/Theater/Visual Arts	3.85%	11
Reading	3.15%	9
Science	8.04%	23
Special Education	18.53%	53
Vocational Ed	1.40%	4
<b>Total Respondents: 286</b>		

**Q3 As a technology user, I would classify myself as:**

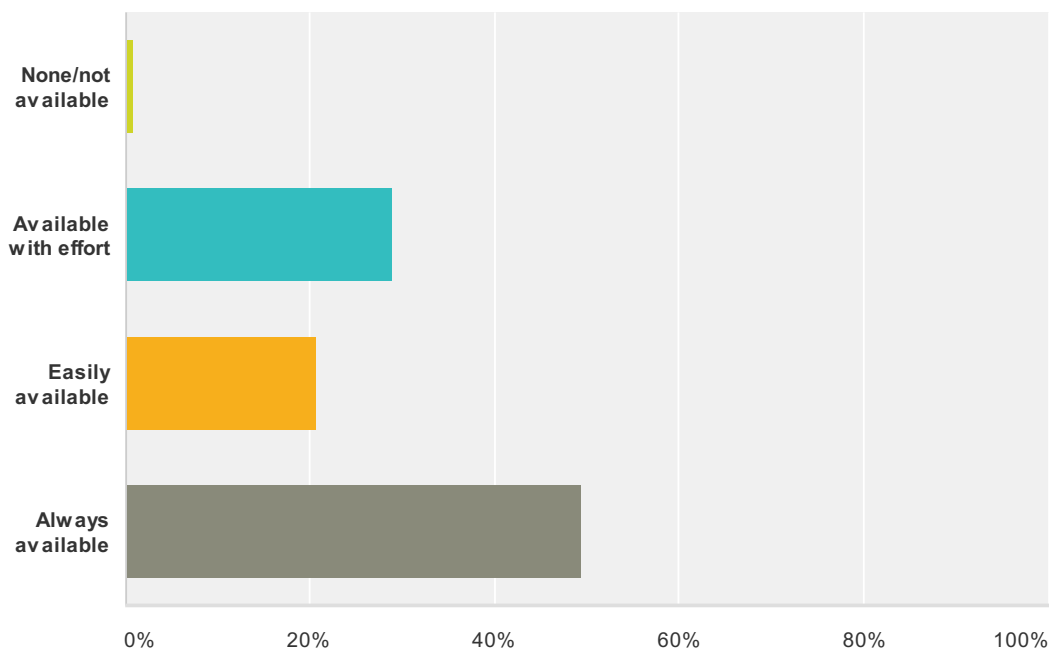
Answered: 312 Skipped: 16



Answer Choices	Responses
Non-user	0% 0
Beginner	25.32% 79
Confident	46.79% 146
Capable of teaching others	27.88% 87
<b>Total</b>	<b>312</b>

**Q4 At school, a computer for my professional work is:**

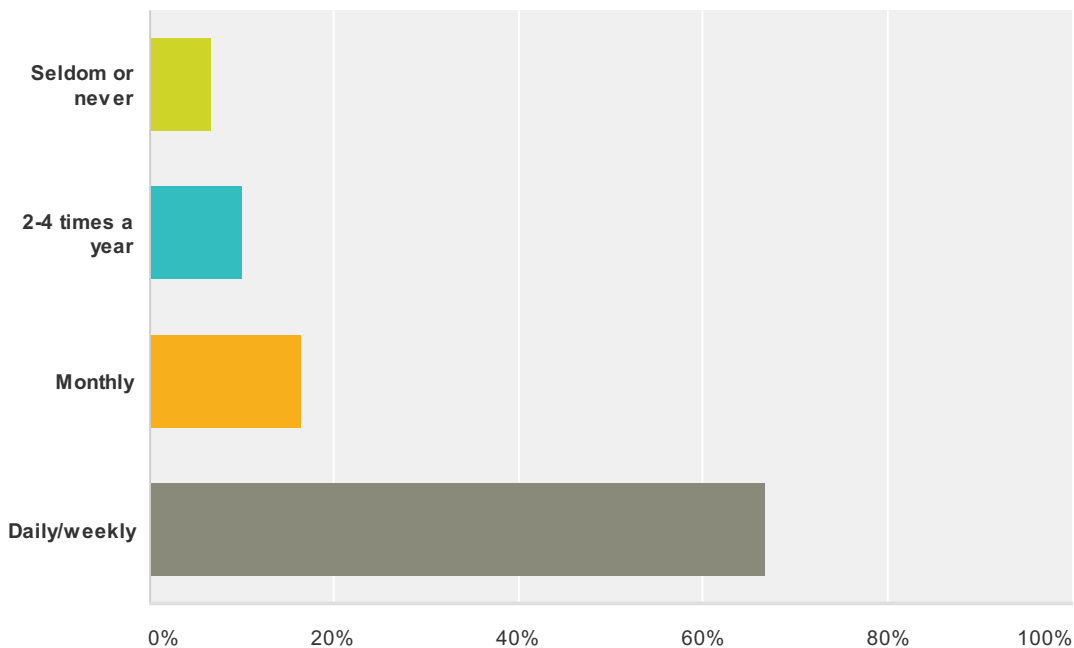
Answered: 322 Skipped: 6



Answer Choices	Responses
None/not available	0.93% 3
Available with effort	28.88% 93
Easily available	20.81% 67
Always available	49.38% 159
<b>Total</b>	<b>322</b>

**Q5 I rate my classroom use of technology for students:**

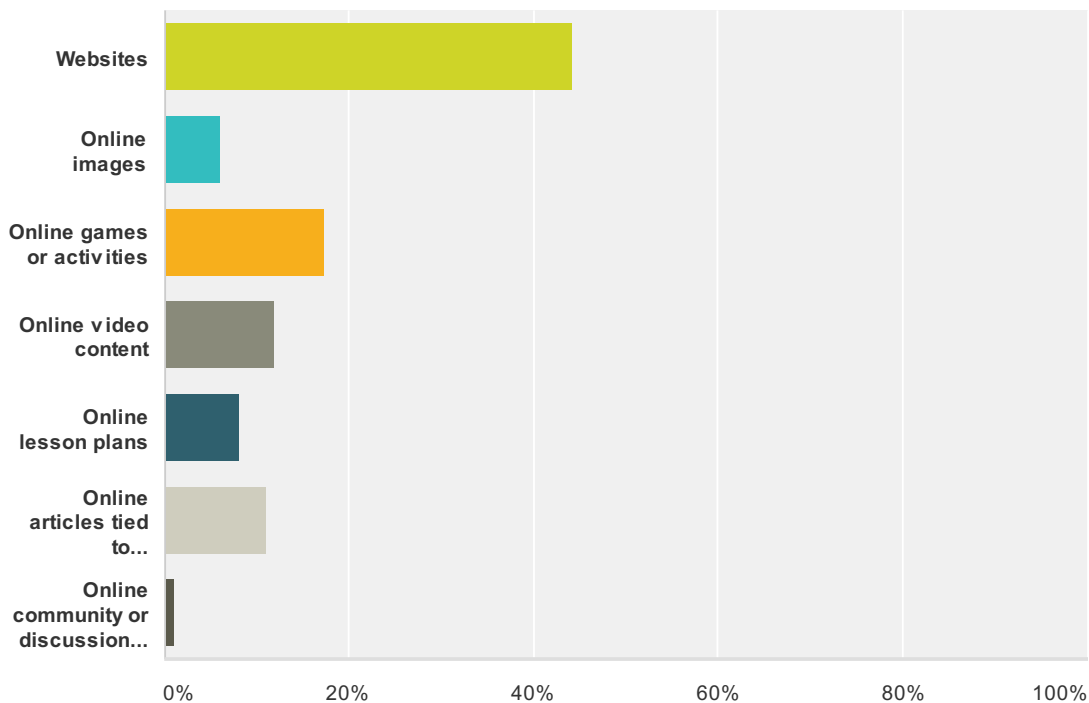
Answered: 315 Skipped: 13



Answer Choices	Responses
Seldom or never	6.67% 21
2-4 times a year	10.16% 32
Monthly	16.51% 52
Daily/weekly	66.67% 210
<b>Total</b>	<b>315</b>

### Q6 What is the most common tech resource in your classroom?

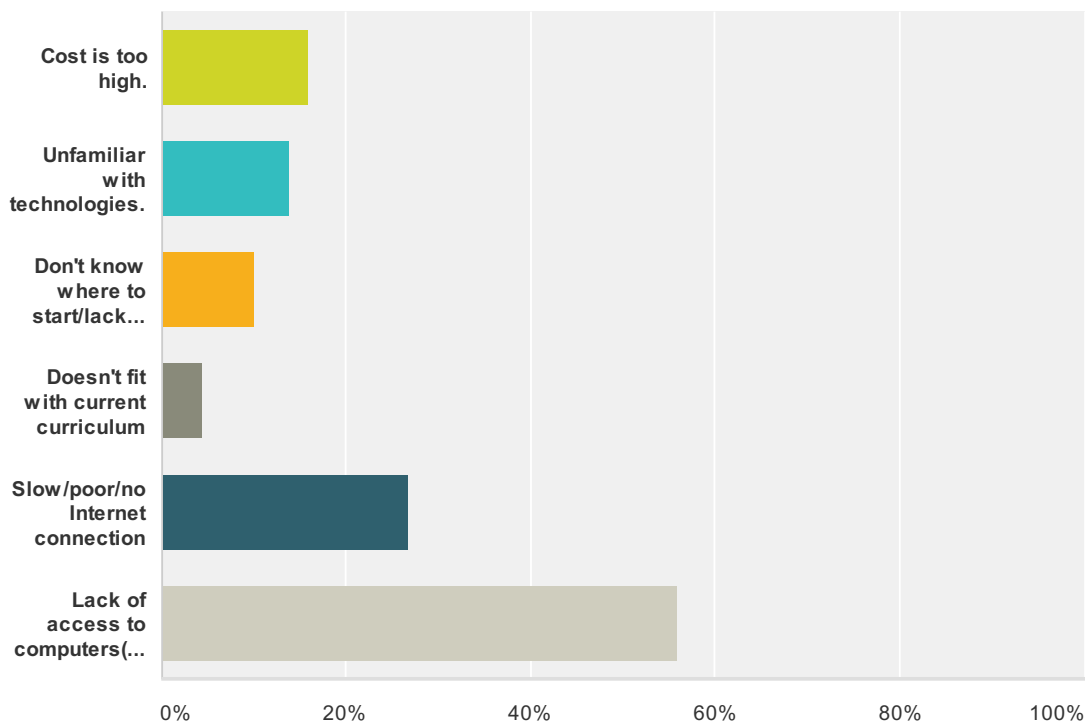
Answered: 260 Skipped: 68



Answer Choices	Responses	
Websites	44.23%	115
Online images	6.15%	16
Online games or activities	17.31%	45
Online video content	11.92%	31
Online lesson plans	8.08%	21
Online articles tied to instruction	11.15%	29
Online community or discussion forums for teachers	1.15%	3
<b>Total</b>		<b>260</b>

### Q7 What do you feel is the biggest barrier to accessing technology in our classrooms?

Answered: 265 Skipped: 63

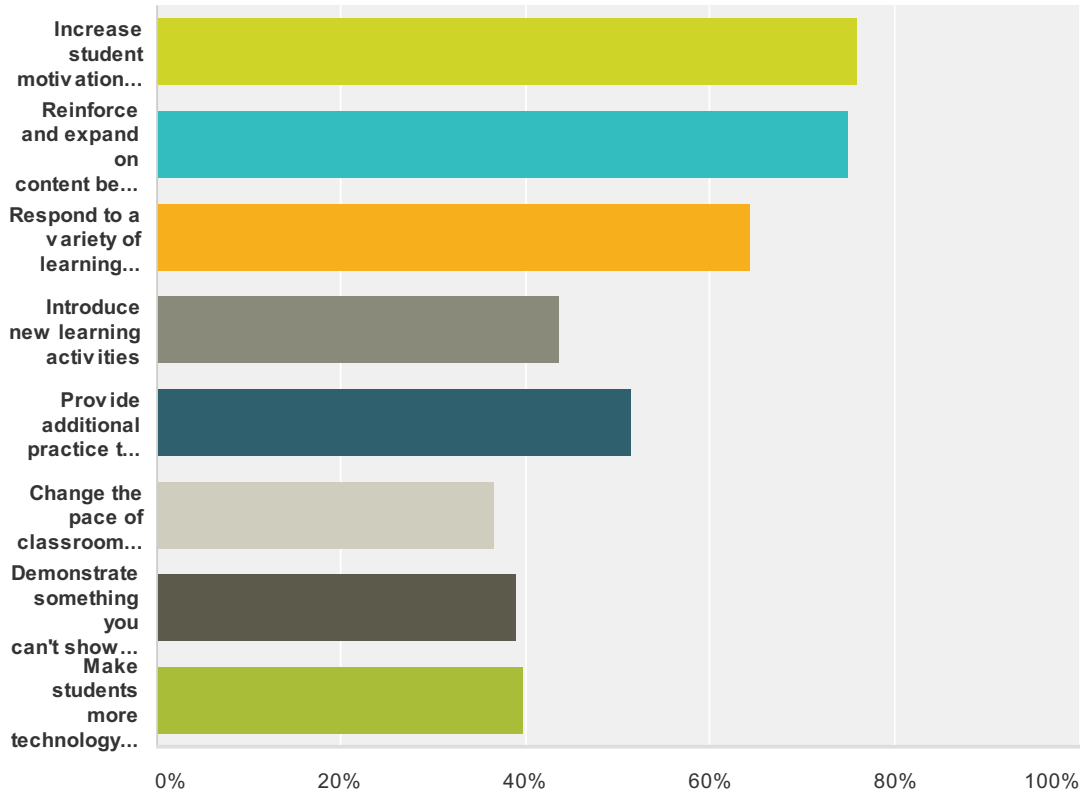


Answer Choices	Responses	
Cost is too high.	15.85%	42
Unfamiliar with technologies.	13.96%	37
Don't know where to start/lack of training.	10.19%	27
Doesn't fit with current curriculum	4.53%	12
Slow/poor/no Internet connection	26.79%	71
Lack of access to computers(Carts, computer labs, etc)	55.85%	148
<b>Total Respondents: 265</b>		

# Technology Survey

## Q8 What are some of your top reasons why teachers use technology in the classroom?

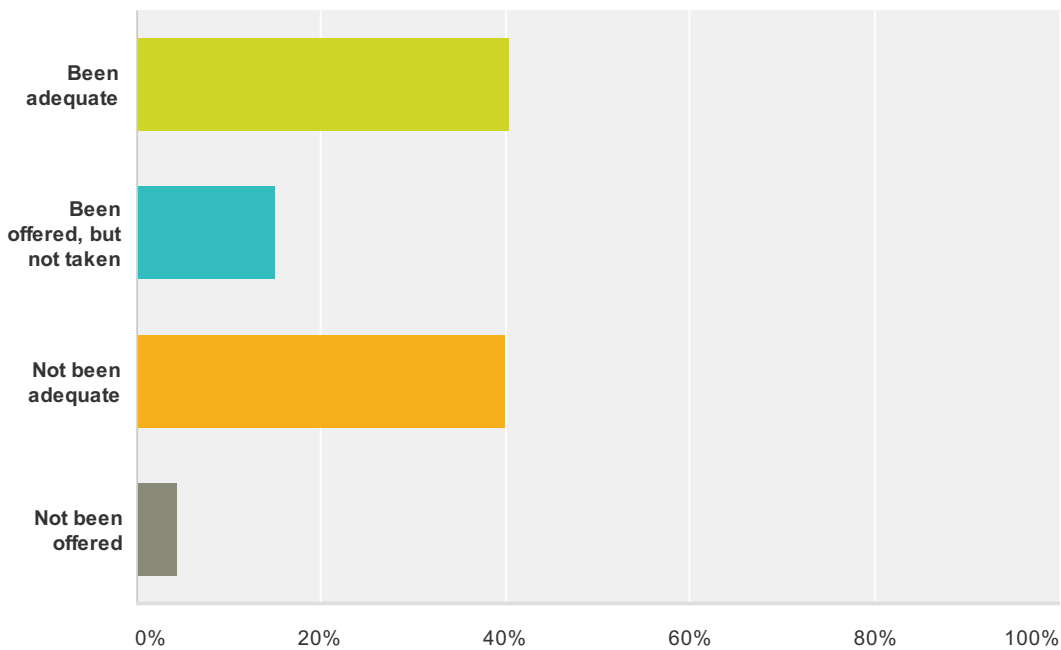
Answered: 315 Skipped: 13



Answer Choices	Responses	
Increase student motivation to learn	75.87%	239
Reinforce and expand on content being taught	74.92%	236
Respond to a variety of learning styles	64.13%	202
Introduce new learning activities	43.49%	137
Provide additional practice to struggling learners/students	51.43%	162
Change the pace of classroom work	36.51%	115
Demonstrate something you can't show any other way	39.05%	123
Make students more technology literate	39.68%	125
<b>Total Respondents: 315</b>		

### Q9 Technology staff development offered by my school or the district has:

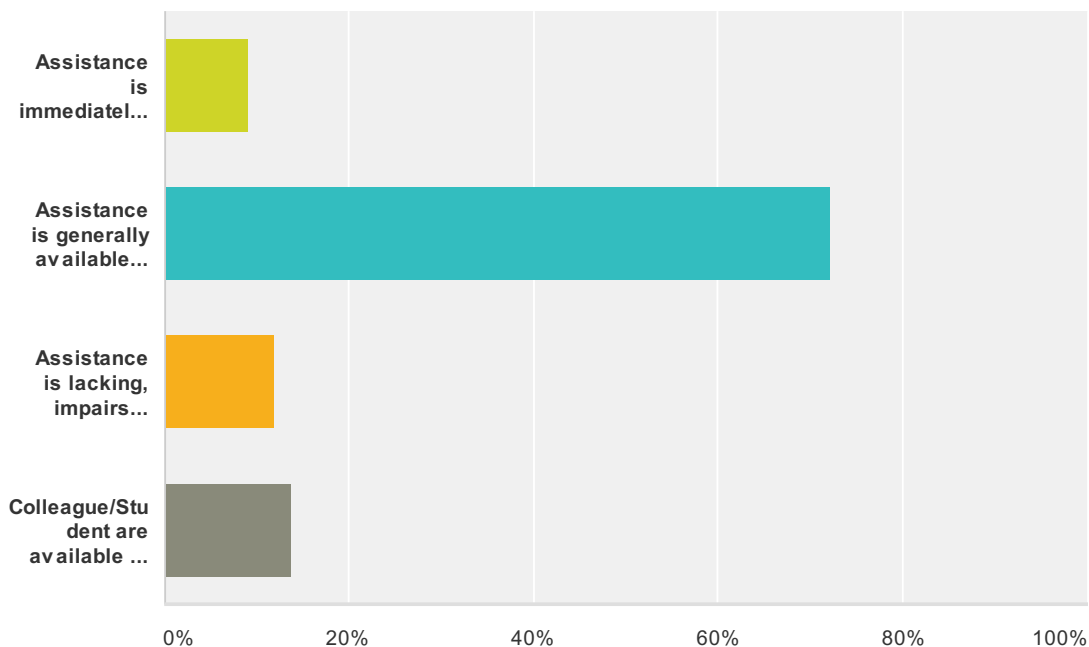
Answered: 317 Skipped: 11



Answer Choices	Responses
Been adequate	40.38% 128
Been offered, but not taken	15.14% 48
Not been adequate	40.06% 127
Not been offered	4.42% 14
<b>Total</b>	<b>317</b>

**Q10 When I have trouble with technology:**

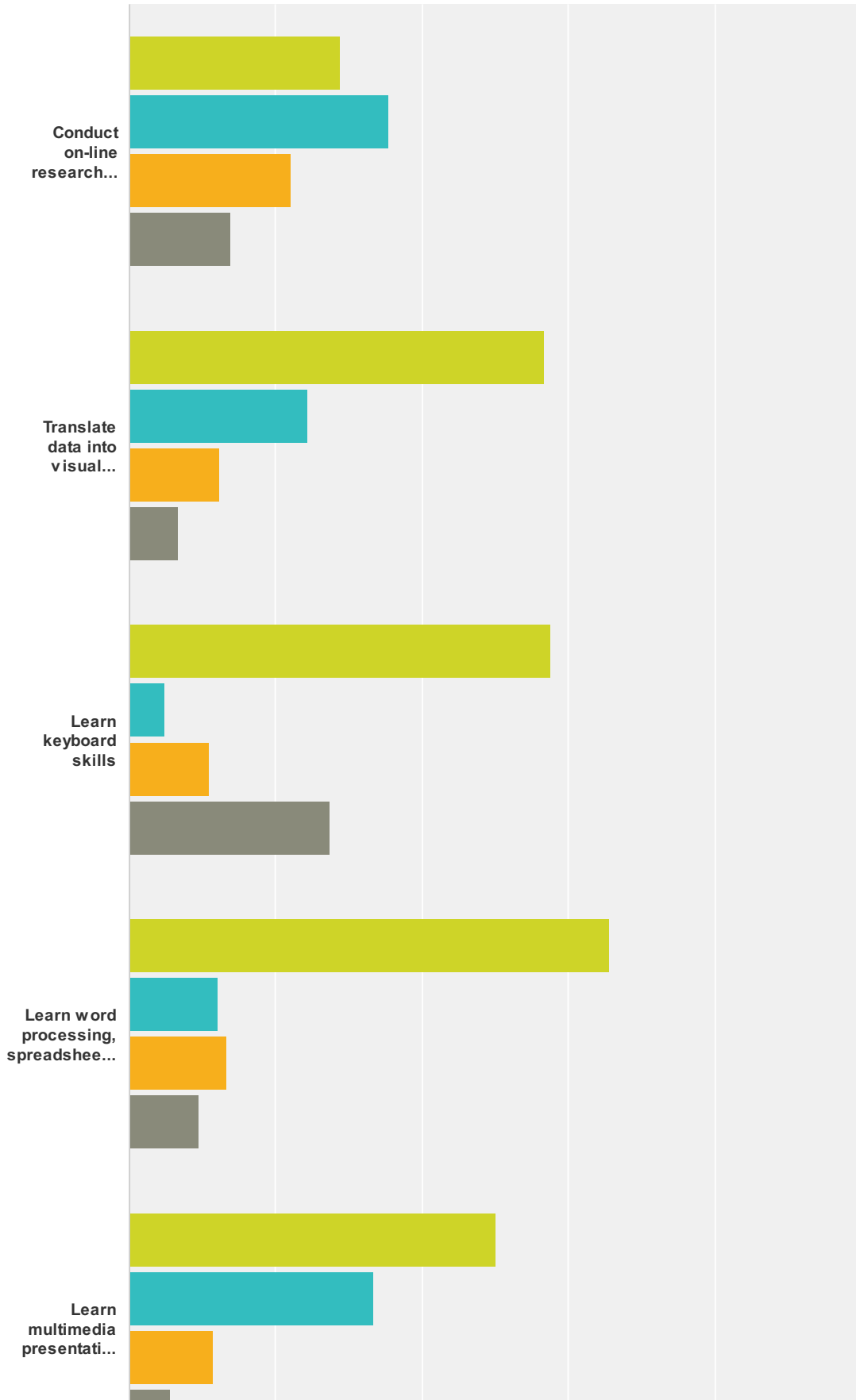
Answered: 321 Skipped: 7



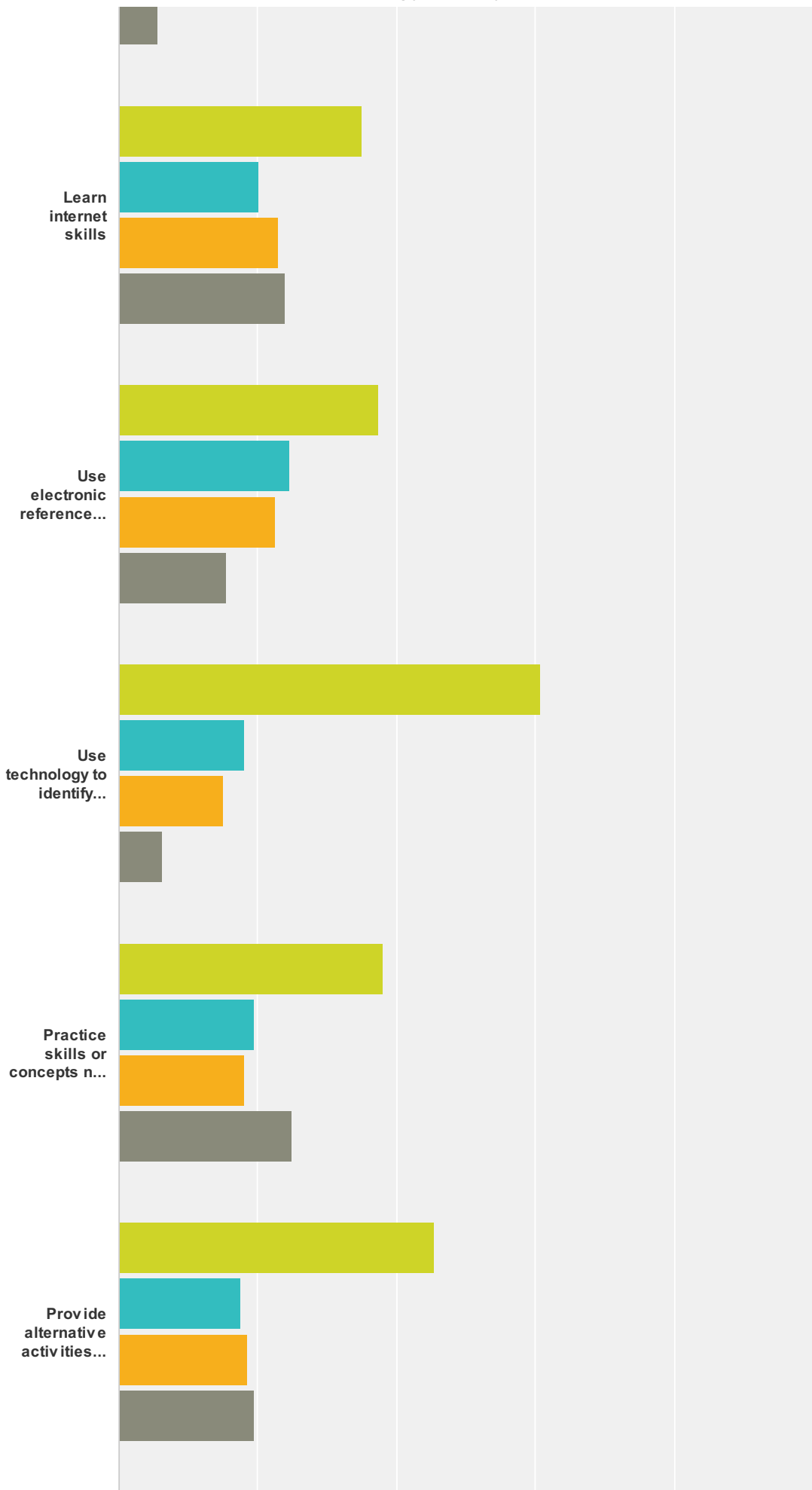
Answer Choices	Responses
Assistance is immediately available	9.03% 29
Assistance is generally available with time lapse	71.96% 231
Assistance is lacking, impairs learning	11.84% 38
Colleague/Student are available to fix the problem	13.71% 44
<b>Total Respondents: 321</b>	

### Q11 How often are your students practicing with the following technologies:

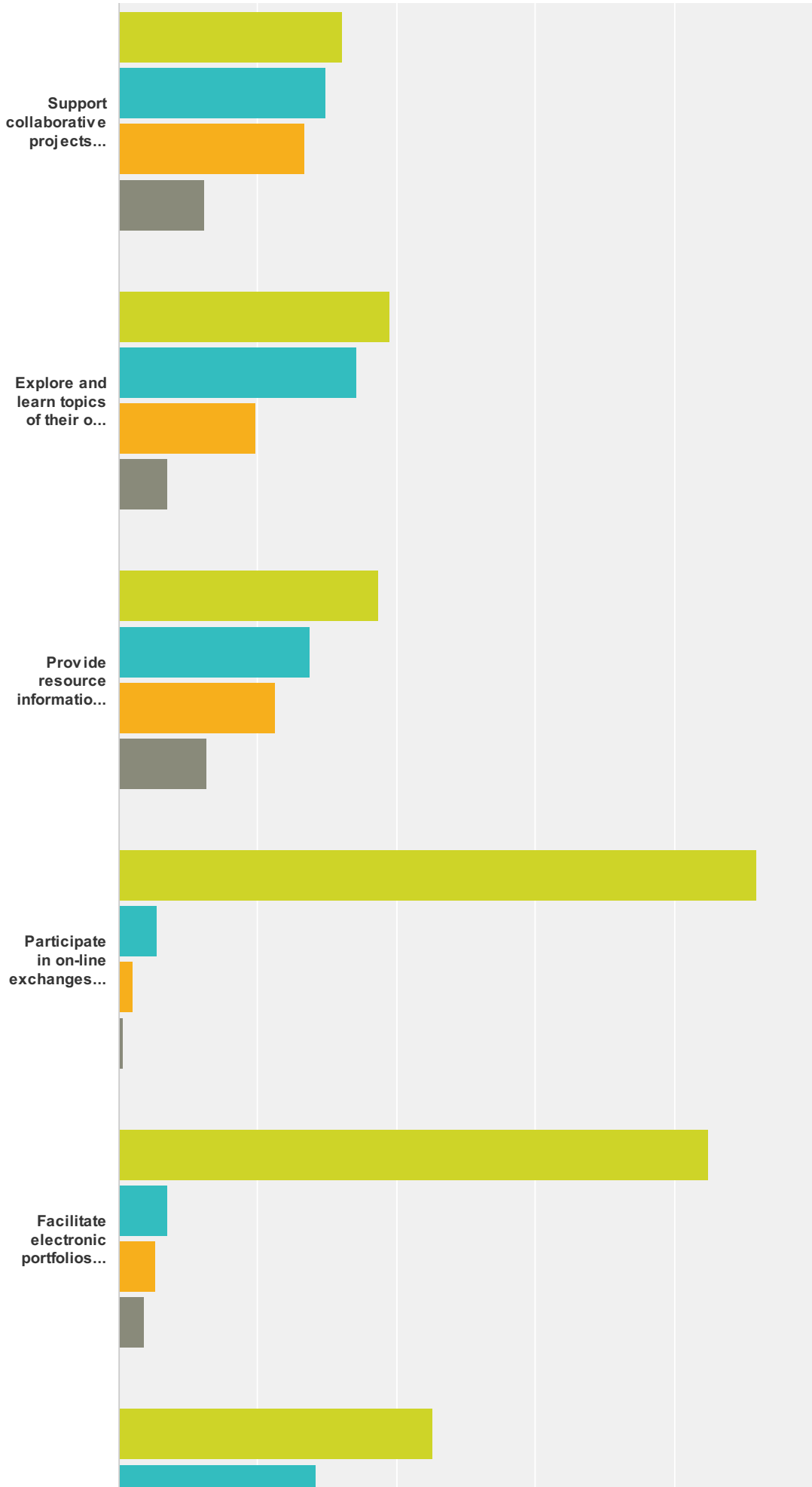
Answered: 310 Skipped: 18



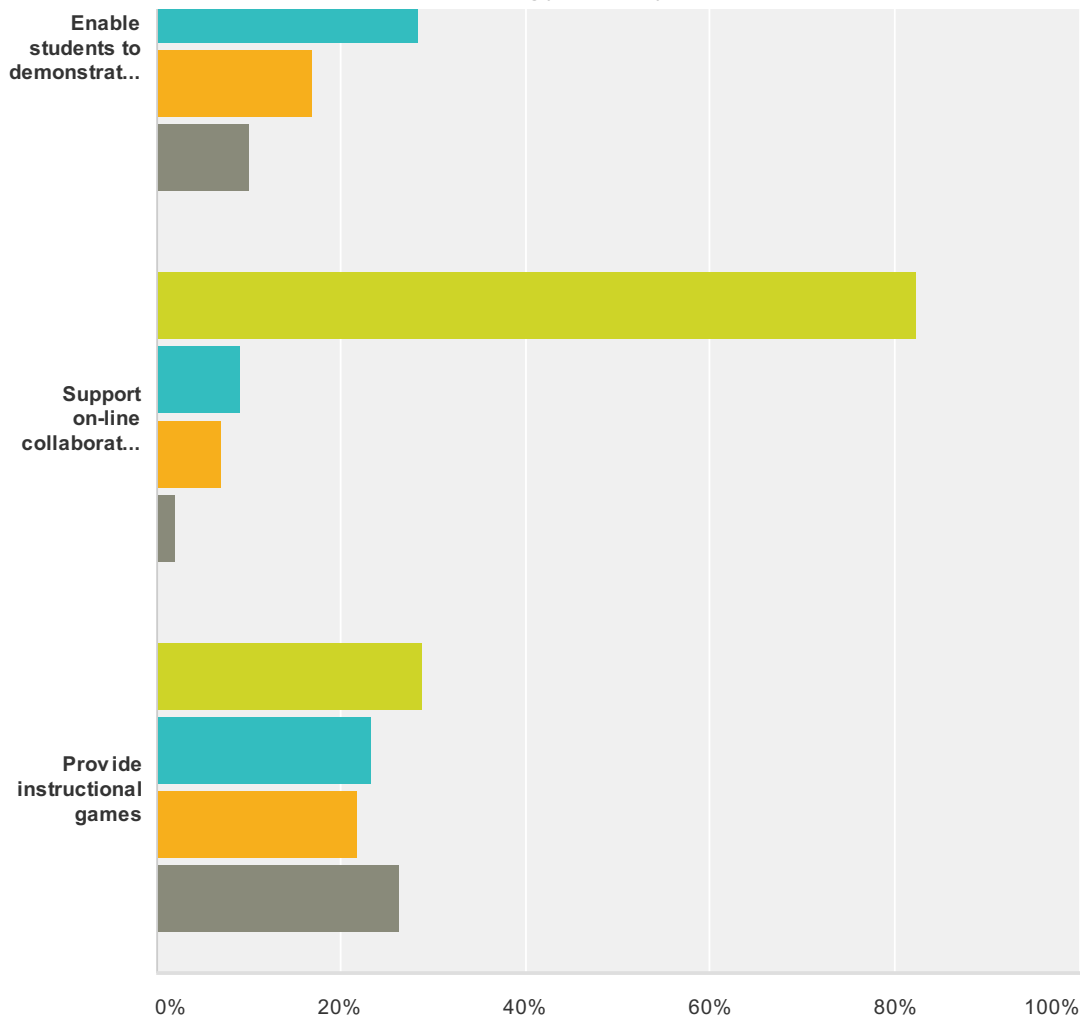
# Technology Survey



# Technology Survey



# Technology Survey



■ Not using technology for this   
 ■ Using technology for this 2-4 times a year  
■ Using technology for this monthly   
 ■ Using technology for this daily/weekly

	Not using technology for this	Using technology for this 2-4 times a year	Using technology for this monthly	Using technology for this daily/weekly	Total Respondents
Conduct on-line research and/or investigations	28.71% 87	35.31% 107	22.11% 67	13.86% 42	303
Translate data into visual representations(charts, graphs)	56.67% 170	24.33% 73	12.33% 37	6.67% 20	300
Learn keyboard skills	57.33% 172	5% 15	11% 33	27.33% 82	302
Learn word processing, spreadsheets and/or database skills	65.42% 193	12.20% 36	13.22% 39	9.49% 28	296
Learn multimedia presentation skills	50% 147	33.33% 98	11.56% 34	5.78% 17	296
Learn internet skills	35.02% 104	20.20% 60	22.90% 68	23.91% 71	303
Use electronic reference tools (dictionaries, atlases, encyclopedias)	37.37% 111	24.58% 73	22.56% 67	15.49% 46	297
Use technology to identify problems and strategize possible solutions	60.54% 181	18.06% 54	15.05% 45	6.35% 19	299

## Technology Survey

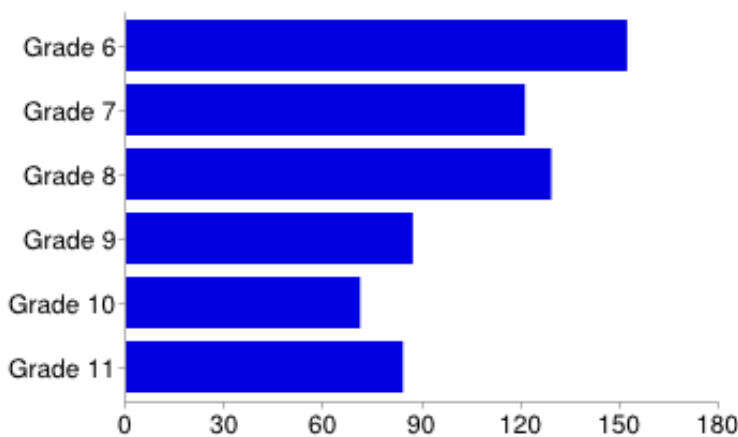
Practice skills or concepts not yet learned (drill/practice software, tutorials)	<b>38.05%</b> 113	<b>19.53%</b> 58	<b>18.18%</b> 54	<b>24.92%</b> 74	299
Provide alternative activities when "class work" is finished	<b>45.30%</b> 135	<b>17.45%</b> 52	<b>18.46%</b> 55	<b>19.46%</b> 58	300
Support collaborative projects within the classroom (composition, research, problem solving)	<b>32.11%</b> 96	<b>29.77%</b> 89	<b>26.76%</b> 80	<b>12.37%</b> 37	302
Explore and learn topics of their own choice	<b>38.93%</b> 116	<b>34.23%</b> 102	<b>19.80%</b> 59	<b>7.05%</b> 21	298
Provide resource information not available at the school site	<b>37.37%</b> 111	<b>27.61%</b> 82	<b>22.56%</b> 67	<b>12.79%</b> 38	298
Participate in on-line exchanges (pen-pals learning projects)	<b>91.70%</b> 265	<b>5.54%</b> 16	<b>2.08%</b> 6	<b>0.69%</b> 2	289
Facilitate electronic portfolios containing actual samples of student work in various media.	<b>84.56%</b> 252	<b>7.05%</b> 21	<b>5.37%</b> 16	<b>3.69%</b> 11	300
Enable students to demonstrate their achievement in alternative ways	<b>45.12%</b> 134	<b>28.28%</b> 84	<b>16.84%</b> 50	<b>10.10%</b> 30	298
Support on-line collaborative projects with groups beyond classroom	<b>82.15%</b> 244	<b>9.09%</b> 27	<b>7.07%</b> 21	<b>2.02%</b> 6	298
Provide instructional games	<b>28.71%</b> 87	<b>23.43%</b> 71	<b>21.78%</b> 66	<b>26.40%</b> 80	304

# 494 responses

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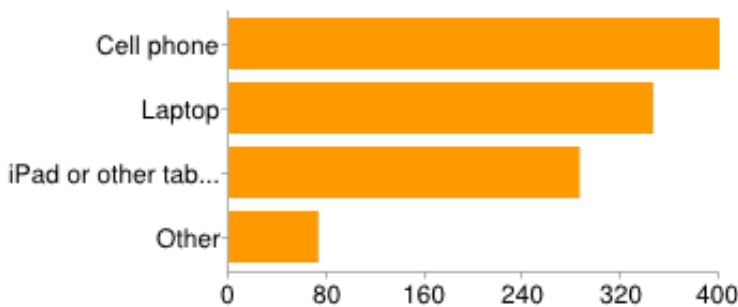
## Summary

**Grade level of your student(s). Check all that apply.**



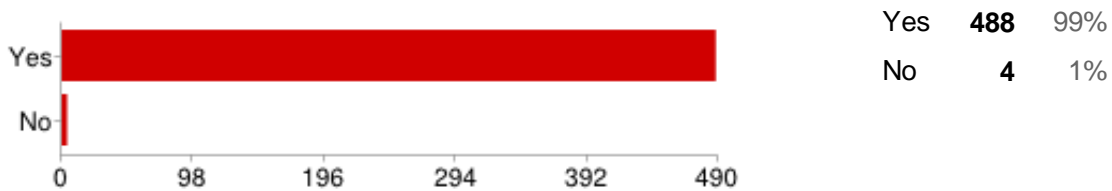
Grade 6	<b>152</b>	24%
Grade 7	<b>121</b>	19%
Grade 8	<b>129</b>	20%
Grade 9	<b>87</b>	14%
Grade 10	<b>71</b>	11%
Grade 11	<b>84</b>	13%

**Which of the following personal mobile devices does your student(s) have access to on a regular basis? Check all that apply.**

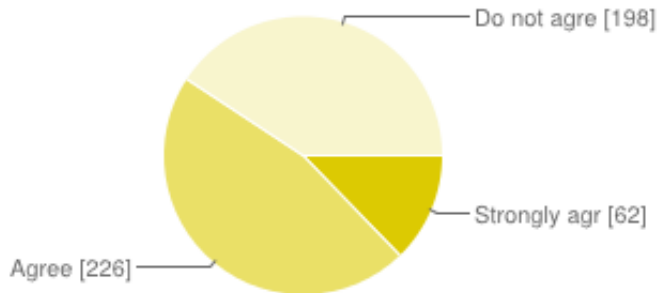


Cell phone	<b>400</b>	36%
Laptop	<b>346</b>	31%
iPad or other tablet device	<b>286</b>	26%
Other	<b>73</b>	7%

**My child has access to the internet at home**

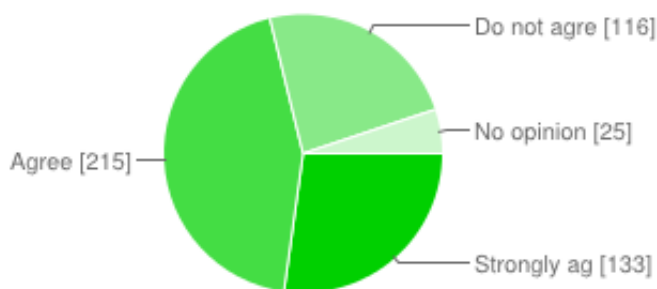


**Allowing student use of personal mobile devices during non-instructional time (lunch, before/after school) would contribute to a positive school climate**



Strongly agree	<b>62</b>	13%
Agree	<b>226</b>	47%
Do not agree	<b>198</b>	41%

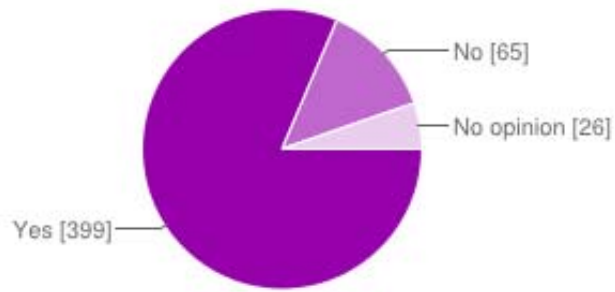
**Cell phones are a convenient tool for parent/child communication during the school day.**



Strongly agree	<b>133</b>	27%
Agree	<b>215</b>	44%
Do not agree	<b>116</b>	24%
No opinion	<b>25</b>	5%

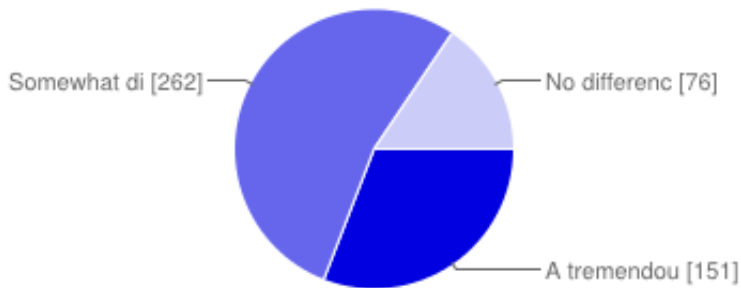
**If district policy permitted, I would support a BYOD (Bring Your Own Device) initiative. This would allow students to use his/her personal mobile device, including cell phones, laptops, iPads, and tablets for educational purposes and**

at the discretion of a classroom teacher.



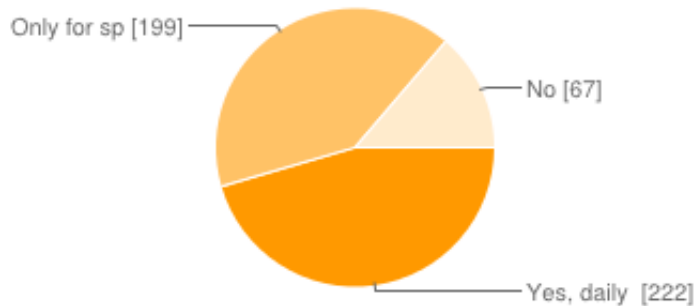
Yes	<b>399</b>	81%
No	<b>65</b>	13%
No opinion	<b>26</b>	5%

Have you noticed any changes in the way your child studies utilizing technology?



A tremendous difference	<b>151</b>	31%
Somewhat different	<b>262</b>	54%
No difference	<b>76</b>	16%

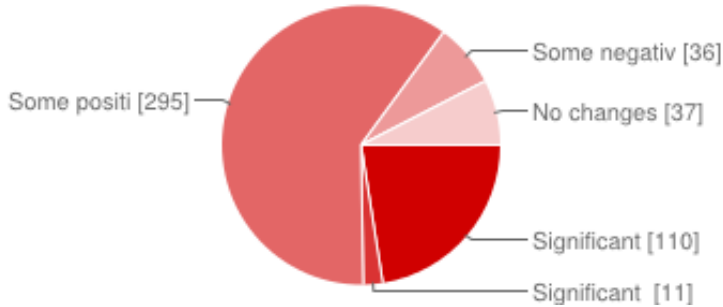
Would you allow your child to bring a family owned device to school?



Yes, daily	<b>222</b>	45%
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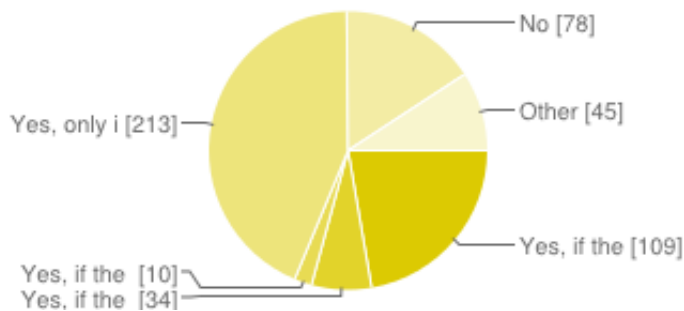
Only for special projects	<b>199</b>	41%
No	<b>67</b>	14%

**What impact do you think your child's use of technology has had on your child's performance?**



Significant positive changes	<b>110</b>	22%
Significant negative changes	<b>11</b>	2%
Some positive changes	<b>295</b>	60%
Some negative changes	<b>36</b>	7%
No changes	<b>37</b>	8%

**Would you accept responsibility of a district provided device for your child? (with the understanding that you would be responsible for replacement or repair of the device in case of damage or loss.)**



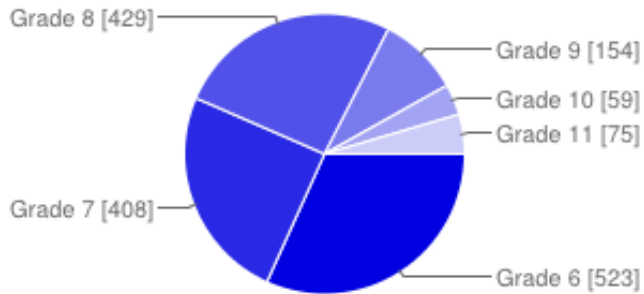
Yes, if the device was priced between \$200-\$300	<b>109</b>	22%
Yes, if the device was priced between \$300-\$400	<b>34</b>	7%
Yes, if the device was priced more than \$400	<b>10</b>	2%
Yes, only if insurance were provided through the school district	<b>213</b>	44%
No	<b>78</b>	16%
Other	<b>45</b>	9%

# 1648 responses

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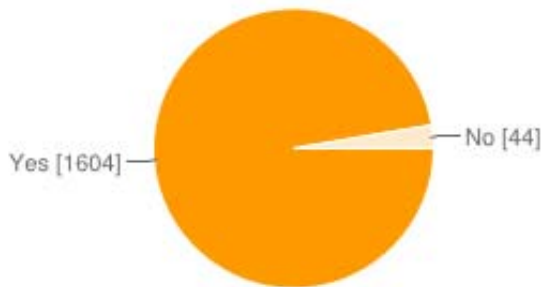
## Summary

### 1. I am in:



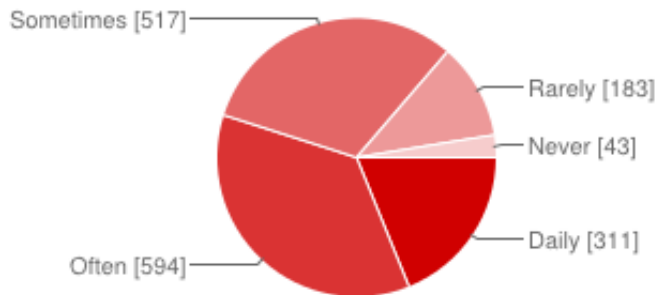
Grade 6	<b>523</b>	32%
Grade 7	<b>408</b>	25%
Grade 8	<b>429</b>	26%
Grade 9	<b>154</b>	9%
Grade 10	<b>59</b>	4%
Grade 11	<b>75</b>	5%

### 2. Does your family have a computer at home?



Yes	<b>1604</b>	97%
No	<b>44</b>	3%

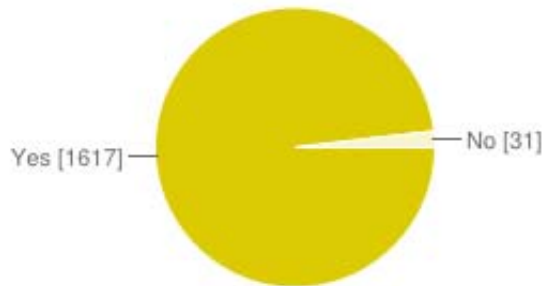
### 3. How often do you use the computer at home for school work/assignments?



Daily	<b>311</b>	19%
Often	<b>594</b>	36%

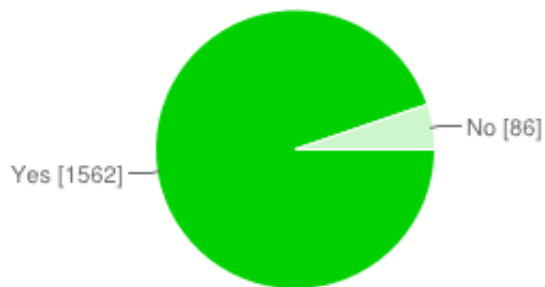
Sometimes	<b>517</b>	31%
Rarely	<b>183</b>	11%
Never	<b>43</b>	3%

#### 4. Do you have internet access at home?



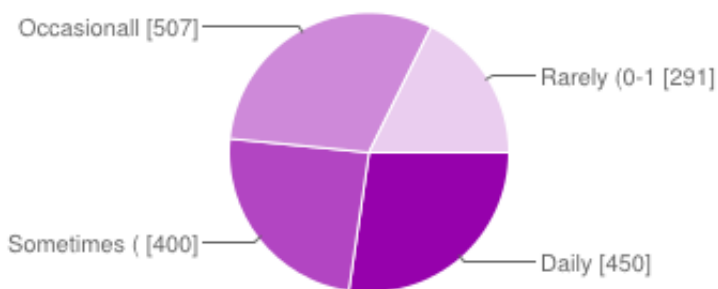
Yes	<b>1617</b>	98%
No	<b>31</b>	2%

#### 5. Do you have email access at home?



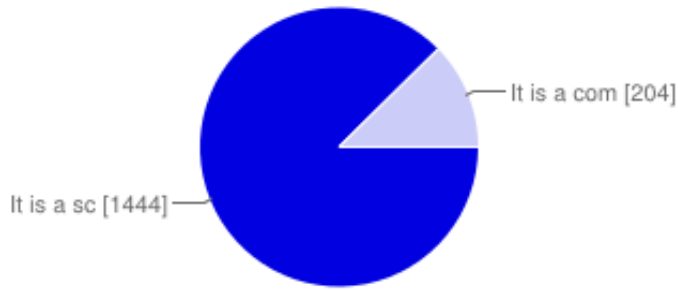
Yes	<b>1562</b>	95%
No	<b>86</b>	5%

#### 6. School-owned computers are available for my use:



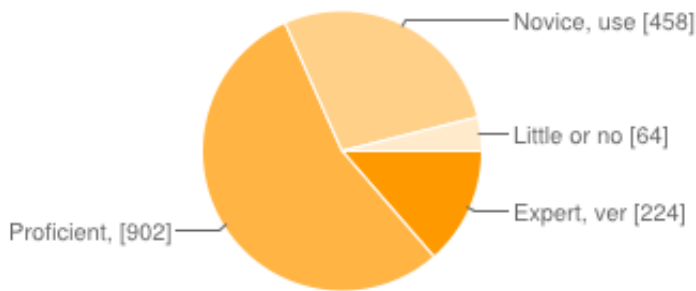
Daily	<b>450</b>	27%
Sometimes (2-3 times per week)	<b>400</b>	24%
Occasionally (1-2 times per week)	<b>507</b>	31%
Rarely (0-1 time per week)	<b>291</b>	18%

**7. Which best describes the computer that you use most often at school:**



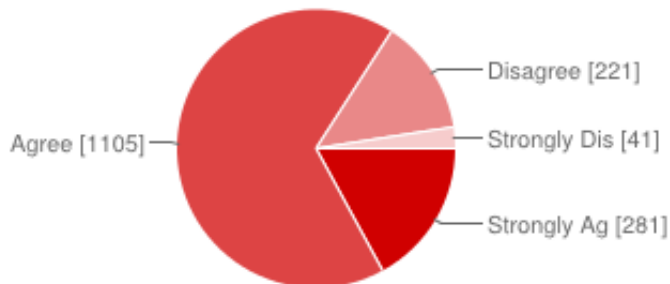
It is a school-owned computer	<b>1444</b>	88%
It is a computer that I own	<b>204</b>	12%

**8. In your opinion, what is generally your teacher's comfort level/expertise with technology?**



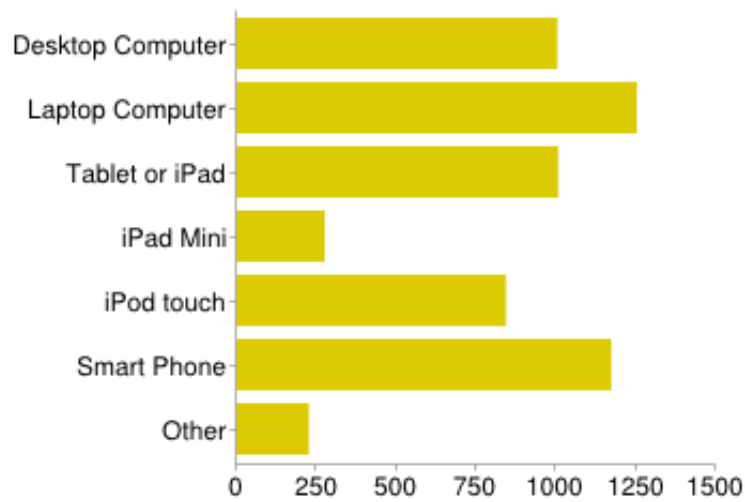
Expert, very comfortable	<b>224</b>	14%
Proficient, understands technology and uses it frequently	<b>902</b>	55%
Novice, uses some technology sometimes	<b>458</b>	28%
Little or no use of technology	<b>64</b>	4%

**9. My teachers use technology to engage me and enhance the learning experience.**



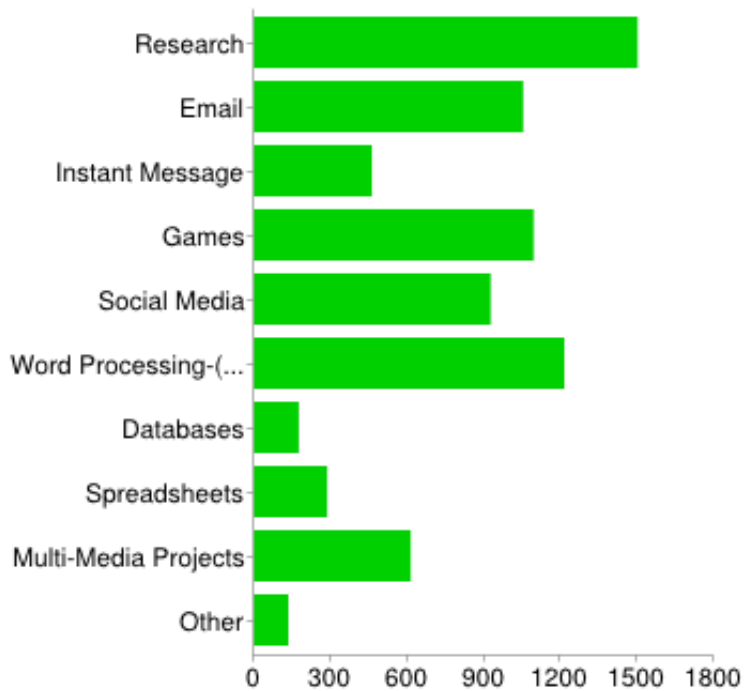
Strongly Agree	<b>281</b>	17%
Agree	<b>1105</b>	67%
Disagree	<b>221</b>	13%
Strongly Disagree	<b>41</b>	2%

**10. Which of the following devices do you personally own and have regular access to?**



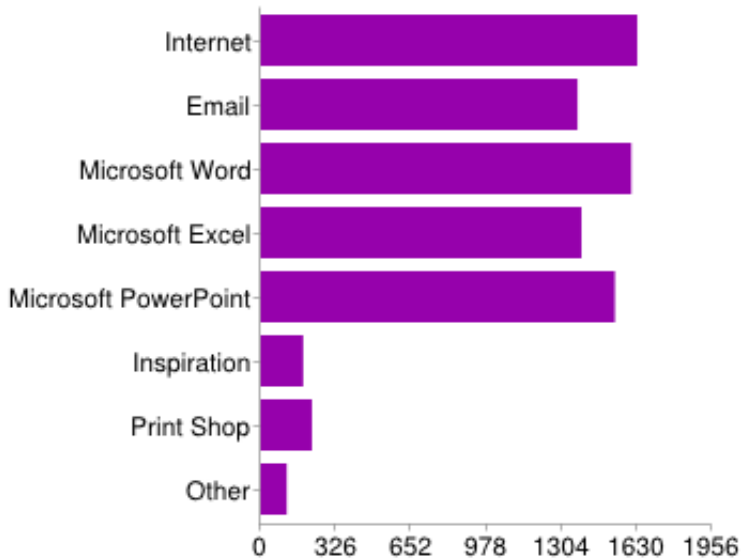
Desktop Computer	<b>1003</b>	17%
Laptop Computer	<b>1252</b>	22%
Tablet or iPad	<b>1006</b>	17%
iPad Mini	<b>275</b>	5%
iPod touch	<b>842</b>	15%
Smart Phone	<b>1172</b>	20%
Other	<b>225</b>	4%

**11. How do you use the computer?**



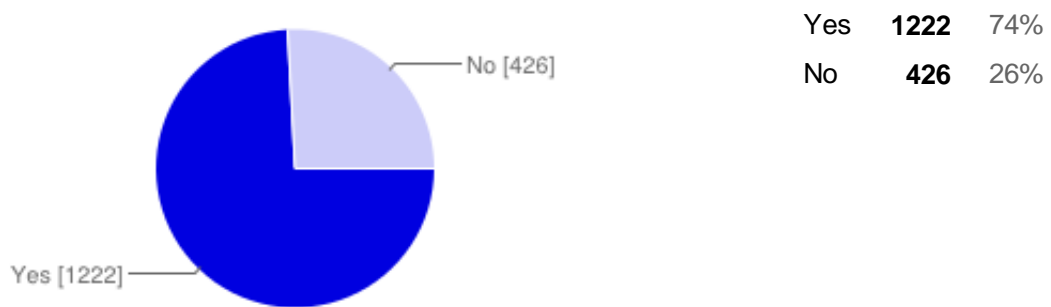
Research	<b>1501</b>	20%
Email	<b>1053</b>	14%
Instant Message	<b>461</b>	6%
Games	<b>1094</b>	15%
Social Media	<b>926</b>	12%
Word Processing-(Typing papers)	<b>1214</b>	16%
Databases	<b>175</b>	2%
Spreadsheets	<b>286</b>	4%
Multi-Media Projects	<b>613</b>	8%
Other	<b>134</b>	2%

**12. Please check the following computer tools/programs you know how to use:**

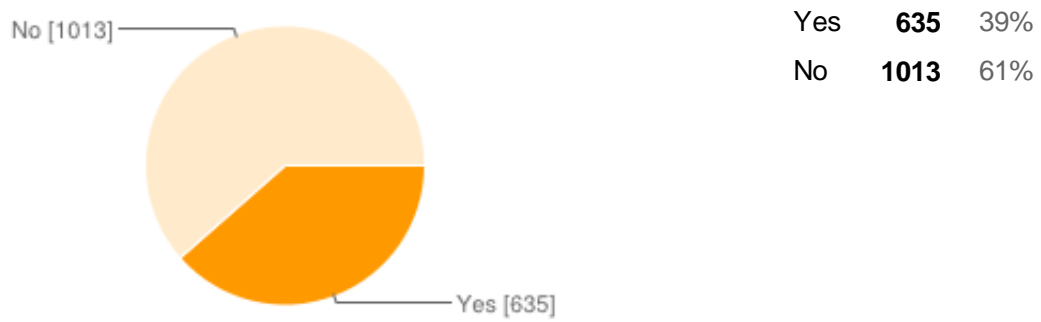


Internet	<b>1632</b>	20%
Email	<b>1373</b>	17%
Microsoft Word	<b>1606</b>	20%
Microsoft Excel	<b>1390</b>	17%
Microsoft PowerPoint	<b>1535</b>	19%
Inspiration	<b>184</b>	2%
Print Shop	<b>222</b>	3%
Other	<b>113</b>	1%

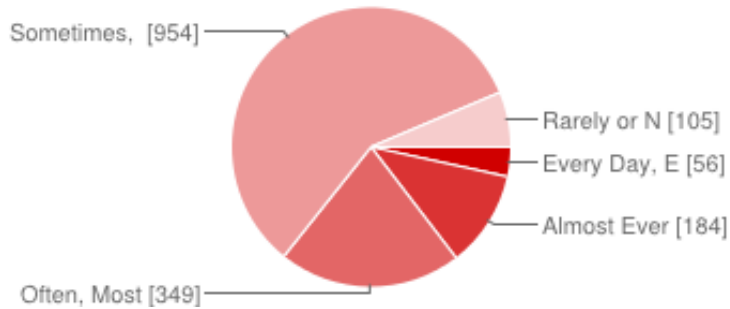
**13. I would like to bring my device to school rather than use a device provided by the school.**



**14. I would like to have a device provided to me at school rather than bringing my own device.**

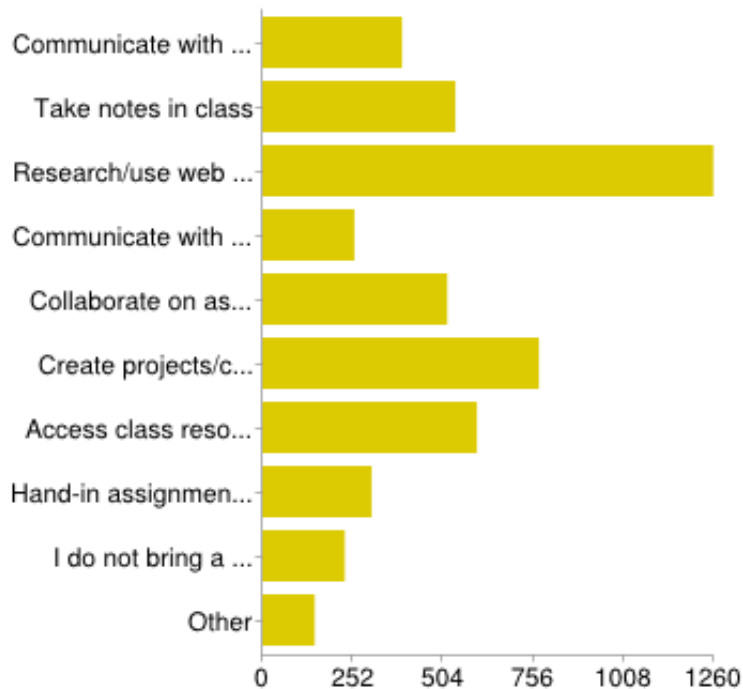


**15. My classes require computer access and technology applications...**



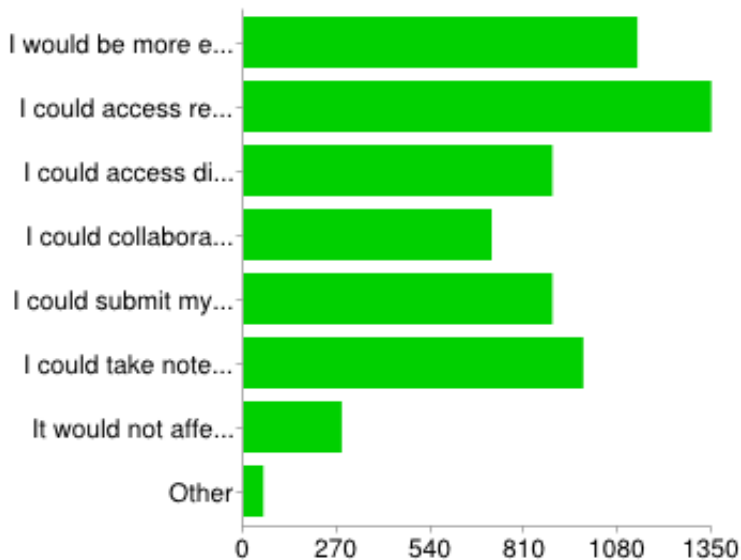
Every Day, Every Class	<b>56</b>	3%
Almost Every Day, Almost Every Class	<b>184</b>	11%
Often, Most Classes on Most Days	<b>349</b>	21%
Sometimes, Some Classes, Some Days	<b>954</b>	58%
Rarely or Never Used in Class	<b>105</b>	6%

**16. I currently bring my own technology device to school to do the following school-related activities:**



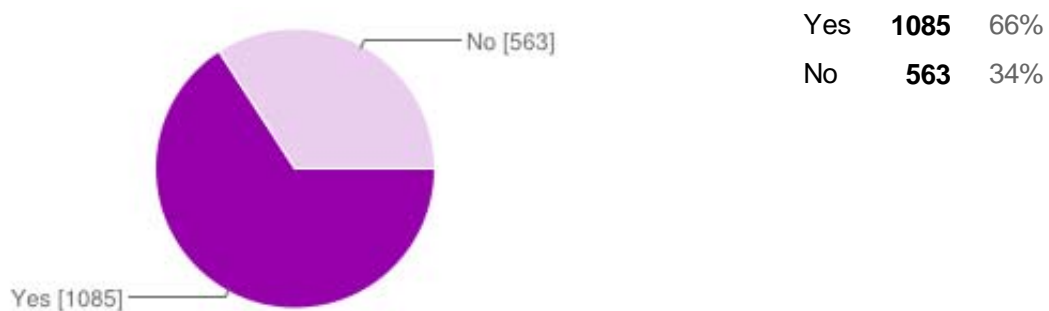
Communicate with my friends	<b>389</b>	8%
Take notes in class	<b>538</b>	11%
Research/use web resources for activities we are completing in class	<b>1258</b>	25%
Communicate with my teacher	<b>256</b>	5%
Collaborate on assignments with other students	<b>515</b>	10%
Create projects/complete assignments	<b>771</b>	15%
Access class resources on the teacher's website	<b>598</b>	12%
Hand-in assignments on the teacher's website	<b>304</b>	6%
I do not bring a device to school	<b>229</b>	5%
Other	<b>145</b>	3%

**17. How do you think bringing your device to class/school affects how you learn?**



I would be more engaged and interested	<b>1135</b>	18%
I could access research information more quickly	<b>1348</b>	21%
I could access digital resources	<b>890</b>	14%
I could collaborate with my peers as well as world wide experts	<b>715</b>	11%
I could submit my work to my teachers, digitally	<b>890</b>	14%
I could take notes and share with my classmates	<b>979</b>	16%
It would not affect how I learn	<b>283</b>	4%
Other	<b>57</b>	1%

**18. If you do not have a device, would you be comfortable signing out a device from the library to use during the school day?**



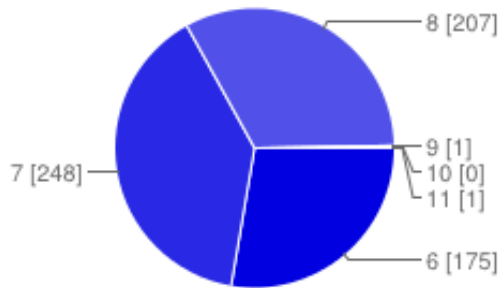
**Number of daily responses**

# 632 responses

[View all responses](#)

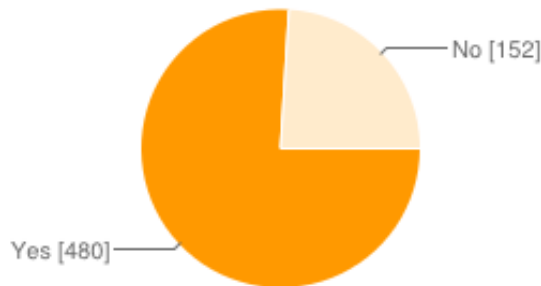
## Summary

What grade are you in?



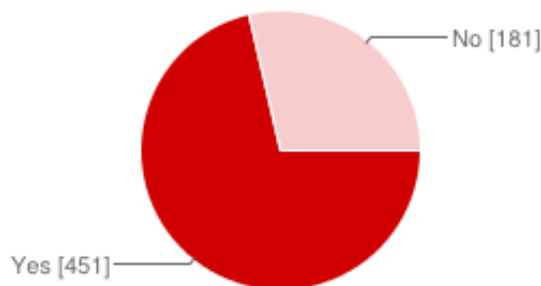
6	<b>175</b>	28%
7	<b>248</b>	39%
8	<b>207</b>	33%
9	<b>1</b>	0%
10	<b>0</b>	0%
11	<b>1</b>	0%

I would like to have a device (laptop, cell phone, ipad, tablet etc.) provided for me by the school to be used for educational purposes. (you would still be able to bring your own device to school)



Yes	<b>480</b>	76%
No	<b>152</b>	24%

I would prefer to bring my own device (laptop, cell phone, ipad, tablet etc.) to school to use for educational purposes rather than use a device provided by the school.



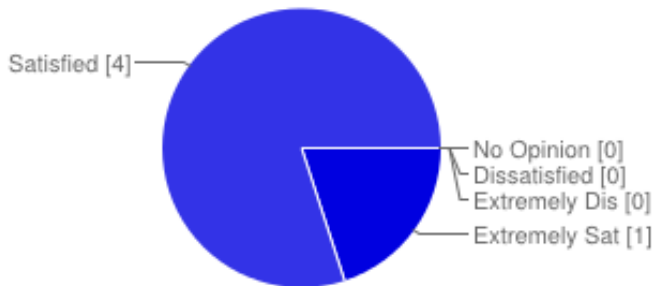
Yes	<b>451</b>	71%
No	<b>181</b>	29%

# 5 responses

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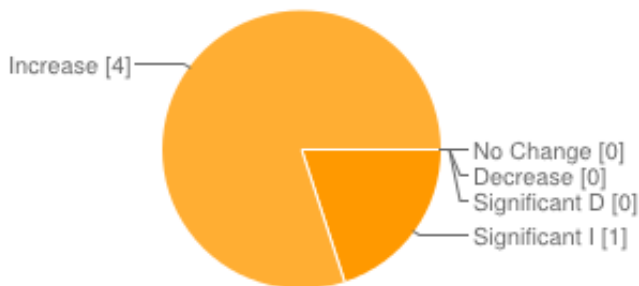
## Summary

### Overall Satisfaction



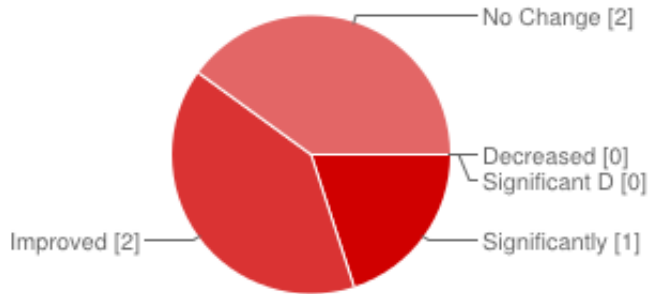
Extremely Satisfied	1	20%
Satisfied	4	80%
No Opinion	0	0%
Dissatisfied	0	0%
Extremely Dissatisfied	0	0%

### Participation, Enthusiasm, and Interest



Significant Increase	1	20%
Increase	4	80%
No Change	0	0%
Decrease	0	0%
Significant Decrease	0	0%

## Note Taking



Significantly Improved    **1**    20%

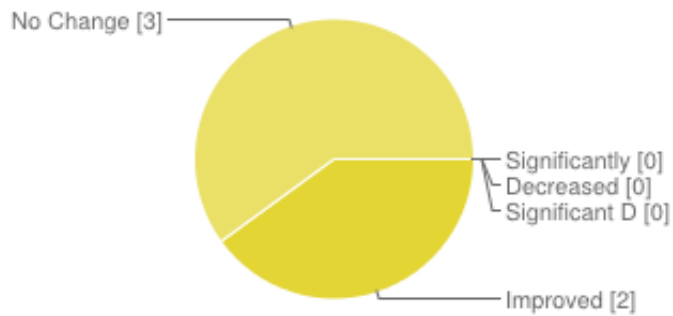
Improved    **2**    40%

No Change    **2**    40%

Decreased    **0**    0%

Significant Decreased    **0**    0%

## Homework



Significantly Improved    **0**    0%

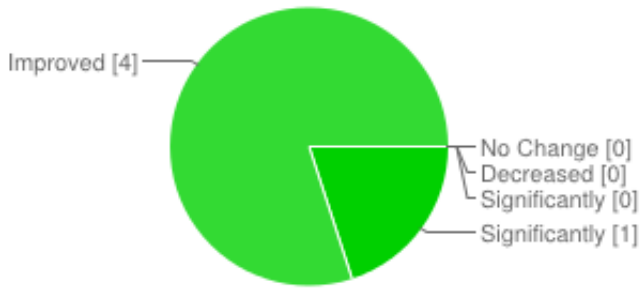
Improved    **2**    40%

No Change    **3**    60%

Decreased    **0**    0%

Significant Decreased    **0**    0%

## Understanding Subject Matter



Significantly Improved	1	20%
Improved	4	80%
No Change	0	0%
Decreased	0	0%
Significantly Decreased	0	0%

## Collaboration



Significant Improvement	0	0%
Improvement	5	100%
No Change	0	0%
Decrease	0	0%
Significant Decrease	0	0%

## Improve Learning

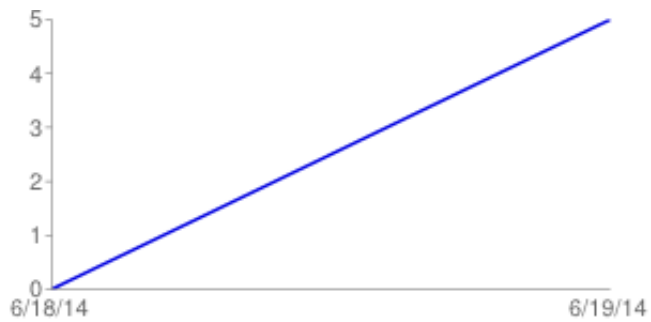
Students need to have access to these Chromebooks each and every day ! Practice makes perfect, and my students came to feel more and more comfortable each and every day. We're delighted that this technology will again be available to us next year !!! Continue to provide training or a refresher when school starts again.

## Comments

The slow wifi connection did frustrate students and could interfere with a lesson at times. I'm

happy that the district used ALTA as the pilot. It helped to make our students feel important !! Thank You. George Pulley, Jr The Chromebooks were wonderful to be able to use in class. The most difficult part was the speed of them. When a classroom full of students were all working on an assignment together it took them an extremely long time to open assignments or to get onto websites. I believe this was due to the amount of students using the wireless server at the same time. An assignment that should have taken 15-20 minutes at times ended up taking 30 or more depending on what the students were asked to do.

## Number of daily responses

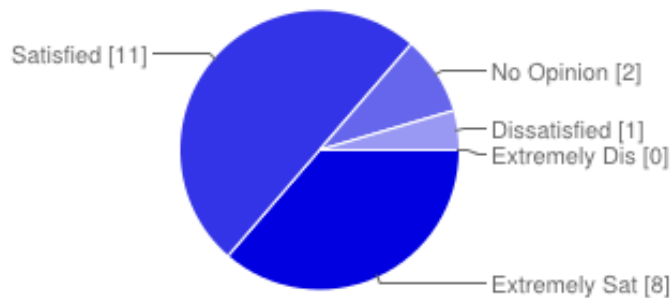


# 22 responses

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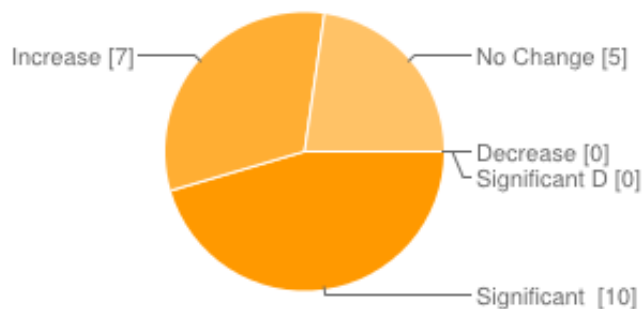
## Summary

### Overall Satisfaction



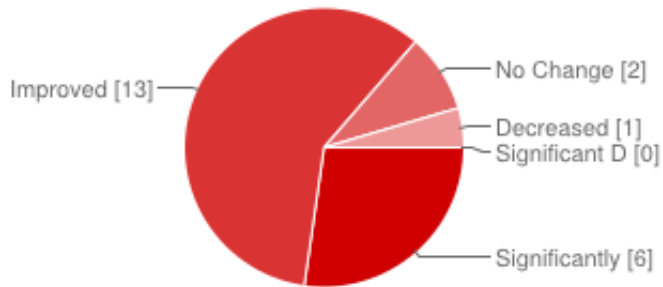
Extremely Satisfied	<b>8</b>	36%
Satisfied	<b>11</b>	50%
No Opinion	<b>2</b>	9%
Dissatisfied	<b>1</b>	5%
Extremely Dissatisfied	<b>0</b>	0%

### Participation, Enthusiasm, and Interest



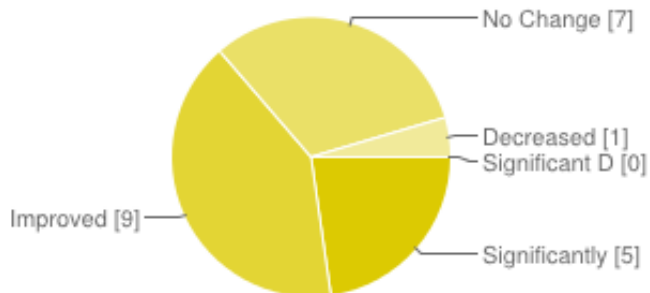
Significant Increase	<b>10</b>	45%
Increase	<b>7</b>	32%
No Change	<b>5</b>	23%
Decrease	<b>0</b>	0%
Significant Decrease	<b>0</b>	0%

## Note Taking



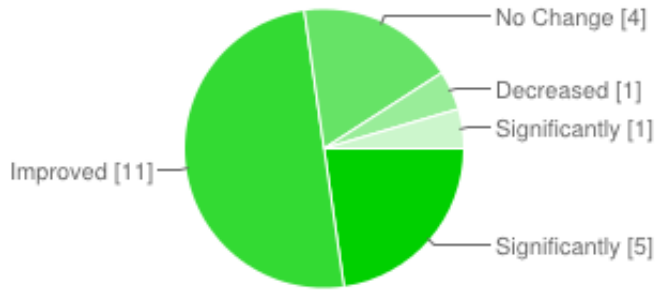
Significantly Improved	<b>6</b>	27%
Improved	<b>13</b>	59%
No Change	<b>2</b>	9%
Decreased	<b>1</b>	5%
Significant Decreased	<b>0</b>	0%

## Homework



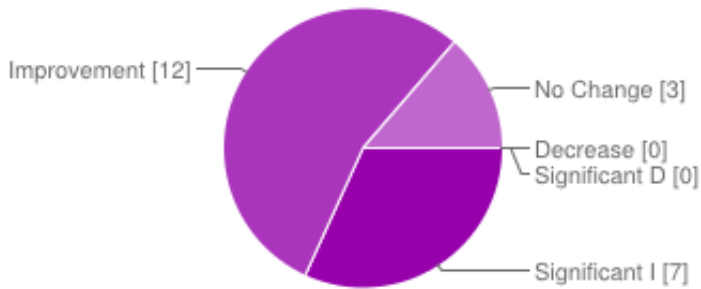
Significantly Improved	<b>5</b>	23%
Improved	<b>9</b>	41%
No Change	<b>7</b>	32%
Decreased	<b>1</b>	5%
Significant Decreased	<b>0</b>	0%

## Understanding Subject Matter



Significantly Improved	<b>5</b>	23%
Improved	<b>11</b>	50%
No Change	<b>4</b>	18%
Decreased	<b>1</b>	5%
Significantly Decreased	<b>1</b>	5%

## Collaboration



Significant Improvement	<b>7</b>	32%
Improvement	<b>12</b>	55%
No Change	<b>3</b>	14%
Decrease	<b>0</b>	0%
Significant Decrease	<b>0</b>	0%

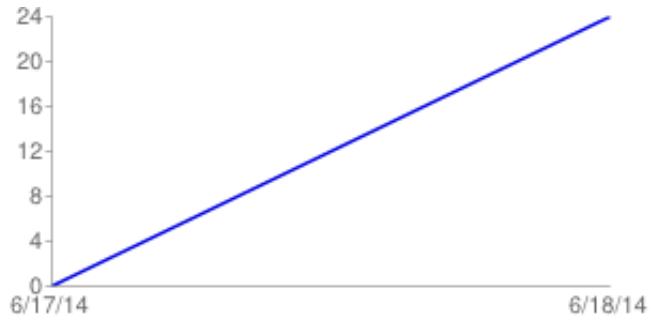
## Improve Learning

Make the mouse pad capable of cutting and pasting, when you click the on the right.  
 nothingg more work on them just straight use them alot more using them more im not  
 sure Put lessons on the Chromebooks so that we can go through them at our own speed.  
 Figure out how to use them better. utilize capabilities. More lessons involving them  
 honestly i dont like them use them in more topics in class idk

## Comments

they are AWESOME   No Comment   I thought it was fun   I think we should use these next  
year   its great   I approve of the Chromebooks.

## Number of daily responses



**SOUTHINGTON PUBLIC SCHOOLS**  
**1:1 Chromebook Pilot - Parent/Student Responsibility Form**

*Your child has been selected as part of his/her class to participate in a 1:1 Chromebook Pilot program. The purpose of this pilot is to explore a collaborative learning environment for all learners.*

**I understand the School's responsibilities include:**

- providing a Chromebook to each student in the pilot.
- providing a protective case to each student.
- providing students adequate opportunities to explore the Chromebook and Google Apps for Education while at school during the classroom pilot.
- Taking care of their chromebook (see **Chromebook Guidelines**).

**I understand my family's responsibilities include:**

- protecting the Chromebook, within reason, against damage, loss, or theft while participating in the pilot.
- ensuring my child's Chromebook is carried, at all times, in the school issued Chromebook case in order to prevent damage to the device.
- the power cord should be left at home (do not put the power cord in the case or it could crack the screen when placed in a backpack).
- ensuring the Chromebook is charged each night at home.
- ensuring my child reports damage to their Chromebook to their teacher immediately.
- ensuring my child has adequate opportunities to use the Chromebook and Google Apps for Education while at home.
- monitoring their use while outside of school including websites.

For more information about Chromebooks take a tour:

<https://support.google.com/chromebook/answer/2592076?hl=en&topic=2589149&rd=1>

*As a student, I understand and will abide by all on this agreement. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.*

*As a parent, I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines. I have read and discussed them with him/her, and he/she understands the responsibility he/she has in the use of their personal device. Furthermore, I understand that under Connecticut General Statute 10-221(c) **Boards of education may prescribe rules to impose sanctions against pupils who damage or fail to return textbooks, library materials or other educational materials. Said boards may charge pupils for such damaged or lost textbooks, library materials or other educational materials and may withhold grades, transcripts or report cards until the pupil pays for or returns the textbook, library book or other educational material.***

The replacement of a lost, stolen, or damaged school-issued Chromebook is the responsibility of the student/parent. The cost of replacement is approximately \$260.

***I understand that should damage occur to the device assigned to my child due to my child's negligence or by intentionally causing damage to the device, or losing the device, charger, or case, I will be responsible for reimbursing the school for repair or replacement costs.***

Note: Damage, loss, or theft must be reported immediately to either a School administrator or teacher.

School: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_ Parent Name: \_\_\_\_\_

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

Office Use Only: **Asset Tag#**

## **CHROMEBOOK GUIDELINES**

### **General Precautions**

- No food or drinks near Chromebook.
- Cords, cables, and removable storage devices should be inserted carefully into Chromebooks.
- Chromebooks should not be used or stored near pets.
- Chromebooks should be charged at home and brought to school fully charged.
- Chromebooks must remain free of any writing, drawing, stickers, and labels.
- Heavy objects should never be placed on top of Chromebooks.

### **Cases**

- Each student will be issued a protective case for his/her Chromebook that should be used whenever the Chromebook is being transported or not in use.
- Although the cases are reinforced to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect his/her device.
- Do not place power cords in the case as they may crack the screen when placed in a backpack.

### **Carrying Chromebooks**

- Always transport Chromebooks with care and in a Southington issued protective case. Failure to do so may result in disciplinary action.
- Never lift Chromebooks by the screen.
- Always carry the Chromebook with the screen closed and use two hands.

### **Screen Care**

- The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.
- Do not put pressure on the top of a Chromebook when it is closed (including the power cord in a backpack).
- Do not store a Chromebook with the screen open.
- Do not place anything in the protective case that will press against the cover.
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

### **Asset Tags**

- All Chromebooks will be labeled with a District asset tag.
- Asset tags may not be modified or tampered with in any way.

### **Charging Chromebooks**

- Chromebooks must be brought to school each day with a full charge. Students should charge their Chromebooks at home every evening.

### **Backgrounds and Themes**

- Inappropriate media may not be used as Chromebook backgrounds or themes. The presence of such media will result in disciplinary action.

### **Printing**

- Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
- Students may set up their home printers with the Google Cloud Print solution to print from their Chromebooks at home. Information about Google Cloud Print can be obtained here: <http://www.google.com/cloudprint/learn/>.

### **Logging into a Chromebook**

- Students will log into their Chromebooks using their school issued Google Apps for Education account.
- Students should never share their account passwords with others, unless requested by an administrator.

### **Managing and Saving Your Digital Work With a Chromebook**

- The majority of student work will be stored in Internet/cloud-based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Some files may be stored on the Chromebook's hard drive.
- Students should always remember to save frequently when working on digital media.
- The District will not be responsible for the loss of any student work.
- Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solutions.
- All student files will be deleted at the end of the school year.

### **Using Your Chromebook**

- The District's network will be used exclusively with all District filters applied to one's connection to the Internet. Attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, or any program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- Students must immediately comply with teachers' requests to shut down devices, close the screen, put in silent mode, and/or put away when asked.
- Students are not permitted to take, transmit or post photographic images/videos of any person on school property on public and/or social networking sites unless done as part of an authorized assignment by a teacher and permission of any/all individuals involved.
- Students can only access files on the computer or Internet sites which are relevant to the classroom instruction and suggested by a teacher.
- Students are not to physically share their personal devices with other students.
- Personal or District provided devices may not be used to cheat on assignments, tests or for non-instructional purposes.
- Using a personal device to transmit or share inappropriate content during the school day will result in the loss of Chromebook privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will result in appropriate disciplinary action.
- Using a personal device at unauthorized times will result in the loss of Chromebook privileges. Use of these devices in the locker rooms, hallways, and bathrooms is strictly prohibited. The purpose of the Chromebook pilot is purely for the extension and enrichment of the learning environment.
- Devices cannot be used during assessments, unless otherwise directed by a teacher.

### **Using Your Chromebook Outside of School**

Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi Internet connection will be required for the majority of Chromebook use; however, some applications can be used while not connected to the Internet. Students are bound by acceptable use agreement and all other guidelines in this document wherever they use their Chromebooks.

The Southington Acceptable Use of Technology Policy which can be found on our website:

[http://www.southingtonschools.org/uploaded/District Information/Internet and Computers Policy.pdf](http://www.southingtonschools.org/uploaded/District%20Information/Internet%20and%20Computers%20Policy.pdf)

### **Operating System and Security**

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the district.

**Updates**

The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.

## **APPENDIX H: Google Apps for Education Form**

Parents/Guardians:

Southington Public Schools is proud to partner with *Google Apps for Education*, which is used by thousands of schools and universities worldwide to make collaboration tools available for students. Students will now be able to work collaboratively on documents, presentations and projects. All student work will be stored online and will be accessible from home, school, and anywhere there is an Internet connection.

Google accounts allow students and teachers to communicate and collaborate in a safe and structured manner with their class. Students will take home their login and password information. I encourage you to record this information in a safe place. The student Google account looks exactly like an email account, however, we have disabled the email functionality. Teachers and Media Specialists will be working with students on how to access their account, as well as discuss digital citizenship and online safety. Parents are also encouraged to talk with their child about using online tools safely. Students should consider their school Google Account as an extension of the classroom, subject to the same rules of respect and courtesy that we expect in school.

We encourage you to review the Southington Public Schools Administrative Guidelines for the Use of Technology (see link below). Our teachers will review these carefully with their students.

[http://www.southingtonschools.org/uploaded/District Information/Internet and Computers Policy.pdf](http://www.southingtonschools.org/uploaded/District%20Information/Internet%20and%20Computers%20Policy.pdf)

When students are given their username and password they will access their Google Drive through:

<https://accounts.google.com/>

We continue to harness the power of technology and we welcome the opportunities the Google environment offers our students. These educational opportunities were not available before utilizing this platform. Our students create amazing work when they collaborate with one another. It is wonderful to see where technology is taking our education. Our students continue to have 21st Century Readiness Skills provided in a safe and respectful manner.

The account will be used to access the services described in this letter. If you have concerns about your child having a Google Apps account, please contact your child's teacher to discuss alternatives to web-based instructional and collaborative tools.

Thank you for your continued support.

Teacher/Principal



# Technology Long Term Planning

Southington Public Schools

June 2014



## Committee Membership

**Chair-Karen Veilleux**  
Director of Technology

**Laura Abed** - Strong Lib/Media Specialist  
**Megan Bennett** - Thalberg Principal  
**Holly Boudreau** - JAD Language Arts Teacher  
**Karin Carey** - Strong Teacher  
**Jonathan Cop** - Thalberg Special Ed. Teacher  
**John Duffy** - K-12 Science Coordinator  
**Alyssa Fontana** - ALTA English Teacher  
**Jason Ghidini** - JFK Social Studies/LA Teacher  
**Joanne Grant** - JAD Special Education Teacher  
**Kimberlee Kalat** - JAD Social Studies Teacher  
**Gina Krar** - Thalberg Teacher  
**Steven Lepage** - Plainville HS Principal  
**Eric Lindblom** - SHS- English Teacher  
**Steve Madancy** - JFK- Principal

**Patricia Mazzarella** - Flanders Principal  
**Debbie Miller** - Technology Analyst  
**Erin Natrass** - Kelley Teacher  
**Richard Niro** - SHS Science Teacher  
**John O'Neill** - JFK Computer Teacher  
**Frank Pepe** - JAD Principal  
**Christopher Richter** - JFK Social Studies Teacher  
**Dale Riedinger** - Mathematics Coordinator  
**Martin Semmel** - SHS- Principal  
**Karen Smith** - Assistant Superintendent for Instruction & Learning  
**Alyson Spath** - JFK Social Studies Teacher  
**Anthony Tranquillo** - Technology Analyst  
**Jessica Wuennemann** - Derynoski Teacher  
**Gretchen Yatsook** - Flanders Teacher

## Policies

- A subcommittee was developed to discuss a BYOD policy.
- Policies were looked at from other CT districts and CAFE.
- The goal is to bring a draft policy to the Personnel and Policy committee this summer.



## Instructional Data Management Software

- Researching and review possible instructional management and assessment software
- Increase efficiency and ability to monitor and adjust instruction
- Over an extended period of time, this will provide the district with an archived longitudinal view of both individual and cohort performance data



## Staff Survey Analysis

- Only 65% of staff use technology in their classroom on a daily or bi-weekly basis
- Almost 25% of our teachers classify themselves as “beginner” technology users
- How do we achieve “adequate” professional development while serving all of the various users that Southington Public Schools has?

How do we bring meaningful professional development to all of the teachers in Southington?



## Parent Survey Analysis

- Parents recognize that student use of technology is an integral part of their child's educational experience.
- Some parents are still apprehensive about allowing their children to bring family-owned devices to school
- 75% of parents are willing to accept responsibility of a district provided device

(44% are willing only if insurance were provided through the school district)



# Student Survey Analysis

- Over 97% of students do have a computer at home
- 98% of students responded that they had internet access at home
- Students believe they will be more engaged, could access information quickly and would be sending in work electronically.



	PROS		CONS	
	BYOD	1:1	BYOD	1:1
<b>BYOD vs 1:1</b>  Pros/Cons	Comfort  No financial cost to district  Access to information  More versatility – students grouped themselves by device that meets needs.	Equity  Efficiency (teacher time and troubleshooting)  Standardized  Compatibility  IT Oversight / Management  School device for school use  Easier to move to paperless environment  Student productivity  Standardized PD	Can't easily read or print  Inequity  Oversight / management  Troubleshooting  Still need supplemental devices  Theft  Lack of state testing  Incompatible  Teaching time  Security  Teacher buy in  Professional Development	Expense  Moving target  Replacement cycle  Insurance complexities  Technology support  Training

## Technology Development

- ALTA Chromebook Pilot 1:1
- Site Visit/Presentation
  - Middle School of Plainville (March 18, 2014)
  - Glastonbury Public Schools (April 30, 2014)
- Mini-Chromebook Pilot Observations at SHS & JFK



## Infrastructure Upgrade

- Phase I of the Infrastructure Upgrade was completed in September of 2014.
- The next step is to increase our bandwidth from 1GB to 10GB between buildings and continue our wireless initiative.
- Phase II has been budgeted for in the 2014-15 Board of Education Budget.



## Professional Development

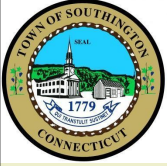
- Google training with Carol Larow
  - December 2013 with Technology Department and Committee members
  - August 2014 PD days for all teachers
- Southington Public Schools Teachology
  - Real world tutorials for new tech skills learned through professional development.
  - Weekly blog covering all items related to technology in education
  - Schedule after school volunteer-led workshops to help teachers integrate more technology.
  - 1:1 device tutorials for Chromebooks and iPads



## Recommendations

- Continue Infrastructure Upgrade- Phase II & III
- Purchase & Implement Pearson Schoolnet for Southington's data warehousing and assessment needs
- Devices: Continue to provide teachers with a laptop
  - Expand the Chromebook & iPad pilots
- Adopt a BYOD policy to address expectations of technology use in the classroom (hybrid)
- Funding - Leasing model for replacement cycle
- Provide ongoing professional development





# Questions?



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

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

Board Meeting Date June 26, 2014

Decision Requested X

Agenda Code 10 d

**AGENDA REPORTING FORM**

**Agenda Topic:** Middle School Media / Technology Integration Specialist (Second Reading)

**Summary of Issue:** The Policy & Personnel Committee reviewed the Middle School Media/Technology Integration Specialist job description at their June 11, 2014 meeting. A motion was made at the June 12, 2014 Board of Education meeting to add the job description to the agenda as a first reading. The Board was requested to review the presented draft and contact the chair of the Policy and Personnel Committee with any changes or recommendations so they can be reflected in the second reading discussion at this June 26, 2014 meeting.

**Background:** The Board of Education 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

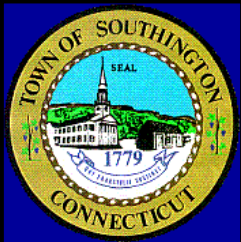
**Recommendation or Comment:** Move that the Board of Education approve the job description for Middle School Media / Technology Integration Specialist, as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. DRAFT Job Description, MS Media/Tech Spec

\_\_\_\_\_  
*Signature of Staff Member Submitting Report*  
*Karen L. Smith*  
\_\_\_\_\_  
*Signature of Interim Superintendent of Schools*

**DRAFT Job Description**  
**Middle School Media / Technology**  
**Integration Specialist**



# **SOUTHINGTON PUBLIC SCHOOLS**

## **JOB DESCRIPTION**

**\*DRAFT\***

**TITLE:** Middle School Media/Technology Integration Specialist

**JOB GOAL:**

To provide comprehensive leadership in the area of Media and Technology Integration in the Middle School setting to meet Vision 20/20.

**PERFORMANCE RESPONSIBILITIES:**

**Media Center**

1. Oversee operation of Media Center
2. Advises/facilitates Media Center staff on performance of their duties.
3. Media/Technology Curriculum Development including development of curriculum and lessons specific to media center technology; Ebooks; Online resources; extension/enrichment learning and citing resources.

**Computer Instruction**

1. Develop Middle School Technology curriculum by meeting with Computer teachers
2. Meets with content-area teachers to identify areas of need regarding student technology skills. Communicate this data to the computer teachers and integrate the needs into the Computer Curriculum.
3. Determine scope and sequence for Technology skills development.
4. Determine when, where and how instruction would be given to students.
5. Develop Technology Skills Assessments
6. Act as an advisor for instruction
7. Provide support to Computer teachers including materials, resources including but not limited to subscriptions and Web tools.

**Technology Integration Specialist**

1. Create and maintain the Educational Technology Web Site.
2. Collect and share technology resources and video content for PD, Enrichment content, Flipped classroom, STEM, etc.
3. Manage the Web based "Help Desk" including responding to requests for resources, videos and tutorials, Web tools, technology-based assessment tools, Finals site, PowerSchool and Google Drive.
4. Enrich and support teaching and learning focusing on promoting awareness of available educational technology.
5. Strengthen the technology skills of teachers and other staff by assisting classroom teachers in the incorporation of technological hardware and software into their lesson plans.
6. Identify areas where additional technology could be utilized to support curricular or school objectives.



# SOUTHTON PUBLIC SCHOOLS JOB DESCRIPTION

**\*DRAFT\***

## **Staff Training**

1. Develop training materials
2. Facilitate workshops
3. Locate appropriate outside Professional Development for staff
4. Facilitate "Train the trainer" methodology.

## **Research and Media/Technology Education**

1. Locate new resources.
2. Validate and test resources.
3. Perform cost analysis for resources.

## **SUPERVISES:**

Middle School Media Center staff, Computer Instruction,  
Technology Integration, staff technology training

**REPORTS TO:** Middle School Principals

## **QUALIFICATIONS:**

1. State of Connecticut Teaching Certification
2. Technology teaching experience
3. Master's Degree in Library Sciences or Educational Technology required.
4. Knowledge of a variety of teaching techniques
5. Experience with curriculum development
6. Experience providing technology-based professional development
7. Possess an understanding of how learning theories and instructional methods relate to technology.
8. Experience in instructional design principals
9. Experience with methods for integrating technology into the curriculum including but not limited to *WebQuests, asynchronous and synchronous learning, learning management systems (LMS), Wikis, discussion boards, document sharing, digital portfolios and other forms of assessment.*
10. Strong technology skills in computer programming, educational software, word processing, database, spreadsheet, web development, presentations, digital video and audio editing, image processing and graphics applications.
11. Experience using PCs, Apple, SmartBoards, graphing calculators, peripherals, network hardware, wireless technology etc.
12. Ability to collect and analyze data from a variety of sources and make recommendations.

**TERMS OF EMPLOYMENT:** In accordance with the working agreement between the Southington Board of Education and the Southington Education Association.

**EVALUATION:** Performance to be evaluated annually by the Middle School Principals.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date June 26, 2014

Decision Requested x Agenda Code 10 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** Appointment of Director of Operations

**Summary of Issue:** The Director of Operations position became vacant due to the retirement of Frederick G. Cox Jr., effective June 28, 2014.

**Background:** The Board of Education interviewed candidates for the Director of Operations position on Tuesday, June 24, 2014 at a Special Board of Education meeting held at the Municipal Center.

**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:** To appoint the Director of Operations with a start date and salary to be determined.

*Karen L. Smith*

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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date June 26, 2014

Decision Requested x Agenda Code 10 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** Instructional Management / Assessment Software

**Summary of Issue:** Karen Smith (Interim Superintendent) and Karen Veilleux (Technology Director) presented Pearson Schoolnet Software to the Finance Committee on June 9, 2014. The Finance Committee was supportive of this purchase and recommended it be brought to the entire Board of Education.

**Background:** After research and vendor presentations it was determined the Pearson's Schoolnet would best fit Southington's needs. This will allow Southington Public Schools to store assessment data over time and design our own assessments. This is a specialty software that is only available through Pearson. Additional Information is attached.

**Alternative Strategies:** N/A

**Cost (if applicable):** \$66,172.75 **Funding Source:** Operating Budget (\$37,083)

**Beginning Date of Program or Project:** Summer 2014

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

**Recommendation or Comment:** Move that the Board of Education waive the bidding process to allow purchasing this software through Pearson.

**Title of Attachment(s)**

1. Schoolnet for PowerSchool
2. Pricing for Schoolnet



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



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

# Schoolnet for PowerSchool®

## The assessment and reporting tool for PowerSchool customers

It has never been faster, easier, or more cost-effective for PowerSchool districts to implement a full-featured assessment and reporting system. Schoolnet for PowerSchool delivers time-saving assessment tools that support districts in their transition to Common Core State Standards and prepare for new assessments from Smarter Balanced and PARCC.

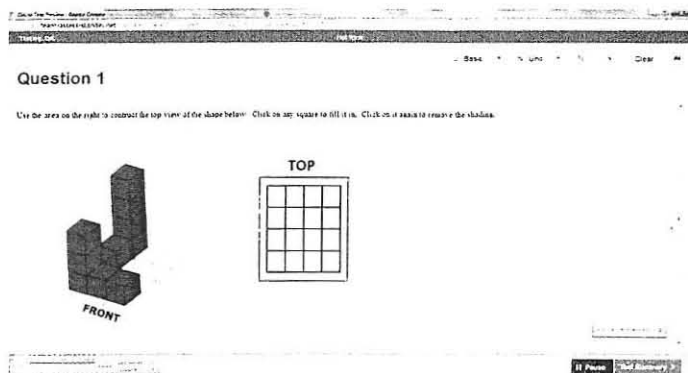
Schoolnet, Pearson's hosted assessment and reporting solution, arrives integrated with PowerSchool, pre-loaded with Pearson's Common Core-aligned test item bank and preconfigured to get districts up and running quickly and efficiently.

Schoolnet for PowerSchool empowers educators to make informed decisions based on immediate access to student assessment data through the following:

### Advanced Assessment Tools

With Schoolnet for PowerSchool, your district can design and deploy a standards-aligned assessment program in a matter of weeks and immediately realize the vision of data-driven instruction. Key benefits include:

- Flexible support for classroom, school and district-wide assessment models.
- An array of test administrations methods including scan forms, plain paper, and online with computers, tablets and student response devices (clickers).
- Build tests with a variety of item types including multiple choice, open response, technology enhanced items (TEI), performance tasks, and more!



Online assessment delivery

### Dashboards and Reporting

Gain insight into student performance with a variety of highly-visual interactive reports and dashboards. Key benefits include:

- Visual data dashboards that provide an engaging at-a-glance view of student data with simple drill down capabilities for richer detail.
- Teacher-focused reports, including item analysis and standards mastery, designed to help educators use formative assessment data to inform classroom instruction.
- Flexible pre-formatted and customized reporting tools for administrators deliver the right information in the right format, including Excel and PDF.

#### Assessment Details

05/01/11 A00\_PreAlg\_318

24 Questions attempted  
18 Items correct (75%)  
70.4% Average student score

#### Comparative Performance



#### Filter students

Filter students

Report	Score	Count	Level
High School (2011)	96.4%	(27/28)	Advanced
High School (2010)	69.3%	(25/36)	Advanced
High School (2009)	69.3%	(25/36)	Advanced
High School (2008)	55.7%	(24/43)	Advanced
High School (2007)	73.6%	(22/30)	Proficient
High School (2006)	73.6%	(22/30)	Proficient

Classroom assessment monitor

# Schoolnet for PowerSchool®

## Standards-Aligned Item Bank

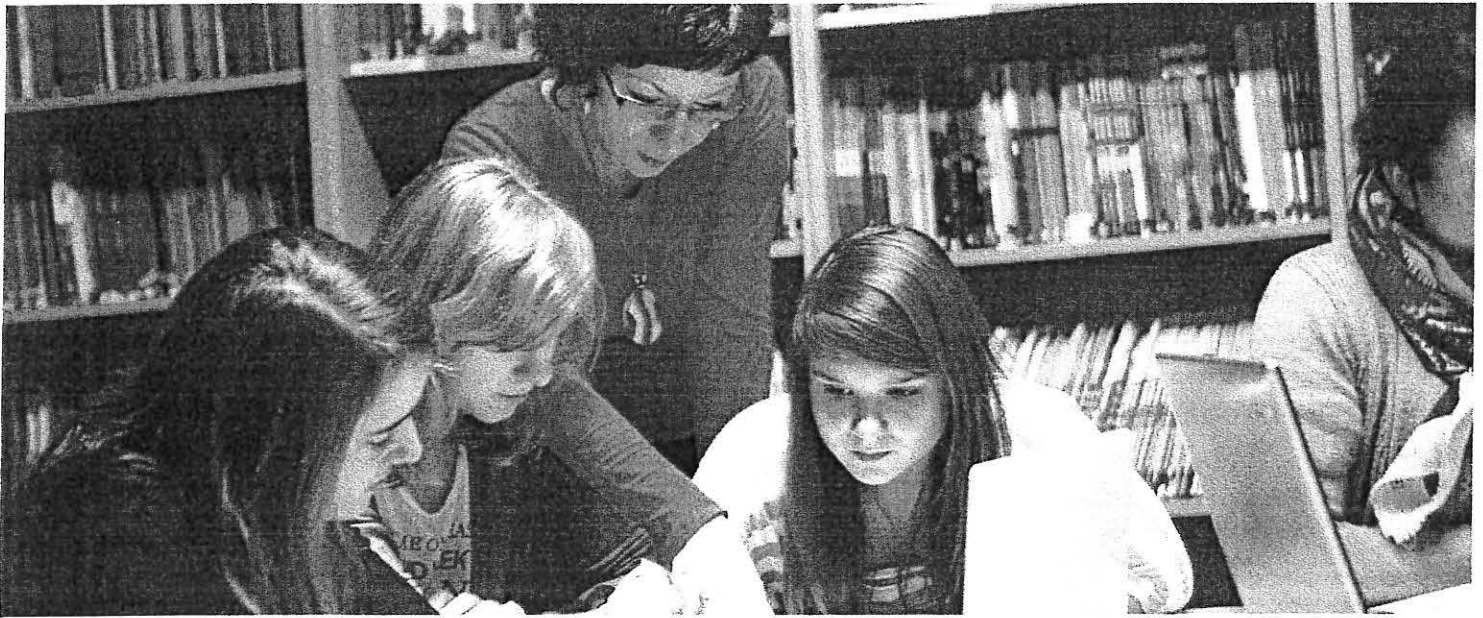
Immediately begin building assessments with Pearson's standards-aligned assessment item bank. Benefits of the Pearson Formative Item Bank include:

- The item bank is included, and comes preloaded so you can create standard-aligned assessments right away.
- Nearly 40,000 high-quality multiple choice and constructed response items aligned to Common Core State Standards and state standards.
- ELA and math items available for grades K-12 and science and social studies for grades 3-12.

## Time-Saving Integration

Leverage your investment in PowerSchool by adding Schoolnet's integrated assessment and reporting capabilities. Enjoy the time-saving benefits of:

- One username and password
- Automated roster synchronization
- Assessment results shared with PowerTeacher Gradebook



“By having access to class trends and specific student strengths and weaknesses, I can more accurately plan for the needs of my students and focus more on those areas where my students are struggling.”

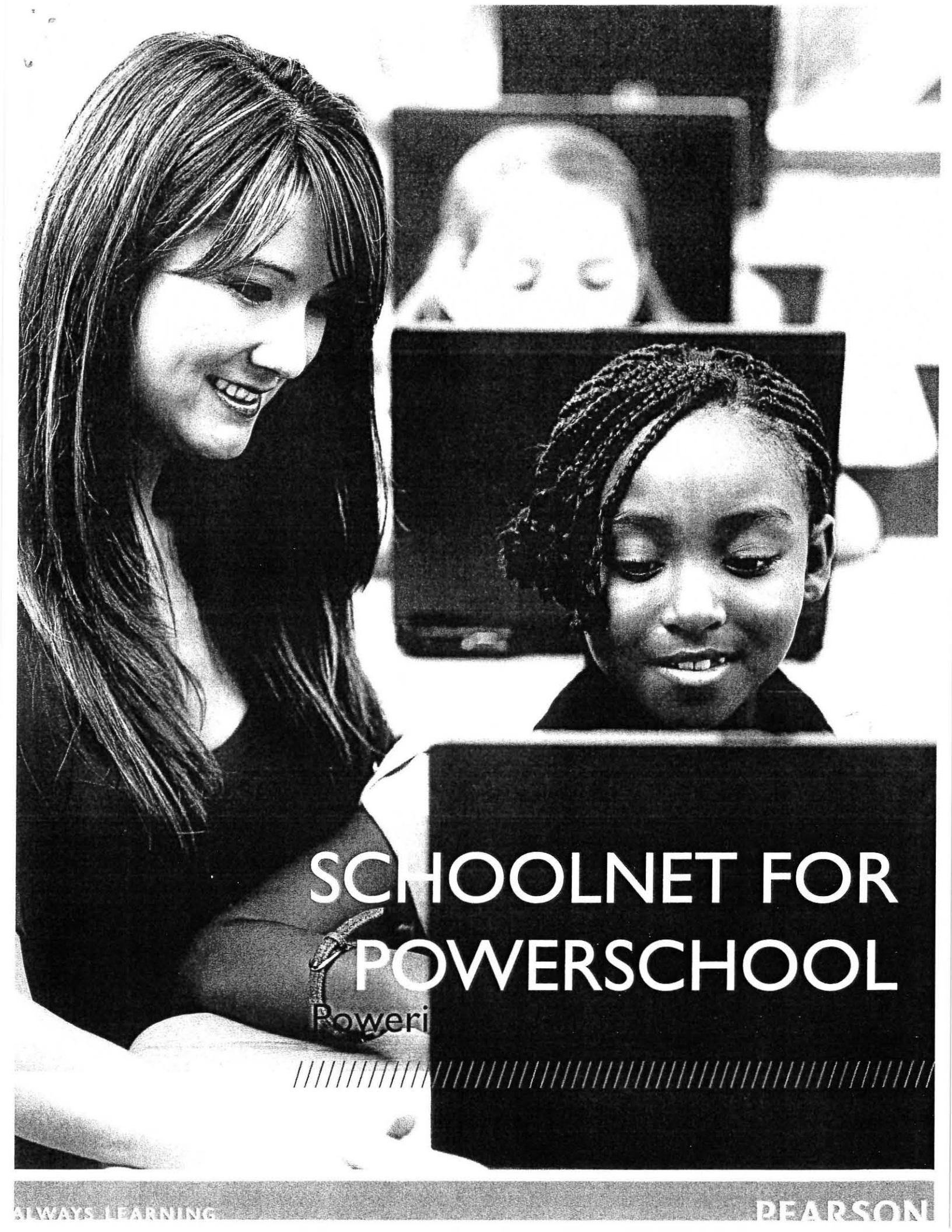
Tori Miller - 6<sup>th</sup> grade teacher  
Harrington Elementary School, Denver Public Schools

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Contact us today to find out how you can extend PowerSchool quickly, simply and affordably.

For more information please visit us at [www.pearsonschools.com](http://www.pearsonschools.com), call 877.873.1550 or email us at [pss\\_sales@pearson.com](mailto:pss_sales@pearson.com).

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# SCHOOLNET FOR POWERSCHOOL

Poweri

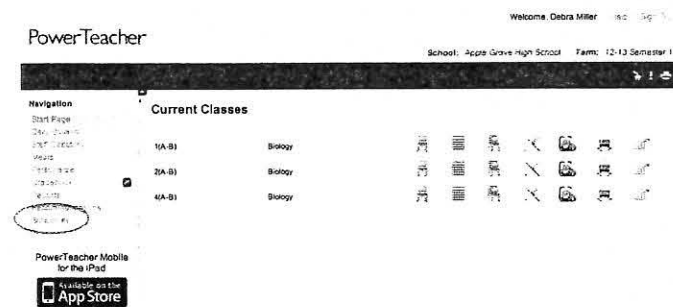




# SCHOOLNET FOR POWERSCHOOL: Powering Classroom Achievement

Schoolnet for PowerSchool enables districts to improve student achievement and drive efficiencies by bringing together all of your programs and initiatives for student information, instruction, assessments, reporting, and analysis into a single, user-friendly solution. Bringing together two award-winning platforms, Schoolnet for PowerSchool offers a turn-key solution for schools and districts who want out-of-the-box, easy to implement tools to improve teaching and learning.

Schoolnet for PowerSchool helps administrators and teachers be more efficient and effective in far less time by providing them with a single system to manage multiple daily activities. With single sign-on, PowerSchool districts can access tools to turn instructional planning, assessment, and analysis into a smooth cycle of continuous improvement.



Single sign-on.

## With Schoolnet for PowerSchool ...

### Administrators can:

- Make informed resource allocation decisions based on timely access to actionable data.
- Create and share a set of district-defined key performance indicators aligned with district goals.
- Identify achievement gaps by district, school, and student groups, and take action to drive improvements.
- Maintain accountability reports to gauge progress toward federal and state goals, such as Adequate Yearly Progress.

### Teachers can:

- Create, search for, recommend, share, and schedule lesson plans with an online lesson planner.
- Create and administer assessments by paper and pencil, online, scanning, and with personal response devices.
- Link lesson plans, digital curricular resources, and assessment items to standards and track student mastery with standards-aligned formative assessments.
- Use instant results data to differentiate classroom instruction.
- Pull up cumulative student profiles to view test history, disciplinary incidents, schedules, programs, and teacher anecdotal notes.
- Share assessment assignments and results automatically with PowerTeacher Gradebook, eliminating the need to enter scores manually.
- Communicate with other teachers and the parent community all from one system.

# Easy Access to Data

## My Dashboard

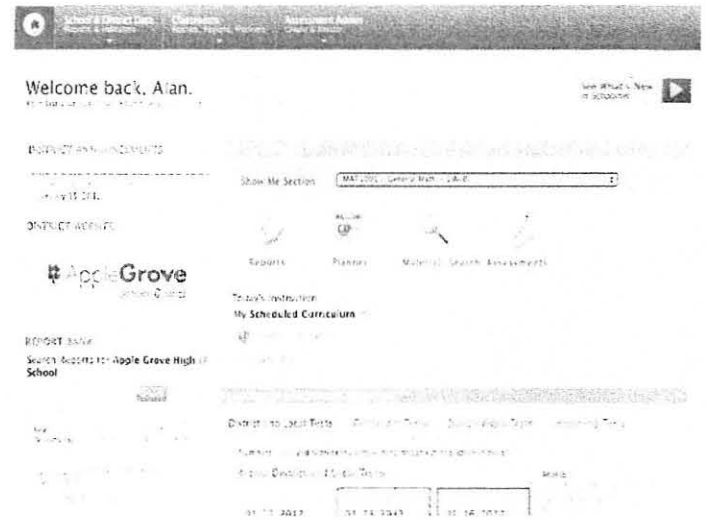
Single sign-on from PowerSchool takes users to a personalized role-based homepage that provides them with quick, one-click access to their most critical data and tasks. All users see role-appropriate calendars, district resources, report banks, district announcements and alerts, as well as links to other key resources such as curriculum and assessment creation tools within the system. The portal relies on application permissions and security settings to ensure that each user can only see the information they are supposed to see. With minimal clicks or via the search feature, easily drill down to the individual student profile level for in-depth student information.

## Student Profiles

Comprehensive student profiles are generated with data from PowerSchool, allowing all users access to a student's cumulative folders in one convenient place online.

### Student profiles include:

- Enrollment and academic record data to track grades over time.
- Test results including state tests, district benchmarks, and classroom tests. Results from Schoolnet assessments are also automatically shared with the PowerTeacher Gradebook and the parent and student portals in PowerSchool.
- Individual item analysis reports for high-stakes tests, as well as the ability to identify standards with which a student may be struggling.
- Attendance and disciplinary data which allows for tracking and pattern identification.
- Teacher anecdotal notes section to track concerns and provide a sharing forum amongst teachers.
- An Individual Learning Plan that puts ownership of learning in the student's hands.



Upon login, users are greeted with a personalized homepage, which provides them easy access to the tools and data they use most, like access to curriculum resources, assessment tools and most recent results, rosters, calendars, and more.



### Student Profile: Kyle P Beason

Apple Grove High School, Grade 12  
Student ID: 32462

Student Overview	Personal Information	Current Enrollment
<p><b>Personal Information</b></p> <p>Guardian or Parent: -                      Address: 2155 North CLEVELAND Avenue Chicago, IL 60614                      Telephone: 916-555-1222                      Date of Birth: 8/18/1994                      Gender: Male                      Ethnicity: NOT Hispanic/Latino                      Race: American Indian or Alaska Native                      Special Education: NA                      Gifted &amp; Talented: NA</p>	<p><b>Current Enrollment</b></p> <p>School: Apple Grove High School                      Grade: 12                      Homeroom: NA                      Enrollment Dates: 08/01 - Present                      Days Enrolled: 231                      Absences: Tardy                      Taking Classes at: Apple Grove High School</p>	

Course, Teacher	Q1	Q2	Q3	Q4	S1	S2	Y1	Currently Enrolled
Apple Grove High School	A-	A				A-		
Apple Grove High School			B-			B-		✓
Apple Grove High School	C-	A	B	A-	C-	B	B-	✓
Apple Grove High School		B-	A-	B	A-	B	B	✓
Apple Grove High School			A	A-		A		✓
Apple Grove High School			B-	A-		B-		✓
Apple Grove High School	C	C+	C	C-	C-	C	C	✓

The student profile allows teachers and administrators to access a student's cumulative folders online in one convenient place. Multiple tabs store a student's personal information, test history, disciplinary incidents, academic record, and more.

**“By having access to class trends and specific student strengths and weaknesses, I can more accurately plan for the needs of my students and focus more on those areas where my students are struggling.”**

— **Tom Miller, Teacher, 6th grade, Harrington Elementary, CO**

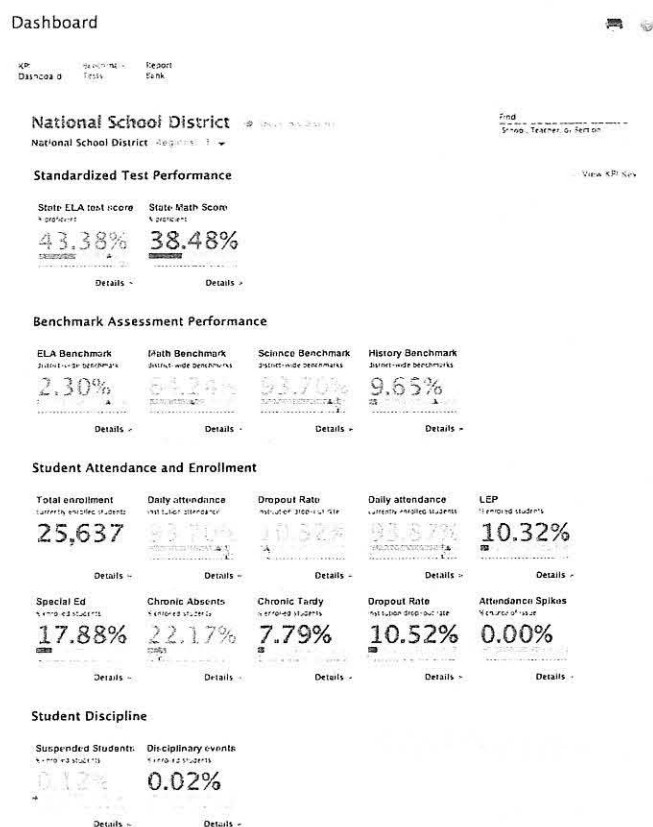


## Reporting and Analysis

Measure Performance and Provide a Clear Path to Achieve School and District Performance Goals

Schoolnet for PowerSchool provides extensive reporting and analysis tools, including interactive Key Performance Indicator (KPI) dashboards that give an at-a-glance view of current performance. KPI dashboards offer the ability to easily drill down from the district and school level to teacher, course, section, and individual student level within just a few clicks. By integrating a variety of data stored in disparate locations into a single intuitive interface, Schoolnet for PowerSchool empowers administrators and teachers to make informed instructional and operational decisions in real time.

Standard reports extend the KPI dashboards to provide education professionals with self-service access to meaningful data. Advanced users with more sophisticated reporting needs can create custom reports and queries with extensive output options to help answer questions and tell stories using data. Leveraging these powerful reporting and analysis features, educators have all of the data, tools, and intelligence they need to identify trends, pinpoint strengths and weaknesses, monitor at-risk students, and make decisions to differentiate instruction.



Key Performance Indicator (KPI) dashboards are quantifiable metrics for gauging performance. These dashboards are configurable to the state, district, or individual school level for educators to view the progress their institution is making towards its goals. For more detailed information, users can drill down into a specific KPI to investigate how teachers or students performed.

## Key Features and Benefits

### Administrators and educators can:

- Use highly visual and interactive data dashboards to chart progress towards performance targets for student achievement, demographics, attendance, enrollment, and disciplinary data in a single interface.
- Utilize a variety of predefined reports that make access to data quick and relevant.
- Identify trends and patterns by analyzing multiple measures of student performance data including standardized tests, benchmark assessments, attendance, discipline, and marking period grade data.
- Create a set of district-defined standardized reporting metrics and performance indicators aligned with district goals to facilitate professional learning community discussions.
- Measure achievement gaps within and across schools with tools that allow data to be disaggregated in a variety of ways including by student subgroup populations.
- Use a variety of teacher and school comparison reports to inform resource allocation, staffing, and professional development needs.
- Create, save, publish, and share dynamic reports to district and school report banks to make report access and generation a simple, one-click process for users across the district.
- Generate dynamic student-level reports with up to 25 columns and unlimited rows of data that easily export to Microsoft Excel for additional analysis or Adobe as a PDF for sharing.

### Student Mastery Groupings

Test: 03-05-11\_M0V\_PreAlg\_Gr8 Teacher: Little, Ramona  
 Test Date: 5/5/2011 Course/Section: PRE-ALGEBRA - Sec-09 Per-3  
 Grade Range: Gr 8 Subject: Mathematics

Standards Set: Common Core Standards  
 Standard: MA.8.1: Number, Number Sense and Operations  
 Skill: MA.8.1.B Identify subsets of the real number system.  
 Subskill: MA.8.1.B.2 Number and Number Systems: Recognize that natural numbers, whole numbers, integers, rational numbers and irrational numbers are subsets of the real number system.

Students by Score Group

Add to Group: [ ] Select a Score Group to add to a Student Group

Score Group	Basic	60-70% Correct
0-100%	1	0
90-100%	0	0
80-90%	0	0
70-80%	0	0
60-70%	0	0
50-60%	0	0
40-50%	0	0
30-40%	0	0
20-30%	0	0
10-20%	0	0
0-10%	0	0

Use standards-aligned assessment results to help teachers target instruction and create individualized interventions.

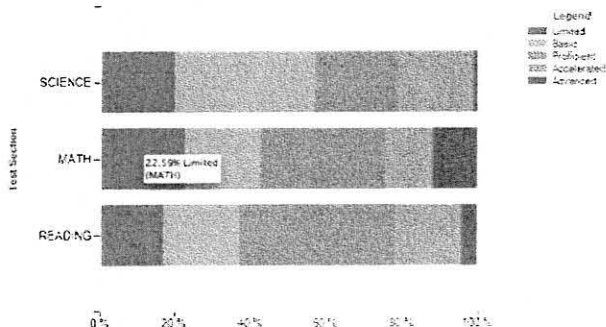
### Multiple Measures Spreadsheet

Results 1-50 of 284

Student Name	Student ID	Gender	Race	Score	Proficient	Advanced
1907732	1907732	Male	Black	25	0	0
294174	294174	Female	White	5	0	0
1049239	1049239	Female	Black	5	0	0
1011013	1011013	Female	Black	1	0	0
1910103	1910103	Female	White	5	0	0
1007472	1007472	Female	Black	27	0	0
1001976	1001976	Female	Black	22.5	0	0
1008007	1008007	Female	Black	18	0	0

Pull up multiple measure reports to analyze student data based on a variety of data points available, and then make informed instructional changes or interventions.

### Standardized Test Performance Report - Single Year State Achievement Assessment : Any Subject/Sections



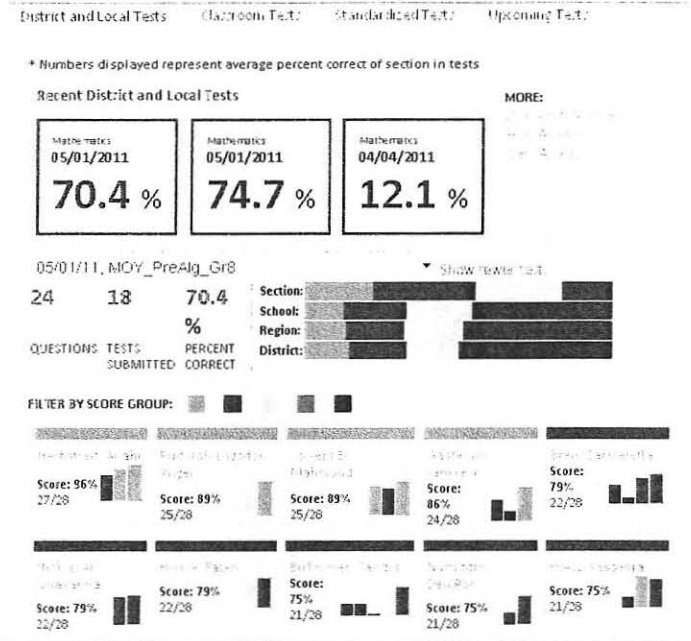
This report analyzes performance on standardized tests which can inform decisions around curriculum alignment, school improvement, allocation of resources, professional development and teaching.

# Assessment Administration Tools

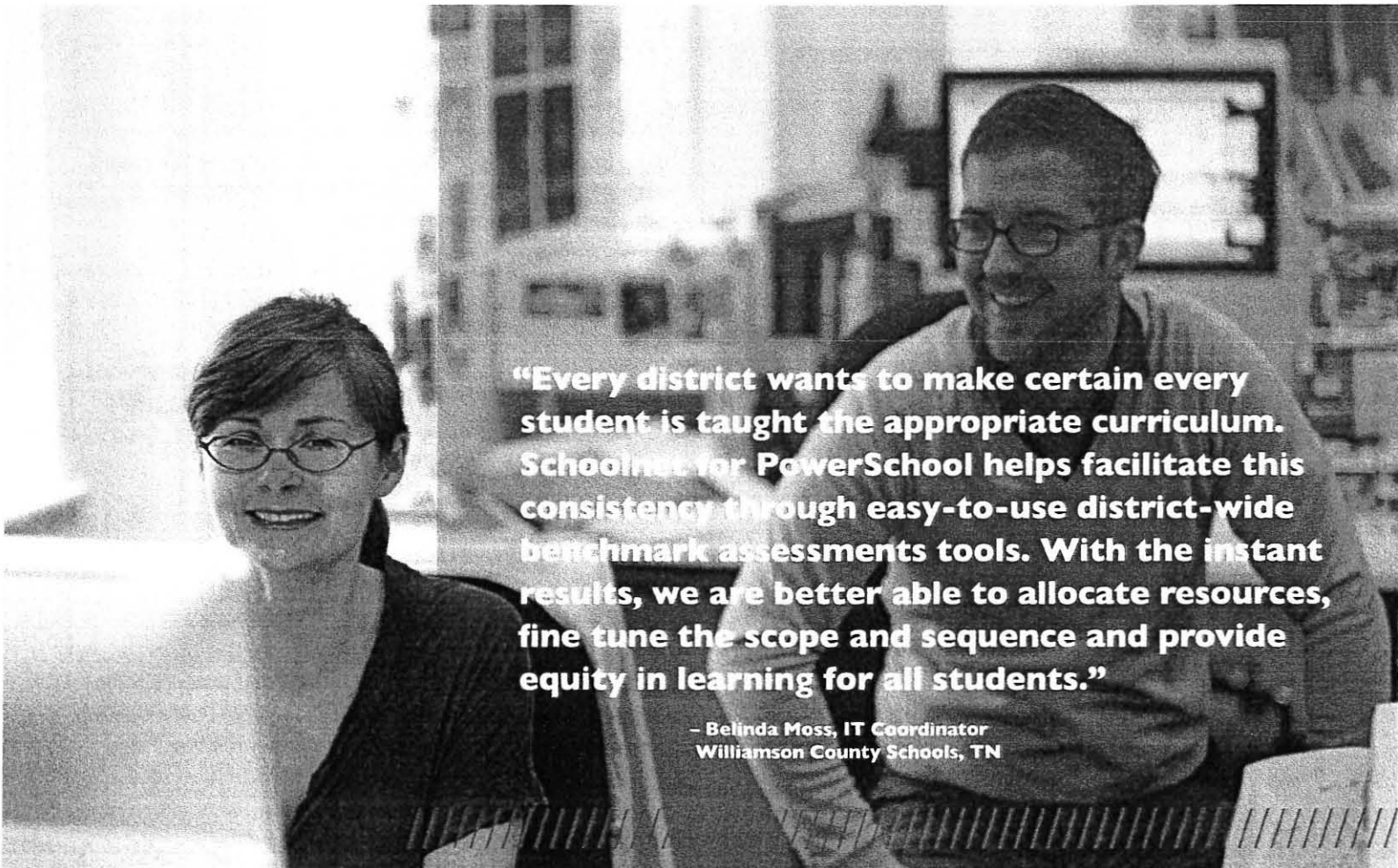
## Implement Assessment Programs, Measure Progress, and Propel Student Performance

Schoolnet for PowerSchool provides benchmarking and formative assessment tools which let districts implement comprehensive assessment programs. Using these tools, educators can create, deploy, and manage a variety of classroom, school, and district-wide assessment initiatives. Powerful reporting and analysis capabilities allow teachers, principals, and administrators to immediately access student assessment results and make real-time adjustments in instruction where needed.

The system provides maximum flexibility for creating and administering assessments using any combination of off-the-shelf scan forms, plain paper, online testing, and/or via personal response devices. Content management tools let you upload existing assessment content from a wide range of vendors, or create new items and tests. Then align items to standards and manage your library over time to continually grow and refine your assessment resources.



The Classroom Assessment Monitor provides a clear view of recent assessment results at login, making it easy to identify students falling behind.



**“Every district wants to make certain every student is taught the appropriate curriculum. Schoolnet for PowerSchool helps facilitate this consistency through easy-to-use district-wide benchmark assessments tools. With the instant results, we are better able to allocate resources, fine tune the scope and sequence and provide equity in learning for all students.”**

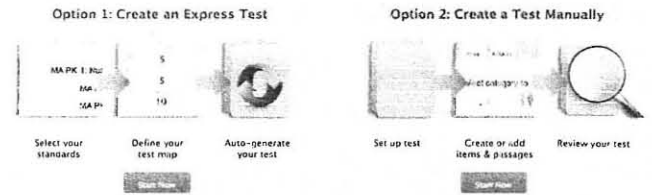
– Belinda Moss, IT Coordinator  
Williamson County Schools, TN

## Key Features and Benefits

Teachers and assessment staff can:

- Utilize items from the test item bank to create tests for the classroom, school, or district level, whether Pearson-provided, district-created, or licensed from a third party.
- Centrally manage all aspects of the assessment process including test and item creation, test scheduling, printing, pre-slugging, scanning, and assessment data collection.
- Administer standards-aligned benchmark assessments either online, using plain-paper, off-the-shelf scan forms, or via supported clicker vendors such as eInstruction®, Promethean®, or Turning Technologies®.
- Send assessment scores to the PowerTeacher Gradebook automatically, eliminating the need to manually enter scores. Assessment results are also shared with the parent and student portals in PowerSchool.
- Create a standards-based assessment in a matter of minutes based on a user-defined assessment blueprint with the Express Test tool.
- Enhance test security through an online test browser that prevents students from accessing other websites during testing and automatic scrambling of questions and answers.
- Capture and score constructed response items submitted online or on paper through an online scoring workflow that can include district rubrics and exemplars to support consistent scoring.
- Access a variety of assessment dashboards and reports to inform instructional planning, improve decision-making, and to identify struggling students for intervention and differentiated instruction.
- Analyze assessment results at the subject, standard, and item levels, disaggregated by school, teacher, section, and student subgroup.
- Change assessment items and test content vendors without making large-scale changes in assessment and reporting technology.

### Create



Instructional staff have the option of building a custom assessment or using an express-test feature to create standards-based assessments on-the-fly by accessing the materials bank.

### Test Detail

The screenshot shows a 'Test Detail' view for a 'Private Draft' test. It lists three items:
 

- Item 1:** Multiple Choice From Item Center. Question: 'The numbers of students who won awards at a math and science competition for the past three years are shown in the table below.' Includes a table titled 'Math and Science Awards' with columns for 'Number Sense', 'Physics', and 'Calculus' and rows for 'Year 1', 'Year 2', and 'Year 3'. Correct Answer: D. Point Value: 1. Standard ID: CCSS.MA.HS.4.NG.06.
- Item 2:** Multiple Choice From Item Center. Question: 'Which element is located in row 2, column 3 of the matrix below?' Includes a matrix:  $\begin{bmatrix} 4 & 13 & 5 \\ 0 & 4 & 1 \\ 7 & 8 & 9 \end{bmatrix}$ . Correct Answer: A. Point Value: 1. Standard ID: CCSS.MA.HS.4.NG.06.
- Item 3:** Multiple Choice From Item Center. Question: 'One cellular phone company charges \$30 for 200 minutes, \$40 for 300 minutes, and \$50 for 400 minutes. A second company charges \$25 for 200 minutes, \$35 for 300 minutes, and \$45 for 400 minutes. Which matrix best models the situation described?' Includes a matrix:  $\begin{bmatrix} A & 30 & 40 & 50 \\ B & 45 & 35 & 25 \end{bmatrix}$ . Correct Answer: B. Point Value: 1. Standard ID: CCSS.MA.HS.4.NG.06.

The Test Detail screen allows educators to review test questions and answers, preview the test, schedule, and view real time data collection status. Other tools for printing tests, usernames and answer sheets are also available.

This block shows the Apple Grove School District logo and a search bar labeled 'Find a Student'.

### Track: Proctor Dashboard

The screenshot shows a 'Proctor Dashboard' for a 'Proving Triangles: Congruent Test (2/1/2012) [9] View Details'. It includes a 'Section Chooser' for 'Course/Section: UFA2000 - French 1 - 3A; 18092'. A table shows test progress for students:
 

Not Started	In Progress	Completed
7	0	15

 Below the table is a 'Student' list and a 'Test Progress (10 questions)' bar chart. On the right, there are links for 'Use Proctor Passwords', 'Answer Sheets', 'Test Booklets', 'Items Analysis', 'Use eInstruction Clickers', and 'Use Promethean Clickers'.

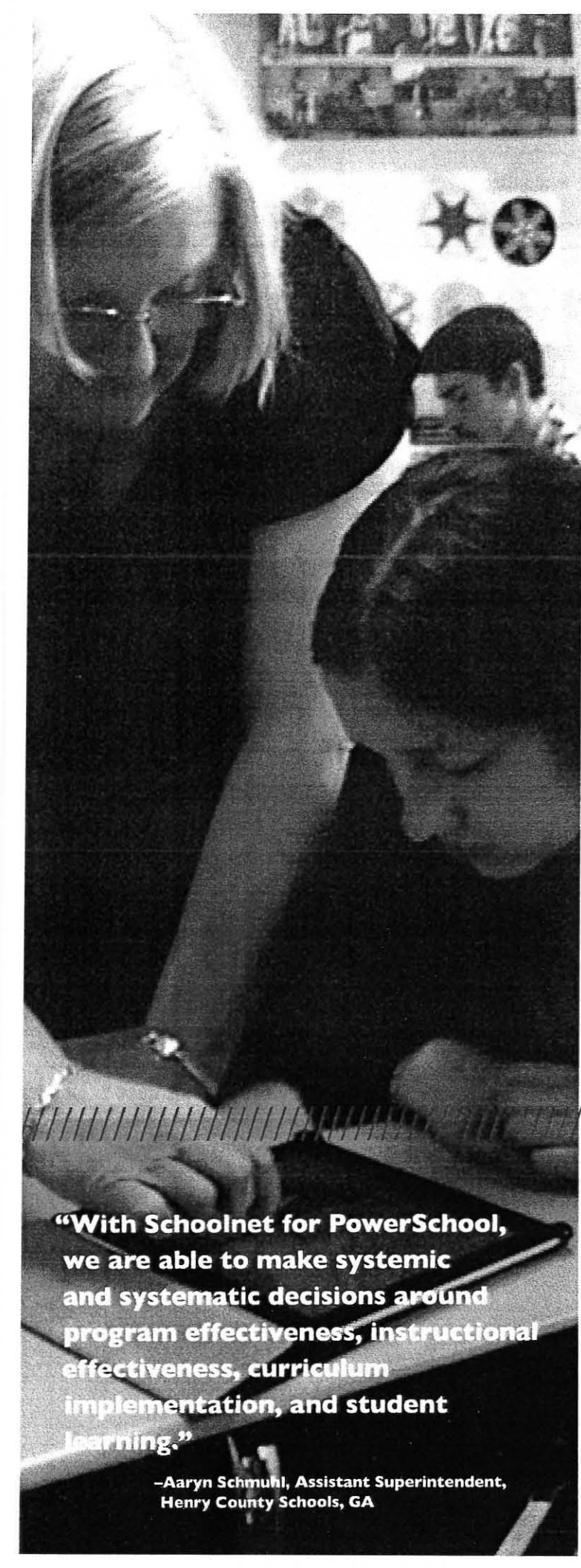
Through the online test browser, teachers have real time access to class progress through the Proctor Dashboard. See scores automatically, as well as which students may be struggling or off task.

# Curriculum and Instruction

## Align Curriculum, Instruction, and Data to Enhance Instructional Practice

Schoolnet for PowerSchool provides a set of teacher tools that support planning and delivering instruction in the classroom. Upon login, instantly view student assessment data, class rosters, scheduled lesson plans and comprehensive student profiles—all from the teacher's desktop. Teachers can track class and student progress with formative and summative assessment data, and then easily group students to apply differentiated instruction based on particular areas of need.

Districts can also capture district-wide best practices through shared banks of teacher, school, and district-approved lesson plans, instructional units, resources, and assessments. Teachers can use the central knowledge bank to access instructional resources to help supplement their classroom practice, and even use lesson plans to automatically generate fully-aligned assessments.



**“With Schoolnet for PowerSchool, we are able to make systemic and systematic decisions around program effectiveness, instructional effectiveness, curriculum implementation, and student learning.”**

**—Aaryn Schmuhi, Assistant Superintendent, Henry County Schools, GA**



Welcome, Peggy | Log Out | My Account | User Profile

Find a Student

School & District Data | Classrooms | Assessments Admin

### Search Results

Algebra

Refine Your Search

Subject: English Language Arts and Reading (2) | Mathematics (3) | More Subjects

Grade: All (1) | AC (2) | 05 (1) | 06 (2) | 07 (3) | 08 (1) | 09 (1) | 10 (1) | 11 (3) | 12 (1)

Institution: District Serves (1) | Region (5) | My School (1) | My Materials (1)

Materials (43) | Standards (24)

AP (4) | Instructional Units (2) | Lesson Plans (3) | Assessments (0) | Resources (0)

Sort by: Title | Results 1 - 10 of 43

- Algebra I | Subject: Mathematics | Grade Level: 08-09 | Understanding Algebraic Factoring
- Algebra I One Pacing Guide | Subject: Mathematics | Grade Level: 09-12 | Quarter by Quarter aligned standards
- Algebra I One Pacing Guide | Subject: Mathematics | Grade Level: 09-12 | Quarter by Quarter guide for aligned standards to be taught
- Analysis of Frost's poem The Road Not Taken | Subject: English Language Arts and Reading | Grade Level: 09 | Poetry - analysis

Teachers can easily search for existing materials or create their own standards-based lesson plans, instructional units, resources, and assessments.



# Additional Schoolnet for PowerSchool Options

## Content Offerings

With Schoolnet for PowerSchool, you have the flexibility to import third party, district-created, or Pearson-developed content for your educators to access any time from anywhere. Build a robust resource bank of assessment and instructional items, as well as resources for professional development with the NWEA Item Bank, the Pearson Formative Item Bank, the Pearson PD Library and more. Pearson can also deliver your system already populated with great content to get you going even faster.

## Intervention

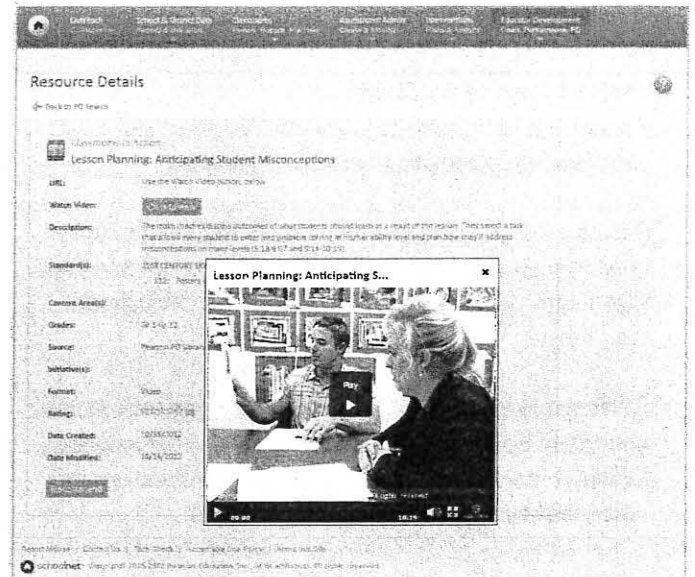
Intervention tools allows educators to evaluate the needs of students, identify those who are struggling, and create targeted intervention plans for individuals and groups. Leveraging the wealth of information available in Schoolnet for PowerSchool, districts can easily design and implement consistent evidence-based Response to Intervention (RTI) processes and then document and evaluate the impact of their strategies with reports and dashboards.

## Professional Development

The Schoolnet Professional Development Planner enables districts to manage multiple aspects of professional development (PD) directly from Schoolnet for PowerSchool. Districts can create and manage an online catalog of all PD activities with logistics tools for scheduling, facilitation, enrollment, notifications, and approvals for external PD credits, including those from online Learning Management Systems. Teachers can create and manage their own standards-based personal goals, and districts can use the robust set of reporting tools to support analysis of the district's overall PD success.

## Collaboration

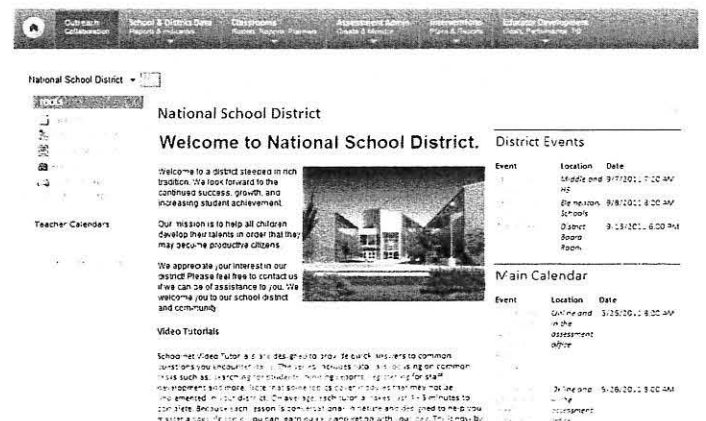
Schoolnet for PowerSchool's Outreach is a web-based communication and collaboration component that provides districts with a single, unified presence to disseminate information. Outreach's easy-to-use content management tools allow schools and individual teachers to easily develop and maintain web pages without support from district technical resources. Outreach provides a venue for disclosure of day-to-day school news, calendars, announcements, and class materials, as well as providing districts and teachers with a venue for sharing best practices and general collaboration.



A professional development video from the Pearson PD Library.

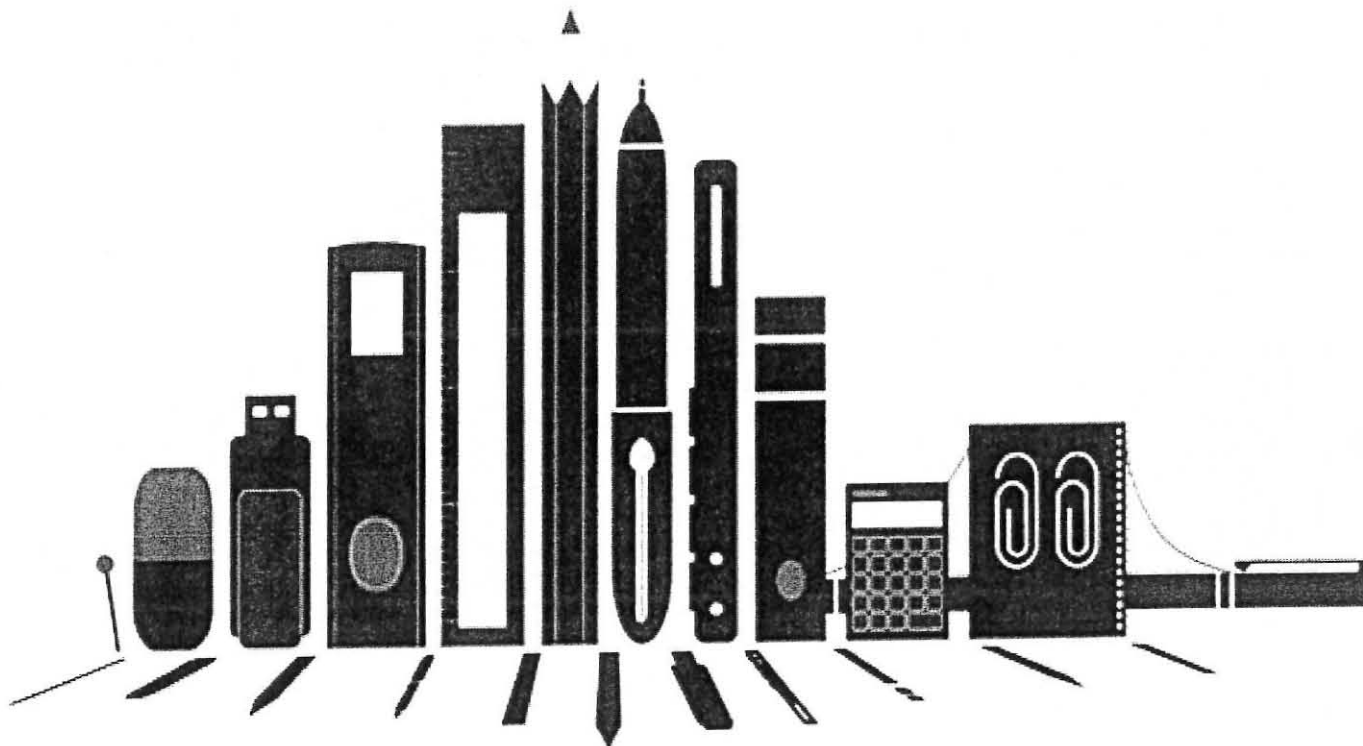


A personalized professional development profile in Schoolnet for PowerSchool's PD Planner.



Customizable forums to collaborate in Schoolnet for PowerSchool's Outreach.

Southington Public Schools - Schoolnet for PowerSchool  
For  
Southington Public Schools



Pearson—Helping You Transform Learning

06/09/2014

Prepared By:

John-Paul Ramin

AGM

M:2035646636

W:2036227269

[john-paul.ramin@pearson.com](mailto:john-paul.ramin@pearson.com)

Ms. Karen Veilleux  
TECHNOLOGY DIRECTOR

06/09/2014

Dear Ms. Karen Veilleux:

Pearson is pleased to provide our recommendations in support of your exciting initiative to transform instruction and learning to equip students with the skills they will need in a global economy. We share that goal and applaud your efforts to enhance innovation and learning.

Pearson is committed to helping educators and administrators prepare a diverse range of students for college and careers. We understand the complexity of this goal and have the capacity and breadth of expertise to be an excellent initiative collaborator in this effort. We appreciate the opportunity to show you what we can do for your students, and hope to be able to contribute to your success. We look forward to discussing next steps and answering any questions you have regarding our recommendations.

Sincerely,  
John-Paul Ramin

**John-Paul Ramin**  
AGM

M:2035646636

W:2036227269

[john-paul.ramin@pearson.com](mailto:john-paul.ramin@pearson.com)



# Executive Summary

## Pearson—Transforming Learning

Today's world of education is one we never could have envisioned even a few short years ago. The transformation to models that are digital, mobile, and always accessible is gaining momentum. The need for students to adapt and compete in a global economy with new skills, technological savvy, and critical and collaborative thinking is escalating. But there's so much more we can do to help bridge the gap to a future that helps people succeed in whichever path they choose. Our goal is to reach the millions of students who don't have the chance to go to school, the many more who fall behind or drop out, and the adults who need additional skills to evolve in the workplace and get more out of life.

As the market leader in educational services in North America, we offer solutions in all subjects, for every age and level of student, from pre K–12 through higher education and professional life.

The true promise of personalized learning for every student can be achieved through the integration of powerful instructional resources, improved assessments and student data, effective school and educator improvement services, and a seamless technology platform where all of these resources come alive. From print materials to blended curriculum to completely digital and virtual courseware, Pearson provides content for a variety of devices to meet your teaching needs, technology requirements, and budgets.



We also provide premier consultative and professional development assistance to give teachers, leaders, and schools help in jumpstarting students' passion and drive for lifelong learning and success. Our highly integrated technology foundation can deliver instruction, assessment, services, and simplified classroom management to support new ways of teaching and learning.

## Our Priorities for Education At All Levels

We also provide premier consultative and professional development assistance to give teachers, leaders, and schools help in jumpstarting students' passion and drive for lifelong learning and success. Our highly integrated technology foundation can deliver instruction, assessment, services, and simplified classroom management to support new ways of teaching and learning.

- **Learning for Lifelong Success.** Current high school graduates will be expected to do 20 different skilled jobs over their lifetime. We must help young people prepare for success in higher education and the workforce and provide them with the flexible training and the tools they will need to teach themselves new skills. And we must help equip those already working who need additional training to enhance or change their careers. From school to college to careers and beyond, Pearson is focused on lifelong learning so that everyone can succeed, no matter the path they choose.

- **Results that Matter.** We work with our partners to solve customers' issues and then aim to define ourselves by how effective we are and by the impact we make. We do that by investing heavily in instructional design and by testing and measuring how effective our products and services are for people. Only then do we promise that we can help

deliver strong outcomes

- **The Power of Data.** The world's reliance on all kinds of digital devices creates a torrent of data. We're already collecting, analyzing, and applying it to make better services and to change the way we offer education and information. And because access to students' educational data should be instantaneous, we can initiate immediate, targeted remediation. The potential is there for this data to improve schools, teachers, and education across the board, and is a key element in the way we will work to personalize learning for all.



- **Everywhere Learning.** Much of what we learn in our lives we don't learn in school. That "informal" part of our education is significant, but is generally disorganized and unsystematic. To really help people learn, we have to meet them where they are: in a book, a newspaper, a mobile device, a course at the community center, online, on a trip...anywhere. We are looking for different ways of reaching beyond the school building to give immediate, 24/7 access to content, and open up learning to everyone, everywhere.

## Pearson's Financial Stability

Pearson has a history of investing and providing innovative pre-K–12 educational tools to help schools improve teaching and learning, while working with schools and districts to maximize investments in existing infrastructure. With 2012 sales of £2.658 billion, the North American education business is the biggest single part of Pearson plc, a public company based in London and listed on the London and New York stock exchanges (NYSE: PSO). The last five years of financial reports are available at

<http://www.pearson.com/investors/financial-information/financial-highlights/five-year-record.html>.

## Our Commitments to Southington Public Schools

Pearson has the capacity, innovation, personalization, program team strength, and financial stability to meet Southington Public Schools's deliverables for this program. We are committed to providing the necessary resources and services to achieve Southington Public Schools's objectives and deliver quality instructional materials throughout this adoption cycle. Your success will be our success, achieved by working closely together, employing the best people, and using the best processes the industry has to offer.

No other education organization has Pearson's experience, market presence, range of top quality products, and long history of providing high-quality products and services. Backed by this powerful combination of resources, Pearson will be there in the future to help maintain your investment and assist with your needs.

Working with educational partners like Southington Public Schools, Pearson helps build brighter futures through education. We believe in the power of learning to transform lives and prepare this generation of students for new challenges, opportunities, and a world as promising as their potential.

# Schoolnet for PowerSchool

Schoolnet for PowerSchool enables districts to improve student achievement and drive efficiencies by bringing together all of your programs and initiatives for student information, instruction, assessments, reporting, and analysis into a single, user-friendly solution.

Schoolnet for PowerSchool includes a robust assessment platform, Pearson's Common Core State Standards (CCSS)-aligned item bank, interactive data dashboards, and instructional tools for teachers. This system weaves together assessment and data for instructional improvement, is integrated with PowerSchool for streamlined implementation, and saves time by consolidating all assessment related data and activities into a single easy-to-use system for parents, students, educators, and administrators.

## What You Can Do With Schoolnet for PowerSchool

Schoolnet for PowerSchool provides numerous tools to enhance educators' ability to deliver, assess, diagnose, and differentiate instruction. Schoolnet for PowerSchool provides the following:

- The ability to easily create, deploy, and analyze outcomes from CCSS- and/or standards-aligned assessments in real time to make informed instructional decisions
- Support for interactive assessment types, virtual tools, performance tasks, and more, making Schoolnet for PowerSchool a perfect support for upcoming PARCC and SBAC assessments
- Instructionally-focused and standards-aligned interactive reporting that allows educators to quickly understand the data to aid in differentiated and personalized instruction
- A bundled CCSS-aligned item bank—the Pearson Item Bank makes it possible to begin building and administering formative assessments on day one
- A single roster—rosters in PowerSchool are automatically synchronized to Schoolnet
- Assessment results in Schoolnet that are automatically synchronized to the PowerTeacher GB in real time as assignments
- A single login for administrators, educators, parents, and students to access both Schoolnet and PowerSchool
- Parent and student access to all assessment information from within the PowerSchool portal
- Access to a single Pearson account team for all training, support, and services assistance
- The ability to leverage existing technology in the deployment of assessment programs including tablets, laptops, scanners and student response systems (clickers) to save money and extend prior investments



Ms. Karen Veilleux  
 TECHNOLOGY DIRECTOR  
 Southington Public Schools  
 200 N Main St  
 Southington, CT 06489-2524  
 United States

Quote Number: 675  
 Quote Creation Date: 06-09-2014  
 Quote Expiration Date: 08-08-2014

Price Quote Summary - Southington Public Schools - Schoolnet for PowerSchool

Description	Quantity	UOM	Term	Unit Price	Discount	Extended Price
<b>Schoolnet for PowerSchool (SN4PS)</b>						
<b>License</b>						
Pearson Formative Item Bank - Schoolnet for PowerSchool	6,771	MO	12	\$0.08	\$3,385.50	\$3,385.50
Schoolnet for PowerSchool Subscription Licenses	6,771	MO	12	\$0.42	\$1,692.76	\$32,162.51
Schoolnet Distance Learning - Schoolnet for PowerSchool	1	MO	12	\$208.33	\$0.00	\$2,500.00
Schoolnet for PowerSchool Annual Client Services	50	MO	12	\$15.62	\$0.00	\$9,375.00
<b>License SubTotal</b>						<b>\$ 47,423.01</b>
<b>Training</b>						
Schoolnet for PowerSchool Loadit Workshop - Remote	1	EA	1	\$1,500.00	\$0.00	\$1,500.00
Schoolnet for PowerSchool Training for Transformation (Four 1/2 Days) - Remote	1	EA	1	\$3,000.00	\$0.00	\$3,000.00
<b>Training SubTotal</b>						<b>\$ 4,500.00</b>
<b>Implementation</b>						
Schoolnet For PowerSchool Implementation	1	EA	1	\$14,250.00	\$0.00	\$14,250.00
<b>Implementation SubTotal</b>						<b>\$ 14,250.00</b>
<b>Schoolnet for PowerSchool (SN4PS) Subtotal</b>						<b>\$ 66,173.01</b>
<b>TOTAL :</b>						<b>\$ 66,173.01</b>
<b>Optional Section</b>						

Description	Quantity	UOM	Term	Unit Price	Discount	Extended Price
Schoolnet For PowerSchool Training - Onsite	5	DAY		\$1,900.00	\$0.00	\$9,500.00

## Addendum

Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

This is a price quotation for the customer's convenience only, and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors.

Pearson's standard terms are net 30 days unless otherwise specified.

All pricing is in US Dollars unless otherwise specified.

Annual subscriptions and/or maintenance and support charges automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing [customerservice@pearson.com](mailto:customerservice@pearson.com).

Fees for any renewals of product or support/maintenance subscriptions beyond the period covered by this pricing proposal will be at Pearson's then-current rates and, for products for which such fees are based on student count, the customer's then-current enrollment. All such renewal fees are due at the commencement of the new subscription period.

Implementation services provided by Pearson will be delivered to the customer based on established Pearson processes and billing procedures or through a Custom Scope of Work establishing milestones and/or billing schedule agreed upon by the customer. Changes, requested by the customer, to the original Scope of Work may result in additional costs.

This proposal does not include costs associated with shipping and handling unless otherwise specified. All applicable shipping and handling costs will be invoiced per Pearson's established policy.

Travel related expenses associated with On-Site Training and Services are included in the listed price unless otherwise specified.

All pricing in this quotation is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax-exempt, evidence of such tax exemption must be provided.

Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at time of invoicing may be more or less. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided.

Certain Pearson products may have minimum requirements related to licensing, services, and/or pricing that are reflected in the attached quotation.

The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

Please submit a copy of this quotation, the District/School Purchase Order, and any other required documentation by FAX to (800) 213-7470 or send via email to [salesoperations@pearson.com](mailto:salesoperations@pearson.com).

## Pearson SchoolNet Solution

### Year 1

**2014-15**

SchoolNet	4.75 per student	\$ 32,162.25
Pearson Item Test Bank Client Services (required year 1)	0.5 per student	\$ 3,385.50
Implementation & Training		\$ 9,375.00
		\$ 21,250.00
<b>Total</b>		<b>\$ 66,172.75</b>
Optional:		
NWEA Item Test Bank	3.17 per student	\$ 21,464.07

### Year 2

**2015-16**

SchoolNet	4.75 per student	\$ 32,162.25
NWEA Item Test Bank	3.17 per student	\$ 21,464.07
<b>Total</b>		<b>\$ 53,626.32</b>
Optional:		
Pearson Item Test Bank Client Services	1 per student	\$ 6,771.00
		\$ 9,375.00

**.BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date June 26, 2012

Decision Requested X Agenda Code 10 g

**AGENDA REPORTING FORM**

**Agenda Topic:** Obsolete Textbooks

**Summary of Issue:** With the adoption of more current textbooks, it is necessary to dispose of miscellaneous, outdated textbooks from Southington Schools. The district is currently working with a vendor from Follett who will be sending a representative to each school with a truck to pick up the books that are approved for disposal. Follett then brings the books to their warehouse and they determine which books can be used/purchased. Following their review, they will send us a list of the books and, if applicable, a check for those that they are purchasing. Books that they cannot resell, they will donate to schools in need.

**Background:** According to Board of Education policy #3260, the Board may authorize the disbursement or disposal of outdated textbooks that are no longer useful to the educational program.

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** June 2014

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

**Recommendation or Comment:** The Board approves the disposal of the outdated textbooks presented by the school administration as submitted.

**Titles of Attachments:**

1. Obsolete Textbook Listing

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

*Karen L. Smith*  
\_\_\_\_\_  
*Signature of Interim Superintendent of Schools*

**SOUTHINGTON HIGH SCHOOL**

<b>Subject</b>	<b>Grade</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>#</b>
Politics/Gov	11/12	American Government	Prentice Hall	2000	35
US History	11	History of the Civil War to Present	McDougal	1997	1
World History	10	World History Connections	Prentice Hall	2001	1
Math	11/12	Pre-Calculus w/ Limits	DC Heath	1995	2
Math	11/12	Pre-Calculus - Study and Solutions	Houghton Mifflin	2001	5
Math	12	Elementary & Intermediate Algebra	Houghton Mifflin	1998	6
Math	9/10	Practical Mathematics	Holt/Rinehart	1993	2
Math	9/10	Cord Bridges to Algebra	Globe Fearon	2000	2
Math	9/10	Cord Algebra	Globe Fearon	1998	3
Math	9	Math Connections	It's About Time	1998	2
Math	12	Intro to the Practice of Statistics	WH Freeman	1999	1
English	12	England in Literature America Reads (7th ed)	Scott Foresman	1985	16
English	10	Adventures in Appreciation (Heritage ed)	Harcourt Brace Jovanich	1980	170
English	9	Adventures in Reading (Pegasus ed)	Harcourt Brace Jovanich	1989	53
English	11	Literature and Language	McDougal Littell	1992	198
English	11/12	Creative Speaking	National Textbook	1981	17
English	11	The American Anthology	Globe Book	1992	66
English	11	Effective Speech	Glencoe Publishing	1988	70
English	9-12	Collegiate Dictionaries	Merriam-Webster	2005	363

**DEPAOLO MIDDLE SCHOOL**

<b>Subject</b>	<b>Grade</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>#</b>
Literacy	6-8	...And Now Miguel	Joseph Krumgold	1953	10
Literacy	6-8	Acid Rain	Blashfield	1991	12
Literacy	6-8	Active Reader's practice Book	Holt/Rinehart	2000	32
Literacy	6-8	Advanced Dictionary	Scott Foresman	1988	31
Literacy	6-8	Adventures of Tom Sawyer	Retold by Mark Twain	1990	20
Literacy	6-8	Adventures of Tom Sawyer	Mark Twain	1992	51
Literacy	6-8	America Street	Pearson Books	1993	50
Literacy	6-8	American heritage School dict.	Houghton Mifflin	1972	6
Literacy	6-8	American Literature	Globe Fearon	20005	6
Literacy	6-8	Banner in the Sku	Ullman	1954	12
Literacy	6-8	Black Voices	Abraham Chapman	2001	25
Literacy	6-8	Clement Isaac	Close Up Publishing	2005	25
Literacy	6-8	Comp Models & Exercises	Desmond J. Junan	1971	24
Literacy	6-8	Dictionary	Scott Foresman	1985	6
Literacy	6-8	Dictionary Intermediate	Houghton Mifflin	1986	30
Literacy	6-8	Elements of Lit - Editions 6-8	Holt/Rinehart	2000	362
Literacy	6-8	English Comp & Grammar	Warriners	1986	66
Literacy	6-8	English Workshop	Holt/Rinehart	1995	13
Literacy	6-8	Focus on Teading	Merrill	1991	22
Literacy	6-8	Forseman Adv. Dictionary	Thorndike/Barnhard	1983	3
Literacy	6-8	Holt Reader Literature	Holt	2003	4
Literacy	6-8	Illustrated World Encyclopedia	Bobley Publishing	1969-72	33
Literacy	6-8	Intro to Literature	Holt/Rinehart	1989	3
Literacy	6-8	Johnny Tremain	Forbes	1987	6
Literacy	6-8	Language of literature	Littell	2000	17
Literacy	6-8	Lillies of the Field	William E. Baret	1962	30
Literacy	6-8	Merr/Webster Intermed. Thes.	Mirriam Webster	2004	24
Literacy	6-8	Merriam Webster Advanced Dict.	Scott Foresman	98-07	45
Literacy	6-8	Middle School Handbook	Holt/Rinehart	1995	43
Literacy	6-8	My Brother Sam is Dead	Collier & Collier	1974	23
Literacy	6-8	Oil Spills	Blashfield	1991	12
Literacy	6-8	Points of View	Elwood	1975	5
Literacy	6-8	Rally Essentials Skills	Howard Berrent	2004-05	200
Literacy	6-8	Rally Reading	Abby Zerintz	2006	25
Literacy	6-8	Real Stories Book 1	Katz Chakeres bromberg	1969	7
Literacy	6-8	Reality Central	Pearson	2010	6
Literacy	6-8	Rogets II The New Thesaurus	Houghton/Mifflin	1961	43
Literacy	6-8	Scott Foresman Dictionary	Thurdike/Bombart	1983	16
Literacy	6-8	Shane	Jack Schaefer	1949	54
Literacy	6-8	Standardized test Prep.	Holt/Rinehart	2000	15
Literacy	6-8	The Holt Reader	Holt	2003	14
Literacy	6-8	The Secret Garden	Frances Hodgson	1987	85
Literacy	6-8	Thorndike Barnhart Dict.	Scott Foresman	1947	18
Literacy	6-8	Treasure Island	Stevenson	85-92	24
Literacy	6-8	True Confessions of Charlott Doyle	Holt/Rinehart	1994	86

**DEPAOLO MIDDLE SCHOOL (CONTINUED)**

<b>Subject</b>	<b>Grade</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>#</b>
Literacy	6-8	Vistas Reading Lit	McDougal/Little	1989	5
Literacy	6-8	Vanishing Forests	Challard	1991	13
Literacy	6-8	Watsons go to Birmingham	Christopher Paul Curtis	1997	36
Literacy	6-8	When the Legends Die	Borland	1963	14
Literacy	6-8	Wonders & Winners	Scott Foresman	1985	13
Literacy	6-8	World of Language	Silver Burdett	1993	3
Literacy	6-8	Write Source 2000	Sebranek	1999	15
Literacy	6-8	Zeely	Virginia Hamilton	1967	14
Science	6-8	Cells	Prentice Hall	1997	40
Science	6-8	Cells Heredity Classification	HRW	2005	48
Science	6-8	Dymanic Earth	Prentice Hall	1997	193
Science	6-8	Earth's Changing Surface	HRW	2005	260
Science	6-8	Ecology	Prentice Hall	1997	10
Science	6-8	Electricity & Magnetism	Prentice Hall	1997	73
Science	6-8	Exploring Earth's Weather	Prentice Hall	1997	135
Science	6-8	General Science	Fearon	1990	33
Science	6-8	Glencoe Physical Science	McLaughlin & Tomson	1995	190
Science	6-8	Heredity: Code of Life	Prentice Hall	1997	122
Science	6-8	Human Body Systems & Health	HRW	2005	73
Science	6-8	Intro to Matter	HRW	2007	50
Science	6-8	Matter	Addison and Wesley	1997	7
Science	6-8	Parade of Life	Prentice Hall	1997	40
Science	6-8	Physical Science	Glencoe	1987	88
Science	6-8	Physical Science	Glencoe	1997	25
Science	6-8	Science Insights	Addison and Wesley	2001	130
Science	6-8	Weather & Climate	HRW	2005	265
WL	6-8	New College French English		1988	42
WL	6-8	World Languages	Scribner	1993	5

**KENNEDY MIDDLE SCHOOL**

<b>Subject</b>	<b>Grade</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>#</b>
Science	6-8	Cells	Prentice Hall	1997	47
Science	6-8	Cells Heredity Classification	HRW	2005	52
Science	6-8	Dymanic Earth	Prentice Hall	1997	218
Science	6-8	Earth's Changing Surface	HRW	2005	307
Science	6-8	Ecology	Prentice Hall	1997	17
Science	6-8	Electricity & Magnetism	Prentice Hall	1997	100
Science	6-8	ExploringLiving Things	Addison and Wesley	1996	165
Science	6-8	Heredity: Code of Life	Prentice Hall	1997	140
Science	6-8	Human Body Systems & Health	HRW	2005	81
Science	6-8	Intro to Matter	HRW	2005	69
Science	6-8	Matter	Addison and Wesley	1997	12
Science	6-8	Parade of Life	Prentice Hall	1997	45
Science	6-8	Physical Science	Glencoe	1997	39
Science	6-8	Weather & Climate	HRW	2005	343
ELA	6	Elements of Literature	Holt	2003	127
ELA	7	Elements of Literature	Holt	2003	29
ELA	8	Elements of Literature	Holt	2003	140
ELA	8	Elements of Lit Work book	Holt	2003	17
ELA	7	AfterShock	Jamestown	1995	15
ELA	6	Chills	Jamestown	1995	8
ELA	8	Encounters	Jamestown	1995	12
ELA	7	Sudden Twist	Jamestown	1995	9
ELA	7	Shock	Jamestown	1995	12
ELA	6	Surprises	Jamestown	1995	11
ELA	6	More Chills	Jamestown	1995	17
ELA	6	World of Language	Silver Berdett Ginn	1996	46
ELA	8-Jun	English Composition and Gram	Harcourt Brace	1986	71
ELA	8-Jun	Enjoying Literature	Glencoe	1988	13
ELA	8-Jun	Introducing Literature	Glencoe		3

**STRONG AND THALBERG ELEMENTARY SCHOOLS**

<b>Subject</b>	<b>Grade</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>	<b>#</b>
Science	Elem	Various Planets	William Morrow & Co	1987	6
Science	Elem	The World Almanac	Funk & Wagnalss	1995	1
Science	Elem	Fun With Physics	National Geographic	1986	1
Science	Elem	Pluto	Capstone Press	2000	1
Science	Elem	Stars & Planets	Barnes & Noble Pub.	2005	1
Science	Elem	The Moon	Rand McNally & Co	1985	1
Science	Elem	Various Planet Books	Various Publishers	1982-	
Science	Elem	Various Planet Books	Various Publishers	1999	37
ELA	Elem	The Babysitters Club Series	Scholastic	87-91	43
Reading	Elem	Rewards	Houghton/Mifflin	1998	33
Reading	Elem	Horizons	Houghton/Mifflin	1998	30
Social Studies	Elem	Our Country	Silver Burdett & Ginn	1991	55