

Southington Board of Education Meeting

Thursday, May 14, 2015 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. Executive Session to Discuss Personnel and Student Matters ~ 6:30 p.m.
3. Celebration of Excellence ~ Science Fair & CT Invention Convention Winners ~ 7:00 p.m.
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes ~ April 23, 2015
 - a. Approval of Special Meeting Minutes ~ May 12, 2015
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Report of the Superintendent
 - a. Personnel Report
9. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ May 4, 2015
10. Old Business
 - a. Town Government Communications
 - b. Construction Update
11. New Business
 - a. Appointment of Assistant Superintendent for Curriculum and Instruction
 - b. Reallocation / Adoption of 2015-2016 Operating Budget
 - c. Student Expulsion #2014-2015-08
 - d. Student Expulsion 2014-2015-09
12. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

APRIL 23, 2015

The regular meeting of the Southington Board of Education was held on Thursday, April 23, 2015 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:36 p.m.

Present from the Board: Mrs. Terri Carmody, Vice-Chairperson, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from Administration: Mrs. Karen Smith, Assistant Superintendent.

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

“Move to add a ‘Student Matter’ to the Executive Session.”

Motion carried unanimously by voice vote.

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

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

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS PERSONNEL AND STUDENT MATTERS

Mr. Goralski declared the Executive Session ended at 7:05 p.m.

3. CELEBRATION OF EXCELLENCE

At 7:09 p.m., in Celebration of Excellence, the Board recognized the following honorees with a Certificate of Excellence:

- The 2015 Girls’ Gymnastics Team that won the CIAC Class L State Championship coached by Ms. Kaitlyn O’Donnell. The team was comprised of Kayla Birmingham, Victoria Castillo, Sarah Dolan, Danielle Jaffer, Sarah Leahy, Erica Masse, Jessica

Kane, Taryn Meenan, Natalie Rickard, Alexandra Rothstein, Katarina Rothstein, Marilyn Sporbert, Megan Walsh, Hannah Weir and Rachel Williams.

- In the sport of Wrestling, Zack Murillo, won the 2015 New England Championship, which was the first time in Southington High School history. He also won the CIAC Open and Class LL Championship in the 106 pound weight class. He was coached by Mr. Derek Dion.
- The partnership between the Southington Public Schools and the New Britain Museum of American Art, Southington Education Foundation, and Community Foundation of Greater New Britain that brought the Artist in Residence program to all third grade students through grants totaling \$24,875. The resident artist, Ms. Rashmi Talpade, along with the Southington elementary art teachers, Lauren Klein, Dana Baldwin, Jessica Leiss, Barbara Szymanski, JoElle Castonguay and Luciana Florio, led the third grade students in creating a collaborative Southington landscape photo collage at each elementary school. The third grade students also took a field trip to the New Britain Art Museum. There were eight murals on display in the Public Assembly Room from each elementary school. Mrs. Jan Verderame, Principal of Derynoski School, was recognized as the administrator in charge of the Elementary School Art Program who made this district-wide collaborative effort in social studies and art possible for the elementary third graders. On behalf of the Southington Education Foundation, Mrs. Jan Galati, President, received a Certificate of Excellence for their donation of \$9,804 toward this project. Mr. Jim Williamson of the Community Foundation of Greater New Britain received a Certificate for their donation of \$15,071.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:46 p.m. by Mr. Goralski, Chairperson. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the administration were Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Peter Romano, Director of Operations; and Ms. Margaret Walsh, Director of Pupil Personnel Services.

Student representatives present were James Brino, Christopher Iverson, and Elizabeth Veilleux.

Mr. Goralski explained that Mr. Connellan, Superintendent of Schools, could not attend the meeting due to a family wedding.

5. PLEDGE OF ALLEGIANCE

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

Mr. Goralski called for a moment of silence in honor of Ms. Kathryn Karish Litke, a retired teacher who taught for many years in the Southington Public School district and recently passed away.

6. APPROVAL OF MINUTES ~ March 26, 2015

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

“Move to approve the regular Board of Education minutes of March 26, 2015, as submitted.”

Motion carried unanimously by voice vote.

a. Approval of Special Meeting Minutes ~ April 2, 2015

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

“Move to approve the special Board of Education minutes of April 2, 2015, as submitted.”

Motion carried by voice vote with eight in favor, and Mr. Oshana abstaining.

7. COMMUNICATIONS

a. Communications from Audience:

There were no audience communications.

b. Communication from the Board Members:

Mrs. Notar-Francesco updated the Board on the activities of the CREC Executive Director Search Committee. As Board members know, Dr. Bruce Douglas will be leaving the organization as of January 1, 2016. She is one of 11 members on the Search Committee who are in the process of developing a profile for the next Executive Director. They have hired BWP and Associates from Illinois to lead in the search. She has asked Mr. Connellan, Mrs. Smith and Dr. Erardi to provide input in telephone interviews to help develop the profile. She invited all Board members to participate in a CREC online survey regarding CREC's strengths and weaknesses and the qualifications for the next Executive Director. She will forward the link to the Board members when it has been put on the CREC website.

Mrs. Lombardi addressed special education and mandates from the federal and state government effecting the school system's programs and budget. The Board of Finance was invited to tour Hatton School and the Cognitive and Autism Programs and classrooms on April 17, 2015. She noted that Mr. John Leary and Mr. James Coleman from the Board of Finance attended. She stated that Ms. Margaret Walsh, Director of Pupil Services, Mrs. Sandra Kujawski, Special Education Coordinator, and Mrs. Sally Kamerbeek, Hatton Principal, set the agenda and led the discussions and that Finance Chairman Leary would like to move forward and look at the middle school and high school programs.

Mrs. Queen reported on the March 30, 2015 Veterans Committee meeting. She pointed out the following:

- Every school participates in Veterans Day programming in a variety of ways.

- Teachers have organized activities that include breakfasts, assemblies, inviting family members who are veterans to school, veterans' presentations, letter writing and collections of goods for donations. This year, 3,150 students have had presentations from veterans.
- She thanked the veterans for their time and role in educating the students and inspiring them to engage and support the larger veteran community across the state. Mrs. Queen gave a number of examples of how the students were interacting with the veterans.
- The Military Luncheon to honor the graduating seniors who have enlisted in the military is scheduled for Wednesday, June 10, 2015. The veterans tell these students that once they are settled they can reach out to the American Legion for a laptop. To date, six laptops have been donated to our students who graduated in 2013 and 2014.
- Southington leads the state in the veteran partnership and other school districts are requesting us to share our program experiences.
- The committee is working with Mr. Connellan on presenting honorary high school diplomas to Vietnam veterans who dropped out of high school because they enlisted in the military. Now is the perfect time to do this as we are in the middle of the commemoration of the 50th anniversary of the Vietnam War. By Presidential Proclamation, federal, state, and local officials are asked to honor the Vietnam veterans.
- Mrs. Queen noted that Southington has raised \$40,000 collectively for the Fischer House Project from the following events: \$26,000 from the Dancing with Heroes Event sponsored by Brian Durbin, a Southington High School Social Studies teacher and author; \$4,000 from the Apple Harvest Festival and \$1,900 by the Southington High School Marching Band Veterans Day Concert. The Fischer House Foundation will break ground this spring for a new residential facility in West Haven on the campus of the VA Healthcare System.

Mrs. Queen reported that a community dialogue on Behavioral Health with the theme "Substance Abuse across the Lifespan" was held on April 15, 2015. It was part of a series of dialogues across the state on various mental health issues. It was sponsored by the Southington Public Schools, Hospital of Central Connecticut, MidState Medical Center, Rushford, and Southington STEPS. She noted that Ms. Margaret Walsh served as a panelist, and asked Ms. Walsh to share with the Board what was discussed. Ms. Walsh gave a brief overview.

Mr. Goralski stated that the Southington Education Foundation Spelling Bee will be held on Thursday, April 30, 2015 and that he, Mrs. Johnson, and Mrs. Lombardi will comprise the Board of Education team. He encouraged the Board members to contribute to the fundraising goal.

c. Communication from Administration:

Mrs. Smith reported on the following:

1. Letter from Senator Murphy - Music: Mrs. Smith read a letter from United States Senator Christopher Murphy (*Attachment #1*) congratulating the Southington Public Schools for being named one of the nation's Best Communities for Music Education by the National Association of Music Merchants (NAMM) Foundation. She asked Mr. Jeff Shaw, Music Director, to

explain the recognition. Mr. Shaw explained that the NAMM Foundation award is a community recognition. It is an involved application process that is completed once a year. It is juried through the University of Illinois. He noted that Southington is one of eight districts in Connecticut that has been recognized.

2. Social Studies: Mrs. Smith reported that a K-12 Social Studies Steering Committee has been formed for next year and the State Department of Education has recently appointed Mr. Steve Armstrong to lead the social studies initiative for the state, with Southington as one of eight districts that is going to be writing K-12 curriculum to be posted online for other districts to see. It will be vetted through the State Department of Education with resources available from Mr. Armstrong and his department. She thanked Ms. Heather Allenback, Chairperson of the Social Studies Department at Southington High School, for pursuing this interest. The Steering Committee has already met three times and will be doing summer work. Mrs. Smith told the Board that they would be getting periodic updates next year through Curriculum and Instruction on the progress of implementing the frameworks throughout the curriculum.

d. Communications from Student Representatives

Miss Veilleux reported on the following:

- The National Honor Society inductions were held for the incoming juniors.
- The World Language National Induction Ceremony will be held on Wednesday for German, Spanish and French. The Italian induction will be held at the UNICO Top 25 Dinner.
- The Drama Club Talent Show, "The Night on Broadway," will be held on Friday, April 14, at 7:00 p.m.
- The Southington High School Virtual Book Club students will be hosting a tour of the high school next week for the Thalberg Virtual Book Club fourth grade students.

Mr. Brino reported on the following:

- The CTE (Career in Technical Education) exam will be taken throughout the month of May in all the departments of Business, Ag-Science, Family and Consumer Science, and Tech Ed.
- The Spring Jazz Concert will be held on May 5, 2015 and the Spring Orchestra Concert will be held on May 7, 2015.
- The "Prom Promise" car will be at the high school on May 4, 2015, which is a wrecked car that is put on the lawn at the high school before the Senior Prom to show what can happen with distracted driving and drunk driving.
- The Robotics Team won the New England State Championships two weeks ago and are currently in St. Louis, Missouri. They placed second overall in their first day of competition today.
- The SAT will be taken the first weekend in May.

Mr. Iverson reported on the following:

- Students at the AP level will be taking their AP exams throughout the month of May.

- In May, the ACT will be taken, which is curriculum-based.
- The high school clubs are preparing to change officer leadership due to the seniors preparing for graduation.
- The Academic Award Ceremony will be held on May 6, 2015 for the outstanding, high performing students at Southington High School.
- On May 4, 2015, the student representatives on the Board of Education will be holding interviews to replace graduating senior Elizabeth Veilleux. On May 28, 2015, they plan to present the new student representative to the Board.
- The Junior Prom was held on March 28, 2015. He noted that Aria was a beautiful venue. He invited the Board members to attend the Senior Prom next year.

8. REPORT OF THE SUPERINTENDENT

a. Personnel Report

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

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

Motion carried by voice vote with eight in favor, and Mrs. Lombardi abstaining.

9. COMMITTEE REPORT

a. Curriculum & Instruction Committee Meeting ~ April 13, 2015

Mrs. Carmody reported that at their last meeting they met with the Teacher Leaders Charity Baker and Erin Nattrass, who are assigned to the eight elementary schools, and Josie Rogala, who is assigned to the middle schools. They described to the committee their work of providing support to teachers and administrators.

Mrs. Carmody noted that the committee was updated on the ABA Program that is housed at Hatton School. The committee members were introduced to Candace Zakrzewski, BCBA, and Suzanne Remington-Fox, BCaBA. She pointed out that CREC is still providing services for a group of students whose families preferred to remain with CREC.

Mrs. Carmody reported that the committee also received a Preschool Program update by Mrs. Krista Pisano, Director of the Family Resource Center of Southington, who presented a brief overview of the programs offered to preschool-aged children and their families.

Mrs. Carmody reported that the committee also discussed World Language at the middle schools and offering it to sixth graders as well as expanding the World Language Spanish Program offered at South End School to the other elementary schools. The committee would like to see World Language be offered in Grades K through 12. Mrs. Johnson noted that both Spanish and French are offered at the middle schools; however, there are many more students who are choosing to study Spanish. She encouraged students at the middle schools and high school, where more than one language is offered, to study the language of their ancestors.

b. Policy & Personnel Committee Meeting ~ April 20, 2015

Mrs. Clark reported that the committee discussed whether or not vendors are required to conduct background checks on their employees prior to obtaining a job associated with the school district. She stated that Mr. Romano surveyed six surrounding districts, and it was not a requirement within those districts. Several questions remain about the vetting process for vendors, and Mrs. Smith will follow-up and report back to the committee. Mrs. Clark reported that the committee also discussed foreign field trips to Costa Rica and Italy that will take place in April 2016. Mrs. Clark reported that the food service staff would be required to receive professional development in 2015-2016 school year. The next Policy and Personnel Committee meeting is scheduled for Monday, May 18, 2015.

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

Mr. Goralski noted the following dates regarding the 2015-2016 budget:

- Monday, April 27, 2015 – Town Council Budget Public Hearing at 7:00 p.m. in the Municipal Center.
- Monday, May 11, 2015 - Town Council will adopt the budget at 7:00 p.m. in the Municipal Center.
- Wednesday, May 13, 2015, the Board of Finance will set the mill rate.
- Thursday, May 14, 2015, the Board of Education will finalize and reallocate their budget.

b. Construction Update

Mr. Romano reported that both middle schools are in Phase 11 of 12 phases. He noted that he spoke to the eighth graders at Kennedy Middle School while they were at lunch about their thoughts on the construction. He shared some of the comments with the Board.

Mrs. Johnson questioned the result of the Strong School parent meeting regarding bees. Mr. Romano explained that they are still monitoring for Digger Bees that fly low to the ground and swarm in a big group, which appeared at Strong School last spring. The scientist from the State of Connecticut that they are working with told them they may not see the Digger Bees until mid or late June due to the prolonged winter this year. The custodians are walking the grounds on a daily basis for any sightings of the bees or their nests, as well as the recess monitors. At other times, he and the maintenance employees also walk the grounds for sightings. If they discover any bees, they will collect a sample of three to ten bees to send to the scientist at the State of Connecticut to identify the bees and then move forward from that point. Mr. Goralski noted that the group is not meeting again until there is a bee sighting.

Mr. Goralski noted that the punch lists for the middle school projects have been ongoing with the lists for Phases 1-10 being addressed now while the crews are still on site instead of waiting until the last phase. He noted that the crews could be off the sites in early August. Mrs. Queen questioned the fields and the grounds at the middle schools. Mr. Goralski explained that many of the exterior features are complete, but athletes and others will not be able to play on the fields for one-year once the grass is planted.

Mrs. Johnson noticed that the backstop at DePaolo Middle School is gone and questioned if they would be getting a new chain link fence and backstop. Mr. Goralski replied that they would be getting a new backstop and handicap access walkways to the fields now. A lot of the external field work will be done at the end of the project.

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

Mrs. Smith explained that the plan updates would be presented together. The Professional Development and Evaluation Committee (PDEC) is comprised of 20 members; teachers, administrators, coordinators and specialists from all levels. They are currently completing year two of a very intensive change. Annually, they will review what state mandates have occurred, update the Board of Education with any changes, present it to the State Board of Education to have the plan vetted, and then it will return to the Board of Education for official approval.

Mr. Frank Pepe, Principal of DePaolo Middle School, Mr. Bob Brown, Southington Education Association President and teacher, and Mr. Richard Terino, Assistant Principal at Southington High School, gave an overview of the changes inherent within the Teacher Evaluation and Support Plan and the Administrator Evaluation Plan. They gave a Prezi Presentation highlighting the following on the Teacher Evaluation and Support Plan:

- Professional Development
- Student Learning Objectives (SLOs)
- Performance and Practice Goal
- Parent Feedback including surveys
- Student growth and development
- IAGDs (Indicators of Academic Growth and Development) that prompt multiple conversations between departments, colleagues, administrators, directors, specialists.
- Observation of Teacher Performance and Practice (informal and formal) including personal growth goal that the teacher establishes.
- Professional Development for data and practice.
- Evaluation criteria split between 50% dealing with data and 50% in teacher pedagogy.
- The major difference in evaluating effectiveness from the past plan to the current plan is that the current plan is more focused on a teacher's pedagogy.
- Standardized and non-standardized tests results
- Learning environment, planning, instruction, professionalism
- The committee's revision of the matrix from the current plan to the revised plan, raising the bar on the overall practice rating and overall outcomes rating. The stress being much higher on teacher practice.
- Different rubrics for music classroom, music ensemble, speech and language, special education, counselors, social workers and psychologists.
- Improvement in the remediation plan for teachers to ensure consistency across the district.
- An appeals process that is within the plan.

Mr. Brown stated that the committee always reached consensus with more teachers on the committee than administrators. The change will be tougher on them than it was last year.

Mr. Brown introduced Candace Patten, a high school social studies teacher, who is not on the committee, to talk about her experience with the Teacher Evaluation Plan. She explained that she has been teaching for 13 years at the high school and, over the past two years, she had grown as an educator with the new evaluation plan. She has been using student data to track all her students, and the data is guiding her lessons. She noted that literacy specialists and library media specialists are helping her work on things that the students need, based on the data that they collected. She is having more conversation with her administrator and other teachers on what they need to do for students to make sure they are helping them build their skills to be successful at the high school. She is seeing more collaboration because of collecting the student data.

Mr. Pepe stated that they need to use caution on judging performance of students and staff based on a snapshot of information from a test score. He noted that the numbers need to drive what is happening, but they must also focus on instruction and practice.

Mrs. Carmody did not think that teachers felt threatened by the evaluation system because they had so much input into it. She was proud of the work that Southington has done on this, and thanked the PDEC Committee. She thought that coaching and mentoring was wonderful because everyone can always learn new things.

Mrs. Queen was happy to see that the teacher had a voice in it and would buy into the plan because they have a voice and their experience is valued. She questioned the data evaluative piece of 45% and what that component comprises. Mr. Pepe replied that staff members are required to set the indicators of academic growth and development, and those IAGDs are based on test scores. Those evaluative scores are a combination of both standardized and non-standardized assessments. Mr. Terino explained that the assessment that is given at the end of the year to measure against the baseline also has interim assessments in-between where they can watch the student's progress. There are multiple indicators used across the process.

Mrs. Lombardi questioned calibration across different schools and different evaluators. Mr. Brown replied that the committee had talked a lot about that, and he pointed out that was why it was important to train administrators. He felt that with practice they will get better and that was why the conversation piece is so important. Mrs. Lombardi hoped that the Board will keep their focus on class size, as always.

Mr. Terino summarized a couple of minor changes to the Administrator Evaluation Plan. He explained that the substantive change is that they have the same matrix as the teachers. They are not holding the teachers to a separate bar; the administrators are also holding themselves to it. The changes in the body of the document reflect that matrix. One thing that they did with the Teacher Evaluation Plan this past year is eliminate reducing a teacher to a number. They have also done that with the revision of the Administrator Evaluation Plan.

Mr. Goralski asked the committee members in attendance to share the Board's appreciation with the entire committee and for keeping Southington ahead of the curve.

11. NEW BUSINESS

a. Non-renewal of Interim Teachers

Mr. Goralski explained that the motion has no reflection on the quality of these individuals; it is simply on the role they served this year as interim teachers.

MOTION: by Mrs. Carmody, seconded by Mrs. Clark:

“Move that the contracts of Gary Dwyer, Allison Gamzon, Alysia LaMay, Jaime Montagno, Patrick Nobou, Ashley Ruotolo and Linda Witkowski be non-renewed for the 2015-2016 school year.”

Motion carried unanimously by voice vote.

b. Overnight / Out-of-State Field Trip Approvals

Mrs. Queen commended the work that was done to review the guidelines for the international field trips and to put into place important measures to guarantee that they are a success.

Mr. Goralski asked how the curriculum connection was tied into the Costa Rica trip. Mr. Michael Halloran, Assistant Principal at Southington High School, replied that the Costa Rica curriculum connection was provided to the Board in a handout. He noted that the curriculum connection piece will be incorporated into the procedural guidelines on field trips moving forward, so it will be included in successive trips that will come before the Board.

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

“Move that the Board of Education approves the foreign field trips to Italy and Costa Rica, as presented.”

Mrs. Queen thanked the teachers that take the students on the overnight international field trips and noted that going out of the country is a huge responsibility for them so that the students can experience a global world view.

Mr. Goralski challenged Mrs. Tina Riccio, World Language Department Chair, and Mr. Halloran, to not always take the same chaperones on these trips, which has occurred in past years. Mr. Halloran replied that it was part of the new guidelines that they are putting together. Mrs. Smith noted that a tremendous amount of work has gone into tightening up the guidelines for international field trips. Mrs. Clark and Mr. Oshana thought that following the SHS International Travel Guidelines that has been put into place will make the process of approving the subsequent field trips easier because all the information will be available for the Board.

Motion carried unanimously by voice vote.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:05 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

United States Senate

WASHINGTON, DC 20510

ONE CONSTITUTION PLAZA
7TH FLOOR
HARTFORD, CT 06103
(860) 549-8463

<http://murphy.senate.gov>

March 24, 2015

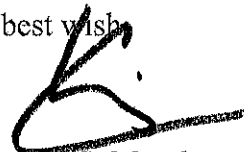
Dear Friends:

I would like to extend warm congratulations to the Southington Public Schools for being named one of the nation's Best Communities for Music Education by the National Association of Music Merchants (NAMM) Foundation.

The NAMM Foundation has a long and storied history of recognizing upstanding school districts and communities for their dedication to enriching and empowering musicians of all ages. For the past sixteen years, the NAMM Foundation has celebrated the Best Communities for Music Education for their unyielding commitments to providing a full educational experience, supplemented by a highly supported music education course as part of the core curriculum. This access to music education is invaluable for providing students with a well-rounded and comprehensive educational experience. The profound emphasis the Southington Public Schools have placed on creating individuals who are capable of artistic and creative self-expression serves to establish a generation who not only knows facts and figures but also how to broaden their intellectual pursuits artistically, fostering a complete learner.

I sincerely congratulate the Southington Public Schools for this prestigious honor and for adding to the vibrant musical spirit of Connecticut. I know that consistent commitment to musical education is evidence of a bright and well-educated future for all students in Southington and the State of Connecticut.

Every best wish,



Christopher S. Murphy
United States Senator

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
MAY 12, 2015**

A Special Meeting of the Board of Education was held on Tuesday, May 12, 2015 at 6:30 p.m. in Conference Room #2 of the Southington Municipal Center, 200 North Main Street, Southington, Connecticut.

Board Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

Administration Present: Mr. Timothy Connellan, Superintendent of Schools, and Mrs. Karen Smith, Assistant Superintendent for Curriculum and Instruction.

1. CALL TO ORDER

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

2. CANDIDATE INTERVIEWS FOR ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION ~ Executive Session Anticipated

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

“Move that the Board goes into Executive Session, excluding the public and the press, for the purpose of candidate interviews for the Assistant Superintendent for Curriculum and Instruction and, upon conclusion, reconvene to public session.”

Motion carried unanimously by voice vote.

The Board went into Executive Session at 6:31 p.m.

At 10:19 p.m., Mr. Goralski declared the Executive Session ended and the Board reconvened public session at 10:19 p.m.

3. PROPOSED APPOINTMENT ~ Assistant Superintendent for Curriculum and Instruction

The members of the Board of Education discussed that they would vote on the appointment of the Assistant Superintendent for Curriculum and Instruction at the regular Board of Education meeting on Thursday, May 14, 2015.

4. ADJOURNMENT

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

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

Motion carried unanimously by voice vote.

The Special Meeting of the Board of Education adjourned at 10:20 p.m.

Respectfully submitted,

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

Jill Notar-Francesco, Secretary
Southington Board of Education

Board of Education

Administrative Report

May 14, 2015



- 1. Next Generation Science Standards**
- 2. Update Superintendent's Goals, Section I-c-v,
Transition, Director of Technology**
- 3. Personalized Learning/Mastery Based Learning**
 - a. League of Innovative Schools**
 - b. Great Schools Partnership**
 - c. Nellie Mae Educational Foundation Community
Engagement Project**
 - d. Four District Collaborative on Mastery Based
Learning**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

An Invitation to Consider Next Generation Science In Connecticut



Date: May 14, 2015
Presented to: Southington BOE
Presented by: John Duffy

Foreword

The information regarding curriculum and assessment transition timelines described in this presentation has not yet been detailed or formally accepted, either by the State Board of Education or the Connecticut General Assembly. In an effort to be transparent and inclusive in its NGSS pre-adoption processes, preliminary information about transitioning to new state assessments has been included and is subject to change.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Why Upgrade Connecticut Science Standards?

- Next step for CT's 10-year old science standards
- Large achievement gaps on state assessments
- Bring clarity to "STEM" education
- Advances in science and technology
- Advances in understanding how students learn science



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Why Upgrade Connecticut Science Standards?

- Stronger alignment with CT Core Standards in Mathematics and Language Arts
- "21st Century" career-readiness skills bring engineering, problem-solving, analytical thinking and communicating to the foreground
- Science observation, argumentation and discourse develops language skills
- Internationally benchmarked standards keep CT students globally competitive
- AP tests have been redesigned to reflect more reasoning with evidence and less memorization



CONNECTICUT STATE DEPARTMENT OF EDUCATION

A Vision for Science Education in Connecticut

- Harness educator passion & knowledge to inspire & engage ALL students
- Graduate students who stay in-state pursuing careers with CT STEM companies
- Graduate informed citizens who can reason logically, think critically, and address local and global challenges.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Development of Next Generation Science Standards



CONNECTICUT STATE DEPARTMENT OF EDUCATION

CT Role in NGSS Development

During the 18-month NGSS development period, CT provided feedback on 4 separate drafts:

- SDE science consultants reviewed 2 state drafts and gave feedback to Achieve.
- 24 Connecticut science educators took part in SDE-led reviews of 2 public drafts, generating feedback to Achieve.
- 3,700 Connecticut residents looked at NGSS public drafts in May 2012 and January 2013*.

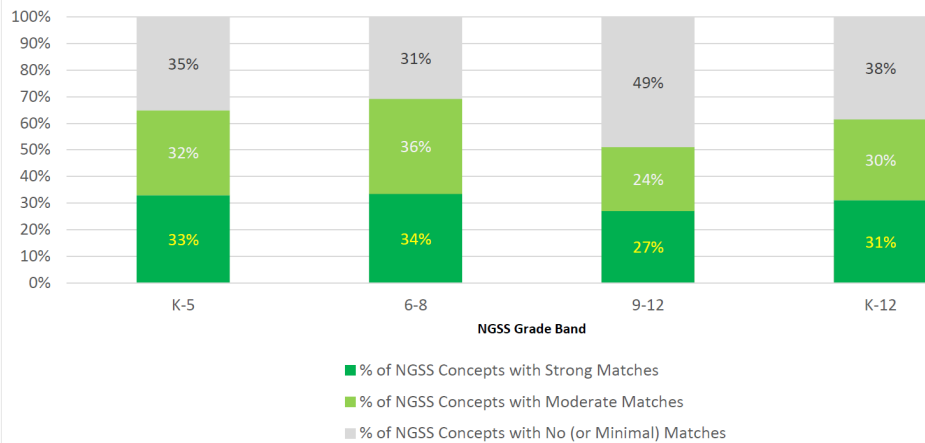
* Source: Achieve NextGenScience.Org Web Analytics



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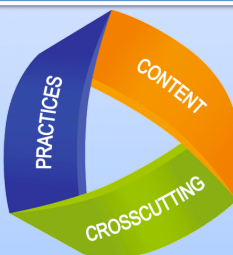
Content Match Between CT Science Standards and NGSS

G1. Percentages of NGSS Concepts (K-12) With and Without Matches in CT Standards (K-10)
Organized by NGSS Grade Band



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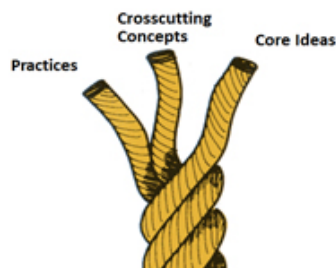
Overview of Next Generation Science Standards



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Students Learn Through 3 Intertwined “Dimensions” of Science

The NGSS are written as “Performance Expectations that blend a **Practice** with a **Core Idea** and a **Crosscutting Concept**.”



Engineering
Integrated with Science

SAMPLE NGSS PERFORMANCE EXPECTATION WITH 3 DIMENSIONS

Analyze and interpret data to provide evidence that **plants and animals have traits inherited from parents** and that **variation** of these traits exists in a group of similar organisms.




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Science and Engineering Practices: Central to Next Gen Science Learning

1. Asking questions and **defining problems**
2. **Developing and using models**
3. Planning and carrying out investigations
4. Analyzing and interpreting data

5. Using mathematics and computational thinking
6. Developing explanations and **designing solutions**
7. **Engaging in argument from evidence**
8. Obtaining, evaluating, and communicating information



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Core Disciplinary Ideas

Physical Sciences

- Matter & its Interactions
- Motion & Stability: Forces & Interactions
- Energy
- Waves & Their Applications in Technologies for Info Transfer

Life Sciences



- Structures & Processes
- Ecosystems: Interactions, Energy & Dynamics
- Heredity: Inheritance of Traits
- Biological Evolution

Earth & Space Sciences

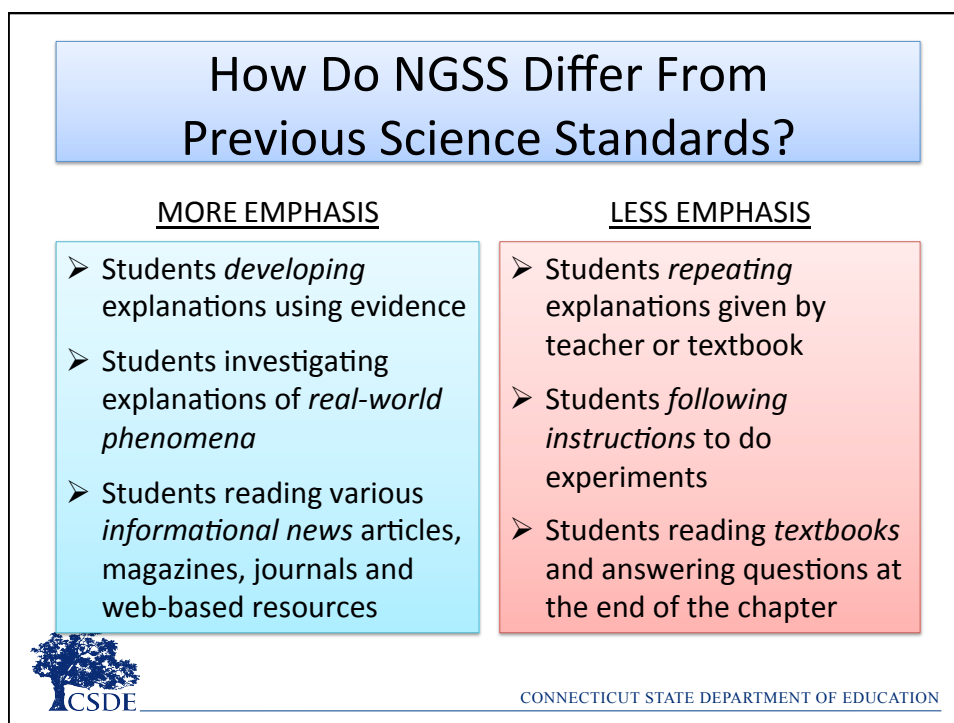
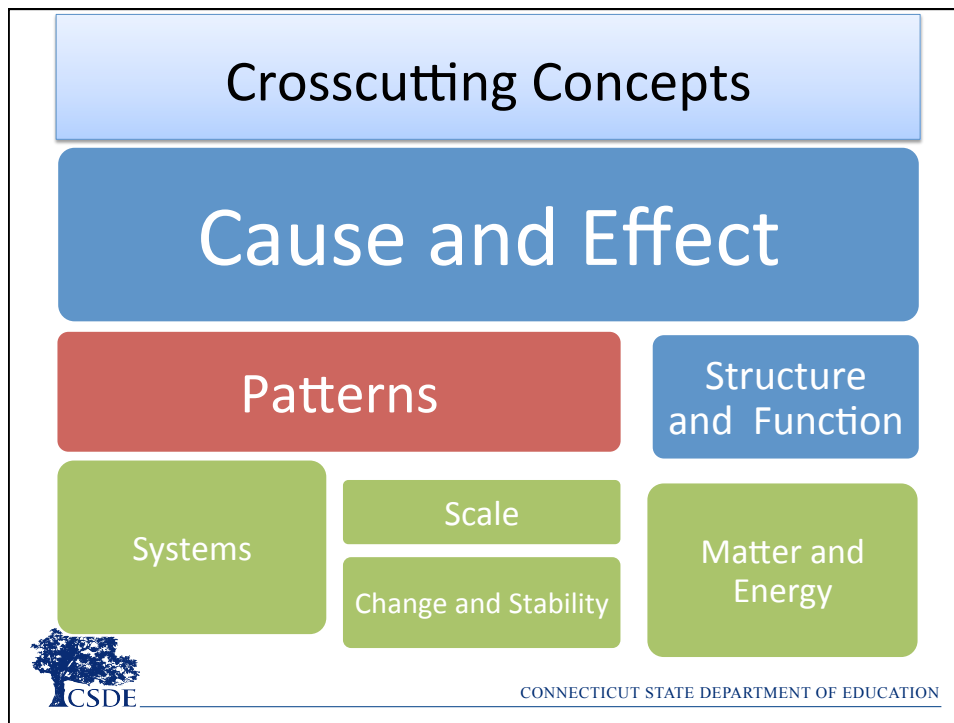
- Earth's Place in the Universe
- Earth's Systems
- Earth & Human Activity

Engineering, Technology & Applications of Science

- Engineering Design
- Links Among Engineering, Technology, Science and Society

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Comparison of CT Inquiry Standards to NGSS Practices

CONNECTICUT INQUIRY

- 2 separate dimensions (inquiry, content)
- Engineering concepts appears once in grade 8
- Students conduct experiments and report findings

NGSS PRACTICES

- 3 integrated dimensions (practices, core ideas, cross cutting concepts)
- Engineering design integrated into all K-12 standards
- Students construct evidence-based explanations and apply knowledge to explain real-world phenomena



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Assessing Next Generation Science Learning

Connecticut: One Dimension (at a time)

Describe the effects of the strengths of pushes and pulls on the motion of objects.

Describe the basic structures of an animal cell, including the nucleus, cytoplasm, mitochondria and cell membrane, and how they function to support life.

Provide explanations to investigated problems or questions.

NGSS: Three Dimensions (simultaneously)

Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

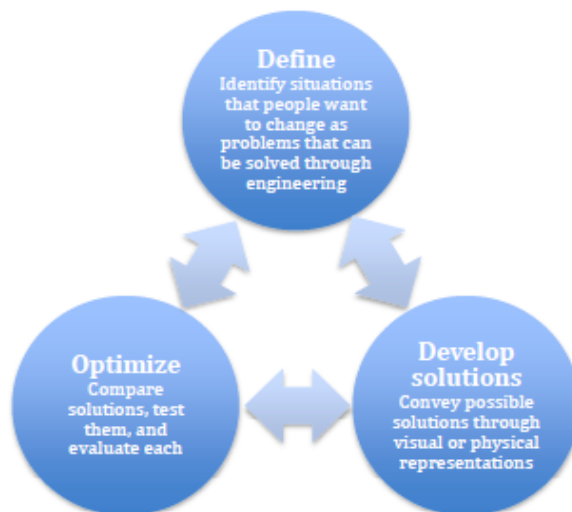
Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

Use evidence to support the explanation that traits can be influenced by the environment.



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Engineering Design Cycle: Apply Science Knowledge to Solve Real World Problems



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Engineering Design Integrated with Science

Sample Learner Outcomes from NGSS:

KINDERGARTEN PHYSICAL SCIENCE: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*K-PS2-2.

GRADE 3 LIFE SCIENCE: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*3-LS4-4.

GRADE 6-8 PHYSICAL SCIENCE: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*MS-PS3-3.

GRADE 9-12 LIFE SCIENCE: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*HS-LS2-7.



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Anatomy of an NGSS Standard

Performance Expectations

Framework Foundations

Science Connections

Common Core Connections



Students who demonstrate understanding can:

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted, and, a pet dog that is given too much food and little exercise may become overweight.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> • Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3-5 builds on K-2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> • Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2) 	<p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> • Many characteristics of organisms are inherited from their parents. (3-LS3-1) • Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> • Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) • The environment also affects the traits that an organism develops. (3-LS3-2) 	<p>Patterns</p> <ul style="list-style-type: none"> • Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> • Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2)

Connections to other DCIs in third grade: N/A
Articulation of DCIs across grade-levels:
1.L.S3.A (3-LS3-1); 1.L.S3.B (3-LS3-1); MS.L.S1.B (3-LS3-2); MS.L.S3.A (3-LS3-1); MS.L.S3.B (3-LS3-1)

Common Core State Standards Connections:
ELA/Literacy —
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2)
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2)
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS3-1),(3-LS3-2)
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2)
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1),(3-LS3-2)
Mathematics —
MP.2 Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2)
MP.4 Model with mathematics. (3-LS3-1),(3-LS3-2)
3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2)

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Measuring Success



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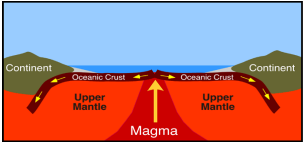
Sample Test Questions: Traditional and NGSS

Traditional

The major movement of the plates and description of plate boundaries of the Earth are...


- A. Convergent
- B. Divergent
- C. Transform
- D. All of the Above

NGSS-style



The diagram shows two continental plates moving apart. Below the plates, the upper mantle is shown with magma rising from a central point between the plates. Labels include 'Continent', 'Oceanic Crust', 'Upper Mantle', and 'Magma'.

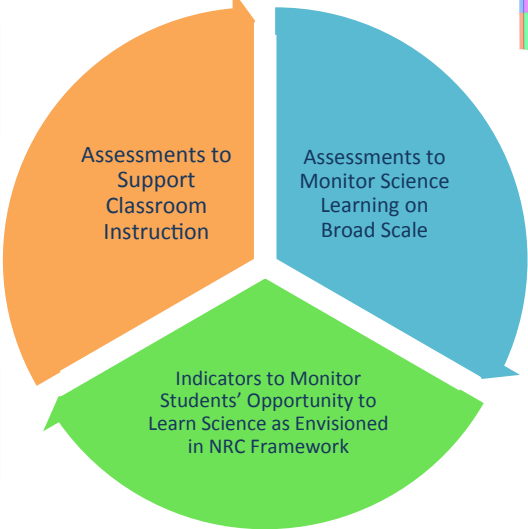
- A. Draw on the picture to show what is happening in the mantle that causes the plates to move apart.
- B. What is happening in the mantle that helps to explain why the two plates are moving apart?
- C. Put an X on the places in the picture above where the oldest rock can be found in the crust.
- D. Explain your answer.





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Envisioning a New System of Assessments

- MORE TIMELY
- MORE INFORMATIVE
- A BETTER PROFILE OF STUDENT LEARNING







CONNECTICUT STATE DEPARTMENT OF EDUCATION

Making Transitions



CONNECTICUT STATE DEPARTMENT OF EDUCATION 23

A Model for Transitioning District Curriculum and Instruction*

CTSS = Connecticut’s current state science standards (CSDE, 2004)
 NGSS = Next Generation Science Standards (Lead States, 2013)


Grade	2015-16	2016-17	2017-18	2018-19
PK-3	CTSS	NGSS	NGSS	NGSS
4	CTSS	CTSS	NGSS	NGSS
5	CTSS	CTSS	CTSS	NGSS
6	CTSS	NGSS	NGSS	NGSS
7	CTSS	CTSS	NGSS	NGSS
8	CTSS	CTSS	CTSS	NGSS
9	CTSS	NGSS	NGSS	NGSS
10	CTSS	CTSS	NGSS	NGSS
11-12	CTSS	CTSS	CTSS	NGSS

*Other models are under consideration and will be available soon.

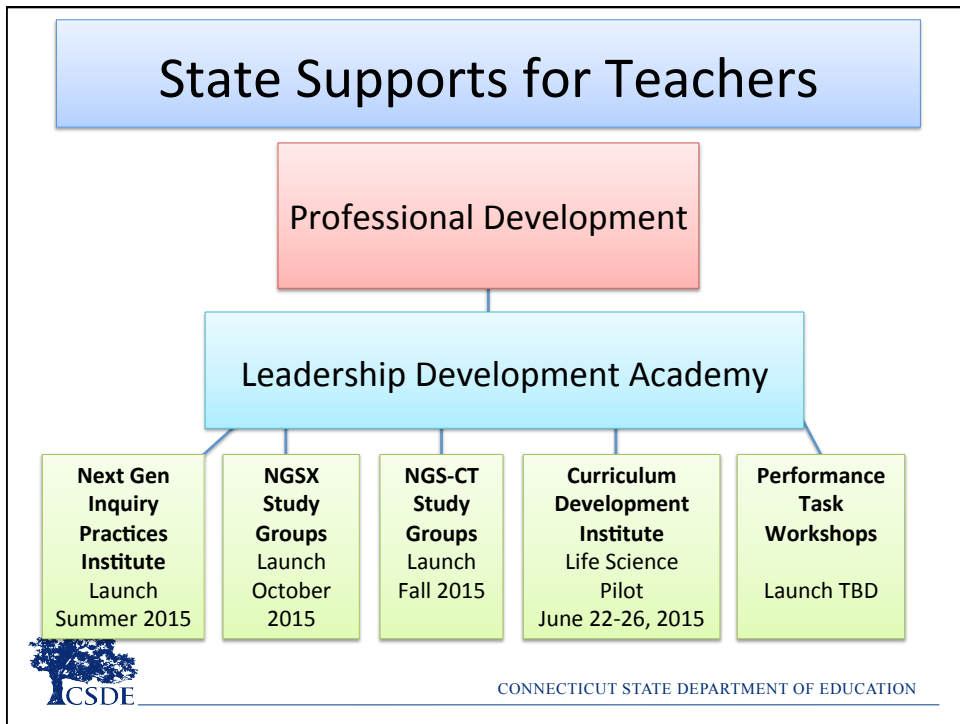

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Proposed Transition to Next Generation Science State Assessments				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019
CMT and CAPT Science (cumulative tests at Grades 5 and 8; high school)	Aligned to CTSS	Aligned to CTSS	Aligned to CTSS	First live administration of state assessment aligned with NGSS
Next Gen Science Assessment Development	NGSS item piloting	NGSS item piloting; Report NGSS "Readiness"	NGSS item piloting; Report NGSS "Readiness"	TBD

CTSS = Current Connecticut Science Standards (adopted in 2004)
 NGSS = Next Generation Science Standards (adoption under consideration)



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Cost Considerations

1. Investment in high quality NGSS professional learning: fees, release time and subs
2. Adapting and/or acquiring NGSS “3-dimensional” instructional materials
 - Limited commercially-available instructional materials at present
3. Adequate staffing, space & scheduling for 3 years of HS science for ALL students
4. Materials and supplies for elementary science teaching and learning.



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District To Do List

- 2015-2016: Invest in high quality PD offered by State
- 2015-2017: Enroll district teams to collaborate in curriculum development institutes beginning June 2015
- 2016-2018: Adapt and/or acquire NGSS instructional materials
- 2016-2019: Expect and “look for” transformed teaching practices critical for student success on NGSS assessments



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To Learn More About NGSS in CT

- CSDE Science Page
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320890>
- Ellen Cohn, Interim Chief Academic Officer,
ellen.cohn@ct.gov
- Liz Buttner, Curriculum and Instruction,
elizabeth.buttner@ct.gov
- Jeff Greig, Assessments, jeff.greig@ct.gov
- Ron Michaels, Performance Tasks,
ronald.michaels@ct.gov



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Feedback

Strongly Agree, Agree, Disagree, Strongly Disagree

1. Participants in my group understand the changes to teaching and learning which are associated with the Next Generation Science Standards.
2. Participants in my group believe that the changes which will occur if we adopt the NGSS will be good for Connecticut children.
3. Participants in my group believe that the changes which will occur if we adopt the NGSS will be good for the state of Connecticut as a whole.
4. Participants in my group have some concerns related to the adoption of the NGSS.
5. If your participants had concerns related to the adoption of the NGSS, please describe these concerns below.
6. What does your group want to know more about related to the NGSS? Please describe.



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 14, 2015

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 April 1, 2015 through April 30, 2015.

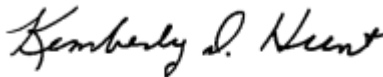
Alternative Strategies: _____

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

Beginning Date of Program or Project: _____ N/A

Ending Date of Program or Project: _____ N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – May 2015

PERSONNEL ACTIVITY REPORT

FOR: May 2015

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Busey, Annelise	Family & Consumer Science Teacher	JAD		January 27, 2015	MA	University of Nebraska- Lincoln	\$46,750.00 prorated

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Kemnitz, Kelly	Grant Funded Reading Tutor	Derynoski	25.00	April 27, 2015	\$13.30
Loffredo, Jennifer	Interim Special Ed Paraprofessional	JAD	19.50	April 27, 2015	\$10.50
Perillo, Carla	Interim Library Paraprofessional	Thalberg	15.75	May 5, 2015	\$10.50

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
No certified resignations in the month of April					

Classified

Name	Position	School	Effective Date	Years of Service	Retire
DiSanto, Lauren	Grant Funded Math Tutor	JAD	April 12, 2015	2 months	No
Wilson, Kim	Full-Time Special Ed Paraprofessional	JAD	May 9, 2015	9 years	Yes
DeFeo, Clarise	Full-Time Special Ed Paraprofessional	DES	June 30, 2015	24 years	Yes
Stalter, Betty	Registered Nurse	Flanders	July 1, 2015	13 years	Yes

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
Stearns, Rita	Grant Funded (.7 FTE) Counselor and (.3 FTE) Project Director of Mental Health Counseling Grant	District	Guidance Counselor	Derynoski	August 24, 2015
Wright, Annita	.6 FTE Grant Funded Social Worker .4 FTE Social Worker	District Thalberg	.6 FTE Social Worker .4 FTE Social Worker	Derynoski Thalberg	August 24, 2015
Moreau, Debra	Social Studies Teacher	JAD	Social Studies Teacher	SHS	August 24, 2015

Classified

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

UNPAID LEAVES OF ABSENCE

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

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
No coaching / stipend appointments in the month of April				

Resignations

Name	From Position	School	Effective Date
Aroian, Richard	Freshman Coach, Girls Soccer	SHS	April 24, 2015



Unified Arts Suggested Curriculum Revisions

Current Program

- PE 60 days (every third day all year)
- Health 20 days (every third day for 1/3 of the year)
- Culinary 20 days (every third day for 1/3 of the year)
- Textiles 20 days (every third day for 1/3 of the year)
- Art 60 days (every third day all year)
- Computers 60 days (every third day all year)
- Tech Ed. 60 days total, but 15 in 4 separate trades
(every third day – trades change each quarter)
- Music/Study Hall 60 days (every third day all year)

Proposed Change

- Change from 3 day rotation to a 6 day rotation
- Some courses would meet all year long on a specific letter day(s)
- Other courses would meet every day for a specific period of time
 - These courses would be linked to academic teams

Teaming

- 77 percent of middle schools in the United States now employ some form of team teaching
- When team teaching is fully implemented, research has shown it leads to an "improved work climate, more frequent contact with parents, increased teacher job satisfaction, and higher levels of student achievement"

Linking UA to Teams

- Design, development, and resources
- Commitment to teaming for several years - effectiveness is shown to grow over time
- Common planning time

Physical Education

- Maintain PE for 60 days (every third day - two out of six days)
- Would meet all year

Health

- Add 10 days to Health for a total of 30 days instruction
- No longer linked to Family and Consumer Science
- Would meet all year long
- Would meet one out of six days
- Add “Play By The Rules” to Health curriculum

Music Education

- Meet all year long
- Add 30 days to music instruction
- Students would have music 3 out of 6 days all year
- 2 out of 6 days will be large group
- 1 out of 6 days will be lessons
- Eliminate general music and study hall
- Students not taking performance based music would instead have computer class

Art

- Teach for 1/3 of the year
- Maintain 60 days of Art instruction
- 60 days will be taught consecutively
- Each grade level academic team would have Art for a specified trimester (alternating with Tech Ed and Culinary/Textiles)

Technology Education

- Taught for 1/3 of the year
- Maintain 60 days of Tech Ed instruction
- 60 days will be taught consecutively
- Each grade level academic team would have Tech Ed for a specified trimester (alternating with Art and Culinary/Textiles)

Computers

- One teacher would be linked to technology education
- One teacher would provide instruction for students not enrolled in music

Family & Consumer Science

- Taught for 1/3 of the year
- Increase Culinary and Textiles instruction by 10 days each for a total of 30 days in each trade
- Students would have 30 days consecutively in Textiles class and then 30 days consecutively with Culinary class and then switch
- Each grade level academic team would have Culinary and Textiles for a specific trimester (alternating with Art and Tech Ed)

Summary

All Year	1/3 of the year
Maintain PE for 60 days (every third day – 2/6 days all year)	Maintain 60 days of Art instruction, however the 60 days will be taught consecutively in trimesters. Each grade level academic team would have Art for a specified trimester (alternating with Tech Ed and Culinary/Textiles).
Add 10 days to Health for a total of 30 days instruction <ul style="list-style-type: none">•No longer linked to Culinary & Textiles•1/6 days all year•Add Play By The Rules to Health Curriculum	Maintain 60 days of Tech Ed instruction, however the 60 days will be taught consecutively in trimesters. Each grade level academic team would have Tech Ed for a specified trimester (alternating with Art and Culinary/Textiles).
Add 30 days to music instruction <ul style="list-style-type: none">•3/6 days all year•2/6 days will be large group•1/6 days will be lessons•Eliminate study hall – Students not taking performance based music would instead have computer class	Increase Culinary and Textiles instruction by 10 days each for a total of 30 days in each trade. Students would have 30 days consecutively in Textiles class and then 30 days consecutively with Culinary class and then switch. Each grade level academic team would have Culinary and Textiles for a specific trimester (alternating with Art and Tech Ed).

Sample Schedules

Trimester		T1						T2						T3					
Letter Day		A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
Period	1	Tech Ed (15 consecutive days in each area) Construction, Communication Manufacturing, Computers						Culinary (30 consecutive days) Textiles (30 consecutive days)						Art (60 consecutive days)					
	2	PE	Music* large group	PE	Music* large group	Health	Music* lessons	PE	Music* large group	PE	Music* large group	Health	Music* lessons	PE	Music* large group	PE	Music* large group	Health	Music* lessons
*Students who do not take Music will be in a computer class (details TBD)																			

Trimester		T1						T2						T3					
Letter Day		A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
Period	1	Music* large group	PE	Music* large group	PE	Music* lessons	Health	Music* large group	PE	Music* large group	PE	Music* lessons	Health	Music* large group	PE	Music* large group	PE	Music* lessons	Health
	2	Culinary (30 consecutive days) Textiles (30 consecutive days)						Art (60 consecutive days)						Tech Ed (15 consecutive days in each area) Construction, Communication Manufacturing, Computers					
*Students who do not take Music will be in a computer class (details TBD)																			

Steps Thus Far

- Initial meeting with middle school administration and Mrs. Smith
- Presentation to C & I committee about needed construction changes
- Meeting with middle school administration and middle school curriculum leaders
- Meeting with middle school administration, Justin Mirante, Dot Fontana, John O'Neill, and John Duffy
- Early release PD afternoons with all unified arts teachers
- Meeting with Jamie Olander to explore scheduling implications
- Phone conference with PowerSchool consultant

Next Steps

- Approval from C & I
- Presentation to BOE
- Scheduling set up



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting May 4, 2015

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 9:30 a.m.

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

Present from district: Mrs. Karen Smith, Assistant Superintendent for Instruction and Learning (left at 10:45 a.m.); Mr. Steven Madancy, Principal, Kennedy Middle School, Mr. Frank Pepe, Principal, DePaolo Middle School; Mr. Christopher Palmieri, Assistant Principal, DePaolo Middle School; Mr. John Duffy, District Science Coordinator; Mrs. Marion Stannard, Director, Agricultural Science and Technology Program; Ms. Suzanne Hodges, Science Department Chair, Southington High School.

Middle School Unified Arts Update

The middle school administration shared a PowerPoint presentation that included the following current and proposed information pertaining to the middle school unified arts programs.

Currently:

PE	60 days (every third day all year)
Health	20 days (every third day for 1/3 of the year)
Culinary	20 days (every third day for 1/3 of the year)
Textiles	20 days (every third day for 1/3 of the year)
Art	60 days (every third day all year)
Computers	60 days (every third day all year)
Tech Ed.	60 days total, but 15 in 4 separate trades (every third day – trades change each quarter)
Music/Study Hall	60 days (every third day all year)

Proposed:

Change from a three day rotation to a six day rotation in order to link some designated areas to teams.

All Year	1/3 of the year
Maintain PE for 60 days (every third day - two out of six days all year)	Maintain 60 days of Art instruction, however the 60 days will be taught consecutively in trimesters. Each grade level academic team would have Art for a specified trimester (alternating with Tech Ed and Culinary/Textiles).
Add 10 days to Health for a total of 30 days instruction <ul style="list-style-type: none"> • No longer linked to Culinary & Textiles • 1/6 days all year • Add Play By The Rules to Health Curriculum 	Maintain 60 days of Tech Ed instruction, however the 60 days will be taught consecutively in trimesters. Each grade level academic team would have Tech Ed for a specified trimester (alternating with Art and Culinary/Textiles).
Add 30 days to music instruction <ul style="list-style-type: none"> • 3/6 days all year • 2/6 days will be large group • 1/6 days will be lessons • Eliminate study hall – Students not taking performance based music would instead have computer class 	Increase Culinary and Textiles instruction by 10 days each for a total of 30 days in each trade. Students would have 30 days consecutively in Textiles class and then 30 days consecutively with Culinary class and then switch. Each grade level academic team would have Culinary and Textiles for a specific trimester (alternating with Art and Tech Ed).

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND
LEARNING

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200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

A Unified Arts update will be added to an upcoming Board of Education meeting agenda. The administration will begin working on an appropriate job description. The presentation will be shared with the parent groups following the presentation to the Board.

The committee thanked the administration for their report and agreed that the proposed program changes would be well-received at the middle schools.

Textbook Review and Proposed Pilot Program

Spanish Is Fun, Grade 8

Mr. Madancy shared with the committee a Spanish textbook that they would like to begin using for a pilot program at the middle schools. The book is appropriate for foundational Spanish learning. The administration and teaching staff have found that there are students who enter Grade 8 that need support in Spanish and this class and textbook would be appropriate for those students. Currently, Mr. Madancy has enough students at Kennedy that would benefit from this pilot program. If Mr. Pepe finds that there is a need for this program at DePaolo based on enrollment, it will be included there as well. They requested to purchase 25 textbooks; however, in the event that DePaolo has a need to implement the class for the 2015-2016 school year, the committee approved that they purchase the necessary number of books to support the class. The committee agreed to bring the Spanish Is Fun textbook to the full Board for approval.

Human Anatomy & Physiology, Twelfth Edition

Ms. Hodges shared with the committee that this is one of the best-selling textbooks for this subject. The font and pictures help with tremendously with the reading and understanding. This book will be used for a CCP class and is different than the one used for the honors level. Ms. Hodges fully supports the book. She explained that the book is to be used as a resource and the teaching staff is there to help interpret and learn. There is also an e-book and teacher resources that are available online. Ms. Hodges requested that they purchase 80 copies of the book because they have three sections of this class which is approximately 70 students. The committee agreed to bring the Human Anatomy & Physiology textbook to the full Board for approval.

Ornamental Horticulture, Grades 11 & 12

Ms. Stannard introduced the Ornamental Horticulture textbook to the committee that she would like to purchase for their UCONN Horticulture ECE course. This is a newer edition of the current book that they are using. The current version is from 1994 and this latest is from 2010. Ms. Stannard explained that enrollment has increased and they are requesting 20 books. The committee agreed to bring the Ornamental Horticulture textbook to the full Board for approval.

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

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

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:05 a.m.

Respectfully Submitted,



Karen L. Smith

Assistant Superintendent for Instruction and Learning

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 14, 2015

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 _____ May 14, 2015 _____

Decision Requested _____

Agenda Code _____ 10 b. _____

AGENDA REPORTING FORM

Agenda Topic: _____ Construction Update _____

Summary of Issue: _____ The District's 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 administration is monitoring a recurring moisture issue when extreme temperature changes occur. This may be
_____ caused by winter into spring temperature swings. The project will be closed out when this issue is resolved.

Kennedy & DePaolo Middle School - Renovation/Expansion: _____

Phase 11 of 12 is underway at both projects. Phase 11 represents the final classroom renovations and the new girls
_____ locker room for each project.

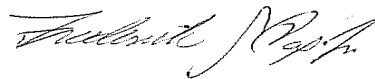
Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a
_____ permanent agenda report for school construction projects.

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 _____ Board Meeting Date May 14, 2015

Decision Requested x Agenda Code 11 a.

AGENDA REPORTING FORM

Agenda Topic: Appointment of Assistant Superintendent for Curriculum and Instruction

Summary of Issue: The Assistant Superintendent for Curriculum and Instruction position became vacant due to the retirement of Karen L. Smith effective June 30, 2015.

Background: The Board of Education interviewed candidates for the Assistant Superintendent for Curriculum and Instruction on Tuesday, May 12, 2015 at a Special Board of Education meeting held at the Municipal Center.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: To appoint the Assistant Superintendent for Curriculum and Instruction with a date and salary to be determined.

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 14, 2015

Decision Requested X Agenda Code 11.b

AGENDA REPORTING FORM

Agenda Topic: Reallocation / Adoption of 2015-2016 Operating Budget

Summary of Issue: The Town Council adopted the Board of Education budget on Monday, May 11, 2015 for the 2015-2016 school year.

Background: Administration will provide their recommended reallocation cut list to the Board under separate cover.

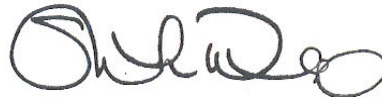
Alternative Strategies: N/A

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

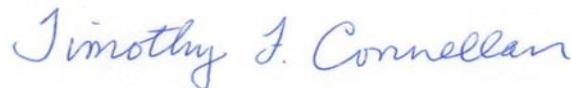
Beginning Date of Program or Project: July 1, 2015

Ending Date of Program or Project: June 30, 2016

Recommendation or Comment: Recommend that the Board of Education adopt the 2015-2016 Operating Budget.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. 2015-16 Budget Recommended Adjustments

2. _____

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