

Southington Board of Education Meeting

Thursday, August 14, 2014 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. 6:30 p.m. Executive Session to Discuss AFSCME Negotiations and Personnel
3. Celebration of Excellence ~ 7:15 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes of July 10, 2014
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
8. Superintendent's Report
 - a. Personnel Report
9. Committee Reports
 - a. Policy & Personnel Committee Meeting ~ July 23, 2014
10. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Administrator Evaluation Plan Update
 - d. Teacher Evaluation Plan Update
11. New Business
 - a. Superintendent's 2013-2014 Annual Report
 - b. Opening of School Dates 2014-2015
 - c. Staff Update 2014-2015
 - d. ED-099 Agreement for Child Nutrition Programs
 - e. Class Size Report
12. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

JULY 10, 2014

The regular meeting of the Southington Board of Education was held on Thursday, July 10, 2014 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

The meeting was called to order by Mrs. Terri Carmody, Vice Chairperson, at 7:00 p.m.

Board members present: Mr. David Derynoski, Mrs. Patricia Johnson (*arrived at 7:02 p.m.*), Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mr. Zaya Oshana, and Mrs. Terri Carmody. Board members absent: Mrs. Colleen Clark, Mr. Brian Goralski.

Administration present: Mrs. Karen Smith, Interim Superintendent, Mrs. Kim Hunt, Personnel Manager (*left at 7:02 p.m.; returned to Executive Session at 7:23 p.m.*), and Mrs. Karen Veilleux, Technology Director (*arrived at 7:03 p.m.; left at 7:10 p.m.*).

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Personnel Matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS PERSONNEL MATTERS ~ 7:00 p.m.

The Board went into Executive Session at 7:00 p.m.

Mrs. Carmody declared a recess of the Executive Session at 7:30 p.m. and the Board reconvened to public session.

3. RECONVENE MEETING ~ REGULAR SESSION ~ 7:30 P.M.

The regular session was reconvened at 7:35 p.m. by Vice Chairperson, Mrs. Terri Carmody.

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

Present from the administration: Mrs. Karen Smith, Interim Superintendent, Mrs. Sherri DiNello, Director of Business and Finance, and Mr. Peter Romano, Director of Operations.

There were approximately 8 people in the audience.

4. PLEDGE OF ALLEGIANCE

The audience recited the Pledge of Allegiance led by Mr. Romano.

5. APPROVAL OF MINUTES ~ June 26, 2014

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

“Move to approve the regular Board of Education minutes of June 26, 2014, as revised.”

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

Motion carried 6 – 0 with one abstention.

6. COMMUNICATIONS

a. Communications from Audience

Arthur Cyr, 103 Berlin Avenue, commented on the Stop and Shop Free Money Program for schools that he promoted several years ago to the school district. He pointed out that in 2012 the Southington Public Schools received a total of \$9,225; last year they received \$14,240 and this year the total to the various schools was \$17,504. Mr. Cyr noted that two years ago DePaolo Middle School received \$498 and last year \$1,030. He commented that DePaolo has overtaken all the PTOs with a total of \$3,859. He requested that the PTOs at each school and the principals, through their school newsletters, market this program so all the schools can receive this free money. His goal is for the school district to receive \$20,000. Mrs. Carmody thanked Mr. Cyr for all his efforts. Mrs. Smith stated that she will suggest to Mr. Connellan, the new Superintendent, that he invites Mr. Cyr to the first parent leadership meeting this school year to share this information with parent leaders so they can carry the message to their schools.

b. Communications from Board Members and Administration

Communication from the Board Members:

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

“Move to move up Agenda Item 9.a. ‘Field Trip Approval’ to Agenda Item 6.c.”

Motion carried unanimously by voice vote 7 – 0.

Mrs. Johnson stated that the CIAC had posted the 2014 Senior Scholar-Athletes for the state. She announced that representing Southington High School was Sarah Mongillo who played Girls' Basketball, and Alex Queen, who played Boys' Soccer and Basketball.

Communication from Administration:

Mrs. Smith congratulated Mr. Peter Romano for a great beginning the past two weeks as the new Director of Operations and becoming acclimated with the job with the help of Mr. Cox giving him a tour of the entire district.

Mrs. Smith reported on the following:

1. Concussion Information and Update:

Mrs. Smith explained that she invited Mr. Eric Swallow, Athletic Director, to give a brief overview on concussions and keeping the student athletes safe. Mr. Swallow distributed a handout (*Attachment #1*) on the Southington High School Athletic Concussion Education Plan and Consent Form, Student and Parent 2014-2015. He explained that the state of Connecticut and the CIAC has taken a strong initiative to go beyond coaching education and looking at student-athlete education as well as parent education regarding concussions. He noted that head injuries were becoming more prevalent and there is the need for greater awareness. The state legislature has mandated that by the academic calendar year 2015-2016 that every student-athlete and their parent, as part of their medical eligibility, will have to read and sign a "Concussion Education Signs and Symptoms" form. Mr. Swallow explained what the form entailed.

Mr. Swallow noted that in 2010 the Connecticut Legislature passed a law requiring concussion management education for all coaches. He noted that, in order for a student-athlete to play a sport, they must submit three documents which are a Medical Emergency and Sports Participation Permission form (completed by the parent), the Student and Parent Concussion Education Plan and Consent form (signed by both parent and student), and the State of Connecticut Department of Education Health Assessment Record (completed by the physician). These documents will be implemented in the fall of 2014. Mr. Swallow and two athletic trainers have taken certification classes for this and will be attending individual team parent meetings to explain the new law and the forms. He noted that a couple of years ago Mrs. Queen took the initiative and instituted a meeting for parents for an educational plan on concussions, which was not mandatory at that time; however, the attendance was low.

Mrs. Carmody questioned if football helmet safety has improved. Mr. Swallow replied that the technology that has gone into the football helmets has improved substantially. He noted that Southington has replaced 80 to 100 helmets in the last three years. Mr. Swallow pointed out that a level of concussion could happen when the brain is reverberated against the skull. Even with the helmets, a concussion can occur at all different stages and variables, and that is why they are implementing greater parent awareness.

Mrs. Queen thanked Mr. Swallow for his leadership and work, and noted that he has been ahead of the curve around this important topic.

Mrs. Lombardi questioned if this would be addressed at the middle schools. Mr. Swallow replied that middle school athletes will be mandated to complete the form and that there will be a meeting at that level to implement this as well.

Mrs. Johnson questioned if the pre-season meetings were for students and parents. Mr. Swallow replied that his office mandates that every coach must have a parent meeting prior to the start of the season. It is an orientation to the specific sport. Mrs. Johnson asked if Mr. Swallow and the trainers would be able to talk to other athletic groups in town. Mr. Swallow replied that the other athletic groups are not under his jurisdiction. He knew that the Southington Youth Football Leagues have their own concussion education program for coaches.

2. Summer School:

Mrs. Smith gave an update on the Summer School program, and noted that this summer there are fewer students attending the high school and middle school Summer School due to lost credits. She noted that was a cause to celebrate; however, it was that program that was paying for the Elementary Summer School Enrichment Programs. There are 50 children who have signed up for elementary school enrichment programming at Hatton School this summer. Mrs. Smith explained that the Board would receive a full Summer School report from Mr. Dave DeStefano, Summer School Director, in early fall. She noted that the ultimate goal was to diminish the high school / middle school numbers and increase elementary numbers. She felt that "teaming" resulted in the fewer ninth graders attending Summer School. The last Summer School Enrichment program begins in August for one week and will be held at Strong School. It is called, "Camp Invention." There are 85 students who have signed up for this science enrichment program.

3. Hiring Update:

Mrs. Smith reported that the Personnel Office has been very busy. The Board of Education would be discussing elementary enrollment at their August 14 meeting. Mrs. Smith distributed a hand-out (*Attachment #2*) of the current elementary school enrollment projections as of July 10 and pointed out that they are getting daily updates. Mrs. Smith noted that the lightning rods on the hand-out were the "hot spots" and the three starred areas were the enrollments above the guideline. These numbers can change throughout the summer. This is informational and no action is required at this point in time.

Mrs. Johnson questioned how the number of Open Choice students affected the hot spots at the schools that accepted them. Mrs. Smith responded that there were no additional Open Choice children included in the current numbers. Children who were originally Open Choice, and are remaining in the schools, are already included in the numbers because they are considered students at those schools. No newly accepted Open Choice students are included in the numbers.

Mrs. Johnson questioned the number of high school students not taking the summer classes. She was interested in seeing if there are repeat customers at the beginning of the school year, children who should have taken summer classes and did not, and whether their needs might be addressed. It could be that these children did not have the funds to attend. Mrs. Smith stated that she would provide that information to the Board. Mrs. Queen noted that the Southington High School Cares program has helped

some students this summer with the cost of Summer School. Mrs. DiNello added that Community Services also helps with assistance when needed.

c. Field Trip Approval (*Moved from Agenda Item 9.a.*)

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

“Move that the Board of Education approves the field trips for the Southington High School Wrestling Team to attend the tournament in Lowell, Massachusetts and Plaistow, New Hampshire during the 2014-2015 school year.”

Mrs. Queen thought that it was wonderful that the team was attending this tournament. She thanked the coach for giving the student-athletes additional opportunities to compete, especially, since it was the coach’s vacation time.

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

Motion carried unanimously 7 – 0.

7. REPORT OF THE INTERIM SUPERINTENDENT

a. Personnel Report

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

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

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

Motion carried unanimously 7 – 0.

8. OLD BUSINESS

a. Town Government Communications

There were no communications at this time.

b. Construction Update

Mrs. Smith invited Mrs. Karen Veilleux, Technology Director, to the podium to discuss the middle school Technology Plan.

Mrs. Veilleux thanked her team including Technology Consultant for Fletcher Thompson, Mark D’Agostino, for their help in putting the final proposal together for the FF&E Technology phase for both DePaolo and Kennedy Middle Schools. The final proposal consists of audio-visual (AV) classroom technology and interactive projectors with Whiteboards, which is different than the Smartboards, and is a newer technology. It also includes servers, wireless

infrastructure, video distribution system, desktop computers for offices, student computers, digital music, AV auditorium projector and sound system, and additional printers and scanners for the Unified Arts areas. She noted that it is over-budget right now and that they will have to make cut from this list once the final bids come in. Mrs. Veilleux noted that it was important to include everything that was needed now and to get it to the state tomorrow for approval. Items will be cut when the final bid prices come in. She noted that the document required two motions by the Board, one for each school.

Mrs. Johnson stated that it was a monumental report that the committee put together. She noted that at Kennedy Middle School they are looking for 58 projectors with the mount for the audio-visual system classroom technology. She questioned if there were screens involved with the projectors. Mrs. Veilleux replied that they would be projected onto Whiteboards, which is part of the construction bid. Mrs. Johnson noted that on the DePaolo proposal there was no classroom technology section. Mrs. Veilleux stated that DePaolo and Kennedy Middle Schools should be exactly the same, and that there was a page missing from the information given to them by the architects. It will be included within the document going to the state. The dollars are exactly the same for both projects.

Mrs. Johnson noted that, on page 14, the digital music lab at Kennedy did not have 14 computers for the students to use. Mrs. Veilleux replied that the computers were separate under the student computers page.

Mrs. Johnson noted that the auditoriums had a projector and not a screen. Mrs. Veilleux replied that it was already included in the construction document, and there are pieces of technology that were done as part of the projects and part of the construction bid.

Mrs. Lombardi felt that the timing of this Technology Plan came out of nowhere. Mrs. Veilleux replied that there was a very short timeframe to do this. The middle school principals, technology team, and Mrs. Veilleux met the week before school ended to put everything together and contact vendors. She felt that the short timeframe was due to the turnover at the state level and because there was only one person reviewing projects at the state, which would extend the timeframe.

Mrs. Lombardi asked if they received input from the various department chairs at the schools. She noted that some software was built into the plan, and asked if the licenses would be included in the operating expenses for the school district budget going forward. Mrs. Lombardi noted that the Whiteboards would require training of the teachers and asked who would be doing the training and where in the budget would that support be coming from. Mrs. Veilleux replied that the state would not pay for software unless it is pre-installed on the computer. The computers that the Technology Education Department requested were added and will run CAD. As far as future costs or ongoing costs, it would have to be added to the operating budget for 2015-2016. Mrs. Veilleux stated that teacher training will be needed; however, the vendor will do the initial training and then the technology staff will hold afterschool workshops.

Mrs. Queen felt that it was important for the minutes and the public to know that the Whiteboard end result would be similar to the Smartboard, but a different form of technology. Mrs. Veilleux stated that this particular model was new; however, the technology has been out for more than one year. It will act like a Smartboard, but would be less expensive technology. Mrs. Queen added that the Board held off putting Smartboards into the middle schools because

of the renovation project, which would put them in the position to purchase the latest technology available. Mrs. Veilleux added that it is not that the Smartboards are outdated; it is because it is a different technology that functions very similarly.

Mr. Derynoski noted the delay in putting this plan together and thought that it was very unfair of the Building Committee to put the burden on Mrs. Veilleux to put this plan together with such short notice. He wanted to know from the Building Committee members why there was short notice. Mrs. Notar-Francesco interjected that no one from the Building Committee was present at the meeting and that in fairness he should hold his comments until someone was here to respond. Mr. Derynoski stated that he would ask that question at the next Board meeting when a representative from the committee will be present. He noted that the amount that was approved in the Technology FF&E Plan actually exceeded the budget by a considerable amount. Mrs. Veilleux replied that was correct; however, before purchase orders are cut, they are all going back to the Building Committee to stay under the original budget figure. Mr. Derynoski pointed out that they were asking approval from the state to spend more money (than they plan on spending) for items, which they may not be buying. Mrs. Veilleux replied that it was important to include everything and get it to the state for approval at this time. If it was not in the Technology FF&E Plan, then they could not buy it.

Mr. Derynoski asked if this plan exceeded the Educational Specifications that the Board approved. Mrs. Veilleux replied that it was possible in some areas, but in other areas they actually cut back because of curriculum changes.

Mrs. Lombardi noted that in the Vision 20/20 they talked about interactive teleconferencing and having programs between the schools. She asked if the hardware in the Technology Plan has that capability between the two middle schools and if the broadband is large enough to expand the WiFi if needed. Mrs. Veilleux replied that the video distribution system would allow them to do that between the two middle schools and in the internal building. They are finishing the upgrade of the bandwidth between the schools.

Mr. Oshana noted that the amount of almost \$832,000 is above what was originally planned and asked who will make the decision on how that \$832,000 is removed. Mrs. Veilleux replied that it would come from the input of the middle school administration and the technology department. These recommendations, similar to value engineering, will be brought back to the Building Committee. They will present the Building Committee with the amount that was originally budgeted.

a. JFK Technology Plan

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

“Move to approve the Technology FF&E as was approved by the Middle School Building Committee in the amount of \$1,531,045 for John F. Kennedy Middle School.”

Mr. Derynoski asked what the purpose of the motion was. Mrs. Carmody replied that the vote is to approve this motion to send the Technology FF&E Plan, as presented to the Board and approved by the Building Committee at their meeting on Tuesday, to the state, which has to be delivered by Friday, July 11, 2014. Mr. Derynoski did not understand why the Board has to approve this since this was a Building Committee project. He noted that the Board has already

approved the Educational Specifications and other facets of the construction. Mrs. Veilleux replied that the state requires Board of Education approval in addition to the Building Committee.

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

Motion carried unanimously 7 – 0.

b. JAD Technology Plan

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

“Move to approve the Technology FF&E as was approved by the Middle School Building Committee in the amount of \$1,531,045 for Joseph A. DePaolo Middle School.”

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

Motion carried unanimously 7 – 0.

c. Administrator Evaluation Plan Update

d. Teacher Evaluation Plan Update

Mrs. Smith stated that at the August 14 Board of Education meeting a vote would be needed for both the Administrator and Teacher Evaluation Plans that are being revised for implementation in the 2014-2015 school year. The committees are working through July to tweak the new guidelines. Mrs. Carmody asked if there were many changes. Mrs. Smith replied that there were some smaller changes, but when added up together, they are significant.

e. Obsolete Textbooks

MOTION: by Mrs. Lombardi, seconded by Mrs. Queen:

“Move to approve the disposal of the outdated textbooks presented by the school administration, as submitted.”

Mrs. Johnson found it hard to believe that 363 college dictionaries are obsolete that were printed in 2005 for Grades 9 through 12. Mrs. Smith replied that the information came directly from the sources, and it was hard to track down a few people in the summer, but they were able to get as much information as possible. The school district has the dictionaries and can sell them or keep them; however, they are not being used. Mrs. Carmody noted that was because the students are using computers and not the dictionaries. Mrs. Lombardi felt that the space to store 363 dictionaries was costing the school district money. She was a proponent that, if they are not using them, then they should be recycled and given to students who can use it. Mrs. Johnson appreciated the rationale that was added to the obsolete book list. Mrs. Notar-Francesco asked what the school district would do with all the obsolete textbooks. Mrs. Smith replied that once the Board of Education makes the motion to approve this list, there are two or three vendors that come in and look to purchase the books that can be sold. The monies that are received go into the town coffers. Some books can be repaired; however, many of the books cannot be repaired.

For the books that could not be sold, there are a variety of resources available to donate the books to. There are third world countries that would receive them through the churches and community services.

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

Motion carried unanimously 7 – 0.

9. NEW BUSINESS

a. Field Trip Approval (*Moved to Agenda Item 6.c.*)

b. Full Day Kindergarten Update

Mrs. Smith stated that in early fall they are going to survey the teachers, which is currently the missing data. She is reviewing end of year evaluations and collecting evidence that was shared by Kindergarten teachers in their end-of-year meetings regarding their experiences this year and what they would like to do for next year. There were 191 parents who responded to the survey, which will be offered again next year. There were seven or eight parents who were interested in a half-day program for next year; however, the school district would need a minimum of 13 students to offer the half-day program. As of now, they will not be offering a half-day program. It could change if there is an influx of parents who are interested in half-day.

Mr. Derynoski thought that this was great information and very positive across the board; however, he would be very interested in knowing what is going to happen at the end of next year, which would give the Board a trend of what to expect in the future. He would like to see tracking these first year full-day Kindergarteners into first grade to see what kind of improvements they had and to see the impact as they progress through the grades. He thought it would be interesting to see how the other towns that also implemented full-day Kindergarten are documenting the progression. Mrs. Smith stated that she would survey the surrounding communities. Mrs. Smith noted that other communities that are looking to implement the program have called her for her input. Mrs. Smith stated that they would be focusing on curriculum revisions for Grade 1 next year based on the impact. It is the focus of our district-wide elementary literacy specialist, Mrs. Chapman, who this year spent a lot of time in Kindergarten.

Mrs. Notar-Francesco hoped that administration would take a hard look at the parent comment pages because there was some very important information for the Board. It seemed like one parent thought that homework was a little excessive and another parent liked that the only homework was reading. She questioned if some schools did things differently. It seemed to her that the common thread was that better parent communication needed to happen. Mrs. Smith stated that she was working on consistency in parent communication.

Mrs. Queen noted that some parents question whether or not their child is ready for Kindergarten and asked if the district recommends to parents to repeat Kindergarten the following year. Mrs. Smith replied that they do.

The regular Board of Education meeting ended at 8:35 p.m.

The Board returned to Executive Session at 8:50 p.m. following the regular meeting.

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

Administration present: Karen Smith.

Mrs. Carmody, Vice Chairperson, declared the Executive Session ended at 9:35 p.m. and the Board returned to public session.

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

"Move to add 'Contract Modifications for the Director of Technology' to the agenda."

Motion carried unanimously by voice vote.

9. c. Contract Modifications for the Director of Technology

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

"Move to amend the current contract for the Director of Technology to add five (5) days to her work year, utilizing the base salary of \$98,750 as the basis for adjustment, and removing Section II.C. from the current contract."

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

Motion carried unanimously 7 – 0.

10. ADJOURNMENT

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

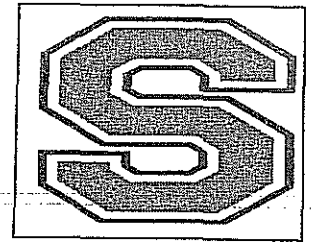
"Move to adjourn."

Motion carried unanimously on voice vote.

The Board adjourned at 9:39 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary



**SOUTHINGTON HIGH SCHOOL
ATHLETIC CONCUSSION EDUCATION
PLAN AND CONSENT FORM
STUDENT AND PARENT
2014-15**

NOTE: A new form is required to be read, signed, dated and kept on file by their associated school district annually to comply with Public Act No. 14—66 AN ACT CONCERNING STUDENT ATHLETES AND CONCUSSIONS.

A concussion is the immediate and transient alteration of neurological function in the brain caused by mechanical acceleration and deceleration forces.

Part I – SIGNS AND SYMPTOMS OF A CONCUSSION

- A concussion should be suspected if any one or more of the following signs or symptoms are present, OR if the coach/evaluator is unsure.

1. Signs of a concussion may include (what the athlete looks like):

- Confusion/disorientation/irritability
- Trouble resting/getting comfortable
- Lack of concentration
- Slow response/drowsiness
- Incoherent/ slurred speech
- Slow/clumsy movements
- Loss of consciousness
- Amnesia/memory problems
- Act silly/combative/aggressive
- Repeatedly ask same questions
- Dazed appearance
- Restless/irritable
- Constant attempts to return to play
- Constant motion
- Disproportionate/inappropriate reactions
- Balance problems

2. Symptoms of a concussion may include (what the athlete reports):

- Headache or dizziness
- Nausea or vomiting
- Blurred or double vision
- Oversensitivity to sound/light/touch
- Ringing in ears
- Feeling foggy or groggy

Note: Public Act No. 14-66 requires that a coach MUST immediately remove a student- athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following a suspected blow to the head or body, or (B) is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred. **Upon removal of the athlete a qualified school employee must notify the parent or legal guardian within 24 hours that the student athletes has exhibited the signs and symptoms of a concussion.**

Part II – RETURN TO PARTICIPATION (RTP)

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Connecticut Law now requires that no athlete may resume participation until they have received written medical clearance from a licensed health care professional (Physician, Physician Assistant, Advanced Practice Registered Nurse, Athletic Trainer) trained in the evaluation and management of concussions.

Concussion management requirements:

1. No athlete SHALL return to participation (RTP) on the same day of concussion.
2. Any loss of consciousness, vomiting or seizures the athlete MUST be immediately transported to the hospital.
3. Close observation of an athlete MUST continue following a concussion. This should be monitored for an appropriate amount of time following the injury to ensure that there is no escalation of symptoms.
4. Any athlete with signs or symptoms related to a concussion MUST be evaluated from a licensed health care professional (Physician, Physicians Assistant, Advanced Practice Registered Nurse, Athletic Trainer) trained in the evaluation and management of concussions.
5. The athlete MUST obtain an initial written clearance from one of the licensed health care professionals mentioned above directing them into a well defined RTP stepped protocol similar to one outlined below. If at any time signs or symptoms should return during the RTP progression the athlete should cease activity .
6. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions) , final written medical clearance is required by one of the licensed health care professionals mentioned above for them to fully return to unrestricted participation in practices and competitions.

Medical Clearance RTP protocol (Recommended one full day between steps)²

Rehabilitation stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Complete physical and cognitive rest until asymptomatic. School may need to be modified.	Recovery
2. Light aerobic activity	Walking, swimming or stationary cycling keeping intensity <70% of maximal exertion; no resistance training	Increase Heart Rate
3. Sport Specific Exercise	Skating drills in ice hockey, running drills in soccer; no head impact activities	Add Movement
4. Non-contact Training drills	Progression to more complex training drills, ie. passing drills in football and ice hockey; may start progressive resistance training	Exercise, coordination and cognitive load
5. Full Contact Practice	Following final medical clearance, participate in normal training activities	Restore confidence and assess functional skills by coaching staff

If at any time signs or symptoms should worsen during the RTP progression the athlete should stop activity that day. If the athlete's symptoms are gone the next day, s/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and don't resolve, the athlete should be referred back to their medical provider

Part III - HEAD INJURIES

– Injuries to the head includes:

- Concussions: (See above information). There are several head injuries associated with concussions which can be severe in nature including:
 - a) Second impact Syndrome - Athletes who sustain a concussion, and return to play prior to being recovered from the concussion, are also at risk for Second Impact Syndrome (SIS), a rare but life-altering condition that can result in rapid brain swelling, permanent brain damage or death; and
 - b) Post Concussion Syndrome - A group of physical, cognitive, and emotional problems that can persist for weeks, months, or indefinitely after a concussion.
- Scalp Injury: Most head injuries only damage the scalp (a cut, scrape, bruise or swelling)... Big lumps (bruises) can occur with minor injuries because there is a large blood supply to the scalp. For the same reason, small cuts on the head may bleed a lot. Bruises on the forehead sometimes cause black eyes 1 to 3 days later because the blood spreads downward by gravity;
- Skull Fracture: Only 1% to 2% of children with head injuries will get a skull fracture. Usually there are no other symptoms except for a headache at the site where the head was hit. Most skull fractures occur without any injury to the brain and they heal easily;
- Brain Injuries are rare but are recognized by the presence of the following symptoms:
(1) difficult to awaken, or keep awake or (2) confused thinking and talking, or (3) slurred speech, or (4) weakness of arms or legs or (5) unsteady walking" (American Academy of Pediatrics – Healthychildren, 2010) .

I have read and understand this document the "Student/Parent - Concussion Education Plan & Consent Form" and understand the severities associated with concussions and the need for immediate treatment of such injuries.

Student name: _____ Date _____ Signature _____

(Print Name)

Parent name: _____ Date _____ Signature _____

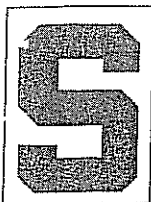
(Print Name)

References:

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82.
<http://www.nfhs.org>.
2. McCrory, Paul MBBS, PhD; Meeuwisse, Willem MD, PhD; Johnston, Karen MD, PhD; Dvorak, Jiri MD; Aubry, Mark MD; Molloy, Mick MB; Cantu, Robert MA, MD. Consensus Statement on Concussion in Sport 3rd International Conference on Concussion in Sport Held in Zurich, November 2008. Clinical Journal of Sport Medicine: May 2009 - Volume 19 - Issue 3 - pp 185-200
http://journals.lww.com/cisportsmed/Fulltext/2009/05000/Consensus_Statement_on_Concussion_in_Sport_3rd.1.aspx.
3. Centers for Disease Control and Prevention. *Heads Up: Concussion in High School Sports*. http://www.cdc.gov/NCIPC/tbl/Coaches_Tool_Kit.htm.
4. U.S. Department of Health and Human Services Centers For Disease Control and Prevention. *A Fact Sheet for Coaches*. (2009). Retrieved on June 16, 2010.
http://www.cdc.gov/concussion/pdf/coaches_Engl.pdf
5. American Academy of Pediatrics - Healthychildren. *Symptom check: Head Injury*. Retrieved on June 16, 2010.
<http://www.healthychildren.org/english/tips-tools/symptom-checker/pages/Head-Injury.aspx>

Resources:

- Centers for Disease Control and Prevention. *Injury Prevention & Control: Traumatic Brain Injury*. Retrieved on June 16, 2010.
<http://www.cdc.gov/TraumaticBrainInjury/index.html>
- Centers for Disease Control and Prevention. *Heads Up: Concussion in High School Sports Guide for Coaches*. Retrieved on June 16, 2010.



Southington High School
Athletic Department
720 Pleasant Street • Southington, CT 06489

Principal
Martin J. Semmel, Ed.D

Athletic Director
Eric J. Swallow

Phone: (860) 628-3229

Fax: (860) 628-3397

Home Page: www.southingtonschools.org

Dear Parent(s) or Guardian(s):

Your son/daughter has expressed an interest in becoming a candidate for an athletic team in the Southington Public Schools. We require the completion and submission of the attached forms before your child may begin tryouts and practice:

- **The Medical Emergency and Sports Participation Permission form. (To be completed by the parent) (Parent Permission)**
- **The Student & Parent –Concussion Education Plan & Consent form for the upcoming year. (To be signed by BOTH the parent and the student-athlete)**
- **The State of Connecticut Department of Education Health Assessment Record. (To be completed by the physician and is only valid for 13 months)**

After the nurse receives these three proper forms, she will present a **yellow** card to the student. This card and a copy of the completed Sports Participation Permission form must be given to the coach by the student. The student will then be eligible to tryout and practice.

Forms are available in the Health and Athletic offices. Students are advised to take care of the pre-season essentials early so that they are ready to start tryouts and practicing on the first day. Coaches are instructed to prohibit anyone from practicing who has not submitted the properly completed forms. **No student athlete will be able to participate in ANY practice or game without the completed and updated Sports Participation Permission form and yellow card.**

If a student-athlete participating in intramural or interscholastic events will be carrying their (a) inhalant medications prescribed to treat respiratory conditions or (b) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death, be sure to have the prescriber's **self-administration authorization box checked** on the student's MDI or EpiPen Medication administration Authorization Form. The medication forms are available from the school nurse or online on the SPS website at <http://www.southingtonschools.org/admin.cft?tab-1> under *Medication Administration Forms*.

The preceding requirements are in place so that we may provide a safe athletic experience for your child. Thank you for your cooperation in this matter. If you have any questions, please call the school nurse.

Connecticut Interscholastic Athletic Conference

Concussion Education and Awareness for Student-Athletes and Parents

In 2010 the Connecticut Legislature passed a law requiring concussion management education for all coaches. Since that law our Coaching Education Program has provided over 13,000 coaches with the proper course developed in consultation with the State department of Education, the Connecticut Concussion Task Force and the Connecticut Athletic Trainers Association. Many states have followed with their own concussion legislation and they require education be extended to student athletes and parents. **Therefore, the Connecticut interscholastic Athletic Conference strongly urges all CIAC member schools require education about the signs and symptoms of concussions to all student-athletes and their parents prior to the student engaging in interscholastic activities.** We recommend that you spend time in each pre-season meeting to present pertinent information regarding the recognition of a concussion signs and symptoms, the means of obtaining proper medical treatment for a person suspected of sustaining a concussion, the nature and risks of concussion, including the danger of continuing to play after sustaining a concussion and the proper method of allowing a student athlete who has sustained a concussion to return to play. Supportive material which can aide in the dissemination of the information may include the following written materials and videos from the NFHS, CDC, CT. Concussion Task Force.

[Link To Uploaded File \(http://www.casciac.org/pdfs/AParent'sGuidetoConcussion-April2013\(a\)\(2\).pdf\)](http://www.casciac.org/pdfs/AParent'sGuidetoConcussion-April2013(a)(2).pdf)

[Link To Uploaded File \(http://www.casciac.org/pdfs/2013NFHSSMACPostionStatementonSoftHeadgear.pdf\)](http://www.casciac.org/pdfs/2013NFHSSMACPostionStatementonSoftHeadgear.pdf)

[Link To Uploaded File \(http://www.casciac.org/pdfs/InvasiveMedicalProceduresPositionStatement-April2013.pdf\)](http://www.casciac.org/pdfs/InvasiveMedicalProceduresPositionStatement-April2013.pdf)

<http://www.cdc.gov/Concussion/>

<http://www.cdc.gov/concussion/HeadsUp/youth.html>

http://www.cdc.gov/concussion/headsup/online_training.html

[http://www.cdc.gov/concussion/headsup/pdf/Parent Athlete Info Sheet-a.pdf](http://www.cdc.gov/concussion/headsup/pdf/Parent_Athlete_Info_Sheet-a.pdf)

[http://www.cdc.gov/concussion/pdf/Parent Athlete Info Sheet Spanish-a.pdf](http://www.cdc.gov/concussion/pdf/Parent_Athlete_Info_Sheet_Spanish-a.pdf)

Link to the CCTS Video - <http://youtu.be/YcuLImP1jI8>


Link to the second Impact Syndrome Video - <http://youtu.be/639cMBUFW2I>

We are also providing you with a sample consent form, in addition to the CDC Info sheet above, that should be signed and collected as a part of your permission form process. Either sign-off form can be used. This consent form emphasizes the signs and symptoms of a concussion and the return to play protocol and requires both the student-athlete and the parent signature.

[Link To Uploaded File \(http://www.casciac.org/pdfs/SampleConcussionConsentForm.pdf\)](http://www.casciac.org/pdfs/SampleConcussionConsentForm.pdf)

PROJECTED ELEMENTARY ENROLLMENT 2014-2015

SCHOOL	KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	16	18	19	18	20	20	
	16	18	19	18	20	20	
	17	19	19	19	20	21	
	17	19	19	19	20	21	
	17	19	19	19	21	21	
				19		21	
TOTAL	83	93	114	93	122	103	608
FTEs	5	5	6	5	6	5	32
Flanders	13	18	21	18	16	23	
	13	19	21	18	16	24	
	14	19		18	16		
TOTAL	40	56	42	54	48	47	287
FTEs	3	3	2	3	3	2	16
Hatton	19	19	20	21	22	17	
	19	19	20	21	23	17	
	19	19	21	22	23	18	
TOTAL	57	57	61	64	68	52	359
FTEs	3	3	3	3	3	3	18
Kelley	16	18	17	17	21	22	
	16	18	17	17	21	22	
	16	19	18	18	22	22	
TOTAL	48	55	52	52	64	66	337
FTEs	3	3	3	3	3	3	18
Plantsville	15	23	17	21	23	24	
	15	23	17	22	23	25	
	15		19				
TOTAL	45	46	53	43	46	49	282
FTEs	3	2	3	2	2	2	14
South End	15	16	18	19	21	23	
	16	16	18	20	21	24	
	16						
TOTAL	47	32	36	39	42	47	243
FTEs	3	2	2	2	2	2	13
Strong	15	16	21	21	18	18	
	15	16	21	21	18	18	
	15	16		22	19	18	
TOTAL	45	48	42	64	55	54	308
FTEs	3	3	2	3	3	3	17
Thalberg	15	19	17	19	21	24	
	15	19	18	20	21	24	
	15	20	18	20	21	24	
	15	20	18		21		
TOTAL	60	78	71	59	84	72	424
FTEs	4	4	4	3	4	3	22
ENROLLMENT TOTALS	425	465	471	468	529	490	2848
FTE TOTALS	27	25	25	24	26	23	150

 = Class sizes that we are monitoring closely.

Administrative Report

August 14, 2014



1. Superintendent's Transition Update
2. Achieve Financial Credit Union Update
3. Summer School Update

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 14, 2014

Decision Requested X Agenda Code 8.a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2014 – 2015.

Background: The attached report lists personnel activity from July 1, 2014 through July 31, 2014.

Alternative Strategies: _____

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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

Kimberly D. Neent

Signature of Staff Member Submitting Report

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – August 2014

PERSONNEL ACTIVITY REPORT

FOR: July 2014

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Andrews, Jean	Preschool & Outplacement Facilitator	Hatton	.40	August 25, 2014	MA	University of CT	\$35,134.00
Carrion, Stephanie	Special Ed Teacher	FL & S. End		August 25, 2014	BA	St. Joseph College	\$44,880.00
Dwyer, Gary	Interim Kindergarten Teacher	Plantsville		August 25, 2014	BA	Central CT State University	\$43,200.00
Frank, Katie	Speech Language Pathologist	JFK		August 25, 2014	MA	Southern CT State University	\$52,255.00
Kelley, Caitlin	Grade 4 Teacher	South End		August 25, 2014	BA	Central CT State University	\$44,025.00
Lasky, Colleen	Mathematics Teacher	SHS	.60	August 25, 2014	MA	Quinnipiac University	\$46,750.00 prorated
Mallett, Sharon	Grade 5 Teacher	South End		August 25, 2014	BA	Oral Roberts University	\$43,200.00
Phelps, Kristen	Special Ed Teacher	JAD		August 25, 2014	MA	University of St. Joseph	\$46,750.00
Preissler, John	Special Ed Teacher	JFK		August 25, 2014	MA	University of CT	\$46,750.00
Votino, Alissa	Kindergarten Teacher	Hatton		August 25, 2014	MA	University of Hartford	\$46,750.00
Warfield, Laurie	Family & Consumer Science Teacher	JAD		August 25, 2014	MA	Sacred Heart University	\$54,700.00

APPOINTMENTS

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Sherwill, Moira	Software Support Specialist	Central Office	37.50	July 20, 2014	\$27.00
Montone, Jennifer	Production Secretary, Class II	Central Office	37.50	August 4, 2014	\$21.14
Barner, Lisa	Secretary to Curriculum Coordinator, Class II	Flanders	35.00	August 11, 2014	\$21.14
Pac, Karen	ABA Therapist	Hatton	28.00	August 26, 2014	\$17.51
Missal, Brande	Library Paraprofessional	Derynoski	15.75	August 28, 2014	\$14.49
Martocchio, Jody	Library Paraprofessional	Plantsville	15.75	August 28, 2014	\$14.49
Pylko, Mairead	Special Education Paraprofessional	JFK	19.50	August 28, 2014	\$14.49
Pollicita, Gina	Special Education Paraprofessional	JFK	19.50	August 28, 2014	\$14.49
Arnold, Deborah	Special Education Paraprofessional	Strong	15.75	August 28, 2014	\$14.49
Cianciola, Diane	Special Education Paraprofessional	Hatton	19.50	August 28, 2014	\$14.49
O'Neill, Catherine	Special Education Paraprofessional	Thalberg	15.75	August 28, 2014	\$14.49
Lubrico, Linda	Special Education Paraprofessional	JFK	19.50	August 28, 2014	\$14.49
Padden, Linda	Special Education Paraprofessional	JFK	19.50	August 28, 2014	\$14.49
McKnerney, Laura	Special Education Paraprofessional	DES	31.25	August 28, 2014	\$15.10

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Fontaine, Amy	Interim Social Studies Teacher	JFK	July 9, 2014	6 months	No
Ginand, Michelle	Art Teacher	DES	July 15, 2014	5 years	No
Duquette, Jeffrey	School Psychologist	FES & KES	July 15, 2014	6 years	No
Hamilton, Marissa	Special Education Teacher	Flanders	July 17, 2014	4 years	No
Van Alstyne, Sean	Grade 4 Teacher	DES	August 1, 2014	9 years	No
Cop, Jonathan	.5 FTE Special Education Teacher .5 FTE Remedial Reading Teacher	Thalberg	August 9, 2014	8 years	No
Veilleux, Karen	Technology Director	District	September 30, 2014	27 years	Yes

RESIGNATIONS

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Olson, Elizabeth	Principal's Secretary, Elementary & Middle Schools (Class I)	Flanders	July 10, 2014	21 years	Yes
Sherwill, Moira	Elementary & Middle School Secretary (Class II)	JFK	July 19, 2014	2 years	No
Barner, Lisa	Substitute Teacher Answering Service	District	July 22, 2014	4 years	No
McKnerney, Laura	Part-Time Special Ed Paraprofessional	DES	July 23, 2014	3 years	No

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
O'Neill, John	Computer Teacher	JFK	Middle School Media / Technology Integration Specialist	JAD & JFK	August 25, 2014

TRANSFERS

Classified

Name	From Position	From School	To Position	To School	Effective Date
No classified transfers in the month of July					

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
No unpaid leaves of absence in the month of July					

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Garry, Michael	Head Coach, Cross Country	JAD	August 28, 2014	\$2,602.00
Wiellette, John	Head Coach, Boys Soccer	JAD	August 28, 2014	\$3,407.00
Laudati, Courtney	Head Coach, Girls Soccer	JAD	August 28, 2014	\$3,407.00
Thompson, Robin	Head Coach, Volleyball	JAD	August 28, 2014	\$3,407.00
Shine, AnnMarie	Head Coach, Cheerleading	JAD	August 28, 2014	\$3,407.00
Lefkowitz, Matthew	Head Coach, Boys Soccer	JFK	August 28, 2014	\$3,407.00
Cristelli, Jason	Head Coach, Girls Soccer	JFK	August 28, 2014	\$3,407.00
Blitz, Deborah	Head Coach, Cheerleading	JFK	August 28, 2014	\$3,407.00
Roarty, Colleen	Assistant Coach, Cross Country	SHS	August 28, 2014	\$2,230.00
Dachelet, Daniel	Head Coach, Cross Country	SHS	August 28, 2014	\$3,718.00
Pomposi, Jillian	Assistant Coach, Field Hockey	SHS	August 28, 2014	\$3,965.00
Aylward, Carol	Freshman Coach, Field Hockey	SHS	August 28, 2014	\$3,743.00
Luddy, Erin	Head Coach, Field Hockey	SHS	August 28, 2014	\$6,213.00
Coles, Gary	Assistant Coach, Football	SHS	August 28, 2014	\$5,409.00
Plant, Daniel	Assistant Coach, Football	SHS	August 28, 2014	\$5,409.00
Drury, Charles	Assistant Coach, Football	SHS	August 28, 2014	\$5,409.00
Bird, Daniel	Assistant Coach, Football	SHS	August 28, 2014	\$4,456.00
Gannon, Sean	Assistant Coach, Freshman Football	SHS	August 28, 2014	\$2,396.00
Bard, Brad	Head Coach, Freshman Football	SHS	August 28, 2014	\$5,136.00
Drury, Michael	Head Coach, Football	SHS	August 28, 2014	\$8,617.00
Kowalchuk, David	Assistant Coach, Boys Soccer	SHS	August 28, 2014	\$3,965.00
Magaro, Austin	Freshman Coach, Boys Soccer	SHS	August 28, 2014	\$3,743.00
Yanosy, David	Head Coach, Boys Soccer	SHS	August 28, 2014	\$6,213.00
Blaszczyk, Joseph	Assistant Coach, Girls Soccer	SHS	August 28, 2014	\$3,965.00
Aroian, Richard	Freshman Coach, Girls Soccer	SHS	August 28, 2014	\$3,743.00
Linehan, Michael	Head Coach, Girls Soccer	SHS	August 28, 2014	\$5,203.00
Tuttle, Evan	Head Coach, Girls Swim	SHS	August 28, 2014	\$4,612.00
Nichols, Elizabeth	Assistant Coach, Girls Volleyball	SHS	August 28, 2014	\$3,965.00
Carlson, Leslie Ann	Freshman Coach, Girls Volleyball	SHS	August 28, 2014	\$3,743.00
Heitz, Richard	Head Coach, Girls Volleyball	SHS	August 28, 2014	\$6,213.00
Allenback, Heather	Head Coach, Cheerleading	SHS	August 28, 2014	\$6,213.00
Rosin, Bethany	Curriculum Specialist, World Language	JAD	August 25, 2014	\$1,417.00
Ekegren, Lindsay	Honor Society Co-Advisor	JAD	August 25, 2014	\$444.00
Fenton, Kerri	Honor Society Co-Advisor	JAD	August 24, 2014	\$444.00
Ghidini, Jason	Team Leader – 6C	JFK	August 25, 2014	\$1,417.00
Perry, Amy	Team Leader - 6A	JFK	August 25, 2014	\$1,417.00
DeSimone, Susan	Team Leader – 7A	JFK	August 25, 2014	\$1,417.00
Hermann, Denise	Curriculum Specialist, Special Education	JFK	August 25, 2014	\$1,417.00
Riccio, Tina	Department Head, World Language	SHS	August 25, 2014	\$5,709.27

COACHING / STIPENDS

Appointments continued

Solek, Marissa	Class Advisor, Sophomore	SHS	August 25, 2014	\$1,035.00
Yanosy, Alexis	Class Advisor, Sophomore	SHS	August 25, 2014	\$1,035.00
DiCicco, Allison	Assistant Dept. Chairperson, World Language	SHS	August 25, 2014	\$1,097.00
Richard Aroian	Assistant Dept. Chairperson, Social Studies	SHS	August 25, 2014	\$1,097.00
McAloon, James	Student Council Co-Advisor	SHS	August 25, 2014	\$565.50
Steinberg, Jennifer	Student Council Co-Advisor	SHS	August 25, 2014	\$565.50

Resignations

Name	From Position	School	Effective Date
DiNello, James	Head Coach, Cross Country	JFK	July 17, 2014



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Policy and Personnel Committee Meeting July 23, 2014

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:35 p.m.

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

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

Bring Your Own Device ~ Update

The committee will revisit this topic at the August 21, 2014 meeting. The administration will invite the Karen Veilleux, Director of Technology, to present policy recommendations to the committee. The goal is to have a policy in place as soon as possible that will define the appropriate use of electronic devices within the school setting.

Policy and Regulation #6153, Field Trips

The committee agreed that the current policy remains appropriate for the district needs. Therefore there are no recommended changes to policy #6153. The committee, realizing that administration develops regulations to support policies, nonetheless is in the process of reviewing the current regulations around the field trip policy for the purposes of providing feedback to administration. The following notes summarize the discussion and include follow-up questions that the administration will research and report back to the full committee.

- Is there a difference between *chaperone* and *adult volunteers* who accompany students on a field trip?
- Is there a consistent practice of paying for chaperones for field trips? Is there a difference between types of field trips (ex. traveling with the class to Sturbridge versus accompanying classes to New York City?)
- What is the process for the vetting of chaperones? Are there different vetting systems in place for local (one day in state) field trips versus overnight trips?
- Who's responsible for checking paperwork for all local and out of state field trips?
- How do we track incoming and outgoing field trip money, especially at the high school level?

Discussion pertaining to the policy and regulations for field trips will continue as an agenda item at the next Policy and Personnel Committee meeting which is scheduled for Thursday, August 21, 2014.

Motion:


By Mrs. Queen, seconded by Mrs. Johnson

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

Motion carried unanimously by voice vote.

The meeting was adjourned at 7:20 p.m.

Respectfully Submitted,


Karen L. Smith
Interim Superintendent of Schools

KAREN L. SMITH
INTERIM SUPERINTENDENT OF
SCHOOLS

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

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SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

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(860) 628-3202

FAX
(860) 628-3205

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 14, 2014

Decision Requested _____ Agenda Code 10 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

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date _____ August 14, 2014 _____

Decision Requested _____

Agenda Code _____ 10 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 State Bureau of School Facilities approved the FF&E and Middle Schools Technology Plans. The Building Committee has directed the architect to complete the bid packages and provide direction on using the State bid process or going to bid for second alternative pricing. _____

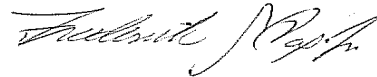
Background: _____ At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects. _____

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 Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____

Board Meeting Date August 14, 2014

Decision Requested _____

Agenda Code 10 c

AGENDA REPORTING FORM

Agenda Topic: Administrator Evaluation Plan Update

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

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

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A

Beginning Date of Program or Project: _____

Ending Date of Program or Project: N/A

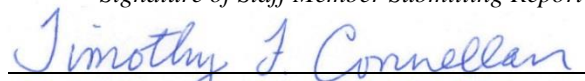
Recommendation or Comment: N/A

Titles of Attachments:

1. _____
2. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 14, 2014

Decision Requested x Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Annual Report 2013-2014

Summary of Issue: The Superintendent's Annual Report summarizes the significant events and issues of the preceding school year. This report is incorporated into the Town's Annual Report.

Background: N/A

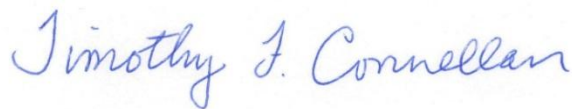
Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 2013

Ending Date of Program or Project: June 30, 2014

Recommendation or Comment: Recommend that the Superintendent's Annual Report for the 2013-2014 school year be approved as submitted.



Signature of Superintendent of Schools

Attachments

1. Superintendent's Annual Report 2013-2014

SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2013 ~ 2014



**Superintendent's Annual Report
2013 ~ 2014**

Southington 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

Central Office Staff

Dr. Joseph V. Erardi, Jr., Superintendent of Schools

Karen L. Smith, Assistant Superintendent for Instruction and Learning

Sherri DiNello, Director of Business and Finance

Frederick G. Cox, Director of Operations

Dr. Perri Murdica, Director of Pupil Services

Kimberly Hunt, Personnel Manager

Lisa Jones, Accounting / Purchasing Manager

Karen Veilleux, Director of Technology

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SOUTHINGTON PUBLIC SCHOOLS

SUPERINTENDENT'S ANNUAL REPORT

2013 ~ 2014



Superintendent's Executive Summary

Southington Public Schools
Superintendent's Annual Report – 2013-2014

SUPERINTENDENT'S EXECUTIVE SUMMARY

Significant change with curriculum, instruction, and staffing dominated the landscape throughout the district during the 2013-2014 school year. Despite widespread change in nearly all aspects of the K-12 landscape, Southington students continued to excel on the local, state, regional, and national platform.

With school reform deeply imbedded in the year, the Board of Education successfully launched:

- extensive professional development for staff to appropriately instruct the Common Core State Standards;
- the Southington Public School Teacher Evaluation Program;
- the Southington Public School Administration Evaluation Program;
- the Smarter Balance Assessment pilot

Along with successfully meeting mandated legislative initiatives, the Southington Public Schools moved forward on a number of local opportunities to enhance student opportunity. In compliance with the district's Vision 20/20 Plan:

- a world language pilot is in place for the upcoming school year;
- a robust grant-funded developmental guidance program was launched for all eight elementary schools;
- a successful personalized learning pilot was completed at Thalberg Elementary School;
- a highly successful first year All-Day kindergarten program was completed;
- a comprehensive long-term technology plan was adopted by the Board of Education.

Under the direction of the Assistant Superintendent, the district's public report card remained impressive at all levels with student achievement measuring well above state average in nearly all annual tests. During the year the district sharpened their core instructional leadership team by employing a K-12 science coordinator. The Southington Public School, with a solid instructional infrastructure, is poised to meet and exceed all teaching and learning requirements prescribed by the State Department of Education.

The 2013-2014 school year also had significant staffing changes as the superintendent, director of pupil services, director of operations, one elementary school principal, one high school assistant principal and one middle school assistant principal all left the district. The Board of Education, through a process that results in a high yield hiring process, has done extraordinary work replacing many integral components of the leadership team. It should also be noted that the assistant superintendent, since April 2014, has been instrumental and influential in serving the school board as the interim superintendent.

Celebration was continuous throughout the year as students were recognized on the state, regional, and national level. Staff recognition was highlighted by Jennifer Paul, a reading consultant at Southington High School, chosen as the district's "Teacher of the Year" and the staff member who will represent Southington in Connecticut's state competition. The district also celebrated the performance of 13 employees with its annual Profiles in Professionalism

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program and ended the year recognizing scholarship and leadership of students, staff, and parents by celebrating the Scholars' Luncheon at Southington High School and hosting the Fourth Annual Parent Volunteer Luncheon. In addition, the Board of Education saluted and recognized ten Class of 2014 graduates who entered the military.

Challenges were enormous this school year. Solutions were endorsed by a unified Board of Education that met each challenge and never lost sight of what was "best for children." The Board of Education delicately, and successfully, managed the renovate-to-new middle school workarround project and did due diligence with reconstituting the leadership team.

The Southington community, once more, distinguished itself as a town that takes great pride in their schools. Unfortunately, it is uncommon for elected and appointed officials, administration, staff, and parents to move in the same direction for students. However, in this hard-working town that finds a way, our schools may have completed one of its finest years ever despite hurdles that were placed in the path of success.

The Southington Board of Education served as a local model for the entire country as they continue to make a difference...one student at a time.

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**Assistant Superintendent for
Instruction and Learning**

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

Teacher and Administrator Evaluation and Support Plans

A committee comprised of teachers and administrators worked throughout the summer of 2013 and the 2013-2014 school year to create, implement, assess, and revise a new Teacher and Administrator Evaluation and Support Plan. This work culminated with comprehensive documents that reflected the mutual goals of improving student learning. Additionally, the adopted documents met standards for Connecticut's System for Educator Evaluation and Development known as "SEED." The Teacher and Administrator Evaluation and Support Plans (the "Plans") were rolled out during the August professional development meetings with consistent messages regarding implementation being provided at each building level site. Teams of committee members presented to staff and remained available to respond to questions throughout the year. The Steering Committee met monthly to revisit the Plans and to respond to all questions around implementation efforts. There were *major benefits* to our new Evaluation Plans that included:

- Rich conversations about student learning.
- Data that determined instructional interventions and strategies.
- Frequent teacher observations.
- An increase of school-family communications.
- The development of a rubric that formed the basis of identifying best teaching and learning practices.
- Calibration training for data collection was provided to all administrators.

There were also *challenges* inherent within our new Plans, some of which included:

- Time commitment for formal observations.
- Assessments within some departments that may not be standardized.
- Special area staff members were excluded from the Plan for year one.

Moving forward, the Teacher and Administrator Evaluation Teams have met during the summer of 2014 to revise the Plans that reflect input received from teachers and administrators during the 2013-2014 year. Our Teacher Evaluation and Support Plan will include 100% of the teaching staff for the 2014-2015 school year. We have also revised our rubric and data collection forms with the goal of creating a more efficient tool for the new school year. The committee work will continue as we strive to make our documents "user-friendly" and appropriate for supporting, empowering, encouraging, and developing the instructional skills of staff that will result in even higher student achievement.

Full-Day Kindergarten

Full-Day Kindergarten was implemented in all eight (8) district elementary schools during the 2013-2014 school year. End of year family surveys indicated strong support for the program and enthusiastic endorsement for its continuation. A reading assessment, DRA (Development Reading Assessment) administered during the fall, winter, and spring indicated results that showed an increase of scores from prior years. Monthly teams of kindergarten and literacy

teachers met to revise the pacing of the curriculum and to enhance the types of extension activities that could now be possible within a full-day program. Teachers reported overwhelming support for Full-Day Kindergarten; especially, due to the opportunities they had to relate to individual students' needs. Teachers were able to individualize programming as well as daily routines to meet the developmental needs of children who ranged in ages from four (4) to six (6) years old. The Kindergarten Team together with our district literacy personnel worked well to implement a rich, yet, developmentally appropriate program. We look forward to continuing this work into the new school year with a focus on developmentally appropriate instructional professional development in the area of mathematics.

Smarter Balanced Assessment Consortium (SBAC) – Pilot Year

In the area of science, the CMT (Connecticut Mastery Test) and the CAPT (Connecticut Aptitude Performance Test) continued to be the state mandated assessment tool. Students in grades 5 and 10 were required to complete the science assessment during the spring of 2014. At all other grade levels, the Connecticut Mastery Test and the CAPT were not required. Instead, our district participated in a field test for a new assessment tool called "SBAC" (Smarter Balanced Assessment Consortium). This online assessment measurement instrument will be our system of collecting standardized data on our students in the areas of English-language arts and mathematics during the spring of 2015. To prepare for this new student assessment tool, a pilot administration of SBAC was initiated within our schools during the spring of 2014. The SBAC assessment was technology-based. Technology assessments will more readily provide feedback to schools, students, families, and the district for curriculum planning as well as a means to measure student growth over time.

School and District Improvement Plans

In the absence of CMT and CAPT data for English-language arts and mathematics, non-standardized district data formed the basis of academic school improvement goals for 2013-14. The district followed the Teacher and Administrator Evaluation and Support Plans and developed school and family communication goals. School and District goals were developed based on the tenets of the Teacher and Administrator Evaluation and Support Plans. Teachers and administrators developed Student Learning Objectives (SLO's) that tracked, throughout the year, the academic progress of students. Data collection, while an important part of all improvement plans, is not the primary focus of district improvement. Instead, the use of appropriate instructional strategies and interventions that meet the individual needs of students is the primary goal behind all improvement planning. As such, the 2013-2014 school year focused on creating meaningful assessments that measure curriculum goals, collecting data that represents growth of students over time, changing instruction to meet the needs of all students, and measuring growth of students over shorter periods of time (progress monitoring) once a new teaching intervention is implemented. For the 2014-2015 school year, the school district will be focusing more on learning specific teaching strategies that meet a diverse population of learners. This will require professional development for all instructors that will be embedded within the 2014-15 school calendar. The district remains committed to Systemic Instructional Improvement (SIIP) and will maintain membership within the Connecticut Center for School Change (CCSC).

The CCSC provides partnerships among districts around the best teaching, learning, and leadership practices within the state.

Collegial Teams

At every level, teachers have been invited to join administrators in conducting classroom walkthroughs. It is through this process that school-based professional development is becoming more focused on identifying teacher instructional best practices that result in student growth. The Classroom Walkthrough Model will continue to include teachers as integral members of site-based teams. Transition Teams continue to provide bridges from preschool to kindergarten, from grade 5 to middle school, and from grade 8 to high school. Of special note is the success of the grade 9 team that was created for the 2013-2014 school year. A second grade 9 team is being developed for the 2014-2015 school year with the same anticipated results. Within each school, Early Intervention and Data Teams meet regularly to analyze students, grade level, and school progress toward goals. Looking ahead to 2014-15, we will create and implement a district Professional Learning Community that will focus on literacy data. The goal of this team will be to analyze “big picture” data and to determine district goals with accompanying action plans for specific populations of students. The 092 (Aspiring Administrators) Cohort Team has been an especially successful venture within our district. Three (3) aspiring administrators have been appointed to the role of Teacher Leaders for the 2014-2015 school year with the goal of providing more support to administrators and to teachers with the new Evaluation and Support Plans.

Summary

Much of the curriculum and instructional work of the 2013-2014 school year revolved around the new Teacher and Administrator Evaluation and Support Plans. Common Core State Standards were implemented within the English-language arts and mathematics curriculums and assessments were created to better match the measurement tool of SBAC (Smarter Balanced Assessment Consortium). Professional development focused on how to write learning goals that measure student progress while determining how to implement higher order questioning into daily instruction. This work will continue into the 2014-2015 school year and will further focus on bringing instructional success stories to a larger scale within all buildings. Technology will be an integral part of professional development at all levels. The Technology Plan will be reviewed by all stakeholders and implementation of it will occur as possible. We will continue to examine what “balance” looks like within our classrooms, our schools, and district. It is with enthusiasm and gratitude that the Southington Team moves forward, always with what is best for students in the forefront of all that we do.

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Director of Business & Finance

BUSINESS OFFICE

The Business Office has accomplished the following items during the 2013-2014 school year.

Contract Negotiations

The Director of Business and Finance, Sherri DiNello, worked closely with the Southington Board of Education Negotiating Team and the board's attorney in contract negotiations with the Southington Administrators Association (SAA). A new three-year contract was settled in mediation. Wellness screening language was added for all administrators and dependents along with moving to a High Deductible Health Plan (HDHP). Implementation of the High Deductible Health Plan and Health Savings Accounts (HSA) included numerous meetings in the spring. Negotiations with our AFSCME (American Federation of State, County and Municipal Employees) Local #1303-140 (Nurses) began in February 2014 and are ongoing. The AFSCME Local #1303 Contract expires June 30, 2014 and negotiations are currently on hold pending a process issue.

Wellness Screenings

The Southington Administrators' Association (SAA) contract for 2014-2017 contains an incentive for participation in wellness screenings. The Southington Public Schools Director of Business and Finance worked with representatives from Anthem Blue Cross/Blue Shield and Milliman to develop marketing material for distribution. Information meetings were scheduled to apprise the administrators of the new language. The completion of the 2013 calendar year brought to close the first year of Southington Education Association (SEA) participation in wellness screenings. The business office spent considerable time working through the exceptions to determine the final compliance report for our teachers.

Food Service Program Software

The automation of accounts payable began in January 2014. Invoices are now paid electronically and posted online. Revenue accounts still need to be established and this will be the goal in 2014-2015 to continue automating their bookkeeping.

Alio® Intelligence

Training sessions began this spring and will continue in the 2014-2015 school year on the Alio® Intelligence reporting module.

Employee Time & Attendance System

The Southington Board of Education approved the purchase of the Time Clock Plus system for time and attendance at their May 22, 2014 meeting. Implementation will begin in the fall of 2014 for paraprofessionals, secretaries, custodians and maintenance personnel and additional hourly paid staff.

Transportation Contract 2014-2019

The Transportation Efficiency Study was completed by Transportation Advisory Services (TAS) in November 2013. We have agreed to a one-year extension with New Britain Transportation for the 2014-2015 school year with increases for services ranging from 1.5% to 3%. In the spring, we began negotiating a new five-year contract implementing suggested language changes from TAS and negotiated a new contract for 2015 through 2019. Meetings will continue in the summer of 2014.

Budget 2014-2015

The 2014-2015 Southington Board of Education Operating Budget was approved in the amount of \$87,072,005. The endorsement of the Southington Board of Finance and Southington Town Council of the Board of Education's budget as presented was a strong endorsement of the open dialog between elected officials and the administration's goal of educating all stakeholders of the district's instructional plan.

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Director of Operations

OPERATIONS OFFICE

Construction

- **Facility Updates:**

The former district offices on Beecher Street were sold to a local contractor in the spring of 2014. The contractor's plan is to renovate the former elementary school that was built in 1911 into condominiums.

- **Middle School Projects:**

Environmental remediation began at both middle schools on June 21, 2013, which was the afternoon of the last day of classes.

During the summer of 2013, construction began on both additions. The classroom and administration/media center additions were opened for use by staff and students following the spring break on April 21, 2014.

Energy Conservation

The Town Energy Committee interviewed several companies for performance contracting. The contract was awarded to NORESCO. Following a thorough audit of all town buildings, it was decided to replace 32 RTU's at Southington High School in the summer of 2014. The high school energy work will also include numerous lighting and hot water system upgrades. A state of the art Energy Management System (EMS) will be installed during the fall of 2014.

The high school received the Connecticut Summer Savers Award from the Connecticut Department of Energy and Environmental Protection (DEEP) for reducing its peak demand by 421 kilowatts, or 36%, during the summer of 2013.

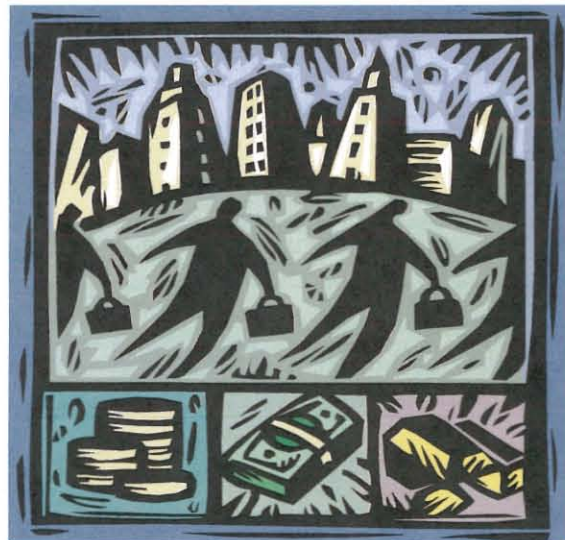
Building Maintenance – Health and Safety

The district received a grant for \$90,183 from the State of Connecticut Department of Emergency Services and Public Protection. This funding, along with funds from the town, financed several security upgrades at all Southington schools.

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Personnel Manager

PERSONNEL OFFICE

The Southington Public Schools Personnel Office continues to provide the necessary services to obtain the most “highly qualified” staff in order to support our student population, as well as support current staff in all aspects of their employment. The goal of the department is to provide these services in a friendly, professional “customer service” manner. The personnel office continues to act as “customer service” for the Southington Board of Education visitors and the public in general who visit the Municipal Center. The personnel office has become the “Information Center” for all Municipal Center visitors.

Some specific work which was accomplished within the Personnel Office includes:

Administrative Hiring

Once again, spring 2014 was a very busy time in the personnel office. This year, we had a mid-year assistant principal retire as well as two year-end building level administrator retirements. In addition, from central office, the Southington Public Schools Director of Operations retired and the Director of Pupil Services resigned. The spring has been spent reviewing applications, preparing documentation for, and participating in, hiring committee interviews. The committees consisted of administrators, teachers, support staff, and parent representatives (depending on the vacancy to be filled). With a fairly large pool to draw from, the decisions were difficult; but, through this lengthy process, the best candidates were presented to the Southington Board of Education for their final interview and decision.

Team Program

This year, the personnel office, in conjunction with certified staff, was able to assist with 35 student teachers from area colleges such as Central Connecticut State University, University of St. Joseph, Southern Connecticut State University, and University of Hartford. In addition, the TEAM Program was in its fourth full year. This program replaced BEST for new teaching staff. The Southington Public Schools elected to do all module paper reviews in-house and a TEAM Committee was established with Mrs. Patricia Corvello as the district TEAM Facilitator. The TEAM Committee met several times during the year to review, accept, or reject new teacher submissions. The State of Connecticut Board of Education provided a rubric for the “readers” to follow to determine if the submitted module was acceptable. Once the non-tenured teacher completed the necessary modules, they were eligible to apply for their Provisional Educator Certification.

Internships

This year, the Southington Public Schools utilized nine interns from the University of Bridgeport, Sacred Heart University, and Quinnipiac University within our schools. As well as assisting as substitute teachers, they also worked closely with principals on special projects. With the changed requirements for certification, these interns are also completing their student

teaching requirements with the Southington Public Schools. The goal of the university in this program is to give the student a broad experience base as they pursue their degree in education.

Substitute Scheduling

This year was, once again, a difficult year in the area of substitute coverage. Over the past few years obtaining an adequate level of available substitutes has been difficult because many surrounding towns pay a higher per diem rate. This spring, there was a pilot program to offer \$100 per day to any Southington retired teacher who would substitute for the Southington Public Schools. Out of 75 potential substitutes, we had 10 retirees who were available on a daily basis. Several retirees also did long-term assignments, which are assignments of 39 days or more. Each year, the Personnel Office re-builds the substitute teaching pool because over the summer many of the highly qualified substitutes are hired as permanent teaching staff. This reflects well on the caliber of substitutes that the Southington Public Schools are utilizing; but, limits the availability of substitute teachers.

Substitute Training

The personnel office continues to hold an annual substitute teacher training session in August. During this three-hour session, current and new substitutes are instructed in Title IX training, Mandated Reporting criteria, dress code, and procedural expectations. In addition they view the mandated “Bloodborne Pathogen and Food Allergy” videos.

New Teacher Orientation

Each year the personnel office works with the assistant superintendent’s office in coordinating the New Teacher Orientation. These meetings run for two half-days immediately prior to the return of teaching staff. Similar in some aspects to the Substitute Training, it includes Title IX training, Mandated Reporting, Bloodborne Pathogens and food allergy training. It also includes technology training on PowerSchool, production of a web page and Gradebook. During this orientation, a seasoned teacher, as well as several members of last year’s new teacher cohort, speaks to the new teachers to give them some insight of what their first year will look like.

Worker’s Compensation

The personnel office continues to coordinate all Workers’ Compensation issues. The office is working with CIRMA to insure accuracy and timely reporting of all employee accidents in the work place. In addition, the Safety Committee is working with CIRMA to obtain training for our Administrators to better investigate accident causes and solutions.

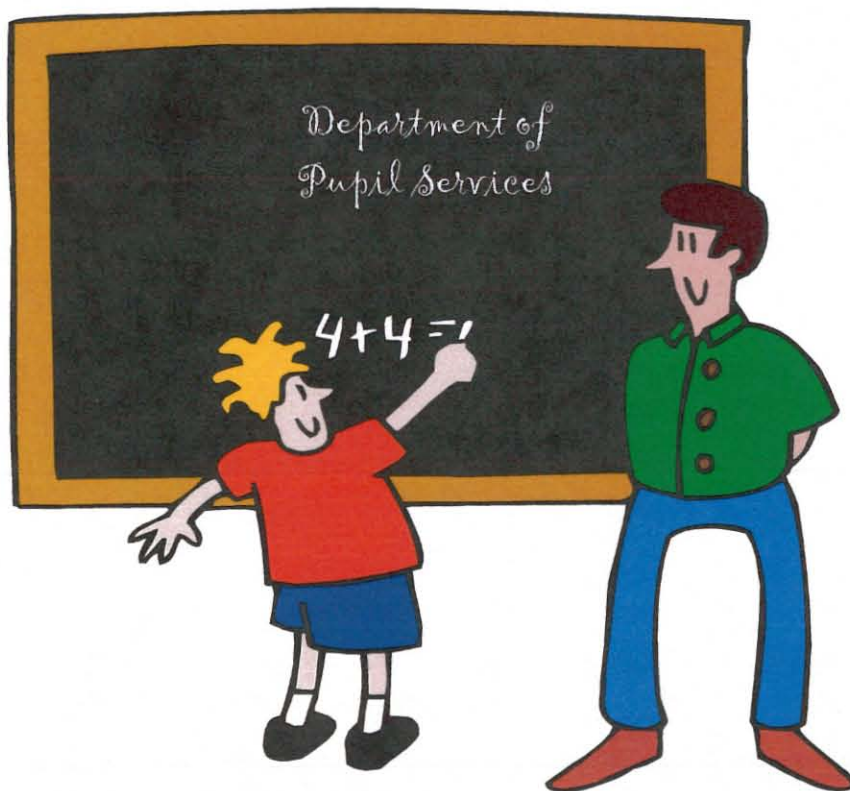
Employee Newsletter

This year, the personnel office produced four quarterly newsletters. All cabinet members contribute to the publication to make it as informative and interesting as possible.

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Director of Pupil Services

SPECIAL EDUCATION DEPARTMENT

During the 2013-2014 school-year, staff in the Southington Public Schools Special Education Department, focused our work on refining and expanding partnerships, practices, procedures, and programs. Through a team effort with all district staff, the vision for students continues to be that students receive an education which results in them being successful learners prepared to transition to the community, workforce, and/or postsecondary education upon graduation, and that they are productive citizens.

Community and Parent Partnerships:

Parent partnerships have continued with our families with children and young adults with disabilities. The Special Education Department continues to collaborate with the “Next Steps” district parent group to provide updates and parent training.

Student Achievement:

With teachers at the heart of student achievement, building their capacity to support student achievement more intensely was a theme this past school year, as it was last year. A continued focus on the academic and behavioral systems within a Scientific Research-Based Interventions (SRBI) framework formed the basis for professional development. A continued goal was to enable and empower staff to work more succinctly and effectively with those students with academic and behavioral challenges. With the increased rigor of the common core standards, it has become increasingly more necessary to ensure our teachers can support our students so they are able to access and make progress in a more challenging set of standards within the curriculum.

State and Federal Compliance:

The Special Education Department must maintain compliance with the federal regulations of the Individuals with Disabilities Education Improvement Act (IDEIA) and Connecticut State Regulations for Special Education. On the most recent *District Annual Performance Report*, Southington was once again named a district that “Meets Requirements.” The Connecticut State Department of Education reports annually on state and district progress on 20 performance indicators in special education. In the past few years, Southington has not met requirements. Noteworthy, this year, is the improvement noted in the performance of students with disabilities on the Connecticut Mastery Test (CMT) in the area of reading. Our Department has spent much of its time and resources on making improvements in this area. This is the first year that Southington has met this standard in the area of reading.

School Readiness and Prevention:

The continued work of the Early Childhood Collaborative and *Age 3 to Grade 3* collaborative team has resulted in an increased awareness in the community of the importance of early childhood education by increasing awareness of and access to available resources, communicating the emotional, academic, and developmental expectations for Kindergarten, building and sustaining community partnerships, and providing education and support to families.

At the preschool level, the Applied Behavior Analysis (ABA) program has transitioned from services provided by an outside agency to staff of Southington Public Schools. The preschool staff and newly hired ABA staff have been instrumental in this transition and ensuring positive outcomes for our students. An external review of the new ABA preschool program noted that it was a model program for others to emulate. Professional development at the preschool has shifted to include supplementing the Preschool Curriculum Frameworks with the use of non-fiction text to begin alignment with common core standards.

At the elementary level, the State Education Resource Center (SERC) continued their early intervention work at all elementary schools from last year, synthesizing the findings of the review and determining next steps to ensure that our early intervention practices are functioning in a preventative way. Professional development was focused on alternative reading instruction and intervention to supplement the current program for those students who need more explicit and systematic instruction to be successful.

Staff from the special education department has worked closely to provide direction and support to the new Grant funded Counseling Program, as new counselors implement a research-based classroom program that addresses problem solving and social skills.

Middle School Level:

The district-wide middle school program for students with special needs, housed at John F. Kennedy Middle School (E.A.S.E.) – *Educational Adaptive and Social Experiences* remains a successful program and will expand to the high school during the 2014-2015 school year. This sister program will be called ACHIEVE and will include skills for: Adult daily living, Community Awareness, Health and Safety Training, Instruction in Social Skills and Education in Vocational Experiences.

Professional development was focused on the area of data collection for literacy progress. Staff learned about a variety of standardized reading assessments to be administered to students with IEPs for decoding, fluency and comprehension that would provide them information to develop better goals and objectives for learning. Technology devices and programs have supplemented the reading and written expression needs of many students. *Lexia* and *Read Live* continue to be provided to students requiring these supplemental online literacy programs, with teachers collecting and reviewing online reports of student progress.

A Special Education Middle School Parent Survey conducted in the spring of 2014 received a 40% response rate from parents of Joseph A. DePaolo and John F. Kennedy Middle School.

Results indicated that 85-96% of parents who responded “Agreed” or “Strongly Agreed” with the district’s performance in nine of the 10 key special education categories surveyed. An area for improvement to be addressed in the future is the provision of parent training in special education topics.

High School Level:

The Fifth-Year Transition Program continues to be refined and appropriate adjustments made. Our district has become one that others seek out in the area of transition. A collaborative team at the high school, including special education administration, developed their own planning process to provide parents, agencies, and district with important information to guide future endeavors for the students.

In the area of academics, new and improved writing expectations have been put into place in the special education Senior English class, to prepare student s better for completing persuasive writing and transitional writing tasks.

A partnership with SERC combined with a Technology Committee formed this year to collect data on student areas of knowledge, devices, and need for training, resulted in a plan to improve students' access and use of accessible instructional materials as well as training sessions in the area of Google Docs and Book Share. A goal in this collaborative work is to better prepare students technologically for post-secondary education and employment.

Looking Ahead:

The Special Education Department will continue to make the changes necessary for students to be successful and lifelong learners. Finding creative ways to engage students, their families, and community members will continue to be critical in increasing student achievement. A partnership between general and special education continues to be a vital component in meeting the needs of students early on in their school career, preventing the need for more intensive services later on.

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Director of Technology

TECHNOLOGY OFFICE

The 2013-2014 school year was full of pilots, projects, new equipment, and long-term planning. Infrastructure upgrades, all new Standards Based Report cards, 1:1 pilot at Alta and Long Range Planning for technology were the major initiatives accomplished this past year.

Standards Based Report Cards

All new standards for ELA were developed and imported into PowerSchool. All K-5 report cards were rewritten to accommodate the new Common Core Standards. Report cards were redesigned from a two page double-sided form to a one page, double-sided form. Extensive testing took place to verify that the correct standards were printing for each grade's report card. This was used all year successfully by all elementary teachers.

Middle School Projects

The technology department worked in conjunction with the Building Committee on recommending and ordering equipment for the new Middle Schools. All network electronics and telephone systems were ordered and installed in April. The remainder of the technology Furniture, Fixtures and Equipment (FF&E) will be presented to the state in July. Each middle school has a \$1.1 million budget announced by Fletcher Thompson. Meetings with the middle school administration will be ongoing in order to account for all technologies not sent to the state for approvals previously.

ALTA Chromebooks

Purchased, installed and trained teachers to use the Chromebooks with students at the alternative high school (Alta). Chromebooks were purchased for all students at Alta. Feedback has been very positive. Mr. Jess Levin says, *"The Chromebooks have increased student engagement across all content areas. Students are beginning to understand multiple uses of technology. Mr. George Pulley has been using them in biology 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."*

Infrastructure Upgrade

Replace all network electronics in all Main Data closets including Southington High School. Replace all switches at Derynoski Elementary School and at the Central Office. Continue to expand Enterprise Wi-Fi access to several elementary schools. Continue to budget for Phase II of the Infrastructure upgrade. Include funding for equitable access to technology and in preparation for online testing.

Phase I was installed and tested in September 2013. Derynoski Elementary School had new wiring installed in order to accommodate the new Aerohive™ Wireless Access Points (WAP's). Wi-Fi was also partially installed at Thalberg Elementary School which will be finished

during Phase II. This install improved bandwidth in areas that were experiencing network issues. It is important that we continue to complete this project in order to support our district-wide Wi-Fi initiative and to be ready for online testing.

Technology Long Range Planning

The Technology Committee met on a bi-weekly basis in the fall to develop a long-term Technology Plan. An update was reported to the Southington Board of Education at their December board meeting with the final report at their June 2014 board meeting. The focus of the committee has been professional development and ensuring our teachers have the skills to incorporate technology in their daily lessons. A blog was created to give teachers a resource to help them with technology and give them a vehicle for sharing good information.

A site visit was made to the Middle School of Plainville and Brian Czapla (Director of Educational Technology for Glastonbury Public Schools) came and presented to the committee how Glastonbury implemented a 1:1 iPad initiative. Two subcommittees were formed, one for policies and one for curriculum. Additional Chromebooks were given out to have a mini-pilot at the high school and middle school level. Next year, pilots of both Chromebooks and iPads will be expanded.

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School-Based Activities



Southington High School

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Martin J. Semmel, Ed.D

Assistant Principals

Helen A. Crowley
Michael P. Halloran
Brian R. Stranieri
Richard J. Terino

Annual Report 2013-2014

Enhancements

Southington High School continued to focus its efforts on teaching and learning with the understanding that a high-quality education program leads to improvements in all areas. The College Board recognized Southington High School for significantly increasing the number of students participating in Advanced Placement (AP) courses while at the same time producing, maintaining, or increasing the percentage of students meeting with mastery on the AP exams. We have continued to push the vision that all students take at least one course at Southington High School that would lead to college credit for all students. The percentage of students taking at least one AP course next year compared to this year has made significant strides. The percentage of juniors taking at least one AP course has risen from 17% to 22% and the percentage of seniors taking at least one course has increased from 34% to 48% in the coming year. Additionally, U.S. News and World Report identified Southington High School as a silver medalist and ranked Southington High School the 34th best high school in the state and “One of America’s Best High Schools” for 2013. We held our Third Annual AP Expo in our cafeteria where student teams explored individual learning opportunities within their course work and presented to an audience. Beyond these significant achievements we have seen a rise in our overall four-year graduation rate that we expect will be the highest in over a decade, if not longer. Our College Fair provided our students and parents the opportunity to connect with over 80 colleges and universities. Over 1000 people attended this event.

Southington High School spent a significant amount of time preparing for the Smarter Balanced Assessments this year as well. The pilot assessments performed in grades 10 and 11 were quite successful in terms of implementing the new assessments and procedures. We will likely not receive mastery data on these assessments. A significant amount of time was used to implement the new teacher evaluation system as well. Teachers engaged with administrators, department chairs and colleagues to increase student learning. We essentially eliminated homerooms during this school year; therefore, adding close to 20 hours of instructional time back to our school year. We implemented our Grade 9 Pilot Program for the school year and met with success. We will implement a second grade 9 team in the fall. These teams provide the level of communication necessary between the teachers, students, and families so that the transition to high school is as smooth as possible. In addition, we continued to ensure that our student voices are heard and respected. Our ABC Team (think tank) grew as an organization as we participated in leadership training and engaged with student issues. The Advisor-Advisee Program became more effective as well as we further developed our curriculum, communication and procedures. This being the second year of the program, the student-advisor relationships grew stronger and the vision for all students to have at least one adult in the building that they can connect with became more of a reality. Athletics continued to listen to the voices of student-athletes as the Knights of the Roundtable continued through this year.

Celebrations

Southington High School had much to celebrate during this school year. Five members of our staff were honored by the Board of Education as “Profiles in Professionalism” award recipients. Additionally, the 2014-2015 Southington Teacher of the Year is our very own literacy specialist, Jennifer Paul. Mrs. Paul will do a fantastic job representing all of Southington’s teachers. Furthermore, representatives of Southington High School were asked to present at two state-wide conferences on the topic of school improvement. Mr. Brian Durbin of the Southington High School Social Studies Department published his second book in a three-book series. He will be participating in a national event called, “Dancing with Our Heroes” to raise money for wounded soldiers. Mr. Jeff Shaw of our music program was identified as one of the “50 Directors Who Make a Difference.” This national recognition is well deserved. We celebrated and honored the hard work of the Southington Education Foundation (SEF) by bestowing the Order of the Blue Knight to their leadership team. Our work with the Chamber of Commerce continued to flourish as our Training for Tomorrow program provided close to 70 students with a nine-week internship opportunity in the community. Finally, in addition to the success of our new Facebook page which connects with more people every month, our student newspaper is now online. This will provide more authentic experiences for our student journalists.

We continue to celebrate the great success of our co-curricular activities. Our Marching Band took fifth place in a national competition. Our Robotics Team hosted a highly successful district event and captured multiple state and regional championships before heading to the national competition. We offered three highly successful trips to France, Spain and Italy, allowing our students to engage with the culture and community of the languages that they are studying at Southington High School. Additionally, with the help of our two literacy teachers, and a number of their colleagues, we offered seven successful student book clubs this year. These book clubs spread the love for reading and the opportunity for leadership to a significant number of our students. Our Unified Theatre, Unified Sports and Best Buddies programs continued to shine. The Key Club continued to be instrumental in the success of our school based events through their significant contribution of time and community service. The annual Dodge Ball event with Cheshire High School has become a highlight for the school and continues to raise significant money for Relay for Life. The DECA and FBLA students continue to be highly active in the state leadership roles. The art department presented its annual Art Show to the community with high praise and our performing arts department received multiple HALO nominations and the Best Leading Actress in a musical award for its presentation of Aida.

The sports teams had a truly remarkable year. The football, softball and gymnastics teams all won the CIAC title in their respective sports! The boys’ volleyball, baseball, and cheerleading teams all took runner-up positions in their respective state competition. The boy’s golf team placed fourth in the all-around team tournament. The Unified Sports program continued to be highly involved in basketball, bowling and track and field. They continued to host a track and field tournament.

Ongoing Work

The hard work of our staff and the strong educational foundation that has been developed over the years are leading to significant growth in many areas of our programming. As we look

forward to the new school year, we will further develop our ninth grade team approach. We will engage in the second year of the teacher evaluation program and ensure that our best and brightest teachers are all receiving the support they need to be highly successful with our students. We will review the High School Reform Act with our new superintendent and develop a plan for the needed changes. We will continue to embrace the curricular changes to implement the Common Core State Standards with a specific focus on the English and social studies curriculum that will be reviewed in the coming year. Our In-School Suspension program will be developed through the hiring of an individual who will provide the necessary consistency throughout the day. We will support the significant increase in students taking AP courses in the coming year to ensure their success and continue to engage all of our students in the most challenging and relevant course work that we can offer. We will look to roll out an online personal finance class for our students. Finally, we will do all that we can to individualize the education of every student at Southington High School.



ALTA

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Annual Report 2013-2014

Enhancements

The alternative high school (Alta) had a very successful year on many levels. Alta took part in a Chromebook pilot for the district. Each student had access to a Chromebook during the school day. Teachers were trained at the beginning of the school year in the different applications and in Google Docs. The pilot was a complete success and was embraced by students and teachers. Each teacher incorporated the use of the Chromebooks into their instruction in a variety of different ways. For instance, in biology, students created charts and graphs to prove hypothesis and solutions to lab problems. The use of the Chromebooks had a positive impact in several areas:

1. Students became more aware of the different uses of technology and how to apply them.
2. The Chromebooks created a new excitement in learning and helped keep students focused and engaged.
3. The Chromebooks gave teachers another instructional support piece and form of differentiation.

Celebrations

Alta graduated 16 seniors this year, 13 of which walked in the high school graduation ceremony on June 19, 2014. Many of these students were special education students, and had other significant issues in their educational histories. I am proud of the work that the Alta staff did with these students. We had a solid partnership with the high school social workers, school psychologists, and guidance counselors that also helped to foster student success and I look forward to the continuation of this relationship. Alta had one CAPT scholar, and 11 different students either made high honors or second honors over the course of the school year. These accomplishments are highlighted on the Alta website. Alta has a returning student who will be taking AP Calculus at Southington High School next year, which is uncharted water for the alternative program.

Alta continues to work with the Southington community, and this was highlighted at the end of the school year when Alta students volunteered for the United Way Senior Luncheon for the second year in a row and we will go back next year. This was a very positive life learning experience for students.

Ongoing Work

Behavioral infractions and issues leading to suspension continue to decline as we help students learn to cope and deal with internal (school) and external problems. The culture of the school and systems we have put in place have allowed this to take place, and some very difficult students made huge personal strides this year.

Academic rigor continues to increase at Alta. This year, we are retaining only one student in her grade. We are seeing stronger results on assessments, mid-terms, and final exams. This work will, and must, continue. In 2014-2015, there will be a continued emphasis on team teaching and

the implementation of a co-teaching model when appropriate. We will also continue to stress interdisciplinary teaching and a focus on literacy across the content areas.

Part of our continuing work will be in helping students transition from high school to post high school life. Mrs. Mark Hill, Alta Guidance Counselor, worked closely with Mrs. Nancy Chiero, Southington High School Special Education teacher, and the Technology Advisory Board, helping students secure internships. Through this work, three graduating seniors found full-time employment after graduation in construction and manufacturing, and one in agriculture. This work will continue to be a focus next year. We will also continue to educate and prepare students for post-secondary studies in two and four-year institutions.

Group counseling and peer group interaction will also be a focus next year. Students must be encouraged to communicate to solve problems and not rely on social media. This continues to be a major issue and we must continue to weave problem-solving into the fabric of our instructional day.

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Enhancements

Families, students, and staff each have much to be proud of as we reflect on the close of the 2013-2014 school year. The renovate-to-new project continued and as the year progressed we excitedly took ownership of a new wing of classrooms, library, office suite, and music rooms. Additionally, we were thrilled to hold a ribbon cutting ceremony on November 1, 2013 in celebration of the newly renovated gymnasium. The entire student body and staff gathered in the new area and cheered loudly while our Patriot mascot “worked” the crowd. It was important for administration to include the students and staff in this official moment since each member of the J. A. DePaolo Middle School “family” had been so extremely supportive and flexible during the ongoing deconstruction and subsequent reconstruction of the spaces. Over the course of the year, and through our ongoing parental community support, we earned nearly \$4,000 as part of the school’s participation in the Stop and Shop A+ Rewards program. The DePaolo PTO has requested this money to be set aside for a celebration once the entire school is completed. We believe this is a wonderful manner in which to demonstrate our DePaolo Patriot Pride.

Celebrations

DePaolo Middle School further implemented our motto, “*We need to reach students in order to teach students.*” Staff members worked diligently to make positive connections with students both in and out of the classroom. Staff was consistently observed supporting students before and after school hours as well as during lunch in an effort to provide each child with what was needed for success to be achieved. Students were celebrated throughout the year through a wide variety of venues including, but not limited to, the Principal’s Bagel Breakfast’s, Honor Roll, Gold and Platinum Cards, and daily announcements. Students consistently impressed the DePaolo staff and were selectively recognized at Southington Board of Education meetings as well. A highlight of the year was when student academic success was recognized when DePaolo Middle School was named an “Excelling” school by the State Department of Education. This status would have never been earned without the dedication of the staff and the consistency of practice within the school, as well as our community support.

Ongoing Work

The Common Core and Smarter Balanced Assessment influenced how we approached our day-to-day lesson planning and implementation. Coupled with our continued data-driven instructional analysis, the administration and staff at DePaolo Middle School plan to continue to embrace the ever-changing landscape of educational research and use our depth of experience to employ the most effective organizational and teaching strategies to yield high student achievement. With our parental partnership, we will develop appropriate programming for every child. The new Teacher Evaluation and Support System will be extended to encompass every subject area next year and summer curriculum work will act as a blueprint for continued professional development sessions over the course of next year.



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Annual Report 2013-2014

Enhancements

This year has been both challenging and exciting for the Kennedy Middle School community. Along with the renovation, we continued to implement the workshop model in language arts and new Common Core aligned algebra curriculum in Grade 8. All staff put forth a tremendous amount of effort communicating and connecting with our students and their families through the use of various means including the *Remind 101* application, the daily posting of homework assignments, as well as inviting students into team meetings to praise and reinforce their efforts, growth, and citizenship within our school community. The staff coined this time as “*Good News Fridays*.” After these special meetings, an email was sent home simply requesting that the parent or guardian ask their child why they were called into this team meeting. The news their child shared with them often provided a pleasant surprise for parents or guardians. Finally, our students enjoyed the powerful *Rachel’s Challenge* initiative this year, which was kicked off by an assembly sharing the touching story of Rachel Scott, the first young lady to perish in the tragic Columbine incident. After hearing Rachel’s story, our school started a F.O.R. Club (Friends of Rachel), which fostered the kind and caring culture we want students to be a part of at Kennedy all year long!

Celebrations

Students at Kennedy Middle School continue to enjoy much success, both academically and socially. Students continue to be recognized monthly during grade level advisory meetings, through our *Student of the Month* program, within the National Junior Honor Society, and through the many town and community contests held throughout the year. Kennedy featured another town-wide Spelling Bee champion, another state *Investwrite* champion, multiple place finishers in the state Science Fair, and the highest finish in recent memory in the state *MathCounts* competition. The year culminated with another memorable evening awards ceremony capped by three outstanding concerts. All of these accomplishments are a testament to the many talents and successes celebrated by our Kennedy students throughout the year.

Ongoing Work

In addition to the challenges and constraints presented within the renovation project, all staff worked tirelessly to keep up with the demands of the new Teacher Evaluation Plan including all of the assessment and data analysis required within the plan. Additionally, the continued implementation of the Common Core aligned units of study in mathematics and language arts, coupled with the piloting of the Smarter Balance Assessment, demanded much time and effort of teachers. We continue to examine our intervention model, focusing on literacy this year, and numeracy next year. Lastly, with the recent turnover of administration, there continues to be a full-scale review of various operational procedures with an eye towards improving wherever possible.



WALTER A. DERYNOSKI ELEMENTARY SCHOOL

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Annual Report 2013-2014

School Accomplishments

The 2013-2014 school year at Derynoski School was filled with new learning for staff and students. We began our year with the exciting new initiative of Full-Day Kindergarten. The Kindergarten team worked closely with administration all year to ensure that the rigor of the curriculum was developmentally appropriate with the integration of academics and social skill learning. The team began their work by structuring a day that was consistent across the grade level and assessed students' current level of performance to provide differentiated groups early in the year. Routines were established and students quickly adjusted to the new full-day program without any difficulties.

Safety was addressed this year with continued practice with our Code Lock, Exterior Lock and fire drills. Bus and walker dismissal was also addressed with a new system put in place to stage buses to let walkers leave first so the congestion would be lessened. New signage and curb painting also provided direction to parents on procedures in the parking lot.

The PTO continued its amazing work this year by providing another four SMARTboards for our special education classrooms. They also supported our field trips, books in the classroom, Kindergarten Orientation, "BooHoo" breakfast, and Welcome Back picnic.

Celebrations

Our achievement scores continued to increase this year with the highest scores ever documented at Derynoski Elementary School in Kindergarten and Grade 1. End of the year teacher meetings focused on how to address these higher level learners as they enter the classroom next year. Starting in August, teachers analyzed student data and determined programming to meet individual student needs. This year's focus was on increasing the rigor in practice with the integration of more critical thinking lessons and strategies. Getting our students to problem solve and to be active learners was the challenge. Administration worked with teachers to build their capacity to understand this shift in practice as we became fully entrenched in the Common Core Standards. Through the Talcott Mountain Program and the Invention Unit in science, our higher level learners and our identified "gifted" students extended their learning with high interest and cognitively challenging initiatives. This continues to be a focus for next year with the Math League added to this list of rigorous programs.

We did not think that we could improve our STEPS/Character Counts Program; but, we did, receiving another grant from the Calvanese Foundation to support our afterschool clubs which met both in the fall and the spring this year. We targeted the monthly assets with directed events and produced more relevant examples for the students to learn and practice. We also integrated "Town Meetings" for the entire school which was completely student-driven. This school spirit program showcased our Character Counts students and integrated special events and student achievements made throughout the month. This will be continued next year.

Kindergarten

Our Kindergarten year was very exciting and productive. Having the children here all day enabled us to go deeper into our curriculum in all content areas. Due to the Full-Day Kindergarten program most of our students have surpassed the Kindergarten end of the year benchmarks. With scores higher in the literacy and math areas, teachers had to think outside the box and increase the rigor of their practice. Intervention blocks and literacy stations were implemented throughout the year. To increase literacy support at home, teachers created a tutorial on our web pages for parents, which included Kindergarten and first grade reading strategies. The Kindergarten team continuously communicated with parents regarding their children's academic and behavioral progress.

Grade 1

We are pleased to report that we are sending students to second grade reading at a higher level than in years past. Students had books in their hands daily and were continuously being reassessed and pushed to their fullest potential. Depth of Knowledge (DOK) questioning has been a focus for our team. Reading response journals as well as responding daily to literature has helped readers to strengthen their critical thinking skills. To culminate the children's writing successes in Writer's Workshop, parents were invited to come in and celebrate their children's writing. In March, we completed our nonfiction reading and writing units by welcoming parents in to view children's individual expert projects. While continuing to instruct from the Growing with Mathematics program, we integrated an assortment of Common Core lessons to supplement our math program. First graders continued to enjoy learning, discovering, and interacting with live materials.

Grade 2

Reader's and Writer's Workshops continued to be successfully implemented. Students participated in literacy skill groups which targeted individual student needs. There was a greater emphasis on written responses and increasing Depth of Knowledge across all content areas. The new writing rubric aided students with organization and implementation of the writing process. Math instruction was centered on higher level thinking and open ended problem solving strategies.

Grade 3

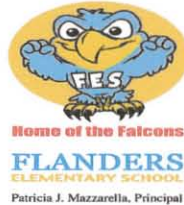
As we close another year in third grade, the team of students and teachers has much to be proud about. There was a focus on higher level thinking (DOK 3 & 4) across the curriculum. This was seen in Reader's Workshop during Accountable Talk, Read Aloud, Grand Conversations, and Book Clubs. Derynoski continued to be a Columbia lab site. Teachers participated in two training days with a focus on conferring and implementing strategy groups. Third grade literacy skills groups started early in the year and were on-going to support the diverse learners in reading. The new organization of units in Writer's Workshop included a greater emphasis on opinion writing. Teachers received training on the new Columbia Scoring Rubrics. Students used the new checklists to support editing and revising their pieces. In math, grade three continued implementing the Common Core State Standards (CCSS), with new units and pacing. There was an increased focus on justifying mathematical thinking and explaining problem-solving processes. All this work culminated in the field testing of the Smarter Balanced Assessments. The year's hard work prepared the students to tackle this challenge with resiliency and determination. The third grade team also worked to strengthen the Home / School connection with regular up-dates.

Grade 4

The work on aligning Reader's and Writer's Workshop to the Common Core was a major focus for this year. All levels of DOK questions were emphasized throughout each of the reading units of study. In addition, a yearlong series of reading interventions were developed to enhance our reading instruction. In writing, we focused on narrative, opinion, and informative writing. Students also had to learn and develop their note taking skills in the informative writing units. Throughout Reader's and Writer's Workshop, literacy specialists and tutors provided small group and individual support, which enhanced student learning. In mathematics, the GWM pacing schedule was revised to more closely follow the Common Core. Students enjoyed a hands-on approach to science inquiry. All subject areas were enhanced with the use of the classroom SMARTboards. Improved technology access such as Pebble Go, TrueFlix and BrainPop also improved lessons and student learning. We continued to support student behavior using our Character Counts/STEPS program.

Grade 5

The fifth grade team continued to implement the Reader's and Writer's Workshop Model with a focus on higher level thinking skills. In the language arts area, we were able to design our reading intervention block earlier in the year. Members of the team collaborated with Mrs. Judy Ellis, literacy specialist extraordinaire, throughout the year for co-teaching in reading and writing. Mrs. Ellis designed kits for the team to support our units on informational and opinion writing. The new Columbia rubric was integrated into our writing lessons, which supported instruction and definitively provided teachers and students writing expectations. In the area of technology, the team used Google Docs to facilitate our collaborative efforts for DOK questioning. We also used technology ("Educreation" application) to create teacher instructional math videos that were emailed home to parents and guardians. In science, we implemented a new Inventor Unit focusing on engineering design. Parents were invited to share in our school community through our Veterans Day Program, Open House, DARE Graduation, Young Authors, Internet Safety, Recognition Program, and Science Fair.



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School Accomplishments

Flanders Elementary School is a diverse neighborhood school community with a strong connection to its parents and the general community. The school mascot is the “Flanders Falcon” and the school slogan is, “Flanders Falcons are trustworthy friends.” We continue to connect with the greater community by supporting Relay for Life, Community Soup Kitchens, YMCA Camp Sloper and Southington Park and Recreation Programs. The Flanders PTO supports our staff through fund raising to enhance our instructional and cultural initiatives. This year, their hard work supported the instructional Technology Plan by providing SMARTboards and 25 Chromebooks, field trips, family fun nights and our Science Lab. They also promote positive family activities such as Family Picnic, Family Bingo, Read Aloud Day, and “Read across America” Reading Program, Ski Club, Drama Club, Scouts and Flanders Cares programs. This year, the PTO continued their work of providing free family fun nights so every family could attend and not worry about cost.

This school year, our Continuous School Improvement Plan worked on student achievement and teacher accountability in four areas: Common Core State Standards (CCSS) in numeracy and literacy, School Safety/Climate and School/Family Partnerships (focusing in on parent engagement). Key items and events that we are most proud of are:

- School and Home Connections via a Principal’s Monthly Newsletter, Kindergarten Special Day Celebrations, Grade One First Friday’s for Families, Grade Two Poetry Night, Grade Two Reader’s Theater, Grade Three Mystery Reader’s Program, Grade Three Poetry Day, Grade Four Reader’s Theater Presentations, Grade 4 Writing Celebrations, Grade Five Writing Celebrations, Grade Five Science Fair Expo, Principal Coffees, and grade level information in monthly newsletters.
- Instructional focuses for 2013-2014 included, but are not limited to: Southington Public Schools Mission Statement, ABC school Asset Building Strategies, Exemplary Classroom Libraries, expanding our non-fiction collections, Writer’s Workshop, Reader’s Workshop, development of Depth of Knowledge (DOK) levels of questioning based on the new Bloom’s Taxonomy, instructional and interactive use of technology, CCSS standards in English language arts and math and increased parent participation in academic celebrations and meetings.

- Flanders served as a Columbia Reader's Workshop Lab school (sixth year) hosting training for teachers across the district in Grades 1-5. Flanders Elementary School and district staff participated in Columbia workshops in writing and extending our work in non-fiction as required in the CCSS. Our staff participated with the State Department of Education to develop video programming to teach educators and parents how to communicate effectively regarding educational standards and student achievement. The video was viewed at a national convention and the Connecticut State Department of Education received high praises for our teachers' and their work.
- Flanders Elementary School is very proud of our SIP process and is ready with our end of year data to begin work on our new SIP based on student achievement data and teachers' professional reflections on where they would like to grow. Our work in student achievement for right now will focus Common Core Standards regarding reading comprehension and math literacy. We plan to continue to enhance our strong school/family connections with a variety of initiatives such as Literacy Nights, Numeracy Nights, and instructional celebrations, and Community Service Projects, parent involvement in our A.L.O.T./STEPS program and increased participation in PTO meetings.

Kindergarten

We developed new goals for ourselves this year knowing we would have the opportunity to work with our students for a full day. Achievement for this year is noted in our end of year data. We have been able to share with parents how their children were able to delve deeper into the Kindergarten standards and how they were able to be enriched in their learning. We provided reading tutor and math (intervention) support earlier in the year for all students to achieve greater end of year reading and math levels.

Grade 1

The first grade has spent the year working to increase student achievement in reading through vocabulary development and fluency work. In writing, the teaching continues to focus on elaboration in writing, which has moved students to higher achievement. The first grade team has also worked to increase achievement in numeracy foundational skills. "First Fridays for Families" continues to be a parent favorite with significant parent participation.

Grade 2

Flanders School has worked as a team to implement interactive technology lessons in reading and math. They have also focused on levels of questioning to enhance student achievement in English language arts and math. They have focused in on reading comprehension strategies of retelling, fluency and author's message this year. Instructional celebrations continue on a regular basis in this grade level.

Grade 3

The focus on literacy instruction in the area of non-fiction reading/responding continued this year. Writing instruction focused on our new rubric with higher standards and clear information on how to help students improve. During the mystery story unit of instruction, parent "mystery readers" continues to be a big hit with the students.

Grade 4

They focused on the ELA CCSS standards particularly working with non-fiction materials and having students do research. This team has worked to increase student achievement using higher levels of questioning and enrichment. The team is leading the way in using technology to deliver content material and involve students in interactive practice.

Grade 5

Fifth grade students have participated in a Business Building enterprise with the support of a Southington Education Foundation grant for the third year in a row. Our Grade 5 students have grown in all content areas. Instructional celebrations such as the social studies Living Museum, Science Fair, and Young Authors drew in a majority of our Grade 5 parents who all had very positive feedback about student achievement and success.



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Annual Report 2013-2014

School Accomplishments

Hatton Elementary School has a strong home/school partnership with a very active PTO. In addition to fundraising to support cultural arts programs and field trips this year, the PTO sponsored many activities including two Book Fairs, Pasta Supper, Ice Cream Social, Bingo Night, Grade 5 Carnival, Field Day and the end of year Family Picnic. Hatton students in Kindergarten through Grade 3 were entertained by the children's author Marty Kelley. Students in grades four and five spent several hours with Rob Buyeau, author of Because of Mr. Terupt (a Nutmeg Award winning book). Parents were recruited to become literacy volunteers and worked with our primary students who needed daily fluency practice.

Hatton School houses the district's Integrated Preschool (Wrinn Preschool Center) with an enrollment of 114 students. Having four preschool classrooms in our building provided volunteer opportunities for the fifth grade students. Many students gave up recess time to work with our youngest children. Hatton's total enrollment for the 2013-2014 school year climbed to 483 students.

Hatton School is proud to become involved with the Kind Kids Program this year. We are working on creating a culture of kindness in our school. The mission of this program is to inspire, educate and motivate each other to realize the impact of intentional kindness. Kind messages were posted throughout the building this spring. Students were given kindness coins to pass on to others who demonstrate this quality.

The Hatton ABC Committee, comprised of teachers, students and parents, continued to plan monthly activities to promote the 40 Developmental Assets. This year, we also held four Town Meetings to celebrate the positive assets.

Collaboration was an important goal for the Hatton staff as we worked in grade level teams and vertical teams at our monthly meetings. This year, the staff focused on learning more about the new Teacher Evaluation and Support Program. Staff discussions centered on observations of best teaching practices that engage all students in the learning tasks. We also spent time learning more about the Common Core State Standards and its impact on teaching and learning. We will continue our professional growth in curriculum and instruction.

Celebrations

One of the most exciting celebrations this year was the implementation of a Full-Day Kindergarten program. The students had such wonderful experiences working and playing together.

Preschool

This year, the Preschool teachers collaborated on integrating the new ABA program into the school system. The preschool students participated in weekly gross motor groups with the physical therapists. They also had opportunities to participate in music and physical education classes this year.

Kindergarten

This year, the Mother's Day Tea celebration included student authors sharing their "All About Mom" books that they had written. In science, the students made boats for the "Sinking and Floating" unit. The classes had fun discovering which boats would float in the Flotilla (water tables). The students also observed the life cycle of ladybugs this spring. The students had their first experience with public speaking as each child had a speaking part in the Flag Day program. The students sang patriotic songs to an audience of over 150 proud relatives.

Grade 1

Through the Reader's and Writer's Workshop instruction, students have experienced a range of strategies and styles. In reading, they have learned decoding and comprehension strategies. In writing, students explored writing small moments, writing an opinion, and learned how to write a non-fiction book. The teachers worked on improving communication with parents by creating a reading and writing checklist to be sent home before report card conferences. They also worked together to send out a monthly newsletter. This year, the first grade classes performed a play "BUGZ" for the school and held an evening performance for parents and relatives.

Grade 2

This year, the second grade classes spent a portion of a day celebrating the "Active Classroom." Students participated in a variety of physical activities and games that were all centered on the second grade curriculum. Games included a "Spelling Relay Race" and a "Math Fact Basketball Shoot." The teachers used digital literacy to improve students' ability to read and respond to informational text. Students read and/or listened to short non-fiction text and watched accompanying videos. Students also learned how to navigate the PEBBLEGO.COM site to utilize text features to locate information. During the Young Author's Celebration with parents in June, students showcased what they had learned in social studies about Southington by performing a Reader's Theater entitled, "My Town and My World."

Grade 3

The third grade classes attended a field trip to the Trash Museum after completing a science unit on recycling. All three third grade classes now have SMARTBoards. Technology was integrated into daily lessons. The students enjoyed the interactive activities. In writing, the students have worked to become confident writers and created and published both narrative and non-fiction writing pieces.

Grade 4

Students read and researched multiple texts comparing genres, and published their own nonfiction books. The books included text features and highlighted essay writing. Students read

articles, viewed videos, and researched information on various social issues such as divorce, bullying, autism, foster care, and death. As a culminating activity, children created a poster to educate others about their social issue. It included important facts and ways people can cope with that issue. Students continued to grow in their writing with a focus on narrative stories, informational essays, and persuasive essays. Each class held a writing celebration at the end of the year to showcase their work.

Grade 5

After researching whether to allow chocolate milk to be served in the cafeteria, the fifth grade classes held a stimulating debate to defend their positions. Grade 5 students invited veterans in twice this year to learn more about service to our country. This year, many students participated in the Invention Convention. All our students became scientists participating in the Science Fair in June.



Urbain T. Kelley School

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Annual Report 2013-2014

School Accomplishments

Urbain T. Kelley School has had a great year! We continued our focus on the implementation of the Common Core State Standards (CCSS) in order to promote student achievement, along with a specific focus on Depth of Knowledge (DOK). These areas were determined as focal points after reviewing our data and looking at what needs to happen in order for our students to achieve. Teachers in all grades and all subject areas actively participated in the implementation of these objectives. Ongoing professional development was provided to support new units of study in several grade levels, along with new curricular and assessment resources.

The STEPS ABC (Asset Based Classrooms) program formed the foundation for our goal of educating the whole child. Students learned the benefit of supporting the Kelley School community and the Southington community at large. Students, parents and teachers were heavily involved in this initiative in order to improve developmental assets in our children. We have had many opportunities for children to help others through food drives, raising money for the Southington Education Foundation, visits to area facilities and participation in a Math-a-Thon St. Jude's fundraiser.

Kelley School has a very active PTO and welcomes parents to work in partnership with our school. Some events that we had this year are: Family Picnic, Donuts for Dads, Muffins for Moms, bingo and book fairs. The PTO raised funds for classroom field trips and for cultural events. Our teachers attended PTO meetings monthly.

Parents and teachers came together this year to increase the afterschool enrichment programs offered to our children. We were proud to provide the Fit Kids Club, Kelley School Art Club "Art for a Cause", Karate Club, Writing Club, VEX IQ Robotics Team, and a very successful Unified Sports team that partnered special education students and buddies to learn the basics of several sports. That team finished their season by participating in a state event in April. It is our goal to continue all of these programs next year and look for additional opportunities to expand our after school offerings.

School Celebrations

Kindergarten

This year, we are very proud of our DRA scores. Out of 47 students we only had seven below grade level, 19 at grade level, and 31 above grade level. These scores are a reflection of our hard

work in Reader's and Writer's workshop. We created lessons and resources to support the Common Core State Standards (CCSS). In math, most students achieved mastery in all areas. We challenged and supported each student throughout the year with materials we created. These materials reflected higher level Depth of Knowledge (DOK) questions. We are also proud of our multiple celebrations that we had this year. Students participated in an October songfest where they sang songs and read poems. We also had a Reader's Theater and writing celebration. Students read from a script and used character's voices. They also shared their writing with their families. Our final celebration will be a graduation to celebrate the accomplishments of all students.

Grade 1

In first grade, we worked as a team to continue our work with DOK questioning and incorporated DOK questions into journals. We attended two language arts professional development days (two half days on reader's workshop and one full day on scoring narrative on demand). We were disappointed that we were not trained on informational and opinion writing. In science, we had another successful year with chicks. We had a Mother's Day program and Kelley School participated in an all day Writing Celebration.

Grade 2

Throughout the year, we modeled DOK questions pertaining to the CCSS during our Read Aloud and mini-lessons. Children were gradually exposed to different levels of questioning both orally and through written work. We began with DOK 1 and 2 questions and worked up to levels 3 and 4 when students compared fairy tales with a fractured version of the fairy tale. Our music teacher worked with second grade to put on a Flag Day Program for parents. We also participated in the Young Author's writing celebration. Our field trip to Camp Sloper reinforced two of our science units: New Plants; and Rocks, Sand, and Silt. Children had a chance to compare different types of soil and rocks, look at the parts of a plant, and plant a seed to take home.

Grade 3

This year, we focused on the implementation of CCSS, and incorporated DOK questions and tasks into all content areas. Students compared and contrasted multiple texts, as well as the use of technological resources to create a research project pertaining to conservation. In language arts, we focused on opinion writing and using sources to support opinions. We attended the Mark Twain and Harriet Beecher Stowe houses to support our unit on Connecticut. Academic celebrations included Bio-Bottles, Connecticut brochures, and Young Authors.

Grade 4

Fourth grade continued to integrate DOK questions of various levels into the curriculum. Students participated in an academic celebration dealing with writing. They worked towards academic writing in research papers and opinion essays. Field trips included Mystic Aquarium and two visits to Camp Sloper to enhance the science curriculum. Students continued learning concepts in math, writing, and reading geared towards the CCSS. The students also had a big shift towards reading more nonfiction pieces and research articles, utilizing the close reading strategy. In social studies, students utilized information they learned from their state projects to

write a non-fiction research paper. Students were introduced to the new SBAC testing program. They participated in opportunities to practice with the test taking software and with testing concepts via computer before the official field test was administered.

Grade 5

We continued our emphasis on the implementation of the CCSS, specifically Depth of Knowledge (DOK) questioning across all curriculum areas. In addition to building our students' capacity to respond to higher-level questions, we focused on accurate scoring of student responses. We also spent a great deal of time teaching students to recognize the various levels of questioning and began having students develop these questions. In writing we focused on narrative, informational and opinion writing and scoring using the new rubrics. We attended the middle school play "Shrek" at Southington High School, several cultural arts programs at Kelley School, and visited Old Sturbridge Village to support social studies content learning. We also attended the STEPS Asset Building Day at Camp Sloper for Middle School, and had academic celebrations throughout the school year. We concluded our year with a final recognition of our students as they were promoted to sixth grade.

School Improvement

All students at Kelley School were active participants in lessons to foster their academic, social and personal development. We had a very successful year with the implementation of our School Improvement Plan.

Staff and students at all grade levels focused on student achievement in reading, writing and math. We met throughout the year to analyze data, review student work and improve instruction. We expected students to respond to higher-level questions and to think deeper about the work.

Next year, we will continue to target areas in reading, writing and math that are weak. We will review all data in August in order to help us target specific areas. We will incorporate the Common Core standards into our work. We will also continue to focus our efforts in making sure that the individual needs of each Kelley student are met.

Our focus on the district mission will continue to guide us in our work at Urbin T. Kelley Elementary School.



Plantsville Elementary School

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School Accomplishments

Plantsville School continues to grow as a school community with children coming from various parts of the country and with our participation in the Open Choice Program.

The staff continued working with our mutually revised Continuous Improvement Plans. Literacy and numeracy goals are directly related to Common Core State Standards as well as district benchmarks. Meetings on student data from the previous years were held and teachers aligned their instructional goals based on the results of that data and our Plans. The teachers use differentiated instruction based on student need as they see it developing in their instructional setting. Both Writer's and Reader's Workshop are fully implemented in all classrooms, as all teachers are now fully trained in both models. Writing skills are emphasized across subject areas, as children write in all classes every day. Small flexible groups within the math classrooms are based on student need within strands. Areas of weakness are addressed by our literacy specialist, special educators, and literacy and math tutors. As our facility is full of diverse technology; and teachers and students have become comfortable using our technology on a daily basis. Teachers and paraprofessionals and, especially, students, have used our interactive SMARTboards, document cameras, and computer technology in all teaching areas, including our library/media center and adjacent lab. It is also not at all unusual to see children using the computer cart on wheels in the classrooms and in the halls.

The Plantsville faculty demonstrated a strong commitment to our academic programs. Teachers continued to attend professional development on the Columbia's Reading Workshop both in district and at Columbia. Math workshops are also attended as we go forward with the Common Core in these areas. Several teachers continue their education with college courses, and many have requested to attend professional development opportunities outside of those offered by the district. They share important information and technique with staff afterward. Our staff also gives back professionally, serving as cooperating teachers for young student teachers and as TEAM mentors for new teachers.

We are proud of our music, art, and physical education programs; we had two instrumental and two vocal concerts. Physical education classes integrated literacy and numeracy goals and science and social studies objectives with a variety of unique centers. Teachers integrate their teaching of non-fiction with social studies and science. Children have learned to delve deeper into various areas of print and media, integrate information, and make argument.

Plantsville School is fortunate to have a strong and supportive PTO. Along with our cultural programs, the PTO is active in many areas, sponsoring two book fairs, an ice cream social, and funding our Field Day and class field trips where real life experiences are provided outside of the classroom and dedicate their time as volunteers in the classrooms. With our partnership with Calendar House and The Summit, Plantsville students have continued their outreach to older adults in the community. We, again, were part of the district Relay for Life team as well as many other charitable contributions for community needs.

Student Achievements

Kindergarten

Our Full-Day Kindergarten students experience a balanced program of literacy and numeracy. The highlight of their social studies curriculum was a visit to the local Fire House, where they saw firsthand what these community members do for them; science and literacy was supported by a trip to Indian Rock. Writing has shown growth throughout the year, as their stories have more detail.

Grade 1

The first grade literacy program is highlighted in the spring by their participation in our school-wide Young Authors' Celebration. Family members are invited and each child read one of his or her pieces of writing. Theme days focusing on winter holidays, apple day, and Thanksgiving integrate social studies, math, language arts, and science through various center activities. There is an international flair in first grade with a variety of cultural events. The science curriculum was also enhanced by a visit to the Beardsley Zoo and talks by parents with a variety of ethnic backgrounds.

Grade 2

The science curriculum in Grade 2 was supported by a trip to Nature's Art in Montville, and by guest speakers. Interactive SMARTboard work included using live Boston Marathon data throughout the day. The year ended with Beach Day, an integration of all second grade curricular work around a common, festive theme.

Grade 3

Individual pieces of literature were published and shared with peers. Students participated in book clubs, created maps of Connecticut, participated in countless hands-on science experiments, created time-lines, kept journals, and worked through many math processes, reaching the abstract stage for many topics. They also became active recyclers after the presentation from the Science Center.

Grade 4

There were monthly celebrations in reading and writing: through Writer's Workshop, best writing was shared with peers, and conversations about best books were held. The children's radio station integrated social studies regions and literacy as news and sports events were announced, weather reports given, and editorials showed students' skill at inference. A trip to the Eli Whitney Museum highlighted the science curriculum where they created their own simple

and compound machines. Science was enhanced by participation in the Connecticut Invention Convention where several of our students achieved state recognition.

Grade 5

Reader's Workshop is a way of life in fifth grade. Grand conversations were held about literature, writing was published, and book clubs were held. Every Friday, a mystery reader shared his or her favorite book with the class. The Science Fair showed students testing a hypothesis through experimentation and coming to valid conclusions. The trip to Sturbridge Village gave the class a real life look at early American life. Visiting The Summit several times created a partnership with our neighbors.

Ongoing Work

Teachers and administration will continue to use data-driven decision-making when deciding what the best instruction for each child is. As a faculty, we will study our Continuous Improvement Plan and revise our objectives, to include those areas of need seen in our district assessments and daily student work. SBAC will also be taken into consideration as teacher write their goals. We will continue our professional development in the Common Core which has already begun to drive our instruction. The expansion of leveled classroom libraries will continue, especially in the area of non-fiction. We will continue our work as an inclusive setting, so that every child is in his or her least restrictive environment. We will strive to become even more technologically literate, updating web pages and using technology when appropriate to enhance student learning.



SOUTH END ELEMENTARY SCHOOL

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Jim Quinn
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Annual Report 2013-2014

School Accomplishments

South End Elementary School nurtures the whole child and engages the support of families and the community as we work with our students. Our second school-wide Young Authors' celebration saw more than 100 family members turn out to celebrate their children's writing, which is an increase from last year. Our Parent Teacher Organization (PTO) remains a vital thread in the fabric of the school community. Parent volunteers enriched our offerings by bringing in afterschool activities such as Brownie troops, FAST (Future All-Star Training) Camp, Ice Cream Social, Spring Picnic and monthly movie nights. They coordinated the musical production of Disney's "Beauty and the Beast, Jr." The PTOs fundraising efforts allowed all students to enjoy several cultural arts programs, busing for field trips and a new shade structure complete with tables and benches on the playground.

Southington's veterans are also becoming increasingly involved at South End School. This year, we had servicemen visit on Veterans' Day to teach the students about their experiences serving our country. On Flag Day, we invited five members of the American Legion to attend a special observance honoring our nation's star-spangled banner. In a very moving ceremony, the veterans presented our school with a flag at the end of the assembly.

We continue to be an Open Choice school and this year welcomed 22 children who represent nearly 10% of our student body. We further our character-building lessons by participating in school-wide activities connected to the STEPS program and our Asset Building Classrooms (ABC). The whole school shared in the excitement of the Winter Olympics with our own South End Olympics that combined sports activities during physical education classes with learning about many of the countries and cultures represented in our classrooms.

Celebrations

Full-Day Kindergarten

This year saw the implementation of the district's Full-Day Kindergarten program. We started the year off with a very successful "Popsicles in the Park" get together for students and families to meet prior to the beginning of school. A counseling grant made it possible for the school counselor to provide social skills development lessons to the students. The district literacy coach worked with the kindergarten team to support the instructional changes needed in the full-day classrooms. Our end of year reading assessments showed that on average the students finished the year reading at a much higher level than in years past.

Grade 1

First graders were treated to a dramatic reading of Stone Soup by Town Councilwoman Rev. Victoria Triano. The children's literature classic, The Polar Express, was brought to life for them through special activities in December. Students studied animals and their life cycles, which concluded with a trip to the Hungerford Nature Center and a live animal demonstration.

Grade 2

The children in second grade had a field trip to the Connecticut Science Center where they had the chance to spend the day engaged in learning about science. Along with kindergarten, grades one and two hosted six volunteer readers for United Way's Day of Action in May.

Grade 3

Students in third grade hosted two writing celebrations with parents this year: an "Expert Showcase" non-fiction writing celebration in January and a "Poetry Café" in June. An evening presentation was held to help families better understand the Common Core State Standards and was well attended by many parents. The annual Alex's Lemonade Stand raised money to support research for treatments for childhood cancers.

Grade 4

Our students participated in two field trips to Camp Sloper where they spent the day doing hands-on science activities. Mystic Seaport provided the period setting for a day-long learning experience about the colonial era.

Grade 5

Fifth grade students were our STEPS Ambassadors this year and participated in the Asset Building Day at Camp Sloper for incoming sixth graders. Our chorus sang at Mulberry Gardens for the residents in December. Fifth grade students participated successfully in the DARE program.

Ongoing Work/School Improvement

As we move into next year, our school will continue the important work to implement the Common Core State Standards. As part of this transition, teachers worked to create questions and tasks that would increase students' depth of knowledge (DOK), which will be a continued focus next year. Perhaps the most exciting school improvement efforts that we will make next year will be in launching our World Language Magnet Program. South End has opened enrollment opportunities throughout the district to children in kindergarten and grade one and will offer weekly Spanish instruction to students in those grades. Our school is ready to fully undertake this outstanding opportunity to provide the richest experience possible to our youngest learners.



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School Accomplishments

This was the year for new learning for everyone. The staff of William M. Strong School became familiar with the new Evaluation Plan for teachers and administrators. Teachers learned how to write Student Learning Objectives (SLO), Indicators of Academic Growth and Development (IAGD), Performance and Practice Goal, and Parent Engagement Goal. Teachers were also observed using a new rubric consisting of four domains. As a result, teachers were provided with staff development to review each aspect of the SEED Plan (System for Educator Evaluation and Development). In addition, teachers were also given workshops on the implementation of the new Smarter Balanced Assessment. The staff also needed to schedule testing sessions for nine classes over a two week period. Technology equipment needed to be updated and ready. This year, teachers also worked on learning the new writing rubric from Teacher's College used to score narrative, informational, and persuasive writing. Teachers, again, were given instruction on how to use the new rubrics. In math, teachers needed to learn how to solve problems in many different ways which incorporated the CCSS (Common Core State Standards). Parents were also offered CCSS Workshops given by teachers for math and language arts to assist their children at home. Another major area of focus was implementing the new Full-Day Kindergarten Program. This was very successful this year. Teachers were able to teach concepts in more depth and, as a result, kindergartners demonstrated more growth in achieving academic concepts.

Technology was a focus at Strong School. Students received keyboarding instruction throughout the grades, in order to improve keyboarding accuracy and speed. This was crucial to be successful on the Smarter Balanced Assessment. Most of the teachers have a SMARTboard in their classroom and they continually researched ways to incorporate interactive activities for their students, such as Smart Exchange, Learn Zillion, etc. Students also utilized Lexia, Read Live, Raz-Kids, and Scoot-Pad. In order to incorporate the Common Core State Standards, teachers developed text sets which included reading selections and videos on the same topics. Students did a close read, answered Depth of Knowledge (DOK) questioning strategies which were text dependent, highlighted important information, and wrote cohesive informational and persuasive essays. At the Young Authors' Celebration, parents were amazed at the sophistication of their child's writing. This year, teachers needed also to focus on parent engagement. Each teacher sent home weekly "Ask Me" sheets explaining the activities that the students were learning during the week. The staff also communicated through email blasts, newsletters, websites, phone calls, and conferences, to keep parents informed. Throughout the year, safety was always considered a top priority and staff was always vigilant. Staff was also involved in the community. Strong School partnered with the Rotary Club, Bread for Life, Southington Dog Pound, Mulberry Gardens, Junior Achievement, and Mill Foundation for Kids,

as well as, partnered with outside districts with ECO (Ecosystem Camp). Strong School also held the Olympics in which all classes learned the culture, customs, and language of another country. In addition, the library media specialist provided the Tech Adventures Program to students. Using various technologies, students made book trailers using Animoto, drew timelines with explanations, created websites using weebly.com, worked on digital portfolios, made links using spaghettibookclub.org, wrote book reviews on blogspot.com, created Mega Minute Documents and iMovies, and created images using Blabberize.com.

Student Achievements

Kindergarten

- Developed into strategic readers by reading their “Just Right” books and participating in strategy groups and whole group discussions.
- Compared and contrasted goldfish/guppies, ladybugs/butterflies and living/non-living things.
- Wrote observations like scientists in journals and wrote “How To” and “All About” Books.
- Worked with numbers 11-19 to gain foundations for place value in math.
- Celebrated with End of the Year Program and learned the cultures of Sweden, Mexico & Argentina.

Grade 1

- First grade students participated in inquiry-based activities involving the life cycle of chickens, frogs, butterflies and mealworms.
- Promoted home/school reading partnership through the use of reading logs and tools for decoding and comprehension.
- Built bridges between home/school through a Weekly Snapshot that highlighted learning.
- Continued a community partnership to promote literacy with the Southington Rotary Club.
- Studied different family traditions and wrote individual family books.
- Compared and contrasted holiday cultures around the world.
- Enriched the Common Core State Standards in English language arts and math through the use of interactive SMARTboard activities.
- Developed Cultural Competence by having students learn about the different cultural backgrounds from the countries of Jamaica and Italy.
- Learned about community helpers, wants vs. needs, and basic mapping skills through Junior Achievement.
- Coordinated and implemented the HOWL Sight Vocabulary Fluency Program to improve reading skills.

Grade 2

- Participated in presentations on the traditions and culture of Canada, Russia and Norway.
- Explored a variety of non-fiction topics to become experts, wrote books and created posters about their topics to teach.
- Complemented the FOSS Plants Unit with a fieldtrip to Roaring Brook Nature Center.

- Learned the history of the town of Southington from Mrs. Marie Secondo of the Barnes Museum and from Mr. Art Secondo from the Chamber of Commerce.
- Participated in safety program on “Stranger Danger” and “Bike Safety”.
- Instructed by Meteorologist, Ryan Hanrahan, about the weather to complement a FOSS Air and Weather Science Unit.
- Maintained a partnership with the Mill Foundation for Kids.

Grade 3

- Created attractive brochures for each of the northeast states after researching the state’s history, geography, and economy.
- Instructed by Indian Rock on how to help the environment.
- Learned about conservation and how to reduce, reuse and recycle.
- Implemented a School Safety Patrol to ensure the safety of all students at bus dismissal.
- Wrote persuasive reviews and distributed them to Connecticut businesses.
- Created research presentations on PowerPoint on various topics in science and social studies.
- Participated in the celebration of the Olympics by researching and presenting facts about South Korea, Switzerland, and Brazil.
- Instructed about “Stranger Danger” and “Home Alone” safety by the Southington Police Department.

Grade 4

- Participated in a presentation of Japan, Austria, and France traditions/culture/celebrations through costumes, decorations, and instruments authentic to the country.
- Focused on social issues, character development, fantasy book clubs and non-fiction research.
- Studied non-fiction reading and writing through technology in library science. Scavenger hunts and websites were created on topics chosen through student interest in social studies.
- Attended Camp Sloper for science field trips to learn about habitat/ecosystems.
- Participated in math online resources (Tenmarks/Splash Math) to reinforce math progress.
- Learned about the Brazilian culture in a day set aside for active participation in dance, music, and martial arts through parent, Alessandra Ozimkoski. She also set up a poster contest in which the winner’s work would be displayed at the Brazilian Embassy.
- Utilized the Scholastic Interactive Program to learn about our country, culture, and world events and participated in debates focusing on social issues using their skills of persuasive writing.
- Developed a partnership with Bread for Life by holding a food drive and having them speak to the students about their organization.

Grade 5

- Enjoyed interactive read-aloud, as well as independent reading. Explored writing through mentor texts and individual writing conferences. During our Young Authors’ celebration, each writer received comments from their peers and parents.

- Wrote persuasive essays to convince the PTO to invite Rob Buyea, noted author, to visit our school and to inspire our writers.
- Used technology as a way to research content area topics in addition to compare/contrast information from multiple sources in order to gain a deeper understanding of the topics (i.e., research projects, debates, informational reading, persuasive and informational writing).
- Problem solved with meaningful applications in math.
- Participated in hands-on investigations in science following the scientific method and completed a Science Fair project.
- Were in interactive teams portraying archaeologists, explorers, and colonial scholars, as well as Loyalist and Patriot debaters.
- Participated in Grade 5 Asset Building Day at Camp Sloper in teambuilding and transition activities to prepare students for middle school.
- Learned the culture of Australia, South Africa, and Kenya for the School Olympics.



REUBEN E. THALBERG SCHOOL

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MEGAN BENNETT
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Annual Report 2013-2014

Introduction

Reuben E. Thalberg School is a kindergarten through fifth grade school housing approximately 430 students. The staff is a high achieving group of professionals. The professional development for the staff was about the new SEED system of evaluation, Common Core State Standards (CCSS), Personalized Learning and SRBI (Scientific Research-based Interventions). This year, the students were able to have 30 minutes daily to research a topic of their choice. This core time allowed the students to have “voice and choice” while they developed strong research habits and presentation skills. Students continued in monthly Asset Building Pep Rallies with more of a leadership role in the planning, monthly Character Counts Breakfasts, daily T’Berg Bills for positive interactions, Smart Kids at Thalberg Elementary (SKATE) technology projects (Tech-sports and Coding for NAO), patriotic celebrations with veterans (Veteran’s Day and Flag Day), weekly garden club experiences with Orchard Valley Garden Club (OVGC), monthly banking partnerships, weekly book buddies and a number of other experiences to promote community connections as well as developing strong character. This year, Thalberg experienced the loss of a second grade student to asthma. This was a devastating to staff and students as well as the entire Thalberg Elementary School community. Through the healing process, we all came together to support one another and make sure our children were able to process the information in an emotionally healthy manner. This year, we built a classroom that was academically and emotionally strong.

Technology

- All of our classrooms utilized the SMARTBoard technology in their daily lessons. Through the efforts of the prior PTO, we added a SMARTboard in the art room as well as 13 iPad Mini’s to the music program. This year, the staff was able to tap into the resources the technology afforded us within the classroom.
- Grades 3-5 successfully piloted iPad Mini technology in order to promote the additional function of the connection between the iPad and the SMARTboard. The iPad Mini’s allowed remote access to the SMARTboards.
- Next year, grades K-2 will be included in the iPad Mini pilot.
- We have proposed an iPad pilot in our grade 3 class in order to have a paperless environment. Data will be gathered as we progressively remove the daily handouts and work submission.

Interventions

- The Blooming Reader program in first grade was created by the collaboration of the special educator and the literacy specialist. They did biweekly progress monitoring and regularly

adjusted groups to the needs of the students. Their work, coupled with the help of the literacy tutor and the resource paraprofessional allowed the homogeneous grouping with specific interventions to promote reading.

- The math tutors started at the end of March. Thalberg School had 7.5 hours of math tutoring support weekly. This was insufficient to the needs of the students. Math instruction is evolving towards the CCSS, but it currently is leaving some gaps in the students' math foundation.
- Grade 5 offered lunch club support. Students were able to come in to receive additional supports prior to testing as well as after difficult concepts were introduced.
- Data-Driven Decision Making Teams were held at the grade levels during the common planning time as well as during the Grade Level Team meetings held monthly.
- The Second Steps program was introduced in order to support our students' positive behaviors and good choices.

Contributing to our Community

- Events were held to connect the school to the community. The following events were attended by the community as well as representatives joining our festivities: Grandparents/Special Friends Day, Dr. Seuss Day, United Way Readers, Young Author's, Popsicles on the Playground, Parent visits during Education Week, Boo-Hoo Breakfast for kindergarten parents on the first day, Annual October 31st Vocabulary Day, Parade / Presentations, Band / Chorus Concerts.
- Donations were made to the following: Relay for Life by the Thalberg Cares Committee in the amount of \$500, Jimmy Fund, Ben Buckley Foundation, Bread For Life, Susan G. Komen, Petit Foundation, Sandy Hook Promise, Mill Foundation for Kids, Autism Awareness, Where Angels Play (Sandy Hook Playgrounds), St. Jude's Mathathon raised \$2,600, Prevention of Domestic Violence, Clothing Drives, Stop and Shop Gift Cards for local needy families.
- Thalberg School adopted a Haitian student to sponsor their education for a year.
- School/Business Partnerships: Orchard Valley Garden Club (heated bird bath), Price Chopper, Stop & Shop, Shop Rite, Target "Free Money," TD Bank monthly banking, Oak Hill School, Southington Education Foundation grant.
- Cultural Arts by the PTO: KidPower Healthy Eating Show, Holidays Across the World Show.
- School Based Experiences: Recycling Program, Conservation, Jump Rope Program, dentist visits to kindergarten and first grade, ABC Pep Rallies, monthly letters to Thalberg School alumni serving in the armed forces.

These partnerships and community connections allowed the staff and students the opportunity to connect learning in a very meaningful way to bring the classroom teachings to the world around them. Our connection to the community has been mutually beneficial.

School Wide Accomplishments

This year, the staff focused on learning the instruction shifts necessary for the Common Core expectations for learning. The staff was able to participate in the curriculum development under

the direction of the literacy and mathematics coordinators for the district. The staff was able to translate their curriculum learning into instructional chances and changes. The staff continued their exploration of the book *Pathways to Common Core* which allowed them to connect to their learning as well as stretching their comfort to teach others. During staff meetings the teachers were able to develop and discuss Depth of Knowledge questions using non-fiction articles at varying grade levels.

Teachers continued with the Reader's Workshop model of instruction for reading. This vehicle of instruction allowed for the CCSS focus during the reading time across the school. The classroom libraries (both virtual and physical) were expanded with Board and PTO dollars. The Writer's Workshop changed this year as we learned the new writing rubric. The rubric helped to focus instruction while moving the students into various genres of writing. Mathematics changed the pacing guide and the delivery of the math lessons from the Growing with Mathematics program. The pace in math was a challenge this year. We will look to refine the implementation of instruction in order to meet the needs of the students.

This year, the school did grade level block scheduling. The common times for instruction allowed the support services to do more push-in supports. The additional benefit was that students were not being pulled during Tier I instruction. The mini lessons in Reader's Workshop as well as the first 20 minutes of whole group instruction in math were not allowed to have students pulled out. This meant the students needing the most support were not excluded from new learning while they were receiving supports.

The Smarter Balanced Assessment (SBAC) pilot allowed the students to experience the computer based assessment system. The students were patient with technology and persistent in their attempt at a challenging assessment.

The Parent Teacher Organization (PTO) was a partner in success this year. There was a strong push to include parents into our school-wide activities. The PTO allowed for clubs such as the Ski Club, Running Club (90 members strong) and other activities to thrive this year. The PTO funded our field trip opportunities and provided the resources to support the learning experience for students. Through past PTO fundraising, technology was able to be a valuable resource in the classroom. The PTO was able to provide family events that brought families together as well as connecting the Thalberg community. They provided opportunities for students' talents to be showcased and supported. The PTO also provided Scholastic Dollars as well as money for increasing our virtual library.

Thalberg community joins together to make sure the students have all the tools necessary to be successful students and contributors to their community and society.

Kindergarten

The full-day program allowed our students to go deeper with the information as well as have more social opportunities. Students worked to exceed the grade level DRA 4. Students were

able to use the classroom library books and the conferencing in order to progress into developing readers. The mathematics focus remained about understanding numbers. There was significant focus provided on the “teen” numbers. Mother’s Day tradition was modified in order to have an interactive tea. Parents were able to view the class video celebrating “mothers.” Students celebrated their caretakers through song and treats. This year, kindergarten introduced Donuts for Dads to celebrate Father’s Day. The field trip to Hungerford allowed the students to explore farms and animals from their science learning. The kindergarten team was able to collaborate to deliver the pep rally for the whole school on “Parents as Role Models” as the Asset Building Characteristic. The ladybugs and guppies were part of the science program. There were many learning opportunities through the observations of these creatures.

Grade 1

The first grade team continued their “Souper Bowl” Pep Rally in which they collected a record 600 cans of food to give to the Bread for Life. Students were able to participate in the Blooming Readers program. This was a time in which phonics and other interventions could occur at the students’ learning level. Students were able to produce reflections through their journal writing. This allowed the students to tap into the DOK levels of thinking. In mathematics, the students focused on understanding the number system and the basic facts. Students demonstrated fluency in their ability to relate numbers. A highlight of the year was the arrival of the chicks. The hatching and the development of the chicks brought the science unit on development into view for all students to learn and connect. There were additional friends with the tadpoles. The first grade team was a high functioning team who brought fun and joy to learning this year.

Grade 2

Students progressed through the development of oral retell into written articulation of thoughts. Students were able to meet the challenge of the written response on the DRA (Developmental Reading Assessment) measure of learning. Students were introduced to personalized learning during CORE time. The students were able to try different presentations and research. The second grade team was able to work with the literacy specialist in order to focus and refine the Workshop Model. Lessons were developed on the SMARTboard and the comfort with the technology increased and became the primary vehicle for delivering instruction. Writing emphasized on narrative writing and informational writing. The students were able to work with rubrics and develop their mechanics through the Writer’s Workshop model. In science, students focused on healthy bodies and ways to promote healthy living. Second grade students were proud to present their “Cultural Competence” asset to the school at the Pep Rally. Teachers shared bilingual abilities of fellow students for children to embrace and celebrate differences.

Grade 3

Students shifted into more non-fiction reading and writing this year as the CCSS was the focus for curriculum. In writing, there were a variety of writing pieces the students were able to explore. The students attempted argumentative essays as well as the traditional narrative writing pieces of the past. The new scoring rubric helped to focus the instruction. The social studies unit allowed the students to focus on Connecticut and learn about the state and the history. This culminated in the field trip to the State Capitol. Students were able to produce research projects

that reflected the various curricular foci as the students were able to share their learning from their web-based research. In mathematics, students were able to challenge themselves with applications rather than just skills in isolation. With the help of parent volunteers, students were able to practice math facts and gain confidence to attempt more challenging problems. The CORE time allowed students to explore their research skills as well as attempt new presentation formats. Prezis, Weeblys, EduCreations and iMovies were utilized for new learning experiences.

Grade 4

Students were able to participate in afterschool support and in both mathematics and reading. Poetry Reading in the garden was another tradition that brought parents and students together to celebrate learning. Mathematics focused on fractions and partial numbers. Students were challenged with understanding fractional computation and application during lessons. The writing rubric helped to focus the lessons on students' achievement in their writing mechanics and content. Students were able to participate in a number of clubs including the ABC Club, Garden Club, Tech-sperts, Coding Club, fundraising opportunities. The CORE time allowed students to explore their research skills as well as attempt new presentation formats. Prezis, Weeblys, EduCreations and iMovies were utilized for new learning experiences.

Grade 5

Students were able to channel the writing assignments to explore complex social issues and developing a sense of understanding around social relations. Non-fiction reading was the focus for reading. Students were encouraged to explore other genres around their areas of interest. The writing rubric helped to focus the lessons on achievement in their writing mechanics and content. In mathematics, students spend a large amount of time with fractions and decimals. Students became proficient in their ability to utilize partial numbers and conceptualize number relationships with fractions and decimals. Field trips this year brought to life the solar system, history, character building and appreciation of the arts. Students were able to visit the New Britain Courthouse (Trial of Princess Pea in which the students were role playing), Sturbridge Village, drama productions and Camp Slopers. Students were able to participate in a number of clubs including the ABC Club, Garden Club, Tech-sperts, Coding Club, fundraising opportunities. The CORE time allowed students to explore their research skills as well as attempt new presentation formats. Prezis, Weeblys, EduCreations and iMovies were utilized for new learning experiences. The BYOD (Bring Your Own Device) program helped students access information as well as become comfortable with technology as a learning agent and not just entertainment value.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date August 14, 2014

Decision Requested _____ Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: Opening of School Dates 2014-2015

Summary of Issue: The administration will update the Board of Education on upcoming
Opening of School events.

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: Informational

Timothy J. Connellan

Signature of Superintendent of Schools

Attachments

1. Opening of School Events

**SOUTHINGTON PUBLIC SCHOOLS
OPENING OF SCHOOL DATES 2014-2015**

EVENT	DATE	TIME	PLACE
Substitute Teacher/Tutor Training	Wednesday, August 20, 2014	8:30 a.m.	Municipal Center Public Assembly Room
New Teacher Orientation	Thursday, August 21, 2014 Friday, August 22, 2014	8:30 a.m.	Municipal Center Public Assembly Room
Opening of School Health Fair Opening of School Convocation	Monday, August 25, 2014	7:30 a.m. 9:00 a.m.	SHS Cafeteria SHS Auditorium
Staff Professional Development	Tuesday, August 26, 2014 Wednesday, August 27, 2014	Check SPS Website	Designated Schools
First Day of School	Thursday, August 28, 2014		All Schools
Open House Strong Elementary School Thalberg Elementary School	Wednesday, September 3, 2014	6:30 p.m. 6:30 p.m.	Designated Schools
Open House Joseph A. DePaolo Middle School John F. Kennedy Middle School	Thursday, September 11, 2014	6:30 p.m. 7:00 p.m.	Designated Schools
Open House Derynoski Elementary School Flanders Elementary School Kelley Elementary School Plantville Elementary School	Wednesday, September 10, 2014	6:30 p.m. 7:00 p.m. 7:00 p.m. 6:30 p.m.	Designated Schools
Board of Education Meeting	Thursday, September 11, 2014	7:30 p.m.	Municipal Center
Open House Hatton Elementary School South End Elementary School	Monday, September 15, 2014	6:30 p.m. 6:30 p.m.	Designated Schools
Open House Southington High School ALTA	Thursday, September 18, 2014	6:00 p.m. 5:30 p.m.	Designated Schools
Board of Education Meetings	Thursday, September 25, 2014	7:30 p.m.	Municipal Center
Music of the Knight	Saturday, October 18, 2014	5:00 p.m.	Southington High School
Wall of Honor Induction	Monday, October 20, 2014	6:00 p.m.	Southington High School
Southington Education Foundation Gala	Friday, October 24, 2014	7:00 p.m.	Aqua Turf

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only X

Board Meeting Date August 14, 2014

Decision Requested

Agenda Code 11c

AGENDA REPORTING FORM

Agenda Topic: Staff Update 2014-2015

Summary of Issue: Status of 2014-2014 Hiring.

Background: Attached is a listing of certified teaching vacancies as of August 13, 2014

Alternative Strategies:

Cost (if applicable): N/A

Funding Source: Board of Education

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Informational only

Kimberly D. Hunt

Signature of Staff Member Submitting Report

Timothy J. Connellan

Signature of Superintendent of Schools

Titles of Attachments:

1. Vacancy Listing dated August 13, 2014

CERTIFIED STAFFING UPDATE 2014/2015

FTE	POSITION
1.0	Art – Elementary
3.5	Special Education – Elementary and SHS
1.0	Speech
1.0	School Psychologist – Elementary
0.5	Math Specialist – JFK
1.0	Grade 4 – DES
1.0	Computer Teacher – JFK
0.2	Music – Elementary
0.2	Social Studies – SHS
1.0	Business - SHS

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date August 14, 2014
Decision Requested X Agenda Code 11.d

AGENDA REPORTING FORM

Agenda Topic: ED-099 Agreement for Child Nutrition Programs

Summary of Issue The Board of Education is required to designate the authorized individuals to sign the ED-099 Agreement for Child Nutrition Programs for claims reimbursement.

Background: _____

Alternative Strategies: N/A

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

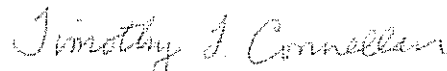
Beginning Date of Program or Project: 2014-2015 School Year

Ending Date of Program or Project: Ongoing

Recommendation or Comment: The Board of Education authorizes the Superintendent of Schools and Director of Business and Finance as the designated signatories for the ED-099 Agreement for Child Nutrition Programs.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Authorized Signature Change Form

2. _____

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Health/Nutrition, Family Services and
Adult Education
25 Industrial Park Road
Middletown, Connecticut 06457-1543

FOR STATE USE ONLY

Effective Date: _____
AGREEMENT NUMBERS:
School Programs _____
Child Day Care Centers _____
Adult Day Care Centers _____
Day Care Homes _____
Summer Food Service _____

AUTHORIZED SIGNATURES CHANGE FORM

Read the enclosed instructions before completing the form.

This is to certify that on AUGUST 14, 2014, as shown in the minutes of
(Date)

SOUTHINGTON BOARD OF EDUCATION

(Name of Corporation, Board of Education or Governing Body)

the following action was taken to revise the Authorized Signers of the **ED-099 Agreement for Child Nutrition Programs**.

1. *The person designated below is authorized to sign this agreement and to sign claims for reimbursement.*

Signature
SUPERINTENDENT OF SCHOOLS
Title (Superintendent of Schools, Mayor, Selectman, President
or Chairperson of the Board, Pastor or Commissioner)

TIMOTHY CONNELLAN

Printed Name
AUGUST 14, 2014

Date

2. *In the absence or incapacity of the first designated individual, the second person designated below is authorized to sign claims for reimbursement.*

Signature
DIRECTOR OF BUSINESS & FINANCE
Title (Assistant Superintendent, Business Official, Principal,
Headmaster, City or Town Manager, Executive Director
or Deputy Commissioner)

SHERRI DINELLO, CPA

Printed Name
AUGUST 14, 2014

Date


3. *The signature below certifies the above action.*

Signature

JILL NOTAR-FRANCESCO

Title (Secretary of Corporation, Town Clerk, Secretary
of the Board)

SCHOOL	KDG	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	TOTAL
Derynoski	16	18	19	18	20	20	
	16	19	19	19	20	21	
	17	19	19	19	20	21	
	17	20	19	19	21	21	
	17	20	19	19	21	21	
				19		21	
TOTAL	83	96	114	94	123	104	614
FTEs	5	5	6	5	6	5	32
Flanders	14	18	22	18	16	23	
	15	19	22	18	16	24	
	15	19		19	16		
TOTAL	44	56	44	55	48	47	294
FTEs	3	3	2	3	3	2	16
Hatton	19	19	20	21	22	18	
	19	19	20	21	22	18	
	19	20	21	22	23	18	
TOTAL	57	58	61	64	67	54	361
FTEs	3	3	3	3	3	3	18
Kelley	16	18	17	17	21	21	
	16	18	17	17	21	22	
	16	19	18	18	22	22	
TOTAL	48	55	52	52	64	65	336
FTEs	3	3	3	3	3	3	18
Plantsville	15	23	17	21	23	25	
	15	23	17	22	23	25	
	15		19				
TOTAL	45	46	53	43	46	50	283
FTEs	3	2	3	2	2	2	14
South End	15	17	19	19	20	23	
	16	17	19	19	21	24	
	16						
TOTAL	47	34	38	38	41	47	245
FTEs	3	2	2	2	2	2	13
Strong	15	16	21	21	18	17	
	15	16	22	21	18	17	
	16	16		22	19	18	
TOTAL	46	48	43	64	55	52	308
FTEs	3	3	2	3	3	3	17
Thalberg	15	19	18	19	21	24	
	15	19	18	20	21	24	
	16	20	18	20	21	24	
	16	20	19		21		
TOTAL	62	78	73	59	84	72	428
FTEs	4	4	4	3	4	3	22
ENROLLMENT TOTALS	432	471	478	469	528	491	2869
FTE TOTALS	27	25	25	24	26	23	150

 = Class sizes that we are monitoring closely.